

**“Your success will depend on your enthusiasm  
and the time that you invest in learning.”**

**His Majesty The King Jigme Khesar Namgyel Wangchuck**





# Career Education and Guidance Handbook for Schools

Career Education and Counselling Division,  
Department of Youth and Sports, Ministry of Education







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Royal Government of Bhutan  
Ministry of Education

ཤེས་རིག

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### FOREWORD

In January 1996, His Majesty the Fourth King Jigme Singye Wangchuck, while expressing concern on a number of issues on education, clearly emphasized on the need to adopt a systematic and comprehensive career counseling system in our schools. Emanating out of His Royal wisdom and concern, the then Education Division developed and produced the first career education booklet, "Career Education Curriculum Framework and activities" that was used in the schools to provide career information and prepare students to make more informed career decisions.

In 2020 under the Skills Training and Education Pathways Upgradation Project supported by the Royal Government of Bhutan and the Asian Development Bank, the existing Career Education & Guidance Resources and Materials for schools were reviewed and revised with a set of resources and approaches to Career Education and Guidance. A trainer's handbook on Career Guidance, a toolkit for Career Education activities, student Career Workbook and Career Development Information and dissemination strategy for TVET in schools are developed through this project to support all secondary schools to plan and implement Career Education and TVET advocacy activities in schools.

A website on Career Information and Dissemination Strategy and other popular social media platforms are used to orient students on Technical Vocational Education Pathways and on various Technical and Vocational Trades and the skills-set that they can acquire through TEVT and help prepare themselves for a career in future. The information and education that is provided through the website and other social media assets will complement the hands-on practical skills that our students acquire through the vocational electives offered in their schools and encourage them to explore possibilities and opportunities for themselves. Schools can make use of these resources to plan and implement career planning and development with students and help connect their current interests and abilities to career opportunities and pathways that they can explore further and help students manage transitions with informed choices and decision making abilities. We strongly believe that our students will be able to prepare themselves for a bright and fulfilling career path and be able to independently navigate and negotiate through the 21<sup>st</sup> Century world of work.

Wishing everyone a successful life ahead!

(Karma Galay)

Officiating Secretary  
Ministry of Education

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# Overview of Handbook

**A**s the world and the choice for career become increasingly complex, it has become essential for students to make realistic decisions concerning their career. With realistic decision making, they can make effective, lifelong contributions and become productive citizens of a community and country. Thus, finding a satisfying job is not only important for them, but also for the country's prosperity. And with the patterns of industry and commerce changing, it has become vital for the education system to equip students with skills to ensure future employment opportunities.

Career guidance theories are either grounded in a psychological approach which tend to focus on the individual and how they change, develop and make choices whilst the theories grounded in a sociological approach tend to focus on the way society is organised and the limitations and barriers this creates for individuals. In this handbook we will look at the merits of both approaches.

The Labour and Employment Act of Bhutan 2007 provides a blue print for contextualising Career Guidance for students;

**WHEREAS**, the well-being of workers contributes to the Gross National happiness

**WHEREAS**, workers play a crucial role in the development of the Kingdom, it is essential that their welfare is promoted and protected through a fair and just labour administration system suitable for Bhutan.

**WHEREAS**, it the desire of His Majesty King Jigme Singye Wangchuck, that all Bhutanese, particularly the educated youth are gainfully employed.

**WHEREAS**, it is the desire of the country to create employment opportunities including self-employment.



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**WHEREAS**, it is the desire of the government to encourage private sector development and entrepreneurship.

This handbook is designed to provide an introduction to career guidance, and outline the roles and responsibilities of counsellors for monitoring and evaluating career education programmes.

**Section 1** of the handbook provides an Introduction to Career Guidance and the role of School Guidance Counsellors working with students.

**Section 2** looks at the process and elements of career education and guidance for developing self-awareness and matching an individual's skills with the work or training opportunities available in Bhutan. Career guidance provides a platform for students to become more responsible and confident and able to take ownership of their own decisions. This section is also a resource for the career counsellor, especially for background knowledge and understanding of the guidance process. It also contains ideas and ways for working with students individually and for delivering career education classes.

**Section 3** provides an overview of the labour market. This is a fundamental requirement for career counsellor. The need to update would rise due to continuous changes in the job market. This section will also introduce career counsellor to information communication technology (ICT), which is one of the most cost-effective methods for providing career information and a "tool" to complement career guidance. There are also recommendations for resources needed to ensure that career teams in schools are able to carry out their roles and responsibilities effectively.

**Section 4** illustrates a step-by-step guide for successfully handling interviews. It may also be used by a career counsellor to facilitate and identify students who require more in-depth support, to help them make realistic career decisions.

**Section 5** gives an overview of the evaluation process that needs to be in place to enable organisations to plan, deliver and evaluate a career guidance process for the benefit of its students.





# SECTION 1

## Introduction to Career Education and Guidance



# Introduction to Career Education and Guidance

Apart from an introduction to career guidance and the roles of teachers and career counsellor working with students in schools, this section contains an overview of the concept and content of career guidance. It illustrates the importance of understanding the process and elements that make up a guidance interview, which would be effective for career counsellors to provide the optimum level of support to enable students to make realistic, well-informed career decisions.

Career education is a planned programme of curriculum activities and learning experiences. The purpose is to help students develop the knowledge and skills they need to make successful choices, manage transitions in learning and join the labour force.

Career education helps students to:

- a. Investigate learning and career opportunities
- b. Make informed judgements about learning and career options
- c. Understand how these choices will help them to achieve their aspirations
- d. Enable them to successfully manage key transition points

Students need help to:

- a. Assess their achievements, interests and aptitudes
- b. Learn how to develop plans
- c. Formalise these plans into a written document
- d. Put plans into operation (1)

To enable them to do this, they need on-going support from school guidance counsellors who operate within a career education and guidance framework. The framework outlines the process of how career guidance should be delivered to comply with quality standards. The roles of teachers within the

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guidance process is to provide on-going information and advice about career, and at the same time act as a referral point for those students who need more specialist career guidance.

Therefore, a career education programme should have three aims:

- a. Self-development (Self Awareness)
- b. Career exploration (Opportunity Awareness)
- c. Career management (Decision Making and Transition Planning)

The career interview process, however, examines the principles of career education programme and provides support to students who need to know themselves in relation to job opportunities, and make a realistic decision about their future training and work prospects. The school career guidance counsellor must provide none judgemental advice and guidance to empower the students to make realistic, well-informed career decisions.

Career guidance aims to help students use the knowledge and skills they gain from career education and work experience to make decisions. It is important to provide none judgemental and up-to-date advice and guidance.

Career guidance and career education are inter-related and depend on each other for their effectiveness, each is required to support and complement the other. Career Education helps students develop the knowledge and skills they need to make successful choices, and manage transitions in learning and to move into work. Career Guidance empowers students to use the knowledge and skills they develop to make decisions about work that are right for them. (2)

## 1.1 The purpose of career guidance

“Career education and guidance is important to help young people understand themselves, in developing the tools that they need to understand available work opportunities and in developing the skills that they need to link themselves to those opportunities” (3)

Career education and guidance helps students gain an understanding of themselves, and develop the tools that they need to identify available work opportunities develop the skills that they need to link themselves to those opportunities.

The provision of career guidance has been increasingly complex in the light of rapid changes in the labour market, education and training. Career guidance counsellors are expected to provide accurate up-to-date advice and information on employment, education and training opportunities for students if they are to make effective transitions from school to work and able them to choose the right pathway for themselves whether higher education or a more practical route through a Technical and Vocational Education and Training (TVET) programme.

In light of the changes in the job market, making well informed realistic career decisions becomes paramount to ensure students are properly equipped to plan effectively for their future and on-going career. Decision making skills need to be developed and it is often important to work with them during their school experiences to ensure they are able to make realistic choices for themselves.



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## 1.2 The relationship between career guidance and career education

It is very important for students to develop diverse knowledge, skills and attributes. It includes skills like self-awareness, self-management and working with others. It is also important for them to undertake personal planning, review and guidance to underpin their programme, consolidate their learning and identify the right career choices.

For making a realistic decision about their future career, students need to clearly understand the world of work. Career guidance is the method which would support them know about possible career options based on their own talents, knowledge and experience compared to the job opportunities available. It is important, therefore, that school career counsellors support the process by linking their achievements in school to their options for work.

For instance, a student interested in science subjects may go on to study medicine, but they should also be aware of future changes in industry and commerce. As it is not possible to have extended work experience in schools, it is important for students to have opportunities to talk about career options and conduct research on the expectations of employers, which will help them gain a clear understanding of jobs, roles and responsibilities. Subject teachers could support the process of career guidance by helping pupil develop decision making skills. This would ensure that students have the ability to make realistic choices throughout their school lives.

## 1.3 How people make well informed realistic decisions (Career Theory)



*CAREER CHOICES: Factors that go into choosing a career*

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For career education lessons, teachers need to cover all aspects of the decision-making process, which starts with the exploration of self-awareness. The factors include:

**i. Interests**

People whose works are in line with their interests are more likely to enjoy their work and gain job satisfaction.

**ii. Values and motivation**

It is important to consider an individual student's values and motivation, as it will have an impact on their career choice.

**iii. Skills**

Students need to consider beyond their work-related skills, such as, work, study, leisure, interests, home life and social skills.

**iv. Location**

Students may have aspirations to find work in the future away from their home environment, although their immediate concerns may be to look for work closer to their homes.

**v. Qualifications and experience**

Many professions will require young people to gain specific qualifications and the choices they make at school should enable them to work towards their future career goals.

**vi. Personality**

Personality plays a big role in the decision-making process, and psychologists use personality profiling to enable students to choose career that match their personality.

A number of career theories have been developed over time to facilitate career management.

### **1.3.1 The DOTS model (decision making, opportunity awareness, transition and self-awareness)**

The DOTS career management process is widely used by career counsellors working with students who need support in career planning. The process covers Decision making, Opportunity Awareness, Transition and Self-awareness.

This was developed by Anthony Watts and Bill Law in 1972, although other career theorists have further developed and refined the model over the years to take into account cultural and other changes in society. There are four steps to the development of career competencies, as identified by the model.





## Step 1

### Understanding yourself and improving self-awareness

This usually involves some form of personality, needs and skills analysis. This part of the career management process could include some analysis of interests, values, skills, aptitudes, ability, personality traits, goals; aspirations, constraints and what factors that motivate and drive the individual. The career counsellor can explore these areas as part of a career interview diagnostic.

## Step 2

### Opportunity awareness

The second step in the process usually involves some understanding of, and keeping updated with information related to labour market and trends. In career theory, this is called opportunity awareness. It is important for individuals to conduct researches on their job ideas and find more about entry routes into jobs they choose, qualifications and skills needed by employers.

Students should know if they feel that they have enough information about the work so that they can assess whether it would suit them. This would also make them aware about sectors or geographical areas with shortages of skills and/or how local or government-level developments may impact positively or negatively on career opportunities. Thus, it is important to have up-to-date labour market information. Using Labour Market Information websites will provide relevant information that will enable students get a good understanding of the world of work.



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## Step 3

### Decision making

This is usually made once the above two steps are completed and compared. Though career decisions are taken by the individual, the school career counsellor supports the process by providing professional knowledge and understanding of the world of work. The key however, is to empower the student to enable them to develop their own “vision” and understanding of how to plan for their future.

## Step 4

### Transition stage

The final one, called transition stage involves action. This includes developing greater employability skills; taking additional learning or upgrading qualifications; applying for vacancies or training / educational opportunity to develop skills or upgrade qualifications, changing career direction; developing skills through volunteering or unpaid work; or just updating and making ones’ curriculum vitae (CV) better to reflect skills and experience one has. (4)

### 1.3.2 Self-Awareness: Understanding of Self and Motivation

The starting point for career education is Self-Awareness. Every young person has to know about themselves through self-analysis.

School career counsellors facilitate this process; students make decisions based on their experiences, such as taking classes with subjects that interest them and avoiding subjects they find difficult and less stimulating. Often a student who enjoys science will start to think about careers where science is required and used, such as the medical field, engineering or working with the environment.

The purpose of career education in schools is to help students make sense of their interests and look at the range of careers that involve using subjects of their choice. For instance, a student who is keen on a particular subject may only see one career option although a good career education programme will broaden their understanding of the world of work by exploring other careers, which may offer more opportunities, using the skills and expertise they have acquired at school. Career education in schools can be a separate subject or, as in some countries, integrated into the curriculum.

Developing self-awareness in students is an ongoing process; they will start to make decisions at any early age based on their limited understanding of themselves and the world around them. As they grow, decisions become more refined and logical and they will start beginning to understand the consequences of their actions if a decision has failed to take into account all relevant factors. Often students will spend more time considering the pros and cons for the choice of social activities: where to go, who to go with, what to take to wear, what to do when they arrive by considering the merits of the destination, than they do considering career options, especially if they are interested in a career that is not considered easy to pursue. Many are influenced by their surroundings, parents and peers, which will suppress their own natural inclinations, as it doesn’t conform to the norms of their society.



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Career education lessons will start to explore self-awareness of students: by conducting exercises to address a student's likes and dislikes based on their current understanding of the world around them. An exercise can explore the decision-making process and how it is linked to their self-awareness by looking at ways in which they rate school subjects: analysing why they prefer certain subjects above others. They may say they like the teacher, the teaching methods, and the fact that they can understand the subject matter more than another one.

As students begin to reflect on their reasons for enjoying a particular school subject, they start to refine their career decision making processes. The decision may change depending upon the variables: the exercise can challenge the decision to take a certain subject by changing the variables in the decision: what if the subject was to be taught by a different teacher, would they still choose it?

The basis of the decision must address the self-awareness of the individual. If they chose a subject based on their fondness of a teacher but ignored the fact that they found the subject of little interest, or had limited ability to pursue the subject at a higher level, it would prove problematic in the future. Often students need support with the process through both career education and one-to-one counselling to enable them reach their own conclusions rather than be directed by others.

### **1.3.3 Opportunity Awareness: Understanding the Job Market and Career Opportunities**

From an early age, students form their opinions about the world around them based on direct experiences and the influences of their parents and peers. The purpose of career education is to use experiential learning so that students are able to make realistic career choices. To ensure schools meet those needs effectively, the career education programmes must be:

- a. Valued by the whole school community; the principal, and subject teachers, who are committed to supporting the school guidance counsellor to deliver careers education.
- b. Offer both education and guidance, which are integrated into the wider curriculum
- c. Designed around students rather than the school (be client centred)
- d. Delivered by schools and outside agencies working in partnership
- e. Delivered in a variety of forms
- f. Involve practical activities (including projects and work experience)

Students need to be able to identify local, regional, and international opportunities for work, (including changes in patterns of work) so that they can make realistic choices for themselves. They need to understand the changes brought on by new technology and government policies to enable them realize their full potential.

Career education programmes should be planned effectively to take into account the ever-present changes in the world of work. The schools cannot, however, do this in isolation; they must develop partnerships with outside agencies that are able to contribute to the education of students. It must however, be remembered that career education and guidance must be non-judgemental and if employers are invited to schools for talks about their organizations and opportunities, they provide for school leavers, it must be stressed that this is only one of the options available.

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The Opportunity Awareness element of career education and guidance must be carefully planned and reviewed regularly to take into consideration the on-going changes in the world of work. The programme may include:

- a. Talks by local employers
- b. Work experience (work shadowing or work placements)
- c. Projects about local, regional or national industries
- d. Job Fairs
- e. Research on the internet about job opportunities, employers and the local economy.

Employers and the Chamber of Commerce may have a part to play as they will have up-to-date information about the industrial landscape of the areas. They could be invited to schools for talks to pupils about future job markets. It is important, therefore for schools to forge partnerships in order to utilize local expertise about the job markets and future employment trends.

### **1.3.4 Decision Making: Making a well-informed, realistic decision**

When students are fully conversant with the local labour market, employment and training opportunities and are able to “match” these opportunities to their own skills, strengths and interests, they will be able to make well-informed and realistic career decisions. Without the support of an effective career education programme, they may be inclined to make decisions based on the local availability of employment opportunities and find themselves in jobs where they have little or no interest and even worse fail to realize their full potential. This is not only a personal waste of potential but is economically inefficient for their country.

Students make decisions every day, (what clothes to wear, where to go with friends) and as they get older, the decisions they make become more important. Some will have a lasting effect on their lives. Career decisions made when they leave full time education are potentially the most important decisions of their lives. Thus, the more school guidance counsellors provide advice and guidance at this crucial stage, the better it is. Teachers should, therefore carefully plan a careers programme that will enable students gain knowledge, skills and attitudes that will enable them to make the right decisions for themselves.

### **1.3.5 Methodology**

The accompanying Career Education Toolkit to this handbook provides a number of lesson plans and information for teachers to deliver a career education programme that uses a variety of learning methods; such as:

- a. Lectures/talks
- b. Group discussions
- c. Role-playing exercises
- d. Skills development exercises

Learning should be an enjoyable experience and the activities are designed to be thought provoking and allow students to explore their own ideas and interests in relation to the world of work.



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### 1.3.6 Provision of Career Information in Schools

It is important for schools to provide information about career and the transition from school to work for students so that they can carry out much of the research themselves. This is also one way of motivating students to take responsibility for their own career planning and is an essential element of the process.

The information in a Career Library for students should have details on:

- a. Finding career
- b. Applying for work or training
- c. Vocational training routes via TVET and work-based training programmes
- d. Information about local employers and employment trends
- e. Going to University
- f. Taking a year out – voluntary work, work/travel abroad, activity projects
- g. Entrepreneurship

This Information may come in a variety of forms, such as:

#### **Written materials (for background research about career)**

- a. Books about career
- b. Journals and Trade magazines
- c. Information about developing job search skills
- d. Written materials on CV writing
- e. Leaflets about completing application forms
- f. Information about career planning
- g. Brochures and promotional materials from large organizations

#### **Internet and Information Communication Technology (ICT) Based Materials**

- a. Computer based self-assessment programmes
- b. Websites for job vacancies
- c. Websites for large employers
- d. Information about self-employment
- e. Websites providing labour market information

Research shows that to facilitate a smooth transition from school to the world of work, students need to develop effective career exploration skills apart from empowering them to make well informed career decisions for themselves with the support of parents, teachers and careers professionals.

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During the career guidance process, students should be given a good overview of all their post school opportunities, which would enable them, identify the correct career path and access the right level of training and further education needed to enable them to achieve their career goals. An emphasis on the vocational pathway through TVET training centres is important so that students can assess the benefits of the vocational route for employment.

The provision of lifelong career guidance and the understanding of the career competences; self-awareness, opportunity awareness, the process of decision making and the development of transition skills, equips individuals to make realistic decisions about their careers. However, it needs to be stressed that career competences are understood in a lifelong perspective and that different life situations push different fields of competence up the agenda.

This means that career competencies needed now will change over time due to situations in life and the changes in the world of work. For instance, students in schools need to be provided with a detailed analysis of the competences relating to their self-awareness (e.g. 'I know who I am and what I am good at') in order to equip them make realistic decisions during transitioning from education to the labour market. Another life situation where career competences relating to opportunity awareness gain relevance during midlife career change, where now professional competences from one type of job are realigned in relation to new vocational aspirations. (5)

Whilst the career guidance model for delivery is to be seen as a continuous process, school guidance counsellors need to adapt the model accordingly for diagnosis of the career management needs for individual students. Appendix A sets out the process for identification of a well-informed, realistic career decisions which can be used to pinpoint where each individual presents themselves on the spectrum. This can be used to analyse the support needed during the diagnostic phase when working with students as part of a careers interview. A student who is still being educated may need in-depth support for developing his /her self-awareness, stages 1-3, whilst an adult considering a mid-life career change would need support for activities relating to stages 5-7 of the process.

*(See the career decision making spectrum at appendix A)* Appendix A can be used by the school guidance counsellor when working with individual students to discuss their understanding of the ideas for future work and how the steps they need to take to prepare themselves for the transition from school to work.



### 1.3.6 Donald Super’s Life-Span Theory of Career Development

#### Life-Span, Life-space Theory of Career Development

AGE	LIFE STAGES	SUB-STAGES
4-14 years	<b>Growth</b>	Curiosity Fantasies Interests Transition Capacities
15-24 years	<b>Exploration</b>	Implementing Crystallising Specifying
25-44 years	<b>Establishment</b>	Advancing Consolidating Stabilizing
45 – 65 years	<b>Maintenance</b>	Innovating Updating Holding
65 +	<b>Disengagement</b>	Deceleration Retirement Planning

The five life stages are: Growth (4-14 years), Exploration (15-24 years), Establishment (25-44 years), Maintenance (45-65 years), and Disengagement (65+)

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Super's Life-Span theory gives an overview of the changes that need to be addressed and supported by careers counsellors. Super outlines his position on individual and occupational differences and highlights the need for people to adapt to change and transition – indeed, uncertainty - in their lives, whilst at the same time acknowledges the prospect of continuity. He points out that:

a. People differ in their abilities and personalities, needs, values, interests, traits, and self-concepts.

b. People are qualified, by virtue of these characteristics, each for a number of occupations and that there is the possibility of multiple careers (which is increasingly becoming a reality for many adults in the workforce today).

c. Each occupation requires a characteristic pattern of abilities and personality traits, with tolerances wide enough to allow some variety of occupations for each individual as well as some variety of individuals in each occupation. Here, Super moves away from a 'matching' approach to career – implicit in his proposition is the prospect of diversity and change – both people and occupations are seen to be dynamic, rather than static. As such, the three propositions indicate Super's concern with the process of career development - that career choice is not a once in a lifetime event.

d. Super consolidated his position on process by emphasising that both individuals and situations change over time. Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts change with time and experience, although self-concepts as a product of social learning are increasingly stable from late adolescence until late maturity, providing some continuity in choice and adjustment. He uses the term 'self-concept' and acknowledges that our sense of self changes over time and is the product of social learning. It is also important to note that Super suggests that self-concepts become relatively stable over time – again.

e. He introduces the nature of these developmental tasks. According to Super, the process of change and development may be summed up in a series of life stages characterized as a sequence of Growth, Exploration, Establishment, Maintenance, and Disengagement, and these stages may in turn be subdivided into periods characterized by developmental tasks. Life stages represent the sequence of developmental tasks undertaken by the individual during the course of the life-span.

The Exploration stage and its developmental tasks are important for career planning. According to Super, this stage ranges from about 15-25 years of age and includes efforts that individuals make to get a better idea of occupational information, choosing career alternatives, deciding on occupations, and starting to work. It has three sub stages: crystallizing, specifying, and implementing'

Crystallizing is the stage in which people clarify what they want to do. They learn about entry-level jobs that may be appropriate for them, and they learn what skills are required by the jobs that interest them (including) the realization of abilities, interests, and values. Crystallization can be seen as the stage when a person's future career begins to take shape. A realization of values is an important part of this developmental process. Furthermore, as with all of Super's developmental tasks, if crystallization is not engaged with, then subsequent development may be problematic.



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Specifying involves stating a preference for a particular occupation – this may also involve trying out a particular occupation in practice in order to confirm or disconfirm one’s preferences (e.g. via work shadowing, work experience, voluntary work, part-time work). Here, the ideas of trialling, experimentation and role-playing are highlighted as important parts of the developmental process. Implementing is the last stage before working. At this point, people make plans to fulfil their career objectives. They may be starting to network by meeting people who can help them get a job. People may be writing résumés, having job interviews, or deciding between potential employers. The transition planning activities of CV writing and developing interview techniques are important. The significance of networking is also highlighted as part of implementing a plan for job searching.

In summary, the exploration stage is made up of three developmental tasks: crystallization, specification, and implementation. These are sequential tasks and the implications of putting them out of order, or missing one a task may be problematic in career development terms. (7)

In recent years, however, there has been a growing awareness of the need to take cultural and gender differences into consideration to ensure career guidance meets the exact needs of all pupils irrespective of their backgrounds.

### **1.3.7 The Seven Step Model**

The Seven Step model takes into account:

- a. The awareness of the differences amongst and within students/ adults
- b. The importance of family, faith and cultural factors that affect the way individuals view the world.

This model sets out the process whereby a career counsellor is able to work through a career plan with an individual. Fouad and Bingham developed a 7-step model for working with minority ethnic clients that has refined the career guidance model, and is considered in rural areas where the ethnic mix in society may highlight specific barriers to employment.

This model takes into account the additional difficulties faced by young people and adults from ethnic backgrounds, although it represents a good practice model and can be used when working with all clients. It is important to build a rapport with the individual and this can only be achieved if the interviewer is sensitive to the issues, concerns and problems, whether real or perceived, that may cause barriers to success.

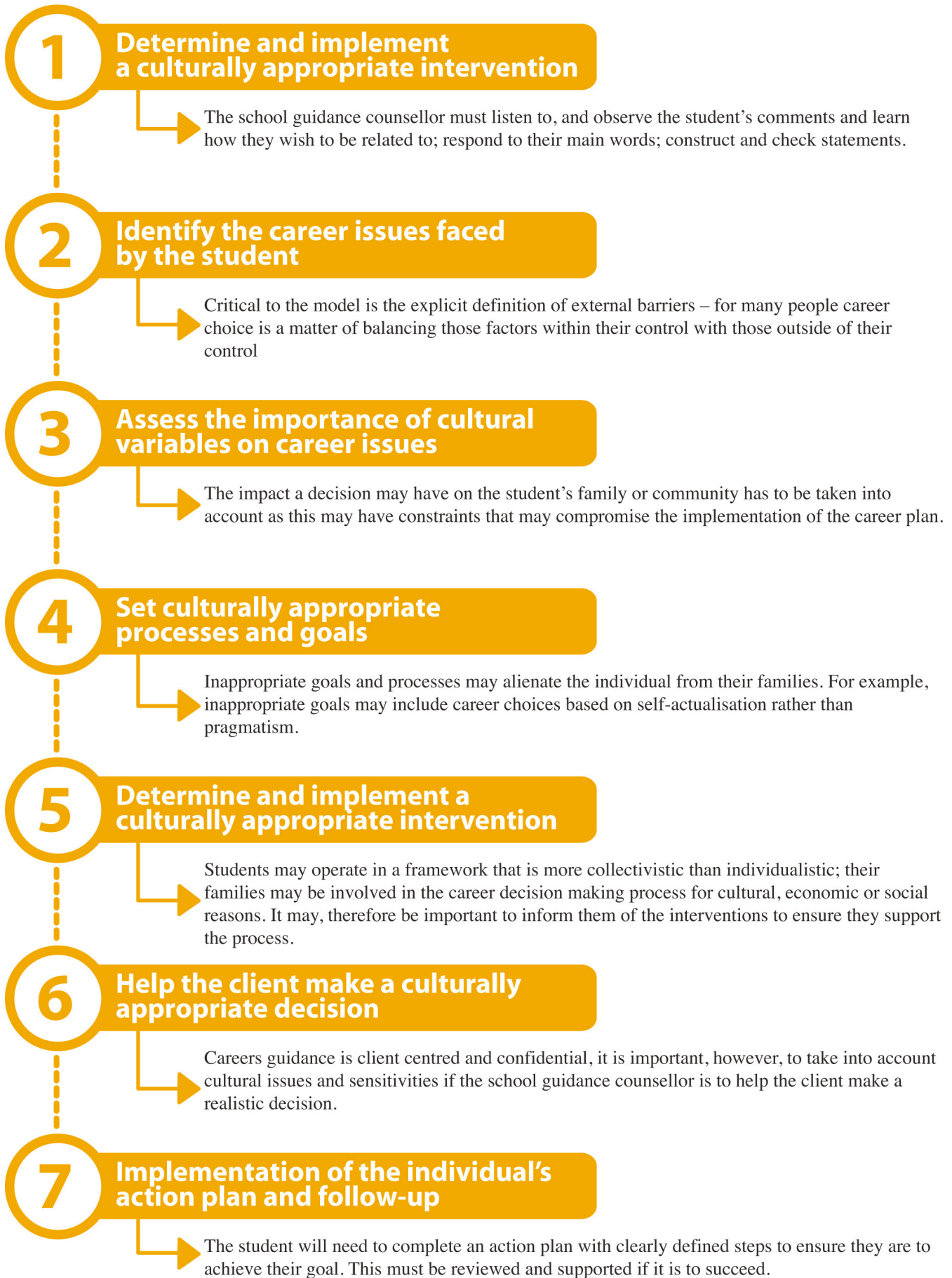
#### **Step 1: Establish rapport / culturally appropriate relationship**

The school guidance counsellor must listen to, and observe the student’s comments and learn how they wish to be related to; respond to their main words; construct and check statements.

#### **Step 2: Identify the career issues faced by the student**

Critical to the model is the explicit definition of external barriers – for many people, career choice is a matter of balancing those factors within their control with those outside of their control.





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### **Step 3: Assess the importance of cultural variables on career issues**

The impact a decision may have on the student's family or community has to be taken into account as this may have constraints that may compromise the implementation of the career plan.

### **Step 4: Set culturally appropriate processes and goals**

Inappropriate goals and processes may alienate the individual from their families. For example, inappropriate goals may include career choices based on self-actualisation rather than pragmatism.

### **Step 5: Determine and implement a culturally appropriate intervention**

Students may operate in a framework that is more collectivistic than individualistic; their families may be involved in the career decision making process for cultural, economic or social reasons. It may, therefore be important to inform them of the interventions to ensure they support the process.

### **Step 6: Help the client make a culturally appropriate decision**

Career guidance is client centred and confidential, it is important, however, to take into account cultural issues and sensitivities if the school guidance counsellor is to help the client make a realistic decision.

### **Step 7: Implementation of the individual's action plan and follow-up**

The student will need to complete an action plan with clearly defined steps to ensure they are to achieve their goal. This must be reviewed and supported if it is to succeed.

This model can be used by the school guidance counsellor working with students where more in-depth support and guidance is necessary to facilitate a realistic decision. It takes into account additional barriers and issues faced by some students to enable the school guidance counsellor to work more effectively when establishing their needs.(8)

## **1.3.8 Planned happenstance**

The career theory of planned happenstance is based on the recognition that random events play an important part in developing an individual's career path, although it is important for people to plan and prepare to take advantage of those chance events. In this instance, rather than make long-term career plans it is preferable to keep an open mind and develop transferable skills and build up the ability to change direction if plan A of a career plan doesn't work out. The School Guidance Counsellors role in this scenario is to help students develop their decision-making skills and be aware of the continuously changing dynamics in the world of work.

The recent global COVID 19 pandemic is a prime example of how peoples' perception of work and career in the global economy has altered with the rapid changes in the structure of employment in many countries. The principle on which the theory of planned happenstance has been built is based on the assumption that we have a limited capacity to predict or control external events that will affect the way we work and plan our career throughout our working lives. It also recognises that our thoughts, emotions, decisions and behaviours interact with and are influenced by the environment in which we

live. (9) An example of this is when a person is made redundant due to changes in the economy where industries have collapsed; leaving the employee with outdated and unwanted skills, and subsequently finds themselves in a position where they need to make a radical career change. Planned happenstance has practical implications for the way a School Guidance Counsellor works with students; the process is less concerned with creating a long-term career plan and concentrates more on developing career management skills and creating opportunities for students. That is not to say however, that other career theories fail to develop students' career management skills, which the career education programmes are designed to do.

The school guidance counsellors' role is to develop career management skills by:

1. Encouraging students to be curious about the world of work and the changes taking place in the economy. (Links with Employers and the Ministry of Labour)
2. Encouraging students to explore career options and share stories of examples where previous students or family members have developed their career paths. Contacting with employers and finding out about the structure of businesses in today's economy, talking to parents and family.
3. Using techniques such as motivational interviewing to develop a positive and motivated mindset.
4. Teaching them how to network effectively.
5. Planning the development of new skills, and embrace the culture of lifelong learning. TVET education and on-going work-based learning is essential in today's changing economic trends.
6. Ensuring career action plans are reviewed and modified regularly.
7. Sharing labour market information and having strong links with the Ministry of Labour.

## 1.4 The role of the School Guidance Counsellor

Before defining the role of the career' counsellor, it is necessary to look at the structure of support needed to help students make career decisions. The process is divided into three parts - Information, Advice, and Guidance.

### Definitions of Information, Advice and Guidance

	Information	Advice	Guidance
Definition	Provision of information about jobs, TVET training and entry routes, higher education, the labour market and career. This could be done through: <ul style="list-style-type: none"> <li>• Career libraries in schools</li> <li>• Leaflets and brochures about jobs and employers</li> <li>• Information about TVET training</li> <li>• Prospectus for universities</li> <li>• Labour Market information</li> </ul>	Advice about jobs and some understanding of how the pupil "matches" their interests and abilities to the job market. Advice may be given to help the pupil make a decision. Career Education lessons: discussions and information	In-depth understanding of the self in relation to the labour market to enable the pupil to make a realistic career decision. Career Guidance must always be impartial
Provider	The Schools Career Resources Centre	Teachers and school Career Counsellors	Career Counsellors



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**Information** refers to data on learning and work opportunities conveyed through printed matter, audio–visual materials or computer software.

**Advice** refers to providing an immediate response to the needs of people who present an enquiry or reveal a need that requires more than a straightforward information response. It is usually limited to helping with the interpretation of information, and with meeting needs already clearly understood by the individual and may or may not include signposting to a guidance interview where a more in-depth response can be provided.

**Guidance** reflects an in-depth interview conducted by a trained guidance counsellor who helps people explore a range of options, to relate information to their own needs and circumstances, and to make decisions about their career, i.e. their progression in learning and/or work. It may or may not include psychometric assessment.

School Guidance Counsellors need to provide in-depth career guidance for students who have no or unrealistic career aspirations. There is a Code of Ethics and Quality Standards in Career Counselling which sets the standards for the delivery of a professional service.

The School Guidance Counsellor’s responsibility is to help students develop a career action plan and this should empower and guide them to identify possible career choices. Once a decision is made, they will need to develop a Career Action Plan that will help them work towards a realistic career goal. A Career Action Plan is a document that is completed during the interview process and acts as a reminder of what was agreed and the action points necessary for the students to consider for enabling them to work towards their career aims.

Professionally qualified career counsellors’ code of ethics and quality standards that ensure all clients receive a quality service must adhere to recognised criteria, and the support offer must be:

#### **Client focused**

The counsellor must understand the needs of each individual as their career aspirations are unique to them. Their ideas and concerns about work should be explored fully to ensure they are engaged in the process and those with additional needs must receive on-going support to ensure they make a realistic decision.

#### **Mainstreamed and systematic**

Career education is a natural process whereby students are given support to formulate their ideas about work over a period of time. The importance of career education lessons should be recognised and it needs to be properly integrated in the curriculum for maximising success.

Students who are focused on their future career will be more motivated at school as they are able to see the relevance of learning to achieve their career goal. If schools have a systematic approach to the delivery of career guidance, students will recognise the importance of future planning and be less likely to make unrealistic choices.

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## **Multi-faceted**

Career education needs to permeate school life during secondary education and schools should offer a variety of experiences that will help individuals make realistic choices. Work experience and contact with local employers enables students to learn from the workplace; they will be able to see what it would be like to work in a factory, office or shop by learning from experience. In addition to work experience, they need personal guidance whereby they are given the opportunity to discuss their ideas in a safe environment. The adviser must be non judgemental and support them to make realistic decisions based on their own experiences rather than providing subjective advice.

## **Be valued by the school community and made available to students**

It is important for the School Guidance Counsellor to receive support from the Principal and subject teachers to enable them to deliver the support needed by the students to make career decisions. Where appropriate, career education lessons should be included in the curriculum and additional support provided, such as training and continuous professional development for school guidance counsellors to ensure they adhere to the relevant standards for their profession. The Ministry of Education should take the responsibility of ensuring that the quality of career education and guidance is standardised.

## **Provide user friendly information**

All career and labour market information should be made accessible and be user friendly for students to carry out their own research about jobs and career that interest them. The information provided must also be up-to-date and unbiased.

## **The role of the School Guidance Counsellor**

The School Guidance Counsellors need to be able to work with individual students by:

- a. Identifying each student's understanding of the importance of career education
- b. Assessing each student's needs and barriers to making career decisions (diagnosis)
- c. Assisting students in selecting, assessing, and using quality ICT applications (interests and skills assessments, career exploration and decision making)
- d. Motivating and supporting students to complete career action plans and plan the steps they need to take to achieve their individual career aims
- e. Motivating and assisting students in processing data
- f. Monitoring students use of social media – increasingly being used to search and apply for job vacancies





## **SECTION 2**

# Elements of Career Guidance for School Guidance Counsellors



# Elements of Career Guidance for School Guidance Counsellors

The School Guidance Counsellors' role is to work with individual students to identify the exact level of commitment and understanding he/she has about career management and provide information, advice and guidance to ensure their career decisions are realistic and achievable.

This section will distil the elements of career guidance, starting with understanding the process of career guidance. The model used here is the DOTS career planning model developed by Watts and Law. (See Section 1)

It is important to recognise that the career management process is continuous and needs to be part of a student's overall strategy for their transition from education to employment. They should periodically review their goals, evaluate themselves and their situation, keep an eye on the changes and developments in the world of work and take any required action to be successful and, importantly, happy in their career. It is important; therefore, not only for individuals, but also employers to consider the implications and consider career planning to enable students to become economically active throughout their working life.

## **2.1 The Process for a Career Guidance Interview**

The purpose of careers guidance is to help students make realistic, well informed decisions about their future careers. To enable them to do this, they will need to go through a process whereby their own interests and abilities match with the opportunities that are open to them. They need to explore their own ideas and find out for themselves if the opportunities are realistic rather than rely on the, often well meaning, opinions of others. Everyone is an individual with hopes and aspirations for their future. Sometimes their career aspirations may appear to be out of their reach, but it is important to remember that in our schools today are the politicians, celebrities and sports stars of tomorrow.



## 2.1.1 The Career Guidance Process

<p><b>Where Am I Now?</b></p> <p>Students need to look at the current situation and explore their:</p> <ul style="list-style-type: none"> <li>• Experiences</li> <li>• Skills and Interests</li> <li>• Qualifications</li> <li>• How they will adapt to the world of work</li> <li>• Values and attitudes, and personality</li> <li>• Barriers and limiting factors</li> </ul>	<p><b>Self-Awareness</b></p> <p>Career education lessons should be designed to explore and know students' understanding of themselves and activities in this pack are provided to help them to develop techniques. These can be used by school guidance counsellors to plan and implement career education lessons.</p>
<p><b>Where Do I Want to Be?</b></p> <p>Students need to find out about the world of work and develop skills to fill the gaps in their understanding. They will discuss their:</p> <ul style="list-style-type: none"> <li>• Knowledge about the labour market</li> <li>• Job opportunities</li> <li>• Training opportunities</li> <li>• Learning opportunities:</li> <li>• TVET short / long training course</li> <li>• Further /higher education</li> </ul>	<p><b>Opportunity Awareness</b></p> <p>Career Education Lessons that provide activities for exploration of opportunities and understanding of the link to Self- Awareness. These can be used in classroom activities or in individual career interviews with students.</p>
<p><b>Making a decision</b></p> <p>Students are helped to make a realistic decision by:</p> <ul style="list-style-type: none"> <li>• Matching their self-awareness to the opportunities</li> <li>• Drawing up an action plan</li> <li>• Evaluating the information</li> <li>• Overcoming barriers</li> </ul>	<p><b>Decision Making</b></p> <p>Career Education Lessons should be designed to explore decision making skills and check if the decisions are realistic and the group activities aligned to develop decision making techniques. The School Guidance Counsellors can explore the student's career decisions during the one to one career interview.</p>



When making important decisions, it is essential to take into account how young people use the dual processing of both the cortex and limbic brain to analyse the information and advice provided by career guidance to make realistic decisions.

### 2.1.2 The Triune Brain

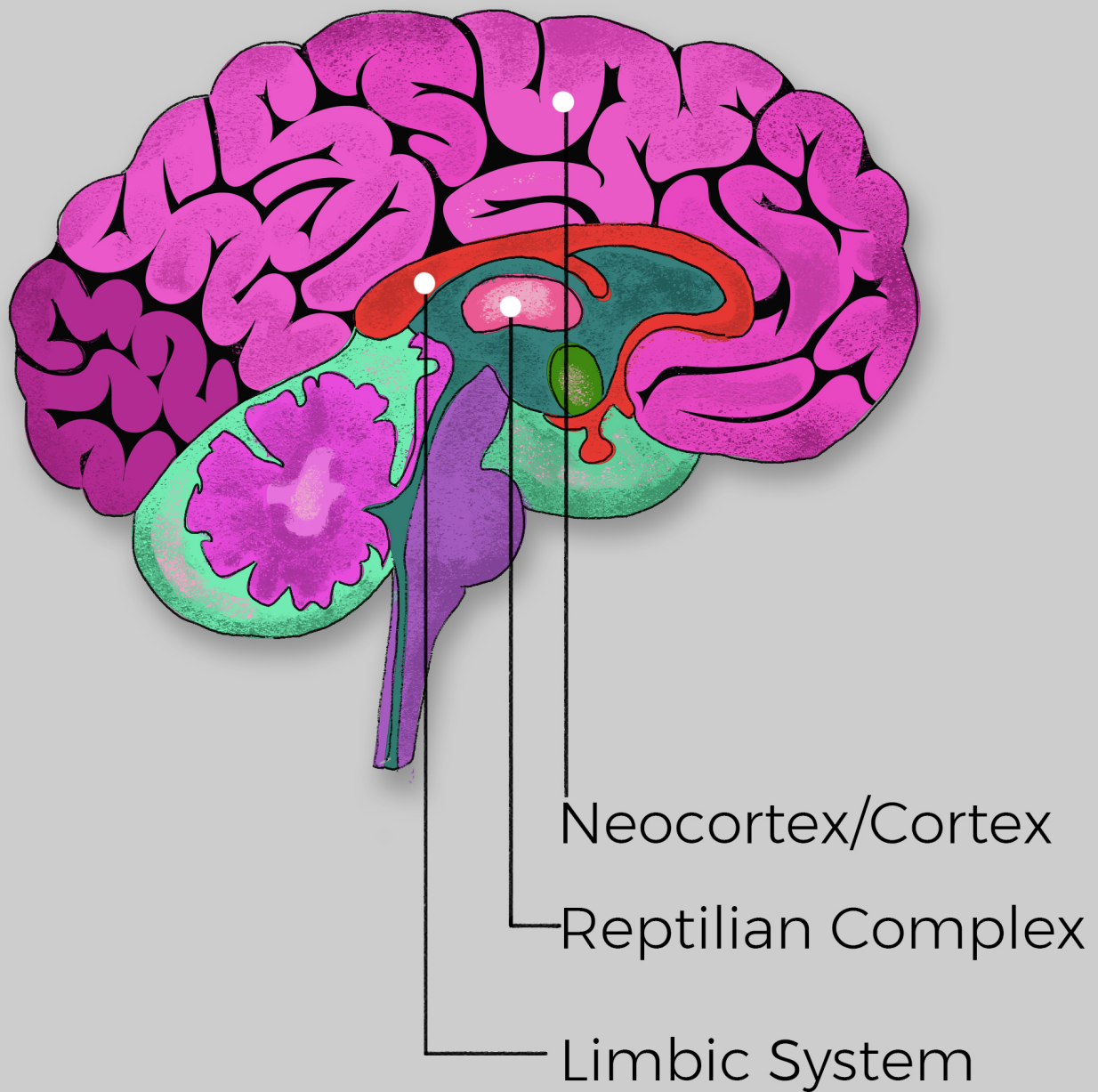
There are two ways of thinking and it is important to look at both ways for effective decision making. The Cortex part of the brain facilitates rational decisions. This approach is used by traditional careers guidance theorists whereby people make rational decisions by matching their interests to the available opportunities. However, modern theorists believe it is important to also take into consideration the intuitive decision-making processes facilitated by the limbic part of the brain. (10)

<b>System 1: Limbic Brain</b>	<b>System 2: Cortex Brain</b>
<ul style="list-style-type: none"> <li>• Intuitive</li> <li>• Fast</li> <li>• Experiential reasoning</li> <li>• Relies heavily on emotional</li> <li>• Unconscious /automatic</li> <li>• Processes thousands of pieces of information</li> <li>• Cues simultaneously</li> <li>• Storage largely in images, sounds, smells, taste</li> <li>• Contextual</li> </ul>	<ul style="list-style-type: none"> <li>• Logic</li> <li>• Slow and deliberate</li> <li>• Step by step analysis</li> <li>• Less emotion</li> <li>• Conscious</li> <li>• Can only process up to 7 pieces of information at a time</li> <li>• Storage in words</li> <li>• Abstract</li> </ul>

When working with students, it is important to engage the whole brain to enable them process information and consider both the rational decision-making process as well as their emotional response to the information and advice they receive.

The careers interview is part of the guidance process and depending upon the issues discussed the stages can be worked through during one session. However, in more complex situations and where individual clients need on-going support to help them with their career planning, the counsellor will arrange for follow up sessions to take place. In the introduction to his book 'Exercises in Helping Skills,' Gerard Egan offers a brief overview of his model, the skilled-helper for careers guidance interviews. (11)

# Triune **Brain**



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## **Stage 1: Exploring the Present State of Affairs**

### **Self-Awareness**

Students can neither manage problem situations nor develop unused opportunities unless they identify and understand them. Exploration and clarification of problems and opportunities take place in Stage 1. This stage deals with the current situation; the problem or unused opportunities that prompt clients to come for help. This stage includes the following steps:

**i. Help students tell their stories.**

The School Guidance Counsellor needs to develop a set of attitudes and communication skills that will help clients reveal problems affecting career choices and unused potential. This means helping students to find out what's going wrong and what's going right in their lives. Successful assessment helps clients identify both problems and resources and become more self-aware.

**ii. Help to develop new perspectives.**

This means helping them see for themselves, their concerns, and the contexts of their concerns more objectively. This enables students to see more clearly not only their problems and unused opportunities, but also ways in which they want their lives to be different. The School Guidance Counsellor should be able to challenge students in a friendly, non-threatening and effective way throughout the helping process.

**iii. Help to focus on significant concerns.**

Here students are helped to identify and prioritise their concerns, especially if they have a number of problems affecting career choices. Effective support will empower students to identify problems and issues that need to be addressed.

## **Stage 2: Developing a Preferred Scenario**

### **Opportunity awareness**

Once students understand either problem situations or opportunities for development more clearly, they need to develop a preferred scenario, that is, see a picture of a better future, choose specific goals to work on, and commit themselves to them.

**i. Help students develop a range of possibilities for a better future.**

If a student's current situation is problematic and unacceptable, then he or she needs to be helped to conceptualize or envision a better future, and identify more acceptable possibilities.

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- ii. **Help students translate preferred-scenario possibilities into goals.**

Once a variety of preferred-scenario possibilities - which constitute possible goals or desired outcomes of the helping process - have been generated, the School Guidance Counsellor needs to work with them to identify goals in terms of clear and specific outcomes that are there, and in keeping with the client's values, and capable of being accomplished within a reasonable time frame.

- iii. **Help students commit themselves to the goals they choose.**

Problem solving is important to enable them to achieve the agreed career goals and targets. Often students struggle with commitment and the role of the skilled- helper is to offer encouragement and support.

### **Stage 3: Getting there - Formulating Strategies and Plans**

#### **Decision making/transition**

**Stage 3 deals with how goals are to be accomplished. Some students may know what they want to accomplish, but need help in determining how to do it.**

- i. **Help students consider a range of strategies for accomplishing their goals.**

In this step, students are helped to discover a number of ways for achieving their goals.

- ii. **Help students choose action strategies that best fit their resources.**

If they have identified a number of different ways of achieving their goals, then students will face the task of choosing the best set.

- iii. **Help students formulate a plan.**

Once pupils are helped to choose strategies that best fit their styles, resources and environments, they need to assemble these strategies into a plan, a step-by-step process for accomplishing a goal.  
(12)

The career guidance interview is the tool used by School Guidance Counsellors to help students develop and implement a career action plan. The purpose of the guidance interview is to provide opportunity for students to talk about a situation or problem, relating to their career planning with a consultant in a constructive and helpful way so that:

- The student can make a realistic diagnosis of the situation they are faced with, and
- Choose the most relevant action and develop their capacity to deal with future situations or problems.



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The interviewer's approach must be none judgmental, none critical, non-evaluative and totally unbiased. The aim is simply to guide the student to make realistic, well informed decisions, based on their own situation and career aspirations. Career guidance interviews differ from other types of interviews, in that the counselling techniques are used to conduct a client-centred interview. The interviewee is encouraged to talk about the situation or career issue, and the interviewer listens carefully to help them clarify and prioritise his / her own feelings and interests in order to make a decision.

This approach has two important implications:

- The need for acceptance of the other person by the interviewer.
- The need to develop responsibility for ownership and solution of the problems by the interviewee.

An attitude of acceptance by the interviewer will encourage trust, which in turn will allow the interviewee to talk about important issues, such as, feelings and problems they may wish to avoid discussing. In this way, individual responsibility for problems is increased; dependency and tendencies to blame others are reduced. Solutions, goals and judgments are largely defined by the interviewee and not by the interviewer. Giving advice and information or using authority may be appropriate in specific situations but this is not guidance.

To understand more clearly what a career guidance interview and approach is like, it is important to remember that the interviewer has to be unbiased and non judgmental in helping the client to consider options and ideas for themselves. The School Guidance Counsellor will not, however, give a solution but will work with the student to empower him/her to take responsibility for identifying possible solutions for themselves. Experience shows that attempting to give an expert solution will either meet with resistance, be carried out without the client's ownership and therefore fail with the blame being laid at the career counsellors' door.

Alternatively, the expert solution may not be heard as the individual is too emotionally involved to listen to rational thought. For instance, if a career counsellor were to tell a client their career aim is not realistic, it may cause resentment, whereas, guiding the individual to carry out an analysis of their capabilities, qualifications and ability to do a particular job, will result in them finding out for themselves whether a particular career aspiration is realistic or not.

The interviewer will take an individual through a process that will result in them being in a position to make a realistic career decision, which is based on analysis of their own interests and capabilities and the opportunities available. They will ask them to explore their current situation, what they want to do in the future, followed by strategies to help them make a decision, which will be converted into a career action plan with set goals and targets to help them decide if the decision is realistic and how they are going to achieve their career aims.

### 2.1.3 The Careers Guidance Process

<p><b>Where am I now?</b></p> <p>The School Guidance Counsellor will look at the current situation and explore the students:</p> <ul style="list-style-type: none"> <li>• Experience</li> <li>• Skills and Interests</li> <li>• Qualifications</li> <li>• What employers expect</li> <li>• Values and attitudes, and individual personality</li> <li>• Barriers and limiting factors</li> </ul>	<p><b>SELF- AWARENESS</b></p> <p><b>Guidance interviews</b> for exploration and understanding of self. Working with individual students.</p> <p><b>Career education</b> lessons and activities for developing techniques in a classroom setting.</p>
<p><b>Where do I want to be?</b></p> <p>The School Guidance Counsellor needs to find out about the student’s current knowledge and experience of the world work and help them develop skills to fill the gaps in their understanding. As part of the lessons and guidance sessions they will need to discuss the student’s current situation regarding:</p> <ul style="list-style-type: none"> <li>• Work experience</li> <li>• Knowledge about the labour market</li> <li>• Job opportunities</li> <li>• Training opportunities</li> <li>• Learning opportunities:</li> <li>• TVET training</li> <li>• Further /higher education</li> </ul>	<p><b>OPPORTUNITY AWARENESS</b></p> <p><b>Guidance interviews</b> for checking understanding in relation to their Self-awareness. One to one discussion.</p> <p><b>Career education</b> lessons and activities for exploration of opportunities as part of a career education programme.</p>
<p><b>Making a decision</b></p> <p>The School Guidance Counsellor will work with the student to facilitate a realistic decision by:</p> <ul style="list-style-type: none"> <li>• Matching self awareness to the opportunities</li> <li>• Drawing up an action plan</li> <li>• Evaluating the information</li> <li>• Overcoming barriers</li> </ul>	<p><b>DECISION MAKING</b></p> <p><b>Guidance interviews</b> for identifying the decisions are realistic. Individual discussion with a student.</p> <p><b>Career education</b> lessons and activities to develop decision making techniques.</p>



<p><b>How am I going to get there?</b></p> <p>The School Guidance Counsellor will complete the process by helping the student work through their career action plan to achieve their goals. They will help them improve their understanding of:</p> <ul style="list-style-type: none"> <li>• The labour market and application procedures</li> <li>• TVET training and higher education routes into employment</li> <li>• Job opportunities and training programmes: helping them to identify the possible entry routes</li> <li>• How to complete a CV and application forms</li> <li>• Complete a Career Action Planning by setting and working towards achievable goals and targets.</li> </ul>	<p><b>TRANSITION PLANNING</b></p> <p>Guidance interview for completing and checking relevance of action planning. A careers action plan should be completed during the individual interviews with students.</p> <p>Career education lessons and activities for implementing the careers action plan.</p>
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#### 2.1.4 Elements of the Career Guidance Process

In the National Quality Standard on Careers Guidance for the UK, the main components of the careers' guidance process are:

- Targeted exchange of information (this takes place during the career interview to establish the needs of the client and for the counsellor to be in a position to diagnose the career issue or problem faced by the client)
- Assistance in self-assessment (part of the process is to encourage the client to think about his/herself – interests, skills, abilities and achievement – to be able to understand why they have particular preferences and ideas about job opportunities)
- Professional counselling (this refers to the skills and expertise of the counsellor to analyse the situation and empower a client to make a career decision)
- Assistance in building the professional career plan (this takes place during the action planning process of the career interview)
- Assistance in practical implementation of the career plan (the action points are discussed and the counsellor and client reach an agreement about the level of support needed to enable them to implement the action points agreed)
- Monitoring and evaluation of the career plan implementation (following the interview the clients should be asked to provide feedback, which is systematically collected to inform the evaluation process)



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It is important for the School Guidance Counsellors role to be understood and valued by the whole school community; the work they do with students enables them to make realistic and well-informed decisions about their future career paths and smooth transition into the world of work. The methodology for delivering careers education and guidance is twofold: Career Education lessons and, where additional support is needed by vulnerable students, Career Guidance. To ensure they are able to make an effective contribution to supporting students they need to have the on-going support from the school Principals and an understanding and acceptance of the importance of their role by teachers.





## **SECTION 3**

# Labour Market and Career Information



# Labour Market and Career Information

During the guidance process, students need to be empowered to take responsibility for finding career options that are available and accessible. Much of the research can be conducted individually if they are able to access the information through the internet. Labour market information can be in a variety of mediums: paper based, internet based or audio/visual aids. School Guidance Counsellors need to take responsibility for providing access to such information in schools. Given the restricted resources available in Bhutan, and schools with budget constraints, this section makes recommendations for the minimum level of resources that could be provided to ensure schools provide the optimum level of support to their students.

School Guidance Counsellors conducting individual face-to-face guidance sessions need to find research web-sites and information on the internet to enable them to do their own research about career opportunities for Bhutan's young people.

## 3.1 Provision of Career Information in Schools

It is important however, for schools to provide information about careers and opportunities open to students during their transition from school to work. This is also one way of motivating them to take responsibility for their own career planning and is an essential element of the process.

The information in a careers library for students should have details on:

- a. Information about TVET training programmes
- b. Work based training opportunities with employers
- c. Finding out about career
- d. Applying for work or training
- e. Going to University
- f. Taking a year out – voluntary work, work/travel abroad, activity projects
- g. Entrepreneurship

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This Information may come in a variety of formats, such as:

### **Written materials (for background research about career)**

- Books about career
- Journals and Trade magazines
- Information about developing job search skills
- Written materials on CV writing
- Leaflets about completing application forms
- Information about career management
- Brochures and promotional materials from large organizations

### **Internet and ICT based materials**

- Computer based self-assessment programmes
- Websites for job vacancies
- Websites for large employers
- Information about self-employment

### **Visual materials**

- Career Pathways Website
- Ministry of Labour website
- Videos about developing job searching skills
- Promotional DVDs and Videos about higher education institutions and employers

The provision of information on jobs, career progression, developing transition skills and others support the guidance process. School Guidance Counsellors should recognise the importance of self-directed research as this will motivate students to take responsibility for finding options and ways of improving their transition skills for themselves. It needs to be recognised, however, that some students may be unable to do this for themselves and need additional support.

Where schools have well equipped career libraries, or access to the internet, students are more likely to assume responsibility for increasing their knowledge about the world of work.

The amount of career information necessary to support students in the decision-making process depends on their career ideas, the steps necessary for them to take to achieve their own career goals, the location where they live and services available in their area. Each School Guidance Counsellor will need to build up a database of information and sources applicable to their schools and locality. This also needs to be up-dated continually as contacts change, new organisations are set up whilst others cease to operate.

One of the tasks for a School Guidance Counsellor is to conduct research for information to help students and pass on the information to enable them complete tasks (action points) agreed during the career interview. The career information table and example (Appendix C) can be used to identify local /



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regional /national contacts, where information can be obtained, and websites that can be used.

### **3.2 Recommendations for Career Resources in schools**

It is important for schools to recognise the value of careers education and guidance and provide sufficient resources to meet the needs of students. Information is an essential part of the career management process and should be available in schools.

A Careers Centre where the careers teacher and careers counsellor are based should be the focal point whereby students can go to access support and advice and use a Careers Library.

There are many Career Education websites that offer free resources for teachers and school guidance counsellors in different countries. Some useful websites include:

*[www.education-nigov.uk](http://www.education-nigov.uk)*

*[www.youthemployment.org.uk](http://www.youthemployment.org.uk) (free careers education resources)*

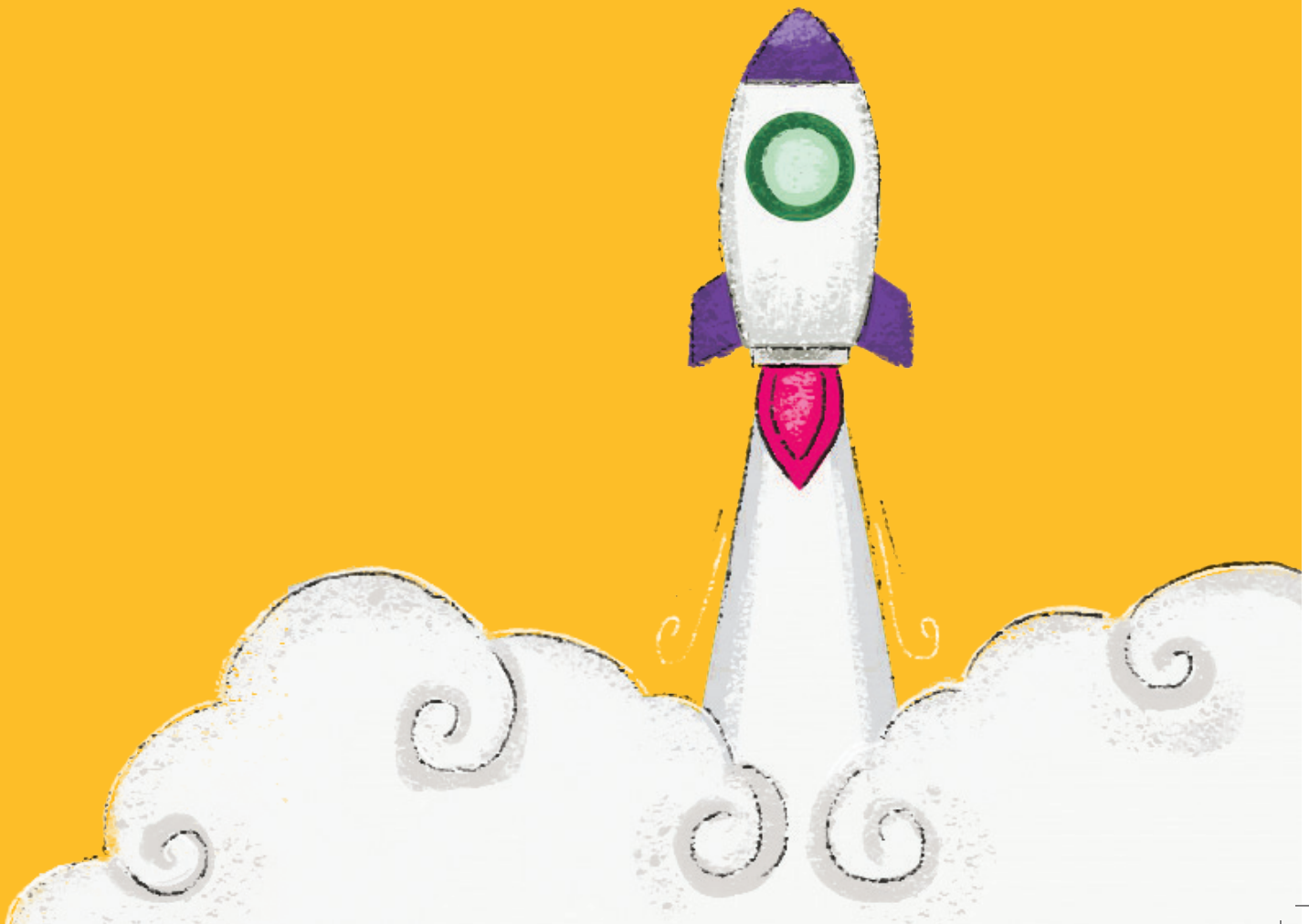
*[www.nzcurriculum.tki.org.nz](http://www.nzcurriculum.tki.org.nz) (curriculum resources)*

*[www.goconstruct.org/educational-resources](http://www.goconstruct.org/educational-resources) (careers education resources toolkit)*

It is also important to offer information to students about the local labour market and changes in the Bhutanese economy. Linking with the Ministry of Labour is essential for sharing LMI.

## **SECTION 4**

# Career Guidance, Implementation of the Delivery Model



# Career Guidance, Implementation of the Delivery Model

## **Introduction**

This section is designed to give School Guidance Counsellors an understanding of careers interview skills to enable them to conduct one-to-one interviews with students to enable them identify their career aims and how they can start the career management process. The in-depth careers interview should be conducted in accordance with the professional code of practice. In European countries, quality standards have been developed. For instance, in the UK the Matrix standards for Information, advice and guidance services was introduced in 2001, and subsequently modified to regulate the service and the professionalism of the delivery by awarding, monitoring and assessing the organisations and individual advisers. (13)

School Guidance Counsellors may also be responsible for, or working with teachers, to deliver career education lessons in schools. A combination of group work (Career Education lessons), where pupils benefit from peer support and sharing ideas, and one-to-one counselling (career interviews) is seen as a good practice and enables students to make realistic career decisions.

This section will look at career interview techniques and elements of the process that enables a School Guidance Counsellor to identify the issues and barriers faced by students when choosing a career path.

## **4.1 The process for an individual Career Interviews**

School Guidance Counsellors in Bhutan have a wider remit for supporting students. They are like their parents and are also proficient in counselling techniques. In this section, we highlight the career interview process and how it can be used to help students make well-informed and realistic career decisions.



## THE Career INTERVIEW PROCESS

### PREPARATION (prior to an interview)

**a. Background information:** The School Guidance Counsellor will need to be aware of background information about the student, their grades and school performance.

**b. Physical conditions:** The interview should be conducted in a private room, with comfortable seating to enable the student feel at ease.

### THE INTERVIEW (conducting the interview)

#### c. Starting the interview

Confidentiality statement

Making the student feel at ease and able to discuss their ideas

Contracting with the student

#### d. The interview: Listening skills

Barriers to active listening

Barriers to communication

Using body language in an interview and hand signals

Questioning skills

Probing questions

Questions to ask a student

Questions work sheet

Reflection: 4 Levels of reflection -Repeating, Rephrasing,

Paraphrasing, Reflection of Feeling.

Challenging: how to challenge

#### e. Summaries

Closing the Interview

### FOLLOW-UP (after the interview)

#### f. Career Action Planning

Principles of a Good Action Plan

SMART objectives:

Specific, Measurable, Achievable, Realistic, Time Bound

Completing a Career Action Plan



The framework for an interview is in three parts and for each of the parts the School Guidance Counselor will need to cover each aspect before moving on to the next.

<b>Start</b>	Welcome and make the student comfortable	<b>Complying throughout with legislation, codes of practice etc.</b>
	What does the student want? Explain how you can help	
	Agree an agenda	
<b>Middle</b>	Collect more detailed information about what the student wants	
	Process the information collected	
	Help the students identify their needs fully. Outline how their needs can be met	
	What information do they need?	
	How would they like the information?	
	Give enough information to meet their needs	
<b>End</b>	Next steps?	
	Records	

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## 4.1.1 Interview structure

### i. Preparation (Before the interview)

#### *Physical*

The interview room should be a welcoming environment with no physical or auditory distractions. The interview is a confidential meeting and it is important to ensure that the discussion will not be overheard by others.

#### *Personal*

The interviewer must make sure they have all relevant information about the student, in respect of his /her current situation prior to the start of the interview.

### ii. Starting the interview (settling-in phase)

The interviewer needs to ensure the student feels at ease during the interview and that they understand the purpose and what is about to happen. It is important, therefore, to:

- Introduce yourself to the student and outline your role
- Check that the details you have about the student are correct
- Ask 'how can I help you'?
- Cover confidentiality and data protection
- Agree with the student what they want to discuss during the interview
- Provide feedback to the student on what will happen during the interview

### iii. Middle of the interview (Diagnostic phase)

This is the diagnostic stage of the career interview; the interviewer needs to identify the career problem /issue and clarify the current situation.

- Ask about the student's likes, dislikes, interests, aspirations, etc to build up a bigger picture and to improve rapport
- Check understanding by repeating information back to the student (reflect)
- Present alternative ideas/options for further discussion
- Ask how the student feels about his /her career ideas
- Summarise and get feedback on your understanding of the situation

Once the School Guidance Counsellor has collected sufficient background about the student regarding their present problem and issues relating to their career, he/she should be able to identify where they are on the career management spectrum. He/she should be able to formulate a career action plan to enable them to overcome perceived barriers and move forward in their career planning.



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**iv. End of the interview (Career Action Planning phase)**

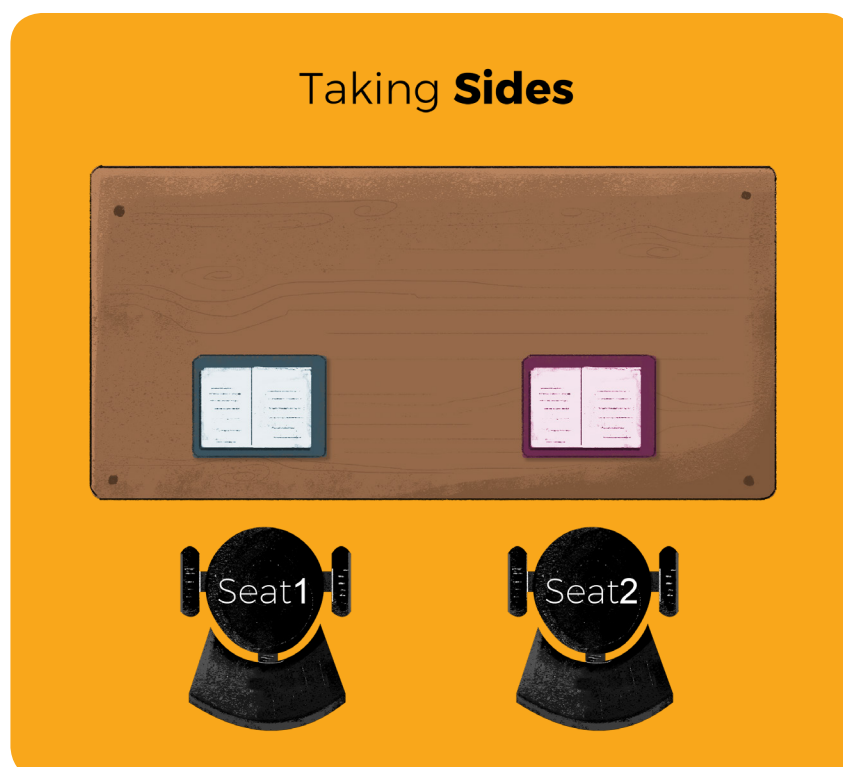
The interview ends with a career action plan and to do this the interviewer needs to:

- Summarise information and discussion
- Check with the student that their analysis of the situation is correct
- Set goals i.e. training/activities, work/education.
- Ask for feedback from the student to ensure their expectations of the interview have been met
- Offer ongoing support

**v. Getting seated**

***Taking Sides***

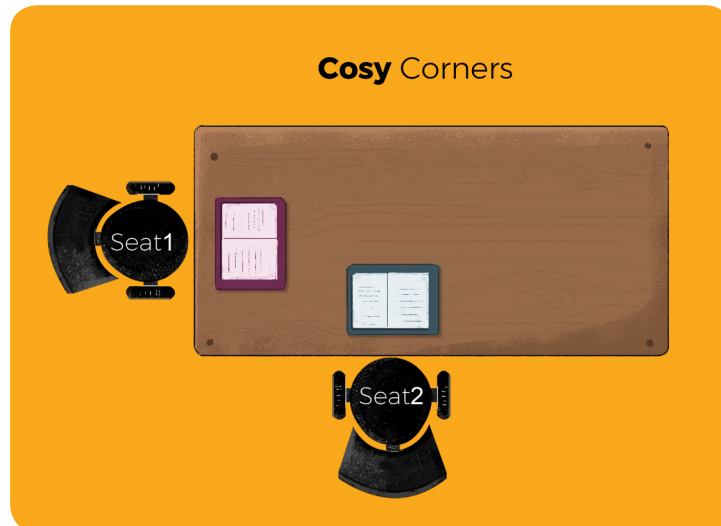
The most co-operative and helpful position you can choose is to sit next to someone. It signifies trust, for you are unable to watch their move or look at them intensely. Side by side, you are equally supportive and able to work well together on a joint project (seeking information, agreeing a plan of action, having discussion). There needs to be enough room for each person to move their body freely though, or else you may unwittingly be bringing into play unhelpful defensive postures and gestures which can take over.



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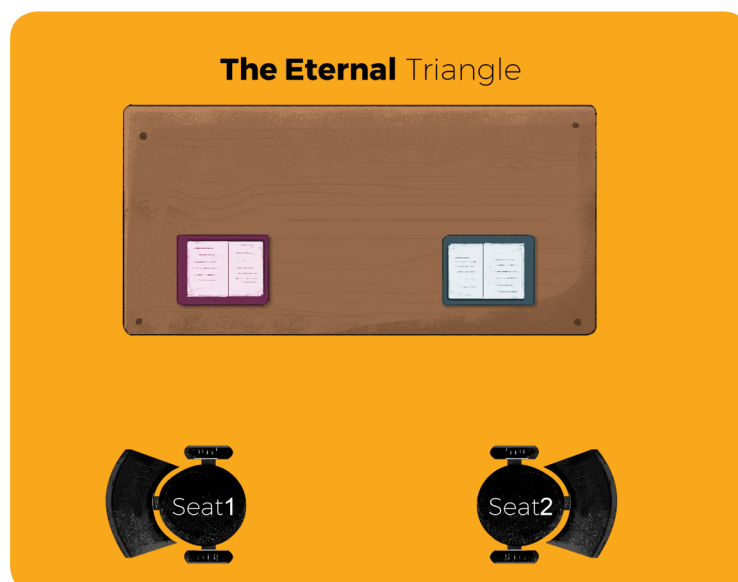
### ***Cosy corners***

Another positive position to use is a diagonal one. Sit at right angles to the student at a square or rectangular table, so that the corner is between the two of you. It provides enough barrier to allow both people feel protected. It is also difficult for either of you to become overly territorial and neither of you can easily act aggressively. Sitting diagonally is helpful whenever you want to help someone relax, put ideas across successfully or conduct a friendly interview.



### ***The eternal triangle***

When arranging the seating, you can make good use of orientation techniques to help achieve a relaxed atmosphere. By placing the chairs at a slight angle to each other and without the table, you can create an open triangle – the two chairs forming the base and a coffee table, a workstation or a desk at its apex. When two people are in this position, they are inclined to talk freely and will look at each other more often, thus increasing the amount of non-verbal communication. Sitting behind a desk puts a barrier between the School Guidance Counsellor and student, creating a formal environment that can make a student feel uncomfortable and less likely to engage in the career guidance process.



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## vi. Confidentiality statement to share verbally with students

When starting a one-to-one careers interview, it is important to gain the trust of the student to ensure they are able to talk freely. They need to be assured that the discussion that will take place will be confidential and they are free to discuss any issues / problems they have, that may affect their career decisions. This will enable the School Guidance Counsellor to have full access to the facts and potential barriers to success. The words that you use are up to you, but it is important that they convey this message. To just say “everything is confidential” is incorrect and misleading.

### *Some suggestions for setting up a confidentiality statement*

“Most of what we talk about is confidential, but there may be things that you tell me that the law requires me to pass on, but I will stop you when this might happen.”

“I will treat this discussion as confidential, but there might be information that I would need to share with others, particularly if you are in danger of harm or at risk. If this happens, I will let you know.”

“Most of what we talk about is confidential, unless you want or I need to speak to someone else.”

## vii. Starting the Interview

Students come to the interview with varying degrees of understanding of what is likely to take place, the purpose of the interview, how the School Guidance Counsellor can help, and what is expected of them (See Appendix A). This lack of clarity can cause a good deal of uncertainty for the student, especially if the surroundings are unfamiliar and they are not used to ‘one-to-one’ situations with an adult who has a position of authority in the school. The introduction at the start of the interview is the opportunity, therefore, for you to negotiate an agreement with the student, to give them the chance to understand the purpose of the interview and enable them to say what they want to achieve by the end of the interview. This must be a mutually agreed contract if the interview is to be a success.

It is important to build a rapport with the student to establish a relationship that will enable them to feel at ease and confident enough to talk freely about their career aspirations as well as issues and problems they may be experiencing. The interview introduction is, therefore, very important in establishing this two-way communication pattern.

The opening of the interview should help reduce uncertainty and therefore reduce anxiety, which can be done by:

- Welcoming the student and showing basic courtesies
- Using the student’s name and introducing yourself
- Explaining the overall purpose of the interview
- Establishing time boundaries – how long the interview will last
- Discussing issues of confidentiality
- Explaining how you and the student can work productively together

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Remember to keep the explanations to an absolute minimum or you could be in danger of overloading the student with too much to take in at once.

The career interview is usually a voluntary activity where the student has asked for help to overcome barriers they face when considering career ideas. In some situations, however, a student may be referred by a teacher, who feels they need additional support to make a decision about their career aims. In this instance, the student may be wary and not see the benefits of additional support. This has to be addressed as they may be unwilling to participate in the process.

### **viii. Client entitlement**

It is important to clarify the career guidance support offered to the student by the School Guidance Counsellor. In making statements about an entitlement, it is important that unrealistic expectations are not created which may be impossible to meet. An entitlement statement therefore needs to be realistic and ideally it should be developed in partnership with the student. The client entitlement statement will encapsulate and communicate the commitment of the school in a way which is easy to understand, and be written from the perspective of the student. The following example of a client entitlement statement is based on the work of Neary and Moore.

#### ***Sample Client Statement Entitlement***

As a user of the support offered by the School Guidance Counsellor, I am entitled to services which:

1. Are responsive to the needs of all users
2. Have staff that is well-trained, knowledgeable and suitably qualified to do their jobs
3. Motivates me and inspires me to consider all opportunities open to me
4. Is personal to me
5. Helps me to gain the skills I need to make my career goals a reality
6. Provides the support I need to be successful
7. Helps me access additional support I might need
8. Provides a safe environment
9. Protects and respects my personal information.

### **ix. Negotiated Agreement – Contract**

Some students will have very specific expectations of the interview. Others have more general needs whilst others may be unsure about the benefits of a one-to-one interview.

It is helpful for both you and the student if this is clarified at the beginning of the interview. You can do this by:

- Inviting the student to say what they expect from the interview
- Listening carefully (see active listening later in this section)
- Encouraging them to expand their response if it is minimal or unclear



- 
- Summarising your understanding of what has been said
  - State how the support you are offering can be used to guide them
  - Gain agreement from the student on how you would proceed
  - Summarise what has been agreed

This will then form the starting point of the first stage of the interview.

You may wish to write down in bullet points the agenda you have agreed. This will help you be 'on track'. Is the agenda realistic in the time available? Say what can and can't be done. Prioritise the agenda – negotiate priorities, and if necessary, explain your rationale! You may not be able to discuss all of the issues in the time allowed so it is important to explain to the students how their concerns / issues will be dealt with in the future.

As the discussion progresses and wider issues are brought up, it may be necessary to re-negotiate the objectives for the rest of the interview.

Some students will need greater encouragement to help them identify objectives at the start of the interview. Don't hasten the process. They may need time to formulate their thoughts. By developing a negotiated agreement with your student, you will have:

- Greater assurance that the interview meets their needs and expectations
- Acknowledged the importance of their concerns rather than operating from your own agenda
- Keyed in the factors of primary interest to the student and the interview will, therefore, have a stronger and more purposeful direction.

By negotiating to discuss 'realistic options,' you have gained permission to challenge what is said by the student. In this way you are able to fully explore their career ideas.

#### **x. Motivating People**

Some students are naturally motivated, with good ideas and want to talk them through with the School Guidance Counsellor, and are happy to engage in the interview process. Others, however, are less inclined to talk about their future career for a number of reasons. Some may feel they have no power over the decisions and think they will have to accept any job on offer when they leave school. Others may have secret desires for career they feel are unobtainable.

You need to use your probing skills to gently determine some of the possible reasons underlying the lack of motivation. Low motivation is often a cover for anxiety, uncertainty and lack of confidence in the future. Reflective listening skills will be very important here. This can be done by following the below points.

#### ***Help the student to consider the benefits and difficulties of planning for the future***

If they have realistic career goals, they are more likely to work towards achieving the qualifications needed. They will have something to aim for in life and when they feel it can be achieved, they will be more focused and determined to succeed.



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### ***Where does the student want to be in the future?***

Check what the future means to them, i.e. in 5 or 10 years or next week! Some may be more concerned with the present if they have problems to overcome and fail to see the long-term opportunities. Sometimes, it is easier for them to dwell on what they see as current failures and not be able to see things for what they really are – minor setbacks. If they understand that circumstances change and opportunities will present themselves, they are more likely to be able to turn their ambitions into reality with step by step goals and targets.

#### ***Helping student motivation***

- **When interviewing, the student needs to reflect back on past achievements.** Ask them to think of their past achievements and how they felt when they knew they had succeeded. It is important for them to realize that hard work and determination takes effort but as they have discovered in the past, the feeling of satisfaction after the event makes them realize it was worth it!
- **Concentrate on positives and what the client has achieved.**  
Some students are de-motivated and have a low esteem of their abilities. They need to be reminded that they have achieved some level of success – however minor – and they are capable of future success.
- **Try to elicit self-motivational statements.**  
The way they feel about themselves is important. If they think they will succeed, they probably will and if they think they will fail, they may also be right. This is “self-fulfilling prophecy,” and if they start to see themselves as successful and begin to look at ways of building on that success, they will start to use a more optimistic vocabulary. “I am going to be an engineer when I finish school,” describes their goal rather than “I don’t think I will be able to get the grades I need”.
- **Set achievable goals – break action down into small steps.**  
Once the student is able to identify what they want to do when they leave school, it is important to help them set achievable targets to enable them to work towards the ultimate goal. Each time they achieve one of the targets, they are able to see that success is within their grasp. If they fail to achieve one of the targets, it is also important to look at the reasons and help them develop alternative actions that will compensate.

Unless the student is motivated, it will be difficult to conduct a meaningful discussion. It is more productive in this instance to spend time motivating them before starting a career interview, rather than simply going through the motions. Appendix A shows the process for identifying if a person has made a well-informed, realistic career decision. If the client lacks motivation they will not be engaged in the process.

Appendix A assists School Guidance Counsellors to identify where on the career decision making spectrum each individual student is, and will help to identify their needs. For example; if a student has



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not engaged in the career planning process there is no point in helping them to develop a CV or prepare for an interview. They will need to consider their options and identify their career aims before making a realistic career decision.

#### xi. Setting the Agenda

A contract or agenda should be seen as forming the essential foundation of an interview, setting out clearly what the pupil and the interviewer hope to cover in the time available. The aim is to help clarify their expectations and needs at the start, thereby making the rest of the interaction more focused and purposeful.

While some students have very specific expectations of an interview, others will need support to enable them identify what would benefit them the most. The agenda does not need to have a series of objectives, for example, it could simply be to agree on some ground rules and ways of working together if the context of the meeting is about building trust and rapport.

#### **When should it happen?**

The contract should happen at the start of an interview, though this is not to say that it has to be completed in a rush within the first few minutes. Sometimes, it is appropriate to spend some time exploring general ideas with the pupil before agreeing on the contract. This might take 10 minutes or more. Also, it is worth remembering that there are occasions when it might be necessary to re-contract during the interview. This might occur, for example, when a new issue emerges out of your discussion.

#### **What should a contract include?**

A contract might include:

- Ground rules of ways of working together, i.e. agreeing how often to meet, what time of day is best, what happens if client is unable to make an appointment
- Exploration of what the student would like to gain from the meeting/s
- Clarification of the student's ideas if they are hazy or unclear
- Possibly some suggestions from yourself about what could be covered
- Joint agreement on how to proceed and what to cover
- Permission gained to explore their ideas and ask questions, etc.

### **4.1.2 The interview**

#### **i. Listening skills**

##### **Why do we listen?**

- To create a relationship with the student
- Participate in another's story
- Hear their experiences and insights

- 
- Gain information and learn
  - Be in control (information is power)
  - Respect and value others

#### **How do we show we are not listening?**

- Turning away
- Shuffle papers
- Glazed look in our eyes
- Laid back responses
- Talking to someone else
- Not responding to a question
- Taking incoming phone calls
- Doing something else with the mobile phone

#### **How can you help yourself to listen?**

By “active listening” – when conducting a career interview, it is important to remember that you are not having a conversation. You are there to help the interviewee and must always focus on what they have to say – they are the focal point of the situation and you are not there to share your experiences and random thoughts but to reflect, get feedback and summarise what they have to say.

#### **To do this you need to:**

Face the speaker squarely  
Maintain good eye contact  
Have an open posture  
Be relatively relaxed – but not too much!  
Make non-verbal responses (nodding, facial expressions)

#### **Concentrate on:**

- What is being **SAID**
- **HOW** it is being said
- What feelings and emotions are being expressed (or not!)

#### **By responding:**

- Asking questions
- Provide supporting statements
- Reflect on what is being said

### **4.1.3 Keys to Successful Interviews**

Many people describe themselves as “good listeners” as they are able to build rapport with others, but to be successful an interviewer needs to develop active listening skills.



Active listening requires the person to focus exclusively on the individual who is talking, so that they hear exactly what is being said, and checking their understanding before interpreting the results. In general conversations we tend to listen to key aspects of what the other person is saying whilst at the same time forming a response.

This is fine for social conversations but needs to be more focused for a careers interview. Students may not be used to the interview situation and may find it difficult to articulate what they want to say. It is essential, therefore, for the interviewer to spend time listening, checking their understanding and feeding back what they have heard before making assumptions. Often, the presenting problem masks the real issue, so it requires good listening skills to identify the true nature of the career issue before proceeding to the diagnostic phase.

**Some common mistakes made when conducting interviews:**

- We tend to listen least well in the middle of a statement.
- Our previous knowledge and expectations may lead to us hearing only what we expect to hear.
- Similarly, because of previous knowledge and existing attitudes, we frequently reduce a message by eliminating detail – in other words, we listen selectively.
- Before the speaker has finished delivering their message, we are already formulating an answer. This means that we do not listen till the end of the message and may even finish off the sentence for them!

There are a number of interventions which do not encourage the client to express themselves effectively, some of which are:

Intervention	What we might say
<b>Inappropriate probing</b>	“Why exactly do you feel this way?”
<b>Excessive reassurance</b>	“Everything is going to be OK”
<b>Evasion</b>	“Please don’t be upset”
<b>Evaluation / Judgement</b>	“You feel upset, but just think how your friend feels”
<b>Hostility / Judgement</b>	“Your behaviour is stupid and foolish”

The aim of active listening is to allow the talker to explore his or her own feelings in more depth. Only by coming to terms with their emotions will they be able to cope with and understand new information, or formulate a plan of action. It is important to concentrate on what the student is saying to diagnose the careers issue /problem correctly and to create an effective careers action.

#### 4.1.4 Barriers to effective listening

Sometimes what we say is misinterpreted by the person we are talking to; so, it is important to remember that there are a number of reasons for this.

Sender	Receiver
<b>Use of words</b>	The receiver may construe a different meaning.
<b>Tone of voice</b>	What we say may be misinterpreted because of the tone of voice.
<b>Hurried delivery</b>	The receiver may miss some of the information and have difficulty in hearing what is being said.
<b>Length of message</b>	Too much information given at one time may result in the receiver becoming bored or start daydreaming.
<b>Cryptic message</b>	Lack of comprehension
<b>Assumptions</b>	If the sender makes assumptions the receiver will also do so but they may not have a common understanding.
<b>Use of Jargon</b>	Lack of understanding.
<b>Timing</b>	If the timing is wrong the parties may be too busy to spend time productively working together.

#### Communication problems

Many things get in the way even when we believe we want to listen to another person but are not giving them your full attention.

BARRIER	RESPONSE
<b>Knowing what's coming next</b>	We do not bother to listen because we think we know
<b>Rehearsing a reply</b>	We start framing a response before we have heard the message
<b>Message anxiety</b>	We do not listen because we do not want to hear something, we will not like
<b>Hearing what we want to hear</b>	We select out the bit we want
<b>Conflicting messages</b>	The words and non-verbal signs are incongruent
<b>Confusing the person with the message</b>	We like/dislike the speaker and so evaluate the message
<b>Hearing a threatening message from someone else</b>	We mentally confuse the speaker with a power figure from our past.
<b>Investing the speaker with hostility towards us</b>	We expect the speaker to be antagonistic.
<b>Stereotyping accents/voices, looks</b>	We know what people like those are.

We can only communicate effectively when we can overcome the barriers and listen actively.

### Questioning Skills

An important aspect of a careers interview is the ability of the School Guidance Counsellor to use questions effectively for getting the information needed, which would enable an accurate diagnosis of a career decision, whether it is realistic or not. The types of question used during the interview will depend on the situation and the personality of the student. It is important to establish a suitable communication pattern.

Questions/Statement	Useful	Not Useful
<b>Open</b> – “Tell me about” encourages the individual to talk.	Most openings. To explore areas and gather information.	With talkative individuals. Where disciplined approach is required.
<b>Probing</b> – “Exactly what happened next?” Vital for detail: Follows <b>open</b> question to clarify what individual means.	Establishing and checking details of events and information already known or arising from open questions.	Exploring emotionally charged areas.
<b>Closed</b> – “How many were there?” Narrow, establishes specific points of fact.	Probing single facts.	Gaining information in areas not normally explored.
Questions/Statement	Useful	Not Useful
<b>Reflective</b> – “You feel upset about the decision?” Very powerful. Repeat back verbatim the emotional content of an individual’s statement.	Problem solving. Emotionally charged situations.	If phrased in such a way that it invites no further comment.
<b>Leading</b> – “I suppose you will agree with that, won’t you” leads to answer you expect.	Gaining acceptance of your view.	Gaining any information.
<b>Hypothetical</b> – “What would you do if ...?” Posing a hypothetical situation in the future.	Getting individual to think about new areas.	With individual who needs time to give a reasoned reply.
<b>Multiple</b> – string of questions/responses	NEVER	ALWAYS

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## Probing Questions

During an interview there will be occasions when you need to seek more information from the interviewee. This may be because you need further explanation or clarification. It may also be because you have heard something that could be inconsistent and which needs further investigation. Unless problems are discussed in specific terms, it is difficult to solve them. Vague problems generate vague solutions and do not lead to positive action. You sometimes have to ask the client to be more specific about what they are saying.

### The goals of probing are:

- To help non-assertive or reluctant students tell their stories
- To help students remain focused on relevant and important issues
- To help students understand themselves and their situations more fully.

One way of doing this is to ask concrete open questions,

- “What happened exactly?”
- “What did she say?”
- “How did you react to this?”
- “What went wrong?”
- “Can you give an example?”

Excessive questions can give the client the feeling of being ‘grilled;’ so it is important to keep the empathy and rapport going whilst finding out more. Probing does not necessarily have to be a question. Statements and requests can be used to help the client talk and clarify the issue, such as, “I can see that you are angry, but I am not entirely sure what it is about.”

### Some examples of probing questions:

- ‘What do you mean?’
- ‘Can you tell me a bit more about that?’
- ‘How do you know?’
- ‘How else could you do that?’
- ‘How can you be sure?’
- ‘What are you thinking of specifically?’
- “What makes you say that?’
- ‘What particularly did you have in mind?’
- ‘What happened to make you feel that?’
- ‘What do you mean when you say ...?’
- ‘Can you tell me a bit more about what was involved?’



#### 4.1.5 Questions to ask a student

WHAT INFORMATION MIGHT YOU NEED TO GATHER FROM A CLIENT?	EXAMPLES OF QUESTIONS TO ASK
<p><b>What are the student's needs?</b> Prioritise their needs – agree an agenda</p>	<p>How can I help you today?</p> <ul style="list-style-type: none"> <li>• What would you like to talk about?</li> <li>• What would you like to talk about first?</li> <li>• In what order shall we cover them?</li> <li>• We have got X amount of time, is that OK with you?</li> </ul>
<p><b>What background information do you need to know?</b></p> <ul style="list-style-type: none"> <li>• Education – qualifications, current subjects</li> <li>• Work experience</li> <li>• Family background</li> </ul>	<p>Can you tell me a bit more about that?</p> <ul style="list-style-type: none"> <li>• What qualifications are you studying for?</li> <li>• Are you receiving any learning support at school?</li> <li>• Which subjects did you like/dislike?</li> <li>• What sort of work have you been doing?</li> <li>• Have you had any work experience?</li> </ul>
<p><b>What are the student's current ideas?</b></p> <ul style="list-style-type: none"> <li>• How far has the student narrowed down his/her options?</li> <li>• How well informed is the student about career options he/she has in mind?</li> <li>• How realistic is the student?</li> <li>• Does the student know what else they could do?</li> <li>• How committed and motivated is the student?</li> <li>• What do they know about training/job search techniques?</li> </ul>	<ul style="list-style-type: none"> <li>• What career/job ideas are you thinking of (if any)?</li> <li>• What appeals to you about that idea? or</li> <li>• Why do you like the sound of that idea?</li> <li>• Have you thought about any other ideas?</li> <li>• If so, what?</li> <li>• What do you think you would need to be good at for that idea?</li> <li>• How does that suit you?</li> <li>• Is there anything about the idea you do not like?</li> <li>• How long have you had the idea for?</li> <li>• What do your parents/carers think of that idea?</li> <li>• Are there any health issues that might affect your choice of job?</li> <li>• Do you know how you might train for that job?</li> </ul>
<p><b>To what extent has the student worked out the practical steps needed to achieve his/her career aim?</b></p> <ul style="list-style-type: none"> <li>• What action points are realistic and achievable?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think you need to do next?</li> <li>• When do you think you could do that by?</li> <li>• Would you like some help?</li> </ul>
<p><b>Evaluation – how helpful has this been to the client?</b></p>	<ul style="list-style-type: none"> <li>• Has this been helpful?</li> <li>• How has it helped?</li> </ul>
<p><b>What further help or support would the pupil like?</b></p>	<ul style="list-style-type: none"> <li>• Would you be happy to arrange another interview?</li> <li>• When would you like to come in again?</li> </ul>



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## 4.1.6 Reflection

### Four levels of Reflection

Reflecting on the information given to you by a student is important if you are to help them. To do this, you need to clarify and provide feedback on what you have been told. This gives the student the opportunity to correct you if you have misunderstood what is being said. And you can do this through the following four levels.

- Repeating an element of what the student says.
- Rephras
- Paraphrasing – you infer the meaning of what was said but reflect it back in new words.
- Reflection of feeling – you paraphrase and emphasize the emotional dimension through feeling statements.

## 4.1.7 Challenging

Sometimes it is necessary to challenge a student to check out their understanding and to correct misinterpretation of a situation.

The steps of challenging

- Offer your interpretation of the situation
- Listen attentively
- Acknowledge the student's feelings
- Reflect back
- Develop a new perspective
- Generate a course of action

### When to challenge

- When student fails to recognise problems
- Faulty interpretations of experiences and behaviours
- Evasions or smoke screens
- Hesitancy to act on new perspectives
- Inaccurate interpretations and information

### Practitioners' reluctance to challenge

- Hesitancy to intrude on a student's life
- It may destroy the relationship with the student
- It may hurt/damage the student
- Be open to challenge by the student



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## Principles of challenging

- Keep the goals of challenging in mind
- Acknowledge the positive features of the student's situation
- Offer the challenge
- Work with the student towards more positive action

### 4.1.8 Summaries

During the course of the interview a useful "tool" is to summarise where you are in the discussion. This serves to reflect on what has been said so far and to give you time to think through the next stage. At the end of the interview, it is useful to summarize what has been said and re-iterate what is likely to happen next.

It is always useful to summarise the discussions throughout the careers interview to ensure the School Guidance Counsellor is interpreting the information received correctly. Thus, at regular intervals feeding back the understanding of what is being said is important. It will check understanding, clarify the situation and ensure the School Guidance Counsellor has a good understanding of the student's situation.

Also:

- It is important that the interviewer uses summaries regularly during the interview.
- It ensures the student and interviewer are in agreement.
- It is a useful "tool" when the interview /discussion is "stuck" and not moving on.

### 4.1.9 Closing an interview

At the end of an interview you should:

- Paraphrase and re-state the main points discussed.
- Try to limit the summary to the main points.
- Check with the student that the summary is accurate (or invite them to summarise the discussion).
- Get the student to suggest action points and time scales to enable them to put their career action plan into practice.
- Write down the points agreed, in particular any action points, and complete a career action plan.
- Ask the student for some feedback on the interview and guidance provided.

## 4.2 Career action planning

During the career interview the School Careers Guidance Counsellors need to be able to summarise the information provided by the student to be able to complete a Career Action Plan. A template for a Career Interview can be found in appendix B.

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### 4.2.1 Principles of a good Career Action Plan

At the end of the career interview, it is important to capture the discussion and put into place a Careers Action Plan for the student to follow and work towards their career aims. This document needs to:

- Refer to the student's current situation.
- Be written in the second person and third-person plural, i.e., 'you' and 'we'.
- Show steps the student needs to take to achieve their goals – these should be small steps that are achievable.
- Identify short-term and long-term goals.
- Specify timescales to be agreed in which to achieve action points.
- What you and the school will do to support the student.
- What the student needs to do to achieve the actions.
- Detail referrals to other professionals or other agencies.
- Details of review and additional comments.
- Your name and contact details.
- Your name and contact details.

### 4.2.2 Action plan objectives must be SMART

**The objectives set at the end of the interview must be:**

**Specific:** be clear and concise when listing action points

**Measurable:** ensure the measure is quantifiable

**Achievable:** ensure the action point is one that a student can achieve

**Realistic:** it has to be something that a student can do given the level of resources available to them

**Time-bound:** it needs to take into consideration the time available is sufficient to enable the student to complete the action point.

The objectives set in the career action plan will need to be reviewed at a later date (agreed at the interview) and if they are not SMART activities, it may be impossible for the student to have completed the action required.

### 4.2.3 Completing a Career Action Plan

To complete a Career Action Plan the School Guidance Counsellor should use the feedback from the client during the interview.



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## Background

### SELF AWARENESS

During the introduction, the School Guidance Counsellor will check if the details they have about the student are correct or not. They need to ask questions about the issues and concerns and identify the career aim. The reasons for the choice and the current skills, experience and qualifications should be recorded. This will cover “where are you now?” and start to consider action points to overcome any difficulties or issues raised.

### Career Aim

#### ***LINKING SELF AWARENESS TO OPPORTUNITY AWARENESS***

This will take place during the diagnostic phase of the interview. The School Guidance Counsellor will explore what the student wants to do, and discuss options and ideas agreed for the best solution for them. Identify short-term and in some cases more long-term goals. These should then be included in the action plan. It is also worth considering that contingency plans may be part of the goal setting. What if the student fails to get the qualifications needed to go into higher education? Will they re-sit examinations or look at other alternative routes into the kind of work they are interested in?

### Action Points

#### ***DECISION MAKING & TRANSITION PLANNING***

Once the goals have been identified and alternatives discussed the School Guidance Counsellor will begin to work through ways of achieving the career aims. Together they should agree the action points that need to take place. It is important that at this stage the student is fully committed and motivated to complete their career action plan. To maintain motivation the action points should be a series of short achievable steps that are linked to a time frame. The ultimate goal will only be achieved when the action points have been completed.

### Follow up

During the interview the School Guidance Counsellor will agree on a time frame for reviewing the progress, and this should be included in the action points.

## 4.2.3 Developing a career guidance model for career education

The aims of Career Education in schools are:

- Self-Development
- Career Exploration
- Career Management

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School Guidance Counsellors may also work with students in class sized groups to help them develop career management skills as part of a career education programme. This facilitates group work that enables students to share experiences and knowledge about the world of work and to develop their key employability skills: communication, problem solving, team working, and to increase confidence levels.

To support career education programme, one-to-one guidance (career interviews) ensures students are able to discuss and deal with personal issues and barriers they may face when considering their career options. In career education lessons, students work together and can share ideas and aspirations to stimulate discussion, helping those who have not previously engaged in career planning to consider the issues. In situations where individual students have personal issues and barriers, it is not advisable to discuss in class sized groups so the opportunity for personal discussions during a one-to-one career interview should always be made available.

### **Self- Awareness**

The career education modules are designed to help individuals identify their own strengths and weaknesses, their likes and dislikes as well as their attitudes and values. Throughout our lives we are developing skills and strengths and each experience we have will shape our opinions and how we view the world. The skills needed to increase a student's self-awareness will improve if they are given opportunities to reflect and discuss their ideas and their place in the world.

Self awareness is, therefore, important if they are to understand the type of work and career that will give them the level of job satisfaction they desire. Self awareness exercises should address their personal qualities, the things that interest them and the things that they are good at both in school or activities and hobbies they do in their spare time. It is also important for students to realize they are unique and the type of work that suits their friends may not appeal to them, and that this is perfectly natural. Finding their niche in the job market is essential and it doesn't happen automatically. They need to have the opportunity to reflect and analyse their experiences and develop confidence in their abilities.

Self-awareness and development activities in the classroom can involve discussions about students' concerns about the employment situation in Bhutan and their feelings about their chances of finding work after leaving school. Other activities could include exercises where they are asked to think about what they think they will be doing in 5 or 10 years. Career education lessons concentrating on understanding themselves and their view of the world around them will enable students to clarify their feelings about their future career options.

### **Opportunity Awareness**

Researching a career can be carried out in career education lessons where students can be tasked to find out about:

**Occupations** – Working in small groups, students can do research about the range of job opportunities available in their locality. They could design surveys to find out about jobs done by peers, parents and friends.



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**Industries** – Facts about local industries can be researched either through the internet or the local media.

**Future of the World of Work** – Groups can find out about future trends related to jobs in their areas. They can contact the Ministry of Labour and Human Resources, Bhutan Chamber of Commerce and Industry or local business organisations who may be able to give them an insight into future trends where jobs are likely to be lost and which industries are predicted to grow.

**Job Market Trends** – The changes in the types of jobs available can be researched along with the way in which people work. (Are there opportunities to work from home, part-time or job sharing?).

For example, groups can be tasked to carry out research on the 10 most popular jobs in their areas, looking at:

- The most important aspects of the job
- The training and qualifications needed
- The local employment opportunities
- The average pay and conditions for the job
- Future prospects

If students work together, they will be able to cover all of the 10 job opportunities in the area and at the end of the exercise they should be encouraged to prepare a presentation to the whole group. In this way, an individual who is looking at options will be given relevant information.

Part of the work on opportunity awareness in schools can be organizing visits to local employers or to ask employers to visit the school to give a talk about their company; the opportunities available, the pay and conditions for the work and the future prospects for employees.

### **Decision Making**

By encouraging debate and discussion students will be able to consider the merits of different job opportunities and the qualifications, training and experience required. They will be able to talk about their own concerns about finding the right jobs and discuss entry routes to help them decide upon a plan of action.

Learning how to make a Career Decision can be facilitated by the Career Education lessons whereby students can consider which career discussed by the group are right for them, taking into account:

- Their personal circumstances
- The options available to them

Once they have found out what is available, they will need to refine their choices by linking what they want from a career and what they have to offer to an employer to the career available in their locality. This may be limited in rural areas but students should be encouraged to see career management as a long-term goal. They should set short-term goals to gain relevant experience and training and work towards their ultimate long-term ambitions.

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Helping students to make a career decision can be facilitated by a comprehensive career's education programme, with discrete lessons to enable them to discuss their ideas and aspirations. They should be asked to consider:

- Their past experiences in education, work experience, interests and what others say they are good at.
- What they want from a career and what they can offer to a prospective employer – linking this to the career that are available in their locality.
- Their interests and what they enjoy doing as well as their dislikes.
- What is important to them: good money, job security, career development, status, team working with others, being able to make their own decisions.
- Do they prefer practical or intellectual tasks – can they provide evidence of this to an employer.
- Do they enjoy a challenge and like to take responsibility or would they prefer something a little less stressful? (it is important to remember that whatever the answer to this question is, it is the right answer)
- What sort of lifestyle do they want?
- What kind of workplace would they like to work in?
- Have they talked to people they know to find out about the work that they do?
- Do they know what they want to get out of the work? What is the most / least important to them?
- Do they know what they have to offer to an employer and have evidence to back this up – employability skills?
- Do they know what opportunities exist (or do they just think they know)?

Lesson plans and exercises can be designed to develop the student's understanding of the world of work and their ability to make a realistic career decision.

### **Transition Planning**

Transition planning consists of activities necessary to achieve the career aims. This aspect of career guidance is easier to organize in career education lessons covering group work activities as students will be able to support and learn from one another. Once they have made a career decision they need to start applying for jobs; TVET training or further education to enable them to achieve their goal. Group sessions can be organised for:

- Developing Job Searching Skills – applying for work
- Interview techniques (including mock interviews with local employers)
- Completing CVs

### **Job Search Skills – applying for work**

The session can show how students can use a variety of “tools” to help them do the research about local/national and international jobs. These can be:

- Internet
- Local press



- 
- Work Experience
  - Finding out about TVET colleges and other training providers
  - Talking to relatives/ friends/ teachers

### **What do they need to find out?**

Once they have decided upon a suitable work area, they need to analyse the job opportunity to find out:

- General skills needed
- Specific skills needed for the particular job
- Training or educational requirements
- Different entry routes for this kind of work
- Opportunities to develop a career in the job

Career lessons and activities could include analysing job advertisements, taken from the local media by using the list above to break down the needs of the employer before students can match their own skills to see if they are suitable and have the right level of skills, qualifications and experience needed by the employer.

### **4.2.4 Interview Techniques**

Developing effective interview techniques is one activity that is best suited for group interaction and a variety of methods can be used to make this an interesting and supportive experience for students. Active learning methods such as role play, group discussions, individual presentations and small group interaction are all suitable depending upon the size of the class and the resources available. Inviting local business people into schools to conduct mock interviews will give students the chance to test their skills in a supported environment.

Understanding the purpose of the interview is a useful starting point when developing activities for interview techniques.

- It gives the students chance to present their strengths directly to an employer and learn more about the job they have applied for.
- It gives the employer the chance to gather information about the students in order to decide who the best person for the job is.
- It gives the employer the chance to collect information not supplied in the CV or to ask more about different aspects of the information supplied in the application form.

If someone is short-listed for a job interview it is important to remember:

- They have the right level of skills and expertise to do the job.
- The information about the applicant has already been supplied. The interviewer controls the interview but the applicant controls the answers.
- Most of the interview questions can be predicted in advance.



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Predicting interview questions can be a useful group exercise carried out during a career's education lesson. Students can analyse job advertisement and the job description. The interviewer will want to check out if the applicant can give evidence of their experience and qualifications and if they have the right level of personal skills to enable them to work effectively with the rest of the team.

It is important to stress that a job interview is a two-way process and people should always remember that in addition to impressing a prospective employer it is also an opportunity for them to check out if the job meets their needs as an employee.

#### **4.2.5 CV Writing**

A CV is a record of the qualifications, experience and qualities that a client has to offer to a prospective employer. It should be clearly laid out and easy to read. There should be enough information to give a good overview of the person and should be no more than two-three A4 sides of paper.

The content should include:

- Name, Address, Telephone number
- A Personal Statement
- Education and Training
- Work Experience
- Hobbies and Interests

#### **4.2.6 Entrepreneurship Skills**

Some students may be considering self-employment and the Lisbon European Council of 2000 considered entrepreneurship to be a new basic skill that should be developed through life- long learning. It is, therefore, important to address the entrepreneurial skills for young people in today's changing economy so that self-employment may be considered as an option for those who have a business idea and the motivation to work for themselves.

In October 2006 the International Conference on Entrepreneurship in Education highlighted the need for students to be equipped with diverse personal, social and entrepreneurial competencies in order for them to view self-employment as a realistic choice. Their report points out that "Europe is not fully exploiting its entrepreneurial potential." "Fostering an entrepreneurial mind-set as well as the relevant skills among young people – starting with basic education – will greatly contribute to the strategic goals of the EU. Young people should be equipped with the skills they will need to be successful in a complex world. Creativity, innovation, independence, and initiative are essential attributes for persona fulfilment and success". (15)

In Bhutan the Labour and Employment Act (2007) advocates the need for ensuring workers are able to contribute to the Gross National Happiness, so by developing the entrepreneurial skills of students, it encourages them to take ownership of their careers by understanding their own potential and striving for success; that will not only motivate them but also contribute to the GNH of the country. The Act



also highlights the desire of His Majesty King Jigme Singye Wangchuck, for all Bhutanese, including the educated you to be gainfully employed and the knowledge, skills experience students gain in schools should prepare them for future employment to enable them to take their place in society. The desire to create a culture where self-employment is possible for those students who want to work for themselves.

The objectives of education for entrepreneurial skills are described in the good practice report as:

- “Promoting the development of personal qualities that are relevant to entrepreneurship such as, creativity, spirit of initiative, risk taking and responsibility
- Raising the students’ awareness of self-employment as a career option
- Providing the business skills that are needed in order to start a new venture” (16)

The purpose of career education and guidance in schools is to address the second point – raising student’s awareness as self-employment - and in schools activities range from mini- or virtual enterprises to activities that utilize the co-operation between educational institutions and the business world.

The competencies developed by enterprise activities include: social, personal, and entrepreneurial and often previously employed clients will have developed these skills which reinforce the fact that self-employment can be an option for them to consider.

Competencies	Employability Skills
Social Competencies	<ul style="list-style-type: none"> <li>• Co-operation</li> <li>• Networking</li> <li>• Learning to assume new roles</li> </ul>
Personal Competencies	<ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Motivation to perform</li> <li>• Learning to think critically and independently</li> <li>• Willingness and ability to learn autonomously</li> <li>• Empathy</li> <li>• Resilience</li> </ul>
Entrepreneurial Competencies	<ul style="list-style-type: none"> <li>• Show personal initiative</li> <li>• Be proactive</li> <li>• Be creative</li> <li>• Risk taking</li> <li>• Implementing ideas</li> </ul>

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This section has considered the skills for working with clients both individually (using interview techniques) and in group sessions.

The accompanying Career Education Tool-kit includes a Career Education programme, lesson plans, teacher's notes and a student work book.





# SECTION 5

## Quality Assurance, Monitoring and Evaluation



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# Quality Assurance, Monitoring and Evaluation

It is important to have a good Monitoring and Evaluation system in place to enable comparison and assessment for the delivery of a quality assured programme. It will also serve to differentiate between delivery and expertise of teachers and careers counsellors, responsible for delivering the services. By evaluating delivery against specified professional standards within the schools, training needs and continuous professional development will become a reality.

## 5.1 Monitoring

This is a systematic collection and analysis of information to establish progress towards clearly defined indicators (related to activities and goals). It is important to collect qualitative and quantitative data from students to be analysed, as part of a monitoring process. For this, careers counsellors need to collect feedback from pupils. This can be done by the completion of a simple feedback form and the on-going collection of data to identify the number of students using the service and the outcome of the interventions. (For instance: how many have gone to work, TVET training or further/higher education as a result of following the action plan created during the guidance process).

Career Education and Guidance programmes need to be monitored to see if students have benefited from additional support provided for career guidance and career management. Monitoring would also establish if they are more likely to make realistic choices about jobs and training, thus enabling them to achieve their career aims.

## 5.2 Evaluation

Evaluation is about measuring the impact of activities and services. Its purpose here is to answer questions, such as; “what difference has careers information, advice and guidance made to the student’s ability to become self-aware, identify opportunities and make realistic career decisions”. If the subsequent answer is none, then the service has not achieved the aims and objectives. Apart from measuring the success of the outcomes and outputs, it will justify investment in the service and provide an analysis of how it can be developed and improved in the future.

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An evaluation process needs to be developed to assure that the quality of the delivery of the careers' guidance interventions are appropriate and meet the needs of the clients for whom it has been developed.

Evaluation enables us to:

- Examine what we do
- Think about improvement measures
- Decide if it was worth doing
- Provide others with a summary to help them understand what was done

### 5.3 Quality Assurance

Monitoring and evaluation are critical in assessing the quality and impact of activities against set priorities, goals and plans. Evaluation should be planned and agreed at the start of the programme and be part of an evaluation strategy which feeds into a cycle of continuous improvement. (17)

#### 5.3.1 The Cycle of Continuous Improvement

Monitoring and evaluation of the career guidance delivery is essential if the organisation is to identify strengths and weaknesses of the delivery and identify ways to improve and develop the services provided to meet the exact needs of its beneficiaries. (18). Outcomes of the Monitoring and Evaluation process should be used to regularly adjust, define and meet the on-going needs of the service users, and to identify and share good practice.



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To implement an effective monitoring and evaluation process, a set of qualitative and quantitative indicators needs to be developed which reflect the structural, organisational and operational requirements of the Career Guidance National Quality Standards.

There is also a need for an internal and an external monitoring and evaluation process:

- The internal process is generally based on the systematic collection of monthly statistics and quality outcomes, whereby counsellors should complete monthly reports to be forward to the ESS for collation and monitoring.
- The ESS will prepare quarterly evaluation reports of the Career Guidance services, which summarise the monthly reports received.
- The quarterly reports will be used to enable the ESS to compile the annual report, which can then be used by individual Job Centres to compare and contrast their own performance against other centres and share good practice.
- An external evaluation should be implemented once a year by external evaluation experts, to ensure high level of professionalism and avoid any conflict of interests.

Feedback from the process participants (counsellors and pupils), and other related stakeholders (e.g. employers, TVET training centres) in connection with Career Guidance service provision, should also be an integral part of the evaluation process.



## Appendixes

### Appendix A - Process for the identification of a well-informed, realistic career decision (Career Decision Making Spectrum)

1	2	3	4	5	6	7	8	9
<b>Engaged</b> Ability and motivation to take control of planning.	<b>Formula</b> Understanding and being able to make decisions by relating self to opportunities.	<b>Self</b> Awareness Informed and refined insights into interests and abilities.	<b>Opportunity</b> Awareness Knowing what these offer and demand.	<b>Locate</b> Opportunities How to locate these.	<b>Approach</b> Opportunities CVs, speculative letters, application forms etc.	<b>Manage the selection process</b> Interview skills, understanding the processes.	<b>Manage the selection outcome</b> Whether success or failure.	<b>Appraise planning</b> Reviewing the process and unforeseeable factors.
Knowledge, skills and attitudes to <b>make</b> decisions								
Knowledge, skills and attitudes to <b>implement</b> decisions								
Process supported by School Guidance Counsellor								
Process used to apply for employment								
This document can be used by School Guidance Counsellors to discuss the understanding of the process for career's guidance with students.								

## Appendix B - Template for career action plan

<b>Career Action Plan</b>	
<b>Student's Name:</b>	
<b>Background:</b> (to include current interests, qualifications, work experience and achievements)	
<b>Career Aim:</b>	
<b>Short term:</b>	
<b>Long term:</b>	
<b>Action Points:</b> (SMART objectives)	<b>By when:</b>
<b>Review Date:</b>	
<b>Signature:</b>	<b>Date:</b>

## Example of a completed Career Action Plans

<b>Career Action Plan</b>	
Student's name:	
<b>Background: self-awareness</b>	
(to include current interests, qualifications, work experience and achievements)	
I am currently in my final year, undergoing full-time education and I am interested in finding work where I will be able to use my practical skills. My favourite subjects include: languages, sciences, and commerce. I have a part-time job in a local restaurant, where I serve customers and help in the kitchen. I am also keen on travelling and enjoy learning different languages. (I am currently learning English and French at school).	
<b>Career Aim: linking self-awareness to opportunity awareness</b>	
<b>Short term:</b> To work in a local restaurant and develop my enterprise skills	
Consider the two options: find employment in a local restaurant and work my way up into management or to go on to university to study business studies with the aim of going straight into hotel and catering management.	
<b>Long term:</b> To own and manage my own hotel, although I would like to spend some time working abroad to gain more knowledge of the hotel business.	
<b>Action Points: decision making &amp; transition planning</b>	<b>By when:</b>
(SMART objectives)	
1. Find out the range of jobs in local restaurants – e.g. catering, waiting, reception and the opportunities for career progression)	
2. Find possible local employers (consider different restaurants – small or large, different foods, location)	
3. Ask the manager of the restaurant where I am on work experience; about possible vacancies and whether he/she feels my skills are relevant for this type of work and if he/she will be able to give me a reference for potential employers.	
4. Talk to my parents about my ideas for work. I may need to pursue further education when I leave school and consider my options:  Further education before going into work  Looking for a job with training and prospects for promotion.	
5. If I decide to look for work now: attend a job searching session to write my CV.	
7. If I decide to go for further education: find out about business studies courses.	
8. Discuss with my tutor and start drafting applications, attend an interview techniques group session.	
Review Date:	
Signature:	Date:

## Appendix C- Career Information Checklist

Career Information Checklist	
Resources for Self-Awareness	
a. Websites for self-awareness analysis	
b. Self-help paper resources (books)	
c. Organisations	
Resources for Opportunity Awareness	
a. Websites	
b. Labour market information	
c. Agencies	
Resources for Decision Making and Transition	
a. Websites for job vacancies	
b. Paper Resources for completing CVs, information about job seeking and completion of application forms	
c. Private recruitment agencies	
d. Public organisations for job seekers	

Example: Consider a student who wants to know about training to be a teacher

In this example you can consider the information needed to enable a student make a realistic decision about this as a career option.

### Information

If a student asks about becoming a teacher, he may be asking for information that would be used to consider the pros and cons for him, in order to make a realistic decision. In this case, he will need information on different training routes available for teacher training or you may provide relevant website addresses. The information may be verbal or printed. The onus is on the pupil to read the information and decide whether it provides sufficient background information to base a decision. Responsibility: Student (self-directed study) with support from careers counsellor.

### Advice

After receiving information, the student may want to discuss some issues of concerns he may have. He may have concerns about his qualifications and want re-assurance that he has, or is capable of, achieving the entry requirements. He may also want advice about the information he has researched.

The adviser may explain the pros and cons of the different teacher training routes, without giving an opinion on the most appropriate training route for the client.

Responsibility: Student may need to discuss the concerns listed above with a careers counsellor who will be able to give impartial advice. Following the advice session, the pupil should then decide whether he has other concerns that need more in-depth exploration.

### **Guidance**

It may be a career idea that needs further discussion and more in-depth analysis, and if this is the case, the student should be referred for a one-to-one Careers Guidance interview. The School Guidance Counsellor will discuss the pros and cons of each training route and relate this to his personal circumstances to enable him decide the most relevant training route for him. The Counsellor should supply a written summary of the discussion (a careers action plan). No personal opinion is expressed. The discussion is entirely objective.

Responsibility: Student will need to identify the steps he will need to take to work towards the career goals and targets set in conjunction with the School Guidance Counsellor.

### **Good Practice**

The National Foundation for Educational Research in the UK conducted research into Careers Education and Guidance and in a report published in March 2004, highlighted the importance of career exploration skills amongst young people. Their findings concluded that:

- Young people with high levels of careers exploration skills are most likely to be on a course leading to higher level of qualifications.
- There is a significant relationship between young people's satisfaction with their post school destinations and their understanding of themselves, their strengths and weaknesses (self-awareness) and their ability to examine these in the light of the skills and abilities they would require on their chosen courses and potential careers.

Careers related skills were best developed if clients:

- Have access to individual discussions about their future.
- Have access to ICT guidance materials mediated by a School Guidance Counsellor.
- Careers related activities are provided by trained staff (teachers, psychologists and school guidance counsellors).
- The provision began at an early stage in secondary education and continues during crucial periods during working life.
- There is close integration between agencies who support clients and providers of professional careers support where they:
  - Share information
  - Have partnership agreements and regular meetings
  - Put a high priority on careers education.

The short to medium term benefits of careers education and guidance were assessed by the Centre for Guidance Studies review in 2002. In a research by Killeen and Kidd, it was reported that students who had benefited from Careers Education and Guidance had:

- Better attitudes
- Improved decision-making skills
- Were more self-aware
- Greater awareness of job opportunities
- Were more certain about their choices and preferences
- Developed good transition skills

## Appendix D - Interview observation checklist

Interviewer's Name:

Date:

Observer's Name:

Stages	Observed Yes/No	Comments
1. Welcome and make the environment comfortable. Preparation? Confidentiality/ welcoming body language/introduce self and role.		
What do they want? Explain services. Menu of services – relevant to client. What can be offered, limitations? Examples of how client can use the service.		
Agree on agenda.		
Collect more detailed information about what they want. Relevant information for chosen service.		
Process information collected. Help client to identify needs fully. Outline how needs can be met. Exploring, checking, assessing, thinking, and reacting.		
What information do they need? Check common understanding.		
How would they like the information? Oral, written ... get agreement.		
Give information to meet their needs. Current. Check met needs.		
Agree next steps.		
Learning points.		

## Appendix E: Career Development Blueprint

The career development blueprint identifies the standards required in a career education and guidance programme for Bhutan.

### Career Development

Standard A. Link world of work and self	
<b>Career Awareness</b> <ul style="list-style-type: none"><li>Use of career information</li><li>Learn about occupations</li><li>Personal abilities, interests, and motivation</li><li>Work in teams</li><li>Decision-making</li><li>Goal-setting</li><li>Planning</li><li>Competency in interest areas</li><li>Vocational interests</li><li>Work and leisure balance</li></ul>	<b>Self-Awareness</b>
<b>Employment readiness</b> <ul style="list-style-type: none"><li>Employability skills: teamwork, problem-solving, organized</li><li>Job seeking skills</li><li>Understand changing workplace</li><li>Rights and responsibilities of employees and employers</li><li>Respect uniqueness of individuals at workplace</li><li>Write a resume</li><li>Positive attitude</li><li>Job maintenance skills</li><li>Time and task management</li></ul>	<b>Opportunity Awareness</b> (matching skills to job and training opportunities)



## Standard B. Strategies to achieve future goals

### Acquiring career information

- Apply decision-making skills
- Identify skills, interests, and abilities
- Career planning process
- Occupational classification
- Obtain career information
- Use internet for career planning
- Describe traditional and none traditional occupations
- Influence of economic and societal needs on employment trends

### Identify career goals

- Education and training needed for career goals
- Link between educational plan and career goals
- Use employability and job readiness skills
- Select coursework related to career interests
- Career planning portfolio

Opportunity Awareness  
and Decision Making

(matching opportunities  
to self-awareness to  
enable students to make  
well-informed choices)



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## Standard C. Relationship between self, education and world of work

### Acquire knowledge to achieve career goals

Relationship between academic achievement and career success

Work leads to personal success and satisfaction

Personal preferences & interests

Changing workplace requires lifelong learning

Effect of work on lifestyles

Equity and access in career choice

Work means of personal expression

Decision Making

### Apply skills to achieve career goals

Relationship between interests, abilities, and achievement to social, educational, and career goals

Use conflict management skills

Work cooperatively as a team member

Academic and employment readiness skills

Transition Planning



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