

The Multi-Career Worker

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The question of a multi-career worker lies in the overall educational transition trend (similarly to a demographic transition) which we are experiencing now.

Let me remind you that in Great Britain in the 30s of the 19th century only 9% of the population were involved in the formal types of education (15%, in the USA, 17% in Germany), By the end of the 19th century in Great Britain only 3% of adult population were illiterate. (ссылка 1)

Now If we have a look at the 30s of the 20th century, only 14 students out of 10,000 could go to universities in Great Britain, slightly less than 20 in Germany –, under 19 in France. Currently, more than 59% of an age cohort of Great Britain is admitted to universities, 51%, in Germany under 56% in France - and more than 80% in the USA – (ссылка 2)

We work longer, but at the same time we stay within the system of formal education significantly longer, and the system of informal education accompanies us practically all our lives. Great volumes of education distribution for adults are becoming a new reality that is the response to rapid changes in economy and social sphere of modern countries. If earlier people got a profession for their entire life, now they have to change the sphere of activity several times during the life. It is a huge challenge. An education system is required to be flexible to be ready for it. The worker is required to be flexible too in order not only to improve his skills as it used to be not long ago but to be ready to change his sphere of activity, to change his profession.

It should be noted, that small, medium and large companies are also required to be flexible (it is slightly simpler for large ones) and they should be aware of the fact that it is impossible to be successful, without diversifying its activity and without retraining workers.

A new model of employment is emerging right in front of our eyes and a new model of education should meet all the requirements of the first one.

A new term for this employment model has emerged that organizations are shifting towards the open talent economy. While the classical employment model relied on HR departments hiring full-time employees who work eight-hour shifts on location, new open talent economy model is a collaborative, technology-enabled, fast-paced way of sourcing workers through networks and communities.

The new employment model is becoming more and more occupied by freelancing.

Let me provide some data: according to the recent researches, the number of freelancers in the United States has been increasing. In 2012 in the USA there were 16,9 million independent workers and according to the forecast their number will increase to 23 million by 2017 and to 65-70 million (nearly half of the labor force of the USA) by 2020.

Also according to these researches 35% of freelancers prefer to remain independent as they assume that by doing so they have more chances to get a job, and 25% consider that their earnings will be higher, rather than when being traditionally employed.

Crowdsourcing becomes an alternative channel of search and attraction of talents.

For business it creates a potential opportunity to build the activity in an absolutely different way, selecting teams for projects from different countries (from all over the world). In this case workers introduce different skills, knowledge, information that contribute to a settlement of a wide range of business problems.

What tasks do the new employment model and economic activity set for an education system?

1. Development of unified quality criteria when training workers in different countries. Bologna Process laid the foundation of it in European systems of higher education as they are considered to be the most mobile. But, generally, it should be applied to the whole education system, firstly to school education as it is the base for professional education. Competence-based approach should play a big role here as it is built on the basis of cross functional competences.

2. Workers should be provided with the knowledge of several languages as they will have to work in the multinational environment. Apparently English, Spanish, Russian, Chinese, perhaps, Arab will become these languages. The fact that the worker has to be fluent in several languages means that mobility, first of all, of school students should be increased: several months a year they have to study in different countries.

3. An important place in the school education has to be given to the study of culture and history of other peoples. It is not simply about tolerance development, but this lays the basis for further interaction.

4. In professional education again it is the development, first of all, of cross functional competences. A student should understand that throughout a working career he can work with different people from different countries that will vary rather often. Consequently, professional education has to be targeted not only at professions, which are in demand in certain countries, but also at those which in demand in a great number of other countries as well. Besides, formal professional education has to lay the foundation for continuous learning and reeducation, in order to be ready to change spheres of action and types of business.

5. A change in educational requirements triggers a change in requirements for teachers on all educational levels. If we speak about schools, changing requirements for a teacher cause a change in the whole system of pedagogical education.

6. More and more people, who create new projects, will be involved in the teaching activity. If now master classes are a small part of an educational program, soon they will take 90% of the whole educational process.

7. An approach towards management programs will change seriously as graduates will have to recruit teams from different countries and to manage multinational staff.

8. Multiprofessional teams of tutors (teachers) can be built in the system of postgraduate education system in order to complete educational tasks of employees, holding senior positions. We can pass from the formal educational system when one teaches many (a teacher - a class of pupils, a professor - a group of students), to an informal educational system when one is taught by several teachers, each time completing a unique educational task. It can become a very expensive education, but the use of online courses will provide a certain balance.

9. Business will play a great role in the educational programs formation. Training centers, which provide necessary advanced and additional trainings of workers, are being created by Russian enterprises and organizations. It seems that very soon we will receive educational chains of such centers, providing trainings for multinational staff for conjoint international business projects.

A few words about Russia and the Presidential Academy

We realize the challenges which modern national education systems are facing now. In 2009 Russia switched to a multi-level system of higher education –a Bachelor's degree, a Master's degree, a Doctor's degree (in Russia, postgraduate study). It is set in the new Law «About Education in the Russian Federation» of 2012.

The Presidential Academy has bachelor's degree programs, master's degree programs, doctor's degree programs, MBA, EMBA, DBA programs and also a wide range of various business education programs. We actively cooperate with the leading Russian companies to provide training and retraining of staff for specific projects. At the same time we cooperate with more than 50 universities and leading business schools worldwide, realizing joint educational programs. The basic educational principles are programs flexibility (they are represented by modules), development of a wide range of competences (for this purpose the faculty of Liberal Arts was created), a good language preparation. Our students have an opportunity to complete several courses at foreign universities. However, we understand that we are just in the beginning of our way to build such an educational system which would correspond to Open Talent Model and, Open Talent Economy respectively.