

Twenty-first Century Youth Career Development: Constructing A New Dance for the New Music

廿一世紀青年人事業發展：
為新樂曲建構新舞步

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- From: Mark Savickas (2011). Critical constructs in career construction. In M. McMahon & M. Watson (Eds), *Career Counseling and Constructivism: Elaboration of Constructs* (pp. vii-ix).



<https://clipart.guru/clipart>

“When the music changes, so must the dance. Taking the advice of this South African saying, career specialists are advancing a new paradigm for career theory and intervention in the **21st century...**”

Savickas, 2011

“**Vocational guidance** fits **industrial societies** and **career counselling** suits **corporate cultures**. However, neither guidance nor counselling seems to be the best practice for career intervention in the **global economy of the information era.**”



<https://clipartion.com/free-clipart-16304/>

Savickas, 2011

http://clipartbarn.com/dancing-clipart_18055



“Thus the emergence of career construction theory for **comprehending vocational behaviour** and **life-design interventions** to assist people **choose** and **adapt** to work roles”

Vocational Guidance

- Help individuals to find a job, to decide on an occupational choice
- Typical interventions
 - Assessment: Test and tell
 - Matching attributes with occupational characteristics, person with job requirements
 - Deciding on a career choice seems to be the end of the process

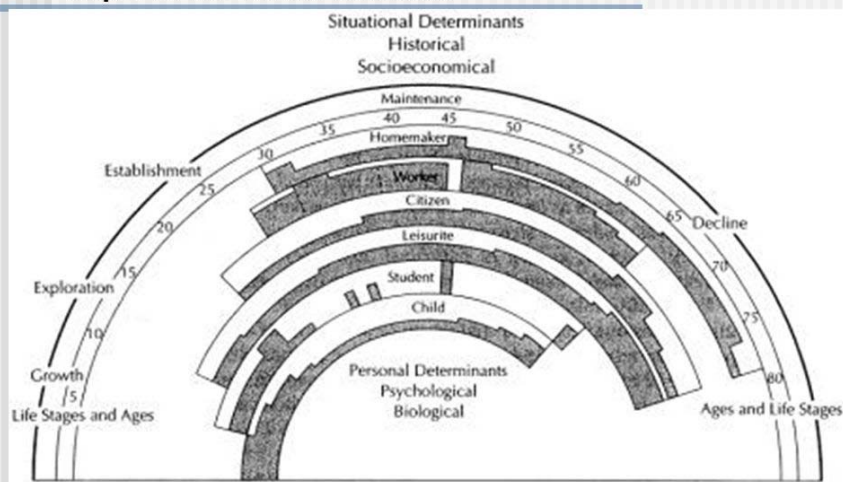
Making a choice, finding the [right] job is the goal

Industrial Age??

Career Development & Counseling

Developmental Career Development Theories

Super's Life-Career Rainbow



- “Counseling activities associated with career choices over a life span...” (Zunker, 2012, p.7)
- Typical interventions:
 - ◆ Counseling service tailored to meet individual and developmental concerns
 - ◆ Individuals are expected to move across predictable, linear, career development stages (guidance & counseling to help in progression)
 - ◆ Most individuals are likely to stay within the same career field, or even within the same “company” within their career lifetime

Corporate Careers??

A Single Pathway of Success??

Constructing A New Dance for the New Music

- **A New Dance for the New Music:** How to use 21st career development knowledge and technology to design career intervention for 21st century learners?
- **The big-picture:** How can career guidance and interventions in schools help to “mode” 21st learners, workers, and citizens? (i.e., beyond making a career decision)?
- **Changing our Paradigm(s)** – How to encourage our young people to develop their aspirations and pursue multiple pathways of actualization and success?

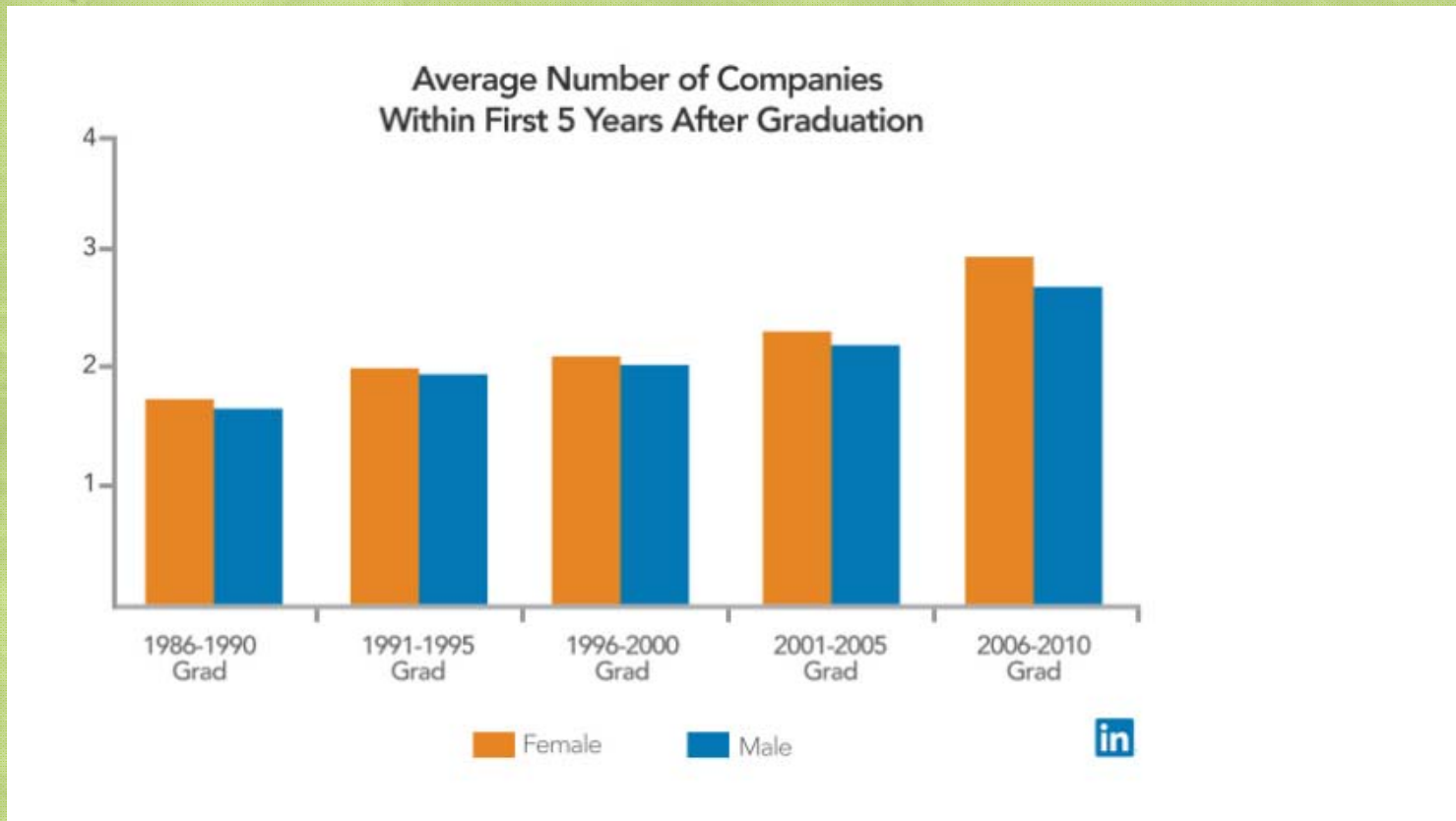
New Music: Young People are Facing Many New Challenges



<http://cliparting.com/free-music-clip-art-6725/>

But our career Interventions are still “curated” to fit mostly with the “old music”!!

New Music #1: Change and Un-predictability in Work and Careers – Millennials being more interested than previous generations in trying out different jobs before settling on a career?? Economic Uncertainties??



https://blog.linkedin.com/2016/04/12/will-this-year_s-college-grads-job-hop-more-than-previous-grads



From Mccrindle.com.au

New Music #2: Multiple Pathways and New Forms of Work: E.g., Self-Employment has Become Viable Options for Workers, but it could be Precarious

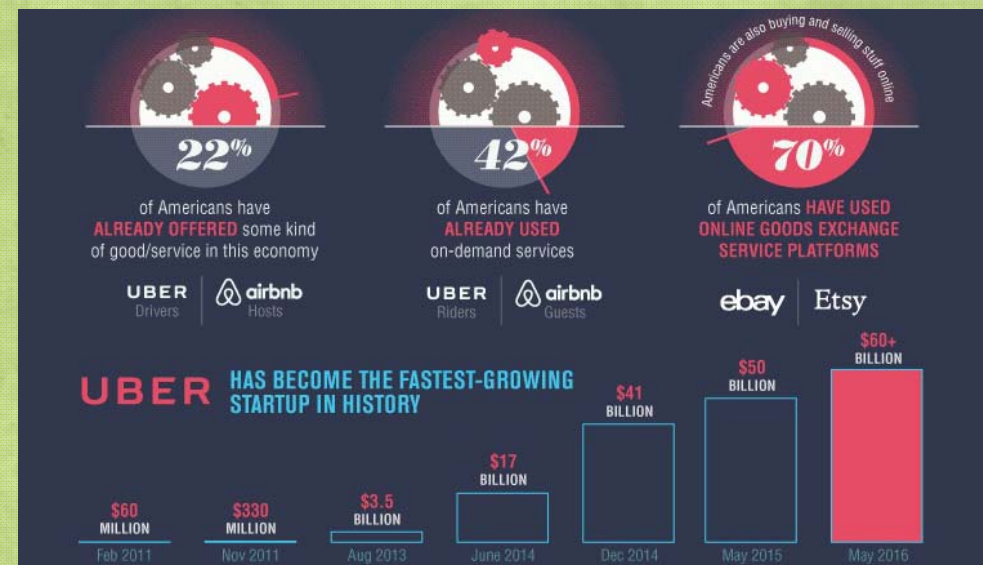
Rise of the Gig Economy (A form of self-employment)

<https://medium.com>



- Shared Economy
- Entrepreneurship
- Free-lancer
- Work as *temporary assignments*

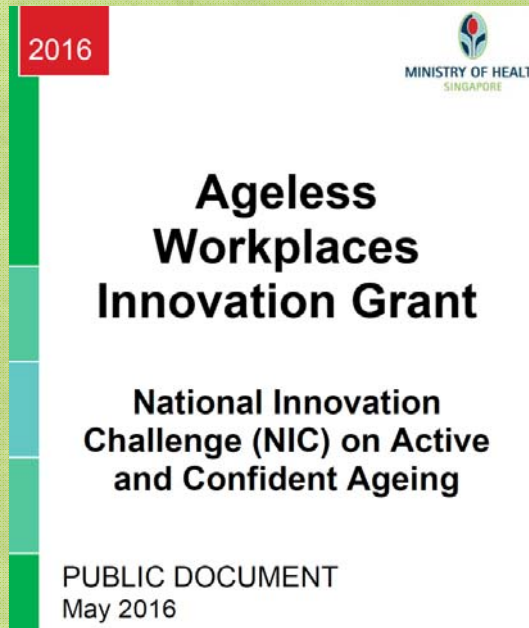
Work & Career could be Precarious!



<http://www.visualcapitalist.com/gig-economy-explained/>

New Music #3: The New Economy requires a New Set of Skills beyond Knowledge Acquisition and Examination Readiness

Ministry of Health Singapore (MOH)



Longer life Expectancy and Ageless Career Development

21st Century Competence and Learners

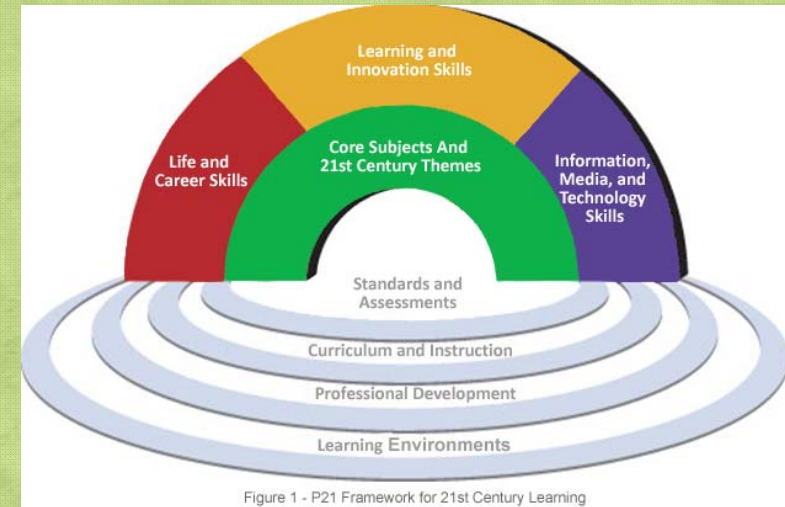


Figure 1 - P21 Framework for 21st Century Learning

<http://www.p21.org/our-work/p21-framework>



Competence Mismatch

<https://www.linkedin.com/pulse/elusive-jobs-people-skills-mismatch-headache-martin-aloyo>

On average, by 2020, more than a third of the desired core skill sets of most occupations will be comprised of skills that are not yet considered crucial to the job today, according to our respondents. Overall, social skills—such as persuasion, emotional intelligence and teaching others—will be in higher demand across industries than narrow technical skills, such as programming or equipment operation and control. In essence, technical skills will need to be supplemented with strong social and collaboration skills.



New Music #4: A new Generation of Students (Generation-Z)

- “Members of the generation of people born since the mid-1990s who are seen as **confident users of new technology**” (Collins Dictionary, <https://www.collinsdictionary.com/dictionary/english/generation-z>)

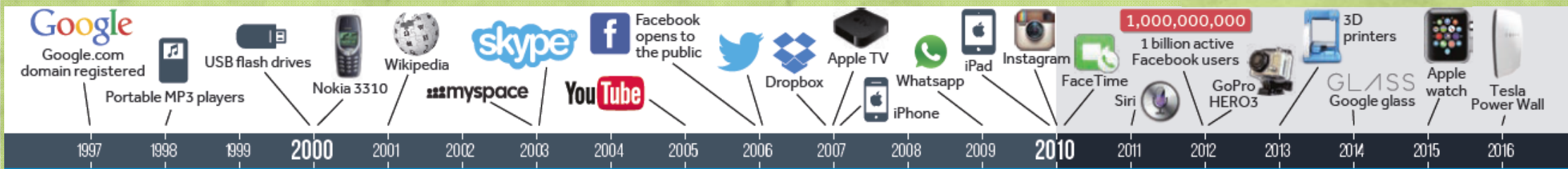
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Some Observations on Generation-Z

1. They are Tech-savvy

From Mccrindle.com.au

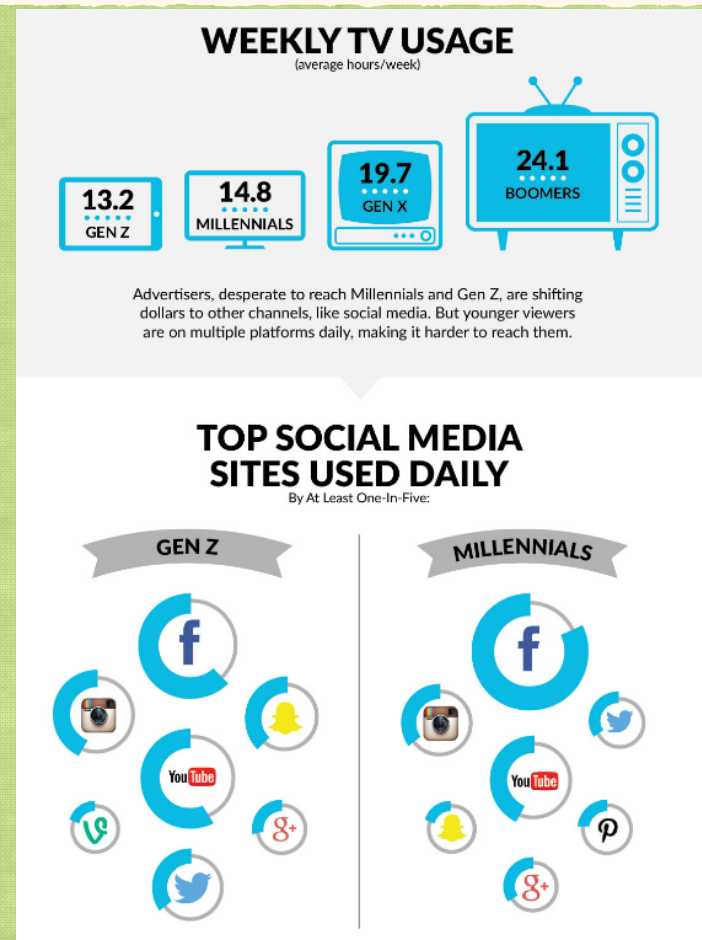


Life-changing technologies that have affected the developmental experiences of Generation-Z

2. Generation-Z are True Digital Natives



From Mccrindle.com.au



<https://www.visioncritical.com/generation-z-infographics/>

3. Generational – Zs are More Global, Educated & Entrepreneurial

- “Gen Z is part of a generation that is **global, social, visual and technological**. They are the **most connected, educated and sophisticated generation ever**. They are the up-agers, with influence beyond their years. They are the tweens, the teens, the youth and young adults of our global society. They are the **early adopters, the brand influencers, the social media drivers, the pop-culture leaders**.
- They comprise nearly **2 billion people globally, and they don't just represent the future, they're creating it.**”

From: <http://generationz.com.au/characteristics/>

4. Generation Z Longs for Safety and Security

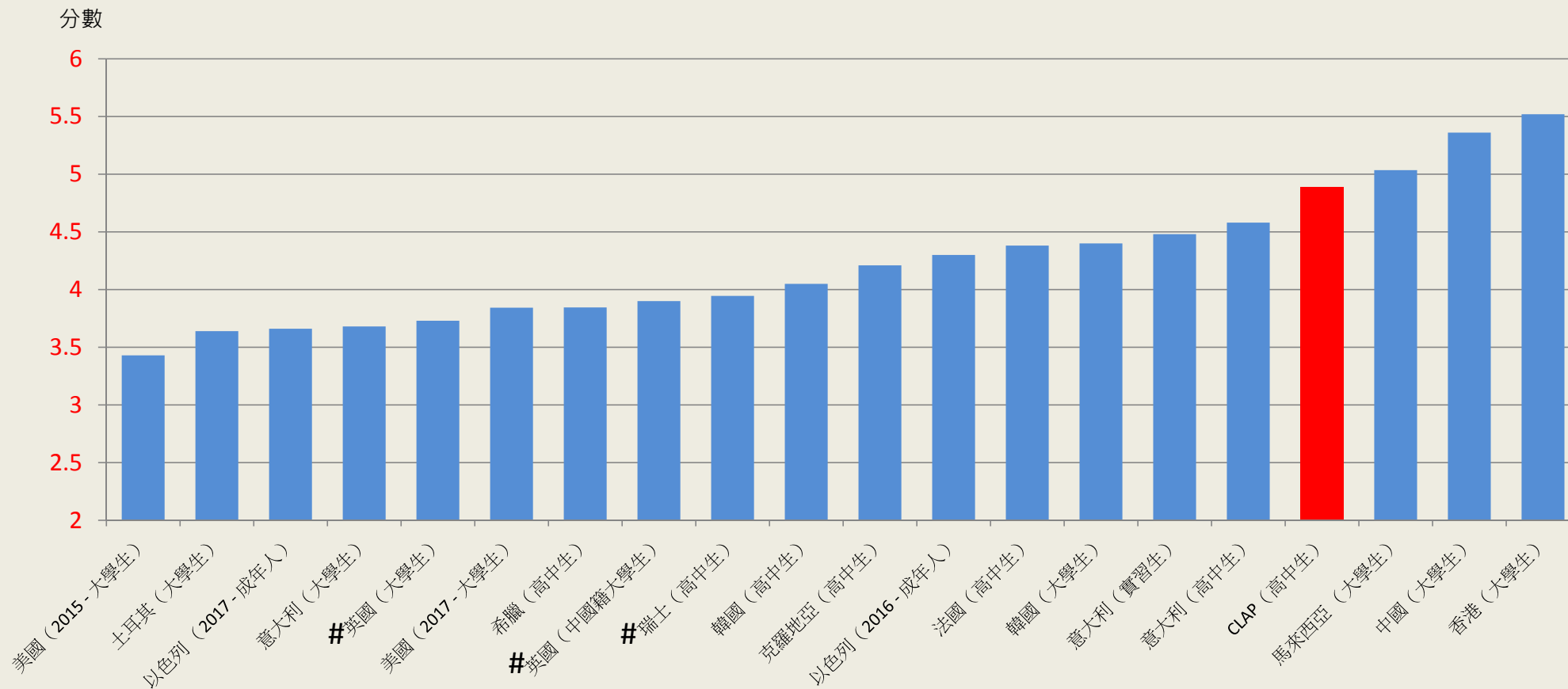
- “Gen Z’s have been born into the crisis period of **terrorism, the global recession and climate change**. They are predicted to spend their young adult years in a time of **economic and social renewal**. They are also living in an **era of changing household structures**, and are the students of today and university graduates, employees and consumers of tomorrow.”

From: <http://generationz.com.au/characteristics/>

與國際數據比較，香港學生較困難

圖表：「擇業困難評估」問卷 2007-2017 間研究

CLAP for Youth @ JC



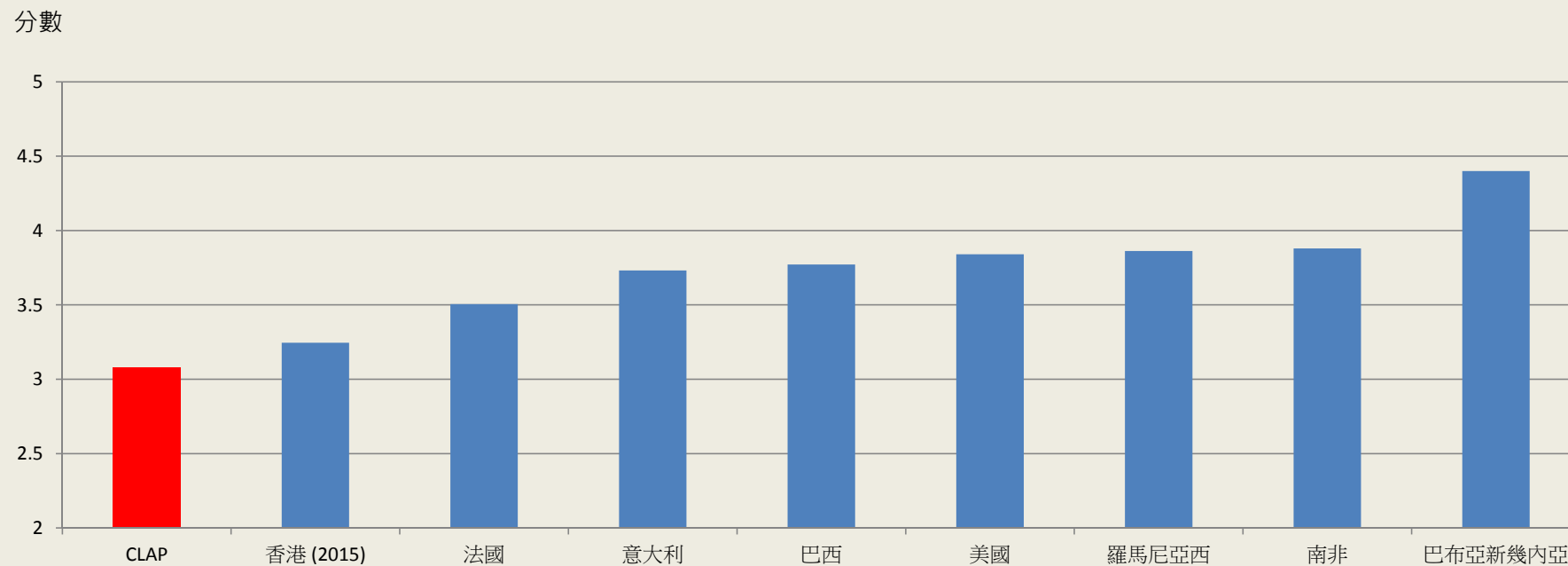
分數範圍：1 = 最低困難，9 = 最高困難

= Before 2011

(Career Adapt-Abilities Scale; CAAS)

CLAP for Youth @ JC

高中生的整體生涯適應能力較低

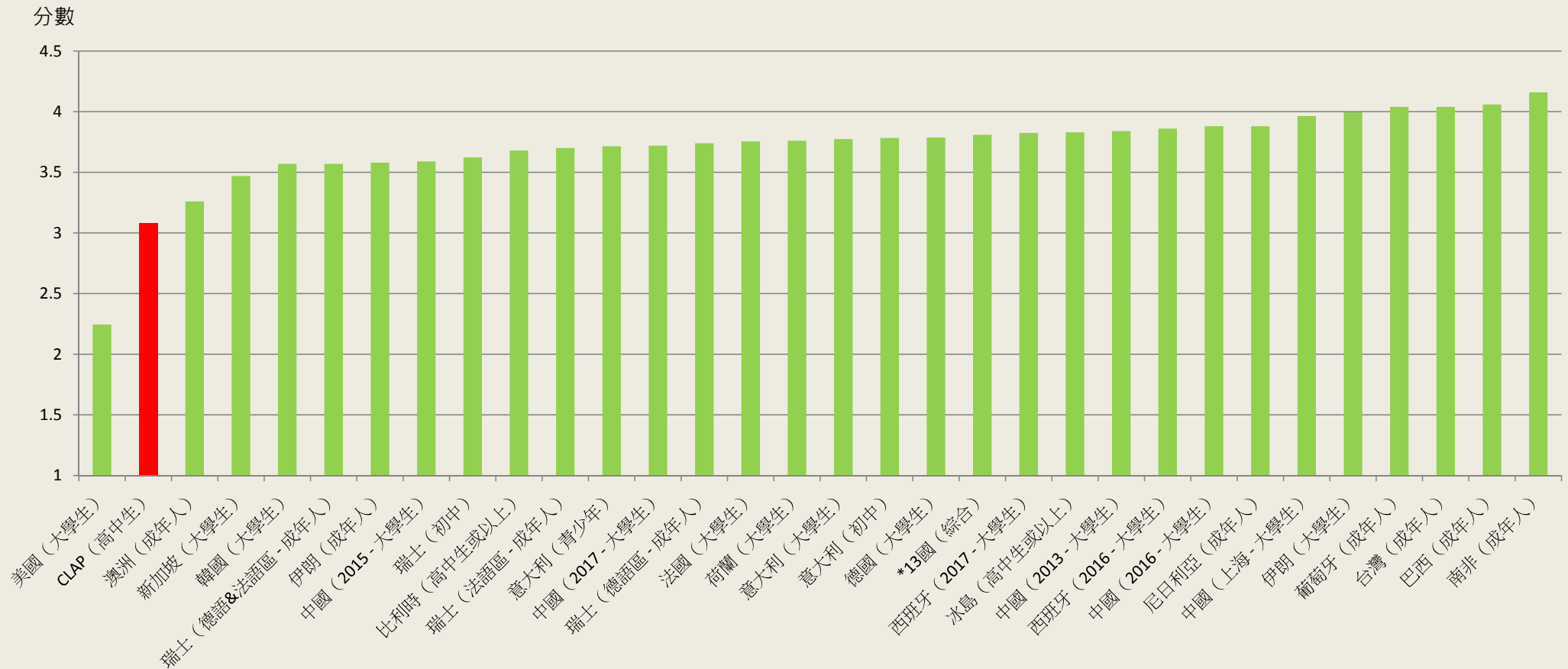


分數範圍：1 = 能力最弱，5 = 能力最強

高中生樣本 (2012 – Present)

高中生的整體生涯適應能力較低 (非高中生樣本)

CLAP for Youth @ JC



* 13 國 (綜合) : 比利時, 中國, 法國, 冰島, 意大利, 韓國, 荷蘭, 南非, 瑞士, 台灣, 美國, 巴西, 葡萄牙

分數範圍 : 1 = 能力最弱 , 5 = 能力最強非高中生樣本

非高中生樣本 (2012 - Present)

Are We Facilitating our Students to “Dance” with the New Music??



<http://www.msad51.org/home/curriculum/21st-century-learning>

- ◆ How should teachers, youth workers, mentors and parents, assist students to choose and adapt to their work roles, to accommodate be ready for the “new dance” ??

Old Dance #1 – Low Tech??



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Old Paradigm:

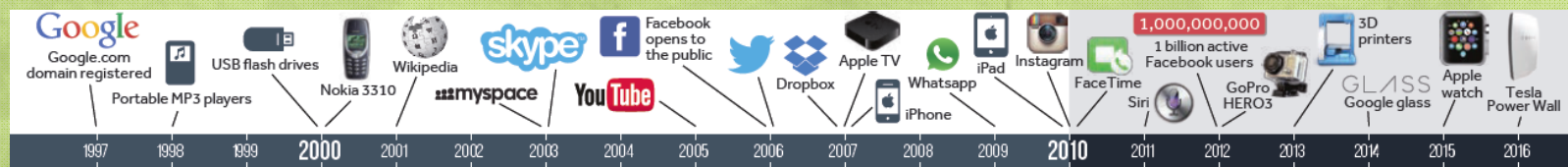
- Descriptive: Loaded with words & information
- Standardization and "simplification": Lacking personalization
- Pathways for the old dance (e.g., matching, "standard pathways")

•

<https://www.onetonline.org/>

Old Dance #2 – Using Frameworks, languages, and perspectives started in the 1960s (of course with improvements)

- A good portion of the career development literature which guide research and practice were conceived as long as 50 years ago (e.g., Holland, Super, Sociological) when the “new music” is yet to emerge.
- There are updates and improvements to these theories (and new theories) but one could also make the point that a new set of frameworks, languages, lens, and approaches are needed to connect with the new generation of young people in different parts of the world because the characteristics of people, labor market and workforce, and our global career development challenges have changed drastically (i.e., new music).



From Mccrindle.com.au

Old Dance #3 – Usually Happens within the 4 Walls of Schools

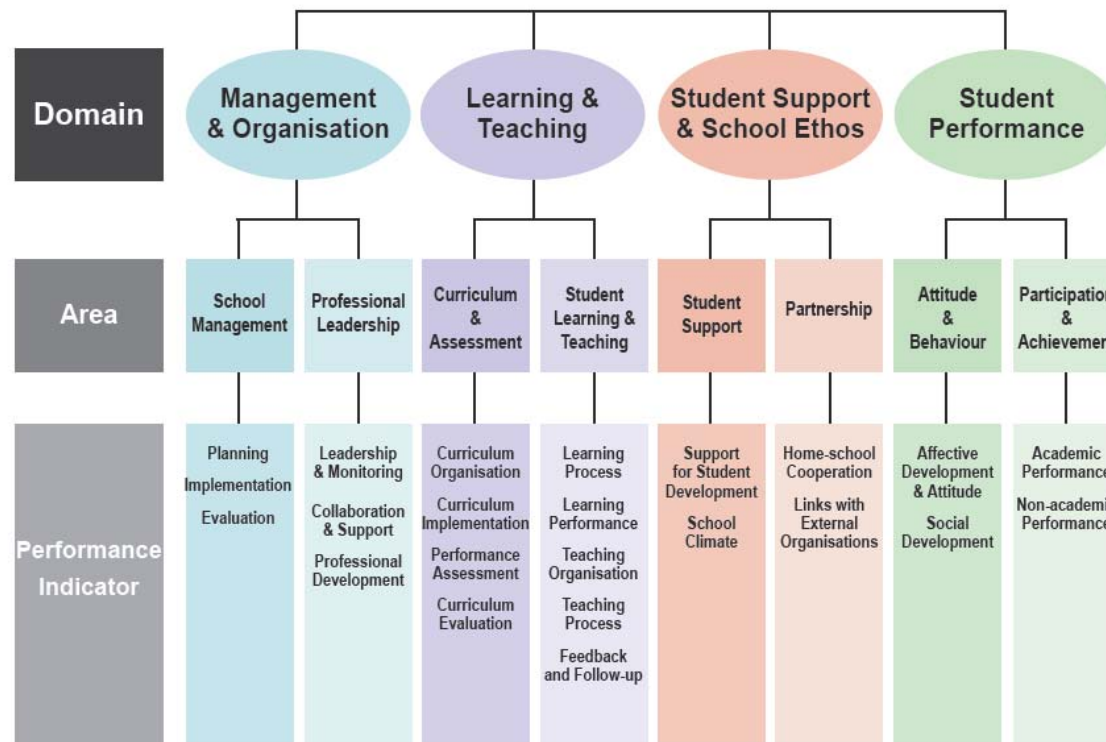
- Paradigm:
 1. 80% or more of career guidance activities happen in schools
 2. Career guidance and interventions beyond the education setting are rare exceptions
 3. Teachers and school personnel are the main service “official” providers (e.g., null or uneven professional training in CLP)
 4. Parents are the “unofficial” providers of career guidance, but their effects are perceived (or being “stereotyped” as mostly “counter-productive”)
 5. Career guidance aims to “advance” students to the next level of education, not for school-to-work transition
 6. Uniformity myth: A single pathway of success is the norm

Old Dance # 4 – Career Development / Career Readiness is usually NOT Clearly Defined as School Performance Indicators (KPIs)

KPIs of Hong Kong Schools – HK EDB

From: Performance Indicators for Hong Kong Schools. HK EDB, p.1

Figure 1 : Diagrammatic Representation of the Framework of Performance Indicators



- Paradigm: Career development and readiness are considered to be peripheral and adjunct services in schools

HK School KPIs

Area 4: Student Learning and Teaching

Specific outcomes?
Standards?

- [Excellent Performance] The school helps students progressively realise the significance of life planning education from an early stage through which they are guided to understand their interests, abilities and orientations for making informed and responsible choices among the multiple pathways available for further studies and careers. In the process, they are helped to connect their academic and career aspirations with whole-person development and life-long learning. The school also provides group and individual counselling and guidance to address the different needs of students. Building on the existing career and guidance services, the school makes good use of resources to further widen and deepen their scope as well as enhance teachers' professional capacity for promoting comprehensive life planning education and making timely review and amendments.

Desired Outcomes in Education - Singapore

The Key Stage Outcomes of Education

At the end of <u>Primary</u> school, students should:	At the end of <u>Secondary</u> school, students should:	At the end of <u>Post-Secondary</u> education, students should:
be able to distinguish right from wrong	have moral integrity	have moral courage to stand up for what is right
know their strengths and areas for growth	believe in their abilities and be able to adapt to change	be resilient in the face of adversity
be able to cooperate, share and care for others	be able to work in teams and show empathy for others	be able to collaborate across cultures and be socially responsible
have a lively curiosity about things	be creative and have an inquiring mind	be innovative and enterprising
be able to think for and express themselves confidently	be able to appreciate diverse views and communicate effectively	be able to think critically and communicate persuasively
take pride in their work	take responsibility for own learning	be purposeful in pursuit of excellence
have healthy habits and an awareness of the arts	enjoy physical activities and appreciate the arts	pursue a healthy lifestyle and have an appreciation for aesthetics
know and love Singapore	believe in Singapore and understand what matters to Singapore	be proud to be Singaporeans and understand Singapore in relation to the world

<https://www.moe.gov.sg/education/education-system/desired-outcomes-of-education>

Quality Schools, Quality Outcomes – Education Agenda in Australia

- ◆ Boosting literacy, numeracy and STEM performance
- ◆ Improving the quality of teaching and school leadership
- ◆ Preparing our students for a globalised world
- ◆ Focusing on what matters most and those who need it most
- ◆ Increasing public accountability through improved transparency

<https://www.education.gov.au/quality-schools-quality-outcomes>

Old Dance #5 – (Many/Some) Students are Passive Participants of CLP

- Paradigm:
 - Career and life plans are “authored” by significant others (e.g., parents, teachers)
 - Career and life planning activities “orchestrated” by significant others or by schools
 - Career and life planning progression and outcomes “scripted” by social and self-expectations (e.g., old dance for the old music, e.g., a single-pathway of success)

Is there an Alternative??



<http://www.msad51.org/home/curriculum/21st-century-learning>

- ◆ Are Vocational Guidance and Career Counseling already outdated for our 21st Century students?
- ◆ How should teachers, youth workers, and parents, assist students to choose and adapt to their work roles??

New Dance #1: *360°* Career Guidance

Where: Life Theaters

- School – Career guidance is a “core” aspect of education
- Home – Engage parent for support and understanding
- Workplace – Take students to the workplace, often
- Community – Students could receive service after leaving schools

Who: Key Providers

- Teachers
- Parents
- Workplace mentors
- Social service providers

360° Career Guidance: An Optimal Mix of Person x Technology in the Intervention

Personal (time-limited)

- Counsel
- Advice
- Support
- Mentor
- Teach

Technology (time-unlimited)

- Learn x play x social
- Collect and store
- Inform, view & review
- Construct and re--construct
- Use and re-use

Critical Ingredients of Career Counseling – Findings from Meta-analysis

Whiston et al. (2017)

- Counselor support
- Values clarification
- Psycho-educational intervention

Red = Also in Whiston et al., 2017, but lower effect sizes

Brown & Krane (2000)

- Workbook & written exercises
- Counselor dialogue & individual feedback
- World of work information
- Modeling
- Building support for client's career decision

There Could be a “Technical” side to all the Critical Components

Whiston et al. (2017)

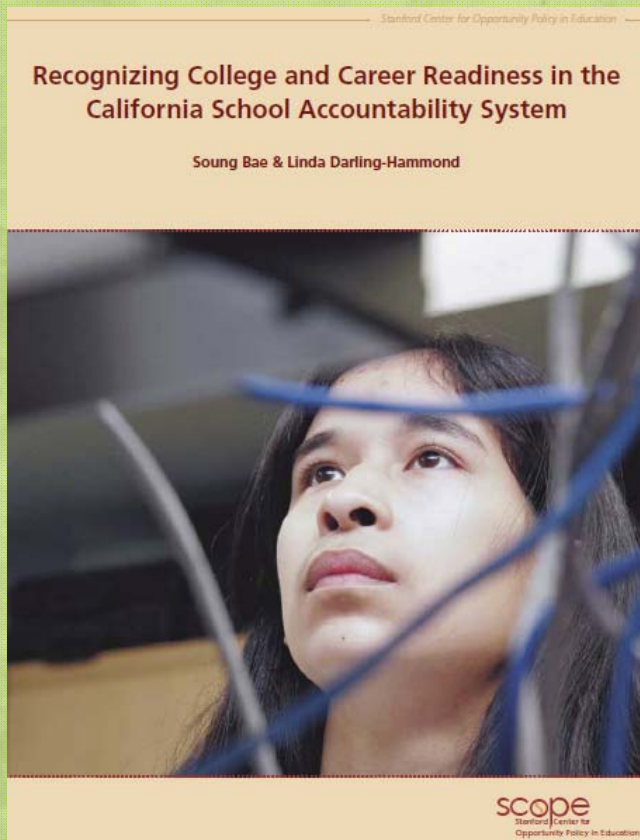
- Counselor support (personal)
- Values clarification (tech + personal)
- Psycho-educational intervention (Personal + tech)

Red = Also in Whiston et al., 2017, but lower effect sizes

Brown & Krane (2000)

- Workbook & written exercises (traditional & tech)
- Counselor dialogue & individual feedback (personal + tech)
- World of work information (tech + personal)
- Modeling (personal)
- Building support for client's career decision (personal + tech)

New Dance #2 – Connect Career Development & Education Outcomes



Bae & Darling-Hammond (2014) on including career readiness outcomes in secondary education:

- The proportion of students who complete rigorous and integrated courses of study in career technical education (CTE) as well as college preparation
- students have to perform successfully in approved work-based learning experience that meets the standards of high-quality experiences
- student readiness based on demonstrations of accomplishment on assessments of technical skills and workplace learning

Define Standards: e.g., Criteria for High-Quality Work-Based Learning Experiences

1. Engagement in authentic workplace settings
2. Youth involvement
3. Community of practice (i.e., exposed to industry or professional standards)
4. Workplace and school instruction is connected
5. Learning plans (i.e., skills & knowledge)
6. Supervision (e.g., trained mentors)
7. Coordination (i.e., between school and workplace)
8. Reflection
9. Assessment of learning

Bae & Darling-Hammond, 2014, p.42; adapted from Darche, Nayar, & Bracco, 2009

LIFE AND CAREER SKILLS

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and contexts
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

Career Development and Educational Outcomes: Connecting Career Development to 21st Century Competence

Life and Career Skills are Recognized as Key Components of 21st Century Learners



IF Life and Career Skills are Recognized as Key Components of 21st Century Learners

- Part of the school curriculum – infused and independent, sequenced and connected
- Designated teachers and personnel
- Resource investment
- Professional training and standard
- Accountability and performance outcomes

New Dance #3 – Engage our Students to Join the Dance EARLY

Shape attitudes and openness EARLY in development

1. **Inform them of the “new music” early:** We should not wait till senior secondary schools to inform students that there are multiple pathways, because their attitudes and views are already formed.
2. **Train students early to learn the “new dance:”** Early career intervention in primary and junior secondary forms are vital (shape attitudes and knowledge)
3. **Training and shape the co-dancers (about the new music and the new dance):** Parents education could shape parental attitudes and openness (then they know how to support the CLP of their children)

New Dance #3 – Engage our Students to Join the Dance EARLY

Engage students to understand multiple pathways EARLY (the “new dance”)

- Our narratives and effort should focus on:
 - Exposing students to stories of multiple pathways
 - Engaging students in first-person experiential learning activities
 - Engaging parents/students to promote and share stories & insights
 - Developing a society-wide positive attitudes and appreciations for different forms of work, employment, and contributions through paid and unpaid roles, ALL THE TIME

New Dance #4: Training Parents, Mentors, and Business Partners to be Effective Agents and Communicators of Social Support

Autonomy

- Support choice
- Encourage positive steps and efforts

Emotional

- Empathy
- Affective communication

Esteem

- Praise, valuing, affirming worth
- Constructive feedback

Tangible

- Provide opportunities
- Provide resources

How do we Transform Student to Become Active CLP Agents??

Summary of the “New Dance” Movements

1. 360° career guidance
2. Connect career development & education outcomes
3. Engage our students to join the dance EARLY
4. Training parents, mentors, and business partners to be effective agents and communicators of social support

Brown & Lent (2013) on the Old/New Music and Dance

- “Some believe that the new contract will render obsolete current theories of career development and current approaches to career counseling. **Although the context of work may be changing, we are convinced that current theories still have relevance.** People may have less stability in terms of where and when they work, but they still profit from identifying and accessing work options that are compatible with their work personalities... and which they could perform successfully. We think this is the point that career futurists sometimes miss.”

“Career Development and Counseling: Putting Theory and Research to Work (2nd ed.).

Conclusions: Take-Home Messages

1. Introduce, inform, and engage students early to the rapidly evolving world of work and pathways that they could pursue and construct (i.e., how and where jobs are performed)
2. Career development and career adventures – Career pathway(s) are becoming less and less predictable. Young people have to be “empowered” to find their own pathways in their career adventures.
 - Construct individual career pathways “that fits their lives”
 - Discover & Impose personal and social meanings that guide career choices and behavior
3. Adaptability, resilience, and career planning (as opposed to knowledge and making decisions) are qualities and competence that could be strengthened through career interventions

http://www.discovermoab.com/moab_canyon.htm



*Empower the Next
Generation for Career
Development and
Adventures*

CLAP for Youth @ JC

Thank
You
