

Assessing young people's presenting ideas and needs

Seeing through what is presented and assessing when to refer...



1

- Supporting young people in avoiding them making **decisions they regret later...**
- Supporting young people in avoiding them making **uninformed or ill-informed decisions and dropping out** of college/apprenticeship/sixth form.
- Through our support, avoiding young people saying later: "my teacher **told** me..." or "my 'career adviser' **told** me...", or the opposite... (I didn't get support – no one challenged me...)



2

Young person's presenting needs & ideas

I want to do a college course in...

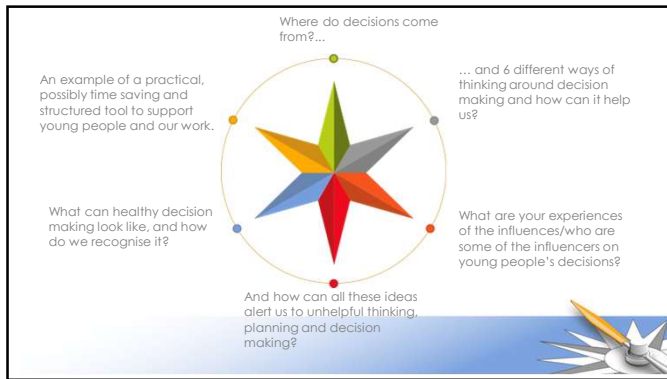
Where did that choice come from?

Issues in the background underlying or underpinning the young person's career decision, **that we don't see or are aware of...**

Image: freepik on flaticon.com



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What do you think?

Activity

A — I'd accept the decision
B — I'd ask a couple more questions
C — I'd consider referring

- 1. "I'm doing the same college course as my best friend."
- 2. "I want an apprenticeship because I want to earn money."
- 3. "I'm doing A levels because I don't know what career I want."
- 4. "I've researched three colleges and compared their courses."
- 5. "My parents have told me I should do A levels."
- 6. "I've always wanted to be a mechanic, so I've applied for an engineering apprenticeship."

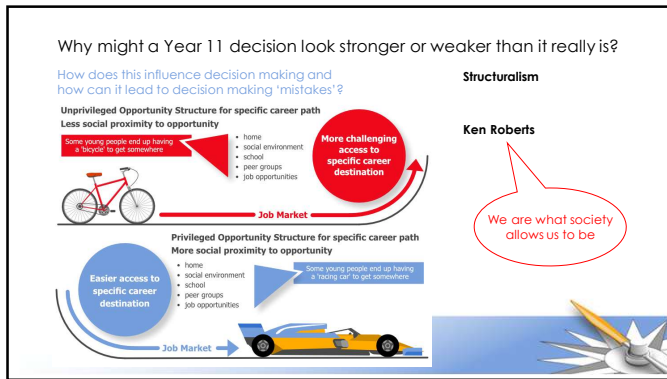
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Theories as a Tool

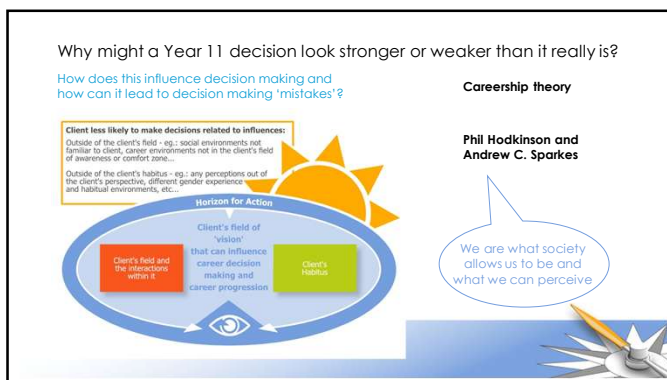
"You don't need to use these theories ideas with students. They're here to help you understand what might be happening underneath a decision making process."

<https://marcr.net/for-career-professionals-and-learners/>

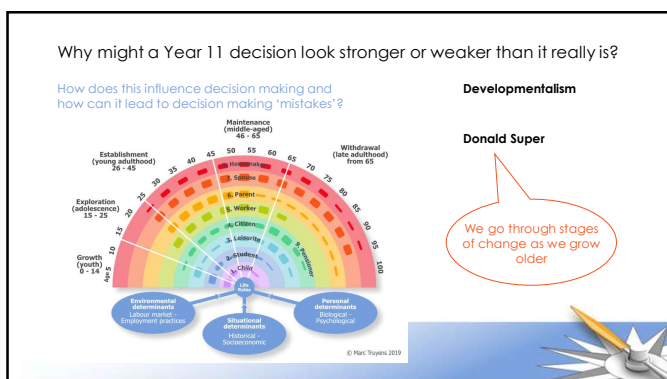
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Why might a Year 11 decision look stronger or weaker than it really is?

How does this influence decision making and how can it lead to decision making 'mistakes'?

Social learning theory
Godfredson

Average female: ♀ Very Feminine ← Neutral → Very Masculine ♂
Average male: ♂ Very Masculine ← Neutral → Very Feminine ♀

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Why might a Year 11 decision look stronger or weaker than it really is?

How does this influence decision making and how can it lead to decision making 'mistakes'?

Social learning theory
Bill Law

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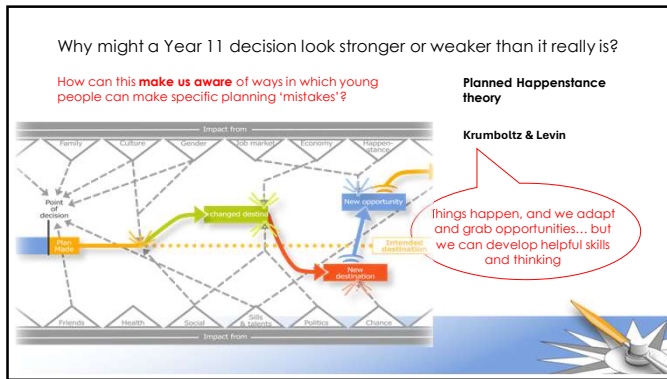
Why might a Year 11 decision look stronger or weaker than it really is?

How does this influence decision making and how can it lead to decision making 'mistakes'?

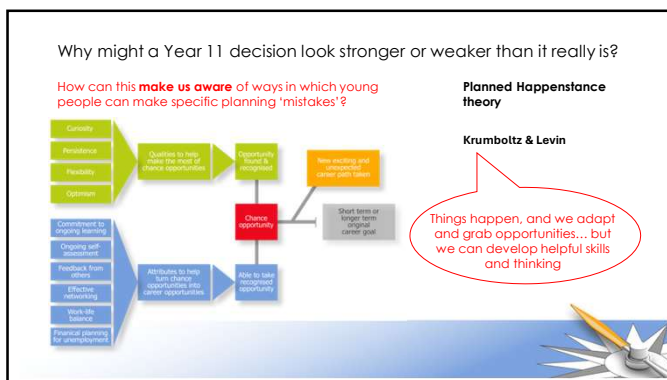
Differentialism
Holland

Realistic: Primary practical, are hands-on, Doer
Investigative: Analytical, logical, scientific, Thinker
Artistic: Creative, artistic, expressive, Creator
Social: Helping, teaching, counseling, Helper
Enterprising: Persuasive, competitive, energetic, Persuader
Conventional: Organized, systematic, detail-oriented, Organizer

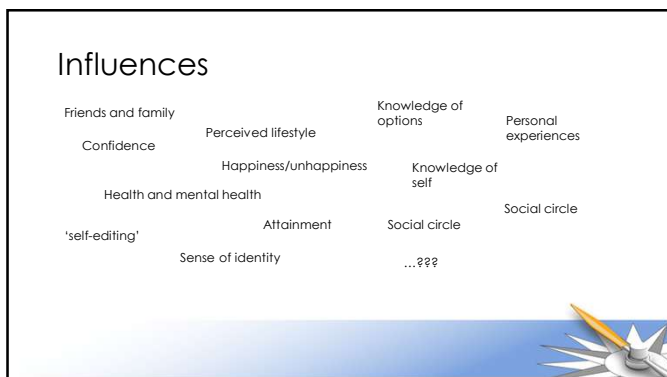
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"What do you feel are the biggest reasons teenagers choose a pathway that isn't right for them?" What is your experience?

Activity

- They genuinely don't know what they want.
- Parents influence the decision.
- Friends influence the decision.
- They want to stay with their friendship group.
- They want to leave school as quickly as possible.
- They think university/college/an apprenticeship is automatically the "best" option.
- They think apprenticeships are only for students who aren't academic.
- They don't understand what an apprenticeship actually involves.
- They underestimate how demanding a course will be.
- They overestimate how easy an apprenticeship will be.
- They choose based on GCSE grades.
- They have limited knowledge of alternatives.
- They are avoiding a particular subject/environment.
- They want to please teachers/parents.
- They are anxious about making the wrong decision.
- They haven't had a meaningful work experience.
- They are making a decision based on an outdated idea of themselves.
- They are making a decision based on an outdated idea of 'the world' /society/the world of work.
- ...



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What makes a post-16 decision "healthy"?

The INFORMED CHOICE TEST – a tool to get you thinking or started/to use...?

A reasonably robust decision usually has five characteristics.

- ✓ 1. **Personal** - "This is something I want."
- ✓ 2. **Informed** - "I understand what the option actually involves."
- ✓ 3. **Realistic** - "I understand the entry requirements and what will be expected of me."
- ✓ 4. **Considered** - "I've looked at alternatives."
- ✓ 5. **Owned** - "I can explain why I've chosen it."

A young person doesn't need to tick every box perfectly.

But the **more boxes that are missing, the stronger the case for further careers support.**

Do I refer this young person for more in depth career support?



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How can you personally support people and reassure yourself they're on the right path for them?

What is your personal skillset?

Knowledge

Skills/experience

Confidence

Awareness/remit...



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GREEN — The young person has a well thought out plan after exploration with them...

The student:

- has a reasonably clear preference
- can explain why
- has researched it
- understands what it involves
- has realistic expectations
- has considered alternatives
- isn't being obviously pressured
- meets or is likely to meet requirements

Possible response:

"Sounds like you've thought this through. What are your next steps?"

No referral necessarily required.



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How can you personally support people and reassure yourself they're on the right path for them?

What is your personal skillset?



AMBER — Have a conversation / monitor

Some uncertainty exists.

For example:

- "I think I want to..."
- limited research
- one dominant influence
- unrealistic assumptions
- hasn't explored alternatives
- unsure about entry requirements
- choosing primarily for convenience
- hasn't experienced the environment
- knows the job title but not the reality

possible response:

Ask a couple of basic questions and consider:

"Would a referral with in depth careers support add value here?"



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How can you personally support people and reassure yourself they're on the right path for them?

What is your personal skillset?



RED — Refer for more in-depth careers support

1. The young person has no idea what they want
2. There is a major mismatch – you realising "This needs a more detailed conversation than I can provide."
3. Their decision is primarily someone else's
4. They have significant misconceptions - "This decision may not be based on accurate information."
5. The young person is making an extremely narrow choice
6. The student is highly anxious or conflicted, **or overconfident** without evidence of why...

It's best not to say: "I don't think that's the right choice for you."

Better would be: "I'd like you to have a bit more support thinking this through."

That's a fundamentally different conversation.



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Let's have a short break...

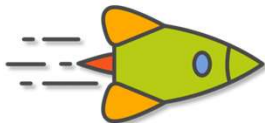


Break time icons created by Magnific - Pflaeg



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Putting this into practice



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