CPI

a

know CPI

CONSULTATION
new ideas – seeking your feedback

HELPING YOU WITH
getting to grips with contemporary career
diagnosing learning needs / getting up–to–date
organising your own ideas
seeing starting points for action / finding further help

▶ INFORMATION

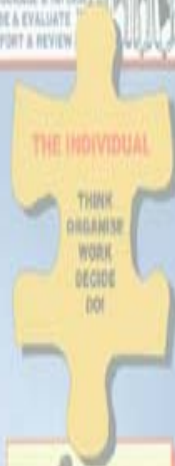▶ RESOURCES   ▶ ACTIVITIES   ▶ THEORY   ▶ SUPPORT   ▶ REVIEW   ▶ QUALITY

ASK

THE CONNEXIONS TEAM
DIRECT & CHALLENGE
HELP & MONITOR
ENCOURAGE & INFORM
GUIDE & EVALUATE
SUPPORT & REVIEW

THE INDIVIDUAL
THINK
ORGANISE
WORK
DECIDE
DO!

CONNEXIONS LIBRARY
INTERNET
EXPERIENCE of WORK
OTHER PEOPLE

SENSING
Gather Information & Ideas

SIFTING
Analyse, Sort & Match Results

FOCUSING
Evaluate, Discuss & Develop Ideas

UNDERSTANDING
Review Progress, Consolidate Life Skills

GROUP WORK

what are we going to do
about careers?

THINK, WORK...
VOLUNTEER!

getting
to know CPI

Bill Law
The Career-learning Café

PLAN
For the Future

conneXions
Essex, Southend & Thurrock

with
The **Career-learning NETWORK**
www.hihohiho.com
© 2005

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

CPI-a

**getting to
know CPI**

CPI-a 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.
The Career-learning Café
www.hihohiho.com

where to find the CPI monographs

CPI-a: **getting to know CPI**
www.hihohiho.com/underpinning/CPIpdfs/cafcpia.pdf

CPI-1: **coverage - opportunity, role and self**
www.hihohiho.com/underpinning/CPIpdfs/cafcpi1.pdf
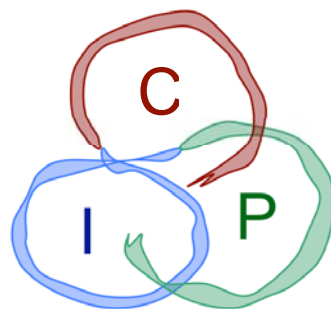
CPI-2: **the processes - learning verbs**
www.hihohiho.com/underpinning/CPIpdfs/cafcpi2.pdf

CPI-3: **the influences - inner life and other people**
www.hihohiho.com/underpinning/CPIpdfs/cafcpi3.pdf

CPI-z **why we now need a new model**
www.hihohiho.com/underpinning/CPIpdfs/cafcpiz.pdf

how this will help you

CPI-a gives you a first run-down on the coverage-process-influences (CPI) model for careers work. 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.

The CPI model frames current thinking, stimulates and enables your understanding, and helps you to apply it to helping learners with their careers.

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

This introductory part of the pack helps you to:

- understand contemporary career;
- diagnose learning needs ;
- get up-to-date with CPI;
- organise your own ideas;
- recognise new starting points for useful action;
- know how to get further help;
- develop your own response to these ideas.

series contents

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

CPI-z: why we now need a new model

CPI stand for 'coverage', 'processes' and 'influences'. They are important words in career, because, when people give any thought to planning their working lives, it is these factors which come into play

- what information do people need to **cover?**
- how do they **process** that into something they can act on?
- what **influences** bear upon them while they're doing that?

The factors assemble into a three-dimensional understanding of what is going on – a model for career development.

**a/1
why this is
important**

Career is a serious business. Government seems to be doing its own serious re-thinking on the issues raised by career. How CPI supports programmes like those available from Connexions, and suggested by The Tomlinson Report, is examined in the concluding part of this collection of material - in CPI-z.

And the issues career raises are as significant as any. Not least is the question, 'who gets to do what in society?'. It is a pervasive question; everybody has an interest. It is also a demanding one; working life is getting ever-more complicated. What to do about career is one of the big questions for today's world.

And it is a far-reaching one. Obviously for individuals: 'what opportunities are open to me, and what can I do about them?'. And also for the people who are in a position to help: 'what do people need to know, and how can we help them use that learning?'. But it also belongs to the very fabric of our society: 'what more can be done to ensure that everyone gets a fair crack of the whip?'.

CPI is based on what is now known of career development. Career development may be among the most thoroughly researched areas of what people do in contemporary society. A great deal of new knowledge has been assembled in recent years. That knowledge has been analysed in an earlier publication, 'New Thinking for Connexions and Citizenship' (NTCC*). CPI sets that knowledge in a framework.

The framework assembles the three factors as dimensions - approaching career questions from three directions:

C coverage: what do people need to know?
P process: how can they find out and use that knowledge?
I influence: what are the pressures on what they do about it?

---

*   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.

We need all three dimensions to explain how any contemporary career is to develop in a fulfilling and sustainable way; we also need it to work out why so many don't. CPI assembles the knowledge into model. A model shows, not just what happens, but what is important, how one thing leads to another, and what can be done about it. CPI is therefore a practical tool: it speaks of what you can do about the issues it raises.

CPI is a consultative project; nothing is carved in stone, in this field nothing can be. And, as you will see, it seeks your reactions. Your feedback can inform further developments in this work.

People seeking help with career planning have been able to turn to what has been called 'careers education and guidance'. CPI will take us farther than careers education and guidance has so-far gone. Key pointers include the following:

- just gathering information will not take career planning all that far;
- the real driver of career is as much motivation as it is skill;
- feelings, intuition and imagination have been under-rated;
- class, culture and social attachments have a big impact;
- economic reward is not the sole consideration;
- work-life balance has been a neglected priority;
- managing career is as complex and demanding as any learning.

And further key pointers for how we organise and plan that help include the following:

- different localities need different patterns of provision;
- centrally-generated targets have not been helpful;
- we need a serious rethink of the point of learning in contemporary society;
- informal sources of help will become increasingly significant.

It is doubtful that the double-barrelled notion of 'careers education' and 'guidance' can any longer do enough justice to this work. We need to reform our thinking and action. The term 'careers work' is - at least for the time being - more useful, more inclusive, and more flexible.

The case for reform rests, as much as anything, on a changing understanding of how work is done for, and in response to, other people. People-other-than-career-professionals increasingly feature as helpers. We need to think about how they best help, and how they can be helped to help .

There are certainly more-and-more people trying to help. Families have always been among them. So have friendly teachers. But other friends are increasingly influential. And all have their own 'take' on career.

And we still have formally-trained careers advisers. They are in position to help from a more expert base, and use more sophisticated of techniques. Specialist 'careers' teachers have also been trained in selected aspects of this work.

But the growth is elsewhere. From the school-years to retirement, it is increasingly possible to find career-related help from untrained teachers, from youth-, welfare- and social-workers, in places of employment, and even in jails. All of these helpers are professional people, each applying some aspect of their main professionalism to learners' career planning.

And much of the growth is among volunteers. These are people in different kinds of informal mentoring and coaching roles. Their work is not necessarily part of their job description. They are in a position to help because of the value of their life experience, and - in many cases —because of the helpful way they relate to learners. This kind of help can be helpful in ways which family, friends - and even professionals - can't offer.

The network of help is, then, both institutional and community-based, both professional and voluntary. There is no implication here that this diversification can be allowed to undermine the credibility of specialist career helpers. But there are different kinds of credibility in different parts of a growing network of help, and we need to know how to build this diversity into an effective team. It means that we need to know who is in a good position to do what.

a/4
why now
Why this expansion of help? The global economy and its technologies, what national governments try to do in response, and the impact of all this on people and their communities - all of this features in the growing call for more help with career (NTCC 8-9). But up-close-and-personal, the explanation has to do with the increasingly diverse and savvy ways in which people must now deal with their working lives.

Helpers need to be aware of the trends. They are changing the ways in which people manage opportunities. People often need to seek out more than one job - sometimes concurrently, sometimes sequentially. Portfolio and serial ways of living are increasingly common strategies for all aspects of contemporary life. Job-sharing, downshifting, and alternatives to paid employment are part of this. And, for many, it is no longer 'career' which most offers life's best hopes - work-life balance is increasingly a concern. Thinking about all of this is as likely to be infused with fear as with hope. Crime sometimes features in the calculations.

There are other ways of getting a life – sometimes with bigger pay-offs and people-friendliness. People also have lives in their domestic, leisure and citizen roles. All can be working roles, but in a wider sense than is conventionally understood. In all of them people can make a difference, find fulfilment, and look after themselves and their families.

Specialist careers education and guidance does not reach very far into this. And, on matters like these less-formal help can be more useful. So, the increasing diversity of careers-work help is best understood as a response to the changing dynamics of contemporary career.

All of this requires that we look more imaginatively at the idea of 'career'. The overall title to this collection is a question, 'what are we going to do about

careers?'. Much of what CPI argues might persuade you that the answer to that question may, at some point, turn out to be 'let's drop the word "careers", and look for a more inclusive and more contemporary term'. Maybe we should do that. But we first need to be clear about what new basis for help we can build. That is where CPI comes in.

The three dimensions of CPI can be posed as questions:

C coverage: what do people now need to know?
P processes: how do they move from knowing something, to doing
                    something about it?
I influences: what other influences press upon that process?

The result is a simple picture of breadth-of-coverage (CPI-1), depth-in-process (CPI-2) and dynamic-of-influences (CPI-3).

figure 0/1: the breadth, depth and dynamic of career development
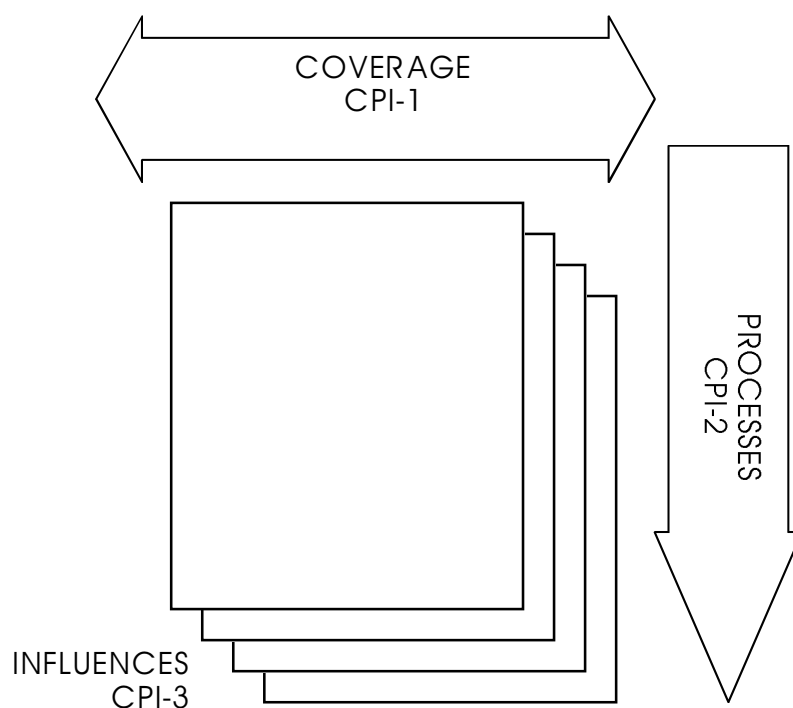
No single dimension can explain everything. If we mean to get to grips with career development we need to take one thing with another; and to understand how what happens in each of the dimensions affects the other two.

The following pages indicates what that thinking will entail.

**coverage –
opportunity, roles
and self**

Coverage is what people think and talk about, when they are trying to make sense of career - 'what's on offer?', 'what do they want from me?', 'can I do anything about it?', 'will I like it?', and so on. CPI arranges that talk in three factors:

- **opportunity**: what work requires, what is offered, how it is changing;
- **role**: who does what at work, where they do it, and with whom;
- **self**: what the learner has done, can do and wants, and how that changes.

Much of this can be expressed as hard-edged information – about labour-market information, qualifications, skills, interests and the like. But much of it comes as diffuse impressions. Both 'sharper' information and 'fuzzier' impressions influence what people do.

Sorting coverage into three factors is not unique. An analysis by the Qualifications and Curriculum Authority (QCA) covers (1) 'careers and opportunities', (2) 'self and capabilities', and (3) 'plans'. In the QCA model a person links 'self' to 'opportunity' by making 'plans'. And, sometimes, that is all that needs to be considered. But not always. CPI builds a broader bridge between 'self' and 'opportunity' - by using the social term 'role', instead of just 'plans'.

The idea of role refers to a person who needs to make a plan. But that person is in a particular social position. There are two important effects to using the idea of role.

The first is to take the picture of the world-of-opportunity, painted by labour-market information, and to populate that world with people. The people are performing tasks, but the tasks are located in settings, and the settings engage people in relationships. So the idea of role sets career not just in a labour-market, but as a wider-ranging part of a person's life. As well as being a functional part of economy, work can now be seen as a social event - done with, for and in response to other people.

The second effect follows from the first. It is to enrich impressions of work. And that, in turn, enriches impressions of what it would be like to move from one phase of working life to another. That enrichment means that linking one's self to future work is going to mean more than linking skills and interests to tasks. It also means a moving into different settings, with new relationship and changing allegiances. Sometimes the allegiances are more important than the skills.

The use of the broader term 'role' conjures a wider range of information and impression for learners to work with. It offers more ways for talking about working lives. It enables different kinds of links to be made between self' and work. It does not allow that people can be positioned just as contributors to economic well-being, it offers more room for manoevre than that.

CPI-1: your first thoughts on coverage

OPPORTUNITY
awareness

ROLE
fulfilment
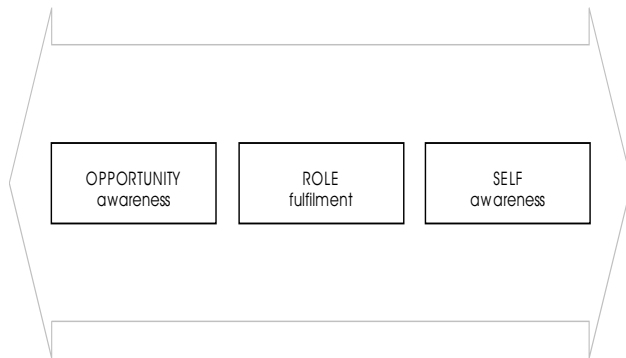
SELF
awareness

1. **opportunity** - what work requires, what is offered, how it is changing;
2. **role** - who does what at work, where they do it, and with whom;
3. **self** - what the learner has done, can do and wants, and how that changes.

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.

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?

get more on CPI from the Career-learning Café **www.hihohiho.com**
send feedback to: <bill@hihohiho.com> nothing will be published without your agreement

processes – the learning verbs

Career-learning is a journey, from finding something out to knowing what to do about it. It is a journey we make whenever we need to work out how to move-on in our lives. These are learning journeys because they inform how we reflect on what has happened, take things into consideration, think ahead, develop plans, solve problems and make decisions.

Sometimes moving-on hardly takes account of learning at all: it can be an impulsive jump —'just do it!'. But, as a species, we have the capacity take more careful steps. What we find out is progressively taken on board, until it becomes part of who we are. It is an extended process, and its end-point is understanding - something we have internalised. While 'just do it!' seems to be active, the process of internalisation is actually more active. It is just less visible – part of our inner life.

CPI arranges this process in four broadly-defined stages:

- **sensing**: getting enough to go on;
- **sifting**: mapping what we find, into useful order;
- **focusing**: locating and probing what is important to the learner;
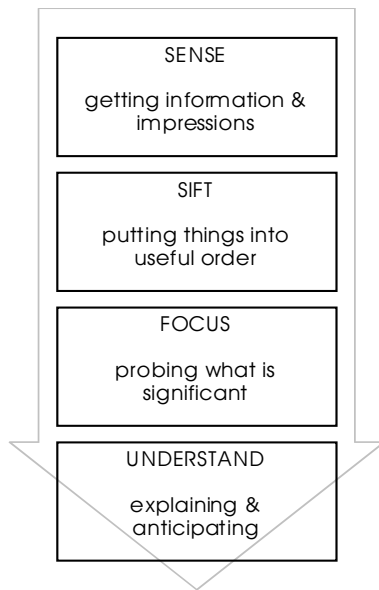- **understanding**: explaining and anticipating what is to be done.

This is learning for action. The sequence starts from information and impressions, and arrives at where something useful can be done about it. The point of arrival is not - as commonly argued - 'skill', but 'understanding'. Understanding underpins skill, by explaining why it is a good idea to do it this way, rather than another. Useful and sustainable action needs to see not only what is to be done, but why it is such a good idea. Part of that process also means being able to anticipate consequences.

The learning sequence is expressed in verbs, like 'gather', 'sort', 'locate' and 'understand'. We have hundreds of such learning verbs. The terms used in CPI - 'sense', 'sift', 'focus' and 'understand' - are chosen because they are basic and generic: they reach to the full depth of learning processes. And they give us another dimension of CPI. It is different from coverage: coverage is expressed in nouns, process in verbs - they speak, respectively, of the 'what' and 'how' of learning.

Process is also where career-learning links to life-long learning. It is important because much of what is learned today will soon be out-of-date. And our grasp on useful action depends more on process than on coverage. Coverage - what we learn - can be transient and will then be discarded; but process - how we learn - has abiding value. It is coverage that carries the short use-by date. But, once taken on-board, learning processes serve us for a lifetime: they are how we replace today's coverage with tomorrow's. And so - although 'neutral, up-to-date and reliable information' is important - process is more important.

The second dimension of CPI is, then, a basis for enabling learners to 'find-out', 'sort-out', 'check-out' and 'work-out' - another version of the basic learning verbs. They are a basis for our best hope of enabling life-long learning.

CPI-2: your first thoughts on processes

SENSE getting information & impressions	1. **sensing** - enabling learner to get enough to go on;
SIFT putting things into useful order	2. **sifting** - helping them map what they find, into useful order;
FOCUS probing what is significant	3. **focusing** - working on locating and probing what is important to learners;
UNDERSTAND explaining & anticipating	4. **understanding** - enabling learners to explain and anticipate what is to be done

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.

anything about CPI-2 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?

get more on CPI from the Career-learning Café **www.hihohiho.com**
send feedback to: <bill@hihohiho.com> nothing will be published without your agreement

influences – inner life and other people

But rational learning is not all that there is. It would be foolish to assume that when people move on they are always being wholly rational. Or that they ought to be. And so, if CPI is to provide an adequate framework for help, it must take account of these other influences. It means that, beneath the processing of information and impressions, CPI sets four underlying factors for influence on career. It organises them as layers.

- **feelings**:   emotions that well-up, some of which are perpetuated as attitudes;
- **attachments**:   the other-people a learner finds it is hard to ignore, and how she or he takes account of them;
- **background**:   the groups that the learner belongs to, and the way group beliefs, values and allegiances affect his or her actions;
- **purpose**:   how all of this distils into what work means to that learner, including whether and why it is important.

It is in terms like these that a person speaks of her or his role as worker. What is said here is often what makes a course of action seem right. There are powerful motivators here. That motivation may be just for 'hanging in', or it may be for 'moving on'. The possession of skills and abilities permits entry to working life; but these other influences are as-often what drive us towards working opportunities. Or away.
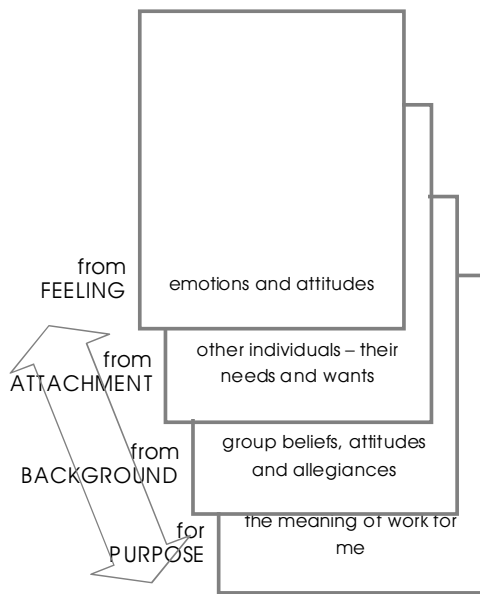
Influences like these can do harm. Self-stereotyping is at least as influential in career development as lack of skill. And stereotyping belongs to this dimension of CPI: it is feeling-laden, it is reflected in attachments, it is perpetuated in groups, and it can make a big impact on the purposes a person takes seriously. It would irresponsible for careers work not to go where stereotypes lurk.

But stereotyping can also be subjected to scrutiny by the learning verbs. That learning process asks, 'have you enough to go on?', '...have you put what you know in useful order?', '...have you fully probed it?', '...and have you understood what it is doing to you?'. And so, learning verbs are not just to scrutinise information and impression; all of the underlying influences on career can be examined in this way.

This does not mean that careers work will cause people to deny what such influences suggest; that would be sterile. It is that career-learning should help people to see what, among these influences, they will trust and value, what they will hold back, and - then - how they will move on.

Such influences on career are often rooted in early life. They are sometimes difficult to express. They may – therefore - be more readily disclosed in informal settings, with people who understand the learner's life experience. But there are challenging dynamics for anybody who means to help – particularly to help those most in need of help. That is why this dimension of CPI is increasingly necessary to your work.

CPI-3: your first thoughts on influences

from FEELING

emotions and attitudes

from ATTACHMENT

other individuals – their needs and wants

from BACKGROUND

group beliefs, attitudes and allegiances

for PURPOSE

the meaning of work for me

1. **feelings** - emotions that well-up, some of which are perpetuated as attitudes;
2. **attachments** - the other-people a learner finds it is hard to ignore, and how she or he takes account of them;
3. **background**: - the groups that the learner belongs to, and the way group beliefs, values and allegiances affect his or her actions;
4. **purpose** - how all of this distils into what work means to that learner, including whether and why it is important.

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.

anything about CPI-3 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?

get more on CPI from the Career-learning Café **www.hihohiho.com**
send feedback to: <bill@hihohiho.com> nothing will be published without your agreement

a/6
what can come out of this

the model as a tool

CPI is based on facts identfied by research. But it assembles the facts into a three-dimensional account of factors - those aspects of career development which we must not ignore. And it goes further: it is not just concerned with building a static picture, it suggest how things hang together in cause-and-effect relationships. This means that it can identify the inter-play between coverage, processes and influences. While we need to know the facts, and to identify the factors, knowing what-to-do-to-help means tracing causes and their effects. An analysis becomes a model when it can do this. And the extent to which it can serve practice in this way is the most important test of its validity.

CPI for practice

Each of the dimensions in CPI helps you locate the factors. Your work here is to identify those which most particularly explain the lives of your learners. CPI can help you do that. And to identify what can go wrong. It all offers a basis for seeing what - in your progamme - seems to be helping, and what seems to need more attention.   But there are few simple and linear links in what your learners do. And, because CPI dynamically inter-links the factors, it may suggest how something that seems not to be going well in one dimension may be best fixed by paying attention to another. There is no quick-fix here. But there will be some indications for 'the best next thing to do'.

the dynamics in CPI

The dynamics of CPI come to life when seen in this way.

for **power**: the dimensions of CPI are your power - the more you take into account, the more options you have for what can be done;

for **locality**: what needs to be done will be different in different localities – what you take from CPI will be different from what other people take from it;

for **momentum**: CPI will suggest more than one idea for action, and these ideas mean that what is done first will open the way for what can be done later.

No programme can do all that CPI suggests. Indeed, no programme should. Some aspects of your programme should remain much as they are. CPI is not destructive of the past; it builds from what you have done, and towards what you can still do.

the vulnerable and the rest

CPI looks deep, and that helps you to understand what is happening in the lives of your most vulnerable learners - for a time unhappily called 'the excluded'. Helping services always progress in that way: we first got work experience, profiling, active-learning and reflective face-to-face work, because we needed new ways of working with the most needful.

But understanding the most vulnerable helps us to understand the rest. What dramatically goes wrong for a minority offers a clue to what – for a lot of people – just goes quietly awry. CPI can, then, become part of your strategy for both an 'inclusive' and a 'universal' service: by understanding some people's sharp pain, we often put ourselves in a better position to know what to do about other people's dull ache.

your first thoughts on the CPI model
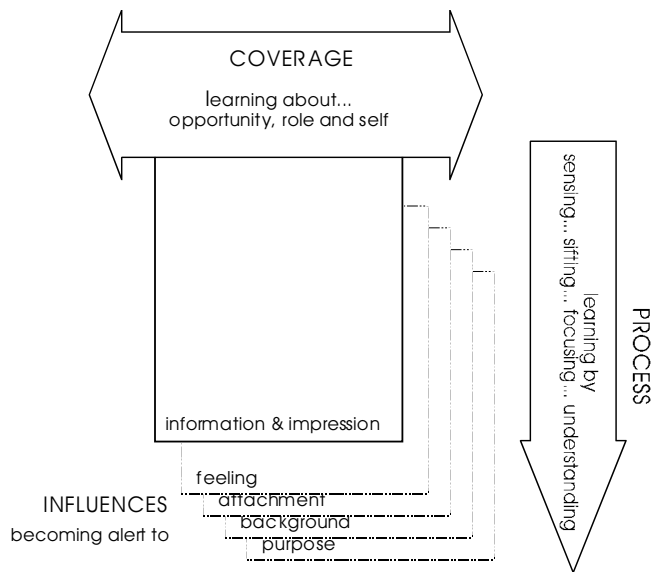
1. for **power** - the dimensions of CPI are your power - the more you take into account, the more options you have for what can be done;
2. for **locality** - what is done will be different in different localities – what you take from CPI will be different from what other people take from it;
3. for **momentum** - CPI will suggest to you more than one idea for action, and these ideas mean that what is done first will open the way for what can be done later.

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.

anything about the CPI model 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?

get more on CPI from the Career-learning Café **www.hihohiho.com**
send feedback to: <bill@hihohiho.com> nothing will be published without your agreement