

## NICEC Conference 2024: Career and Sustainability Skills, wellbeing and the environment

Tuesday 2 & Wednesday 3 July 2024

### Workshop Sessions

as at: 29 Apr 2024

#### 1. Overview

**Note for online participants** – sessions also available online are highlighted in yellow below.

Online

#### Day 1 – Focusing on the skills and wellbeing themes

##### Workshop Session 1 (11.15 - 12.30)

Workshop (click title to go straight to details)	Presenters	See page	Length (mins)
Option 1: Self-Compassion: A Career Management Superskill	Ciara Bomford Glynis Roberts	3	75
Option 2: Evolving career development practice to remain a sustainable profession	Siobhan Neary Nalayini Thambar	3	75
Option 3: Career well-being and sustaining the self	Kate Mansfield	3	75
Option 4: TBC		4	75
Option 5: Empowering Sustainable Careers: Navigating the Future through Skills, Experience and Continuous Learning - A UK Perspective	Juliette Albone	4	75

##### Workshop Session 2 (14.30 - 15.45)

Workshop (click title to go straight to details)	Presenters	See page	Length (mins)
Option 1: Fulfilling work over longer careers – discover the latest insights from psychology	Laura Walker	4	75
Options 2a / 2b			
Option 2a: MEEG – Model of Enabling Employment Guidance: a capability informed approach to supporting people experiencing unemployment to access decent and sustainable work and careers.	Nuala Whelan	5	35
Option 2b: Green guidance and vulnerable groups - between opportunity and luxury: overcoming attitudinal barriers	Eva Kavková Tomáš Šprlák	5	35
Options 3a / 3b			
Option 3a: Could <i>care-full</i> guidance lead to greener careers and greener outcomes?	Victoria Metcalf	5	35
Option 3b: Rethinking career and career guidance in the context of migrant women's solidarity network	Sanna Toiviainen	6	35
Option 4: Embedding the concept of Decent Work in career development learning	Fiona Christie	6	75
Option 5: TBC	Anne Chant	6	75

## Day 2 – Focusing on the decent work and environmental themes

### Workshop Session 3 (11.15 – 12.30)

Workshop (click title to go straight to details)	Presenters	See page	Length (mins)
Option 1: Career Guidance for Energy Transition from International und Regional Perspective	Peter Stewart Anna-Lena Müller Rudolf Schröder	7	75
Option 2: How green is your practice?	Korin Grant	7	75
Options 3a / 3b / 3c			
Option 3a: Critical Perspectives on the Platformisation of Career	Tom Staunton	8	20
Option 3b: Improving students' engagement in co-curricular employability workshops: Student voice at NTU	Phuong Nguyen	8	20
Option 3c: TBC		8	20
Option 4: Perspectives on Careers Education	Nicki Moore Shane Mcloughlin	8	75
Option 5: Introduction to the framework for environmentally sustainable career guidance	Miriam Dimsits Tristram Hooley	9	75

### Day 1 – Focusing on the skills and wellbeing themes

#### Workshop Session 1 (11.15 - 12.30)

##### **Option 1: Self-Compassion: A Career Management Superskill**

**Presenters:** Glynis Roberts, Ciara Bomford, Careers Wales, UK

This workshop will explore what self-compassion is (and is not) and how it can be a career management super-skill. We will explore three pillars of self-compassion: kindness to self, awareness of common humanity, and mindful self-awareness. We will look at the research evidence for the benefits of self-compassion, and how this links to career management skills.

There will be practical activities that practitioners can use with their clients, as well as methods that we can all use to sustain ourselves through challenging times. We will reflect on how self-compassion can build compassionate teams and organisations, and the benefits of this.

##### **Option 2: Evolving career development practice to remain a sustainable profession available in-person and online**

**Presenters:**

Professor Siobhan Neary, Head of iCeGS, University of Derby, UK

Dr Nalayini Thambar, Director of Planning, Performance & Strategic Change, The University of Nottingham, UK

This workshop explores the use of Whitchurch's concept of the third space professional (2015) and presents a landscape where the embedding of careers work within the curriculum is creating a new quasi-academic role for higher education careers practitioners and previously defined boundaries become more transparent. This evolutionary model starts to question how career guidance delivery may need to advance to remain credible and to meet expectations of policy makers and funders more broadly. Alignment to an educative paradigm and curriculum delivery also reflects the direction of travel for English schools and colleges with the dominance of the Gatsby benchmarks. These debates contribute to an interesting examination as to the future sustainability of careers as a profession and the skills, knowledge and abilities that will be most valued.

##### **Option 3: Career well-being and sustaining the self**

**Presenter:** Kate Mansfield, Career Coach and Director, Career Counselling Services

In the post Covid world, integrating work and well-being is ever more important. As the boundaries between work and nonwork have become more blurred, it is vital that as career professionals, we support individuals to take care of themselves as whole people and not just to focus on getting and keeping a job. This CCS Balance questionnaire and toolkit are based on research and experience into the overlapping needs of individuals and employers at work.

The session will:

- Deepen our understanding of the impact of Covid on career and life needs of those we support
- Know about the background to the CCS Balance research, questionnaire and toolkit
- Provide the opportunity to practice using one tool as both Career Professional and Coachee
- Appreciate the importance of paying attention to the whole life needs of individuals
- Practice one coaching exercise from the Balance toolkit
- Reflect on application with those we support.

## Option 4: TBC

### Option 5: Empowering Sustainable Careers: Navigating the Future through Skills, Experience and Continuous Learning - A UK Perspective

**Presenter:** Juliette Albone, Associate Director, Ipsos, UK

We will present a state of the nation on how careers advice and skills development are perceived by the public. This workshop highlights the increasing necessity for lifelong career guidance, catalysed by global challenges such as the climate crisis, technological advancements, demographic shifts, and skill shortages. It offers a UK perspective on career aspirations and service demands, utilising survey data to examine job satisfaction, job-switching motivators, future challenges, and the awareness and demand for career advice. The workshop will also demonstrate the impact of publicly funded career interventions on sustainable career progression. Drawing upon National Careers Service research, it will delve into differences in career opportunity awareness, skill and personal development outcomes, and the broad benefits of career advice. The session concludes by discussing the vital role of careers advice and guidance in meeting economic and social goals.

## Day 1 Workshop Session 2 (14.30 – 15.45)

### Option 1: Fulfilling work over longer careers – discover the latest insights from psychology

**Presenter:** Laura Walker, Midlife Researcher and Author, Expert in Careers, Talent and L&D, Psychologist, UK

As career practitioners, we talk about 'fulfilling work' as an aspirational goal – but what does it really mean? Is it equally available to all? How can gender influence the experience of fulfilling work? What are typical shifts over the life course? What contextual and psychological factors predict work wellbeing and fulfilling work?

Whilst this is a relatively new topic in vocational psychology, there are fascinating clues for us as practitioners. In this session, you will:

- Discover how 'fulfilling work' is defined and conceptualised in vocational psychology
- Unpack why fulfilment could be more available to some than others
- Explore how fulfilment can shift through the lifespan, impacting longer careers
- Reflect on implications for you and your practice.

Laura is an award-winning research-practitioner specialising in midlife psychology. This session draws on her current PhD research and promises to be engaging and insightful.

## Options 2a / 2b

### **Option 2a: MEEG – Model of Enabling Employment Guidance: a capability informed approach to supporting people experiencing unemployment to access decent and sustainable work and careers.**

**Presenter:** Dr. Nuala Whelan, Maynooth University, Ireland

The purpose of this workshop is to explore guidance practices that support access to decent and sustainable work for people experiencing marginalisation in a constantly changing labour market. It will focus on labour market activation policies and their impact on sustainable careers, introduce theoretical positions that help situate guidance practice within employment support, and explore the application of a new model of employment guidance – MEEG. The workshop will create a collaborative space to reflect on the MEEG's six stage approach: Create, Listen, Explore, Enable, Support, Maintain. It will also facilitate a collaborative discussion on the challenges faced by people experiencing marginalisation in contemporary work, and the practical application of MEEG in that context. Participants will have access to the MEEG toolkit and resources.

### **Option 2b: Green guidance and vulnerable groups - between opportunity and luxury: overcoming attitudinal barriers**

**Presenters:**

Eva Kavková, Founder and CEO at @EKS, career coach, trainer & therapist, Czechia

Tomáš Šprlák, European Federation of Career Guidance and Bilan de Compétences, Board Member of the Slovak Association for Career Guidance and Career Development, Career Development Consultant, France

This workshop will introduce the concept of green career guidance and explore challenges in its practical implementation. We will focus primarily on disadvantaged target groups (low-skilled, long-term unemployed, with low-qualification jobs) that are most vulnerable and strongly affected by the green transformation. We will present different concepts and approaches to implementing green career guidance into practice, paying attention to the ethical challenges associated with its implementation, which have emerged in our recent joint-EU research (UK, France, Switzerland, Czech Republic, Slovakia, Poland, Portugal and Norway).

## Options 3a / 3b

### **Option 3a: Could *care-full* guidance lead to greener careers and greener outcomes?**

**Presenter:** Vicky Metcalf, PhD Researcher at University of Huddersfield, UK

Only one letter differentiates 'care' from 'career'. In 'Daring to Care', Phillips (2019) proposes that with more care, we might better empathise with, and act on injustice to build a more mutualistic society. Could an evolution of established careers guidance frameworks lead to the realisation of more *care-full* graduates? Graduates like Naomi - a marketing and design graduate in a Junior Brand Manager position at a major consumer goods firm, who cared to challenge unnecessary industrial waste over corporate branding guidelines?

In this workshop we will:

- Present the case for care-full guidance as a pathway to greener outcomes and more graduates like Naomi
- Discuss the implications of care on:
  - established theory and frameworks - for researchers
  - methods, techniques, and implications for impartiality - for practitioners
- Establish the legitimacy of care-full guidance as a proposition for ongoing research.

### **Option 3b: Rethinking career and career guidance in the context of migrant women's solidarity network**

**Presenter:** Sanna Toiviainen, Post Doctoral Research Fellow, University of South-Eastern Norway

This workshop is both theoretical and practice oriented. The purpose is twofold: 1) Present a framework of co-agency (Toiviainen, 2022) to rethink career and career guidance when working with minority groups. Demonstrate the framework to analyse a case study: Norwegian minority women's organization and its contributions to the integration and career processes of older women with a migrant background. 2) Engage participants to actively discuss both theoretical and practical approaches that promote career wellbeing of people with a minority background.

The workshop will enable participants to gain a greater awareness and understanding regarding career wellbeing concerns of older women with a migrant background. Participants will also be introduced a new conceptual model to analyse and rethink career guidance practices, especially when working with minority groups.

### **Option 4: Embedding the concept of Decent Work in career development learning available in-person and online**

**Presenters:** Fiona Christie (Senior lecturer and NICEC Fellow) and Eileen Cunningham (Senior lecturer), Decent Work and Productivity Research Centre, Faculty of Business and Law, Manchester Metropolitan University, UK

In this workshop we will outline theoretical ideas that have been useful in the development of a Decent Work informed approach to career learning (i.e., 'Psychology of Working theory' and 'Career guidance for social justice') and share findings from recent research about young people in precarious work which highlight questions about developing critical consciousness in careers practice. We will also share insights about a current project with the 'Greater Manchester Good Employment Charter team' to develop a resource entitled '*What students and graduates need to know about Good Work*' and introduce a practitioner teaching guide that has been created to support the use of this resource.

### **Option 5: TBC**

**Presenter:** Dr Anne Chant, Canterbury Christ Church University, UK

## Day 2 – Focusing on the decent work and environmental themes

### Workshop Session 3 (11.15 - 12.45)

#### **Option 1: Career Guidance for Energy Transition from International und Regional Perspective**

##### **Presenters:**

Peter Stewart, Resource Economist, UK

Anna-Lena Müller and Rudolf Schröder, Carl von Ossietzky University of Oldenburg, Germany

In this workshop we will look first at careers guidance in an international context to understand how the CEIAG sector in various countries is contributing to the workforce and skills needed to meet low carbon and sustainability goals. By comparing other countries' approach to that of the UK, we intend to learn practical lessons on how the careers guidance sector can play a positive role in meeting our national sustainability goals, as well as international commitments to the 17 Sustainable Development Goals (SDGs) endorsed by the UN.

In the second part, we will look on the role LMI on the regional economic area play in Career Guidance for the energy transition. The energy transition in the north-west region in Germany (located on the North Sea and the border with the Netherlands) has another design (offshore wind plants, biomass,) than e.g. in Bavaria (solar energy). We intend to discuss two questions with the audience:

- What role can LMI on the regional economic area play in Career Guidance for the energy transition?
- How can the importance of individual values for sustainability be strengthened for students' career choices?

#### **Option 2: How green is your practice?**

**Presenter:** Korin Grant, Assistant Professor Career Studies, University of Warwick, UK

This workshop will help us identify ways in which career development practice can address environmental challenges. It will:

- Introduce key concepts and models relevant to the topic
- Present findings from research on the role environmental issues may have in career development
- Guide participants to make use of the Packer's field analysis model to analyse and audit where their practice is located in terms of change and environmental issues.
- Support exploration of the Five Signposts model to identify and plan possible actions
- Explore challenges and barriers that we experience when including environmental issues in career development work

The session will include a mapping exercise and a planning activity with the aim that participants will have the chance to reflect, analyse and plan. We will work as individuals and in small groups to share learning and examples. We will capture audit and planning outcomes from participants to help share learning from this workshop and to support future work on this topic.

## Options 3a / 3b / 3c

### Option 3a: Critical Perspectives on the Platformisation of Career

**Presenter:** Tom Staunton, Senior Lecturer in Career Development iCeGS The University of Derby, UK

In our current age, approaches to career guidance prioritizing social equity must address the influence of digital technology on career development. This presentation explores the proliferation of digital platforms in society, building upon prior research by Srnicek (2017) and Van Dijk (2018). Traditionally, responses to this societal shift have emphasized the need for individuals to develop 'digital career literacies' (Hooley, 2012) to navigate career. Drawing from longitudinal data on graduates' use of digital platforms, I will critique the concept of digital career literacy, arguing that digital platforms not only influence individuals' self-perceptions and career trajectories but also reshape the structural dynamics of their transitions. This can necessitate a re-evaluation of the relationship between career development and digital platforms, as well as adjustments in career guidance practices to address the social equity and well-being challenges posed by digital spaces.

### Option 3b: Improving students' engagement in co-curricular employability workshops: Student voice at NTU

**Presenter:** Phuong Nguyen, Employability Advisor at Nottingham Trent University / Postgraduate student, UK

This presentation is based on a research project I carried out, investigating students' perspectives on co-curricular employability workshops at NTU School of Science and Technology. These workshops are within the core offer by NTU Employability Team to students to navigate the recruitment process. Even though they can help to enhance students' career readiness, and then maintain their career well-being, the number of SST students participating in those workshops are much lower than their Business School counterparts. Therefore, the research seeks to understand the barriers to student engagement and offer strategies to enhance attendance and effectiveness. Participants to the workshops will gain insights into the motivations and obstacles students face, alongside actionable recommendations for boosting employability service uptake in higher education. This session will benefit educators and administrators looking to refine or expand their employability programs, fostering greater student confidence and career wellbeing.

### Option 3c: TBC

### Option 4: Perspectives on Careers Education

**Presenters:**

Nicki Moore, International Centre for Guidance Studies, University of Derby, UK

Dr Shane McLoughlin, The Jubilee Centre for Character and Virtues, University of Birmingham, UK

Ensuring that young people have the necessary foundation skills to make and implement career decisions is fundamental to career success. This workshop will be delivered around two important themes in careers education. The first theme will explore the growing interest in the potential of weaving character education into the fabric of career development, two key aspects of Personal Development within Ofsted's School Inspection Handbook to which schools are beholden

The second theme will consider the importance of beginning the process of career learning early. In this half of the workshop, we will consider the importance of centring primary schools at the heart of local communities for the purposes of career education. The notion that 'it takes a village to career-educate children'. This part of the workshop builds on Pan-Canadian research which draws together good practice in career learning and development for elementary school (9-12) children.

## **Option 5: Introduction to the framework for environmentally sustainable career guidance available in-person and online**

### **Presenters:**

Miriam Dimsits, Associate Professor, VIA University, Denmark

Tristram Hooley, Professor of Career Education, Inland Norway University

This workshop will explore a new research-based framework for the practice of environmentally sustainable career guidance. The session will begin with a presentation of five theoretical dimensions for sustainable career guidance which explore how people can:

- Connect their careers with the world (affective)
- Build solidarity with the world through careering (social-ecological)
- Learn about careers in a sustainable world (educational)
- Imagine and invent the world as they career (transformational)
- Change the world through their career (political-ideological).

Participants are invited to discuss this framework in connection to concrete career guidance activities, further development of career guidance practice and the professional development of career guidance practitioners' skills and competences in relation to this practice. The workshop provides opportunities for participants to reflect on current practice and re-evaluate the development of an environmentally sustainable career guidance practice.