

## **vitae project**

### **key concepts**

Vitae supports the personal, professional and career development of doctoral researchers and research staff - whether in higher-education or research institutes.

The International Centre for Guidance Studies (iCeGS) is funded by Vitae to run a pilot project to develop new ways of supporting those researchers. It engages a helping process, based on a narrative methods, called 'three-scene storyboarding'. The project begins with a storyboarding workshop - for iag and counselling people working with researchers.

The career-management of researchers can be fraught. Early idealistic commitment may be compromised by competitive realities. Research projects do not lend themselves to reliable career progression. And the current policy-and-economic framework is not making things any easier.

Three-scene storyboarding is a method linking reflective talk to such real-life experience. The project task is to identify whether and how the method helps iag and counselling people in their work with client situations like these.

The project is to be monitored and written-up, the publication to be available through iCeGS. Related on-line information is available throughout the project. The workshop also draws on the narrative website iCould.

#### **more information:**

Vitae - for research staff and post-graduate researchers  
<http://www.vitae.ac.uk/>

iCeGS - research and development in career management  
<http://www.derby.ac.uk/icegs>

three-scene storyboarding main stockroom  
<http://www.hihohiho.com/storyboarding/sbstockroom.html>

how storyboarding draws on underpinning thinking - a draft journal article  
<http://www.hihohiho.com/information/sbjournalarticle.pdf>

#### iCould stories:

<http://www.vitae.ac.uk/policy-practice/200941-200241/Dr-Elizabeth-Vokurka.html>

<http://www.vitae.ac.uk/policy-practice/200941-200361/Dr-Cara-Owens.html>

<http://www.vitae.ac.uk/policy-practice/200941-200291/Professor-Dave-Robertson.html>

## storyboarding assembles case-note lists into narrative sequences

**alice**

### contact

- > self referral - 'don't know any more why I'm doing this'

### offering

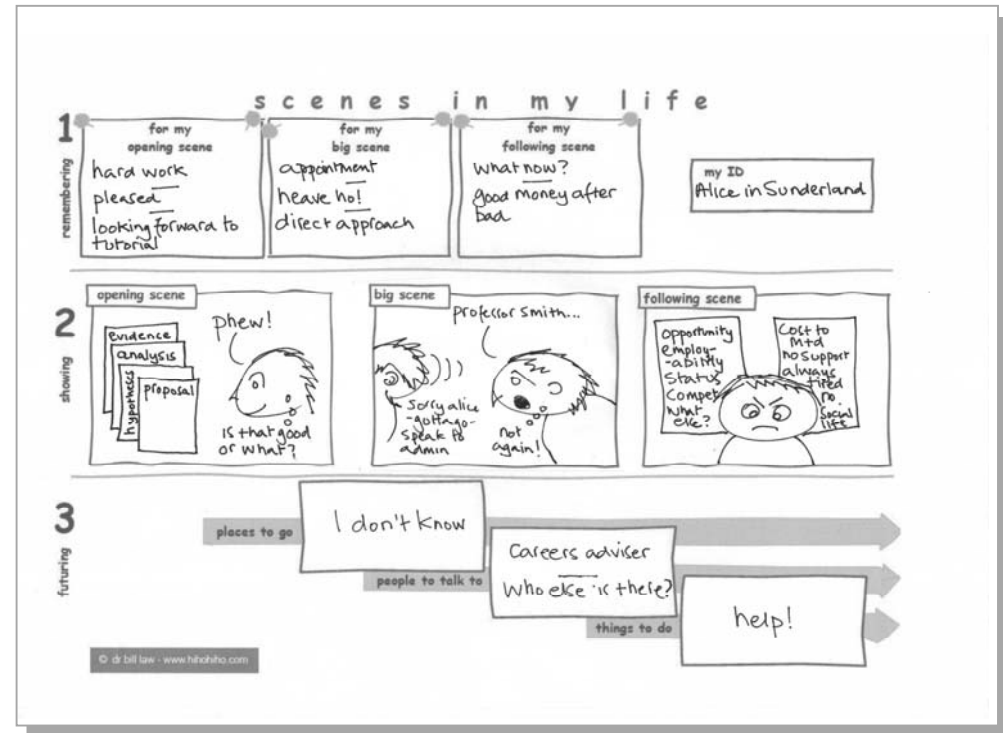
- > 2-1 engineering
- > second-year PhD - structural engineering
- > top 5% in - spatial, numeracy, dexterity

### seeking

- > inventory - high on pragmatic, social, persistent
- > says 'love finding-out how things work - since a child'

### background

- > little contact with uni
- > offered financial support - 'for five years!'



### more information:

Bill Law (2010). *Narratives for Well-being - How We Can Use Stories and Why We Should*  
<http://www.hihohiho.com/moving%20on/cafnarrative.pdf>

Bill Law (2010). *Worked Examples of Three-scene Storyboarding* (including these)  
[www.hihohiho.com/storyboarding/sbtwelve.pdf](http://www.hihohiho.com/storyboarding/sbtwelve.pdf)

## it is processed in three stages of reflection-on-experience

wendy

### contact

- > self-referral - 20 minutes
- > department chair offering teaching job
- > not sure - asks about recruitment and training for secondary-school teaching
- > declines test and inventory
- > accepts offer of urls, & of phone-no of local secondary - says she'll come back 'if necessary'

### offering

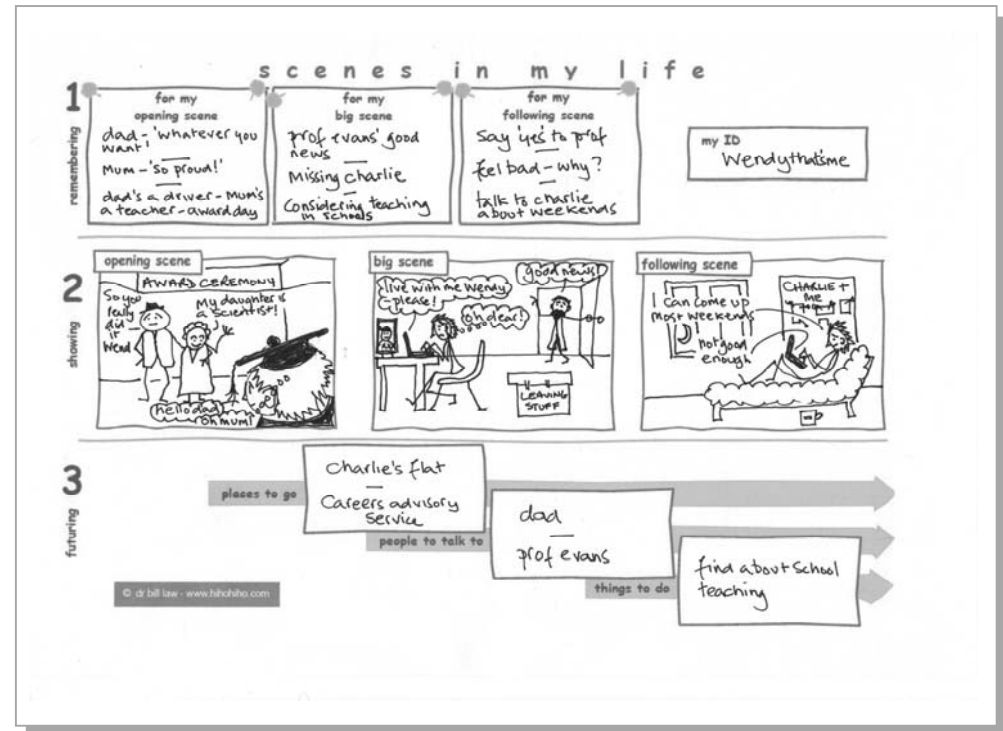
- > A\*: physics - A: maths and chemistry
- 1st in metallurgy
- PhD in metallurgy - first time

### seeking

- > metallurgy - says she is less interested now - couldn't say why - or wouldn't
- > welcomes STEM-teaching challenge - 'help working-class kids' - but worried about telling her parents - 'they'll think it a waste'

### background

- > mother a teacher, father a long-haul hg driver
- > parents come to all the uni events
- > boyfriend 'likes teaching idea'
- > Prof Evans - 'unpretentious "working-class" - I like and respects' her - a rare talent - want to help'



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Bill Law (2010). *Worked Examples of Three-scene Storyboarding* (including these)  
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## it sets out a thinking-feeling account of experience in its social context

robert

### contact

- > referred by HSI - puzzled by delay in accepting job offer
- > came in at our invitation - 'not surprised'
- > offered in marketing department - 'not sure I want it'
- > 25 min interview - reluctant to go

### offering

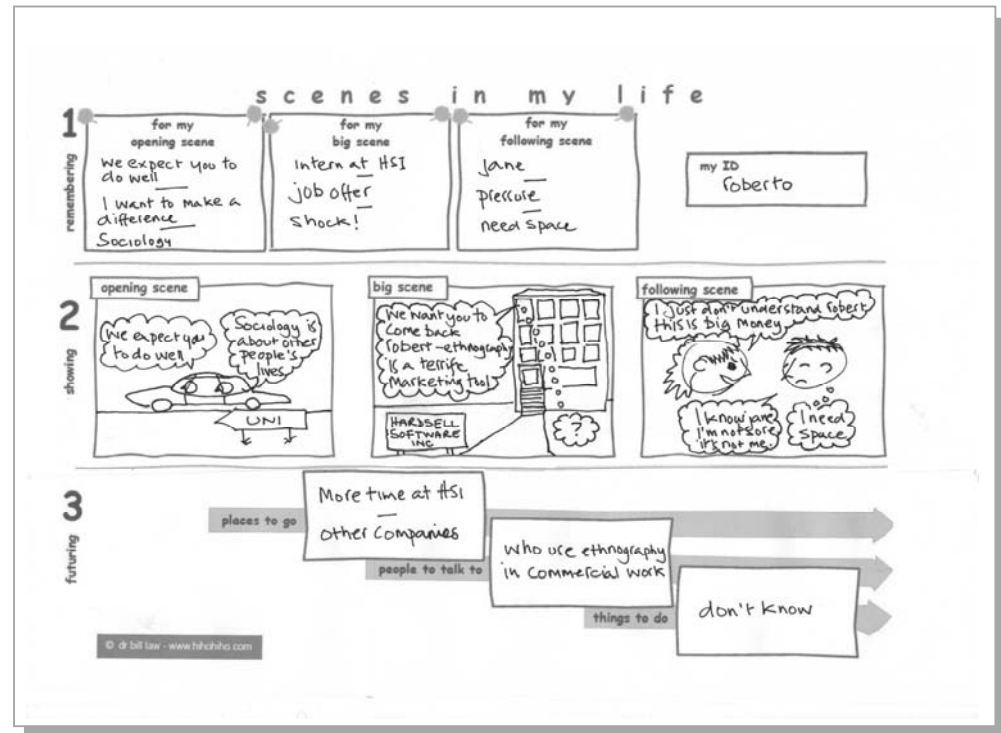
- > A-level: literature & French - B: geography
- > 2-1 in sociology
- > internship in software company
- > will complete sociology PhD this year

### seeking

- > sociology - 'to make a difference for people less privileged than me'
- > not sure wants to work with 'commercial whizzes'
- > wants parents to be proud - and 'they would like HSI'

### background

- > loner? - mentions only family and girl friend
- > girl-friend impressed by 'big money'
- > well-off family - ambitious for their son



### more information:

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<http://www.hihohiho.com/moving%20on/cafnarrative.pdf>

Bill Law (2010). *Worked Examples of Three-scene Storyboarding* (including these)  
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each episode hinges on a middle-scene turning-point

mark

contact

- > self referred
- > first visit - scheduled for 20 mins, stayed for 10
- > has offer in commercial science lab
- > checked facebook - 'nobody liked it!'
- > asked to see manager - invited to company golf-club - reassured
- > declined further contact - 'thought I should just tell you what I'm doing'

offering

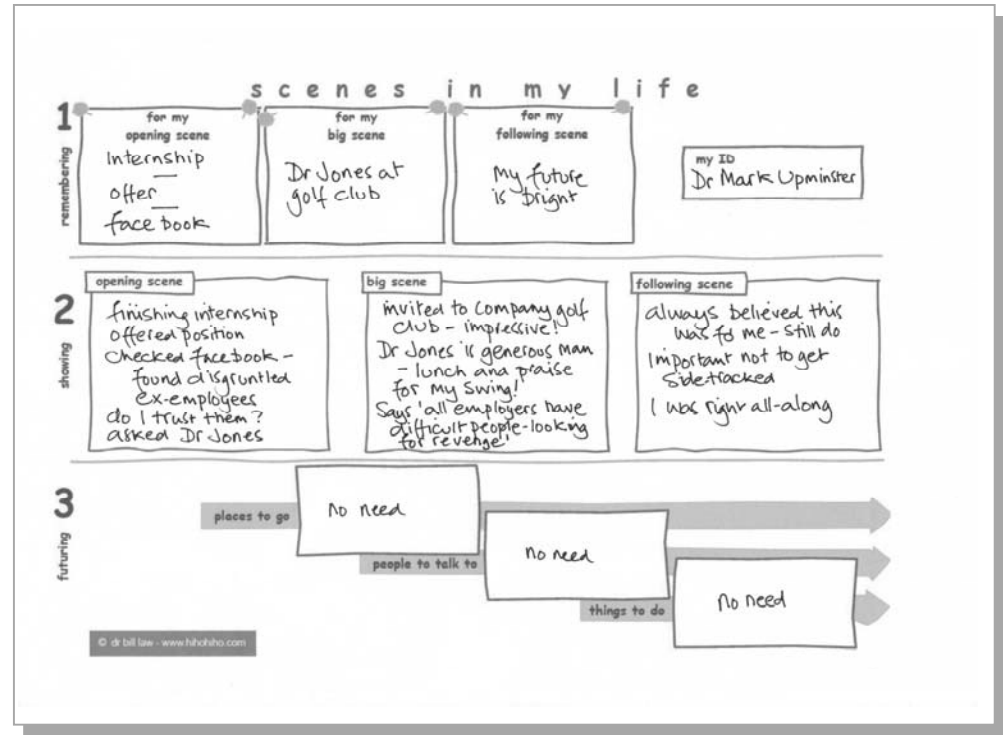
- > 2-1 & PhD in organic chemistry

seeking

- > no CAS records

background

- > no CAS records



**more information:**  
 Bill Law (2010). *Narratives for Well-being - How We Can Use Stories and Why We Should*  
<http://www.hihohiho.com/moving%20on/cafnarrative.pdf>  
 Bill Law (2010). *Worked Examples of Three-scene Storyboarding* (including these)  
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## turning points

each episode hinges on a turning point - a middle-scene with one-or-more of these features:

### in what experience?

luck / surprise / loss / gain / encounter / curiosity / hope / fear / unforgettable

### at what settings?

home / street / neighbourhood / away / course / tv / net / reading

### moving-on to what new possibilities?

points-of-view / wider-horizons / make-up mind / change-direction / holding-on / letting-go / could-change-but-don't

### conjuring what ways-of-seeing?

a-journey / with-cross-roads / not-a-race

**more information:**

Bill Law (2010). *Narratives for Learning and Research - The Overview*  
<http://www.hihohiho.com/storyboarding/sboverview.pdf>

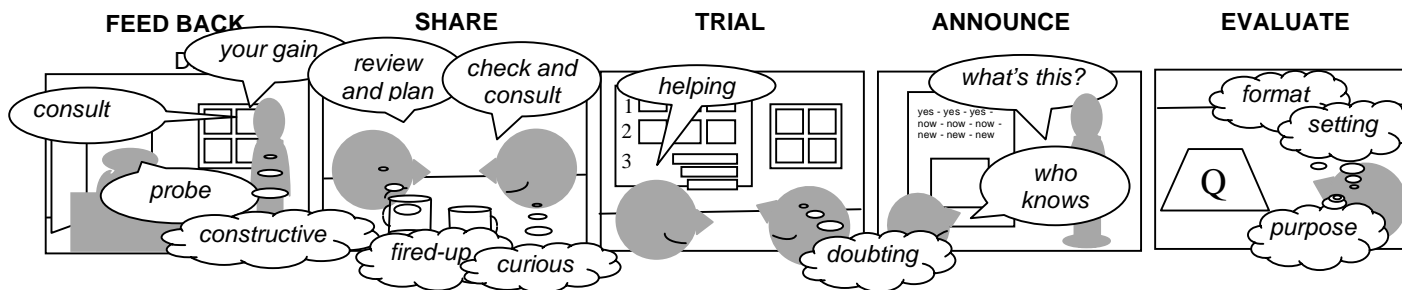
## transfer-of-learning - found here used in your work

transfer extends remembered into anticipated episodes...

- ...**who** you will then be with - 'people to talk to'
- ...**where** will you then be - 'places to go'
- ...**tasks** you will then take on - 'things to do'

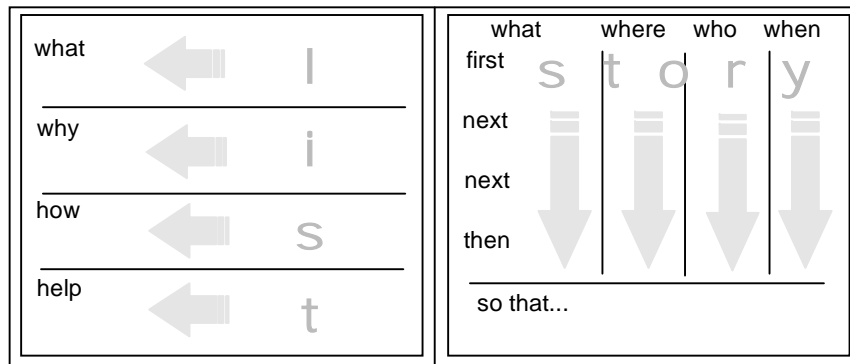
learning reminds you of your work - so that your work reminds you of your learning

storyboarding plans and rehearses an action plan - in however many scenes it takes



an anticipated episode has two anchors - the 'departure' and 'arrival' scenes

action planning needs both analytical list and sequential narrative



the conventional area lists and divides - the narrative area joins and sequences

### more information

Bill Law (2006). *Careers Education and Guidance Out of the Box*  
[http:// www.hihohiho.com/underpinning/cafculture.pdf](http://www.hihohiho.com/underpinning/cafculture.pdf) - pp. 24-25