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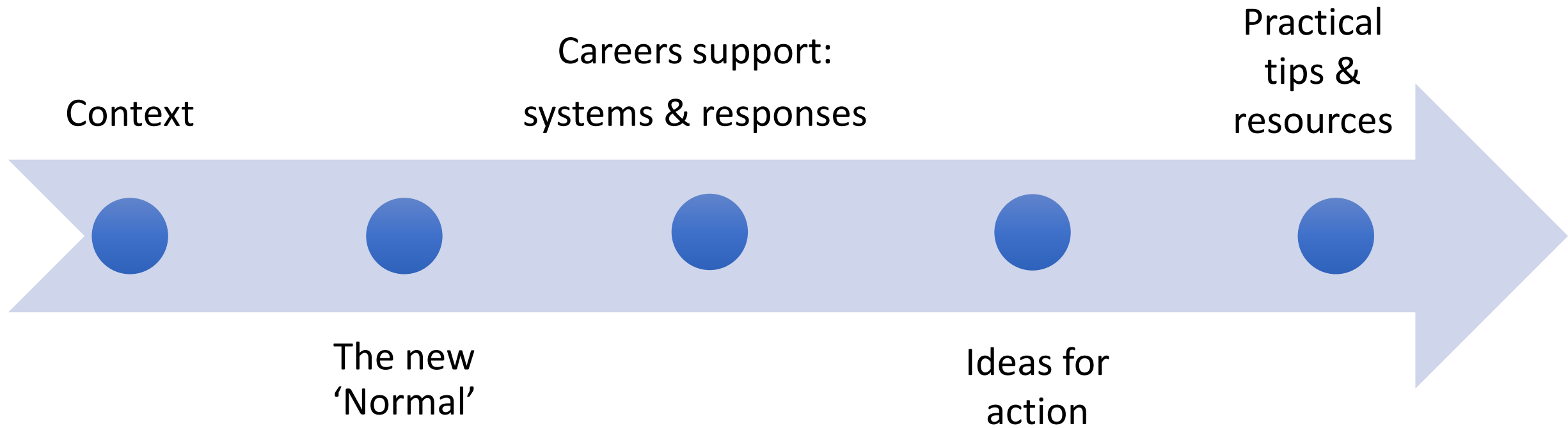
LiveCareerChat@Lockdown

20th April 2020

Co-Presenters

Prof. Graham Attwell and Dr Deirdre Hughes

with contributions from Chris Percy and Liane Hambly





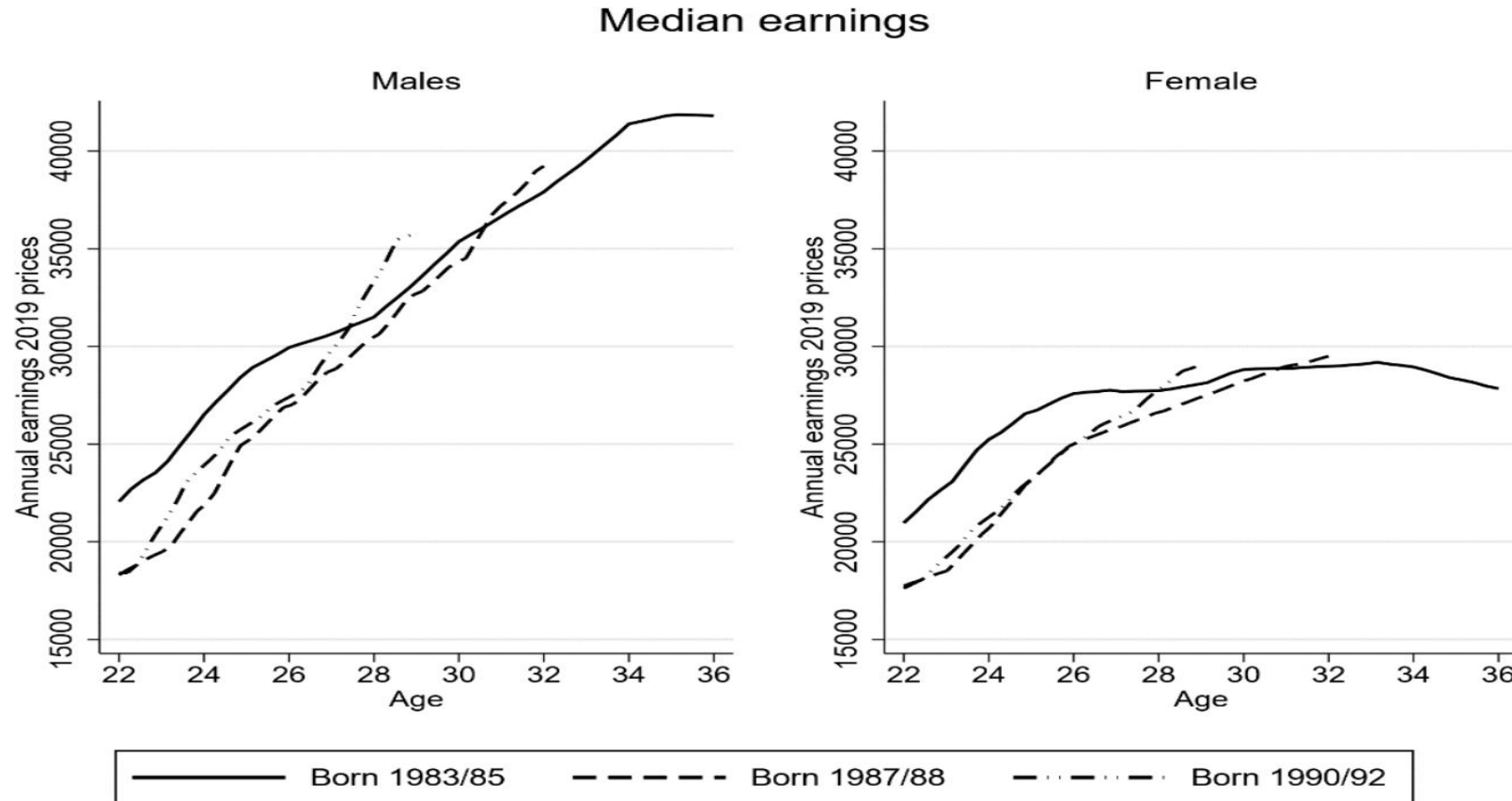
Which face best represents your
experience of virtual meetings....
.....be honest?



In administration



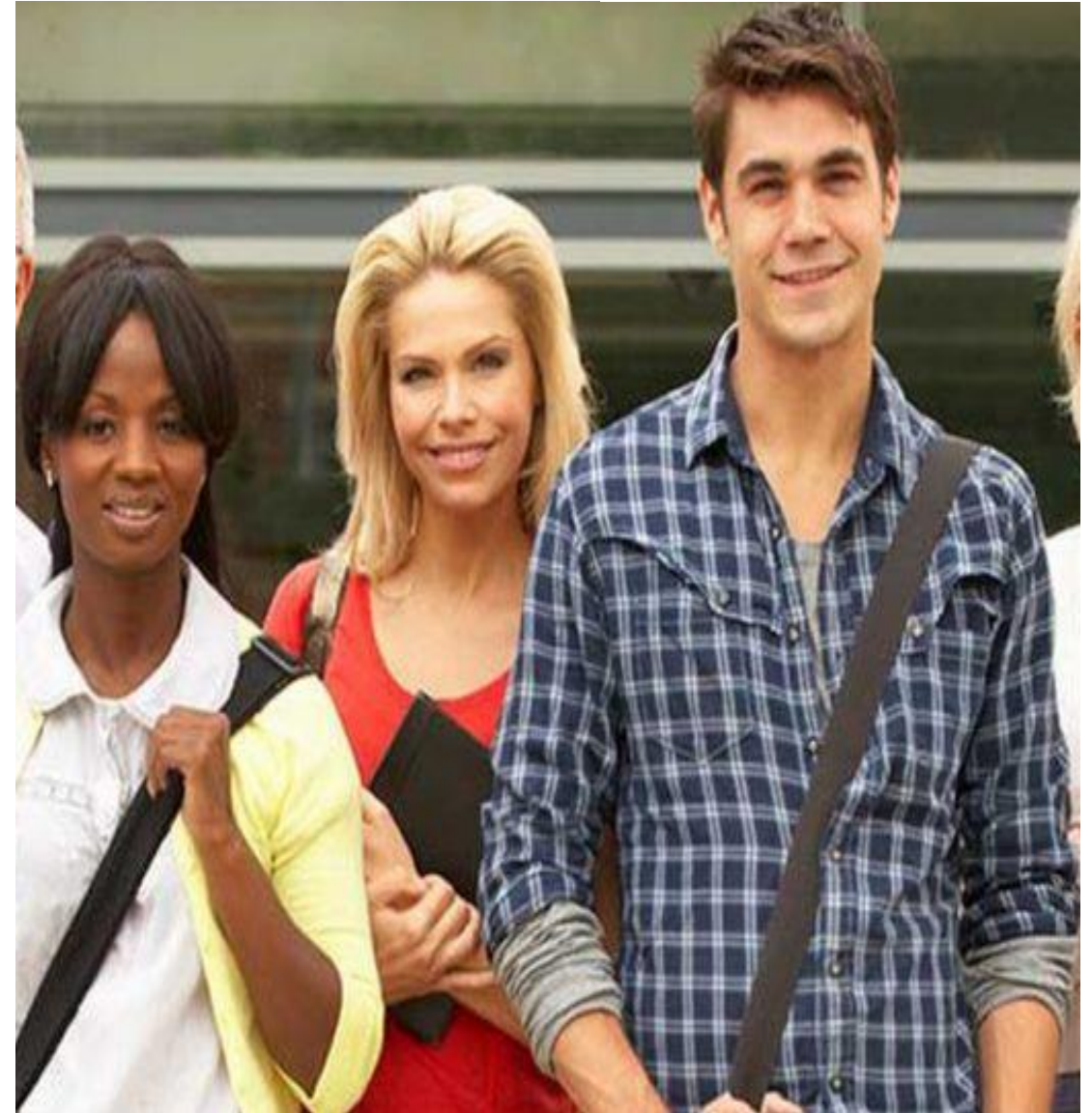
Earnings by age for three cohorts of graduates entering the labour market before, during and after the 2008-09 recession



Identity and Culture

- Formal (school and college) education viewed as the 'entry pass' to a career, while traditional non-formal practices of skills transmission (e.g., work-based learning) are linked to livelihood
- In many contexts **livelihood** is the reality
- Yet, a common tendency is to replace livelihood practices with career orientations

(Arulmani, ICCDPP 2019)





‘Identities at work are the *meanings* attached to an individual by the *self* and *others*, and are displayed in attitudes, behaviours and *stories* we tell about ourselves and others.’

Ibarra & Barbulescu (2010. p137)

<https://www.youtube.com/watch?v=hiyWOO3pbn0> Ibarra lecture (University of Oxford, 2017)

Ibarra, H., & Barbulescu, R. (2010). Identity as narrative: prevalence, effectiveness and consequence of narrative identity work in macro work role transitions. *Academy of Management Review* , 35 (1), 135-154.

“You are what you repeatedly do”
(Aristotle)



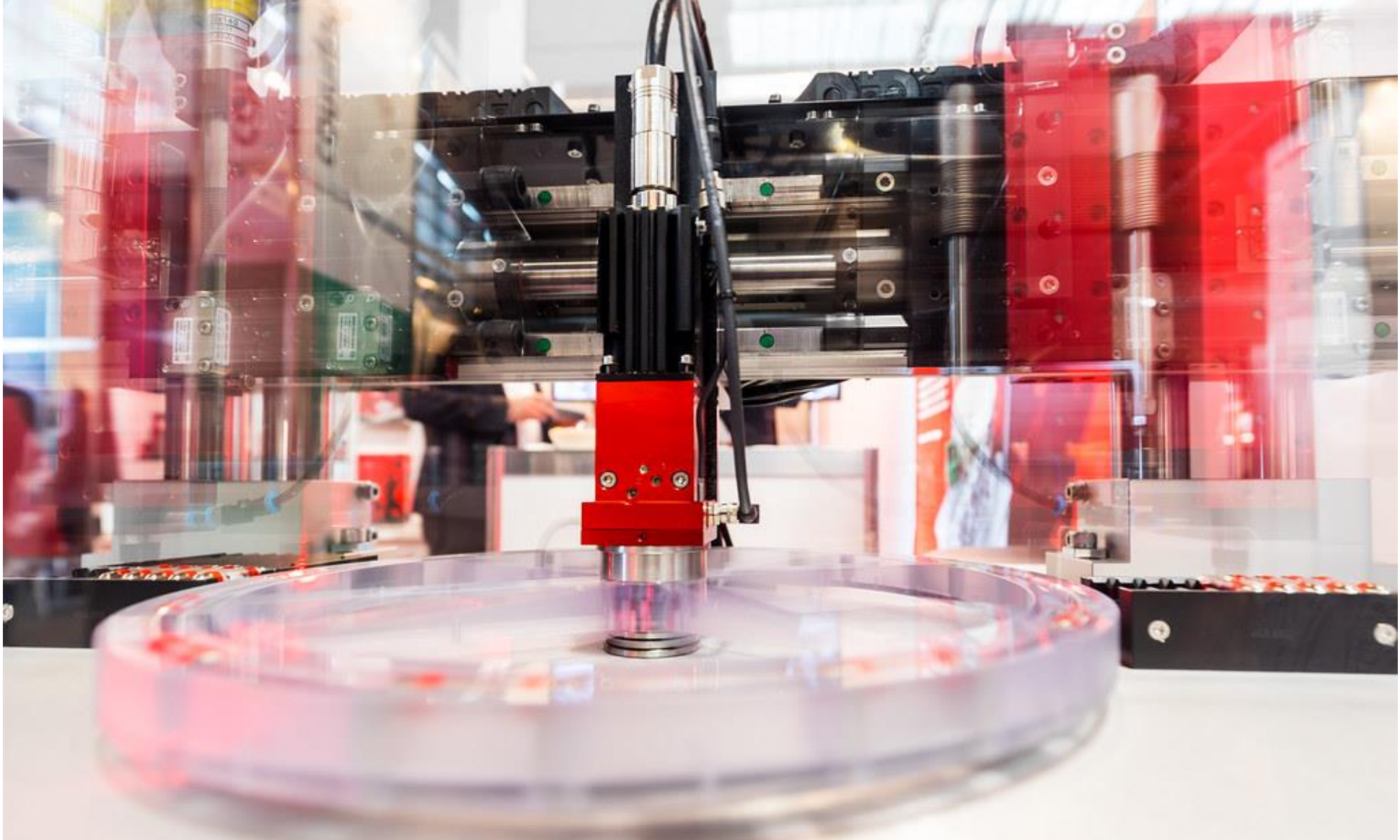
What can I do?

- Where are the job opportunities?
- Where can I get more support? e.g. food, finance, education, training, self employment, mental health...
- How much can I earn?
- How can I develop/use/reuse my skills?
- How can I keep myself busy / motivated?
- What are the alternatives to employment?
- What am I going to do now?
- What if I make a decision and it all goes wrong?





The new normal: the future of work, skills and the new (green) economy



better labour market regulation



the gig economy and job security

Photo: Neil Schofield



a speed up in the
move to digital



Artificial intelligence and automation

The use of technology in careers guidance



What skills do we value?



How do we measure skills?



Education

Prestige

Job satisfaction

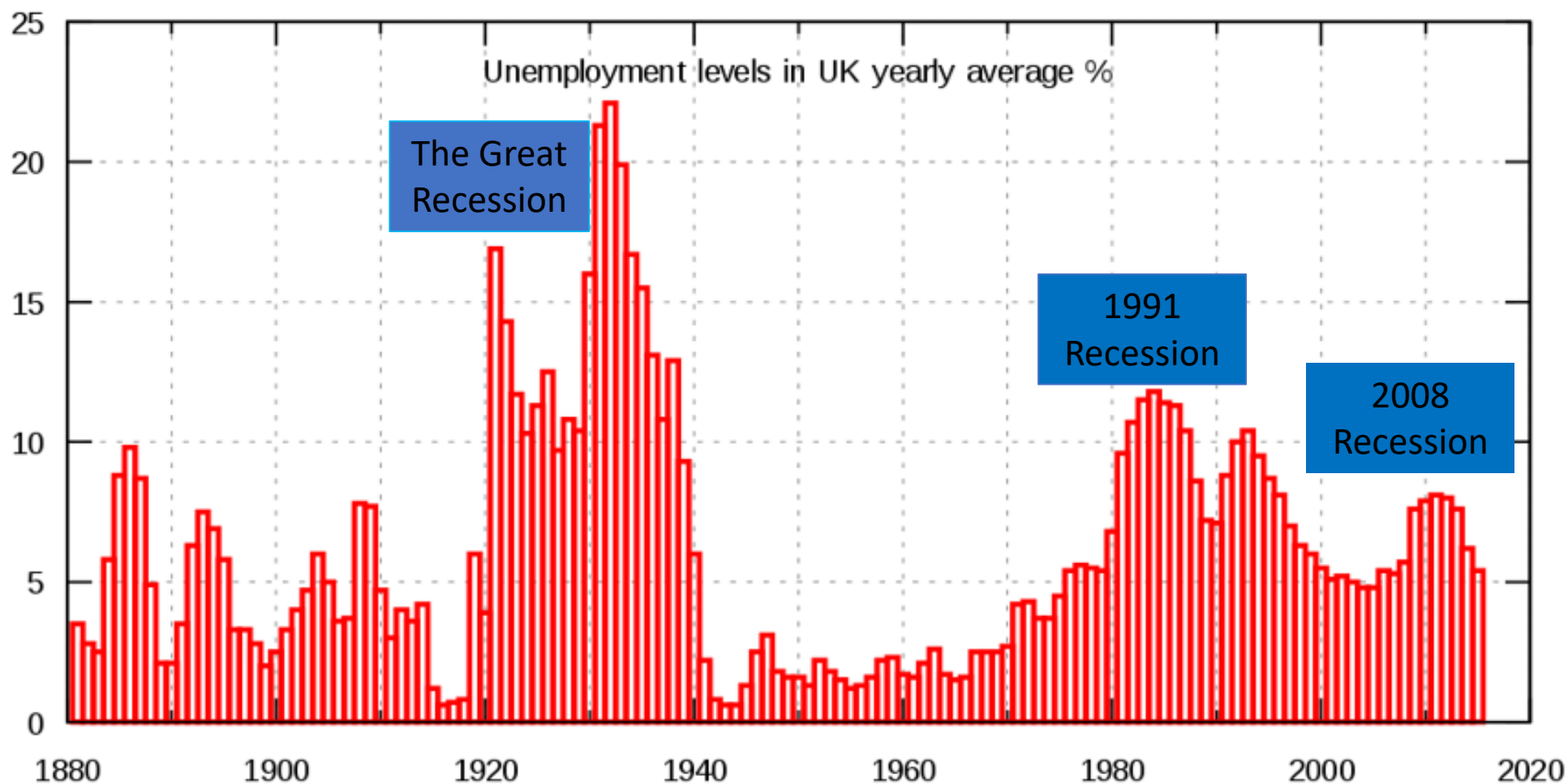
Social value



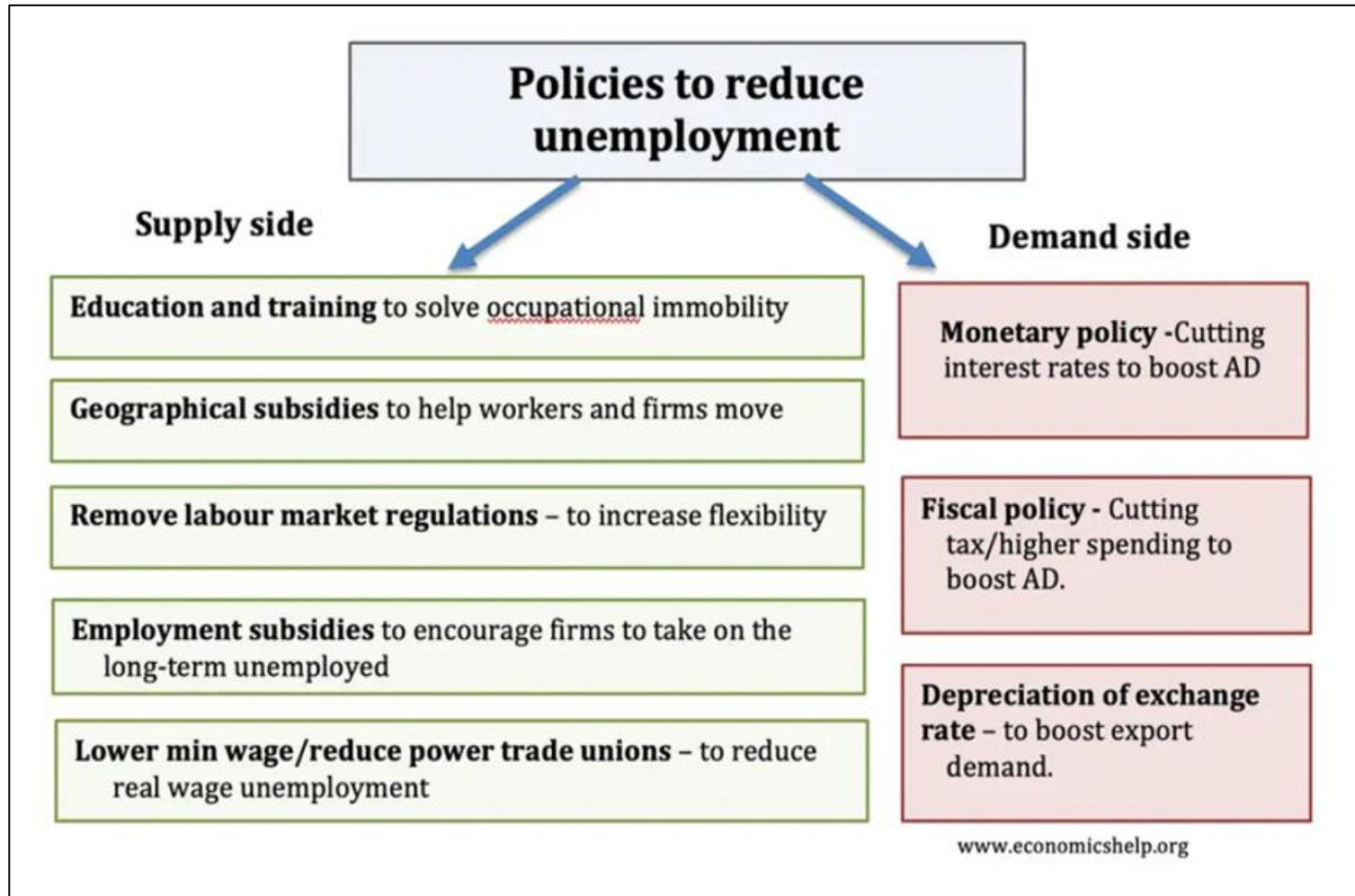


Life long
(online) learning:
what price Higher Education?

UK Government policies during recessions



Government policies during recessions



- Demand side policies are critical when there is a recession and rise in cyclical unemployment. (e.g. after the great recession in 1930's; the 1991 recession and the 2008 recession)
- Fiscal policy can decrease unemployment by helping to increase aggregate demand (AD) and the rate of economic growth
- If firms produce more, there will be an increase in demand for workers and therefore lower demand-deficient unemployment.
- Lower interest rates will reduce exchange rate and make exports more competitive – **how low can they go?**

Careers support services: Policy options

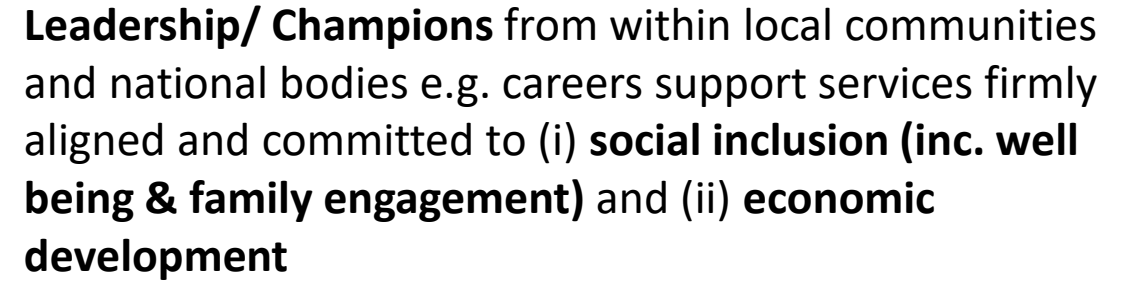
- Macro economic and social imperative to address under-employment, harness talent & skills, support individuals/families to be resilient, adaptable and look after their well-being
 - **All-age Careers Support Services** – A Careers Discovery Era e.g. #changeyourstory
 - Programmes **deep in local communities** – **social inclusion** and **economic development** e.g. Denmark post-war 'Bootcamps', Britain 'Youth Employment Programmes/Service'focus on **livelihoods, resilience and dignity**
 - **Employment subsidies** e.g. Australia 'Job Seekers and Job Keepers' wage subsidies and income support subsidies
 - **Stimulate and incentivise** community support & entrepreneurship e.g. Estonia onlinecareersfair
 - **Universal basic income**
 - **Workforce investment** – Careers Support Services, PES, Education and Public Health



Evidence and Impact

- ICCDPP - <https://www.kompetansenorge.no/iccdpp2019/key-outcomes/Communique-2019/>
- Cedefop - 22 published Country Reports as part of the “European Inventory of Lifelong Guidance Systems and Practices” - <https://www.cedefop.europa.eu/en/news-and-press/news/European-inventory-guidance-systems-out>
- Four international organisations, OECD, ILO, UNESCO, and the European Commission, and two agencies (ETF, CEDEFOP) have recently issued [a first joint statement encouraging governments to invest in career guidance](#)
- IAEVG Communiqué on Inclusive Societies Investing in their People- <https://iaevg.com/pdf/2019-Communiquer-on-Inclusive-Societies-EN.pdf>

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Digital reboot offers new opportunities to shape and reshape the design and delivery of career support services, including online 1:1 and group sessions webinars, telephone guidance, greater use of Chat bots, LMI exchange

Online repository of career stories / trajectories i.e. stories and named feelings - identity, displacement, livelihood, overcoming setbacks, **resilience**

Career development professionals: evidence-based strategies and tools



- Career guidance / counselling / coaching / adaptability/ resilience/ and KINDNESS
- In a world of increased inequalities of income and opportunities we must as a community of practice and research strive for inclusive societies.
 - Inclusion is ultimately about the dignity and worth of every person. This requires societies to celebrate diversity, to address deep seated inequalities and exclusion that persist in countries and regions around the world.

Be vocal and encourage others to do so....



Andrew Bassingthwaighe has written an excellent article in CERIC Newsletter (Feb 2020)

- **Self-advocacy:** This involves empowering the clients with whom we work to make choices and decisions that affect their lives.
- **Professional advocacy:** Career practitioners serve as a bridge between their client and those in positions of power – to make them aware of the client's needs.
- **Citizenship advocacy:** Career practitioners expand their roles beyond the services they offer and act as a resource to communities that may face marginalization or discrimination within different sectors.
- **Public advocacy:** In what is seen as the final level of advocacy (Cadenas, 2018), career practitioners work with both institutions and groups to draft public statements and inform policy processes.

Career stories repository

- In our last webinar :
LiveCareerChat@Lockdown1
we invited everyone to share
stories and experiences they
have had during the lock down
as a means of inspiration and
sharing ideas or resources.
- You are all invited to add to the
repository using this link:
<http://dmhassociates.org/career-stories-during-covid-19>



FUTURE WEBINARS

This is our third webinar of 2020 – we hope you found this interesting and informative😊

We'll be hosting more webinars

6th May – CareerChat digital innovations

6th July - Youth Transitions: Creating Pathways to Success

6th September – The Careers Landscape: Evidence and Impact Assessment

For more details

Sign up to our Newsletter: <http://eepurl.com/glOP2f>

Visit our website: <http://dmhassociates.org>

UK Career Development Institute

- Community of Practice for Careers Leaders to 'all' careers leaders on a free three-month trial, completely *free of charge* for the next three months. The platform is very easy to access:

<https://www.careersleaders.thecdi.net/>

- Click on the 'Sign In- Sign-Up' square and when completing the form, simply put *Free Trial* in the space for membership number
- The system will let Careers Leaders join automatically and use the forum until the end of June 2020
- Forthcoming CPD webinars planned

SAVE THE DATE – INTERNATIONAL CONFERENCE

INTERNATIONAL CONFERENCE 2020



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8 OCTOBER 2020

MAPLE HOUSE, BIRMINGHAM, ENGLAND

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Selected publications

- Lengelle, R., Hughes., & Hambly, L. (2020). The healing muses: research, theory and practice of creative methods in guidance and counselling, *British Journal of Guidance and Coynselling*, International Symposium Issue, Co-Editors & Guest Co-Editor, Vol. 48. No. 1, pp.1-4, February 2020.
<https://www.tandfonline.com/toc/cbjg20/current?nav=tocList>
- Meijers, F. & Hermans, H. (2019) Happiness and Well Being, Co-Editor & Guest Co-Editor, International Symposium Issue, *British Journal for Guidance and Counselling*, Vol. 47. No.2.
<https://www.tandfonline.com/doi/full/10.1080/03069885.2019.1612515>
- Hughes, D., Akkok, F., Arulmani, G., & Zelloth, H. (2019). Migration: Theory, research and practice in guidance and counselling, Co-Editors, International Symposium Issue, *British Journal for Guidance and Counselling*, Vol. 47. No. 1, February 2019, pp. 1-5. <https://www.tandfonline.com/doi/full/10.1080/03069885.2018.1564898>
- Hughes, D. & Carson, T. (2018) The Development of Evidence-Base Practice for Guidance Services in Schools, Dublin: National Centre for Guidance in Education (NCGE), May 2018 . <https://www.ncge.ie/ncge/DublinTCA>
- Lengelle, R., Hambly, L., & Hughes, D. (2018). Connecting the Muses In Creative Methods in Guidance and Counselling, (Eds), *British Journal for Guidance and Counselling*, International Symposium Issue, Vol. 46, No. 3, June 2018, pp. 269-271 <https://www.tandfonline.com/toc/cbjg20/46/3?nav=tocList>