'game for career' - # 1

diagnosing career-learning needs

a professional guide to principles and practice

up-dated 2007

The Career-Learning NETWORK
www.hihohiho.com

'game for career' - # 1

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now including:
how the six game-dimensions relate to CPI – p.18
theories embedded in 'game' #1 and CPI – p.19

Contents

Game for Career is, like any game, interactive, interesting and gets a result: it can be done just for interest. But it is designed to help people work out what kind of careers-work help to seek out. It can also, therefore, help programme designers to develop the help they offer. Because it draws on contemporary thinking on how careers develop, it is especially helpful to programme designs for Connexions and - potentially - for education-for-citizenship and life-long learning.

Playing this game assembles a word-picture of each player's 'take' on career. It speaks of what it is about career which engages, troubles or excites that person. The result is used to point that person to the kind of careers work help that is most likely to help him or her. This is 'empowering': people can go to careers-work helpers and talk with them about how the current programme is - and is not - helping. They can also make suggestions on how the programme can - from their points of view - be improved.

And this, in turn, helps programme designers. Studying and using the game, and this support material, will help careers-work and Connexions coordinators review what they are doing - asking whether and how it helps their learners. They can also identify needs that are not being met, and examine ways in which provision can be extended to meet those needs.

Using Game for Career

The game can be used by different people in different ways:

people thinking about their own career	■ to get a lead on where to turn for more useful help
with families and friends	■ in conversation – to gain insight from other points-of-view

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social workers, youth workers and voluntary workers

careers advisers

■ working in conversation with learners - to talk
Connexions personal advisers through what further help might be needed

■ using the game, in groups or individually, on
careers coordinators the basis of what they know about learners –
to plan further development in the careers-
'mainstream' curriculum work programme
managers

The game links what people feel about career to underlying feelings for life- in-general. That means that concerns not exclusively connected to careers can come up. This is what makes the game useful as a programme-development tool for both Connexions and education-for-citizenship.

Wants and needs

The game is based on expressions of need. Concepts of 'need' can be troublesome, where they portray the 'needy' in terms of 'what's lacking' - a deficit! This would be bad: people should be treated as - each in their own way - 'whole'. But 'need' is part of the human condition: we all 'hunger', 'fear',

'grieve', 'get confused', and 'yearn'. These descriptions of need are both literal and metaphorical, with all kinds of levels of importance.

For sure, we must describe career in 'practical' and 'functional' terms, but to assume that working life is not touched by 'need' would be a failure of imagination. This would be doubly so in the lives of people whose career is a dull ache - or a sharp pain.

The game does not assume 'need' in any unchangeable way; it assumes only that a person has not found what she or he needs - yet!

'Needs' are different from 'wants'. People can usually say what they want; expressions of need are not always so immediately obvious. Indeed, they are at times first appreciated by someone who is perceptive and caring. That often means being able to read 'between the lines' and noticing body language and tone of voice. This is not rocket science: there is nothing very mysterious about it; it is how we all - to a greater or lesser extent - help each other.

By asking people personally to respond to ideas about what concerns, troubles and engages them, the game is inviting learners to think about what they seekfrom their work. That is why the family and other group participation in the game can be particularly useful.

Coverage of needs

An on-paper version of the game is set out on page 3. (You'll find an on-line, self-scoring version at www.hihohiho.com - Bill Law's Career-Learning Café, in Café Careers magazine - Games. The items are clustered into six sections, each with a letter-code (on the right in the on-paper version). The clusters contain expressions of needs concerning:

INF information - how planning needs knowledge of self and opportunity
FEE feelngs - the impact of emotions in career planning
ATT attachments - how and why other people make a difference
BAC background - culture, upbringing and habitual ways of seeing things
LEA learning - making sense of experience as a basis for action
PUR purpose - finding meaning and relevance in career

You can find a detailed account of how the items have been chosen and expressed on pages 13-15.

GAME FOR CAREER
a game - with a message

This game helps you to appreciate what is worth thinking about in planning a career.

You give your reactions to 30 statements - it can be done in a matter of minutes. What you say will help you consider how you are going to develop your own ideas for a career.

You can share the results with your careers or personal adviser or teacher. It will help you work out what more can be done to help you with your career.

Say whether each statement applies to you by writing a number between 1 and 4 in the square box.

Total up the six scores (on the right) when you have given your number to all the items. It will help you both if - when you've completed all of this - you discuss the six scores with your adviser or teacher.

this satement applies to me	...**a lot**	write '4'
	...**a bit**	write '3'
	...**very little**	write '2'
	...**not really**	write '1'

1.	I'd find it hard to say what I want from my future	
2,	I've got little idea what it's like to be at work	
3.	I just can't see how I'd be any better off by making a career plan	
4.	I don't know how to find out about qualifications for any work I might like	
5.	I see little point in getting worked up about career - just tell me what's available	

total items 1-5 here

INF

6.	I clam up or get angry when people push me about my career	
7.	I feel, when it comes to a career, women must take different things into account from men	
8.	I really wish somebody would just tell me the best thing to do about my career	
9.	To me, talk of career is boring – I always want to change the subject	
10.	I daresay I'll get a job, but I really can't be all that bothered about it	

total items 6-10 here

FEE

11.	I stick to career moves that keep the respect of my long-standing friends	
12.	I prefer to talk about my life plans with people I know well	
13.	I get inspired with exciting career ideas by famous people - in sports, films or music	
14.	I need to be with people who I like and who know me well, before I can talk about what I'll do	
15.	I'd rather talk about my career with a real person, than read a book or work at a computer	

total items 11-15 here

ATT

16.	I know some people see my background as different - and look on me as an outsider	
17.	I have ideas about work that are deep inside me - since I was a kid	
18.	I think you should accept what your own people believe is right	
19.	I don't mix with lots of people with different kinds of interesting careers	
20.	I've never met a teacher or adviser who really understands my background	

total items 16-20 here

BAC

21.	I find it hard to give my own account of why I do things	
22	I believe that mediums, astrologers and other mystics can help you with your career	
23.	I believe, when things get complicated, 'just do it!' is good advice	
24.	I find that there's just too much information about career'– making any sense of it all is a really tall order	
25.	I'm against changing my plans about career - my mind is quite made up	

total items 21-25 here

LEA

26.	I've never taken school or college learning very seriously - I can get what I want in other ways	
27.	I only do what I think is important - in taking control of my life	
28.	I don't believe in getting a job - it's not going to get me what I most want from life	
29.	I face up to the real world - to get ahead you might have to break the rules or hurt other people	
30.	For me, a career plan has no point, unless it shows you how to get what you want in your life	

total items 26-30 here

PUR

How it works

The game totals the scores for each cluster of items (on-line) or the learner is shown how to total them (on-paper).

The highest score indicates a cluster of issues to which it might be helpful to give more attention. In the on-line version the learner can see read-out screens, suggesting what learning needs these clusters suggest. The screens also describe what kind of provision can most help with these needs. On-paper this text needs to be copied so you can use it with learners (see pages 6-11).

The learner can, of course, chose to see more than one read-out.

There are six read-outs. They can lead to a helper talking with a learner in the directions suggested below.

INF	**for information**	—'you might have enough to go on, about yourself and the working world, or you might find that you are still in the dark'
FEE	**for feelings**	—'the feelings you have about career can help you but they can also hurt you'
ATT	**for attachments**	—'you might be okay with the way other people have their say about your life or you might not be so sure about them'
BAC	**for background**	—'upbringing can give a person deep beliefs and values, you may want to live with them or maybe it's time to move on'
LEA	**for learning**	—'you've been learning about work since you were a toddler, maybe it has all helped you but it could be holding you back'
PUR	**for purpose**	—'there is supposed to be a point in getting a career, and you might be convinced about that but you might have your doubts'

The deeper in this list the career conversation needs to move, then the deeper the need for help. The list is particularly useful to Connexions.

But all of these factors influence us all to some greater or lesser extent. Managing career means managing these influences. And we all need some help. This is how the game diagnoses the sort of help individual learners need with their career management.

Getting and receiving help

Pages 6-11 show the read-out screens, with - on the left - more detail about why and how each kind of provision is appropriate to this cluster of need.

The need can be intense. Family and neighbourhood traditions no longer help people plan and manage their lives as once they did: there are more options; knowing how to grasp them is increasingly demanding; and everything keeps changing.

In schools and colleges help is called 'personal and social education', 'careers work', 'education for citizenship' or 'Connexions'. It is a distinctive range of provision; it is different from much other school or college learning, because it is about real-life decisions and problems - here and now. It is not learning just for 'knowledge', it is learning for 'action'.

how learners can get help

There are read-outs for each of six clusters. One-or-more is shown to each learner on the basis of how the game is completed. On-line learners can print these suggestions.

On-paper read-outs can be copied onto handouts and used in discussion with learners - face-to-face or in groups.

In both cases learners can talk about it in their families, with their advisers or teachers, or with 'somebody who knows you well - and wants the best for you'.

how careers-workers can get help

As a careers worker you can work through the game as a way of reflecting on the needs of your students or clients. You respond to the 30 items as though you are them. Then you can use the read-outs as a basis for working with colleagues on what should be done in your own programme.

Together, pages 6-11 describe a comprehensive programme. But few schools or colleges are in a position to provide everything - certainly not everything for everybody. And this is not necessary. The skill of programme management starts with understanding the needs of a particular group. It is a local task. Where careers workers understands their own students, in their localities, then they are in position to design locally appropriate careers-work programmes.

The six suggestions for help can be applied in one or more of six (differently derived) areas of delivery, described on the right.

resource centre	a walk-in area, which may also be called 'careers...' or 'Connexions library', where books, leaflets, posters, graphics, audio-visual and digitally-based material can be accessed by learners
face-to-face	'interviews', 'guidance and support' or 'counselling', and some aspects of 'mentoring', where learners, individually or in small groups, access personal help
recording	psychological tests ('psychometrics') and checklists, 'portfolios', diaries, and 'progress files', where people can set down - in words and graphics - what they have done, can do and want in work, and what they intended do about it
teaching	in the timetable as 'careers education' or 'personal social and health education', usually in period-length slots (of 30-60 minutes) in which learners examine and - sometimes - share and respond to information, ideas and perceptions of career
integrated	career-related issues, tasks, decisions and problems are woven into 'mainstream' subject work (such as National Curriculum subjects and religious education), frequently in 'set-aside' slots (of hours, days or weeks) so that there can be real-time practice
community-linked	'visits-in' by working people, 'visits-out' by learners and 'off-site' learning experience (such as work experience, community service and enquiry projects) where learners engage with the people, places and tasks of the world beyond the school gates

Few of the suggestions for each cluster will work well in isolation from the other suggestions in that cluster. It is usually necessary to develop any programme in more than one way.

The help read-outs

providing help with information

The need for help with planning information is diagnosed by agreement with game items 1-5 (on paper) or 1-3 (on-line).

1.   I'd find it hard to say what I want from my future
2.   I've got little idea what it's like to be at work
3.   I just can't see how I'd be any better off by making a career plan
4.   I don't know how to find out about qualifications for any work I might like
5.   I see little point in getting worked up about career - just tell me what's available

If these are the issues hindering career development then the suggestions for improvement are:

resource-centre
■ reliable and neutral information - about education, training and working opportunities
■ indexing systems which help people access the information - on the basis of clear and useful search criteria
■ computer systems where learners can enter information - about abilities and interests, and receive lists of suggestions about the kind of work that might be suitable

face-to-face
■ 'expert' advice - on information about the learner and knowledge of the working world lead to suggestions and discussion of ways forward

reporting
■ records or progress files of abilities and interests - set down as a basis for applications for further education, training or work opportunities
■ action-planning - where learners set down information about achievements, qualifications and how they intend to advance their prospects

teaching
■ self-assessment worksheets - where learners consider and list abilities and interests
■ decision-making and problem-solving simulations - where learners take on career-development tasks, to assess the effectiveness of their skills
■ factual discussion work - to clarify, compare and verify the accuracy of information

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INF for INFORMATION

Game for Career gives the highest scores to the areas of greatest need. And, so, a higher score here points to how it would help you to learn more about...

finding and managing information.

A lower score here suggests that you have this area more under control. It might be better for you, then, to look in other areas for ideas about how most to develop your planning.

If you have a higher score here read on.

The information you need is about what is going on in your life, as well as in the working world.

Making progress here means being able to say...

> what work interests you;
> what you are able to do;
> how you know what kind of work would be best for you.

If you don't say these things for yourself, other people may try to say them for you.

For more help with this, look for at least one of the following...

■ a good careers library;
■ expert advisers, who can help you sift through the information;
■ assessments, checklists and computer programs which can suggest work opportunities;
■ careers education which helps you to find, apply and land a job or other opportunity;
■ recording or profiling which help you to set down what qualifies and equips you for future work.

You can keep this information - so that you can talk about it with your family, your careers adviser or a teacher, or somebody else who knows you well - and wants the best for you.

It comes from
The Career-Learning Café
www.hihohiho.com

providing help with feelings

The need for help with feelings is diagnosed by agreement with game items 6-10 (on paper) or 6-8 (on-line).

6. I clam up or get angry when people push me about my career
7. I feel, when it comes to a career, women must take different things into account from men
8. I really wish somebody would just tell me the best thing to do about my career
9. To me, talk of career is boring – I always want to change the subject
10. I daresay I'll get a job, but I really can't be bothered about it

If these are the issues hindering career development then the suggestions for improvement are:

face-to-face
- guidance and support - calling on motivation for action
- mentoring - accepting expressions of feeling and honestly expressing alternative points of view
- counselling - not directing learners to 'what they should do', but enabling them to work through feeling-laden hindrances to constructive action
- small-group work - where disclosure of feeling about work is safe

reporting
- records of experience or portfolios - not as a basis for making 'job applications', but enabling learners to set down the whole experience - for their own reflection and clarification

teaching
- experiential class work - where worksheets, simulations and discussions include expressions of points-of-view, and accept that not everybody will see things in the same way
- role-playing - where learners act out reactions in a career-related position, so that they can experience the situation, and their part in it, in a thought-and-feeling whole

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FEE for FEELINGS

Game for Career gives the highest scores to the areas of greatest need. And, so, a higher score here points to how it would help you to learn more about...

understanding and managing feelings.

A lower score here suggests that you have this area more under control. It might be better for you, then, to look in other areas for ideas about how most to develop your planning.

If you have a higher score here read on.

Work is not just about qualifications and 'how-to-do' skills, it is also about 'why-bother' feelings - the hopes and fears, satisfactions and disappointments you have about work.

Making progress here means being able talk about...

> any good feelings you have, when you think about yourself at work;
> any bad feelings you have about that;
> what you most want to feel about being at work.

Everybody has something to say about this. And we all need to work out why such feelings are important to us. Also, what we have to say about feelings is different for different people. So, you can find your own way of saying it all.

For more help with this, look for at least one of the following...

- a personal adviser who can 'be there' for people, who will listen, and take seriously what you say;
- careers education which helps people to say what they feel, and try out what they would do in different situations;
- recording and profiling to set down - in words and pictures - what is going on in your life and how you feel about it, and a chance to talk it over with somebody who can help.

You can keep this information - so that you can talk about it with your family, your careers adviser or a teacher, or somebody else who knows you well - and wants the best for you.

It comes from
The Career-Learning Café
www.hihohiho.com

providing help with attachments

The need for help with attachment is diagnosed by agreement with game items 11-15 (on paper) 11-13 (on-line).

11. I stick to career moves that keep the respect of my long-standing friends
12. I prefer to talk about my life plans with people I know well
13. I get inspired with exciting career ideas by famous people - in sports, films or music
14. I need to be with people who I like and who know me well, before I can talk about what I'll do
15. I'd rather talk about my career with a person, than get help from a book or a computer

If these are the issues hindering career development then the suggestions for improvement are:

reporting
- records of experience or portfolios - setting down learning in its social contexts and enabling learners to reflect on who influences them, and how

teaching
- use of community links - not as separate programmes, but as learning resource which are integrated with class-work - enabling learners to prepare and review contacts, saying whether and why they can be trusted

integrated
- linking community resources to mainstream work, enabling learners to explain how community roles have developed, how they are now changing and whether and how and why they are important to the learners

community-linked
- visitors - who do not appear as 'visiting lecturers', but engage learners in real stories, impressions, support, and expectations
- visits - where contacts in the community can act as mentors, introducing learners to real experiences and new points-of-view
- learning experiences in the community - where not just the tasks but the people and places of (say) work experience are used as sources for modelling and feedback that learners would not otherwise encounter
- community-based work - where tasks are undertaken, enquiries are conducted and voluntary work is done, for their own sake and also to expand horizons and deepen understanding of new people

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ATT FOR ATTACHMENT

Game for Career gives the highest scores to the areas of greatest need. And, so, a higher score here points to how it would help you to learn more about...

understanding and dealing with other people.

A lower score here suggests that you have this area more under control. It might be better for you, then, to look in other areas for ideas about how most to develop your planning.

If you have a higher score here read on.

Your attachments include your partner, family and friends - the people who are important to you. Career planning means considering these people - especially if they are dependents. Dealing with other people means considering them, but also respecting yourself.

Making progress here means...

> knowing who is influencing you;
> knowing whether their influence is fair and helpful;
> making new contacts;
> knowing who you should be paying attention to - and why.

New contacts help when they show you new ways of thinking about work. Making new contacts can help both you and your dependents.

For more help with this, look for at least one of the following...

- work experience where you can meet new people;
- work shadowing where you can get to know a person well;
- visits to and from different people and places;
- mentoring - where somebody with different experience can help you;
- recording and profiling to help you review your contacts, what you learn from them, and what new ideas new contacts give you.

You can keep this information - so that you can talk about it with your family, your careers adviser or a teacher, or somebody else who knows you well - and wants the best for you.

It comes from
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providing help with background

The need for help with background is diagnosed by agreement with game items 16-20 (on paper) and 16-18 (on-line).

16.   I know some people see my background as different - and look on me as an outsider
17.   I have ideas about work that are deep inside me - since I was a kid
18.   I think you should accept what your own people believe is right
19.   I don't mix with lots of people with different kinds of interesting careers
20.   I've never met a teacher or adviser who really understands my background

If these are the issues hindering career development then the suggestions for improvement are:

resource-centre	■ local material - representing its economy and cultural- and social-life (which can be developed by learners from their own enquiry work)
	■ advisers and counsellors who understand and respect local cultures
face-to-face	■ help which supports learners in exploring dilemmas concerning what, in their background, they will retain and how they will move on
reporting	■ records of experience or portfolios - in which learners can set down what they learn from their upbringing, and its beliefs and values
teaching	■ teachers who understand and respect local cultures ■ discussion which enables people to work out what, in their background, thy will retain and how they must move on
integrated	■ teachers who understand and respect local cultures ■ teachers who can show how mainstream subjects help learners to understand local cultures
community-linked	■ visitors who represent, understand and respect both local and wider cultures ■ direct contact with a range of cultures - so that learners can appreciate attitudes to work in people, places, values and beliefs, other than their own ■ 'media' projects - portraying and examining formal and informal cultures, engaging learners in conversation with cultures other than their own

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BAC FOR BACKGROUND

Game for Career gives the highest scores to the areas of greatest need. And, so, a higher score here points to how it would help you to learn more about...

appreciating your upbringing and understanding how to move on.

A lower score here suggests that you have this area more under control. It might be better for you, then, to look in other areas for ideas about how most to develop your planning.

Background gives a person beliefs and values. They belong to your roots: what you have taken from your early neighbourhood and religious and ethnic experience. These beliefs and values are often expressed in stories and music, and in what you feel is worthwhile in the media. Sometimes they have to do with race, class and gender - which can raise big issues in working life.

Making progress here means being able to work out...

>   what beliefs and values you must respect and will hold to;
>   what you will let go;
>   how you will move on.

Beliefs and values are important in working life - especially where they link to your viewpoint on being a citizen, the environment, ethnicity, gender, the global community, race, religion and social class.

For more help with this, look for at least one of the following...

■   teachers and advisers who understand the strengths of your background - and also how you need to move on;
■   visits and projects which show you new places, people and beliefs;
■   careers education which helps people to appreciate the importance of values and beliefs at work;
■   recording and profiling to help you reflect on old and new experiences, and to say what you will keep, and how you will move on.

You can keep this information - so that you can talk about it with your family, your careers adviser or a teacher, or somebody else who knows you well - and wants the best for you.

It comes from
The Career-Learning Café
www.hihohiho.com

providing help with learning

The need for help with learning is diagnosed by agreement with game items 21-25 (on-paper) 21-23 (on-line).

21. I find it hard to give my own account of why I do things
22. I believe that mediums, astrologers and other mystics can help you with your career
23. I believe, when things get complicated, 'just do it!' is good advice
24. I find that there's just too much information about career – making any sense of it all is a really tall order
25. I am against changing my plans about career - my mind is quite made up

If these are the issues hindering career development then the suggestions for improvement are:

recording
- records and portfolios - where learners set down learning over time, in story form, enabling them to recognise and explain how beliefs and values change

teaching
- schemes of work - not free-standing 'lessons' but, over time, on-going sequences, which enable accurate information-gathering and thoughtful processing
- learning progression - which develops learning from basic to developed, so that learners can base appropriate and sustainable action on thoughtful learning

integrated
- shared learning settings - with mainstream subjects and their teachers, so that a range of well-founded knowledge is made available to their needs
- shared learning - which helps learners to appreciate the usefulness of mainstream learning to effective and fulfilled lives
- long timetable slots - where learners can gather, self-critically reflect upon, assemble, practice in real time and get feedback on learning for sustainable action

community-linked
- contacts in the community - with people who can represent in depth what learners need to know, and help them try their learning out in real time and real settings

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LEA FOR LEARNING

Game for Career gives the highest scores to the areas of greatest need. And, so, a higher score here points to how it would help you to learn more about...

getting career ideas and changing your mind.

A lower score here suggests that you have this area more under control. It might be better for you, then, to look in other areas for ideas about how most to develop your planning.

Career learning means building up a mental picture of who does what, what work is like for people, and what you can do about it. In all kinds of ways you have been learning about this since you were a toddler. School or college should also help. But new people and new experiences always mean new learning - and that sometimes means changing your mind.

Making progress here means knowing how to...

> gather enough information on what is going on - in work and in your life;
> sort it into useful order - so you know what's what;
> bring out your feelings - so that you know what's important to you;
> work out how these things came to be like this - and what you can do about it.

The important thing here is actively to learn for yourself - not passively to go along with others. But that means being honest with yourself, both about what you believe, and why.

For more help with this, look for at least one of the following...

- schools or colleges which introduce you to the working world sooner rather than later;
- learning activity which builds up your career learning over time;
- timetables which give 'periods' of hours or days - so that you can really get to grips with the learning, and try it out;
- recording and profiling to help you set down learning, plan how you will use it - and to think ahead.

You can keep this information - so that you can talk about it with your family, your careers adviser or a teacher, or somebody else who knows you well - and wants the best for you.

It comes from
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providing help with purpose

The need for help with purpose is diagnosed by agreement with game items 26-30 (on-paper) 26-28 (on-line).

26. I've never taken school or college learning very seriously - it will not help me to get what I want
27. I only do what I think is important - in taking control of my life
28. I don't believe in getting a job - it's not going to get me what I most want from life
29. I face up to the real world - to get ahead you might have to break the rules or hurt other people
30. For me, a career plan has no point, unless it shows you how to get what you want in your life

If these are the issues hindering career development then the suggestions for improvement are:

reporting
- records and portfolios - which not only set down what is learned, but shows links between learning and life's problems and dilemmas.
- records and portfolios - which set out ways of using learning, not only in training and employment, but also in such roles as partner, parent, householder, consumer, volunteer and citizen

integrated
- mainstream subjects which show how learning figures in the pursuit of happiness, fulfilment and achievement
- curriculum which helps learners understand how action in one life role affects what happens in another

community-linked
- contact with people who are ready honestly to share their experiences on the relationships between roles as worker, partner, parent, consumer, volunteer and citizen
- contact with people who can speak authentically and constructively about the frustration of life's purposes, and how criminal and antisocial options entice some to accept damaging risks

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PUR FOR PURPOSE

Game for Career gives the highest scores to the areas of greatest need. And, so, a higher score here points to how it would help you to learn more about...

seeking meaning in your work and finding it.

A lower score here suggests that you have this area more under control. It might be better for you, then, to look in other areas for ideas about how most to develop your planning.

A purpose at work is to make a living - perhaps just to survive. But working purposes can also be for satisfaction you seek, fulfilment you need, or commitment to what you say is important.

Making progress here means being able to see your work as a meaningful part of your life. Then you can manage your working life so that you can see whether and how work helps you with...

> getting money and spending it;
> achieving things, as well as finding fulfilment and making a contribution ;
> your fun and leisure life, as well as resting, sharing and loving.

Everybody is different about how they see things like this: you may not agree about it, even with your closest friend. But disagreement about life's purposes is not a bad thing. Some people decide that what can't be found in work must be found in other ways. Sometimes that means making 'career' less important than other things in your life. The consequences of such thinking are always important.

For more help with this, look for at least one of the following...

- school and college work where learning is relevant, not just to getting a job, but to realising happiness, fulfilment and achievement;
- learning activity which helps you to understand being a partner-in-life, parenthood, family relations, getting what you need in life and being a citizen - as well as passing exams and 'doing well';
- recording and profiling to help you set down what you are learning, how you are going to involve others, and how you are going to find what you most seek.

You can keep this information - so that you can talk about it with your family, your careers adviser or a teacher, or somebody else who knows you well - and wants the best for you.

It comes from
The Career-Learning Café
www.hihohiho.com

Connexions, citizenship and life-long learning

The game moves through continuously deepening and more dynamic layers of concern in career planning. It therefore takes both learners and careers workers into areas that are sometimes difficult to express - the hidden but powerful inner life of career planning.

The game starts, obviously enough, with concerns for useful information about self and opportunity. It acknowledges more dynamic forces where, first, feelings and, then, attachments gain attention. As these attachments are understood in a cultural context, ideas about career can be seen in both deeper and wider terms. And when account is taken of learning over time - with possibilities for distortion in learning - then ideas about what happens in career are further extended. Further still, appreciating how we each attribute meaning and purpose to work requires that planning for a working life is seen to influence - and be influenced by - a person's other life roles. We must then recognise that fitting into a job may not be a person's deepest and most compelling drive. It must certainly be understood as part of a feeling-and-learning, social, cultural and purposeful life.

Connexions programmes, for people in danger of 'exclusion', together with education for citizenship, and programmes to enable life-long learning, all of these are responses to the need to see people's participation in contemporary society in such deeper, wider and more dynamic terms. The more this understanding is accepted, the more carefully we must deliver help.

Game for Career is, therefore, intended to help people consider what more is needed to do justice to such programmes. We can only do this if we attend to the powerful, but often unexpressed, life of learners. Such an appreciation will take programmes beyond the limited provision of traditional 'careers education and guidance', to a fuller, more relevant and more comprehending provision for contemporary careers work.

Getting the most from the game

The purpose of this game does not require learners to know how 'high' or 'low' their scores are, or how their scores compare with other people's. It is better to loose the idea of 'right' answers with 'high' scores and favourable rankings. This game is about a person, how her or his life is coming together, what further possibilities there might be, and where to look for help to get a fair chance of realising them.

helping with 'difficult' material

The wording of items has been kept within the range of most 15+ year-olds. Where there might be vocabulary problems, it is recommended that a helper (at home or in careers work) sits with the learner while the items are worked through and the read-outs of recommendations for further help appear.

The ideas (e.g. 'attachment', 'background', 'purpose' and so on) may be more troublesome than the language - not because they are difficult concepts but because they may be unfamiliar. Again, sitting by learners while they work through the material need not hurt how the game works, and may help the learner to make the best use of it. Once the concepts are understood, the learner must - of course! - answer for him or her self. In any event, attempts to manipulate young minds usually

come unstuck - sometimes they seriously backfire!

working through the material

But taking learners through a run-down on the main ideas developed from the key ideas will help. This can be done, say, in classroom activity, before they take part in the game. Or, perhaps more dynamically, by engagingthem first in working through the items, and then working out with them how the items relate to the concepts. You would be helping each of your learners become their own 'career theorist'. Working with people on the concepts before they do the game will not hurt. It may very well help.

Furthermore when people have had a chance to talk through the suggestions and the ideas they may feel as if they want another 'go'. Again, that will not hurt and may help.

sensitivity to the more vulnerable

Where the process is likely to be - in any way - personally or morally roublesome, it is recommended that somebody who knows and cares for the learner is on hand to talk it through - if not during the game then soon afterwards.

freeing-up the use of read-outs

If a learner has responded cautiously to the items (lots of '2s' and ''3s') then it would be sensible to look at more than one or two screens at the read-out stage. The game allows you to do that.

A learner may well decide to ignore the game's recommended read-outs, and ask for another that they can now see they need. If they can say what they need and say why, don't fight it! 'The human mind can create more algorithms for understanding than can be built into any ready-made program.

using the game as in-service staff development

By becoming familiar with the ideas, and their links to the items, careers-work helpers will find themselves able to use the ideas in other settings - when chatting, interviewing, advising, counselling individuals or listening to students in class. This is an important outcome of using the game. The more ways we have of understanding each other, the better we are able to help each other.

If these ideas have any value they will remain with you long after you have stopped using the game.

By working on the game with a particular learner in mind, you are getting to know her or him better; and especially getting to know that individual - but perhaps hidden - inner 'take' on career. It will help you and the learner to explain what is to be done.

the future

Other ways of increasing the usefulness of the game will emerge from use. If you can offer advice or assistance in this work contact The Career-Learning Café (see page 1).

Key Ideas - the theoretical bases

This section outlines the key ideas (here set in single 'quotes') which underpin the six clusters in Game for Career. The clusters move into each other (they would be best represented graphically as continuously shaded areas, shading into each other). And, so, you will find that some game items reflect aspects of more than one cluster. In using concepts of this dynamic kind, some occasional leakage between the categories is inevitable.

concerning information

In thinking about a career plan a person needs 'something to go on'. Information about 'self' and 'opportunity' provides that grist for the 'decision'-making and 'transition'-managing mill. This cluster deals, then, with information as the 'content' of career planning (what people need to know). This cluster is, unlike the other five, not a part of the 'process' of planning (how people come to know things in the way they do).

On what can be said about the 'self': there are some relatively stable features of a person, and his or her life, which impact career. They are called 'traits and factors'. One version of such a list is 'physical make-up', 'attainments', 'general intelligence', 'special aptitudes', 'interests', 'disposition and circumstances'. These are all areas in which information about self can be gathered. 'Trait-and-factor' thinking argues that we can explain career in terms of a matching process in which this information is linked to information about suitable work.

On what can be said about 'opportunity': a person needs accurate and up-to-date information about the working world, which is free of bias and easy-enough to understand. That information might, for example, be about what work is available, where it is located, its entrance requirements, what people do in the work and how it is changing.

'Opportunity-structure' theory argues that information about work is all that people need. This is is said to be because they do not so much choose work, they take what is available. The extent to which this is so is, it is argued, related to social class. People - in particular working-class people - do not get what they like; though, if they are lucky, they might learn to like what they get.

The game recognises the need for help with information in the following items:

1.   I'd find it hard to say what I want from my future
2.   I've got little idea what it's like to be at work
3.   I just can't see how I'd be any better off by making a career plan
4.   I don't know how to find out about qualifications for any work I might like
5.   I see little point in getting worked up about career - just tell me what's available

concerning feelings

Career management is not just a matter of gathering and using information. Career involves taking risks, making some commitments and avoiding others, staying out of trouble and being assertive, pursuing something new without losing something important.   Such matters are not entirely managed by rationality.   There are feelings: hopes and fears, trust and distrust, empathy and rejection, anger and confidence, excitement and boredom, value and stereotype. This inner life is at least as much feelings as it is thoughts. Much of career management is, therefore, emotionally laden. And emotion influences the way we each process information.

Emotion can be experienced as a transient feeling - a short but decisive moment can change a life. But emotion is also experienced as sustained sentiment - underlying feelings which permeate much of what a person does.

We have feelings because they help us to survive, by cueing us to move or be still, to fight or flee and to approach or avoid. Such feelings have an instinctive base. Emotional intelligence means becoming aware of one's own and others' feelings and knowing how to engage them in constructive action.

The career-development theory which pays most attention to feelings is 'self-concept' theory. It supplements 'trait-and-factor' theory by attending to ideas that a person has concerning 'myself-and-how-I-am-changing'. It describes the self experiencing changing motivations and commitments. It includes references to needs, feelings and values, and to the development of idiosyncratic experience.

The game recognises the need for help with feelings in the following items:

6.   I clam up or get angry when people push me about my career
7.   I feel, when it comes to a career, women must take different things into account from men
8.   I really wish somebody would just tell me the best thing to do about my career
9.   To me, talk of career is boring – I always want to change the subject
10.   I daresay I'll get a job, but I really can't be bothered about it

The 'DOTS' analysis fuses elements of trait-and-factor, self-concept and opportunity-structure thinking, by setting out requirements for enabling career management.   These elements are (S) 'self awareness''– asking 'who am I?', (O) 'opportunity awareness' - asking 'where am I?', (D) 'decision learning' - asking 'what will I do?'; and (T) 'transition learning' - asking 'how will I cope?'.

The feelings that influence career development are often most sharply manifested when one person's way of seeing things comes into contact with another's. Attachments call up feelings.

concerning attachments

Although career is influenced by information about opportunity and self, that information does not come exclusively though books and leaflets or through ICT. 'Community-interaction' theory emphasises the importance of personal channels - in contacts and encounters.

These sources of influence may be formal, such as the help provided by teachers and advisers; but they are often informal, such as the influence of family, peer group and neighbourhood contacts. Like opportunity-structure theory, community-interaction theory is sociological - it looks for explanations 'out there'. But, in contrast to opportunity-structure theory, it emphasises the importance of close-up social relationships. The setting is the immediate community context, where people are more likely to trust - with whatever justification - what is being suggested and offered.

In career, people act for - and in response to - other people. Community-interaction theory identifies the processes of 'feedback', 'modelling' and 'expectation' as important in processing career - particularly at turning points. One of the important ways in which such influence is exercised is through the media, sports and cultural images being shared in the immediate social group.

This thinking suggests that such effects are entrapping where a narrow range of contacts is made. But, where the range of social contacts is significantly expanded and enriched, the community-interactive effect can be liberating - new people bring different feedback, other modelling and new expectations.

Game-for-Career recognises the need for help with attachments in the following items:

11.   I stick to career moves that keep the respect of my long-standing friends
12.   I prefer to talk about my life plans with people I know well
13.   I get inspired with exciting career ideas by famous people - in sports, films or music
14.   I need to be with people who I like and who know me well, before I can talk about what I'll do
15.   I'd rather talk about my career with a person, than get help from a book or a computer

concerning background

Groups are more than assemblies of individuals; and attachment to a group can be very powerful. For good or ill, there are underlying yet strong career-development influences embedded in the life of groups.

Neighbourhood, ethnic, social-class, and religious groups develop both formal and informal cultures. Cultures comprise the beliefs and values which identify - for example - what people should do, what should not be changed and who are 'insiders'. Beliefs and values are often expressed in a person's manner. An example of cultural influence is in the stereotyped feelings that a person can habitually display, and which might well be rooted in the person's culture. These ways of seeing things are embedded by each group in its images, music and stories. In informal groups a shared sense of humour is often important, and can be a form of control.

'Social-reproduction' theory was the first to document the impact of culture on career. It sets out the willingness with which lads from working-class backgrounds (homes, neighbourhoods and peer-group) accept low-level work. In its own terms it describes 'how working-class kids get working-class

jobs'. Some of the individual 'kids' were pretty bright. But, the theory says, they reproduce a group-related world-view, with which they each collude.

'Pragmatic-rational-choice' theory develops the point by drawing on the sociological idea of 'habitus'. Habitus refers, not just to the habits of thought and feeling on which a person acts, but to how thought and feeling is rooted in the social position that the person inhabits.

A person's background-based beliefs and values can be a career disadvantage; members of some groups are not readily accepted in some settings. People whose beliefs values and manner offer advantage in this respect are said to have 'cultural capital'.

What can be known about a 'self' must therefore include cultural capital.

The game recognises the need for help with background influences in the following items:

16.   I know some people see my background as different - and look on me as an outsider
17.   I have ideas about work that are deep inside me - since I was a kid
18.   I think you should accept what your own people believe is right
19.   I don't mix with lots of people with different kinds of interesting careers
20.   I've never met a teacher or adviser who really understands my background

concerning learning

It is true that some feelings for career have an instinctive base, but career is also learned. Both nature and nurture influence the processes through which we manage career. Learning is involved, not only in dealing with information, but also in dealing with feelings themselves, as well as with attachments and background.

'Career-learning' theory treats career as learned behaviour; in particular, it sets out an explanation of how people learn for action, and - more particularly - for sustainable action. The explanation begins with a characterisation of 'basic' learning: 'sensing' information and impression, and - then - 'sifting' it into useful order. 'Developed' learning can then follow, characterised as 'focusing' a point-of-view and'understanding' the causes and effects now operating. This thinking suggests that developed learning will not be useful to action unless basic learning has been successfully developed to support it. Where there is no such basis, so-called decision-making is no more than impulse.

This underlying distinction, between basis and development, calls on the curriculum concept of 'progression'. Progression proposes a ladder of learning - moving, in linked stages, towards understanding. Understanding - knowing what causes give rise to what probable effects - is argued to be necessary to sustainable action. Progression shows how later learning is dependent on early learning, so that - where early learning is weak or faulty - the later learning is hampered or distorted. Stereotypes are forms of one such distorted understanding, and they seriously hinder career development.

But all career development can be educated: learning processes can be better informed, sharpened and more clearly directed at useful outcomes for living. The need for improvement is, therefore, at least as much in these processes, as it is in the content of learning.

Furthermore, attention to learning process is essential to any attempt to help with 'change of mind', and 'learning-to-learn' and 'transfer of learning'. These are among the aims for which the game's diagnoses will prove particularly useful to enabling life-long learning.

The game recognises the need for help with learning processes in the following items:

21.   I find it hard to give my own account of why I do things
22.   I believe that mediums, astrologers and other mystics can help you with your career
23.   I believe, when things get complicated, 'just do it!' is good advice
24.   I find that there's just too much information about career – making any sense of it all is a really tall order
25.   I am against changing my plans about career - my mind is quite made up

concerning purpose

Work is purposeful behaviour. It may be for survival - getting enough so that one's self and one's loved ones can get by, here and now, now and later. It may be for self-fulfilment - whether now or later, getting personal acknowledgement or self-realisation. But purposes can also be outward looking - not necessarily for self, but for bringing some new and valuable 'good' into the world. All of these purposes shade into each other; and most people's 'working lives move between all three - at least to some extent.

A person's working options might be very limited, but there will always be - in some sense or other - a purpose to work. And so, what is provided in careers work must link to purposefulness in the learner. Learners need to recognise the relevance of careers work to what they mean to do with their lives.

'Hermeneutic theory' has most to say about the importance of 'meaning and purpose' in career. It explains career in terms of persona "interpretation': working life is not what experts, providers and policy makers say it is, it is what people make of it for themselves.

This thinking is 'constructivist': it draws attention to how we each sift and focus information into our own way of making sense of it. Constructivism therefore helps us to appreciate the importance of what are sometimes underlying, feeling-laden and hard-to-express ideas about career. The way in which we each organise those ideas about career have been called 'life themes'; this is because, although rooted in early life, these ways of seeing things persist in what people say and do. Life themes are part of a person's inner life, beckoned by opportunities he or she recognises, and driven by the force of her or his own sense of self.

This thinking is capable of extension into what people do about spending, resting, loving, enjoying and more. It explains what we do beyond conventional employment; for example, it can explain what we do in volunteering, citizen and criminal roles.

The need for useful purpose becomes acute where people cannot see any possibility that career planning will realise their own purposes, or where they overload career planning with purposes it cannot support. This is where the game's diagnoses can be of particular use in developing education for citizenship.

Game-for-Career recognises the need for help with purposes in the following items:

26.   I've never taken school or college learning very seriously - it will not help me to get what I want
27.   I only do what I think is important - in taking control of my life
28.   I don't believe in getting a job - it's not going to get me what I most want from life
29.   I face up to the real world - to get ahead you might have to break the rules or hurt other people
30.   For me, a career plan has no point, unless it shows you how to get what you want in your life

Lists and stories

It is increasingly argued that contemporary career management needs to be understood more in terms of stories and less in terms of lists. Stories can contain more of the subtlety, complexity and dynamics of career than can lists. Yet Game for Career is presented as a series of six lists. Does that not make it more a part of the past, than of the future?

The answer is 'no'; because the game's items are not lists of skills, interest or achievements; they identify the dynamics in the learner's story. The items are disclosures that might be made in a conversation about the unfolding of one's own story.

Lists and stories are best thought of, not as entirely separate ways of thinking about career, but as the poles on a spectrum of provision - as, to-to-bottom, in the diagram.

how careers work helps

moving from lists to stories	used for example
using lists of elements...	in checklists and data bases
...showing boundaries and separating factors...	in structured interviews and worksheets
...making links between factors...	in unstructured-conversations and simulations
...through stories	in counselling explorations and 'other people's' and 'my' (auto)biographical portrayal

The game straddles this range: it uses lists, but they are derived from a narrative understanding of career, and they lead to conversations about meeting needs.

Stories are important for both understanding how careers work and knowing how to enable their better management. The game leads to suggestions for help; and many of those suggestions can only be only be developed in narrative form. This is particularly so where feelings run deep and difficulties are fraught.

The game's design

The most important message here is that the game looks at how different learners have different needs. It does not make overall assessments of learners' needs for help. That would require between-persons comparisons. The game makes within-person comparisons. You should therefore not use the game to assess, grade or 'stream' learners. But you'll find that you can use it to help them.

for enabling learners

The intention is to engage the learners in a conversation about themselves and career planning. The purpose is to encourage them to continue the conversation with people who know them and care about them. The aim is to enable them approach careers workers in order to seek appropriate careers-work help. The objective is that they can ask for what they need.

Although the material is in 'diagnosing' form, this is - at heart - an 'enabling' agenda.

on a 'thinking' base

The requirement, then, is to raise issues for career management; it is also to help each learner to appreciate how and why, among these issues, some may be worth thinking about more than others.

These intentions require a thinking rather than a statistical base. (There is more about statistics below). As explained above, the items are derived from theoretical work. That thinking is used here to provoke learner thinking. It helps each learner to become his or her own career theorist (which means no more than having some understanding how careers actually work).

What happens? Learners give a score between '1' and '4' to each of 30 (on-paper) or 18 (on-line) items. These are the only inputs the game requires.

The process is as follows. Saying that a statement is 'a lot like me' gets the highest score, of '4'. The statements range to 'not really like me', which scores '1'. A high score indicates that, in relation to this particular issue, this person may be able to use more careers-work help. The items are clustered into 6 categories (5 items in each cluster on paper, 3 on-line). The clustering is not intended to be immediately visible to the learner. They find out about it later. The six clusters are for issues concerning 1: 'information'; 2: 'feelings'; 3 'attachments'; 4: 'background': 5: 'learning'; and 6: 'purpose'. The game totals the scores for each cluster (5-20 on-paper, 3-12 on-line). The higher totals indicate the areas in which this person may need help.

The outputs of the game are, then, suggestions about how, for this learner, the greatest gains from careers work can be made. It is at this stage that the learner is introduced to the read-outs on the clusters and their meanings, and is asked to think about what they mean to her or him.

other things that happen

The design of the game allows different learners to get to their final scores in different ways. Those variations will inevitably be reflected in the statistics, as explained below. But none of these variations make any difference to the output. It does, howver, mean that the game cannot be used as an overall measure of need; that would require comparisons between different learners, and the game does not do this.

The explanation for why this is so begins with the fact that there are no forced choices in the game: people can use as many '1s', '2s', '3s' and '4s' as they think appropriate. (In the jargon, the design is 'ipsative'.) This allows that some people may tend to accept more statements - using a lot of '4s'; others may tend to reject more - using a lot of '1s'; yet others may, rather boldly, polarise them - using a lot of '1s' and '4s'; and some may, more cautiously, tend to compromise - using more '2s' and '3s'. None of this changes the output. The output is a rank-ordering showing how one person's responses to some items compare with her or his responses to others. This overall rank ordering is not influenced by overall tendencies to accept or reject things or to be bold or cautious about them. These effects may be about learner temperament; but none of these mean that a person's learning needs - as conceived here - are greater or less.

no external comparisons

Activities like this sometimes come with statistical tables, showing where scores come in relation to other people's, or to some groups' average scores. In the jargon these are statistical 'norms', showing where the learner comes in relation to others. Where norms are used, scores can be adjusted to take account of the fact that this person score should be compared with people from a particular group. No such adjustment is needed here. In the game, people who respond similarly will get similar outputs, irrespective of gender, race, class or ability, This is because the only comparisons made are comparisons within this learner's six scores, their significance is entirely internal to the learner. (The method is, in the jargon, 'idiographic'.) This is why the game can support no overall estimate of how any learner's needs are greater or less than other people's. The output concerns the kind of help needed, not the amount of help needed.

knowing that the items are useful

Activities like this also sometimes come with statistics which show that the items yield scores in a self-consistent way. Where the scores for a particular cluster are assigned self consistently, we can believe that they are measuring some coherent 'thing' (such as a need for help with matters associated with 'attachment'). That means it may be possible - give or take a little bit of error - to measure it. (In the jargon this kind of self-consistency comes as a measure of 'reliability'). For the moment the game has no access to reliability statistics. And so the self-consistency of the items in each cluster are assessed from the way in which their wording reflects a recognisable internal coherence in the six ideas that formed them. You can, therefore, make that judgement for yourself; you can do it by examining the theory behind the items, set out on pages 13-15.

Some procedures like this also have statistics that show that the items measure what it is claimed they measure. (In the jargon these are measures of 'validity'). Validity can be assessed by comparing distributions of scores between this and other ways of measuring a similar thing. (The resulting calculation gives a measure of what is called 'concurrent validity'.) But the clusters used in the game

Practical guides to programme development

<u>How to Coordinate Careers Education with Curriculum</u>. Rivenhall: Essex Careers and Business Partnership for the Career Learning Network, 2000.
contact: Trotman Publishing
2 The Green, Richmond TW9 1PL
tel: 020 8486 1150 - e-mail: <mail@trotman.co.uk>

<u>Effective Management for Careers Work</u>. London: National Association of Careers and Guidance Teachers for the Career-Learning Network, 2000 (ISBN 0-9538696-0-1).
contact: Anthony Barnes, 82 Merton Way, West Molesey KT8 1PQ.
tel: 0208 979 6744 - e-mail: <agbarnes@globalnet.co.uk>

<u>The Reforming Careers Coordinator</u>. Website: The Career-Learning Café - The Memory.
free download: <u>www.hihohiho.com</u>

<u>Planning for Progression</u>. Website: The Career-Learning Café - Café Career, Making it Work
free download: <u>www.hihohiho.com</u>

<u>Developing Portfolios</u>. Website: The Career-Learning Café - Café Career, Making it Work
free download: <u>www.hihohiho.com</u>

are based on new, original and contemporary thinking. It is difficult to know what other measures might be used to make such a correlation. And so, again, the validity of the items are assessed from the way in which their wording reflects how each cluster of ideas is both recognisably itself and recognisably distinct from the other five. (This yields an estimate of 'construct validity'.) And, again, you can make anestimate of this for yourself.

In reviewing both reliability and validity, some allowance should be made, however, for the point (made on page 13) that - in the dynamically-linked clusters used here - leakage between categories will occur. This means that some items can belong, in different ways, to more than one cluster. The test, in both reviews, would be 'do they belong, in any useful sense, to the clsuter in which they are located?'.

Publications underpinning this material

being clear about the output

The output of the game is for the learner: it offers a particular kind of help for moving on in a career. It is based on scores, but the raw scores themselves are not important. This is not a test in which high scores indicate any kind of superiority. High scores actually indicate areas of relative need, on the part of this learner. The read-outs are the output. The suggestions are that, in some particular areas, some more-useful help will be found.

Suggestions about how to help both your learners and yourself get the most from this output are set out on page 12.

Bill Law (2001) <u>New Thinking for Connexions and Citizenship - Understanding How to Make the New Programmes Work</u>. Derby: Centre for Guidance Studies.
contact: Deirdre Hughes, Centre for Guidance Studies, University of Derby, Kedleston Road, Derby DE22 1GB
tel: 01332 591267
free download: <u>www.derby.ac.uk/cegs</u>

Bill Law (1996). 'A career-learning theory'. In A.G. Watts'et al.: <u>Rethinking Careers Education and Guidance: Theory, Policy and Practice</u>. London: Routledge

Bill Law (1999). 'Career-learning space - new-DOTS thinking for careers education'. <u>British Journal of Guidance and Counselling</u>, 27(1), 35-54

help needed.

Plainly a procedure like this can, unendingly, be improved. It will be possible to change the items and their configuration, both in on-paper and the on-line versions. Your feedback will be useful to that process. If you can offer advice, or would like to know how you can help with this work, please contact The Career-Learning Café (see page 1).

Bill Law (2002). <u>How Careers Really Work</u>. Website: The Career-Learning Café - The Underpinning
free download: <u>www.hihohiho.com</u>

Bill Law (2002). 'Guidance: Too many lists and not enough stories'. in Andrew Edwards, and others (2002): <u>Challenging Biographies</u>, Website: The Career-Learning Café - The Underpinning
free download: <u>www.hihohiho.com</u>

Bill Law, Frans Meijers & Gerard Wijers (2002). 'New perspectives on career and identity in the contemporary world'. <u>British Journal of Guidance and Counselling</u>, 30(4), 432-449
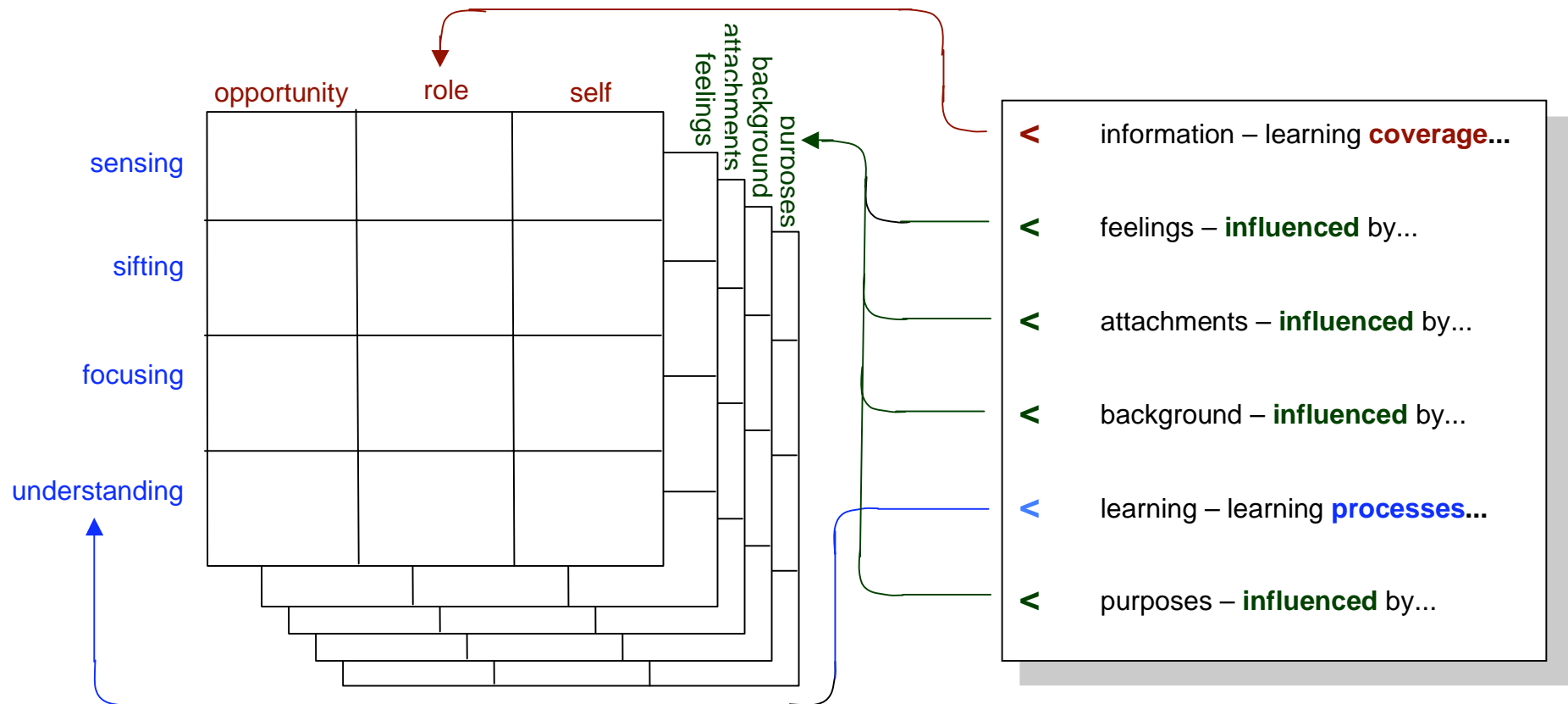
how the six diagnostic elements relate to CPI

CPI is a model for careers work. It assembles all existing thinking into a single framework. The framework shows the relationships between 'coverage – C', 'processes – P', and 'influences – I'. The six elements in the diagnosis derive from the three dimensions in CPI, with special attention to influences.

A diagram of the CPI model appears on the left below:

■ the horizontal dimension maps **coverage** – what it is useful to know;
■ the vertical dimension sets out **processes** – how learning is usefully acquired;
■ the third dimension shows **influences** – what socio-emotive forces press upon learning.

On the right are the elements in the diagnosis of learning needs. Each is linked to a dimension of CPI.

<   information – learning **coverage...**

<   feelings – **influenced** by...

<   attachments – **influenced** by...

<   background – **influenced** by...

<   learning – learning **processes...**

<   purposes – **influenced** by...

theories embedded in the diagnosis of needs and in CPI

It is not possible to understand new thinking on career without understanding what has come before. Almost all past thinking is still represented in current practice; in intelligent careers work older thinking is not supplanted by newer, it is supplemented.

early days - 1900-1960

trait-and-factor

Identifies features of the self, such as abilities and dispositions. Explains career in terms of matching particular people to suitable work. Much of what was once called the "seven-point plan" (Rodger, 1954) - with its use of such descriptors as "aptitude" and "personality" - relies upon such thinking.

self-concept

Explains career in terms of ideas and feelings concerning myself-and-how-I-am-changing - through life stages. In so doing, the self experiences changing motivations and commitments (Super, 1957). Can include references to feelings and values (Roe, 1956) and to the affective, changing, multi-layered and unique experience of each person (Daws, 1968).

mid-twentieth-century - 1960-80

opportunity structure

Explains career in terms of social-class positions, relative to the labour economy and its supporting education-and-training. People do not so much choose, as they are chosen for work. They take what is available, and learn to like what they can get (Roberts, 1977). The theory manifests inequality in educational attainment, participation in education and labour-market position (Banks & others, 1992).

social reproduction

Explains the willingness with which the children of working-class families accept relatively menial work. People "reproduce" a limiting class-related world-view - and even collude with it. Describes the interactive processes in which family, peer and neighbourhood attachments (of young males) mediate that social-class-based influence - "how working class kids get working class jobs" (Willis, 1977).

community-interaction

Sets career development in its immediate community context. Explains career in terms of encounters - people often act for, and in response to, other people. Social exchanges such as feedback, modelling and expectation are important in this process. Suggests effects which are entrapping, from a narrow range of contacts; and liberating, from a wider range (Law, 1981).

late-twentieth-century - 1980-2000

social-learning

Explains career in terms of person-environment interactions: instrumentally where preferences favour activities in which people succeed; associatively where preferences favour activities which are valued in the culture. In both cases beliefs about self and the world are assembled and modified to take account of the learning from these interactions. Feedback and modelling are features of the process (Krumboltz, 1994).

person-environment match

A subtler form of trait-and-factor thinking, explaining career as a person-fit match. Explains action in terms of ability, needs and stable values, satisfaction by the employee, and harmony with the environment (Dawis, 1994).

constructivist

Emphasises the importance of hard-to-express assumptions and feelings underpinning career development. Explains career in terms of "life themes", which may be rooted in early experiences but persist as repeated patterns of approach and avoidance. This inner life sees opportunities that beckon, and needs that drive a self to action (Savickas, 1995).

pragmatic-rational-choice

Enlists the concept of "habitus" which comprises the habitual beliefs, ideas and preferences on which a person acts, but it is rooted in the social-class-related position that the person inhabits. An effect is "pragmatic rationality" which remains for much of the time a part of habitus, but - from time to time - can be a departure (Hodkinson & Sparkes, 1996).

emergent thinking

cultural-capital

Describes how experience embeds the values, beliefs and habits of - for example - a social or ethnic group. What can be known about a "self" includes this internalised cultural capital. People may experience arbitrary discrimination when they try to negotiate life chances beyond the culture of origin, because the expectations of the one group do not correspond with the values of another (Bloomer & Hodkinson, 2001).

career-learning

Career is learned behaviour, and requires an explanation of sustainable action. Basic learning is sensing information and impression and sifting it into useful order. Developed learning is focusing a point-of-view and understanding the causes and effects at that point. Developed learning cannot be engaged unless basic learning has been successfully developed to support it.   Where this has not happened learning can actually distort perceptions of reality. But all career development can be educated (Law, 1996).

hermeneutic

Concerned with meaning and purpose in career: career is not what experts say it is, it is what people make of it (Collin and Young, 1992). The proposition is capable of extension, linking earning to spending, working to resting, planning to loving, achieving to enjoying... and so on. This "post-modernist" freedom encourages a widening range of ideas about possible selves in possible futures - many outside conventional employment, such as volunteering and citizenship roles. In order to do justice to such ideas theory needs to understand how imaginative, insightful and intuitive thinking can be enabled as reliable bases for action (Law, Meijers & Wijers, 2001).

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