Southern Cross Business School

2008

# A transitional model to assist those experiencing labour market disadvantage

Roslyn Cameron
*Southern Cross University*

Peter Miller
*Southern Cross University*

# A Transitional Model to Assist Those Experiencing Labour Market Disadvantage

Roslyn Cameron

*School of Commerce & Management, Southern Cross University, Tweed Gold Coast campus, NSW*

Peter Miller

*Graduate College of Management, Southern Cross University, Tweed Gold Coast campus, NSW*

Email: roslyn.cameron@scu.edu.au

**Conference theme:  Work transitions – the career lifespan**

**Profile:**       Roslyn lectures within the Faculty of Business and Law at Southern Cross University which includes teaching in both undergraduate and postgraduate programs in the field of HRM / HRD. She also teaches qualitative research methods to doctoral students within the International Centre for Professional Doctorates that is part of the Graduate College of Management. Her PhD thesis has been submitted in the area of career and learning transitions in which she utilised a sequential mixed model research design. Roslyn has a particular interest in career development from a HRM / business perspective.

**Profile:**Peter has more than twenty-five years experience working in senior management roles in the public sector, the mining industry and in higher education. Peter is presently an Associate Professor and is Director of the Doctor of Business Administration (DBA) program at Southern Cross University, NSW, Australia. He has published several books and book chapters and many articles in international refereed journals on leadership, management development, organizational change and development, and organisational learning. Peter is the Foundation Editor of the *Australasian Journal of Business and Social Inquiry* and on the Editorial Boards of several international refereed journals.

# A Transitional Model to Assist Those Experiencing Labour Market Disadvantage

Roslyn Cameron

*School of Commerce & Management, Southern Cross University, Tweed Gold Coast campus, NSW*

Peter Miller

*Graduate College of Management, Southern Cross University, Tweed Gold Coast campus, NSW*

This research investigates those disadvantaged in the labour market who need to navigate learning and career transitions. The research utilises a sequential mixed model design which consists of two phases. Phase one of the research involved a Learning Survey of approximately 250 labour market program (LMP) participants in which quantitative data analysis techniques were used. Phase two involved the development of the model and its testing in the field. A formative evaluation of the model in the field was undertaken and utilised a combination of both qualitative and quantitative data collection and analysis. The field test was undertaken with a LMP for women over 45 years of age wishing to re-enter the workforce. The research resulted in the development of a conceptual framework that consists of a continuum of models of Recognition of Prior Learning (RPL), a hierarchy of recognition and a model to assist those in career and learning transitions.

## Introduction

Recognition of prior learning (RPL) was introduced into Australia in the early 1990s as part of a national framework for education, training and qualifications. Since then, the entrenchment of competency based training and assessment, training packages and a national qualifications framework have become the cornerstone of Australian formal education and training. The *National Principles and Operational Guidelines for Recognition of Prior Learning (RPL)* calls for RPL processes to contribute to an 'open, accessible, inclusive, integrated and relevant post-compulsory education and training system' (AQFAB, 2004, p. 3), and for RPL to become a foundation for lifelong learning. To achieve this, RPL policies and processes not only need to be valid and reliable but also culturally inclusive, fair and flexible.

A tenet of RPL is that it will act as a mechanism of social inclusion for those groups traditionally marginalised and disenfranchised from formal post-compulsory education and training. However, the use of RPL has been relatively low, with a national aggregate of 4% and an even lower uptake by equity groups.

The purpose of this research was to investigate why RPL has failed to act as a mechanism for social inclusion for those considered disadvantaged within the labour market and/or disengaged from formal learning. Research has shown disadvantaged groups continue to be excluded and marginalised from post-compulsory formal learning systems (McGivney, 1993, Watson, Kearns, Grant & Cameron 2000, Bowman, 2004).

The research has implications in the fields of adult education and training, human resource management and development, and welfare reform and related social policy. The study also highlights the potential for future research in the field of recognition systems and models for learning, as well as career transitions framed by a balance between the lifelong learning agenda and a transitional labour market policy framework.

The conceptual framework developed from the research will not be addressed here in its entirety as this goes beyond the scope of this paper. However, the model for career and learning transitions will be described in terms of its structure and theoretical underpinnings.

**Contribution of the literature**

The model was developed in Phase II of the study and involved incorporating the findings from the expanded literature review undertaken in that Phase and synthesised with the literature review from Phase I. In developing the model an interdisciplinary approach has been undertaken as advocated by Fenwick (2004). The developed model sits within a policy context that acknowledges the nature and frequency of major life transitions, particularly for those disadvantaged within the labour market and/or disengaged from formal learning.

The developed model is framed by a number of adult learning theories and approaches that include humanist models of adult learning. The model takes a combination of pedagogic approaches which are relatively newly developed and in a lot of respects untested. The approach of 'biographicity' (Alheit, 1992, 2002) and transitional learning (Stroobants, Jams & Wildemeersch,  2001, Glastra, Hake, & Schedler, 2004) form the basis of the pedagogic approach along with transformational learning. The policy framework which the model is framed by is also a newly developed theoretical framework, that of Transitional Labour Market theory (TLM) (Schmid, 2002, 2006).

Key findings from the literature review points to a need for lifelong learning pedagogies that focus on learners current needs and circumstances, the importance of relevancy, viewing learners from a holistic viewpoint, investigating past learning trajectories and current and possible 'learner identities'. Issues surrounding transitions and self-concept were crucial in informing the approaches, which would best suit and serve the needs of disadvantaged and disengaged learners.
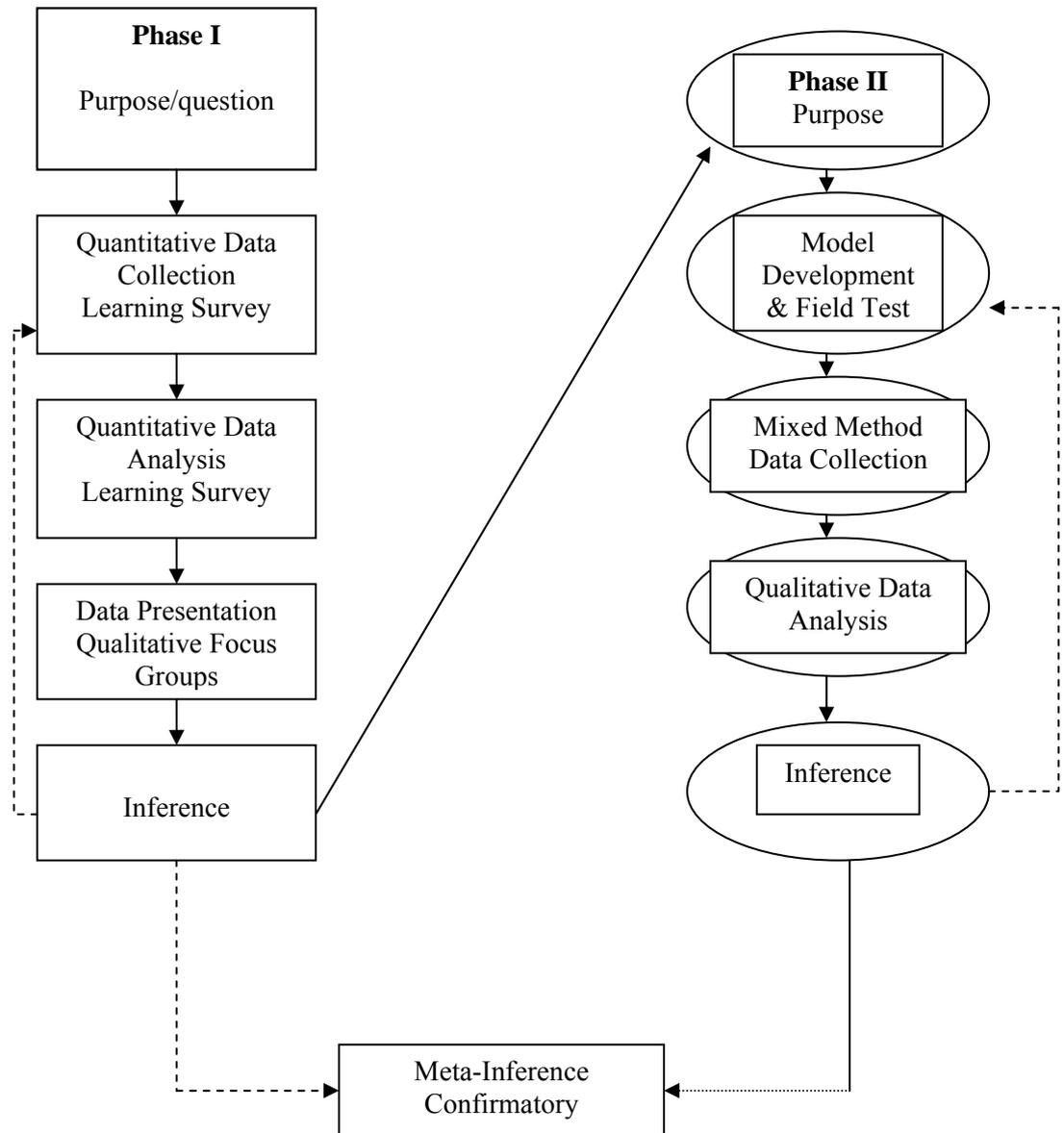
The model draws upon a variety of disciplines and is considered a multidisciplinary approach to adult learning. The approach is holistic and consists of four integrated components. The model is targeted to those in transition and disengaged from formal learning and as a consequence focuses on community-based educational practice. The approach is 'learner-centred', informal and flexible allowing for the content to be open to negotiation. A major aim of the model is to encourage autonomy and self-direction. This allows for the facilitator to be a *learning mentor* and to utilise a wide range of experiential learning methods. The learning relationship is considered an important variable for successful engagement.

**Methodology**

The research focused on the learning experiences of those disadvantaged in the labour market and was essentially a qualitative exploratory study. The research design is based on a sequential mixed model which has two phases. In Phase I of the research a quantitative Learning Survey and qualitative focus groups were conducted. The Learning Survey was administered to approximately 250 labour market program participants on various programs in south east Queensland and northern New South Wales and was followed by a seminar which presented preliminary data to representatives of the participating organisations. During this seminar focus groups were conducted. Phase I of the research resulted in the development of a model to assist those in career and learning transitions. Phase II of the research encompasses the development and formative evaluation of the model in the field and utilised a combination of both qualitative and quantitative data collection methods. This research process was non linear and emergent which enabled the most appropriate method for progressing the research to be chosen.

The sequential mixed model design utilised in the research is adapted from Tashakkori and Teddlies' (2003) typology of multistrand mixed method research. Figure 1 represents the application of this design to the research described in this case study.

3

**Figure 1  Sequential Mixed Method Design**

**Phase I**

Purpose/question

Quantitative Data Collection Learning Survey

Quantitative Data Analysis Learning Survey

Data Presentation Qualitative Focus Groups

Inference

**Phase II** Purpose

Model Development & Field Test

Mixed Method Data Collection

Qualitative Data Analysis

Inference

Meta-Inference Confirmatory

*Source: (Adapted from Tashakkori and Teddlie, 2003, p. 688)*

The mixed model design allows for the research questions for the second strand (phase) of research to emerge from the inferences of the first strand (phase) (Tashakkori &Teddlie, 2003, p. 687). The first strand is usually exploratory and data collection, analysis and inferences are in one approach, as was the case with the Learning Survey in Phase I of the research which took a quantitative approach. The second strand (phase) is often confirmatory and the new data, its analysis and inferences are in the other approach, as was the case with the qualitative approach undertaken in the model development, its testing in the field and formative evaluation in Phase II of this research. The resulting final meta-inferences are made as either confirmatory or disconfirmatory of the inferences made at the end of the two strands (phases) (Tashakkori & Teddlie, 2003, p. 688).

In the case of this research the meta-inferences where confirmatory and resulted in a conceptual framework that consists of a continuum of models of Recognition of Prior

Learning (RPL), a hierarchy of recognition and a model to assist those in career and learning transitions. The continuum evolved from the literature review whilst the hierarchy of recognition and the model were developed from the expanded literature review in Phase II and the research conducted in Phase I. The RPL continuum and hierarchy of recognition will not be addressed here as this goes beyond the scope of this paper. However, the model for career and learning transitions will be described in terms of its structure and theoretical underpinnings.

A major aim of the research in both phases was to access a sample not engaged in some form of formal learning within existing institutions of formal education, along with being disadvantaged within the labour market. Accessing participants on LMPs is an efficient means through which to capture such a demographic, as these demographic characteristics are highly likely among LMP participants due to the purpose and nature of LMPs and the correlation between the incidence of unemployment and lower levels of educational attainment.

On completion of the model development, a pilot of the model was undertaken. This involved purposeful sampling (Neuman, 2006). A community-based program that received state funding to conduct LMPs was chosen for the model field test. Knowledge of the organisation came from previous research activity involving the researcher (Cameron, 2004) which could also be said to be a form of snowball sampling (Neuman, 2006). A collaborative arrangement was undertaken whereby the developed Model would be incorporated into a new LMP the organisation had been contracted to conduct through the Queensland Department of Employment & Training (Qld DET) under the *Breaking the Unemployment Cycle* funding program. The LMP was titled the *Mature Aged Pathways Program (MAPP),* and was aimed at eligible participants aged 45 years and over. The participants in this particular LMP involved in the field test of the model consisted of 19 women all wishing to re-enter the paid workforce after considerable time dedicated to domestic and caring roles.

**Major findings**

Data from the Learning Survey in Phase I of the research found that just over one third of respondents were aware of RPL (34.9%). This is a significant finding in terms of the promise of social inclusion and RPL. It also adds light to the prospect that RPL may not be an appropriate avenue for disengaged or disadvantaged users engaging in training/study at low Australian Qualifications Framework (AQF) levels (eg Statements of Attainment, Certificates I-III). The fact that only one third of the respondents were even aware of RPL is highly significant ($\chi2=21.121$; df=1; p=.000). Only 19 (7.7%) out of 247 respondents had actually applied for RPL. This group was analysed further as a sub-sample.

A significant finding in the analysis of this sub-sample of RPL applicants was the comparison of the highest level of educational attainment of the sub-sample with the remainder of the respondents. The RPL sub-sample had a relatively higher rate of educational attainment as compared with the remainder of the respondents. This confirmed the findings from the literature.

The review of the literature around the issue of RPL and social inclusion found that the main beneficiaries of RPL were those with a familiarity with formal learning systems, in the age range of 20 to 39 years of age, and more likely to be working. In addition to this most RPL was for higher level qualifications (eg diplomas, degrees and postgraduate AQF levels). The consensus in the literature is that the uptake of RPL is low for equity groups and that RPL is not meeting social justice principles (Pithers, 1999, Cleary, Whittaker, Gallacher, Merrill, Jokinen & Carette, 2002, Wheelahan, Dennis, Firth, Miller, Newton & Pascoe, 2003, Cameron, 2006, Whittaker, Whittaker & Cleary, 2006).

5

Given the data and literature from this research study it would seem that the reasons for this are complex and involves a range of macro level and micro level issues. Current equity policies and practices, paradigmatic issues around different forms of learning and knowledge and how this impacts on the operationalisation of RPL, lack of awareness of RPL to a large section of the community and the levels of cultural capital needed to engage with RPL, have all been identified as contributing to this research issue.

The literature review identified a continuum of models of RPL and located the current dominant model of RPL practice in Australia as being a credentialing model. Credentialing models of RPL are characterised by having an ideology focused on market orientated vocationalism, views knowledge from a behaviourist epistemology and uses the discourse of human capital theory. The features of this type of RPL model include the notion that RPL is part of a larger framework of qualifications which includes competency based systems of education and assessment, where knowledge is seen as a product with a commodity exchange value (Wheelahan et al. 2003). The credentialing model of RPL is outcome focused and in the Australian vocational education and training (VET) sector, RPL is seen as another form of assessment.

At the other end of the continuum is a developmental model of RPL underpinned by a person oriented humanist ideology, an epistemological position that views knowledge as constructed by the individual and utilises a humanist adult learning discourse that is characterised by a focus on individual development, empowerment and self-actualisation. This model of RPL views learning as a valuable process in itself and includes reflection, transformation and self direction. The model embeds principles of equity with the role of the facilitator or learning mentor being crucial.

As a result of the literature review the current dominant model of RPL practiced in Australia is criticised as being narrow, lacking relevance to disengaged and disadvantaged groups and is based on a set of assumptions and a value system of knowledge which devalues informal and non-formal learning. The credentialing model of RPL was also critiqued as being limiting due to the perception of it as being another form of assessment and for being narrow in its application (Cameron, 2004, Cameron & Miller, 2004). The notion of 'translation' proves problematic in terms of RPL practice and processes and is especially relevant to credentialing models of RPL. Translation is the process in which RPL applicants are required to convert the knowledge and skills acquired through informal and non-formal learning into the objective standards of codified knowledge required by accrediting bodies and institutions of formal learning. RPL applicants are required to translate highly contextualised life and work experience into knowledge, which is expressed in the general and de-contextualised language of institutions of formal learning (Davison 1996, Wheelahan et al. 2003).

Alternate models of RPL do exist and are framed by a variety of theoretical frameworks. The continuum of models of RPL developed from this research provides a conceptual map of these alternate models. The continuum does not claim to be exhaustive but it does provide a conceptual staring point for theoretical analysis. A developmental model of RPL was developed in this research and field tested during Phase II of the research. A full description of the developed model and its components follows in the next section of this paper.

**Career and learning transitional model**

The developed model has four components and draws from many of the lenses of adult learning theory, particularly humanist adult learning theories. The model views the learner

6

and the concept of recognition in a holistic and integrated way. The learner is viewed from many perspectives and contexts, in which they interact and participate in life. These include as individuals, family members, members of communities and societies, and participants within economies. Individuals are encouraged to view themselves on many levels. The learner is also viewed from a personal, intrapersonal and interpersonal level; at a cultural and community level, and within historical, social and economic contexts.

The developed model has four integrated components. These four components are visually represented below in figure 2. The model has used an interdisciplinary approach as advocated by Fenwick (2004). She argues that there is an:

> '… entanglement between perspectives for understanding adult learning and perspectives for engaging with theories of adult learning…we advocate the adoption of multiple perspectives, and that closure on any single perspective reduces rather than enhances the possibilities of adult learning' (Fenwick, 2004, p. 6).

The model is framed by a number of adult learning theories and approaches, including transformative learning (Mezirow, 1991); reflective and experiential models of learning (Kolb, 1984); approaches focused on learner autonomy (Boud, 1989); community-based informal learning (Brookfield, 1983, McGivney, 1990); and self-direction as a strategy for lifelong learning (Candy, 1991, Rossi, 2002).

**Figure 2. The developed model**
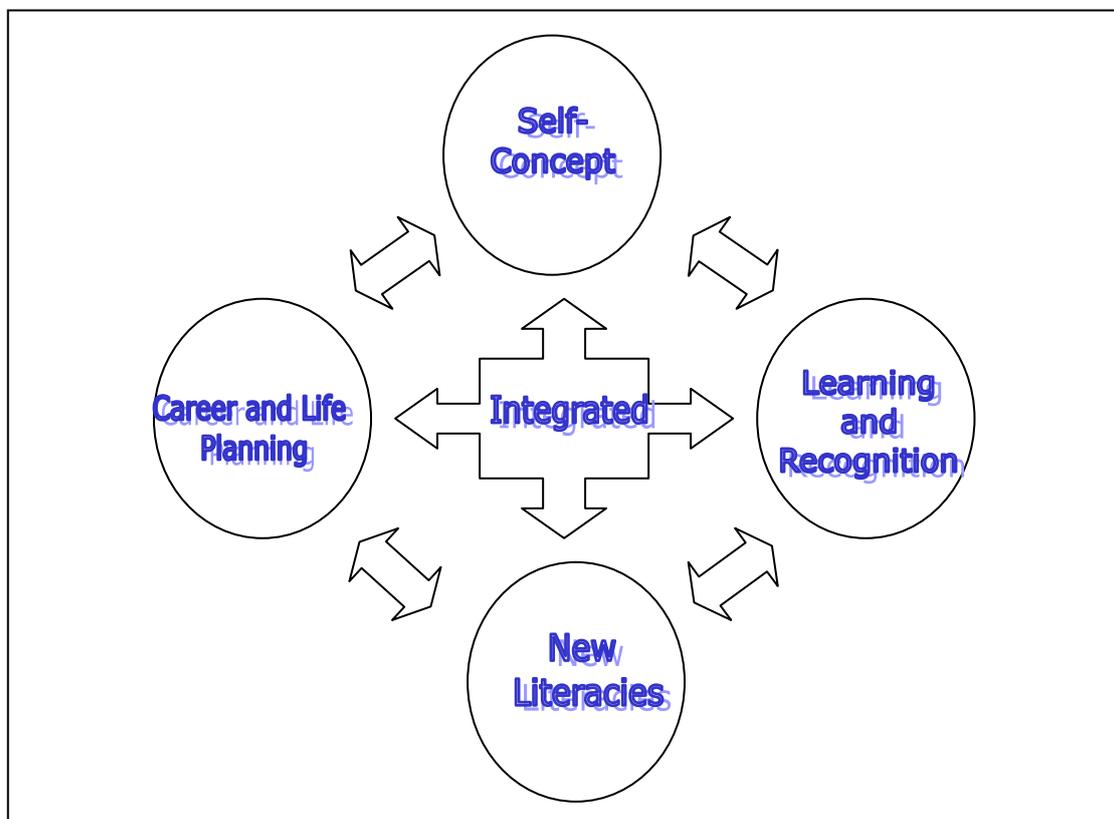


*Source: Developed for the research*

The pedagogies employed are based on transitional learning (Stroobants, et al. 2001, Glastra, et al. 2004, Willis and Anderson, 2005) and the notion of 'biographicity' (Alheit, 1992, Alheit & Dausien, 2002). The policy framework for the model is Transitional Labour Market (TLM) theory (Schmid, 2002, 2006, Anderson, 2005, Zigarus, 2005, Hancock, 2006). The scope of this paper does not allow for a full explanation of these pedagogies and policy framework.

The role of the facilitator/s or learning mentor is very important in this developed model. This is a very valuable role within the model, as the facilitator or learning mentor will need to establish explorative and formative learning relationships (Fowler & Mayes, 1999) with the learners, and will need to utilise a variety of experiential learning methods to engage the learners in the four integrated components of the model. The facilitator or learning mentor allows for content negotiation with the learners, fosters critical reflection, self-direction and learner autonomy. The facilitator or learning mentor role is also one, that assists learners to explore the social, political and historical contexts associated with their self-concept and identity; past learning trajectories (Gorard, Rees, Fevre & Furlong 1997, Gorard and Rees, 2002); aspects of their learner identity (Crossan, Field, Gallacher & Merrill 2003, Johnston and Merrill, 2005) and learning careers; (Merrill, Field, Gallacher & Crossan 2001, Gallacher, Crossan & Field. 2002, Crossan et al. 2003); and the nature of their current transitional position and the risks associated with that position.

*Self-concept component*

The self-concept component of the new model is crucial. The issues surrounding aspects of the self-concept must be dealt with in this orientation phase before any development or progress can be made in the other areas. This component draws upon theoretical approaches that include theories of self and identity and social cognitive theory (Markus & Nurius, 1986, Branden, 1994, Dweck, 1999, Mruk, 1999, Alexander, 2001). Key concepts addressed include self-esteem, self-confidence and self-knowledge, and development. Techniques used include an array of reflective narrative tools that include biography and storytelling. A variety of personal development planning strategies and techniques are also present within this component.

*Learning and recognition component*

The learning and recognition component looks at the different types and sites of learning (non-formal, informal & formal). The language, systems and discourses of formal learning systems are addressed, as is a suite of 'Learn 2' skills. These 'Learn 2' skills include metacognitive skills such as 'learning to learn' and 'learning to be assessed', as well as 'learning to be recognised' skills. Central to the latter is the concept of self-recognition, which is the first phase of a three phase developmental approach to recognition (Cameron, 2004). This was further developed into three levels of recognition, and was combined with Randall's (1998) framework for restorying. It is within this component that the learners will begin to develop portfolios. Learners will be encouraged to explore innovative and non-paper based ways to present the knowledge and skills they have acquired through all three types and sites of learning, and the interconnectedness between them.

8

*Career and life planning component*

The third component, career and life planning, involves aspects of career guidance and development theories. Key concepts within this component are learning careers and trajectories and learner identities; the concept of possible selves (Cross and Markus, 1991, Rossiter, 2003); and life course patterns (Merriam & Clark, 1991). Career development theories are also utilised and drawn upon within this component (Jarvis, 2003, Beddie, Lorey & Pamphilon, 2005, Patton, 2005). Exploration of these concepts results in comprehensive career and life plans complementary to the development of the portfolio.

*New literacies component*

The last component, new literacies, is based on research involving the 'new world of work' (Falk, 2002, Falk & Guenther, 2002), the concept of the 'digital divide' and contemporary research into conceptions of literacy for the new millennium (Lonsdale & McCurry, 2004). Learners are exposed to macro-level concepts associated with the 'old' and 'new' economies. This includes a 'socio-cultural' approach to literacy that values less dominant literacies, and views literacy practice as contextualised and multiple. Learners develop research and information literacy skills for the new knowledge economy. Depending on access to resources, available time and existing information literacy skills, the learners will develop e-portfolios.

The transitional model of recognition addresses these areas by offering an approach to recognition that is not limited by conceiving RPL as a form of assessment, by exposing students to the language and discourse of formal learning systems, by providing metacognitive skills and skills in learning to be assessed and recognised, by providing opportunities to plan for their future careers and learning activities. The model values all forms of learning, and has greater relevance to those in transition and/or those disengaged from learning. The model is a developmental model of RPL based within the wider objectives of lifelong learning and consequently has greater applications and uses than the dominant credentialing model of RPL practiced in Australia. The model offers a more inclusive approach to RPL.

**Conclusions and summary**

This research has implications for human resource development and management policy and practice. The research can inform policy and practice through the provision of transitional labour market policy frameworks and the developed model. Functional areas of human resource management and development that could benefit include retrenchment, outplacement, employee assistance programmes, rehabilitation, re-skilling, career development, skills audits, training needs analysis and competency profiling.

The career and learning transition model proposed by the research study was originally designed for a field test to meet the needs of those experiencing unemployment and transitions associated with re-entering the paid workforce after long periods of childrearing/caring, and for those experiencing unemployment and under-employment. This includes the long-term unemployed, mature-age jobseekers and those disadvantaged within the labour market. During the model's development and field test during Phase II of the research, it became clear that the model had much wider applications than its original intent. Initially, the model was designed with community-based providers of labour market

programmes in mind. However, further development of the model and its multiple uses encouraged an expansion of thinking in terms of its wider applications. The fact the model is framed within the broader objectives of lifelong learning also assisted with this line of thinking. It was concluded that the model could be useful for the following groups and contexts:

- Existing workers in precarious employment
- Manual workers in 'old economy' employment
- Workers experiencing retrenchment and redundancy
- Equity group members and groups considered economically vulnerable
- Groups highly disadvantaged within the labour market: long-term unemployed, mature-age jobseekers, early school leavers, and those wishing to re-enter the paid workforce
- Ex offenders re-entering after a period of incarceration
- Exiting members of the defence forces
- New immigrants/migrants
- Learning communities and learning organisations
- People facing major life transitions and/or multiple transitions due to major life incidents related to health, injury, divorce and dislocation
- Students transiting from periods of full time study in the vocational education and training (VET) and higher education (HE) sectors

Practitioners and organisations that may be interested in the model's applications and uses could include:

- Educators within VET in schools, adult and community education (ACE), VET and higher education sectors
- Access and equity personnel in ACE, VET and higher education sectors
- Employment services industry
- Career advisors
- Government rehabilitation services
- Human resource and development personnel
- Outplacement services
- Learning organisations and learning communities
- Trade unions
- Government departments with policy briefs that include: education, training and employment, industrial relations, rehabilitation, community and economic development and social inclusion

This research focused on the learning experiences of those disadvantaged in the labour market. The research was undertaken utilising a sequential mixed method design. As a result of the research, a model was developed that consists of four integrated components and draws upon a variety of academic disciplines. The model was tested in the field and found to be valid. The model is targeted to those in transition and disengaged from formal learning and as a consequence, focuses on community-based educational practice.

# REFERENCES

Alexander, T. (2001). Defining Self-Esteem. What is self-esteem and why does it matter? Self-esteem as an aid to understanding and recovery. *Mental Healthcare, 4*(10), 332-335.

Alheit, P. (1992).The biological approach to adult education. In W. Mader (ed.), *Adult education in the republic of Germany: scholarly approaches and professional practice.* Vancouver: University of British Columbia.

Alheit, P., & Dausien, B. (2002). The double face of lifelong learning: Two analytical perspectives on a 'silent revolution'. *Studies in the Education of Adults, 34*(1), 3-22.

Anderson, D. (2005). Choice, transitions and learning careers: Issues and implications for vocational education and training policy. In *Transitions and Risk: New Directions in Social Policy* conference, Centre for Public Policy, University of Melbourne, 23-24 February. Retrieved April 21, 2005, from the World Wide Web:
http://www.public-policy.unimelb.edu.au/conference2005

Australian Qualifications Framework Advisory Board (AQFAB) (2004). *National principles and operational guidelines for recognition of prior learning.* AQF. Retrieved September 2, 2006, from the World Wide Web:
htpp://www.aqf.edu.au/rplnatprin.htm

Beddie, F., Lorey, B., & Pamphilon, B. (2005). *Enhancing career development: The role of community-based career guidance for disengaged adults.* Adelaide: National Centre for Vocational and Educational Research (NCVER).

Boud, D. (1989). Some competing traditions in experiential learning. In .W. Weil & I. McGill (Eds.), *Making Sense of Experiential Learning. Diversity in Theory and Practice* .(pp. 38-49). The Society for Research into Higher Education & Open University Press.

Bowman, K. (ed) (2004). *Equity in vocational education and training: Research readings.* Adelaide: National Centre for Vocational and Educational Research (NCVER).

Branden, N. (1994). *The Six Pillars of Self-Esteem.* New York: Bantam.

Brookfield, S. (1983). *Adult Learners, Adult Education and the Community.* United Kingdom: The Open University Press.

Cameron, R., & Miller, P. (2004). RPL: Why has it failed to act as a mechanism for social change?', *Proceedings of Social change in the 21st Century Conference*, Centre for Social Change, QUT, 29th October, Brisbane.

Cameron, R. (2004). *RPL and Mature Age Jobseekers.* Canberra: Adult Learning Australia.

Cameron, R. (2006). RPL and the disengaged learner: the need for new starting points. In P. Andersson and J. Harris (Eds.), *Re-theorising the Recognition of Prior Learning*, Leicester: National Institute of Adult Continuing Education (NIACE).

Candy, P. (1991). *Self-Direction for lifelong learning: A comprehensive guide to theory and practice.* San Francisco: Jossey-Bass.

Cleary, P., Whittaker, R., Gallacher, J., Merrill, B., Jokinen, L., & Carette, M. (2002). *Social inclusion through APEL: the learners' perspective.* European Commission: Socrates-Grundtvig Project. Glasgow: Glasgow Caledonian University.

Crossan, B., Field, J., Gallacher, J., & Merrill, B. (2003). Understanding participation inlearning for non-traditional adult learners: learning careers and the construction of learning identities. *British Journal of Sociology of Education, 24*(1), 55-67.

Cross, S., & Markus, H. (1991). Possible selves across the lifespan. *Human Development, 34*, 230-255.

Dweck, C. (1999). *Self-Theories: their role in motivation, personality, and development.* Lillington, NC: Taylor & Francis.

Falk, I. (2002). *The new world of work: Implications for literacy and numeracy,* Discussion paper prepared by Adult Literacy and Numeracy, Australian Research Consortium (Tasmania) for the ALNARC National Research Program 2001-2002, University of Tasmania, Launceston, (pp. 1-12).

Falk, I., & Guenther, J. (2002). *Literacy and numeracy for the new world of un/employment: Implications of a fully literate Australia.* Melbourne: Language Australia.

Fenwick, T. (2004). *Rethinking processes of adult learning,* Retrieved July 2, 2004, from the World Wide Web:
    http://www.ualberta.ca/~tfenwick/ext/pubs/print/adultlearning.htm

Fowler, C., & Mayes, J. (1999). Learning relationships from theory to design. *Association for Learning Technology Journal, 7*(3), 6-16.

Gallacher, J., Crossan, B., & Field, J. (2002). Learning Careers and the Social Space: Exploring the Fragile Identities of Adult Returners in the New Further Education. *International Journal of Lifelong Education, 21*(6), November-December, 493-509.

Glastra, F., Hake, B., & Schedler, P. (2004). Lifelong learning as transitional learning. *Adult Education Quarterly, 54*(4), 291-307.

Gorard, S., Rees, G., Fevre, R., & Furlong, J. (1997). Learning trajectories: predicting patterns of adult education and training. In P. Armstrong, N. Miller & M. Zukas *(Eds.), Crossing borders breaking boundaries,* 27th Annual SCUTREA Conference Proceedings, (pp. 187-194), Birbeck College, University of London.

Gorard, S., & Rees, G. (2002). *Creating a Learning Society? Learning Careers and Their Relevance for Policies of Lifelong Learning.* Bristol, UK: Policy Press.

Hancock, L. (2006). Mature workers, training and using TLM frameworks. *Australian Bulletin of Labour*, September 2006. Retrieved October 22, 2007, from the World Wide Web:
    http://www.thefreelibrary.com/_/print/PrintArticle.aspx?id=153517430

Jarvis P. (2003). *Career Management Paradigm Shift: Prosperity for Citizens, Windfall for Governments.* Partnership Development National Life/Work Centre Ottawa, Ontario, Canada. Retrieved February 14, 2003, from the World Wide Web:
    http://www.lifework.ca/ACAREERMANAGEMENTPARADIGM12-02.doc

Johnston, R., & Merrill, B. (2005). From Old to New Learning identities: Charting the Change for Non-Traditional Adult Students in Higher Education. In A. Bron, E. Kurantowicz, H. Salling Olesen, & L. West (Eds.), *'Old' and 'New' Worlds of Adult Learnin.* Wydawnictwo Naukowe: Wroclaw.

Kolb, D.A. (1984). *Experiential Learning: experience as the source of learning and development.* New Jersey, California: Prentice-Hall.

Lonsdale, M. & McCurry, D. (2004). *Literacy in the New Millennium.* Adelaide: National Centre for Vocational and Educational Research (NCVER).

Markus, S., & Nurius, P. (1986). Possible selves. *American Psychologist, 41*, 954-959.

McGivney, V. (1990). *Education's for Other People*. Leicester: National Institute of Adult Continuing Education (NIACE).

McGivney, V. (1993). Participation and non-participation: a review of the literature. In R. Edwards, S. Sieminsli & D. Zeldin, (Eds.), *Adult learners, education and training*. London: Routledge in association with Open University.

Merriam, S., & Clark, M. (1991). *Lifelines: Patterns of Work, Love, and Learning in Adulthoo.* San Francisco:, Jossey-Bass.

Merrill, B., Field, J., Gallacher, J., & Crossan, B. (2001). Understanding Participation in Learning for Non-Traditional Adult Learners: Learning Careers and the Construction of Learning Identities. In *ESRA Research Conference*, Lisbon, Portugal, 13-16 September.

Mezirow, J. (1991). *Transformative Dimensions of Adult Learning.* San Francisco: Jossey-Bass.

Mruk, C. (1999). *Self-esteem research, theory, and Practice,* 2nd edn, New York: Springer Publishing Company.

Neuman, W. (2006). *Social Research Methods: Qualitative and quantitative approaches*, 6th edn, Boston: Pearson.

Patton, W. (2005). A postmodern approach to career education: What does it look like? *Perspectives in Education, 23*(2), 21-28.

Pithers, R. (1999). Recognition of prior learning: Promises and emerging reality', *Australian Vocational Education Review, 6*(1), 10-16.

Randall, W. (1998). Restorying a Life: Adult education and Transformative Learning. In J. Birren, G. Kenyon, J.E. Ruth, J. Schroots and T. Svensson (Eds.), *Aging and Biography.* New York: Springer Publishing Company.

Rossi, D. (2002). Self-directed learning: A strategy for lifelong learning. *Lifelong Learning Conference*, Central Queensland University Yeppoon. Retrieved December 3, 2003, from the World Wide Web: http://www.library.cqu.edu.au/conference/text/presentations.htm

Rossiter, M. (2003). Possible selves and adult learning. In *Experiential: Community: Workbased Researching Learning Outside the Academy Conference Proceedings,* Glasgow Caledonian University, Centre for Research in Lifelong Learning, 27-29 June, Scotland, (pp. 383-389).

Schmid, G. (2002). Towards a theory of transitional labour markets. In G. Schmid & B. Grazier, Edward Elgar (Eds.), *The Dynamics of full employment: social integration through labour markets.* Cheltenham, UK.

Schmid, G. (2006). Transitional labour markets: experiences from Europe and Germany (1). *Australian Bulletin of Labour*, June 1st, 2006. Retrieved October 22, 2006, from the World Wide Web: http://www.thefreelibrary.com/_/print/PrintArticle.aspx?id=153517423

Stroobants, V., Jams, M., & Wildemeersch, D. (2001). Making sense of learning for work. Towards a framework of transitional learning. *International Journal of Lifelong Education, 20*(1/2), January-April, 114-126.

Tashakkori, A., & Teddlie, C. (Eds) (2003). *Handbook of Mixed Methods in Social & Behavioral Researc.* California: Sage.

Watson, L., Kearns, P., Grant, J., & Cameron, B. (2000). *Equity in the learning society. Rethinking equity strategies for post-compulsory education and training.* Adelaide: National Centre for Vocational and Educational Research (NCVER).

Wheelahan, L., Dennis, N., Firth, J., Miller, P., Newton, D., Pascoe, S. and support from Brightman, R. (2003). *Recognition of prior learning: policy and practice in Australia.* Commissioned by the Australian Qualifications Framework Advisory Board. Lismore: Southern Cross University.

Whittacker, S., Whittaker, R., & Cleary, P. (2006). Undertsanding the transformative dimension of RPL. In P. Andersson and J. Harris (Eds.), *Re-theorising the Recognition of Prior Learning*. Leicester: National Institute of Adult Continuing Education (NIACE).

Willis, J., & Anderson, D. (2006). Transitional learning: white collar indulgence or future norm for all workers? Paper presented to *Global VET: Challenges at the global, national and local levels*, 9th Annual AVETRA Conference, University of Wollongong, Wollongong, 19-21 April, Paper 56.

Ziguras, S. (2005). Transitions and risks of exclusion in the Australian labour market. In *Transitions and Risk: New Directions in Social Policy* conference, Centre for Public Policy, University of Melbourne, 23-24 February, Melbourne. Retrieved April 21, 2005, from the World Wide Web: http://www.public-policy.unimelb.edu.au/conference2005