Life Long Education and Career Development: Perspective from Academia

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Objectives of Presentation

- Discuss the salience of lifelong education from a career development perspective
- Examine how lifelong education could facilitate the career development of young people
- Identify quality assurance issues from a career development perspective

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Donald Super – Developmental Perspective

- Career choice and satisfaction are closely connected to how work and career experiences allow for the implementation of one's self concept.
- Self-concept evolves over time and as such the implementation of self-concept in work/life settings has to be adapted and adjusted continuously.
- The continuous adaptation and implementation of self-concept occurs over five major life stages, which are：成長 (Growth)、探索 (Exploration)、建立 (Establishment)、維持 (Maintenance) 和衰退 (Decline or Disengagement).

D. Super's Developmental Stages

階段	成長 (Growth)	探索 (Exploration)	建立 (Establishment)	維持 (Maintenance)	衰退 (Disengagement)
		青年期	成年初期	成年中期	成年晚期
年齡	0-14	15-24	25-44	45-64	65+
發展重點	能力、興趣、態度及自我概念的發展	對自我和工作世界的探索及了解	從工作經驗中考慮職業與自我的配合	以不同的方法調整工作，維持職業狀況與職位	減少工作，退休
職業發展任務	爭取不同的經驗自我肯定，建立信心	結晶化 (Crystallization, 14-18) 特定化 (Specification, 18-21) 實踐 (Implementation, 21-24)	穩定 (Stabilization) 鞏固 (Consolidation)	Holding, Updating and innovating	發展非職業性的角色

Mini-cycles (微形循環)

- Current developmental perspective (see Savickas, 2005, 2013) focus more on the importance of the mini-cycles, emphasizing adaptation in transitions, especially changes that are unexpected and/or traumatic.

Super's Concept of Life Space (生活空間) and Life Roles (生命角色)

- Helping individuals to take on multiple roles in multiple context effectively (multiple role planning 計劃生命角色, life planning 生涯發展輔導).
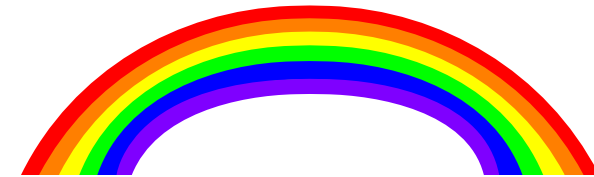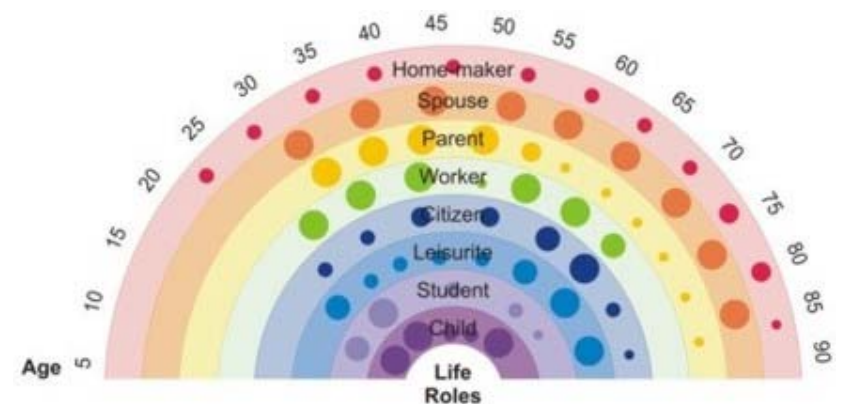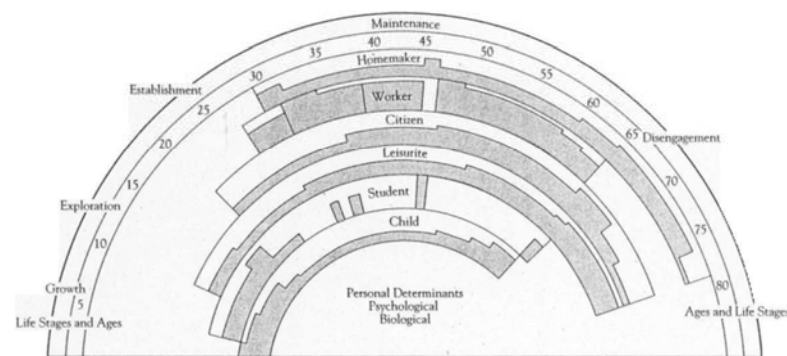- The Career-Life Rainbow (生命彩虹).

Figure 4.1. The Life-Career Rainbow: Six Life Roles in Schematic Life Space.

Life-span development, life roles, and life-long education

- Career planning cannot be detached from planning other inter-locking life roles

- Lifelong education is a key to the development and facilitation of different life roles across life span (e.g., learner, leisurite)

- Lifelong education is also instrumental to the development of self-concept and meaning-actualization across life-span

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No "one-size-fit-all" life stage – Especially in the New Economy

- "The new job market in our unsettled economy calls for viewing career **not as a lifetime commitment to one or two employers** but as selling services and skills to a series of employers who need projects completed …. In negotiating each new project, the prospective employee usually concentrates on **salary** yet also seeks control of the **working environment**, **work-family balance**, and **training for the next job**" (Savickas, 2005)

Stages as Progress Stories

- "The story of the career stages tells a grand narrative about psychosocial development and cultural adaptation. Essentially, the meta-narrative of career can be characterized as a progress story ….. "

Savickas, 2005, p.49

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Yet, There are Other Stories …

- "Progress stories do give hope and security to many people, nevertheless, there are many people who does not fit the story.

- Instead of progress, some people encounter barriers that force them to regress, drift, flounder, stagnate, or stop."

Savickas, 2005, p.50

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Our World is NOT as Orderly …

- "Today's turbulent society is unable to prompt orderly development, thus forcing individuals to respond to a wide range of external influences that can push development in various direction."

    Savickas, 2005, p.51

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Career Construction to Life Design

- "A major consequence of the interconnectedness between the different life domains is that we can no longer speak confidently of ''career development'' nor of ''vocational guidance.'' **Rather, we should envision ''life trajectories'' in which individuals progressively design and build their own lives, including their work careers.** Not only adolescents will encounter the big question: What am I going to make of my life? This question is at issue for everyone as they negotiate a series of major transitions in their lives occasioned by changes in health, employment, and intimate relationships."

    (Savickas et al., 2009)

In a Less Predictable Economy

- Life-long education plays an important role in:
    - helping individuals to be trained and retrained for the next job

    - assisting and guiding individuals so that they develop new skills and interests to advance their work and career

    - re-assessing skills, competence, interest, and values, and so that individuals could pursue new work opportunities and pathways

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- helping individuals to cope with and over-come barriers toward managing their career progression and transitions

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Recent Articulations by Richardson (2012) on Work and Relationship (life roles)

Slides #17 to #27 are adapted from Richardson (2012), Counseling for work and relationship. *The Counseling Psychologist, 40*, 190-242.
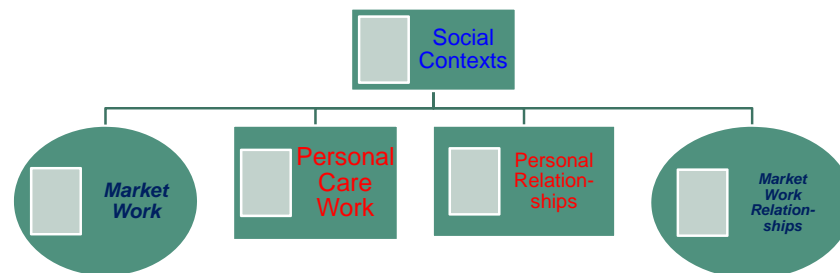
Work and Relationship as major Social Contexts of lives

■ "The four major social contexts are market work, personal care work, personal relationships, and market work relationships."

Richardson, 2012

Interlocking Life Spheres and Purposes

Market Work

■ "Market work is defined as the work that people do **for pay** in public spheres of life as well as the work that they do in educational institutions to prepare for market work."

Richardson, 2012, p.191

Personal Care Work (Non-Paid)

- "Personal care work encompasses work that is done to care for the self, for dependent others, for relationships, and for communities in personal lives. This includes, for example, parenting, caring for older relatives, caring for one's own personal needs, and volunteering in community organizations."

Richardson, 2012, p.191

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Personal Relationships

- "Personal relationships comprise the ongoing relationships that characterize personal lives, such as relationships with friends, spouses or partners, parents, children, and siblings."

Richardson, 2012, p.191

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Market-Work Relationships

- "Market work relationships refers to relationships with others such as mentors, bosses and supervisors, colleagues, teachers, and students."

- "Thus, each of the four major life contexts may comprise a number of more specific work or relationship contexts."

Richardson, 2012, p.191

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Work, relationships

- The meaning of life is derived from the interaction of meanings between work and relationships
- Understanding work and career requires an understanding of relationships associated with work (paid and unpaid)
- Personal-care work has and will become more important in different societies, due to changes in the economic structure and the aging population

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Interaction among Contexts

- "…. in constructing lives, action in one context mutually and reciprocally shapes and informs action in other contexts." (Richardson, 2012, p.206)

Practice Implications – Some Examples

- Decision/planning on market work (e.g., choice of majors, schools, careers) is affected by decision on personal care work (e.g., how to care for parents, children, self)
- Decision/planning on market work is affected by personal relationship (e.g., parental expectations, filial piety)
- Market work are affected by market-work relationships

Purposeful, Agentic Actions

- Self-construction – Constructing and life planning in the 4 contexts requires a close revaluation of stories and experiences in the past.
- Self as agent of change – Empowerment of individuals so that they pursue intentional actions toward making positive changes in the 4 contexts of life

Life-long Learning

- Develop a commitment to lifelong learning and recognition that learning taking place throughout the lifespan.
- Life-long learning should empower and enable individual to take control over what is to be learned, when to learn, where to learn, and how to learn
- Life-long learning should help individuals to achieve formal skills and qualifications, as well as the motivation to learn and competence to manage one's own learning (adapted from OECD, 2001, 2004).

Adapted from "Career Guidance and Public Policy: Bridging the Gap" (OECD, 2004).

- Life-long education could also assist individuals to manage the "personal care" relationships so that work and relationships are effectively managed.

Career Guidance and Life-long Learning

- OECD suggested that countries should develop lifelong career guidance systems:

  - Should focus on the development of career self-management skills and the implementation of effective career decisions

  - Face-to-face interviews to help people make immediate decisions are not as preferred.

Adapted from "Career Guidance and Public Policy: Bridging the Gap" (OECD, 2004)

Lifelong education and Young People

- Lifelong education in Hong Kong has played an important role in offering education to young people (e.g., associate degree, high-diploma, vocational education)

NEETS

- In 2013, there were 30 million 16-29 year old across OECD countries who were neither employed, nor in education, nor in purposeful training. Two-third of these youths (around 20 million were not looking for employment)

- NEETs very high in some southern European countries (e.g., more than 25% of youth in Spain and Greece were NEETs in 2013)

Based on "*OECD Skills Outlook 2015*", http://www.keepeek.com/Digital-Asset-Management/oecd/education/oecd-skills-outlook-2015/summary/english_37b852b0-en#page1

Reasons behind NEETs

- Skills deficits: Many school leavers left schools without having developed the literacy and numeracy and other skills required for employment

- Skills mis-match: School leavers do not have the skill sets required in the employment market (e.g., 21st century skills, such as critical thinking and problem solving, creativity and innovation, communication and collaboration, visual literacy, scientific and numerical literacy….)

- Young people leave education with little experience of the world of work (few students participated in work-place learning), and business firms are reluctant to hire individuals with no labor market experience.

- Institutional barrier against youth (e.g., young people are often hired on temporary contract, or they are overqualified for their jobs).

OECD Skills Outlook 2015

- Recommendation #1: Ensure that all young people leave school with a range of relevant skills (e.g., work-specific, transferable).

- Recommendation#2: Help school leavers to enter the labor market (e.g., career and life planning intervention, not just employment service; work place learning)

- Recommendation #3: Dismantle institutional barriers to youth employment (e.g., system change, cross-sector collaboration to help young people).

- Recommendation #4: Identify and help those NEETs now "off the radar" to re-engage (e.g., cross-sector collaborative platform to identify and help NEET)

- Recommendation #5: Facilitate better matches between young people's skills and jobs (e.g., curriculum, internship, workplace attachment, skill identification and development).

Quality Assurance Considerations

- Are you developing skills, competence, and attitudes that are required by the future world of work?
- Are you able to provide students with the necessary workplace exposure that could enable them to gain entry into the targeted work areas?
- Are you preparing students to manage/design their future work and career in the context of the different life roles and relationships that they have to co-manage?