ACCELL
Australian Collaboratory for Career Employability & Learning for Living

1. Employability is dependent on lifelong career development.
   • Employability is dynamic capacity
   • Employment is static outcome

2. Change—Learning—Growth
   • Focus on what can be changed by learning.
   • Know the difference between what can be changed in the short-medium-term and long-term.

3. Evidence-based models
   • Embed strategy in well-tested theory
   • Embed practices in sound models

Key Messages

1. Employability is dependent on lifelong career development.
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Why Employability?

Unemployment Costs Too Much

Poorer physical health
Drydakis (2014); De Witte, Penaar, De Cuyper (2016); Griep et al. (2015)

Poorer mental health
Wanberg (2012); Bouterwth, Leach, McManus, Stansfeld (2013); Fountoulakis, Gonda, Theodorakis, & Schoder (2014); Griep et al. (2015); Sargent-Cox, Butterworth, & Anstey (2011) Howard, Galdmos & Krahn (2013)

Suicidal behaviour
Breuer (2014); Compton, Gfroerer, Conway, & Finger (2014); Drydakis (2014); Fountoulakis, Gonda, Theodorakis, & Schoder (2014); Howard, Galambos & Krahn (2013)

Disrupted cognitive development in children

change in personality

The “core measures” of AGRADES include a selection of subscales from:

• Dispositional Measure of Employability (DME; Fugate & Kinicki, 2008)
• Career Futures Inventory Revised (CFI-R; Rottinghaus, Buelow, Matyja, & Schneider, 2011)
• Job Search Self-Efficacy Scale (JSSE; Sakis, Zikic, & Koen, 2015)
PRACTICAL APPLICATIONS OF AGRADES

AGRADES in counseling
- Fast to administer (10-15 mins)
- Report provides client’s scores on each subscale (and reference to high and low scores)
- Use data to open up discussion about career adaptive behaviors
- Re-take AGRADES after counseling intervention to reflect on progress / changes

AGRADES in Education
- Class activity for students to complete AGRADES
- Provide group feedback to students and discuss how AGRADES can be used to identify opportunities to enhance employability
- Group level results inform decisions about learning activities appropriate to needs of the class

Evaluating interventions
- AGRADES includes psychometrically validated scales (e.g., DME, CFI-R, JSSE)
- Use in pre- post- tests of career interventions to test the impact on JSSE or changes to DME or CFI-R dimensions (e.g., optimism, proactivity, negative career outlook)

acell-research.com/agrades
**How we can use the framework?**

1. Map current SSG embedding and curriculum support into units and courses.
2. Map current CDLF practices inside core units in collaboration with academics and in accordance with the 4 year cycle of curriculum review.
3. Identify core units in courses under 4 year review.
4. Identify learning outcomes related to CDLF.
5. Identify gaps in core learning outcomes.
6. Identify current resources that could be used in core units.
7. Identify resources to be developed.

**How we can use the framework?**

1. Plan for embedding through the 4 year cycle of curriculum review.
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**Dialogical careers and employability learning (DCEL)**

The ways that people explore and navigate their careers, both within themselves and with others:

- Reflect on their careers
- Make decisions and set goals
- Adopt proactive attitudes and behaviours
- Work through challenges
- Explore, establish, evolve professional identities
- Learn from others
- Connect with their professional communities

**Geographical positioning**

- Embracing expertise

**Regular promotion**

**Dialogical careers and employability learning (DCEL)**

**Theoretical foundations:**

- Dialogical Self Theory
  Hubert Hermans and colleagues

- Career Learning
  Bill Law

- Systems Theory Framework
  Mary McMahon and Wendy Patton

**Practical implementations:**

- Career Writing
  Frans Meijers and Reinakke Lengelle

- My Career Chapter
  Peter Milheven

- Narrative-based methods

**Dialogical approaches to careers and employability learning**

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Three levels of DCEL

Environmental:
• institutional conditions and cultures that allow careers and employability conversations to be normal and ubiquitous
• careers and employability inside and alongside the curriculum
• a culture of collaborative professional learning oriented toward student careers and employability

Relational:
• conversations with peers, educators, and mentors in which the individual perspectives can be tested against and refined by those of others
• help students learn how to engage in and make sense of career conversations
• dialogical approaches to assessment and feedback

Individual:
• internal learning processes of reflection, decision-making, identity exploration, positioning, boundary-crossing, self-conflict
• facilitating and scaffolding reflective learning experiences to promote evaluative judgement, proactive behaviours, optimism, and adaptability.

Career adaptive older workers
Motivation to re-engage with work, build employability and become meaningful mentors.

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Three levels of DCEL

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CAREER DEVELOPMENT FOR ALL AGES

Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers (OECD, 2004).


RESULTS

MOTIVATION

- Keeping Busy – both mind & body
- Wanting to experience a feeling of self-worth
- Chance to contribute to society
- Financial (minimal % of participants)

AND.....

Life Span – Life Space

Super (1980)

Mini-cycling

Initial MEd Research

What motivates a person in retirement to re-enter career?

Semi-structured interviews with 22 post-retirement age.
Age range: 56 to 78 years. Male & Female in SE Qld.
All participants either working or volunteering.

Being ADAPTIVE

Career adaptability refers to your willingness and ability to adapt to changing work (or study) environments.

It’s about having self-knowledge and self-management to operate effectively and prepare for the unknown.

Current PhD Research

Extend on MEd investigation into motivation and career adaptabilities of retirees seeking an encore career.

Now focus on how to assist in transferring their valuable skills to the younger generation through mentorship.

Semi-structured interviews with 30 post-retirement age.
Male & Female in SE Qld.
“The notion of meaning in relation to working includes one's sense of purpose in working and the way in which one understands his/her work life.” (Blustein, 2011)


David Blustein (2006) in his psychology-of-working perspective also adds that the impact of institutional and social barriers such as age, gender, race and social class must be also considered at each life stage.


Over half of participants genuinely felt unsure that their career history and experience would be interesting & significant enough to others. Not feeling their worth.

Majority of the participants spoke of the social aspect of their work and acknowledged it as something they missed initially at retirement and became a strong motivator for them to stay active.

Concern
a future orientation to working

Control
sense of autonomy over work tasks & vocational future

Curiosity
interest in learning & developing new knowledge

Confidence
feeling positive about ability to contribute to workplace

IMPLICATIONS FOR WORKPLACE & POLICY
Harnessing older workers' career adaptability and how they wish to express it may be just the thing to refresh motivation and restore dignity in the workplace.

Presented by Jennifer Luke
Australian Collaboratory for Career Employability & Learning for Living @aClearOutlook

Employability Measured in Indonesia and Vietnam
Peter McIlveen

**Method**

**Indonesia Participants**
- N = 277 Students enrolled in Bachelor degree, Jakarta

**Vietnam Participants**
- N = 260
- Bachelor degree, Ho Chi Minh City

**Now What? A Research Agenda:**
- Conceptualize, operationalize, and assess employability as:
  - multidimensional
  - Multidisciplinary
- Contextualize, personalize, and depersonalize
  - Where is employability in the mix of labour market dynamics?
  - Where is the beginning and end of responsibility
    - Personal
    - Industry
    - Government
- How can the field of career development balance the tensions?

**Measure (Indonesia)**

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