



# Follow your head or your heart?

Repositioning careers guidance as  
enabling people to flourish as  
lifelong learners

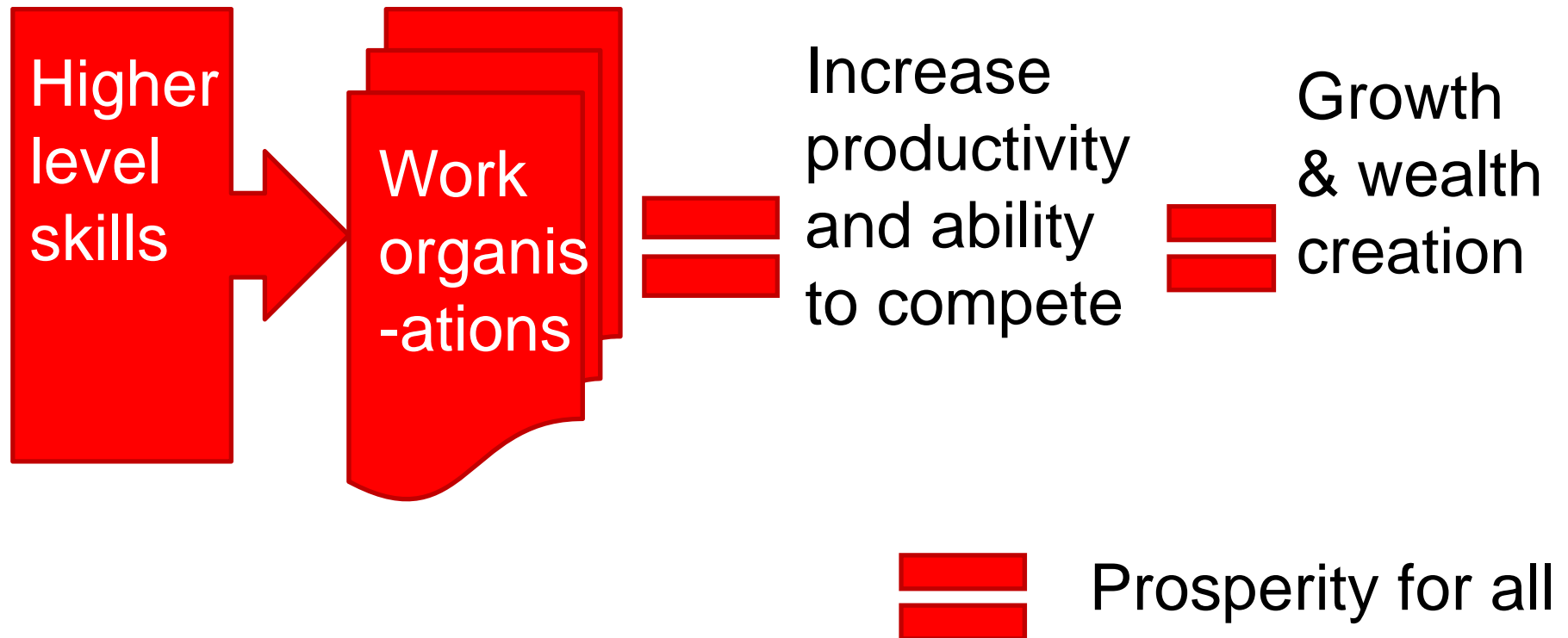
Jeanne Booth and Paul Hacking



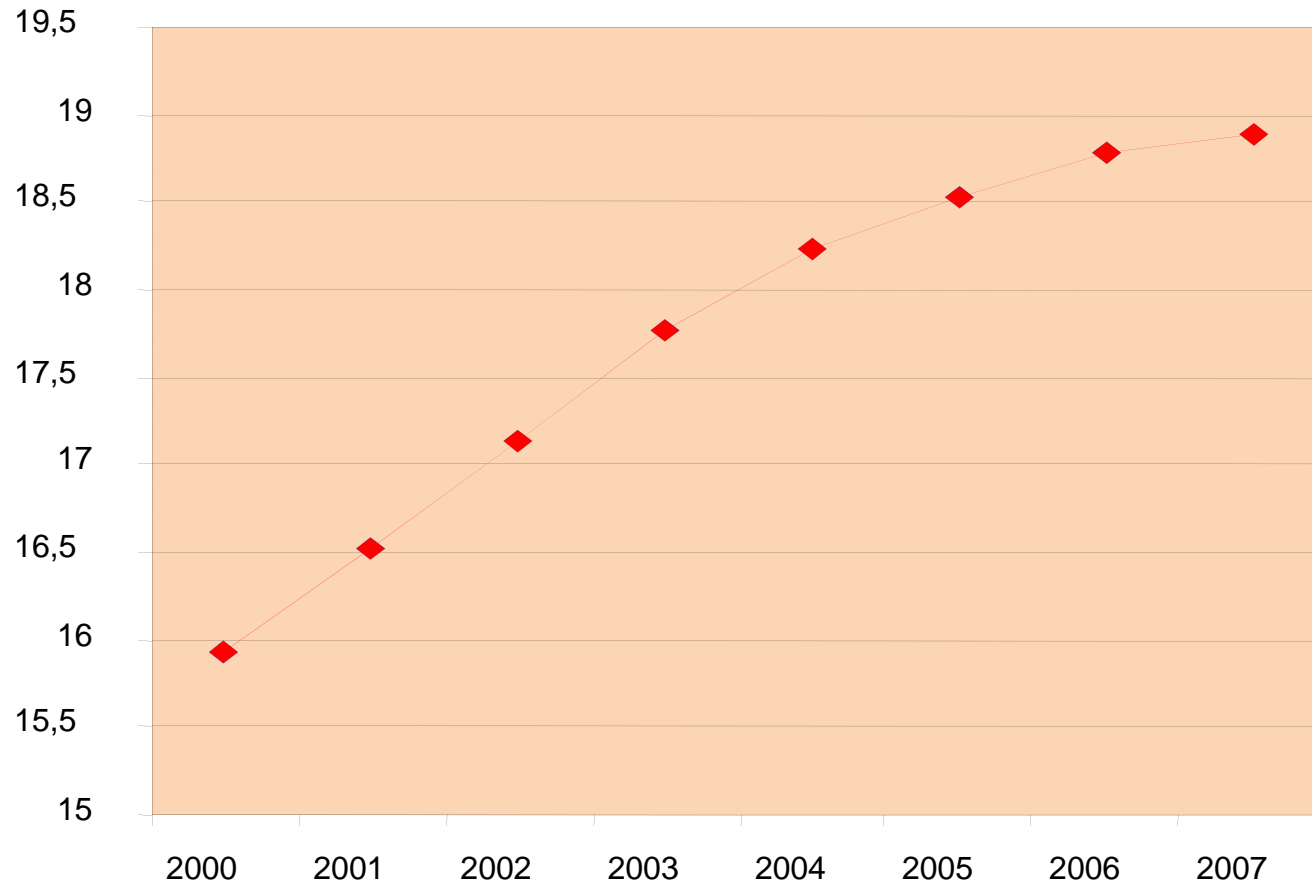
## Key to lifelong learning: head or heart?

- Lifelong learning is an economic imperative.
- More people with higher level skills are needed.
- People are learning that to progress, remain employable, or change direction they will need to re-skill.
- This may involve a return to education or engaging in higher education for the first time.
- Providing high quality careers education, information and guidance is vital to support decision-making at key transition points.

# Imperative in knowledge economy



Tertiary students in EU27 (Million)



## Unemployed graduate sues US college

Trina Thompson claims a college in New York should refund her tuition because she has been unable to find a job

# MailOnline

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**Unemployed graduates:  
We've made the grade so  
where are our jobs?**

**guardian.co.uk**

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## Quarter of 'Class of 2005' graduates not in full-time work

## Graduate with no job unfurls CV on plinth .... and gets work

02.09.09



It took two hundred years to fill the shelves of the Library of Congress with more than 57 million manuscripts, 29 million books and periodicals, 12 million photographs and more.

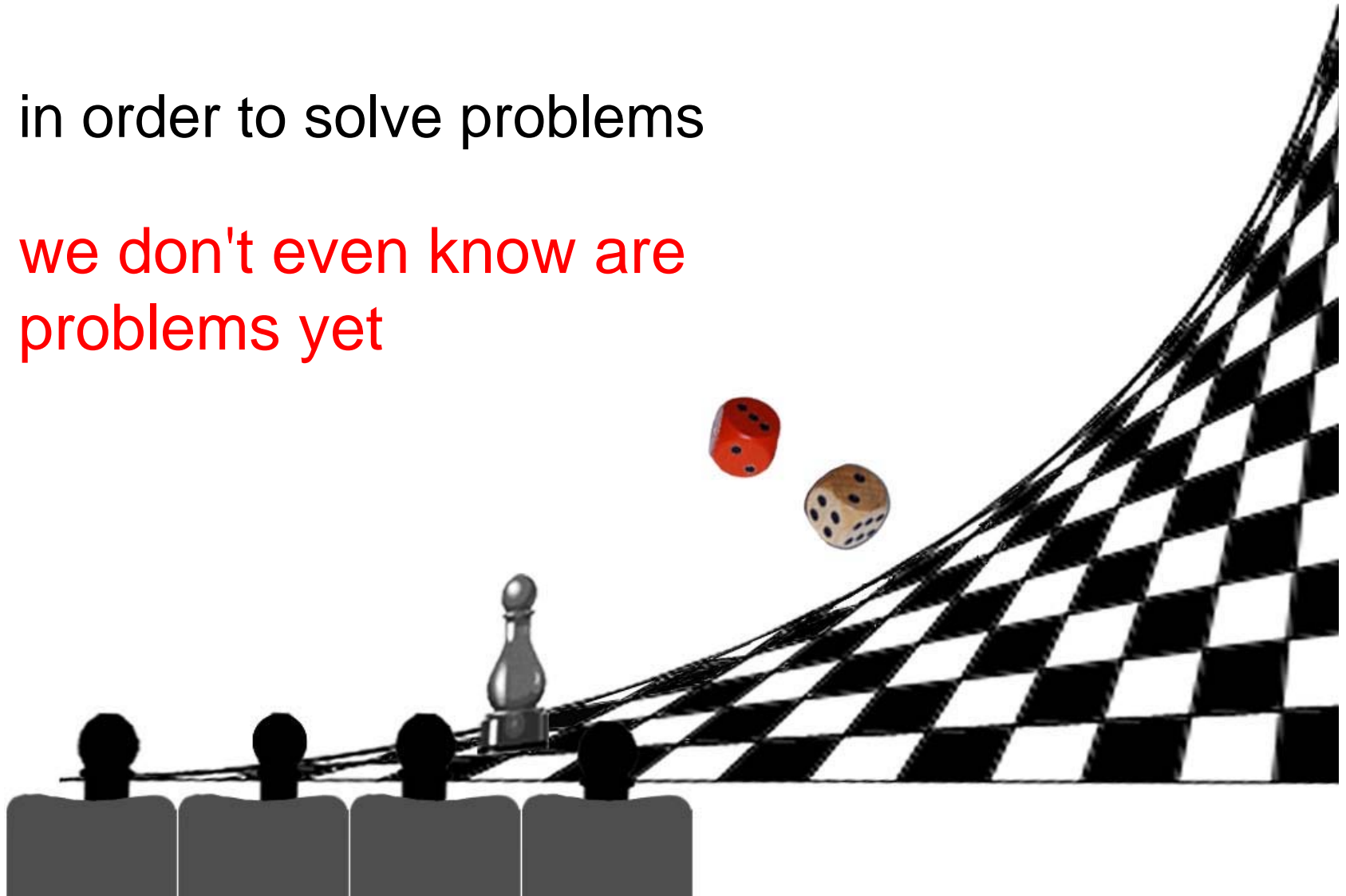
Now the world generates an equivalent amount of digital information nearly 100 times everyday.



We are currently preparing students for jobs  
that don't yet exist

in order to solve problems

we don't even know are  
problems yet



Today's learners will have 10-14 jobs by the time they are 38





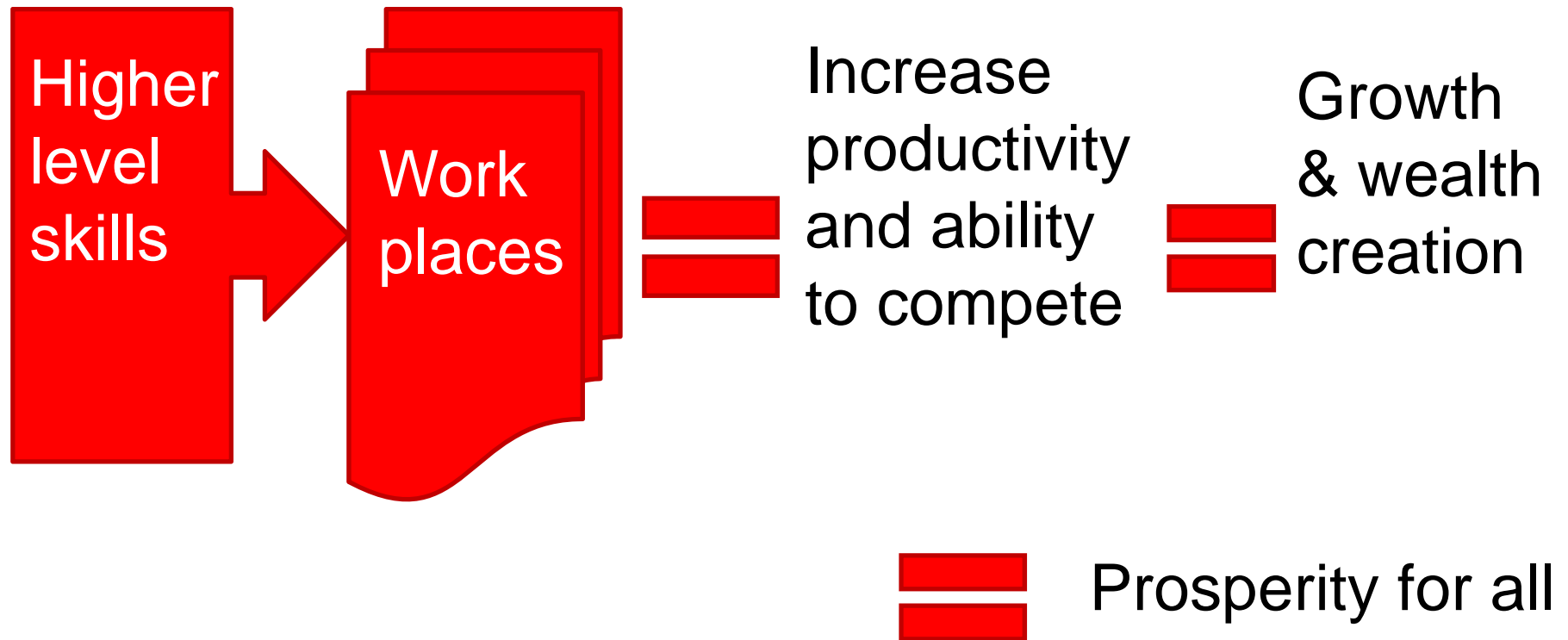
Half of what a technical student learns in his/her first year will be out of date by their third year.

out of date

On 2 September 2009 an American science student captured images of the curvature of the earth using equipment costing 102 euros (NASA's budget is \$17billion)



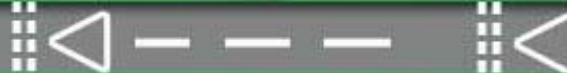
# Imperative in knowledge economy



"Bringing Creative Arts to Rural Areas"



Staff



Netty Reddish

After many years as the Arts and Crafts Director in a summer camp in America Netty decided to train to be a Design Technology Teacher. Graduating from Leeds Metropolitan University with first class honours in 1999. Since then she has taught in schools in Manchester and Luton, spending three years as Head of Department. She has recently completed a MA in Metalwork and Jewellery at Sheffield Hallam University.



Professor Safety

The Professor is always on hand to sort out any safety issue. Although a little unusual in appearance he is around to ensure every activity that children and young people engage in are safe. A creative and talented maker who enjoys dreaming up interesting and fun projects. Phd in creative-ology .....so come aboard and get making.

Fully CRB checked learning support and behaviour support staff are available upon request.

# Generation

Want **good** work

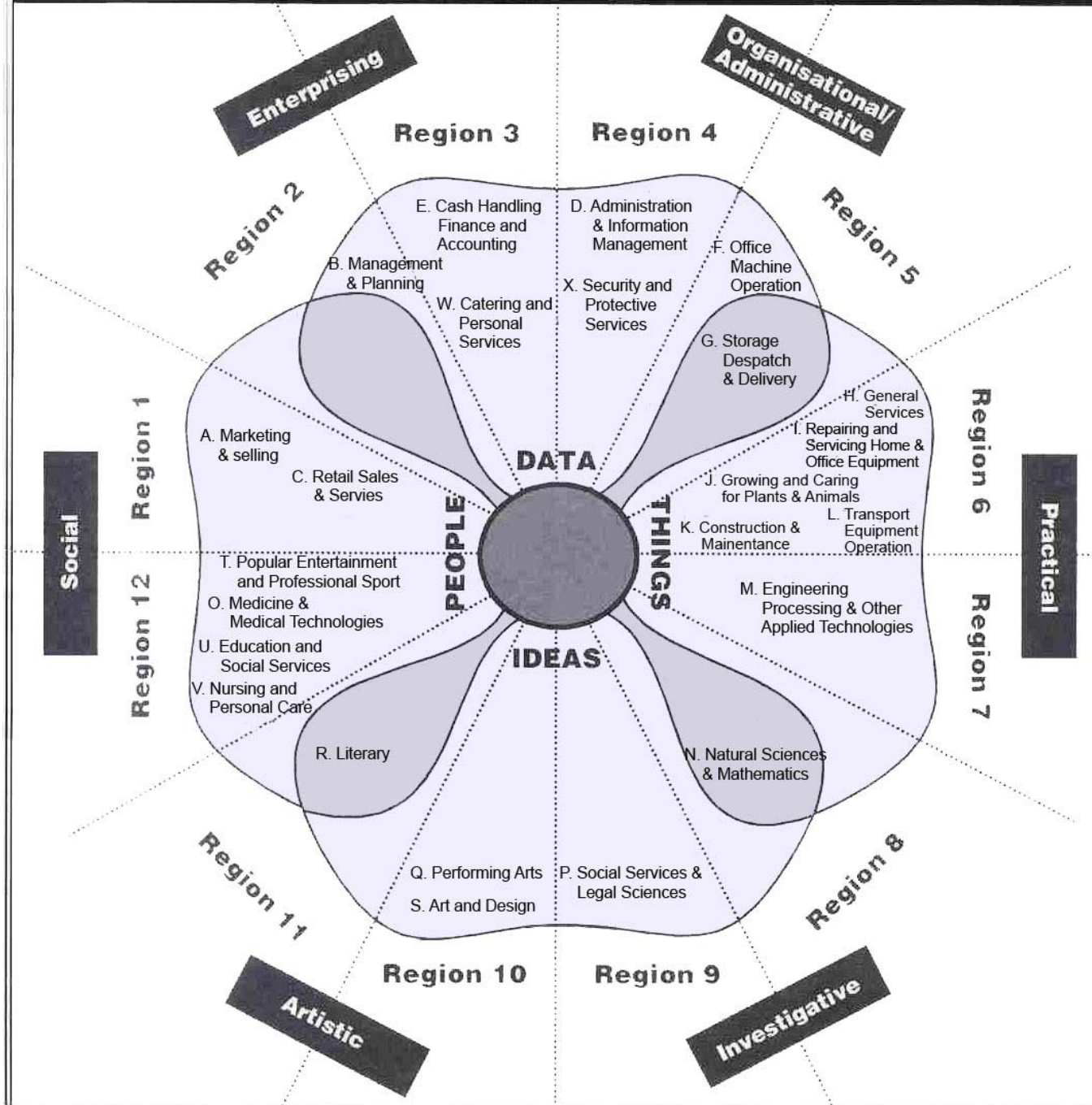
- Makes a difference
- Shared values
- Flat structures
- Self-development
- Ethical & sustainable operation
- Sharing learning & working in teams

# Changes in careers guidance?

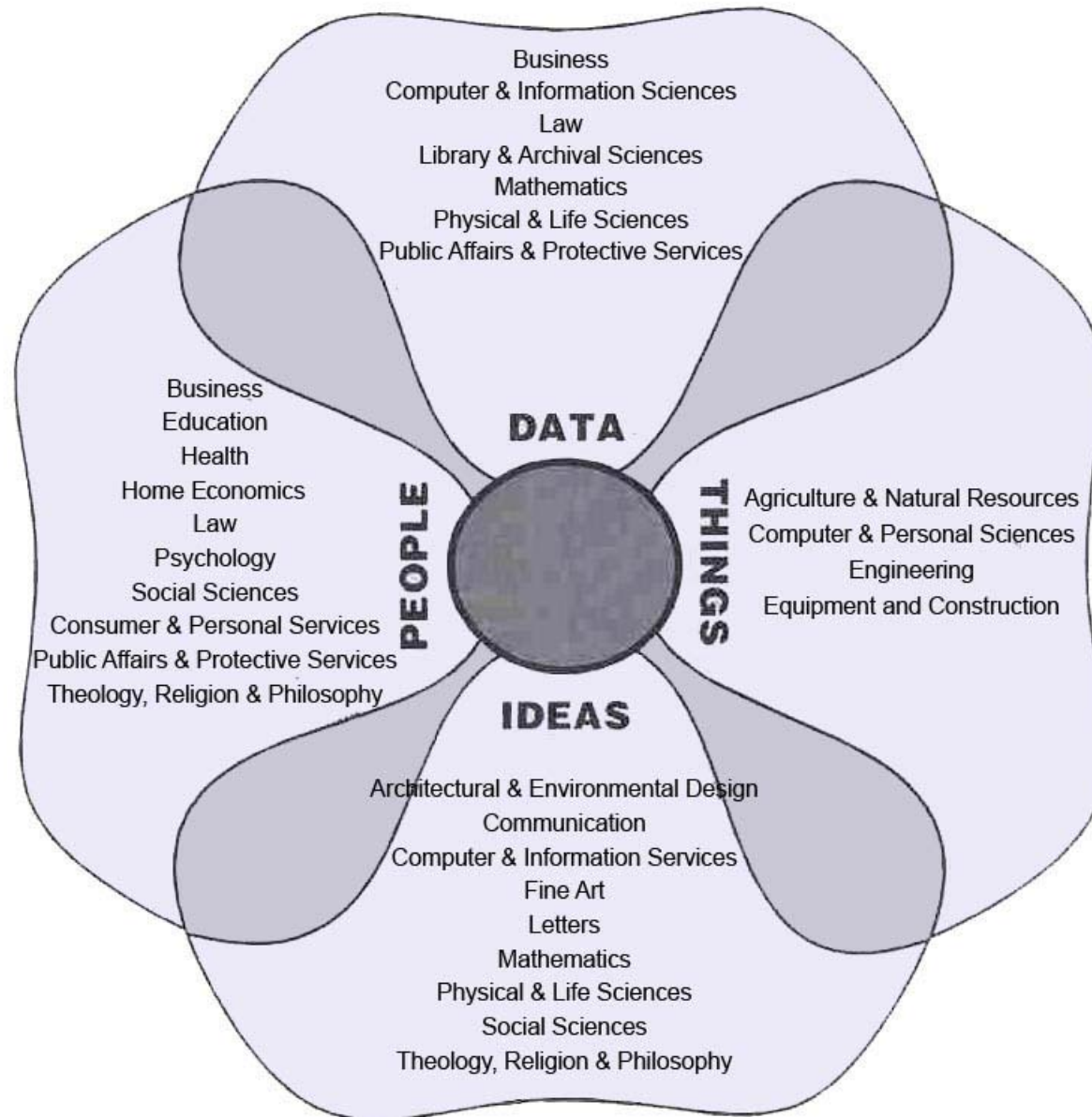
- Is the concept of 'career as a fit' out of date?
- Careers theories of Parsons & Holland.
- Human resource management is about moving individuals from an old to a new structure.
- Do education and employment maps still match?



# World of Employment Map



# World of Education Map





# Failure!

- Unplanned and unpredictable events and experiences are often crucial in determining an individual's career direction.
- At different stages of our life we also aspire to different goals and our value systems evolve.
- Do we need to find alternatives to *career fit*?

**CHANGING GOALS**



# Managing change

- Key guidance role today is enabling clients to manage change in their lives.
- Help the client to spot opportunities, recover from setbacks and capitalise on chance.
- Create dissonance by challenging or suggesting alternative courses of action.

# Key interventions

- How can we enable the graduate to manage the complexities, uncertainties and dynamic aspects of modern work?
- Influence personal aptitudes e.g. persistence, flexibility, risk taking & curiosity.
- Facilitate movement through different phases in career development.



# Mechanisms to manage change

- Projects that encourage multidisciplinary working such as 'creative' students working alongside 'science & technology' students.
- Mini work based learning projects where graduates are 'problem solving' for 'SME's which can also grow new jobs.
- Alumni mentoring students/graduates and providing models for managing uncertainty.
- Unexpected changes, Paul Theroux.

**WORKING TOGETHER**

# Discussion

- Have you examples of ways you have experienced or addressed any of the issues we've outlined?
- Do you think we need to do anything different to respond to these issues?

If you would like our notes from this session and/or to be kept up to date with the progress of the 'People with Passion' research please leave your business card or email [jeanne@jeannebooth.co.uk](mailto:jeanne@jeannebooth.co.uk)

Or if you have case study examples of how you have successfully worked with clients to manage career change email [Paul.hacking@ntu.ac.uk](mailto:Paul.hacking@ntu.ac.uk)