

Opening Panel

Connecting Career Development and Workforce Development

Chair: Lynne Bezanson

Peter Tatham

Dr. Mary McMahon

Dr. Wendy Hirsh

Professor Sue Richardson

Connecting career development & workforce development

A practitioner perspective

Mary McMahon

Guiding Question

➤ **“How can individuals be helped to find an occupation that fits them best?”**

(Guichard & Lenz, 2005)

Guiding Question

➤ **“How can individuals be helped to cope with the multiple transitions they face during the course of their work life?”**

(Guichard & Lenz, 2005)

Career

- **Inclusive**
- **Unique**
- **Holistic**
- **Dynamic**
- **Lifelong**

Career development

- **Learning and work in the context of life**
- **Multi-directional**
- **Multi-levelled**
- **Life journey; pathway**

Some issues

- **From the margins to the mainstream**
- **A private good and a public good**
- **Theory and practice innovation**
- **Expansion of career development services**
 - **The nature of service delivery**
 - **The nature of the client group**
 - **Standards**
 - **The evidence base**
 - **Whose goals?**



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Thank you

Linking career development to workforce development: What does it look like in the UK?

Wendy Hirsh
**Principal Associate, Institute for Employment Studies
& NICEC Fellow**

Drivers for people development

Employers

- Resourcing jobs with the skills they need
- Improved performance (skills + motivation)
- Better leaders
- Managing change
- Regulatory compliance
- “War for Talent”
- “Employer of choice”
- Learning culture

State

- Social inclusion
- Getting people off benefit
- Productivity, economic development
- Improved educational attainment
- Stronger vocational routes
- Employability skills

Focus of current effort

	Workforce development	Career development	Career support
Emp- loyer	Learning for and near current job <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Regulatory + Professions</div>	“Talent” Open internal labour markets <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Career skills ?</div>	Line manager HR/L&D Self-help <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Limited 1-1 ICT/ distance</div>
State	Basic skills Qualifications	“Remedial” Back to work Into learning Page 11	As part of other interventions LMI Limited through employers

Some (of the many) issues

- Learning and career support for *employed adults* who are neither ‘talent’ nor low skill, or in small firms or in organisations with weak training
2. The case for employee development in the workplace for *future work/ career* not just for job
 3. The danger of career guidance as only dealing with skill acquisition not navigating *work options*
 4. Degree of emphasis on, & form of, *qualifications*
 5. Strengthening *career skills* in education and work
 6. Whether public services should *advise employers*, how this is positioned and who can do it effectively

Questions to guide discussion

1. In what specific ways do career development services contribute to workforce development?

To what extent do other stakeholders recognize these contributions?

What needs to be done to facilitate greater understanding among stakeholders?

Questions to guide discussion

1. In what specific ways do career development services contribute to labour market goals and challenges?

To what extent do other stakeholders recognize these contributions?

What needs to be done to facilitate greater understanding among stakeholders?

Questions to guide discussion

3. Are there tensions between viewing career development in these terms and the views taken by career development professional?
How to resolve these?

Theme A: Connecting Career Development to Workforce Development

- Tables 1-6: Questions 1 & 3
- Tables 7-11: Questions 2 & 3
- All Groups: Complete tasks 1-5
- Make use of the OECD Priority Policy Issues if appropriate

5 Tasks in Working Groups

- TASK 1:** Personal reflection - Consider the questions and make notes in the spaces provided. Do this before discussing.
- TASK 2:** Discuss each of the questions in your group.
- TASK 3:** Record the group's most important ideas related to each question on the recording sheet.
- TASK 4:** Record on the chart paper, the most important issue that your group discussed.
- TASK 5:** Discuss if there are any unresolved issues related to this theme that need to be discussed further and/or other important questions which should have been asked related to this theme. Record these on chart paper.

OECD Report six priority policy issues :

1. First priority to systems that develop career self-management skills and career information and delivery systems matched to levels of need;
3. Greater diversity in types of services and methods of delivery including more self-help and integrated ICT;
5. Shaping the nature of training qualifications in support of development of self-management skills, better information and more diverse delivery;

OECD priorities cont'd:

1. Improving the information-base for public policy making including data on outcomes and cost-effectiveness;
3. Develop better quality assurance mechanisms and link these to funding;
6. Develop stronger structures for strategic leadership

Workforce Preparation Career Development for Young People

Chair: Raimo Vuorinen

“What the Country Papers said”