


A breaking wave is a wave with enough energy to "break" at its peak, reaching a critical level at which linear energy transforms into wave turbulence energy with a distinct forward curve.

At this point, simple physical models that describe wave dynamics often become invalid, particularly those that assume linear behavior.



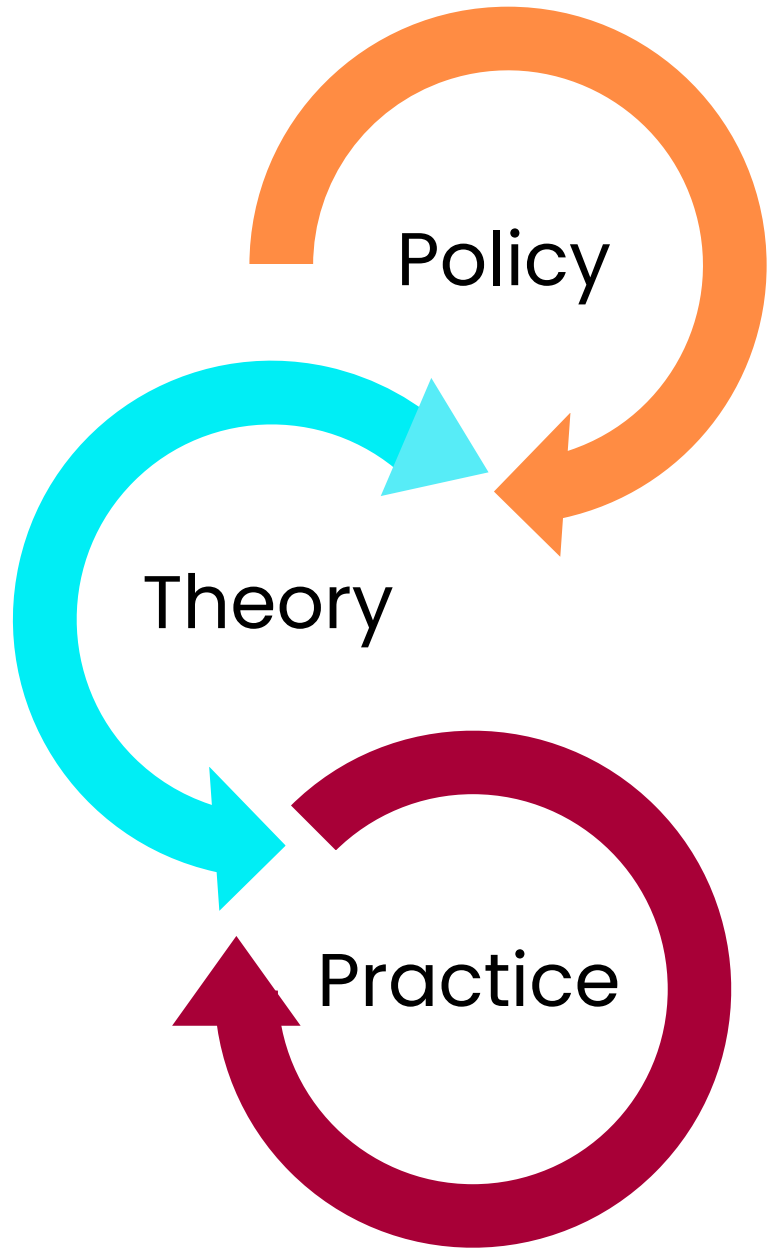
IAEVG 2024 Workshop

Breaking the waves – how to work with career competencies in a changing world of work

Ingjerd Gaarder (head of department) and **Tonje Gravås** (senior advicer)
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Professor at Aarhus University, University of South-Eastern Norway
and University of Lower Silecia, Poland

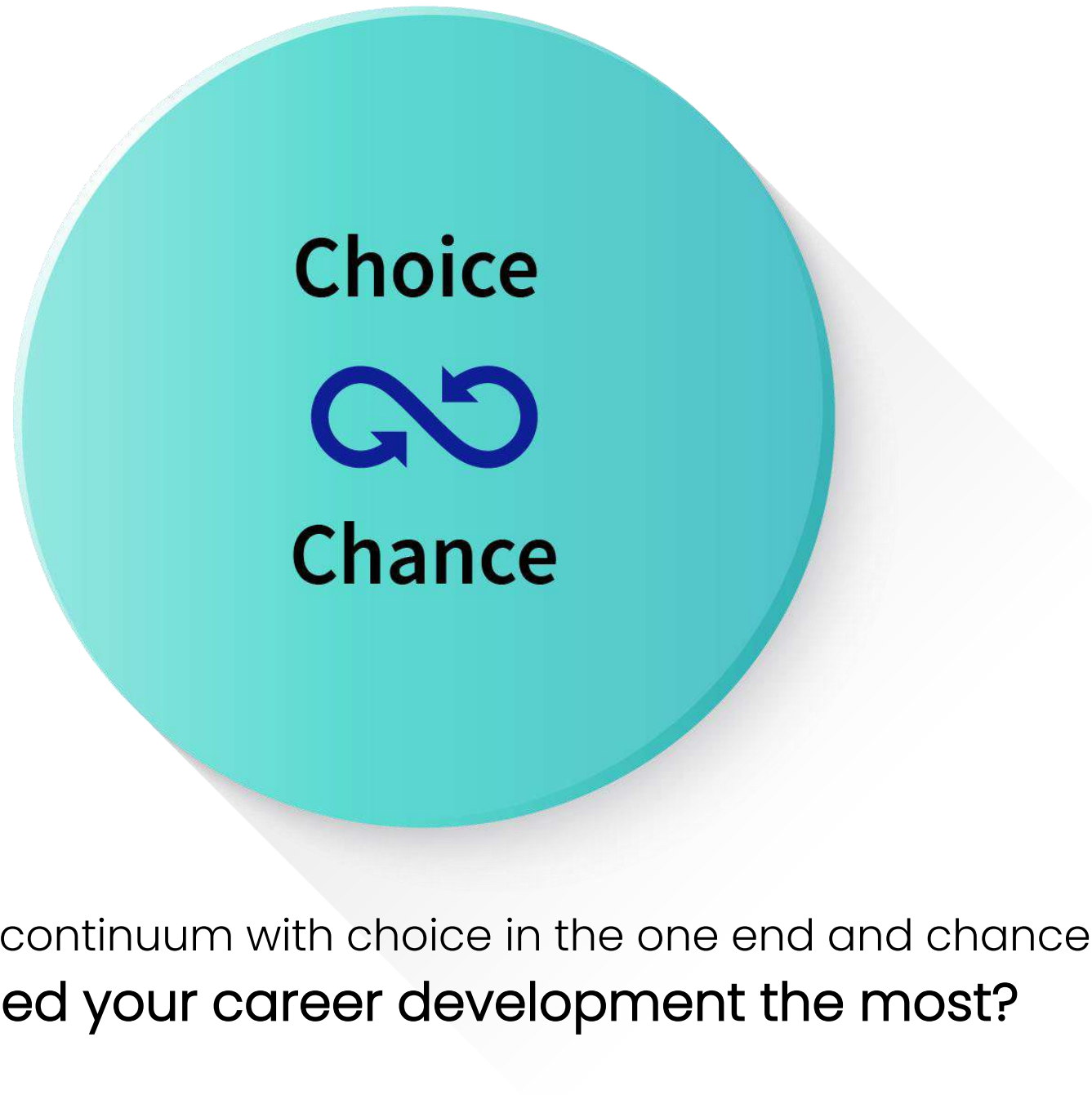


Three
perspectives

Choice



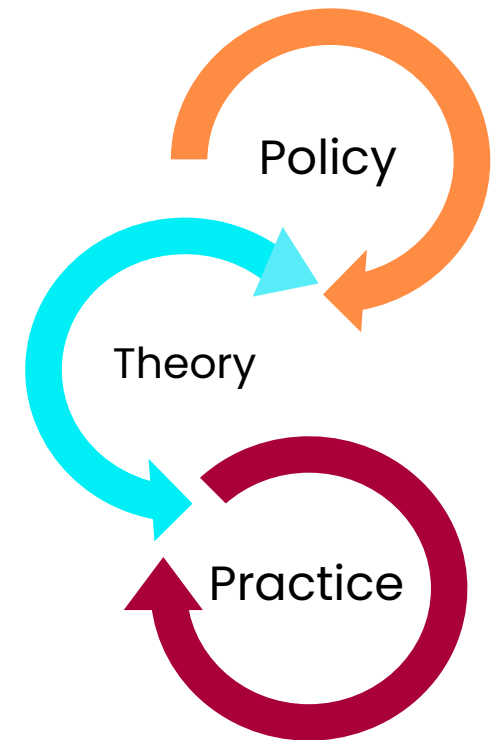
Chance



Place yourself on this continuum with choice in the one end and chance in the other.
What has influenced your career development the most?



From a policy perspective



Ministry of Education and Research



About 60
employees in
Oslo og Tromsø

Division for Career Guidance

Department for Quality in
Career Guidance

Department for Education and
Labour Market information

Department for
Career Services

- National **cross sectoral** systems responsibility
- Quality and policy development
- Evidence base
- Advise and support the public career services
- Digital resources and tools
- Coordination and cooperation

Skills policies...

- Future skills needs are changing and quite unpredictable
 - New technology, AI, climate change, global security issues, immigration, demographic changes
- Modern work life requires flexibility, adaptability, resilience and continuous learning and upskilling
- External influences and life's unpredictability can influence career choices and opportunities
- The needs of society and of individuals
- **Career guidance and career learning are more important than ever**

Aiming at a lifelong guidance system: Access



Quality: National framework

- Cross sectoral
- Aim: To strengthen quality and professionalism, and bind together the services and make them more equal
- A tool for quality development and for government
- Guidelines, not mandatory
- Developed in close interaction with the career field – gave the different stake holders ownership



National Quality Framework for Career Guidance

The aim of a National Quality Framework for Career Guidance is to ensure that the population has access to high-quality career guidance services. Career guidance services in Norway are available in a range of different sectors to many different target groups, and the services offered are diverse and provided under varying framework conditions.



Competence standards



Career competence



Ethics



Quality assurance



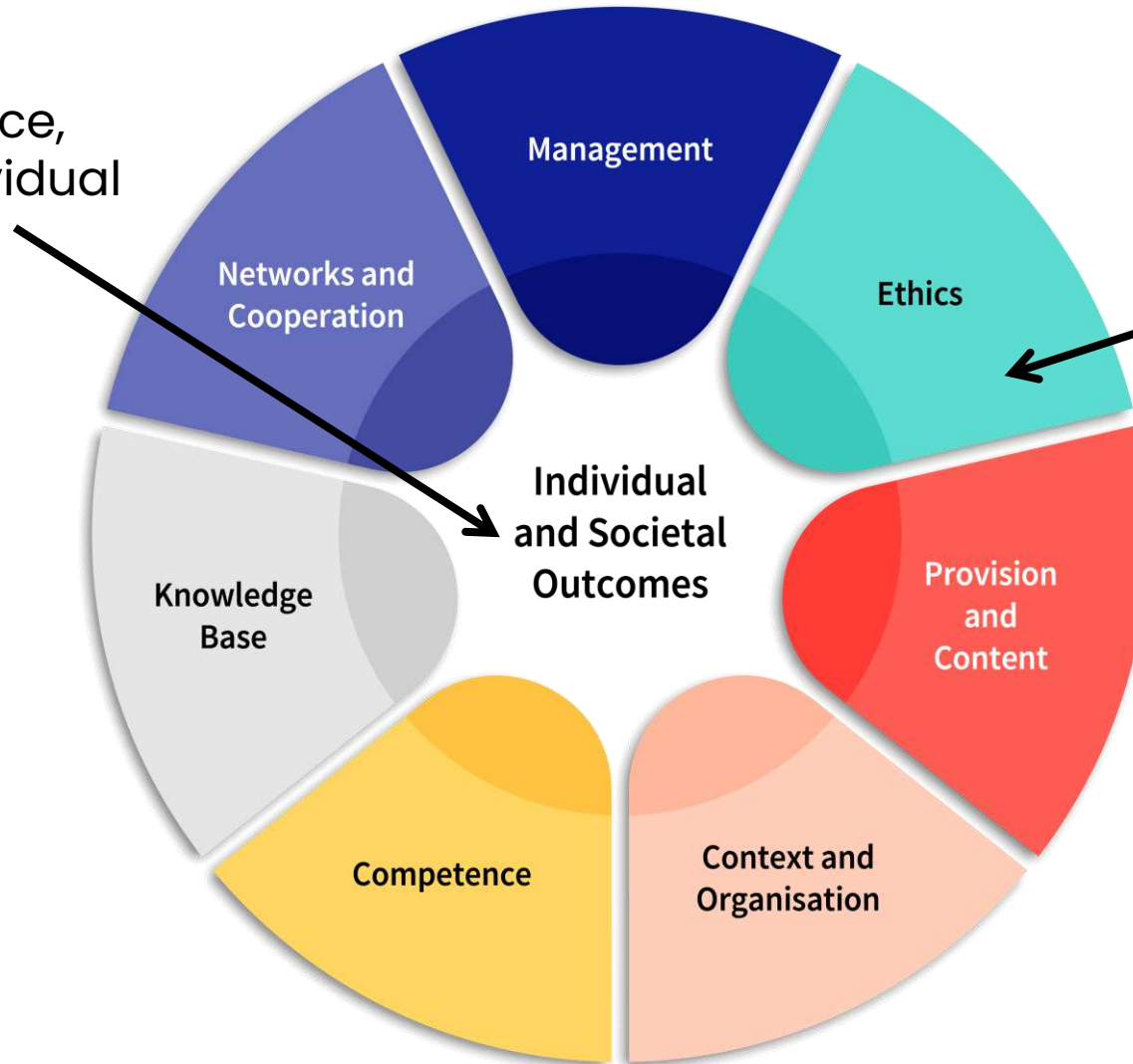
For the English version:

[HK-dir](#) | [HK-dir](#)

Area 4: Quality assurance

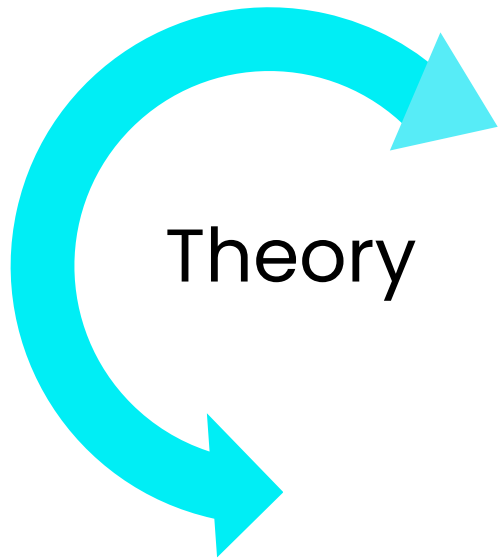
The output:

of career guidance,
for both the individual
and society

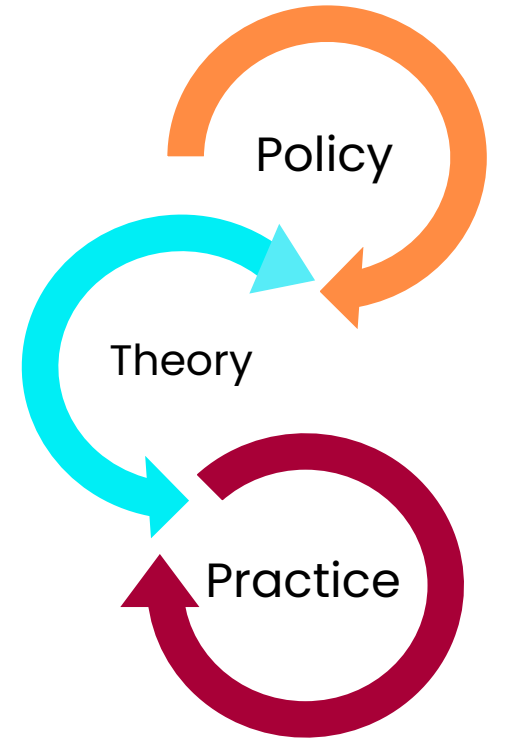


The input:

seven quality domains
that are essential when
developing career
guidance services of
high quality



From a
theoretical
perspective





CAREER

Widespread everyday understanding:

Vertical understanding: Career as competition, concerns within, winners and losers, an upward curve related to money, power and prestige

Professional understanding:

Horizontal understanding: Career as a journey through life – often with others/community – where coincidences, relationships, and experiences can mean new unexpected adventures that lead in a new direction of travel

A race or a journey?

T. Hooley: A Journey with occasional races....



1. WE CAN JUST SEE THE OPPORTUNITIES THAT ARE ON THE HORIZON

Theory: Careership Theory

Concept: Horizon of action

Who: Hodkinson & Sparkes

Tells us about:

- That we have a horizon for what actions we see as possible for us.
- The horizon narrows as we grow up (gender, class, ethnicity)
- Through counselling activities, the horizon for opportunities and action can be broadened

Hodkinson, P., H. Bowman & Colley H. (2006). Conceptualising transitions from education to employment as career development and/or learning in *Constructing the Future: Transforming Career Guidance*. Institute of Career Guidance, p. 35-48



2. CHANCE COMES INTO PLAY

Theory: Happenstance Learning Theory

Concept: Planned happenstance

Who: John Krumboltz

Tells us about:

Chance comes into play

Unplanned events can be acknowledged....

And can be planned/and not planned!

Reflections:

Pedro de Fonseca's keynote on topical challenges for career guidance at the iAEVG conference 2024 included Ronalds Sultan's article and criticism on 'dirty words'

Oxymorons and tension as a response





3. PEOPLE TAKE PART IN MULTIPLE CONTEXTS AT THE SAME TIME

Theory: Critical psychology

Concept: Daily life

Who: Klaus Holzkamp, critical psychology

Tells us about:

- That people participate in several contexts/contexts during a day
- All these contexts are at the same time, in everyday life, represented in human life and influence decisions
- Can make different and sometimes contradictory demands on us
- A conduct of everyday life is a personal arrangement in relation to the social arrangements of everyday life.
- A conduct of everyday life involves persons coordinating their various obligations, relations, and activities with their various co-participants in various social contexts across the day. To do so, persons set up more or less loose agendas and develop more or less elaborate ordinary sequences of activities to be carried out regularly.

Holzkamp, K. (1998). *Daglig livsførelse som subjektvidenskabeligt grundkoncept*. Nordiske Udkast, 26(2)

CAREER COMPETENCE RE-VISITED

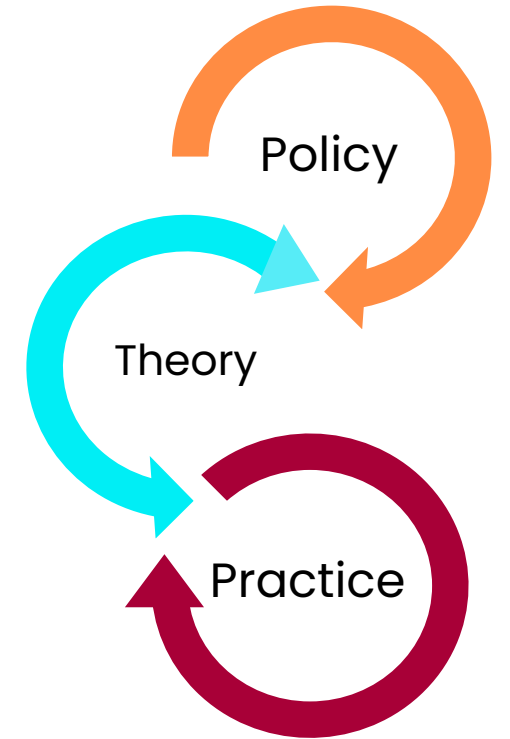
Career competence empowers people to manage their career, through change and transition.

It is the competence to know and understand oneself and one's context, to act and make choices, and to manage dilemmas and tensions associated with life, learning and work.

It includes the insight that individuals are shaped by their life circumstances and actions but can also influence and shape their own and society's future.



From a
practitce
perspective





What are the Career Buttons?

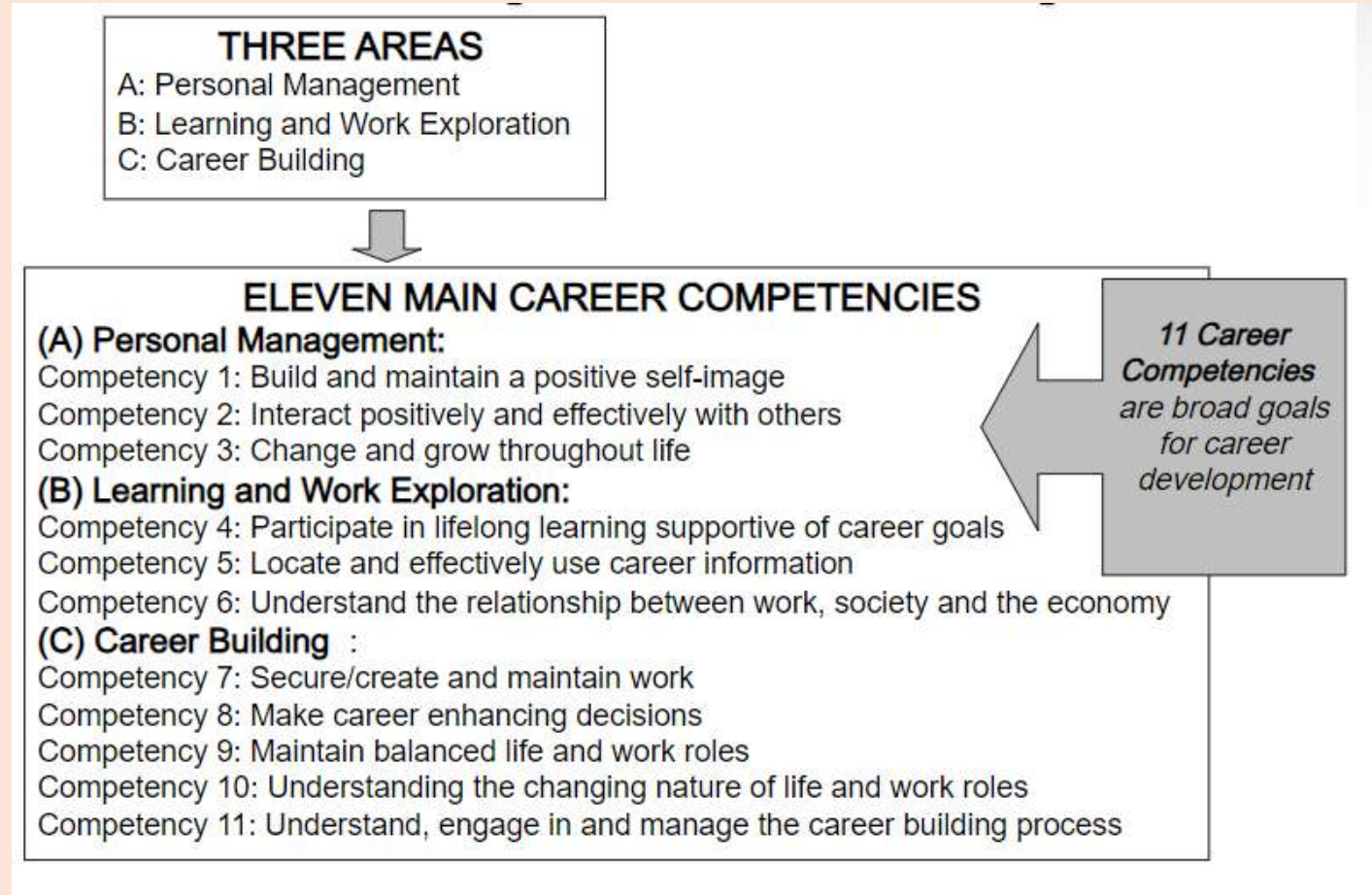


First: What are the Career Buttons not?

A CMS-framework often:

- Describes the Career Management Skills (that the framework points out to be) important to manage one's career.
- The skills are typically grouped under three to five generic themes or areas, which is then divided into more detailed descriptions of the concrete skills the individual needs to develop – for example like this:

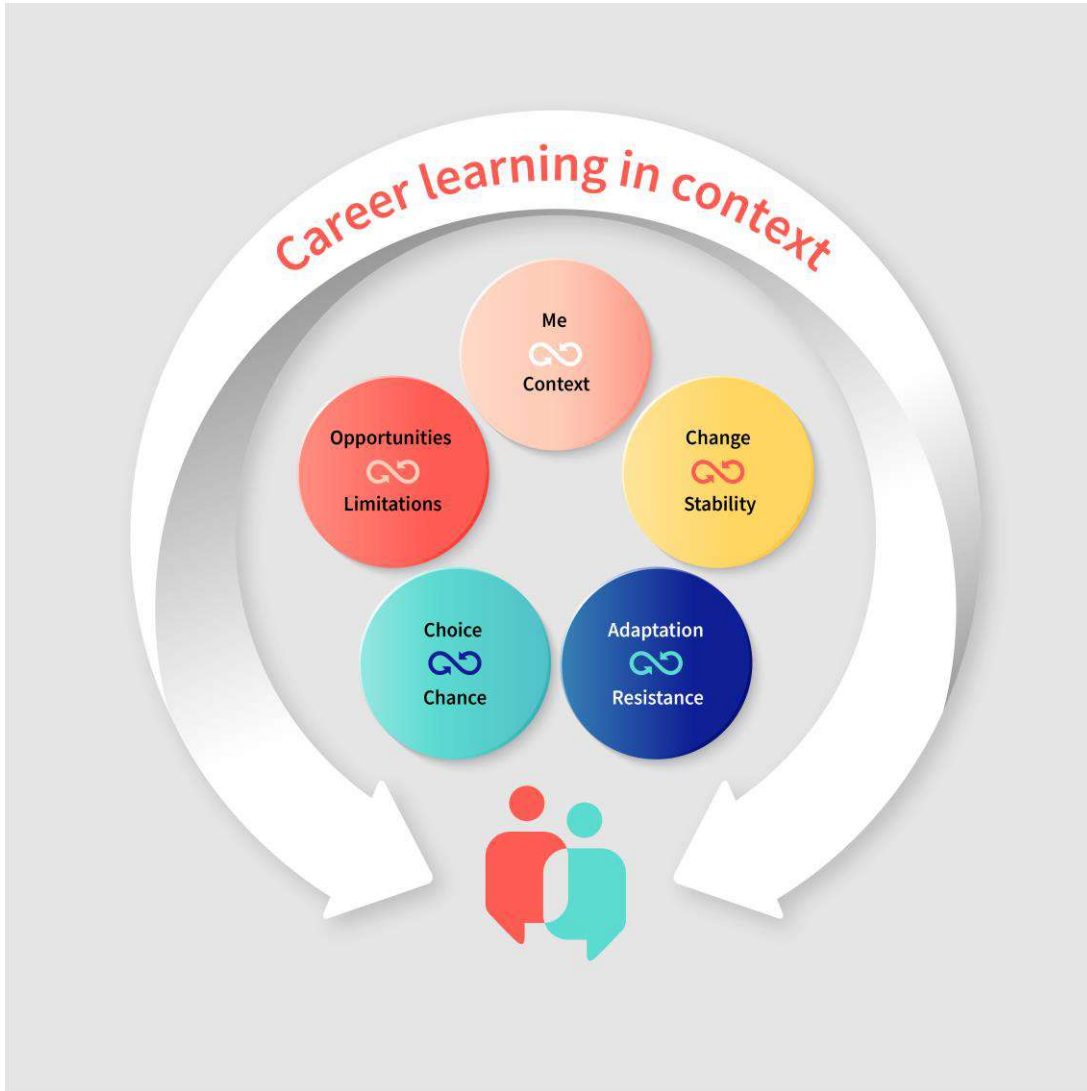
For example



A CMS-framework often:

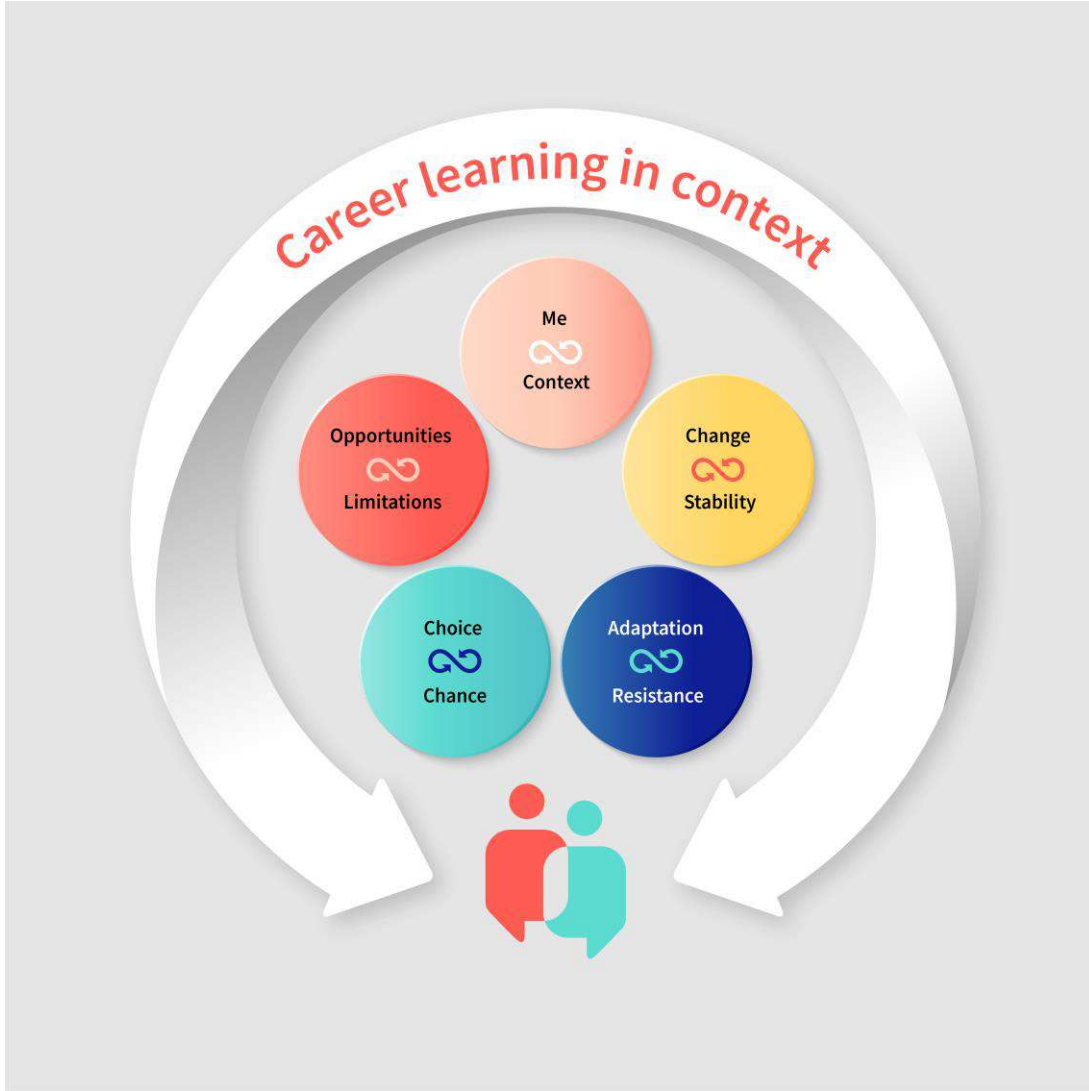
- Describes the Career Management Skills (that the framework points out to be) important to manage one's career.
- The skills are typically grouped under three to five generic themes of areas, which is then divided into more detailed descriptions of the concrete skills the individual needs to develop.
- This is based on the concept of Career Management Skills as something the individual *has* or can *learn*.

We have taken a different approach...



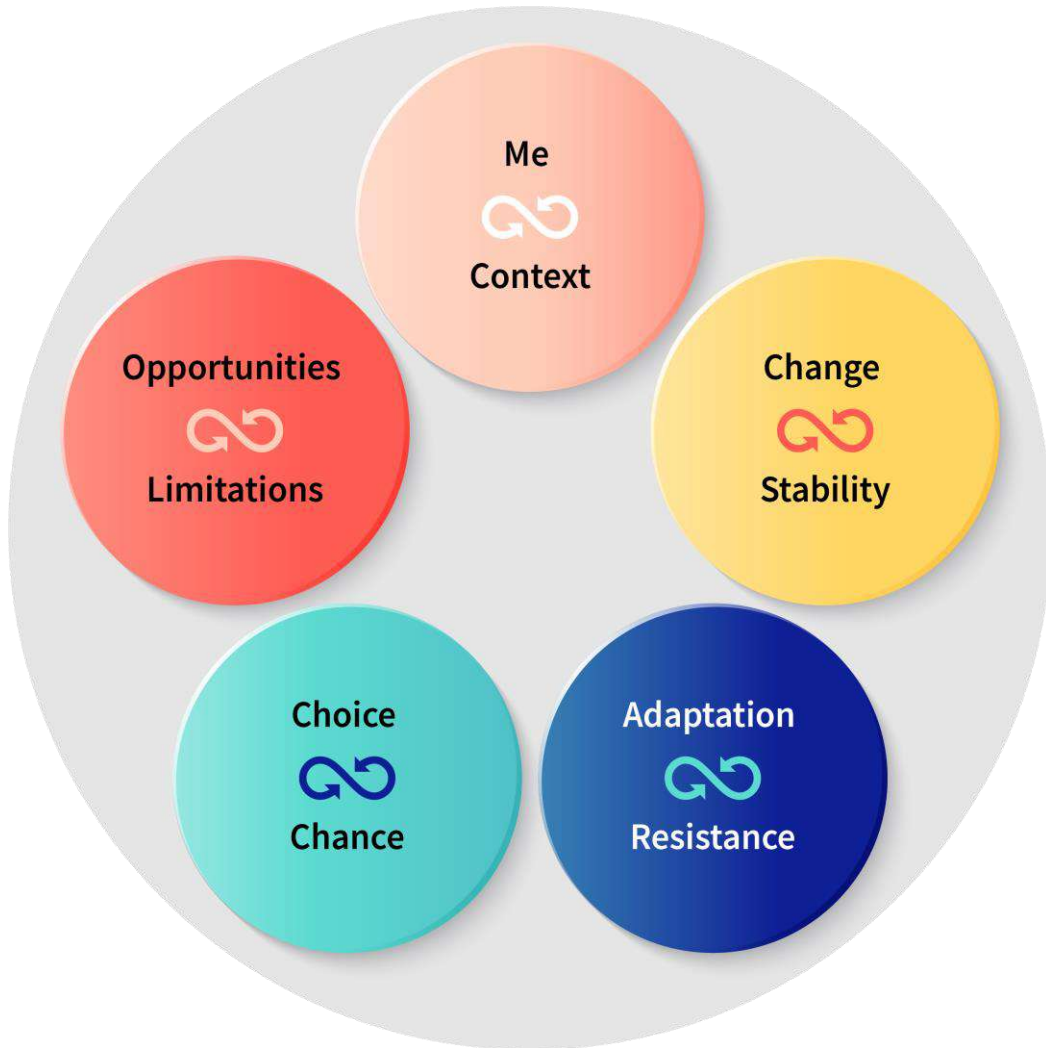
We developed the model : Career learning in context

- Highlights and discusses the contextual conditions that influences career learning
- Describes five areas of exploration and learning – the career buttons



How is this different?

The Career Buttons



- Five areas for exploration and learning
- Presented in word pairs (oxymorons)
- Illustrates the possible **dilemmas and tensions** that can be present in life, learning and work in times of change and transition.

Why word pairs?

The buttons can be seen as



Why the focus on dilemmas and tensions

that can be present in life,
learning and work in times of
change and transition?



Why the focus on areas of exploration and learning

Aim: to keep it open

- **Not fixed learning goals:** It is not given what a client needs (to learn)
- **Non normative:** It is not given what a good life or a good career is, and thus what skills are needed
- **Non authoritarian:** It is not up to anyone else (e.g. a CMS-framework) to define what skills the person needed to succeed
- **Open for development:** what can happen when exploring the possible dilemmas and tensions, that is open...
- **Open career narrative:** there are many plausible narratives about careers, life, learning and work
- **Open structure:** A range of different approaches to career learning activities for this client or group can be relevant.
- **Freedom of method:** it invites practitioners to draw on their professionalism and develop tailored learning activities



And then what happened?







KARRIEREVEILEDNING

Livsmestring i et nytt land –
karrierekompetanse





Let`s take a
closer look



Choice



Chance

This button focuses on making choices and managing chance.

Making choices is an essential part of career development, and something that an individual needs to manage.

Sometimes a choice *must* be made, such as the choice of education or job. At other times, the choices will be less influenced by external expectations.

But choices are not made in a vacuum, but will be made under the influence of external factors, or chance.

There are many elements of chance in a person's life; life is not lived independently of other people or events.

How can chance influence how a person's life unfolds in terms of education and work?

Chance may be perceived as 'wrong', but it is also possible to examine how chance may positively influence the path someone takes through education and work.



Choice



Chance

Choice

- explore choices and alternatives
- become aware of strategies and requirements for making choices
- assess the consequences of different alternatives
- draw on previous experience to make future choices
- know that not choosing also is a choice
- recognise that doubt is part of the process of choice, and that no strategy can predict the future
- know that a choice can be a one-off event or a slow process of change

Chance

- explore how coincidences have influenced events and choices related to education and work
- see and understand how non-planned events may have had an influence on your career development
- be aware of the opportunity to act or not act when a coincidence occurs
- explore how to make provisions for 'good' coincidences to happen



Opportunities



Limitations

The button Opportunities and Limitations is about investigating actual opportunities and becoming aware of the horizon of opportunities a person operates.

This horizon may be wide or narrow. It can be limited by knowledge and experience with education and work, by ideas and notions about education and work, and by the norms and expectations in the context one lives.

The button opens up for exploring these opportunities and limitations and to examine social conditions that can impose limitations on the individual's choices, actions and participation.

It may be relevant to examine whether perceived limitations, upon closer investigation, are not real limitations.

The button provides an opportunity to examine limitations and look for alternative courses of action.

Opportunities



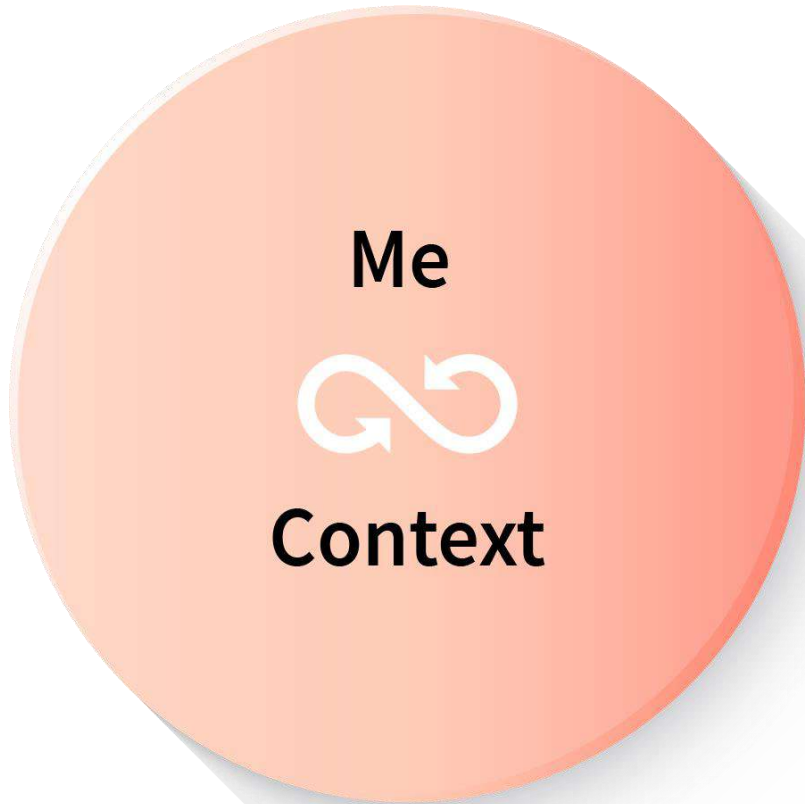
Limitations

Opportunity

- explore opportunities
- obtain knowledge and information to explore if the opportunities are relevant for you or not
- become aware of the scope of the opportunity horizon, i.e. what you know and consider to be possible
- explore whether your opportunity horizon can be expanded

Limitations

- reveal possible limitations
- analyse and assess the limitations and explore whether they are real or only imagined (mind traps)
- if the limitation is real, explore whether it can be addressed
- find out whether the negative effects of this limitation can be mitigated
- look into the possibilities for living with the (possible negative) effects of a limitation



Me

- know and understand myself – self-awareness
- explore and verbalise knowledge, skills, characteristics, values and attitudes
- clarify interests, wishes and needs, and expectations
- be aware of knowledge and skills, describe competence
- be aware of typical reaction patterns and strategies
- explore affiliations and find out with whom one shares a sense of belonging
- look back on the past, analyse the present and draw up a perspective for the future

Context

- See and understand my background, my life framework and how this may impact my situation
- See, analyse and understand the communities to which I belong
 - family, friends, colleagues, local community
 - working life, culture and society
- See and understand how my background and life context may impact on wishes and choices when it comes to education and work

Change



Stability

Change

- explore changes in your life and environment
- assess whether changes are desirable or undesirable
- see how changes in your life or environment may alter the premises for choice
- analyse previous changes and how they were addressed
- pay attention to changes in your immediate environment or society and assess the possible consequences

Stability

- become aware of stable elements in your life and environment
- know your own need for stability in various situations
- balance the need for stability against the desire for change
- be aware that stability may conflict with wishes or requirements for change



Adaptation



Resistance

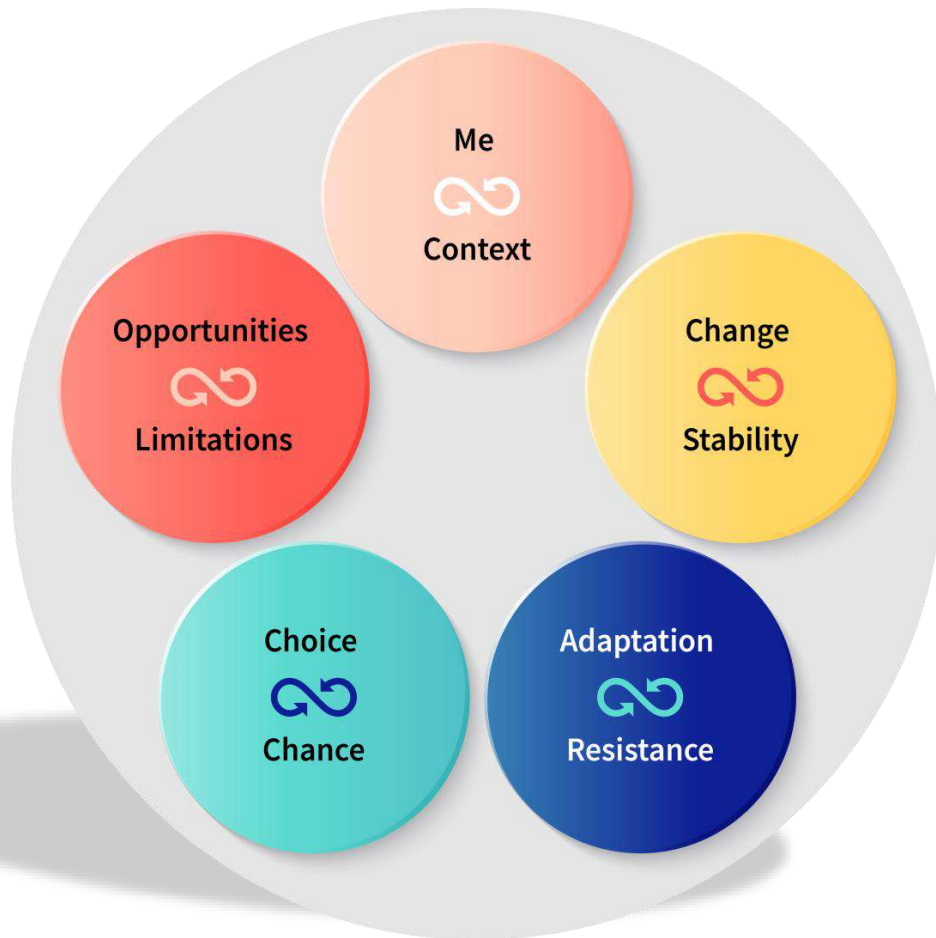
Adaptation

- see and understand the adaptations that a situation calls for
- explore and discover what and who are expressing this requirement for adaptation
- assess the consequences of possible adaptations
- determine whether the required adaptation is acceptable or problematic
- assess the consequences of not wanting to adapt

Resistance

- assess whether challenges encountered in a career-related situation call for resistance
- find out why a situation provokes resistance
- explore and assess the consequences of resistance
- determine whether the consequences of resistance are acceptable
- determine whether a balance between adaptation and resistance can be struck
- determine your own limits to adaptation

Create a new career button





Create a new career button

- What tensions and dilemmas can people experience in their lives connected to career development, that is not covered in our model?
- The new button can e.g. relate to
 - wider perspectives - tensions and dilemmas that can occur in society or in working life that can affect the individual
 - or tensions and dilemmas that can occur in peoples personal lives/careers




Let`s have a look at
the new buttons!





Want to know more? See the webpage:

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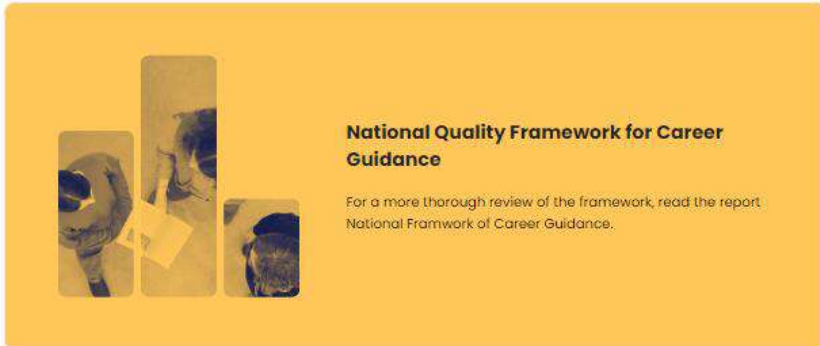


Fields

Competence standards 	Career competence 
Ethics 	Quality assurance 

National Quality Framework for Career Guidance

For a more thorough review of the framework, read the report: National Framework of Career Guidance.



Areas for exploration and learning



The areas for exploration and learning are general and generic indications of themes that could be relevant for exploration, and the objective is for the client to be able to develop and activate the career competences required by them at the time and in the situation when they are needed. The career competence areas provide practitioners/teachers and clients with a common language and a potential structure for exploration and learning.

The career competence areas are intended to contribute to the development of activities that support career learning in all sectors, for people of all ages and in different situations.

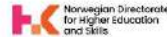

The five career competence areas

Me in Context



Me in context shows that people are always in a frame of reference, known as context. The context includes a person's close contacts in a family, in a local community or other community, and in a greater society (such as the Norwegian society or the global society). Every


Or read the report:

 Norwegian Directorate for Higher Education and Skills  Co-funded by the European Union

Report

National Quality Framework for Career Guidance

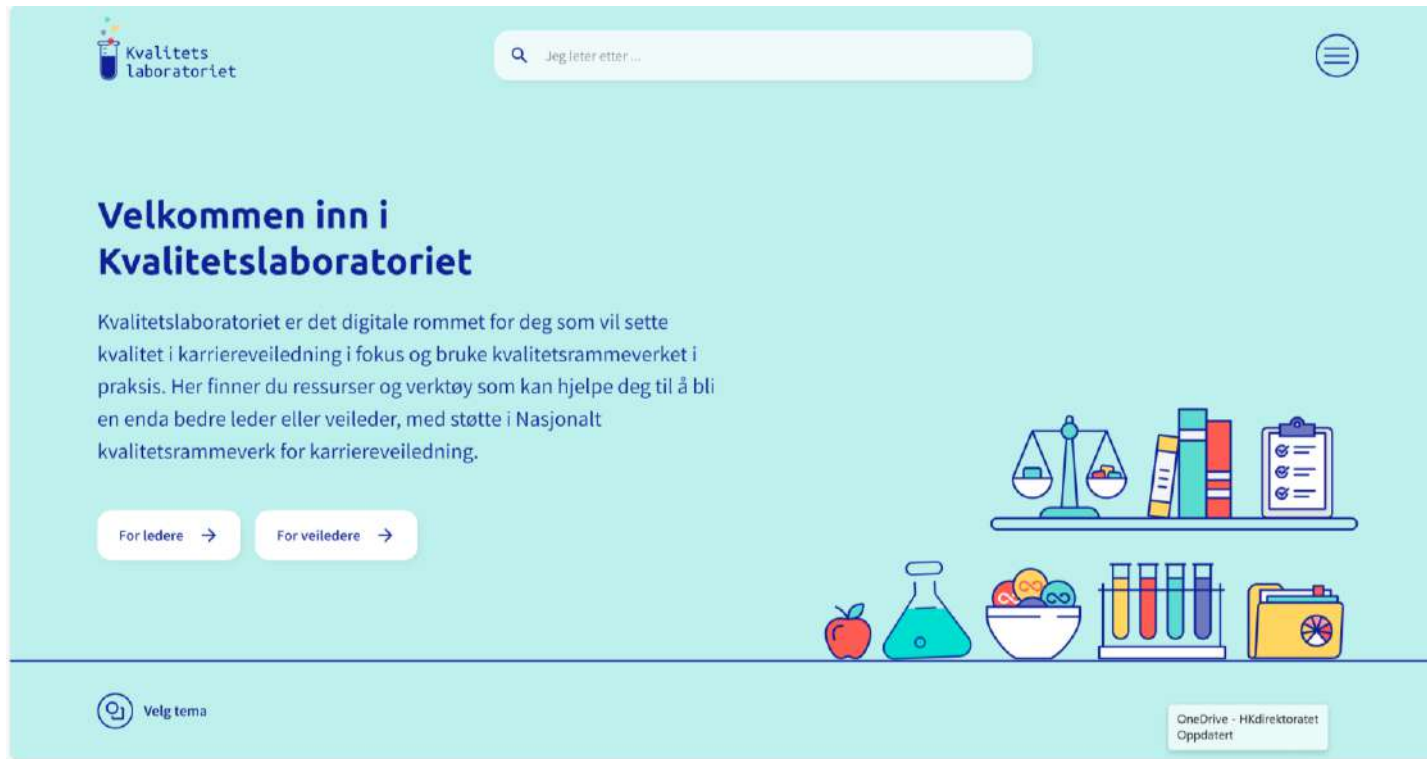
Presentation of the areas of Competence standards, Career competence and Ethics



[National Quality Framework for Career Guidance](#)

And even more (but only in Norwegian)

The quality laboratory



Easily accessible resources for inspiration, learning and better understanding

Films, articles, free to use learning material, examples of best practice etc.

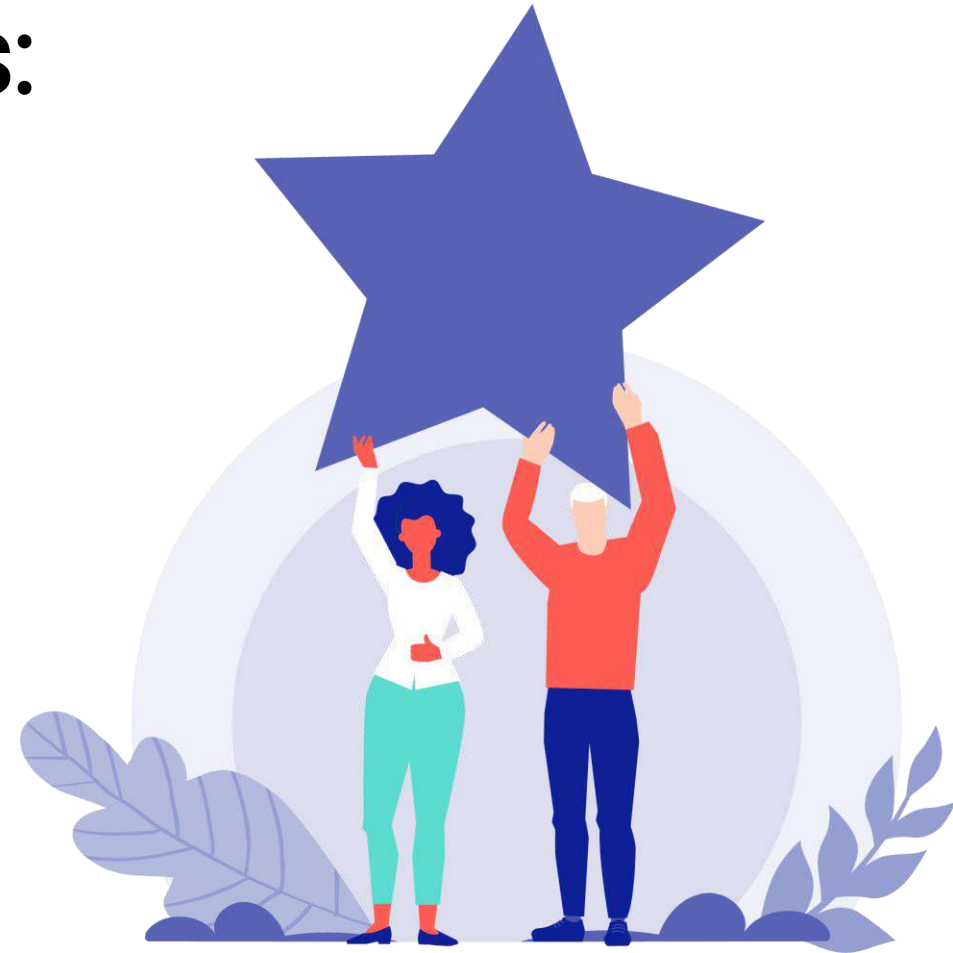
[Have a look: The Quality Laboratory](#)


What we hope you take away from this workshop is:

The courage to:

- try new policy processes
- take theory and use it in practice
- develop models that are open

- and to work together across policy, practice and theory!



A large, curling ocean wave with white foam, set against a blue sky and sea. The wave is the central focus, with its crest curling over. The water is a vibrant teal color, and the foam is bright white. The background is a clear blue sky and a darker blue sea.

Thank you for your courage
to be part of this workshop!