'haven't got a clue!'

'Will complete MBA in May. Been interning in an investment bank - offered me a place from September. But just got the 'credit-crunch' e-mail! Back to square one. Haven't got a clue!

'Happening all over - so competing with other MBAs. Tutors are trying to calm us down. Mine said she's never seen anything like this before.

'A lot of students have lost trust in financial services. Several looking at teaching maths. Not for me.

'Called the bank - boss says 'this is different, spreading like wildfire it's bad.' His people have gigantic loans - downgrading to Porsches (joking, ...I think). Worried about his people - stress, fear, lost confidence.

'I only know banking. I've done everything that every expert told me - from the sixth form to the university careers service. Taken on the debt, put in the work. Now what?

'There are going to be no blank spaces on my cv. All I can think of is financial consultancy - freelance. Any hope?'

coverage

making useful sense of what people need to know in order to manage their own career

identity: raising 'who-am-I' issues;

opportunity: raising 'where-I-might-go' issues;

role: raising 'what-I-will-take-on' issues.

PROP: talent bank

Part-time employment provides for both work experience and skill development. Some students are employed in their host university - for example in administration, marketing, survey, accommodation. The careers service works with university HR to co-ordinate these vacancies. This project extends that work - and the extension is capable of enriching the ways in which people access information, manage emotional-and-social influences and take command of their own learning.

the aims: The service is now setting up a 'Talent Bank' - a branded vacancy-and-placement service - linking such placements to advice and guidance. The project matches students to opportunities. And it does so in a real-time-real-consequences process:

> producing a model suitable for locating and displaying opportunities;
> promoting the service to students;
> implementing a pilot programme;
> linking it to the offer of career-related advice and guidance;
> establishing and maintain student cvs as part of the pilot;
> evaluating the pilot as a vehicle of career-related learning.

the action: There are seven-stages:

1. appraise and evaluate existing models - such as university 'job shops';
2. design a pilot model - for opportunities and selection criteria and student cvs;
3. establish and put out information on opportunities - through the service's website and network events;
4. invite applications - students join by allowing their cvs to be included in the bank;
5. invite participants to 'help sessions', and also to consultations on career-management, cv-checking, application procedures and employment skills;
6. evaluate the pilot;
7. co-ordinate and facilitate vacancies on an on-going basis.

the usefulness: Students (especially overseas students) are:

> better prepared and experienced in the workplace;
> gain access to university opportunities;
> access an integrated career-developmental process;
> linked to preparation for actual application process schemes.

Monica Deshpande & Wayne Clark - University of Westminster

'facebook and happiness'

'Hardly recognise what my parents say about their own career planning - more than 20 years ago. Even my older sister doesn't understand what it's like now.

'Considering accepting an offer as a post-grad researcher on a short-term, non-renewable contract. Got to know about the possibility on the net. And social networking means I can also chase up people working in the same field - and check out how things are.

'Having got the offer I am looking forward to it. It's bang up my street, and I really want the job.

'But coping with the travel, maintaining home-life, and dealing with the uncertainty make for a lot of stress. I hope I can keep up my commitment.

'I can see no basis for a long-term career commitment. I wants to keep my options open. I have to keep my own and my partner's happiness in mind. My FaceBook contacts say that this job could put all that home-life happiness at risk'

influences

making useful sense of the emotional-and-social dynamics which drive career management

feelings: that well-up and settle into an on-going way of looking at things;

attachments: what other people are like, and say, and do, and that are taken seriously;

allegiances: respect given to a group - its beliefs, its values, its expectations and its protection.

PROP: social networking and careers

Social networking is becoming important among the emotional-and-social influences on how students manage their careers. This project examines the issues and enquires into how services can constructively engage with these processes. This is important to any understanding of how students find and question information - but it is particularly relevant to how they manage emotional-and-social influences.

the aims: There are key questions for what is happening here. For example: what career-development strategies students use on social network sites; how what they do on-line with differs from what they do with us; and who students are networking with. The project sets out to:

> appreciate narratives of how students use these networks to manage their careers;
> understand how employers take part in these conversations.

The team is careers-service who indicate interest in this task.

the action: It is an eight-stage process:

1. identify the key questions;
2. commission a literature review and synthesis of published material on those questions;
3. conduct a first project workshop examining how these ideas can be put into practice;
4. ask participants to try out ideas for 3-6 months;
5. interview each participant, using their responses to develop a second synthesis;
6. gain practitioner validation of this synthesis in respect of 'own' practice;
7. produce final paper;
8. conduct second workshop, to examine paper and identify the outcomes in their participants work.

the usefulness: This work produces:

> recommendations for careers workers on how to engage with students on these issues;
> a basis for developing materials enabling students constructively to use social networking;
> an agenda for further research.

Michael Clarke - University of London

'not sure I can do this'

'Got a job lined up - department-store management. Not ideal but not bad. I'm good at it. It's what I was doing before I came here. But my firm sponsored me. I wasn't keen - wanted to show willing.

'The idea now is that my partner and I will move down there - about 200 miles - and set up house. There's a baby on the way. She insists that there must be somebody at home full-time for the first two years.

'She's a developmental psychologist - got her PhD two years ago and works in a small family NGO as chief research officer - on the campus (it's how we met).   She must see something in me - but I really don't know what.

'She's been headhunted - a baby-wear firm wants her to start up and direct its research programme in child care. Jane told them about our baby and they'll wait.   She'd earn three times anything I could make. The firm is close-by here.

'I asked her if she should like me to stay at home and look after our baby. She said I would make a wonderful mother. She may be right.

'It's a big risk. I can look after our baby. But I would be a dependent. It's doing something to my feelings of masculinity.

'Not easy to talk about it to anybody but Jane. She is being wonderful. She says 'your my man John' - but my feelings are my feelings.'

processes

making useful sense of how people take learning experience on board, making it a basis for action

sifting: sorting out information and impressions, using frameworks to get things into manageable order;

focusing: checking out what most needs to be understood in the present situation;

understanding: working out how things got to be the this way, and what can be done about them.

PROP: responsible engagement

The project is part of a personal-development-planning curriculum module - the first in a series of five modules. It takes into consideration aspects needed: coverage, and emotional-and-social influences. But it pays particular attention to learning processes - in particular to the usefulness of narrative as framework for interrogating experience.

the aims: The overall aim is to raise issues for what it means to be a university student. Those issues relate to citizenship. global responsibility, plagiarism, academic freedom, research ethics and professional standards. The issues are brought up in the context of:

1. 'the university story': based on group investigations - assembling and presenting what students find;
2. 'higher ways of operating': examining what the purposes that students can realise as university students;
3. 'a life-plan in higher education': assembling learning into a basis for anticipating and preparing for action - taking account of self-awareness, quality-of-life and social-memberships.

the action: The process engages students in assembling a words-and-graphic account of what they are finding, how they are taking it on board it, attitudes they are forming, and action they are contemplating. It draws on:

> narrative building – recounting what is learned, its evaluation & assessment, and an organisational narrative for the university;
> learning-to-learn reflection on course coverage - including the emotional-and-social pressure with which students must learn how to deal.
> an interactive vehicle for setting down what students make of what they learn - in the form of a storyboard which is available as a carry-away folder, as a booklet and on-line

The work uses careers-service links with both HR-management and academic departments.

the usefulness: The project enables students in:

>   personal-development planning;
>   self-awareness and reflective practice;
>   maintaining work-life balance;
>   working collaboratively;
>   presenting effectively;
>   establishing meaning and purpose in work.

Paul Dowson, Leeds MMU

getting to know cpi	www.hihohiho.com/underpinning/CPIpdfs/cafcpia.pdf
the coverage – opportunity, role and self.	www.hihohiho.com/underpinning/CPIpdfs/cafcpi1.pdf
the processes – learning verbs	www.hihohiho.com/underpinning/CPIpdfs/cafcpi2.pdf
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