A Jungian approach

An application of the DOTS model

Why do so few children aspire to science careers?
Save the date! 22-24 May 2013

Sydney, NSW 22-24 May 2013

National Career Conference

Venue: Sheraton on the Park, Sydney

More information - www.cdaa.org.au

Don’t miss this pre-conference symposium to explore:

- Designing Online Services
- Online Practitioning Skills
- Using Social Media
- Policy & Evidence Based Practice
- Questions of Access

Hear from leaders in the field including, confirmed speakers:

Tannis Goddard, President
Training Innovations (Canada)

Prof. Jenny Bimrose, PhD
University of Warwick (UK)
Editorial

The Blueprint. When was the last time you used it?

From a personal perspective, I know more people that talk about it than use it. More people who refer to it as professionally necessary yet not able to recall its three learning areas; let alone the 11 competencies. Should I be surprised or disappointed?

Over the past four years of being Editor, I have tried to include articles about Blueprint case studies. As yet, I have not been successful. Why not? Is it because people don’t want to write and to have something extra to add to their résumés or business profile? I somehow don’t think so. Rather it’s because more people are not confident in its use than are.

An executive level career specialist a couple of years ago told me, they had never heard of the Blueprint. Why, they asked, was it important in their work?

So did you respond to the Atelier survey about the Blueprint? Do you know anyone who did? If not, why not? Connection to a key Australian resource is of importance and relevant to us all.

Do we need the Blueprint across all job types espousing a connection to career development or just some (or perhaps even none)?

Take a look at the Letter to the Editor this issue. It relays how the Canadian Blueprint is dormant, its national leadership curtailed and funding support cut. I wonder if this is what can be predicted to occur within the Australian landscape. If it is, then the career development profession is possibly not making the headway it anticipated.

We are still a little short on connecting the value of career development to economic activity so perhaps it’s time we celebrate more often, key Australia-wide resources such as the Blueprint.

Happy Christmas reflections everyone—see you in the New Year.

Lee Miles

Copy for Autumn 2013 edition due by Friday 11th January 2013.
Send to editor@cdaa.org.au or mileslee@iinet.net.au
**Multiple barriers to advancement**

Ernst & Young quizzed 1,000 working women in the UK, concluding that age, a lack of role models, the impact of motherhood, and qualifications and experience are the four key issues hampering women’s careers. The professional services firm says that the barriers aren’t chronological and can be experienced at anytime, often several at once. And while they aren’t exclusive to women, it believes it is clear from the research that employers need to provide better support to help women overcome them... and its age, not gender that emerges from the survey as being the biggest obstacle that women face during their careers.

---

**Bad words = Bad impressions**

Career Builder reported that 64% of employers said they’d think less of an employee who repeatedly uses curse words, and 57% said they’d be less likely to promote someone who swears in the office. The nationwide survey, conducted by Harris Interactive®, included more than 2,000 hiring managers and 3,800 workers across industries and company sizes.

Half (51%) of workers reported that they swear in the front of their co-workers, while 51% cuss in the front of senior leaders (13 per cent) and their clients (7%). And men are more likely to report swearing at work—54% compared to 47% of women.

Employers are inclined to think less of an employee who swears at work for a variety of reasons. Most (81%) believe that the use of curse words brings the employee’s professionalism into question. Others are concerned with the lack of control (71%) and lack of maturity (68%) demonstrated by swearing at work, while 54% said swearing at work makes an employee appear less intelligent.

---

**Where’s the productivity problem?**

IBIS World August 2012  
[ibisworld.com.au]

"Over the past century and a half, real wages have kept pace with productivity. Real wages growth averaged just 1.65% per annum and productivity growth averaged 1.7% per annum over that period! It didn’t happen every year, but evened out over time… Since 1980, productivity growth has averaged slightly lower growth (1.6%), but wages growth has averaged just 1.1%. However, wage earners are sharing in the productivity growth indirectly nowadays via sharing in the company profits going into their super funds. So it is probable that, over time, the linkage between productivity and total worker benefits remains closer than wages alone."

---

**Japanese women**

APEC Economies NEWSLETTER Vol.16 No. 02 April 2012  

Labour force participation by women in Japan displays characteristics unobserved in most other advanced countries. One such characteristic of the comparatively low workforce participation rates of women in Japan, is low workforce participation highly depends on family factors, particularly spousal income and the existence of children. Further, labour force participation rates do not necessarily climb in line with educational attainment.

---

**Young should work for a pittance…**

Metro, Thursday  
September 20, 2012 (UK)

"Britain’s million young jobless should busk to raise cash and work for less than the minimum wage a Conservative MP said yesterday.

Pupils who stay at school to do A-Levels often ‘aren’t employable’… A business-man told me, "I would rather get a school leaver at 16, get them to do an apprenticeship for two or three years. At 19 they will have the skills necessary to be able to enter the work-force on the national minimum wage. Someone who does a one-year course after 18 won’t be ready … Liam Preston of the British Youth Council [said] ‘I find it quite insulting that … we should be busking to get the travel money to find work. The real problem is we have been over-promised by the older generation.’"

---

**Unemployment benefits**

Aussie Career Practitioner Summer 2012  
[apo.org.au/research/are-unemployment-benefits-adpement-australia]

For every 20 employed people in Australia there is around one unemployed person. Put another way, there are three times as many unemployed people in Australia as there are people employed in the mining industry.
Recently I attended the Future of Work conference. Under the tag line of Developing Australia’s Workforce in a Global Economy, the conference provided an overview of the education and workforce trends creating significant change in the way we live our lives and the way we work.

The conference highlighted key drivers for change such as ‘fifth wave’ innovation that is delivering hyper-connectivity and access to an abundance of knowledge across the globe. Entire sectors are beginning to experience significant structural change and many individual enterprises are transforming their business models in the quest for greater productivity.

It was impossible not to connect the key themes of the conference to the work career practitioners undertake. In particular, it highlighted two core sets of capabilities which the career development profession needs to give greater focus to: labour market trends and working with technology. This view is echoed by many CDAA members and was a key finding of last year’s International Symposium. It brings challenges and opportunities for higher education providers as well as our own professional development programs. Both themes will be picked up at next year’s national CDAA conference: Leading Career Development in Uncertain Times, through the e-careers symposium and a range of keynote and workshop presentations.

As we come to the end of 2012, CDAA can continue to be proud of its achievements. The much needed infrastructure needed to support a growing Association is now in place —permanent office premises, improved IT systems and new website. The National Office is now staffed by three full-time people and under the leadership of Scott Houston growth is likely to increase next year.

The National Board continues to work hard to ensure we have a well-governed Association providing the strategic direction needed to take us further. Our Divisional Committees facilitate a range of amazing professional development from which we all have the opportunity to benefit.

The newly-established Public Affairs committee will provide important direction for the growth of the Association’s media relations and presence, policy engagement and stakeholder relationships as we move into 2013. Our revised Code of Ethics will provide greater clarity and guidance to members and the public in this important area and the Framework for Excellence represents an exciting blueprint for practitioner capability.

CDAA enjoys, and is all the richer for, its international affiliations with leading practitioner bodies around the world. This is evidenced through reciprocal member rates for conferences, the professional collegiality and connection we each share with other and the active engagement of international researchers and practitioners in our national conference.

I am delighted by the rich discussions that frequently occur on our LinkedIn pages and admire the generosity, experience, intelligence and diversity they exhibit—our profession at its best!

CDAA is a unique and diverse organization that welcomes many new members each week. It is time to again formally seek your feedback input about a range of issues and to that end a comprehensive member survey will be conducted during the early part of next year. This will inform the Association’s broad direction, planning and the range of member benefits we provide.

Finally, I wish to take this opportunity to wish you and your families all the very best for the coming festive season. I will be taking extended leave over the next 3 months and during this period, our highly capable Vice-President Andrew Rimington, will be acting President. I know you will enjoy getting to know Andrew even further.

Warmest wishes to you all

Carole
Counselling for career change

There is a freedom of working in private practice with individual clients who are exploring their career options.

As private practitioners we bring many skills, experiences and different styles to our clients, yet, within the context of applied theory, the process unfolds in various ways with each client. I thought it would be insightful to share some of the processes I use when working with clients to encourage awareness and thoughtful reflection in our own practices.

Typically I start with a telephone conversation and chat about what the client would like to achieve. I also clarify points about job change and career change as many people do not differentiate between the two. This conversation provides some sense of agreement about the priorities that are important for the client.

At a first meeting with a client in career change, I prefer to work using a narrative type approach; and like many practitioners, I’ve been hugely influenced by Mark Savickas. A narrative approach assists the client to reflect upon his or her life and their experiences, special skills, unique qualities and stories.

I like the flexibility of tailoring follow-up sessions to the specific needs of each client. Sometimes this includes time and space for the individual to reflect upon key people whom they admire, or doing a skills audit or personal profile.

There is a raft of tools available in the market to assist practitioners and clients. I tend to use different tools with different people; some of my more favoured tools are the Keirsey Temperament Sorter, Myers Briggs Type Indicator, and the Self Directed Search.

It is always empowering to assist clients articulate elements of their skills sets, personality style, interests and most essentially, values. I tend to use tools from Norm Amundson’s work in ‘Active Engagement’ and the concepts around ‘Career Anchors’ or card sorts that assist clients in talking about what is important to them. Through these beginning steps I help the client to start the process of painting their preferred futures. To assist further, the use of Solution Focussed (Steve de Shazer & Insoo Kim Berg) strategies and skills helps the client to articulate dreams and define realistic goals whilst building themes and realising what is possible.

In-between sessions I encourage the client to explore further, reflect more deeply, discuss with others and even journal their process. As the client develops a clearer understanding of themselves and their style, themes become more evident and they begin to understand why some industries, job roles or enterprises work better for them.

For some, the decision making process is more tricky; helping the client understand their resistances and blocks can be part of the counselling process, gently challenging where appropriate, or approaching issues from different perspectives is often helpful.

Finally, exploring information already developed, comparing and contrasting scenarios, gathering information on education or training, along with local industry and the labour market, assist in bringing the client to a position of setting goals for their future. Together we work through a plan that articulates them, define realistic goals whilst building themes and realising what is possible.

Insoo Kim Berg) strategies and skills assist clients in talking about what is important to them. Through these beginning steps I help the client to start the process of painting their preferred futures. To assist further, the use of Solution Focussed (Steve de Shazer & Insoo Kim Berg) strategies and skills helps the client to articulate dreams and define realistic goals whilst building themes and realising what is possible.

REFERENCES ... IN PRINT:

WEB LINKS:
Keirsey Temperament Sorter: keirsey.com/
Self Directed Search: self-directed-search.com/
Myers Briggs Type Indicator: myersbriggs.org/infrastructure/personality-type/mbti-basics/
Solution Focussed research: sfbta.org/research.html
Application of the DOTS model for focussing on career goals

Angela Kilpatrick
Employability Co-ordinator for English Language and Linguistics
ajkilpatrick@uclan.ac.uk
www.elsieproject.org.uk

IN THE COMPETITIVE GRADUATE JOB MARKET OF TODAY, STUDENTS NEED TO MARKET THEMSELVES AND THE WEALTH OF SKILLS AND ATTRIBUTES THAT THEY HAVE DEVELOPED AND/OR POSSESS. TO DO THIS, THEY MUST ACTIVELY ENGAGE IN THE PROCESS OF SELF-REFLECTION AND SELF-EVALUATION TO ACHIEVE A GOOD INSIGHT INTO WHAT THEIR QUALITIES ARE AND HOW THEY CAN BE TRANSFERRED FROM ONE CONTEXT TO ANOTHER. ANGELA KILPATRICK SHARES HOW THE ELSIE SCHEME CAN ENCOURAGE STUDENTS IN THIS PROCESS.

The English Language Skills Initiative for Employability—ELSIE—was developed in 2006–07 by the English Language and Linguistics subject team at the University of Central Lancashire, UK. The motivation which drives ELSIE is the long-term recognition that our English graduates are extremely employable and have the requisite skills which employers are seeking: hence, our commitment to embed employability into the curriculum in a way that draws from and enhances discipline knowledge.

The ELSIE scheme encourages students to combine personal development and career planning with subject-specific knowledge in English Language and Linguistics. For the ELSIE team, ‘employability’ is distinct from employment: it is a lifelong process where the individual’s knowledge, skills, capabilities, needs and/or desires are continuously being re-evaluated through a process of self-reflection’ (Archer, Day and Kilpatrick 2008). This exemplifies one of the fundamental elements of the ELSIE course: self-awareness.

The theoretical framework used to underpin the ELSIE course and help students engage with the process of self-reflection has been taken from Law and Watts’ DOTS model (1977). The model, used as a tool for focussing on and achieving end goals, takes students through four stages: Self-Awareness, Opportunity Awareness, Decision Learning, and Transition Learning.

The starting point is Self-Awareness. This involves self-evaluations of the student’s skills, personal attributes, motivations, values and preferences. Students look at Honey and Mumford’s learning styles and also personality types using Myer-Briggs Type indicators, to help them build an objective picture of who they are, as people, in the world of work. Students are also encouraged to use Kolb’s (1984) learning cycle to reflect on past educational experiences that didn’t go so well. This can then be used to plan future learning experiences. The start of the process of self-reflection can be fairly mechanistic involving a variety of self-assessment exercises; however, it is hoped that, eventually, the process will become instinctive, second nature, and a tool that the students will use throughout their academic and working lives.

Using career profiling tools such as the Prospects Website, students then move onto Opportunity Awareness. They begin to evaluate how their skills, attributes and values may affect their studies, and, ultimately, their career choices. Once students have a good understanding of their strengths and weaknesses, they can then start to look at what opportunities are available to enhance skills and develop new skills and can tailor their degree programme towards a particular career route by choosing relevant modules, getting involved in extracurricular activities and gaining formal work experience. Students are given the opportunity to gain formal work experience in year two through a compulsory core module and partake in an employability project, entitled ‘Communication in the Workplace’.

It is worth noting that having end goals is vital for student motivation and retention in higher education. This can aid motivation in their final year as, when fully immersed in study, it can be easy to lose sight of end goals. The final stage of the model, then, is where the student’s end goals are finally in sight—it is where they see their hard work come to fruition. This stage involves making informed decisions based on knowledge of themselves in relation to opportunities sort, e.g., from formal work experience in year two of their studies and extra-curricular activities, such as volunteering. It is then that the student is able to use decision learning techniques to make informed choices.

The final stage of the model looks at Transition Learning where the students put everything they have learnt about themselves into practice. It involves applying for post graduate study or a graduate position, the creation of a tailored CV and application form—truly transitions where the students are able to articulate what they have learnt about themselves in relation to their chosen career in an interview.

This, at a glance, is a fairly neat and tidy model. Conscious that nothing in life is ever ‘neat’, we encourage students to look beyond the model, or behind the model, I should say. Certain aspects, such as unrealistic expectations, can debilitate the student’s progress and lead to failure, or perceived failure. Expectations are deeply wired into the individual from childhood, from peers, teachers and so forth. Based on the work of Dr. Stella Cottrell (2008),
students are encouraged to recognise that other people’s views do ‘…not define [their] real potential nor determine what [they] can become’ (2008:41). The individual, therefore, must manage these expectations of self and of others, or redefine them, before they embark on their journey.

To do this, students are asked to note down how their own views—and views of others—have impacted on their previous educational experience, and then reflect on whether these views were, or are, realistic expectations. When redefining their expectations they should ensure that they are objective, realistic and attainable. This will aid the individual in the process of becoming more self-aware, in realising potential and in reaching their career goals.

I see the model as is a process of Self-Actualisation: identifying one’s potential, realising that potential and then taking the necessary steps in order to make one’s potential a reality. To reach Self-Actualisation, one must be fully self-aware and develop confidence, self-esteem and self-efficacy through opportunities sought—through social, academic and professional achievements—the end goal ultimately being ‘to become everything that one is capable of’ (Maslow 1943).

“An educated ELSIE graduate is one who can reflect on their abilities, skills and personal attributes, who knows how their subject-specific knowledge can be transferred to a working environment, and who can realise their full potential to the extent that they go on to lead a successful, sustainable and satisfying future career.”

REFERENCES

---

Employment Casualisation as a Modern Slavery

“... the concept “casualisation” has proved to be a cankerworm in the flesh of the workforce of both developed and developing economies. For instance, casualisation of employment in Nigeria as well as other parts of the world is fast gaining grounds in an unprecedented proportion, intensity and scale. The increase in the spread and gradual acceptance of this illicit labour practice in the Nigerian labour market to be particular has become an issue of great concern to the government, labour organisations, academic researchers and the employees themselves. This level of concern is shown by the current rate of alarm being raised by the Nigerian labour Congress (NLC) against employers accompanied by serious threats and warnings which has been concurrent within the past few years. Available records have shown that within the shortest space of time, employers of labour are increasingly filling positions in their organisations that are supposed to be permanent with casual employees. The reason for this has been largely attributed to the increasing desperation on the side of employers to cut down the organisational cost and as such, they have considered casualisation of employment as the appropriate strategy for cost reduction. Viewing this from the periphery, it seems to be a justifiable point since reduced cost means higher profit which is the ultimate goal of every organisation. However, in the ultimate end, it presents lots of challenges for the employees and organisations alike which employers may be ignorant of or possibly have neglected. Beyond this form of labour practice in the country is the high level of unemployment and accompanying poverty.

... In the face of this practice which has been viewed by many as a serious labour challenge, one would easily agree that casual workers occupy a precarious position in the working place and society, and are effectively a new set of ‘slaves’ and ‘underclass’ in the modern capitalist economy.”

Dakare, O; Udeozor, C. T.; and Alaribe, J O

European Journal of Social Sciences — Volume 22, Number 4 (2011) 491
eurojournals.com/EJSS_22_4_02.pdf

---

The S.S.E.E model shows the continual aspect of self-awareness and employability (Kilpatrick 2008)

Employability
Self-Evaluation
Self-Awareness
Employment

The relationship between employability and self-awareness (within ELSIE)

SA = Self-Awareness
EG = ELSIE Graduate

The DOTS Model

SA SELF AWARENESS
SA OPPORTUNITY AWARENESS
SA DECISION LEARNING
SA TRANSITION LEARNING

(The DOTS Model

SA SELF AWARENESS
SA OPPORTUNITY AWARENESS
SA DECISION LEARNING
SA TRANSITION LEARNING

EG = ELSIE Graduate

(Archer, Day and Kilpatrick 2008)
The Industry Mentoring Program at Griffin aims to help students clarify their career options, facilitate their transition from study to work and involve members of the wider community in a satisfying partnership.

The Program provides students with the opportunity to explore and develop their career with an experienced and trusted industry mentor and with the mentor’s help prepare for work and life after graduation. Mentors recruited for the Program are well-regarded professionals with a minimum of four years industry experience. Currently more than 450 organisations in the Brisbane–Gold Coast corridor across a broad spectrum of industries are represented and include major companies, local, state and commonwealth government departments, small firms and not-for-profit organisations.

Students may be studying in any faculty, must meet a GPA threshold and after reviewing detailed mentor bio sketches, apply online for the mentor most closely aligned with their career aspirations. They need to submit a 300-word statement indicating reasons for applying, a professional résumé and a signed statement of their commitment to Program goals.

Over the course of the Program, mentors meet with students for a minimum of six one-hour appointments and are in touch by phone or email at least once a week. Mentors help students clarify employment options, determine potential career paths, build strategic networks and garner insights on the application of their studies to professional employment.

IMPACT ON CAREER CHOICE AND PROGRESSION

Among the many responses from mentees, a student in the 2012 program stated in her progress report “This experience has been the most valuable learning experience in my entire degree.”

Other individual statements of inspiration and satisfaction over the years include:

“The Program provided me with useful insights into my discipline and helped me decide on my future career path.”

“Interaction with my mentor motivated me in my career search and helped me clarify and define my career goals.”

“I was able to put the theories I had learned at university into practice and see how they may relate to my future career. Undertaking practical work has also improved my university results”.

Data from formal program evaluations confirm that learning benefits are broadly recognised. In an extensive evaluation conducted to assess outcomes over time, mentees completed an assessment tool (5 point Likert scale) to ascertain changes reported pre and post participation.

- 89% increased by at least one point, and 55% by two or more points on “understanding of career opportunities in my professional field”
- 77% increased by at least one point, and 40% by two or more points on “clarity of career direction”
- 66% increased by at least one point, and 40% by two or more points on “understanding of the workplace”; and
- 68% increased by at least one point, and 27% by two or more points on “confidence as a beginning professional in my field”

Learning outcomes from the Program are recognised and confirmed by senior Griffith academics and academic managers—many of whom have been strongly supportive over the years. “As ‘professionals-in-training’, the Program helps students… to learn through observing how other professionals conduct themselves. This opportunity provides much more powerful and rewarding teaching than a textbook can ever achieve” (Senior Academic, Department of International Business and Asian Studies).

Tony Lyons Head, Careers and Employment Service
The changing ICT careers landscape
Leon Sterling
lsterling@swin.edu.au  swin.edu.au

At the recent Future of Work conference, the Tertiary Education Minister Senator Evans declared, somewhat provocatively, that Australia has many students wanting to do IT or computing, leaving thousands of IT and computing jobs vacant.

ICT opportunities have indeed increased dramatically over the past fifteen years yielding tens of thousands of jobs and they will continue to increase for the foreseeable future. Over the past decade the way we use ICT has also changed dramatically with a change in the skills needed and jobs to be performed. The old image of male programmers glued endlessly to a computer no longer represents the reality in the workforce.

Fundamentally, ICT jobs involve working with people in a variety of environments to make improvements in a wide range of areas from the personal to the entire organisation. This presents a challenge for career practitioners and universities to keep pace with current needs and opportunities.

What are the new needs? There is certainly a need for app developers, with the rapid proliferation of apps, mobile applications on smart phones and tablets. While understanding programming and software development more generally is important, it is not sufficient. A successful app requires design flair and an appreciation of what instantly appeals to people visually and functionally. Incidentally games development teaches many of the requisite skills, which presumably Senator Evans did not fully appreciate when making his comment.

There is a need for professionals to be able to handle big data. Scientific instruments are generating terabytes and petabytes of data at a terrifying rate and specialist skills are needed to ensure the data can be processed correctly and meaningfully analysed. Businesses are confronted with large amounts of data from numerous sources and the new area of business analytics is emerging.

Another example is the area of computer security and forensics. The attitude that the central information technology group in the company can restrict users to one tightly controlled environment is changing. Users are demanding to be able to use whatever smartphone or tablet for their comfort and productivity.

Two years ago, Swinburne University of Technology, introduced a graduate certificate in eForensics to train professionals in organising computer networks and systems to avoid cybercrime, unauthorised behaviour, and to know what to do if an incident occurs. In promoting the course, it was clear that the possibility of the profession of eForensics had not occurred to the majority of the audience—the rise of computer crime and scams did not automatically lead to an appreciation of the new skills needed.

One reason for the lack of awareness is that interesting new jobs might not be advertised. Attendees at a recent university–industry meeting discussed how positions for cyber security professionals might not be advertised for fear of suggesting that the company may have a computer security problem. However an applicant with computer security qualifications and experience would be snapped up.

Another trend is to expect ICT skills in graduates of other discipline areas. In redeveloping an ecommerce site selling a specialised product, friends of mine used a marketing graduate who could use Web 2.0 tools rather than a specialised Web development company. Other examples are social media analysts needing to understand the algorithms behind ranking systems to ensure that the message being disseminated through social media gets maximal coverage; and health professionals needing to understand how ICT applications can help with health and well-being.

National Information and Communications Technology Australia (NICTA), the peak national ICT research organisation, launched a video recently promoting ICT careers. The video featured four young people, two male and two female of varied ethnic backgrounds, describing burgeoning careers where ICT was central. The careers were in science, business, fashion and software engineering. The video showed more diversity than the stereotypes usually promoted about ICT careers in schools and the gender balance was appreciated. ICT is an excellent career choice for women.

The challenge we face is to encourage more people to become involved in ICT at schools and universities to drive Australia in productivity increases and innovation that are vital today, and increasingly so as the mining boom wanes. Skills are needed both in science and new algorithms and also clever technical and design knowledge. It is a role of academics and computer professionals to help ensure the message is received.

Leon Sterling is Dean of the Faculty of Information and Communication Technologies at Swinburne University of Technology and President of the Australian Council of Deans of ICT.

ICT = Information and Communication Technology
APP = Application
Need help with technology acronyms?
Try www.techterms.com
Why do so few children aspire to science careers?

Professor Louise Archer Centre for Public Policy Research, Department of Education and Professional Studies, King's College London

Internationally, there is a widespread agreement that more needs to be done to increase and broaden post-16 participation in Science, Technology, Engineering and Mathematics (STEM) subject areas. This is not only important for ensuring that societies have a broad base of scientifically informed citizens but also to deliver an appropriate supply of STEM professionals for the future.

INTRODUCTION

The ASPIRES (Children’s Science and Career Aspirations age 10–14) project is funded by the UK’s Economic and Social Research Council (ESRC) as part of a larger research program (the Targeted Initiative on Science and Mathematics Education, TISME). ASPIRES is a 5-year, longitudinal study exploring science aspirations and engagement among 10–14 year olds in England, as previous research indicates this is a crucial time for the development and consolidation of children’s views on science. Our study includes an online survey (administered when children are in Year 6 (age 10/11, last year of primary school), Year 8 (age 12/13) and Year 9 (age 13/14) and repeat interviews with a sub-sample of children (tracked in Year 6, Year 8 and Year 9) and their parents (interviewed twice, when their children are in Year 6 and Year 9).

In Phase One (2009), the online survey was completed by over 9,000 Year 6 (10/11 year old) children from 279 primary schools across England. We also conducted 170 interviews with 78 parents and 92 Y6 children, drawn from 11 schools in England.

In Phase Two (2011), the survey was completed by 5,634 Year 8 students (age 12/13) from 69 secondary schools across England. We also managed to re-interview 85 of the children, who were now in Y8.

KEY FINDINGS

1. MOST CHILDREN LIKE SCHOOL SCIENCE

We found that in both the first and second surveys, children report enjoying their science lessons. The majority (over 70%) of pupils agree that they learn interesting things in science. Around 80% of Y8 pupils also agree that they have enthusiastic science teachers and that their teachers care if pupils understand the lessons and expect them to do well.

68% of Y8 pupils like their science teacher and 82% believe if they study hard they will do well in science (with 69% of students feeling that they do well in the subject). Only 19% say that they find science difficult. The interviews also confirmed this view—with most students saying they enjoy science classes in secondary school as much as, or more than, in primary school.

2. CHILDREN TEND TO HAVE POSITIVE VIEWS OF SCIENCE CAREERS

In line with findings from Y6 pupils, Y8 children express largely positive views.
of science and science careers. For instance, 73% agree that science is generally useful for getting a good future job. Y8 children also seem to have positive views of careers in science, with 79% believing that scientists do valuable work and the majority agreeing that scientists are respected by society (62%) and make a lot of money (63%).

3. ALTHOUGH CHILDREN LIKE SCIENCE, FEW ENVISAGE A CAREER IN SCIENCE

However, we were struck that, despite liking science, less than 17% of 10/11 year olds and 15% of 12/13 year olds agreed that they would like to become a scientist in the future. Some other STEM careers are more popular, such as engineering (25%), inventor (26%) and doctor/medicine (35%), but only the latter was appealing to both boys and girls (engineer and inventor being popular largely only among boys). When asked to rate a sample spread of future career options, the most popular aspirations among Year 8 pupils were: sports/athlete (39%), arts/actor/dancer/singer (53%) and business (the most popular, at 62%).

We found that despite liking school science, only 43% of Y8 children agreed that they would like to study more science in the future. When asked to identify the most important reasons for choosing subjects to study in the future, over three quarters (76%) identified the usefulness of a subject for their future careers as being the first or second most important factor. Only a fifth thought that 'how well I do in the subject' would be the most important consideration when making subject choices, with less than 15% citing liking/enjoyment of the subject as the key reason. This suggests that children's interest in science does not translate simply into aspirations to study science further or to pursue careers in science.

Given that perceived usefulness seems to be an important factor in children's subject choices, it was also notable that in the interviews, Y6 children (and parents) tended to see science qualifications as only leading to a narrow range of careers—notably, scientist, science teacher or doctor. They did not recognize how science qualifications can be highly transferable in the job market.

4. FAMILIES STRONGLY INFLUENCE CHILDREN’S (SCIENCE) ASPIRATIONS

Although most families appear to value science as a subject (e.g. over 70% of children agree that their parents think it is important for them to learn science at school), very few families consider science as a potential career choice for their children.

We think that a key reason for this is that many families do not possess much 'science capital' (science-related qualifications, knowledge, understanding and contacts). Interviews with children and parents revealed that science capital can be an important facilitator of children's science aspirations (i.e. the more science capital a family has, the more likely a child will hold science aspirations), but science capital is unevenly spread across society. Families that possess higher amounts of science capital are disproportionately likely to be from middle-class (and White or South Asian) backgrounds.

Family influence seems to increase with age, with children aged 12/13 becoming even more likely (than when aged 10/11) to take up family views about the types of career that are regarded as ‘for me/us’. These aspirations are often shaped by social class and gender.

5. POPULAR VIEWS OF SCIENCE AS ‘MASCULINE’ DISCOURAGE MANY CHILDREN FROM SEEING SCIENCE CAREERS AS ‘FOR ME’

We found that science careers are strongly associated with cleverness, with over 80% of children in both surveys agreeing that scientists are ‘brainy’. We also found in our interview sample that boys and girls who aspired to science careers tended to see themselves (and were described by their parents) as ‘clever’. Pupils who liked science but who did not consider it a career ‘for me’ were more likely to self-describe and/or be described by their parents as ‘normal’ or ‘middling’ students. In other words, most children seem to see careers in science as only for the exceptional few.

6. SCIENCE CAREERS ARE (STILL) SEEN AS ‘MASCULINE’

Although our survey of Y8 pupils found that a higher percentage of girls, than boys, rate science as their favourite subject, this interest is not borne out in science aspirations. Parents and children in our study tended to perceive science careers as masculine which, we suggest, may explain why comparatively fewer girls espouse science aspirations or imagine a future for themselves within science. As two of the parent interviewees explained, science is “always seen as … geeky men” (Shelley, mother) and as a career, “it’s not very girly … its not a very sexy job, its not glamorous” (Elia, mother).

We suggest that popular perceptions of science as masculine sit uneasily with girls’ notions of ‘normal’ (and desirable) femininity. Consequently, while many girls report liking and being interested in science, it does not feature within their aspirations. For instance, Danielle described science as one of her favourite subjects at school, but reflected “it’s really interesting, I love it, but don’t only geeks do it?”

Of course, some girls in our study do aspire to science careers. But our analysis so far suggests that either these girls undertake considerable identity work to ‘balance’ their science engagement with performances of ‘normal’ (popular) femininity—or (more often) they eschew ‘girly’ femininity in favour of a highly academic (“bluestocking”) femininity.

Our findings show that pupils tend to express positive views of their science lessons and science teachers. They also seem to hold positive views about science careers in general and report parental support for learning science at school. Yet science careers are not popular aspirations and few children see a career in science as being ‘for me’. We identified that a contributory factor is the widespread lack of science capital among families, whereby science is not experienced as a normal or high profile
From Zurich to Belfast to Dubai to Cairo to Sydney, the question is the same: “With all due respect Trudy, why would a CEO need to talk with someone like you to get help with their career?”

This is the stigma faced by CEOs and C-Level Executives (CXOs) when, after extraordinary achievement in the first half of life, wake up one day and sense something is wrong. The loneliness of the CXO is most acute at this time.

During the first half of life, CXOs build their careers. They achieve academic qualifications, attend conferences, lead teams, grow companies, travel internationally, mentor high potential staff, speak as experts on TV or radio, create strategies and business plans, orchestrate mergers and acquisitions and present to board members. They do all or some of these things. At the same time, they marry, have a family, buy a beautiful home and car, enjoy overseas holidays or set up a beach property.

A CEO says, “I’ve done everything I was ‘supposed’ to do but I’m not sure I want it now.” Similarly, “I’m 49, CFO of a large pharma firm and since graduation my goal has been CEO. I’m nearly there but there is tough competition amongst the senior executives and I think I’ve lost my drive.” Or “I’ve made it to the C-Suite but, for some strange reason, I feel stuck.”

With the courage to confront what is wrong, CXOs know society holds up the ideal life they’ve achieved, so why do they want more? And they can’t quite discern what that ‘more’ is. As a career identity crisis descends, the CXO seeks a career practitioner.

Where do you start? The high-achieving, potentially gifted individual in front of you has tried all rational avenues in search of answers. They are not content to write a new résumé, call an executive search firm or look for a new role. If the CXO is between 45 and 65 years of age, the answer is unlikely found in a new role; it will first be found in them.

**THE PROCESS OF INDIVIDUATION**

Carl G. Jung, a Swiss psychiatrist who lived from 1875 to 1961, is known as the founder of Analytical Psychology. Today, Jungian analysts employ practices, including dream analysis and active imagination, to help people find balance and wholeness in their lives.

Jung’s theories are complex and interwoven and arguably, one of his most important refers to the individuation process. The concept of individuation—a life-long, natural process—can help us understand what may be happening for our CXO client. It teaches us that nothing is ‘wrong’ but very right with the CXOs feeling of stagnation and ‘stuckness’ at midlife.

A reader of Jung’s works will find many descriptions of individuation, including: “Individuation means becoming an ‘in-dividual’, and, in so far as ‘individuality’ embraces our innermost, last, and incomparable uniqueness, it also implies becoming one’s own self. We could therefore translate individuation as ‘coming to selfhood’ or ‘self-realization’.”

Our first half of life is signified by expansion and a more extraverted (even for introverts) approach to activities. The healthy development of the ego involves finding our place in society, fitting in and accommodating to the group norm.

Then, somewhere in the middle of our life, a feeling of satiety for those external achievements arises. We start to question the meaning of our life and may become aware that parts of us were left behind in our effort to fit into the collective. In fact, in Jungian terms, we developed a *persona* or mask to hide those parts which stopped us fitting in and created a *shadow* to hold those
disowned parts. We may now feel our development was one-sided.

This birth of the second half of life may be instigated by a personal loss; the death of a parent, divorce, redundancy from an important job or children leaving home. We question our lives and our mortality comes into focus. What was satisfying before no longer holds our interest, no matter how hard we try. We wake up with the question—Who am I now?

As a balance to the first half of life and in striving towards wholeness, the second half of life is an inner process (even for extraverts). This path is about contraction and focuses on an individual separating from the collective through finding and reintegrating lost parts of oneself. It is a natural process through which the individual can emerge with unique meaning and purpose for their life.

A simple summary of this transition is provided by Nancy Millner and Eleanor Corlett, in their book Navigating Midlife—Using Typology as a Guide: Achieving Balance.

A WORD ABOUT JUNGIAN PSYCHOLOGICAL TYPE

The 1923 publication of Jung’s Collected Work 6 (CW6) was entitled Psychological Type—The Pathway to Individuation. Psychological type is inextricably woven with the individuation process. It begins with an understanding of the two basic attitude-types of Extraversion and Introversion and moves into the function-types of Sensation, Intuition, Thinking and Feeling.

The topic of Jungian psychological type is deep and vast. Application in the corporate world involves consultation with a type professional who can help the CXO identify their true psychological type. This process is typically combined with application of a qualified type instrument such as the Myers Briggs Type Indicator® (“MBTI®”) or Majors PTM®.

Psychological type is dynamic and develops over time. At midlife, determination of a CXO true type or dominant function-type is a very powerful tool to increase self-awareness. The way in which a CXO type has developed is unique. Some CXOs, in an effort to fit into the corporate world, have worked against their natural preference and falsified their type for many years. Others have worked in their natural preference but are ready to incorporate less developed function-types. For all, the individuation process is leading them to be who they truly are, in their wholeness.

REFERENCES


3 Jung, C.G. (1969) The Structure and Dynamics of the Psyche, CW6, P. 299

4 Jung, C.G. (1969) ibid, P. 395

“Ageing people should know that their lives are not mounting and expanding, but that an inexorable inner process enforces the contraction of life. For a young person it is almost a sin, or at least a danger, to be too preoccupied with himself; but for the ageing person it is a duty and a necessity to devote serious attention to himself.” Carl G. Jung

PRACTICAL APPLICATION FOR CXO CAREER DEVELOPMENT

The success of any career consultation rests on a client’s readiness for change. Knowledge of Jung’s individuation process, if it resonates with the CXOs current stagnation and unease, can provide an entry point to address initial friction. Future sessions tend to follow the unique individuation process of the CXO, dipping into past achievements and projecting into future possibilities as the individual begins to anchor and find balance around a new centre. The career consultation can take one or more years to complete.

The aim of career development work with CXOs in midlife is assisting their transition from an external to internal authority; effectively, transition from organisational career development to individual career management. The CXO becomes conscious about their career choices rather than unconsciously accepting the career path imposed on them by the expectations of society or their organisation. They emerge from the process in the driver’s seat of their future career.

To achieve this outcome, increased self-awareness is vital in anchoring the CXO’s new centre and providing a revitalised platform for discussion and brainstorming of future career possibilities and plans. Sessions may include:

- determination of Jungian psychological type and learning about type development and dynamics
- analysis and acceptance of the CXO’s career history and experience including discussion of strengths, achievements and career highlights;
- uncovering gifts or innate passions left behind before their corporate career began; akin to finding the ‘gold’ in the shadow.

“The nearer we approach to the middle of life, and the better we have succeeded in entrenching ourselves in our personal standpoints and social positions, the more it appears as if we had discovered the right course and the right ideals and principles of behaviour. For this reason we suppose them to be eternally valid, and make a virtue of unchangeably clinging to them. We wholly overlook the essential fact that the achievements which society rewards are won at the cost of a diminution of personality.”

Australian Career Practitioner Summer 2012
Help your students find the perfect job in health

“The campaign is based on research and experience which highlights that Aboriginal and Torres Strait Islander people are more likely to access the health care system if that care is being delivered by a person of Aboriginal and Torres Strait Islander descent.

A series of positive messages are being communicated as part of this campaign, with students able to explore career opportunities to “help our mob live longer and stronger” and learn that “you don’t have to be a brain surgeon to work in health”.

The campaign features a number of Health Heroes—Aboriginal and Torres Strait Islander health professionals, whose jobs represent a selection of the hundreds of different health careers available across Australia.

Showcasing a range of Health Heroes talking about the benefits of their different health careers is encouraging students to view a health career as aspirational, yet achievable.

This message is being delivered through the campaign website, various youth events and career expos, and through a range of engaging resources and promotional materials.

As career advisors, there are a range of tools and resources available which you can use to engage Aboriginal and Torres Strait Islander students in considering their career options.

One such tool is the campaign website at www.australia.gov.au/healthheroes. The website provides key information about the range of health jobs, training options, career pathways and support available. You can also watch interviews with the Health Heroes, who speak about health jobs and the pathway they took to secure a career in health.

A number of interactive tools are available on the website. The first of these is a career quiz, through which students can answer a range of questions based on their preferences and interests. The quiz results provide a range of career options which match their preferences and can be explored further on the website. One way students can explore these career options is by using the career pathway tool. The participant enters in their education level, qualifications and work experience against their desired position to see what pathway they need to take to get the training required to do the health position.

Other materials you might find useful are included in the Health Heroes ‘school kit’. The kit includes 20 brochures, a poster, lesson plans, a DVD featuring interviews with the Health Heroes and a “Genie” comic book which was developed to inspire people to take up careers in health and community services and a ‘health pack’ containing promotional items specifically for events.

If you would like to get involved, order products or find out more about the campaign, you can visit the website at www.australia.gov.au/healthheroes or email healthheroes@health.gov.au.

Gemma Armit—Trainee Paramedic at Palm Island, QLD
Microenterprise in remote communities ... the untapped social and economic dividend

Laura Egan Director • Steve Fisher Strategic Development Advisor
Enterprise Learning Projects
© laura@elp.org.au elp.org.au

THE LANDSCAPE OF WORK IN REMOTE AUSTRALIA
Remote communities are characterised by high rates of unemployment and a scarcity of jobs accessible to local people. Predominantly, managerial and professional positions are filled with non-Indigenous people from outside of the community. Current employment services and programs are largely working to prepare people for employment; however employment opportunities, where they do exist, do not necessarily align with the passions and skills of people.

Currently, training is largely based on the supply of standardised solutions, rather than being driven by a broad understanding of needs and demand driven. It is often constrained to generic courses delivered by training providers who are not funded to assist students to go on to apply the skills developed during the training. When training has occurred it frequently becomes ‘training for training’s sake’ as there are no clear directions that individuals can take to apply the skills they have acquired. Individuals often end up with certificates but no capacity to make the transition into employment.

This paper argues that microenterprise offers a means for people to engage in work in a way that acknowledges the realities of remote communities and harnesses skills and passions to tackle unemployment.

THE REALITIES OF REMOTE COMMUNITIES
A high number of Aboriginal people living in remote Australia are second or third generation unemployed. There exists a pattern of unemployment that means that children grow up in households where few people have worked and, where they have, the work was essentially unrewarding and unsatisfying; in addition, programs that emphasise education and training have frequently led to no improved employment prospects. Instead, many people have sunk into a routine that makes the possibility of returning to regular work increasingly distant.

While worthy efforts have been made, often the policy response to long-term unemployment as experienced in remote communities is a familiar one made up of a mixture of modest case management, Centrelink rules and more training. But the effects of long-term marginalisation and economic exclusion will not disappear as a result of participation in a Certificate I in Work Readiness. Education may be important but too many young people disengage from school at 12 or 13 years of age, not because they lack appetite for learning but because they cannot see the relevancy of what they are learning at school to their lives. As a result, low levels of formal education result in limited competency in English literacy and numeracy and a lack of confidence in navigating formal workplaces. Because the current system works from a deficit model drawing attention to individuals' lack of capacity, individuals in remote communities have had limited opportunity to identify their existing skills and abilities. This results in low self-esteem and people become increasingly dispirited in their search to find a way to meaningfully contribute to meeting the aspirations of their families and the development of their communities.

through the lens of microenterprise … present themselves

ALTERNATIVE LEARNING JOURNEYS TO ENTERPRISE PARTICIPATION
Project-Based approaches to enterprise offer relevant, appropriate and flexible community-based learning opportunities. This approach recognises that remote residents have creative ideas and plans for themselves, their families and their community. The missing ingredient that could turn their aspirations into reality is access to support to explore, develop and try out their ideas. This support often amounts to the presence of a suitable person to work with local individuals and groups to design projects that help develop the skills, confidence and experience to realise their goals.

PRINCIPLES FOR ENTERPRISE PROJECT FACILITATION
The process of facilitation of microenterprises is underpinned by the following principles:

1. The ideas and aspirations of local people inform the project design
   The facilitator should not behave as an expert to whom the participants in the project look up to for advice. His or her role is to ask action-orientated questions, encourage the group to explore options and support them to explore all aspects of the project.

2. Community members make and own decisions
   It is critical for people working in the project to work out their own direction and to make decisions together. In other words, the project belongs to them and they are actively leading it.

3. Start small and grow
   Projects work best when they are manageable from the outset. An op shop might start with a single bag of clothes and a jewellery business
6. Low start-up costs
Where resources are limited, people are often not in a financial position to make a big investment in a project. This is another reason for starting small and picking ideas that have low costs to get them started.

7. Rapid prototyping for practical and early learning
Projects often depend on maintaining the excitement and commitment of people at an early stage. So the value of actually starting quickly and testing out ideas is clear. Risks are usually low and so setbacks along the way are not serious if they lead to new ideas and methods.

CREATING NEW ECONOMIC OPPORTUNITIES THROUGH ENTERPRISE
Media and social commentary in Australia often portrays communities as economic wastelands. But when viewed through the lens of microenterprise, previously unrecognised opportunities present themselves. Promising examples that Enterprise Learning Projects has seen include arts-based enterprises, cultural tourism and cultural awareness training businesses, catering and food-based initiatives, multimedia enterprises, retail enterprises and businesses producing face and body products. These can be successful and viable remote area enterprises.

We are also seeing increasing opportunities for people to generate income through the provision of services. Examples such as Wal tj’s Nintiringtjaku and Ninti One’s community-based researcher initiative are demonstrating viable ways to build local skills to deliver services previously generated from outside remote communities. They are a way for people to use and be remunerated for their knowledge and expertise. There exists great potential for enterprise development in this area providing suitable support is available to work with communities to identify and pursue these opportunities.

RESPONDING TO ISSUES THROUGH ENTERPRISE
Enterprise is a powerful vehicle for community development. It not only creates new economic opportunities but it enables people to develop creative and sustainable responses to the problems they may be facing, such as lack of income and meaningful occupation but also vulnerability to isolation and fears of poor prospects.

In Yarralin community, community members are operating an op-shop enterprise to respond the need for affordable and accessible clothing and household items. In Warakurna community, the community plan to pilot a ‘bush café’, which will sell healthy take-away food. This is in response to the health issues the community are experiencing as a result of poor diet. The bush medicine soap enterprises that are emerging in the Ngaanyatjarra Lands and Yarralin are enabling the community to share their culture with a wider audience in a new way. It is also creating a space for the use of traditional knowledge and plants to be used to respond to modern health issues such as trachoma.

These initiatives are fostering a strong sense of community pride as people come together and work collaboratively to address issues of importance to the whole community. Increased self-efficacy and self-determination leads to improved health outcomes. People’s own lives can be transformed as they develop a strong sense of purpose, confidence and self-worth through doing what they enjoy and are good at doing.

ELP argues for increased support for and investment in building individual and community capabilities so that communities have the ability to lead their own development. It is imperative that enterprise education is available to community members to enable enterprise initiatives to be truly community driven.
In the harsh commercial world of today, employees may find themselves dealing with a manager who targets blame for slip-ups in the workplace to a particular employee. It can result in the employee defending themselves against the manager’s perceptions and typically revolves around not meeting performance targets, or missing deadlines (that were not clearly set from the outset).

The manager (who really doesn’t like or want the employee around), goes to great lengths and often on the advice of the HR department, to be seen to be following the correct legal process. The employee is given a written warning and a performance improvement plan; along with the threat of employment termination should performance targets or deadlines not be met. The employee is left aghast at the sudden speed of the process and feeling dejected and demoralised.

An increasingly smaller percentage of the workforce is a member of a trade union and where an employee is not a member, may choose to seek advice from an employment lawyer. It is a costly exercise. Often, the employee will see no other way out than to resign so as to keep a good employment record.

And this is where the career practitioner often meets the ex-employee. By this stage, they are downright angry and left wondering what has happened, and what they could have done to avert the situation. And the sad fact is that they are not at fault and could not have done anything differently.

This pattern of events is repeated all too often in workplaces across the nation. It’s not fair for the ‘victim’ who presents the career practitioner with a range of emotions—before even thinking of getting the client back-on-track to finding suitable employment.

Career practitioners need to be alert in dealing with this client and to be prepared to work through the emotional roller-coaster and re-building of the client’s self-confidence.

ACKNOWLEDGE THE ROLLER-COASTER
Author William Bridges, points to three phases of psychological transition. The first of these is letting go; helping the client adjust and to remove the self-blame that goes with taking a situation personally. The second phase, a neutral zone, is a critical phase where psychological realignments and repatternings take place. The final phase is moving into a new beginning, whereby the client has a renewed sense of purpose.

BUILD SELF-ESTEEM AND SELF CONFIDENCE
Pioneer of positive psychology, Martin Seligman in his recent book ‘Flourish’, talks about helping others to see the bigger picture so that particular events don’t overwhelm and destroy their ability to see their positive self-worth.

Seligman’s PERMA model of well-being (positive emotion, engagement, relationships, meaning and accomplishment) is a valuable checklist to help the client see and pro-actively engage with the things that will help in building their positive self-worth.

TEACH RESILIENCE AND ‘BOUNCING BACK’ SKILLS
Apart from the obvious opportunities to analyse and evaluate one’s skills, interests, and passions, the raw fact is that many of us and our clients will undergo some form of career derailment due to an unfair boss or work situation. These are part of the life journey and people do and will, bounce back and become stronger in dealing with similar future scenarios.

But employers need to heed the warning. Treating employees with dignity, honesty and integrity will always provide a better word-of-mouth employment brand than glossy websites and brochures that actually pay lip service to a fair and bully-free workplace.

I have spent my working life in the harsh commercial world of business. But survive I have, and looking back, have grown through the experiences. This helps me to coach clients who have experienced similar events, to come through the crisis and become more centred on the things that really matter.

Warren Frehse
Human Resources Consultant and Human Behavioural Specialist
Author: Manage Your Own Career: Reinvent Your Job, Reinvent Yourself
LinkedIn au.linkedin.com/in/warrenfrehse

1 kcl.ac.uk/aspire
2 times-scienceandmaths.org

...continued from page 11

aspect of most families’ daily lives. Consequently, in these families, science is not an obvious or ‘thinkable’ career choice. We also found that popular views of science careers as ‘masculine’ and only for the ‘clever’ play a part shaping the majority of children’s views of science careers as ‘interesting’ but not for me’. Our work indicates the need to increase children’s and families’ science capital and to raise awareness of the diversity of careers that STEM qualifications can lead to (careers not only ‘in’ but also ‘from’ science). This also means we also need to carefully question what messages children are receiving about science careers and post-16 science qualifications, for instance, are these reinforcing or challenging associations with ‘cleverness’ and masculinity? In the UK we have been advocating for the integration of STEM careers awareness into mainstream science teaching—but there is also a challenge for UK careers advisors to ensure that the transferability of STEM qualifications can be more widely conveyed.

---

Australian Career Practitioner Summer 2012
Social learning
—ten predictions for the future

Not too long ago, Mark Zuckerberg, founder of Facebook, was in high school and Google was settling into office space after starting up in a garage. Technological change has become a constant; but globalisation and demographic changes will also impact our future dramatically. In only four years, millennials (born 1977–1997), will make up 47 per cent of the workforce and being comfortable with Twitter, Facebook and texting will dictate similar tools and experiences in their work and learning environments.

Over the last three years, SuccessFactors have researched what the future holds for a diverse range of fields such as human longevity and the web. That research has shaped our 10 predictions for the future of social learning:

1. **THE EMERGENCE OF AUGMENTED REALITY**
   Imagine never again being in the uncomfortable position of not remembering someone’s name. MIT is currently developing technology that will enable you to walk up to someone and project onto your palm the LinkedIn profile of the person and their Facebook information.

2. **THE RISE OF MOBILE LEARNING**
   With increased capabilities of real-time search on all mobile devices, learning will truly be just-in-time. Ask a question, get an answer. And when you incorporate GPS sensitivity into a learning environment, many possibilities emerge. Similar to FourSquare, we could design check-in points for new hires to access key information.

3. **GAMES FOR GROWN-UPS**
   IBM has already studied whether participation in massively multi-player online role-playing games develops leadership skills. (The answer is yes). As markets become increasingly complex and specialised, it is difficult for an executive to get a chance to see the whole picture. Management simulation provides the ability for ‘serious play’—an opportunity to innovate, take risks and practice in a safe environment.

4. **OUR INSATIABLE APP-ETITE**
   A whole new breed of apps for corporate environments will emerge. Corporate HR and learning functions will get into the business of custom app development. Nearly anything that is in print now can be converted into a rich, constantly updated application.

5. **PEER-TO-PEER LEARNING**
   To balance an organisation’s security concerns with the need for millennials to connect online, expect to see a proliferation of platforms aimed at Facebook-type applications in the organisation. Some platforms will be specifically developed in the learning field. User generated mobile video creation and sharing technology, such as SuccessFactors Jam, will accelerate the future of corporate social learning and the smarter workplace. Learning functions will be able to determine which content is most in demand by perusing the most popular and most viewed content.

6. **TRUSTED SEARCH NETWORKS**
   As search evolves, we will be able to identify industry experts and friends whom we trust, and our search results will include in the algorithm of results those sites and resources that our trusted sources have indicated as solid content. Your tribe of trusted sources will become the way for you to navigate through the proliferating mass of online information.

7. **SEARCH BOTS GO ON THE PROWL FOR YOU**
   With all the knowledge available, it’s what you don’t know about that can hurt you. One solution will be search robots. Commonly called ‘search bots’, they prowl the web on your behalf looking for information that fits a profile of requested knowledge. Many online retailer sites show the early days of this with phrases similar to, “You might also like…”

8. **GOVERNMENTS ENSURE TRAINING ACCESS**
   With advances in human longevity, the economic setbacks experienced during the global recession and a backlash against an unfettered corporate focus on profit, governments are starting to see that the strain put on their purses due to unemployment and underemployment is out of balance. Expect to see governments provide more incentives for retraining workers.

9. **THE LEARNING FUNCTION FOCUSES ON ACCREDITATION**
   As the amount of knowledge required to perform the job moves more to instant access, it will become less likely that people will prove their credentials by having an internal corporate training completion on their personnel records. Instead, learning functions will set the standards of performance required to achieve accreditation, install systems for enabling achievement of that accreditation, and track completion.

10. **PUBLIC AMAZON-STYLE RATING FOR PEOPLE**
    Few people order from Amazon without looking at the cumulative rating stars of past purchasers. It is not a big leap to assume that eventually managers will be publicly rated, followed by everyone being rated. By learning about the people we will work for or with, we will be able to make better decisions about the right culture ourselves.

Dr Karie Willyerd
Chief Learning Officer
SuccessFactors
Co-author: The 2020 Workplace: How Innovate Companies Attract, Develop & Keep Tomorrow’s Employees Today
During May, I was fortunate to participate in a Rotary Group Study Exchange (GSE) to Austin, Texas. The GSE is a Rotary International funded program for young professionals. It provides the opportunity to undergo an intensive five-week exchange that involves job shadowing and gaining greater insights into how a sister state performs the same profession. Our team consisted of a Team Leader (who is a Rotarian), a Town Planner, a Bank Manager, a Communications Consultant, and me, a Workforce Development Consultant. We left Australia with a massive itinerary in hand; forewarned that the time was definitely not to be considered a holiday but time to experience an intensive overview of our individual professions conducted in another country.

Many of the coordinators in the areas we visited were confused as to what a ‘Workforce Development Consultant’ actually was. As a result, I attended various Workforce Solutions sites—the Texan version of Job Services Australia.

Fortunately, the coordinators were flexible in finding me other placements which gave me the opportunity to discuss career development practices in a variety of other organisations. These included government funded bodies, not-for-profits and private practitioners. I also met people undergoing rehabilitation in re-entry programs, a Cherokee lady who works with the Cherokee Indians in career development practices, and a sole practitioner who delivers key note and motivational presentations. I also had the chance to profile myself utilising the Birkman Methodology as well as the Myers Briggs Type Indicator.

I was privileged to speak with small business professionals. They gave me tips on how to market my business and on methodologies that would better measure the qualities of my service delivery. Some of the suggestions tapped personal credibility; achieved by asking clients, to reflect on your service:

- What made you believe I could do the role?
- Why me?
- What is my WOW factor?
- Is there anything that makes you worry about what I can offer?

Some people may find these questions difficult to ask.

To sum up my GSE experience, I can confidently say that the definition of ‘career development’ is as wide as it is diverse throughout the United States of America as it is in Australia. Unfortunately those who do not work in the industry still get confused as to what it is we actually ‘do’. I think the diversity of the industry and the fact that we try and ‘fit’ this diversity under one umbrella confuses the situation more. I’m not sure how we get around this given the myriad of services coined ‘career development’; from conflict resolution workshops, personality profiling, writing career development materials, business planning, leadership development, keynote addresses, and most recently, writing a script for an Interview Savvy production. I guess, as a definite positive to those in our field, career practitioners roll with the punches and are malleable enough to adapt to the circumstances and requirements of their clients.
I had the pleasure of volunteering for the CDAA at both the ‘Reinvent your Career’ and ‘Herald Sun Melbourne Career Expo’ earlier this year—I heartily recommend the experience to other members.

During my half-hour sessions with the general public, I reviewed CVs and/or performed general career check-ups. Clients ranged from a year 10 student, a person in their twenties considering a first career change and battling depression, to workers in their fifties being let go after twenty or more years in a job, with a variety of others in between.

I sensed high expectations were in the air—observing an ever-present queue of twenty to thirty people waiting their turn. There was also high intensity in the experience with barely a minute between clients—enough to allow a quick drink of water and a reset of my mind. However, a quick glance around me was very encouraging as I saw my fellow practitioners also working very hard!

Reflecting at the end of each day conjured a complex set of emotions. They comprised satisfaction from the positive feedback from some clients, mental exhaustion from applying one’s faculties in such an intense manner, frustration at not being able to help every client to the degree that I would have liked, and admiration for each and every client of having the courage to tell their story and be prepared to publicly seek guidance. In particular, the courage of the shy year 10 student who, not satisfied by his school resources, had felt that there was more to be gained through our conversation.

A key practical reflection related to expectations about what could be achieved within the space of half an hour. Most clients did express very high expectations and I soon learnt how important it was to collaboratively set and manage expectations right from the beginning to achieve a realistic outcome.

Another aspect of expectation related to the mechanics of the session—the expectation that we would “tell” the client the answer to their questions as opposed to facilitating a conversation to help them discover (hopefully) the solutions for themselves.

I’ll certainly be taking this reflection with me and look forward to seeing my fellow CDAA members when the next career expo comes to Melbourne.

Martin Ormond

Proven ways to guide careers

Online tools to support practitioners, career seekers and students/clients.

Features:

- Software based on outstanding psychological research including occupational interest guide and job factors
- Generate an abundance of suitable job suggestions
- Advisor Access – easy to manage client/student records and configure the software
- Flexible web-based access
- Australian job information updated every year
- Facilitates realistic Action Plans and Resumes

Contact us for a trial: solutions@jiig-cal.com.au or call (08) 9440 5333
The last 3 months have been very productive for the National Office. We have settled in nicely to our new premises in the heart of the Adelaide CBD. With a much larger floor space and a long-term lease in place, our new office will provide a stable base for CDAA operations over the coming years. It will also allow us to expand our operations as more growth occurs.

The first stage of this expansion is already underway with a recently appointed Communications and Events Officer. The focus of this role will be on building CDAA’s profile and to support continuing professional development (CPD) events. It will increase our customer service capabilities and extend CDAA’s reach in the wider community.

Our new website and administrative system is in the final stages of being completed. Once rolled out, I’m sure you will enjoy the improved website functionality. The Members Centre will provide a one-stop-shop for all membership needs. In this space you will be able to register for events, make payments for your membership and events, update your CPD record, keep your insurance current and keep up-to-date with the latest news.

We will finish 2012 strongly and I look forward to heading into 2013 full of momentum. Special thanks must be given to all our members for the continued support that has been offered throughout the year and for the tangible difference that each and every one of you makes to CDAA.

Best regards,

Scott Houston
CDAA Executive Director
New Postgraduates: standing out from the crowd

Postgraduate study meets a variety of student needs, from updating skills and re-skilling to adding vocational qualifications to a generalist degree in order to help holders stand out from an increasing number of bachelor degree graduates in the Australian workforce. Between 1999 and 2010, the number of people completing postgraduate awards more than doubled. In 2011, more than a quarter of all enrolled higher education students were studying at postgraduate level.

The latest Australian Graduate Survey (AGS), conducted annually by Graduate Careers Australia (GCA), revealed that around 85 per cent of recent postgraduates were in full-time employment, down from around 90 per cent in 2008. This employment rate was also the lowest recorded for the past decade.

- Of postgraduate diploma/certificate graduates available for full-time employment, 86.8 per cent had secured a full-time position by the time of the AGS (down from 88.3 per cent in 2010).
- Of coursework masters graduates available for full-time employment, 83.6 per cent had found full-time employment by the time of the AGS (down from 84.7 per cent in 2010).
- Of research masters/PhD graduates available for full-time employment, 83.3 per cent had secured full-time employment by the time of the AGS (down from 88.3 per cent in 2010).

This overall median salary for all postgraduates was $73,000 ($60,000 for males and $68,000 for females) while for bachelor degree graduates it was $52,000 ($55,000 for males and $50,000 for females).

The median annual salary for all postgraduates ($73,000) represented an increase of $3,000 from the 2010 figure of $70,000. The median salary for:
- postgraduate diploma/certificate graduates was $70,000 (up $5,000 from 2010)
- coursework masters graduates was $76,000 (up $1,000 from 2010)
- research masters/PhD graduates was $75,000 (up $5,000 from 2010)

The employment rate was also the lowest recorded for the past decade.

In the wider Australian workforce, Australian Bureau of Statistics data gathered at around the same time as the AGS was conducted suggest that postgraduates had an unemployment rate of between 2.6 and 2.7 per cent, compared with 3.0 per cent for bachelor degree graduates, 7.1 per cent for those with no post-secondary qualifications and 5.1 per cent for the entire workforce.

These figures can be found in the recently released Australian Graduate Survey report Postgraduate Destinations 2011, plus associated tables available in a spreadsheet, which can be downloaded from the GCA website: www.graduatecareers.com.au/Research/ResearchReports/PostgraduateDestinations

Bruce Guthrie, Policy, Strategy and Stakeholder Relations Adviser Graduate Careers Australia

LETTER TO THE EDITOR

comments to editor@cdaa.org.au

Bruce Guthrie, Policy, Strategy and Stakeholder Relations Adviser Graduate Careers Australia

New Postgraduates: standing out from the crowd

Postgraduate study meets a variety of student needs, from updating skills and re-skilling to adding vocational qualifications to a generalist degree in order to help holders stand out from an increasing number of bachelor degree graduates in the Australian workforce. Between 1999 and 2010, the number of people completing postgraduate awards more than doubled. In 2011, more than a quarter of all enrolled higher education students were studying at postgraduate level.

The latest Australian Graduate Survey (AGS), conducted annually by Graduate Careers Australia (GCA), revealed that around 85 per cent of recent postgraduates were in full-time employment, down from around 90 per cent in 2008. This employment rate was also the lowest recorded for the past decade.

- Of postgraduate diploma/certificate graduates available for full-time employment, 86.8 per cent had secured a full-time position by the time of the AGS (down from 88.3 per cent in 2010).
- Of coursework masters graduates available for full-time employment, 83.6 per cent had found full-time employment by the time of the AGS (down from 84.7 per cent in 2010).
- Of research masters/PhD graduates available for full-time employment, 83.3 per cent had secured full-time employment by the time of the AGS (down from 88.3 per cent in 2010).

This overall median salary for all postgraduates was $73,000 ($60,000 for males and $68,000 for females) while for bachelor degree graduates it was $52,000 ($55,000 for males and $50,000 for females).

The median annual salary for all postgraduates ($73,000) represented an increase of $3,000 from the 2010 figure of $70,000. The median salary for:
- postgraduate diploma/certificate graduates was $70,000 (up $5,000 from 2010)
- coursework masters graduates was $76,000 (up $1,000 from 2010)
- research masters/PhD graduates was $75,000 (up $5,000 from 2010)

The employment rate was also the lowest recorded for the past decade.

In the wider Australian workforce, Australian Bureau of Statistics data gathered at around the same time as the AGS was conducted suggest that postgraduates had an unemployment rate of between 2.6 and 2.7 per cent, compared with 3.0 per cent for bachelor degree graduates, 7.1 per cent for those with no post-secondary qualifications and 5.1 per cent for the entire workforce.

These figures can be found in the recently released Australian Graduate Survey report Postgraduate Destinations 2011, plus associated tables available in a spreadsheet, which can be downloaded from the GCA website: www.graduatecareers.com.au/Research/ResearchReports/PostgraduateDestinations

Bruce Guthrie, Policy, Strategy and Stakeholder Relations Adviser Graduate Careers Australia

LETTER TO THE EDITOR

comments to editor@cdaa.org.au

Bruce Guthrie, Policy, Strategy and Stakeholder Relations Adviser Graduate Careers Australia
CAREERS IN
CONSTRUCTION &
PROPERTY SERVICES

construct my career
.com.au