

Adapt-Ability to the rescue

Managing career transitions in turbulent times

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Agenda



Research in context



coach advising sk
knowledge experience
goal worksh
help trainin
learning development
teaching mentor cou
job motivation



Research Questions



RQ1

How can I use Savickas' Career Adaptability Inventory in career consultations to generate discussion?

RQ2

How does PGRs' experience of completing the CAAI-UK encourage them to reflect on their career development?

RQ3

How might the research findings influence the services provided to support PGRs' career development?

Answering the RQs



RQ1

Complete Reflective Field Sheet on CAAI-UK completed during or prior to career consultation

RQ2

Focus groups

RQ3

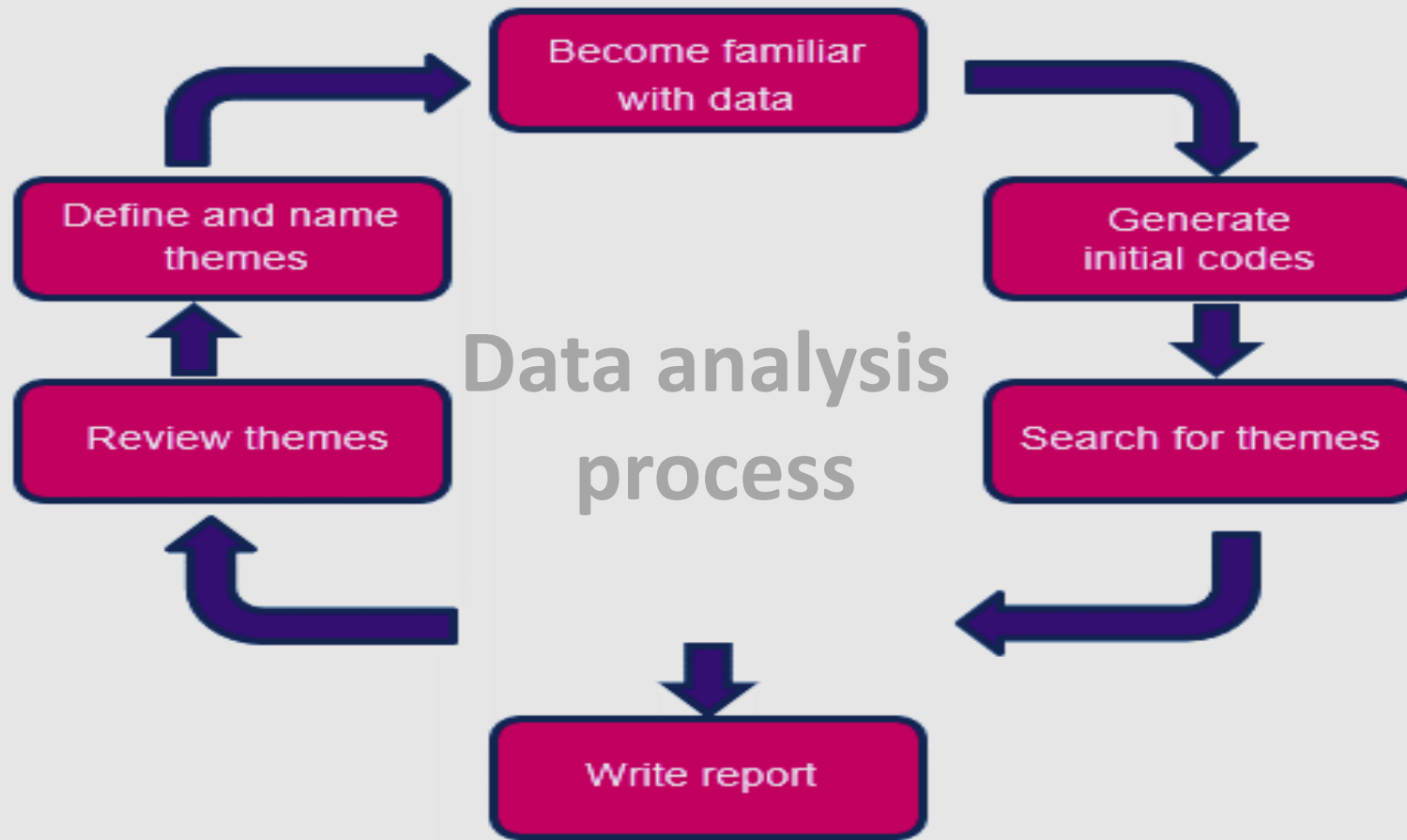
Findings from RFS and focus groups



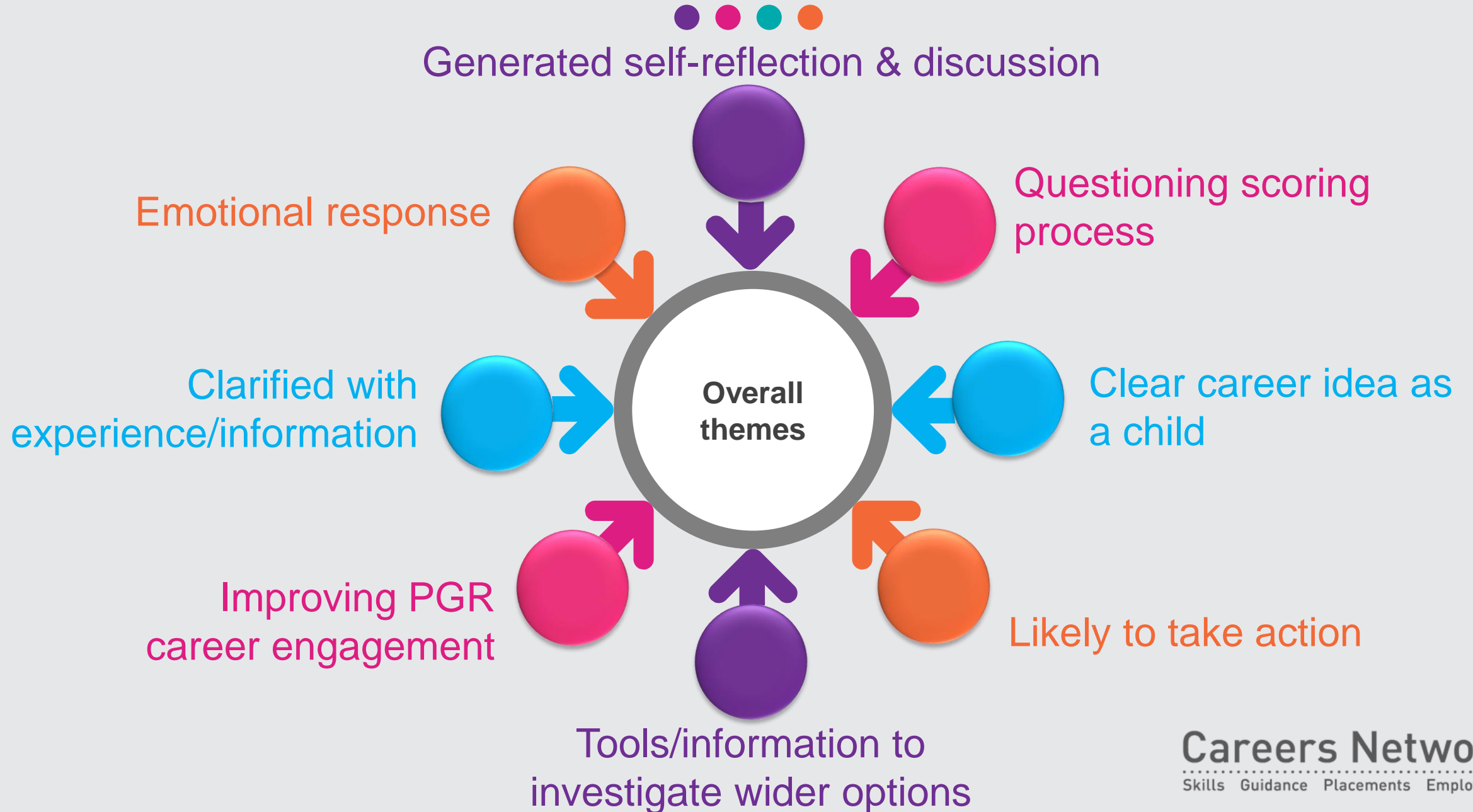
Careers Network

Skills Guidance Placements Employment

Data analysis process



Overall themes



Strongest themes



Self-reflection/ thoughts

- At different stages
- “I found myself wondering ... ‘do I know more about this question than that one’? (completion)
- “useful to organize ideas”, “provided some clarity” (subsequent discussion)



Generate actions

- “I can see priorities and identify what to do next”
- Desire to “discuss these things, with a person ... who understands your values” (ie make careers appointment)



Ease discussion

- “I could have spent hours [thinking and talking] because in each question I could really unpack my ideas”
- Free flow of conversations



Tools/information

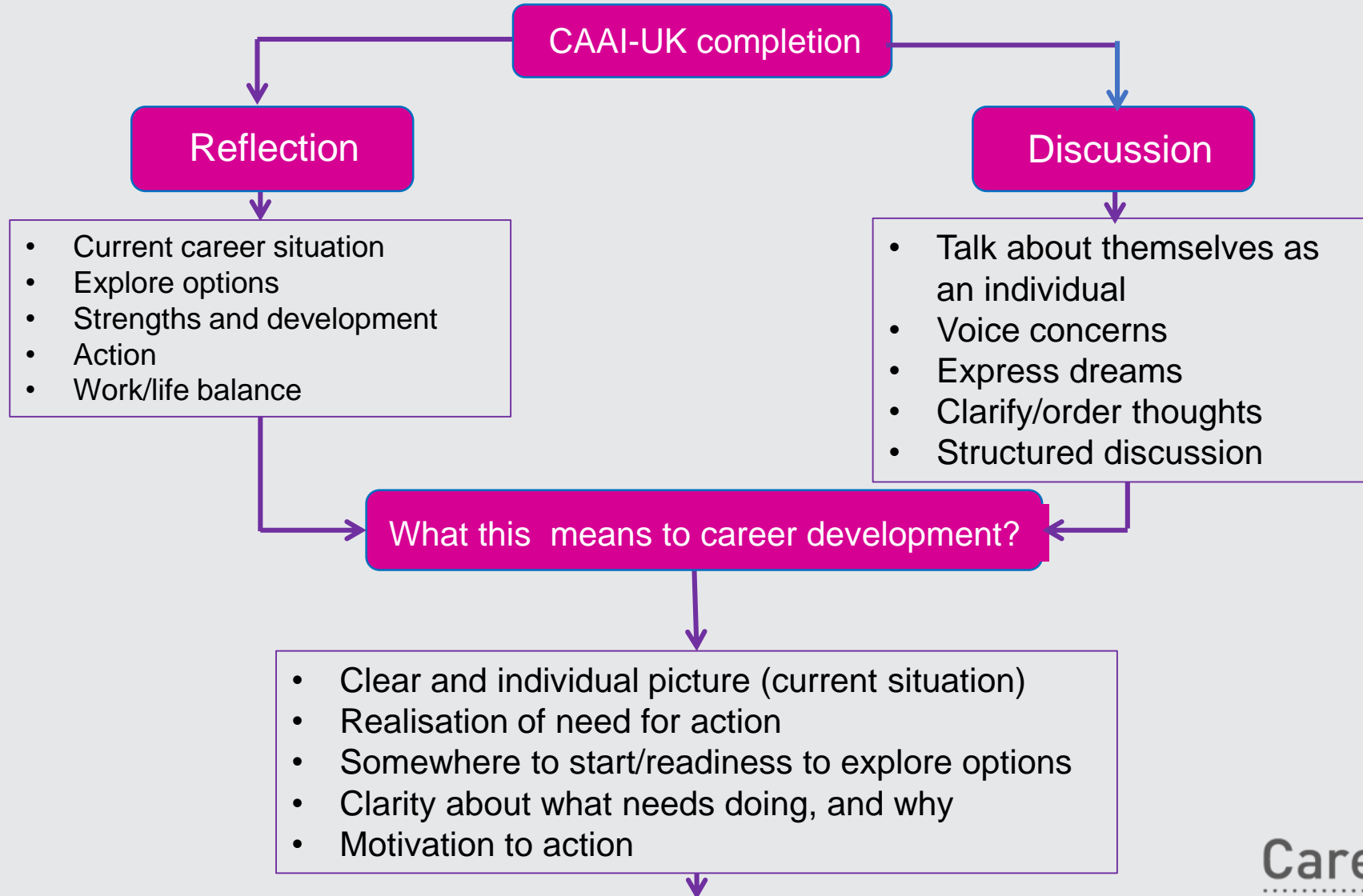
- “... what other options do I have?”
- “some kind of test or something”
- “... help me see alternatives”

Key findings



- CAAI-UK completion aided self reflection and the opportunity to step back/reflect is much valued by PGR in this study
- Using CAAI-UK in practice encouraged a questioning style by the practitioner, this eased/generated discussion
- Scores identified areas in need of development – especially *concern* (about the future)
- Visual results and opportunity for discussion aided action identification and likely commitment to act
- Numerous ways to inform career practice were identified

Answering the RQs



Enhancing an individual's Adapt-Ability



Concern (*about the future*)

- Investigate options
- Form a flexible plan
- Gain work experience
- Complete Prospects Career Planner
- Build networks



Control (ability to take control and make decisions)

- Increase self-knowledge
- Attend Exploring Career Futures workshop
- Review work/life balance
- Seek support from Careers Network
- Investigate What Do Researchers Do?



Curiosity (to explore options)

- Explore wider options
- Identify any training needs
- Work shadow/placement/info interviews
- Practice writing job apps/prep for interview
- Attend relevant workshops for researchers eg job apps/interview prep



Confidence (to pursue aspirations)

- Identify strengths
- Identify job entry routes
- Expand skills set
- Use social media
- Attend relevant workshops for researchers

Putting the findings into practice



Concern

Use CAAI-UK
in 1:1 and
small groups

Compulsory
careers
session in
Schools

Online CAAI-
UK

Control

Train PGR
Career
Ambassadors

Encouragement
to engage with
career
development
earlier

Curiosity

Promote tools to
investigate wider
options

Confidence

1:1 Career
appointment
provision

Highlight wider
options



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Resources:

Savickas, M.L. (1997) "Career Adaptability: An Integrative construct for Life-Span, Life-Space Theory". *The Career Development Quarterly*. 45(3) :247-259

Savickas, M.L. and Porfeli, E.J. (2012) "The Career Adapt-Abilities Scale: Construction, reliability and measurement equivalence across 13 countries)

Savickas, M.L. (2013) "Career Construction Theory in Practice". In S.D. Brown & R.W. Lent (eds) *Career development and counseling: putting theory and research to work* (2nd ed) :147-183. Hoboken, NJ: John Wiley & Sons

Wright, T. and Frigerio, G. (2015) [*The Career Adaptability Pilots Project*](#). York: the Higher Education Academy

Chartered Accountants Benevolent Association (CABA)
<https://www.caba.org.uk/>