



Rethinking Career Development for a Globalised World

21st & 22nd September 2016
University of Derby

Conference Agenda

Tuesday 20th September

1930 - Conference pre-dinner

Day One: Wednesday 21st September

0900 – Conference Registration

1000 - **Introduction to the conference and overview of keynote sessions (Plenary 1)**

Hazel Reid

Professor of Education and Career Management, Director of Research, Faculty of Education Canterbury Christ Church University

Careers in the cloud: Funny how the new things are the old things

Kate Mackenzie Davey

Dean of College at Birkbeck, University of London and a Senior Lecturer in Organizational Psychology.

Rethinking social justice and careers work in the 21st century

Nancy Arthur

Professor and Associate Dean Research, Werklund School of Education, University of Calgary

1130 - Coffee

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Enterprise Centre, University of Derby, Bridge Street, Derby, DE1 3LD

<https://www.eventbrite.co.uk/e/rethinking-career-development-for-a-globalised-world-bookings-now-open-tickets-2373252060>

1200 - Seminars A

Seminar 1: *The changing context for work and career*

i. Rethinking career in Norway – fitting the map to the terrain

Ingrid Bardsdatter Bakke

ii. What can career guidance practitioners do to advance social justice?

Tristram Hooley

Seminar 2: *Shifting theories and concepts*

i. Careers below the surface

Janet Sheath

ii. Calling or falling? A spiritual perspective on career development

Gill Frigerio

iii. Pre-occupation; a counter narrative for career development

Anne Chant

Seminar 3: *Innovative practice*

i. Developing best practice in the National Careers Service

Marian Morris, Susan Mackay and Siobhan Neary

ii. Career registration. Can big data produce an evidence-based approach to employability support in Higher Education?

Bob Gilworth

1300 - Lunch

1345 - Poster session: all seminar presenters

1430 - Seminars B

Seminar 4: *The changing context for work and career*

i. Taxi! Understanding how boundaries shape cab driving careers

Helen Cooper and Kate MacKenzie-Davey

ii. Away from job starts towards career pathways

Jane Mansour

iii. Professionalising the career development sector in the UK

Siobhan Neary and Claire Johnson

Seminar 5: *Shifting theories and concepts*

i. We're all digital career researchers now

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Tom Staunton

ii. Normative criticism – a method for social justice in career guidance and counselling?

Frida Wikstrand

iii. Frank, where are you - now that we need you?

Peter Plant and Roger Kjaergaard

Seminar 6: *Innovative practice*

i. The Disney strategy - NLP skills for career consultation

Yasushiro Kotera

ii. Supporting school students in making careers decisions - shifting teachers' pedagogical perspectives

Eleanor Bernardes

iii. Swotting up on career development

Sarah Blackford

1545 - Coffee

1615 - Plenary 2 - **Shifting theories and concepts** (Chair: *Hazel Reid*)

Career development theories: past, present and future

Phil McCash

Principal Teaching Fellow in Career Studies and Course Director on Master's programmes for career and employability professionals, Centre for Lifelong Learning, University of Warwick

Finding and using ideas in career development

Wendy Hirsh

Principal Associate, Institute of Employment Studies; Visiting Professor of Career Development, University of Derby; Visiting Professor, Kingston Business School, University of Kingston

Discussion in small groups followed by panel

1745 - Close of day one

Day Two: Thursday 22nd September

0900 - Seminars C

Seminar 7: *The changing context for work and career*

i. Supporting the global careers of international students

Ellen O'Brien

ii. Careers service provision for international students in higher education: three case studies from European universities

Erik Zeltner

iii. Learning from futuretrack: becoming skilful

Jane Artess

Seminar 8: *Shifting theories and concepts*

i. New pedagogies, new potential: how careers professionals can harness technology to enrich the careers learning of their clients

Laura Brammar

ii. Possible selves and career decision making

Julia Yates

iii. Career learning for successful futures in a global economy – Beijing Institute of Education

Michelle Stewart

Seminar 9: *Innovative practice*

i. Career and migration decisions in two island communities

Rosie Alexander

ii. Widening experiences of education and the world of work in rural communities

Nicki Moore

iii. A hierarchy of career workers and researchers

Jill Collins

1030 - Plenary 3 - ***Innovative practice*** in Question Time format (Chair: *Rosemary McLean*, Director, Career Innovation)

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Janet Sheath

Organisational Career Consultant and Lecturer on the Birkbeck Career Management Masters.

Claire Nix

CDI Board Director, Career consultant and trainer- careers education, information, advice and guidance.

David Winter

Head of Research & Organisational Development at the Careers Group, University of London

John Lees

Career Coach and Strategist, business speaker and author of 11 career and personal development books

1130 - Coffee

1200 - Seminars D

Seminar 10: *The changing context for work and career*

i. Decent work' - what does the UN campaign mean for career development?

Lyn Barham

ii. The sharing economy: selling time and resources in the digital age

Esther Galfalvi

iii. The future of work - trends and innovation

Tom Lakin

Seminar 11: *Shifting theories and concepts*

i. Normative criticism – as a method integrated into the career guidance and counselling session

Mia Lindberg

ii. Labour, learning and risk: transfers from the organisation to the individual, and the implications for careers work

Suzanne Rice

iii. Cultural learning, personal myth, transformation: new directions for career development theory

Phil McCash

Seminar 12: *Innovative practice*

i. Guidance in suits? Career coaching for everyone

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Gill Frigerio

ii. Enabling employees to take a “Career Health Check” and develop an agile approach to their career development.

Rosemary McLean

iii. Career guidance, health and well-being

Pete Robertson

1315 - Lunch

1415 - Open / reflective session

1530 - Plenary 4 (Chair: **Julia Yates**)

The Aspiration-Engagement Model: A cultural preparedness framework to understand the interplay between individuals’ career development aspirations and their engagement with services provided by the State

Gideon Arulmani

Director of The Promise Foundation, India,

Discussant:

Tristram Hooley

Professor of Career Education (University of Derby) and Senior Consultant (Careers and Enterprise Company)

Next steps and thank yous

1700 - Coffee and close

NB All timings and further details shown above are provisional and will be confirmed nearer the time. Conference dinner will start 1930 hrs Day One.

Abstracts and Speaker Biographies

Keynotes

Careers in the cloud: Funny how the new things are the old things

Kate MacKenzie Davy

Exploring the current view of the developing landscape for careers highlights the persistence of the familiar within the images of change. In re-re-thinking careers we reiterate the “Images of disorder and unpredictability” that dominated Killeen’s view of the context. So the shifts in IT, globalisation, organizational restructuring and a changing labour force identified in the 1990s merged and distorted to form the current “gig economy”. The drive from collective to individualised psychological contracts turned to a series of IT mediated transactions. Boundaryless careers metamorphosed into entrepreneurship and a precarious work force grows, while unemployment falls. Globalisation offers opportunities to individuals and gives flexibility to organizations. The images of career have multiplied. Meanwhile, there is a growing awareness that the boundaries may have shifted but operate as powerfully as ever. This overview of the work context will highlight change and stability in the role of professions, flexible work, and diversity.

Dr Kate Mackenzie Davey CPsychol. is Dean of College at Birkbeck, University of London and a Senior Lecturer in Organizational Psychology. Her research interests are in work, identity and transition, particularly in how individuals negotiate the political and cultural barriers to achieve a meaningful career. She is a NICEC Fellow, Academic Fellow of CIPD, hpc Registered Occupational Psychologist and a past colleague of Dr Jennifer Kidd.

Rethinking Social Justice and Careers Work in the 21st Century

Nancy Arthur

Careers work is fundamentally concerned with social justice through connecting people to education, the labour market, and skill building for learning and development. Although most practitioners agree that many people are impacted by social injustices, there is little agreement about the meaning of social justice and there are few resources available to guide practical applications. In an era of funding restraints, career practitioners also face dilemmas when delivering services to clients and the public and working within agency mandates that often reduce their scope of practice. Despite these realities, there is evidence that career practitioners engage with social justice at the heart of their work to secure

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resources, to influence policy, and to improve access to educational and vocational opportunities. Careers work is inevitably political, and this presentation will invite practitioners to rethink ways to connect careers work with social justice action.

Dr Nancy Arthur is a Professor and Associate Dean Research in the Werklund School of Education, University of Calgary, Calgary, Alberta Canada. Nancy's program of research includes professional education for diversity and social justice, international learning and work transitions, and Culture-Infused Counselling. Nancy serves as a Vice-President of the International Association for Educational and Vocational Guidance and also serves on the Board of Governors for the Canadian Career Development Foundation.

The Aspiration-Engagement Model: A cultural preparedness framework to understand the interplay between individuals' career development aspirations and their engagement with services provided by the State

Gideon Arulmani

An individual's career has its being in the dynamic interaction between the garnering of personal gain and the service he/she renders to society at large. This paper discusses the possibility that below optimal career development outcomes are linked to the manner in which the individual's cultural preparedness knits with the State's provision of supports to facilitate this development. It examines this interaction from the view point of those who are attempting to realise their aspirations in an unfamiliar culture (e.g., immigrants and refugees). Host countries do create systems to help immigrants achieve these aspirations. However, the literature indicates that engagement with service provision does not seem to be optimal despite the State's provisions being substantial. The paper draws upon interviews with about 150 immigrants in 7 countries and applicational data from Sweden and North Sri Lanka. It presents trends in the interplay between service provision and service utilisation when aspiration and engagement are juxtaposed. These observations have led to the tentative articulation of an Aspiration-Engagement model based on the cultural preparedness framework that could inform a more nuanced approach to intervention development

Gideon Arulmani, PhD., Director, The Promise Foundation, India, is a clinical psychologist interested in culture and counselling. His Cultural Preparation Process Model has informed career intervention designing in many developing countries and emerging economies. He is the President, Indian Association for Career and Livelihood Planning, Vice President, IAIEVG, an International Fellow of Consortium for Multicultural Psychology Research USA, Visiting Senior Lecturer, Canterbury Christ Church University UK, Visiting Professor, Martin Luther

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University India and International Fellow, NICEC. He is an international consultant to the ILO and other multilateral agencies.

Seminars

Seminar 1: *The changing context for work and career*

Rethinking career in Norway – fitting the map to the terrain

Ingrid Bardsdatter Bakke

Current work at the Lillehammer University College is researching the question "what is career for teenagers in Norway?". The underlying rationale is that policymakers and stakeholders have introduced Career Management Skills as the tool to prepare students for a life of continuous adapting (Thomsen & Skovhus, 2016), in line with the lifelong learning-ideal advocated by international stakeholders (Sultana, 2012). However, career as framework for life planning is new in Norway and thus the realization of its potential has been delayed. The everyday use of the word connotes hierarchical progression, which is not an ideal for the rooted, community-oriented worker, and recent research has also shown that the life-perspective is unfamiliar to Norwegian adolescents (Haug, 2016). Still, the importance of CMS is unequivocal, and this research aims at getting a better understanding of how teenagers react to this demand of planning careers in order to find a good "starting point" for the introduction of career learning in secondary school.

Haug, E. H. (2016). Kvalitet i skolens karriererådgivning - En empirisk undersøkelse av fire aktørposisjoners forståelse av fenomenet kvalitet i skolens karriereveiledning. Til fagfelleutvurdering per dags dato.

Sultana, R. G. (2012). Learning career management skills in Europe: A critical review. *Journal of Education and Work*, 25(2), 225-248. doi: <http://dx.doi.org/10.1080/13639080.2010.547846>

Thomsen, R., & Skovhus, R. B. (2016). Karrierekompetence i skolen. I L. G. Lingås & U. Høsøien (red.), *Utdanningsvalg - identitet og dannelse* (s. 253). Oslo: Gyldendal Akademisk.

Ingrid Bardsdatter Bakke started her PhD project this January, and has now completed her research proposal (see abstract for a very abbreviated version). She completed her MSc in vocational psychology/career in 2008. She has spent the time up until the PhD accumulating knowledge and insight into the workings of the Norwegian employment structure in relation to career, whilst working as (Senior) Executive Officer in public administration and welfare, and in HR both in public and private organizations - without ever removing her "vocational/career theory-spectacles".

What can career guidance practitioners do to advance social justice?

Tristram Hooley

The claim that career guidance can support social justice is one that has frequently been made in research and policy discourses. However, what does this actually mean at the level of practice. In this

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paper I will discuss the constraints that operate on careers practice to make the pursuit of social justice difficult. I will make the argument that guidance practitioners need to understand their own ideological positioning and to be prepared to square that with a professional commitment to impartiality. I will then move to make some tentative suggestions about actions that careers professionals can make from within the constraints that they are operating which may support the development of a more socially just world.

Tristram Hooley is Head of the International Centre for Guidance Studies and a Senior Adviser to the Careers and Enterprise Company. He has research interests in career guidance policy and evidence and has recently been looking at the role that appearance and attractiveness, new technologies and political ideology play in the practice of career guidance. He writes the Adventures in Career Development blog at <https://adventuresincareerdevelopment.wordpress.com/>

Seminar 2: *Shifting theories and concepts*

Careers below the surface

Janet Sheath

Our careers unfold in our internal and the external worlds. This session will consider how psychodynamic theories inform an understanding of our internal career. The focus of the session will be on the unconscious influences on your own career. We will look at your “career in your mind” and consider the impact of your family on your career choices. We will then link your own stories to psychoanalytic theory to see how might apply this approach in your career coaching practice.

Janet Sheath is an Organisational Career Consultant and Lecturer on the Birkbeck Career Management Masters.

Calling or falling? A spiritual perspective on career development

Gill Frigerio

Career has often been treated, in theory, policy and practice, as a wholly secular notion. On the other hand, contemporary definitions look to the whole of life, not just initial decisions about paid work. For many people, this holistic perspective includes the spiritual. How then, does the career development practitioner (who may practice under a range of labels including career guidance, career coaching or career counselling) work within this arena? The session explores the benefits and pitfalls, means and ends for career practitioners who seek to work in this way. We will explore the extent to which calling as a concept is helpful for the person seeking to determine a career direction. Tensions between individualising discourse around career and the relational aspect of spirituality, connecting the individual to the ‘other’ and the world around them, will be discussed with reference to the guidance process. We will consider the process needed to establish a shared agenda that respect diversity of belief. Through discussion we will explore a conceptual framework for practitioners seeking to integrate clients’ faith perspectives, spirituality and career. The session will aim to demonstrate that spirituality and career is fertile ground for our professional community.

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Gill Frigerio is a Principal Teaching Fellow in the Centre for Lifelong Learning at the University of Warwick, where she is Co-Director of the MA in Career Development and Coaching Studies. She also leads on qualifications in Coaching which run from introductory certificate to MA level. Prior to moving into teaching, Gill worked in career development practice and management, and most recently was Head of Careers in the Centre for Student Careers and Skills at Warwick. Gill's teaching interests cover theory and practice in career coaching; coaching and spirituality; researching coaching practice; learning from work experience and its contribution to career development; theoretical perspectives on employability management of career and employability services.

Pre-occupation; a counter-narrative for career development

Anne Chant

In this seminar the links between personal (Ricoeur, 1994) and career identity will be explored, and the importance of the relationship between who we are and what we do established. We will examine the place of 'pre-occupation' (Savickas, 2011) in the process of understanding ourselves and our lives and how this may provide a useful key to unlock the elusive 'self awareness' elements of career learning. Within the narratives of three women we will discover a treasure of knowledge, heart and understanding for meaning-making in careers and life stories.

Ricoeur. P. (1994) Oneself as another. Chicago: University of Chicago Press.

Savickas, M.L. (2011) Career Counselling. Washington DC: American Psychological Association.

Anne Chant is the Assistant Director of the Centre for Career and Personal Development at Canterbury Christ Church University. The seminar is based on part of her doctoral thesis which explores the stories and careers of three mixed heritage women. Anne is the programme director for the MA Career Management (QCG). She has played an active role in the NICE network and has engaged in training and consultancy in Europe and the Middle East. She has recently been working with UNHCR on developing their career development and counselling services.

Seminar 3: Innovative practice

Developing best practice in the National Careers Service

Marian Morris, Susan Mackay and Siobhan Neary

This session presents an ongoing three-year project identifying, cascading and evaluating best practice within the National Careers Service in England. The Service, funded through performance by results (PBR), provides careers information, advice and guidance to young people and adults through a range of media including telephone, digital and (for adults) face to face activities. The unique selling point for the service is supporting customers to become independent career managers. A multi-method approach has been adopted, incorporating: a series of international literature reviews (including Hooley et al., 2015; Mackay et. al, 2015;); in-depth interviews with providers and action

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learning to cascade and share best practice, including structural systems (such as partnership working and data management) for engaging new and existing customer groups. The session will be of interest both to policy makers and to practitioners who want to learn more about the development of career practice within the publicly funded environment.

Hooley, T., Neary, S., Morris, M. and Mackay, S. (2015) Customer satisfaction with career guidance: a literature review. London and Derby: SQW and International Centre for Guidance Studies, University of Derby.

Mackay, S., Morris, M., Hooley, T., Neary, S. (2015) The role of brokerage within career guidance: a literature review. London and Derby: SQW and International Centre for Guidance Studies, University of Derby.

Marian Morris has more than 26 years of research consultancy experience. Her main areas of expertise are in the evaluation of national, regional and local policy and practice in education and wider interventions for children, young people and families. She is Head of Knowledge Development for SQW and has specific expertise in devising systematic and replicable data collection and analysis frameworks. Since joining SQW in 2010, she has directed policy-related research and methodological studies for government bodies, voluntary and community sector organisations, local authorities and charities in England, Wales, Scotland and the Republic of Ireland, contributed to evidence collation for the European Commission and worked in an advisory and validation capacity for evaluations of educational interventions in Tanzania, Zimbabwe and Zambia. Marian previously worked at the NFER, developing their research portfolios in careers education and guidance, widening participation and environmental education. She has retained her research interest in these areas and is a Fellow of the National Institute for Career Education and Counselling. Previously a member of the Nuffield 14-19 Review, the Skills Task Force and the Royal Society Advisory Group for the State of the Nation Reports, Marian has presented research and expert witness papers at national and international conferences and seminars.

Susan Mackay (BSc. Psychology, MSc. Public Policy) is a Senior Consultant at SQW. Susan has thirteen years' research and consultancy experience, focusing largely on building the evidence base to inform investment in skills. She has particular expertise in managing research and evaluation studies aimed at informing strategy / policy development and service improvement. Susan is currently managing the development, delivery and evaluation of a Best Practice Programme for the National Careers Service in England on behalf of SFA/BIS and recently managed a systematic review of evidence pertaining to the performance of UKCES' investment funds, covering over £100m investment in employer-led skills initiatives. Susan has worked extensively on building the evidence base to inform skills planning in Scotland. This body of work includes delivery of the first set of Regional Skills Assessments for Scotland; Skills Investment Plans for key sectors including energy, financial services, food and drink and tourism; a formative evaluation of the Scottish Government's Employability Fund; multiple reviews of CIAG customer research dating back to 2002; and research to inform the development of a career intelligence tool aimed at young people. Prior to joining SQW in 2013, Susan worked in the evaluation and research team at Skills Development Scotland where she

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managed delivery of the first Evaluation Strategy for the organisation, as well as evaluations of a range of national skills and training programmes. Whilst there, she also managed a programme of research to inform and support modernisation of the CIAG service.

Dr Siobhan Neary is a Principal Research Fellow and deputy head of the International Centre for Guidance Studies, University of Derby. She has a background in the career guidance sector which encompasses over twenty-five years working as a practitioner, trainer, manager, lecturer and researcher. Throughout her career Siobhan has worked in schools, colleges, universities and in the later part of her practitioner career with adults. Siobhan's portfolio includes work on quality, continuing professional development (CPD) and strategic workforce and service developments with a range of organisations at international, national and regional levels. Siobhan has an extensive research portfolio and has managed a number of UK and international projects. She has recently managed a three-year evaluation of school improvement in primary schools in England, the pastoral support for young people transitioning into work and has contributed to a number of research projects including the review of the funding model and the Best Practice programme for the National Careers Service in England. Her research portfolio focuses on the continuing professional development needs of guidance professionals with specific emphasis on professional identity.

Career registration. Can big data produce an evidence-based approach to employability support in Higher Education?

Bob Gilworth

Learning analytics are becoming increasingly important in helping universities optimise the student experience (Shacklock, 2016) and evaluate learning gain (Hoareau McGrath et al.). In 2015 a consortium of universities secured HEFCE funding for a 3-year research project to investigate the value of Careers Registration — introducing questions about career readiness and work experience into mandatory data collection at student enrolment — as a measure of learning gain in relation to work readiness. With the direct link to student registration data we have the opportunity to map employability journeys of particular student cohorts (e.g. widening participation students), explore links between career readiness and academic success, or measure the impact of employability interventions. We will share learning from institutions who have implemented Careers Registration, and discuss potential benefits and impacts of the ability of organisations to capture and analyse large data sets, along with the limitations of such activities (Long & Siemens, 2011).

Hoareau McGrath, C., Guerin, B., Harte, E., Frearson, M. & Manville, C., (2015). Learning gain in higher education. Cambridge, UK: RAND Europe.

Long, P.D & Siemens G., (2011). Penetrating the fog: Analytics in learning and education, EDUCAUSE Review, 46(5), 31–40.

Shacklock, X. (2016). From bricks to clicks: The potential of data and analytics in higher education. London: Policy Connect.

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Dr Bob Gilworth leads a cluster of eight higher education careers services provided by the University of London and based in world renowned institutions such as UCL and King's College London. At a national level, Bob sits on the Board of AGCAS (Association of Graduate Careers Advisory Services) and on the Research Group of the AGR (Association of Graduate Recruiters). He is regularly approached by institutions to be an external member of senior appointing panels and institutional reviews and by government and related agencies for expert input into research and policy discussions relating to graduate employability. He is a fellow of NICEC.

Seminar 4: The changing context for work and career

Taxi! Understanding how boundaries shape cab driving careers

Helen Cooper and Kate MacKenzie-Davey

The rhetoric of boundaryless career theory has run its course and there is recognition that individuals encounter an array of career boundaries throughout their working lives (Inkson et al., 2012). However, much subsequent research has been limited to investigating how boundaries can shape professional careers (Guest and Rodrigues, 2014). In order to explore boundary issues associated with low skilled work, this study focused on a sample of 32 taxi and minicab drivers. Narrative interviews revealed multiple and complex boundaries that impacted on how individuals accessed the trade and constructed driving careers. Additionally, individuals reported varied degrees of personal agency in negotiating key boundaries. This resulted in driving work being experienced as anything from a poorly paid and stressful job, to usefully flexible work and even a long-term, satisfying career. These findings illustrate the importance of understanding how boundaries shape careers in not only professional, but also low skilled occupations.

Guest, D. & Rodrigues, R. A. (2014) Beyond the duality between bounded and boundaryless careers: New avenues for careers research. *Career Development International*, 19(6): 1–9.

Inkson, K., Gunz, H., Ganesh, S. & Roper, J. (2012) Boundaryless careers: Bringing back boundaries. *Organization Studies*, 33(3): 323–340.

Helen Cooper runs her own independent career coaching and research consultancy practice, is a fully qualified and experienced career coach and works with both individual clients and organisations. She also undertakes commissioned research and has fifteen years' experience of designing and managing a wide range of commercial and academic research projects. Her research interests include career transition, gendered career perspectives and flexible working arrangements and she has undertaken projects ranging from small evaluation studies to regional business surveys. Publication outcomes include commercial reports, academic papers and books. She also worked for eight years as a sessional lecturer at Birkbeck, where she is currently undertaking a PhD in the Department of Organizational Psychology investigating the impact of boundaries in shaping careers in low skilled work.

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Away from job starts towards career pathways

Jane Mansour

The changing economy has raised concerns about increasing marginalization at the bottom of labour market. Active Labour Market Programmes (ALMPs) are (and have historically been) measured by job starts, rather than earnings or career progression. However, this is being challenged in the UK with the introduction of Universal Credit and the requirement on individuals to earn more through working. In the US, the 2015 Workforce Innovation and Opportunity Act (WIOA) required America's private sector businesses to take the lead on local workforce development. Here, I address the impact these changes will, and are, having on the delivery of ALMPs and adult skills, drawing on examples from New York City, Chicago, London and Cornwall. I assess the opportunities and challenges devolution and philanthropic monies present to delivering careers support to those in low-paid, insecure work and present the potential to increase engagement through developing both employer and worker networks.

Jane Mansour has a rich and varied combination of international operational and policy experience in the employment, skills and anti-poverty fields. She has been at the forefront of highlighting the need for career path-led approaches in Active Labour Market Programmes, publishing Skills and Sustainable Welfare to Work in 2005. Recent research work has involved identifying how to improve access to skills support for people in low-paid work. As an independent consultant her clients include the World Bank, UK and US think tanks, delivery organisations and social enterprises. She was the founder and Director of the Ingeus Centre for Policy and Research, a think tank embedded within a welfare-to-work delivery organization, before leaving for a four-year stint in Boston in 2010. She returned to the UK in August 2014. Her expertise is in translating policy goals into practical, deliverable interventions.

Professionalising the career development sector in the UK

Siobhan Neary and Claire Johnson

Much work has been done since the Careers Profession Task Force report in 2010, including the establishment of the Career Development Institute, the development of the National Occupational Standards, the code of ethics and a career progression pathway (Johnson and Neary, 2015). But are these just the trappings of a sector in the process of further developing its professional status? In this session we will explore the success of the career development sector in the UK to date combined with an examination of the challenges going forward, including the impact of devolution in managing the CPD needs and professional identity of four increasingly divergent countries, establishing minimum benchmarks for initial training and encouraging practitioners to invest in the professionalisation of the career development sector. This session will be of interest to policy makers, employers, and practitioners.

Careers Profession Task Force (2010) Towards a strong careers profession. Runcorn: Department for Education.

Johnson, C. and Neary, S. (2015). Enhancing professionalism – progressing the career development

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sector. Journal of the National Institute for Career Education and Counselling. October 2015 (35): 57-62.

Dr Siobhan Neary is a Principal Research Fellow and deputy head of the International Centre for Guidance Studies, University of Derby. She has a background in the career guidance sector which encompasses over twenty-five years working as a practitioner, trainer, manager, lecturer and researcher. Throughout her career Siobhan has worked in schools, colleges, universities and in the later part of her practitioner career with adults. Siobhan's portfolio includes work on quality, continuing professional development (CPD) and strategic workforce and service developments with a range of organisations at international, national and regional levels. She has an extensive research portfolio and has managed a number of UK and international projects. She has recently managed a three-year evaluation of school improvement in primary schools in England, the pastoral support for young people transitioning into work and has contributed to a number of research projects including the review of the funding model and the Best Practice programme for the National Careers Service in England. Her research portfolio focuses on the continuing professional development needs of guidance professionals with specific emphasis on professional identity.

Claire Johnson is the CDI Professional Development Manager with responsibility for the UK Register of Career Development Professionals; member engagement; supporting members and registrants across the sector to develop their skills and knowledge; the CPD Resources Area; the management of the Awarding Body for the Qualification in Career Guidance/Development and the development of the Career Development Sector Progression Pathway. She is Secretary to the Professional Standards Committee and worked with PSC members to produce the revised Code of Ethics and Discipline and Complaints Procedure in 2014 and the Ethical Practice Framework and Case Studies in 2015. A Registered Career Development Professional, Claire has 30 years' experience in the sector in a variety of practitioner, management and senior management roles. She co-wrote the original Qualification in Career Guidance and spent almost two years seconded to the Dept. for Education and Skills developing the training for Connexions Personal Advisers and managing the pilot of the QCG. Her twelve year freelance career involved writing qualifications for the sector including the QCF qualifications for the career development sector.

Seminar 5: Shifting theories and concepts

We're all digital career researchers now

Tom Staunton

Social media and the internet, in general, have had a profound effect on how individuals understand and engage with career development. This paper will argue that there has been a danger in seeing the relationship between social media and careers development in narrow terms overtly influenced by an instrumental understanding of career, that career is simply about matching to and then accessing opportunities. This paper will use Phil McCash (2006) piece "We're All Career Researchers Now" as a starting point to develop alternatives to this. This will particularly involve pointing to the need to have

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controversy and debate integrated into our understanding of career and the central place that understanding theory should have to career guidance and education. From this point, the paper will explore how concepts such as Connectivism (Siemens, 2005) and technological determinism (drawn from McLuhan, 1994) can underpin a program of career education and guidance.

McCash, P. (2006). We're all career researchers now: breaking open career education and DOTS. *British Journal of Guidance & Counselling*, 34(4), 429-449.

McLuhan, M. (1994). *Understanding Media*. Routledge Classics: London.

Siemens, G. (2005). *Connectivism: Learning as Network Creation*.

<http://www.elearnspace.org/Articles/networks.htm> [Accessed 29 January 2016]

Tom Staunton is employed as a Careers Consultant at the University of Derby. He has an ongoing research interest in how technology, and especially social media, is changing the nature and landscape of careers development. He is particularly interested in exploring differing theoretical perspectives in this session.

Normative criticism – a method for social justice in career guidance and counselling?

Frida Wikstrand

There is a risk of reproduction of conceptions based on gender and social background related to occupation in career guidance (Hedenus et.al 2015). This paper examines normative criticism as a way to bridge this reproduction in a career counseling context. It discusses how normative criticism can be used to challenge stereotypical educational and vocational choices. Drawing on the idea of social justice (Sultana 2014) and of broadening the perspective of the individual, the paper investigates how normative criticism can challenge the reproduction of norms and social injustice. Challenging what's taken for granted, raising awareness of positions and conceptions, and creating awareness of norms in different situations and material are presented as methods. It concludes that normative criticism is a method that can lead to awareness within the profession as well as the client. It also opens up a critical discussion about the assumptions that career guidance and counseling is based upon.

Hedenus, A., Ulfsdotter Eriksson, Y., Wikstrand, F., Backman, C (2015). Yrkesbeskrivningar för vägledning. En fråga om individens fria val eller arbetskraftens selektering. *Gothenburg Studies in Sociology* 2015:01. (In English: Occupational descriptions for guidance. A matter of the free choice of the individual or selection of workers.)

Sultana R., G. (2014). Pessimism of the intellect, optimism of the will? Troubling the relationship between career guidance and social justice. *International Journal of Educational and vocational guidance*. Volume 14, Issue 1, pp 5-19

Frida Wikstrand has a PhD in work life studies. She is working as senior lecturer at Malmö University. Wikstrand has done research on the gendered division of labor. She also have done research about

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how career counselors talk about work and occupations and how they use work descriptions in their work.

Frank, where are you - now that we need you?

Peter Plant and Roger Kjaergaard

The beginning of the twentieth century was a time of great societal and social change. Many people struggled to find their way in a transformed and rapidly transforming society, and there was an increasing divide between the rich and the poor. Parsons and the social reformers of his time were advocates for the poor, youth, women and disadvantaged (Fouad et al., 2006), and (Parsons, 1909) understood his vocational guidance work with individuals within a broad vision of social change (Hartung & Blustein, 2002). Over time, career guidance has been criticised for its lack of attention to this broad vision of social change, being more and more individualized in its practise. The changes of 21th century have been described as neoliberal with focus on global competitiveness and increased individual autonomy. This article examines the roots of career guidance and the implications and challenges of social justice within career guidance in neoliberal times, along with considering the links between social justice and social inclusion.

Fouad, N. A., Gerstein, L. H., & Toporek, R. L., (2006). Social justice and counseling psychology in context. In R. L. Toporek, L. H. Gerstein, N. A. Fouad, G. Roysircar, & T. Israel (Eds.). Handbook for social justice in counseling psychology: Leadership, vision, and action. Thousand Oaks, CA: Sage.
Hartung, P.J. & Blustein, D. L., (2002), Reason, Intuition, and Social Justice: Elaborating on Parsons's Career Decision-Making Model. Journal of Counseling & Development, Vol 80, Issue 1,, Winter 2002, 41-4.

Parsons, F., (1909). Choosing a Vocation. Boston: Houghton Mifflin.

Peter Plant and Roger Kjaergaard are career guidance experts from Denmark and Norway.

Seminar 6: Innovative practice

The Disney strategy - NLP skills for career consultation

Yasushiro Kotera

My recent study with Career Consultants in Japan reported that the Disney Strategy was one of the most useful NLP skills they found from NLP training. This session introduces you a brief summary of the study and this skill. In Japan, the qualification of 'Career Consultant' is nationally governed, as the demand of such professional is enormous (Asano, 2013). To enhance their practice, an increasing number of Career Consultants have been undertaking NLP trainings. In the study, thematic analysis of in-depth semi-structured interviews (Braun and Clarke, 2006) was employed with six Career Consultants, who were NLP Master Practitioners. The findings suggested 1. Counselling skills alone, taught in their career consultancy training, were not enough to conduct effective career consulting sessions, 2. NLP provides frameworks to lead clients' thoughts efficiently, and 3. The NLP skills found

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most useful were reframing and the Disney strategy, as these skills make their clients confident and facilitate their planning.

Asano, H. (2013). Wagakuni no Career Consulting shisaku no genjou to kadai [Status and challenges of policies for Career Consulting in Japan]. Retrieved from http://www.jil.go.jp/event/ro_forum/20131206/resume/01_asano.pdf

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. doi:10.1191/1478088706qp063oa

Yasushiro Kotera is a certified NLP (Neuro-Linguistic Programming) trainer and coach, providing training and coaching sessions internationally since 2005. They received a master's degree in Counselling Psychology in San Francisco 2010-2012. While pursuing their degree they worked as a counsellor at a gestalt-oriented counselling centre and a government-funded crisis psychiatric unit. Their research interests include NLP, career, cross-cultural psychology, and mental health.

Supporting school students in making careers decisions - shifting teachers' pedagogical perspectives

Eleanor Bernardes

For schools, there is a problematic gap between how the theory and practice of careers decision-making is delivered in classrooms, narrowing horizons and closing down opportunities for young people to achieve their aspirations. At the same time, school leaders face ever increasing financial strains, meaning that justifying resources for non-curriculum areas is becoming harder than ever, and a flurry of governmental guidance on such things as 'character education' is channeling time and money in different directions. However, there are large areas of cross-over in many of the current policy initiatives, and this session seeks to demonstrate how a change in practitioners' pedagogical perspectives could have a real impact on supporting young people's understanding of careers and decision making. In this way we can support them in achieving their aspirations and making a successful transition to adulthood.

Eleanor Bernardes is an Associate at LKMco and draws together a broad base of education, research, arts and business experience. With over ten years' experience in education, she has been a Literacy Coordinator and Team Leader for the RSA's curriculum 'Opening Minds', and was closely involved with the International Baccalaureate Organisation (IBO) in developing the Approaches to Learning strand of the IB Career-related Certificate (IBCC). She is a trustee of the National Baccalaureate and was awarded a distinction for her MA in Educational Leadership from Warwick University.

Swotting up on career development

Sarah Blackford

Group work has become a necessity for university career practitioners due to a staff:student ratio that cannot sustain individual career counselling. I have been using a SWOT analysis approach linked to

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the systems theory framework (STF) of Patton and McMahon (Chapter 9, 2014), which “enables practitioners to choose from that theory which is most relevant to the needs and situation of the individual.” Turning this idea around, the STF can also empower individuals to recognise factors influencing their careers, helping to increase their career development self-reliance. In this workshop, I will demonstrate how I am using a SWOT analysis, combined with the STF, as a teaching methodology to reveal career influencers in my group work sessions. During the activity, individuals identify past and present factors (individual, societal, economic) to define personal strengths and opportunities, which can be developed or used for their future career development.

SWOT analysis https://en.wikipedia.org/wiki/SWOT_analysis

Patton, W. & McMahon, M. (2014) Career development and systems theory: connecting theory and practice (3rd edition) Rotterdam, Netherlands: Sense.

Sarah Blackford is an academic and science career practitioner who specialises in supporting PhD students and early career researchers. Based at Lancaster University and with a background in bioscience research and university careers advisory work, Sarah organises and delivers career workshops across Europe on behalf of the Society for Experimental Biology. She writes regularly on her blog, www.biosciencecareers.org, and has also published a book and several journal papers.

Seminar 7: The changing context for work and career

Supporting the global careers of international students

Ellen O'Brien

As UK post-study work opportunities for international students become increasingly restrictive, the importance of developing global thinking and pursuing global employment grows. As Nilsson & Ripmeester (2016) report, 69% of respondents to the latest International Student Barometer (ISB) survey cite ‘improving career prospects’ as their main driver for undertaking international study (622), yet for many international students, ‘the matching of expectations with employment outcomes is still far apart and needs to be bridged’ (628). In response to this, MIG’s ‘Develop your Global Career’ virtual fair offered a multi-institutional series of virtual activities delivered w/c 7 March 2016, to enable international students to make best use of their UK experience and prepare for global employment opportunities. This paper will outline how these activities were delivered virtually and the challenges faced in creating, through web conference, ‘a set of eyes and ears on a specific synchronous learning experience’ (Foreman and Jenkins 2005).

Foreman, J. and Jenkins, R. (2005) ‘Full-Featured Web Conferencing Systems’ [online] available at: <https://courseware.education.psu.edu/resources/Article_FullFeaturedWebConferencingSystems.pdf> [accessed 18 April 2016]

Nilsson, P.A., and Ripmeester, N. (2016) ‘International Student Expectations: Career Opportunities and Employability’. *Journal of International Students* 6 (2), 614-631

Ellen O'Brien is an International Careers Adviser at Birmingham (for 5 years), previously the same role at Aston for 2 years and before that 9 years as Head of Careers at University College Birmingham. The group represents 16 Midlands universities made up of International Careers professionals.

Careers service provision for international students in higher education: three case studies from European universities

Erik Zeltner

The rising number of international tertiary students (OECD 2013) and their successful transition from higher education into the graduate labour market, including the utilisation of their international experience on a globalised market after graduation, is not only a challenge for the students but has also become a critical factor for host universities and careers centres. This development and a lack of quality in the careers service provision for international students in European countries like the UK or Germany (ECU 2012, Ripmeester & Pollock 2013) raises the question of the current state in the career service provision in higher education and the service provision for international students. Based on case studies generated in cooperation with three European HEIs, I will provide deeper insights and a contrasting analysis on the evolution of the careers centres, its services, strategies and marketing by taking current trends and developments and expectations of international students into account.

ECU - Equality Challenge Unit (2012) Attracting international students - equitable services and support, campus cohesion and community engagement, <http://www.ecu.ac.uk/publications/attracting-international-students> (accessed 19.07.2015).

OECD - Organisation for Economic Co-operation and Development (2013) How is international student mobility shaping up?, Education indicators in focus, 2013/05, <http://www.oecd.org/edu/skills-beyond-school/EDIF%202013--N%C2%B014%20%28eng%29-Final.pdf> (accessed 24.07.2015).

Ripmeester, N. and Pollock, A. (2013) Willkommen in Deutschland - Wie internationale Studierende den Hochschulstandort Deutschland wahrnehmen, Schriftenreihe Hochschulmarketing 8, Bielefeld: W. Bertelmann Verlag.

Erik Zeltner is an independent career consultant.

Learning from futuretrack: becoming skilful

Jane Artess

This paper re-examines largely unreported data from the Futuretrack longitudinal survey of the relationship between higher education and the labour market to consider the impact of the take up of employability support activities on student outcomes. In particular the paper explores whether there is a relationship between the take up of employability support activities in higher education and the acquisition of a range of core employability skills. The investigation takes as its starting point the findings of the Futuretrack study at stage 4 (Purcell, et al, 2012) and subsequent analyses including

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the impact of work experience on graduate outcomes (DBIS, 2013). The findings are contextualised in light of current policy and practice themes that foreshadow higher education institutions' responsibilities for graduate employability within the emergence of a Teaching Excellence Framework (TEF) and a selected review of literature on employability in HE.

Purcell, K., Elias, P., Atfield, ., Behle, H., Ellison, R., Luchinskaya, D., Snape, J., Conaghan, L., and Tzanakou, C., (2012) Futuretrack Stage 4: transitions into employment, further study and other outcomes. Full report, Manchester, Higher Education Careers Services Unit.

DBIS (2013) Learning from Futuretrack: the impact of work experience on higher education student outcomes, BIS Research Paper no 143, London, Department for Business, Innovation and Skills.

Jane Artess began working in higher education as a tutor of the postgraduate Diploma in Careers Guidance at Manchester Metropolitan University following many years working in local authority careers services. She described it as 'putting practice back into theory!' and she particularly enjoyed establishing new academic and professional courses. As senior learning and teaching fellow she managed PGCE and masters programmes in post-compulsory education. Developing research interests led to Jane being appointed as Director of Research at HECSU (the Higher Education Careers Services Unit) where she commissioned the Futuretrack studies and developed HECSU's research work for clients including Higher Education Funding Council for England, Department for Business Innovation and Skills, Universities UK and the Higher Education Academy as well as individual institutions and professional bodies.

Seminar 8: *Shifting theories and concepts*

New pedagogies, new potential: how careers professionals can harness technology to enrich the careers learning of their clients

Laura Brammar

Careers professionals are increasingly engaged in designing, delivering and assessing online career development learning programmes within institutions, with e-learning as a key component. It is vital, therefore, that we harness the full potential of such technologies to enrich the career learning (Krumboltz, 1996; Krumboltz et al, 1976) of our clients. Sharples et al (2015) identify six key themes relating to learning, teaching and assessment in today's technology-enhanced world. These themes have significant implications for how we, as careers professionals, engage with our own learners through technology and within an e-learning context. This session will consider the interplay between digital and non-digital career learning resources and explore the readiness of clients to share with and support each other in their career learning within an online landscape. It will also explore the apparent global appetite for online career learning drawing on the experience of the world's first Careers MOOC.

Krumboltz, J.D., (1996). A learning theory of career counseling.

Krumboltz, J.D., Mitchell, A.M. and Jones, G.B., (1976). A social learning theory of career selection.

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The counseling psychologist.

Sharples, M., Adams, A., Ferguson, R., Gaved, M., McAndrew, P., Rienties, B., Weller, M. and Whitelock, D., (2014). *Innovating pedagogy* 2014.

Laura Brammar is a Senior Careers Consultant within the Research Unit, The Careers Group, University of London. Prior to her current role she worked with undergraduates, postgraduates and research staff at a range of institutions. She also has extensive experience of working with both individual and organisational clients as part of The Careers Group Consultancy. In 2014, along with her colleague David Winter, Laura was an instructor of the world's first careers and employability MOOC, Enhance Your Career and Employability Skills, which went on to win the 2015 AGCAS Excellence Award for use of Technology. She has an MSc Organisational Behaviour from the School of Management and Occupational Psychology, Birkbeck College, University of London. She has written several careers articles, such as for The British Medical Journal Career publications, Phoenix and most recently a paper the NICEC journal.

Possible selves and career decision making

Julia Yates

A significant body of research has explored the influence of possible selves (Markus and Nurius, 1986) and salient possible selves have been found to increase goal directed and motivated behaviour in a range of contexts. Valuable theoretical work has been conducted on the part that possible selves can play in career change (Ibarra, 2005), but the empirical work examining the role that possible selves may have in a career context is limited and no attempts have yet been made to position possible selves alongside other well-evidenced constructs integrated within mainstream career theories. This paper will present the findings from a quantitative study (n = 100) which examined the associations between possible selves and career decidedness and proactive job search behaviour. Linear regression analyses revealed that possible self-salience contributed significantly to both career decidedness and proactive job search behaviour and that possible self-salience showed more predictive power than a range of other psychological constructs including career decision making self-efficacy, social support, neuroticism and conscientiousness. The results are situated within the context of mainstream career theories, and directions for future research and implications for practice are discussed.

Julia Yates is a senior lecturer in the school of psychology at the University of East London. Julia runs their MSc in Career Coaching and teaches on a range of other post-graduate programmes. Her research interests are career decision making, the application of coaching tools to career practice and the role of appearance and attractiveness in career.

Career learning for successful futures in a global economy – Beijing Institute of Education

Michelle Stewart

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China recognises that young people need to be prepared for the world of work and be able to cope with turbulent labour markets and changing career opportunities (CNC 2010). Preparation through career learning and development (CLD) is key to meeting the demands of today's labour market. Good qualifications alone are no longer enough (Liu, 2012). This session reflects on a programme of CLD designed to support the Institute of Education in Beijing in strengthening the provision of CLD in education through the education of teachers. The aim of the programme was to enhance their pedagogical knowledge of how to apply career advisory skills to classroom practice and integrate career learning into the curriculum (Bassett et al., 2014). Participants learnt to develop CLD programmes that would better prepare young people for their future well-being - "One week ago I don't know CLD. And now I can talk about it with others".

17th Communist Party of China National Congress (CNC 2010) Outline of China's National Plan for Medium and Long-term Education Reform and Development (2010-2020) - July 2010, Beijing
http://planipolis.iiep.unesco.org/upload/China/China_National_Long_Term_Educational_Reform_Development_2010-2020_eng.pdf (access April 2016)

Bassot, B., Barnes, A., and Chant, A. (2014) A practical guide to career learning and development: innovation in careers education and guidance 11-19, London: Routledge

Liu, Hongmin (2012) Consideration on strengthening the career planning education of college students in China, CITCS 2102: Alantis Press

Michelle Stewart is a Fellow of NICEC.

Seminar 9: *Innovative practice*

Career and migration decisions in two island communities

Rosie Alexander

Mobility has been identified as one of the features of contemporary life (Urry, 2000). In the context of globalisation, improved communications and transport links it is possible to consider geography to be increasingly less relevant in career decision making (Arthur and Rousseau, 1996). However, contemporary research shows not only that regional labour markets display significant differences (Ball, 2011) but also that not all people are equally able to (or inclined to) migrate (Corbett, 2007). As a result migration may be a significant factor in an individual's career pathway. This paper will explore the interrelation of career and migration decisions by exploring the experience of young students from two island communities – Orkney and Shetland. The paper demonstrates that career and migration decisions are, in many cases, interrelated and argues for migration to be considered as a key element in career decision making.

Rosie Alexander is the Careers Manager for the University of the Highlands and Islands, as well as a PhD student with the University of Derby. Her research interests lie in the career and higher education pathways of young people from remote and island communities. She draws on her research to inform

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her practice as a careers adviser operating in one of the most rural and remote communities in the UK: the Highlands and Islands of Scotland.

Widening experiences of education and the world of work in rural communities

Nicki Moore

Schools in isolated, rural communities face real challenges in ensuring that their students receive opportunities to meet employers, visit businesses and further and higher education providers which are representative of the full range of sectors and exciting career options. Young people's aspiration and ambition can be limited due to restricted exposure to high tech or STEM related opportunities and by repeated contact with individuals in the low paid, low skilled work such as in agriculture, leisure, tourism and retail, often more evident in rural communities. This session will use research from two projects in the north of England to explore the problems faced by schools in rural communities and their responses to providing comprehensive career and employability learning which addresses these issues. The session will also explore the impact this has on their career decision making.

Nicki Moore qualified as a Careers Adviser in 1996. During her 12 years in practice she held the post of Curriculum Development Manager and was the Regional Development Manager for Career Mark-The East Midlands quality award for careers education and guidance. She has developed programmes of career learning for primary, secondary and tertiary education providers as well as for work-based training organisations. She has also written a number of professional guides for practitioners working in an operational context most recently to support the widening participation agenda. Nicki now holds the post of Senior Lecturer and Researcher in Career Development at iCeGS where her research interests are focussed around career education and the career development and transitions of young people. Nicki is currently leading the evaluation of a number of school based careers projects including the Gatsby pilot project in the North East of England and the North Yorkshire County Council's innovative careers education project. Nicki is a Legacy Fellow of the Career Development Institute and a Fellow of the Higher Education Academy

A hierarchy of career workers and researchers

Jill Collins

In 'Rethinking Careers Education and Guidance' references are made to Willis (1977), Gintis and Bowles (1976) and other seminal works in relation to the effects of social class on aspiration and there are limited links to the different socio-economic influences on career decision making. Increasingly, academics in the careers field and policy makers refer to capital and habitus (Bourdieu 1986) as a concept and there is a growing body of work relating to the social mobility agenda. This paper will discuss the idea a hierarchy has been created, within a wider policy agenda, which privileges career development professionals working with the most able and marginalises those who work with the most disadvantaged young people. It will explore this in the context of the STEM (Science, Technology, Engineering and Maths) skills shortage.

Bourdieu, Pierre (2011). The forms of capital.(1986). Cultural theory: An anthology, 81-93. Bowles, S.

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and Gintis, H. (1976). *Schooling in capitalist America : educational reform and the contradictions of economic life*. Routledge and Kegan Paul.

Willis, Paul E. (1977). *Learning to labour: how working class kids get working class jobs*. Saxon House

Seminar 10: The changing context for work and career

‘Decent work’ - what does the UN campaign mean for career development?

Lyn Barham

UNESCO established a Chair of Lifelong Guidance and Counselling in 2013. Central to the project is exploring the part to be played by career development services in moving forward the Decent Work campaign, established by ILO in 1999, to meet the UN Sustainable Development Goals. The current Chair, Jean Guichard, has organized a series of events. These have opened exploration of the increasingly contested concept of decent work from economic and human perspectives, asking whether our interventions should ‘ensure an optimal industrial productivity’, or endeavour to develop ‘fairer societies and new forms of work organizations, which enable workers to develop their potential at work and fulfill themselves through their work’ (Guichard, 2015). A concomitant concern, captured in the UN Sustainable Development Goals, is finding modes of meaningful work that fit within the world’s finite resources. Career development services cannot solve these problems, but must play their part.

Guichard, J. (2015) Introduction to Florence conference. Available at: <http://unesco.uni.wroc.pl/en/>

UN (2015) Sustainable Development Goals. Available at:

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Lyn Barham is an independent researcher and trainer, and Fellow of NICEC. Her particular interests are ‘green guidance’ and the careers of older workers, both issues sitting within a broad concern for a fairer, more just and sustainable world.

The sharing economy: selling time and resources in the digital age

Esther Galfalvi

The emergence of online platforms such as Uber and Taskrabbit signals the arrival of a new model of part-time and temporary work. They are part of what is known as “the sharing economy”, in which people can monetise their spare resources, with “access without ownership”, and where “networks replace hierarchy” (Sundararajan, 2016). Companies market this model as easy, convenient, sustainable, and mutually beneficial – but what is in the small-print? Is it fair, or is it feeding into an increasingly exploitative environment of zero-hour contracts? What rights do workers have? How do these jobs look on the CV? Are these platforms stable, or will there be problems down the line when start-up money dries up? This paper will briefly outline the facts about how sharing economy platforms work, raise some of the questions that advisers could address in career guidance, and touch on some broader economic implications.

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Sundararajan (2016) *The Sharing Economy: the end of the employment and the rise of crowd-based capitalism*, Cambridge, MA.

Esther Galfalvi originally studied Classics to complete a Masters, and recently took a lateral leap to train in careers guidance and education. She is particularly interested in the shape of work in the future, and how it will be affected by rapid technological change and globalisation.

The future of work - trends and innovation

Tom Lakin

From the short-gig economy to portfolio careers, our attitudes and work preferences are changing. The Uberisation of the workplace is having a dramatic impact on early careers. This session will outline the key trends along with insightful case studies. Examples include: - How Fiverr.com has transformed the way we work and recruit - How the 'all roles flex' movement is changing careers globally - What can Universities learn from career change bootcamps (such as Makers Academy)? The session is based on extensive research and practical work with some of the UK's leading employers.

Tom is Lakin is an experienced employability, careers and recruitment professional. He works with Universities to help understand employer needs as well as advising blue chip companies on innovation within talent acquisition and recruitment. He has a commercial focus and a particular interest in innovation, future trends and digital employability tools. He has an MA in Career Development & Coaching Studies from the University of Warwick.

Seminar 11: Shifting theories and concepts

Normative criticism – as a method integrated into the career guidance and counselling session

Mia Lindberg

This workshop examines what normative criticism can be in a career guidance and counselling context, and how it can be used to challenge educational and vocational choices based on gender (Gottfredson 2002) and social background. Drawing on the idea of social justice and of broadening the individual's perspectives and possibilities, this workshop provides an option to investigate how normative criticism can contribute to choices that are better informed and well prepared. What consequences does it have to focus on the clients' interests? (Wikstrand et.al 2005). Different aspects of the perspective, such as challenging what is taken for granted, seeing yourself and your own position and creating awareness of norms in different situations, are demonstrated and put in practice. The workshop also demonstrates exercises with a focus on normative criticism and opens up a discussion about the assumptions that career counseling is based upon.

Wikstrand, Frida; Hedenus, Anna. (2015). Yrkesval och det personliga intressets betydelse.

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Arbetsmarknad & arbetsliv, vol. 21, issue 1, p. 24-38. (In english: Occupational choice and the value of interests).

Gottfredson, Linda, S. (2002) Gottfredson's theory of circumscription, compromise, and self-creation. In Duane Brown (ed). Career choice and development, 4th edition, pp. 85-148. San Francisco: Jossey-Bass.

Mia Lindburg has a Masters Degree in Social Science with a major in Educational Science and 30 years of experience and a special interest and engagement in ICT and Career Guidance Counselling as well as norm critical thinking and rethinking as a part of developing the Career Guidance and Counselling profession.

Labour, learning and risk: transfers from the organisation to the individual, and the implications for careers work

Suzanne Rice

This discussion paper will consider how organisations transfer labour, learning and risk to the individual. In this environment, young people face more complex choices. The consequences of these choices can extend across lifespans, with the risks of entrenching patterns of privilege and disadvantage. The paper will highlight some potential flow-on effects for individuals and groups and open the discussion on what this might mean for those working in career development. How do we support client knowledge and skill development in a context of such uncertainty?

Suzanne Rice is a Senior Lecturer in the Melbourne Graduate School of Education at the University of Melbourne. Her research interests focus on career development, student engagement and retention, and teacher pathways. She is also heading up the development of the MGSE's Master of Clinical Teaching.

Cultural learning, personal myth, transformation: new directions for career development theory

Phil McCash

One of the strengths of *Rethinking Careers Education and Guidance* lay in its recognition of learning in career particularly through Bill Law's innovative work on career learning theory. In this session, I will draw from Jungian and post-Jungian psychology to sketch out some new directions for theory-making in career development (Jung 1983; Hillman 1997; Taylor & Cranton 2012). The role played by culture in learning and, in particular, the importance of projection and introjection will be highlighted. It will be further proposed that personal myth provides a richly distinctive addition to contemporary narrative theory. Finally, I'll explain how these aspects might provide opportunities for individual and societal transformation.

Hillman, J. (1997) *The soul's code: in search of character and calling*, New York, NY: Grand Central.

Jung, C.G. (1983) *Memories, dreams, reflections*, A. Jaffe (ed.), R. Winston & C. Winston (transl.), London: Fontana.

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Taylor, E.W. & Cranton, P. (2012) *The handbook of transformative learning: theory, research, and practice*, San Francisco, CA: Jossey-Bass.

Phil McCash is a Principal Teaching Fellow in Career Studies and Course Director on the Master's programmes for career and employability professionals in the Centre for Lifelong Learning, University of Warwick. Within the MA Career Education, Information and Guidance in Higher Education and MA Career Development and Coaching Studies, he teaches on a range of topics including Career Development Theories, Employability and Career Development Learning and Career, Vocation and Calling. He also enjoys supervising and supporting student research projects. His published work focuses on career education, work-related learning, employability and depth psychology. In 2008, he was elected a Fellow of the National Institute for Career Education and Counselling. He currently edits the Journal of the National Institute for Career Education and Counselling. Further details including publications are available via <http://www2.warwick.ac.uk/study/cll/about/cllteam/pmccash/>

Seminar 12: *Innovative practice*

Guidance in suits? Career coaching for everyone

Gill Frigerio

This session will offer a personal reflection on the professional debate that can perhaps be crudely summarised as 'guidance vs coaching'. Advocating an expansive definition of career coaching, as laid out at a previous NICEC seminar, I will go on to consider the debate through the lens of the individual beneficiary of a coaching intervention. I will use ideas from the original 'Rethinking' text to consider the dangers of a conservatising tendency in coaching and map out what is needed for coaching to contribute to social change.

Gill Frigerio is a Principal Teaching Fellow in the Centre for Lifelong Learning at the University of Warwick, where she is Co-Director of the MA in Career Development and Coaching Studies. She also leads on qualifications in Coaching which run from introductory certificate to MA level. Prior to moving into teaching, Gill worked in career development practice and management, and most recently was Head of Careers in the Centre for Student Careers and Skills at Warwick. Gill's teaching interests cover theory and practice in career coaching; coaching and spirituality; researching coaching practice; learning from work experience and its contribution to career development; theoretical perspectives on employability management of career and employability services.

Enabling employees to take a “Career Health Check” and develop an agile approach to their career development

Rosemary McLean

People in work are often time poor and find it difficult to take action to support their career development, instead waiting until a crisis hits. Some individuals and their managers are unaware of the career management skills and attitudes that will make a difference. For many there is still the expectation of upward progression, and lack of awareness of internal career opportunities compounds

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the problem. In this session Rosemary will describe a diagnostic tool – The Career Pulse™- that is based on 7 research based dimensions that underpin successful career development behaviours. She will also share how this is used in practice in organisations and some emerging trends arising from a recent validation study looking at career pulse scores across over 1,000 Global participants.

Rosemary McLean is a registered Career Practitioner and Chartered Occupational Psychologist with many years' experience in the careers field. She now enables organisations to develop and shape career development strategy to support business goals and align individual aspirations and passions with internal opportunities. Her consultancy work within Career Innovation Ltd is international, increasingly virtual, and underpinned by research. She also designs and delivers career development workshops, and has recently been involved in developing a next generation on-line careers tool platform to scale up careers support. When working with organisations the focus is on how to support and improve career conversations. Rosemary has worked as a careers coach in both the career transition and careers guidance fields. She is an experienced, assessor and facilitator in areas such as personal effectiveness, career change, team development, self-assessment, leadership of change and coaching skills. In addition to being a Fellow of NICEC, she is a Legacy Fellow of the Career Development Institute and sits on the CDI Council.

Career guidance, health and well-being

Pete Robertson

Careers work has traditionally been rooted in employment and education, and rightly so. The efficient functioning of the labour market, smoothing transitions between education and work, and the promotion of social equity are important public policy goals for career development (Watts, 2008). In this workshop a case will be made for rethinking outside the box of the education and employment policy silos. An overview will be offered of the multi-faceted relationship between work, career and health. In particular, the relevance of mental well-being as an issue for career guidance policy (Robertson, 2013), practice, and research will be highlighted. The career guidance profession is already deeply involved in health, and may benefit from a raised awareness of this role and its potential.

Robertson, P.J. (2013). Career Guidance and Public Mental Health. *International Journal of Educational and Vocational Guidance*, 13, 22: 151-164. DOI 10.1007/s10775-013-9246-y

Watts, A. G. (2008). Career Guidance and Public Policy. In J. A. Athanasou & R. Van Esbroek (Eds.), *International Handbook of Career Guidance* (pp. 341–353). Houten, The Netherlands: Springer.

Dr Pete Robertson is Lecturer/Programme Leader: Career Guidance at Edinburgh Napier University.