

GOTTFREDSON

THEORY OF
CIRCUMSCRIPTION
AND

COMPROMISE

KEYONA HARPER

DEBBYE LOPEZ

ANITA WOODS





THEORIST AND THEORY

Linda S. Gottfredson
Career Theory of Circumscription and Compromise

CIRCUMSCRIPTION & COMPROMISE

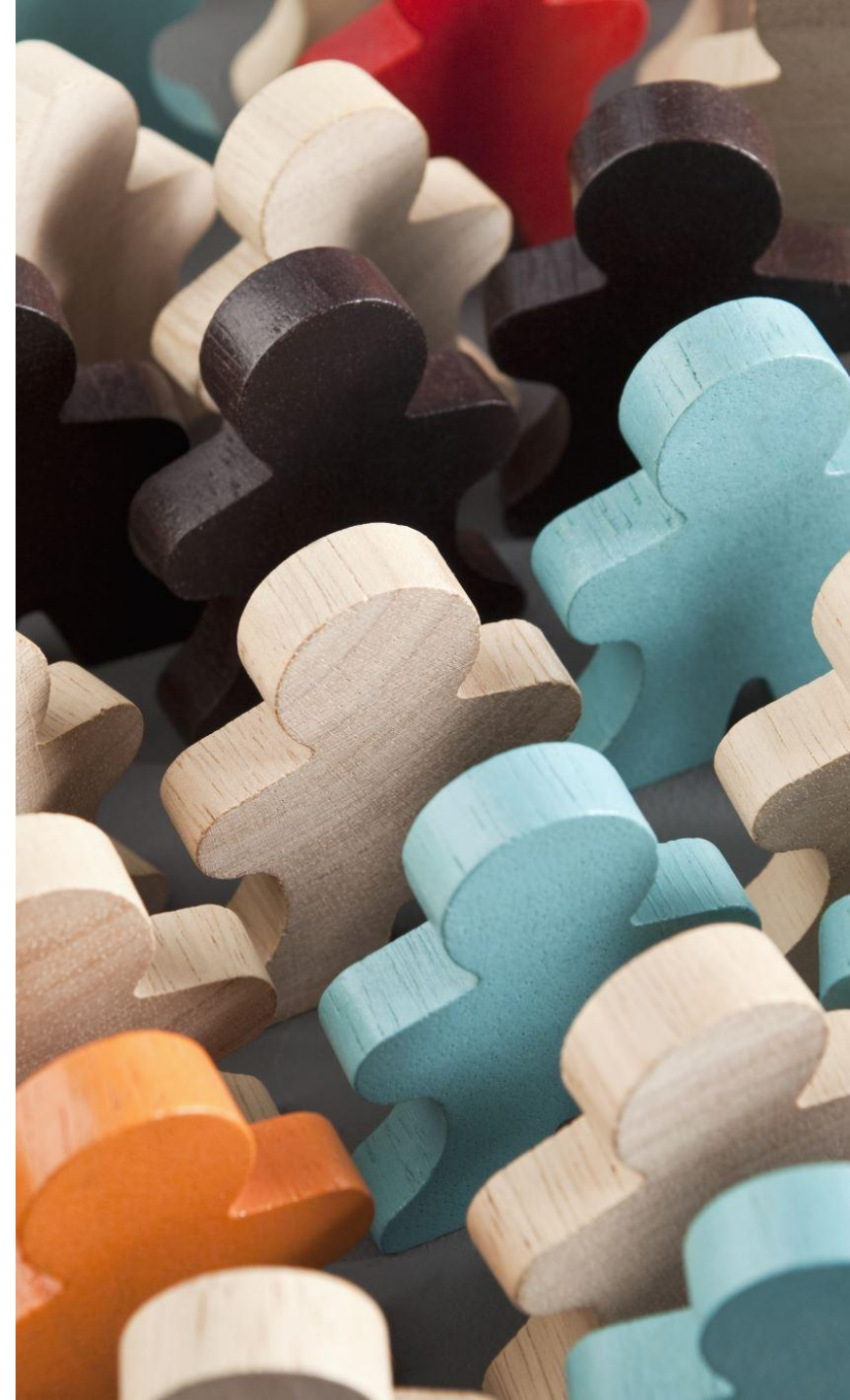
Focuses on the process of formulation and elimination of a young person's occupational aspirations.

- Self-concept
- Circumscription
- Compromise
- Accessibility



ACCEPTABLE OCCUPATIONS

- **COMPATIBILITY**
 - Expectations vs. Realistic
 - Idealistic Accessibility
- **SOCIAL SPACE**
 - Cognitive Maps of Occupations
 - Self-perception
- **HYERARCHY**
 - Roles
 - Preferences & Personality Needs
 - Nature (self-concept) vs. Nurture (social-self)



A close-up photograph of various colorful wooden blocks and letters scattered on a blue surface. The blocks are in shades of red, yellow, blue, and green. Some are simple rectangular blocks, while others are shaped like letters (e.g., 'X', 'O', 'H') or symbols (e.g., a heart). The lighting is bright, creating soft shadows and highlighting the texture of the wood.

*"CHILDHOOD EDUCATORS AND
CARETAKERS HAVE A
RESPONSIBILITY TO OPEN
CAREER"*

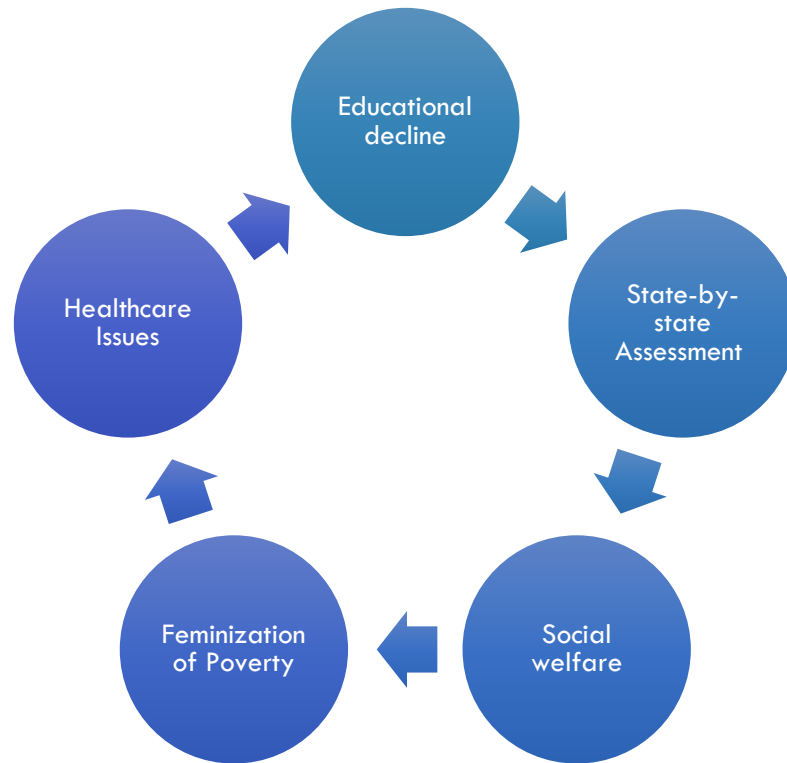
LINDA GOTTFREDSON



SOCIAL CLIMATE OF THE 80'S

A NATION AT RISK

SOCIAL CLIMATE



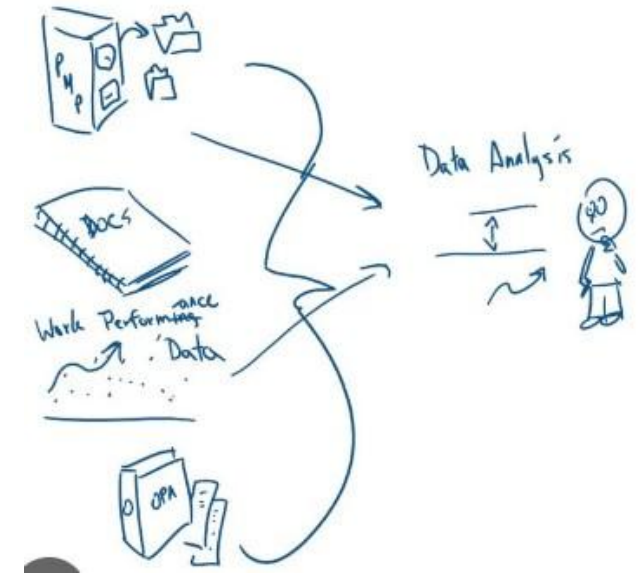
From
Welfare 'State'
to
Welfare 'Society'?

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TENETS OF THE THEORY

- **CIRCUMSCRIPTION**

- Elimination Process
- Scope of Ability
- Creation of the Box



- **COMPROMISE**

- Revision of Career Aspirations
- Limitations of Viable Possibilities



TENETS OF THEORY



STAGE 1	STAGE 2	STAGE 3	STAGE 4
ORIENTATION TO SIZE AND POWER	ORIENTATION TO SEX ROLES	ORIENTATION TO SOCIAL VALUATION	ORIENTATION TO ETERNAL UNIQUE SELF

STAGE 1

**ORIENTATION
TO SIZE AND
POWER**

- **AGES 3 – 5**
- **TRANSITION FROM IMAGINATION TO CONSTRUCT PROCESSING**
 - Imaginary Roles
 - Humanistic Roles
- **CHILDREN BEGIN TO TAKE NOTICE OF JOBS OF AUTHORITY FIGURES IN THEIR ENVIRONMENT**
- **CHANGE IN PEOPLE CLASSIFICATIONS**
 - Strong
 - Weak



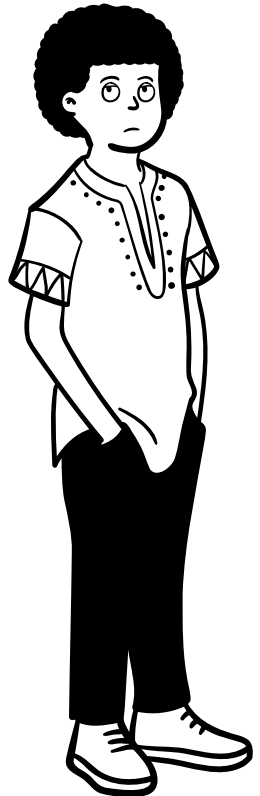
STAGE 2

ORIENTATION TO SIZE AND POWER



AGES 6-8

- **HIGHER AWARENESS OF DIFFERENT CAREERS**
- **EXPECTATION OF ROLES BASED ON GENDER**
 - Visual Comprehension
 - Superiority of Gender
- **CHOOSING ROLE MODELS AND FRIENDS**
 - Visual Comprehension
 - Superiority of Gender



STAGE 3
ORIENTATION
TO SOCIAL
VALUATION

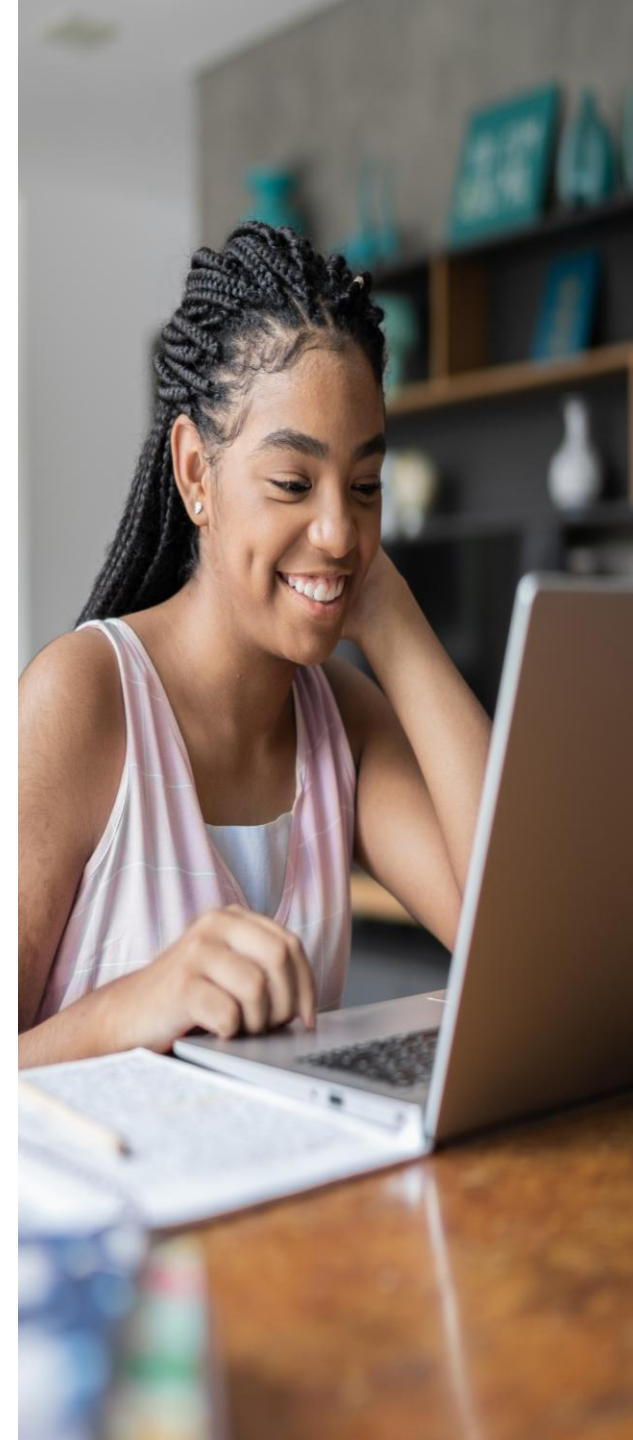
- **AGES 9-13**
- **INCREASE IN CONCEPTUALIZATION ABILITY**
 - Seen/Unseen
- **EVALUATION OF SOCIAL STATUS AND PRESTIGE**
 - Visual, Verbal, Behavioral/Tangible
- **COHESION**
 - Finances/Education/Occupations
 - Hierarchy of Occupations
 - Rule-outs



STAGE 4

ORIENTATION TO ETERNAL UNIQUE SELF


- **AGES 14 AND BEYOND**
- **HIGHEST LEVEL OF CAREER CONSCIOUS AWARENESS**
 - Subconscious fore thought vs. Conscious consideration
- **ELIMINATED LARGE NUMBER OF CAREERS**
- **COMPATIBLE CAREER FITS**
 - Individual Values
 - Current Abilities
 - Likes/Dislikes
- **VOCATIONAL/NON-VOCATIONAL ROLES**






P R E S E N T - D A Y A P P L I C A T I O N

- **COUNSELOR SELF-AWARENESS OF WORLDVIEW**
 - Circumscription and Comprise Self-awareness
 - Engagement: Parents, Guardians, Teachers, Academic Advisors



PRESENT-DAY APPLICATION

- **COUNSELOR MULTICULTURAL AWARENESS**
 - Race and ethnicity
- **BIAS CONSIDERATION**
 - Stereotype
 - Gender
 - Disability
- **SIGNIFICANCE**
 - Orientation to Eternal/Unique Self



PRESENT-DAY APPLICATION

- **COUNSELOR EXPLORATION FOREIGN CAREERS**
- **LACK OF REPRESENTATION**
 - Gender
 - Race
 - Ethnicity
 - Disability
- **SOCIAL JUSTICE AND ADVOCACY**
 - Equality for All