

**CPI**

**1**

coverage

**CONSULTATION**  
new ideas – seeking your feedback

**HELPING YOU WITH**  
enabling decision-making / & other ways of moving on  
being relevant / using narrative  
working with conflicts / enabling change-of-mind  
getting learning transfer  
integrating your work with the organisation

▶ INFORMATION

▶ RESOURCES

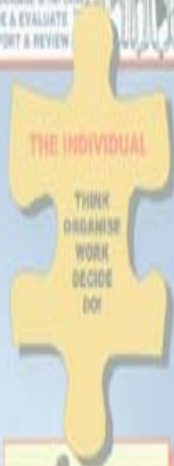
▶ ACTIVITIES

▶ THEORY

▶ SUPPORT

▶ REVIEW

▶ QUALITY



**SENSING**  
Gather Information & Ideas

**SIFTING**  
Analyse, Sort & Match Results

**FOCUSING**  
Evaluate, Discuss & Develop Ideas

**UNDERSTANDING**  
Review Progress, Consolidate Life Skills

*what are we going to do  
about careers?*

**the coverage  
opportunity, role and self**

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**what are we going to do  
about careers?**

**CPI-1**

**the coverage  
opportunity, role and self**

CPI-1 is part of a series on new thinking for careers work...

CPI-a: getting to know CPI  
CPI-1: coverage - opportunity, role and self  
CPI-2: the processes - learning verbs  
CPI-3: the influences - inner life and other people  
CPI-z why we now need a new model

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

PRO: programme-development  
ORG: organisation-development  
HUM: human-resource-development

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

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## where to find the CPI monographs

### **CPI-a: getting to know CPI**

[www.hihohiho.com/underpinning/CPIpdfs/cafcpia.pdf](http://www.hihohiho.com/underpinning/CPIpdfs/cafcpia.pdf)

### **CPI-1: coverage - opportunity, role and self**

[www.hihohiho.com/underpinning/CPIpdfs/cafcpi1.pdf](http://www.hihohiho.com/underpinning/CPIpdfs/cafcpi1.pdf)

### **CPI-2: the processes - learning verbs**

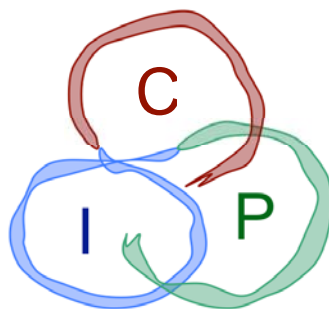
[www.hihohiho.com/underpinning/CPIpdfs/cafcpi2.pdf](http://www.hihohiho.com/underpinning/CPIpdfs/cafcpi2.pdf)

### **CPI-3: the influences - inner life and other people**

[www.hihohiho.com/underpinning/CPIpdfs/cafcpi3.pdf](http://www.hihohiho.com/underpinning/CPIpdfs/cafcpi3.pdf)

### **CPI-z why we now need a new model**

[www.hihohiho.com/underpinning/CPIpdfs/cafcpiz.pdf](http://www.hihohiho.com/underpinning/CPIpdfs/cafcpiz.pdf)



## how this will help you

CPI-1 develops ideas for 'C' - careers-work coverage. This, with the other CPI papers, is written to support careers-work practice: the 'you' in the writing is the careers-work practitioner. And, because they support practice, all of the CPI papers are also useful to people who help practitioners - whether as trainers, consultants or advisers.

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

This part of the CPI model helps you to see how conventional coverage for careers education and guidance needs now to be re-shaped. It sets out a framework which suggests why this is so and what usefully can be done.

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

This part of the pack helps you to:

- enable decision making
- enable other ways in which learners move on in their lives;
- get more relevance and interest into your programme;
- use life-role narrative techniques;
- work with any conflicts in your learners' career planning;
- enable change-of-mind - where that would be appropriate;
- ensure transfer-of-learning - a requirement for effective careers work;
- improve the integration of your work with your organisation;
- develop your own response to these tasks.

## series contents

### **CPI-a: getting to know CPI**

|     |   |      |
|-----|---|------|
| a/1 | why this is important                       | a:4  |
| a/2 | a case for reform                           | a:5  |
| a/3 | friends, family and mentors                 | a:5  |
| a/4 | why now                                     | a:6  |
| a/5 | the CPI dimensions                          | a:7  |
|     | coverage – opportunity, roles and self      | a:8  |
|     | your first thoughts on CPI coverage         | a:9  |
|     | process – the learning verbs                | a:10 |
|     | your first thoughts on CPI processes        | a:11 |
|     | influences – an inner life and other people | a:12 |
|     | your first thoughts on CPI influences       | a:13 |
| a/6 | what can come out of this                   | a:14 |
|     | the model as a tool                         | a:14 |
|     | in service of practice                      | a:14 |
|     | the dynamics in CPI                         | a:14 |
|     | learning from the vulnerable helps the rest | a:14 |
|     | your further thoughts on the CPI model      | a:15 |
|     | further help with CPI                       | a:16 |

### **CPI-1: the coverage - opportunity, role and self**

|     |  |      |
|-----|--|------|
| 1/1 | decision making in career planning                           | 1:4  |
| 1/2 | strong decisions, most decisions and other ways of moving on | 1:5  |
| 1/3 | inking role, self and opportunity                            | 1:6  |
|     | self and role  | 1:7  |
|     | opportunity and role   | 1:7  |
| 1/4 | analysing role - and finding why it is useful                | 1:7  |
|     | role as relationship   | 1:8  |
|     | multiple roles   | 1:8  |
|     | role conflict  | 1:9  |
|     | stability and change in role                                 | 1:10 |
|     | informal roles , inclusion and exclusion                     | 1:11 |
|     | role and reality   | 1:11 |
| 1/5 | having a role means being somebody                           | 1:12 |
| 1/6 | the learning nouns   | 1:13 |
| 1/7 | using this thinking  | 1:14 |
|     | working with conflicts and enabling change-of-mind           | 1:14 |
|     | placing markers for transfer-of-learning                     | 1:15 |
|     | integrating your work  | 1:16 |
|     | your further thoughts on coverage                            | 1:18 |
|     | further help with CPI  | 1:19 |

### **CPI-2: the processes – learning verbs**

|     |                                    |     |
|-----|------------------------------------|-----|
| 2/1 | learning as due process            | 2:4 |
| 2/2 | progression in learning-for-action | 2:5 |
| 2/3 | how learning progresses            | 2:5 |
| 2/4 | other-than-rational processes      | 2:7 |

|     |  |      |
|-----|--|------|
| 2/5 | progression as story                             | 2:7  |
|     | sensing  | 2:7  |
|     | sifting  | 2:8  |
|     | focusing   | 2:8  |
|     | understanding                                    | 2:9  |
| 2/6 | complexities and nuances in contemporary careers | 2:10 |
| 2/7 | using this thinking                              | 2:11 |
|     | listening to processes                           | 2:12 |
|     | phasing face-to-face work                        | 2:12 |
|     | creating and refining schemes of work            | 2:12 |
|     | making learning a learning-to-learn experience   | 2:13 |
|     | your further thoughts on processes               | 2:14 |
|     | further help with CPI                            | 2:15 |

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

|     |                                     |      |
|-----|-------------------------------------|------|
| 3/1 | career development - the sub-text   | 3:4  |
| 3/2 | feelings                            | 3:4  |
| 3/3 | attachments                         | 3:7  |
| 3/4 | background                          | 3:9  |
| 3/5 | purposes                            | 3:9  |
|     | working for survival                | 3:10 |
|     | working for fulfilment              | 3:11 |
|     | working to make a contribution      | 3:13 |
| 3/6 | using this thinking                 | 3:14 |
|     | looking deeper                      | 3:14 |
|     | the challenge of relevance          | 3:15 |
|     | enabling work-life balance          | 3:16 |
|     | expanding perspectives              | 3:16 |
|     | using narrative                     | 3:17 |
|     | getting re-organised                | 3:18 |
|     | your further thoughts on influences | 3:20 |
|     | further help with CPI               | 3:21 |

### **CPI-z: why we now need a new model**

|     |   |      |
|-----|---|------|
| z/1 | careers work, Connexions and Tomlinson    | z:4  |
| z/2 | what was DOTS?                            | z:4  |
| z/3 | how DOTS helped professionals             | z:5  |
| z/4 | how DOTS helped other stakeholders        | z:5  |
| z/5 | the usefulness of a framework - its reach | z:6  |
| z/6 | making good the DOTS deficit              | z:7  |
| z/7 | how CPI develops DOTS                     | z:8  |
|     | introducing processes                     | z:8  |
|     | covering life roles                       | z:8  |
|     | strengthening decision learning           | z:9  |
|     | making underlying influences explicit     | z:9  |
| z/8 | the uses of CPI                           | z:10 |
|     | in practice                               | z:10 |
|     | in research                               | z:11 |
|     | in policy                                 | z:11 |
|     | your thoughts on the DOTS-CPI transition  | z:12 |
|     | further help with CPI                     | z:13 |

**1/1  
decision  
making in  
career planning**

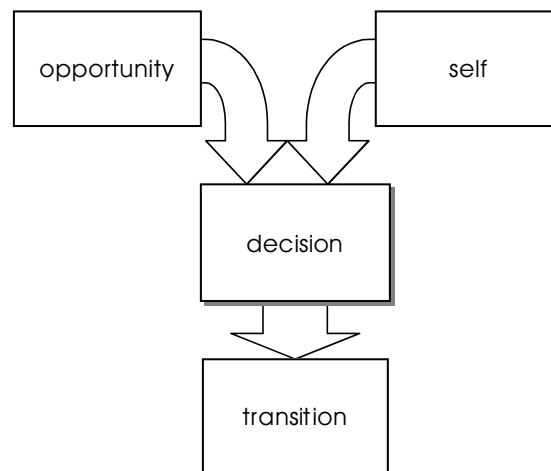
The 'C' in CPI is for coverage. Coverage refers to what learners need to know, if they are effectively to manage their own careers. What is entailed in decision-making is part of what needs to be covered. It is certainly critical to your work. And it is where we start.

A strength of education for decisions is in the way it speaks of learning for life. This is not always the case in 'academic' learning. But talk of dilemmas and transitions makes that link between learning and life: 'this is what happens', 'this is what I will do' and 'this how I will deal with the consequences'. The 'classroom' where those questions are posed conjures a picture of a person moving on - into a new position in life.

Decision-making is a central idea in careers education and guidance. 'Self' moves into 'opportunity' on the basis of a 'decision'. You will find the roots of this thinking in 'trait-and-factor' theory (NTCC 28\*). And 'self-concept' and 'person-environment-match' theories give more subtle accounts of the central idea (NTCC 4-7 & 28).

The idea of decision making is, then, close to the heart of the way we have thought about career development. Decision is commonly pictured as drawing on awareness of self and opportunity, and leading to an ensuing transition.

**figure 1/1: decision at the heart of career?**



Ideas interact with each other; and picturing things like this has shaped the way in which we have seen both 'self' and 'opportunity':

\* these and other page references are to 'New Thinking for Connexions and Citizenship' (NTCC). You will find, in that companion piece, a short run-down on each of the theories, how they can be fitted together into a single analysis, and how you can find the original sources on which the ideas are based.

The full reference to NTCC is Bill Law: 'New Thinking for Connexions and Citizenship', Derby: The Centre for Guidance Studies, 2001. It is also available as a free pdf from 'the memory' at [www.hihohiho.com](http://www.hihohiho.com).

- **self** is portrayed in terms of the abilities, skills, interests and motivations which a person can bring to a work opportunity;
- **opportunities** are set out in terms of the demands, qualifications, rewards and satisfactions they offer to the working self.

'Decision' is one of two terms used to refer to this central idea; the other is 'choice'. While 'decision' carries a frisson of the now-or-never moment – 'do it now, or lose the chance', 'choice' promises the free exercise of a preference among possibilities. Both conjure positive images of independent selves seizing control of their own opportunities. Who could be agin that?

Nonetheless, CPI must take a hard look at decision-making in career planning. It argues that we need to do that, if we are to maintain its distinctive importance. CPI makes some new distinctions: between 'strong' decisions - like those described in the previous paragraph; 'most' decisions - which, as we will see, are not like that; and other ways of moving on - to which we will come later. To loosely parcel all of these ideas together would be to lose too much of the subtlety in what people actually do:

**1/2  
strong decisions,  
most decisions  
and other ways  
of moving on**

- strong decisions systematically address the options, at the moment when a decision is required, but many people - for much of their working lives - make few decisions in this way;
- even when a career-planning decision is made, it is not always a strong decision, it is sometimes more like an intuition or a habit-of-mind;
- much of what changes the direction of people's lives comes about in other ways, and - often-enough - with little resemblance to anything that can be called a career decision.

There are more ways of autonomously moving on in life, than can usefully be characterise as strong decision-making. Indeed, the idea of making playful decisions may well be more recognisable to careers-education-and-guidance people, than it is to many of their learners. Not-a-few people find that some more-or-less routine decision - made on a non-career issue - now links them to a career opportunity, concerning which they do not feel they now have to agonise. And - somewhere in the mish-mash of real working life - intuition, imagination and loyalty play at least as great a part as strong decision making.

And so, the call for a better sense of proportion has been around for some time. You will find its origins in 'opportunity-structure' thinking (NTCC 28). And that we now need to modify the idea is suggested in pragmatic-rational-choice theory (NTCC 29).

We are constructing a continuum of ways of moving on in career development. At the strong pole people explore and order options, focus priorities, weigh probabilities and assess pros-and-cons. But, towards the other pole, there is room for strategies of the 'suck-it-and-see', 'trial-and-error', 'hope-for-the-best', and 'just-do-it' kind. It is an open question whether one of these extremes is invariably preferable to the other.



We need to know more. But we know enough to know that using the term 'decision' uniformly to refer to all of this, would be seriously misleading. It is not what most of us do for quite a lot of the time – and not even at critical moments.

It is possible contrarily to argue that everything we do entails a decision. You could, for example, say that it is a career decision to just 'hang in' - and hope. But, if we allow the single term to apply to it all, it means little more than 'what she did'. That would be too much of a sacrifice of the word's distinctive usefulness. It deserves to be used more carefully.

The result of re-thinking will relocate strong decision-making as part, but not always central, in career-development. We need another idea to locate how a person realises what-to-do in working life. That realisation can dawn without the person considering options for choice, or even being aware that this was the decisive moment. We are going to need a more inclusive idea than strong decision making - even than other decision making. And, because decision has been so central to our thinking, the rethinking is going to suggest some rearrangement of all our mental furniture.

### 1/3 linking role, self and opportunity

CPI proposes 'role' as that bigger idea. In a version of role theory developed specifically for careers work, CPI locates role in a central position: in CPI it is role that most pervasively links 'self' to 'opportunity'. The term is useful, because it speaks of an active person, moving on in life. In sociology, 'role' refers to how a person transacts what she or he is going to do about any particular social position he or she occupies (NTCC 22). We all do it - as 'son-or-daughter', 'friend', 'citizen' - and as 'worker'. All roles; sometimes making decisions; but also doing all the other things entailed in moving on - from daughter to grandmother.

The idea of role can certainly include an account of strong decision making. But there is more than that - instinct, impulse, intuition and habit also come into play. As does postponing the decision, and just letting things take their course.

However, the idea of role does makes it difficult to maintain that enticing image of a free-standing and independent decider, taking single-handed charge of the opportunities. This is because roles are invariably entwined with the lives of others, whose needs and priorities sometimes take precedence.

Although the term 'role' has not much been used in careers work, the idea is not new. You can find all of the elements in sociology-influenced thinking: 'social-reproduction', 'community-interaction', 'pragmatic rational-choice', 'cultural-capital' and 'career-learning' (NTCC 28-29).

To be a 'worker' is to occupy a role. In contemporary characterisations of what people do, sociological concepts have to compete with economic ones. This may help to explain why so few attempts have been made to understand career in terms of the sociology of role. Time for a rehabilitation: for there are two ways in which the idea of role proves useful. They relate to the ways in which role feeds into how we help people know about self and about opportunity.

A person can learn a great deal of what it is useful to know about 'self', not just by listing psychologically-defined skills and interests, but by reflecting on her or his own life roles. It significantly adds to what can be learned from checking off traits, abilities and interests. It does that by calling up how a person goes about being a son-or-daughter, a friend, a student, a consumer, a carer and a volunteer.

**self and  
role**

Role speaks of self autobiographically - 'what I do', '...with others', '... in the various positions I occupy in my life'. This account is earthed to real experience. It allows for variety and variation in how the picture of self emerges. And it has much to do with moving-on in career.

In some conventional thinking labour-market information is the major contributor to raising awareness of opportunities. It is too-limited a basis, and it risks losing too much. The loss would be of any understanding of how people participate in work, not just economically, but in other ways. There are ways of working concerning which labour-market information is quite shy.

**opportunity  
and role**

The idea of role re-instates what such an economics-driven concept risks losing. That wider understanding shows the way in which people enact their working roles: '...what happens', '...who else is there', '...how does it affect a person's life', '...where are the turning points', '...what changes, surprises, rewards and disappointments can there be', and 'what can a role like this mean in people's lives?'.

Getting to this level of appreciation of opportunity means more than listing formal requirements and rewards of work, and more than practicing the tasks of career management and in work experience. It means learners meeting new people and sharing accounts of their own and other peoples' working lives.

There are powerful motivations to career-development here. They are examined more closely In CPI-3. A role perspective sets the scene for understanding other influences. It does that by making a broader range of links between self and opportunity.

It is true that some of what is suggested here already happens in conventional careers-education-and-guidance. But the CPI analysis of coverage - centering on role - makes the possibilities more explicit. The role analysis in the following pages is explicit. And being explicit is a requirement for fully realising the potential.

There is a lot more going on here. Role analysis uncovers layers and subtleties for understanding how to manage working life. The analysis means understanding how your learners occupy their present roles, and what they will find in the roles they mean to occupy in the future. It will also suggest ways for helping them. There are six sets of ideas which are particularly useful:

**1/4  
analysing role -  
and finding why  
it is useful**

1. all roles are occupied in relation to other people;
2. we each occupy more than one role;
3. being in role means dealing with conflict;
4. roles keep things as they are, and also change things;
5. there are both formal and informal roles;
6. role-relevance is how we recognise the uses of learning.

## roles are relationships

Roles are always in relationship; and the relationship is always in a social location – for example, at home, at work or in the neighbourhood. Role analysis uses the idea of relationship in this distinctive way, not proposing 'relationships' as a disembodied entity, but locating it in a specific social setting. Role relationships are portrayed, then, at home – for example as 'daughter with father'. They can be set at work – like 'worker with colleague'. And in the neighbourhood – as they are in 'carer with partner'. Role visualises a person in a social position.

In any single role, there is always more than one reciprocal role: a worker is with colleagues, but she is also with managers and customers; a daughter is with her father, mother and brothers and sisters.

In all of this socially-located reality, people have ideas about what is likely to happen, and ok, between themselves and others. Those ideas are varied, and they are fluid. But there are elements of expectation in them: we all have some idea of what to expect of, say, our manager or customer. A single role will carry different expectations for different relationships. All things being equal (which they never are!) you need not expect things to go down the same way with your manager, as with your colleagues.

People behave differently in different role relationships; even the thoughts and feelings they inwardly harbour can be different. And so, putting yourself into a different role relationship changes things. Experimenting with roles on the internet are useful, and dangerous, in exactly this way.

But noticing how this happens is a good way of realising the many different aspects of who you are - and can be. It is also a good way of working out what it will be like to be in different role. Furthermore, putting one's self in role is how we each find we are attached to society, as well as to work out what we can do about that, and what stake in our group we will then hold.

The potential for help here moves a long way beyond matching a self to an opportunity. It is also interesting - the very stuff of soap operas and reality tv.

## multiple roles

And it can get more interesting. We each occupy more than one role. A worker, with a colleague, may also be a friend. And throughout the day, things change as the role-relationship changes - colleagues swapping shifts, mates gossiping, employees competing for promotion.

And - bringing in other settings - a worker is also a parent, a consumer, a carer and a citizen. What - in one of these roles - a person expects, does, thinks and

feels about work, may well be different from what goes in another. Woman-as-citizen can, without contradiction, have quite different wishes for schooling, from woman-as-mother.

All of this is also important to career planning. That woman must resolve a career issue as a worker; but she must also resolve it as a parent, a neighbour and a partner. What is ok in one of these roles will be different from what goes in another. If she allows the thoughts and feelings that belong to one of the roles to become dominant, she may later find that she can't live with the consequences for the other. We have now left all simple ideas for linking self to opportunity miles behind.

It is not hard to draw mind-maps of role occupancy. But the way they show themselves in real relationships can be dynamic, fraught, and confusing. What a person does as a worker needs, somehow, to be reconciled with what she or he needs to do as a parent, consumer and citizen. But, then, what she does as a citizen also needs to be reconciled... and so on..., and so on... There need be no inconsistency. But role occupancy has its own dynamics. There is a lot to keep your eyes open to here.

A model of career planning, with no place for conflict, would be a poor thing. Is there such a thing as a career without conflict: no anxiety about what others might do? no disappointment when they do it? no anger when it sinks in? Much of what helpers need to do is help with the anticipation and management of such conflicts.

**role  
conflict**

Role analysis also helps here. There is potential for conflict where role expectations diverge; and, because role expectations are varied and fluid, there is plenty of room for divergence. It can cause conflict between members of a family, concerning what they each think a daughter should do. It can crop up between workers and their colleagues, concerning how she or he should do the work.

People also need help with other roles - such as parent, neighbour and citizen. All are infused with the dynamics of conflict. These are 'intra-role conflicts', in the sense that they focus on different ways of looking at a single role.

And people need help with 'inter-role conflicts', stemming from the occupation of more than one role. They can crop up in the family, when what a person feels that what she must do as a parent is in conflict with what she must do as a worker. They can crop up at work, when a person's role as a colleague is in conflict with her role as an employee.

Life is like that; indeed these are rather simple representations of a greater complexity. Conflict is by no means inevitable and need not be massive. But all the authentic biography of career, and all the reliable journalism of citizenship, are driven by such dynamics.

Some of the outworkings of role analysis for your work will take some time fully to realise.

## stability and change in role

And they will reach farther into the way in which education serves society. They rest on the fact that, despite claims once made, there is such a thing as society; and much of what we mean by the term is contained in how we more-or-less agree about life's roles.

Such as they are, those agreements are expressed in consensual 'scripts'- called 'role expectations'. They help us to know something about mothers, workers, citizens, and so on. And, as the divisions between different kinds of work have become deeper, then the need for agreement - about what each role will fulfil - has become more important. All of this makes social arrangements more manageable and secure. In career development it makes it possible to advertise work, and to apply for the job. Without such agreements, every career move would be a shot in the dark.

But the agreements are rough-and-ready; and they change. And so there is room for more than role expectation: there are also 'role conceptions'. These are how role-scripts are modified by role occupants. It happens when a role occupant learns something new about how to go about what she does. It also happens when a new person comes into an existing role, but not just to fill her predecessor's shoes. And so, a daughter rarely replicates the script that her mother hands her; any more than her mother replicated the grandmother's. Things change, and each generation - indeed, each cohort - develops its own ideas about how roles should work.

Society needs both the structure of role expectation and the dynamics of role conception. And, in a changing society, the influence of role conceptions is increasing.

Conventional careers-education-and-guidance has been stronger on how to meet employer expectations than on how to create worker conceptions. And people now need more help in knowing how they can change what they find. Achieving new balances between what happens in one role in one's life, and what happens in another, is an increasingly important feature of this process. Re-organising work-life balance, and downshifting from over-demanding but unfulfilling work, are examples. The development is away from mechanistically assigning roles, and towards organismically recognising them. Employers who recognise the need for change are good at fostering new conceptions of working roles.

New conceptions of family roles are already prevalent. New conceptions of work roles are following. And new conceptions of citizenship roles certainly will follow.

## informal roles, inclusion and exclusion

It is doubtful that learning in any of these areas can be enabled independently of any other. But the field is lagging behind the reality. We have not yet experimented enough to know what teaching-and-learning arrangements can best serve these purposes. But, in response to change, people who set out to help will need - message and medium! - to re-conceptualise their own roles.

New ideas about roles are first brought into play tentatively and at the margins. We act first informally, and not as part of anybody's official script. These new scripts are alternative tried out by some people, some of the time.

Careers education and guidance first introduced work experience and profiling in much this way. In contemporary careers work we are introducing a range of new strategies, calling on similarly informal roles – such as mentoring – to respond to how people now need to access help.

Informality in provision responds to informality among learners. And the alternative ways that young men and women evolve for going about their lives forms a different, unexpected, and sometimes subversive sub-culture - even counter-culture. You will find the roots of an examination of the importance of informality in social-reproduction theory; it was the first in this field to illustrate how powerful sub-cultures develop in schools (NTCC 28). Humour is often a part of achieved informal roles; it makes the assigned institutional role more tolerable (and, in schools, this is not only for the teachers).

Social-reproduction theory is based on an enquiry into the experience of working-class young men. It graphically showed how the social position of 'one of the lads' - different from the conforming 'ear'oles' - is an informal role. It has expectations scripting how its members should mark out their territory. Nowadays, such informal roles include 'queen-bee', 'jock', 'clown', 'boff'. Later there is 'celebrity' - later still, 'grumpy-old-man'.

Each lad knew himself to be an 'outsider' - an informal role, with a pretty-limited stake in the school. Other variations on such outsider roles can include 'single mother', 'illegal immigrant', and 'the excluded' - all relatively marginal to their mainstream community. But, although outsiders are assigned roles, they can also achieve them - building their own conceptions of what the role can do. And outsiders can feel good about the way they see themselves: apart from the mainstream, ready to face up to realities that most people duck, able to succeed in terms which others must envy; and in a position to expose mainstream needs and weaknesses. There are powerful motivations here – for enterprise, for criminality and sometimes for both.

Informality is often-enough subversive; but outsider-perspectives are by no means invariably destructive. Indeed, what outsiders say and do can be useful to the mainstream. For example, it can give alert mainstream management its first clues that change is needed. If careers-workers do not know how to work with such dynamics, they cannot help.

The idea of role was imported to sociology from the theatre. In a stage play a role is a part, among others, in a scenario. There are three key elements:

**role and reality.**

1. locations,
2. other people,
3. action.

The CPI role analysis uses this three-fold description of role. Whether it is speaking of 'worker' or 'lover', a role is always located in a situation, with others, and with something to do. It is specific, concrete and operational in these terms – usefully stated as 'location', 'relationships', and 'task'.

This contrasts with conventional thinking. Careers-education-and-guidance has focussed on task - particularly of finding, landing and holding a job. Role offers wider remit, picking up on where things happen, who else is around, and - then - what there is to be done. It offers a fuller account of the reality.

And there is interplay between these features of role: change one feature, and the others will also change. The other people who are there, and the nature of the location make a difference to how learners respond to the challenge of any task. You will have noticed the different way you can know your learners in different positions - visit, work experience, field trip, sports fixture.

In drama, roles are a feature of stories - the hero's story interwoven with other people's. And narrative will be a feature of the teaching-and-learning method required by the use of role analysis. Story-telling is a long-standing way of understanding what is going on in our lives. It is a form which we can readily take on board. Its possibilities are pursued further in CPI-3 – on influences.

But there is a central purpose for careers work to which role analysis can make a significant contribution. One of the most pressing problems for careers work is how to enable learning transfer. If career learning does not transfer into learners' lives - beyond the 'interview room' and the 'classroom' - then it is not working. This learning is for use in life. Because role, takes account of the concrete specifics of 'where you will be', 'who you will be with' as well as 'what you will be doing', it enables learners to make these specific links between learning and living. Demonstrating the specific usefulness of your programme in these ways adds to its credibility in your learners' eyes.

**1/5  
having a role  
means being  
somebody**

Roles are not theoretical abstractions; they are what evolve in any society where different people do different work - the division of labour. That range of roles ensures that society's members' needs can be met. When economics-driven-thinking speaks of this, it does so pretty-well exclusively in terms of producer and consumer roles – emphasising markets and choice. But a wider-ranging account of role offers more of what have been called ligatures - attachments to society and ways in which we depend on each other.

There are roles which help us to meet our needs to feed and be fed, to shelter and be sheltered, but roles do more than that. In other terms, roles also provide for us to care and be cared for, to love and be loved, to enjoy and give enjoyment, to be interested and interesting. In our better moments roles channel our curiosity, aesthetics and morality. CPI-3, on influences, points to the purposes that can be found here. It suggests that, we can reach above 'self' and beyond 'opportunity'. And if 'education for enterprise' means anything at all, it means that!

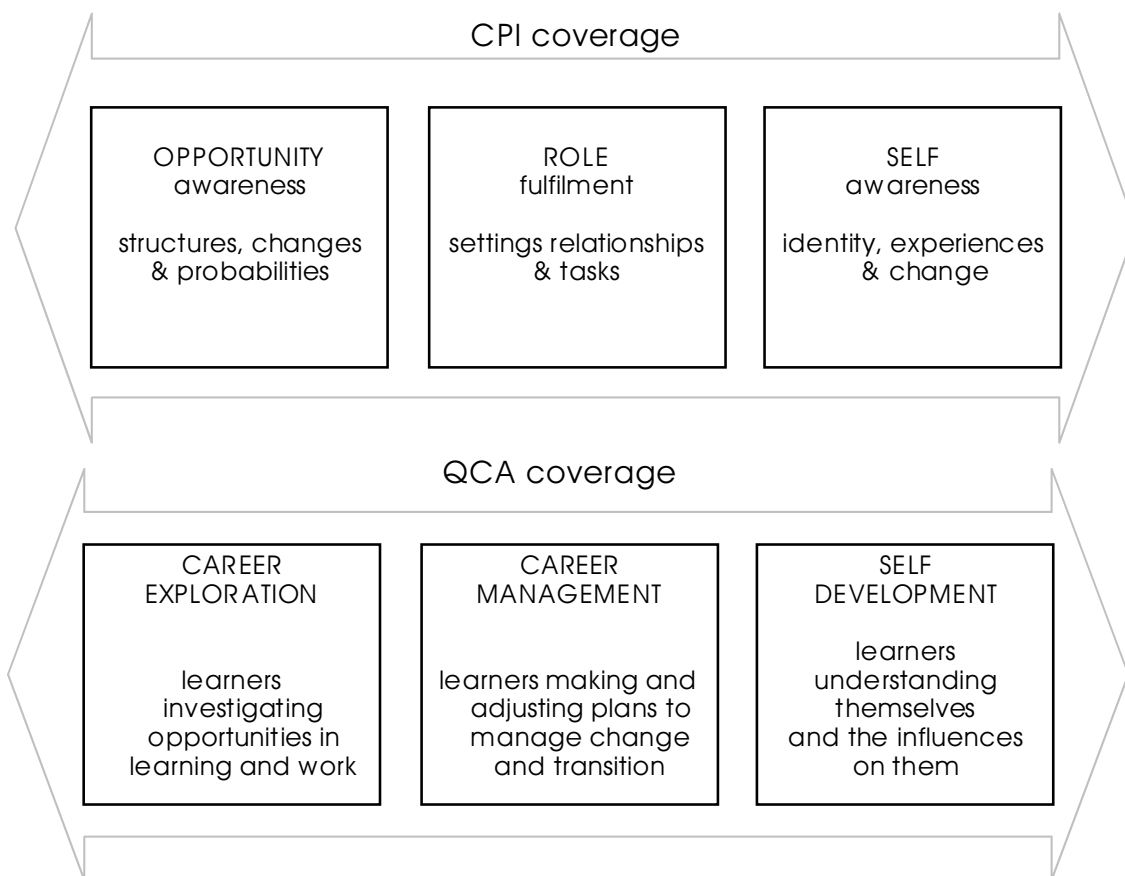
Role is plainly relevant to career. Career development is moving-on in roles – leaving old roles and adopting new ones. It means letting go, and that can be troublesome. CPI-3 also shows why and how this can be so.

Role is our stake in our group. It is what makes the group important to us, and us important to the group. So strong is this meaning that people can feel that to lose a role is to lose a sense of self. No wonder, then, that when the formal structures of work roles fail us, we look for informal alternatives.

Coverage is usually expressed as nouns. Career learning means bridging aspects of 'self' to 'opportunity', so that the learner knows what she or he is going to do. CPI uses 'role' as the bridging concept. The three nouns, therefore, map the ground that CPI says careers work must cover.

**1/6  
the learning  
nouns**

**figure 1/2: learning nouns**



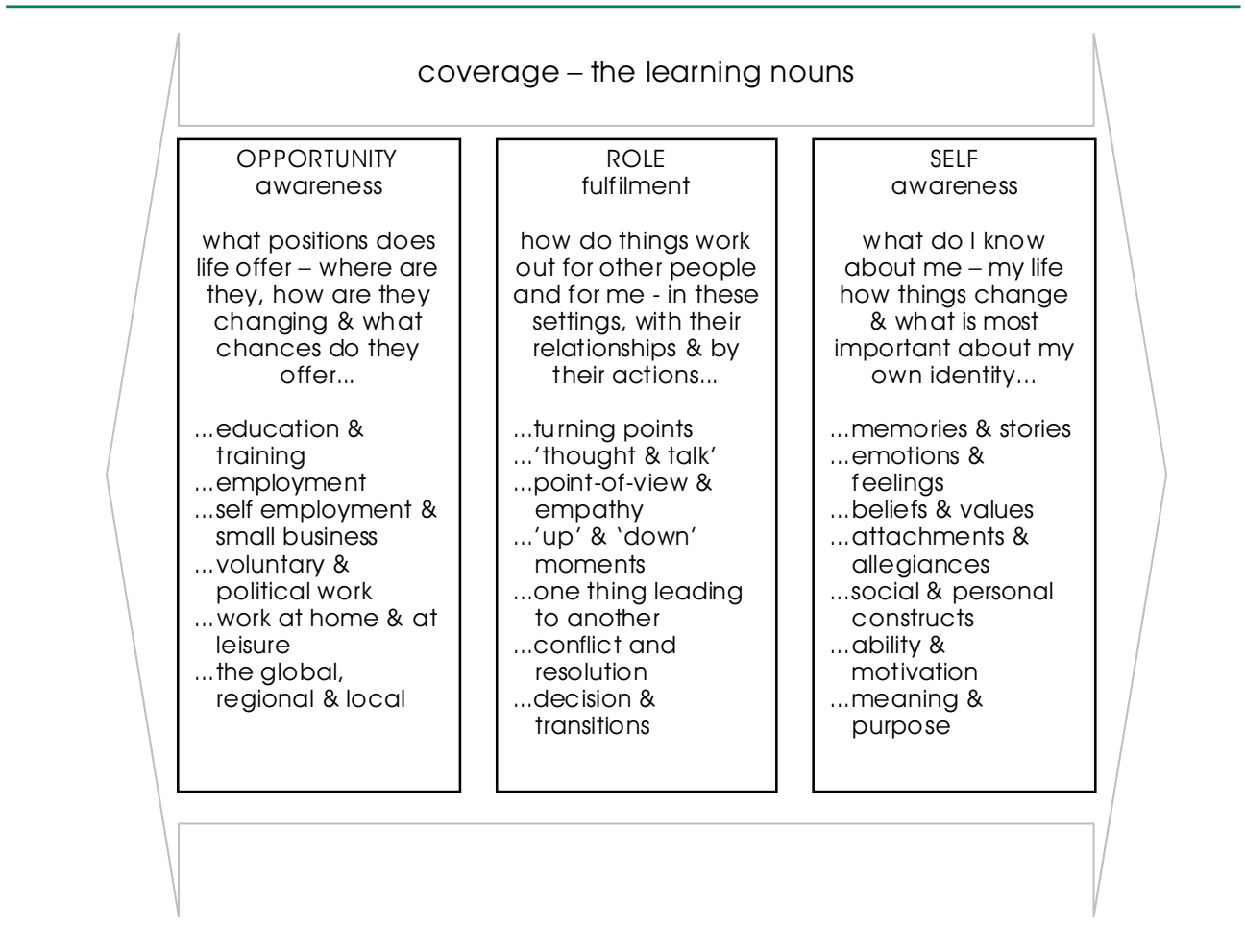
Moreover, as the figure suggests, the CPI analysis of coverage is not remote from the most recent Government-sponsored analysis. Lists of what learners should know, published by the QCA, are also organised under three headings.

As shown in the figure, there is good correspondence between CPI and QCA headings on the left and right. But, at the centre, the QCA term 'career management' is a narrower and shallower concept than CPI's 'role fulfilment'.



An account of the CPI nouns, based on the role analysis set out earlier, is given in the following figure. A careful study of this tabulated version signposts how far and deep the CPI analysis of coverage can take you, and your learners.

**figure 1/3: CPI coverage**



**1/7  
using this  
thinking**

You need to know whether and how you can use this CPI dimension. There are three features that deserve special attention:

- 1. working with the dynamics of role** - making time to work with role-conflicts and enabling useful change-of-mind;
- 2. establishing markers for transfer-of-learning** - signposting where your learners can use learning in their lives;
- 3. integrating careers work** - recognising the inks between the life-roles of contemporary living, and linking the organisation's and community's resources to work with them.

**working with  
conflicts and  
enabling change-  
of-mind**

Conventional careers education and guidance has grown accustomed to overcrowded lesson slots and tightly-scheduled guidance interviews. In both cases helpers must move quickly from topic-to-topic, too-often having to close before any sustainable resolution can be reached. It is not unfair to call such

programmes 'hit-and-run' careers education and guidance. This is not a delivery issue for teachers and advisers, who often know how to do better. It is a resourcing issue for policy and management.

CPI make it a critical issue. Firstly, role analysis graphically sets out emotionally-laden conflicts. There are both conflicts with other people and inner conflicts. Secondly, being able to deal with conflict is necessary to any change-of-mind. The re-arrangement of one's mental furniture always evokes a troubled reaction – whether 'out there' or 'in here'.

Understanding the roots of conflict, learning how to manage them, recognising the possibility of change, and grasping what that might mean – all of these are essential for moving-on in career. This is particularly so for today's working life. It is more particularly so for people whose career-planning is in disarray.

All is beyond the reach of 'hit-and-run' practice. Thoughtful and resourceful teachers and advisers can demonstrate the deeper and more dynamic learning that can come - for example from the use of narrative-driven drama. They need more methods, offering greater momentum to career-learning than resources often allow. Thoughtful providers continuously gapple with the issue. But it would be an abuse of their goodwill, for government and institutional policy for careers work to ignore the resource requirements.

Career learning is unlike so-called 'academic' learning. Academic learning requires learners to take command of a discipline's content and method - what-there-is-to-learn and how-that-learning-is-built-up. The extent to which all of this has been acquired can usually be assessed in a learning setting.

**placing markers  
for transfer-of-  
learning**

Some attempts are being made to assess career-learning outcomes in much this way. There are tests and exams for careers education and guidance. But the important outcomes of career learning cannot be found through academic-type assessments, they are outcomes for life. There is a base-line reality here, and it marks us out as a species: we learn mainly, not for knowledge or even amusement, but so that we know what to do. Learning has survival value. It is an idea which might come as a bit of surprise to some of your learners.

In order to know that useful learning has occurred we need to know that there will be outcomes for life. That is what transfer-of-learning means. Without it, however many test and examinations have been successfully completed, careers work is not working.

Only the most expensive research project can verify outcomes for life. We need other ways. The evidence is that, for this to happen, the learning must be given clear markers to its relevance - while it is being delivered. Those markers must be concretely show where and how the learning can be used in life. The more specific the markers, the more likely the transfer. Vague labelling, like those incorporated into many current frameworks of learning-outcomes, will not do. For helpers to realise all of this, and use it, would be to make it much more likely that learners would use their learning in their lives.

Role analysis is helpful here. It provides a framework for identifying specific life-relevance. By suggesting that learning will be useful in a particular role, the analysis sets clear markers to make it likely that the learning will be recalled and applied. Those markers are:

- **location:** where you will be - such as at home, in the workplace, on the shopping mall;
- **relationships:** who will be there - such as with family, among peers, facing a creditor;
- **task:** what will need to be done - such as making a decision, providing something, caring for somebody or creating a solution.

Such markers locate learning in learners' minds. The learning is linked to images of learners' lives – present and future images. Where that happens, their learning will remind them of their lives, and their lives of their learning. The more specific the reminders, the more thoroughly the learning is embedded. And the more likely it is that - when its time comes - the learning will be recalled and used.

The fact is that we tend to forget what we know is not likely to be used. That is why much that is learned for assessments is discarded by the brain once the assessment is completed. Formally assessing careers education may turn out to be a good way of encouraging learners to forget it - once the examination is taken.

But all good teachers understand the value of linking learning to a learner's life. Role analysis provides a method for systematically marking such links.

### integrating your work

An 'academic' curriculum is subject-centred; life is not. But strong subject boundaries hinder any grasp of the way subjects can be used in life. Literature, the sciences, the humanities and mathematics portray the way things are; but each does only its own bit. No subject can establish a workable understanding of life in isolation from other subjects.

Both careers-education and education-for-citizenship depend upon being able to work across subject boundaries. They already make clear links between economics, psychology, geography and sociology and history. And role analysis suggests an increasingly important role for literature and drama. And calculative decision-making is, of course, probabilistic - in a domain of mathematics. And so, both careers-education-and-guidance and education-for-citizenship are already part of an integrating trend in curriculum - whether they acknowledge it or not. The trend shows how learning becomes most useful when one thing is taken with another.

Careers and citizenship make links in other senses. They acknowledge that much of what needs to be learned must be drawn from outside conventionally-understood curriculum. More is known about life roles outside places of learning, than inside. So, not only do the classifications between subjects need to be opened-up, so does the framing which separates curriculum from life-as-we-need-to-know-it.

The resulting trend would be for the greater integration of careers work with other life-role relevant learning, with subject-based learning and with a wider range of community-linked learning. Learners need integrated learning for integrated selves. But there is resistance. Some of it is in the academic disciplines. A sense of the need for subject purity means that what has been called 'the classification and framing of educational knowledge' has been strengthened - fragmenting knowledge. And this counter-integrative - consolidating - trend obstructs life-role-relevant learning.

Role-analysis is integrative in this sense: it is a tangible way of addressing what - in a vaguer discourse - is called 'whole-person learning'. In a world where calls for work-life-balance are increasingly urgent, it becomes increasingly relevant.

You may also find the consolidating trend in careers-education-and-guidance. Like an academic discipline it sometimes seeks to protect the purity of specialised knowledge, and maintain a distinctive presence. In this view, any integration would be dangerous, because - it is argued - by making careers education 'everybody's' responsibility, it makes it 'nobody's'. Citizenship shows similar signs of a drive to consolidate. There is an over-enthusiasm for consolidation which clings to a fictional purity-of-learning for both citizenship and careers. It makes it hard to know what we are going to do about careers - or citizenship. However, that enthusiasm is less rampant among some of the people actually enabling the learning that it is among some of their leaders.

And neither careers nor citizenship education has yet fully tested integrative strategies. The logistics of assigning time and resources to tasks - timetabling - is the practical issue here. And there are a number of effective integrative strategies. But they are demanding; it is not that integration has been tried and found wanting, it is that it has been found difficult and not tried.

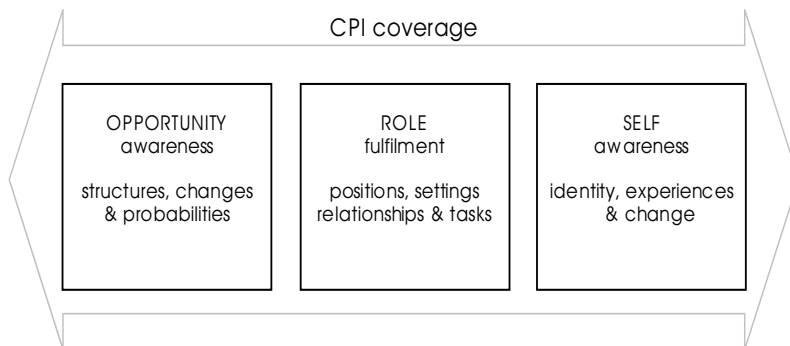
Integration is part of a broader thrust for curriculum change. The demand - notably in the Tomlinson Report - is for usefulness and relevance of learning. Careers work can be part of that broader trend. And that trend reaches to the most elevated settings for academic work. It is more-and-more realised that, in order to serve society, our knowledge base must become increasingly interdisciplinary.

The issue is for the balance between integrative and consolidating forces. They are in tension: consolidation strengthens boundaries; integration strengthens links. Nobody argues that we should entirely abandon consolidation: everything depends on effectively-developed disciplines. But some policy influences have overbalanced in favour of consolidation. They have, for example, in our schools forced on us a largely subject-boxed, severely test-constrained, and largely standards-driven National Curriculum.

It is a dilemma for the careers-work field. The enticements of consolidation are strong: they seem to offer both status and survival. Integration has more to do with the credibility of our claim on status and our reason for survival. Standards are important. But, without relevance, standards are futile.

## CPI-1: your further thoughts on CPI coverage

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- 1. working with the dynamics of role** - making time to work with role-conflicts and enabling useful change-of-mind;
- 2. establishing markers for transfer-of-learning** - signposting where your learners can use learning in their lives;
- 3. integrating careers work** - recognising the links between the life-roles of contemporary living, and linking the organisation's and community's resources to work with them.

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

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anything about CPI-1 you'd like clarified?

any ideas here which are new to you?

new or not, are any useful to careers work?

or harmful?

do any suggest new developments in your own work?

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