Career Research & Development

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NICEC

National Institute for Careers Education and Counselling

Career Research
& Development

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Career Research and Development: the NICEC Journal is published by CRAC: The Career Development Organisation, an independent educational charity founded in 1964. CRAC aims to promote the importance of and encourage active career development and career-related learning for the benefit of individuals, the economy and society.

Aims and scope

Career Research and Development: the NICEC Journal is published for:

- Career practitioners working in schools, colleges, Connexions/IAG services, higher education careers services, adult guidance agencies, companies, community organisations, etc.
- Trainers, lecturers, advisers and consultants working with career practitioners.
- Individuals working towards qualifications in career education, career guidance and career management.
- Government departments and business and community organisations with an interest in the work of career practitioners.

It sets out to:

- Promote evidence-based practice by making theory, policy and the results of research and development more accessible to career practitioners in their day-to-day work.
- Encourage discussion and debate of current issues in career research and development.
- Disseminate good practice.
- Support continuing professional development for career practitioners.
- Help practitioners to develop and manage career education and guidance provision in the organisations in which they work.

Editorial

An International Career Studies Symposium took place at Reading University on 22nd and 23rd September 2009 organised by the Centre for Career Management Skills and the Career Studies Unit. The symposium was conceived by Julia Horn, Maura O'Regan and David Stanbury of the Centre for Career Management Skills, and Phil McCash and Phil Mignot of the Career Studies Unit. The symposium was designed to link the evolving research field of career studies with the teaching of career studies in the curriculum. Invited speakers contributed a range of keynote lectures and workshops on this theme, represented here by seven articles. The first three articles are derived from keynote presentations and the latter four derived from workshop contributions.

Michael Arthur tracks the evolution of career studies and argues that there is still relatively little dialogue between the fields of vocational guidance and organisational studies. He seeks to promote a better conversation between these and other disciplines engaged in career studies. Michael proposes that this can be achieved by the development of shared research methodologies and the encouragement of stronger integration between theory and practice.

Kerr Inkson highlights the importance of metaphor in career studies as a means of both linking different disciplinary traditions and integrating theory and practice. He suggests a teaching exercise based on interviewing a family member, and proposes an outline career studies syllabus for career studies. With his most recent career metaphor, a landscape with travellers, Kerr seeks to pay equal attention to both the travellers and their changing socio-economic environments.

Audrey Collin links her own career with the evolution of career studies and criticises the limited scientific epistemologies once dominant in Western psychology. She emphasises rigour in career studies research, and the importance of longitudinal studies and understanding the effects of interventions on individuals. Audrey closes by arguing that the study of career can directly enhance engagement with difficult epistemological questions in the student's home discipline.

Mark Savickas argues that career construction theory can inform the career studies curriculum, and in relation to this, proposes a workshop to help college students construct their career. This entails the construction of a 'life portrait' whereby students assemble stories of role models, work theatres, career scripts and performance advice. Mark suggests that these stories can be developed into a macro-narrative that may then be shared with significant others.

Celia Hunt argues that creative writing can be a powerful tool in personal and career development. She designs a creative writing exercise through which participants can playfully explore career identities and thereby integrate different and sometimes conflicting self-concepts. In acknowledging that there are different and competing versions of the self, both Mark and Celia offer us more complex ways of approaching and understanding self awareness in the curriculum.

Maura O'Regan identifies some differences between a career studies approach to career education and traditional career management skills programmes. She argues that a research-informed curriculum should enable students to form their own conclusions about the nature of career and that this will prove stimulating both for students and tutors. Maura draws from her recently completed PhD to propose a workshop idea for the career studies curriculum. In this she suggests that students can compare and contrast her research on student orientations to study and career with Michael Tomlinson's work on final year undergraduates' perceptions of the relationship between higher education credentials and labour market outcomes.

In the final article, Phil McCash seeks to bring together some of the preceding points and classroom ideas by proposing a research-informed curriculum for career studies. He uses the technique of concept mapping to identify eight key concepts in career studies teaching: Career and Learning; Career Ethics; Career Labour Market Intelligence; Career Management Styles; Career Development Beliefs; Career Types; Career Narratives and Career Visions of the Future. Phil goes on to translate this into teaching practice by designing eight workshops with indicative learning outcomes and outline content.

One of the most illuminating items of feedback arising from the symposium related to the integration of research and teaching. As a result of conversations between participants, some researchers of career studies said that they now understood that career studies was actually being taught in the higher education curriculum. Equally, several teaching-related staff involved in the curriculum discovered that there was a vibrant interdisciplinary research field available to inform their teaching. A flavour of this conversational symposium spirit can hopefully be detected in the articles in this special edition of the NICEC Journal. There are slides available from most of the other keynotes and workshops at http://www.reading.ac.uk/ccms/activities/events/ccms-international-symposium-presentations.aspx

Phil McCash
Guest editor

Promoting career studies in theory and practice

Michael B Arthur

The purpose of this paper is to anticipate and help promote a growing conversation around the field of career studies. It is a conversation relevant to both scholars and practitioners, to social scientists of various disciplines, and to regional and global employment arrangements. We will briefly review the field of career studies, show how it complements ideas on 'vocational guidance', examine the emergence of the global knowledge-driven economy, and highlight the existence of separate – rather than shared - conversations among careers scholars. We will close with an appeal to promote and sustain future interdisciplinary conversation, as well as greater interaction between the arenas of theory and practice.

The meaning of 'career'

Let's begin with the term career. Take a moment to look at the five definitions provided in Table 1. What do you notice about them, and about the differences among them? The first and second definitions are both from the Oxford English Dictionary, and emphasise advancement on other people's terms either in society at large or in a particular profession. The third definition is from a collection of invited chapters on 'Career Choice and Development' (Brown and Brooks, 1996) based on the work of Frank Parsons (1909), the originator of vocational guidance in the United States. The fourth definition is one of several definitions used by Donald Super (1996) who was influential on both sides of the Atlantic. The fifth and shortest definition is that most commonly used in the field of career studies.

Why adopt the fifth definition? In contrast to the first two definitions, it avoids any reference to the attainment of status in a career. It allows us to study status, but it does not oblige us to do so. In contrast to the third definition, it does not limit us to issues surrounding vocational or job choice, and also insists that we consider the passage of time. In contrast to the fourth definition, it makes a clear distinction between work roles and the (typically) larger set of life roles that people take on. However, in common with the fourth definition, it offers a broad invitation for social scientists from different specialisations – psychology, social psychology, sociology, organisational studies, economics, political science and so on – to join our inquiries.

A further distinction between the last two definitions is that only the fifth definition adds to our lexicon. If we were to give up on seeing careers as sequences of *work* experiences, we would be missing a term that directed us to the significance of those sequences - in learning new things, developing new skills, building new relationships, being introduced to new opportunities, and so on. Yet, these phenomena seem essential to what we would like to discuss. Let us settle, as others have done (e.g. Arthur, Hall and Lawrence, 1989; Gunz and Peiperl, 2007; Inkson, 2007), on the definition of career as 'the evolving sequence of a person's work experiences over time'. In turn, let us define the field of career studies as the body of work that illuminates our understanding of careers.

Career studies

How, though, has the field of career studies come about? Early work on vocational guidance by Parsons (1909) and various European pioneers provides one point of departure. A second point of departure stems from work initiated at the University of Chicago, now known as 'Chicago School of Sociology'. A principal contributor to this school was Everett Hughes (1937, 1958), who used a definition of

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TABLE 1: Some Alternative Definitions of "Career"

A person's course or progress through life *esp.* when publicly conspicuous, or abounding in remarkable incidents.

A course of professional life or employment, which affords opportunity for progress or advancement in the world.

The consequence of ''vocational choice'' – understanding the self, the requirements for success, and reasoning between these.

The sequence and combination of roles that a person plays during the course of a lifetime.

The evolving sequence of a person's work experiences over time.

career similar to the one above but added some relevant clarifications. One was that the career had both a subjective side (concerned with how an individual saw his or her own career) and an objective side (concerned with how others saw that career). Also, these two sides were interdependent with one another; how we see ourselves affects how society sees us, and vice versa. Hughes and his colleagues also stressed the relevance of individual *identities* and social *roles* in mediating between the subjective and objective sides, and in turn encouraged the examination of both career processes and career transitions. Their work foreshadowed, for example, that of later efforts by US social psychologist Karl Weick (1996) and UK sociologist Anthony Giddens (1984) to paint a more dynamic picture of how careers unfold.

Let us move to the 1970s, and an initiative taken by scholars at Massachusetts Institute of Technology (MIT) – most prominently Lotte Bailyn, Edgar Schein and John Van Maanen. In looking back on scholarship since Hughes' earlier work, Van Maanen and Schein (1977, p, 44) observed that there remained a 'curious hiatus' between psychological approaches ('People make careers!') and sociological ones ('Careers make people!'). The MIT group wanted rapprochement and greater interdisciplinary conversation. Witness, for example, this definition of career development:

> [A] lifelong process of working out a synthesis between individual interests and the opportunities (or limitations) present in the external work-related environment, so that both individual and environmental objectives are fulfilled.
> **Van Maanen and Schein, 1977, p.36**

Like our adopted definition of career, the above definition is open to examining a wide range of phenomena from a variety of different disciplinary perspectives. Not only does it accommodate organisational careers, occupational careers, careers in public service, careers in industry clusters (like that of the so-called 'Silicon Ditch' in the Thames Valley) but it can also serve for us to examine more recent ideas about career-relevant networks, knowledge-based careers, Web-enabled careers, and so on.

Unfortunately, this carefully crafted definition was never widely adopted, and an opportunity to promote greater interdisciplinary collaboration was lost. Soon, Schein (1978) was focusing solely on organisational careers and using career development to mean 'the interaction of the individual and the organisation over time'. Some psychologically-grounded writers (like Brown and Brooks, cited above), began to re-label vocational choice as career choice, and in turn to describe career development as a series of choices. The rapprochement that the MIT group sought never caught on.

One thing that the MIT initiative did trigger was a growth in Management and Business School scholarship. By 1984, a separate 'Careers Division' of the Academy of Management had been established charged to examine

career-relevant phenomena and quickly began to assert itself. In particular, three successive anthologies can be noted. First, the *Handbook of Career Theory* (Arthur, Hall and Lawrence, 1989) offered nine chapters on 'current approaches' – one of which was on 'trait-factor theories' – and eleven more chapters on 'new ideas'. This placed vocational guidance thinking, represented by the trait factor theory chapter, as one of twenty alternative approaches through which careers could be examined. Second, *The Boundaryless Career* (Arthur and Rousseau, 1996) pointed out that careers could be studied in wider contexts than the single organisation (or for that matter the single occupation), again broadening the range of approaches that could be taken. Most recently, the *Handbook of Career Studies* (Gunz and Peiperl, 2007) is organised to bring expanded treatments of the contexts and institutions relevant to careers, and to offer a closing section on 'synthesis' across the range of treatments on offer. Each anthology in turn seeks to further broaden our understanding of relationships between careers and the circumstances in which those careers unfold.

Two continuing traditions

While the above developments have been unfolding, scholars in the vocational guidance tradition have not been idle. The outcome, at this time of writing, is that the great majority of scholarship on careers still comes from two separate traditions. One is practised largely (but not exclusively) in Schools of Education and the other largely in Schools of Management. As shown in Figure 1, one tradition has focused on occupations and the other on organisations (although both traditions now see that their focus can be on multiple organisations or occupations respectively). Writers across both traditions have become mindful of the rapidly changing economy in which contemporary careers unfold. However, to this day there has been relatively little conversation between the separate sets of writers.
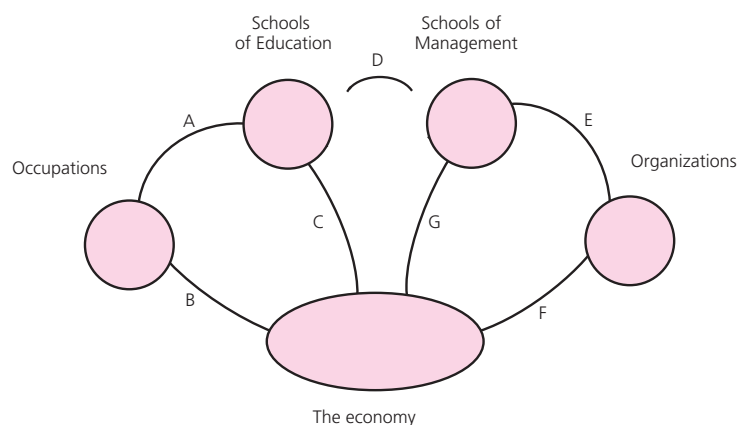

Figure 1: Two Traditions in Examining Careers (Arthur, 2008)

Can a conversation about 'career studies' help us build bridges between these separate traditions? Two situational factors offer some encouragement. One, as mentioned above, is an apparent level of agreement about the

dynamic nature of (and at this time of writing recession in) the host economy. The second factor is that Schools of Education and Management are 'professional' schools, each more concerned with the direct application of scholarship than they are with the separation of academic disciplines. There seems little reason why such schools would not be open to wider interdisciplinary conversations. Having established such conversations, it may also be possible to get our social science cousins – from, for example, departments of economics, political science, psychology and sociology – to join in. Let us look further at each of these factors.

The global knowledge economy

Around twenty years ago, I was asked to visit the University of Warwick to join a study of international human resource management practices. I came to realise most people's careers were far more mobile than I had previously assumed. For example, the Japanese 'salaryman' popularised by business writers was much more the exception than the rule. Most Japanese employment was in small- to medium-sized firms, and the average employment period in any one firm – as in most so-called 'developed' countries - was less than ten years. 'Outsourcing' and 're-engineering' were changing the employment landscape and driving related growth in inter-firm networks. Strategic management guru Michael Porter (1990) was just finishing his opus on 'The Competitive Advantage of Nations'. His primary lesson reinforced economic geographers' views that our focus needed to shift to regional clusters of firms – like Silicon Ditch - rather than stay on struggling large firms like IBM.

IBM has since recovered, and a few small firms in places like Silicon Ditch and its counterparts around the world have become large firms. Yet many of the lessons from the early 1990s persist. The progression from small entrepreneurial firm to global leader (witness Google) can be faster in present times than ever before. Opportunities for collaboration through the World Wide Web – for individuals, communities, organisations, even terrorists – are greater than ever. What have we learned in the past twenty years?

It seems we have learned a great deal. For example, we know much more about knowledge based careers, how those careers unfold and how they can contribute to wider economic outcomes (like for example, Proctor and Gamble relying heavily on outside knowledge workers in its commitment to 'open innovation') (DeFillippi *et al.*, 2006). We know more about virtual careers that contribute, for example, to the open source software movement and products such as the Linux operating system (Bagozzi and Dholakia, 2006). We know more about how people self-organise into 'career communities', across both physical and virtual space (Parker *et al.*, 2004). We have taken on and hopefully laid to rest old assumptions that further identity development is unlikely after adulthood (Ibarra and

Deshpande, 2007). We better understand the usefulness of social capital, both for finding other people's support (bonding) or making fresh connections (bridging) (Burt, 2005). Also, we are starting to see the set of communications and managerial skills that underlie what might be termed 'global careers' (Makela and Suutari, 2009). There is reason for careers scholars to take pride in this learning, at the same time as we realise how much we still have to learn.

A further point is that careers scholarship is open to criticism for being too willing to give up on the hard-earned gains of the twentieth century – lifetime employment, secure pensions, and increasing wages – that we began to see as entitlements. There is no simple answer to these criticisms, and it's hard to oppose the social goals that brought those gains about. However, it also behoves us to be aware of the new opportunities that the contemporary economy provides. If we don't have our fingers on the pulse of that economy, it's hard to imagine us being effective.

Building an interdisciplinary perspective

Let us return to the earlier suggestion of playing with alternative ideas and try a brief thought experiment. Suspend further reading for a moment, and imagine or reflect on a recent conversation you have had with a contemporary worker about his or her career. A typical story is likely to include such things as chance encounters, significant relationships, unfolding networks, economic circumstances, social background, educational and on-the-job learning activities, political influences, organisation culture, managerial decisions, and more. Now imagine what kind of expertise you would like to draw on to help that person develop his or her career. Our thought experiment can quickly lead to the conclusion that we need all the insights we can gather, and that no single academic discipline has a monopoly of relevant ideas. Rather, a spirit of *inter*-disciplinary inquiry is urgent if we are to deliver better value to present and future workers, and to the economy that they seek to serve.

Recently, a group of us have been working with ideas about 'intelligent' careers, intended to help us focus on careers in the emerging knowledge economy. The intelligent career approach suggests that three concurrent questions underlie our careers: 'Why do we work?' 'How do we work?' and 'With whom do we work?' Those questions can be represented by three 'ways of knowing', namely: knowing-*why* (reflecting our motivations, identities and interests); knowing-*how* (reflecting our skills and knowledge); and knowing-*whom* (reflecting our relationships and reputation). Moreover, the three ways of knowing are interdependent, for example a person can be motivated to pursue further education (knowing-why), leading to the development of new skills (knowing-how) and further connections with other people (knowing-whom). Those connections can in turn reinforce or

challenge subsequent motivations to work (knowing-why), or influence further skill development (knowing-how) and so on (DeFillippi, Arthur, and Lindsay, 2006; Eby *et al.*, 2003). The model offers a way to try to track some of those stories about contemporary workers' careers.
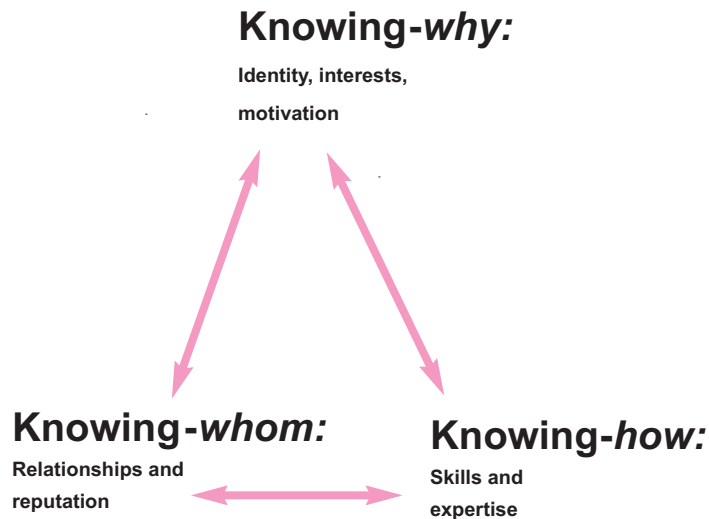
Knowing-*why:*

Identity, interests,

motivation

Knowing-*whom:*

Relationships and reputation

Knowing-*how:*

Skills and expertise

Figure 2: The Intelligent Career Framework

However, if you use the framework to examine the career-relevant contributions of other scholars, the links among the three ways of knowing suggests different insights. Take, for example, the connections between knowing-why and knowing-how. One conversation is among vocational guidance scholars whose approach, after Parsons (1909) and others, draws on a branch of psychology concerned with individual differences and their consequences. This conversation is interested in the effect of knowing-*why* on knowing-*how*. In contrast, another conversation takes place among proponents of effective job design, who draw on a different branch of psychology, humanistic psychology (e.g. Maslow, 1954) to suggest that a consistent approach to job design can have widespread motivational consequences. This conversation is interested in the effect of knowing-*how* on knowing-*why*.

We can go on: leadership theory is interested in the link from a leader's skills (knowing-how) to his or her followers (knowing-whom); in contrast, socio-technical systems thinkers are concerned with the way group characteristics (knowing-whom) can influence overall job performance (knowing-how). Traditional sociology is interested in the effects of social reference groups (knowing-whom) on individual identities (knowing-why): psychological ideas about affiliation suggest that our personalities (knowing-why) influence the friendships (knowing-whom) that we form. These and other examples suggest a large number of scholars participate in conversations about one of the six separate links identified by the intelligent career framework, while neglecting the other five (Parker, Khapova and Arthur, in press). In doing so, they leave it to

the individual – or the career counsellor who works with that individual – to try to sort out the overall lessons careers scholarship provides.

One more point here is that the research methodologies largely used in each of the six conversations also contribute to the problem. Most research involves linear modelling, which assumes that relationships among variables don't change. Most research is also cross-sectional, thereby neglecting the dimension of time across which we might be able to gain greater insights. Then there's a question about competition among academic schools of thought - but let's not get into that here!

What future for career studies?

What does the above mean for the future of career studies? Let's reaffirm the bad news. It's tough to keep in touch with the global, knowledge-driven economy in which we participate. It's also tough to watch people struggle, and to determine which of the gains from a previous economic era are still worth having. Most research relating to careers has been pursued through separate conversations. Relatively few scholars have sought to bring those separate conversations together to seek better answers to the challenges contemporary careers present. As a result, the career actor and his or her career counsellor have been left largely to sort things out on their own.

The good news, though, is that we have now come together. The organisers of the September, 2009, Symposium on Career Studies at the University of Reading have done a remarkable job of inviting speakers with a shared passion for improving the status-quo. They have also brought together a healthy mixture of career theorists and practitioners to help build a shared conversation. Let us therefore celebrate the opportunity to begin that conversation - and pledge to keep it going!

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The new career studies: metaphor in theory and teaching

Kerr Inkson

There is bad news: vast gaps of non-communication currently separate discipline-based approaches to theory, research and study in careers (Arthur, 2008; Collin & Patton, 2009).

There is good news: new initiatives are being taken to begin to unite different disciplinary approaches to careers under the single banner of 'career studies' (Gunz & Peiperl, 2007; University of Reading, 2009). Such integration is sorely needed. And metaphor provides a means.

Career metaphors

We think and talk about careers in terms of *metaphors.* In theory and research in career theories, and in everyday discourse about careers, metaphorical language abounds, for example 'career ladder', 'square peg in a round hole', 'story of my life' (Inkson, 2007).

Metaphors provide opportunities for new insights. In *Images of Organization* Gareth Morgan (1986) analysed organisations through the lens of a series of archetypal metaphors – the organisation as a machine, as an organism, as a brain, etc. In the multiple metaphor method applied to careers (Inkson, 2004, 2007), careers are consecutively and then integratively represented as different metaphors, and note is taken of the ways in which careers correspond, and do not correspond, to the metaphor. Each metaphor acts as a fresh lens on careers, through which one can see things that are not apparent using other lenses. Thus, different theories and research traditions each utilise different underlying metaphors. None of them is wrong, but none of them is the whole truth. Metaphor thus provides an opportunity to develop a broadened understanding of the multifaceted nature of careers, and a wider and more functional curriculum for career studies.

Consider the following instances of contrasted career metaphor.

- A significant tradition in career studies – and the oldest one (Parsons, 1909) – is to consider careers from the practical perspective of finding a good *fit* between individual and occupation (Holland, 1985). The fit metaphor provides a pragmatic basis for much practice in vocational counselling.

- The growing social consciousness of the last fifty years, particularly the rise of feminism, has drawn attention to influence that societal institutions such as class, gender, race, and education impose on careers (Johnson &

Mortimer, 2002): the metaphor of *inheritance* illustrates the inescapable lot of individuals as they commence their careers.

- Another potent metaphor is that of the *cycle*. The concept of an adult life cycle is central to Super's (1990) career development theory, while the metaphor of the changing seasons (Levinson *et al.*, 1978) portrays the changing human energies that individuals devote to their careers as they and it develop and change.

- In the growing field known as 'human resource management' careers are considered as *resources:* accumulated parcels of expertise which can be effectively utilised either by individuals seeking to impose themselves on the world of work (Inkson & Arthur, 2001), or as sources of competitive advantage for organisations (Boxall & Purcell, 2008).

- A potent metaphor is that of the *role,* with its imagery of the perpetual struggle between personal identity and externally-imposed purpose. For example, in one study of contemporary careers, individuals eschewed organisational 'scripts' for their careers and imposed themselves improvisationally and to good effect on the unpromising ground of their employment (Arthur, Inkson & Pringle, 1999).

- The most common metaphor of all is that of the career as a *journey.* Much contemporary career theory seeks to determine the parameters of career journeys, for example, predetermined trips along marked routes according to public timetables; or 'boundaryless' career journeys that cross easily between organisations, occupations, geographical locations and other social spaces (Arthur & Rousseau, 1996). The metaphor of a 'landscape with travellers' (Inkson & Elkin, 2008) encourages the consideration of career travellers in interaction with a changing economic, social, occupational, organisational, etc. landscape, as representing a properly integrated career studies.

Career studies, metaphor and education

How can metaphor contribute to career studies? To answer this question, we first need to consider why the idea of career studies is important.

For many years, academics interested in careers have used their limited views of careers to serve limited interest groups (Collin & Patton, 2009). The career development movement (e.g. Brown & Associates, 2002) has served the counselling and guidance profession, whose clientele is mainly young people with immediate choice decisions to make. Vocational psychology tends to focus on internal psychological factors such as individual differences,

life-span development and decision-making, particularly in young people, and to pay relatively little attention to the complexities that the environment imposes on careers, and the ways in which careers develop over time. Organisational scholars (e.g. Schein, 1978) have focused on the management functions of organisations and have failed to utilise adequately the insights of vocational psychology. Sociologists have operated at a distance, seeing careers as trivial by-products of wider systems and serving perhaps policy analysts and activists for change (Johnson & Mortimer, 2002). In all this, I believe *career actors* have been poorly and indirectly served. But if we all can come together, in theorising, in research, in education and in practice, to make *Career Studies* properly interdisciplinary (Arthur, 2008), we can potentially provide a vital background to individuals striving to develop their careers and to those who assist them.

I believe career studies has a vital role to play in the curriculum, particularly the tertiary curriculum. If we accept Michael Arthur's definition of career as 'the evolving sequence of a person's work experiences over time' (Arthur, Hall & Lawrence., 1989, p.8), then it is apparent that everyone in today's society has a career. Further, the career ranks along with family life and in some cases religious experience as one of the most important components in most lives, as well as a wellspring of both the psychological and the economic well-being of our society. So, what arrangements do we have to educate our citizens in the forces that govern this critical facet of their lives? The answer, in most cases, is none.

For example, I have spent much of my life teaching management in business schools. From time to time I wonder about the wisdom of teaching management as a required course to 18-year-old undergraduates who are unlikely for some years to have anything to manage. Yet we plough on: we not only teach them general management, we also teach them financial management, marketing management, operations management, services management, event management, and of course human resource management. We do not teach them self-management, and we do not teach them career management. We thereby offer guidance to students on how to manage others' lives before they have learned to manage their own.

If I had my way I would put 'self-management' and 'career studies' somewhere near the centre of every academic curriculum in business schools, and make this available to students from all other disciplines. A possible Career Studies curriculum including psychological, organisational and societal influences on career is shown in Figure 1

Figure 1: Elements in a career studies syllabus
The context of careers
Economic, labour market, technological, institutional, social etc.
Career landscapes and boundaries, e.g. professional, organisational, industry, geographical, psychological, gender etc.
Work-non-work interface and balance
Contemporary and future forces affecting careers; future opportunity structures
Adult development and life-cycle
Psychology of individual differences
Abilities, aptitudes, personality, interests etc.
Relationship to work roles and occupations
Career planning and decision making
Role and identity; work-role transitions
Career structures and types: occupational, organisational, boundaryless etc.
Career success – objective and subjective
Careers and organisations, including HRM
Careers and networks
Career discourse and narrative
Career practice – planning, improvisation and action

This template can be accomplished through the use of key metaphoric themes. The career studies course I teach in New Zealand focuses on the landscape of environmental factors affecting careers as well as the personal dynamics of the traveller, and makes use of nine key career metaphors, career as inheritances, as cycles, as action, as fit, as journeys, as roles, as relationships, as resources and as stories. Each enables fresh theoretical perspectives to be introduced and each, I believe, adds fresh insight to the student's understanding of how careers work (Inkson, 2007). See how many of the above metaphors – plus 'landscape' - you can fit to the curriculum in Figure 1.

Some teachers make the student's own career central to learning about careers. Reardon *et al.* (2006) offer a template for an undergraduate programme that grounds students in the essentials of career decision making and the landscape of environmental conditions affecting career development, and then uses 'analyse myself' exercises to enable each one to develop his or her strategic plan for early career. Further insights can be gained by encouraging students to apply metaphoric frames to their own career aspirations and expectations (Inkson, 2007). But students' careers, particularly those of young undergraduates, may be quite limited, and may not enable them to envisage realistically the manner in which careers unfold over time and the myriad influences that may bear on them. Analogous to the use of business cases in management

studies, my own course (like my book) makes extensive use of career case studies, which the students may analyse from a range of different metaphorical or disciplinary perspectives.

An exercise I have found of enormous value is getting each student to interview one of their parents or another senior family member, to write that person's career up as a case study, and analyse it based on whatever metaphors/ theories seem appropriate. In many cases this exercise results in intense learning because of the way it enables students to reflect on the effects of the passage of both personal and societal time, and to fit the fragments and themes of developing careers into their experience of the non-work lives of someone they have known intimately since childhood.

The most difficult problem I have faced in developing such courses is the inherent conservatism of students. Even when I've cleared academic barriers to enable arts and science students to include career studies in their programmes, they have been unwilling to take any course situated in the business school. Here, the challenge is for faculty members from different disciplines interested in career studies to work collaboratively to offer joint courses, and/or to encourage students to think more laterally. Here again, the idea of metaphor offers additional engagement of the student's curiosity.

Let us all hope career studies is truly on its way. Let's start talking to each other – and, more important, listening to each other, and working together, in every sphere: theory, research, pedagogy, and practice. Here's to metaphor and the new, creative possibilities that it brings. And here's to our new, interdisciplinary, discipline: career studies.

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The challenge of career studies

Audrey Collin

I am proposing here that career studies is an appropriate subject for study at university level, even for those not intending to enter the 'career' field. 'Career' lies at the intersection of the individual and society, and its study is as challenging as that of any other university subject because it requires understanding of, and a rigorous approach to, a complex area, but unlike them, however, it is of direct relevance to students' own lives. This paper argues that their reflections upon their own 'career' experiences would illuminate and interrogate what they would learn through academic study. This indeed is what I found for myself as I came as a newcomer to this field.

After graduating, I worked in personnel management until the birth of my three children, and thereafter my 'career' was shaped by their needs. In 1976, after a break of 11 years, and a job as a university administrative assistant, I applied for a post which I hoped would give me greater flexibility. This was a research fellowship which was being awarded to facilitate a change of 'career' into the social sciences. For my application I proposed to study 'mid-career change' which had become a topical issue in the USA because of the widespread occurrence of obsolescence and large-scale redundancies in many industries. (At this stage I did not relate this to my own life.) In 1980 after the fellowship ended I became a lecturer in organisational behaviour and organisation theory in De Montfort University's Business School where I was to teach mainly post-experience graduates until I reached compulsory retirement age in 2000. Such experiences demonstrate the challenge of studying 'career', for it is clear that they form three interwoven trajectories. My organisational, institutional 'career' with its hierarchical progression ended nine years ago; my 'career' in 'career' scholarship is continuing, though now passed its mid-point; and my family 'career', now that I have little grandchildren, is still ongoing.

I had a degree in English and a postgraduate diploma in anthropology, so when I began reading the literature and research on 'mid-career change', and the theories of 'career' and of middle age, it was as a newcomer to the field. I needed to know how terms such as 'career' were defined, but I found that many writers did not define them, and others used or defined them differently. The case of my three intertwining trajectories which can be interpreted in different ways by myself or by others again

illustrates the challenge of studying 'career'. It is not just a concept but a construct and a lived experience and hence is inherently and inevitably complex, diverse, multidimensional and dynamic. It is ambiguous and ambivalent; both/and rather than either/or: objective/subjective, past/present/future, emancipation and control, praxis and rhetoric. It is thus open to many definitions according to the perspective from which it was viewed and for what purpose. While one could choose to define it in one way, the word carries many meanings, and the hearer/reader will probably be aware of many of them simultaneously. The resulting ambiguity makes it important that users/writers specify their definition. I acknowledged this ambiguity in my PhD thesis by writing 'career' in quotation marks, and avoided using the word in my interviews. The definition of 'mid-career change' was similarly problematical, so for my respondents I chose men such as those in the resettlement phase of their army career who could be said to be objectively in a situation of occupational change. (To reduce the number of factors to be considered in the research I did not include women in it.)

My own experiences and the very different ones of my respondents all indicated that the environment is significant for our 'careers', both objective and subjective. The interpretations we make of our experiences within our particular context shape our responses to our world: our vocational choices and decisions, our aspirations, values, skills and interests. Yet the literature I was reading did not address these issues raised by the complexity and processual, dynamic nature of 'career'. I came to recognise that it was the fundamental epistemology of the predominant psychological theories of the time that limited their view. They took for granted their Western scientific assumptions and the research methodologies derived from them (and also, of course, their white, male, middle class samples) and did not acknowledge how those led them to focus on the de-contextualised individual and on objective rather than subjective factors. My PhD concluded that new theories that took the environment, process, and subjective meanings into account were needed, and I proposed that systems theory, and particularly the soft systems approach which recognised subjective meaning, could be a way forward. I could arrive at such conclusions because not only I was working with assumptions that were very different from those of others in the 'career' field who were schooled in the values of traditional science, but also those conclusions were in part prompted by, and made sense of, my own experiences.

In the mid-1980s I met Richard Young, a counselling psychologist at the University of British Columbia, who shared many of my concerns but had arrived at them by a different route and from a different perspective, and we have since developed some of these ideas together. Later I

became influenced by social constructionism, and did not pursue my interest in systems thinking, although my enthusiasm for it has not abated, and I hope to return to it before my 'career' in 'career' scholarship closes.

When in 1998 I suggested the title of 'Career Studies' for the personal chair that I was offered at De Montfort University, it represented for me the study of the concepts, epistemology, and methodology of a broad and dynamic field encompassing theory, research, practice, with issues for policy-makers. Now that this label is being used more broadly and frequently than then, many will recognise and value its richness, though some may value only what is relevant to assist individuals in a changing world. Perhaps fewer will appreciate its rigour, or what they may regard as academic hair-splitting. However, without relevance, richness and rigour are of little point; and without rigour, richness is just façade and relevance merely rhetoric. Theorists, researchers, and practitioners all have different roles to play in our field, but each needs to recognise and respect the roles of the others.

The rigour of career studies

I shall now focus on the rigour that is essential to the field, and particularly so if career studies is to be regarded more widely as an appropriate subject at university level.

Because of the complexity of the notion of 'career' there are many 'stakeholders' in it, from the 'career' actors themselves, to 'career' advisers, researchers, theorists, employers, both for strategic human resource development and managing individuals, and increasingly to policy-makers both nationally and internationally. Moreover, there are several disciplines that have a perspective on 'career', including vocational, occupational, and organisational psychology, sociology, and human resource management, although the psychological perspective has generally been predominant. All these various stakeholders need some kind of rigour.
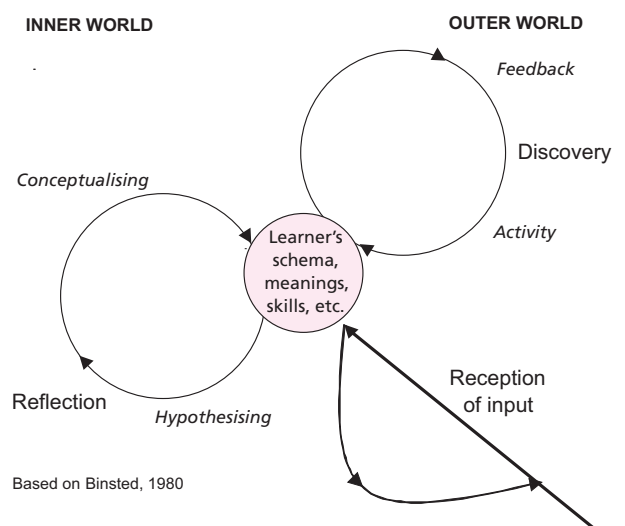
For theorists, rigour, as in any university subject, lies in attending to definition, in recognising and accounting for a range of meanings, in contextualising meanings; in being aware of and acknowledging their own underpinning assumptions and epistemology, and recognising those of others. It means taking account of the multiple perspectives (and of the relationships between them) of the various stakeholders and the many disciplines with an interest in 'career'. Again as in any university subject, rigour in research means using methodologies and methods of research appropriate to the topic, and using them competently, and having appropriate samples from relevant populations. Some of the issues on which a rigorous approach is particularly needed are dealing with the effects of the passage of time, the desirability but difficulty of carrying out longitudinal studies, and the evaluation of the effects of interventions upon the individual issues.

There is a need for rigour of a different kind at all levels of 'career' practice. This is found in the sensitivity and respect with which practitioners address moral, ethical, interpersonal, and multicultural issues, and in their practice and updating of professional knowledge and expertise. Many are working in an environment of regulation and professional licensing, as well as of organisational changes and managerial control, of budgetary constraints, and changing government priorities and policies. Such conditions are severe challenges to their professional and personal values, and make it a struggle to maintain rigour.

I have already suggested that, from my perspective, rigour has sometimes been lacking, but that would not necessarily be the judgement from other perspectives, for there has been considerable attention to testing and applying theories in research, and increasingly to evaluating guidance and counselling interventions. As a result, part of the richness of career studies lies in the existence of and interactions between several schools of thought in the field, debates between epistemologies and perspectives, reappraisal and sometimes redevelopment of traditional theories, and the introduction of new epistemologies such as social constructionism, new concepts such as life design, new approaches such as narrative and the relational approach, and new methodologies such as discourse analysis. An issue of current interest is the failure to exploit the understanding that working in a multi- or interdisciplinary way would give. New issues are continually emerging in this fast-changing world, and career studies will have to continue to respond to them.

The relationship between academic study and personal career learning

I have suggested that my own personal 'career' experience both illuminated and interrogated what I was learning from my academic studies. University students studying 'career studies' would also, I believe, find the same. This can be illustrated in the Lancaster model of learning (Binsted, 1980, p. 22).

Based on Binsted, 1980

This cyclical model identifies three different forms of learning. The receipt of input in this instance is *via* lectures and reading books in which the student will be introduced to some of the analytical concepts mentioned earlier, such as the significance of context, perspective, and underlying assumptions, and to some of the debates in the field. By actively trying out some of what they have learned, for example, by implementing some decision-making models, students would be going through the discovery loop, opening themselves to new experiences, and becoming aware of the consequences of their actions. They go through the reflection loop as they make sense of the knowledge they have received and the actions they have taken and, on the basis of this, begin to re-examine and evaluate the theories they have learned, and hypothesise about past or future situations. Each form of learning is cyclical, and the cycles can be linked in various ways (for example, learning in formal classroom settings links the receipt of input with reflection), but in effective learning the learner will complete the overall cycle. This is essential for the development of critical thinking.

I would further suggest that students who have internalised their understanding of these concepts by virtue of their own experiences will be well placed to apply that understanding to some of the difficult epistemological and other concepts that they encounter in their home discipline with which they might otherwise struggle.

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Career studies as self-making and life designing

Mark L. Savickas

Advocates of career studies in higher education propose teaching undergraduate students about careers, the labour market and employability. According to McCash (2008), exploration and research about careers should empower students by helping them to focus on 'life purposes and meanings and the more prosaic matters of achieving these ends' (p. 6). The recent International Career Studies Symposium, held at the University of Reading, sought to elaborate the content of a career studies curriculum and demonstrate ways of teaching 'career.' As a participant in this symposium, I asserted that career construction theory offers to a career studies curriculum a model for conceptualising and understanding work lives (Savickas, 2005). Furthermore, it emphasises the importance of a curriculum space for studying the self and a practical method for self-making and life designing (Savickas et al., in press).

Career construction theory proposes both a way of thinking about building a career and designing a life. Individuals make their lives and their worlds through stories, accordingly career construction emphasises life portraits, narratability, and biographicity. Having students compose a life portrait and then narrate their biographies to an audience activates the process of self-making and learning to become. Self-construction occurs as students craft their stories and tell them to significant others. While adolescents have internalised influences from their parents and incorporated identity fragments from their role models, college students and emerging adults must assemble these micro-narratives into a macro-narrative with some degree of unity, purpose, and continuity. In short, college students must create an autobiography that both expresses their personal truths and transports them into the future.

So, if college students make themselves and their worlds through stories, some portion of a career studies curriculum should spark their story telling. It should prompt students to elaborate, refine, and validate their stories; extend the stories into the future; and populate the stories with details and particulars that make both them and their stories more realistic. The developmental task or social expectation that moves this identity work asks students to get a life by consolidating their identity fragments and making tentative commitments. Erikson (1968) explained that college students must confront the crisis of identity-formation versus role confusion with efforts to integrate their inner experiences and outer world into a meaningful psychosocial niche. Practically speaking, students need a clear and compelling story with which to get a life and construct a career. An autobiography is life-enhancing, even life-giving, when students find wisdom in their own experiences and direction for pursuing their purposes.

A career studies curriculum must contribute to self-making and life designing by prompting students to reconstruct their past, gather new stories and experiences, and anticipate the future in terms of possible selves and preferred scenarios. Furthermore, an effective career studies curriculum must encourage students to compose a macro-narrative for their lives and narrate it to their audiences in a way that elicits social support.

The self-making embedded in career studies may be viewed as a narrative art, a craft that can be learned and practised. Writing an autobiography is a time-tested and empirically validated procedure for self-construction. There are various methods for life-writing. Among the many approaches to writing a life, I prefer the self-making strategies used in life-design interventions for two reasons. First, the approach shifts students' perspective from how work will use them to make a product to how they will use work to produce self-realisation. Second, the approach does not prioritise the work role as the axis around which life revolves. Instead, it helps students to consider how all their central life roles must be designed into a livable pattern that pursues their purposes and implements their self-concepts.

Life-design interventions rest on crafting a life portrait. From my perspective, a life portrait shares resemblance to an autobiography, yet it is more succinct, focused and sharply drawn. The life portrait is a study of a student's life in depth, in progress and in narrative. Composing the portrait does more than give voice to student stories; it accesses different meanings and knowledge to open up possibilities and restart stalled initiatives. When career story telling is approached as a transformational process, essential elements of life are distilled and then felt, explored and integrated. Having people practise their purpose informs their imagination with new ideas that stir intuition and reveal intentions. Rehearsing purpose promotes the expressive freedom to draw up a life plan that revitalises the individual. It always involves considering what work can do for them as well as what work they might do. It does so by emphasising mattering rather than congruence.

Mattering confers meaning and substance on peoples' lives by relating their stories to some pattern of higher meaning such as justice, knowledge, community and beauty. In addition to explicating the meaning and mattering of past experiences, life-design activities forge links to the world that lies ahead by promoting intention and action. While mattering brings student experience forward, activity starts students living ahead of themselves. Life-design activities increase the authority that students have for their own lives. Although it may take only a few hours, composing a life portrait increases the quality of life, fosters agency, and improves the capacity to negotiate with other people. It assists students to more fully inhabit their lives and become more complete as they sustain themselves and contribute to their communities.

To help students compose a self-portrait in words, life-design activities have students hold a mirror to themselves by asking four questions. Each question provides a different perspective or vantage point from which they may view the self. The first perspective looks at identity fragments students must organise as they do the individualisation work involved in career studies. In responding to the question of 'who did you admire when you were growing up?' students describe character traits that they admired in these models. This enables them to articulate a self-conceptualisation.

A second question seeks to place that self on a stage in some theatre by enquiring about vocational interests. The goal is to determine the type of theatre or work environment wherein students envision engaging the self in activities. The question itself asks students to name their favourite magazines and describe what attracts them to these publications. Alternatively, an instructor or counsellor might ask for three favourite television programmes or even websites. Each of these media takes students to another place and shows them a particular social ecology. In viewing the environment, the student observes certain types of people working on distinct problems. The places they prefer to go reveal their interests. Holland's (1997) model of six types of work environments presents a vocabulary and classification system for organising and understanding interest in the different work theatres.

Having determined a view of self and stage, or influences and interests, the third topic looks for a script for that self to perform on that stage. The instructor or counsellor enquires about possible career scripts by asking students to name their all-time favourite story, either in the form of a book or a movie. After students name the book or movie, the instructor or counsellor asks the student to briefly relate the story in the movie or book. In telling the story, students usually are talking about their own possible futures. Typically, students' favourite stories portray clearly their central life problem and how they think they might be able to deal with it. In listening to the storyline, the instructor or counsellor concentrates on how the script unites the student's self-concept and preferred stage into a career script.

The fourth topic addressed in composing a life-portrait elicits students' advice to themselves by asking for a favourite saying or motto. These aphorisms articulate the best advice that students have for themselves right now. It is a form of auto-therapy in which students repeatedly tell themselves what they must do to advance their story to a new chapter and in so doing become more of the self they wish to become. Students possess an inner wisdom with which to guide themselves. I have become fascinated with how well students know implicitly what they must do next. It is included in the life portrait not just to have students speak their own truth but to have them hear and respect their own wisdom and examine how to apply it directly to their concerns about career construction and life design. It sounds simple, and it is. Nevertheless, it is profound. The process reinforces students' authority in authoring their own lives. It builds confidence because students realise that the answers to their questions are within them, not in some outside expert. The instructor or counsellor acts not as expert but as a witness to validate and elaborate the student's intuitive solutions.

Having elicited stories of self-making, preferred work theatres, career scripts and performance advice, students should be encouraged by the instructor or counsellor to assemble these micro-narratives into a life portrait, that is, a higher-level macro-narrative that incorporates all the partial stories. The goal in arranging self, stage, script and advice is to reveal something. It is not a harvesting of images, but a poetic creativity that turns scattered stories and emotions into experiential vignettes that reflect the student's efforts to get a life. The goal is to articulate and elaborate a narrative thread in the scramble of students' experiences and thereby reduce that complexity to something that students can begin to understand. Having composed a life portrait, students may then lift it up for contemplation and reflection as they plan career scenarios and outline intended courses of action. As a part of their scenarios, students should indicate how they will use the affordances of academic curricula and college opportunities to build a career and design a life. The scenario must concretely state how they intend to make educational/vocational choices and formulate tentative commitments. Whether done orally in transformational dialogues or in life-writing exercises, the goal is the same to contribute to a career studies curriculum meaningful activities that prompt further self-making, career building and life designing.

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Exploring career identities through creative writing

Celia Hunt

Creative writing has shown itself to be a powerful tool for reflection and is increasingly being used in professional development contexts (see e.g. Bolton, 2001; Creme and Hunt, 2002; Winter et al., 1999). With its potential for playful self-exploration and access to feeling and emotion, it can quickly get beneath everyday identities, providing alternative ways of thinking about oneself.

Of course, being a powerful tool, it should be handled very carefully, and I say more about this below. From responses to the workshop I facilitated at the International Career Studies Symposium in September 2009, it is clear that carefully chosen and facilitated creative writing exercises could be valuable in helping people explore their career identities.

The exercise that I used at the workshop was adapted from Cheryl Moskowitz's 'self as source' exercise (1998) which was originally devised for use in a health care context. It is best suited to adults in transition, e.g. people looking to make a career shift or those moving from work to retirement rather than younger people with little work or career experience.

Here are the guidelines for the exercise:

1. Make a list of things that characterise you in your career.

2. Select two of them, preferably two that are contrasting, and write them on a piece of paper at the top of adjacent columns.

3. Add to the columns two or three metaphors for each of your chosen characteristics, starting with 'he/she is...'

4. Develop these characteristics into fictional characters by answering the following questions for each of them:

   - What are his/her physical characteristics?
   - What sort of clothes does he/she wear?
   - How does he/she relate to others?
   - What does he/she do for a living?
   - What is his/her name?

5. Now that you know your characters a bit better, write down something that each of them might typically say.

6. Write a short third person narrative in which your characters meet each other, talk and eventually exchange something of value.

7. Reflect on what you learn from this exercise about your career identity.

8. The exercise can be repeated with another pair of characteristics.

The following example of 'Jennifer', a fictional career academic, shows you how this might work in practice:

1. A short list of things that characterise Jennifer in her career:

   - having started late and entered by the 'side door'
   - frustrated mothering
   - desire for community and belonging
   - conscientiousness bordering on obsessiveness

2. Jennifer chooses two contrasting characteristics: 'Lateness' and 'Mothering'

3. Jennifer's metaphors for each characteristic:

> **Lateness**
> She is the reserve in the netball team
> She is the last bus you just missed
>
> **Mothering**
> She is an ample bosom in a low-cut blouse
> She is Christ feeding the five thousand

4. Names and characteristics of Jennifer's fictional characters:

> **Mary (lateness)**
> - Grey and mousy, a bit hunched, apologetic
> - Dresses in neutral tones
> - Always wants to be liked but is a bit of an isolate
> - Works as a library assistant
>
> **Gloria (mothering)**
> - Large, energetic woman, a bit over the top at times
> - Flamboyant dresser
> - Likes people and expects them to like her
> - Is a foster mother

5. Something typical that Jennifer's characters might say:

> **Mary**: 'Sorry I'm late. Hope it hasn't spoiled the party'.
> **Gloria**: 'How lovely to see you! Come here and let me give you a big hug'.

6. The beginning of Jennifer's third person narrative where her two characters meet and exchange something of value:

> It's a quiet day in the library and Mary is taking the opportunity of sorting out a trolleyful of returned books which still haven't been re-shelved. This is a favourite task. She likes her environment to be ordered but the pressures of the job mean that most of the time she is surrounded by piles of un-filed papers and un-shelved books, which makes her feel out of control and anxious. She is in the history section, lovingly dusting and ordering the books on ancient Greece and Rome when she hears the bell on the desk being rung, not just once, but several times. She pokes her head around the corner and sees a busty blonde woman in a red dress at the counter. Mary feels immediately guilty that she isn't there. 'Just coming', she calls out and hurries over…

This approach to reflection using creative writing is underpinned by psychodynamic thinking, particularly the idea that there is a tendency in human development towards splitting of the personality into different and sometimes conflicting self-concepts (e.g. Horney, 1946; Hunt, 2000) and that exploring them playfully can facilitate fruitful connection between them (Moskowitz, 1998). As I said above, creative writing as a reflective tool should be used with caution. The above exercise would be best used in the latter part of a longer session, where other (less challenging) exercises have already been undertaken, and where the group are reasonably comfortable with each other or have worked together before. Apart from the usual features of group work, such as agreeing a group contract or 'ground rules' at the start of a workshop (see Bolton, 2001), I would always allow time for talking about the nature of creative writing for personal and professional development, the possibility that people might find themselves engaging with unexpected material and the importance of self-care and care of others in this context. The usefulness (or otherwise) of such a workshop will depend very much on the open and collaborative atmosphere the facilitator helps to create in the group setting (see Heron, 1999).

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Challenging conventional thinking about 'career' in the higher education curriculum

Maura O'Regan

The International Career Studies Symposium at the University of Reading on 22 - 23 September 2009 brought together an audience of people from differing backgrounds all sharing an interest in careers. Practitioners, academics, researchers and students gathered to contribute to the discussion on 'career' as a subject within a higher education curriculum. The notion that we are all researchers into career was first posited by McCash (2006) and strengthens the perception that the choices we make around careers are after all amongst the most important decisions we make and are significant both for us as individuals and also the society as a whole (Gati and Asher, 2001). However, it is my view that career studies as a subject taught to undergraduates may not be feasible currently, given changes in higher education with debate on mass marketisation, variable fees, restructuring, cluttered curricula, a policy-driven employability agenda and constraints on resources generally. In the meantime, given that life-career and work feature in most peoples' lives, we need to look at ways in which we can challenge the intellect of students enrolled in higher education by developing critical thinking whilst at the same time inspiring conversations around work and career.

This article will introduce a new way of looking at career within the higher education curriculum which takes a perspective on career that is more intellectual and less instrumental. The starting point is recognition of the relationship between human agency and social structures. It is an acknowledgement that people are participants in creating their own reality and thus responsible for their career ideas and career development at a time and pace that suits them. Undergraduates come to university for a variety of reasons not least to study and grow academically. This paper proposes that we present the concept of 'education for learning' to extend knowledge by using examples of empirical research to stimulate discussion around career and to offer undergraduates the autonomy to draw their own conclusions. My proposition is that by presenting career research in this way, we can challenge undergraduates on a variety of levels. Students

will become aware of current research in the field of career, will be able to challenge methodologies and findings, will be able to discuss and draw their own conclusions from those findings and, importantly, take responsibility for what they do next with that information.

To illustrate this point, I will draw on two different approaches to understanding the career related behaviour of students (O'Regan, 2009; Tomlinson, 2008). The work of O'Regan is based on a longitudinal research study with 30 second-year undergraduates studying for degrees in a traditional arts-based subject and a business oriented course at a pre-1992 university. Tomlinson's study is based on a qualitative research project with 53 final-year undergraduates from a variety of degree disciplines at a different pre-1992 university.

I will summarise the findings of these empirical research studies and present an argument for their use as a means to challenge undergraduates to learn about career in a more academically stimulating environment. I will propose that the findings of O'Regan and Tomlinson can be used to facilitate discussion on how undergraduates approach and understand their careers and educational credentials in different ways, and the role higher education plays in their expectation of career and future employment. I argue that using empirical research into career in this way will stimulate discussion and debate by highlighting the career interpretations and expectations of others in similar situations to themselves. In this way we can develop an alternative approach to thinking about career, develop career learning and address employability within a more academic and intellectually challenging environment. There is a lot more to the complex, idiosyncratic, and messy pursuit of career than conventional models of skills, competencies and employability allow for.

Four types of orientation to study and career (O'Regan, 2009)

I will start by introducing key elements of O'Regan's (2009) research, as the students who participated in this project were at an earlier stage of their university and career progression than those presented by Tomlinson (2008). The findings of this study help us understand more about how undergraduate students approached thinking about their studies, their career, their futures and the compulsory credit bearing career management skills module undertaken in either their first or second year. Interpreting the stories the students told resulted in the emergence of four different orientations towards career and the future. These orientations are not mutually exclusive nor are they fixed. Students demonstrated elements of all four orientations at various stages although one tended to dominate at any one time.

- Those orientated towards *learning* represent a group of students who prioritised studying and were enjoying university life (Learners).
- Those orientated towards *introspection* represent a group of students who were anxious and sometimes quite stressed (Introspectives).
- Those orientated towards *hesitation* represent a group of students who were easy-going and inclined to procrastinate (Hesitators).
- Those orientated towards *instrumentalism* represent a group of students who pursued every opportunity and were focused on the future (Instrumentalists).

Turning to the four orientations in more depth, Learners were cognisant of the future but while at university resented having to think too far in advance and plan for their careers. They felt that career was something that would come later.

> **I just don't think it is important enough for me to start worrying about what I want to do. I'd rather focus on other stuff that I think is more important like studying - focusing on that as opposed to what I want to do in the future.**
> **Billy, a learner**

Introspectives, the group of students who had not made a smooth transition to university, and were finding it difficult to settle in found that being asked to think about their future and their careers compounded their stress. As they did not know what they wanted to do, being asked to consider careers and planning for their future employment concerned or worried them.

> **It [career management skills module] just represents everything you don't know.**
> **Kate, an introspective**

> **It's something I'm worried about – not passing this year. So I'm actually thinking when I think about my actual career, it will come after. I won't really think about what I want to do until after my degree.**
> **Alice, an introspective**

> **I basically dropped all ideas of a career until I had settled into university to see how life changed.**
> **Paul, an introspective**

Hesitators, the group of students who were inclined to procrastinate about making choices and taking action to realise their career aspirations, were conscious of the type of career they wanted but busy enjoying the university experience. Doris wanted a career with the *possibility of advancement* and *extra training* but as she was not sure what that career might be, she was postponing applying for jobs. While hesitators had the intention to do this, they tended to leave things to the last minute.

> **I won't do anything until there is a deadline I have to reach and I won't take action until the deadline is closing in…**
> **James, a hesitator**

Those orientated towards hesitation were the most positive about their career management skills module as they recognised that planning and action were required to realise their career aspirations but they admitted they were *lazy* about things like that. They did, however, appreciate the fact that the university was providing the career management skills module for their future benefit.

The instrumental group of undergraduates had made a smooth transition to university and they were very focused on their future career. Aaron said of career, 'this is who I am. It does define you'. They took advantage of the opportunities available to them to realise their career aspirations. They attended open days, career fairs, skills workshops, and joined clubs and societies with the goal of securing a graduate job. Their time at university was seen as an opportunity to get started on pursuing their career.

> **[Your career] will become a major part of your life. So for a lot of people it is a dominating part of their life, isn't it? So a career is sort of a life focus.**
> **Johnny, an instrumentalist**

> **Recently, I have chosen to pursue a career in accountancy. I chose this after having attended financial accounting modules, careers fairs and company presentations and also through a process of elimination… I am determined to get a summer internship within an accountancy firm…I've always been quite driven. If I'm doing something I might as well do it well. I've always been like that.**
> **Phoebe, an instrumentalist**

Miles commented on the career management skills module he took in his first year at university.

> **The pace of it was quite slow and like all we did was write a CV and take these tests about our abilities and I already felt that I knew my abilities… I don't think I got anything out of it at all really. The function that I saw it as having for us as students was to force us to think about careers and stuff and I never needed a push in that direction. That's why I didn't really rate it at all…**
> **Miles, an instrumentalist**

When considering the life-career story the students told, I found that the key to interpreting these orientations lay in the importance the young people themselves placed on current experiences, the future and its possibilities and how relevant career was for them at that particular time. The orientations to the future and career are presented in diagram form in Figure 1 below. This visual representation shows a 'focus' axis which extends from the present into the future and a 'relevance' axis indicating how much significance students placed on pursuing their careers.
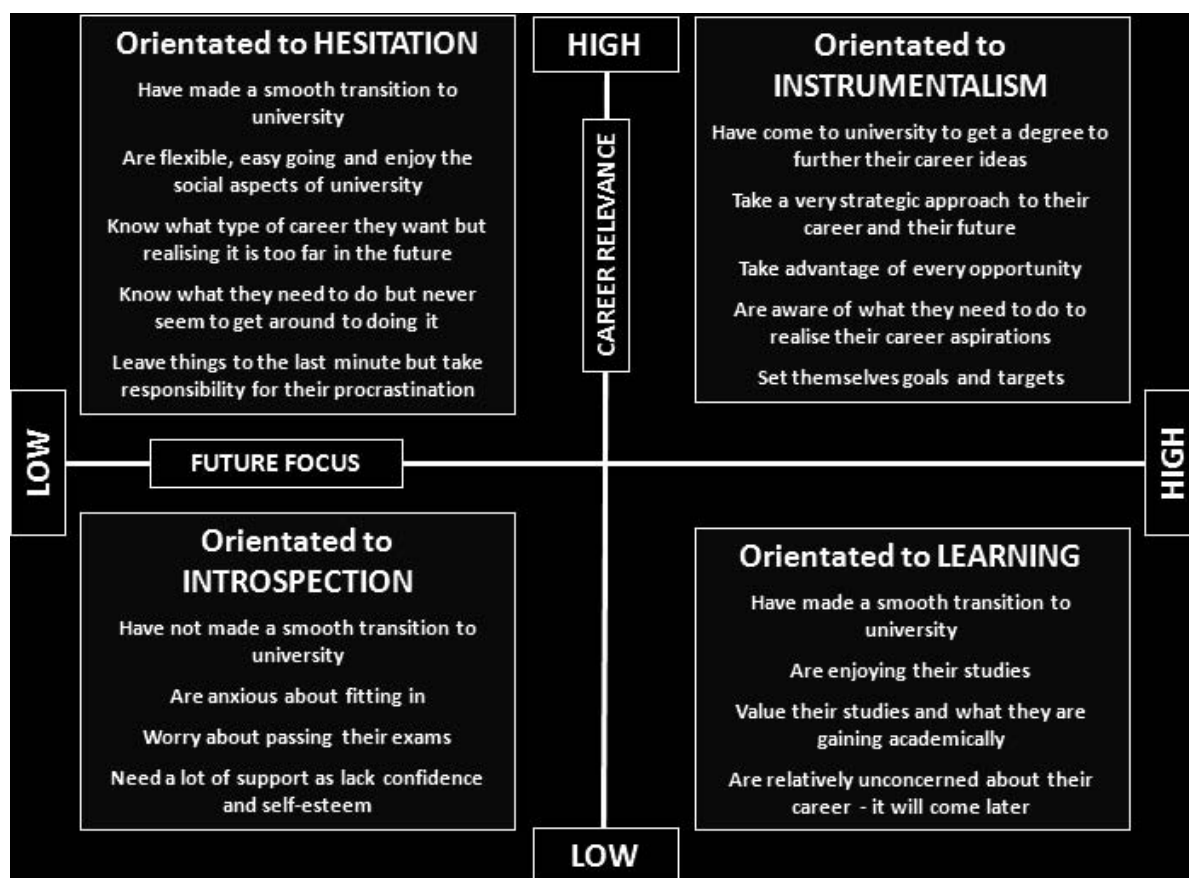
Figure 1 Undergraduates orientation towards their future and their prospective career

These findings are presented here as a possible stimulus for discussion. Students can discuss where they feel they are in the typology and whether they would like to move across types and what they might have to do to realise this. This visual representation can also be used to confirm for some students that being content studying and relatively unconcerned about having career ideas or plans for the future is acceptable. Using this framework can also reassure students that not everyone knows what they want to do nor is driven to pursue a graduate career or post-graduation employment. This view confirms that we must be mindful that not all students adjust to transitions at the same time and at the same rate nor pursue their futures in similar ways.

Higher education credentials and the labour market

Tomlinson (2008) investigates final year undergraduates' perceptions of the relationship between their higher education credentials and labour market outcomes. He presents a paper that highlights the confusion, tensions, concerns and contradictions arising from being sold the university dream. Students came to university expecting their degree to give them positional advantage in future employment opportunities but realised that this was not the case. Tomlinson found that the students regarded their higher education qualifications:

- as a significant boost to their human capital
- as positional goods
- as a key dimension of employability
- would open up a wide range of economic, occupational and social opportunities
- were vital commodities in the pursuit of well paid, high status, rewarding graduate employment.

However, the students also believed that the labour market was congested, competitive and 'cut throat' making it more difficult to have an advantage as they were in a positional competition. The students said they would need to add value by considering their:

(a) institutional profile
(b) degree classification
(c) soft credentials – extra curricular activities, achievements and skills development
(d) postgraduate credentials.

Tomlinson concludes the students in his study believed that their higher education qualifications were not enough, and that they placed a heavy emphasis upon the need to develop a 'narrative of employability' that encompassed experiences and achievement outside their degree.

Table 1 Overview of what career studies can offer as an alternative to traditional career management skills/career education	
Career Studies	**Traditional Career Management Skills**
Outward looking	Inward looking
Stimulate discussion and debate	Based on individual experience and motivation
Opportunity for social comment, personal opinions	Opportunity for self reflection which can be self-indulgent and for some threatening
Focus on the intellectual challenge	Focus on competencies and skills
Encourage critical thinking based on research	Encourage performance and outcomes
Students draw own conclusions and take responsibility for what they do next	Students are expected to plan action and take next steps

Discussion

I have deliberately presented research studies that pose as many questions as answers. As participants at the symposium workshop pointed out, empirical research is not without its flaws and is therefore open to debate. It is my view that the chance to develop a critical perspective on the knowledge that is presented to us is exactly what is required in the higher education career studies curriculum. For example, O'Regan (2009) presents a typology of career pursuit which stimulates questions about the usefulness and desirability of categorising people. Tomlinson (2008) focuses on end outcomes which stimulate observations around the strategic nature of higher education in the twenty-first century and discussion on who benefits; students, stakeholders, or institutions seeking advantage in university league tables.

There are also implications for those engaged with career learning and employability within higher education. I suggest that career education in the higher education curriculum can be based on empirical research and presented to students in theoretical terms. This then allows students to draw their own conclusions from what they have learnt and choose for themselves if and how they might apply this knowledge to their own situation. This approach contrasts with traditional approaches to career management skills, and I have summarised the differences in Table 1 above.

Students who engage in more research orientated career studies content can be encouraged to see their development in pedagogical terms, for example by considering what they know after the session that they did not know before and in what way that information might inform or change their thinking. The empirical studies presented here take a qualitative approach and use small samples of participants in a particular situation. There are further opportunities to stimulate discussion on the use of quantitative data and the possible interpretations and conclusions that can be drawn for these. This approach, the use of empirical studies to generate discussion around career, may perhaps align more easily with social science and scientific disciplines. Consequently, course designers in universities will need to develop institutional and subject specific solutions to suit their needs, the student body and the existing curriculum.

Conclusion

Career studies can be seen as a new interdisciplinary, trans-disciplinary or multidisciplinary subject in the higher education curriculum. I believe that by presenting students with opportunities to internalise and understand career through empirical research which presents the experiences of others, we will provide them with the opportunity to draw their own conclusions about their approach to career. We will also provide a learning opportunity: a forum to analyse and critique the work of others. This approach to teaching career studies will mean that those with responsibility for delivery will need to engage with, and understand, a wide range of research into career. I believe that for both staff and students, the work will reap rewards and intellectual stimulation previously not encountered.

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Using concept mapping to develop a curriculum for career studies

Phil McCash

My goal in this paper is to offer a simple example of a career studies curriculum developed using the technique of concept mapping. In doing this, my intention is to help others construct their own courses, and so I would like to state quite clearly that what follows is simply an example of what a career studies curriculum might look like, it is not intended as a model or set of instructions. It is desirable, and in my view, essential, that course designers design their own courses and learning outcomes for their own contexts. I will make some preliminary remarks about concept mapping, explain my own career studies concept maps, and then use these to suggest eight workshops for use with participants. These workshop ideas will be relevant to designers of courses in career education, career development, employability, personal development, professional development, enterprise and career management skills.

Concept mapping in brief

I have been influenced by the work of Amundsen *et al.* (2008) who have used Novak's concept mapping techniques to support the analysis and development of course content by course designers. Concept mapping is valuable in our context as we are still at the early stages of discussing and debating what a career studies curriculum might look like. The concept maps enable us, as course designers, to articulate the kinds of concepts that are relevant to a particular course[1].

Turning to the practice of concept mapping, Amundsen *et al.* outline the following process to help instructors develop their course concept maps.
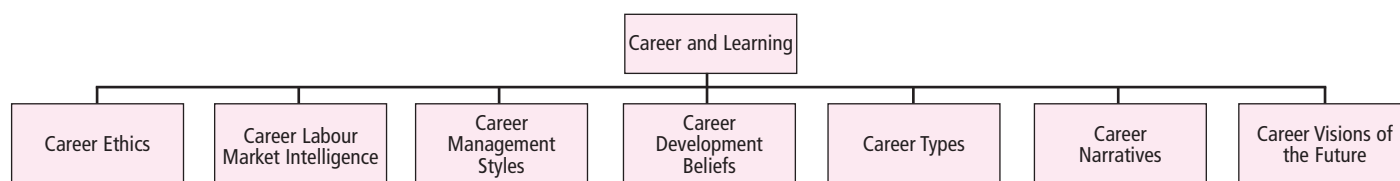
1. Write down everything that comes to mind that you consider important in the course you are designing.
2. Go back and read through what you have written and try to reduce the number of ideas or concepts by circling those you consider most important.
3. Write each of the circled concepts on a Post-it note.
4. Sort the post-it notes into meaningful clusters or groupings.
5. Label each cluster and write the labels on a Post-it note. These labels will probably reflect the key concepts you will use in your map, but this may change.
6. Arrange these labels (key concepts) in a way that is meaningful to you.

Amundsen *et al*. 2008: 652

In respect of (3) and (6) above, I have found it helpful to re-arrange the Post-its several times in order to sift and sort the concepts. Simply using a pen and paper to draft clusters can also work effectively. I then transferred these clusters to a more formal document using the 'Insert' and 'Illustrations' tools in MS Word (there are other bespoke software packages). My career studies concept map is shown in Figure 1, this is a general outline map that could be used to inform career studies teaching at arrange of ability levels, educational and workplace contexts. It contains eight clusters of concepts: Career and Learning; Career Ethics; Career LMI; Career Management Styles; Career Development Beliefs; Career Types; Career Narratives; and Career Visions of the Future. I will now explain the process of mapping these clusters of concepts in more depth.

All of the clusters were derived from my knowledge of the career studies literature, my professional experience of working with students as a career counsellor and lecturer, and my own experience of being a worker and a student. For example, the 'Career Management Styles' cluster was derived from the both the extensive debate in the literature on competing forms of career management, and the different versions I hear students talking about ('sell yourself', 'get the best paid job you can', 'live in the moment', 'do something meaningful', etc.). A further example is provided by the 'Career Narratives' cluster. In

Figure 1. Developing a Curriculum for Career Studies: Outline Key Concept Map

everyday life people produce CVs and application forms and these constitute a form of career narrative, however, we are also surrounded by narratives and stories about career on TV, in the web, in the workplace and in the press. For example, I have found myself writing brief autobiographies for use on my university course web site and as conference speaker notes. So these contrasting genres of career narrative provide a basis for this cluster.

In general, I created the clusters by sorting the literature and my experience into a particular shape. For example, in creating the 'Career and Learning' 'Career Management Styles' and 'Career Types' clusters, I am claiming that the literature on these topics is in some respects distinct both relative to each and with respect to other clusters such as 'Career Development Beliefs' and 'Career LMI'. A selection of the literatures informing those three clusters is summarised in Tables 1, 2 and 3.

Table 1

Author(s)	Career and Learning
Jung (1954)	Development of Personality
Argyris and Schon (1974)	Theory in Practice
Willis (1977)	Learning to Labour
Kolb (1984)	Experiential Learning Theory
Simon *et al.* (1991)	Learning Work
Lave and Wenger (1991)	Situated Learning
Law (1996)	Career Learning
Mitchell and Krumboltz (1996)	Learning Theory of Career Choice and Development
Bowman *et al.* (2006)	Learning Career
Watts (2006)	Career Development Learning

Table 2

Author(s)	Career Management Styles				
DOTS (Law and Watts 1977)	Self awareness	Opportunity awareness	Decision learning	Transition learning	
Career Competencies (DeFillippi and Arthur 1996)	Knowing why	Knowing how	Knowing whom		
Planned Happenstance (Mitchell *et al.* 1999)	Curiosity	Persistence	Flexibility	Optimism	Risk taking
Career Self-Management Behaviours (King 2004)	Positioning	Influencing	Boundary managing		
Career Competencies for the Modern Career (Kuijpers and Scheerens 2006)	Career reflection	Work exploration	Career control	Self-presentation	
CareerEDGE (Pool and Sewell 2007)	Career development learning	Experience	Degree subject knowledge	Generic skills	Emotional intelligence
SOAR (Kumar 2007)	Self	Opportunity	Aspirations	Results	

Table 3				
Author(s)	**Career Types**			
Willis (1977)	Lads	Ear'oles		
Brown and Hesketh (2004)	Players	Purists		
Bimrose *et al.* (2006)	Evaluative	Aspirational	Strategic	Opportunistic
Tomlinson (2007)	Rebels	Retreatists	Ritualists	Careerists
O'Regan (in press)	Instrumentalists	Hesitators	Introspectives	Learners

This process of separating into clusters naturally involved acts of subjective judgement and discrimination on my part. For example, it seemed to me that career management concepts emphasise a set of aspirational ideas about what people *should* do to manage their careers (prescribed behaviours such as networking and being flexible), whereas career development concepts are analytical ideas about how *it is* that people occupy the careers they do (explained in terms of emphasis on gender, socio-economic class, age, personality, chaos and so on). I believe that there is a case for making these distinctions and that they have value. However, I do not pretend that the curriculum could not be divided up in alternative ways or that a different set of concepts could not be selected from the same or indeed contrasting literatures and experiences.

In terms of explaining the structure of the concept map, 'Career and Learning' appears as a cluster in the first row. This indicates that it is a helpful, although not essential, precursor to the development of second row concepts. I have placed it here because, although the view that career can be learnt is familiar to some, I do not think it is a good idea to assume that all course participants will automatically believe that career can be learnt, and indeed taught, or that they all have the same idea about what career is. For example, in everyday speech career is often interpreted as something that takes place once education is complete. Here, I have been influenced by the work of Tony Watts and others on metacognition (simply put, learning how to learn) and its importance in career development learning, and so this cluster is about *learning how to learn* in the field of career studies (Watts, 2006; Yorke, 2006; Yorke and Knight, 2006). The remaining clusters collectively appear as second row clusters and in no strict order. This indicates that whilst the individual clusters are clearly all connected, they could be mixed and matched as separate topics and indeed added to. The importance of the 'Career Development Beliefs' cluster is highlighted by its central position within the second level row.

From key concepts to practical teaching

Having summarised how I arrived at the eight clusters, I would now like to take a further step and explain how each of the eight key concept clusters might relate to the design and teaching of a career studies course. In order to construct any course, some kind of context is required, and so the context I have chosen for this article is a relatively short course or module of career studies for mixed undergraduates pursuing a range of degrees in vocational and non-vocational subjects (for a credit-bearing career studies module, the equivalent of around 15 credits out of 360 in the Framework for Higher Education Qualifications).

I have envisaged each of the eight key concept clusters as relating to a single two or three hour workshop in an eight-long series, I would now like to introduce each of these workshops in turn. I have not produced full workshop plans in the space and time available, but have sketched some basic learning outcomes and initial ideas that may help course designers develop more detailed workshops.

Career and Learning

This workshop is designed to help each participant develop a view about which aspects of career can be explicitly *learnt* and indeed taught. This is a foundational concept for the career studies course but may be omitted if participants are already familiar with these concepts.

1/ Knowledge and understanding: participants will be able to describe at least two approaches to tacit and explicit career-related learning.
2/ Evaluation and application: participants will be able to evaluate these concepts and apply this to the study of their own careers and the careers of others.

This topic can be introduced and experiences shared by facilitating blue sky thinking around career-related learning experiences, augmented with images of career obtained from the web and elsewhere. The concepts of tacit and explicit career-related learning can be introduced and developed using slides summarising the work of Argyris and Schon (1974: 6-7), Mitchell and Krumboltz (1996: 244-45) and Hodkinson (2009: 6-8) and relating this to the overall programme of workshops. Whilst I am suggesting that this topic is introduced at the start of the course, it may be that the concepts are not fully developed in the minds of participants until the course is completed or indeed later.

Career Ethics

This workshop is concerned with helping participants understand and share perspectives on contrasting career ethics. This could naturally encompass a great variety of topics, and, in this example, I have selected the contrasting ethics of 'work as self-fulfilment' versus 'work as a means to an end'.

1/ Knowledge and understanding: participants will be able to describe at least two forms of work ethic.
2/ Evaluation and application: participants will be able to evaluate and apply this in a work context.

The topic can be introduced and informal beliefs elicited with the use of poetry on this theme, for example, Philip Larkin's *Toads* and *Toads Revisited* and Sheenagh Pugh's *The Bereavement of the Lion Keeper* (Larkin 2003; Pugh 2006). Popular music, images and other cultural artefacts are also appropriate. More detailed examples from the social studies field can then be explored through the use of Noon and Blyton's *The Realities of Work* (2006). In terms of application, participants can be invited to interview people about work ethics, and develop their own views about the neatness of the distinction between self-fulfilment and instrumentalism.

Career Labour Market Intelligence (LMI)

This workshop is designed to help participants recognise and evaluate different forms and sources of LMI. The emphasis is on helping participants develop their own views about the state of the labour market, employer requirements and the quality of LMI sources.

1/ Knowledge and understanding: participants will be able to recognise at least three contrasting sources of career labour market intelligence (LMI).
2/ Evaluation and application: participants will be able to evaluate these sources and apply this to researching own career goals.

In this session participants are asked to focus on at least three contrasting sources of LMI such as a video case study, a quantitative study and occupational career information. To illustrate, icould (2009), Skillset (2007) and Byron (2009) are examples of such sources for the occupational area of broadcast journalism. With regard to each LMI resource, participants are asked to consider the questions: What have you learnt about this career area? What is missing from each account? How was the LMI produced? Tutors should issue a worksheet in which participants can note their views on the strengths and weaknesses of each LMI source. Participants can subsequently be invited to select and evaluate three LMI sources relevant to their own career interests.

Career Management Styles

This workshop is based on the contrasting views about career management that exist in both formal (e.g. scholarly books, journal articles) and less formal contexts (e.g. popular literature, newspaper articles, everyday career 'advice'). Examples of the latter could include so-called self-help books such as *I Can Make You Rich* by Paul McKenna and *The Art of Building Windmills* by Peter Hawkins.

1/ Knowledge and understanding: participants will be able to describe in basic form at least two contrasting career management styles.
2/ Analysis and application: participants will be able to analyse the above and develop their own career management style.

The topic can be introduced by asking participants to identify familiar career management styles via a two-minute blue sky thinking session (e.g. 'It's not what you know, but who you know', 'You should earn your age' or 'You should choose the best-paying job'). The tutor will need to select at least two theories of career management in order to develop the session. It is useful to select at least two because this helps to illustrate the fact that there are competing claims about career management, and avoids identifying the tutor too strongly with one particular approach at this point. I find that DOTS (Law and Watts, 1977) and Planned Happenstance (Mitchell *et al.* 1999) provide a good contrast because of the different approaches to structure and open-endedness in each, but there will be other pairings that are appropriate depending on the group (see Table 2). Participants can be asked to consider which career management style feels right for them and to identify the pros and cons of each style. The final step is for each participant to construct a career management style of their own. This can be done in class if there is time, or in participant's own time if not.

Career Development Beliefs

This workshop is designed to enable participants to link some formal theories of career development with their own informal beliefs and construct alternatives.

1/ Knowledge and understanding: participants will be able to describe in basic form at least four theories of career development.
2/ Analysis and application: participants will be able to analyse the above and outline their own theory of career development.

This topic can be discussed and knowledge shared using a reasonably contrasting selection of career development theories. I have selected the following four theories: inheritance, cycle, fitting and chaos. There are good textbook chapters on inheritance, cycle and fitting in

Inkson (2007). There is a summary of the chaos theory of careers in Pryor *et al.* (2008) and an introductory video (Bright 2009). A career family trees exercise can be used to contextualise this material (see Kerr Inkson's article in this journal edition) and McCash (2009).

Career Types

This workshop focuses on an area of active research in career studies that does not fit neatly into either theories of career development or career management (although they can be linked). Specifically, this is the sub-field of career typologies; studies in which respondents' orientations to *career* as opposed to specific job fields are analysed.

1/ Knowledge and understanding: participants will be able to describe at least two career typologies.
2/ Analysis and application: participants will be able to use the above to analyse the advantages and disadvantages of different 'types' and apply this to career development and management.

My view is that the tutor will need to select at least two typologies, although it would be possible to use one in a shorter session. It is important, in introducing the topic, that the tutor does not express a strong preference for any one 'type' as this may pre-empt articulation of participants' views. I have selected Bimrose *et al.* (2006) and Tomlinson (2007) for this workshop, although other useful studies are available (see Table 3).

To introduce this topic, ask participants about type terms that are used within their social groups, for example, the terms 'geek', 'jock', 'waster', 'raa' and 'stoner' were recently discussed in a student newspaper article (Scott, 2009). Develop the workshop by introducing the two career typologies and state why these two have been selected. It is important to bring out that none of the studies focus on exactly the same aspect of career. For example, Bimrose *et al.* (2006) researched styles of career decision-making, whereas Tomlinson (2007) looked at student attitudes and orientations to the labour market. It is also important to explain the nature of the research (qualitative, survey group, size of group, methodology, etc.) this again helps to illustrate that we are looking at claims about people and not absolute truths. On an individual basis, ask participants to reflect on each typology and any further participant-generated types. There may be a light bulb moment when participants strongly identify with (or reject) one particular type, equally, participants may wish to articulate critical reflections on the division of types. Then, in larger groups, allocate one or more types to each group and ask them to identify the advantages and disadvantages of each type. Ask groups to feedback, and share some of your own views on this topic. The final step is for participants to construct some related questions and conduct field research. This can be done during the workshop if there is time or in the participants' own time if not, and then debriefed at a subsequent session.

Career Narratives

This workshop is designed to help participants recognise different versions of career narrative, and develop the ability to evaluate and apply these.

1/ Knowledge and understanding: participants will be able to identify at least three genres of career narrative.
2/ Evaluation and application: participants will be able to compare and contrast these genres, and assess their value in career management.

It is helpful, although not essential, if participants have had already had an opportunity to construct a career narrative such as a CV and a piece of creative writing (for the latter, see Celia Hunt's and Mark Savickas's articles in this issue).

The topic can be developed and experiences articulated through the sharing of three contrasting *genres* of career narrative: role entry genre, role development genre and life writing genre. Practical examples can include: a CV, a creative writing exercise, a web biography, an application form personal statement, a magazine article, an interview, a performance appraisal report and a reference. Participants should be encouraged to engage in discussion around the typical characteristics of different genres and the similarities and differences between them, such as first person and third person narratives, the degree of personal content, and manifest and tacit meanings. The role of narrative in career *making* as well as job entry is highly relevant. Audio and video narratives can supplement the workshop, further examples can be found in Beyond the PhD (2008) and icould (2009).

Career Visions of the Future

The rationale for this workshop lies in the existence of competing and contrasting visions of the future, and the implications of this for the careers of today and tomorrow.

1/ Knowledge and understanding: participants will be able to identify contrasting career-relevant visions of the future.
2/ Evaluation and application: participants will be able to evaluate these contrasting visions and plan responses.

Participants should be asked to listen to contemporary and historical visions of the future obtained from popular culture. Currently, I find the following video-based 'visions' suitably contrasting and controversial: GM Futurama (1939); E4AUK2 (2007); Bright (2009) and Reinvention Centre (2008). These can be supplemented with more complex printed material (for example, Brown *et al.* (2001); HM Government (2009); Shepherd and Rowe (2000)). It is important that the use of a particular vision is not presented as an endorsement by the tutor, the emphasis here is on critique. Participants can be issued with a handout containing questions to consider in listening to these visions of the future (e.g. How is the film's point of view constructed? Whose points of view are represented? Whose points of view are not represented? What evidence supports the claims made?).
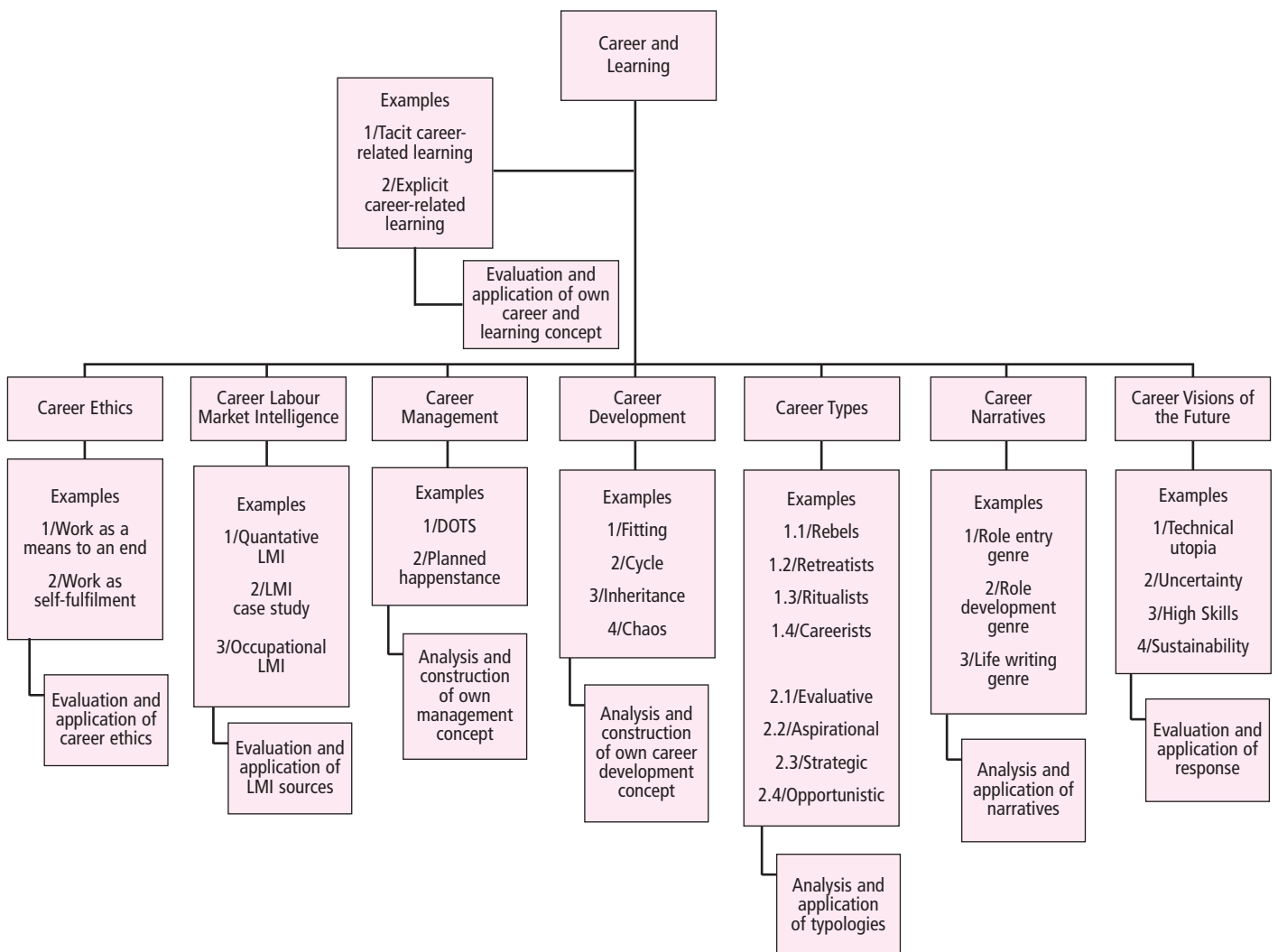
Participants can be asked to collect and share additional examples of career visions of the future, and construct categories of these visions such as: technical utopia; uncertainty; high skills; and sustainability. It is important that participants use their evaluation of these contrasting visions to consider what this means for today's careers. Aspects of this session design are directly derived from a longer exercise entitled *Future Work* in Simon *et al*. (1991: 185-95).

The workshops: summary

Having explained each workshop in more depth, I would now like to revisit the overall concept map introduced in Figure 1 and populate it with the more detailed workshop concepts discussed above. Figure 2 illustrates such a worked example, it shows third row concepts based on the tutor-led content of each workshop, and fourth level concepts based on participant-led concept construction.

As stated above in relation to the formation of the initial clusters, I have been deliberately *selective* in constructing these workshops. Inevitably, this has meant sifting and sorting the literature into a particular shape, and leaving much out. For example, in the design of the 'Career and Learning' workshop, I chose to focus on the key concepts of *tacit* and *explicit* career-related learning. This made particular use of the work of Argyris and Schon (1974: 6-7), Mitchell and Krumboltz (1996: 244-45) and Hodkinson (2009: 6-8), and paid less attention to the important work of other writers. This also meant being highly selective about which aspects of a writer's work to use. For example, in the above session, I chose to focus on the concepts of theory-in-practice, world view generalisations and dispositions. This inevitably involved neglecting each writer's respective contributions on, for example, double loop learning, associative learning or turning points.

Figure 2. Developing a Curriculum for Career Studies: Key Concept Map with Workshop examples

I have sought, in the limited space afforded by eight workshops, to acknowledge the transdisciplinary nature of career studies. For example, the design of the 'Career Ethics' workshop draws from perspectives in literature and social studies. 'Career Development Beliefs' reflects psychological and sociological views of career development, and 'Career Narratives' acknowledges imaginal and affective forms of learning from creative writing traditions. This transdisciplinary turn in career studies indicates a pressing need for more educational resources in our field.

The design of each workshop recognises that there is a significant and contested literature in career studies, and that many individuals outside the academy also have thoughts and feelings about the topics under consideration. For these reasons, it is vital to enable participants to articulate their ideas and feelings on these subjects both at the start and end of the workshops.

Closing remarks

In terms of course design, smaller courses could be designed by selecting individual workshops from the eight proposed. Larger courses could be developed by deepening engagement with these concepts, and considerably adding to the conceptual mix. The course is designed for application in both face-to-face teaching and virtual learning environments. The teaching context of this course is higher education-based, however it could easily be adapted to a school, college or workplace setting, for example, I am currently working on the reimagination of workplace career development programmes using this method. There is no reason why it could not be taught outside the formal curriculum or online, indeed some of the video and audio-based workshops would work particularly well in virtual learning environments. The eight clusters identified could also be used to inform career information, advice, guidance and counselling work.

It is important to note that developing a concept map of career studies and developing a series of workshops requires the development of a level of familiarity with the literature on these topics. This has implications for professional development and training. For example, staff will need to time to develop and maintain familiarity with the evolving career studies literature, and then reflect on this in terms of re-designing programmes. This could take place via further formal postgraduate study, supported workplace reflection or independent learning.

I have taken a broadly constructivist pedagogical approach in developing the workshops. I mean by this that I place an emphasis on the participants' construction and refinement of concepts, their self-observation and world-view

generalisations, to use Mitchell and Krumboltz's (1996) terms. This perspective places the participant at the centre of the teaching process and emphasises the role of the participant in re-creating and indeed re-developing the key concepts in our field. In this respect, it is worth emphasising that the concept clusters contain concepts both from academic literature and everyday experience, and that the fourth row clusters shown in Figure 2 contain explicitly participant-generated concepts.

In relation to this, I have taken a 'teach not tell' approach to workshop design, this means moving the curriculum from *telling* career to *facilitating* career-related learning. This is a key issue for our field and one that has been identified by another symposium workshop contributor, Laurie Cohen of Loughborough University Business School, as a move away from the language of 'ten top tips' to helping participants analyse, evaluate and apply ideas about career. Aside from what are, in my view, compelling ethical considerations, the advantage of doing so is that 'told' students have only surface ownership of learning, whereas co-participants, in creating and developing knowledge anew, develop greater ownership.

Again, in connection with the above, I have taken a research-informed teaching approach. One of the reasons why I find it unjustifiable to 'tell' career is because there are clearly very research-active areas in career studies and new ideas and approaches are appearing on a regular basis. For example, many contrasting approaches to career management have been argued recently, and at least four new career typologies have been proposed in the past 10 years alone (as can be seen in Tables 2 and 3). The adoption of a research-informed approach to teaching, therefore, respects the literature in our field and those who contribute to it. Further, I would suggest that participants are respected through course designers *not* pretending that there are easy answers or pet solutions to career questions that have interested many scholars and others. I believe that this approach is consistent with the ideal of a research-informed curriculum in higher education.

Acknowledgments

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