



“To Have a Better Life!”: Understanding What Motivates, Obstructs and Influences Career Decision-making in School Students and Young Adults from Diverse and Low SES Backgrounds in Australia in 2015/16. And How to Engage Parents as Critical but Underutilised ‘Influencers’.

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Informed by extensive secondary and field research in urban, regional and remote Australian schools and communities to develop a *Social Marketing Strategy for Low SES Communities* for the Australian Government Department of Education and Training.

Delivery Skills and Experience:

Both presenters regularly present at higher education workshops and conferences as well as in schools, TAFE and to university students about career pathways.

Target Audience:

Career practitioners who work with students and young adults planning their career journeys.

Relevance to Theme:

Providing research information and practical tools and strategies to engage young people and their parents from Low SES backgrounds and communities with traditionally low participation in tertiary education. Though under participation by low SES groups is a global challenge, this project was specific to local people-rich place-based solutions.

Professional Standards Met:

This presentation will meet the following CEDA Professional Standards: Career Development Theory, Diversity, and Professional Practice.

Key Learning Outcomes:

Learning Objective 1: Participants will be presented with effective tools and strategies to use in career development programs and parent engagement.

Learning Objective 2 - Discuss research approaches that deliver insight into the application of CD theories to careers practice with young Australians and their key influencers.

Learning Objective 3 - Explore what the target markets have told us about how to market, influence and sell the importance of career development to a diverse client group.

Theory/Evidence Base:

This presentation is based on an extensive literature review including Career Development and Systems Theory and will provide a summary of findings from the field research including a survey of expert proxies, individual interviews and group workshops.

Workshop tools and activities:

- myth-busting card sort activity;
- *persona* selection activity;
- visual tool used to understand ones place in the career decision-making cycle.

CEDA Professional Standards:

This presentation addresses Career Development Theory, Diversity, and Professional Practice.

Findings from the field research – including a survey of expert proxies, individual interviews and group workshops generated a number of ‘personas’ in the pre-tertiary domain distinguished by particular motivations and needs when making tertiary choices.

Presenter's experience in delivering to a large audience

Sandra Bridgland (B.A., Dip. Ed., M.A. Int. Stud., MBA, M. Ed. (Career Devt) and Clive May are both experienced career and equity practitioners and in these positions at QUT they regularly present to large groups of adults about pathways to university, and to widening tertiary participation seminars with university staff, to the Qld WP Consortium, and have presented previously at CDAA conferences, STAR Conferences and EPHEA conferences.

Clarification of how the proposed presentation is founded on career development theory

The social marketing academics who designed and led the field research applied social behaviour theories (Theory of Planned Behaviour, Theory of Goal Directed Behaviour). However, much of the research was directed at career decision-making and the approach and findings will be presented to career practitioners in terms of Patton and McMahon's overarching Systems Theory Framework, and in particular the contextual approach of Young, Valach and Collin and the developmental-contextual approach of Vondracek, Lerner and Schulenberg, as well as the Chaos theory of Pryor and Bright.