careers work
images, ideas and realities

Bill Law
The Career-learning Café

David Stanbury
University of Reading

What we do about career depends on the way we see it; and there is more than one way of looking at career. This monograph examines two metaphorical images: the one sees career management as positioning, as though people are competing in a race; the other sees it as travelling, as though they are on a journey. We examine evidence for how such images differently figure in the thinking of students, advisers and tutors. Your examination of how this is so will contribute to your understanding of why you take certain lines of development to be so important in your own work - and, maybe, why certain others are not.

So much is perception; but the reality is also changing. Change and uncertainty are endemic; but - right now - the working world, and our clients' and students' access to opportunity, are changing faster than we are. And the change is radical - we may not yet know how radical. So there are issues: does the way we see things help us see what sort of change is now needed? - and can it hinder us? Your examination of the issues will help you to organise - perhaps re-organise - your own priorities.

The term 'paradigm shift' means a change of perspective that changes everything. That depth of change has always been accompanied by a realisation of how much the emerging ideas mean in practice. And, here, that is made the test for the usefulness of how we speak of career. That test is worked out in relation to...

> ...face-to-face and curriculum work;
> ...integration with life-long and life-wide concerns;
> ...branding of services;
> ...evaluation and research;
> ...partnerships and professionalism.

Underlying all of this is our willingness to look again. The consequences will be decisive - ether because we do see how we can adapt, or because we don't. Our students and clients need us to be curious, courageous and inventive. The polar-opposite of that kind of vigour is moribund.

Careers work is notable for its inventiveness. For more than a century our work has evolved a widening repertoire of help for people managing career. In face-to-face work this has included 'vocational guidance', 'careers guidance', 'career counselling' and 'information advice and guidance'; together with - more recently - 'career coaching' and 'mentoring'. In curriculum work the terms include 'careers education', 'the work-related curriculum' and 'education for enterprise'.

The extent of this diversification is attracting research interest. Julia Horn (2008) is currently probing the range of values informing career-curriculum work in higher education. A preliminary account suggests that careers education pursues a diverse range of values, which will not fit into any simple typology. It seems that the widening range of what we do is reflected in correspondingly widening ways of saying why we do it.

This monograph uses metaphorical images of career as a way of understanding what ideas form our bases for action - and what sort of action each supports.

ways-of-seeing

The usefulness of metaphor to talk of career is widely acknowledged. Kerr Inkson (2007) analyses ways of understanding working lives in a framework based on what he calls 'metaphors for working life'. But our use of metaphor here is differently rooted: it draws on the thinking of George Lakoff (2003), who shows that much of what we say and think about such matters - life-wide - is expressed through metaphor. The way in which the uses of such imagery works out in talk of career has been tracked in some detail by Bill Law (2008).

why we use metaphors

Two metaphors are developed here. Both are taken from the etymology of the word 'career'. The word is rooted in the Latin for 'path'. But, in early usage, it can speak of both a race-track and of carriage-way (T F Hoad, 2008). When talking of career we might, then, call up images of career as if it were a race and as if it were a journey. It is that 'as-if' quality that gives metaphor its distinctive usefulness. The metaphors for careers are *ways-of-seeing* career management: *as if* people are positioning themselves in a race, and *as if* they are travelling on a journey.

However, it is important to keep in mind that a career is also a series of directly observable events - the 'who', 'what' and 'where' of career can be described in concrete, operational and verifiable terms.   And we do not need metaphors to speak of observable people, engaged in operational action, in verifiable locations. But George Lakoff is not speaking of such relatively easily researchable aspects of life; he is talking about what cannot be directly observed - values, purposes and meanings.

Such talk often answers the question 'why?'. But the question is itself ambiguous. And metaphors are less useful for the 'whys' that speak of observable facts - say in opportunity structure or social influence. They are more useful for the 'whys' that speak of what inwardly energises and drives us. And the subtlety and complexity of that inner life is still beyond the reach of direct observation (the best that brain-scanning can do is to show how different brain areas fire-up for different thoughts and feelings). Answering 'why?' in terms of individually-shaped values, linked to specific purposes, carrying personal meanings - all of this is expressed as a state-of-mind. Every careers worker knows how hard it can be to disclose such things, and how risky to attribute them. But we need ways of sharing what can be known about this other person's inner-life. George Lakoff argues that we turn to 'as-if' metaphors to convey that kind of hard-to-express significance (and he is not thinking of significance in merely statistical terms).
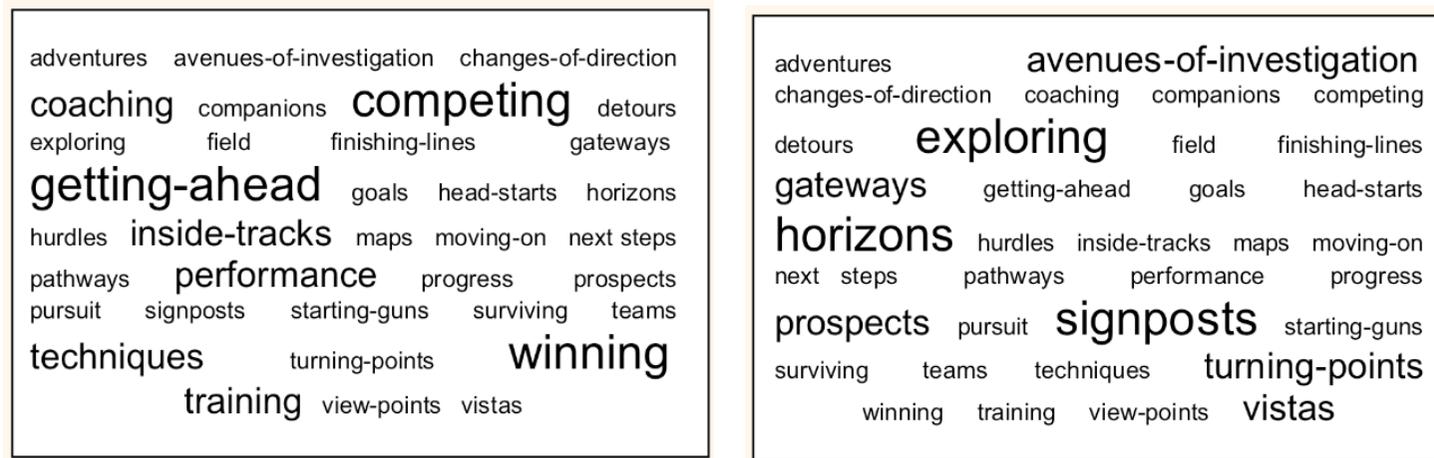
George Lakoff's case is supported by evolutionary psychology: Steven Pinker (2007) shows that it is when we need to talk in such abstractions that we resort to metaphors. But, he also shows, our most pressing survival needs speak of beings, behaviours and locations - 'who?', 'what?' and 'where?'. These most deeply-laid structure of language are, then, concrete and operational - that is to say verifiable. Our use of metaphor is an adaptation of this 'out there' talk, so that it can speak of people's 'in here' experience. Metaphors speak of meaning, purpose and significance as if they are wholly tangible - people, doing things, which we can see, like running a race or setting-off on a journey. Our habits-of-thinking equip us see them *as if* they were so.

voices

So, what sort of career talk is metaphorical? Figure one (following page) illustrates possibilities - each of the words and phrases in the two panels calls up image of career. They speak of career as if you can actually see it happening - as you can see a journey or a race. But in career there is avenue to explore or finishing-tape to breast. These are not realities, they are ways of *imaging* our *ideas* about *reality*.

And we have a choice about that. The two panels contain identical images, but in each panel images are given different emphases. (They are simulated website 'tag clouds'; where, the more people show an interest, the bigger gets the font.) On the left, more people are using positioning search-images; and, on the right, journeying.

adventures avenues-of-investigation changes-of-direction **coaching** companions **competing** detours exploring field finishing-lines gateways **getting-ahead** goals head-starts horizons hurdles **inside-tracks** maps moving-on next steps pathways **performance** progress prospects pursuit signposts starting-guns surviving teams **techniques** turning-points **winning** **training** view-points vistas	adventures **avenues-of-investigation** changes-of-direction coaching companions competing detours **exploring** field finishing-lines **gateways** getting-ahead goals head-starts **horizons** hurdles inside-tracks maps moving-on next steps pathways performance progress **prospects** pursuit **signposts** starting-guns surviving teams techniques **turning-points** winning training view-points **vistas**

To summarise: career is not a reality, it is an idea about how reality is experienced. And, because inward experience is not wholly verifiable, there is plenty of scope for different people to entertain different ideas about career. And each idea will call up different images. But, more than that, the way we each link ideas to images will affect what we do about experience. So, image and idea are not only based on an experience of reality, they also change reality. And, as figure one illustrates, you have a choice about that.

images, ideas and realities

George Lakoff is subtle about the relationships between image, idea and reality. He acknowledges that some usage is not explicit - the expression of an image may be implicit. Career-talk, although not actually using an image, nonetheless resonates with one imagery rather than another.

But his account contains a warning. He says that compelling metaphors are smuggled into our minds by people who have an interest in our seeing things their way. For example, a person may be enticed into managing career with a view to becoming a 'world-class winner' - who wants to be a 'no-hope loser'?

You are aware of how advertising, politics, the media and the professions use imagery that way. So there are some important questions for you. Would you influence the way your people see careers, by expressing it in compelling imagery? And, if you would, how would you justify it?   And might anybody else be trying to influence you that way? And, if they might, is it working?

It may be working. But something else is happening: metaphors are not just tools for spin-doctoring, they are - often enough - illuminations of ideas we already entertain, but may be struggling to get across. The images may be not so much intruders as allies - helping to express the hard-to-express. If that is so, they will be scattered among ideas that people are also trying to express in other ways. There is two-way traffic: we use the image to shape the idea, we use the idea to choose image. Each carries the freight of the other.

And you are free to choose the metaphors that best serves the development of your work.

scope

Table one sets out how the two metaphors resonate with ideas about how careers are managed. It is set up to point to the contrasts.

table one:
contrasting metaphors for career management

positioning	journeying
skilled-up for performance	opened-up to surprise
matching known demands	seeking new horizons
calling on coaching	calling on companions
for winning	for discovering
needing habits-of-mind	open to change-of-mind
for achievement	for well-being
focused on next steps	ready for the unforeseeable

These contrasted viewpoints give this study its hypotheses. We expect to find...

1. **on scope:** the way people talk about career can be mapped onto these contrasting metaphors;
2. **on voices:** different groups each make distinctive use of the metaphors;
3. **on uses:** these uses correlate with resonating ideas and values expressed in other ways.

Any evidence that these patterns-of-talk actually occur will, in the nature of things, be diffuse. The evidence collated in the following section is certainly diffuse. But it is not entirely lacking.

evidence on metaphors

Any evidence worth reporting here must recount what people freely say. It must also be able to show different groups engaged in that conversation. And it must also be able to relate how they use metaphors to other ways of talking.

Evidence of this kind has been gathered in a questionnaire survey of attitudes to careers education, conducted by David Stanbury (2009). That enquiry poses three questions:

> > **definition:** give a short definition of careers education, in one-to-five sentences;
> > **a good session:** write up-to-three sentences describing what a careers-education session should be like? - what characteristics would a good session have?
> > **ideal:** imagine that you have created a perfect careers-education course - what would you hope that participants would gain from doing your course? - in a few brief bullet points.

Each of these questions is posed to three groups:

> > **advisers:** a university careers service's six people - all engaged in curriculum work - with two other similarly-experienced advisers;
> > **tutors:** ten people involved in curriculum design-and-delivery, including eight of the 33 university academics who are working with the advisers;
> > **students:** twelve people who, while using the university careers library, have agreed to the receptionists' invitation to complete the survey.

caveats

The questions concern careers education in particular, and are asked of people thinking of higher education in particular. However we can think of no reason to suppose that the sort of career-related ideas and images that are used here would only be used to speak of careers education and not to other aspects of thinking about career. Neither can we think of any reason to suppose that the ideas and images used in higher education would not also be applicable in other sectors of education.

That being so, it is important to bear in mind that this is a small self-selected sample. At best the findings can only suggest and illustrate possible ways-of-seeing career. No attempt can be made to generalise from the frequency of different responses - the observation that something is often said here cannot indicate how often it is said anywhere else.

However, like George Lakoff, we are interested in the inner significance that people can attribute to their experience of career, not with its statistical prevalence.

The responses are organised in nine rows - setting out what each of the three groups say in answer to each of three questions. The tables are the appendices to this monograph. Table two signposts them.

table two:
discourses on careers

from students: appendices 1-3	1. about definition	page 29
	2. about a good session	page 30
	3. about the ideal	page 31
from advisers: appendices 4-6	4. about definition	page 32
	5. about a good session	page 33
	6. about the ideal	page 34
from tutors: appendices 7-9	7. about definition	page 35
	8. about a good session	page 36
	9. about the ideal	page 37

All of the statements reported in the original survey have been included in the analysis. The responses have been lightly edited to remove redundancies and duplications inside each quote.

We are interested in the uses of metaphor. We need to know, then, whether and where each metaphor crops up in these nine discourses. The appendices accordingly organises responses in three columns. The columns (from left to right) show people...

...using a positioning metaphor	...using no metaphor or both metaphors	...using a journeying metaphor

what people say

The appendices show patterns which broadly correspond to our hypotheses.

1. ideas and images of 'positioning' and 'journeying' feature in what people say about careers education;
2. different groups differently call upon those ideas and images;
3. there are value implications in the use of both metaphors.

mapping the range - for positioning or travelling?

The basic hypothesis is that talk of careers will resonate with one or both metaphors. Some of the words and phrases are explicitly metaphorical, and they have been coded in the appendices - positioning in red, journeying in green.

The less-explicit talk resonates with the metaphors. For example talk of 'requirements' and 'employability', though not manifestly racing images, is talk which is more of competition than it is of exploration. Conversely, talk of 'possible careers' and 'different options', though not directly conjuring journeying images, call up ideas about exploration rather than competition. We have been able to locate most of the quotations from the questionnaires on this basis.

Some responses have been collected in the middle column Even here it has been possible to colour code some words and phrases as either racing or journeying metaphors. They are in the middle column because one person is using both sets of ideas.

Others in the middle column have no discernable racing or journeying resonance at all. There are rather few of these.

A summary of the explicitly metaphorical words and phrases appears in table three (following page). (Some of these, while not racing or journeying images, are substitute images. For example the fast-and-focussed use of 'hunting' is a rather graphic positioning image, while the slow-and-delicate 'sowing seeds' speaks of gardening as a kind of journey.) Table three is collated with table two, showing differences between what was then expected and what has now been found. There are gaps in table three.

<div align="center">

table three:
terms of metaphorical career imagery

</div>

for positioning	for journeying
skilled-up for performance	**opened-up to surprise**
performance *strengths and weaknesses*	*starting point*
matching known demands	**seeking new horizons**
best suit / fit into a team *match*	*avenue of investigation / career path* *mapping / move on / overview* *perspective / wide range*
looking for coaching	**looking for partners**
selection process / challenge *how to impress / prepare* *techniques to develop*	
for winning	**for discovering**
exploiting / head start / hunting / empowering *vital / impact*	*future path / idea of direction* *places to go / sowing seeds*
needing habits-of-mind	**open to change-of-mind**
	explore a range / new perspective
for achievement	**for well-being**
maximise / achieving	
focused on next steps	**ready for the unforeseeable**
immediate / selection *goal / tracks* *targeting*	*throughout*

There are - both in figure one and table two - many more ways of using metaphors of career than have been found in this enquiry. Three of our table-two contrasts are entirely missing:

> habits-of-mind needed for positioning (not mentioned), and the change-of-mind made possible by travelling (mentioned);
> the need for coaching in positioning (mentioned), and the seeking of partners in travelling (not mentioned);
> a drive for achievement in positioning (mentioned) and a search for well-being in journeying (not mentioned).

The images and contrasts that people neglect may be as significant as the ones they use. They can point to ways-of-seeing which will expand the range of images which are worth examining and using. We'll look again at this on page 13.

examining who uses what language - do student, advisers and tutors disagree about what is important?

The distribution of responses in appendices one-to-nine is not inconsistent with our third hypotheses - that there are between-group differences. More students think of career in terms of positioning than do their tutors: and tutors are more likely to think of career in terms of journeying.

Student positioning is, here, often expressed as an awareness of relatively short-term priorities, for example...

'how to get a head-start in career'

While tutors may be more able to see education as useful for longer-term use, such as ...

'explore a range of occupations'

The one priority does not necessarily exclude the other; and advisers may be needed to reconcile that immediate vigilance with that on-going process, for example by....

'constantly monitor their progress'

No quantification of these observations is possible; but if the hypothesis were to be retained it might be represented in terms of figure two (following page). The figure suggests how the three groups can draw on the images and ideas. But it also acknowledges that all three groups mix their metaphors: there is a 'long tail' of students and tutors - each calling on the alternative imagery. Advisers are, distinctively, located in a bridging position.

figure two:
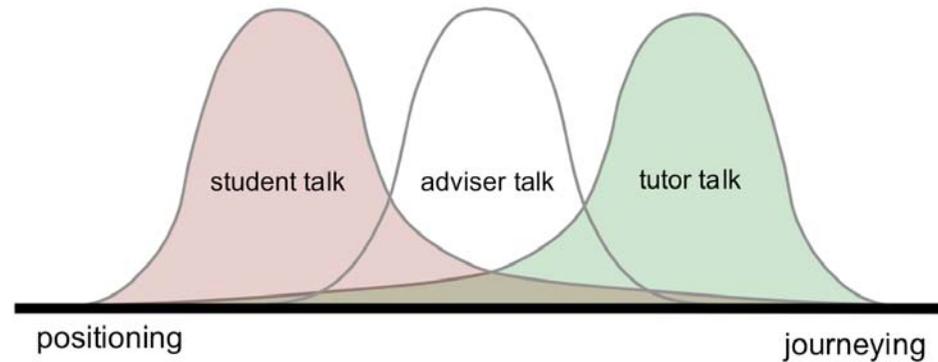**notional distribution of the uses of metaphor in three groups**

Table-two sets out positioning and journeying as contrasted. And they are in tension: an 'avenue of investigation' is not a race-track image; and 'competitive performance' is not a journeying image. You may find that the one way-of-seeing tends to squeeze out the other. After all, no true competitor takes a detour before she reaches the finishing line.

But - as the long tails suggest - neither way-of-seeing *completely* excludes the other - people see the value of both: any journey might - at least for a time - incorporate a race, The idea of career as journey and race may be in tension. But not absolutely: however much you may want your students and clients to explore wider horizons, they need help - from time to time - with short-term up-coming procedures. Every journey can be paused, once-in-a-while, for a race; but no race can be paused for a journey. And that makes journeying the more inclusive idea.

probing underlying values - is career coaching enough?

When people are trying to position themselves for the pursuit of clearly-targeted, specific and immediate outcomes, they seek help to maximise the chance of success in that here-and-now pursuit. Some of the students may be satisfied if that were all that careers work ever offered. And the sporting metaphor - 'coaching' - is appropriate to that expectation. In our work 'coaching' is no better defined than 'guidance'. However, sports and career coaching certainly includes techniques for tightly-focussed one-on-one help for people who know what they want to achieve - and sooner rather than later.

This is only to say that some face-to-face work is a form of coaching. Guidance is coaching where it is directed at helping a person to take the next step in pursuit of competitive employability. But there are other forms of face-to-face work, reflecting other values. They include mentoring, which is more auto-biographical

and more capable of taking account of 'out-there' experience. And there is also counselling, which is more exploratory and more interested in inner life. Both need more process-time and unstructured-space than iag is currently in a position to offer. And both are more appropriately seen in terms of making a journey than competing in a race. These values - embraced by some iag, a lot of mentoring, and much of counselling - are different from those of tightly-focussed coaching.

There is a parallel comparison for curriculum: 'careers education' is coaching when it focuses on how to 'look good' in application-and-selection procedures. But curriculum-in-general is capable of much more. It can design space and time to set learning in an emotional-and-social context, to progress learning in a stage-by-stage unfolding, and to embed learning for use in future action. These are journeying images. Curriculum-in-general is capable of calling on wider range of values than conventional careers education is in any position to realise.

These differences in value might lead us to expect that students, advisers and tutors would draw on metaphors to support underlying valuing of what careers work is for. The survey cannot suggest any generalisations about that. But it can illustrate the possibility.

table four:
people speaking of careers education

student speaking of positioning	*adviser speaking of bridging*	*tutor speaking of traveling*
it should entail everything that is vital to securing a good job - advice on how to apply, CV, which job to apply for and how to tailor the specifics for that job	*needs to acknowledge that, unlike curriculum knowledge, students are at different stages of self awareness and understanding so individuals need to access what is relevant for their own development - conveys that decision making is a process and not a tick-box exercise so students can constantly monitor their progress*	*interactive; informative - challenging to make them reflect and question - interesting - instructive, so they feel they've acquired new knowledge or a new perspective - all of this to be based on discussion, group talks, verbal and post-it feedback - presentation of relevant (as defined by students) feedback - should have evaluation*

omissions and possibilities

There are complexities. The three voices in table four are not as wholly different from each other as a simplistic account of metaphor might suggest. And much of their talk does not explicitly use metaphorical images.   But, even so, much of it still resonates with positioning and travelling ideas. And so, we find, as we expected, that talk is not so much contained within metaphorical images, but that metaphor is scattered across talk - in occasional words and phrases that lift and support ways-of-seeing. David Stanbury's original work leaves plenty of room for the disclosure of that degree of complexity: it made no attempt to elicit responses for or against any particular image.

The most important finding from this analysis of that evidence might well prove to be that metaphor can not only illuminate how people see things, but how people do not - but might - see things.

omissions

Nobody explicitly spoke of career as 'a race' or 'a journey'. And you might be relieved to find that 'down to the wire' was not used by any of the respondents. Would it have been over-dramatic - even for racing talk? But other possible positioning and other sporting images were also missing...

field, starting-blocks, compete, getting ahead, inside track, starting gun, thrust, pursuit, finishing line, goal, winning, hurdle, champion, tough, springboard, unbeatable, target, rank, world-class, score, trophy, coach.

And, as pointed out on page 9, there are structural gaps. Nobody talked about habits-of-mind - where phrases like the following might have cropped up, but didn't...

training, mind-set, dedication, discipline, exercise, practice and regime

The use of journeying images is even less complete. It might have been over-romantic to look for the use of 'long and winding road'; but other images were missing...

views, vistas, ocean, discovery, horizons, perspectives, departure, vortices, diversions, winds, current, on-board. detour, cross-roads, turning points, gateway, parting-of-the-ways, settling, maps, connections, explorations, adventure, survey, moving on, launch, rank, direction, signpost, change-direction, arrival, harbour, settlement, survive,

'

And there were structural gaps: for example, no talk of partnerships - such as...

crew, companion or guide

And no talk of well-being - which could have been imaged as...

greetings, relaxation, enjoyment, refreshment, starting again, access.

possibilities

Omissions suggest further possible uses of career metaphor. More research might, or might not, support what is being tentatively suggested here.

the evidence. It is a line of enquiry worth following. What people do not say is as at least as much an evidence base as what people do say. But in order to get that kind of evidence we need a framework for knowing what the possibilities are.

This approach belongs to what Sue Clegg (2005) claims is a richer and more promising line of enquiry than we have grown used to using. Critical discourse works from an idea of what might be going on, and how it can best be discovered. It is evidence-based, but not in the sense of working narrowly from evidence to ideas; it works from a possible framework of ideas, while keeping an eye on the evidence. Metaphors provide such a framework - for how people see things, how they do not see things, how they might see things, and how it might be useful to see things. We have more to say about the consequences of this thinking for research, on pages 20-22.

the sample. David Stanbury's is an interesting and diverse sample. But there are other stakeholders in careers work. We need also need to know how members of families, cultural-and-religious interests, business communities, programme managers, politicos and others value careers work. David Stanbury's enquiry uncovered significant variations in what students, advisers and tutors say. A wider range of constituencies might well uncover greater variations.

A critical discourse is more than simply finding out what providers and their managers say we should do; we have enough of surveys of producer opinion. It is more, even, than looking for more broadly-based stakeholder valuing of careers work; there is also plenty of work on customer satisfaction. But what people say does not always corresponds with their experience, and what they seek does not always correspond with what they need.

This present work poses a different kind of question - it seeks a basis for understanding *why* different groups value what they particularly value in careers work. And, in order to be useful to us, that kind information needs - first - to be related to what is happening in their experience. It means wondering what other possibilities there might be for how they make sense of that experience. The more things change the more critical that discourse becomes.

the importance. We are passing through one of the most dramatic periods of change in labour economy that anybody can remember. And the shock waves have a long reach: what happens in the economy interleaves with what happens in families, societies, cultures, the developing world - and, as demonstrably, with life on earth. There was never a time when people more needed to know what is going on, and what they can usefully do about it.

Careers work is not used to working in such far-reaching terms. And the positioning metaphor hardly encourages us to do so. But, even if were to restrict our response to the competitive consequences of economic change, it would require serious adjustments on our part.

And do these two metaphors say enough about those possibilities? Maybe we make too much of 'race' and 'journey': after all, there is an etymological link between the word 'career' and these usages. Are we just imaging career in ways that, therefore, seem familiar to us? Maybe.

There are certainly other images. And other stakeholders' ideas will resonate with other metaphors. Would families be more comfortable with concrete images of gardening ('cultivate', 'seeds', 'growth', 'maturation', 'roots')? And the business community with operational images of commerce ('market place', 'buying', 'selling' - but probably not 'slavery'')? The uses of metaphor can call up broader resonance than positioning and journeying. And critical discourse needs as many ways of imaging careers as it can find.

a test. The significance of this study is not in whether any metaphor has greater value than any other. Not enough evidence here for that. But we can illustrate the usefulness of examining what people say about career in terms of the images they use and imply.

There is a test of that proposition: think of an idea that you see as important in careers work (perhaps from a report, conference, workshop or encounter). It may have helped to shape the basis for your own ideas and action. The questions which follow are demanding of careful thought - a basis for consideration with colleagues. But you can get a feel for them by taking a first shot with your own 'yes-no' answers. The questions, then, are about that important source of influence on your work...

1. does it contain any ideas that resonate with any metaphor of career?
2. can you now see that alternative metaphors have been drawn in?
3. might that omission mean that some ideas are pursued at the expense of others?
4. and does that matter?
5. would a differently-based enquiry usefully expand that range of ideas?
6. perhaps displacing some of your own current ideas?
7. and showing you where to break new ground?

If you can't say 'yes' to more than a couple of these questions, then perhaps we're wrong about the importance of metaphor. Or perhaps you need to look again for the images used to frame that source. But if you say 'yes' more than a few times, it may be that you need to find other sources. Whatever, we should all be scrutinising our bases for action in these terms - and a sense of metaphor helps us to do that.

And that usefulness is not in how anybody simplistically shapes what they do in response to compelling images. It is that you are in a better position to understand what is going on in careers, when you can do so in terms of both the images that people use, and the images they might have used - but didn't.

bases for action

Different people draw on different metaphors of career at different times, making the word hard to define. But that variability gives the word 'career' a more useful quality. It is, in Richard Dawkins's phrase, a 'meme' - an idea which, like a successful gene, is adaptable to survival and thriving. The value of the word 'career' is - then - less in how we define and contain it, more in how we use and liberate it.

in practice - face-to-face work and curriculum

One of the most common terms for careers work has been the double-barrelled 'careers education and guidance' (ceg). The 'g' is now expanded into 'iag' - 'information, advice and guidance'. So some people have started using the term 'ceiag' - 'careers-education-information-advice-and-guidance'. These terms locate our programmes in our institutions. We think we know they mean - familiar operations, consensual objectives and defended positions. They define and contain things - in a comfort zone.

But careers work is not, most basically, any institutional programme. It is, before everything, ideas for a programme. And metaphors help us to realise this, by dealing - not in facts - but ways-of-seeing, including some that have not yet been instituted. They can therefore show how there is more to face-to-face work than information-advice-and-guidance, and a whole lot more to curriculum than careers education.

face-to-face work. Iag is, then, no more than an example of what can be done in work done in eyeball-contact. The positioning metaphor expands possibilities for that work, for example, into 'coaching'. The journeying metaphor suggests even more possibilities.

Journeying speaks of learning from recounted experience - a feature of mentoring in its many forms. We need to understand how that kind of narration can usefully be engaged (Frans Meijers, 2009). That is not to say that mentoring can supplant iag; but it is to say that the authority of authentic experience is as useful a basis for exploration as the authority of expert analysis. Journeying also speaks of an inner-life, accessed by reflection on its own experience. The thinking which comes closest to an appreciation of that idea is constructivism (Hazel Reid and Linden West, 2008). It needs the dynamics of counselling rather than the structures of iag. There is more that can be done with face-to-face work than iag is able to deliver.

curriculum.. And there is a whole lot more that can be done with curriculum than careers education is able to deliver. Even the positioning metaphor needs more help from curriculum. Learning to deal with the challenges of advancement through achievement, selection and recruitment structures requires a stage-by-stage programme - for practising skills, developing them, trying them out, adapting them and embedding them for continuing use. We wouldn't think of training athletes on the basis of anything less.

But it is in the uses travelling imagery that re-thinking curriculum becomes most urgent - and most radical. A journey is an experience; and an experience can only be spoken of in narrative terms. Narrative and

learning are historically entwined - fables, myths and parables are long-standing teaching-and-learning methods. There is growing interest in learning narratives as well-signposted travelling and adventure (David Stanbury, 2008). Signposts are important, because people do not process experience in the same way that they process expertise (each a fires-up different brain areas). And anecdotes can mislead. And so there is a lot to do here. It needs all of the 'who', 'where', 'what', 'how' and (most-of-all) 'why' interrogation that the journeying metaphor can provoke. But only curriculum can provide the kind of time-and-space that such processes need. Careers education is in no position to accommodate it (Bill Law, 2007).

Both face-to-face and curriculum work may well be presenting more possibilities for effective careers work than your institution and programme yet provides. We all need to know in what direction to move, and on what - as yet unrealised - basis. Careers-work metaphors give you a handle on those ideas for that reality.

in integration - linear and lateral thinking

The term 'integration' refers to how our work takes account of other ways-of-seeing. Other people - such as recruiters and social workers - need to explain what happens in career, and to work out what to do about it. Integration occurs when we take one thing with another. Then two different lines of enquiry-and-development intersect - creating a meeting place that both can share.

Sometimes that means pressing ahead, sometimes it means looking around. The sketch-lines in figure three show both pathways: a straight-ahead track, making linear links; and a long-and-winding road, making lateral links.

figure three:
linear and lateral learning
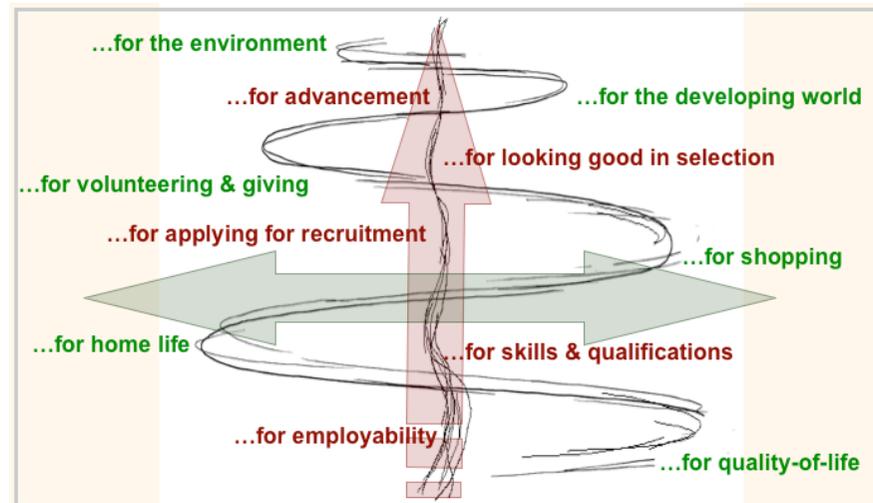
linear thinking. Linear integration links careers work to on-going lines-of-development, with tightly-sequenced goals. The goals relate to skills for employability, used in a labour-market arena, and set out by well-defined performance indicators. The word 'advancement' is increasingly used - an image of present achievement leading to future success. This is positioning talk - targeting, matching and focusing.

We have integers with programmes and institutions that share that focus. Careers workers can comfortably share research and theory with human-resource people in commerce, and with selection personal in further and higher education. Indeed, linear integration can readily be extended into a life-long series of career-management scenarios.

There is nothing wrong with this. But it is not all that there might be

lateral thinking. Lateral integration finds more widely ranging drivers for action. Careers is now not just about performance but also about how work-life relates to physical health-and-safety and to domestic-life. It acknowledges how life as a worker links to life as a consumer. It tells of how progress in work relates to social, cultural and religious affiliations. And it is not deaf to the impact of work on the developing world - and to life on the planet.

Lateral integers therefore intersect lines of development on social, community, cultural, religious, egalitarian and environmental concerns. The phrases 'work-life balance', 'quality-of-life' and 'well-being' express those concerns. They are not distraction from, but enrichment of, careers work. The action is life-wide as well as life-long. And it resonates with a journeying metaphor - exploratory, ready to be surprised, and open to change-of-direction.

integrative complexity. There are greater and lesser degrees of complexity in linear and lateral integration. The more complex the range of links, the more ways-of-seeing you have. And ways-of-seeing means seeing what is possible, of what it can achieve, how it might go badly, and what you can do to help it go well. On the whole evolution is in the direction of such a varied repertoire for possible action.

Integrative complexity helps us to understand the effectiveness of reforming organisations and individuals. (P Suedfeld and others, 1992). It seems that effective reform avoids assembling priorities around a limited range of readily identifiable objectives - however popular. Integrative complexity is resilient and innovative - acting differently in different localities, and calling up different ideas at different stages of change. This open-mindedness can respond positively to surprise - and contemporary living does bring its surprises.

But this is more than efficient resource *management*, it is imaginatively resourceful *leadership*. And our students and clients need that kind of programme management. In current and foreseeable conditions the best that coaching for position can do is to change the pecking order for the available opportunities. The more demanding task - when the employment options have been exhausted - is honestly to work on what

other options there may be - for a life that retains value, social membership and hope. There's no simple way to do that.

in branding - who we are and how we're seen

The branding of careers work has been an ongoing challenge for careers work. We have not been as successful as we deserve in helping people to understand who we are and what we do. Phrases like 'careers education' and 'information-advice-and-guidance' speak to too few... 'ceiag' to fewer! Sporting and travelling metaphors conjuring images with branding possibilities: 'though you may not want to choose whether your service is more like a gym or a travel agency.

The words and phrases listed on pages 9 and 13 offer more likely-looking possibilities. Some, like 'prospects', call up exploratory images, and have already been taken. And 'connections', though with an 'x', allows for more of a long-and-winding journey than some purists feel able to take on. But there is still plenty of room for your creativity.

saying what. A brand declares 'who we are' and 'what we do'. Racing-talk branding is easier: it resonates well with a 'wham-bam' culture - its sought-after edginess, impulsive urgency and need for a result. Sport! Journeying images resonate less well. (My own urging of 'voyage' lost out to 'flying'. Sailing is metaphorically richer - 'winds', 'currents', 'vortices', 'harbours', and so on. But flying - which can be a pretty miserable travelling experience - was thought to have more glamour. Of course, flying 'first class', 'club class' and 'tourist' have unconsidered branding possibilities - but, if we are going to be honest, they are probably too troublesome to some stakeholders.)

So what do you want to get across? In presenting 'who we are' we often first draw attention to our qualified expertise. But, in a culture less-and-less deferential to élites, that aspect of who we are needs careful voicing. And, anyway, any broadly-based service offers plenty of room for narrated experience as well as for analysed expertise.

talking to whom.   Branding is first addressed to clients and students, but there are other stakeholders. We have worked hard at presenting ourselves to managers and politicos in terms which we hope persuade them that we are worth supporting. But, when it comes to policy, the most influential voices are not providers but users. Managers and politicians may well be less interested in what we have to say about ourselves than in what their own customers and constituents say about us. Not just students, but their families, and communities. A key test of the effectiveness of a brand may yet prove to be its 'gossipability' - a measure of how much people talk and think about us when we are not around. How we image ourselves will make a difference to that - and metaphorical images are a resource.

But there is also this: journeying images may be counter cultural. And in order to enable people for journeying we need more time-and-space, the pay-off may not be immediate, and the destination may

come as a big surprise. This is not quick-and-easy talk. But in, contemporary conditions, how do we honestly talk in any other terms?

in enquiry - summative and formative

The most critical phase in any enquiry - formal or informal - is the posing of a research question. Your question directs your search for evidence...

'does this action have any useful outcomes?'
'does it meet people's expectations?'
'in people's lives, which are the causes and which the effects?'
'what most helps in practice?'

Such questioning is part of any teacher's or adviser's inner-life - none of us can be insulated from that kind of reflection. It is also part of basic research, action research, evaluation, and progress monitoring.

In that kind of enquiry metaphorical 'ways-of-seeing' become 'ways of looking'. But the evidence we seek is shaped by the what we think it should be possible to find. And what we expect is possible is shaped by the images we draw upon. Those images may suggest the importance of finding evidence of positioning or of journeying.

So, there are questions about the questions. (1) On outcomes: is there more usefully to learn from evidence of competitiveness, or from how people negotiate a turning-point into a change-of-mind? Because the former is easier to find than the latter. (2) On expectations: whose ideas are you taking into account? because the more stakeholders, the wider and more conflicted and complex the range of expectations will be. (3) On causes and effects: what causes are you examining for what effects - in employability or in well-being? Because the narrower focus can displace the wider. (4) On practice: is the test of practicality the use of available resources, or the identification of needed resources? Because spending scarce resources on what can't work is less practical than holding out for adequate resources for what can work.

Some of these answers resonate more closely with immediate positioning, others with longer-range journeying. Either way, we get variations on four research agendas:

> **impact research** looks for outcomes - but what outcomes?
> **fitness research** look for expectations - but whose expectations?
> **diagnostic research** looks for causes and their effects - but leading to what?
> **practice-based research** looks for practical effectiveness - but by what test of practical?

summative agendas: The first two agendas - impact and fitness - are indicators of the value to be placed on the work. The are summative in the sense that their findings *sum up* bases for deciding what kinds of action are worth supporting. They are often address to managers and policy makers.

> **impact research** looks for evidence of outcomes. Its focus on useful outcomes, has - in recent years - dominated our research agenda. For example Deirdre Hughes and others (2002) track evidence of advancement - from learning outcomes and participation rates, through job-search effectiveness and employment rates, to outcomes in employment and for the economy.
> **fitness research** looks for evidence that expectations are being met. It asks whether what we do complies with performance indicators, or with the expectations of clients and other stakeholders. For example the OECD Review of Career Guidance policies (OECD, 2003) is based on what is thought to be important by guidance providers, their managers and associated policy makers,

You may have locally-conducted evaluations which are similarly seeking bases for support. But the wider the range of ways we have of imaging career, the wider and more diverse the scope of questions we can pose for research.

formative agendas. Diagnostic and practice-based research are formative in the sense that they provide a basis for knowing how what is done can most usefully be *formed* - and re-formed. They are therefore addressed to people who can make a difference to how the work is actually carried out.

> **diagnostic research** makes the closes links with pure research, seeking evidence - not so much of whether things work - but of how and why they work as they do. It means asking why things do not work out in the same way for everybody? all the time? and in all situations? On this path, Jenny Bimrose and her colleagues (2004) are disentangling how guidance works out in people's lives in other-than-planned ways. In such research bad news can be useful, suggesting positive use of negative findings - and not for attracting high-level support, but for improving on-the-ground practice. In particular, we know less than we need to know about change-of-mind. It is critical evidence for understanding how flexibility is best enabled in people most disadvantaged by social-and-economic change.
> **practice-based research** speaks of what happens by using the language of practice. The National Institute for Careers Education and Counselling (NICEC) worked like this during its early years. Its finding were framed in terms of what programmes can do (Law and Watts 1977). As a networking outfit, NICEC developed and supported a research-and-development community. A contemporary parallel is HECSU's (2009) PROP project - 'Putting Research Outcomes into Practice'. Researchers and practitioners seek ways of linking enquiry to action. All research needs to be validated - that is why the cognoscenti pay so much attention to methodology. But the final validation is that the ideas are useful to practitioners - pointing to effects that can be confirmed in what people actually do. That validation can only occur in practice. The idea has found its way into recent updates of research methodology - 'as catalytic validation' (Louis Cohen and others, 2000).

The further we reach into research agendas - looking beyond impact to examining practice - then the more ways-of-looking we engage. One image won't make enough sense of multiple realities. And that need for breadth applies both at the start-up stage and the finish-up stages of enquiry. If posing the research question

is most critical at start-up, then framing the report is critical at finish-up. And, here too, the more ways-of-looking we engage the wider the range of audiences we will find for research. But no single 'report' can do what everybody needs. Different stakeholders need to examine different aspects of our work for their different purposes. Enriching images for career, then, means that we can make creative use ways-of-seeing - both what is going on, and what different groups can do about it. It will lead to a fuller use of media: journals and pamphlets, posters and press, handbooks and development materials - hardcopy and digitally.

in partnerships - and professionalism

British careers work negotiates partnerships: any careers-service base needs links to other bases. The principle is widely applied. An example in higher education is 'service-led' agreements made, multi-laterally, with a number of academic departments - each focusing on learning for 'employability' (A G Watts & Val Butcher, 2009). In secondary education there are partnership between careers services and schools, set out in bi-lateral agreements, and agreeing who-will-do-what.

the issues. The principle acknowledges that a careers service is, and should be, part of something bigger than itself. But there are issues; and they are sharply exposed in secondary education. Current policy proposals for child-care urge schools to locate careers-services as part of arrangements for child-care. These links are multi-lateral, both in the range of contacts they make, and in the scope of their activity. The issue is whether this kind of involvement dilutes the 'independent' and 'professional' work of specialist careers advisers (Careers England, 2007).

The more careers workers seek partners in other departments and institutions the less prominent their own distinctive voice is, and the less able they are to define and contain the way in which help is offered. It can seem to compromise our free-standing professionalism. And so the question becomes 'what is there about careers work which is distinctive and valuable?'. The response concerns boundary maintenance; and there are two boundaries to patrol:

> **what we know** - securing our distinctive knowledge of how careers develop;
> **what we do** - securing our distinctive skills in enabling career management.

Multi-laterality compromises both boundaries: it opens the gate to other knowledge of what is going on; and it lets in other ways of helping. A linear commitment to competitive outcomes has an interest in maintaining those boundaries. A lateral interest in exploration has an interest in finding out how what we do stands in relation to other learning - enabled by other people in other ways.

There is something worth defending here: only a qualified careers worker is in command of the information and skills needed for employability. What careers workers know about the labour economy and the management of the selection and recruitment system is unmatched anywhere else. And that kind of help is needed by everybody - for some of the time. Professional partners, in schools an colleges, whose main

purpose is to position students for competition in the labour market may well find what they seek in bilateral agreements - and their partners will look no further.

But there is further to look. Any kind of concern with the quality-of-life, and any interest in the meaning people attach to their work, these call up a greater curiosity. And they signpost a more varied journey along a more densely-populated path. Partnerships based on this kind of thinking are, therefore, multi-lateral: they have a broader interest in what is going, and in what can be done about it.

Multi-laterality does all of this in two sets of links: it works with *other* professions - for example in education, economics and the behavioural and social sciences; and it works with *other-than-professionals* - for example in families, community groups and voluntary agencies.

table five:
examples of the range and scope of multi-laterality

partnerships with **other professionals** working on...	partnerships with **other-than-professional** working on...
... the causes and consequences of the labour economy	... informal knowledge held by members of the local community
... the processes of recounting, questioning and embedding learning for use	... how the uses of learning work out in episodes from people's recounted experience
... how economic well-being links to physical, social, spiritual, civil and environmental well-being	... experience-based narratives open to useful interrogation

professionalism. We are raising questions for contemporary professionalism. The central claims of professionalism have to do with qualifications that provide technical expertise, and with commitments that uphold ethical codes. But those qualities are not tidily distributed between professionals and other-than-professional - more than one kind of partner is capable of offering a distinctive authority and maintaining a worthwhile ethic.

Charles Tilly (2006) shows how professional expertise and ethics are no more a basis for useful action than social conventions and shared narratives. While Charles Leadbetter (2008) points to the usefulness of informal 'conviviality' - in societies where claims to exclusive expertise are increasingly suspect.

We are not the only ones who need to rethink professionalism. The erosion of deference in contemporary society demands a wide-ranging look at professional-lay partnerships - between expertise and experience, between formality and informality, and control and negotiation. Appendices four-to-six show that careers advisers are aware of this. One in particular - at the end of a long list of requirements for an effective programme - envisages students and clients both...

....connected to other learning they are engaged in

but at the same time...

...supported by on going careers service.

But the who-does-what questions that spring from that aspiration need a wider basis for resolution than a narrow concern with competitive positioning. We need other ways-of-seeing.

which way is forward?

This examination of career images, ideas and realities has signposted possibilities for the future development of careers work.

on positioning

There is much to be said for seeing ourselves as enabling students and clients to position themselves for competitive advantage in the labour market. It locates careers work in what seems an advantageous position: lining up with policy concern for the economy; making close contact with high-level government and business interests; logging gains that are readily verifiable and generally applauded. Such alliances seem clearly to assert the value of what we do - strengthening our hold on our own position. These are powerful motives and enticing rewards. And trying to argue against helping individuals to become winners would be counter-cultural. Some organisations and some students and clients look for nothing more than this kind of help.

But there are limitations in the positioning metaphor. The most it can offer is an adjustment in the pecking order for available opportunities. The current and foreseeable labour economy is a zero-sum game - one person's gain entails another's loss. If we can enable people to be winners, we are - for the time being - doing well by our students and clients. But that is all we are doing: it is far from clear that we are improving the economy, it is not obvious that we are rebalancing social equity, and it is plain that we are pushing for shorter-term advantage rather than for longer-term understanding. That is training, it is not educating.

on journeying

On a journey people are engaged in wider-ranging reflection: on the how things are, and why they change; on what they do, and how they might do things differently; on how one thing leads to another, and what meaning those consequences can have. There has never been a time when people more needed to know what is going on and what they can sustainably do about it. And, so, these ways-of-seeing help in a world where economic, social, cultural and environmental change is accelerating and critical. Furthermore, its multi-lateral partnerships are useful where deference to entrenched élites is being eroded. And the links with policy interest are different: they focus on personal-and-social well-being, and quality-of-life; they equip people for flexibility, and a basis for responding to change; and they set working life in an agenda for social cohesion, and a sense of social-and-global membership.

But there are few tick-box answers to the questions that such work raises. And it proposes a wider range of links in our work than we have been used to. That means that progress is more difficult to manage, needing deeper levels of understanding between partners, and calling on the management of new organisational and networking arrangements. And so the journeying metaphor may be a counter-cultural metaphor -

needing us to work with images that make it more recognisable and more engaging. An educator's management of the relationships between image, idea and reality was never more critical.

shifting the paradigm

'Paradigm shift' is an overused phrase. In our field it is used by some who have done no more than decorate conventional practice with entertaining bells and flattering whistles. But, in Thomas Kuhn's (1962) originating use the term paradigm shift there is a deeper, and more pervasive way-of-seeing things - which, when it is found, changes everything. And, so, any new action is the result, not the cause, of a paradigm shift. When Nicolaus Copernicus convinced us that we were not at the centre of everything, that changed the way we see ourselves and everything else - for ever. Charles Darwin and Albert Einstein similarly disturbed the way we see ourselves in the order of things. And, in all cases, what the shift achieved was a change, not just in how we see things, but how we do things. A paradigm shift is not something we do to new thinking, it is something that new thinking does to us.

This study may, or may not, take us closer to such a shift - although there is enough reason to suppose that we need one. But this study helps: it shows that seeing careers in terms which resonate with the two metaphors illuminates our position in our world; and it suggests ways of acting on that realisation. Metaphor is both a tool for enquiry and a tool for action.

There is no argument here for finding a way back. There were ancient and medieval forerunners to Nicolaus, Charles and Albert. But paradigm shifts are not regressive - they are curious, courageous and - like careers work - inventive.

references

Jenny **Bimrose**, Sally-Anne Barnes, Deirdre Hughes and Michael Orton (2004). *What is Effective Guidance? – Evidence from Longitudinal Case Studies in England*. Unpublished, available from j.bimrose@warwick.ac.uk .

Careers England (2007). DCSF White Paper - The Children's Plan (policy Commentary 9). Website: www.careersengland.org.uk

Sue **Clegg** (2005). 'Evidence-based practice in educational research; a critical-realist critique of systematic review'. *British Journal of Sociology of Education*, 26 (3).

Richard **Dawkins** (1989). *The Selfish Gene*. Oxford University Press.

Deirdre **Hughes**, Sara Bosley, Lindsey Bowes and Simon Bysshe (2002). *The Economic Benefits of Guidance*. Derby: Centre for Guidance Studies

Frans **Meijers**, (2009). *Mentoring in Dutch Careers Work - An Unfulfilled Promise*. Website: www.hihohiho.com/underpinning/cafmjrsnmntrng.pdf

The **Higher Education Careers Service Unit** (2009) *Putting Research Outcomes into Practice*. Website: www.hecsu.ac.uk/hecsu.rd/news_practitioner_research.htm

T F **Hoad** (ed.) (1996). *The Concise Oxford Dictionary of English Etymology* ('career') . Oxford; Oxford University Press

Julia **Horn** (2008). 'Values at work in careers education'. paper delivered to Valuing Higher Education (SRHE Annual Conference, December

Kerr **Inkson** (2007). *Understanding Careers - The Metaphors of Working Lives*. London: Sage Publications

Thomas **Kuhn** (1962). *The Structure of Scientific Revolutions*. Chicago: The University of Chicago Press.

George **Lakoff** and Mark Johnson (2003). *Metaphors We Live By*. Chicago: The University of Chicago Press

Bill **Law** and AG Watts (1977). *School, Careers and Community*. Westminster: Church House

Bill **Law** (2008). *Relocating Careers Work in Curriculum*. Website: www.hihohiho.com/moving%20on/cafcurriculum.pdf

Bill **Law** (2009). 'Changing metaphors for careers work'. Website: www.hihohiho.com/magazine/features/cafmetaphor.html

Charles **Leadbeater** (2008). We-Think. London: Profile Books

Louis **Cohen**, Lawrence Manion and Keith Morrison (2000), *Research Methods in Education - Fifth Edition*. London: Routledge-Falmer.

OECD (2003). *Review of Career Guidance Policies - United Kingdom*. Paris: Organisation for Economic Cooperation and Development.

Steven **Pinker** (2007). *The Stuff of Thought*. London. Allen Lane

Hazel **Reid** and Linden West (2008). 'Talking with a shared purpose'. In Hazel Reid (ed.) (2008) *Constructing a Way Forward - Innovation in Theory and Practice for Careers Guidance*. Canterbury: Canterbury Christ Church University Centre for Careers and Personal Development

David **Stanbury** (2008). *Travellers' Tales: Career Journeys after the PhD*. Reading: Centre for Career Management Skills at the University of Reading

David **Stanbury** (2009a). 'Perspectives on Careers in Higher Education'. Publication.

David **Stanbury** (2009b). 'The kindness of strangers.' Journal: 0 (0).

P **Suedfeld**,, P E Tetlock, & S Streufert. (1992). 'Conceptual-integrative complexity'. In C P Smith,, J W Atkinson, D C McClelland, and J Veroff (eds.), *Motivation and Personality: Handbook of Thematic Content Analysis*. New York: Cambridge University Press.

Charles **Tilly** (2006). *Why? - What Happens When People Give Reasons... and Why*. Oxford: Princeton University Press.

A G **Watts** and Val Butcher (2009). *Break Out or Break Up*. Manchester Higher Education Careers Service Unit

definitions of careers education

student views

positioning	mixed	travelling
understand what you want from a career and what you need for it i.e. skills etc. also asking the question if you match the career requirements *maximise their performance for anything related to hunting for a job* *possible jobs available to you and how to go about achieving your desired career - information and advice on a number of areas such as, CVs, numeracy and psychometric testing* *building a skills base around which one will establish a career* *options available in the work after and during their study - advice about the requirements and benefits for individual career paths*	*student is made aware of all key points and options available to them* *provide information and advice on a number of areas*	*information on possible careers that they could be suited - looks at a wide range of career options for the individual, giving them relevant information on each career path* *aware of different career options that are available to them*

a good careers education session should be like - its characteristics

student views

positioning	mixed	travelling
should be subject specific, possibilities available for your chosen career - how the process is structured, specific requirements, achievements, personal qualities needed *it should entail everything that is vital to securing a good job - advice on how to apply, CV, which job to apply for and how to tailor the specific's for that job*	*specific to the individuals attending as well as relevant information for everyone e.g. CV's and covering letters information - input where people are unsure of their options - information on places to go to get more information* *information giving a basic overview of options, a basic guide to next steps and possible info from a few workers in different companies* *should be open - maybe have a career advisor, describe what we want to talk about and then maybe have a group discussion on it* *future options based on specific disciplines - rough 5 year plan* *more informal than formal - rather than someone telling the individual what they should do for a career, get as much input on what the individual actually wants to do*	

appendix three:
a good careers education session should be like - its characteristics

student views

positioning	mixed	travelling
how to get a head start in their career, how to enhance employability *clear and concise understanding of how to apply for a job - clarity in what and how to write one's CV - understanding of what companies look for in a graduate student* *provide them with confidence about the whole job application process* *insight into their own personalities and career options that would best suit them* *options based on qualification, information about these options (e.g. salary, requirements, training etc) - information from workers about the pros and cons of their job*	*some sense of future path, guideline, career options that would best suit them* *knowledge of all their relevant job options* *knowledge of next steps to take*	*a rough idea of direction following study*

adviser views

positioning	mixed	travelling
how to manage personal and career development effectively and confidently - usually delivered to groups of students at similar stages in their University course… sometimes delivered to subject similar groups - outcomes tend to cover career management skills, making the most of opportunities to develop skills and experience while studying, networking, career research and presenting yourself effectively to potential employers or course provider - may be assessed as part of the formal curriculum *process whereby students gain a clear understanding of the career process – steps, skills and strategies needed to be successful - and are motivated to take responsibility to manage their own future - and are appropriately and successfully challenged to get off their backsides and do something now to get the process going*	*needs to acknowledge that, unlike curriculum knowledge, students are at different stages of self awareness and understanding so individuals need to access what is relevant for their own development - conveys that decision making is a process and not a tick-box exercise so students can constantly monitor their progress*	

positioning	mixed	travelling
	career aspirations and goals - information regarding work experience and the benefit - helping students to prepare for job applications - letting them know what's involved and going through CVs and covering letters *awareness of key career and employment issues: personal skills and motivations profiling and mapping - employment area profiles (including equal opportunities, promotion and skills development, working environments etc - the range of career opportunities - information research - targeting and exploiting opportunities - development of this awareness should occur through student-centred activities and study, allowing students to identify and follow their own specific career tracks and address issues of particular relevance to themselves (e.g. how to gain experience, how to impress at interview, how to return to a career/move to a career after a (degree) break etc - in short, careers education should be designed to encourage student ownership of the processes* *preparing learners for their future careers; remembering: that they may know what they want to do and the job they may be doing in the future may not exist yet*	*how their developing skills-base can be best be utilised to further their career plans - gives students the opportunity to explore a range of occupations and to understand how versatile the transferable-skills base might be in career management* *providing structured knowledge, advice, skills and training to allow someone to successfully own and manage/create their work choices throughout their life*

a good careers education session should be like - its characteristics

adviser views

positioning	mixed	travelling
	include but not exclusively be interesting, engaging, motivating, empowering, informing and would enable students to move on with their career planning *clear learning outcome - delivered to students who understand the benefits of the course and are motivated to engage with it - well structured to include a variety of teaching and learning styles - timely, delivered at the right time for participants, and taking an effective length of time - in a convenient and appropriate location - makes good and appropriate use of learning technology - connected to other learning they are engaged in - supported by on going careers service*	*interactive; informative - challenging to make them reflect and question - interesting - instructive, so they feel they've acquired new knowledge or a new perspective - all of this to be based on discussion, group talks, verbal and post-it feedback - presentation of relevant (as defined by students) feedback - should have evaluation* *context and relevance clearly stated - enjoyable and thought provoking i.e. 'sowing seeds' to stimulate further action after the session - mixture of delivery methods, perhaps external speakers*

a good careers education session should be like - its characteristics

tutor views

positioning	mixed	travelling
participants feel able to manage their career development - understand the impact *that their skills, values and interests have on their career plans - understand the significance of career research and how to conduct it effectively, thoroughly and actively feel confident that they can make plans and put them into action - know and understand how to communicate effectively with potential employers and course providers - be able to review their career progress and refine plans accordingly - know how to find and access and have high levels of trust in resources available to support their career development*	*raise confidence and self esteem - identify networks and key decision-makers - reflect and articulate their achievements - identify gaps in their knowledge, skills - have willingness to act upon them, when they are ready*	

positioning	mixed	travelling
	making clear its relevance to both their long-term planning and their short-term goal - tailored to the time available and the size and interests of the student cohort - those facilitating the session would have confidence in its value - students should come to a position where they see each session as merely the starting point to an avenue of investigation or skills development *student-centred activities are key (e.g. team-working activities, role-plays, interaction with tutors, use of on-line materials and/or hard copy resources - workshops and/or seminar-style sessions are preferable to a 'traditional' lecture - the layout of the teaching space is also therefore very important - the tone of the session needs to be honest and upfront - there is little use in trying to persuade students that careers education is the most exciting thing in the world, but it is worthwhile helping them to realise that careers education is extremely important* *informative, challenging, thought provoking and hopefully enthuse the student to want to find out more - instill the importance of taking ownership of your career*	

a good careers education session should be like - its characteristics

tutor views

positioning	mixed	travelling
awareness of their skills, strengths and weaknesses - aware of how they fit into a team - able to convey information about themselves verbally (as in interviews) and in writing (as in CVs, application forms, letters, emails) - aware of the types of jobs for which they might be suited - make a plan of SMART actions needed to get from where they are now to getting an interview for and/or work experience in the type of job in which they are interested - feel confident that they have as good a CV as possible and know how to perform to the best of their ability in an interview - know where to get more help and debriefing after interview- know what to do when they get offered a job - if a specific job is seen as a stepping stone to something else, to know how to ensure that they maximize its benefit - know when it's time to start looking for another job!	*understand the need to continually identify and reflect upon aspects of work they enjoy, they are good, they are weak but want to improve, they do not enjoy or would like to avoid - aware of the career opportunities available to them both in the short and medium term - prepared for all aspects of the selection process - know techniques to help develop their career - feel excited about their career potential'* *awareness of the full range of career opportunities potentially open to them awareness of the range of information resources available - self-assessment of their own skills and mapping of their skills against employment profiles - awareness of the immediate (i.e. during their degree) opportunities for developing their profile (e.g. work/volunteer experience, skills training and development etc) - development of careers 'action plans' to be sustained beyond the duration of the course* *enjoy the session, and see its relevance - students would grow in confidence, in their skills, talents and marketability - be inspired to carry out independent work*	