




**Hybrid Conference**  
**Enhancing Career Readiness  
and Transition Competencies**

Thursday, 19 October 2023  
8:00 to 14:30



UNESCO Amphitheatre  
University of Nicosia



***“Career-Ready?  
Career readiness competencies  
in the global labour market”***

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Organisers:



# Career ready for the future of work ?

## A Framework for Understanding the Future of Work



### Faces of Change

1. Technology: AI, robotics, sensors, and data
2. Demographics: Longer lives, growth of younger and older populations, and greater diversity
3. The power of pull: Customer empowerment and the rise of global talent markets



### Work and Workforces Redefined

1. Reengineering work: Technology reshapes every job
2. Transforming the workforce: The growth of alternative work arrangements



### Implications for Individuals

1. Engage in lifelong learning
2. Shape your own career path
3. Pursue your passion



### Implications for Organizations

1. Redesign work for technology and learning
2. Source and integrate talent across networks
3. Implement new models of organizational structure, leadership, culture, and rewards



### Implications for Public Policy

1. Reimagine lifelong education
2. Transition support for income and health care
3. Reassess legal and regulatory policies

# Why **career readiness** concept is now more relevant than ever?

## ✓ **Dynamic and rapidly changing nature of work**

- **Technological Advancements & Automation/** creation of new sectors and professions - new tasks to replace automated tasks/ Displacement & transition from declining occupations to new jobs
- **Globalization and Interconnectedness of businesses and workforces across the world.** Professionals need to understand diverse cultures, navigate international markets, and collaborate with people from different backgrounds and perspectives.
- **Shift to remote and hybrid work models in virtual environments**
- **Platformisation of work - Gig Economy and Flexibility**
- **Job Insecurity & Economic Uncertainty**
- **Non-standard forms of employment - other than a full-time permanent contract--e.g.,** employee sharing, job sharing, interim management, casual work,, voucher-based work, portfolio work, crowd employment, collaborative employment



# Why **career readiness** concept is now more relevant than ever?



- ✓ **Workforce generational changes** – By 2030, hyper-connected, tech savvy millennials will make up 75% of the workforce.
- ✓ **Need for Lifelong Learning and Continuous Skill Development**
  - ❑ **Rapid Skills obsolesce** – “half-life” of a learned skill is about 4-5 years /technical skills 2,5 years (meaning that every 4-5 years, that skill is about half as valuable as it was before)
  - ❑ **Evolving Job Roles and Skill Demands** - employers now seek a broader set of skills beyond just technical expertise/ Soft skills
- ✓ **Societal Changes/ expectations**
  - ✓ understanding and contributing to **Diversity, Equity, and Inclusion/ Sustainability and Social Responsibility**
  - ✓ **Facing Crisis Upon Crisis** (financial-humanitarian – health – food & energy crisis/ conflicts/ migration) **global challenges & extreme labour market turbulence**

# *Understanding Career Readiness*

“**capacity** of young people to **approach labour market** entry and imagine **career progression** from an **informed and confident** perspective based on **critical engagement with the world of work**”

.....successfully **prepared for transitions** into, and **navigation** through, future working lives, deploying the knowledge, skills and qualifications developed in education and training systems”

(Mann, Denis and Percy, 2020)





# ***Building Career Readiness –*** The critical role of Career Counselling



# Career readiness

*a fresh approach to major career theories and models*

## Person-environment fit theories

Parsons' Trait and Factor theory of Occupational Choice/ Holland's Theory of Career Choice

Career readiness connects with **Self-awareness** and **Knowledge of the world of work**

involving:

- Understanding/ assessment of individual traits (aptitudes, interests, personal abilities, values, talents and skills)
- learning about jobs and the labour market
- matching careers to talents, skills and personality based on comprehensive assessment and self-reflection

flaws beliefs desires  
strengths personality intentions  
character feelings dislikes values  
likes Self Awareness actions  
habits motivations goals  
tendencies qualities thinking patterns  
perceptions thoughts passions  
weaknesses mood sensations needs  
emotions

tophatpanda.com



# Career readiness

*a fresh approach to major career theories and models*

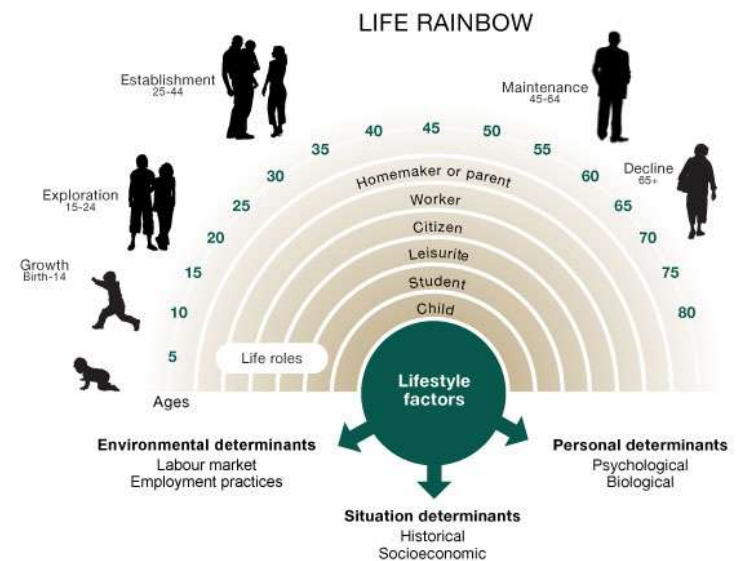
## *-Super's Career Development Theory*

Career readiness involves:

**self-awareness, career exploration, decision-making,** and understanding one's career choices alignment with values, interests, skills, and goals.

**Career maturity** a central concept

- It is defined as **readiness to cope appropriately with the developmental tasks** of one's life stage and to make socially required **career decisions**.





# Career readiness

*a fresh approach to major career theories and models*

*Bandura's Social Cognitive Theory, 1997) /  
Lent, Brown and Hackett (1994, 2002)*

*Career readiness & Perceived Self-efficacy/self-  
efficacy beliefs in career planning*

**Career readiness involves building a proactive approach  
to career decision-making and career management**

- self-efficacy beliefs, setting goals (**subjective judgements of the individual's ability and personal efficiency** to organize and execute an effective career plan)
- **High self-efficacy beliefs/ Difficulties = challenges**  
High commitment to professional goals - personal control – determination & exploration of alternatives
- **Low self-efficacy beliefs/ Difficulties = threats** - Low career expectations/ goals, inactivity, confusion



# Career readiness

*a fresh approach to major career theories and models*

## *Savickas' Career Construction Theory (2005, 2015)*

- ❑ Career readiness involves
  - constructing a **coherent and meaningful career narrative** by integrating one's self-concept, values, skills, and experiences into a **personal career story**.

## *Savickas' Life Design Theory*

### *Career progression/ dealing with career uncertainty*

- ❑ Career readiness involves
  - fostering a **sense of purpose, personal meaning** in career "building" future aspirations and career roles
  - **Career adaptability/ management of change and career transitions**
  - **Active engagement** in designing one's career and life path.



# Career readiness

*a fresh approach to major career theories and models*

## Krumboltz's

### ❑ *Social Learning Theory*

emphasizes the **role of social influences, learning experiences, and decision-making processes** in career development.

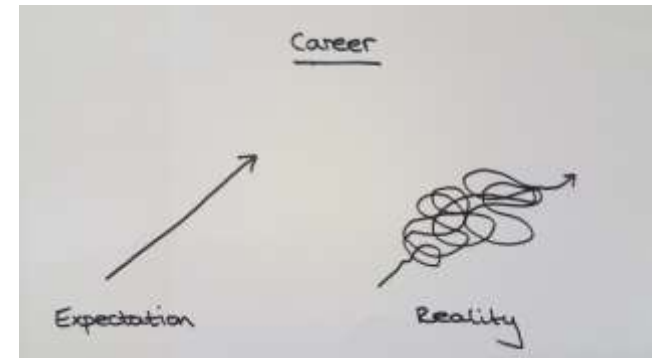
**Career readiness** involves **acquiring skills, attitudes, and knowledge through learning experiences, role models, and social interactions** that help individuals make informed career decisions.

❑ **Planned happenstance theory** - taking advantage of **unplanned events**

**Career readiness** involves

- deal effectively with career indecision (**not career confusion**)
- deal with **complexity, change, chance and uncertainty**
- deal with the **limited degree of control** in career development

**It's OK to not always plan!**



### Planned happenstance theory



- Curiosity
- Persistence
- Flexibility
- Optimism
- Risk taking

*Career ready?*

*From theory to... reality*



# *Career ready?*

## *From theory to... reality*

### OECD Programme for International Student Assessment (PISA, 2018) alarming findings

Teenagers show

- ✓ **narrow career aspirations**
- ✓ **concentrated and unrealistic occupational expectations**
- ✓ **increased career uncertainty**
- ✓ **career misalignment** – career expectations that don't match with educational plans
- ✓ **career confusion**
- ✓ **constrained career aspirations/ ambitions capacity**

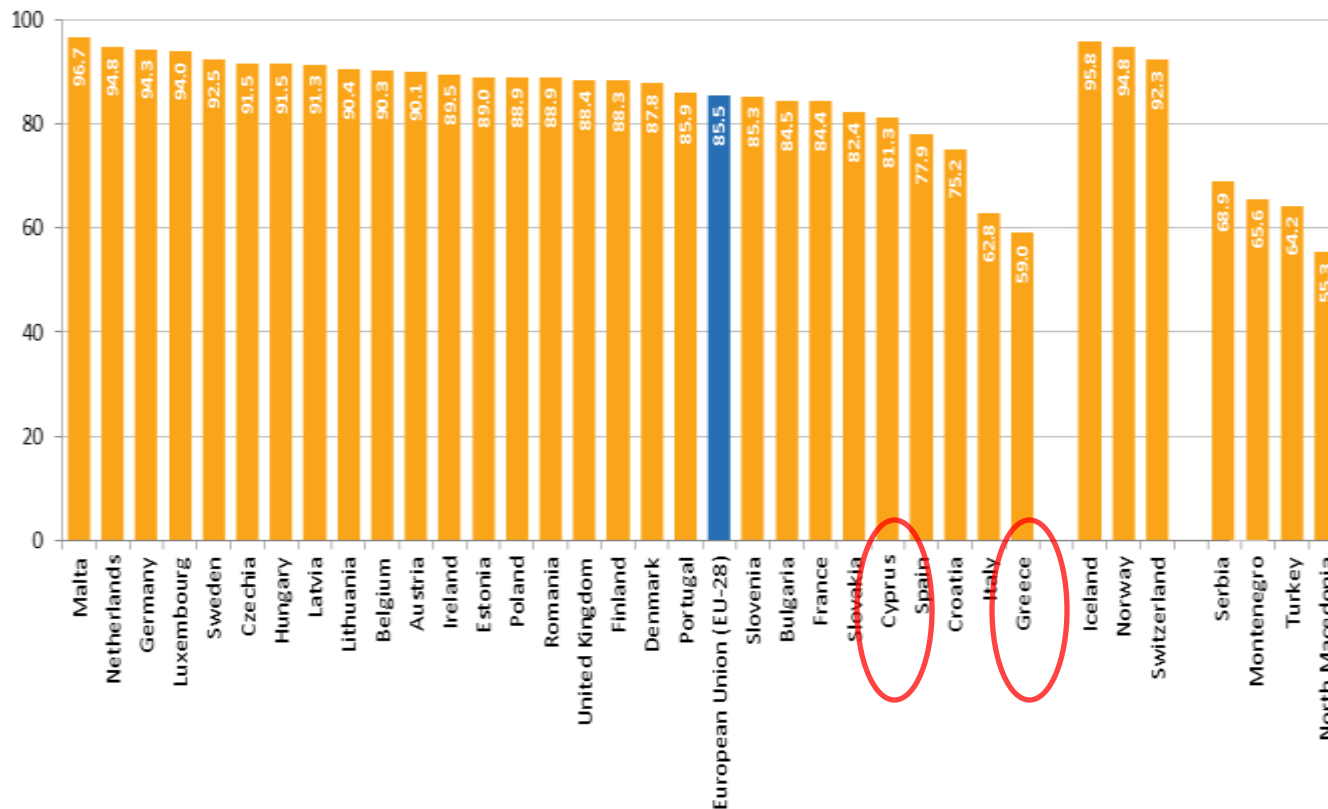


Photo by [Angshu Purkait](#) on [Unsplash](#)



# Reflections of low career readiness in the labour market - skills mismatch

Employment rates of recent tertiary graduates, aged 20-34, not in education and training, 2018 (%)



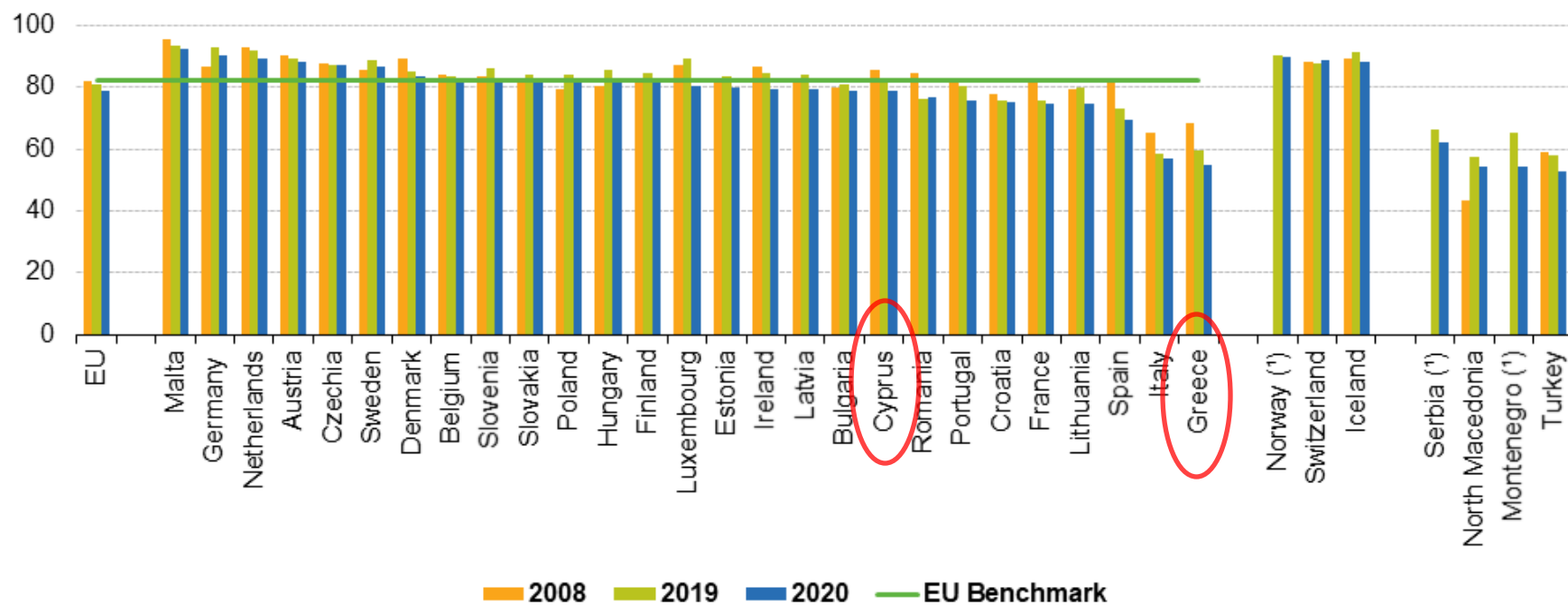
**Horizontal skills mismatch** - a mismatch between the type of qualifications acquired by individuals and those required for their current job.

In Greece 1 out of 3 higher education graduates are employed in professions not related to the subject of their studies.

# Reflections of low career readiness in the labour market – declining employment rates

Employment rates of recent graduates (aged 20–34) not in education and training, 2008, 2019 and 2020 <sup>(1)</sup>

(%)



<sup>(1)</sup> Graduates: with an upper secondary & post-secondary non-tertiary education or a tertiary education (ISCED 2011 levels 3–8); having graduated within one to three previous years. Breaks in series.

<sup>(2)</sup> 2008: not available.

Source: Eurostat (online data code: edat\_lfse\_24)

# *Career ready?*

*.... Searching for answers*



*Exploring perspectives of youngsters and employers in Greece*

# Perspectives of young people aged 18-35 in Greece

1538 interviews (43,8 % secondary education graduates - 11,1 % initial /CVET graduates - 23,3 % higher education)

## Reasons why young adults experience difficulties to find work

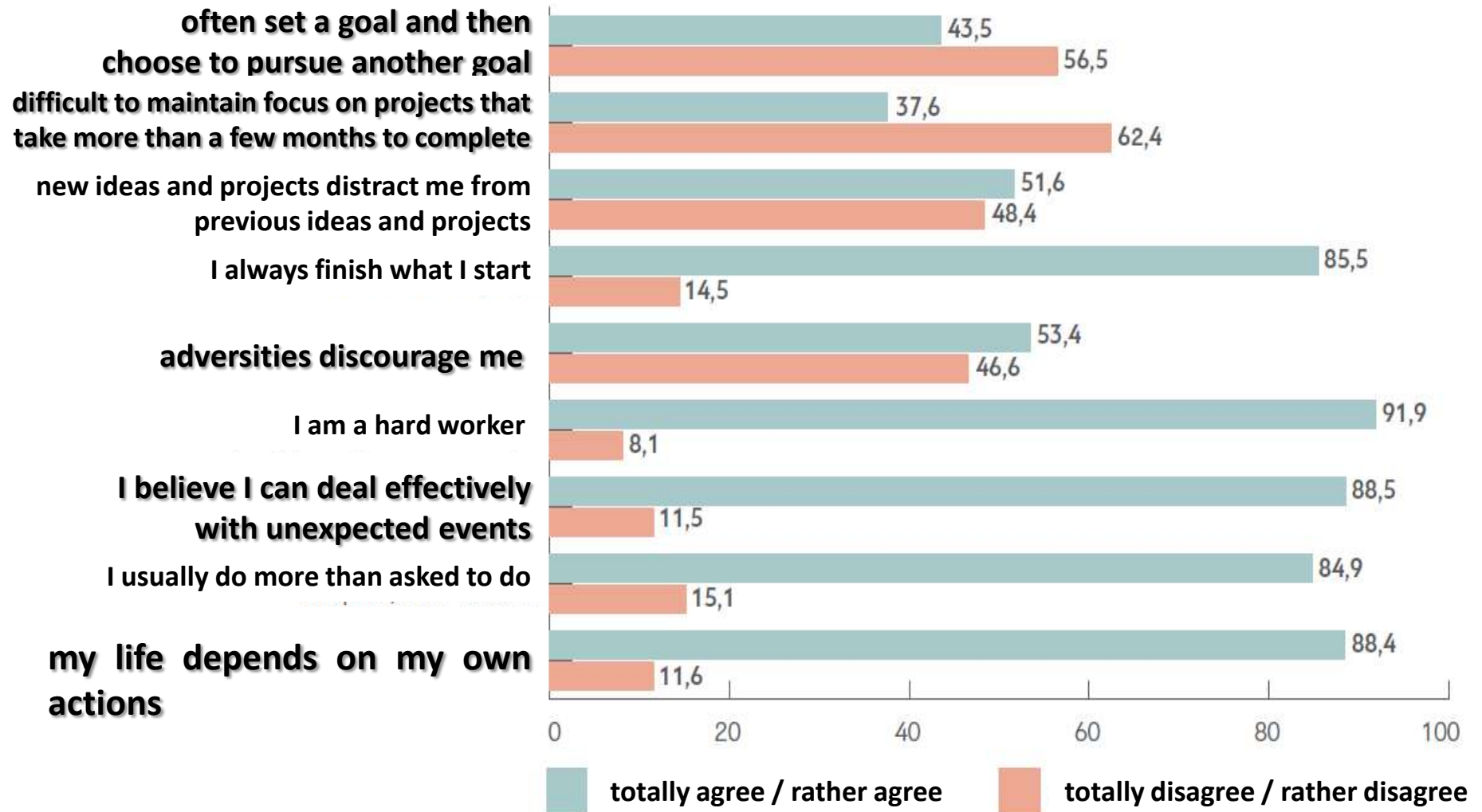
- **63,9%** had **not enough information on work opportunities**
- **83,1%** had **not adequate career guidance** at school/university
- **86,9%** of the unemployed had **not received the right support to find work**
- **59,6%** not possessing the skills required by employers – **82%** willing to **learn new skills (e.g. language, ICT etc)** / **67,5%** willing to **learn completely new skills or train for a new job**
- **77% - 96%** report reasons associated to **precarious working conditions** - **95,9%** declare **security as a significant characteristic in a job**
- **34%** report that no matter what they do they cannot find a job that suits them
- **24%** report **ignorance of searching for a job as a reason for not actively searching for a job**
- **29,2%** are **unaware of skills and abilities** to successfully start their own business



Photo by [Brooke Cagle](#) on [Unsplash](#)

# Perspectives of youngsters in Greece

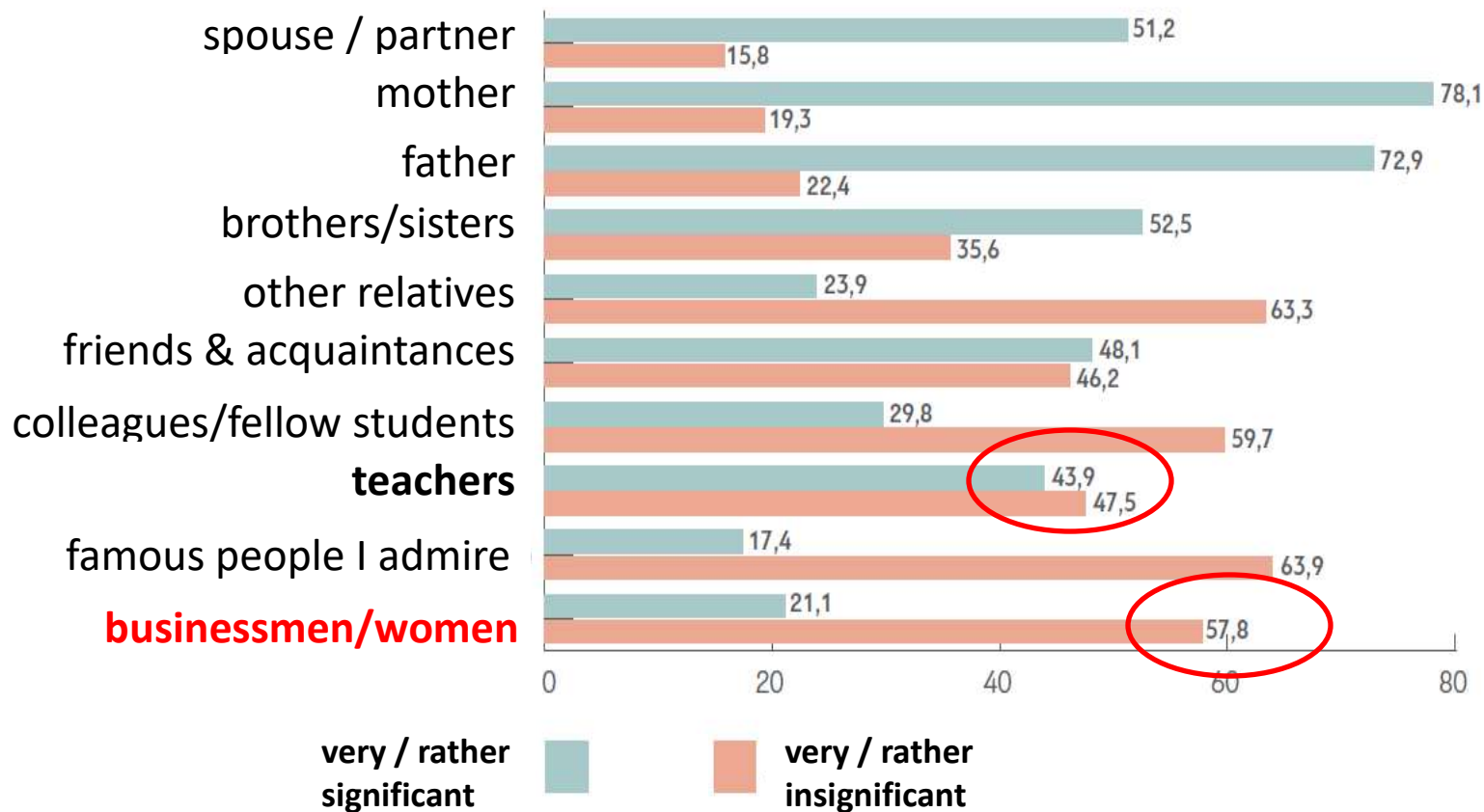
- To what extent do you agree or disagree with the following?





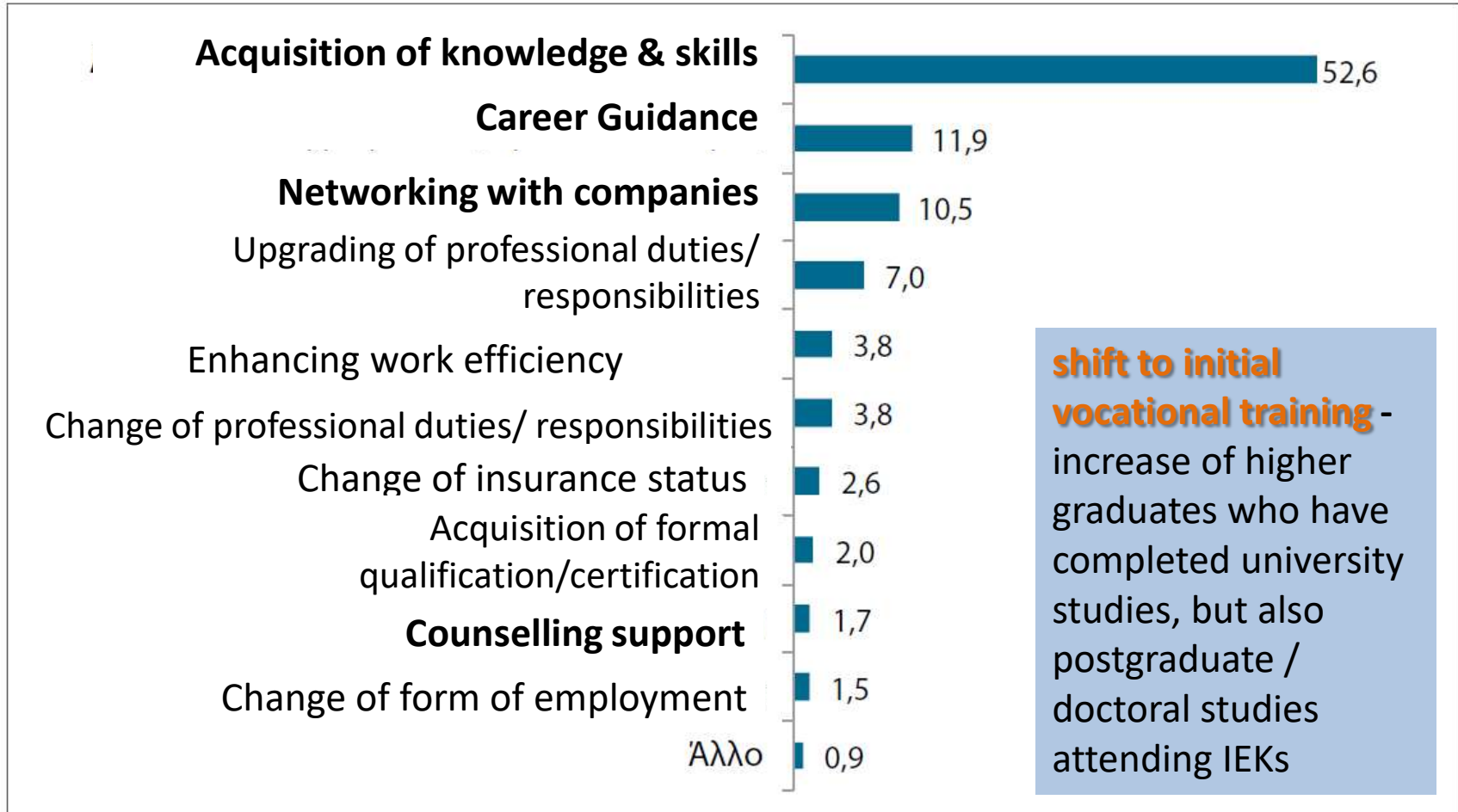
# Perspectives of youngsters in Greece

- How significant was the influence of other people in the choices for their job, career and education?



# **Perspectives of youngsters in Greece** - survey on 1,504 initial vocational training graduates in 2017-2018 throughout Greece (total population of 15,000 men and women)

- **Main way of the initial vocational training contributed to finding a job** (344 respondents stated the training program they attended helped them to find a job)



# Perspectives of young 1st to 2nd year university students in Greece

- **68,5%** declare that **career guidance at school has not been a factor influencing choices** of their studies in the university
- **25,2%** declare that they are **uncertain of their career preferences** (beyond first cycle university studies)
- **18,8 %** declare that they remain **uncertain about their interest in specific professions**
- **26,6%** declare that they **do not have sufficient information about their skills and personal characteristics** (strengths, abilities)
- **76,5%** highlight the more **systematic information on career prospects** and **82,9%** the more **systematic acquaintance with professions** as possible influencing factors on future educational and career decisions



Photo by [Brooke Cagle](#) on [Unsplash](#)

Source: Κυρίδης, Α. (2022) Τα σχολικά όνειρα, οι σπουδές και η μελλοντική εργασία φοιτητών και φοιτητριών ελληνικών ΑΕΙ - Διαδρομές μεταξύ της ελπίδας και της ματαιώσης, ΚΑΝΕΠ ΓΣΕΕ [https://www.kanep-gsee.gr/wp-content/uploads/2022/06/SXOLIKA-ONEIRA\\_e-book.pdf](https://www.kanep-gsee.gr/wp-content/uploads/2022/06/SXOLIKA-ONEIRA_e-book.pdf)

# *Enhancing student / youth career readiness skills in the 21st century*

A career readiness framework helps :

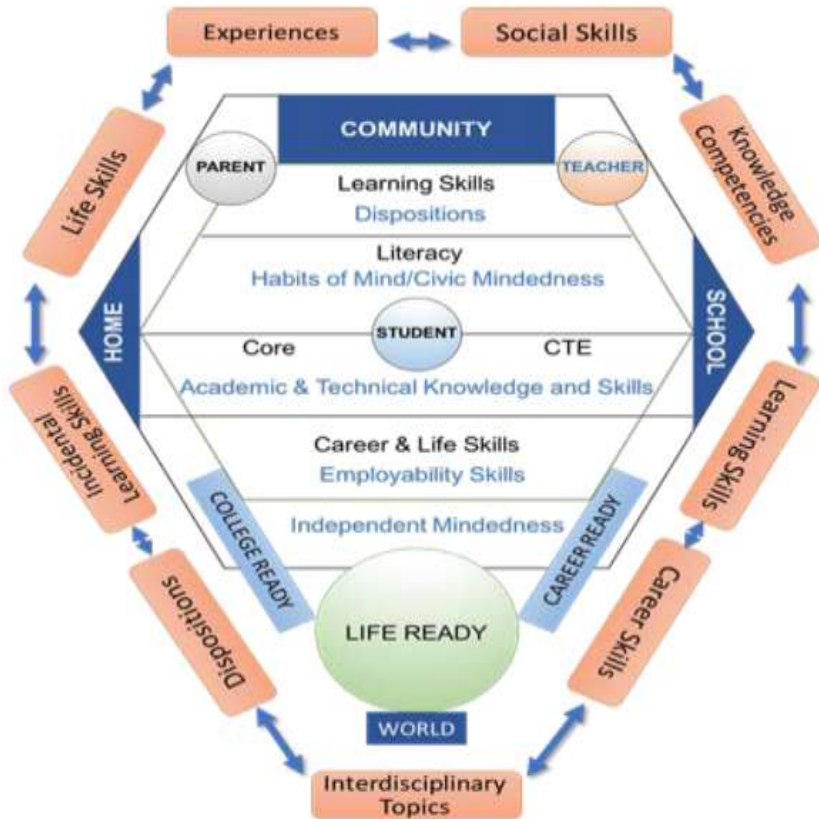
❑ educators addressing **career-related goals and outcomes** of curricular and extracurricular activities for school students

❑ **prepare higher education students** for success in the workplace and lifelong career management, **regardless of the student's field of study**

❑ employers in **sourcing/ develop talent**, providing a means of identifying key skills and abilities across all job functions



# A conceptual model for the study of student readiness in the 21st century (DiBenedetto & Myers, 2016)



Conceptual model for the study of student readiness in the 21st century (DiBenedetto & Myers, 2016)

A Universal Framework for Students Career Readiness Skills development to prepare for life and the dynamic job market should integrate :

- ✓ Academic preparation
- ✓ Career Awareness and Exploration
- ✓ Experiential Learning – work exposure
- ✓ Core Life Competencies & Soft skills (personal traits & behaviours associated to job performance)
- ✓ Lifelong learning for the development of job-specific skills
- ✓ Career Planning and Self-Management skills



***Knowledge, Skills, and Dispositions required of high school students to be career ready in the 21st century (DiBenedetto & Myers, 2016)***

<b>Construct</b>	<b>Variable</b>
<b>Learning Skills</b>	Contextual Learning, Critical Thinking, Initiative, Perseverance/Grit, Problem Solving, Reasoning, Self-Direction
<b>Life Skills</b>	Accountability, Goal Management, Organizational Skills, Problem Solving, Social/Cross-Cultural Skills, Time Management
<b>Career Skills</b>	Career Decision Making, Job Search Skills, Productivity, Responsibility, Work Habits/Ethics
<b>Social Skills</b>	Understanding Diversity, Ethical Responsibility, Honesty, Integrity, Social Responsibility
<b>Interdisciplinary Topics</b>	Agriculture, Civics, Communications, Economics, Environment, Global Awareness, Health, Technology
<b>Knowledge Competencies</b>	Decision Making, Innovation, Proficiency, Personal Productivity, Teamwork

***Knowledge, Skills, and Dispositions required of high school students to be career ready in the 21st century (DiBenedetto & Myers, 2016)***

Construct	Variable
<b>Incidental Learning Skills</b>	Adaptability, Confidence, Decision Making, Flexibility, Leadership, People Skills, Productivity, Proficiency, Initiative/Self-Direction, Teamwork
<b>Dispositions</b>	Creativity/Creative Thinking, Engagement in Life-Long Learning, Flexibility, Innovation, Motivation, Perseverance/Grit, Personal Productivity, Responsibility, Self-Direction/Self Discipline, Self Esteem
<b>Knowledge Competencies</b>	Decision Making, Innovation, Proficiency, Personal Productivity, Teamwork
<b>Incidental Learning Skills</b>	Adaptability, Confidence, Decision Making, Flexibility, Leadership, People Skills, Productivity, Proficiency, Initiative/Self-Direction, Teamwork
<b>Experiences</b>	Career Related Work Experience/Internship, Community Engagement, Cross Disciplinary Connections, International Engagement, Leadership, Project Management, Teamwork

# NACE National Association of Colleges and Employers

## Competencies for a Career-Ready Workforce Definitions



### Career & Self Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

### Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.



### Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.



### Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.



### Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.



### Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.



### Teamwork

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.



### Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

[naceweb.org/career-readiness-competencies](https://naceweb.org/career-readiness-competencies)

# Foundational skills in the future world of work

## 56 DELTAs – Distinct elements of Talent

Source: McKinsey, 2021

56 DELTAs<sup>1</sup> across 13 skill groups and four categories

Cognitive	
<b>Critical thinking</b> <ul style="list-style-type: none"> <li>● Structured problem solving</li> <li>● Logical reasoning</li> <li>● Understanding biases</li> <li>● Seeking relevant information</li> </ul>	<b>Planning and ways of working</b> <ul style="list-style-type: none"> <li>● Work-plan development</li> <li>● Time management and prioritization</li> <li>● Agile thinking</li> </ul>
<b>Communication</b> <ul style="list-style-type: none"> <li>● Storytelling and public speaking</li> <li>● Asking the right questions</li> <li>● Synthesizing messages</li> <li>● Active listening</li> </ul>	<b>Mental flexibility</b> <ul style="list-style-type: none"> <li>● Creativity and imagination</li> <li>● Translating knowledge to different contexts</li> <li>● Adopting a different perspective</li> <li>● Adaptability</li> <li>● Ability to learn</li> </ul>

Interpersonal	
<b>Mobilizing systems</b> <ul style="list-style-type: none"> <li>● Role modeling</li> <li>● Win-win negotiations</li> <li>● Crafting an inspiring vision</li> <li>● Organizational awareness</li> </ul>	<b>Developing relationships</b> <ul style="list-style-type: none"> <li>● Empathy</li> <li>● Inspiring trust</li> <li>● Humility</li> <li>● Sociability</li> </ul>
<b>Teamwork effectiveness</b> <ul style="list-style-type: none"> <li>● Fostering inclusiveness</li> <li>● Motivating different personalities</li> <li>● Resolving conflicts</li> </ul>	<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Coaching</li> <li>● Empowering</li> </ul>

Self-leadership	
<b>Self-awareness and self-management</b> <ul style="list-style-type: none"> <li>● Understanding own emotions and triggers</li> <li>● Self-control and regulation</li> <li>● Understanding own strengths</li> <li>● Integrity</li> <li>● Self-motivation and wellness</li> <li>● Self-confidence</li> </ul>	
<b>Entrepreneurship</b> <ul style="list-style-type: none"> <li>● Courage and risk-taking</li> <li>● Driving change and innovation</li> <li>● Energy, passion, and optimism</li> <li>● Breaking orthodoxies</li> </ul>	
<b>Goals achievement</b> <ul style="list-style-type: none"> <li>● Ownership and decisiveness</li> <li>● Achievement orientation</li> <li>● Grit and persistence</li> <li>● Coping with uncertainty</li> <li>● Self-development</li> </ul>	

Digital	
<b>Digital fluency and citizenship</b> <ul style="list-style-type: none"> <li>● Digital literacy</li> <li>● Digital learning</li> <li>● Digital collaboration</li> <li>● Digital ethics</li> </ul>	
<b>Software use and development</b> <ul style="list-style-type: none"> <li>● Programming literacy</li> <li>● Data analysis and statistics</li> <li>● Computational and algorithmic thinking</li> </ul>	
<b>Understanding digital systems</b> <ul style="list-style-type: none"> <li>● Data literacy</li> <li>● Smart systems</li> <li>● Cybersecurity literacy</li> <li>● Tech translation and enablement</li> </ul>	

<sup>1</sup>Distinct elements of talent.

## **Conclusion: Career readiness & challenges for career guidance**

- ✓ **Proactive actions** - early career guidance interventions towards career readiness gaps of students before leaving school
- ✓ **Emphasis on individual career potential & experiential approach to career choice**
- ✓ **Increase accessibility** of all students to adequate experiential career exploration opportunities + career counselling in school
- ✓ **Provide solutions/tools** to increase career skills self awareness especially at critical transition points
- ✓ **Focus on the “missing talent”** - underachieving disadvantaged students - **Emphasis on personal empowerment techniques**
- ✓ **Closer connection to the world of work/ updated response about the purpose of education** - Capacity of schools to enhance the employment outcomes of young people
- ✓ **Deal with the paradox** - young people are highly qualified but they face hostile labour market conditions - **precarious employment**
- ✓ **Focus on soft skills** - agree on specific frameworks/methodologies to promote the development of career readiness competences
- ✓ **Broaden engagement in career readiness** involving policy makers, guidance community, parents, teachers, employers and career guidance beneficiaries







**Hybrid Conference**  
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**Thank you for  
your attention!**

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