

THE MAGAZINE FOR THE CAREER DEVELOPMENT SECTOR

CareerMatters

EXPERIENCES OF A TRAILING SPOUSE AND CAREER PRACTITIONER



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UK Career Development Awards and Fellowships 2021

Celebrating Excellence in Career Development

A week of virtual celebration – Monday 8 to Friday 12 March 2021

With 2 Awards presented everyday across 5 days from 3.00-4.30 pm

This year we are promoting nine Award categories:

Individual Best Practice Awards

- Career Leader of the Year
- Career Adviser/Coach of the Year
- Careers Services Manager of the Year
- Rodney Cox Lifetime Achievement Award *
- Fellowships **

Who can enter?

Any Individual Member or Affiliate Organisation can apply for any or all of the Award Categories. Members, including student members, are encouraged to self-nominate.

Entrants to the *Innovative and Impactful Employer Engagement activity and Careers programme in a Special School/College* do not need to be CDI member organisations, although this is encouraged.

* The Rodney Cox Lifetime Achievement Award will be nominated, agreed and presented by the CDI Board, led by the President.

**CDI Fellowships will be presented by the Board, supported by the Professional Standards Committee.

Timetable

Awards launched through website and News by Email	Monday 12 October
Closing date for entries	17.00 Friday 8 January 2021
Shortlisting by the Board	By end January 2021
Presentation programme and speakers announced	By end January 2021
Final judging panels	Friday 19 February 2021
Awards presentations	Monday 8 - Friday 12 March

Best Practice in Special Schools and Employer Engagement

- Careers programme in a Special School/ College
- Innovative and Impactful Employer Engagement

Technology and Research Awards

- Research Undertaken by a Careers Professional
- Use of Technology in Career Development

Entry form and judging criteria

Entry is free. The entry form and judging criteria can be downloaded from the CDI website

www.thecdi.net/UK-Career-Development-Awards-2021

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ALISON DIXON
RCDP EDITOR OF
CAREER MATTERS

Welcome to the October *Career Matters*.

As Winter approaches, we appear to be entering uncharted territory. As always, we have resources to inform, support and help you with your work.

Tristram Hooley writes on how the demand for guidance is more important than ever as the furlough ends. You can read about the challenges faced by Elsa Oaru on moving to the UK and training in career guidance, Clare Rowe on how she found herself as a 'trailing spouse' and those of developing and launching a new product described by Katherine Jennick in the Last Word.

There are articles on how guidance professionals have approached delivering guidance and careers education during lockdown/ Covid; Elaine Boyes from AGCAS writes on the higher education approach; Suzanne Collier looks at CVs and interviews taking Covid and lockdowns into account; Ciara Bomford and Sue Curson describe their approaches to employee wellbeing during the pandemic and Jamie Zucker from the Department of Education writes on the Skills Toolkit that can support those having to upskill due to Covid.

Professional development articles start with Claire Johnson relaunching the UK Register of Career Development Professionals and there are also enlightening articles on the approach to career guidance with an intercultural mindset, impartiality in career guidance and about how introverts need to shout out about their strengths and skills. There is also an inspiring article of how being deaf need not hinder career progression.

Coaching articles examine mid-life career reinvention, pertinent in these turbulent times and barriers to career change thinking.

Our occupational articles cover the variety of careers available in the Army, research into the perceptions of mental nursing as a career, the built environment and an update on the creative industries sector.

Resources cover information on T levels from Gillian Keegan, Minister for Skills and Apprenticeships, developing an employability skills programme for SEND young people and Carolyn Parry writes on digital career coaching circles to support staff.

Booking is now open for the 2020 National Careers Leaders Conference taking place online on 23 and 24 November. For more details go to <https://hopin.to/events/cdi-icags-careers-leaders-conference-2020>.

Also don't forget that the UK Career Development Awards 2021 are about to be launched so look out for details soon.

Finally, don't forget that there are peer support meetings taking place and Mark Rice writes in this issue about how you can join and contribute. Definitely worth joining.

Stay safe

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PRESIDENT'S UPDATE



**DAVE CORDLE,
CDI PRESIDENT**

As I write this, I am just back from teaching my first swimming lesson in six months - don't worry, I'm fully committed to careers. Teaching swimming is one of my voluntary activities.

It got me thinking about the number of things people do in their lives that they don't realise the value of. That is, until they meet someone like you or I, a career professional, who shines a light on all of the skills and personal qualities those things embody and shows them how to use them to create a career they want.

For example, the young people in the swimming club, alongside learning great swimming technique, learn discipline, teamwork, self-motivation, and more, and some of them go on to help with classes and eventually qualify as teachers themselves. When you shine a 'career professional' light on all of that, you open their eyes to their own greatness.

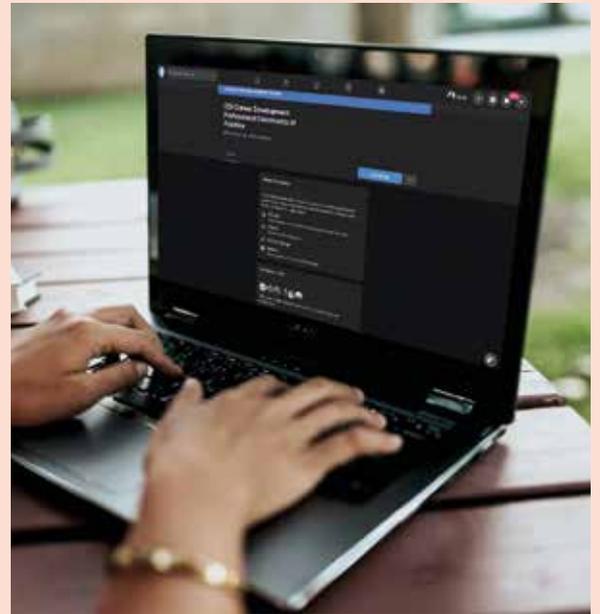
Without people like us, our stakeholders, whether they be students, adults, education establishments or businesses, don't really understand the skills and qualities that they have and the difference they make. Think about it!

I'd love you to do that for yourself right now, especially with what's happened since lock-down in March. Every person you've spoken with, every career conversation you've had, has helped someone move forward, whether it's taking a big career step or just having a glimmer of hope at a desperate time in their life. Remember, by doing that, you aren't just helping them, but it ripples out to their friends, family, organisation and beyond.

You make a difference!

I've said it before in this column: you need to be shouting about that at every opportunity. If it's too uncomfortable to publicly say what a difference you make, then do it for a colleague or your department / organisation.

I've made the point recently in the CDI Career Development Professional Community of Practice (CDICoP) Facebook group where there are some fabulous discussions on all things careers, including some relating to the lack of recognition for our profession. It's great to discuss them amongst ourselves, and important that we do, but if you want change to happen, you have to get out there and showcase our profession outside of the CDI. It's about tackling the issue from all sides. The CDI's lobbying activity agitates for change from the top down. Promoting our profession in our own work and community settings does the same from the bottom up and sides in.



Lobbying is one of the very many areas in which our Chief Exec, Jan Ellis, has made a massive difference in getting The CDI and our profession to where it is today. You will know by now that Jan is leaving us in March 2021 and although there will be many more words to say before then, I'd like to take this opportunity to say 'Thank You' to Jan; not least for leading the CDI on some tough paths over the years to leave it in a great position to continue to grow in the future.

In other 'Presidential News', I enjoyed joining our head office team recently for their team meeting. They are a small team who do an amazing job to keep the CDI running smoothly, supporting us in our professional development and activity.

This has been particularly evident during the last six months, and I have also been so impressed by the flexibility, dedication and innovation shown by our members in delivering career coaching/advice/guidance/etc in the whole range of different settings in which we work.

This has also been evident within our community through things like the CDICoP Facebook group, the online Community of Practice for Careers Leaders, the private practice community's peer-to-peer support meetings, active regional meetings and the range of webinars delivered by members for members (remember the recordings of most are available on the CDI website).

There is, of course, much, much more, but I've run out of words so will close by thanking you for being a part of the CDI community. Stay safe and stay well.

Very best wishes.

**Dave Cordle RCDP
is the CDI President**

Save
The
Date

Mon 23 - Tues 24
November 2020

NATIONAL CAREERS LEADERS CONFERENCE

Quality, Sustainability and Professional Practice

This year's conference, postponed from July, will be an online event featuring keynote speakers, plenary panels, workshops, networking and exhibition.

All three of this year's themes are important at the best of times but this year, providing 'good career guidance' has been even more of a challenge and may well be for the foreseeable future. Our conference will help practitioners explore the themes of quality, sustainability and professional practice through the lens of the Covid-19 pandemic and to make plans for the new 'normal'.

The event is targeted at school and college career leaders and those tasked with supporting and working with them to explore and improve career development provision in their organisations.

This conference will be mediated through a specialist online conference platform, enabling us to provide an interactive exhibition and live networking. To book: <https://hopin.to/events/cdi-icegs-careers-leaders-conference-2020>

Conference prices

CDI members: Full two-day conference fee £40 + VAT or day delegate fee £25 + VAT

Non-members: Full two-day conference fee £60 + VAT or day delegate fee £40 + VAT

QCD and L6 student members - Full two-day conference fee £25 + VAT or day delegate fee £15 + VAT

Confirmed programme

Day 1 - Monday 23 November

Keynote session 1 - 09.30-10.40

- *Sir John Holman, The Gatsby Foundation*
- *Professor Tristram Hooley*

Panel session 1 - focusing on the themes of quality and sustainability - 10.50-12 noon

- *Emily Tanner, Director of Research, Careers & Enterprise Company - Presenting recent research on careers hubs*
- *Alison Cameron Brandwood, Lead for Careers Guidance, Ofsted - What next for inspections*
- *Michele Squire, Prospects (Prospects Careers Education Strategic Manager) - The Importance of the Quality in Careers Standard*
- *Chaired by Kath Wright, Independent Careers Education Consultant, Trainer and CDI Board Director*

Exhibition and networking - 12.30-1.30

Workshops 1 - Three workshop sessions from choice of nine: 1.30-2.30 / 2.45-3.45 / 4.00-5.00

Day 2 - Tuesday 24 November

Keynote session 1 - 09.30-10.40

- *Nicola Hall, Director of Education, Careers & Enterprise Company - Turbo charging personal guidance in schools and colleges*
- *Dr Siobhan Neary and Dr Jill Hanson, Senior Researcher at iCeGS at University of Derby - Recent research: Personal Guidance Fund*

Panel session 2 - focusing on the themes of professional practice and sustainability - 10.50-12 noon

- *Sue Lewis, Career Pilot*
- *David Andrews OBE - Establishing careers leaders, changing the culture and sustaining the model*
- *Chaired by Tom Staunton, Lecturer at iCeGS, University of Derby*

Exhibition and networking - 12.30-1.30

Workshops 2 - Three workshop sessions from choice of nine: 1.30-2.30 / 2.45-3.45 / 4.00-5.00

HOME NATIONS UPDATE



NORTHERN IRELAND

DfE Careers Service - Meeting the Continuous Professional Development (CPD) needs of Careers Advisers during the Covid-19 pandemic

Like most Career Services, the Department for the Economy (DfE) had a solid calendar of face-to-face CPD events planned for 2020. Unfortunately, these were all required to be cancelled or put on hold, due to Covid-19. Not to be beaten, the CPD team set about immediately researching and exploring alternative options. Firstly, a Careers Adviser working group was established to both seek views from staff and identify and source alternative suitable CPD opportunities.

Four relevant online masterclasses, delivered by the CDI, were purchased and made available.

CDI Masterclasses

- Delivering career guidance and coaching via telephone and video; (5 separate sessions, available to all Careers Advisers)
- Supporting adults with career change thinking; (5 separate sessions, available to all Careers Advisers)
- Coaching Skills; (1 CA per unit)
- Create a Compelling LinkedIn Profile (1 CA per unit).

To date, nine masterclasses have been delivered with the remaining three scheduled to be delivered by 16th October. Initial feedback from participating Careers Advisers has been extremely positive, with one adviser commenting,

"The masterclass was fantastic. Liane is so easy to listen to and so knowledgeable and all of the content was a great support for our interviewing by telephone. I feel much more confident interviewing by phone now. It was invaluable. Thank you so much for organising."

An overall evaluation will take place following completion of all masterclasses.

A comprehensive range of other CPD opportunities has also been compiled, is added to frequently and offered to Careers Advisers on an ongoing basis. These opportunities include a wide range of relevant online CPD webinars, live chats, and presentations on numerous relevant careers related topics.

In the absence of face-to-face employer visits, the CPD working group are currently making contact with employers and Sector Skills Councils to source virtual visits. To date one employer has successfully delivered a virtual information session which was very well received by staff. Potential future employers have been identified.

The current pandemic has required so many different approaches to all our usual work practices, however, DfE Careers Service has worked hard to ensure that the usual broad range of high quality CPD opportunities for Careers Advisers has remained constant.

Joanne Fitzgerald



SCOTLAND

I hope that this finds you well and that enjoyed a break over a summer albeit this is undoubtedly the oddest summer that any of us will have experienced.

Events

Prior to the summer break, Nicola Hay (in what turned out to be her swan song) arranged a Scottish Graduates networking event via Zoom for our recent graduates which was held on 23 June 2020. A panel of three, (Abigail Kinsella, Elaine Watson and myself) shared our experience and tips for 'what comes next' after graduation. I would like to thank Nicola, Abigail and Elaine and, of course, all the graduates for what was an interesting and stimulating event. I am encouraged to hear of the recent job success of some of the individuals and wish them well in their journey as a career development professional.

Welcome to Scotland's new Project Associate

I am delighted that Dr Peter Robertson has been appointed as our new Project Associate for Scotland and has now started in his role. Pete will be familiar to many of you as Associate Professor at Napier University responsible for the career guidance programme. He contributes to teaching across a wide range of career counselling and development topics at postgraduate level and his research interests include:

- evaluating the outcomes of career guidance, and related employment or educational support services
- the links between careers, health and wellbeing
- the public health implications of careers
- unemployment and mental health.

The link between careers and health and wellbeing is particularly pertinent at the current time as we try to support members and in turn, their clients with the consequences of the Covid-19 pandemic and I look forward to hearing more about Pete's thoughts on the matter.

Future programme of events

Pete has been settling into his new role and I met with him on 2 October to discuss how we will work together and to plan for the autumn/winter programme of events so watch this space! Unfortunately, face-to-face sessions look unlikely for some time but through a mix of webinars and Zoom, members will be able to stay connected and take advantage of CPD opportunities during this critical time.

I hope to speak to some of you soon but in the meantime, stay safe and well.

Julie-Anne Jamieson, CDI Board Director



WALES

Much of the work done in Wales over the summer and moving into autumn has been focussed on supporting individual and organisational members and others across the sector, as the impact of Covid-19 hits the Welsh economy and lives.

We have held meetings both with Careers Wales and internally to review, develop and support the hundreds of Careers Wales careers advisers and employability coaches as they flex and expand their services for young people and adults to accommodate new types of clients. The CDI Cymru Wales digital career coaching initiative is one example of this. The approach is now being used organisation wide following a comprehensive training session (see article on page 41).

Moving forward, we are focussed on building a sense of digital community by providing an enhanced fortnightly e-news for Wales which will include a 'Member of the Month' and a 'Sector of the Month' video feature to help members to keep up-to-date with the rapidly changing LMI in the shutdown/re-open sectors in particular. If you would like to be a featured member, please get in touch.

I am continuing to support Creative and Cultural Skills Cymru as part of their Careers Working Group, as well as the Rhondda Cynon Taf Gatsby project. I have been in meetings with the Prince's Trust, Antur Cymru, who deliver the Business Wales contract in Mid, West and North Wales, Microsoft and others including private practitioners, to promote CDI Cymru Wales, share information and facilitate cross-sector connections including collaborative bid opportunities.

I have taken part in the first of a series of British Computer Society Early Careers Group meetings aimed at ensuring diversity and inclusion in the profession and have joined the newly-created board of the Welsh Institute of Digital Information.



Covid Welsh Regulation Sign Ceredigion by Cwmcafi

One of the most important things we can do is ensure that those whose futures are being most adversely affected are heard clearly by key policy makers and officials to influence funding decisions. I was therefore delighted to work with colleagues across the sector to recruit a group of young people from HEIs and schools across Wales to take part in IMPACT20 Cardiff, a regional online listening event run by HMG Cabinet Office. We discussed how to ensure a fully inclusive economy as we continue to live with Covid and beyond.

'Moving towards a new future' is the theme for our next CDI Cymru Wales Professional Careers Education and Guidance Forum. We will be discussing 'The next normal: rebuilding career aspirations and access to opportunities digitally' with speakers including Careers Wales and The Prince's Trust.

As the impact of Covid bites, we need every member in Wales to spread the same message of the need for and importance of professional career guidance so we are able to help every individual as we move forward.

Stay safe and well

Carolyn Parry RCDP, Project Associate, Wales



AS FURLOUGH COMES TO AN END, THE DEMAND FOR CAREER GUIDANCE IS GREATER THAN EVER



TRISTRAM HOOLEY

The economy is improving (although still in dire shape), unemployment is being kept at bay by the furlough scheme and schools and universities are trying to reopen. However, the autumn will be a challenging time for the UK with Covid-19 once more on the rise. In this article Professor Tristram Hooley looks at the government's 'Plan for Jobs' and argues that more is needed, including a substantial commitment to career guidance.

As I write this article, Twitter is alerting me to the number of schools that are sending pupils home. After the lull of the summer it seems that Covid-19 is making a comeback. How bad it is going to get is not clear, but it has got the government worried enough to start tightening up restrictions. The reality is that even if we avoid another period of lockdown a lot of the damage is already done, career guidance professionals can expect at least a year of dealing with redundancies, growing unemployment and people who need to retrain and switch sector.

In an optimistic article in early September, Deloitte's Chief Economist Ian Stewart revised his forecast for 2020 and concluded that we might only see a 10% drop in GDP across the year. The economy is improving, but it is contingent on keeping the pandemic under control. The private sector is fairing worse than the public sector, with retail, hospitality and tourism particularly badly hit. It is difficult to imagine a situation where unemployment doesn't start rising sharply over the next few months.

What the government has done so far

The Chancellor Rishi Sunak quickly became the most popular politician in Britain when he oversaw the creation of the furlough scheme during the initial period of lockdown. This insulated workers, and to some extent firms, from the worst of the economic downturn. But from the summer this scheme started to be phased out and will come to an end in October.

The government realised that the end of the furlough scheme would see a growth in unemployment. They also heard the concerns of the CDI and other organisations that young people were particularly vulnerable. So, in July, Sunak launched a new package which he labelled 'A Plan for Jobs'. This programme included stimulus packages for housing, hospitality and tourism including

the much celebrated 'Eat out to help out' package to encourage people back into restaurants. It also included incentives for employers to bring back furloughed staff, employ trainees and apprentices and a new wage subsidy scheme for long-term unemployed young people (Kickstart).

There was also investment in Jobcentre Plus and an additional £32 million pounds for the National Careers Service (over an 18-month period). Encouragingly, Sunak stated 'the evidence says that careers advice works, so we'll fund it, with an additional £32 million to recruit careers advisers and provide bespoke advice and career guidance for over a quarter of a million more people.'

Problems with the Plan

As 'A Plan for Jobs' has been more scrutinised, problems have emerged. Some of the big-ticket infrastructure announcements proved to be dressed up versions of earlier announcements and there are questions about whether the short-term stimulus to the housing market created by the reduction of stamp duty is economically wise and socially responsible. Employers have also been lukewarm about the employment incentives which are too low to really make a difference. And two months later Kickstart is only just getting off the ground.

In the careers field we have seen the Department for Education (which runs the National Careers Service) and the Department for Work and Pensions (which runs Jobcentre Plus) getting under each other's feet. There is a desperate need for a more strategic look at how career and employment services in England are organised. Meanwhile local authorities who have responsibility for managing and preventing NEET and youth unemployment have seen few new resources come their way.

The money for the National Careers Service is being used to increase access for existing priority groups, which is good, but places the service in the absurd position of having to turn away workers who are facing redundancy and those who have been made unemployed recently. As the furlough scheme ends, the number of people needing help will rise and the National Careers Service will be locked out of helping the newly redundant.



“

There is no doubt that we are living in challenging times. But, for the first time in my lifetime a major government figure has stated that career guidance is part of the solution and gone on to back it up with funding.

”

The Plan for Jobs also does nothing to connect education and employment and leaves school, college and university leavers high and dry. There is no new money to improve career provision in the education system and no new money to support transition for those entering the labour market.

What needs to happen?

Despite the problems with the Plan for Jobs, it sends an important signal that the government is willing to intervene in the labour market to minimise job losses and support workers. This is an important principle that can be built on through the autumn in a Plan for Jobs (part 2).

Key next steps will need to do more for those people being made redundant and those young people leaving education with nowhere to go. This could take the form of increased subsidies for employers, but also needs to increase access to training and retraining opportunities. An economic stimulus package underpinned by investment in the public sector is also needed before growing unemployment pulls the economy in a downward spiral.

In the middle of this, government needs to revisit Sunak's wise words about the effectiveness of career guidance. £32 million is a good start but it needs to be spent effectively. The National Careers Service needs to be allowed to work with the people who need its services most. There is also a desperate need to invest in career guidance for those in education and those who have recently left education. NEET numbers look set to rise and it is unclear how young people will find their way to Kickstart and other opportunities without some

guidance. Increasing access to career guidance is going to be essential in making the other Plan for Jobs initiatives work.

Finally, there is a need for more strategy. Inevitably crises like the pandemic drive governments towards short-term solutions. A new initiative can be a sticking plaster for an immediate problem. But this leaves bigger issues unresolved and results in a patchwork of schemes rather than an efficient education and employment system. We desperately need a new careers strategy to replace the 2017 strategy which ends this year. This time it needs to be a genuinely lifelong strategy and look seriously at the overlaps and duplication that exist between various government ministries and agencies with an interest in this area.

Onwards and upwards

There is no doubt that we are living in challenging times. But, for the first time in my lifetime a major government figure has stated that career guidance is part of the solution and gone on to back it up with funding. We need to capitalise on this support and make sure that the government delivers on its promises. We are heading into a new normal, and it would be nice if high-quality, universally available career guidance, emerged as part of that new normal.

References

A Plan for Jobs www.gov.uk/government/topical-events/a-plan-for-jobs-2020

Kickstart www.gov.uk/government/collections/kickstart-scheme

Tristram Hooley is Professor of Career Education at the University of Derby

“ Careers can be challenging and unpredictable, not least when confronting the need or desire to instigate such a significant career change or transition, described here as reinvention (Ibarra, 2004). ”

EXPLORING MID-LIFE CAREER REINVENTION

Understanding how we can best support our clients



**DR CATHY BROWN
AND DR TRACEY
WONG**

Within their mid-life, many workers experience the need or call for a significant career change. This is often experienced as an emotional time, which can amount to a ‘crisis’ but is often described as a roller-coaster (Walker, 2019). Those within their ‘mid-life’ careers are generally considered to be over 45 years of age, moving into the final chapter(s) of their working life and/or those who may not be ready to retire (Levinson, 1978; Walker, 2019)

Careers can be challenging and unpredictable, not least when confronting the need or desire to instigate such a significant career change or transition, described here as reinvention (Ibarra, 2004). It is recognised as being a challenging time, with the motivations for such career changes being varied and complex to understand.

Mid-life career reinvention is a relevant topic for us to explore. Not only is the need for it widespread, impacting many of us across all walks of life, especially in the aftermath of the Covid-19 pandemic (Ibarra, 2020). In addition, many view it as being under-researched, with a lot still to be understood.

In this article, we will explore how mid-life careers can be reinvented.

Why is it so challenging?

The reason why our mid-life work may be so challenging to experience can be explained by the unique multi-layered shifts (biological, social and psychological) taking place for each of us (Gothard, 1996). Many of us may be experiencing internal shifts through changes in our motivations and sense of self, as well as external changes

in role (including unexpected job loss) and others’ expectations (Walker, 2019).

Furthermore, research shines further light on this by showing us that we also may be sensing opposing tensions within us. These can take the form of a dichotomy of experiences which may be unconscious for many of us (Figure 1):

- ‘young-old’ where we may be observing younger generations entering the world of work and be made to feel older (despite still feeling youthful inside);
- ‘destruction-creation’ where we may begin to face our own mortality whilst having an increasing desire to express our own creativity;
- ‘masculine-feminine’ dynamics where through beginning to gain a better understanding of ourselves, the male-female aspects within us begin to integrate;
- ‘attachment-separateness’ attaching to the world of work through our desire to adapt and evolve, whilst developing a greater sense of separateness through developing our internal world through reflection (Gothard, 1996).

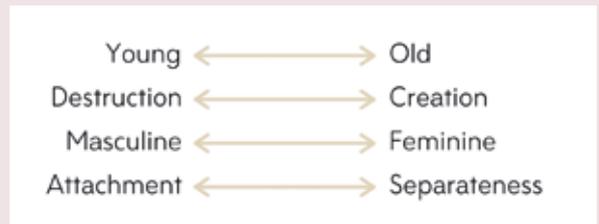


Figure 1: Mid-life dichotomy of experiences (Source: Authors’ own)



Facing an array of contrasting experiences can leave us feeling confused and disorientated, asking fundamental questions such as 'What do I want?', 'Have I done enough?' and 'Who am I?'

Critical things to think about

While it can be difficult, many have successfully risen to the challenge and made successful mid-career reinventions. Research has shown that 82% of adults over 47 years old who attempted a career change after the age of 45 were successful (Castrillon, 2019). So, what can help us to have a positive experience?

- firstly, it is important to take a holistic perspective, and look at careers in the context of life, making a more sustainable evolution (Castrillon, 2019);
- also, rather than a cliff-edge change, it is better to find ways of bringing about the transition gradually, a gentle evolution;
- finally, it is important to think about being prepared. Although we may feel uncertain at this time, fear often can get us to behave conservatively, when in fact we may need a more experimental mindset when instigating career change (Ibarra, 2020). Consequently, it may be fruitful to cultivate a more positive state of mind before embarking on such career development.

Implications for career practitioners

We can draw upon a range of insights to enhance our mid-life career reinvention client work, by:

- supporting a client to discover more of themselves through facilitating a broad range of conversations to uncover the: deep self (purpose and meaning), practical self (financial and skills needs), internal self (values and self-limiting beliefs) and external self (readiness for change of key relationships) (Walker, 2019);
- embracing the liminal (in-between) period before a new career avenue emerges through helping to consolidate memories, process complex emotions and conflicting desires, and helping the client to oscillate between holding on and eventually letting go (Ibarra, 2020);
- helping to develop 'many possible selves' through pursuing a diverse range of career options, embracing an experimentation, test and learn approach. Such a route to a new career opening is likely to be a messy voyage of discovery (Ibarra, 2020).

Tips for career practitioners

Given that working with clients experiencing mid-life career reinvention is likely to take longer and be broader in scope (Walker, 2019), there are certain practical things to bear in mind:

- be mindful of what aspects of the clients work and life you are helping to uncover. There may be a benefit to having aspects hidden and therefore a level of consideration is required when undertaking the wide-ranging conversations;
- be an unbiased challenging supporter when journeying with the client through this work. Reflecting back observations, asking pertinent questions and acknowledging insights helps to promote new thinking;
- more than ever, it is important to remain neutral and impartial when working with clients and be aware of our own blind spots and tendencies. Given this, it may be of value to undertake regular supervision for the duration of such client work.

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If you would like to explore mid-life career reinvention in more detail, Cathy Brown is leading a practical, two-hour, online masterclass on Wednesday 11 November from 10.00-12.00. See www.thecdi.net/Expert-Training-Online

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Mid-life career reinvention is a relevant topic for us to explore. Not only is the need for it widespread, impacting many of us across all walks of life, especially in the aftermath of the Covid-19 pandemic (Ibarra, 2020).

”

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“ A ‘trailing spouse’ is defined as a person who follows a partner to another country because of the partner’s work assignment. ”

EXPERIENCES OF A TRAILING SPOUSE AND CAREER PRACTITIONER



**CLARE ROWE
RCDP, HERSELF A
'TRAILING SPOUSE'
WRITES ON RAISING
AWARENESS OF THIS
CLIENT GROUP**

What is a trailing spouse?
I had never come across the term ‘trailing spouse’ until I became one.

A ‘trailing spouse’ is defined as a person who follows a partner to another country because of the partner’s work assignment. This is often associated with people involved in an expatriate assignment. The term was coined in 1981 by *The Wall Street Journal* to convey how wives sacrifice their career plans.

The *Internations 2015 Expat Insider* survey revealed that 84% of trailing spouses are women and 72% of non-working spouses said they left a career when moving abroad.

Unique career challenges

The trailing spouse - sometimes referred to as ‘accompanying spouse’ - is faced with unique career challenges. Spouses have often left behind a career of their own to support their partner and, in many cases, visa restrictions prevent them from obtaining paid work. The *2016 Global Mobility Trends* survey showed 80% of spouses are not employed during their partner’s overseas posting.

Although accompanying spouses are unlikely to be starting a new life in a new country against their wishes, without a job or career, some trailing spouses experience feelings of low self-esteem as well as lack of status, social contact and social identity with the prioritisation of their partner’s career. In addition, a sense of purpose is crucial to maintaining good mental health. Becoming financially dependent on your partner and transitioning into your new primary role as mother or wife, for some, can take a significant period of adjustment. In addition to perhaps having to learn a new language, meeting a new group of friends to combat loneliness and isolation, adjusting to new cultures, climates, currencies and providing the much-needed emotional support for family members.

Trailing spouse syndrome

There is even a concept termed ‘trailing spouse syndrome’. AllianzCare (2018) referred to in a study by Caroline Kjelsmark who identified feelings of loneliness, a lack of direction, loss of identity, relationship problems and a gap between expectation and reality. If left, these feelings could evolve into expat depression.

Integral support

Lauring and Selmer explored the important role

trailing spouses play in their partner’s career and job performance in stating that ‘the spouses hold important resources that can be transformed and used constructively in different areas of the expatriate life including job performance, career development and adjustment’.

My experience and challenges as a ‘trailing spouse’

My personal situation reflects some of the issues outlined above, I completed my Masters in Career Guidance through Coventry University last summer and less than a month later, our family relocated to Malaysia on a three-year posting with my husband’s job. In Malaysia, due to work visa restrictions, I have not been able to undertake paid employment but have still managed to maintain my professional practice by offering career guidance to expats. However, the challenge is that there is understandably less demand for career guidance within a community who are not legally able to ‘work’ in the traditional sense.

The definition of a ‘career’

Meeting expat spouses has opened my mind to thinking of a career from a completely fresh perspective. Does a career have to be a job? Does it have to be paid? Do voluntary roles count as a career? What kind of voluntary roles are available? What kind of voluntary roles could be undertaken to maintain existing skills? Perhaps ‘career’ should be defined as accomplishments over a defined period.

How can a careers practitioner work most effectively with this client group?

When providing career guidance to accompanying spouses, I have had to adapt to their unique circumstances and have found it is useful to take account of the change curve and to establish where the client feels they are during their period of transition on their posting.

Transitions can offer opportunities for growth, but it is helpful for the client to be aware of realistic timescales. Transitions often reach a crisis point around six months after the initial change has taken place (i.e. arrival to a new country), which is sometimes referred to in the media as the ‘6-month expat slump’. One of the main factors in enabling successful transition can be support in the form of life or career coaching.

I have also found it useful to encourage clients to reflect on their values and goals to find out what their



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”

priorities and requirements are during their posting. A career coach can enhance awareness of strengths, skills and experience accompanying spouses have acquired during the posting, the problems they have overcome, the project management skills involved in relocating a family, the provision of emotional support, the networking they have undertaken and the resilience they have demonstrated in integrating into a new culture and making such a substantial life change. Some clients may also be experiencing a lack of confidence in their new surroundings.

Some spouses returning to the UK need guidance to help them decide whether they want to return to their previous career, how to re-acquaint themselves with the UK employment market (depending on how long they have been away), establishing new networks on LinkedIn, updating their CV, assistance with job searching, application writing, interview technique, decision making and confidence building.

Trailing spouse career needs

As a career practitioner, the main issues I have encountered from ‘accompanying spouse’ clients are:

- accounting for the career gaps on their CVs and in their LinkedIn profiles
- using their existing skills and qualifications without paid employment
- maintaining their professional development during a posting
- rediscovering what their interests and hobbies are when paid work and family life have taken up so much of their time in their previous lives
- gaining inspiration for self-employment
- more generally, what their options are for starting a new career in a non-traditional sense.

During the last year, I have met some inspiring spouses including a lawyer turned milliner, a teacher volunteering in a refugee school and a financial sales professional

taking the opportunity to retrain as a nutritionist. Personally, I have also taken time to rediscover my love of writing and have self-published a children’s book called *The Big Move*. It’s about transitioning through the change curve and is intended to help other parents in my situation. Perhaps, as suggested, this client group of ‘trailing spouses’ should be renamed ‘trailblazing spouses’. In relation to their careers, they are required to think outside the box, demonstrate innovation and adaptability whilst supporting and facilitating the happiness of their families with admirable motivation and self-discipline.



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“ Communication is more than speaking the same language: it is also vital to understand the national and social culture the student comes from and how important these values are to decision-making. ”

ACHIEVING GREAT CAREER GUIDANCE WITH AN INTER-CULTURAL MINDSET



INTERNATIONAL CAREERS ADVISERS LILI MITCHELL AND ALISON FRANCE SHARE SOME THEORY AND PRACTICAL TIPS TO HELP PRACTITIONERS WORK CONFIDENTLY WITH INTERNATIONAL STUDENTS

Our meetings with a culturally-diverse range of international students in the UK, Europe and SE Asia have provided some of our most challenging and joyful experiences, and led us to reflect on what makes some interactions seem more ‘successful’ than others, both to the student and to ourselves? We’d ask ‘Why did this happen?’ and ‘How can we do better?’ These observations are indicative of issues that are problematic:

- Adviser feels nervous beforehand
- Student may appear baffled, ‘shell-shocked’
- Student is over-polite, agrees with everything you say
- Evidence of reliance on parental guidance, less self-determination
- Level of English language is a barrier to productive conversation
- Student’s concept of ‘career’ is narrowly defined
- Student is less comfortable talking about themselves
- Different processes and terminology for HE entrance to different countries.

has even greater resonance. This simple cultural iceberg, from ‘A Kids’ Guide to Canada’ lesson plan, reminds us that as professional careers advisers, we are trained to probe beneath the tip of the ‘iceberg’ to explore issues in the most meaningful way. This requires us to be finely attuned to our own culture and values so we can then set these aside as we work with our clients.

Working to achieve an intercultural mindset

Language is not necessarily the main barrier for successful career guidance with international students but it is important, and may require adjustment of the scope of the interview. Communication is more than speaking the same language: it is also vital to understand the national and social culture the student comes from and how important these values are to decision-making. Although career guidance is typically viewed as an individualistic process in some cultures, for others, it is a collectivistic one in which career decisions and aspirations arise from different cultural expectations.

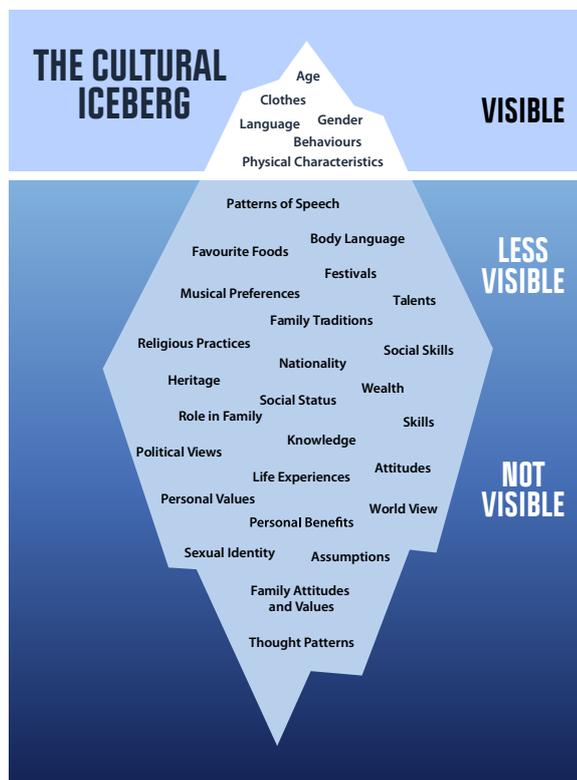
This led us to explore differences within cultures. We noticed that colleagues who were willing to learn about other cultures often had a more acute awareness of their own behaviour and culture. It is clear that the first step to work effectively cross-culturally is to not to make assumptions, but to recognise and embrace difference as something positive. After all, we are all different, even within our own culture.

Equally important is to establish trust. Without exception, we learnt a lot from students themselves and would often ask what the appropriate behaviour should be within their culture. Lili recalls whilst working in Bangkok, she would shake hands with students and parents when starting and finishing the interviews; however, one student kindly volunteered that when greeting someone women say “Sawatdee-kah”, accompanied by a slight bow with the hands together. Using these greetings helped us to connect more instinctively and often acted as an icebreaker. Alison recalls that as an EPQ tutor in a UK school, one project with lasting impact was about ‘Meetings and Greetings’. An appreciation of the nuances from different cultures and contexts can be both essential and humbling.

Theory can help

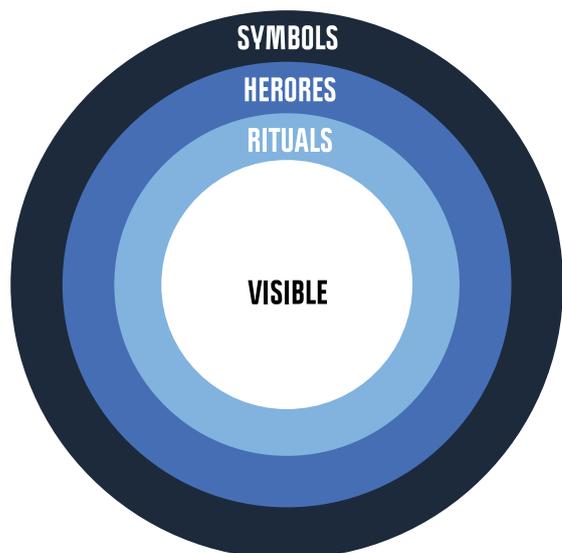
As we reflect on our experiences, we have found theory helpful as a framework for our intercultural practice.

Geert Hofstede’s diagrammatic model of culture considers the different ‘layers’ towards an intercultural



Exploring culture

Social anthropology provides fascinating definitions of culture. As Black Lives Matter has become a headline concern globally, the need for an intercultural mindset



Hofstede Culture Wheel

mindset: the outer layers of visible symbols (eg: food or logos), moving in towards heroes (think about relevant role models you cite), then more deeply into rituals and finally, values at the core. These elements shape our culture and sense of self. Hofstede also gives us the Six Dimensions Country Comparison tool, to identify national sets of values - a helpful tool to aid preparation and cultural understanding.

Dr Milton Bennett's Intercultural Development Inventory provides a scale to examine intercultural understanding, from denial through to acceptance and finally adaptation in which true cultural bridging can take place.

Some of our tips for best practice

- If your preparation involves a phrase book or language app, this is a good sign! Could you say 'hello' or 'goodbye' in their language? Your efforts may go a long way to breaking the ice!
- Prepare in advance if you know you have clients from a specific region: look at a map, are there topical news events that might impact on the discussion or circumstances? Use Hofstede's Six Dimensions model to assess their country's culture.
- 'Step into their cultural territory' – if you are giving examples of career ideas or scenarios, take time beforehand to tailor these to their home context. Think of their 'heroes', not yours.
- Encourage your client into a new cultural territory, for example, where there may be greater emphasis on individual effort, and that it's deemed OK to fail sometimes. Any student considering university in the USA will need to demonstrate individualistic credentials as part of the assessment process (think of those essay topics). Discussing this may help their decision of whether the USA is the 'right fit'.
- Encourage their autonomy in decision-making whilst also acknowledging the influence of cultural anchors such as parents/elders/faith.
- Make sure your 'international' student is aware that being at least bi-lingual and having experience of at least two different cultures is a huge asset for their future career.

Two memories which have remained close to our hearts, as they indicate the sense of trust created:

- A student from Bangkok became very emotional during our session when we started to explore his skills. He said he'd never thought he had any.
- A Korean student's feedback following the meeting: 'no-one's ever talked to me about my personality before'.

Conclusion

In our post Covid-19 world, interactions with clients may become virtual ones. Face-to-face may become a luxury. But whatever the 'space' between you, the analogy of the 'bubble' is an apt one. Don't visualise yourself in a separate bubble alongside your client, but rather through the intercultural divide, so that you are now in the same bubble. You have stepped through from your culture into theirs: you may have said 'hello' in a faltering foreign language, established nuanced rapport by exploring their cultural territory and found scope for an intercultural mindset for guidance that is realistic, achievable and, above all, joyful.

Useful resources

Geert Hofstede's Cultural Dimensions theory: www.hofstede-insights.com/country-comparison/.

Erin Meyer's work on cross-cultural communication: www.erinmeyer.com/about/

Dr Milton Bennett: *The Intercultural Development Continuum*: <https://idiinventory.com/generalinformation/the-intercultural-development-continuum-idc/>

Guide to culture shock from UKCISA: www.ukcisa.org.uk/Information--Advice/Preparation-and-Arrival/Facing-culture-shock

CDI webinar: 'Advising in an international context' by Melanie Moorhouse



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Alison France RCDP began her career working at BBC World Service, following a modern languages degree. These early markers have proved strong foundations for an intercultural career path.

Lili Mitchell RCDP started her advising career in London, when she moved to the UK from Brazil and worked for a multicultural charity supporting refugees and other BAME communities.

“ In many western countries being outgoing is seen as the preferred way, and indeed necessary, to do well in business and life, to have a salesperson’s personality, able to sell your product and yourself. ”

A SHOUT OUT FOR QUIETNESS



FIONA THORNTON
SPEAKS UP FOR
INTROVERTS

What do J.K. Rowling, Bill Gates and Steven Spielberg have in common? They have all been highly successful in their field ‘despite’ being introverted. In many western countries being outgoing is seen as the preferred way, and indeed necessary, to do well in business and life, to have a salesperson’s personality, able to sell your product and yourself.

Personality traits

Personality traits are enduring behaviour patterns which influence how an individual’s persona is demonstrated. A cluster of these traits generate the personality types ‘Extroversion’ and ‘Introversion’. According to career guidance theory, extroversion traits include expressiveness, sociability, impulsiveness, risk taking and activity. Extroverts get their energy from the people and things in the world around them. Therefore, they need to be surrounded by other people. Introversion traits include reflectiveness, inhibition, carefulness and inactivity. Introverts are motivated by their inner world, their ideas, thoughts and emotions. Such definitions can have negative connotations, such as being anti-social and inhibited. Most introverts are not anti-social; they can be friendly and have good social skills. They may enjoy going to parties, but after a while they will need to be on their own, to recharge their batteries. Consequently, they prefer to socialise in small groups or one-to-ones, with family and friends.

Introverts have soft skills too

For young people applying for jobs for the first time, much importance is placed on the soft skills necessary to fit in and do well in the workplace, particularly teamwork and leadership skills. Extroverts do prefer to work in teams and are more likely to put themselves forward to be a leader. I investigated what is meant by soft skills and a variety of attributes came up. Certainly, communication and interpersonal skills are important: introverts have good listening and writing skills, are calm and like to form deep bonds with people.

Some soft skills require time alone, especially creative thinking and problem solving. Despite its popularity, group brainstorming has a negative impact on creativity: only one person can talk at a time and fear of judgement from co-workers is a real issue. Introverts prefer to work independently, concentrating on a project without distractions, and this can lead to problem solving and innovation. Stephen Wozniak’s development of the personal computer is a good example of this. Such creativity can also result in scientific breakthroughs, as from Albert Einstein, Sir Isaac Newton, Marie Curie and Charles Darwin, who were all introverts. Working independently is also necessary to excel in a field, such as sport or music. It is only by practising alone, that you can concentrate intensely on the area of your performance that is most wanting, even for team players, for example, Johnny Wilkinson spent many hours alone practising his goal kicks. Therefore, in job applications, as well as asking for examples of teamwork, companies should enquire about a time spent alone when you created something, solved a problem or honed a skill.

Self-esteem

Introverts have a range of strengths that are useful for work and life, that should be valued by society and themselves. However, in a world that sees being outgoing as the preferred way, a strong sense of self-esteem is important. High self-esteem can originate in childhood. If young children feel safe and loved, they will explore the world around them and will develop confidence in their own abilities. Extroverted parents may try to make their child more outgoing, make them attend unsuitable clubs etc. They may compare them unkindly to their more outgoing siblings or peers, which could affect them psychologically. An introverted parent is more likely to understand the needs of their quiet child and recognise their strengths. With strong self-esteem, the introverted child will be less affected by other people’s reactions to their quietness and need for alone time, less likely to internalise any negative messages from the outgoing world around them.





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Just as a company can benefit from a diverse workforce in terms of gender, ethnicity, age etc, a mix of personality types can also be a good thing.
”

It can be helpful for all teenagers to become aware of their strengths, perhaps a talent or quality of character. For instance, in informal CV workshops, students must think about what they are good at, and by collaborating, find out what their peers think their skills are. This increases both self-understanding and self-esteem. Developing interests and passions can be particularly important for introverts and can direct career choices. They will be more motivated and driven when working on something they believe in, a cause or conscience, and this may spur them on to speak out, despite not being the type to naturally seek out the limelight, for example, a human rights lawyer or an MP for the Green Party.

Complementary personalities in the workplace

Just as a company can benefit from a diverse workforce in terms of gender, ethnicity, age etc, a mix of personality types can also be a good thing. Managers should not overlook the strengths of their quieter employees, but value their creativity, calmness and listening skills. Balance out aggressive risk takers with more cautious types. Even in the outgoing world of finance, introverts can make a difference, as shown by Warren Buffett.

Too often it is the opinion of the loudest person which prevails. Those workers with good presentation and networking skills are more likely to be promoted, regardless of ability. Introverts can be misunderstood or underestimated so they need to communicate their ideas, orally or in writing. This is not to say a company manager has to be outgoing to be effective. Many high-performing corporations are run by unassuming leaders who are focussed on the growth of their companies and are receptive to suggestions from their team, (Cain, S. 2012).

Introverts need to be aware and proud of their strengths. Having strong self-esteem will create adults who have the self-confidence to 'shout out' when they need to: to showcase their skills in an interview, to share their opinions in a meeting and to speak up for a cause they believe in.

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Fiona Thornton is a
Freelance Careers
Adviser

“ The Covid-19 crisis is teaching us all many things, including the need for flexible approaches to service delivery and the need for resilience in both ourselves and our clients. ”

RELAUNCHING THE UK REGISTER OF CAREER DEVELOPMENT PROFESSIONALS



CLAIRE JOHNSON

Imagine that many of you, like me, were both amazed and pleased to hear the Chancellor of the Exchequer say, “ the evidence says careers advice works, so we will fund it....and provide bespoke career advice and guidance.”

For many years, the CDI has been lobbying Governments/Assemblies to recognise the value of personal career guidance/development delivered by professionals who hold a minimum of a 60-credit qualification in career development at QCF Level 6/SCQF Level 11 or above. Now that the value of bespoke career advice and guidance has been acknowledged, employers and prospective clients are even more likely to use the CDI’s UK Register of Career Development Professionals (the Register) to find registered professionals in their area who can deliver career development services.

Careers leaders in schools/colleges/SEND schools also have a crucial role to play in developing and managing career guidance programmes and working in partnership with qualified careers advisers to provide programmes and personal career guidance which will help equip young people for a vastly different education, training and employment landscape.

Private practitioners and those working with adults in the public sector also face huge challenges in enabling clients to adapt and make career plans in an uncertain climate of redundancies, fast changing labour markets, emerging career opportunities and the importance of work/life balance.

The Covid-19 crisis is teaching us all many things, including the need for flexible approaches to service delivery and the need for resilience in both ourselves and our clients. Being recognised for delivering a high-quality and professional service is also important and with this in mind we decided to relaunch the UK Register of Career Development Professionals.

During October 2020 we will be dividing the Register into two sections.

1. Full CDI members qualified to deliver personal career guidance/development and who hold a recognised qualification as stated above or a CDI deemed equivalent.
2. Full CDI members qualified as a Careers Leader and who hold QCF Level 6 Units 21, 22 and 23 in Careers Leadership or who have passed any of the accredited 20 credit qualifications in careers leadership at QCF Level 6 or above funded by the C&EC. Careers



education qualifications as stated in the UK Register of Career Development Professionals - The Benefits and Requirements of Registration (www.thecdi.net/write/Documents/CDI_UK_Register_Brochure-Feb_2018.pdf) are also accepted.

There will be a Register listing on our website, stating the registrant’s name, membership number, town/city and if qualified to provide personal career guidance/development or career leadership. If a registrant also has a Register Profile this too will be indicated.

N.B. To recognise the fact that many careers leaders have a background in an area other than teaching we have removed the requirement for a Careers Leader to be a qualified teacher.

As all registrants abide by the *CDI Code of Ethics*, our Professional Standards Committee is producing guidance for partners/employers which explains the Code and how staff/contractors can be supported to abide by all principles.

Having up-to-date skills and knowledge is a Register requirement. Recent monitoring of the 25 hours per year of CPD recording requirement showed that many people took the opportunity during lockdown to take part in the virtual training provided by the CDI. The Professional Development Manager is continuing to monitor CPD recording and will contact any registrant who has been unable to meet this requirement.

There has never been a more important time to join the Register, produce a Register Profile advertising what you offer and support the current and future workforce.

IMPARTIALITY IN CAREER GUIDANCE



AN INSIGHT INTO THIS OLD CHESTNUT FROM JOHN WALKER

As career guidance professionals, many of us will have had numerous occasions where we have had to debate and argue the case for one of the pillars of effective career guidance – impartiality.

I know from my own experiences this is not a new challenge, I took my Dip CG in 1988/89 and have been in a range of situations - both employed by a careers service and self-employed where I have been asked to be a little less comprehensive in my discussions with students on choices and options.

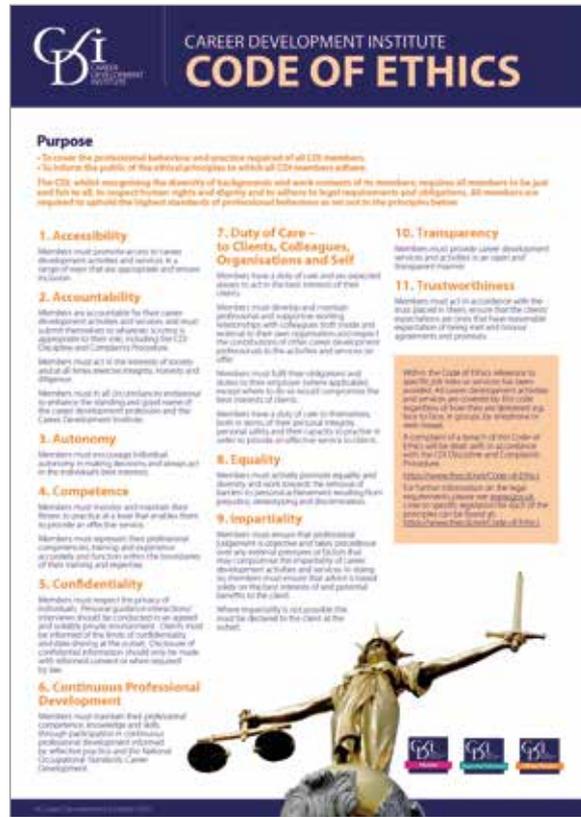
Since starting my own training company in 2003 I have been working with learners, helping them to reflect on the skills and knowledge required to be effective in delivering career guidance activities. In more recent years I have been working with the CDI delivering the Careers & Enterprise-funded Careers Leader training across the south west of England. This has enabled me to consider the topic of impartiality within a different context and within the framework of the Gatsby Benchmarks.

I am now convinced more than ever that impartiality is not about who employs you or about your job role, but about how you embed some of the most important aspects of being a career guidance professional into your practice.

Having supported many learners through career guidance qualifications, I have spent a lot of time exploring the core values that underpin the role. I have emphasised through the framework of reflective practice that impartiality is established and maintained through a transparent set of values you bring to the role; these values being intrinsic to the practitioner's approach to the entirety of the work. Values of fairness, equality, transparency, best interest of the client and honesty amongst others, for me, provide the platform for effective relationship building based on trust.

Maintaining impartiality by placing values at the heart of our practice is central to who we are, what we do and how we do it. For me this is the difference between conviction and compliance.

Conviction is a deep-rooted belief that the work cannot be done without a commitment to the core values that underpin it. Don't get me wrong, when faced with a



challenge of our impartiality we need to be able to use a compliance argument as well.

The Baker clause and Ofsted are all very important tools at our disposal. They do have impact and they continue to make people aware of the requirements of legislation and inspection frameworks. However, what is even more powerful in the impartiality debate is the conviction of the individual practitioner to frame their work within a set of core values and beliefs that shape everything they do within the guidance process.

Over the years I have had the privilege of working with many dedicated career professionals and their passion for the work and the profession is clear. This passion and conviction translated into an individual professional belief is at heart of what career guidance is.

What determines how we maintain impartiality is an understating and set of beliefs and values that define the purpose and intent of the profession. One illustration of how we can make some of this more visible is by using and making people aware of the importance of the CDI Code of Ethics as a professional backdrop to how we practice.

“ I am now convinced more than ever that impartiality is not about who employs you or about your job role, but about how you embed some of the most important aspects of being a career guidance professional into your practice. ”

John Walker RCDP is the Director of Peninsula Training, Development and Consultancy Services Ltd



We launched our own internal social media platform, Yammer, which enables colleagues to connect around shared interests.



EMPLOYEE WELLBEING DURING THE LOCKDOWN



CIARA BOMFORD AND SUE CURSON FROM CAREERS WALES DESCRIBE HOW THIS WAS PLANNED AND MANAGED

Like many organisations, Careers Wales had to adapt fast to cope with the Covid-19 lockdown. Friday afternoon saw employees grabbing their Surfaces, and in some cases loading office chairs and screens into their cars, and by Monday morning we were up and running from home, contacting our customers by phone, and chatting to each other on Teams and Yammer.

It has often been said that we were lucky with the timing. Just a few years ago, we could not have made such a smooth transition, because we did not have the digital technology in place. Nearly all staff already had a Surface device, and many were already doing occasional work from home.

For those who had never worked from home before, our ICT and Health and Safety teams worked tirelessly to get the right equipment to their homes. This included not just Surfaces/laptops, but risers, separate screens, keyboards and office chairs, where needed. Questionnaires were sent to all staff to assess their home working needs.

We worked hard to provide training to managers and employees to help them get to grips with the challenges of home working, particularly making use of Teams as a platform for collaborating and managing work projects. Training on Remote Management had already been planned and became so popular we had to run extra sessions.

Company culture

But it's not just about the tech. It's also about the company culture that we have created. In 2018, we started work in earnest on the Healthy Working Wales Corporate Health Standards, and were awarded our Bronze Award in 2018, followed by the Silver Award in February 2020. We are now going for Gold, which involves demonstrating that health and wellbeing is embedded for the long term with senior management and board commitment, and a high level of employee engagement.

It's not all about getting awards, as the real reward is seeing the improvements to the working lives of our employees, but knowing that we will be assessed against the standards and have a deadline to work to does keep us focused. The Corporate Health Standards also give us specific areas to focus on, including tobacco, drugs, alcohol, physical activity, active commuting, healthy eating, mental health and wellbeing. They ensure we develop an overarching framework that includes senior leadership, employee engagement and evaluation. Over the last two years, we have seen real changes in company culture, with a lot more discussions and

activities about health and wellbeing, and continued improvements to all the related policies, such as flexible working, stress, health and safety and sickness absence.

Almost all offices have a Wellbeing Champion and a Mental Health First Aider. These people play an important role in bringing colleagues together for events that promote health and wellbeing. Since the lockdown, Wellbeing Champions have organised virtual coffee breaks, quizzes, yoga classes, mindfulness and crafts. One group of colleagues have been doing a 'Daily Squat Challenge' to firm up their behinds.

We launched our own internal social media platform, Yammer, which enables colleagues to connect around shared interests. We have Yammer groups for Cookery, Gardening, Craft, Book Club, TV/Film, Football, LGBT+ and many more. People can connect with colleagues all around Wales, which means that when we finally do get to visit offices, we will have lots of shared interests to talk about. The latest group is an evening social club for those who live alone; they have plans to meet virtually for crafts, cooking and social chats.

Isolation has long been a concern for our employees since many people work in schools or outreach venues that may be some distance from their base and may not return to a Careers Wales office every week. Since the lockdown, many staff have reported feeling much more connected to their teams. This has been particularly important for employees who live alone.





“
It is looking increasingly likely that home working is here to stay, and some staff may continue with home working arrangements that have boosted their wellbeing and reduced their carbon footprint.
”

Of course, working from home is not just challenging for those living alone. Those trying to work whilst also 'home schooling' or caring for toddlers have faced real challenges. To support these colleagues, there has been a relaxation of the 'core hours' rule, so that people can do their work whenever it suits them. They have also been encouraged to use annual leave to take a break where needed. There have also been some business benefits, with more careers advisers being available in the evenings to talk to parents.

Some of our employees have been sick, and the need to provide a medical certificate for Covid-19 was also relaxed, since visiting GPs was stressful and difficult.

Staff have made use of the free counselling service available from our healthcare providers, for issues including bereavement, trauma and anxiety.

Towards the end of 2019, we trained Mental Health First Aiders (MAHFAs), so that every office would have at least one person trained to support colleagues and customers who are experiencing a mental health crisis until they can access professional help. The MHFAs also have a valuable role in promoting discussions about mental health and helping people talk about stress and anxiety openly.

We have signed the Time to Change pledge and created an action plan to break down the stigma attached to mental health problems. The moving stories from Time to Change Ambassadors have been shared through events and videos, helping us to understand the challenges that people with mental health problems can face in the workplace.

Communications

Communications from the senior management team have been important. CEO Nikki Lawrence puts out a weekly Covid-19 special newsletter, with updates on what the company is doing to look after our health and wellbeing, and how plans to return to the offices are progressing.

Floss Bennee, Co-Chief Scientific Adviser for Health in Wales, delivered a webinar for all employees, where we were able to get our questions answered by an expert. This helped to manage our expectations, particularly when she said that we could expect to be social distancing for at least 12 months.

By the time you read this, some larger offices will be open for socially distanced interviews, for adults facing redundancy. Plans are in progress to ensure the offices are safe for both employees and customers, and these include using larger training rooms for interviewing, rather than the usual cubicles. Hand hygiene and social distancing will also be an important part of office life on our return. All staff have completed an eLearning package to prepare for their return, developed in-house to meet our needs.

It is looking increasingly likely that home working is here to stay, and some staff may continue with home working arrangements that have boosted their wellbeing and reduced their carbon footprint.

Useful links

Healthy Working Wales Corporate Health Standards
www.healthyworkingwales.wales.nhs.uk/corporate-health-standard

Time to Change www.time-to-change.org.uk/

Ciara Bomford
RCDP is the People
Development Manager
and Sue Curson is an
HR Co-ordinator at
Careers Wales

BARRIERS TO CAREER CHANGE THINKING



RACHEL MALLOWSON BUILDING INNER CONFIDENCE IN OUR CUSTOMERS

Over the past few months, I have had the pleasure of delivering several masterclass webinars for the CDI on ‘Supporting Adults With Career Change Thinking’. The commissioning intention for this was to explore and develop practice to provide realistic options and solutions for adults who are out of work, facing redundancy or looking at new career routes whilst in furlough.

Our professional development, experience and practice strengthens our own confidence to be able to use our toolkit of models, person-centred encouragement and intuitive insights to encourage our customers to be inquisitive, resourceful and decisive about their next steps into a new field of work. And yet, in an initial polling of the barriers to career change thinking many of the delegates on the webinars agreed with my personal experience that customer confidence is usually the first or the biggest barrier to overcome for our customers.

Much of our daily practice hinges upon our ability to find new ways of thinking and delivering (quite often in a short time frame) the support a customer needs to identify their potential, especially when it comes to career change thinking. Often our ‘reframing’ of where they are (loss of job, recognition that they may need to rethink salary expectations, no qualifications in the area they wish to explore, etc) is at the core of our delivery. We use LMI to provide options and routes to new career pathways for people and we can point to job vacancies by area and sector to show historical trends to give us direction. In our current circumstances that feels harder, with recession and job losses and no clarity on what the new world of work will be like. We all recognize the

uncertainty of the future which appears more tenuous than it used to.

However, in conversations with my peers I continue to be impressed with the resourcefulness of their approaches to build confidence in their customers and coachees through this combination of guidance alongside the evidence of LMI. We are in the business of looking for options, for solutions and opportunities.

The webinar ends with a recap about building resilience and the ‘ABCDE of Resilience’ model. This reviews how Adversity can become a Consequence through a Belief (very simply put) whereby we can have imagined our outcome and developed conclusions without checking the validity of the Belief or recognizing the power of negative self-talk. One thing that we can change, even in these current circumstances, is how we think about things.

As we remind ourselves that the future was always uncertain when we stepped into the unknown with our customers, we can be proud of our professional practice. Our skill is one where we can still effectively provide options, reframe, encourage and realistically guide those career change opportunities for our customers. I believe that our professional practice and our own confidence to do that will continue to break down barriers for those adults we are supporting. Thank you for continuing to build your confidence (and mine) through our practice and conversations. I think our skills to build inner confidence in our customers are needed more than ever.

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Rachel Mallows
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Managing Director of
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providing funded
IAG for adults and in
schools and private
practice Career Change
Coaching



WHAT LOCKDOWN TAUGHT US ABOUT CAREERS EDUCATION



**ELLA BUJOK
REFLECTS ON
HOW CAREERS
PROVISION
ADAPTED UNDER
LOCKDOWN**

Covid-19 changed UK education significantly when schools and colleges were forced to close, and learning shifted to the kitchen table.

The role of technology in this transition cannot be underestimated; remote teaching and learning just a generation ago is unimaginable. We're in no doubt of the role of technology to support in-person teaching, but with so many lessons learnt, and assumptions turned on their

heads, we're mindful of the need to reflect on these so that they make a positive impact in the long-term.

Challenging expectations

We're confident of the potential of EdTech in the wider careers context but we're also realistic about what the shift to remote teaching would entail.

The fact that neither the Government's own recommended online resources (www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources) for home learning, nor its Oak National Academy online classroom referenced careers education whilst disappointing, wasn't a surprise.

When the pandemic hit, we quickly focused on providing a friendly ear to listen and offer guidance – in doing so, we've observed a number of trends emerging.

Instead of fearing technology, educators and the careers community have harnessed it to drive forward their practice. They've also gained confidence that has accelerated progress at an impressive rate.

Educators are highly-creative professionals, and we've observed schools adapt rapidly. From video conferencing for one-to-one guidance, technology to deliver virtual work experience, and using online data as a window into how students interact with their career development, schools have embraced new strategies for overcoming whatever comes next.

The future in students' hands

Importantly, students have responded positively to remote careers education.



Given they're digital natives, we already take a 'mobile first' approach. However, before March the utilisation of technology within the careers mix was mostly computer-based in the classroom.

As disruptive as it has been, Covid has been a significant agent for change and it's one that particularly suits students. Their usage of careers technology, via mobile devices, has increased by almost a fifth (year on year).

This is also increasingly the case amongst educators who, freed from the classroom, realise that careers education can be shaped flexibly. Indeed, we've seen half of educators engage in our own software via mobile platforms – something unheard of before Covid.

Debbie Crossley at The Bolsover School in Derbyshire is clear on the impact that remote digital delivery of careers education has had. She measured a 19% increase in student engagement with their online careers platform – some even logged on at the weekends.

Speaking in July, Debbie said, *"At such an unsettling time, I feared that without the right approach to careers education, motivation would plummet. Empowering our students to engage with technology that they felt comfortable with made such a difference and I saw Xello reignite a flame in them. They understand the opportunities within their reach."*

Josh Mangas, Careers Lead at The Co-op Academy in Walkden, Greater Manchester agrees, *"Being removed from the classroom risked the switch being flicked off so giving our students the control to simply play around and discover different career options and the pathways to them, proved incredibly powerful. It's equipped them with a level of future readiness that they might not have gained otherwise."*

Taking stock

Covid-19 has handed us a unique opportunity to embrace technology in a way that empowers students and enables those involved in careers to demonstrate how forward thinking the sector is. The question is, how can we build on this progress to ensure no student is left behind?

“
As disruptive as it has been, Covid has been a significant agent for change and it's one that particularly suits students.
”

Ella Bujok is the
Managing Director of
Cascaid

HOW TO APPROACH COVID AND LOCKDOWN CVS AND INTERVIEWS



SUZANNE COLLIER
OFFERS ADVICE
ON POST-COVID
APPLICATIONS



As a careers professional, I am being asked about Covid and lockdown on CVs and in interviews.

Here are some answers:

Jobseekers

1. It is fine to have a gap on your CV from February 2020 to June 2020 or longer. You shouldn't need to explain at all why this gap has occurred.
2. If your job was furloughed, you may want to mention this on your CV, but it shouldn't influence whether you get a job or not. It was a company decision to furlough you, not a personal one.
3. If you've been taking training courses or learning new skills it is good to add these to your CV. However, don't feel you need to push yourself into activities and do not feel pressured to 'use this time wisely'. Your mental and physical health comes first at all times. A pandemic isn't a war; this is no badge of honour. Your job was to stay safe and stay at home.
4. A recruiter should not probe what you did during lockdown as they do not know your personal circumstances. However, if they do, it is fine to say you caught up on some reading, DVDs, home chores or helped neighbours. It is perfectly normal to say that you stayed at home during Covid-19 as that is what you were asked to do.

Recruiters

1. When looking at a candidate's CV, if there is a gap for the months of the pandemic then do not discriminate against that candidate whatsoever. You have no idea what was going on in their personal world during that period.

2. If a candidate mentions that their job was furloughed, or they lost their job, this is no reflection on the candidate's personal skills. Furloughing and job losses are company decisions and not reflective of job performance.
3. Do not discriminate against candidates who have been working in a support role in another industry which had vacancies. For most people, the priority will always be to maintain an income. Any temporary career transition does not denigrate from their industry-specific, management, leadership or other skills.
4. If a candidate willingly mentions they undertook activities during the pandemic don't compare them favourably to someone who appears to have done nothing. Yes, they have been active, but their situation could be quite different from others who were instructed to self-isolate. Not everyone may be living in a household or situation which enabled them to do anything other than stay safe and stay at home.
5. At interviews it is NOT appropriate to ask the question 'What did you do during lockdown?' or question why a candidate may or may not have had the time to volunteer, accept a temporary job or undertake training. You will be opening a can of worms by answering such questions. You do not know if the candidate has lost anyone close to them and may be grieving. Your decision to recruit needs to be made on the skills and competencies required to do the role. How someone acted during a pandemic is not representative of how someone will perform in a job.

Suzanne Collier RCDP
is the Founder of
BookCareers.com and a
member of the Careers
Writers Association.

WORKING AS A SCHOOL-BASED CAREER ADVISER DURING THE COVID-19 SCHOOL CLOSURES



**NATALIE
PAPWORTH
WRITES ON THE
CHALLENGES SHE
FACED**

On 20 March, schools across the United Kingdom were closed and exams were cancelled. For many school-based career advisers, this was a concerning time not only for our own livelihoods, but for the thousands of young people who desperately needed guidance, reassurance and support.

At Innervate Career Services, we work with schools across

Surrey and the London Boroughs. Within a week I had a call from an executive head of a large multi-trust school academy we work with. Teachers were getting organised to deliver their lessons via web conferences and posting resources on their portals. Education was going online. Could we do the same?

We immediately set about exploring options, researching different methods to provide guidance and considering how we could manage compliance issues such as safeguarding, GDPR and quality.

Does career guidance work online or via the telephone?

Members of the team spoke to practitioners who have always worked this way. The key it seemed, was all in the set up and ensuring that the young person is as prepared as possible for the meeting.

We set about writing an overview for the young people and included a friendly photo and short biography of the career adviser who would be calling them. We also produced an overview for parents who would be much more involved in this process than normal as many might be at home. Resources were put together that provided key information on options, pathways and website screenshots that could be sent to students ready for discussion during the meeting. The team were trained with how to use the telephone software which enabled us to make centralised, recorded and encrypted phone and video calls.

On the 20 April we launched the new service. Reception of the new service was mixed initially. We were either inundated with parents eager for their child to have guidance, or we had some terribly slow days. In April



and May we had many year 11s and 13s desperate for support and by June and July we were mainly working with year 10 and 12. We had enough to keep us busy and we had done our best to ensure accessibility for the hundreds of young people we would normally be supporting in school.

Challenges of working from home

The work had its challenges: many of the advisers were juggling full households with children and partners also online working or studying. Telephone and web video calls worked well with mature and articulate young people, but those more needy, easily distracted and more self-conscious struggled with the process and our advisers felt they didn't quite take away as much as they would have face-to-face and within the structured environment of school.

Ultimately the feedback we received overwhelmingly is that in a period of so much uncertainty, the young people we spoke to felt supported and clearer about their long-term goals.

The plan for the new term is to be back in the building providing face-to-face career guidance. Although this post-lockdown era brings new challenges, the team are keen to be supporting young people in the school environment again.

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“

The plan for the new term is to be back in the building providing face-to-face career guidance. Although this post-lockdown era brings new challenges, the team are keen to be supporting young people in the school environment again.

”

Natalie Papworth
RCDP is the Founding
Director of Innervate
Career Services and
is a schools-based
practitioner

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Career Matters
October 2020 / Issue 8.4

“ You can’t apply to join the Army as an apprentice, but once soldiers complete their basic soldier training, nearly all of them will go onto an apprenticeship scheme. ”

I DIDN'T KNOW YOU COULD DO THAT IN THE ARMY



**ELEANOR BROWN
DISPELS SOME
MYTHS ABOUT THE
ARMY**

We all have our preconceived ideas about who is best suited to Army life, whatever our military experience. We know some of our candidates in Army recruitment are told by teachers or parents, “You need a bit of Army discipline!” or conversely, “you are too clever to become a soldier!” With over 76 different career roles, perhaps some options will surprise you, and broaden who you think is suitable for an Army career.

Education

“The majority of your time in the Army is now spent on education, improving yourself, getting qualifications. In order to be promoted, you’ve got to go on a course, you’ve got to learn”, says the Regimental Sergeant Major of our largest basic training establishment, Pirbright. “We’ve changed with the times. Long gone are the old days, shouting at each other to get stuff done. We’ve realised that people pick things up in different ways, and you’ve got to adapt, test and adjust to what suits your crowd”. Let’s take a look around some of our education pathways.

Apprenticeships

You can’t apply to join the Army as an apprentice, but once soldiers complete their basic soldier training, nearly all of them will go onto an apprenticeship scheme. From engineering to animal care, we have over 40 different apprenticeship courses. Soldiers do the scheme most closely related to their job role.
SEARCH: Army apprenticeships.

Degrees

There are some entry-level roles where soldiers study for a degree with fees fully paid for by the Army. These opportunities are available to soldiers entering as Nurses and Geographic Technicians, and there are similar routes in biomedical science, radiography and environmental health.

For those who want to go straight into the Army as an officer (i.e. in a leadership role) there’s an option to work towards a BSc in Leadership as part of their officer training. Students who want to go to university before starting their officer career, can apply for a bursary of up to £25,000 to fund their studies.

SEARCH: Funding University Army

Lesser known career options

Musicians

Everyone knows Army musicians play at state events, but few realise that it is possible to be a professional musician in the Army. It’s not just about marching bands, there is also a string orchestra and rock bands. Applicants need to be around grade 6 standard, and even vocalists can apply. This year Army Music is also offering a bursary to university students studying music performance.

Cyber

Although it’s an old Army saying, “No Comms: No Bombs!” our cyber communications and intelligence roles are rarely in the limelight. Equipped with skills and qualifications that are particularly sought after outside the Army, our cyber specialists set up and maintain communications and IT networks, using the latest fibre optic technology.



Paige Eagle, Veterinary Nurse

Animal care

You will have seen our service animals: dogs and horses, but did you know that means we have a range of roles to treat, train and care for them? Soldiers going into the Household Cavalry can do an apprenticeship in Horse Grooming. Our dog handlers undertake apprenticeships in Animal Care, and we also have vets and veterinary nurses. Paige Eagle was a qualified veterinary nurse when she joined the Army, “In the civilian practice, I was having to work exceptionally long hours week in, week out – it was crazy. I stopped enjoying working with animals. The hours are so much better in the Army and my work/life balance has massively improved and I get paid a lot more. It’s very clinical and hands on, with animals always coming in. I’d never worked with horses before, and at first, I was terrified! Now I really enjoy working with them.”

Flexible service

In 2019 the Army introduced the option to apply for flexible service – personnel can apply for part-time working, or restricted separation. Although full-time, full commitment is still the norm, these options allow service personnel to adapt their working life to their family and home commitments.



“
All soldiers start their Army career with at least 14 weeks of basic training, but in late March recruits were asked to return home, if they could, and instruction switched online.
”

Whatever someone’s academic history, social background or school discipline record, there are opportunities to gain skills and qualifications in the Army.

How Covid-19 changed Army recruiting

The crisis has forced Army recruiting to change and adapt, resulting in improvements to candidate experience that will be retained for the long term.

Going virtual improved candidate experience

Making an Army application is done online, so this was unaffected with applications being processed throughout lockdown. We switched the first interview to a virtual platform and set up a virtual Army Careers Centre, with videos, links and information. The recruiters found the candidates were subsequently far better informed and prepared at interview than previously. Around 80% of candidates were ‘satisfied’ or ‘very satisfied’ with their virtual interview, although most said they would prefer a face-to-face meeting out of lockdown.

Not only have the virtual Army Careers Centres improved the preparedness of candidates, they have also reduced the number of candidates failing to attend appointments. We are now shifting back to face-to-face interviews as circumstances allow but retaining virtual interviews as an option.

“The crisis has made us all more IT aware”, says Marc Steventon, Recruiting Manager. “It’s helped improve our lateral thinking and innovation across the whole business.”

Selection

Selection centres involve medical assessments, fitness tests and group activities, so could not be replicated

online. After a short period of closure, the centres re-opened with reduced capacity and strict adherence to social distancing and PPE. Some of the physical tests have been adapted, and selection was condensed into one day to avoid overnight stays.

Training

All soldiers start their Army career with at least 14 weeks of basic training, but in late March recruits were asked to return home, if they could, and instruction switched online. Again, this produced many positive outcomes that will have a lasting impact.

“It’s improved the way our instructors work – they’ve had to think outside the box,” describes the Pirbright Regimental Sergeant Major. “Rather than just show or demonstrate a skill, they’ve had to work out how to convey this information virtually – they’ve had to be creative.”

Virtual training improved the relationship that instructors had with every single member of their platoon. “We have large platoons of up to 30 recruits – virtual learning means we’ve had time to go into more detail, and really make sure every single recruit understands. We’ve had special guests introduce lessons including a TV celebrity and a professional footballer. The recruits have ended up really looking forward to the sessions, and it’s kept them engaged.” Instructors are now bringing their improved teaching strategies learnt during lockdown to the re-opened training establishments.

Useful links

apply.army.mod.uk/base

www.youtube.com/armyjobs

Eleanor Brown is an education specialist working with British Army Supporting Education to promote understanding of Army careers and opportunities.

“ Creative & Cultural Skills has long championed the important role that guidance professionals play in helping the next generation of talent learn about their future career choices. ”

INSPIRING THE NEXT GENERATION IN THE CREATIVE INDUSTRIES



**SARA WHYBREW
ON HOW THE
CREATIVE
INDUSTRIES WILL
BOUNCE BACK AND
THE NEED FOR
NEW TALENT**

The creative industries are everywhere. The sector was one of the UK’s greatest success stories: fastest growing in the economy, accounting for 1 in 11 jobs – that’s 2 million jobs across 289,000 businesses – and forecast to generate more than £128 billion annually for the economy by 2025. We have been responsible for almost 10% of the UK’s total exports and were on track to create 900,000 new jobs by 2030.

Covid-19

The Covid pandemic has knocked us. Most of our performing arts venues, arts centres, museums, galleries and heritage sites are still closed, and our sector is fighting for survival. However, we have a good track record of rebuilding after difficult times, as was the case following the 2008 recession. In the months to come when our sector opens its doors again, it will need new talent to help it recover and excel.

Creative & Cultural Skills has long championed the important role that guidance professionals play in helping the next generation of talent learn about their future career choices. We recognise how tough it is for you to know the details of every employment sector and the occupations unique to each. We’d therefore like to help you learn more about the creative industries, a sector that is sometimes misunderstood.

The prioritisation of STEM subjects has pushed the creative industries into the background when it comes to educating young people about careers. Some believe you must be ‘arty’, able to act, dance, sing, or paint. In truth, these make up the minority of the skills we need. Almost 50% of our jobs are non-creative.

When our sector rebounds, we want to see it come back stronger, fairer and more diverse. This means we need

the next generation to know about us, understand the range of occupations we have and the important role our sector plays in everyday life.

Over the last year we have been rolling out training sessions for guidance professionals to help raise awareness of the breadth of jobs the sector has and bust many common myths that exist around working in our sector. If people don’t know about the creative industries, if they can’t see what we do, if they don’t understand us and the impact we have, then our sector simply won’t maintain its world leading status. We don’t want to miss out on the creative and non-creative talent that enables us to connect with communities, tell important stories, protect our history, design our future, spark imagination and enrich everyday life.

We need new, diverse talent, regardless of background, educational achievement, or personal circumstances. I am glad to be part of this creative industry, and we’d really like to work more closely with guidance professionals to further inspire the next generation to join us.

In 2021, Creative & Cultural Skills will be providing training for guidance professionals across the UK, details to follow on our website. If you’d like to find out more about this beforehand please get in touch at info@ccskills.org.uk.

Creative & Cultural Skills is a UK-wide charity that works to create a fair and skilled cultural sector. We do this by shaping skills, education and employment best practice through a programme of training, tools and resources, events, one-to-one support, sector updates and research.

Sara Whybrew is the
Director of Policy
and Development for
Creative & Cultural
Skills.
www.ccskills.org.uk



“ We are affected by the built environment in every minute of every day, often at an unconscious and cellular level. ”

BUILD THE THINGS THAT BUILD BETTER THINGS



KATHRYN LENNON-JOHNSON ON CAREERS THAT BUILD A FUTURE OF HEALTH, INCLUSION, AND SUSTAINABILITY ON PURPOSE

Construction is not a popular career choice. The 2014 PyeTait report, *Educating the Educators*, found 35% of careers advisers believed construction to be an unattractive career opportunity. Data from the Construction Industry Training Board (CITB) shows that the overall appeal of the construction industry as a career option is low, scoring 4.2 out of 10 among 14-19-year olds. But, according to government figures, construction is a major sector of the UK economy. It generates almost £90 billion annually and employs almost three million people.

Even more importantly than GDP, construction is an industry that shapes lives every single day
The recent global changes triggered by the Covid-19 pandemic have helped everyone to see how much the built environment affects our lives, and possibly to consider how we would improve it. Confined to our homes while we watched the air clear and nature thrive, we have begun to recognise the significance of green spaces and question the importance of commuting to formal workplaces. The built environment matters. It has consequences. The things we build can last for decades and impact generations to come. According to a US Environmental Protection Agency-funded study, western nations spend between 85 and 90% of their time indoors. And, right now, we are experiencing the limitations of some of those indoor spaces. We are affected by the built environment in every minute of every day, often at an unconscious and cellular level. It affects how we sleep - through acoustics and temperature - how we digest food - through light and moisture levels - and how we age - via our raised cortisol.

Building the world we want is more than simply adding new, shiny things
The built environment needs to deliver inclusion, sustainability, resilient communities, safe housing, mental and physical wellbeing as well as support for ageing populations. The industry has tried, with varying success, to bring balance to a workforce that is 88% male, mainly white and able-bodied, but increasing diversity in all its forms will widen the lens of construction and ultimately improve the built environment. Despite our well-publicised housing shortage, statistics from the Government's dwelling stock data suggest that 80% of the built environment we will occupy by 2050 already exists, so repurposing, renovating and redesigning are just as crucial as envisioning new things.

Change is constant and inevitable
The World Economic Forum's 2018 *Future of Jobs* report suggests that less than 40% of young people in education will come into jobs that currently exist. And once we've got past the challenge of pandemics, Brexit and climate



change, there will certainly be something new and unexpected to follow with all the associated career options that brings.

The Paris mayor recently announced '15-minute cities' as part of her re-election campaign, with each arrondissement set to offer groceries, parks, cafes, sports

facilities and workplaces within walking distance. This move towards placemaking reduces traffic pollution, creates resilience, and could limit the damage of new waves of local lockdown. Across the UK, rethinking libraries and community centres could provide pop-up workspaces and socially-distanced meeting areas, while protecting these key local facilities. Although much has been made of the UK Government's decision to relax planning regulations, this should not mean a relaxation in the need for well-planned and appointed communities.

There is a need for clear vision to create the future we want

Many cities and LEP regions have published Local Development Plans to outline their commitment to investment and growth (though the finer details of these may inevitably be reviewed over the next 12 months). As a broad brush, these plans give a picture of the careers and opportunities that will shape the local labour market, and all plans have construction as one of their priority sectors. Although construction is often considered a low-skilled workforce, many of the roles required to create our collective futures ask for undergraduate and postgraduate degrees, and all involve constant learning and self-development as part of the job.

Jobs in housebuilding

- As the climate changes and the population grows, our buildings will have to rest on more challenging substrates and survive more extreme weathers. **Structural engineers** create stable and secure structures from appropriate, responsible materials. Starting at around £22,000, structural engineers often add a postgraduate qualification to their undergraduate degree.
- 'Services' allow a building to do what it is designed to do and **building services engineers** are responsible for the lighting, heating, power and security in our homes. Progressing through HNDs and apprenticeships to higher qualifications, Building services engineers can expect to earn over £35,000 with a degree and experience.

Jobs in planning

- With the Government's relaxation in planning regulations, **building control surveyors** may be the line between order and chaos. Making sure that new and converted buildings are safe, accessible and sustainable means meeting the requirements of building regulations. HNDs, degrees and apprenticeships are popular routes into building control and starting salaries can be as high as £27,000.
- Using technology to plan scenarios and avoid mistakes is slowly becoming more commonplace in construction. **Building information modelling (BIM)** uses 3D computer models and augmented reality to create complete mock-ups at every stage of the building's life, allowing it to be visualised in context. All public sector projects now require the use of BIM, and experienced BIM managers can expect to earn over £40,000.

Jobs in placemaking

- Urban design is a relatively new profession that



has grown recently in response to the demand for placemaking and population dynamics. **Urban designers** often work closely with town planners and architects, using research and analysis to understand the needs of their end users. Qualifications in geography, graphic design or economics may be entry points, although urban design degrees are becoming more common in this growing specialism.

- Innovative, aesthetically pleasing and accessible landscapes can promote more active lifestyles, and proximity to green spaces has recently moved much higher up our collective wish lists. **Landscape architects** take account of sustainability and ecology, and a keen interest in design and the environment will see students onto a conversion course from any existing undergraduate degree.

Jobs in sustainability

- **Environmental consultants** might specialise in contamination (of air, land or water), flood risk, emissions or renewable energies, or work across a number of these issues. Qualifications in geography, ecology, geology or earth sciences are the minimum requirement for this role, and graduates can expect to start at around £23,000.
- Growing populations and increased urbanisation can only mean one thing - more waste. Waste disposal, landfill, and recycling might all fall within the remit of a **waste management officer**, and promotion of reuse and repurposing are key messages as the world's resources deplete. Although there is no standard route, HNDs and degrees in geography or science subjects could see a waste management officer earning over £30,000.

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All careers data above was sourced from Prospects www.prospects.ac.uk

Environment Protection Agency-funded study <https://indoor.lbl.gov/sites/all/files/lbnl-47713.pdf>

UK Government live tables on dwelling stock www.gov.uk/government/statistical-data-sets/live-tables-on-dwelling-stock-including-vacants

“
As the climate changes and the population grows, our buildings will have to rest on more challenging substrates and survive more extreme weathers.
”

Kathryn Lennon-Johnson is the Founder and CEO of Built Environment Skills In Schools www.beskillsinschools.co.uk
@bessprogramme

“ Unsurprisingly, personal experience has a significant influence on people’s motivations to pursue health careers and mental health nursing is no exception. ”

A CAREER IN MENTAL HEALTH NURSING: ATTITUDES AND PERCEPTIONS



**RACHEL HUTCHINGS
ON THE FINDINGS OF
A RECENT RESEARCH
PROJECT**

The NHS has committed to pursue “the most ambitious transformation of mental health care England has ever known” (NHS England 2019). There is an aim to increase the number of mental health nurses, but current vacancy levels are high with a shortfall of some 9,900 permanent staff in June 2020 (NHS Digital 2020).

Against this backdrop, we sought to understand the factors affecting people’s perceptions and attitudes towards mental health nursing as a career. To do this we reviewed existing work and data and spoke to practising mental health nurses, current nursing students and guidance professionals.

The value of developing work experience opportunities

Unsurprisingly, personal experience has a significant influence on people’s motivations to pursue health careers and mental health nursing is no exception. Many mental health nursing students we spoke to had personal experience of mental health problems, either themselves or within their family or friendship groups. Guidance professionals told us that students who were interested in health and care careers, including those in mental health, were often motivated by altruism, and a desire to help others.

“Mental health nursing is a vocation – all the people who go into nursing say, ‘I want to do a job that makes a difference’. They want to do a job that gives something back.” Guidance professional

However, exposure to mental health nursing generally was felt to be limited, particularly within schools. Guidance professionals noted that students often mentioned roles they had on site such as a counsellor or social worker. The opportunities for work experience and volunteering in mental health settings are hard to come by, even for interested students. People talked about the value of schools and local NHS organisations working closely together to facilitate opportunities for students, as well as organising events such as special assemblies with external speakers (NHS Confederation, 2020).

Promote a positive view of mental health nursing roles

Mental health nurses play a fundamental role in

supporting people with mental health problems and the role offers a rewarding career choice. But, there is a general lack of awareness of the mental health nursing role. In particular, there is a lack of understanding about the role itself, including the wide variety of settings that people can work in, the people that mental health nurses work with and the range of skills involved. There also seems to still be a stigma around mental health and mental health patients with people talking about it negatively. People in our research noted the negative comments they had received from family, friends and other health and care professionals about mental health nursing and the ability for people to cope with the role.

This is often driven by unrepresentative and sensationalised societal perceptions of mental health patients in the media. A recent survey of UK adults showed that although over 90% thought that qualified mental health professionals make a real difference to the people they’re working with, a similar number also thought they would often feel stressed or upset by their work (Think Ahead 2020). This highlights the importance of promoting a positive image of the role, as well as demonstrating to prospective students that they will be empowered with the knowledge and skills to undertake the breadth of work that mental health nurses are involved in.

Mental health nurses offer a unique, positive contribution which is often misunderstood or overlooked

The lack of understanding of the mental health nursing role and career may be compounded by the sheer volume of roles that exist across psychological professions, with new roles still emerging. This means there can be some confusion about the differences between these roles and the routes into them, as well as a perceived hierarchy between them. Guidance professionals noted that while there was often a lot of interest in psychological professions (such as counsellor or psychologist), there was some resistance when mental health nursing was raised as an option, despite the role encompassing many of the students’ existing aspirations and requiring a similar skill set.

There seems to be a stigma towards nursing in general, with attitudes often focused on inaccurate and stereotypical views of the nursing profession, such as



that it is lower skilled, inappropriate for high academic achievers or gendered. One guidance professional noted that this can be particularly challenging for boys of school age:

“They can’t imagine being able to say to anyone they’re a mental health nurse which is crazy because I think they can imagine saying ‘I’m a mental health practitioner’, it’s ‘just a word’ – the nurse word it just conjures up being female.”

To address some of these issues, it’s important to raise awareness of the diversity of the mental health nursing role and the options available to students who wish to pursue it. People we spoke to felt it was important to draw out the uniqueness of the mental health nursing role as an opportunity to bridge the gap between mental and physical health, promoting the huge variety of skills that mental health nurses develop as well as the variety of settings they can work in. The earlier this happens the better, to make sure people are aware of the options at a younger age and have all the accurate information they need to make the right decision.

The routes into mental health nursing – including the funding attached to them – need to be better promoted

There are multiple routes into mental health nursing, including undergraduate and postgraduate degree courses and apprenticeships. There are also a small number of dual field courses, where students can study and then register in two fields of nursing, such as adult and mental health. Although the bursary was removed in 2016, as of September 2020 nursing students can receive an annual £5,000 cost of living grant, with an additional £1,000 for those studying mental health nursing.

People in our research recognised that mental health nursing is a rewarding career choice and the importance of encouraging others to consider it. The Covid-19 pandemic has introduced new dimensions to the discussion about recruiting the future NHS workforce,

with evidence of increased interest in health and care careers. Between March and June 2020, visitors to the NHS Health Careers website more than doubled (NHS England 2020).

There has also been an increasing focus on mental health in recent years, and prominent campaigns and discussions including from sportspeople and royalty, which provides an opportunity to promote mental health careers to prospective students. It will be important to capitalise on all of these opportunities to lay the foundations for the mental health workforce of the future. This includes building on existing work, for example the NHS Reset campaign, which aims to shape the health and care system following the Covid-19 pandemic.

Acknowledgements

The work was commissioned by the Mental Health Network and NHS Employers which are part of the NHS confederation. The full report, *Laying foundations: Attitudes and access to mental health nurse education* will be available at www.nuffieldtrust.org.uk/

Full details of the mental health nursing role are available here: www.healthcareers.nhs.uk/explore-roles/nursing/roles-nursing/mental-health-nurse

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There seems to be a stigma towards nursing in general, with attitudes often focused on inaccurate and stereotypical views of the nursing profession, such as that it is lower skilled, inappropriate for high academic achievers or gendered.

”

Rachel Hutchings is a Researcher with the Nuffield Trust



T Levels are high-quality, technical alternatives to A levels, which have been designed in collaboration with industry experts and employers.



T LEVELS-A NEW ALTERNATIVE TO A LEVELS



MINISTER FOR SKILLS AND APPRENTICESHIPS GILLIAN KEEGAN EXPLAINS WHY T LEVELS ARE SO IMPORTANT

T Levels are high-quality, technical alternatives to A levels, which have been designed in collaboration with industry experts and employers. They are rigorous, two-year courses which combine classroom learning with a substantial industry placement, to help create a skilled workforce and prepare young people for the world.

Introduction

I spent the summer attending virtual open days with our first T Levels providers and it was great to hear first-hand from employers and the students who will make up our very first cohort. I am delighted to say that T Levels have now launched. Many young people now have access to pioneering new qualifications, which will play a key part in the economic recovery from Covid-19, by improving access to high-quality technical education for thousands of young people and giving businesses access to a talented workforce.

Industry placement

A differentiating factor is the substantial industry placement, which is a minimum of 9 weeks and can be completed with a wide range of employers, from small, local businesses to large multinationals. In preparation for the roll-out, thousands of industry placements have taken place and feedback from employers and students has been positive. Employers can spot and train new talent and diversify their workplace. Students benefit by putting knowledge and skills into practice, as well as growing their confidence, and learning new transferable skills. It is also an ideal vantage point to see what type of careers are available.

T Level rollout

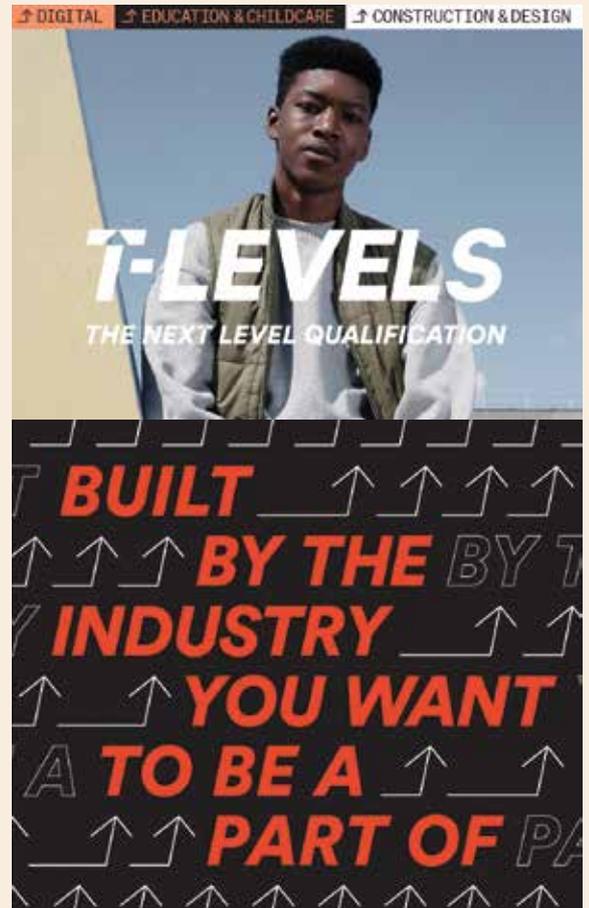
The first three courses launched last month with 44 providers around the country. Over the next three years, a further 21 T Levels will be rolled out, spanning a wide range of sectors. Each of these courses is a route to the workplace, higher education or a higher-level apprenticeship.

2020 Courses and potential careers

- Education and Childcare (Teacher; Teaching Assistant; Nursery Nurse; Early Years Officer)
- Design, Surveying and Planning for Construction (Surveyor; Civil Engineer; Town Planner)
- Digital Production, Design and Development (Software Development Technician; Junior Games Designer).

Sept 2021 Courses and potential careers

- Building Services Engineering for Construction (Installation Electrician, Maintenance Electrician, Plumbing and Domestic Heating Technician)
- Digital Business Services (Digital Applications Operator, IT Solutions Technician, Digital Marketer)



- Digital Support and Services (IT Support, Infrastructure Technician)
- Health (Dental Nurse, Senior Healthcare Support Worker, Operating Theatre Support)
- Healthcare Science (Dental Laboratory Assistant, Healthcare Science Assistant, Pharmacy Services Assistant)
- Onsite Construction (Advanced Site Carpenter, Advanced Site Joiner, Construction Assembly and Installation Operative)
- Science (Laboratory Technician, Food Technologist).

Progression

By developing technical skills, graduates will be well-prepared for a job in their chosen industry. Higher level apprenticeships are a great option for some graduates, with the opportunity to progress to degree level and develop more specialist skills. A T Level attracts UCAS points in line with 3 A levels, so higher education is a good option for those that want to go to university. In these unprecedented times, I believe T Levels will be a crucial part of skills recovery by contributing towards jobs of the future and I very much look forward to meeting the current and future T Level students.

Gillian Keegan, Minister for Apprenticeships and Skills
www.tlevels.gov.uk

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NEW PEER SUPPORT MEETINGS HIT THE MARK



MARK RICE ON THE SUCCESS OF PRIVATE PRACTICE SUPPORT MEETINGS DURING LOCKDOWN

In March I posted in the CDI's Private Practice group on LinkedIn, suggesting the idea of an informal meeting between coaches to support and respond to the unfolding Covid-19 pandemic. It was just days into a lockdown that had seen my own work schedule decimated almost overnight.

A couple of weeks and one steering group meeting later, on April 8, I was nervously preparing to host the first ever peer support meeting.

As a new CDI member, I hadn't really taken full advantage of the benefits of membership and only knew a handful of CDI coaches. So, I was delighted on this night to see 23 other faces staring back at me on Zoom.

My strongest recollection from that meeting was of a coach who, rather bravely, spoke about struggling with how best to promote her coaching practice against the backdrop of clients facing the uncertainty of being furloughed or redundancy. In truth, I suspect she spoke for each of us. Within moments the chat box lit up and coaches - each with their own businesses to run - were

offering ideas and support which highlighted to me the real value and strength of being part of this private practice community.

Since that initial meeting more than 50 career professionals have stopped by to join our fortnightly meetings and actively take part in many discussions.

Topics have ranged from how we support our clients, LMI and the future of work, to generating ideas to support and promote the work of CDI private practitioners. Two of the most powerful discussions to date have focused on Black Lives Matter. The safe and supportive space that our meetings offer allowed participants from all backgrounds to discuss their feelings and experiences in an open and candid way.

For some this was their first opportunity to share their thoughts on this sensitive subject. I feel proud that this CDI platform allowed them the opportunity to do so.

You may have seen the short video promoting coaching and the Professional Register - (www.youtube.com/watch?v=GIUCBrk8qUE&feature=youtu.be). This was just one of the ideas that sprung up from another of our meetings. We wanted to reach out to clients, struggling at this time, with a genuine and authentic message - I believe we nailed it.

In July, we discussed reformatting the peer support meetings to keep them fresh and collaborative. As a result, on the 19 August we launched our new, monthly 90-minute format, with breakout rooms allowing for greater networking and for participants to set the evening's discussion.

Although I might be considered by some as the face of the peer support meetings, there are others that help to make them successful. CDI staff, Ashley and Dan, who often hung around until after 9pm to ensure the technology didn't let us down, Jan who has remained a supportive enthusiast throughout. Then there's Nicolette Wykeman who has become a trusted friend, colleague and source of support; and of course, everyone who has taken part - thank you!

Almost six months after that first meeting, I've developed friendships and collaborations with many CDI colleagues, and I have seen first-hand what a brilliantly supportive bunch we are. We have our foibles and sometimes we disagree but we each work hard to uphold the ethics of the CDI and our industry, whilst promoting the benefits of membership and coaching for all.

By now you might be struggling with FOMO, so you're more than welcome to join us. See you soon.

“

As a new CDI member, I hadn't really taken full advantage of the benefits of membership and only knew a handful of CDI coaches. So, I was delighted on this night to see 23 other faces staring back at me on Zoom.

”

Mark Rice RCDP, Private Practitioners' Steering Group



“ Despite the challenges raised, the ‘new normal’ has led to innovative thinking and trialling new ways of working, generating some positive outcomes in terms of student engagement. ”

DELIVERING CEIAG IN THE WAKE OF THE COVID-19 PANDEMIC



KATHRYN LEA-WILLIAMS WRITES ON THE RESEARCH ABOUT HOW THE DELIVERY OF CAREERS ACTIVITIES IN SCHOOLS AND COLLEGES WILL CHANGE IN 2020/2021 AND HOW CAN WE ENSURE QUALITY CEIAG WHEN YOUNG PEOPLE NEED IT MOST?

Kathryn Lea-Williams is the Quality in Careers Standard Co-ordinator, C&K Careers

The last few months has seen unprecedented disruption for schools and colleges and the turbulence looks set to continue as we emerge from lockdown and begin the process of recovery. Careers Education, Information, Advice and Guidance (CEIAG) could easily slip down the list of priorities for schools and colleges but given the challenges and uncertainty facing young people and their progression into learning and employment, there has never been greater need for it to be enhanced.

In response to this, C&K Careers worked in partnership with Go Higher West Yorkshire to explore the impact of Covid-19 on delivery of CEIAG activities and explored how things might look in the new academic year. The research was funded as part of the Office for Students Uni Connect programme - impartial advice and guidance on college and university www.ofsuniconnect.org. The research, undertaken in July 2020, has a particular focus on how Higher Education Providers engage with young people within this new context. It explores current and planned approaches to delivery of CEIAG activities and examines challenges and potential solutions.

What kind of challenges were presented?

Careers Leaders, Higher Education Providers, the Local Enterprise Partnership and Career Guidance companies contributing to the study identified a number of potential challenges including: labour market uncertainty; concerns around the priority of CEIAG; time/space within the curriculum; students' IT access; engagement; safeguarding; impact; evaluation; and tracking.

Schools and colleges expected to see increased use of online CEIAG delivery in the new academic year alongside some small group or one-to-one activity face-to-face. All participants within the study highlighted the importance of being flexible, adaptable and prepared for all eventualities in the current climate.

What could work for schools and colleges during this time?

One key message emerging from the research is that the most valuable and impactful activities during this period are short/bitesize and available in a variety of formats. These give schools and colleges the flexibility to easily incorporate them into planned lessons and activities and to meet student needs. This online content can be a springboard to more intensive, sustained engagement and be a way of addressing some of the concerns raised by education providers.

Participants agreed there should be a menu of activities and resources to meet different needs. A wealth of free and paid resources are already available; however, schools and colleges often find navigating



it overwhelming. Accessibility of resources is also increasingly important as we adapt to and embrace more digital approaches.

What next?

One element missing from our research is pupil voice. We need to take a collaborative approach and listen to messages from young people, parents and schools/colleges about what is working as the situation evolves. As emerged from the research, all schools and colleges, and their young people, have different needs and there's a great deal of uncertainty about how things will work in the new term.

Despite the challenges raised, the ‘new normal’ has led to innovative thinking and trialling new ways of working, generating some positive outcomes in terms of student engagement.

Careers services and education providers have responded quickly in adapting to these new circumstances and we expect more innovative approaches to emerge over the coming months.

To access the full report, visit the Go Higher West Yorkshire website: www.gohigherwestyorks.ac.uk/ impact

THE EMPLOYABILITY SKILLS FRAMEWORK



**KAREN TAYLOR
WRITES ON THE
DEVELOPMENT
OF AN
EMPLOYABILITY
SKILLS
FRAMEWORK
FOR SEND YOUNG
PEOPLE**

In September 2013 Linwood School started developing a programme to support students in gaining paid employment. The programme is for young people 16-19 with SEND who are entitled to specialist provision and are keen to gain permanent employment. CHI (Classroom in the Heart of Industry) is based in real workplaces where students explore work and look at where their skills and qualities lie.

As the programme developed and students became more

confident on their placements, we recognised that there were skills that they had acquired and areas where they needed more focus. With no formal assessment for employability skills available, I started to research the key skills needed to gain employment and I set about writing the Employability Skills Framework (ESF). It has been designed as an assessment tool to enable students and staff to work together to develop employability skills. It allows staff to evidence progression and focus on areas for improvement. The ESF was piloted in 2015 and has become an invaluable tool on several levels.

In the ESF, the fundamental skills required for developing work applicable skills are identified and broken down into micro steps which allow them to be measured. This makes it possible for students and staff to acknowledge, record and make notes on a series of micro-progressions within identified categories.

The broad categories are:

- Communication
- Self-management and organisation
- Motivation
- Teamwork
- Self-awareness
- Use of IT
- Commercial awareness.

These categories all have subsections.

At the start of the programme all students are baselined so that staff and students can monitor progression throughout the programme. After each placement, the students are given the opportunity to assess their work and focus on their targets. Meaningful data can therefore be extracted for all individuals, and groups and targeted support can be given as required.



The ESF is used by staff working with students on their placement. It gives a clear focus on areas to support students and identifies the next step required for developing their skill set. Staff can follow clear parameters to establish future focus for progression. The framework allows for staff to leave written comments, or observations on scenarios, where they have observed the student performing a skill. This enables staff to work collaboratively to ensure they are all witnessing the same skills.

Students have recognised the benefit of the ESF, and comments have included:

“The ESF has helped my confidence at eye contact”

“The ESF helped me identify what I need to work on in my work placements and at CHI”

“Over the last year my confidence has got better and I am able to do more difficult jobs on the tills”

With the onset of Covid-19, the need for students to develop their employability skills is more important than ever for them to gain and sustain employment. The use of the ESF ensures that students’ participation in work-related activities, including work experience, work placements and supported internships is meaningful and effective. Student outcomes from the CHI programme at Linwood have been incredibly positive with most students gaining paid employment.

The ESF is now available to other organisations at a small cost. For further information please email esf@linwood.bournemouth.sch.uk

www.chi4training.co.uk

The Employability Skills Framework won the Project-based Best Practice Award for a Careers Programme in a Special School/College at the 2020 UK Career Development Awards.

“
The ESF is used by staff working with students on their placement. It gives a clear focus on areas to support students and identifies the next step required for developing their skill set.
”

Karen Taylor is the Director of Classroom in the Heart of Industry (CHI) Linwood School

“ Deaf young people felt the people around them had lower aspirations for them compared to their hearing peers. ”

DOES BEING DEAF GET IN THE WAY OF A CAREER?



**MARTIN MCLEAN
WRITES ABOUT
CAREERS
SUPPORT FOR
DEAF YOUNG
PEOPLE**

Does being deaf get in the way of a career? I should know. I was born profoundly deaf and that meant there were significant barriers standing in my way. However, with the right support and good access to education, being deaf didn't stop me from achieving a university degree and two post-graduate qualifications. It hasn't stopped me working in a range of different jobs from biological scientist to lecturer, project manager and policy adviser.

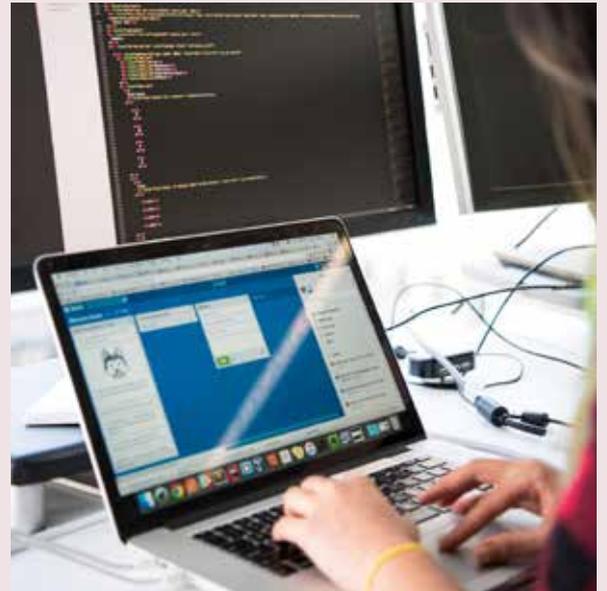
I now lead on post-14 policy at the National Deaf Children's Society. A big focus of ours is providing the support that deaf young people need to make a successful transition to adulthood and independence. However, a key issue is a lack of good quality information and advice for young people and their families. We have a Young People's Advisory Board who earlier this year published a report on deaf young people's experiences of careers advice and support. The report was put together using data from focus groups with over 100 young people, and field research by the board. Frustratingly, the overall picture was not great. There were three key findings:

An absence of specialist and tailored careers advice. Teachers and careers professionals lacked knowledge about the support and technology available to deaf people in the workplace. There were also accounts of poor communication such as eating whilst giving advice or turning their face away from a deaf young person (meaning they could not be lipread). Only 35% of young people in focus groups said they felt confident about sharing their support needs with a careers adviser.

Limited aspirations. Deaf young people felt the people around them had lower aspirations for them compared to their hearing peers. There were several accounts of incorrect advice being given. One young person wanted to be a watchmaker but was told by a teacher that they could not do that as people would not be able to understand what they were saying.

A lack of support to enter the workforce. A source of anxiety for deaf young people was a lack of information and understanding of what support would be available to them in the workplace. 90% of deaf young people surveyed did not know what the Access to Work scheme was (see information on Access to Work).

For me, reading the report was distressing. Deaf young people have so much potential and yet it is being risked by a culture of limited aspirations and negativity about being deaf. I believe this contributes to significantly higher unemployment rates amongst deaf adults.



It is often not clear whose responsibility it is to provide deaf young people with key information to support them to make properly-informed decisions about their futures. Is it parents, teachers of the deaf, charities or careers professionals? I believe it is everyone's responsibility - we *all* play a role in influencing deaf young people.

What is Access to Work?

Access to Work is a UK government scheme for disabled people that can cover the cost of support in the workplace up to £60,000 per year. For deaf people it can pay for things like sign language interpreters, palantypists (who type out what is said at meetings) and assistive listening technology like radio aids that provide extra clarity of sound for hearing aid wearers.

Access to Work is applied for by disabled employees themselves and is also available for those who are self-employed, in apprenticeships, traineeships and self-arranged work experience. The funding is in addition to the steps and reasonable adjustments employers are expected to make under the Equality Act 2010.

We do not expect careers professionals to be experts in disability or deafness. However, some basic knowledge can make a big difference; if you have awareness that the Equality Act requires employers and education providers to make reasonable adjustments to ensure disabled people are not disadvantaged; if you know that there is funding available for support and equipment from the



CASE STUDY
LUCY, MIDWIFE

I am a project lead midwife, I provide care to women and their babies throughout pregnancy, labour and after birth. I am also leading a project to improve the care that maternity services provide to women, especially vulnerable groups.

My hospital trust used the Access to Work grant to fund essential equipment to ensure that I can perform my job to the best of my ability. An Access to Work Assessor came to spend the morning with me at work seeing what my role involved and suggested equipment that would allow me to cope better at work. From this assessment I received several fantastic pieces of equipment that has made working in challenging listening environments so much easier.

With my radio aid transmitter and telephone adapter, the caller's voice goes directly to radio aid receivers attached to my hearing aids. These also help when I'm talking to mums and other midwives. For larger meetings I have my table mic which picks up every voice in the room much clearer than hearing aids alone. I also have an amplified digital stethoscope which allows me to take patients' blood pressures, and I can hear their heartbeat straight to my aids!

Full case study at www.ndcs.org.uk/information-and-support/technology-for-deaf-children-and-young-people/how-technology-helps/using-technology-at-work/

Access to Work scheme, you will be in far better place to advise someone with a disability.

For deaf young people, we believe in the power of role models. Earlier this year, together with our Young People's Advisory Board, we launched our 'Deaf Works Everywhere' campaign to get more deaf young people into work and into jobs that inspire them. As part of this we want to inspire and inform deaf young people through showcasing deaf people in a range of jobs. There are few roles that are not open to deaf people and we've been really encouraged by the breadth of jobs deaf people currently do from doctors to driving instructors to construction workers.

Coronavirus has inevitably disrupted our campaign leading us to pause on a lot of our activities. However, with Covid-19 having a major impact on the job market, we know that is going to be more crucial than ever for deaf young people to receive good quality careers support. We plan to fully re-establish 'Deaf Works Everywhere' in the New Year.

We are also working on producing a short e-learning course for careers professionals which will initially be available in Wales through Careers Wales and then rolled out across the UK. We will be promoting this to CDI members when it is ready. This aims to provide you with confidence on how to communicate effectively with deaf young people as well as improve your knowledge of the support and rights available to deaf people in education and work.

Find out more about our 'Deaf Works Everywhere' campaign, read our young person's report and register your interest in our resources for guidance professionals by visiting www.ndcs.org.uk/deafworkseverywhere

Professionals working with young people up to the age of 25 can contact our helpline for free information and advice.

Visit www.ndcs.org.uk/helpline

“

For deaf young people, we believe in the power of role models. Earlier this year, together with our Young People's Advisory Board, we launched our 'Deaf Works Everywhere' campaign to get more deaf young people into work and into jobs that inspire them.

”

Martin McLean leads on post-14 policy and practice at the National Deaf Children's Society, the leading UK charity for deaf children and young people.



“ During the summer, we asked AGCAS members for examples of how they had responded to the lockdown and we were inundated with examples of innovative practice and support. ”

HOW HAVE UNIVERSITY CAREERS SERVICES CHANGED BECAUSE OF COVID-19?



ELAINE BOYES ON THE RESPONSE TO THE PANDEMIC



When universities moved to online teaching in March, careers services adapted rapidly. Many AGCAS (The Association of Graduate Careers Advisory Services) members were already delivering their services through a blend of online and face-to-face formats and they switched to online delivery in a matter of days. Careers services were able to offer their students access to guidance, support and opportunities to help them develop their employability through virtual one-to-ones, increased use of vlogs, podcasts, online chats and live streams.

The speed with which careers services adapted their offer enabled them to focus attention on student and graduate groups requiring specific, targeted support. During the summer, we asked AGCAS members for examples of how they had responded to the lockdown and we were inundated with examples of innovative practice and support - see (www.agcas.org.uk/write/MediaUploads/Phoenix/UUK_AGCAS_case_studies_-_How_university_careers_services_have_responded_to_Covid-19.pdf).

Examples include digital courses to help students and graduates build the skills needed for the online economy; bespoke workshops designed to help them cope with uncertainty and develop their career during the crisis; and alternative assessments for students furloughed during their placement year to help them make the best of their experience. Many were also able to provide start-up funds for graduate entrepreneurs and hardship funds for underprivileged students.

Collegiality has always been at the heart of the AGCAS community, but we have seen a marked increase in collaboration between university careers services over the past few months. For example, five universities in Scotland worked together to deliver the *Just Graduated?*

What Next? MOOC (www.open.edu/openlearncreate/course/view.php?id=4560) and adjusted its content to accommodate post-Covid sensibilities. The universities of Manchester and Warwick, as part of a collective of 13 institutions, have combined resources to plan career insights events that support students to gain a competitive advantage in a challenging global market.

University careers services have also played a key role in supporting the employers they work with. They have created virtual internships, employment and volunteering programmes designed to link students and graduates in need of work experience with small and medium-sized enterprises (SMEs) seeking support, to address immediate and future business needs. Careers services are also offering virtual careers fairs and other ways of facilitating virtual student-employer interactions.

As we begin the new academic year, as well as continuing to support the graduates of 2020, careers services have turned their attention to how the economy will affect the graduates of 2021. We know that the next academic year will be challenging for careers services as they support the 2020 graduates still finding their feet in an uncertain economy, as well as 2021 job seekers and students who should have gained work experience through internships and placements. However, careers service leaders are also seeing some opportunities arising from the crisis, including the chance for reflection, to seriously focus on the activities that improve student outcomes and use technology to create new initiatives.

The innovation that was sparked in the spring and developed over the summer will continue to be built on over the 2020/21 academic year and beyond. Careers services will continue to evolve and adapt to support their students through the pandemic and economic uncertainty, and through anything else the future throws at them.

Expert Online Training

For practitioners considering a career move into higher education, we are running an expert online training session on Thursday 3 December, starting at 1.30pm - *Making the transition into HE Career Development Work*. The session will explore the current environment in which HE careers services operate and identify the key skillsets that HE services are looking for in new recruits. The course will be led by Sarah Warburton and Paul Gaunt, Lecturers in Career Development and Management, who between them have worked in eight university careers services, in a variety of management, student-facing and employer-facing roles.

COACHING THE COACH



CAROLYN PARRY OUTLINES HOW DIGITAL CAREER COACHING CIRCLES PROVIDE HIGH-IMPACT, LOW-COST, HOLISTIC AND SCALABLE CPD

The concept of digital career coaching circles was originally raised as a way of enabling private practitioners to maintain and enhance the quality of their CPD in the absence of formal supervision. Co-incidentally, the arrival of Covid and remote homeworking brought into sharp relief the need for some form of easy and scalable digital solution to support whole teams of employed practitioners working remotely.

Having previously spent six months in an online

international coaching circle based on the work of Otto Scharmer, Senior Lecturer at MIT and Presencing Institute co-founder, this approach seemed to offer the basis from which to develop an easy-to-follow and holistic solution which would take into account the emotional self as a practitioner. It is this holistic ethos which makes this coaching circle approach different from other approaches such as action learning sets. Working with Careers Wales, I have set about implementing this approach as I think there is much to commend it to career development practitioners.

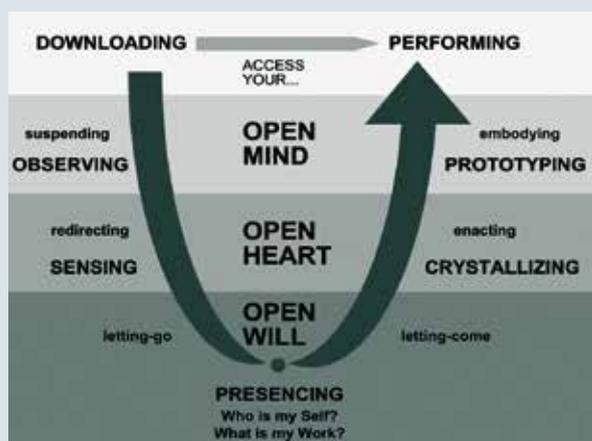


Figure 1

Theory U

Scharmer developed his social field theory called Theory U building on the work of Kurt Lewin, Ed Schein, Jay Forrester and Peter Senge. It encourages a move from individual ego to a more ecological approach and a shift in awareness to focus on the wellbeing of all (Figure 1). The approach supports change and insight as the result of inquiry into what Scharmer calls 'our deep selves' and our willingness to shift from judgement to curiosity, cynicism to compassion, and fear into courage in the way we perceive both others and self. Encouraging a sense of becoming, it needs us to be present and to tune in

mindfully, so we can see, sense, and be present to access new forms of learning, insights and confidence which we can turn into new ways of being and behaving through an open heart, open mind and open will.

Circle trials in Wales

A number of small online circle sessions were held with groups of Careers Wales coaches and private practitioners between February and May ranging in size from four to 12 and lasting around 90 minutes. Following a prescribed format, one member facilitates and ensures a confidential and safe space for exploration and learning and one person acts as the case giver so they can explore and learn from a coaching intervention which has left them with a sense of unfinished business. Everyone else listens and responds, contributing impressions, experiences and linking these to relevant theories.

Pilot insights

Pilot sessions were received very positively and confirmed the ideal size of a group as being six to seven and demonstrated clear evidence of learning by all (Figure 2). The facilitator's role is important in framing the session so that the case giver feels comfortable enough to be open. Consideration also needs to be given to different learning styles to ensure everyone participates evenly.



Figure 2

Ciara Bomford, Training Manager at Careers Wales commented, "The coaching circle approach enables us to go into problems more deeply and examine them from different perspectives. Both the case giver and the whole group benefit from reflecting on the issue and what could be done in similar circumstances and framing powerful questions to help the case giver go deeper."

Following a CDI-led training workshop, Careers Wales has rolled the concept out and it being used both by career development practitioners and groups of managers.

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- Scharmer, C.O. and Kaufer, K. (2013). *Leading from the Emerging Future: From Ego-System to Eco-System Economies*. Berrett-Koehler Publishers.

“ Scharmer developed his social field theory called Theory U building on the work of Kurt Lewin, Ed Schein, Jay Forrester and Peter Senge. ”

Carolyn Parry RCDP is Project Associate for the CDI Cymru Wales and Founder of Career Alchemy

“ Career development professionals are in a unique position to help by providing people with the tools and encouragement to invest in their own development. ”

THE SKILLS TOOLKIT



**JAMIE ZUCKER
WRITES ON
SUPPORTING
PEOPLE TO
UPSKILL IN
RESPONSE TO
COVID-19**

With many adults having been impacted or facing an uncertain working future as a result of the Covid-19 outbreak, it's more important than ever that they are supported to expand their skills.

Whether they are out of work or thinking about changing jobs, have just graduated or left full-time education and are starting their career, or if they're keen to progress in their current job, upskilling can help people get ahead in work and boost their employability.

Career development professionals are in a unique position to help by providing people with the tools and encouragement to invest in their own development – perhaps even in subjects they might not have thought about.

The Skills Toolkit

To support people in building up their skills the government launched The Skills Toolkit, an online platform providing free, high-quality digital, numeracy, work readiness and employability courses.

The platform offers a selection of 80 online courses from highly-prestigious providers including the Open University, Institute of Coding, Amazon Web Services and Google. They range from introductory level, including a course on getting the most out of Microsoft Outlook and introductions to finance and bookkeeping, through to more advanced topics such as digital marketing, cyber security and coding. Employability and work readiness courses covering a range of essential soft skills, such as resilience, problem-solving and leadership have also been recently added. All the courses have been selected to help people make their CV stand out in a more competitive jobs market.

While the courses range in length from a few hours to a few weeks, they are all online and flexible in nature, so learners can top up their skills at a time, place and level that's right for them.

As the Covid-19 pandemic has left 70% of people saying they are now more likely to consider working in a different sector, The Skills Toolkit can also provide them with the opportunity to try something new without any course fees or long-term commitments.

In developing the platform, we consulted with some of the country's leading educational experts and employers to make sure the courses are effective and meet the needs of a variety of business and individuals.

Skills for the future

Evidence suggests digital and numeracy skills are increasingly in demand across almost all sectors and



occupations. In fact, 82% of all job vacancies online require digital skills and a report conducted for the Industrial Strategy Council last year identified that at the current rate, there will be 5 million people with an acute basic digital skills need by 2030.

Employers are also keen to recruit people with transferable skills, with more than half saying that soft skills, like time management or teamworking, are more important than hard skills.

By providing a taster of flexible online learning we hope that The Skills Toolkit will help drive a step change and encourage people to be more positive about developing their skills and discovering new talents throughout their working lives. The early signs are good – the platform has been highly-successful to date, with over a million visits and tens of thousands of course starts.

We recognise the immense pressure and uncertainty that individuals and organisations are under at the moment. The Skills Toolkit is a positive and practical example of support you can offer to those you work with. I'd encourage you to take a look and share it today: gov.uk/thekillstoolkit

Jamie Zucker is Skills Policy Team Leader at the Department for Education

'SAILING' THROUGH A LIFE OF TRANSITIONS



ELSA OARU WRITES ON HER CAREER CHALLENGES

I grew up in a single-parent family during a communist regime.

My mother had the greatest influence on me as a teenager, when I chose subjects in high school and considered HE. She would have liked me to follow in her footsteps and become a pianist, but I chose psychology instead. In the early 2000s, Romanian schools and

universities employed counselling psychologists who assisted students facing emotional issues or who needed career counselling. Most students did not know about the services, so most graduates made career decisions on their own with advice from family and friends. Fifteen years after the Revolution, Romania still had poor labour market policies, mass layoffs and high unemployment, which affected graduate employability. Unfortunately, Romanian universities did not mix employability skills with degree frameworks, so students were unprepared for their transition to the labour market. Following entry to the EU, lifelong career counselling and orientation services were introduced. Nowadays, graduates who require vocational guidance can turn to employment agencies, where they obtain information about labour market and professional orientation.

Moving to the UK

I arrived in the UK in 2005, after graduating from university in Bucharest. I was keen to pursue a career in psychology and the chances of becoming a psychologist in Romania were poor. After a few years working as an au pair, I applied for jobs, but my qualifications were not accepted or recognised by employers. I decided to go back to university.

As a mature student in my late twenties, I worried I might not succeed in my studies because English was not my first language. I chose to study a Psychology degree at Bangor University, followed by an MSc in Occupational Psychology at the University of Hertfordshire. I had an amazing student experience as the UK HE system is completely different to Romania. I was encouraged to think critically, challenge ideas and research new things. I experienced interactive teaching, open book tests, group work projects, impromptu presentations and had 24/7 access to online podcasts, computers, and the library. When I studied in Bucharest, the teaching was classroom-based, with independent study and final exams where I regurgitated huge amounts of information.

Finding a job in occupational psychology proved challenging as I lacked relevant experience and jobs were

scarce. I briefly studied career counselling during my first MSc and found it interesting but having moved to Scotland I could not become a careers adviser without qualifications, so I returned to university.

In 2020 I completed my PgDip in Career Guidance and Development at UWS. Work placements formed part of the course and I gained valuable work-related experience. This course made me reflect on my career journey and the decisions I made, and I realised that my life has been full of transitions. Sometimes I wonder what my life would be like if I had received professional career guidance when I decided to go to university. As the whole world shut down in 2020 because of Covid-19, it is unfortunate for anyone to graduate in a terrible, jobless labour market. However, I look forward to working as a careers adviser, and I hope to be able to use my qualifications to assist other people making career decisions, so they have a less challenging life journey than I did.



“

In 2020 I completed my PgDip in Career Guidance and Development at UWS. Work placements formed part of the course and I gained valuable work-related experience.

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Elsa Oaru RCDP, MBPSS is a Career Counsellor

BOOK REVIEWS

FUTURE PROOF YOUR CAREER

John Fitzgerald

ISBN 978-1781333327

Rethink Press

£14.99

John Fitzgerald is an experienced career coach in his native Ireland and has written a very topical tome, even though it predates Covid-19.

He highlights:

- managing unrealistic expectations, treating career progression or modification as a project, the requirement for a positive and pragmatic mindset, planning for career longevity
- the harnessing of social media and influencers to inform strategic career decisions and emulate the success of others
- the importance, for clients, of being proactive vs reactive / passive and the need for courage, curiosity, opportunity awareness and self-expression. This is easier to tap in some clients than others, but the author meets that head-on by using case studies of different clients, some ready for the fray, some hesitant, some change averse.

When talking about assisting clients bogged down by the here and now, the author's techniques are liberating: he gives permission to think and act outside the box and emphasises creativity, learning and vision.

He explains that 'up is not the only way' (which some clients would challenge, and others accept gratefully), and focuses on the power of 'want to do' rather than 'must do'. He looks at the

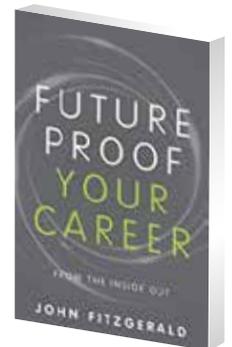
tension between career growth vs promotion and how guilt, habits, lack of confidence might hold people back.

Beyond this, Mr Fitzgerald investigates and defines likely shifts in the work environment during this decade and beyond. He uses perceptive questions to illuminate possible scenarios and how digital technology will affect all career areas, even those apparently immune to change.

This is a book that will benefit guidance professionals as well as their clients, providing new insights and techniques for both parties. I would certainly recommend it to graduates and adult career changers and suspect that my copy will be well-thumbed and well-used.

Insightful, objective and thought provoking.

Gill Sharp is a Freelance Careers Consultant and Writer working in the Higher Education sector. She is a member of the Careers Writers Association. www.parentalguidance.org.uk/find-a-careers-writer



HOW TO GET A JOB YOU LOVE (2021-22 edition)

John Lees

ISBN 978-1526847980

Open University Press

£14.99

E-BOOK £10.66

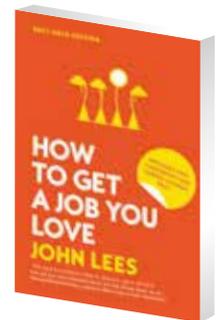
If you ever needed to find a job you love that time is now! The Covid crisis has brought with it much uncertainty about the world of work and for those who are job searching this may be the time to pause and think deeply about what you want your future work life to be.

Now in its 11th edition, this book has been updated to guide the reader in how to stand out in a crowded job market and is a timely resource for anyone looking for work in all its forms e.g. contract, self-employment, portfolio career or planning a career change. Those seeking career change will find lots of helpful exercises on accessing the 'hidden job market' and 'multi-channel job searching' particularly relevant for the challenging times we are in.

For those new to the world of work there are some thought provoking tips on preparing to look for work after study, e.g. identifying their achievements and mapping them to the jobs on offer, and the value of planning rather than drifting into a career.

However, to benefit from the exercises an investment in time and effort is required to achieve the desired outcomes. Having set the backdrop to work and the jobseekers' relationship with it, the reader is invited to look internally and consider what drives them, evaluating their skills, values, motivations, and personality fit to pursue the desired pathway or make their career change. The job search activities provided are practical and varied so there is something for everyone. And, particularly pertinent to the current employment landscape is how to use social media as part of your job search. The final step is for the reader to act!

Denise Meade-Hill RCDP is a Career Transition Coach at Transitions Career Management and Training.



THE NEW LONG LIFE

A Framework for Flourishing in a Changing World

Andrew J. Scott and Lynda Gratton

ISBN 978-1526615183

Bloomsbury Publishing

£13.99

E-BOOK £9.38

If you are interested to find out more about longevity and the impact it will have on our working life, this book is an excellent and easy read. It is not only looking at the technological progress we as humans have made over the past decades but also at the implications to our working lives and what that will mean for governments, organisations and educational institutions on how to adapt. The book explains the change from a three-stage life (educate, work and retire) to a multi-stage life (leisure, work, learning, sabbatical, caring; all taking place across our whole life). This is already happening but government policies, the set up of educational institutions and organisation strategies and policies are lagging behind in adjusting to that trend. They argue that this change is urgently needed because of the longevity and our prolonged careers.

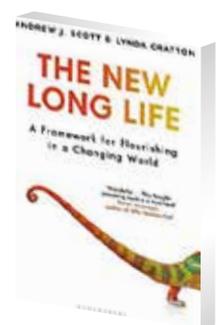
Lifelong learning is not a luxury but a necessity for everyone; professionals, vocational skills and manual workers who will be working well into their seventies and eighties. It was interesting to read that AI won't take over our jobs as long as investment is

made in augmented reality where human skills are valued.

The need to create an inclusive learning system for young and old and the recognition from employers of all different types of qualifications or experiences, not just certificates or degrees is well explained. They also mention the increasing importance of Career Coaches to support people through this multi-stage life.

I thoroughly enjoyed reading the book and getting a clear understanding of longevity and the impact on careers in the multi-stage life.

Nicolette Wykeman RCDP is a Midlife Career Coach at Silverforce Coaching Ltd.



For further information contact resources@prospects.co.uk

WEB REVIEWS



ONE DANCE UK

www.onedanceuk.org

Support organisation for everything dance related

The aim of this site is to support and promote a stronger, more vibrant and diverse dance sector. It's clear that it intends to become 'the voice of dance in the UK'. Certainly, you'll find it an excellent starting point, covering everything from current news on what's trending in the industry to careers and jobs. It's aimed at people already in the industry, those considering joining, teachers and advisers as well as those who enjoy watching dance. You get case studies, videos, careers info, teaching materials and much more covering all sectors – everything from choreographers to dance teachers - so not just performers.



CAREERS IN HORTICULTURE

www.rhs.org.uk/education-learning/careers-horticulture

Careers section of the main RHS site

If you ever wondered what types of horticultural careers are available, the answer's here. The opening page is case study-based, and there are tons of them. You can browse the lot or narrow it down to industry sectors or jobs. Once you click on a study you not only get a video case study, but also informative text on what the job involves, training and useful links. Simple, but inspiring and informative. The top menu is the main RHS site which offers great info on all things horticultural – not just careers. It's excellent but be aware - if you're tempted to look at non-careers areas it can be a bit of a challenge to find your way back.



ROYAL ASSOCIATION FOR DEAF PEOPLE

www.royaldeaf.org.uk/

Support services for deaf people

Aimed at a wide range of people and groups, this site has both support and awareness-raising functions. As with most multipurpose association sites, you'll find a lot of info on the services the Association offers and, as a charity, how people can donate and support. You may find a lot of the info general rather than specific but persevere and the reverse is also true. There are sections aimed at young people (under 'families'), businesses and professionals as well as one aimed at deaf people that covers many aspects of life in considerable detail. You'll even find a section for deaf EU citizens looking to stay in Britain.



A FUTURE IN CHEMISTRY

<https://edu.rsc.org/future-in-chemistry>

Chemistry careers

Slick, graphically attractive and informative, this site really brings chemistry-related careers to life. Yes, there's careers info, study options and all the usual stuff you need to know if you're considering a career using chemistry (or teaching or advising people who are). But where this site really scores is on showing the wide range of careers available by relating them to everyday life through eye-catching graphics, current topical news and excellent case studies.



BRIGHT NETWORK

www.brightnetwork.co.uk/

Organisation supporting undergraduates and graduates into the labour market

This is all about ensuring the labour market can access new recruits with the right skills and more importantly that years of studying are not wasted. Bright Network helps its members through events, support, counselling and introduction to job vacancies and internships. The organisation works with an impressive array of employers and has an enviable track record, especially with students from state school backgrounds, women, BAME and people who are the first generation in their families to attend university. You can register if you're about to go to uni, are already there or are a recent graduate. Registration is free but even if you don't want to just now, the website gives some great info and guidance to anyone browsing.



MOTIVATIONAL PREPARATION COLLEGE FOR TRAINING

<https://mpct.co.uk/>

Motivation and employability skills in a military or sports environment

Visually inspiring and motivating, this MPCT site basically offers four options, all promoting teamwork, motivation, improving employability and bringing out the best in an individual. Military Preparation College is aimed at 16-19-year olds and uses military techniques and environment. Military Preparation School is a resource all schools can tap into to enhance their own curricula by adding the same techniques. It's aimed at years 9, 10 and 11 and unlike the college it isn't a physical school – pupils attend their normal school. Sports and Exercise College is an actual specialist college in Wales and Sports Apprenticeships are only available in Wales. Ideal for anyone looking for sports or military careers, but also good preparation for life in general.

“ In recent years I’ve noticed that more young people have low self-esteem and struggle with self-awareness.

THE LAST WORD

How an idea turned into a reality



KATHERINE JENNICK REFLECTS ON HER JOURNEY

As I write this, the first anniversary of *What's Your Strength?* is fast approaching and it seems a good time to reflect on the journey so far - the ups and downs, the tears and the cheers. For anyone who has had a business idea but isn't sure what to do next, I hope this article will provide some food for thought. I was clueless at first but have been shown such kindness from others, I suppose this my way of paying it forward and sharing tips from my own experience.

Let me start with a bit of background on how *What's Your Strength?* came about in the first place. With over 15 years' experience as a careers adviser, I have had the pleasure of working with young people who are inspiring, resilient, and multi-talented. But it has always struck me that many of them can't recognise these strengths in themselves. In recent years I've noticed that more young people have low self-esteem and struggle with self-awareness. As guidance professionals we see the impact this can have when young people are making choices and planning for their future. I decided to do something about it and create an activity that allows all young people to shine! And so, *What's Your Strength?* was born! You can find out more about *What's Your Strength?* cards and other resources I have created on the website but for now, here are my top tips for anyone with an idea that they want to turn into a reality.



4. Use your network and ask for help

You'll be amazed at how much expertise there is within your own extended network. When people can see that you're passionate about your idea they really want to help.

5. Find your tribe!

Get people on board who really get your idea. My designer, Scott, is a perfect example of this. From day one he completely shared my vision of what I was trying to achieve. www.touchdesign.co.uk

6. Ride out the lows and celebrate the highs

There may be tears and tantrums but also immense pride and gratitude. Take time to reflect on how far you've come. It's easy to get overwhelmed so it's important to recognise your achievements and give yourself a pat on the back from time to time!

7. Break it down into manageable chunks

Practise some backward action planning on yourself! Identify where you want to be, perhaps create a vision board, and then work out what steps you need to take to get there.

8. Keep a record of feedback and try to evolve in response

It makes my heart sing every time I hear about how *What's Your Strength?* has helped another young person realise how amazing they are.... And it makes all the hard work worthwhile!

1. Research your market

Try out your idea with the people who will be using it and get *their* feedback. For me, that meant focus groups with careers advisers and other professionals supporting young people. And most importantly, I trialled it with young people themselves.

2. Seek some business advice

I joined Nottingham Business Ventures (<https://nbv.co.uk/>) but there are similar organisations all over the country. My business adviser, Glen, has been invaluable - a font of knowledge and he's given me focus when I have felt overwhelmed.

3. "Get the back room sorted before you open up shop!"

I love a good analogy so this was brilliant advice from Glen. Some of the things you may need to consider include:

- Intellectual Property protection: www.gov.uk/government/organisations/intellectual-property-office
- Manufacturing, design, and printing
- Product costings
- Insurance
- Accountancy
- Website
- Marketing strategy
- Trading standards: www.nationaltradingstandards.uk/

Katherine Jennick RCDP is a Freelance Careers Adviser and the Creator of 'What's Your Strength?', a card-based tool to help young people discover their skills and qualities.

www.whatsyourstrength.co.uk

katherine@whatsyourstrength.co.uk

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Career Matters
October 2020/Issue 8.4



TechFest

WEDNESDAY 13
& THURSDAY 14
JANUARY 2021

INNOVATION, ETHICS AND PRACTICE, SOCIAL MEDIA AND DIGITAL SKILLS

A new virtual, two-day conference designed to enhance your skills and knowledge as we imagine new ways of working using digital technology

2020's global pandemic has caused huge disruption for all of us, with major changes to how and where we work. Many have had to adapt rapidly to new working practices, with digital and virtual service delivery emerging as safe and necessary ways to offer services.

There is continued uncertainty in education, training and employment around the globe. Widespread redundancies and organisational restructuring has brought into sharp focus the need for high quality, lifetime career development provision for everyone at all stages of their education and career.

Key themes

- **Innovation** - What new ideas, approaches and practices are people piloting? From chatbot career advisers using artificial intelligence to virtual reality work experience visits for year 10 students, what are people experimenting with, what's working and what's on the horizon?
- **Ethics and practice** - How can we ensure digital career development is safe, inclusive, secure and accessible? How can we encourage women and minorities to benefit from all that technology offers, and gain the skills needed for success in future learning and work?
- **Social media and digital skills and tools** – What skills are needed to be confident practitioners in the new digital context? How can we keep up with the new digital skills fast becoming essential for every career practitioner?

Wednesday 13 & Thursday 14 January 2021

Our inaugural Tech Fest will bring leading experts and practitioners together to focus on digital practice and explore its potential to enhance and add value to the services we provide. Interactive keynotes, panel sessions and workshops will be complemented by a virtual exhibition, featuring the latest digital career development products and services. You will be able to chat live and ask questions during sessions, meet and interact virtually with other delegates and exhibitors by chat or optional video meetings. It's a great chance to catch up with those you know and connect with others with a shared interest and passion for digital technology.

Who is the conference for?

The event is for everyone involved in career development and those tasked with supporting and working with them to explore and improve digital provision in their organisations.

The programme

Delegates will have the opportunity to attend for one or two days; plenary sessions will take place in the morning and workshops in the afternoon.

The exhibition will run across both days from 10.30 am to 2.30pm.

We will be launching the CDI Career Assured scheme and showcasing the products and services of providers who are actively working towards this new accreditation, recognising the very best in career development tools and products.

Recordings of sessions will be available to ticket holders for 30 days after the conference, enabling you to gain maximum value from the wealth of ideas and knowledge that will be shared during the event.

Call for workshops and booking information

The call for workshops will be launched at the end of October and booking will open on Monday 2 November 2020.

FREE TEACHING & CAREERS RESOURCES



ARMY
BE THE BEST

BASE BRITISH
ARMY
SUPPORTING
EDUCATION



The British Army has just launched its brand new Teacher Platform <https://apply.army.mod.uk/base>. This is a one-stop shop for teachers that will enable you to:

- Access **FREE** downloadable teaching & careers resources
- Arrange **FREE** Army visits to your school
- Book your students onto a **FREE** Army Work Experience

Downloadable content includes:

- Character Education
- Employability Skills
- STEM
- Mental Health
- Remembrance & VE Day

Resources have been aligned to relevant curricula, Ofsted framework and the Gatsby Benchmarks, and include:

- Introductory films
- Lesson plans/teacher notes
- Presentations
- Student worksheets

VISIT US AT [HTTPS://APPLY.ARMY.MOD.UK/BASE](https://apply.army.mod.uk/base)