

Career Development for Lifelong Learning

*RMIT University
Melbourne, 14th July 2010*

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Session Structure

Context

- Structural shifts and changes
- Career, transition and lifelong learning

Research

- Evidence base: evaluating effectiveness
- Two research projects: National & European

Findings

- Key findings
- Implications for learning and careers

Globalisation

- ▶ International labour market
- ▶ Technology
- ▶ Demographic change



Concept of 'Career'

'The evolving sequence of a person's work experiences over time.'

Ref: Arthur, M.B., Hall, D.T. & Lawrence, B.S. (1989) Handbook of Career Theory, Cambridge, Cambridge University Press.

Multiple Transitions

Transition

- ▶ Primarily about change
- ▶ Refers to a life event, which causes role changes or crisis
- ▶ Adjustments are needed at many different levels
- ▶ Can be stressful
- ▶ Differential impact, but support often needed



Lifelong Learning

- ▶ Engagement across the lifespan
- ▶ Formal and informal
- ▶ Up-skilling, re-skilling, re-entry, re-direction, downward drift, career break



Questions:

- ❖ How do individual's careers actually evolve over time?
- ❖ What is the role of learning?
- ❖ Is there a role for career support?

Evidence-base: 2 studies

National

- 5 year qualitative study (2003 – 2008)
- Effectiveness of careers guidance

European

- 2 year mixed methods (2008–2010)
- Patterns of careers CVET

Evaluating Effectiveness

Performance Indicators:

- ▶ Imposed top down, not participatory
- ▶ Embody the priorities of a very limited range of actors
- ▶ Establish a set of perverse incentives
- ▶ Focus on that which can be easily measured

*Ref: Keep, E. (2004). The Multiple Dimensions of Performance – performance as defined by whom, measured in what ways, to what ends? Nuffield Review Working Paper 23. Available from:
<http://www.nuffield14-19review.org.uk/files/documents29-1.pdf>*

Evaluating Effectiveness

Stakeholder Perspectives

- ▶ Clients: *high quality services*
- ▶ Managers: *formative issues*
- ▶ Policy-makers: *summative issues*
- ▶ Employers: *outputs*

Ref: Bimrose, J., D. Hughes and A. Colin (2006) Quality assurance mechanisms for Information, Advice and Guidance: A critical review. Coventry: Warwick Institute for Employment Research, University of Warwick.

Evaluating Effectiveness

Core Concepts

- ▶ Inputs
- ▶ Process
- ▶ Outcomes

Ref: Bimrose, J., D. Hughes and A. Colin (2006) Quality assurance mechanisms for Information, Advice and Guidance: A critical review. Coventry: Warwick Institute for Employment Research, University of Warwick.

Evaluating Effectiveness

Key Challenges:

- ▶ Data gathering & analysis
- ▶ Terminology
- ▶ Cost-effectiveness v. quality of provision
- ▶ Qualitative v. quantitative
- ▶ MIS
- ▶ CPD challenge

Ref: Hughes, D. (2006). Why evaluate guidance? Via Vejledning, 6. Ministry for Education, Denmark.

Evaluating Effectiveness

Recent review of evidence on impact:

- ▶ Inherent difficulty in demonstrating impact & cost-effectiveness
- ▶ Need to involve users & practitioners in the developing measures
- ▶ Qualitative, soft outcomes: longer-term customer journeys.

Ref: Hughes, D. & Gration, G. (2009). Literature review of research on the impact of careers & guidance-related interventions. CfBT. Available at: <http://www.cfbt.com/evidenceforeducation/pdf/Literature%20Review.pdf>

Study 1: Effective Guidance

Longitudinal (2003 – 2008) qualitative case study

- ▶ 50 case studies across England
- ▶ digital recordings of the guidance interviews
- ▶ open-ended, semi-structured questionnaires
- ▶ baseline data on delivery contexts, practitioners and clients

Effective Guidance

Delivery contexts:

- ▶ Higher Education (18 +)
- ▶ Further Education (16 +)
- ▶ Adult guidance organisations
- ▶ Voluntary, charity sector
- ▶ Private sector

Effective Guidance

Low attrition rate:

- ▶ 2003 / 4 50 participants
- ▶ 2004 / 5 45 participants
- ▶ 2005 / 6 36 participants
- ▶ 2006 / 7 30 participants
- ▶ 2007 / 8 29 participants

Positive outcomes

(insights, focus, confirmation,
confusion reduction)

Access

(to knowledge, networks &
information)

‘Useful’ guidance

Positive experience (self-
reflection, interested
professional)

Supporting positive change
(self- confidence, motivation)

Effective Career Guidance

I was going through a bit of time when I thought what am I actually doing? ...it [guidance interview]...made me realise that the only kind of person that can help me is really myself.....I've kind of realised that I'm growing up a bit and I've got to start seriously thinking about where I'm going in life. It sounds quite deep. It's kind of...I kind of sat down and thought, 'Yeah, this is what I've got to do '

Effective Guidance

‘Useful’ guidance:

In the longer term:

- ▶ 2003 / 2004: [50] 98% (n=49)
- ▶ 2004 / 2005: [45] 87% (n= 39)
- ▶ 2005 / 2006: [36] 72% (n=26)
- ▶ 2006 / 2007: [30] 77% (n= 23)
- ▶ 2007 / 2008: [29] 69% (n=20)

Effective Guidance

Transitioning styles:

- ▶ evaluative
- ▶ strategic
- ▶ aspirational
- ▶ opportunistic

Effective Guidance

Barriers to progression

- ▶ health barriers
- ▶ local labour markets
- ▶ childcare responsibilities
- ▶ financial constraints



Effective Guidance

Links to reports:

Bimrose, J., S-A. Barnes, and D. Hughes. 2008. Adult Career Progression and Advancement: A five year study of the effectiveness of guidance. Coventry: Warwick Institute for Employment Research & Department for Innovation, Universities & Skills.

http://www2.warwick.ac.uk/fac/soc/ier/publications/2008/eg_report_4_years_on_final.pdf

Bimrose, J., and S-A. Barnes. 2007. Navigating the Labour Market: Career Decision Making and the Role of Guidance. Coventry: Warwick Institute for Employment Research and Department for Education and Skills. Retrieved 29 April 2008, from

<http://www2.warwick.ac.uk/fac/soc/ier/publications/2008/2007/egreport08.pdf>.

Bimrose, J., S-A. Barnes, and D. Hughes. 2006. Developing Career Trajectories In England: The Role of Effective Guidance. Coventry: Warwick Institute for Employment Research & Department for Education and Skills. Retrieved 29 April 2008, from

<http://www2.warwick.ac.uk/fac/soc/ier/publications/bydate/egreportnov06.pdf>.

Bimrose, J., S-A. Barnes, and D. Hughes. 2005. Effective Guidance One Year On: Evidence from Longitudinal Case Studies in England. Coventry: Warwick Institute for Employment Research and Department for Education and Skills. Retrieved 29 April 2008, from

<http://www2.warwick.ac.uk/fac/soc/ier/publications/2008/2005/egreportoct05.pdf>.

Bimrose, J., S-A. Barnes, D. Hughes, and M. Orton. 2004. What is Effective Guidance? Evidence from

Longitudinal Case Studies in England. Coventry: Warwick Institute for Employment Research and Department for Education and Skills. Retrieved 29 April 2008, from

<http://www2.warwick.ac.uk/fac/soc/ier/publications/2008/egr2004.pdf>.

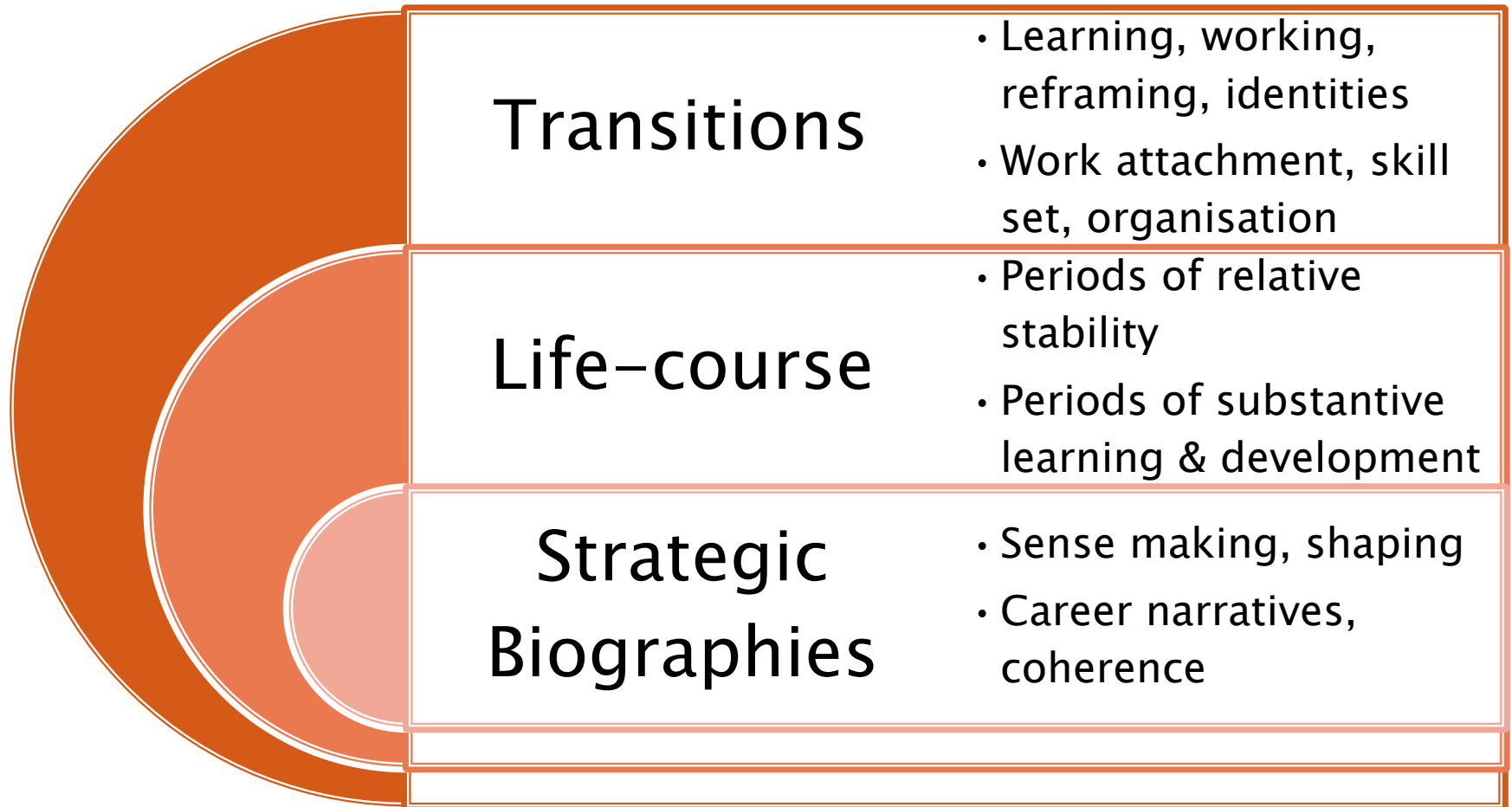
Study 2: Changing patterns of career – CVET

Desk Review & Feasibility Study

- Involved the use of 3rd party surveys

Small-scale comparative survey

- 10 countries, 1148 responses, 900 completed



Changing patterns of career: CVET

Focus

- Lifelong learning
- Learning across the life-course

Purpose

- Explore patterns of learning
- Examine learning & labour market mobility

Changing patterns of career: CVET

Learning while working is important

Lack of learning & development – downward career drift

Conducive employment contexts
> learning/positive disposition to


Linking learning strategically to career increases motivation.

Evolving careers and learning

Intensive episodes of learning across the life-course



Many actively shape their personal work biographies, but often value help



Coherent career narratives important

Job mobility & careers support

Individuals valued support in making career decisions. This support could take various forms, butguidance appears crucial in facilitating positive outcomes both for the individual and the smooth functioning of the labour market'

Brown et al. (in press)

Changing patterns of career: CVET

Barriers to learning

Individual access to learning and development opportunities is constrained by individual and organisational factors: *opportunity structures*



Implications for careers?

- ▶ Careers often implemented over an extended time frame
- ▶ Not always 'rational'
- ▶ Softer outcomes of guidance valued by clients
- ▶ Need to encourage mid-career change
- ▶ Individuals need coherent career narratives
- ▶ Value of formal and informal guidance
- ▶ Need for new approaches to guidance practice

Thank you