

The role of career adaptability in skills supply

Technical Report
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Technical report

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1 Introduction

1.1 Content and purpose

There are two separate, but inter-related reports for this study. The first comprises the main document and reports on the findings from the research study and presents an analysis of the findings. This, the second document, is the 'Technical Report', which details the research approach and methodology implemented to examine career adaptability.

The Technical Report is divided into five sections, including this introduction. The introduction reports on the research approach adopted and details the international dimension of the study. The second section provides an account of the primary data collection undertaken in the UK reporting on the design and pilot of the interview guide, data collection and the sampling methodology. The third section reviews the secondary data analysis and sampling methodology undertaken with interviews carried out in Norway in 2010. The fourth section discusses the data analysis phase of the study, including the development of the framework for analysis and the process of analysing and interpreting the results of the interviews. The final section of the report summarises the key findings and issues arising from the methodology adopted. The appendices include the interview guide and participant consent form from the UK and Norway interviews. Case study summaries developed from the interviews are available from: Jenny.Bimrose@warwick.ac.uk.

1.2 Research approach

The research methodology for this study comprised:

- a literature review;
- primary data collection and analysis of 32 digitally recorded telephone interviews with UK research respondents who had already given their consent to be interviewed; and
- secondary data analysis of 32 Norwegian interviews completed in 2010.

The literature review investigated and then drew together the various national and international strands of work on career adaptability. Findings from the review underpin the analysis of career adaptive behaviour presented in the main report.

Details of the primary and secondary data collection phases of the study are detailed in Sections 2 and 3, respectively. The study builds upon evidence from two substantial international research studies, which will be detailed next.

1.3 International dimensions

The research methodology first, exploited data recently collected from a relevant study undertaken in the UK and Norway and second, used and extended a detailed conceptualisation of career adaptability derived from an on-going international study in which the research team is participating.

Survey of individual career development and continuing vocational training

First, the ten country study on ‘Research into forms of individual career development and Continuing Vocational Training’ commissioned by the European Commission from 2008 to 2010 (see Brown *et al.*, 2010) provided details of all the Norwegian and most of the UK survey respondents who were willing to be interviewed. The respondents were mainly highly skilled and were working or had worked in health, engineering or ICT fields, although smaller groups of career changers and low skilled workers were also targeted. The 32 Norwegian participants were interviewed in 2010 as a follow-up to the survey, but before this current study. The project investigated employees’ responses and strategies as they were required to cope with more flexible work and employment, changing skills requirements and instabilities at work. For details of this study go to: http://ec.europa.eu/education/more-information/doc/2010/warwick_en.pdf.

International study of career adaptability

Second, a detailed conceptualisation of career adaptability was derived from an on-going twenty country study in which members of the research team are participating (Savickas and the Life-design International Research Group, 2008). Whilst career adaptability is derived from a psychological perspective, it is also influenced by psycho-social factors (through the interaction with others) and structural factors, such as the provision of careers guidance and other forms of support in making transitions (see Section 2 in the main report).

2 Primary data collection (UK sample)

This section of the Technical Report details the primary data collection phase of the study. The design and piloting of the interview guide used in this phase is described together with the data collection methodology. The final part discusses the sampling methodology adopted and presents an overview of the main characteristics of the interviews.

The primary data collection phase of the study comprised digitally recorded 32 interviews conducted by telephone. Four researchers conducted the interviews using an agreed interview protocol, the development of which is discussed in section 2.1. All four researchers are experienced qualitative researchers who, over the last decade, have conducted interviews, analysed interview data and constructed strategic career biographies for hundreds of respondents in a series of projects on guidance, learning and careers.

2.1 Designing and piloting the interview guide

The semi-structured interview protocol was derived from the international study of career adaptability (see Savickas and the Life-design International Research Group, 2008) and findings from the survey commissioned by the European Commission (see Brown *et al.*, 2010). To develop the interview guide items from the Career Adaptabilities Inventory and core international items were identified and mapped against qualitative descriptors. These open-ended descriptors are:

- career development orientation, with different possible ways of categorising (Lifestyle orientations, career decision-making styles, etc.);
- tensions evident between an individual preference for control and contextual constraints out of an individual's control (e.g. partner's relocation, illness, redundancy, etc.);
- self reflexive, exploratory approach with a high value on learning formally and informally;
- relational, collaborative, cooperative way of being and doing; and
- tensions evident between past experiences and present circumstances.

From these descriptors interview questions were developed. The questions were designed to take account of individuals' lived experiences and draw out how these experiences may have shaped and changed the way individuals think about and approach their career. The aim was to not only capture actual behaviours that have emerged from lived experiences, but also reflections on what had been learnt and how a transition may be managed differently in the future. The interview themes included:

- learning, challenges, patterns of interaction at work (both current and in relation to their career history);
- evolving attitudes, values and behaviour towards learning, work and careers, plus learning and career trajectories;
- processes of change, significant episodes of substantive learning and development (whether at work or in education and training) across the lifecourse and applying skills, knowledge, understanding and experience across employment, education and training contexts;
- future strategies in relation to learning, working and career development;
- different forms and modes of learning in relation to skills and knowledge linked to development in different domains (psycho-motor skills, cognitive skills and the affective domain) and whether learning was linked to upskilling, reskilling or perspective transformation;
- proactivity in learning and development, such as the extent of self-directed learning, control, curiosity, cooperation, confidence, concern and willingness to seek new challenges etc.;
- perceived influences on, and barriers to, intergenerational engagement with learning and development; and
- different patterns of support for learning and development of career adaptability.

The interview protocol was piloted with two interviewees. The interviews took over an hour to complete. After a review of the pilots, the guide was revised. As an additional check on reliability, a joint review was conducted after each interviewer had conducted three interviews to ensure the quality of the data being generated for each theme. No further minor amendments in the approach were required. The final version of the interview protocol can be found in Appendix 1. It was designed to enable a detailed

understanding of an individuals' career pathway, their transitions and what had been learnt, plus future expectations and approaches to change.

2.2 Data collection

For data collection, semi-structured interviews were conducted by telephone using the interview guide. This type of methodology enabled rich data on individuals' career pathways and transitions to be collected.

Interviewees were drawn from two previous studies (where they had given consent to participate in further research) and a pool of interested parties. Firstly, participants of the survey commissioned by the European Commission, of whom 59 had already agreed to be interviewed by the research team, were contacted by email and telephone (Brown *et al.*, 2010). Background information on these participants had been collected from the survey, so interviews were focused on checking and updating survey information and gaining a better understanding of the transitions experienced by the individuals. Similarly, participants of a previous longitudinal study on career guidance (29 who had given their consent to be contacted again) were contacted and information sent (Bimrose *et al.*, 2008). Consent from these participants had already been gained. A third set of individuals were contacted through personal networks, in order to try to extend the range of backgrounds of participants, regarding the study and asked if they would participate. These individuals were contacted to ensure the required number of interviews was undertaken in the timeframe. In total, 32 individuals agreed to be interviewed within the time constraints of the study.

Prior to the interview, information about the study was sent together with a consent form (see Appendix 2) to all participants. Informed consent was gained when the interview was set up and again at the start of the interview. All those agreeing to participate were asked to complete and return the consent form. The telephone interviews were digitally recorded with the consent of each participant. In some instances, verbal consent was sought from participants and recorded. Interviews were conducted by telephone at a time convenient to the interviewee. Interviews lasted between 40 and 105 minutes.

The approach adopted allowed individuals to give full and reflective accounts of their career pathway and experiences to date. Many talked about their future aspirations and

how this had been shaped by their experiences. All participants spoke freely about their experiences.

2.3 Sampling methodology

Data were collected from a variety of individuals to ensure a varied and interesting sample. The criteria for sampling, within the parameters of potential participants who have given their consent to be interviewed, was agreed with the UK Commission. Researchers were selective in the sampling, but only to the extent of ensuring a balance of male and female participants across the age range employed in a variety of sectors (more information on the sample is presented in the next section). Women outnumbered men, which is typical of research populations generally, where volunteers are sought. In terms of age, the Norwegian sample had an older profile than that of the UK sample.

Data were collected for different purposes in different country contexts, so exact comparisons are not possible. Key differences are:

- more detailed information was recorded on employment status for the UK sample than the Norwegian sample;
- the qualification frameworks in the UK and Norway are not comparable; and
- the UK sample was drawn from a variety of sectors, compared to the Norwegian sample which was drawn from five sectors.

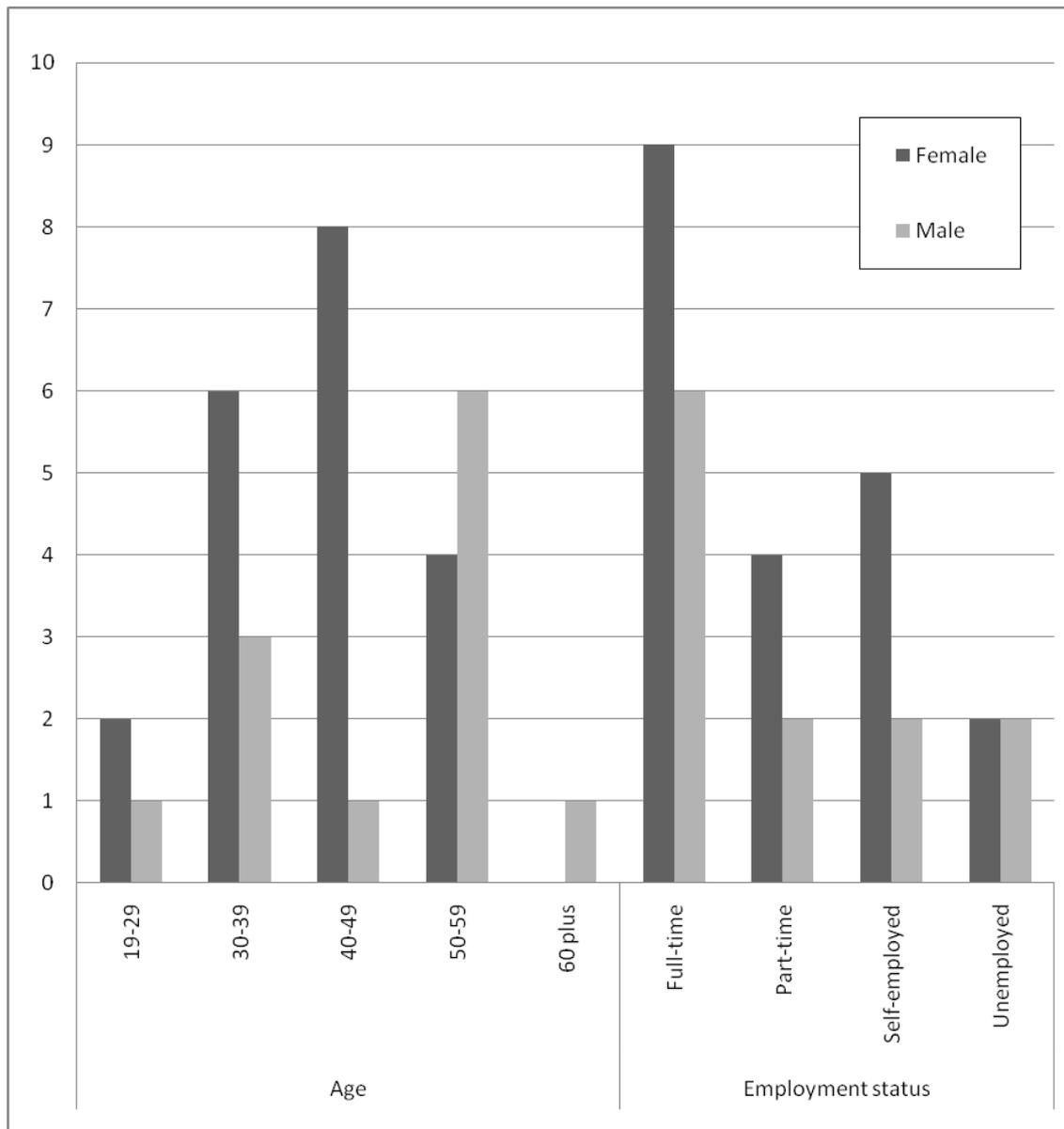
2.4 The UK sample

The following provides an overview of those who agreed to participate in the study.

Of the 32 interviewees comprising the UK sample, 62.5 per cent (n=20) were female and 37.5 per cent (n=12) were male. A small proportion of the interviewees 9 per cent (n=3) and 3 per cent (n=1) were aged 19-29 years and 60 plus, respectively. Higher proportions were aged 30-39 years (28 per cent, n=9), 40-49 years (28 per cent, n=9) and 50-59 years (31 per cent, n=9). Nearly half of interviewees were in full-time employment at the time of the interview (47 per cent, n=15). Nineteen per cent (n=6) of interviewees were in part-time work, 22 per cent (n=7) were self-employed and the remaining 13 per cent (n=4) were unemployed (one of these interviewees was in full-time education).

The following figure shows the breakdown of the sample by gender, age and employment status.

Figure 1 Characteristics of the UK sample

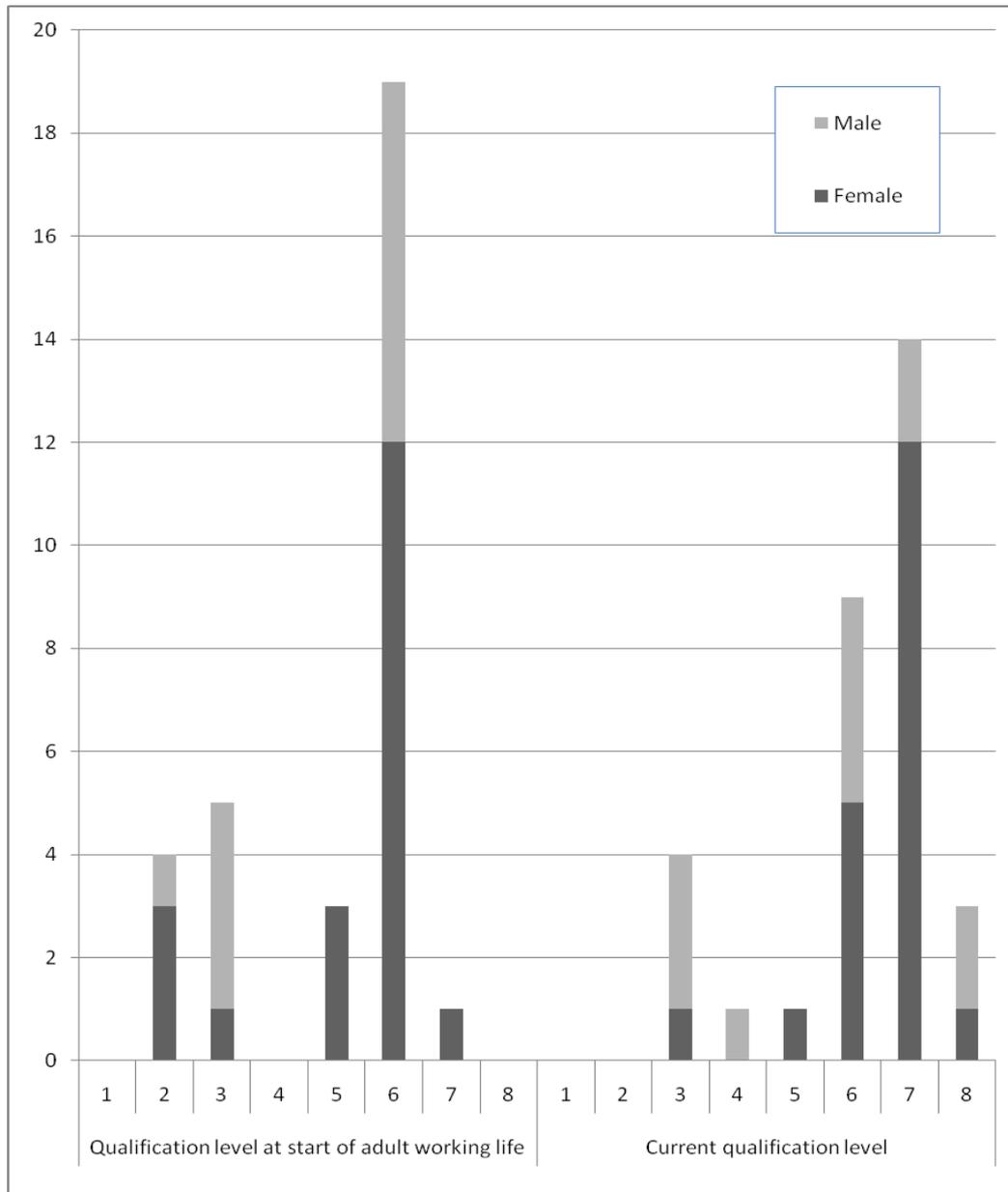


Base: UK sample of interviewees (n=32)

Interviewees were questioned about their qualification level at the start of their adult working life and their current highest qualification level (see Figure 2). Qualifications were mapped to the National Qualifications Framework (see <http://www.warwick.ac.uk/go/glacier/qual/compare/>). A high proportion of the male and

female interviewees (59 per cent, n=19) started their adult working lives with a Level 6 qualification (including degree, graduate certificate and diplomas). Significant proportions had gained Level 2 (13 per cent, n=4) and Level 3 (16 per cent, n=5) qualifications. Of the remaining only 1 interviewee (3 per cent) had gained a Level 7 qualification (including postgraduate qualifications such as a MA or MSc).

Figure 2 Change in qualification level of UK sample



Base: UK sample of interviewees (n=32)

These proportions shifted dramatically when interviewees were asked about their current highest qualification suggesting that the majority of the sample have been engaged in formal learning activities during their career. Forty-four per cent (n=14) of interviewees reported to have a Level 7 qualification and 9 per cent (n=3) had a Level 8 qualification (includes a Doctorate). Significant proportions of interviewees had achieved a Level 6 qualification (28 per cent, n=9) and a Level 3 qualification (13 per cent, n=4). One interviewee currently held a Level 4 and the remaining interviewee held a Level 5 qualification.

Interviewee work histories were recorded during the interview. From this information, the sector in which interviewees started their career can be compared to the sector they are currently employed in. The following table shows this information by gender.

Table 1 Comparing start and current sector of employment for UK sample by gender

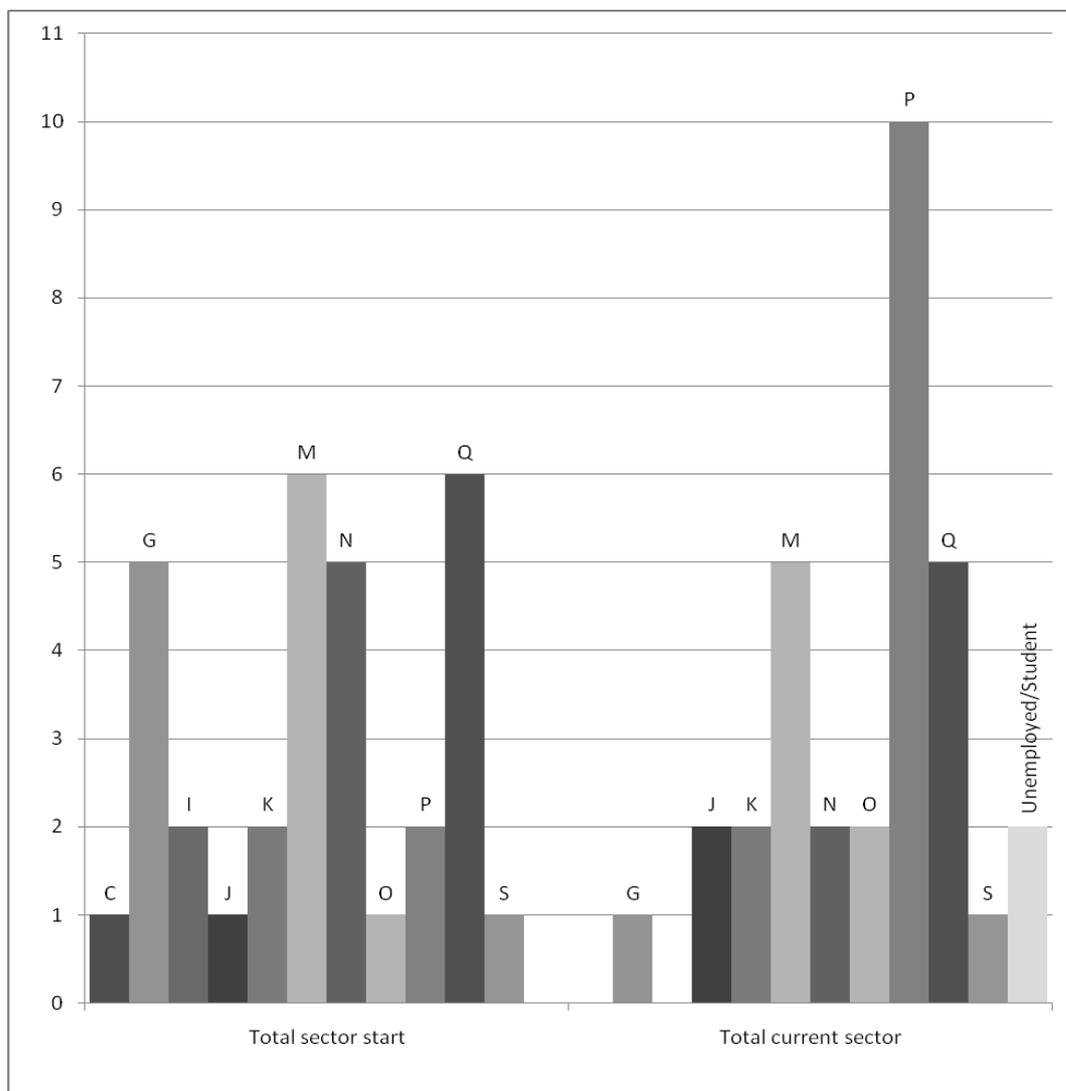
SIC2007	Starting sector (female)	Current sector (female)	Starting sector (male)	Current sector (male)
C Manufacturing			1	
G Wholesale and retail trade; Repair of motor vehicles and motorcycles	3	1	2	
I Accommodation and food service activities	1		1	
J Information and communication		1	1	1
K Financial and insurance activities	1		1	2
M Professional, scientific and technical activities	5	5	1	
N Administration and support service activities	4	1	1	1
O Public administration and defence; Compulsory social security		1	1	1
P Education	1	7	1	3
Q Human health and social work activities	5	3	1	2
S Other service activities			1	1
Unemployed/Full-time student		1		1

Base: UK sample of interviewees (n=32)

Note: Cascot (Computer Assisted Structured COding Tool) was used for coding, for more information see: <http://www2.warwick.ac.uk/fac/soc/ier/publications/software/cascot>.

Table 1 shows that the composition of the sample by sector has changed when comparing the sector they started their career in to the sector they are currently employed in. This is clearly shown in the following figure.

Figure 3 Composition of the UK sample by sector



Base: UK sample of interviewees (n=32)

Note: Cascot (Computer Assisted Structured COding Tool) was used for coding, for more information see: <http://www2.warwick.ac.uk/fac/soc/ier/publications/software/cascot>.

Key: C Manufacturing; G Wholesale and retail trade; Repair of motor vehicles and motorcycles; I Accommodation and food service activities; J Information and communication; K Financial and insurance activities; M Professional, scientific and technical activities; N Administration and support service activities; O Public administration and defence; Compulsory social security; P Education; Q Human health and social work activities; S Other service activities

3 Secondary data analysis

Together with the collection of primary data, the study also included secondary data analysis of 32 interviews conducted in Norway which is the focus of this section. The Norwegian research was separately funded and the interviews addressing issues of career adaptability were undertaken in 2010. Edited transcripts were produced in English for analysis and inclusion in this study.

A qualitative comparison of successful transitions in the UK and Norway was undertaken. Norway is an interesting comparator because it has a buoyant labour market and low unemployment. Comparing data helps us answer the question relating to the extent to which career adaptability takes different forms in different structural contexts. Career adaptability was found to be influenced by the dynamic interaction between structure (e.g. labour markets and organisational) and agency (i.e. individual).

The secondary data analysis used 32 existing interview transcripts from Norway. It was framed around the extent to which the development of our understanding of career adaptability and skills accumulation can provide a platform for the promotion, development and support of career adaptability in a UK context.

3.1 Sampling methodology

Data were collected from a variety of individuals to ensure a varied and interesting sample. The criteria for drawing the broad sample was the same as for the UK: individuals were contacted who had participated in the previous European Commission project, which had focused mainly upon highly skilled workers in health, engineering and ICT, and had given their individual consent to be interviewed (Brown *et al.*, 2010). The Norwegian sample for the survey research had in part initially been raised by contacting some large companies in target sectors (health service; oil and gas industry; public sector IT department; transportation), which explains the narrower distribution of current sectors in the Norwegian sample. The interviews took place in summer 2010, before this project started. Researchers were selective in the sampling, but only to the extent of trying to ensure a balance of male and female participants across the age range in a variety of positions (more information on the sample is presented in the next section).

The initial approach to data collection was influenced by data protection considerations, which meant the University of Oslo researchers could not contact individuals directly. The sample therefore includes many individuals with career paths with opportunities for progression within large organisations. However, the focus of the project was to test the value of the concept of adaptability and the sample allowed us to compare the utility of the concept in a different setting to the UK sample. The sample was purposive and there is no attempt to claim a broader representativeness to the Norwegian population as a whole.

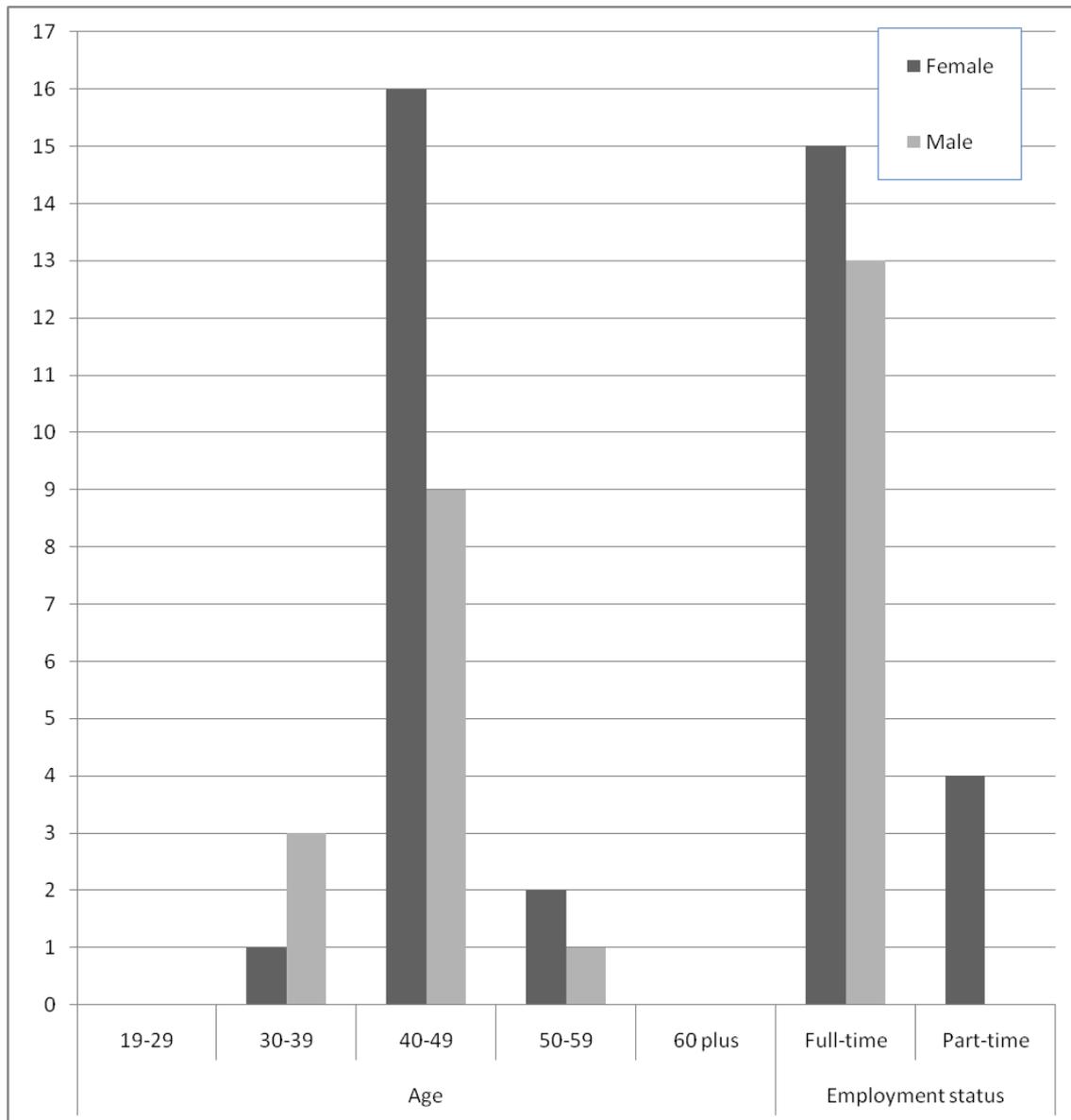
3.2 Norwegian sample

The following provides an overview of the Norwegian sample. Data were derived from the interview transcripts and records produced by the Norwegian researchers.

Of the 32 interviewees comprising the Norwegian sample, 59 per cent (n=19) were female and 41 per cent (n=13) were male. A high proportion of the interviewees were aged 40-49 years (78 per cent, n=25). Of the remaining, 13 per cent (n=4) were aged 30-39 years and 9 per cent (n=3) aged 50-59 years. The majority of the interviewees were in full-time employment at the time of the interview (88 per cent, n=28) and only 12 per cent (n=4) were engaged in part-time work.

The following figure shows the breakdown of the Norwegian sample by gender, age and employment status.

Figure 4 Characteristics of the Norwegian sample

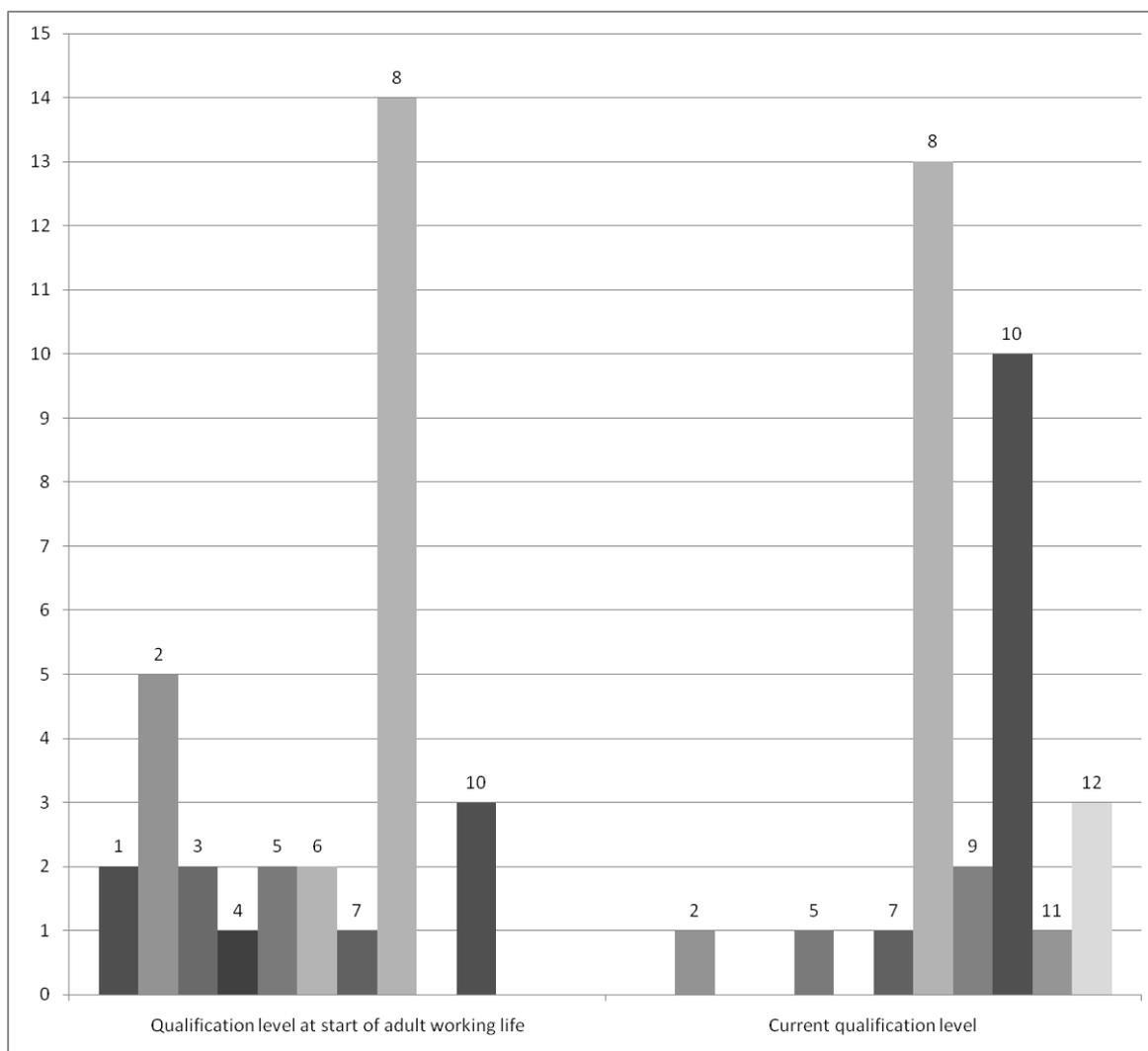


Base: Norwegian sample of interviewees (n=32)

The Norwegian interviewees were also questioned about their qualification level at the start of their adult working life and their current highest qualification level (see Figure 5). A high proportion of the male and female interviewees (44 per cent, n=14) started their adult working lives with a degree. The figure shows the range of qualifications attained by the Norwegian sample. The qualification profile of the Norwegian sample has changed considerably when comparing qualification levels at career starts with current qualification

levels. Several individuals have attained a Master's qualification (31 per cent, n=10) or a Doctorate (3 per cent, n=1).

Figure 5 Change in qualification level of Norwegian sample



Base: Norwegian sample of interviewees (n=32)

Key: 1 School; 2 College/Naval college/VET college; 3 Craft; 4 Secretarial; 5 Nursing; 6 Physio; 7 Medic; 8 Degree; 9 Postgraduate/Specialist qualification; 10 Master; 11 Doctorate; 12 Continuing Vocational Training (CVT)

Interviewee work histories were also recorded. From this information, the sector in which interviewees started their career can be compared to the sector they are currently employed in. The following table shows this information by gender.

Table 2 Comparing start and current sector of employment for Norwegian sample by gender

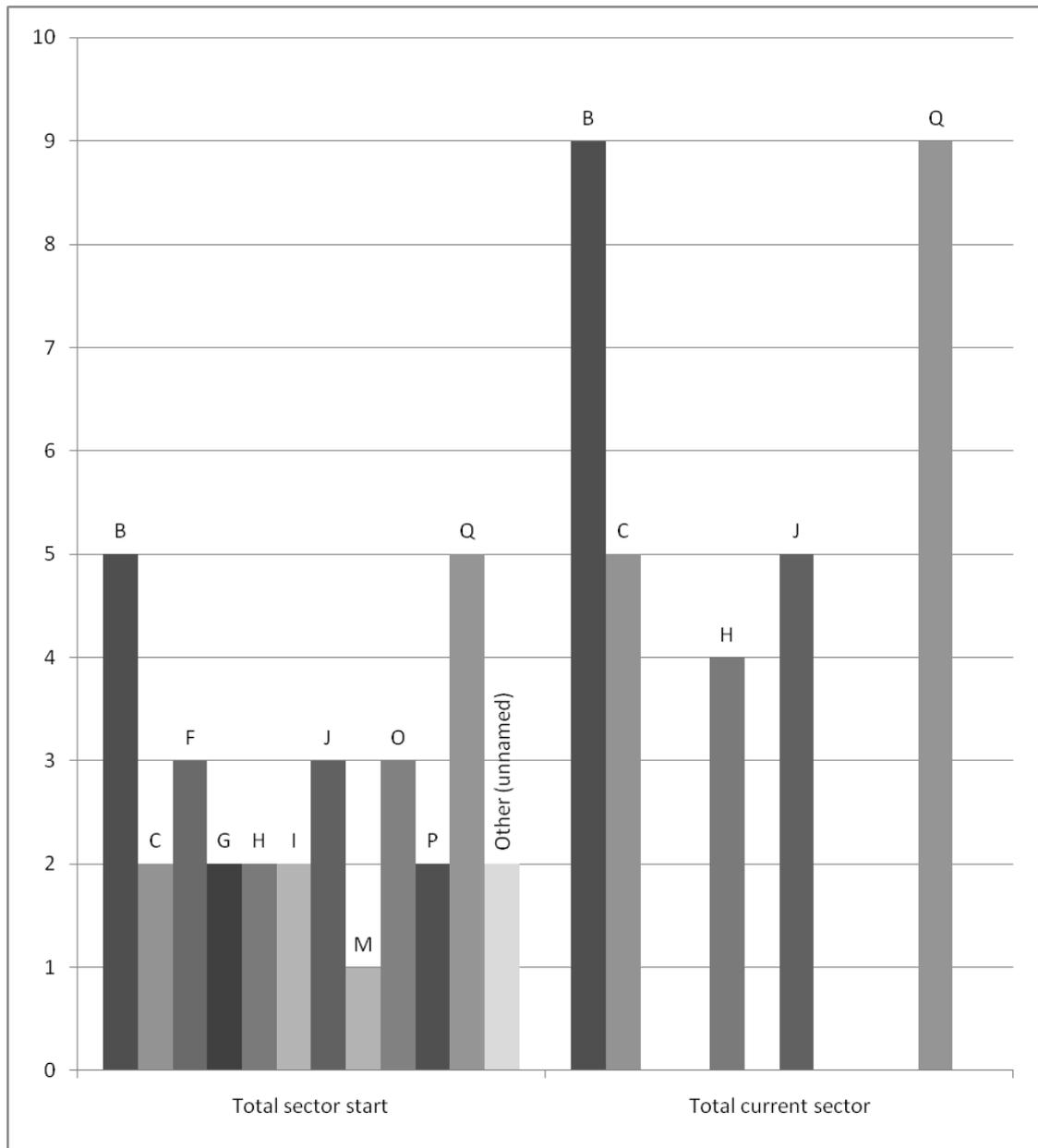
SIC2007	Sector start (female)	Current sector (female)	Sector start (male)	Current sector (male)
B Mining and quarrying	3	5	2	4
C Manufacturing	2	4		1
F Construction			3	
G Wholesale and retail trade; Repair of motor vehicles and motorcycles	2			
H Transportation and storage	1	3	1	1
I Accommodation and food service activities	2			
J Information and communication	1		2	5
M Professional, scientific and technical activities	1			
O Public administration and defence; Compulsory social security	1		2	
P Education	2			
Q Human health and social work activities	4	7	1	2
Other (unnamed)			2	

Base: Norwegian sample of interviewees (n=32)

Note: Cascot (Computer Assisted Structured COding Tool) was used for coding, for more information see: <http://www2.warwick.ac.uk/fac/soc/ier/publications/software/cascot>.

The following figure shows how the sector composition of the Norwegian sample has changed over the individuals' career.

Figure 6 Composition of the Norwegian sample by sector



Base: Norwegian sample of interviewees (n=32)

Note: Cascot (Computer Assisted Structured COding Tool) was used for coding, for more information see: <http://www2.warwick.ac.uk/fac/soc/ier/publications/software/cascot>.

Key: B Mining and quarrying; C Manufacturing; F Construction; G Wholesale and retail trade; Repair of motor vehicles and motorcycles; H Transportation and storage; I Accommodation and food service activities; J Information and communication; M Professional, scientific and technical activities; O Public administration and defence; Compulsory social security; P Education; Q Human health and social work activities; Other (unnamed)

4 Data analysis

This section of the Technical Report outlines the process of data analysis undertaken for both the data collected in the UK and Norwegian interviews. A framework for analysis was developed to ensure a consistent approach across the two datasets. The following provides an outline to the process.

The qualitative methodology adopted meant that individuals gave detailed accounts of their career pathway and experiences, so data was anonymised. During the process of analysis, real names were substituted by pseudonyms for all participants, plus institutional and organisational names were removed. Results have been entered into the main report as trends. Individual quotations, which have been used for illustrative purposes in the main report, have also been anonymised.

4.1 Developing the framework for analysis

The framework for analysis was developed from key issues and themes drawn both from the literature and the findings of the European Commission survey into forms of individual career development and Continuing Vocational Training (Brown *et al.*, 2010). The framework for analysis focused on:

- intra-personal characteristics, such as control and self-regulation, flexibility and openness, proactivity and planfulness;
- mediating factors of career adaptability, such as learning and development experiences, context and opportunities, networks and career orientation;
- factors associated with career adaptability, including career, self and environmental exploration, career resilience, career decisiveness and career decision-making; and
- competencies for career adaptability.

With this framework, competencies that need to be developed to increase career adaptability in individuals were explored.

4.2 Analysing and interpreting the results of the interviews

For data analysis, extended profiles of the learning and career biographies of all participants were written using the interview recordings by each interviewer. This meant that any subsequent analytical claims could be independently verified against the sample as a whole. Case study summaries were then constructed to, firstly, provide a brief biography of an individuals' career and learning pathway and secondly to enable key information and evidence to be extracted for analysis. A thematic analysis was conducted. Throughout the process, results were reviewed and discussed amongst the research team. An analysis of the data allowed us not only to increase our understanding of career adaptability, but also to gain a comprehensive understanding of how it is mediated and how it can be fostered.

Background information on each participant was also analysed to provide an overview of both the UK and Norwegian samples. Data are presented in Sections 2 and 3 of this Technical Report.

5 Value of the concept of ‘career adaptability’

The aim of this study was to assess and develop existing (national and international) knowledge about career adaptability, with particular emphasis on skills accumulation, in order to provide a platform for the development and support of career adaptability in a UK context. The intention was to investigate the wider applicability of the concept of ‘career adaptability’ by testing it in two different settings.

A diverse range of career and learning pathways have been captured

A total of 32 interviews from the UK were successfully undertaken and analysed, together with analysis of 32 interviews conducted in Norway in 2010. Data indicate that a diverse range of people were interviewed in the UK and Norway varying in gender, age, employment status, qualifications attained and sector of employment.

The study has complemented and extended international study

The study has been successful in capturing evidence of career adaptability. As such, it has complemented and extended the on-going international study into the concept of career adaptability, which is a key element in understanding successful labour market transitions and accumulation of skills at the individual level. The psycho-social approach to career adaptability adopted by the international study has been effectively implemented in this study. This approach has offered an exploration of the competencies that need to be developed to increase career adaptability in individuals.

The methodology and analytical framework have been successful

The interview guide and approach adopted was successful as they allowed individuals to give full and reflective accounts of their career pathway and experiences to enable a better understanding of career adaptability. The methodology has been proved robust.

The framework for analysis is well grounded in international research and literature on the subject, and provides an approach that could be repeated and extended both in the UK and internationally.

Comparison of the UK and Norwegian data have provided valuable insights

Comparing data from The UK and Norway provided a rich collection of career stories to be interrogated extending our understanding of career adaptability, its role in skills development and the influence of particular labour market conditions. The rich data were thematically comparable.

Evidence that the concept of career adaptability is useful

The approach adopted enabled the measurement and evaluation of career adaptability with a particular emphasis on what it means to be adaptable, how to foster adaptability and what the mediating factors may be with reference to skills accumulation and development.

Evidence from this study indicates that the concept of 'career adaptability' is useful when considering how skills can be developed over time in different contexts, together with the influences and barriers to skill development. As a result, this study has allowed for a significant deepening of our understanding.

Extending and modifying the investigation

The small sample for this study was constructed as a trial of the value of the concept of 'career adaptability'. The approach could easily be adopted so that specific populations could be sampled, together with a survey of individual variation in orientation towards career adaptability. The process of interviewing could also be modified slightly, by getting individuals to provide a copy of their Curriculum Vitae prior to the interview, as this would enable more time to be spent investigating their career pathway and transitions.

Appendix 1: Career adaptability interview guide

Career Adaptability: Work and Learning Pathways

Interview protocol (January, 2011)

Thank you for agreeing to participate in this research study. We're interested in finding out more about the work and learning pathways that you have experienced in your adult life. By understanding more about work and learning pathways and the ways in which adults deal with, and adapt to, change and transition in those pathways, we're hoping that we will be able to provide constructive suggestions to policy makers, education authorities, employers, and community agencies about the type of assistance that could support adults.

In this interview, I hope you will tell me about:

- your present work and learning situation;
- previous work and learning changes and transitions that you have experienced; and
- changes and transitions that you anticipate in the near future.

I'm particularly interested in finding out about how you coped with, and adapted to, your previous changes and transitions. For example, what personal resources did you draw on, who (or what) helped or hindered you, and what did you need to consider (e.g., your own career aspirations, financial assistance, housing, information sources, support services, or availability of work or learning opportunities).

Our interview will last approximately 45 – 60 minutes. For your information, below are the questions that will guide the interview process. I hope that you will be able to give these some thought prior to the interview.

Background information

Current occupation (if in employment)

Age range

Marital &/or relationship status

Dependants: (Financial? Emotional? Physical? Other?)

1. Present work and learning experiences

- a) In what types of activities are you currently engaged?
- paid employment (full or part time? Self-employed?)
 - domestic (e.g. housework, caring)
 - learning &/or training (e.g. formal, informal, work-related or personal)
 - voluntary (without pay e.g. in the community)
- b) Highest level of education
- c) Year of award of most recent learning/qualification

2. Previous work and learning transitions

2.1 Work:

- a) What changes and transitions have you experienced in the past related to work (e.g. promotion, redundancy, voluntary severance, re-entry after a period of absence) & when did they occur (e.g. age/year)?
- b) What have been the most, and the least, satisfying aspects of your previous work experiences?
- c) Which was the most significant & why?
- d) How did the change or transition come about & what was the impact on you?

2.2 Learning:

- a) What changes and transitions have you experienced in the past related to learning? (e.g. Formal courses; informal learning; on-the-job training; continuing professional development) & when did they occur (e.g. age, year)?
- b) What have been the most, and the least, satisfying aspects of your previous learning experiences?
- c) Which was the most significant & why?
- d) How did the change or transition come about & what was the impact on you?

3. The nature of my previous work and learning changes and transitions

For the most significant work and/or learning transition(s):

- a) What support (if any) did you seek from others?
- b) What support would you have liked to receive that you didn't?
- c) Who, or what else did you need to consider in this change and transition process?

- d) What were key issues arising for you during that change or transition (these may have been practical, like finance, caring responsibilities, accommodation, family commitments or emotional, like regret, excitement, anticipation, disappointment, etc.)?
- e) What were you hoping for as an outcome of this change or transition?
- f) When did you first realise that you were likely to experience a change or transition in your work and learning pathway?
- h) What did you do once you realised a change or transition was likely (and when)?
- g) Once you realised a change or transition was likely, what did you need to know before you could make the change or transition? How did you go about finding out?
- h) What was the first thing you did to cope or adapt to the change or transition?

4. Future development

- a) What options have you considered for your future (e.g., paid employment, unpaid work; learning or training; reducing time spent in paid employment?)
- b) What do you think your most immediate change or transition related to paid employment or learning is likely to be (e.g. looking for paid employment, actively pursuing a promotion in the workplace, part-time paid employment, leaving your present employer, working for yourself, beginning study or retiring)?

5. Learning from previous changes and transitions and moving forward

- a) What paid employment and/or learning opportunities have you considered in the past (or would you have liked to try) but never managed?
- b) Across all your work and learning experiences, which have you valued the most (e.g., particular roles, like supervisor or mentor; making your own decisions; helping people; making money; flexibility; working as part of a team, learning something new)?
- c) Can you see any patterns in how you coped with/managed your previous work and learning changes and transitions?
- d) How might you approach future change or transition (strategies, approaches, etc.?)
- e) How would you advise someone else experiencing (or about to experience) a work and learning change or transitions?

6. Any further influences?

Looking back on your careers changes and transitions to date, are there any important influences on the directions you have taken that we haven't touched on in the interview? (for example, culture or faith?)

Appendix 2: Participant consent form

WARWICK INSTITUTE *for*
EMPLOYMENT RESEARCH



THE KEY ROLE OF CAREER ADAPTABILITY IN SKILLS SUPPLY

You have been invited to participate in a research study into career adaptability. This will investigate how adults navigate their ways through the labour market – particularly how they overcome barriers to their career progression and the role that learning has played. The results of the study will feed into a review by the UK Commission for Employment and Skills of how best to support changing patterns of career development. The data collected during this study may be further analysed to help our understanding of career paths.

If you are willing to participate, this will involve being interviewed, by telephone, by one of the project team. The interview will be recorded and the recording used only by members of the research team to check the transcript of your interview for accuracy. This interview may take 45/60 minutes to complete, depending on the amount of detail you wish to provide. It will take place at a time that best suits you and the researcher will make the telephone call.

Your identity will be treated in the strictest confidence by the research team and the information you provide will be anonymised.

If you have any questions for the research team, you can contact us using the information on the right. Your interviewer will ask if you would like to be sent a copy of the final report from the study (due to be completed in April, 2011).

To confirm that you have given your permission to be contacted for this purpose, please complete the following and return to the Warwick Institute for Research (jenny.bimrose@warwick.ac.uk).

Name:

Telephone numbers:

Email (if available):

Signature:

JENNY BIMROSE

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Technical Reports details the research approach and methodology of the research produced by the UK Commission for Employment and Skills. More detailed analytical results are presented in Evidence Reports and all outputs are accessible on the UK Commission's website www.ukces.org.uk

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