CPI Z

why now?

CONSULTATION
new ideas – seeking your feedback

HELPING YOU WITH
appreciating the uses of CPI in your work /
/ & to other stakeholders / & to research / & to policy
using and extending the best of a previous model – 'DOTS'
relating to today's trends / & to the Tomlinson Report

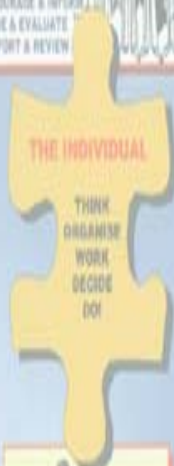RESOURCES ▶ ACTIVITIES ▶ THEORY ▶ SUPPORT ▶ REVIEW ▶ QUALITY

ASK

THE CONNEXIONS TEAM
DIRECT & CHALLENGE
HELP & MONITOR
ENCOURAGE & INFORM
GUIDE & EVALUATE
SUPPORT & REVIEW

THE INDIVIDUAL
THINK
ORGANISE
WORK
DECIDE
DO!

THINK, WORK...
VOLUNTEER!

SENSING
Gather Information & Ideas

SIFTING
Analyse, Sort & Match Results

FOCUSING
Evaluate, Discuss & Develop Ideas

UNDERSTANDING
Review Progress, Consolidate Life Skills

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PARENT, CARERS
& OTHERS

ACTION PLANNING
DEALING WITH
TRANSITION

PLAN
For the Future

what are we going to do
about careers?

why we now need
a new model

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The Career-learning Café

connexions
Essex, Southend & Thurrock

with
The **Career-learning NETWORK**
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**what are we going to do
about careers?**

CPI-z

**why we now need
a new model**

CPI-z is part of a series on new thinking for careers work...

The practical implications of CPI are set out in a parallel series...

A list of what is available appears on the next page - with urls. All is free of charge.

The Career-learning Café
www.hihohiho.com

where to find the CPI monographs

CPI-a: getting to know CPI
www.hihohiho.com/underpinning/CPIpdfs/cafcpia.pdf

CPI-1: coverage - opportunity, role and self
www.hihohiho.com/underpinning/CPIpdfs/cafcpi1.pdf

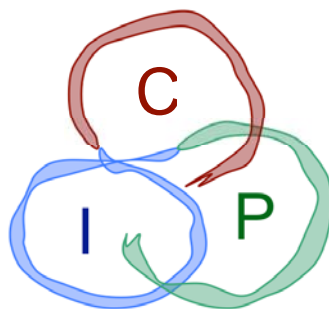**CPI-2:** the processes - learning verbs
www.hihohiho.com/underpinning/CPIpdfs/cafcpi2.pdf

CPI-3: the influences - inner life and other people
www.hihohiho.com/underpinning/CPIpdfs/cafcpi3.pdf

CPI-z why we now need a new model
www.hihohiho.com/underpinning/CPIpdfs/cafcpiz.pdf

how this will help you

CPI-z shows how useful practice relies on defensible thinking. This, with the other CPI papers, is written to support careers-work practice: the 'you' in the writing is the careers-work practitioner. And, because they support practice, all of the CPI papers are also useful to people who help practitioners - whether as trainers, consultants or advisers.

The thinking is set out so that it can be particularly relevant to the work of managers, coordinators and heads of departments, in a position to develop careers-work programmes. It will be useful whether that work is done in schools, colleges, Connexions or other careers-work agencies and organisations.

This part of the pack shows how a well-founded model helps all stakeolders in careers work - not least learners, their families and members of their communities. It also shows how the CPI model depends on, and extends previous career-development thinking.

It therefore helps you to organise your own thinking, to identify what is useful in your programme and beyond it, and to recognise opportunties for further development.

This concluding part of the pack helps you to:

- appreciate the usefulness of CPI to your work;
- to other stakeholders;
- to research;
- to policy;
- use and extend the best of a previous model - 'DOTS';
- relate your work to contemporary trends and policy developments;
- develop your own response to these trends.

series contents

CPI-3:   the influences – inner life and other people

CPI-z: why we now need a new model

**z/1
careers work,
Connexions
and Tomlinson**

The reforms urged by CPI are already being built into the way in which programmes are developing. Both Connexions and 'The Tomlinson Report' indicate serious re-thinking by government. Their signposts point to where CPI also points. All can prove useful to this work, whether it is undertaken in education settings, in other organisations, or in specialised agencies.

Examples of this new sense of direction appear in the ways in which Connexions is set up to take constructive account of the social settings for career development. (Thinking on social influences is developed in CP1-3.) And the government's working group on 14-19 reform - producers of 'The Tomlinson Report' - are arguing for an expanded understanding of how curriculum can become a greater resource for enabling people develop their working lives. (Thinking on curriculum is developed in CPI-2.) Both policy initiatives also signal that help with career planning is best thought of as linked to how people are enabled to make best sense of their lives in other roles - life-long. (Thinking on life roles is developed in CPI-1.) The implications of all of this to research and policy are examined in the final part of CPI-z.

But, first, CPI-z argues that - not only in practice, but also in policy and in research - we have not yet nearly realised the scope of the possibilities we can grasp. And, to do so, we need a new model.

**z/2
what was
DOTS?**

Any useful new model must include a clear framework of factors operating in career development. That framework can then help you to organise your thinking into a basis for well-founded, coherent and sustainable action. If the the framework cannot do that it is not a model. And you can safely disregard it.

In the past the most successful framework for careers education and gudance has been the DOTS analysis (NTCC 16-17). It has, over three decades, framed what needs to be done . It suggested that people are best enabled to manage their careers through learning in the following areas:

S: self   what a learner has to offer work, what she or he seeks, and how she or he is changing;

O: opportunities   what work there is, what it demands and offers, and how it is changing;

D: decisions   the skills, risks and strategies entailed in the learner making up his or her mind about work;

T: transitions   what is entailed in the search, application, selection and follow-through procedures for entering work.

The term 'work' here included work-related education as well as training for employment and for work in other settings.

D-O-T-S mainly signposted learning coverage. It flourished for so long because it mapped what there was to be learned from both guidance and careers-education programmes. And it did all of this both for careers-work professionals and other stakeholders.

An underlying strength of DOTS lay in the way it focused key tasks for professionals :

■ organising ideas from the then-prevalent 'self-concept' theories and their opposing 'opportunity-structure' theories (NTCC 28);

■ assembling that knowledge into a unified and coherent account – taking one idea with another, to form an over-arching 'meta-theory' of career development;

■ using this 'how-things-work' account to work out a credible 'what-can-be-done' framework for help.

DOTS was therefore recognisable to all helpers. And it had a degree of theoretical elegance: clear categories, covering all the useful possibilities, without overlap. You need to see your concerns represented in any model; and it helps you to see what belongs where in the overall frame. And your learners need you to be able to recognise all the possibilities for helping them.

DOTS could do this at the time; and it did so mainly by signposting what CPI-1 calls 'coverage'. But there was another dimension to DOTS. It suggested how 'more' or 'less' can be learned in each of the four areas of learning. This was an early glimmer of what CPI-2 now calls 'processes'. But that potential depends on finding more resources; and the analysis suggested that new resources might be in specialist and non-specialist help, based both in the organisation and in the community. In this way DOTS could show not only what can be learned, but what more might be learned.

The result was a two dimensional matrix, made up of D-O-T-S coverage, and a list of resources. Being able to recognise actual and potential in both dimensions was immediately useful: it allowed learning needs to be mapped against needed resources. It was the first application to careers work of the idea of integration. The significant integers were where unmet learning needs could be linked to unused resources - whether organisational or community, whether specialist or voluntary. But the matrix has been neglected; and increasingly simplified versions of DOTS coverage have since been used.

However, the DOTS analysis of coverage survived, and remained influential. It proved able to represent the preoccupations of a wide range of stakeholders.

■ DOTS remained close to a government publication which provided a first draft of three of its four categories.

■ It was adopted or adapted in later policy documents. The QCA analysis, mentioned in CPI-1, was an adaptation of DOTS.

■ It worked as well for selecting applicants, as it did for helping them. It therefore offered a smooth front-load into further and higher education, into vocational training and into the labour market.

■ It centred on a strong understanding of decision-making - also examined in CPI-1. This characterisation of decisions fitted late-twentieth-century notions of 'portable' careers, for free-standing individuals, maintaining their own employability.

- It has been incorporated into several generations of research-and-development work - perpetuating its currency.

It has, then, not been difficult for stakeholders to see DOTS as representing an unproblematic way of going about your work. It has seemed to work well-enough for all them all. Few contrary voices have been heard.

We cannnot assume, however, that all stakeholders will agree with each other; indeed, since the stakeholder role is to represent particular interests, we can assume that their will be some legitimate disagreement about what careers-work is supposed to do. Policy makers, the business community, worker-representatives, educators, researchers and theorists each have their own interest in your work.

Nothing wrong with that. But different interests can mean conflict-of-interest. And if - as we should - we include learners, their families and their communities among the stakeholders, then the differences increase.

If you are to stay in touch with the people you serve, you need a framework which can articulate all of this for today's world. It must reach far enough into your learners' lives, show how they can work out the way things are and what can be done about them, and signpost what you can do to help them.

z/5
the usefulness of a framework - its reach

A good framework has good 'reach': it offers ideas for coverage that are wide enough, suggests processes that are extensive enough, and plumbs dynamics deeply enough. The original DOTS had a greater reach than has since been realised. Indeed, if life-role relevant learning had been less fragmented during the last several decades, the original DOTS might have served as well for learning in consumer roles, home-based roles, and citizen roles as it did for worker roles.

Then and now, the greater a framework's reach, the more extensive and critical its uses become.

- A useful framework is a vehicle for self-reflection. It can monitor what is done and suggest what more might be done. But, because it can weigh one possibility against another, it can also guard against cherry-picking convenient or fashionable strategies. Indeed, a useful framework can raise questions about whether investment in some areas, at the expense of others, might actually be damaging.
- A useful framework puts stakeholder interests in context. Different people want to see different things coming from careers work. And there is a wide range of interests - including academics, researchers, government and its apparatchiks, employers, community interests, service managers, families, teachers and their students. By indicating the range for action, a good framework can question whether some groups' demands might actually obscure other's needs.
- A useful framework develops a useful language. This can border on the arbitrary invention of jargon ('transition learning' was, at first, thought by some to be an example). But the language is important.

Sectional interests gain control of a field by shaping its terms to throw the most favourable light on their own interests. The language of careers education and guidance has been transformed by policy interests. While there is nothing useful to be gained from jargon that obfuscates, careers workers need to maintain language which can grow to reflect the breadth, depth and dynamics of what happens in career.

Good reach makes useful adaptation possible. Language is important: if the model does not make possibilities explicit we risk losing them. Good reach helps you to say that something is worth doing, knowing that you might have done something else. And, if we can't say what the new and different possibilities are, then we will hardly be in a position to know what to do about them. If we mean to 'walk-the-walk', we need - first - to be able to 'talk-the-talk'.

More than that, good reach outflanks partial - and, maybe, arbitrary - forays into the work. It equips you to see all proposals for action in a framework of wide-ranging possibilities. Possession of a useful and articulate model is your guardian on action which is independent - because it is informed.

DOTS can still signpost useful practice. But, being where we now are, and knowing what we now know, it cannot signpost all. There is a DOTS deficit.

Your reading of CPI-1, -2 and -3 suggests what is missing. DOTS has no place for learning processes; it cannot indicate how learning progresses; its focus on rational decisions is too-limited; it says nothing about how learning in one setting is made useful in another; and it has little room for the formal and informal social contexts in which people pick up and use significant learning.

z/6
making good
the DOTS deficit

All of these ideas were set out after DOTS was first published, And they are now, more than ever, relevant to any workable framework for knowing what to do about careers.

If we are to get up to speed on what is now known of career development, and if we are to use that knowledge in contemporary conditions, then there are consequences for DOTS. Three in particular...

1. DOTS makes links between opportunity and self; but it does so for a free-standing individual, with little reference to social context. This means that DOTS cannot visualise a person moving from one role to another in much more than person-work matching terms.
2. It indicates what people need to know; but not how they learn, or how learning builds over time, or how anyone can know when enough has been learned. It is, therefore, also silent on how life-long learning is enabled and transfer-of-learning is achieved.
3. It speaks of a rational and functional 'self', with little room for the dynamics of feeling or the possibility of change. This means that there is no room for how social and cultural experiences are internalised and how they influence what is believed, valued and done.

As to what is known of career development: all of these ideas were identified, researched, developed after DOTS was first published. As to the conditions of contemporary career: the action that DOTS can suggest are fast becoming less important than the action that it has no way of suggesting. The new thinking expressed in CPI-1, -2 and -3 is giving us too much more to go on. DOTS is bursting at the seams. This always happens to models. There comes a point when ways-of-thinking just get out-of-date.

z/7
how CPI
develops DOTS

So what can be done? The three dimensions of CPI correspond with the three deficits of DOTS:

1. CPI-1 adds 'life-roles' to learning **coverage**;
2. CPI-2 introduces a **process** dimension, through the use of 'learning verbs';
3. CPI-3 visualises career in a context of social and emotional **influences**.

Each of the three dimensions point up clear factors in career development. Each is distinctive. Each helps us understand what can go well and what can go badly. And each helps us, therefore, to understand more about what can be done to help things go better. CPI does this in four steps:

a. making process a separate dimension;
b. adding life roles to coverage;
c. disentangling process from coverage;
d. positioning all in an emotional and cultural setting.

There are, then, four transitional steps. They are described below and set out graphically on the following page.

a. **introducing process** - showing the learning verbs and progression in learning;
b. **covering roles** - including a social factor in how learners see themselves in the working world;
c. **strengthening the place of decisions** - ensuring that learning for decisions and transitions are seen as both coverage and process;
d. **making underlying influences explicit** - showing how inner life and other people influence the way in which learners use information in career planning.
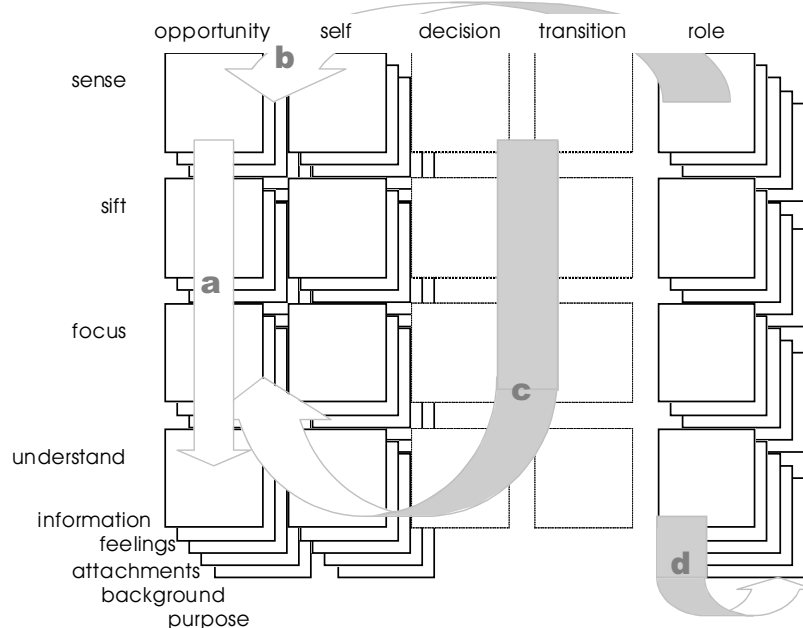
introducing
processes

a. Although DOTS has scope for diagnosing where there is 'more' and 'less' provision for each area of coverage, it has never been able to indicate how people go about learning, and - in particular - how they need to move through stages of learning. DOTS therefore needs a new dimension, showing both process and progression. CPI does this by identifying how learning processes progress - through learning verbs which are variations on 'sensing', 'sifting', 'focusing', and 'understanding'. Why and how this is so is set out in CPI-2.

covering
life roles

b. DOTS lends itself to a matching model for linking self to work - there is little reference to what other people might mean to the learner in this planning. Yet people actually move-on in work largely in response to other people, with

other people and - often enough - for other people. And these other people feature, from the starting point for the move and to the point-of-arrival. Learners need, therefore to visualise more than a free-standing self entering an economic opportunity. They need also to see how they are moving from one social position to another. The idea which best represents this social engagement is 'role'. CPI therefore positions role between opportunity and self, offering more ways for linking a social self to an opportunity populated by other people. Why and how this is so is set out in CPI-1.

c.   Learning for decisions and transitions in DOTS confuses coverage and process. It does this by conflating two sets of ideas: 'what is entailed in decisions and transitions?', which is coverage; and 'how does anybody go about resolving and negotiating them?', which is process. Moroever, it is not clear why process issues are not also posed for learning about opportunity and self. In these ways DOTS fudges a critical distinction between coverage and processes. CPI's creation of CPI-2 makes room for a process in learning for opportunity and self. But, in relation to decision making, it corrects a category-error, by re-distributing coverage and process for 'D' and 'T. In CPI, the idea of role contains the coverage of what is entailed in decisions and transition; and how-to-do 'D' and 'T' is more properly located in CPI-2. This redistribution is more elegant, because it clearly discriminates coverage and process. Why and how this is so is set out in CPI-1.

strengthening decision learning

d.   DOTS coverage is explicit only about the importance of information: information about self is to be examined alongside information about opportunities. In recent careers-education-and-guidance much has been made of the importance of 'impartial' information. But, in the coverage dimension of CPI, the idea of role infuses perceptions for career planning with a social world where fuzzier impressions form part of the picture. And in CPI-2 sifting is shaped, and focussing is directed, by an affective inner life and by other people. impartial information is - then - a necessary, but not a sufficient, basis for

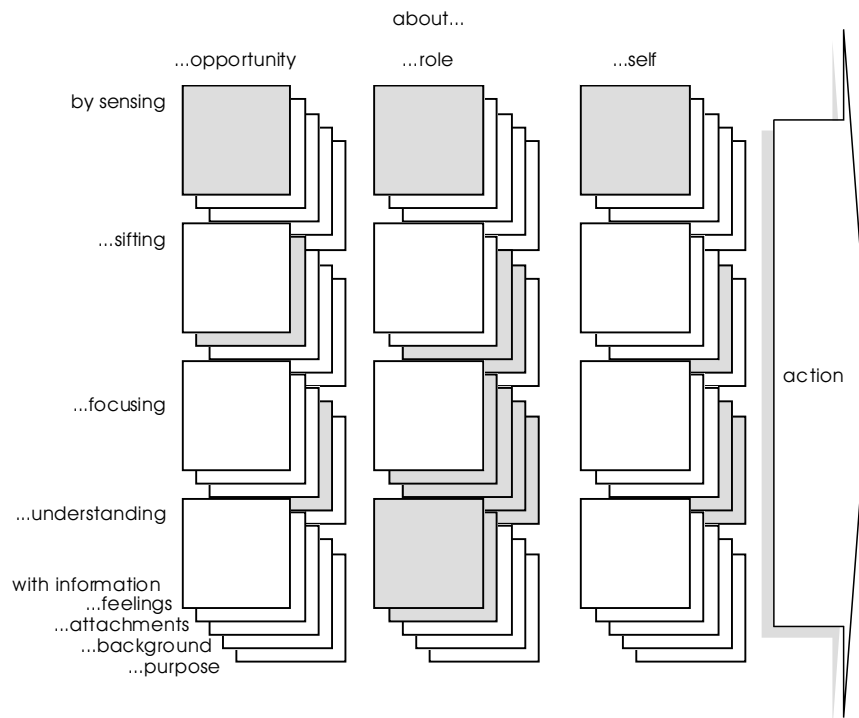**making underlying infuences explicit**

planning. CPI takes on board these deeper layers - indicating how inner life and other people modify the influence of information. If a model does not reach these dynamics - and DOTS doesn't - then we will not know what to do about them. Why and how this is so is set out in CPI-3.

CPI does not replace DOTS, it extends it. Without DOTS there could be no CPI. As the previous figure shows, nothing that is valuable in DOTS has been lost.

But the increased reach of the emerging model are essential to today's careers work. A three-dimensional map, showing how factors might be distributed (shaded), is set out in the figure .

figure 4/2: a three-dimensional map of possible CPI factors

Whether for individual or group, CPI finds complexity in three-dimensional simplicity. In this particular example, the shaded factors are mainly role-related. This is where inner influences are strong, but where a clearly-shared understanding is needed. You may never need to draw such a diagram (who would you show it to!). It is the ideas that are important - a three-way realm of possibilities you learn to map in your head. It needs some thought - like all professional work.

in practice The difference between an analysis and a model is that an analysis describes things, but a model suggests what can be done about them. CPI does this: it suggests uses of CPI thinking, which careers-work managers are in a position to act on. (Not that we have anything like exhausted CPI-1's, -2's and -3's possibilities in the CPI papers.)

In order for a model to be useful in this way, it must be well-founded. It is not just a matter of getting facts - a crudely-understood evidence-base. It means

identifying what, among the facts, can be regarded as factors. This is how a model is able, not just to describe, but to explain how things get to be this way, and to offer useful suggestions on what can be done about them.

The ability to make practical suggestions is necessary to validating any model. If there is no implication for practice, there is no real way of knowing whether or not the thinking works. Research methodologists are now suggesting that validity is compromised where enquiry cannot suggest action. This feature is called 'catalytic validity'.

New thinking should be able to suggest a useful partnership between research and practice. CPI is not cut-and-dried. It proposes as many questions for research as it does answers.

in research

But its research questions are practice-led. It puts you in the position of informed user of research, doing all the things that an adequate model suggests: taking one thing with another, balancing gains against each other, and against investment, seeing proposals in their context, and - like this - assessing the usefulness of research to your work.

And it also means that researchers make deeper and wider contact with contemporary practice: checking findings against other possible interpretations, and presenting them in terms which fit the resource-, programme- and organisational-development realities mentioned in CPI-3.

This is not to argue that there is greater authority on one side of the research-pratice partership. It is, however, to argue that, if we are to have more evidence-based practice, we are going to need more practice-based evidence.
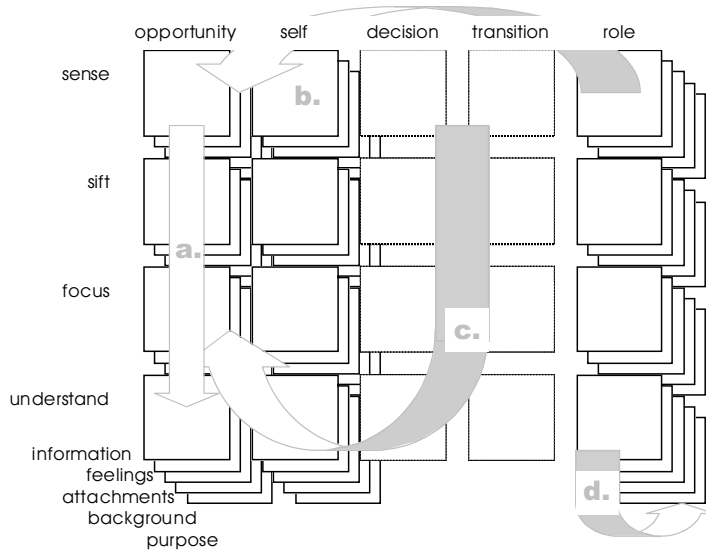
It would be naive to imagine that CPI can directly influence policy. Policy has its own imperatives. More likely that policy and CPI are impressed by the same realities. Whatever, there is resonance between CPI and what Connexions and The Tomlinson Report urge:

in policy

- learners need to see the relevance to their lives of what they learn;
- programmes which support life-relevant learning will be more effective if they are better integrated;
- social context is critical, and offers still-untapped community resources;
- curriculum has unrealised potential to be useful to learners and valuable to society;
- assessment arrangements are critical to how these issues can be resolved.

Our people have been known to scour policy proposals, in search of promise of prominence, or - at least - survival for this work. Resonances between policy and CPI offer the basis for a different response on our part. Rather than only seeking support from policy, careers-work practice is in a position to offer informed support to policy. This would be a less dependent and more sustainable relationship.

CPI-z: your thoughts on the DOTS-CPI transition

opportunity   self   decision   transition   role

sense
sift
focus
understand
information
feelings
attachments
background
purpose

a. **introducing process** - showing the learning verbs and progression in learning;

b. **covering roles** - including a social factor in how learners see themselves in the working world;

c. **strengthening the place of decisions** - ensuring that learning for decisions and transitions are seen as both coverage and process;

d. **making underlying influences explicit** - showing how inner life and other people influence the way in which learners use information in career planning.

Use this page to review the ideas set out for the CPI model. You can feedback your thoughts by pasting these questions and writing your answer in your e-mailer.

anything about CPI-z you'd like clarified?

any ideas here which are new to you?

new or not, are any useful to careers work?

or harmful?

do any suggest new developments in your own work?

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