

# How green is your practice? A process for auditing and reimagining career guidance practice for a greener world

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**To cite this article:**

Grant, K. (2024). How green is your practice? A process for auditing and reimagining career guidance practice for a greener world. *Journal of the National Institute for Career Education and Counselling*, 53(1), 89-104.

<https://doi.org/10.20856/jnicec.5309>

## Abstract

This article outlines a method to aid career development professionals in addressing environmental issues through their practice. It is based on a workshop of the same title delivered at the NICEC conference on Career and Sustainability. The result is a facilitated process which supports practitioners to collectively reflect on current practice, acknowledge existing positions, discuss concerns and imagine new, 'greener' practice. The workshop takes practitioners through three stages: 1) Audit; 2) Challenges; and 3) Stimulus for change, making use of established typologies of practice and more recent explorations of social justice in career guidance. The audit stage employs Tony Watts' typology of guidance ideologies to assess practitioners' current positions and consider criteria for future provision. The five signposts of emancipatory career guidance is proposed as an impetus for the creation of new practice. The workshop is presented here as a tool for others to use and consider.

**Key words:** career guidance; green guidance; practice; climate change; career development practitioners

## Introduction

The climate crisis is recognised as a critical issue as it poses significant threats to global ecosystems, human health, and economic stability. International organisations such as the United Nations (n.d.), the World Health Organisation (n.d.) and Greenpeace (n.d.) each emphasise the urgency of addressing climate change to prevent catastrophic impacts on biodiversity, health and to ensure sustainable development. In recent years concerns about climate change have provoked direct action from groups of young people via the school strike for climate (Fridays for Future, n.d.), and from activists such as Just Stop Oil (n.d.) and Extinction Rebellion (n.d.). There has also been pressure on businesses and organisations to declare NetZero targets and develop sustainability plans (UK Government 2023, Whittingham, 2023).

Clearly there are good reasons to be concerned about our natural world and to consider what we can do to protect it. For many of us this comes in the form of individual choices about how we live our lives, spend our time and for whom we vote. This article argues that as career development professionals we may also have a role to play and outlines a method for exploring our current practice and stimulating conscious inclusion of environmental concerns in our work.

## What does climate change have to do with career guidance?

There are a number of reasons to consider the 'green-ness' of our career guidance work. The most obvious is the impact it does and will have on a key area for our work – the labour market. In 2020 the UK government set up the 'Green Jobs Taskforce', as part of a ten-point plan for a green industrial revolution (UK Government, n.d.-b) The report from this taskforce concluded that 'Achieving net zero by 2050 will require a system-wide transformation of the economy; most occupations, to varying extents, will become green' (UK Government, 2021, p 6). In his presentation to the NICEC conference, Chris Warhurst (2024) updated us on changes to date. According to his research, 40% of all job vacancies could in some way be classified as 'green jobs'. A mere 4% of these can be classed as new roles whereas the majority (26%) are in existing jobs that require enhanced skills or knowledge (for example skills needed to transition to the maintenance of electric cars). The remaining 10% are pre-existing jobs that have increased in demand as a result of a green investment or initiative (for example people involved in the transport of sustainable energy materials).

As career development professionals we regularly act as key intermediaries to the labour market with our clients. Being knowledgeable about trends and upcoming changes helps us to support our clients in their careers and green labour market information is no exception. More work is needed to uncover the impact of net zero targets on the labour market. In the UK responsibility for some of this is in the hands of the 'Green Jobs Delivery Group' (UK Government, n.d.-a), indicating the import placed on jobs to achieve sustainability goals.

It is also evident that climate change is important to the people we work with. Whether you work with younger, mid-life or older people there is evidence to suggest that people of all generations are concerned and engaged (Ritchie, 2024). The 2021 UNICEF survey on childhood establishes the high level of importance younger people place on climate change.

My own research (2023) focused on individuals in mid-career and found that 79 of the 80 respondents felt it was important that we work to address climate change. And a recent survey of 674 career development practitioners revealed that the overwhelming majority see climate change as urgent and important (Hooley et al., 2024).

Recent years have seen several researchers and practitioners explore sustainability and career guidance (Bakke et al., 2024, Di Fabio & Bucci, 2016; Dimsits, 2021; Green Guidance, 2024; Hooley, 2022; Mowforth, 2023; Plant, 2020; Winter, 2023). Studies often focus on the delivery of information, advice, and guidance about 'green careers' (and the nature and value of these careers) and consider the complications that may arise from a 'green guidance' approach (as well as the risks of not applying it). Other studies examine and suggest ways that we can embed sustainability into education (Advance HE, 2014), including programmes focused on students' employability (Ho, 2023, Winfield & Ndlovu, 2019).

The recent NICEC conference which stimulated this issue of the NICEC journal demonstrated the level of interest in the topic for the sector. Yet, when it comes to career guidance much of the work to date has remained fairly theoretical with relatively little practical exposition. Research outlined above appears to demonstrate agreement that climate crisis is an important issue for us, for the labour market and for our clients. What is unclear is what role career development practitioners play in this challenge. Researchers and practitioners have shown interest in this area however few have found paths to address this issue in day-to-day career guidance practice.

## A process for moving forward

Building on existing studies and my own research, I developed a workshop titled 'How green is your practice?' with the aim of identifying practical next steps. I imagined the workshop as a facilitated process that would support practitioners to collectively reflect on current practice, acknowledge existing positions, discuss concerns and challenges, and imagine new 'greener' practice. The workshop was delivered to a small group at the NICEC conference in July 2024. Participants were informed of my intention to learn from and gather ideas from the experience, which I hoped to share following the conference. The workshop has since been iterated and developed into the format provided in this article. I thank the participants at the NICEC workshop for helping me to explore the process and learn from that experience.

The process suggests three stages: 1) Audit; 2) Challenges; and 3) Stimulus for change. Below I outline the three stages and explain how I draw on existing perspectives and models to support the exploration and creation of greener practice. The process and thinking behind the workshop is presented here to allow others involved in the training, development and support of careers professionals, or those who work in practice themselves, to use and adapt it. I invite readers to engage in the process as though they were a participant, while also providing details about the experience of conducting such a workshop. An outline of the workshop plan is provided at the end of the article and slides with sample resources are available by contacting me.

## Stage 1: Auditing current practice

It is useful to consider our current practice and identify where this sits in terms of its potential to introduce and/or address climate change issues. Acknowledging our current position gives us the opportunity to speak openly about what we do, why we do it and the challenges we may face. To do this in the workshop I began by asking participants to list a few common activities that they use in their current practice. This might include, for example, a careers fair, a one-to-one career guidance session, a skills workshop, a CV building session or perhaps careers education embedded in curriculum. It is important that participants are able to list as many types of practice as they wish to and provide a small amount of detail for each, such as the aim, target groups and key resources used. All activities are valid and welcome and there is no expectation that the practice shared will relate to the environment, though these are welcome too! Examples of current practice can be shared using post it notes or anonymously using a platform such as Menti or Padlet (for example).

Once examples have been surfaced they can be used to examine these practices in terms of their capacity to deliver 'green guidance'. To support this process we employ Tony Watts' socio-political ideologies of guidance (1996). This typology divides career guidance practice according to where the activity is focused (society or the individual) and on whether the activity aims to affect change or not. The result suggests that there are four ideologies or approaches to guidance, namely; conservative; liberal; progressive and radical.

The bottom half of the matrix represents approaches that aim to maintain the status quo or present the world as it is today. The top half represents approaches that aim to affect change or present that world as it might possible be. The left side represents activities that focus on groups, systems or society, whilst the right side represents those that focus on the needs of individuals. The different ideologies are represented in a 2 x 2 matrix as seen in Figure 1 below.

	<b>Focused on society/groups/systems</b>	<b>Focused on the individual</b>
<b>Support change, challenge status quo</b> <b>Dark Green</b>	<b>Radical</b> <ul style="list-style-type: none"> <li>Practice advocates for social change</li> <li>Addresses ecological issues</li> </ul>	<b>Progressive</b> <ul style="list-style-type: none"> <li>Practice advocates for individual change</li> <li>Addresses ecological issues</li> </ul>
<b>Maintain status quo</b> <b>Light Green</b>	<b>Conservative</b> <ul style="list-style-type: none"> <li>Practice advocates for social control and ecological norms</li> </ul>	<b>Liberal</b> <ul style="list-style-type: none"> <li>Practice is non-directive, protecting individual freedom and ecological norm</li> </ul>

**Figure 1. Tony Watts' socio-political ideologies of guidance - incorporating Packer's (introduced by Plant, 2020) green lens.**

In 2019, Packer (introduced by Plant, 2020) reimagined Watts' typology by adding an environmental aspect. In Packer's version she differentiates between 'light green' and 'dark green' approaches to careers practice with dark green signifying practice that is open to change and working to address ecological issues (sitting in the top half of the matrix). Light

green would include practice that does not seek out opportunities to address environmental issues (sitting in the bottom half of the matrix).

The argument put forward by both Watts (1996) and Packer is that practice labelled as conservative or liberal would do little to support or address change in the world. When it comes to addressing a complex problem like climate change it is clear that there are limitations to working in those conservative or liberal spaces. Taking an individualistic or static approach will not address the needs of a world experiencing severe flooding, drought, wildfires and an energy crisis. As we often hear in protests, it's system change (*'not climate change!'*) that is needed. Those two words – 'system' and 'change' embody the nature of the top half of the matrix in Watts' model. It follows that, in terms of greening our practice, we would want to see more practice in the radical and progressive spaces.

Using the dimensions in the combined matrix we can audit our practice and identify where it currently sits. Begin by choosing a few examples of practice collected earlier. For each activity we ask four questions:

1. *Does the activity aim to support/develop groups or individuals?*  
(Groups = left side of the matrix, Individual = right side of the matrix)
2. *Does the activity aim to help learners to access existing opportunities through established pathways? Does it present the world only as it is today?*  
(Yes = bottom of the matrix)
3. *Does the activity aim to help learners to question or challenge the existing opportunities and established pathways? Does it present the world as it might be?*  
(Yes = top of the matrix)
4. *Does the activity include content that links to climate change or environmental sustainability?*  
(Yes = radical or progressive, dark green, top of the matrix, No = conservative or liberal, light green, bottom of the matrix)

The answers to these questions help to guide us (individually or collectively) in mapping our practice onto the matrix. Note that this is not an exact science. Some activities fall in between places on the grid or can be different depending on the cohort, practitioner, employer involved etc. For example, we could argue that a careers fair aims to help individuals access existing opportunities through established pathways. This would probably mean we would place it in or at least near the 'liberal' approach. But perhaps at this careers fair there are a group of employers who have been invited because they are showcasing new sustainability roles or every employer has been given the chance to share their sustainability credentials at their stand. If so, it would be possible to argue that this particular careers fair sits in a more 'progressive' practice space. The table below (see figure 2) represents the key criteria within Watts' and Packer's matrix.

	<b>Focused on society/groups/systems</b>	<b>Focused on the individual</b>
<b>Support change, challenge status quo</b>  <b>Dark Green</b>	<b>Radical Practice</b> <ul style="list-style-type: none"> <li>✓ Aims to support, develop or protect groups of people, systems, employers...</li> <li>✓ Aims to help learners to question or challenge existing opportunities and established pathways</li> <li>✓ Presents the world as it might be</li> </ul> Includes content that links to climate change or environmental sustainability	<b>Progressive Practice</b> <ul style="list-style-type: none"> <li>✓ Aims to support, develop or protect individuals</li> <li>✓ Aims to help learners to question or challenge existing opportunities and established pathways</li> <li>✓ Presents the world as it might be</li> </ul> Includes content that links to climate change or environmental sustainabilities
<b>Maintain status quo</b>  <b>Light Green</b>	<b>Conservative Practice</b> <ul style="list-style-type: none"> <li>✓ Aims to support, develop or protect groups of people, systems, employers...</li> <li>✓ Aims to help learners to access existing opportunities through established pathways</li> <li>✓ Presents the world as it is today</li> <li>✓ Not focused on environmental issues</li> </ul>	<b>Liberal Practice</b> <ul style="list-style-type: none"> <li>✓ Aims to support, develop or protect individuals</li> <li>✓ Aims to help learners to access existing opportunities through established pathways</li> <li>✓ Presents the world as it is today</li> <li>✓ Not focused on environmental issues</li> </ul>

**Figure 2. Criteria for auditing practice**

There is value in talking about the difficulty of identifying where we think our practice sits. Collective discussion and decision making is important at this stage. For the workshop I recommend completing a couple of examples as a collective group first. Then participants can be tasked to work with a partner or in small groups to analyse and situate their own examples on the matrix. It is important that participants see that this is not always an easy process and that it is reasonable for there to be more than one answer. The aim is that participants benefit from the process of auditing their practice within a community of their peers.

It is equally important to take time to observe and share the results of the mapping exercise. Where does much of our practice currently sit? Why? Taking some time to reflect on the results is helpful to the next stage and will likely prompt further discussion of key issues.

### **Stage 2: Acknowledge challenges and barriers**

The audit stage asks us to take a critical view of our practice. This process will kick off some initial thinking about how activities might be modified, what that might look like, could it even be achieved? At this second stage it is useful to openly acknowledge and discuss the challenges and barriers that we might encounter. Ask individuals to share their



concerns in pairs or small groups initially. Then ask that the challenges are shared with the whole group for open discussion. This can be done either with each group speaking out or responses collected anonymously, again using an online platform of your choice.

Many of the concerns will warrant and benefit from collective discussion. Some challenges represent a bigger barrier than others and the size of that barrier will depend on individual perspectives, experiences and organisational context. Below are some key themes that came from participants at the NICEC workshop, coupled with results from my research with learners (2023). For each concern a counterpoint is provided, most of which have come from workshop participants as they raised, discussed and made arguments for and against the different issues.

- **Remaining impartial and client centred:** There is a potential tension between being client centred and taking a radical or progressive approach. How do we honour the needs of individuals and remain impartial and non-judgmental? What impact might this have on professional standards?  
*Our ability to be impartial is not absolute. Hooley's (2023) critical review of impartiality provides useful discussion points on contesting impartiality in careers work.*
- **Careers work is not political work:** Some may feel there is a risk of activities becoming too political. This could alienate some clients and learners or simply turn off others.  
*Watts' model itself suggests that in whatever work you do, you occupy a socio-political ideology, meaning political stances are ever-present, though not always acknowledged.*
- **Practitioner confidence:** Career development professionals are experts in their field but not necessarily confident in their knowledge and skills related to environmental concerns, sustainability and changes in the labour market as a result of net zero targets.  
*The need for more training and support for practitioners has been established recently via the survey undertaken as part of the Exploring Green Guidance project (Hooley et al., 2024). A discussion about training and development needs can reveal sources of support and existing knowledge or experience in this arena.*
- **Pressure to be results oriented:** Many practitioners have direct or indirect demands to meet recruitment targets and to do work that will improve clients' destinations, such as graduate outcomes or moving on to a new role successfully, regardless of environmental issues.  
*Sustainability features in many core career exploration topics (e.g. relating information about the labour market, exploring individuals' values, beliefs and skills and considering future steps) and 'good' results may be achieved by taking this into account. Winfield and Ndlovu's examination of embedding sustainability into a business school programme (2019) may even indicate improved employability as a result. Furthermore, organisations that career development practitioners work with and within are likely to have targets that link to net zero emissions and the United Nations Sustainability Goals (n.d.).*
- **Stakeholder perspectives:** We work in partnership with employers and have the interests of our learners and clients at the heart of our work. Some may not agree with a more radical or progressive approach. How can we continue to have positive

relationships with employers? Do our clients want this? Will this affect our business? How do we consider the many different aspects and potential barriers affecting our learners/clients such as internationalisation and socio-economic status.

*Stakeholder engagement is an important element in career development practitioners work. The counterpoint to this concern will differ depending on the nature of our relationships and the various power dynamics involved. It is perhaps useful to be reminded of the various sources of evidence that demonstrate the importance that people place on environmental issues (Bakke et al, 2024, Ritchie, 2024). An understanding of Patton and McMahon's systems theory framework (2021) is also potentially useful here as we attempt to navigate the inter-related factors and influences affecting individuals in their careers – and this links well with the consideration of the ways in which our economy and labour market systems affect those of our natural world.*

The concerns above are important and valid. In the workshop it is beneficial to take time to consider them and encourage wide discussion. The counterpoints provided above can support further exploration. This exploration need not be limited to the workshop model suggested here. Readers can employ the mapping process or this article as a prompt for peer discussion, reflection and consultation with colleagues to help identify challenges and issues.

At the end of Stage two we need to be able to make the case that, despite our concerns, it is worth exploring new greener practice. Participants who willingly attend a 'How green is your practice?' workshop are likely to have some investment in this already and will be able to help make this case effectively. A key argument comes from the core of career development work – the labour market itself. Net zero initiatives are clearly linked to the economy and changes to the labour market (UK Government n.d.-b, Warhurst, 2024). This on its own provides a strong argument to counter some of the above concerns. We have a duty to our clients to endeavour to understand and represent labour market changes and trends in our work. Additionally, we know that most individuals, including career development practitioners themselves, view climate change as an urgent and important issue (Hooley et al., 2024, Ritchie, 2024). Whilst this does not mean that the challenges and barriers disappear, it presents an argument for continuing with the process.

### **Stage 3: A stimulus for change**

The next stage involves imagining new practice. The aim will be to move practice closer to or into the radical and/or progressive spaces by modifying existing practice or to create a new activity that meets a need in a radical or progressive way. The aim is not necessarily to be operating exclusively in radical and progressive approaches; there may be very good arguments for us to be working in conservative and liberal spaces as well.

To support the greening of our practice we introduce a stimulus; I have used the 'five signposts of emancipatory career guidance' (Hooley et al., 2021). The five signposts offer five different methods (signposts) for career development practitioners to create career guidance activities that are consciously anti-discriminatory and challenge the status quo. These principles are useful to apply to develop practice that is consciously working in progressive or radical spaces and which encourages engagement with environmental issues – thus the signposts can provide an impetus for greening our practice. In this workshop the five signposts can act as a challenge to normative practice.



Below I have outlined the nature and rationale behind each of the signposts. The explanation illustrates how the individual signpost offers an impetus for us to consider our approach and to create career guidance activities that address issues such as climate change. Within the table I have provided one example of a possible green career guidance activity that could be delivered in practice. These are drawn together from my experience, suggestions gathered in the workshop and existing practice. A full description of the activity and the resources linked to each of the examples are listed in the section below figure 3.

Five signposts	Explanation	Example
<b>1. Build critical consciousness</b>	<ul style="list-style-type: none"> <li>Helps people to understand the world as it is</li> <li>Thinking about why things are organised the way they are. Who benefits from not addressing climate change?</li> <li>Consider what can be changed and how</li> </ul> <p><b>Rationale:</b> Whilst we may not be able to fix climate change immediately, we can begin the process by identifying where we want change to happen and why.</p>	Greenwashing and my career
<b>2. Name oppression</b>	<ul style="list-style-type: none"> <li>Oppression acts against those who are oppressed and favours those who benefit from the oppression</li> <li>Oppression can come in different forms: Exploitation, powerlessness, oil and gas interests, unequal impact of climate change on vulnerable population, cultural imperialism, violence (i.e. physical, verbal or the result of natural disasters linked to severe weather)</li> </ul> <p><b>Rationale:</b> Naming oppression can be empowering. It gives permission to discuss concerns and acknowledge experiences of the oppressed.</p>	Fossil free careers debate
<b>3. Question what is normal</b>	<ul style="list-style-type: none"> <li>Societies and culture define what we assume is normal and natural</li> <li>This includes what we consider to be a good career, a life well lived, a sustainable world etc.</li> <li>What is seen as normal can also vary for different kinds of people</li> </ul> <p><b>Rationale:</b> By questioning norms we can ask why it is normal and open up new and different possibilities.</p>	How green is that job?
<b>4. Encourage people to work together</b>	<ul style="list-style-type: none"> <li>Career is not an individual activity, it is something we do with others</li> <li>We pursue our career alongside others, sometimes co-operating, sometimes competing, sometimes advocating (likewise our pursuit of a sustainable natural world)</li> <li>Strategies for developing your career can be collective and individual (likewise strategies for addressing climate change)</li> </ul> <p><b>Rationale:</b> recognising the importance of co-operation and collective action can open up new learning opportunities.</p>	World at Work: A collaborative board game experience
<b>5. Work at a range of levels</b>	<ul style="list-style-type: none"> <li>Our careers take place at a range of levels (within ourselves, our families, our employers/workplaces, our communities, our environment, our political systems etc).</li> <li>Might include providing feedback into the system and/or advocating for others</li> </ul> <p><b>Rationale:</b> our work as career development practitioners can mean working in different spaces to support clients and address needs.</p>	Sustainable internship and placement programme

**Figure 3: Five Signposts of Emancipatory Career Guidance (Hooley, Sultana & Thomsen, 2021) and examples of ideas for progressive or radical practice**

## Examples of greener (progressive or radical) practice and linked resources

### **Signpost 1 - Build critical consciousness: Greenwashing and my career**

This workshop aims to help individuals to work together to identify the hallmarks of green washing, apply what they have learned and consider what this may mean for their career planning.

The design assumes a group of 10-15 participants and can be modified for larger groups. Learners are collected into 2-3 groups with each group tasked with investigating one resource on the topic of green washing (see below). Each group is asked to summarise the lessons learned from their resource and share this with the wider audience. Together workshop participants agree on their key learnings and prepare a collective 'Is it greenwashing?' checklist.

Participants are then asked to pair up and investigate 1-2 employer profiles and make use of the newly created resource. Employer profiles can be selected in advance or chosen by workshop participants. Pairs can share what they have learned with the wider group in a plenary session.

The final part of the workshop asks participants to reflect on what they have learned and how this may relate to their career planning and research.

Resources useful to this may include:

- University College of Estate Management's article on how to spot greenwashing (2024)
- BBC's Seven ways to spot businesses greenwashing (2021)
- WWF Guide to Greenwashing (n.d.)

### **Signpost 2 - Name oppression: Fossil free careers debate**

Introduce and debate People and Planet's Fossil Free careers campaign (2024) and the role that organisations and businesses play in climate change and net zero targets. This can be done in a large or small group session.

People and Planet have resources available to support this debate on their website (2024). There are also articles to be found online about the campaign and related ideas about fossil free careers which could be used as prompts for a debate.

### **Signpost 3- Question what is normal: How green is that job?**

Learners are tasked with researching two (or more) organisations using sources of green LMI to compare and contrast their sustainability records. Learners critically reflect on their learning and on the LMI available. Resources useful to this may include:

- Nesta's 'How green is your job really?' (2021) Green Jobs Explorer which has used AI to analyse 4 million job adverts and examined industry emissions data to attempt to gauge the greenness of different occupations.
- Access and compare difference company sustainability profiles on CSR Windo (2024)
- Netzero Tracker (2024) offer an overview of the 2,000 largest publicly-traded companies and analyse the key components of their net zero target(s).

### **Signpost 4 - Encourage people to work together: World at Work: A collaborative board game**

This board game asks participants to work collaboratively to protect workers in their 'town' from harm and realise a sustainable economy. Players make collective decisions with the aim of collecting social benefits (e.g. universal basic income, taxes raised from fossil fuel use) that will improve the lives of everyone living and working in their town. More information about how the game works and who to contact for more information can be found on the Career Guidance and Social Justice Blog (Grant, 2024).

### **Signpost 5 - Work at a range of levels: Sustainable internship and placement programme**

Employer engagement teams work to create internship and placement programmes and roles that focus on sustainability and positive impact on environmental issues. This work might involve influencing change and feeding into systems at different levels. For example: students, employer engagement colleagues, enterprise colleagues, placement team members, employers, university systems, senior leadership and funding bodies. Resources to support this work and learn about similar projects (some in the USA) include:

- Chartered Institute of Ecology and Environmental Management, Green Jobs for Nature (2022)
- Green Jobs Network. (n.d.) (including The Green Jobs Pod)
- Green internship scheme from Zero Waste Scotland (n.d.)
- Internship programme examples from the Go Green Initiative (n.d.)

## **Conclusion**

This piece has attempted to build on the existing work that has been undertaken on green guidance and sustainability in education and careers work. I have presented a process that aims to help move practitioners (if only a little) from the more abstract space of *'I would like to do something, but I am not sure how'* to a practical, collaborative and creative space of *'we can see some different approaches that help us to talk about climate change and career'*. The three-stage process is supported by Tony Watts' socio-political ideologies matrix (1996) and the five signposts of emancipatory career guidance (Hooley et al., 2021). Whilst I have attempted to identify some real-world examples of progressive and radical activities, I recognise that there are many more examples available. One of the aims of this workshop of course is to find these ideas and stimulate new designs for practice. So, it is hoped that by sharing my experience of developing and trialling this workshop, more good green practice will emerge.

Perhaps one of the key next steps for practitioners in the sector is to find useful spaces to share what they are already doing to address environmental issues through their work. Forums for sharing practice, resources and the challenges we experience are beginning to be established, in part as a result of the NICEC conference itself. As part of this effort I invite researchers and practitioners to contact me for a copy of resources used in this workshop and/or to support the formation of practice and resource sharing on this topic.

## Workshop Outline

This workshop could be delivered in 2 ½ hours or over a morning or afternoon session, depending on how much time you may have available and the size of the group with which you are working. Below I provide an example of how to facilitate the workshop in 2 ½ hours – indicating where more time may be allocated if possible.

Time	Content/Activity	Resources
10-20 min	<p><b>Introduction</b></p> <p>Aims for the Session</p> <p>Icebreaker</p> <p>For example in pairs talk about what the natural world means to you / sharing a positive experience of the natural world and getting to know each other</p>	Slides
10 min	<p><b>Outline for the session</b></p> <p>Introduction of the three stages (highlights only)</p> <p>Make the case for greening our practice</p>	Slides
15-30 min	<p><b>Stage 1: Auditing our practice – part a</b></p> <p>Start stage 1 by asking individuals to identify different types of practice that they typically use in their work.</p> <p>Provide some examples to support this.</p>	Slides Padlet/Menti or similar or post it notes for capturing current practice
30-45 min	<p><b>Stage 1: Auditing our practice – part b</b></p> <p>Introduce the Watts model and Packer’s green lens version</p> <p>Ask participants to work in pairs or small groups to place their current practice into the matrix.</p> <p>Encourage group discussion about where different activities might sit and why. There are no perfect answers to this.</p>	Slides Padlet or post it notes for capturing current practice Flipchart paper or prepared screen to move practice examples onto the matrix.
30-45 min	<p><b>Stage 2: Acknowledge challenges and barriers</b></p> <p>Ask participants to consider (on their own initially) what challenges and barriers they have already identified as part of auditing their practice.</p> <p>In pairs and small groups participants to discuss these issues further.</p> <p>Collect the main issues for discussion as a group (via Padlet/Menti, voiced contributions, post it notes etc). Depending on the number, aim to discuss each one in turn validating the concerns.</p> <p>Ask for possible alternative views and solutions.</p> <p>End this part of the session with a reminder of the aims of greening our practice and some of key motivations behind this for career development (i.e. changes in labour market, strength of feeling about climate change amongst our learners and clients, importance of the issue to the world).</p>	Slides Padlet or post it notes for capturing challenges and barriers

**(Workshop outline continued)**

<b>Time</b>	<b>Content/Activity</b>	<b>Resources</b>
30-60 min	<p><b>Stage 3: A stimulus for change</b></p> <p>Introduce the Five signposts</p> <p>Provide examples for each of the signposts.</p> <p>Ask participants to look at one (or more) of their existing practice identified in Stage 1 and use the signposts to help them to adapt it.</p> <p>Share ideas, resources and explain their changes in partners and small groups.</p> <p>Using the post it notes (I used green ones) participants can note what they might do to change their practice (to 'green' it).</p> <p>Does this move their practice in more progressive or radical space on the matrix? If so they should physically move their post it note to the new position. If not, that is ok too but allow space to discuss this.</p>	Slides
15-30 min	<p><b>What next?</b></p> <p>What else may be needed to make your plans a possibility?</p>	Slides Padlet
10 min	<p><b>Conclusion</b></p> <p>Final thoughts</p> <p>Feedback</p> <p>Invitation to connect with others</p>	Slides



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