

# Care-full Guidance - click or scan:





# Can more care-full guidance lead to greener career outcomes?

A research-led feasibility discussion

Vicky Metcalf - First Year PhD candidate, University of Huddersfield

Supervisors, Dr Emma Salter & Dr Bob Gilworth

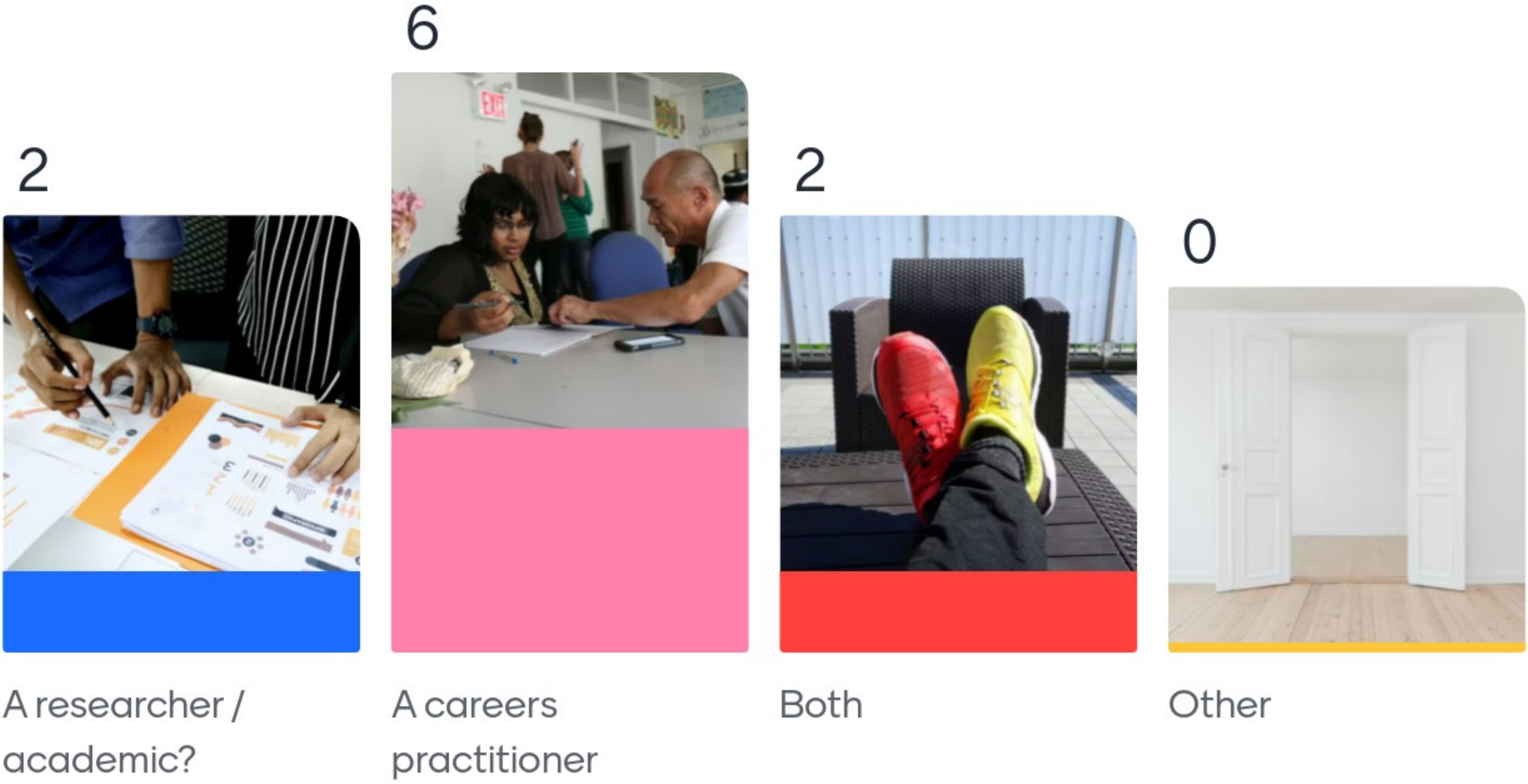
conference, in  
all his constituents.  
**care** (kɛə) *vb.* 1. (when *tr.*, may take a  
troubled or concerned; be affected emotionally  
*she doesn't care.* 2. (*intr.*; foll. by *for* or  
affection, or consideration (for): he cares  
*than his job.* 3. (*intr.*; foll. by *for*) to have  
*would you care for some tea?* 4. (*intr.*; foll.  
physical needs, help, or comfort (for):  
*patients.* 5. (*tr.*) to agree or like (to do sth)  
*care to sit down, please?* 6. *for all I care* (to do sth)  
am completely indifferent. ~*n.* 7. *carelessness*  
tion: *under her care the plant flourished;*  
*care.* 8. protective or supervisory control  
*doctor.* 9. (often *pl.*) trouble; anxiety; worry  
or cause for concern: *the baby's illness*  
caution: *handle with care.* 12. *care of*, at  
on envelopes. Usual abbrev.: *c/o.* [O  
*cearian* (*vb.*), of Germanic origin; compare  
*chara* lament, Latin *garrere* to gossip]  
**CARE** (kɛə) *n.* acronym for Cooperative  
Everywhere, Inc.: a federation of U.S. chambers  
and technical assistance to many regions  
**ca+reen** (kə'ri:n) *vb.* 1. to sway or cause  
over to one side. 2. (*tr.*) *Nautical.* to cause  
over to one side, esp. in order to clean  
(*intr.*) *Nautical.* (of a vessel) to keel over  
from French *carène* keel, from Italian *ca*  
keel] —**ca+reen+age** *n.* —**ca+reen+er**  
**ca+reer** (kə'riə) *n.* 1. a path or pro  
history. 2. a profession or occupation  
work. 3. (*modifier*) having or following  
*career diplomat.* 4. a course or path, esp.  
one. ~*vb.* 5. (*intr.*) to move swiftly a  
trolled way. [C16: from French *car*





TECH CHECK?!

# Are you?



# Aims

1. Explore the ideas of *care* within guidance
2. Discuss implications for individual and professional practise
3. Reflect on our perceptions of *greener outcomes*
4. Decide *whether care-full guidance for greener outcomes* is a feasible paradigm for research



BLUE: THINKING PROCESS

## Using De Bono's thinking hats

1. Blue: process
2. White: Information and Facts
3. Red: Emotions and Feelings
4. Black: Caution and Critical Thinking
5. Yellow: Optimism and Benefits
6. Green: Creativity and New Ideas
7. Blue: Reflection





BLUE - PROCESS

# Quick notes

- I am a practitioner... but this is research based
- HE focused but universally applicable?!
- 'Guidance' = CEAIG
- Red herring?

WHITE - INFORMATION AND FACTS

## The Ethics of Care

- Care is central to responsive, empathetic relationships and to the functioning of most human communities (Keeling, 2014)
- Care is an attitude. An ideal manifested in activities of care in concrete settings (Noddings, 1986)
- Meeting the needs of one person by another person. (Bubek, 1995)
- Active 'everything we do to maintain, continue and repair our world so that we can live' (Tronto, & Fisher, 1990)





WHITE - INFORMATION AND FACTS

## Careers Guidance Models

- Becker - Human capital theory *cares about individual potential*
- Holland - Vocational personalities and work environments *cares about fit*
- Krumboltz - Social learning theory *cares about experiences and conditions*
- Parsons - Trait and factor theory *cares about fit*
- Savickas - Career construction theory *cares about impact of choice on personal identity*
- Various - Eco-systems theory - *cares about influences of interconnected systems*
- **Significant reliance in the recipient \***



# Individually - how do you currently demonstrate *care* in your careers-related practise?

Listening with focus

Listening, person centred,  
non-directive, present.

I try to help people see the  
bigger picture and avoid  
responsibilising themselves  
and others

Perspective of client is  
true.

By actively listening to what  
my students are saying and  
by asking probing questions  
to challenge their thinking.

Individual career  
coaching  
Listening  
Empathy  
Interest  
Champion/acknowledge

No advising, but coaching

I facilitate self-reflection a lot.  
I care about how the students  
respond. I remind myself they  
don't necessarily know  
answers.

# Individually - how do you currently demonstrate *care* in your careers-related practise?

Understanding my students career choices and factors influencing their decisions by coaching and applying theoretical knowledge.

Thinking about the impact of my work, (sometimes equal to time, and energy) on other people and the broader social environment.

Trying to put myself in a clients shoes. Having their best interests at heart. Trying to remain as impartial as possible when it comes to their unique goals / dreams.



RED - EMOTIONS AND FEELINGS

## After ten years

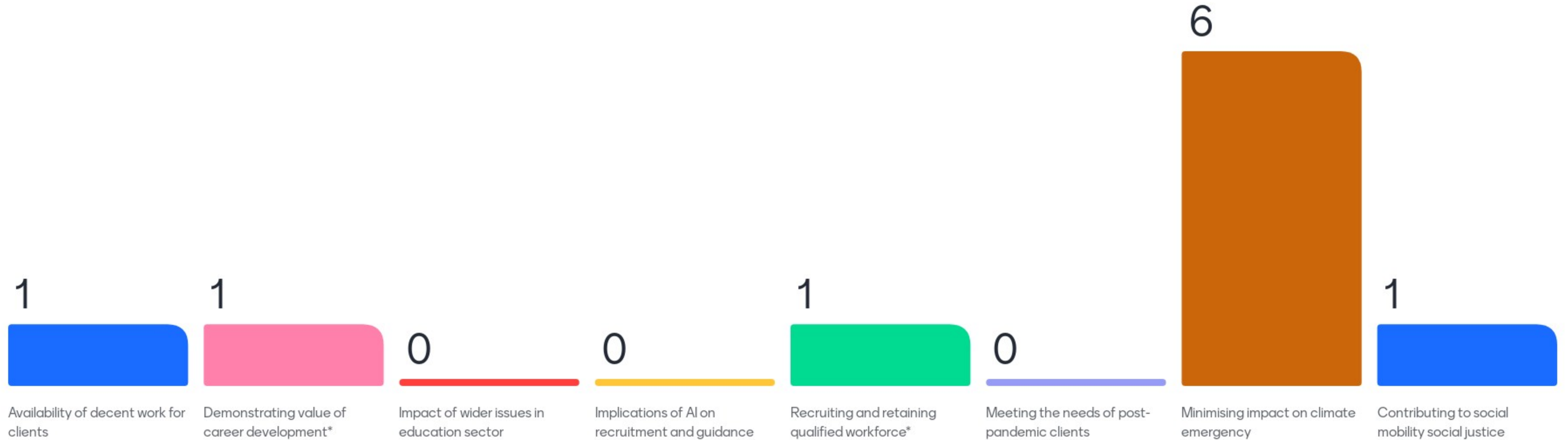
- *'Late-ish'* Mum, away from home ALOT
- Contribution to marketing industry... pot noodles and fast-fashion!
- Struggle between impartiality and urgency - *who is speaking for the planet?*
- Static institutional strategy - HEI biggest impact is what its graduates do? *Imagine if they were included in GHG Scope 3*
- There has to be a better way - *but who has time in reality?!*
- *\*Daring to Care* - challenging corporate environmentalism (Phillips, 2019)





RED - EMOTIONS AND FEELINGS

# Which ONE issue do you *care* most about for the future of your careers practise?





RED - EMOTIONS AND FEELINGS

Most career interventions aim to include individuals into the current systems of work and economic exchange, without questioning the role that these organisations play in the terrible Anthropocene crisis.

– Guichard, 2022 (p581)

BLACK HAT - CAUTION AND CRITICAL THINKING

**None of us chose a career in careers  
because we DON'T care.....**





## (2-3min) In pairs/groups - what are the barriers or critiques to practicing more care in careers guidance? Add your thoughts here

Defining what we mean by care

Pressure to get people into jobs e.g. high paying graduate jobs

Explain career jobs & definition

Expectation to guide e.g. students into job areas in need of more workers, or into high skilled jobs that give good statistics for unis

Connect students to care employers

Inform students about possible green careers&jobs

Time restrictions to truly probe and fully listen. Pressures on GOS. True impartiality.

Capacity to practice care when the ratio of careers advisors to students can be significant.

## (2-3min) In pairs/groups - what are the barriers or critiques to practicing more care in careers guidance? Add your thoughts here

Lack of career information

Decision - making process

Inform students about the bigger system they are part of

Shortage of knowledge in this area ..

Professionalism vs emotional connection (care)

Labour market information about green jobs and skills, occupational categorisations including sustainability aspect



GREEN - CREATIVITY AND IDEAS

## Care and guidance

- Student success is too readily equated with completion or graduation. (Keeling, 2014)
- An education should help students to examine their own lives, explore the great questions. (Noddings, 2016)
- Requires trust and continuity. (Noddings, 2016)
- Giving care by standards which can be practised can be evaluated. (Held 2006)
- Prioritise a model of caring citizenship, trans-national network . (The Care Collective, 2020)
- *Where better than in HE - consistently available to all, measurable outcomes, global networks*





GREEN - CREATIVITY AND IDEAS

# Evolving Discussions in Guidance

- Life Design - model careers interventions around UN 2030 Global Goals (Guichard, 2022)
- Incorporation of Careers Ed into ESD and vice-versa (Cripps & Velasquez-Hoque 2023)
- Move away from individualist values that underpin western versions of 'success' (Plant, 2020)
- Social justice in careers guidance (Irving 2019, Hooley et al, 2017)
- Lack of equality graduates' capacity for civic participation (Evans, Fox and Taylor 2019) - employability is universal
- Sustainability literacy of students (Winfield, F. & Ndlovu, T. 2019) and educators (HM Gov 2023)
- Integration of sustainability traits into graduate attributes (Sandri, et al 2016)
- Impact of institutional beliefs (Murray & Murray, 2007)
- Role of relationship building to nurture values-based decisions making (Maree & Di Fabio 2018)
- Not forgetting guidance as market-maker (Watts, 91))





# In practise...

LOTS of initiatives - AGCAS Phoenix Summer 2023 edition



YELLOW - OPTIMISM AND BENEFITS

# In your opinion, to what extent are these green outcomes?





YELLOW - OPTIMISM AND BENEFITS

# A greener outcome?

## A True Story

Naomi was in her second year as a Junior Brand Management graduate for a multi-national consumer goods company.

A shipment of product was delivered with a minor error in packaging. A colour-shade was off.

Management intended to write-off the product.

Aware of the waste implications, Naomi challenged Brand Management, Supply Chain and Finance decision.

And won....





YELLOW - OPTIMISM AND BENEFITS

## Naomi was:

- A 2015 marketing and design graduate
- Not trained in sustainability or green skills
- Well regarded based on a year of hard work
- Valued member of a team
- Conscientious, globally aware
- Confident to call out the issue
- Able to communicate her concerns
- *Dared to care*





YELLOW - OPTIMISM AND BENEFITS

'The knowledge, abilities, values and attitudes needed to live in, develop and support a society which reduces the impact of human activity on the environment.'

– *Green skills and environmental awareness in vocational education and training, EU 2012*



# How can careers practise foster more *care* in those we *care for*? How can we nurture more *Naomis*?

Share stories

Role model case studies.

Give them tools to reflect and evaluate on their own caring behaviour

Workshops

Role model

Knowledge>practise>reflection

Increase awareness in sustainability in all its shape and forms. Encourage people to speak out when they see bad practice. Have a sustainability hat on at all times. Not just for "green" jobs.

Make students aware of their citizenship. What is happening in the world, what do they want to contribute towards?



# How can careers practise foster more *care* in those we *care for*? *How can we nurture more Naomis?*

Foster empathy and concern for nature and community. This has to be part of a sustained education programme.

Connect to role model employers

Nationally recognised awards body that recognising green outcomes amongst young professionals.

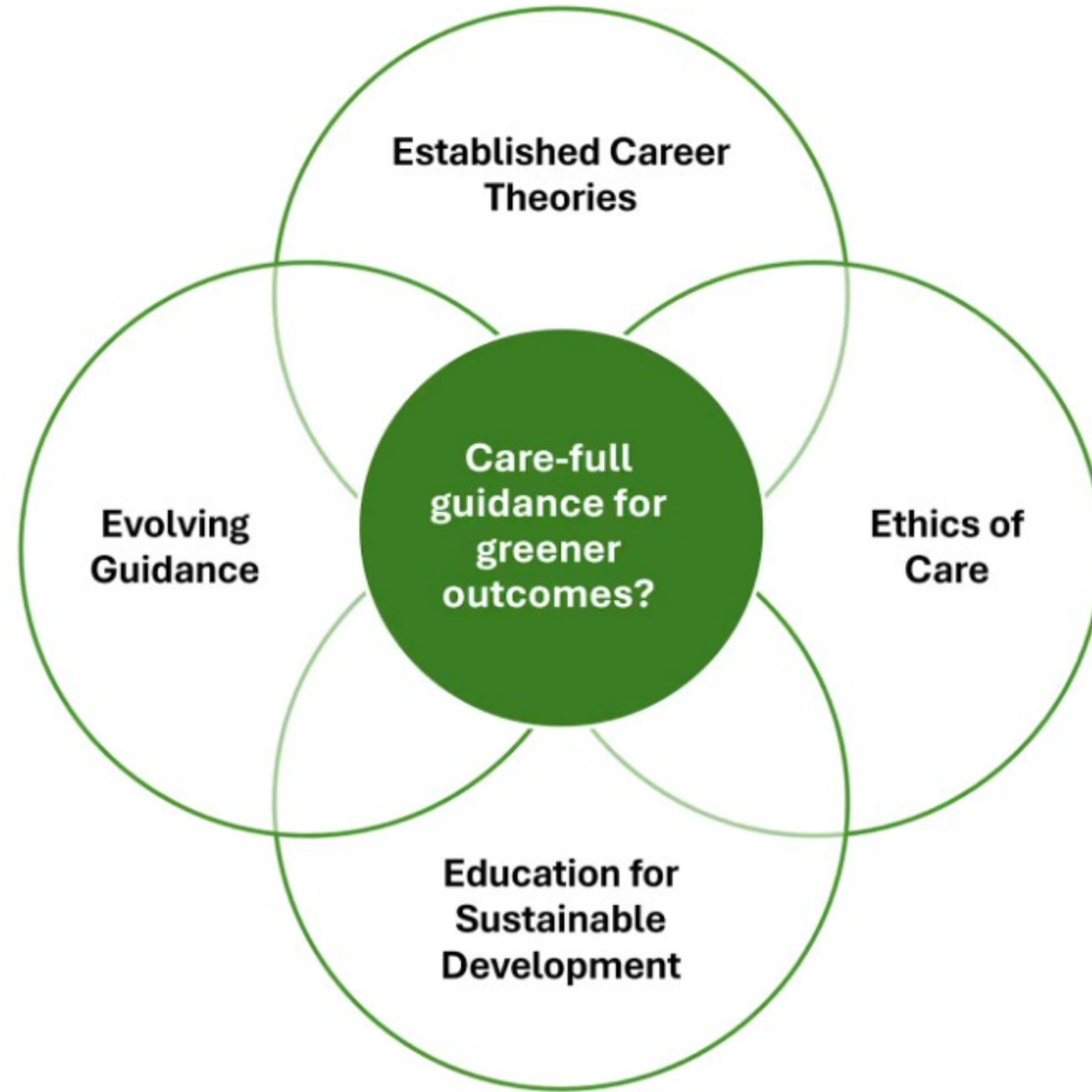
Teach people the skills of organisational politics that can enable them to be change agents within their career

Be realistic about the future of the climate/ecological crisis

Introduce people to trade unions as a way of gaining organisational power

Explicitly make our clients reflect on the impact on their future choices of career for sustainability of the society and the environment. With concrete examples from everyday life and work.





BLUE - PROCESS



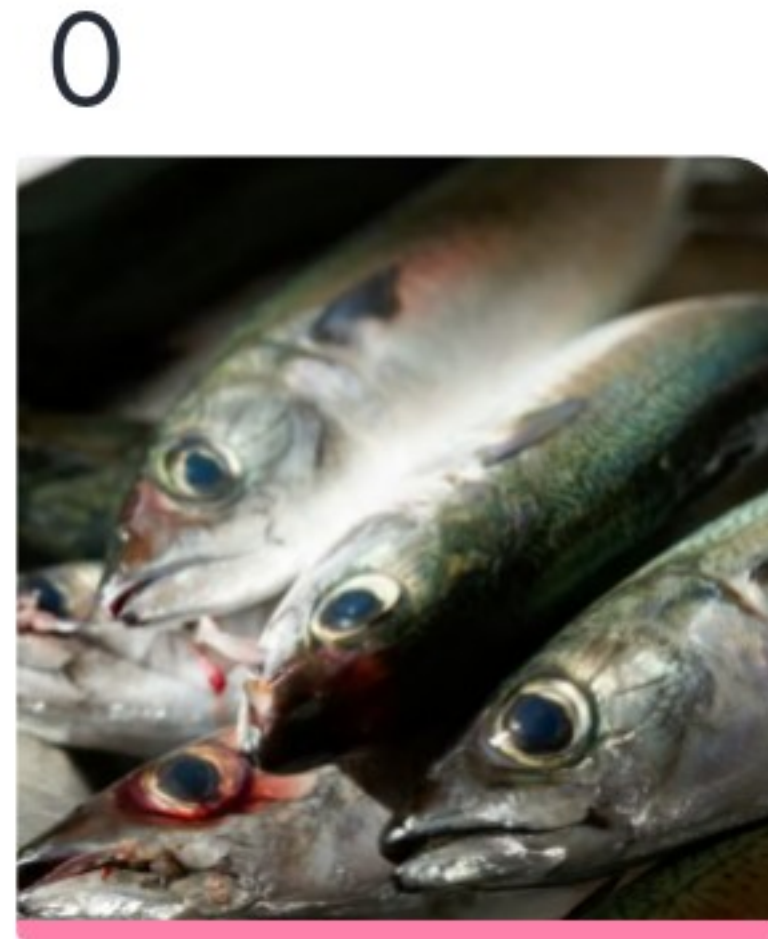


BLUE - REFLECTION

# Care-full guidance: feasible paradigm or red herring?



Yes, feasible idea



No, red herring

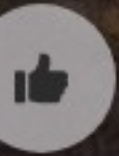


Needs more work



# Thank you!

Any questions?  
Be gentle!





BLUE - REFLECTION

## Top-Takeaways? Feedback notes?

Fascinating. Love your approach. You Definitely have something here. Keep going! Please.

Fantastic! Exactly what I'm trying to embed into my practice as a Careers consultant - embedding sustainability and Employability into the curriculum of arts and humanities students.

2



2





# Keep in touch!

[victoria.metcalf@hudd.ac.uk](mailto:victoria.metcalf@hudd.ac.uk)

Twitter: @VickyMetPGR

[linkedin.com/in/victoria-metcalf-1886249](https://www.linkedin.com/in/victoria-metcalf-1886249)

If anyone is game for a collaboration, let me know!





## References

- De Bono, E (2016) *Six Thinking Hats*
- The Care Collective (2020) *The Care Manifesto*
- Cripps, K & Velasquez-Hoque, S in Donald, W (2023) *Addressing the Employability-Sustainability Gap*
- Evans, Fox & Taylor (2019) *HE and Civil Society: What Contribution can Universities make to Civil Society?*
- Held, V (2006) *The Ethics of Care.*
- Hodgkinson, Sparkes (1997) *Careership: a sociological theory of career decision making*
- Hooley, T Sultana, G Thomsen, R (2017) *The neoliberal challenge to career guidance*
- Guichard, J (2022) *From Career Guidance to designing lives acting for fair and sustainable development*
- Irving, B (2010) *Making a difference? Developing Career education as a socially just practice*
- Iving, B & Malik-Leviano, B (2019) *Ecojustice, equity and ethics: challenges for educational and career guidance*



## References (2)

- Keeling, R (2014) *An Ethic of Care in Higher Education and Learning*
- Maree & Di Fabio (2018) *Integrating Personal and Career Counseling to promote SDG and Change*
- Murray, P.E. Murray, S.A (2007) *Promoting Sustainability values within career-orientated programmes*
- Noddings, N (2016) *Philosophy of Education*
- Sandri, O. Holdsworth, A. Thomas, I. (2016) *Assessing graduate sustainability capability post-degree completion*
- Phillips, M (2017) *"Daring to Care": Challenging Corporate Environmentalism*
- Plant, P (2021) *Paradigms under pressure: Green Guidance*
- Winfield, F. & Ndlovu, T. (2019). *Future-proof your degree.*
- Watts, A. G (1991) *The impact of the 'New Right': Policy challenges confronting careers guidance in England Wales*