Meeting Contemporary Career Guidance Needs in a World Where Geography is History!

## *Gideon Arulmani*,
Director, The Promise Foundation, India

**European Summit on Developing the
Career Workforce of the Future**
Canterbury Christ Church University.
Network for Innovation in Career Guidance and Counselling in Europe
3rd to 6th September 2014

Geography is History!

- Tagline with which Iridium, a global satellite communications network, launched its services more than 10 years ago.

- Indeed, today the workplace of today has moved beyond the boundaries of geography.
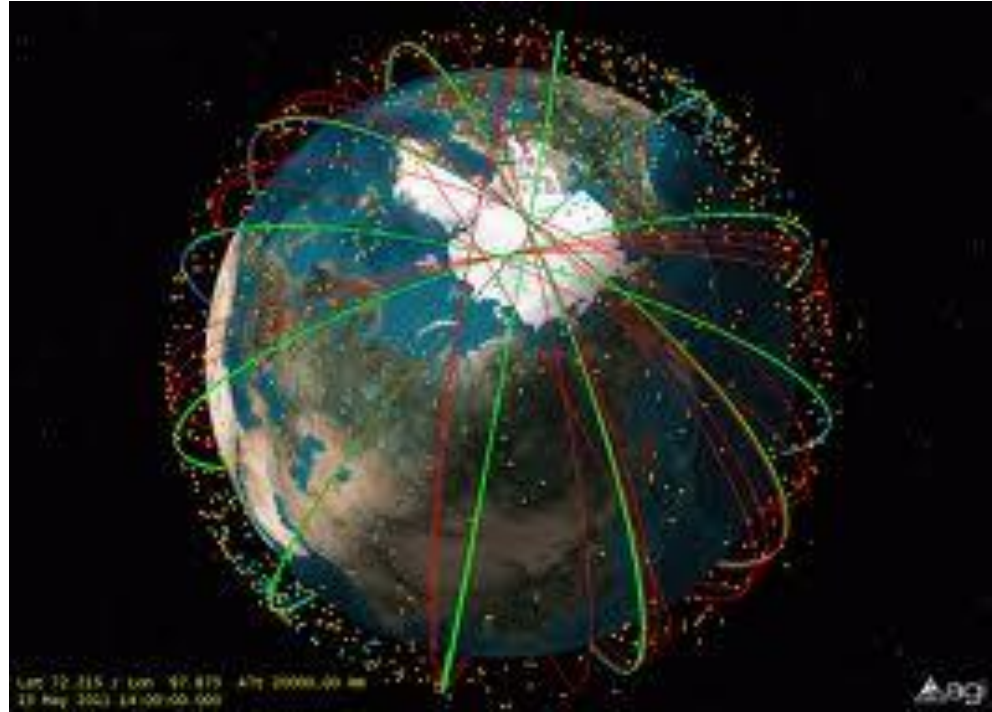
Questions

1. Are we teaching practitioners what they really need to know about the changing world of work and careers?

2. Are the current approaches to career guidance and counselling helping clients to flourish in diverse work and cultural contexts?

3. Are we really reaching all sections of the community who would benefit from career guidance and counselling?

4. Are we planning ahead to manage career?
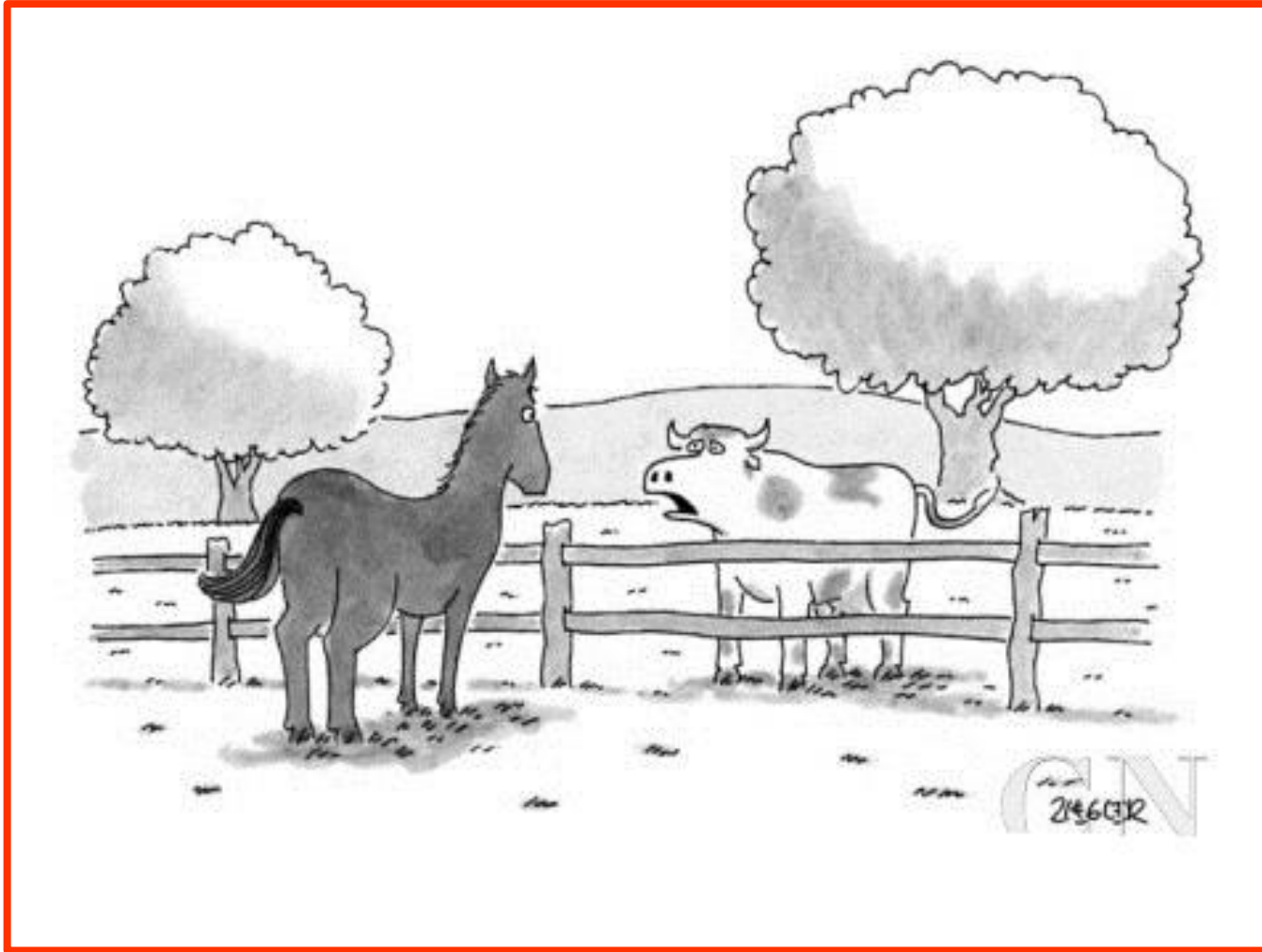
I'VE BEEN A COW ALL MY LIFE HONEY… PLEASE DON'T ASK ME TO CHANGE NOW?

Social Change   **Political Change**

Social Order / Structure   Governance

market forces religion
change of leaders
technological forces
natural phenomena policies
revolution financial culture

Production, Distribution, Consumption

Economic Change

Employment Opportunities: A Global Trend

Developed Economies   Developing/Emerging Economies

Job Opportunities

A Theoretical Construct

Cultural Preparedness

Workshop presented by Gideon Arulmani.

What is Culture?

A way of life, of a group of people, practiced spontaneously, passed along by communication and imitation from one generation to the next.

What is culture?

- Considered to be the tradition of that people.

- Culture distinguishes the members of one group of people from another.

- Culture by itself is amoral; cultural practices by and large are not right or wrong.

- Anthropologists describe culture as human phenomena that cannot be attributed to genetic or biological inheritance, but reflective of a cohesive and assimilated system of learned behaviour patterns which characterize the members of a social group (Hoebel, 1966).

Apprenticeship

Work as Socialization

Socialization refers to the life long process whereby a society, directly or indirectly, formally or informally, transmits to its members, the norms and customs by which it characterizes itself and through the processes of cultural learning forms and shapes individual members to conform to its conventions (Durkheim, 1893/1984; van de Walle, 2008).

Enculturation ← **Cultural Learning** → **Acculturation**

Enculturation

- The process by which people learn the obligations of the culture that enfolds them, assimilate the values of that culture, and acquire the behaviours that are suitable and obligatory in that culture.

- The members of a society are enculturated to approach and engage with the world of work according to certain norms and customs.

Acculturation

Acculturation describes how cultures are influenced by external processes when societies come into contact with each other, which in turn influences cultural preparedness.

Cultural Preparation Status

- Acculturative forces could be consonant or dissonant with the individual/group's cultural preparation status.

- Consonance would mean that the acculturation supports, enhances, or further stabilizes the existing career preparation status equilibrium.

- Dissonance would mean that the forces of acculturation disturb the existing career preparation status equilibrium.

Is this the objective of career guidance?

Global Transformations

- Global trends and transformations form the backdrop against which human engagement with work occurs.

- Macro, external factors that affect the individual/group but over which the individual/group has little or no control.

- Social philosophies, economic trends, political changes, technological advances, and natural phenomena.

Globalisation

- Giddens (1991) defines globalization as "the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa" (p. 64).

- Three aspects of globalization that are related to work and cultural preparedness:

  - international trade.
  - the emergence of a global work force.
  - the new international division of labour.

Globalisation

International Trade

- Traditional trade focused on the buying and selling of goods that were not available locally; contemporary, globalized, international trade seeks trading opportunities that have a cost advantage.

- In the globalized world, the exchange of goods and services can occur not merely because they are not available locally, but because it is cheaper to procure it from elsewhere.

- Loss of jobs in one location and an unprecedented increase in job opportunities in other locations.

Globalisation

Global Workforce

- An extensive, international pool of workers employed mainly by multinational companies connected across nations to a global network of job tasks and work functions.

- As of 2005, the global labour pool of those employed by multinational companies consisted of almost 3 billion workers (Freeman, 2008).

- It has become possible that the work done by an individual in a certain country does not actually contribute to the development of that country.

Globalisation

The new international division of labour

- Manufacturing and production are no longer retained in local economies.

- Relocation of production processes; outsource to locations that offer cost advantages.

- Benefits the outsourcing company, it does not benefit the individual worker in such companies who is laid off or retrenched. For example, between the year 2000 and 2007, a total of 3.2 million manufacturing jobs were lost in the USA due to outsourcing (Crutsinger, 2007).

Political, economic and social changes and the changing role of career guidance

Salient themes from a review of 23 countries:

Australia, Austria, Croatia, Denmark, Estonia, Germany, Greece, Hungary, India, Ireland, Israel, Kosovo, Latvia, Lebanon, New Zealand, Norway, Poland, Portugal, Russia, Serbia, Slovenia, Turkey, United Kingdom

Common Themes

1. Global economic changes

Severe economic down turn in some countries (e.g. UK); boom and unprecedented economic growth in other regions (e.g. India).

- Increase in the need for career counselling services but budgets cut as a result of controlled public funding
- Re-qualification needs
- Growth without development
- Impact of larger economies on careers service delivery
- Erosion of traditional occupations

2. Consistency and Convergence

Wide range of careers services are available particularly in countries where careers services are well established; administered by different agencies; absence of convergence in strategy

- National consistency
- Cross-sectoral cohesion

3. Client groups

New kinds of client groups that require to be served in a special manner.

- Career development needs associated with migration

- Older workers

- Newly qualified but unemployed

- Serving the main group

# 4. Political support vs. political agenda

- Linkage with political systems leads to foreshortened horizons

- Impact of political instability

- Role ambiguity

- Delays and compromises in implementation

- Government priority

- Deployment of guidance services and infrastructure

5. Sustainability

- Aided projects

  - when a service remains in the 'project' mode, its sustainability is limited to the life of the project.

- Capacity building

  - Closely associated with sustainability is the creation of resources – both in the form of methods and systems as well as qualified human resource.
  - A number of countries are affected by the absence of sufficient resources or the inefficient deployment of these resources.

The Future World of Work
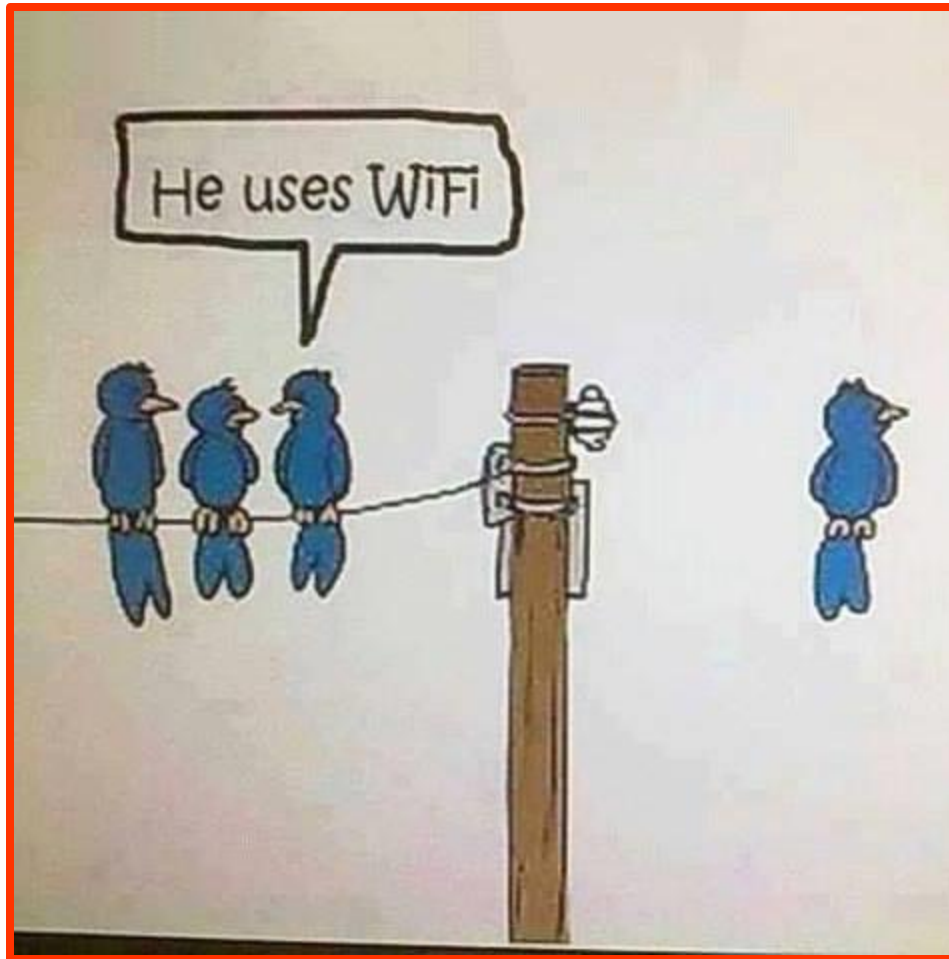
The Future World of Work

- Career success is going to be dependent on the constant updating both of knowledge and skills.

- Knowledge or skills by themselves are not going to be sufficient for ongoing career success.

- Careers in the future world of work require broad learning foundations that leave the option open for ongoing learning and skill development.

The Future World of Work

- It is essential that educational, particularly TVET, systems reduce their focus on curricula that lead to closed specialisation paths.

- Courses leading to a narrow band of job options are likely to decrease in their relevance.

- Educational foundations that offer the flexibility for career change over the course of one's life are the need of the future.

Career Development Viability

> *"I realised through your workshop that one can also have a career through education"!* 64 year old, 7th grade failed, maker and supplier of buttons to almost all the fashion houses of the world.

> *"I dropped out of school. Yes. Because I was not interested. But please don't make me join again. I am happy and doing well in my father's bakery!"* 20 year old, 9th grade failed, baker's son.

Career Development Viability

- The person's potential for fruitful, ongoing engagement with the world of work, with or without formal educational qualifications.

- Defined by the configuration of opportunities, educational and non-educational, formal and informal, skills based and academically oriented, which are embedded in his/her life situation.

Career Development Viability

- A person who has optimally gained from non-educational opportunities could have a high career development viability status

- Someone who is on a purely academic pathway with little or no exposure to developing skills literacy could show a low career development viablity status.

Questions

1. Are we teaching practitioners what they really need to know about the changing world of work and careers?

- Understanding Cultural Preparation Status. The effects of enculturation and acculturation on career development orientations of different clients.

- The impact of global trends on career development.

- Understanding and identifying clients' requalification needs.

Questions

2. Are the current approaches to career guidance and counselling helping clients to flourish in diverse work and cultural contexts?

- Provide guidance based on the person's career development viability status.

- Value and identify skills gained through informal learnings.

- Identify approaches to guidance that are familiar to the client.

- Role of the family/community in the guidance process

Questions

3. Are we really reaching all sections of the community who would benefit from career guidance and counselling?

- With the resources available, can we reach all those who would benefit? Do want to spread resources thinly and cover as many as possible or concentrate resources.

- Identify potential target groups.

- Prioritise.

- Formulate models and develop skills that are culturally relevant to different target groups.
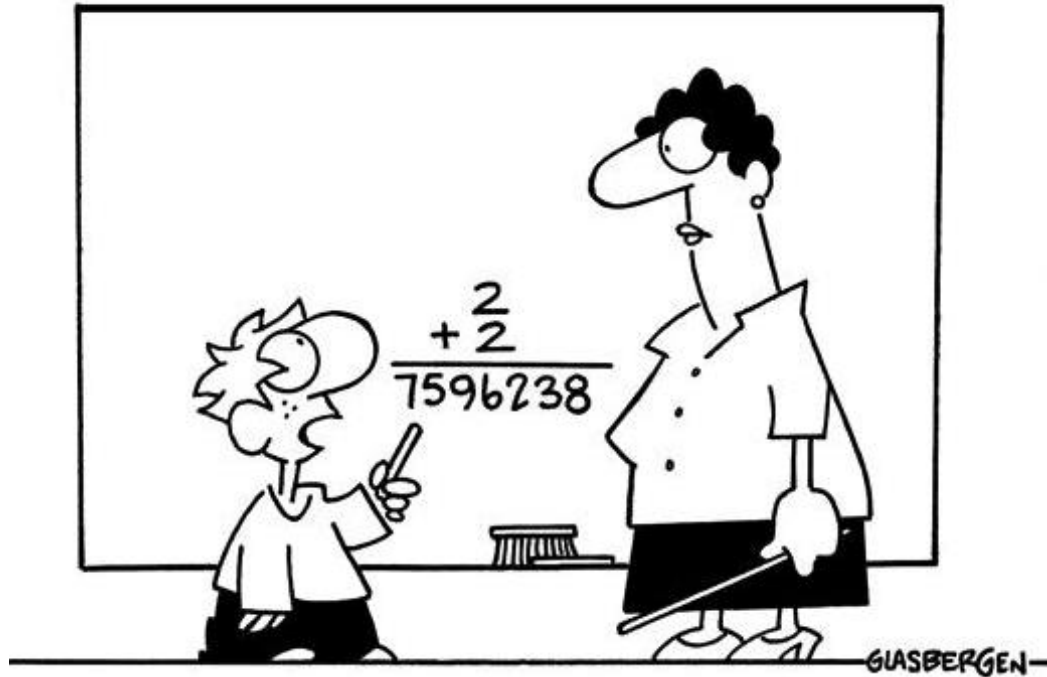
Questions

4. Are we planning ahead to manage career?

- Broad learning foundations vs. closed specialisation paths leading to a narrow band of job options

- Keep options open for ongoing learning and skill development

- Guidance toward educational foundations that offer the flexibility for career change over the course of one's life.

- Future orientation to current occupational/work choices.

Conclusion

- "Universal" principles that underlie a service delivery theme, must be tested against the "particular" characteristics of a specific context.

- The effectiveness of an intervention would be higher when the ideas and concepts that lie behind an intervention cohere with the history, values and beliefs of a particular community.

Sometimes old questions require new answers!

Thank You!