



Is guidance effective?

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Vägledning så in i Norden
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Effective guidance?



- Context**
 - Shifts and changes
 - Effective from whose perspective?
- Research**
 - Evidence base? Three sources
 - National, European and International
- Findings**
 - Key findings
 - Implications for learning and careers



Labour markets: shifts & changes



Independent free agent INCOME ASSIGNMENT **PROJECT** CONTRACTOR
SELF-EMPLOYED SELF-SUFFICIENT **BUSINESS**
 WORKER job **Freelance**
 service **SELF-MOTIVATED** CONSULTANT
 PROFESSION CAREER **ENTREPRENEUR**





Sweden: shared economy?



- 12% are working in the 'sharing economy' e.g. Upwork, Uber or Skjutsgruppen (c 737,000)
- 13% of men & 10% of women say they work in this way.
- 24% used such sites to find work (c25% of the working age population)
- Around two thirds of the adult Swedish population (68%) are active in some way in the online economy (e.g. selling goods online or renting out rooms on platforms like Airbnb).

Ref: UNI Europa, FEPS, University of Hertfordshire Crowd working survey (March, 2016): http://www.uniglobalunion.org/sites/default/files/files/news/swedens_digital_economy.pdf



Each time the social organisation of work changes, so do methods for helping individuals make vocational choices

Reference: Savickas, M. L. (2008). Helping people choose jobs: A history of the guidance profession. In J.A. Athanasou & R.V. Esbroeck (eds). **International Handbook of Career Guidance**. Springer Science + Business Media BV

Increasing accountability: tensions

- Immediate outcomes
- Intermediate outcomes
- Longer-term outcomes for the individual
- Longer-term outcomes for the economy

Varied standards of training

- Coherent training structures
- Progression paths
- Recurrent CPD training

Volatile contexts

- Resources
- Political priorities
- Delivery models

Concept of 'career' changing

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

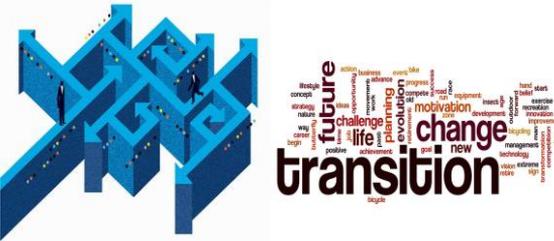


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Ref: Arthur, M.B., Hall, D.T. & Lawrence, B.S. (1989) Handbook of Career Theory, Cambridge, Cambridge University Press.

Career transitions

Multiple role changes - more frequent & more difficult



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Career transitions



- Adjustments – various levels – differential impacts



Evaluating impact



(2016):

- Retention of students in the school system
- Improvements in the academic achievement of students
- Smoother transitions into learning and work
- Increased awareness, understanding and knowledge of the world of work

Ref: Watermeyer, R., Morten, P. & Collins, J. (2016). Rationalising for and against a policy of school-led careers guidance in the UK: a teacher perspective.

Evaluating impact



- Meta analysis of career choice intervention (2017) replicated one published 2000.
 - Examined:

vocational identity	career maturity
career decidedness	career decision-making self-efficacy,
- Perceived: barriers; outcome expectations; & environmental support

Evaluating impact



Key finding:

Counsellor support appears to be a critical ingredient in career choice counselling.

Whiston, S.C., Li, Y., Goodrich Mitts, N. Wright, L. (2017). Effectiveness of career choice interventions: A meta-analytical replication and extension. *Journal of Vocational Behavior*, 100, 175-184

Questions



- ❖ How do individuals' careers actually evolve over time?
- ❖ What type of support is valued by clients?
- ❖ How effective is career support?

Effective guidance: whose perspective?



- Clients: *services effective (for their needs)*
- Managers: *formative issues (quality)*
- Policy-makers: *summative issues (policy)*
- Employers: *outputs (into employment)*

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

Evidence base: 3 studies



National

- 5 year qualitative case study
- 2003 - 2008
- Investigating the effectiveness of guidance

European

- 2 year mixed methods study
- 2008 - 2010
- Changing patterns of careers
- Implications for CVET

International

- Qualitative case studies
- 2009 - 2015
- Career development of women in 9 countries
- Support available

Overview of study 1



Aim:

To use a longitudinal (5year), qualitative case study approach to investigate the nature of *effective* guidance.



Four key questions

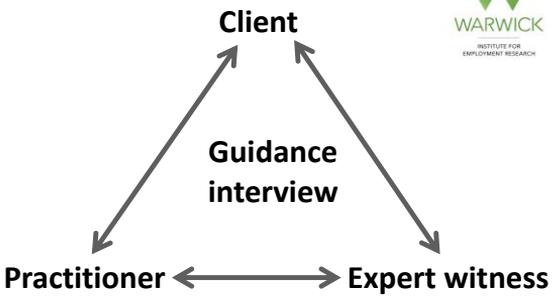


- From whose point-of-view is 'effective' defined?
- Whose account counts?
- How is 'effectiveness' defined?
- How is 'career guidance' defined?

Delivery contexts: varied



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





First year of study (2003-2004)

Data sources (50 case studies):

- 'Baseline data' on delivery contexts, practitioners and clients
- Digital recordings of the career guidance interviews
- Open-ended, semi-structured questionnaires

First year of study (2003-2004)

Focus on:

- Different perceptions of the *usefulness* of the career guidance interview
- The process and outcome(s) of the interview
- The clients' current situation, their preferred future(s) and the action necessary to achieve the next stage
- 98% (n=49) of clients said interview was 'useful'

Second year of study (2004-2005)



Headlines:

- Low attrition rate: 45 clients
- 87% (n=39): career guidance still 'useful'
- 11% (n=5): less sure of its value
- One client: career guidance 'no value'
- 78% (n=35) felt guidance had resulted in direct positive change

Third year of study (2005-2006)



Headlines:

- Low attrition rate continued: 36 clients
- 72% (n=26): career guidance still 'useful'
- 14% (n=5): less sure of its value
 - including the 'negative' client who now recognised some aspects 'useful'
- 14% (n=5): could no longer remember
- Emergence of transitioning styles (4 types)

Fourth year of study (2006-2007)



Headlines:

- Low attrition rate continued: 30 clients
- 77% (n=23): career guidance still 'useful'
- 7% (n=2): less sure of its value
- 17% (n=5): could no longer remember

Fifth year of study (2007-2008)



Headlines:

- Low attrition rate continued: 29 clients
- 69% (n=20): career guidance still 'useful'
- 21% (n=6): less sure of its value
- 10% (n=3): could no longer remember

Client voices...



'...pointed me in the right direction. I didn't know where to start. Now I have a plan!'

'Gave me direction and a stepping stone.'

'Came away feeling far more positive about my future than I had in years.'

'The thinking outside the box thing again...better perspective.'

Five horizontal lines for writing.

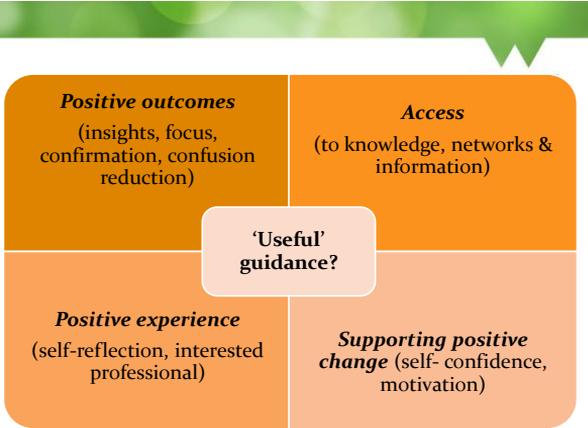


I was going through a bit of time when I thought what am I actually doing? ...it [guidance interview]...made me realise that the only kind of person that can help me is really myself.....I've kind of realised that I'm growing up a bit and I've got to start seriously thinking about where I'm going in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

Five horizontal lines for writing.

In your professional context, what do you think 'useful' career support means to clients?

Five horizontal lines for writing.



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Effective Guidance

Transitioning styles:

- evaluative
- strategic
- aspirational
- opportunistic

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Key findings

- Career support valued by clients
- Little evidence of new approaches
- Comprehensive range of standard techniques
- Evidence of non-standard techniques

Changing patterns of career



Learning while working is important

Lack of learning & development - downward career drift

Conducive employment contexts -> learning/positive disposition to career

Linking learning strategically to career increases motivation.

Job Mobility & Career Guidance



'Individuals valued support in making career decisions. This support could take various forms, butguidance appears crucial in facilitating positive outcomes both for the individual and the smooth functioning of the labour market'
Brown et al. (2010)

Report reference:



Brown, A., Bimrose, J., Barnes, S-A., Kirpal, S., Grønning, T. & Dæhlen, M. (2010)
'Changing Patterns of Work, Learning and Career Development Across Europe (Final Report EACEA/2007/07)', Brussels: Education, Audiovisual & Culture Executive Agency:

http://ec.europa.eu/education/more-information/doc/2010/warwick_en.pdf

Study 3: women's career development: transition & adaptability



- Qualitative, case study research across 9 countries
- 109 voluntary participants
- Semi-structured interviews - retrospective
- Grounded theory method
- 9 stage thematic analysis

Women's careers



Women's career development



Unique nature – caring duties
 Support systems
 Discrimination & harassment

Lack of role models
 Stereotyped career s

Absence of professional career support



Women's career development



Discrimination and harassment

- *I was asked to leave, since I was pregnant* (Debbie, 60, UK)
- *I always had just to silently obey and to stand to be treated like zero...sometimes I was unable to get up in the morning because I started to suffer severe painful symptoms* (Bella, 48, Italy)
- *It's just the way it is in this industry* (Lorraine, 51, Aus)

Women's career development



Stereotypical perceptions (gender)

- ❖ *I went to an all girls grammar ... the careers' master ... didn't really want anybody to go and do an engineering degree* (Roberta, 45, UK)
- ❖ *Because where I come from being a mother, a parent, is the most important thing ...* (Zoleka, 46, SA)

Research reference



Bimrose, J., McMahon, M. & Watson, M. (2015) (Eds.) *Women's career development throughout the lifespan: an international exploration*. London: Routledge

Implications?



- Careers implemented over an **extended time frame**
- Not always '**rational**'; rarely **linear**
- **Softer outcomes** valued by clients
- Need to encourage **mid-career change**
- **New approaches** to careers guidance practice required, over the life-course
- **Professional identity transformation** of career practitioners needs to be supported

Conclusions



- Despite robust evidence base, convincing policy makers is an on-going challenge
- Much good practice exists
- New thinking and approaches difficult to implement



What's next for practice?

- Opportunities for review and reflection are essential
- Responsibility of all professionals to engage in their own CPD
- Key challenge – can employers protect the time for employees to do this in practice?



Finally.....



Tack för din uppmärksamhet och deltagande

(Thank you for your attention and participation)

For more information



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