


# Guidance & Counselling: new directions?



# Overview

- The changing landscape: **guidance and careers counselling**
- Policy drivers: **transformation**
- Developing a shared vision: **careers work**
- Building a strong evidence-base: **making the case**
- Where next?

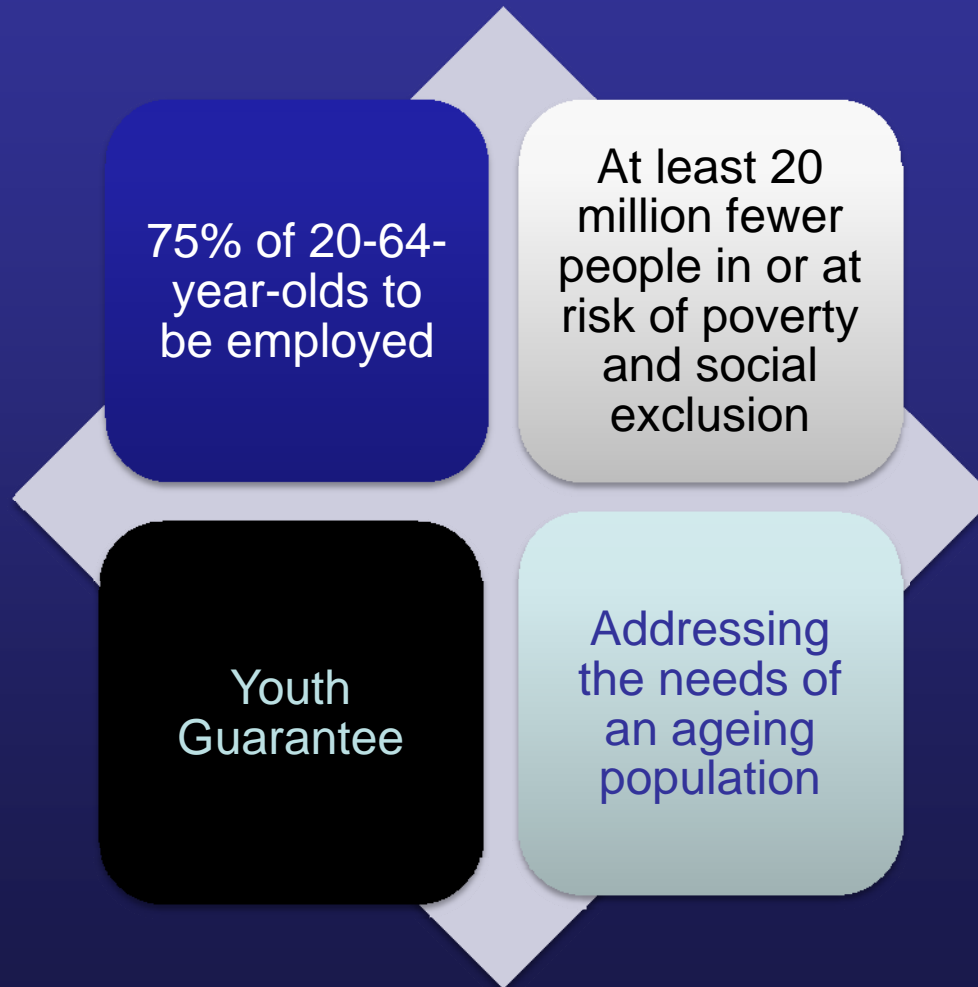
A photograph of a misty forest path. The path is a narrow, winding trail of dark brown earth, flanked by lush green ferns and other forest floor vegetation. Tall, slender trees with thick trunks stand in the background, their tops shrouded in a soft, white mist. The overall atmosphere is serene and slightly mysterious.

**Do we all know where we are going with guidance and career counselling?**

A row of flags from various European countries, including the European Union flag, flying in front of a modern glass building. The flags are on tall silver poles and are arranged in a line. The building behind them has a curved facade with many windows. The sky is blue with some light clouds.

# Policy context

# Making a difference

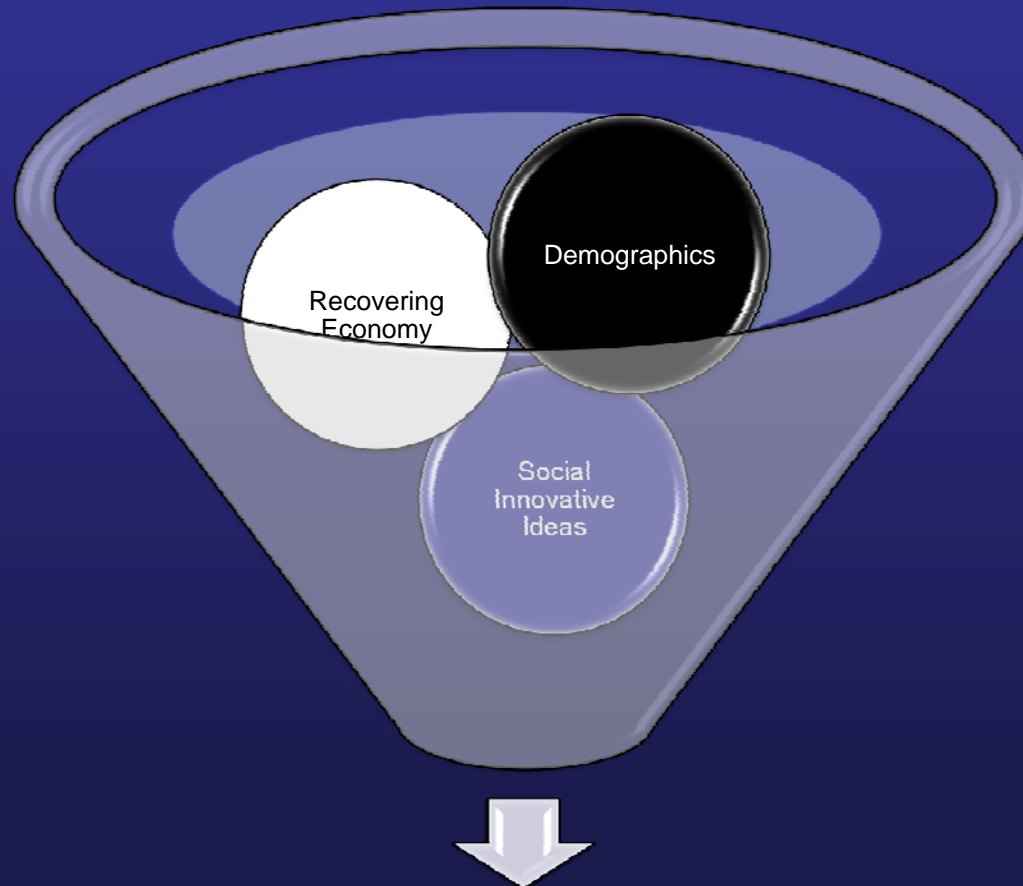


# Europe 2020: Youth Guarantee

- Supporting young people's transitions
- Youth Guarantee Implementation Plan (UK)  
    'In preparation'
- UK allocation: 192.54 million euros (with equivalent country match funding)
- Compare:  
    Portugal 235.83 million euros; Spain 881.44 million euros

Reference: OECD (2014) Local Implementation of Youth Guarantees: Emerging Lessons from European Experiences, OECD & LEED, Available online: <http://www.oecd.org/cfe/leed/Local-Implementation-Youth-Guarantees-draft.pdf>

# Hot Factors in 2014



## What's In?

- Individual responsibility
- Transforming professions
- Changing education, training & labour markets
- New technologies

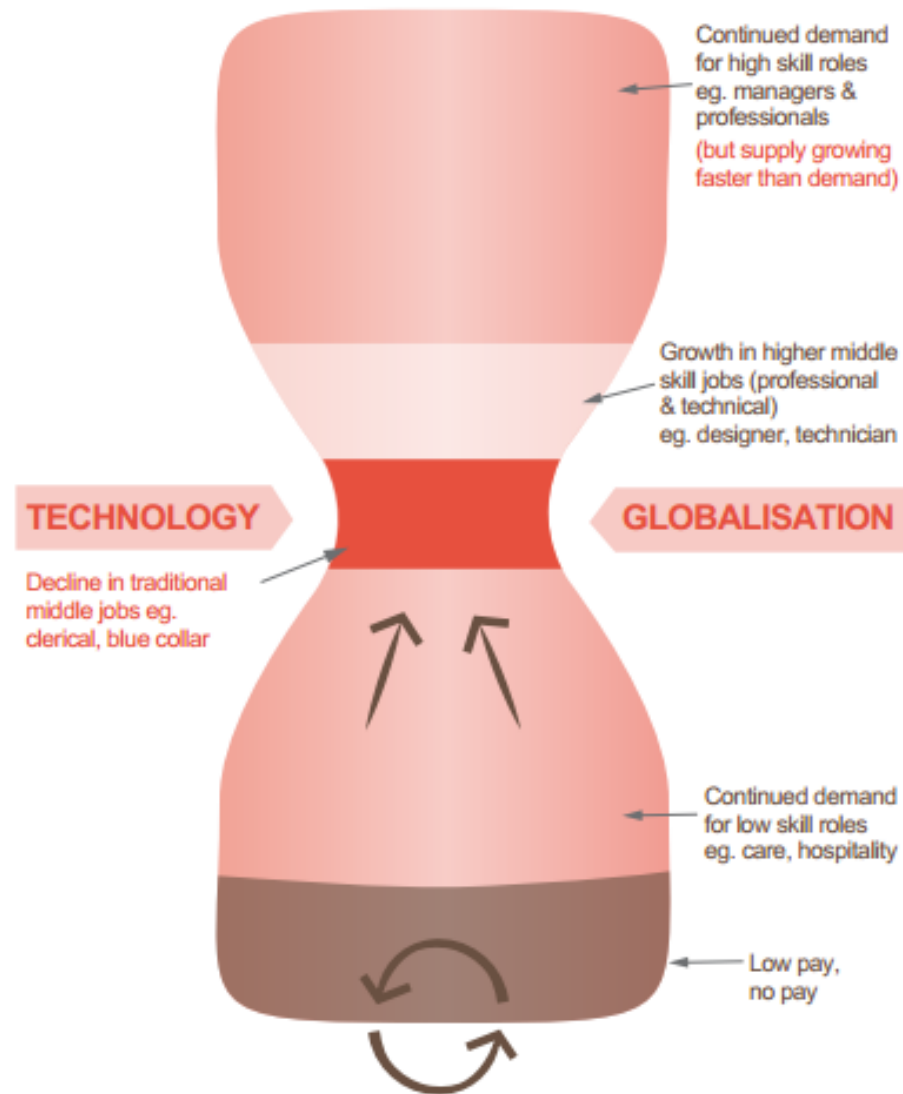
## What's Out?

- Additional Public Sector Funds
- Status Quo
- Bounded Professions



# Progression through the labour market

## The Hourglass



# The 21st-Century Workplace: Six Disruptive Forces and Ten Essential Skills

## KEY



Drivers—disruptive shifts that will reshape the workforce landscape



Key skill needed in the future workforce

### extreme longevity

Increasing global lifespans change the nature of careers and learning

### computational world

Massive increase in sensors and processing power makes the world a programmable system

### superstructured organizations

Social technologies drive new forms of production and value creation

Trans-disciplinarity

Design Mindset

Cognitive Load Management

Virtual Collaboration

Computational Thinking

New Media Literacy

Cross Cultural Competency

Sense-Making

Social Intelligence

### rise of smart machines and systems

Workplace robotics nudge human workers out of rote, repetitive tasks

### new media ecology

New communication tools require new media literacies beyond text

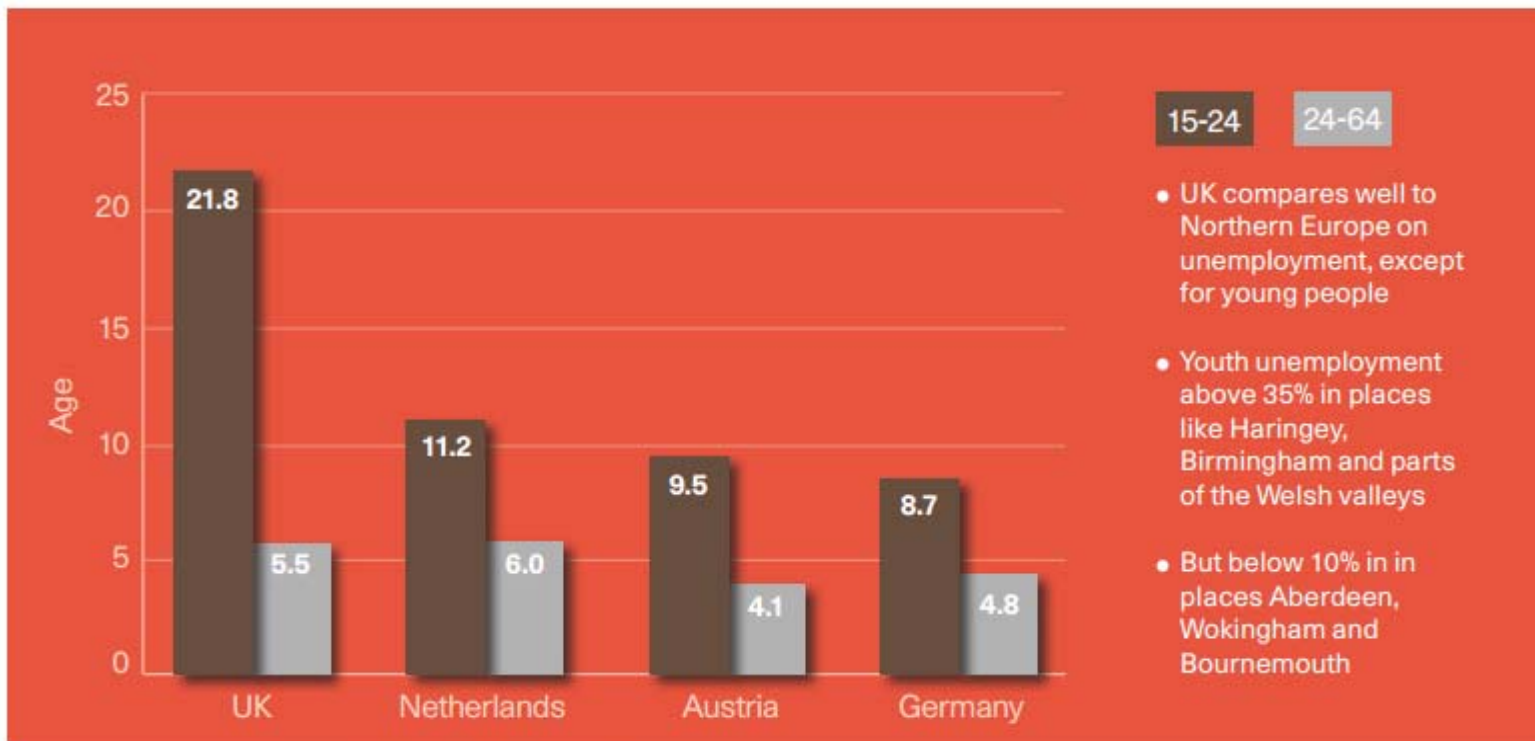
### globally connected world

Increased global inter-connectivity puts diversity and adaptability at the center of organizational operations

Novel and Adaptive Thinking

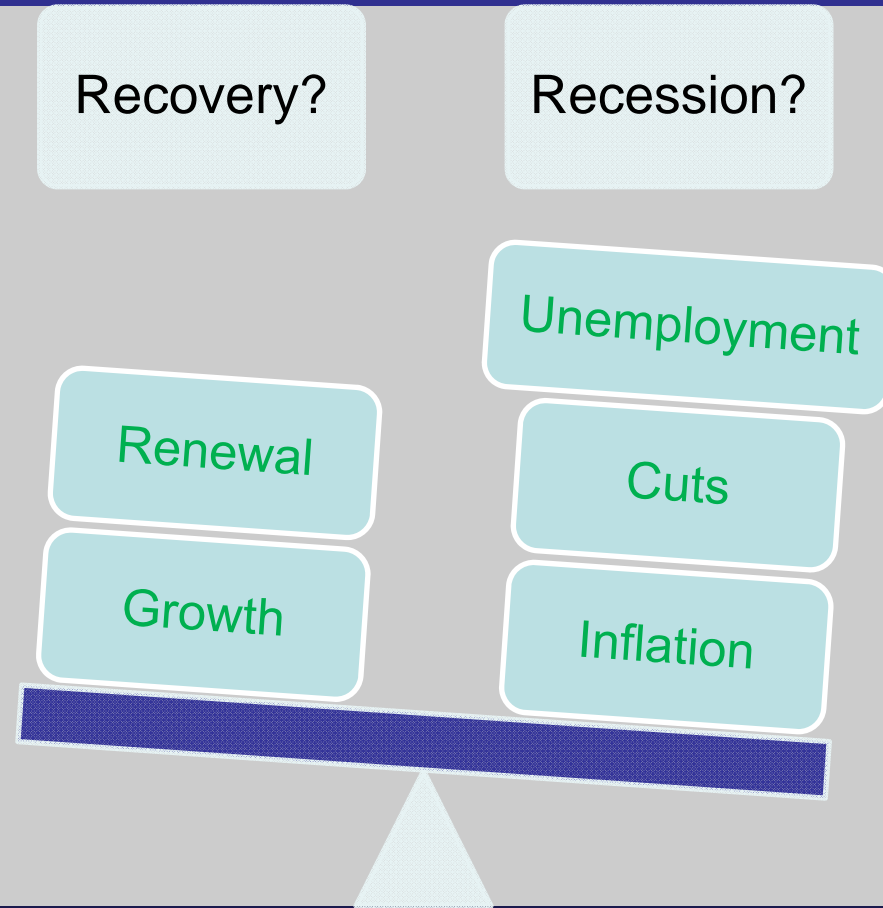
# It's tough getting on the ladder

## Unemployment rates, 15-24 and 24-64



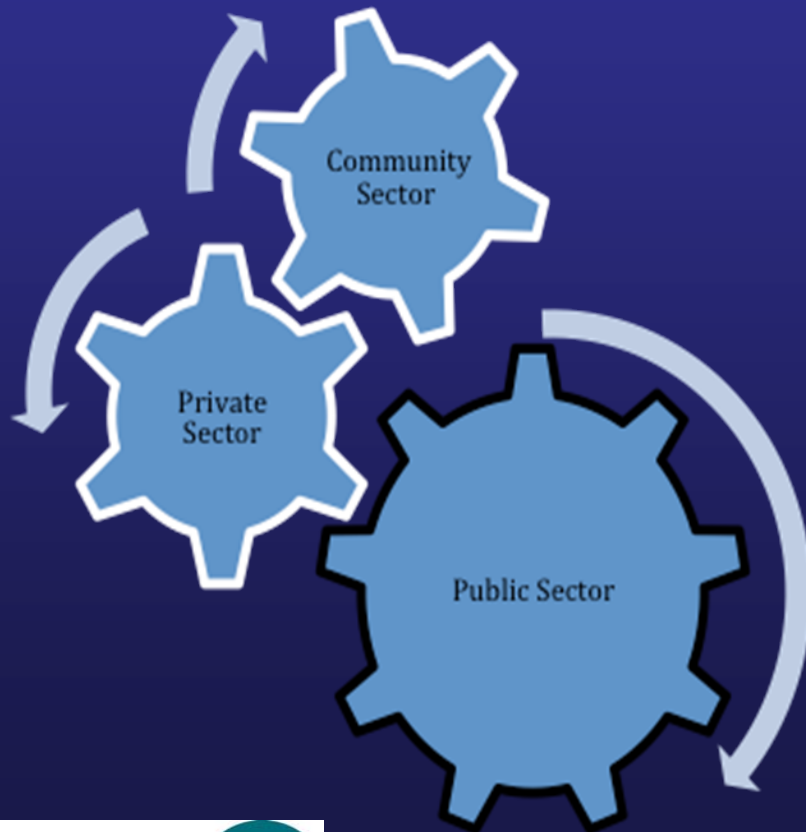
Source: Eurostat Labour Force Survey, Q3 2013 and ONS Annual Population Survey

# Growth Through People



# Shifting paradigms

*From this...*



*To this...*



# Tidal waves of change



## Curriculum redesign and qualification frameworks

## Public administration major reforms

- *genuine work experience – the Confederation of British Industry (CBI) calls ‘employability skills’ – should be one of the highest priorities for 16-18 education policy in the next few years*

# Schools & Colleges

Bimrose et al (in Press)

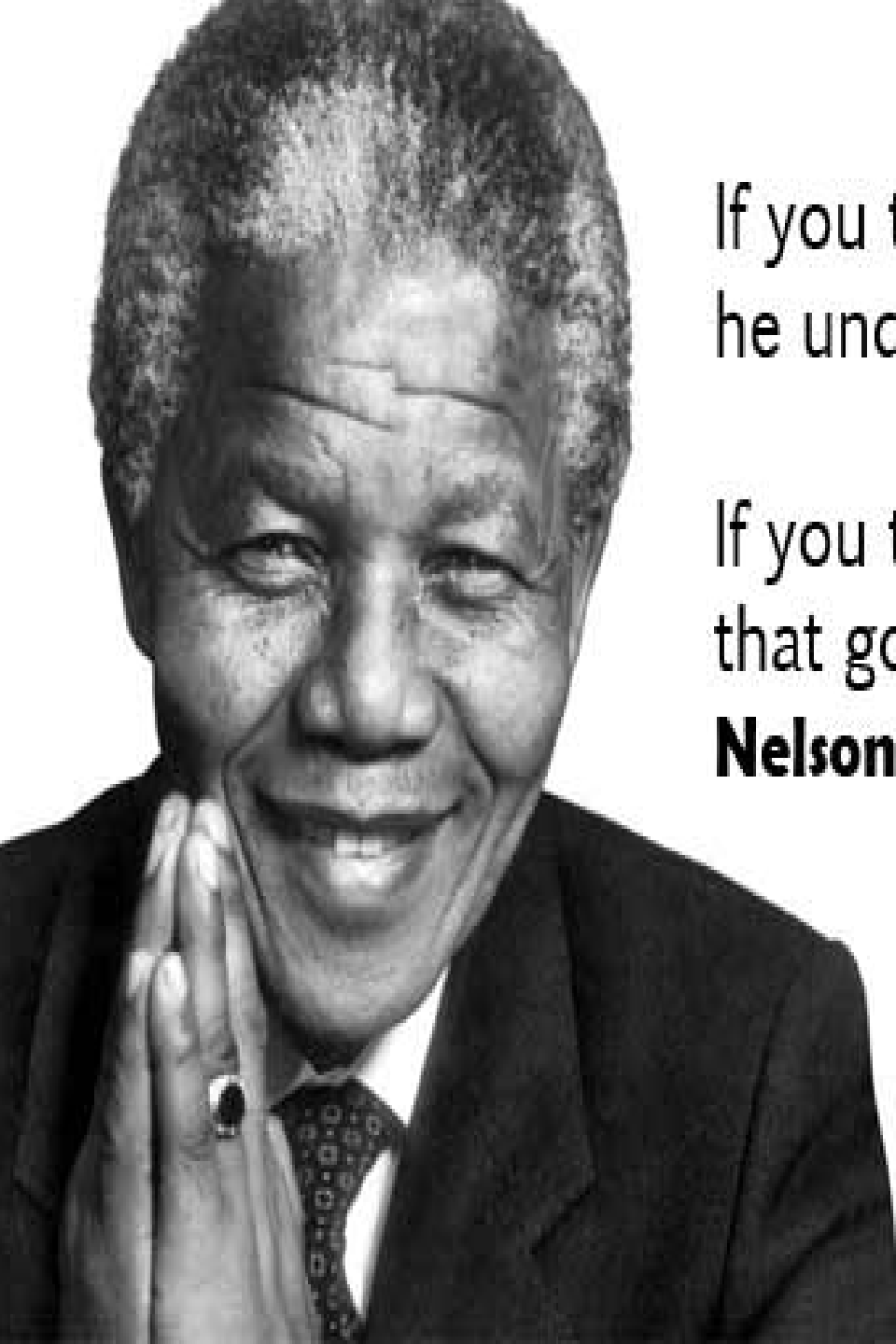


# Developing Partnerships e.g. Hertz Partners MyCaddyMaster to Boost Services in Portugal

- Many organisations and individuals recognise that they cannot function alone
- Exploitation of knowledge and building sustainable networks reshaping our economy & **people's lives** (adaptation of Brinkley, 2008)

Brinkley, I. (2008). *The Knowledge Economy: How Knowledge is Reshaping the Economic Life of Nations*. London: The Work Foundation.





If you talk to a man in a language  
he understands, that goes to his head.

If you talk to him in his language,  
that goes to his heart.

**Nelson Mandela**

# Nature of transitions

- Multiple role changes
- Adjustments at many different levels
- Differential impact on individuals & organisations

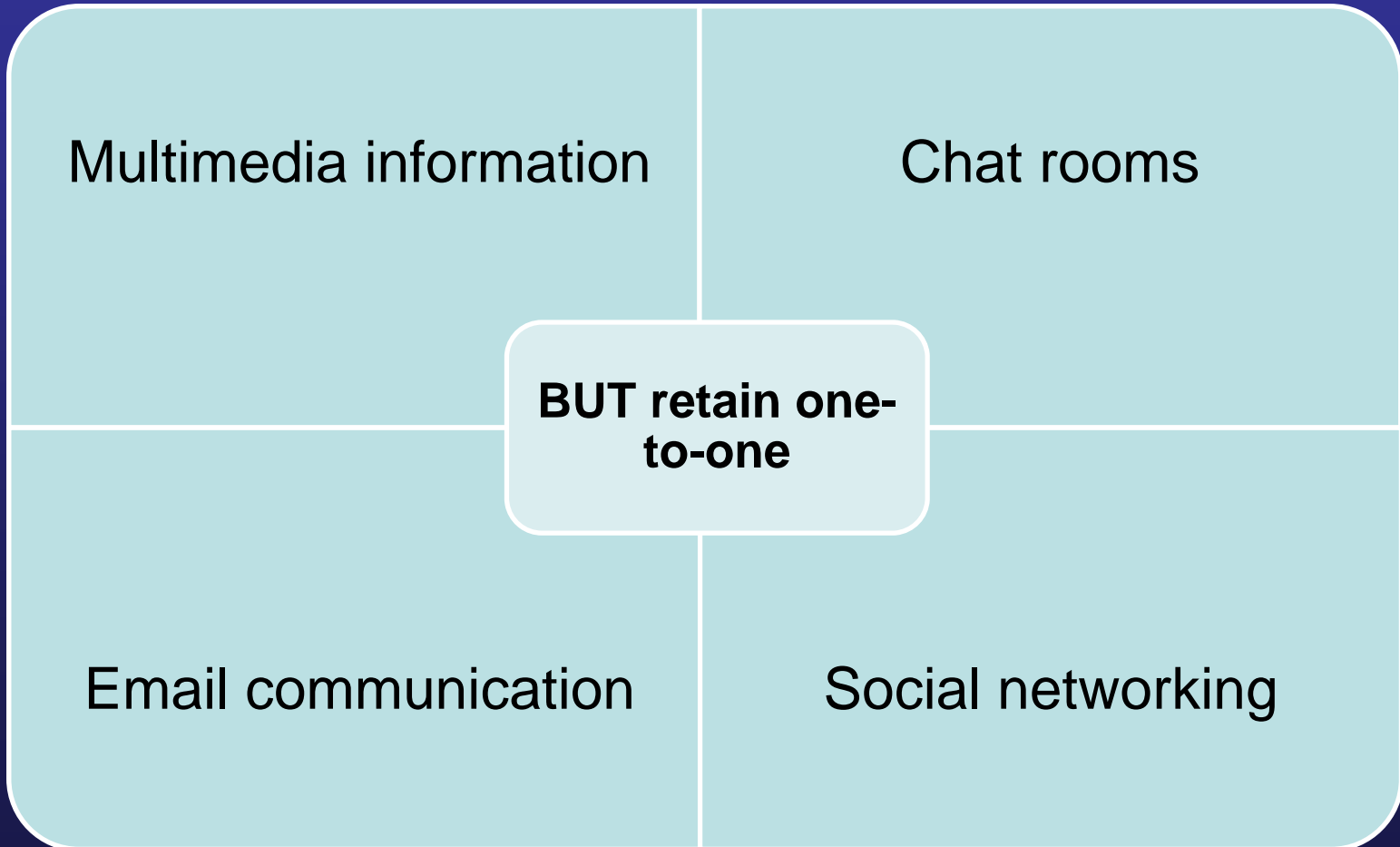


# New forms of lifelong learning



- Formal and informal
- Engagement across the lifespan:
  - up-skilling
  - re-skilling
  - re-entry
  - re-direction

# Aspirations and behaviours



# Career decision-making

Traditionally, career decision-making has been regarded as a rational, linear process:

- Information gathering
- Analysis
- Making a choice



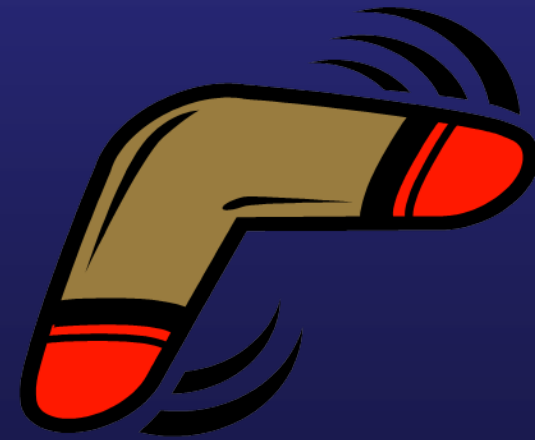
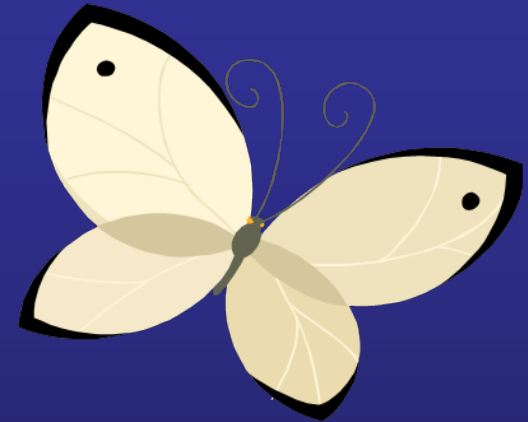
**i.e. the *'matching approach'* to guidance**

# Matching at the heart?

Matching assumes a degree of stability in the labour market:

*'Trying to place an evolving person into the changing work environment ... is like trying to hit a butterfly with a boomerang'* (p.263)

Ref: Mitchell, L.K. & Krumboltz, J.D. (1996) 'Krumboltz's learning theory of career choice and counseling', in Brown, D., Brooks, L. & Associates (Eds) *Career Choice and Development* (3rd Ed), San Francisco, California, Jossey Bass.



# Labour market information (LMI)

**Finding:** High quality, reliable LMI is in high demand from schools & colleges

**Implication:** *'LMI for All'* web portal provides an open source for what is required, but schools, colleges & PES require support to exploit its potential

# Practitioner level: skills & competencies





# Career Adaptable Competencies

- **Control:** exerting a degree of influence on their situations
- **Curiosity:** broadening horizons by exploring social opportunities & possibilities
- **Commitment:** experimenting with new & different activities
- **Confidence:** believing in yourself & ability to achieve your goal
- **Concern:** developing a positive optimistic attitude to the future

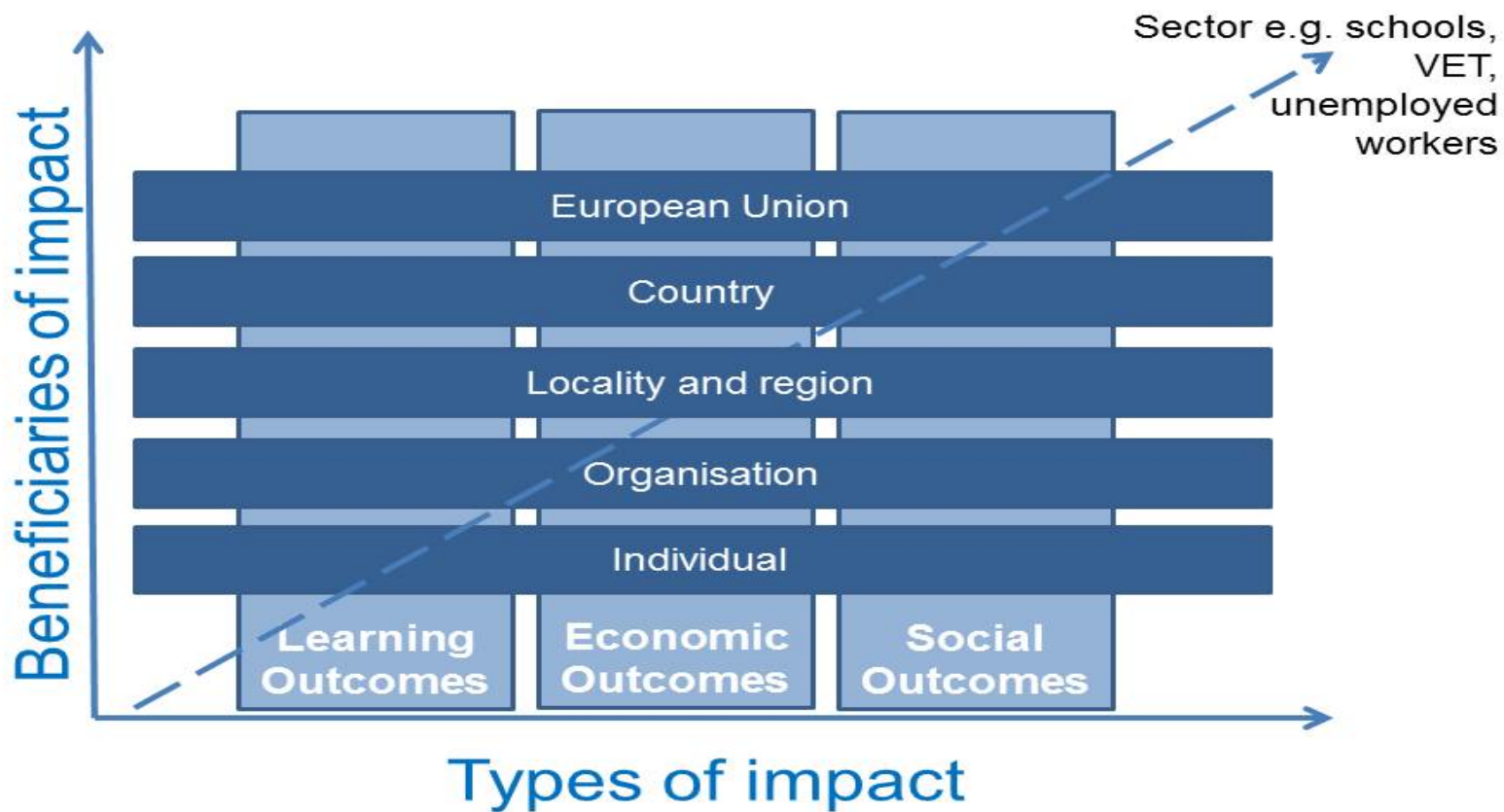
# The Impact of Careers Work

## Key issues:

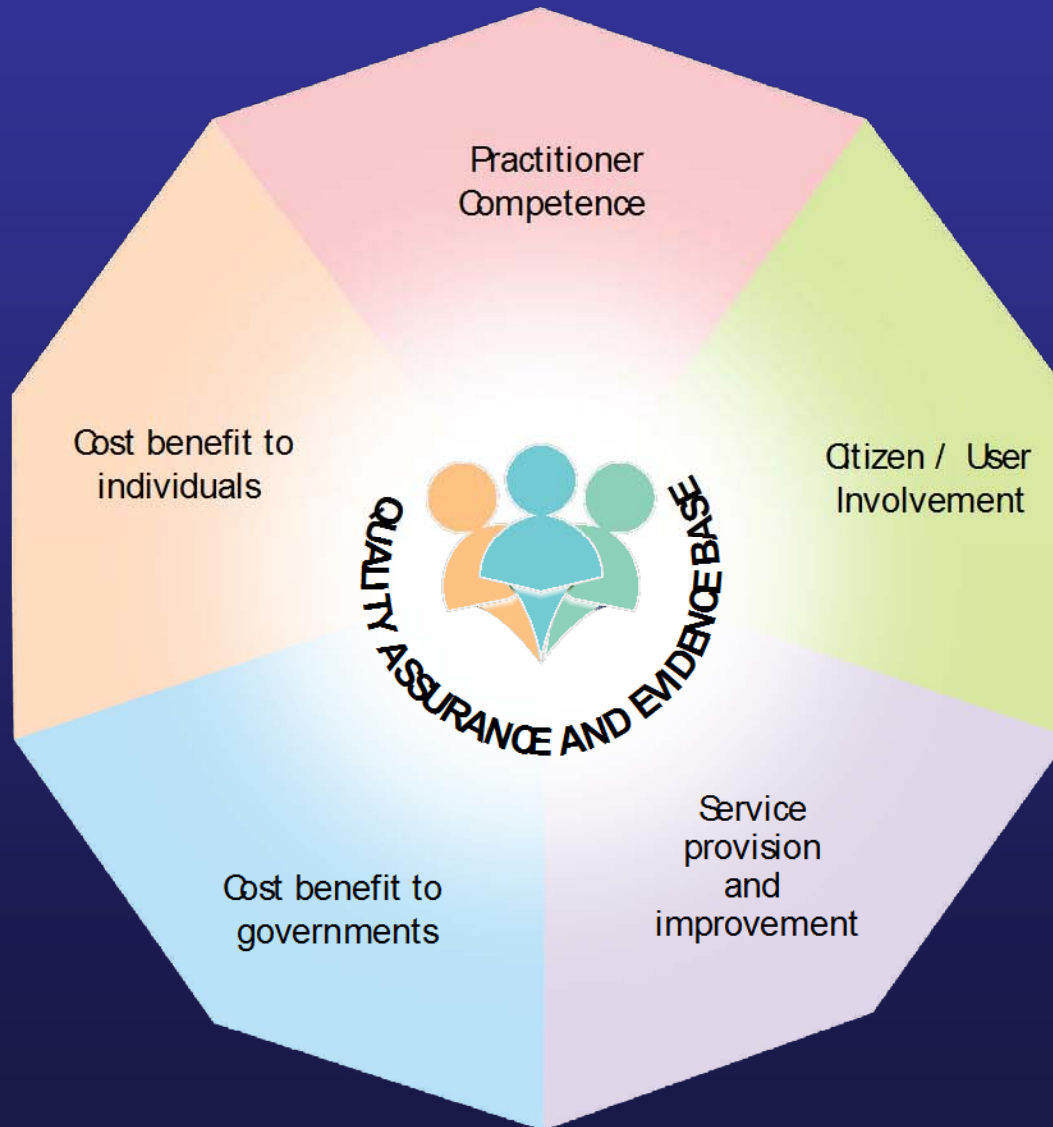
- Teasing out ‘causes’ and ‘effects’ & conclusively proving ‘impact’ of careers and guidance-related interventions
- It is possible to identify key impact-related ‘facts/headlines’ of relevance to policy-makers, managers and practitioners

**Challenge:** convert a significant body of research into digestible and usable information

# Impact



# European Quality Assurance and Evidence-Base Framework

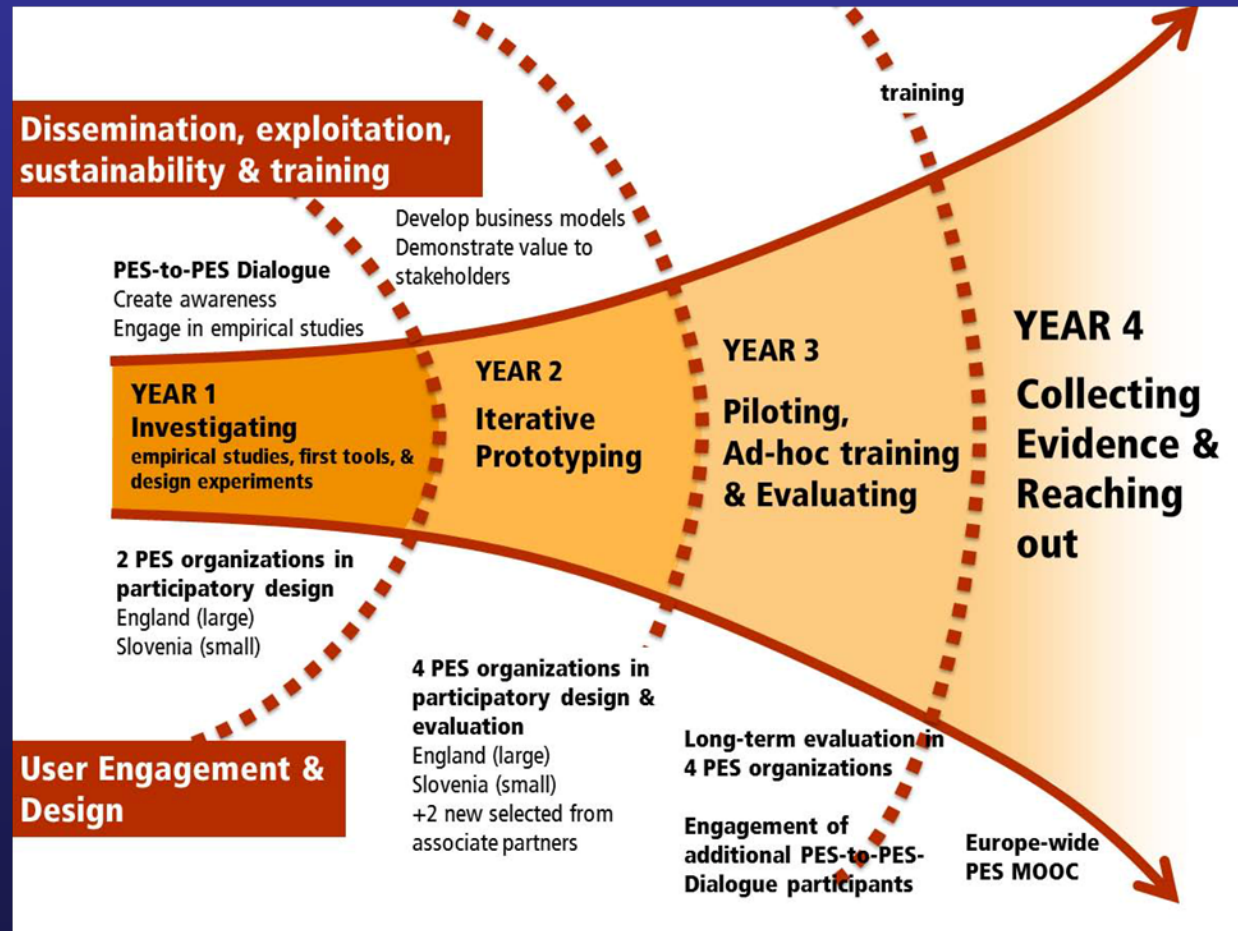


# Evidence & Impact

## Cost benefits to individuals

- The value-added proposition for individuals to invest in lifelong guidance?
- The drivers and likely future demands that necessitate new mindsets, attitudes and behaviours for greater investment in learning and work?
- The steps needed to be taken to stay ahead and focus on the cost benefits to individuals?

# Professional identity career coaching, ICT and LMI

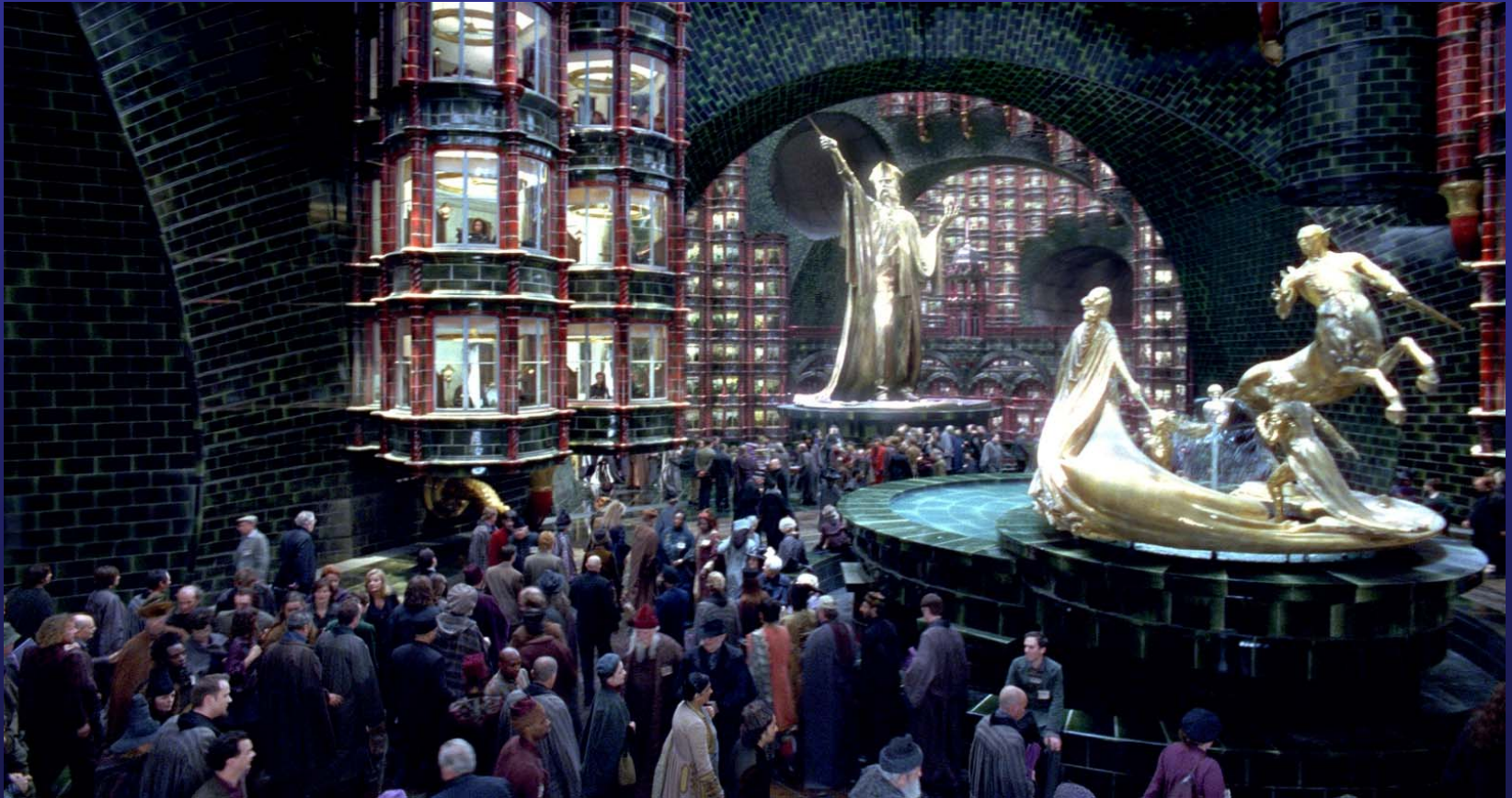


# Where next?

“Remember people will judge you by your actions, not intentions. You may have a heart of gold – but so does a hard boiled egg”  
(Author Unknown)

- **Record and gather evidence on the impact of your work:** social and economic returns on investment (qualitative and quantitative data)
- Talk about and take action: **ELGPN five key ‘quality criteria’**
- **BE CONFIDENT AND INSPIRING!**

# Where next?





# Thank you

Dr Deirdre Hughes, OBE

Email: [deirdre.hughes3@btinternet.com](mailto:deirdre.hughes3@btinternet.com)

Tel: 0044 (0) 7533 545057

Visit: Academic base

Warwick University Institute for Employment Research

<http://www2.warwick.ac.uk/fac/soc/ier>

<http://deirdre.hughes.org>

<http://elgpn.eu/>

<http://www.ukces.org.uk/>

Twitter: @deirdretalks

Skype: deirdre.hughes3

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EmployID: <http://www.employid.eu>

LMI for All: <http://www.lmiforall.org.uk>

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