Learning Guidance: provide more and better opportunities for workless people

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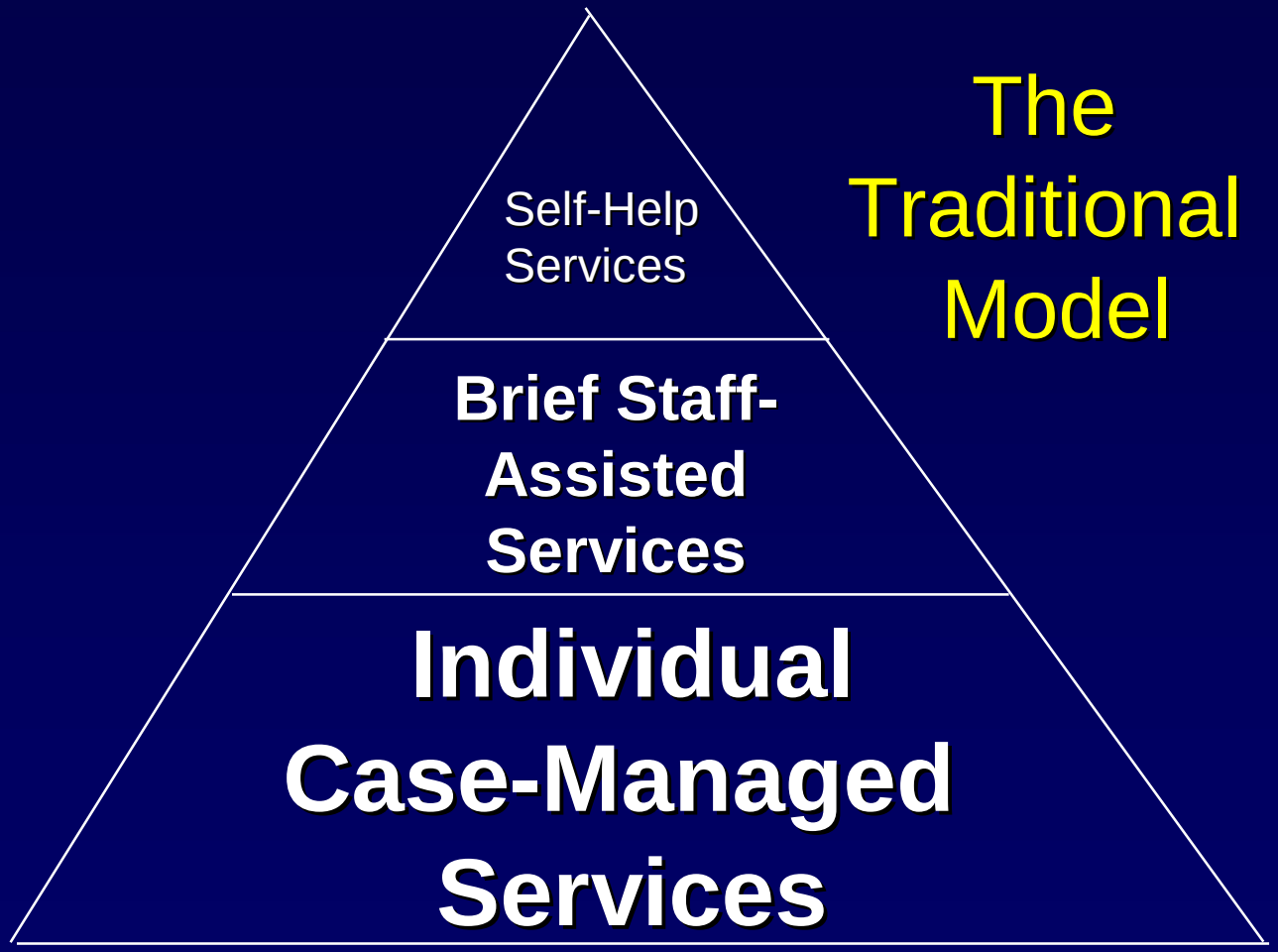
Nature of the Problem

- Increasing numbers of young people and adults with varying needs are seeking services
- Agencies need to explore a variety of models for designing services to cost-effectively meet the needs of young people and adults

The value of career guidance

- The proposition of economic and social benefits
  - defensible
- The search for compelling evidence
  - ongoing
- The analysis and presentation of evidence
  - requires a new approach

Delivery of Career Services



The Traditional Model

Delivery of Career Services

The Inverted Pyramid Model

Key Question

How do you invert the pyramid?

A Better Approach

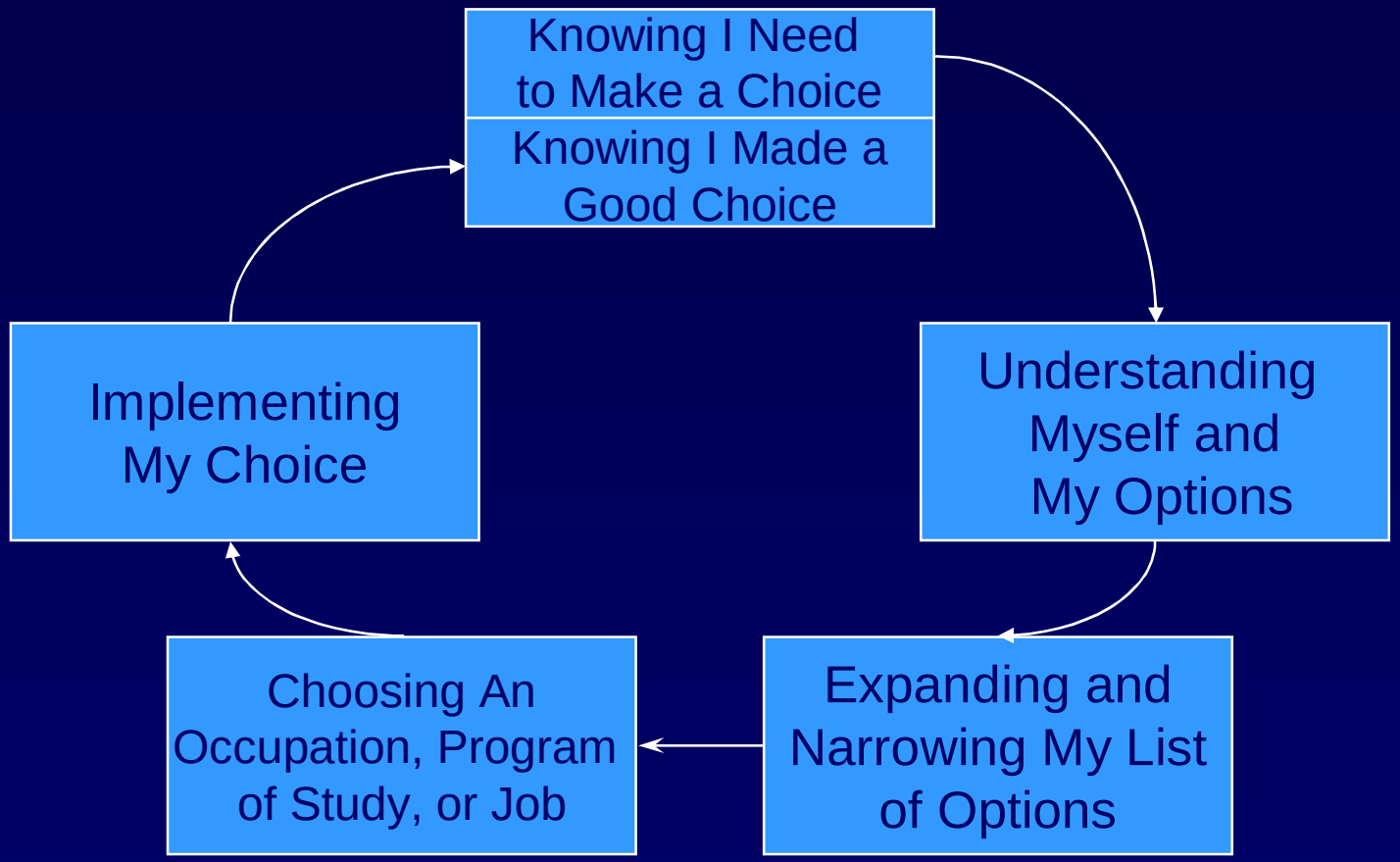
Limiting staff time in delivering individual case-managed services leaves more staff time for

- brief services that serve more young people and adults, or
- extended services for young people and adults with extensive needs

Pyramid of Information Processing Domains

Client Version

Learning Guidance



State of Readiness

The capability of an individual to make appropriate choices taking into account the complexity of family, social, and economic factors that influence the young person or adult

Successful adjustment of the young person or adult involves making informed choices to solve problems

Readiness Model

Capability

(low) ——————————————————————————————— (high)

Capability

Cognitive and affective capacity to engage in effective decision making

Capability

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

Readiness Model

Complexity (high)

(low)

Complexity

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

Complexity

- Family factors
- Social factors
- Economic factors

Social Factors

- Social support, e.g. modeling, networking, and caring - good
- Discrimination, e.g. gender, race, ethnicity, age, religion, sexual orientation, disability status, obesity, poverty, and immigration status - bad
- Stereotyping, lack of role models, bias in education, and harassment in education - bad

Economic Factors

- Influence of poverty on housing and health care, making it more difficult to focus on decision making
- Influence of adequate financial resources on housing and health care, leading to the ability to focus on decision making

Readiness Model

Complexity (high)

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

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

Capability
(low) (high)

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

High readiness
No support needed
(Self-Help mode)

(low)

Current Challenges

Provide more services

to more diverse persons

with more collaborating partners

with the same or fewer resources

Cost-Effective Services

The goal of this model is to avoid overserving or underserving young people or adults by using screening to match needs with services

Cost-Effective Services

Screening of young people and adults,
varying levels of staff support, and
well designed resources and services,
lead to -
the right resource
used by the right person
with the right level of staff support
at the lowest possible cost

Research Findings

- Decision-making processes of young people
  - Formal inputs versus informal influences
  - Models of simply ‘matching’ individuals to opportunities is no longer sustainable
  - Insufficient research on career management and development

For Additional Information

www.career.fsu.edu/techcenter/

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Thank You!