

Careers work: making a difference?



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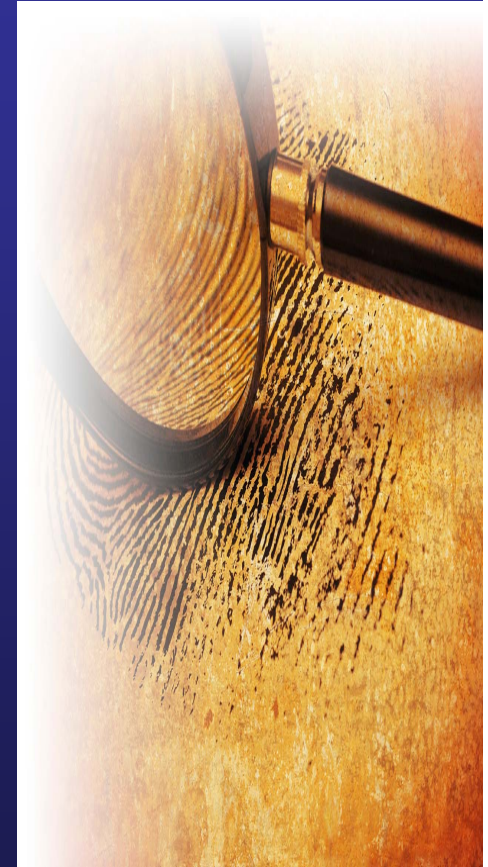
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Structure of presentation

- Key policy issues and main challenges
- Evidence: impact of careers work
- A UK-wide 'Campaign for Careers'

International Context

- Transformational Technology
- Prove It Works
- Creative Collaboration
- Culture Counts



*Fifth International Symposium on Career Development and
Public Policy, New Zealand (November 2009)*

Policy Goals

- Learning goals
- Labour market goals
- Social equity goals

- Reframed to support policies for lifelong learning, linked to sustained employability

Policy Implications

- Substantial expansion but also transformation of services
- Diversification; innovation
- More emphasis on self-help approaches
- Fully integrated three main channels delivery system

The changing landscape

- Coalition government
- Education and Skills Act (2008) and Apprenticeship, Children and Learning Act (2009)
- Equalities Act (2010)
- Devolved arrangements e.g. Academies / LAs (from centralised to localised control)
- All-age careers service

Key manifesto themes

- Strong families, good parenting and a secure start in life
- Good schools and the raising of educational standards
- Extra support for individuals when required
- Relevant vocational education and access to lifelong learning
- Providing opportunities for employment, training and progression.

Wales, Scotland and N.Ireland

- Formal review of careers provision in Wales
- Skills Development Scotland
- New high street resource centres in Northern Ireland

ALL-AGE CAREERS SERVICES

New Jobs New Futures



Careers Education and IAG

- A major reaffirmation of the importance of career information, advice and guidance for young people, and of the need for current provision to be substantially strengthened.
- Apparent erosion of careers education and guidance provision for young people, particularly in England.
- Social mobility: - *Fair Access to the Professions* and *Panel on Fair Access to the Professions* (2009)

Careers Education and Guidance

Careers Education helps individuals develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work.

Careers Guidance enables individuals to use the knowledge and skills they develop to make decisions about learning and work that are right for them.

Reality

- Greater accountability requiring information on impact and added-value:
 - Institutions collect a wealth of information on their delivery of CEIAG – how best can managers / teachers/ advisers share and develop their expertise and findings?
- Greater public demand for high quality and rapid response services:
 - Institutions have examples of success stories BUT is the evidence-base robust and where does quality assurance fit in?
- Development of ‘communities of practice’:
 - Institutions have varying interests and expertise BUT is this being used to good effect i.e. innovative, quality assured and impartial CEIAG provision?

Evidence and impact

- **Rationale:** Policymakers, managers and practitioners recognise the need for accountability and continuous improvement
- **Demand:** Communicating and 'making the case' for careers and guidance-related interventions
- **Urgent response:** Required from within and outside the careers sector

Differing pressures - managing everyday work



Making the case

1. Factors influencing **decision making**
2. Information, advice and guidance **services delivered remotely**
3. **User satisfaction surveys** and related evaluations.
4. Studies of **targeted support interventions**
5. Other careers-related **impact studies of generic relevance**

The evidence-base

- The research evidence has been largely hidden!
- 10 key facts Careers Specialists 'Know for Sure'
- Links have to be made to statutory requirements and national frameworks, where appropriate

Five-level model of evidence



Opinion studies



Outcome measurement studies with no counterfactuals



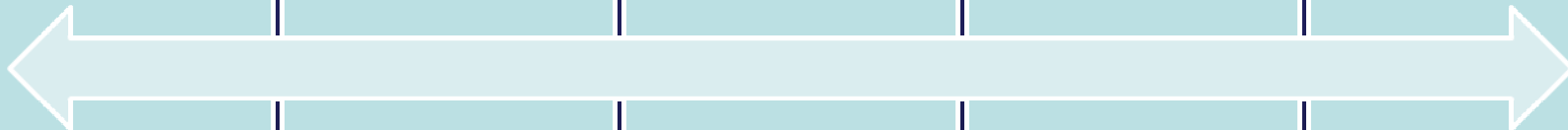
Outcome measurement studies with weak counterfactuals



Outcome measurement studies with control by calculation



'Classical' experimental studies



10 Key Facts Careers Specialists 'Know for Sure'

1. Childhood socialisation influences adult work performance and job satisfaction.
2. The transition from school to work can be smoothed.
3. Knowing how the world-of work is organised eases vocational decision making and job transitions.
4. Individuals who have a high level of decision-making capability and a low level of life complexity generally experience less difficulty in making choices.
5. Career interventions support occupational choice and enhance transitions into learning and work.

(Hughes & Savickas, 2009)

Key Fact No 1

- **Childhood socialisation influences adult work performance and job satisfaction.**

The sociologist Clausen (1991) used a **50-year longitudinal study** to show that **planful competence in early adolescence**, i.e. self-confidence, dependability, and effective use of intellectual resources, led to orderly careers in which individuals were stable and satisfied, with fewer disruptions of career and marriages in mid-life.

Low competence related to recurrent life crises that involved career problems, marital conflict, divorce, depression, and alienation.

Planful competence allowed adolescents to make better life choices, helped them elicit social support, contributed to them reaching their goals, and enabled them to deal with the ill-structured dilemmas of work life.

Key Fact No 2

- The transition from school to work can be smoothed.
 - We know that having access to career exploration activities helps broaden horizons and motivates individuals to engage in learning and work.
 - We also know that effective school leadership and investment in the development of staff and students acts as a catalyst for unleashing potential.

Key Fact No 2

- *Morris et al. (1999) examined the impact of careers education and guidance provision on young people's transition post-16.* A key finding was that young people with more highly developed **career exploration skills** were more positive and confident about the choices they made post-16 and were more likely to make a **successful transition**. 'The key factor that seemed to underpin successful transition at 16 was the level of young people's career exploration skills.'
- *Morris (2004) explored findings from large-scale research studies on careers education and guidance conducted over the previous decade.* It is possible to identify the skills that promote successful transition and to trace links between successful transition and programmes of careers education and guidance. In particular, the importance of **career exploration skills** were highlighted; for example, the skills that young people need in order to use computerised systems, paper sources and people, to enable them **to find out about their career options and/or the courses available to them**.

10 Key Facts Careers Specialists 'Know for Sure'

6. Congruence between the worker and the job improves performance.
7. Workers can learn to cope more effectively with occupational stress.
8. Conflicts between career aspirations, work responsibilities and family obligations can cause personal tensions and can result in lower productivity in the workplace.
9. Occupational segregation and skill shortages are major inhibitors to individual and workforce development
10. Part-time and temporary work affects the socialisation and development of adolescents.

(Hughes & Savickas, 2009)

Practical examples

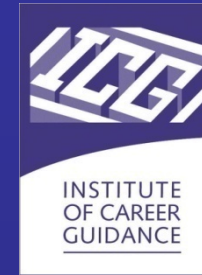
- Database spreadsheets for systematically comparing 'inputs' and 'outputs' linked to progression and achievement rates
- Tailored reports for school principals and governors
- Differing survey questionnaires and approaches used for gaining customer feedback to feed into service design and curriculum delivery
- Reflective journals / CPD module for recording impact and assessment of careers and guidance-related interventions
- A 'Community of Interest'

Diffuse Services for Adults

- In adult and community education
- In the voluntary and community sector
- In public employment services
- In the workplace (provided by employers and by trade unions)
- In the private sector

Possible Integrative Elements

- An all-age service
- Strategic instruments:
 - Competence frameworks for practitioners
 - Organisational quality standards
 - Blueprint of career management competences
- ICT: common portal and e-portfolio (especially if linked to common quality standards and common marketing)



CREATE: a Campaign for Careers

Careers Work: Maximising the UK's Talent



CREATE: a Campaign for Careers

Careers Work: Maximising the UK's Talent



C = careers services in UK that maximise individuals' talents and skills

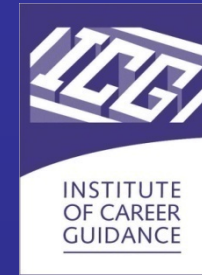
R = realising everyone's potential by providing universal and targeted high-quality careers provision with consistent standards across the UK

E = entitlements to impartial careers information, advice and guidance at times and places most relevant to individuals' needs

A= access to diverse well-trained and suitably qualified careers professionals

T= tangible results that demonstrate professional careers work is contributing to employment , social mobility, diversity in the workplace and tackling issues of inequality

E= excellence in careers services that equips individuals to gain increased levels of confidence and resilience in order to cope with risk and uncertainty in a fast-changing global economy.



Because.....

- Citizens deserve a better deal
- Professional code of ethics safeguard individuals and employers
- Continuous professional development facilitates improvement in service design and delivery
- Professionals need to have their voices listened to and respected by others.

Thank you

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