Career learning for the 21st century

LSIS LEARNING
AND SKILLS
IMPROVEMENT
SERVICE

Module 1:

Introduction to career development

Contents

Download

This CPD module is available to download in PDF format from the Excellence Gateway Career Development section.

Publisher

Introduction to career development workshop

Tutor notes

Workshop outline

This workshop has been designed for those working in the further education and skills sector who are either new to career development or wish to broaden their understanding of it. The workshop introduces participants to the importance of career development and explores effective practice, the principles that underpin this and how practitioners can improve the quality of their services.

This module can be delivered by anyone who is an experienced or qualified training professional if they take the time to familiarise themselves with the materials including the web links, handouts and references. It would, however, be an advantage if the trainer had experience and/or training in career development, as it would enable wider and deeper exploration of the topics covered.

The materials can be delivered as they stand, contextualised or modified to suit the time available and the needs of the participants or organisation. The PowerPoint™ slides and handouts are available as separate files. Two optional one-hour extension activities are included at the end of these notes.

This workshop is the first in a series of CPD workshops produced by LSIS and available to download from the LSIS Excellence Gateway. There are 10 others in the series:

- Introduction to interviewing skills
- Introduction to values and ethics in career development
- Introduction to delivering career development through group work
- Introduction to evaluating and measuring impact in career development
- Introduction to reaching potential by raising aspirations
- Introduction to developing employability skills
- Introduction to career development for those with additional support needs
- Learning and earning: understanding the options for your learners
- An introduction to career development for STEM learners
- Introduction to the Blueprint for Careers.

This series of workshops is supported by a one-day "Train the trainer" programme aimed at those who have responsibility for staff development, continuing professional development or for developing a team's or department's skills and knowledge in career development. The programme introduces all the workshops: their aims, objectives, exercises and content while exploring how to tailor the content to specific contexts. If you are interested in gaining further information about this programme, please contact ann.ruthven@lsis.org.uk.

LSIS has also developed an online resource, "Career learning for all", available free of charge on the LSIS virtual learning environment: just go to www.leadershiplearning.org.uk and create your own login. This has been designed for those involved in supporting learners with their career development, both specialists and non-specialists.

Workshop aim and objectives

The **aim** of the workshop is to introduce career development and the principles that underpin it.

The **objectives** of the workshop are to enable participants to:

- define career development in your own setting
- develop an understanding of the principles which underpin good practice in career development
- identify the benefits of effective career development for the individual and the organisation.

Example workshop timetable

Time	Session/s
09.30	Welcome, domestics, introduction of presenter and session Group introductions Aims and objectives
09.45	What is a career, or career development?
09.55	Career learning timeline
10.15	Career development in your organisation
10.25	Activities of career development
10.40	Principles underpinning career development
10.50	Break
11.00	Why is career development important?
11.20	Developing your approach to career development ● Career theories and models ● The Blueprint
11.35	Career development – internal and external networks
11.50	Effective practice and CQI in career development
12.15	Summary and close

Checklist of resources required

☐   Fire evacuation procedures.

☐   PowerPoint™ slides 1 to 20.

☐   Flip chart and marker pens, or whiteboard.

☐   Screen.

☐   LCD projector.

☐   Laptop.

☐   Copies of handouts 1 to 9.

☐   Post-it™ notes.

☐   Link to the internet for YouTube clips.

☐   Evaluation form: LSIS workshop – trainer's feedback (see page 79).

☐   Evaluation form: LSIS workshop – attendee's feedback (see page 80).

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Introduction to career development

Presented by

Date

Slide 1

Customise the slide to include your own details and date of the workshop.

1. Present the domestic arrangements and fire safety for the venue.
2. Introduce yourself and the session.
3. Group introductions (depending on the size of the group)
    Get the group to introduce themselves including:
    – Name
    – Role within the organisation
    – What they want to get out of the session.

Write the expectations given by the group on a whiteboard or flip chart. Comment on the variety of roles within the group and the overlap of responsibilities.

Resources: Fire evacuation procedures. Handout of the PowerPoint™ presentation. Flip chart if the tutor wishes to record what participants want from the session. Fire safety guidelines.

Timing: 10 minutes.

Transition statement: Let's look at the aim and objectives of this workshop.

Your notes:

Workshop aim and objectives

Aim

To introduce career development and the principles that underpin it.

Objectives

By the end of the session, participants will be able:

- to define career development in your own setting
- to develop an understanding of the principles that underpin good practice in career development
- to identify the benefits of effective career development for the individual and the organisation.

Slide 2

Introduce the overall aim of the workshop.

Go through the objectives and ask if there are any questions. Relate the list of objectives to the expectations listed in the previous exercise. State which expectations can and cannot be met. Refer any outstanding expectations to the other LSIS CPD workshops or the "Career learning for all"online resource.

Resources:

Timing: 5 minutes.

Transition statement: We will begin by considering the term 'career'.

Your notes:

What is a career?

- A career is defined as the combination and sequence of roles played by a person during the course of a lifetime.
  Super (1980)

- How does this compare to your definition?

- What is your organisation's definition?

Slide 3

Show slide 3 and let the participants read the definition. Ask the group to consider how this definition relates to their view of the term career.

Ask them to consider how their organisations view career; issues around career being viewed as based on a job role, on single employer or in one particular occupation are frequently raised.

Resources:

Timing: 5 minutes.

Transition statement: If that is a career, what then does career development cover?

Your notes:

What is career development?

Traditionally:

- Preparing for the world of work
- Gaining the skills and experience to find one's vocation in life
- Improving one's employability.

Currently:

- A lifelong process that influences all aspects of a person's life
- The knowledge, skills and attitudes that evolve through the lifelong process
- Continually developing relevant skills for both personal life and work.

Slide 4

Show slide 5 and ask participants to consider their own and their organisation's view. Ask them to consider how the different perspectives of career development could affect the learner's experience, the expectations on their job roles and organisations.

Responses tend to include: need to focus on individual development, self-awareness, confidence-building, planning and decision-making skills, networking, learning etc.
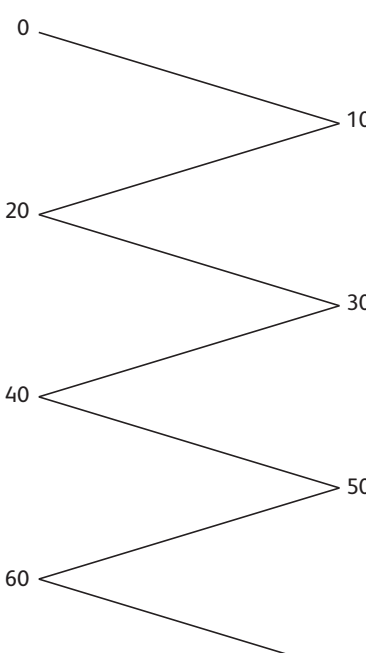
Resources:

Timings: 5 minutes.

Transition statement: We're now going to do an activity to think about how effective the career development that you received has been.

Your notes:

Career learning timeline

Using the career learning timeline sheet, think about your own career and record key transitions e.g. age 18, started degree course, or age 25, left my job and took a year out to go travelling.

When you have recorded your transitions, consider:

1. What Career Learning Information Advice and Guidance did you receive at the time, and from whom?

2. How helpful was this?

3. What career development would have been useful?

Slide 5

Activity: Divide the group into pairs. Following the instruction on the slide, ask each individual to mark their career transitions on the handout, then work with their partner, following the instructions on the slide.

Ask for feedback from the group as a whole using the following prompt questions:

- Who had a good experience? Why was it good?
- Who had a bad experience? Why was it bad?
- Who had no interventions at all and how did you cope?

Resources: Copies of handout 1 – The career learning timeline.

Timing: Marking timeline   3 minutes.
                Working with partner   7 minutes.
                Feedback and discussion   10 minutes.

Transition statement: Hopefully your organisations are making useful career development interventions, and this is what we are going to focus on now.

Your notes:

Activity

- Thinking about career development in your own organisation, what activities does this involve at present?

- How satisfied are your learners with these activities?

- Think about what career development activities could be offered in your organisation.

Slide 6

Show participants the YouTube clip www.youtube.com/watch?v=seS-qq9DMPo&feature=related. Say that we now want to consider what happens in your own organisations to support learners like the individual shown in the clip.

Set the participants into groups of three and ask them to consider the three questions on the slide. Ask them to put their responses on to Post-it™ notes. Use a different colour note for each question and only one response per note. Have a section of wall or flip charts available, one for each question and ask the participants to put their Post-it™ notes on the relevant space.

When each group has put up their Post-it™ notes, point out areas of agreement and differences. Draw attention to the variety of situations in which career development is undertaken in their organisations. Ask the group to consider if the learner in the video shown would be happy with the activities listed.

Resources: Coloured Post-it™ notes, pens and flip chart paper or wall space to stick the notes up. Ability to show the YouTube clip. There is a link on the PowerPoint slide for this.

Timing: Allow 10 minutes for the group work and five minutes for the discussion of the findings.

Transition statement: We have come up with lots of ideas about the kinds of activities being undertaken, areas where activities could be developed and considered the needs and wants of our learners. We will now look at professional bodies and their views of career development activities.

Your notes:

Activities included in guidance

- Informing
- Advising
- Counselling
- Assessing
- Enabling
- Advocating
- Feeding back.

UDACE, 1986. *The Challenge of Change.*

Slide 7

Show the slide of UDACE activities and say that although this body is no longer in existence, this list of activities is commonly cited, as there is a lot of dispute over what career development includes.

Refer participants to handout 2 –The seven activities of guidance. Ask them as a group to consider each of the activities and their relevance to their organisation and each of their own job roles.

Resources: Copies of handout 2 – The seven activities of guidance, which contains full definitions of the activities.

Timing: 5 minutes.

Transition statement: Now we are going to think about how appropriate this range of activities are in the 21st century.

Your notes:

Slide 8

Show participants the first 30 seconds of the YouTube video www.youtube.com/watch?v=No0C_0b1RKQ.

Ask them to work in groups of three and to consider the three questions on the slide. Ask them to explore what extra activities may now be required in the delivery of effective career development, in the light of:

- Information from the YouTube clip
- Their own consideration of the activities carried out at present in their organisations
- The needs of their learners.

Most groups highlight the need for activities such as referral, financial planning, networking and coaching.

Resources: Flip chart or whiteboard if the tutor wishes to record the activities generated.
Handout 2 – The seven activities of guidance. Ability to show the YouTube clip – there is a link on the PowerPoint slide for this.

Timing: 10 minutes.

Transition statement: Now we are going to think about the principles that underpin these activities.

Your notes:

Career development principles

ICG code of ethical principles:

- Impartiality
- Confidentiality
- Duty of care
- Equality
- Accessibility
- Accountability
- CPD.

Slide 9

Go through the ICG [Institute of Career Guidance] code of ethical principles and ask for the participants' reactions to this list. Refer them to handout 3 and ask them to compare the CPA code to the ICG principles.

Ask the group if they are aware of any organisational codes of principles that they have to work to in their own organisations.

What are the implications of these principles for their own practice?

Make sure that you explore the requirement for impartiality and confidentiality within the provision of career development.

Note: Values and ethics are covered in a separate LSIS CPD module and activities can be incorporated from that module. If the participants want more details abut the codes of practice, some references are included in handout 8 – Resources.

Resources: Handout 3 – CPA code of ethics.

Timing: 10 minutes.

Transition statement: Now time for coffee! We will restart in 10 minutes.

Your notes:

Why is career development important for organisations?

It is important to:

- achieve government and learning and skills sector agendas and targets
- motivate young people to benefit fully when the participation age is raised
- challenge cultural and gender stereotypes
- raise aspirations and motivate learners
- reduce the number of learners who switch courses or drop out
- improve success, attendance, retention and progression rates.

Slide 10

Ask participants to split up into large groups – ideally of six to eight to maximise the range of opinions. Give out handout 4 – Why is career development important? to all participants and ask each group to focus on the impact either for the learner or for the organisation. Ensure both aspects are covered equally across the groups.

Ask each group to identify examples of where career development has had an impact on any of the benefits listed, with any evidence of this, and record this on the handout.

Ask each group to feed back two examples of where they think impact has been greatest.

Go through the slides 10, 11 and 12.

Resources: Copies of handout 4 – Why is career development important?

Timing: 10 minutes for discussion, 5 minutes for feedback and 5 minutes for you to go through slides 10, 11 and 12.

Transition statement: None: slides 10, 11 and 12 form part of the same activity.

Your notes:

Why is career development important for organisations? (continued)

It is important to:

- provide intelligence for planning purposes
- provide feedback on the learner experience
- support the development of 'the learner voice'
- help young people navigate their options through the 14–19 learner pathways and help adults select appropriate progression pathways.

Slide 11

See slide 10 above.

Resources: See slide 10 above.

Timing: See slide 10 above.

Transition statement: See slide 10 above.

Your notes:

Why is career development important for learners?

It is important because it helps them:

- Understand themselves and what they want from their career
- Expand their understanding and experience of learning and work and ways of entering these
- Present themselves and talk about their aims and ambitions in life
- Make wise decisions and select options which are right for them
- Develop career planning and management skills
- Succeed in learning and work and reach their potential.

Slide 12

See slide 10 above.

Tell participants that LSIS has carried out research into this area and they can get more information from the report, *Career learning for the 21st century: a leadership issue for the FE sector. Sources of evidence (*LSIS, 2011), available from the Excellence Gateway.

Resources: See slide 10 above.

Timing: See slide 10 above.

Transition statement: Traditionally, most people expected to remain in a career in one industry for their working life. However, the situation today is not so straightforward.

Your notes:

What type of career?

Go back to your "career learning timeline" and categorise your career into one of the following:

- **Single-track** – finding and remaining in a job / career for whole working life
- **Serial** – constant transition, moving upwards, sideways, maybe downwards across sectors
- **Lifestyle** – aiming for a work-life balance or blend
- **Portfolio** – two or more jobs with different employers.

Hopson, 2009

Slide 13

Ask the participants to find their career learning timeline and ask them to decide which of the following categories they fit into:

- **Single-track** – say this is the traditional view of career since the industrial revolution. Someone decides on which career they want, secure it and stay within it until they retire.

- **Serial** – epitomised by regular change and transition from one employment area to another, could involve promotion, demotion, sideways moves and moving from regular work to travelling and voluntary work.

- **Lifestyle** – aiming for work/life balance or blend, considering needs of whole life, not just work. Could involve sharing, looking after children or relatives, incorporating travel or a leisure pursuit with working.

- **Portfolio** – having a number of employment activities with a variety of employers. Could involve being self-employed as well as employed, doing voluntary and paid employment, working in different countries and employment areas.

Ask the group to discuss the implications of these alternative approaches to careers from their learners.

These categories are taken from *From Vocational Guidance to Portfolio Careers: A Critical Reflection* (Hopson, 2009), included as handout 5 in this pack..

Resources: Copies of handout 5 – *From Vocational Guidance to Portfolio Careers: A Critical Reflection* and handout 9 – *The career counselling interview*

Timing: 10 minutes.

Transition statement: Now we are going to introduce you to a new, exciting approach developed in Canada and America and now adapted for use in England..

Your notes:

What approach do we need for the 21st century?

- An approach that enables individuals to develop their own career competencies throughout their lifetime

- Derived from a set of guidelines produced in the USA and modernised by Phil Jarvis in Canada

- The Blueprint for Careers was developed from the Blueprint for Life / Work Designs

- Versions being used at present in Canada, Australia and England.

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Slide 14

Take the group through the slide and the handout, to introduce the Blueprint for Careers framework. If you would like to research this further yourself, look at the LSIS publication, *Career learning for the 21st century: Careers blueprint supporting an all age guidance strategy*, and the other Blueprint documents on the Excellence Gateway.

Talk the group through the main competences in the Blueprint for Careers in handout 6 and ask them to consider how these competences relate to their learners.

All the LSIS Blueprint publications can be found at www.excellencegateway.org.uk/node/1332

Resources: Copies of handout 6 – Blueprint Matrix 2 page.

Timing: 5 minutes.

Transition statement: There is not time in this short session to explore in any detail how this could be used in your work, but there are publications and websites you can look at if you want to find out more. Whatever approach you take to your work, you are unlikely to be the sole influence on any learner when it comes to deciding on learning and work options. Career development practitioners have always worked collaboratively to help learners.

Your notes:

Career development internal and external networks

- Think about your role and the boundaries of your own knowledge, who else can support your learner both internally and externally?

- Write these on the prepared flip chart sheets provided.

Slide 15

Ask participants to consider what the impact of the current economic situation is on the delivery of career development in their organisation. Raise with them the issues around changes to publicly funded organisations and the impact on their own roles.

Most groups raise the issues of the reduction in the number of organisations offering face-to-face career development and the need for the learning and development sector to deliver more in-house. Say that no one person can deliver career development for any individual by themselves as individuals are reliant on family, friends, teachers, tutors, advisers etc.

Prepare two flip charts before the session, one headed 'internal resource' and the other 'external resource'. Ask the group to work in pairs to identify who can support their learners internally and externally. Ask each pair to write down which resources they have identified on the appropriate sheet and pass the sheets to the next pair. Suggest to the group that it would be beneficial that each organisation produced their own reference sheet of useful sources of support.

Resources: Pre-prepared flip charts as above.

Timing: 10 minutes to prepare the charts and 5 minutes for discussion.

Transition statement: When referring to other organisations, you will want to ensure that your learners receive a good service. So we are going to think about how we can recognise effective practice.

Your notes:

What do we mean by effective practice?

- What works in your own practice

- What the learners say

- What practitioners say about each other's practice

- Approaches and activities which are judged excellent against external benchmarks and quality standards

- Practice that is recognised through external awards.

Slide 16

Ask the group to identify the features they would expect to find in career development provision that is of high quality and effective, and list these on a flip chart. Give out handout 7 and take them through the slide that lists where they might find good practice.

Note: A *Definition of Effective Practice* was prepared by the LSIS team for their project work in 2009/10, and can be found in the *Guide to Effective Practice*, published in 2010 on the Excellence Gateway.

Resources: Flip chart, markers and copies of handout 7 – Definition of effective practice.

Timing: 10 minutes.

Transition statement: Now we are going to ensure that you are all aware of the external awards against which career development is judged.

Your notes:

External assessment of career development

- Common Inspection Framework

- The matrix Standard

- Local quality awards (e.g. Career Mark)

Slide 17

Tell the group that the Common Inspection Framework for further education and skills is devised by Her Majesty's Chief Inspector in line with the Education and Inspections Act 2006 and informs all Ofsted's further education and skills inspections. It sets out the judgements that inspectors will make during the inspection of education and training in England for learners over the age of 16, except those in school sixth forms or higher education.

Say that the matrix Standard is a quality standard for organisations to assess and measure their advice and support services, which ultimately supports individuals in their choice of career. The matrix Standards can be downloaded from: www.matrixstandard.com/about-the-standard/

Tell participants that research carried out for LSIS *Career learning for the 21st century: Quality awards for career learning information, advice and guidance* (LSIS, 2010) into quality awards showed that in 2009 there were 18 quality awards offered to learning providers throughout England. These awards were available in 127 of the local authorities (84 per cent). Ask the group to consider what, if any, awards are available in their organisations and locality.

The research showed that career development quality awards contained similar elements: Management and Leadership, Monitoring and Evaluation, Careers Education/Career Planning, Embedded Curriculum, Working with Partners, Information, Parents and Carers, Guidance, Equality and Diversity, Staff Training/CPD, Work Related Learning and Learning Outcomes/Young People.

Ask the group to consider how effective their organisation is in these areas identified by the awards.

Resources: Tutor to have accessed the LSIS research listed above and have researched details of any local awards used. Web references are included in handout 8 – Resources.

Timing: 5 minutes.

Transition statement: Finally we want to think about what you are doing to ensure the service you provide is effective – and how you are contributing to ensuring it is improving all the time.

Your notes:

Continuous quality improvement

- How does your organisation review and improve the quality of the career development?

- How does your organisation review its provision for learners?

- What is your contribution to this process?

- What improvements have been made as a result?

Slide 18

Discuss the questions on the slide in twos or threes. Ask for comments from participants about any improvements made.

If time is short, the group can take these questions away to follow up back at the workplace – and report back at a future session if a number are being run.

There is an LSIS CPD module, *Introduction to evaluating and measuring impact in career development*, which explores this topic in more depth.

Resources:

Timing: 10 minutes.

Transition statement: To finish, let's remind ourselves what we aimed to achieve today.

Your notes:

Summary

- What is a career?

- What is career development?

- What are the principles that underpin good practice in career development

- What have you learned personally about the benefits of effective career development for the individual and the organisation?

Thank you for attending; please complete an evaluation form.

Slide 19

Summarise the session:

- Ask questions – go back to relevant slide if the participants are unsure.
- Ask for feedback on learning.

Give out the evaluation forms and ask for these to be completed.

Remind participants that this is the first in a series of LSIS CPD workshops and tell them how they can access these, either from yourself or from within their own organisation.

Say that they can also get further information and learning from "Career learning for all" available on the LSIS VLE at www.leadershiplearning.org.uk and is free.

Resources: Evaluation forms.

Timing: 10 minutes.

Transition statement: I have included a list of the references used in this class so you can do further reading.

Your notes:

References

Super, DE, 1980. A Life-Span, Life-Space Approach to Career Development. *Journal of Vocational Behavior* 16, 282–298.

Career learning for the 21st century: Careers blueprint supporting an all age guidance strategy – available from LSIS website

UDACE (Unit for the Development of Adult Continuing Education), 1986. *The Challenge of Change – Developing Educational Guidance for Adults.*

Hopson, B, 2009. *From Vocational Guidance to Portfolio Careers: A Critical Reflection.* 12th Annual Lecture. University of Derby.

Slide 20

Thank the group for their participation.

Resources:

Timing:

Transition statement:

Your notes:

LSIS workshop – Possible extension activities

There are a number of areas that could be explored in greater depth that would be beneficial to participants. Two activities are suggested below which explore the theories and research underpinning career development and counselling. Each of these activities could be either delivered together as an afternoon session – two-hour activities with a half-hour break following on from the original programme, or as separate one-hour activities.

Exercise 1

A.   Give participants handout 5 – *From Vocational Guidance to Portfolio Careers: A Critical Reflection* by Barry Hopson and handout 6 – Blueprint Matrix 2 page.

Allow them **10 minutes** to read both papers.

B.   Ask participants to split into groups of between four and six participants and analyse the skills, knowledge and attitudes required for each of the four career patterns identified by Hopson: single-track, serial, lifestyle and portfolio, and compare these with the competencies described in the Blueprint for Careers.

Allow **15 minutes** for this part of the exercise.

C.   Ask participants to prepare answers to the following:

- How well the competencies cover the requirements for each level

- Any gaps in the Blueprint competencies?

- The implications of both pieces of research for their work in career development.

Allow **20 minutes** for this part of the exercise.

D.   Collect responses from each group and note the findings on a flip chart. Summarise the findings when all groups have provided feedback. Tell the group that their findings will be used as part of the ongoing development of the Blueprint for Careers.

Ask each individual to write down three actions they will take as a result of this exercise.

Allow **15 minutes** for this part of the exercise

Feed back and arrange for the findings to be sent to Ann Ruthven at LSIS: ann.ruthven@lsis.org.uk

Exercise 2

Tell the group that, as with learning, there are a wide range of theories and models that underpin career development. Access "Career learning for all", an LSIS online learning resource, at www.leadershiplearning.org.uk/mod/scorm/player.php?id=9637&mode=normal&currentorg=CLIAG_ Module_2&scoid=

You will need to have registered yourself online at this address before the session and have the ability to connect to the internet from the teaching venue, in order to display the website to the group.

Say that this exercise is going to take them through the second module, **Theories and Models**, of the LSIS "Career learning for all" online learning resource.

Go through the initial purpose and aims and objectives in the **About this module** tab. Click on to the **Career theories** tab and ask them to note the request at the bottom of the screen – ask them all to have paper or a pad and to record for each theory its usefulness and applicability to both their learners and job role. Work through each screen using the Next button explaining the aspects of each of the five main theories.

Allow **10 minutes** for this part of the exercise

After button 7, ask the group to split into smaller groups of three and to discuss:

● What did they understand about constructivist theory, social cognition theory, career matching theory, career decision-making theory and work adjustment theory?

● What did they highlight about the usefulness and applicability of these theories to a) their learners and b) their job role?

Say that they will be asked to feed back their findings.

Allow **20 minutes** for this part of the exercise.

Take feedback from all groups on the first point only and note where there has been any misunderstanding of the theories – revisit the relevant screens. **10 minutes**.

Take feedback on usefulness and applicability and note them on a flip chart. **5 minutes.**

Show the group the video clip on button 12. **10 minutes**.

Ask for comments on what these two professionals have highlighted for their own practice, and summarise the session. **5 minutes**.

Handout 1 – The career learning timeline

Activity

Using the career learning timeline sheet (on the next page), think about your own career and record key transitions e.g. age 18 – started degree course, or age 25 – left my job and took a year out to go travelling.

When you have recorded your transitions, consider:

1.   What information, advice and guidance did you receive at the time?

2.   From whom?

3.   How helpful was this?

4.   What support would have been useful?

0

10

20

30

40

50

60
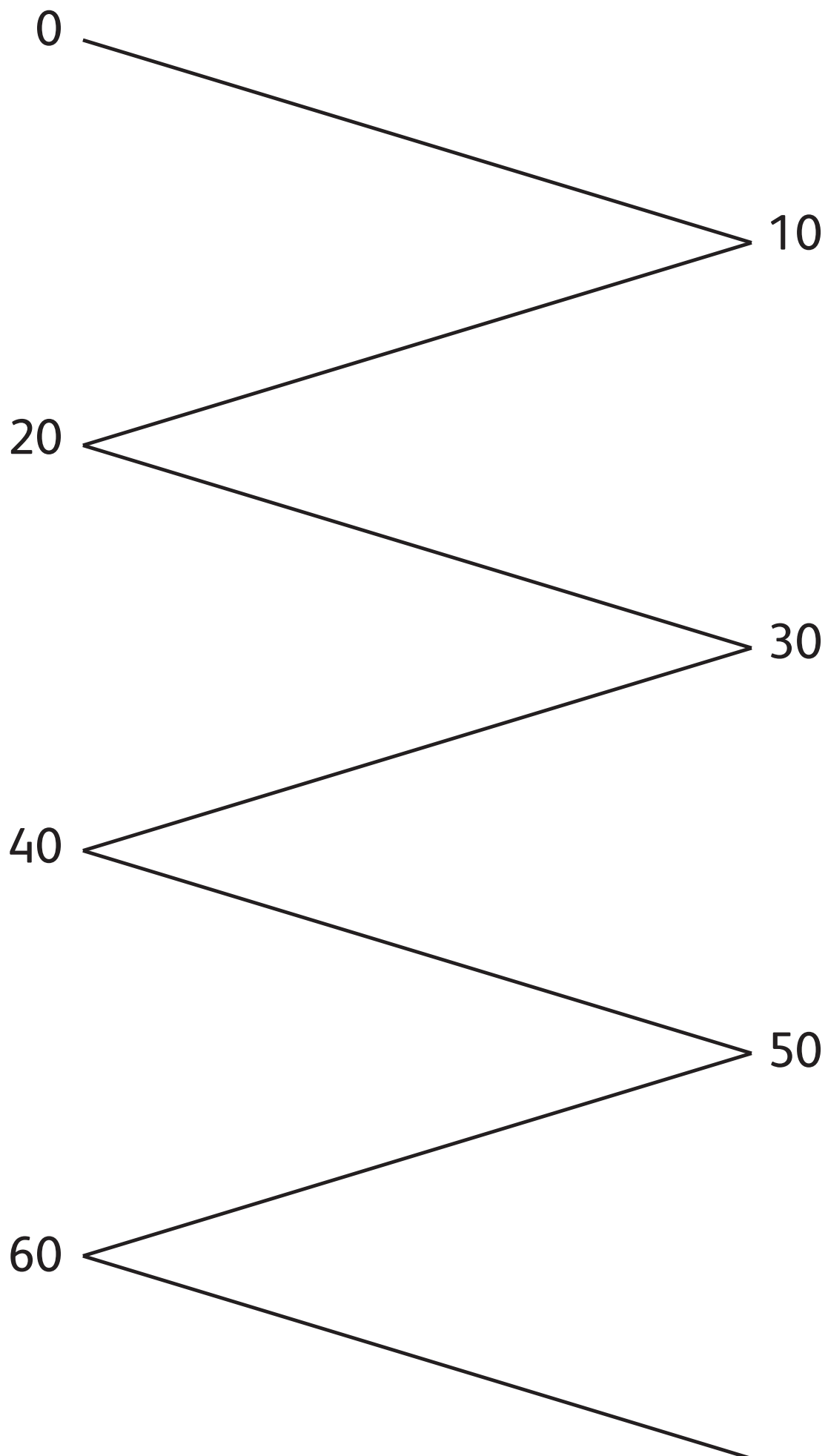
Handout 2 – The seven activities of guidance

These were identified in the report, *The Challenge of Change* (UDACE 1986). There have been many attempts since to define the guidance process, but these are still influential.

Informing – Providing information about learning opportunities and related support facilities available, without any discussion of the relative merits of options for particular clients. Since most published educational information is produced for promotional purposes 'pure' information is rare.

Advising – Helping clients to interpret information and choosing the most appropriate option. To benefit from advice, clients must have a fairly good idea of what their needs are.

Counselling – Working with clients to help them discover, clarify, assess and understand their learning needs and the various ways of meeting them. Clients requiring counselling are likely to be unclear about their needs and require time to explore their feelings about the options. Counselling is therefore more likely to involve a series of contacts with a single client.

Assessing – Helping clients by formal and informal means, to obtain an adequate understanding of their personal, educational, and vocational development in order to enable them to make sound judgements about the appropriateness of particular learning opportunities.

Enabling – Supporting the client in dealing with the agencies providing education and training, or in meeting the demands of particular courses. This may involve simple advice on completing application forms, ways of negotiating change in course, content or arrangements, or group guidance and the teaching of study skills.

Advocating – Negotiating directly with institutions or agencies on behalf of individuals or groups for whom there may be additional barriers to learning.

Feeding back – Gathering and collating information on unmet, or inappropriately met, needs and encouraging providers of learning opportunities to respond by developing their own provision. This may involve practical changes (e.g. changing the presentation of course information or changing timetables) or curricular ones (e.g. designing new courses for new client groups or changing the way in which existing courses are taught to make them more appropriate for adult learners.

Handout 3 – CPA code of ethics

Careers Profession Alliance: Code of Ethics – *What to expect from a careers professional*

If you are receiving any kind of careers information advice, guidance, development or education from a careers professional this document will help you work out what kind of treatment to expect. If you think a careers professional is acting outside of this code you should contact the CPA by telephoning the complaints department on 01234 567 891 or write to CPA at XXXXX.

In their professional practice:

CAREERS PROFESSIONALS will obtain qualifications and develop competencies suitable for delivering a personalised and high quality careers services to clients

CAREERS PROFESSIONALS will at all times represent their professional competencies, training and experience accurately and function within the boundaries of their training and experience

CAREERS PROFESSIONALS will maintain and update their professional competence, knowledge and skills through undertaking suitable training

For the benefit of clients/users:

CAREERS PROFESSIONALS will at all times work in a responsible and professional manner with you

CAREERS PROFESSIONALS will provide appropriate and timely careers services based on accurate and complete information on education and employment

CAREERS PROFESSIONALS will establish and develop their knowledge and understanding of the labour market, the requirements of employers and other opportunity providers and ensure that such knowledge is used to inform your decision-making

CAREERS PROFESSIONALS will provide careers services in an open and transparent manner

CAREERS PROFESSIONALS will at all times ensure your needs fully supported and will always act in your best long-term interest

CAREERS PROFESSIONALS will at all times be impartial and offer an impartial service, or tell you about any factors that might limit the impartiality of the careers services offered

CAREERS PROFESSIONALS will accept your right to make independent choices and to take responsibility for those choices and their consequences

Where conflicts of interest arise CAREERS PROFESSIONALS will resolve them through appropriate consultation and ethical decision-making in adherence to this code of ethics

CAREERS PROFESSIONALS will promote equality and diversity and help you to overcome barriers to personal achievement resulting from prejudice, stereotyping and discrimination

CAREERS PROFESSIONALS will respect your beliefs, values and dignity, and the beliefs and values of your family and community

CAREERS PROFESSIONALS will communicate with you in language that is easily understood and ensure that services available are well signposted

CAREERS PROFESSIONALS will at all times respect your privacy, disclosing confidential information only with informed consent, except where there is clear evidence of serious risk to the client or the welfare of others

CAREERS PROFESSIONALS will inform you of the limits of confidentiality

Handout 4 – Why is career development important?

For the learner	Your examples of impact
Understand themselves and what they want from a career	
Expand their understanding and experience of learning and work and ways of entering these	
Present themselves and talk about their aims and ambitions in life	
Make wise decisions and select options that are right for them	
Develop career planning and management skills	
Succeed in learning and work and reach their potential	
For the organisation	
Achieve government and sector agendas and targets	
Motivate young people to benefit fully when the participation age is raised	
Challenge cultural and gender stereotypes	
Raise aspirations and motivate learners	
Reduce the number of learners who switch courses or drop out	
Improve success, attendance, retention and progression rates	
Achieve ECM learner outcomes in the new Ofsted framework	
Provide intelligence for planning purposes	
Provide feedback on the learner experience	
Support the development of "the learner voice"	
Help young people navigate the 14–19 learner pathways	
Help adults to select appropriate progression pathways	
Any other benefits?	

From Vocational Guidance to Portfolio Careers: A Critical Reflection

12th Annual Lecture
University of Derby

Dr Barrie Hopson
10th December 2009

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**International Centre for
Guidance Studies (iCeGS)**

www.derby.ac.uk/icegs
University of Derby, Kedleston Road, Derby, DE22 1GB
Tel: 01332 591267 Fax: 01332 597726

Dr Barrie Hopson is a psychologist by training, Barrie was Co-Founder and Co-Chairman of Lifeskills International. Beginning in 1978 as an educational publishing company pioneering the use of open learning in schools and business the company staff developed into being specialists in improving organisational performance through aligning human resource management to business goals. It was perhaps best known for its consultancy services and learning materials for delivering outstanding customer service, employee development programmes, competency based performance management, culture change programmes, learning delivery systems and career management programmes. The company is now part of the VT Group.

Barrie was director of the Vocational Guidance Research Unit at Leeds University and then set up the Counselling and Career Development Unit at Leeds University in 1975 and was its first Director until 1984. He has worked widely as a consultant to business and educational organisations in the UK, USA, Far East and Europe. He is a Fellow of the British Psychological Society and a Fellow of the British Institute of Management. He has written thirty nine books and numerous articles on personal and career development, quality service, transition and change management, generic training skills, marriage and Lifeskills teaching. His best known books are "Build Your Own Rainbow", "12 Steps to Success Through Service", the series of "Lifeskills Teaching Programmes", the textbook on "Lifeskills Teaching" and "The Rainbow Years: The Pluses of Being 50+". He set up Three Albion Place Ltd as a successor to the Leeds Club which combines the functions of a private members club, a conference and events business whilst striving to be a centre for social and cultural communication in Yorkshire. He remains a non-executive director. He is Chairman of Axia Interactive Media, a company which operates from the UK and Canada, who are specialists in web-based solutions to support lifelong learning and professional development. Barrie, with Mike Scally, has developed a web enabled learning programme for learndirect aimed at convincing people of the pluses of being 50 plus. It was launched in January 2008 http://community.learndirect.co.uk:80/community/community/50forward. He continues to blog on this topic at www.theplusesofbeing50plus.blogspot.com. He has just completed a book with Katie Ledger: "And What Do You Do? 10 Steps to Creating a Portfolio Career", published in October 2009. He and Katie blog on this topic at www.portfoliocareers.net.

Acknowledgements

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My Personal Journey

Putting this paper together has felt like writing and directing one's own version of 'This is Your Life'. Not exactly memory lane as that suggests a clear direction and a knowledge of where you are going. I have never known that or indeed have had any inkling to want to know it. My first co-author, John Hayes, when we worked together at the Vocational Guidance Research Unit at Leeds University in 1966, always knew the career path he wanted and indeed achieved it and is now a Professor at Leeds University Business School. While I slowly discovered that my idea of hell was to meet a fortune teller who could tell the future. My career style has always been never to plan more than six months ahead and to always allow for spontaneity. In my latest book on Portfolio Careers I quote from Sir Ken Robinson's (2009) inspiring book on creativity:

"One of the most basic reasons for thinking that it's too late to be who you are truly capable of being is the belief that life is linear. As if we are on a busy one-way street, we think we have no alternative but to keep going forward. If we missed something the first time, we can't double back and take another look because it takes all of our efforts to keep up with the traffic".

My life has never been linear and much of my work has been devoted to persuading people that they may gain more fulfilment, joy and creativity by not proceeding up a one way street.

At each stage of my life I have worked and researched and explored the life stage that I was experiencing – and usually ended up writing a book about it. In my early 20's and not having any real idea as to what I wanted to do, not surprisingly I became interested in vocational guidance (1968) which then transmuted into careers guidance (1971). When I married for the first time I wrote a book with my wife on marriage (1973).

My father died suddenly when I was 28 and it was so traumatic for me that I became fascinated with how people dealt with bereavement and the wider range of life transitions, so I researched the topic and wrote a book on Transitions – Understanding and Managing Personal Change (1976).

Having children, I became increasingly horrified as to how little schools were doing to equip young people to live and develop in our rapidly changing world. I began to develop exercises that could be done in the classroom that would enable youngsters to develop personal and career skills (1973). In the 1970s they were not even teaching study skills, a crucial skill for being successful in schools. So, with Mike Scally, at the Counselling & Career Development Unit at Leeds University, we began to list what we thought were the fundamental Lifeskills that young people needed to develop. Finding no teaching materials for most of these skills we set about writing and producing them. We could not find a publisher that would publish them in the way that we thought appropriate, so in a fit of anger during a meeting with McGraw Hill, Lifeskills Associates was born (1980-88). We allowed them to publish the background book on Lifeskills Teaching (1981). The teaching programmes needed financing so we began to work in the business world and developed a training and consultancy business. We were learning on the job and quickly realised that most other people do that too, so adapted our teaching materials so that they formed the basis for employee development in organisations. At this point we left the security of our University careers to move full time into our publishing and consultancy business.

We were by now training employees to be trainers in their own companies and teachers to be in-house trainers and there were hardly any resources available to help us do that. So with a colleague in the USA I wrote a book on Producing Seminars, Short Courses and Workshops (1979).

Reaching the age of 40 I had read the research and knew that I had better engage in a mid life review so, again with Mike Scally, wrote Build Your Own Rainbow to enable me to do that. That became the foundation for much of the work that Lifeskills International did with a variety of large companies in the UK, Europe, Asia and North America (1984).

As an increasingly mature consumer who worked in the US a great deal during the 70s and 80s I became very aware of the big differences in customer service skills in the US compared to what we had back home. Landing back on British soil was

always traumatic and a culture shock with the minimalist service standards to be found everywhere. So Mike and I researched customer service, set up a take away gourmet pizza company totally based on our principles of excellent customer service, surveyed many of our leading companies and then wrote a book about the 12 Steps to Success through Service (1989). The differences between our two countries now are much more minimal by the way.

More recently, having turned 60, I became aware of a lack of awareness in society and in the over 50s themselves of the massive demographic changes taking place and the increase in longevity which offered great opportunities for personal reinvention but also for personal trauma. Mike and I worked with learndirect to provide the learning materials for the website, www.fiftyforward.co.uk. We then decided to write the book that covered this much more extensively and The Rainbow Years: The Pluses of Being 50 Plus was published in 2008.

Around this point I met an ex ITN newsreader, Katie Ledger, who was telling me that she had left to pursue a portfolio career. In discussing this, I suddenly felt like the man in the Molière play who discovered that he had been speaking prose all of his life: I discovered that for most of my adult life I too had pursued a portfolio career. Even when I had a so-called full time job I always had at least one and often more 'things on the side'. I had always been impressed with Charles Handy's (1989) predictions about the future desirability of this career pattern, so Katie and I set about interviewing a wide range of people with portfolio careers, most of whom by the way had never heard the term before. My latest book, written with Katie, And What Do You Do?: 10 Steps to Creating a Portfolio Career, was published in October this year.

What next?

A book on how to live and develop successfully in a residential home? Residential Rainbows? Maybe I can write a book on dying but probably would not get the chance to finish it!

From Talent Matching to Lifestyle Choice

The world seems simpler in retrospect when viewing the 1950s and 1960s. Much of our society was still influenced by the 19th century factory model of production. Items were put in at one end of a conveyor belt, were subject to a range of processes and would then emerge in a different form at the other end. Much formal education was still influenced by this paradigm. Unsurprisingly, therefore, vocational guidance was also viewed in this way. Frank Parsons was the main proponent of the talent matching approach as long ago as 1909. Very simply stated, this involved finding out about the skills and interests of an individual and then matching those against known skills and interests for a range of occupations. Closest fit meant that this was the career for you. The individual was measured by templates such as the 7 Point Plan of Alec Rodger or more rarely by psychometric tools. Occupational experts then rated jobs by similar criteria. This was what I called at the time a 'snapshot' approach. It assumed that generally speaking neither the individual nor the job was going to change that much. The paradigm was that experts gave their interpretation to clients who then took their advice. I always thought of this as the 'black box' model. You see what goes in. You see what comes out. What happens in between is something of a mystery.

As the 1970s dawned a greater appreciation began to be expressed about the value of educating people, young people in particular, to understand more about jobs, careers and the world of work. Schools began to design occupational visits, work experience schemes and careers education programmes. The latter were run by teachers who began to get trained as careers teachers. For most adults there was little on offer outside privately paid for guidance.

In the careers guidance book I wrote with John Hayes in 1971 we were already discussing the value of classroom work that helped to develop the self concept, occupational concepts, occupational self concepts and extra-occupational self concepts. This was reflecting a major change of emphasis on how we viewed helping people to choose work that was

suitable for them. The process was further refined when Bill Law and Tony Watts(1977) began to outline their four stage model of career development in the 1970s and 80s. They defined careers education learning outcomes as self awareness, opportunity awareness, decision learning and transition learning. By now the individual was being seen as very much more than a passive vessel waiting to be fuelled up by the vocational guidance mechanic. Individuals were to be taught skills and techniques that would not only make them more employable but increasingly the architects of their own futures.

Organisations were now beginning to see the pluses of helping their employees be more proactive in managing their own careers. In 1985 British Airways employed Lifeskills International to help to change its organisational culture from the state owned risk averse, decisions pushed upwards, paternalistic pattern to one in which individuals took more responsibility, demonstrated greater initiative and creativity and were more entrepreneurial. Inviting all of their staff to a series of company wide career development workshops was their way of making the point that 'we now expect you to come to us with ideas for improving or changing your job and developing your career'. Locus of control for career choice and development was clearly being shifted from the external to the internal. In the early 1990s Charles Handy was writing about his ideas of how careers were going to develop. He distinguished between wage work (what I would call paid work), homework, gift work and study work. He said that increasingly people would develop a portfolio of different kinds of work.

This was well on the way to definitions of work that would make more sense to us today. The latter is well illustrated by a quotation that I use from Nick Williams (2007) in my latest book:

"I would like to reinvent the idea of a proper job: it has many strands, a portfolio; its hours suit our lifestyle; it allows us to find and utilise the best and most creative parts of us; it incorporates and accommodates us as a whole person; it affords the opportunity to grow, expand and discover more about ourselves; it is based on win–win and co-operation; it allows us to expand into being a whole

human being – mind, body, emotions and spirit. That is proper work!"

As careers experts we can suggest options and routes and help people identify their skills, values and needs but the process has to be driven by the individual.

I believe that we have now reached a point where we can define four major career patterns. For some people one of these will dominate their total paid working lives. For others they move from one to another depending on their work life blend at that time. Instead of the much-publicised work–life balance, Katie Ledger and I prefer 'work–life blend'. Balance suggests work and life are separate. You can do one or the other but not both at the same time. Blend suggests that work and the rest of life are not seen as equal and opposing forces but more of a coming together. A flexible approach where the sachets of jobs and life can be mixed in different amounts and in different ways. Some people will choose a blend with a heavier dose of paid work. Others will opt for more unpaid work. Some will focus on leisure activities and others their family commitments.

Interestingly, Lao Tzu, 2,300 years ago put it rather succinctly:

"The master of the art of living makes little distinction between his work and his play, his labour and his leisure, his mind and his body, his education and his recreation, his love and his religion. He simply pursues his vision of excellence in whatever he does, leaving others to decide whether he is working or playing. To him, he is always doing both." (Kaizen blog 2009)

Types of Career Pattern

A single-track career is the one that many of us have been brought up with. It developed with the Industrial Revolution and the notion of specialisation. Production was broken down into specific tasks and people were employed to carry them out. The ladder symbolises this track very well as we were all supposed to be motivated to 'get on', meaning

upwards. We continued until gold watch time and then became a retired teacher, builder, manager, shop worker, etc. If we worked well and were loyal, we were promised a long-term job and that we would be 'looked after'. Careers advisors throughout the 20th century helped young people to work out what they wanted to do for a living. By this they meant finding the job and the career that those young people would want to pursue for the rest of their lives.

Pluses? You got security, opportunities to be trained and developed, a predictable income, a feeling of belonging, recognised social status in that everyone knew what you did and where you worked. You had a job title.

Minuses? Today, no organisation can offer a career or a job for life. Organisations are born and die or are reinvented, so there's no secure edifice against which you can lean your ladder. People themselves now change more quickly. The different generations want different things from work. Generation Y want personal development, work that reflects their social values and project work with people they respect. They are under no illusion that any position will last for more than a few years. Even the Baby Boomers in a recent survey stated that they weren't sure what they wanted to do when they grew up (Learndirect 2007). Forty-six per cent of them were looking forward to a new career that would be more satisfying than what they had previously had. Sixty-one per cent of them wanted to learn new skills.

Single-track careers are still possible but less so than they used to be – and job swapping between organisations is now often the only way of developing that work style.

A **serial career** is symbolized by a chequerboard, which shows that people can move upwards, sideways, maybe downwards, diagonally and so on. People who like periodic change favour this work style. Some individuals, no matter what they're doing or how successful they've been, just need to

change every few years. They get bored and need to move on. They enjoy learning new skills and working in new environments. In the past they might have been characterised as feckless, a dilettante or unreliable. They get very involved in a job or a career but don't see it as something for life.

Pluses? You can experiment with a number of different jobs and careers. You choose your paid work according to what interests you, as opposed to what might help get you promotion or more money. You will need to develop what is sometimes referred to as 'flexicurity'.

Minuses? Some people may view you as someone who 'never settles down'. You may never achieve seniority in an organisation.

A **lifestyle career** is most apparent at present in Generation X, although it's certainly visible in the other generational groups. Barnaby works three days a week for a local authority and spends two days a week bringing up his two young children. Pam, his wife, also works three days a week (for an international oil company) and spends the other two days a week with their children. On only one day a week do the children go to a child minder. Barnaby and Pam are both clear that 'you only get one chance to bring up and enjoy your kids and we're not going to miss out on that'. Consequently, any major career progression or job changing will be put on hold until the children are both at school. They will then review where they are and maybe make some career changes at that point. Barnaby is more likely to move on, as at heart he is actually a serial careerist. Pam is more likely to seek advancement in the company, as at heart she is a single-track careerist.

What we're finding is that the work–family dimension is not the only factor promoting this work style. Some people wish to travel, do voluntary work abroad or return to being a student. In later years the work–family dimension may appear again with older relatives who need to be cared for. Apparently women now spend more time caring for

one or both parents than they do bringing up their own children. Other people want an undemanding job that pays for them to pursue a hobby which can't support them financially or that they don't choose to support them. John works in a shop for six hours a day. It doesn't excite him or give him much satisfaction but it demands little from him. When he's home, he devotes most of his time to his garden and his bee keeping. The blend works for him.

Pluses? The opportunity to combine a range of paid and unpaid work that's important to you. Paid work doesn't dominate your life. You have a more balanced style of life. You can always shift into a different career pattern if your lifestyle changes.

Minuses? Career advancement is likely to suffer. Promotion can be seen as a headache rather than an opportunity. Financially there may be a price to pay, as even today it's not always possible to get a part time job with the level of flexibility that's required.

A portfolio career. *"A portfolio career is not the same thing as holding down three bad jobs and wishing you could figure out what to do with yourself. Rather, it is a scheme you pursue purposefully and positively, as a way to achieve financial or personal goals or a mixture of both."* (Penelope Trunk blog)

The simple definition of a portfolio worker is someone who has two or more jobs with different employers. This paper will focus in some detail on this, as it is a relatively new phenomenon.

We've been discovering that thousands and maybe millions of people have been and are developing portfolio careers without being aware that this style of working has a name.

The jobs might be totally unrelated or very similar or somewhere on the continuum. Sometimes the strands of a portfolio career even rotate seasonally. Lisa Milner is an accountant in Yorkshire in the summer and she runs a ski/chalet holiday business in France during the winter months.

So, how many jobs should you have? In our book we've mainly interviewed people with between two and five jobs – but for some people that's not enough. Trish Cowie, for example, has eight jobs (take a deep breath!):

- Age Concern – physical activity co-ordinator (25 hours a week)
- Salisbury District Council – sports and community officer (7.5 hours a week)
- Wiltshire Fire & Rescue Service – fitness advisor (about 6 hours a week)
- NHS Wiltshire – cardiac rehabilitation instructor (2 hours a week)
- Bikeability – national standard cycling instructor (about 1.5 hours a week)
- Action for Charity – freelance steward (20 days a year)
- Walking for Health – cascade trainer (6 days a year)
- Salisbury Hospital – bank fitness instructor (when required)
- And in her spare time, she is completing a course to become a lifeguard…

Trish says, 'The nice thing is that I don't get up each morning and think I have to go to work'.

People who opt for this work style like it because it gives them variety. Also, they don't have all of their career 'eggs' in one basket. If one job gets boring, they can focus more on the other ones or indeed even ditch the boring one. If they lose one job, they have other revenue streams to rely on.

A portfolio career gives legitimacy to people who have diverse interests and talents and want to express them. In the past, some people have been suspicious of individuals who have a reputation as 'a jack of all trades'. These comments typically have emanated from people who enjoy pursuing what we call 'single track careers'. Interestingly, Bruce Lynn of Microsoft, (Lynn 2009) in a response to one of my postings on our portfolio careers blog, said, "*I have always advised that portfolio players rather than being 'jack of all trades and master of none' should look to be 'jack of many trades and master of some*"

These people are now embracing the 'portfolio career' label with relief, finding in it a term which legitimises how they want to live their lives.

When asked to comment on the Vodafone Working Nation Report of 2008, David Molian of Cranfield University School of Management stated that

portfolio careers were a rapidly growing development on the working scene:

"Some people see it as a bad thing, an erosion of the bedrock of loyalty on which British companies were once built. Others see it as a positive thing – a free market that encourages achievement, success and growth. I believe strongly that we will see this trend increasingly in the UK workplace, but most significantly within the entrepreneur community."

Some fields of work – such as the arts, academia and consultancy – naturally lend themselves to portfolio careers. But we've been discovering people from all backgrounds who are now beginning to explore this option. We've even discovered portfolio careers among NHS doctors. Some we found were doing GP work and paid church activities, others were combining it with farming and one wrote magazine articles and novels (non–medical).

What are the facts?

- **1 million+ have two or more jobs.** There are 1.15 million people with two or more jobs. Of these, 65 per cent say they work in this way out of choice and not necessity (Clinton et al., 2006).
- **4 million are self-employed.** Since 1988, self-employment in the UK has more than doubled to close to 4 million with 30 per cent of those working part time (Office of National Statistics).
- **13 million+ would like part-time work.** 13.7 million people have said they would like to 'sell their hours' (Evans et al. 2006) round other life commitments at some point each year in the UK. Any of these, albeit unknowingly, could well be taking their first steps towards a portfolio career.
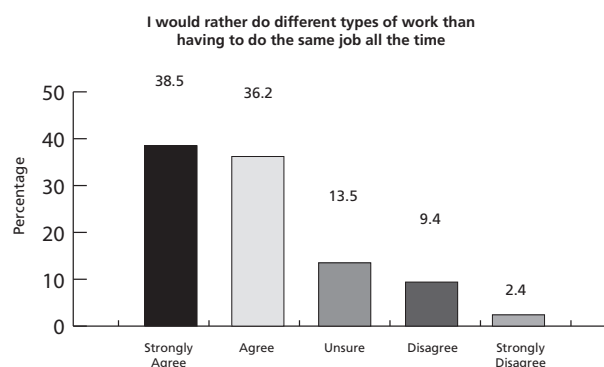
In addition, 60 per cent of new businesses now are started up in the home and home businesses account for more than a quarter of the UK's employment. As Ian Bushby, head of start-ups at BT Business, has commented, "*One interesting trend picked up by BT's Home Business Report 2008 found an increase in spare time start-ups, with a third of people running a home business in their free time. This thriving 5pm-9pm economy offers would-be entrepreneurs a low-risk route to starting their own business while still retaining a regular income stream from their full time jobs.*" (Busby)
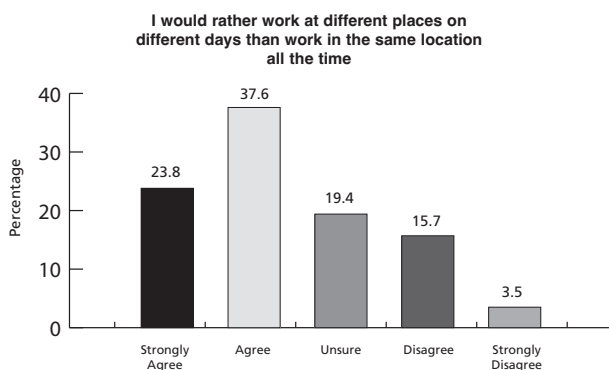
We don't know for sure how many of these people are pursuing portfolio careers, but many of them will be.

Research from Accenture (2009) shows that almost 50 per cent of business professionals around the world believe they are insufficiently challenged, despite being confident of their skills and capabilities. In a survey of 3,600 professionals from medium to large organisations in 18 countries across Europe, Asia, North America, South America and Africa they found that 46 per cent of women and 49 per cent of men said they're not being challenged significantly in their current roles, yet more than three-quarters (76 per cent) of all respondents are confident of their skills and capabilities. No wonder people are realising that it's very difficult to satisfy all of one's work needs in just one job. A new survey by workplace assessment specialists SHL in 2009 (Portfolio careers 2009) states that more than 1 in 5 UK workers reckon that they rarely or never feel fulfilled by their jobs. This dissatisfaction (which is particularly prevalent among young people) has apparently got even worse as a result of the recession. And although workers are reluctant to act on it for the time being, it supposedly could mean a mass exodus once the job market starts functioning properly again.

Portfolio working can be a combination of traditional employment, contract work, temporary jobs, freelancing and self-employment. It can be a great way of developing a personal and professional 'brand' unique to you. Many of our interviewees discovered they can earn more money from three or more part time jobs than from one full time job, although, sadly this is not guaranteed! The following two diagrams are taken from Evans et al., 2006 p.16.

Table 15: *Attitudes to Variation in Work Types* among Survey Participants

I would rather do different types of work than having to do the same job all the time

I would rather work at different places on different days than work in the same location all the time

People are living and working longer, which gives us all more opportunity to create the paid work style that is right for us. As we age, we demand different things from our work and a single employer often can't provide us with the flexibility that we demand.

Sometimes the 'dailiness' of everyday life paints over the dreams we once had or have yet to come. Portfolio workers regularly tell us that having more than one job enables them to fulfil more of their dreams.
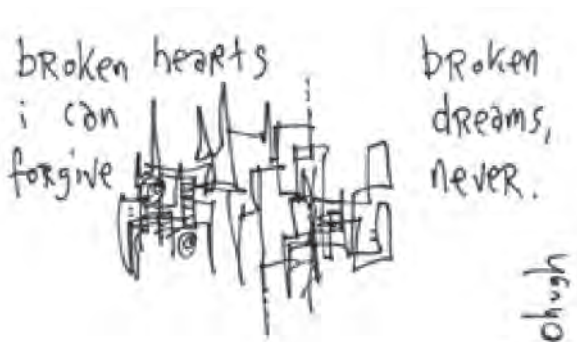

Image by Hugh Macleod

Some commentators argue that it's possible to have a range of work styles and stay in the same organisation (Benko and Weisberg, 2007). So, you could embark on a single track career, start a family and become more lifestyle oriented, then discover some new possibilities in the organisation and become a serial careerist. You could only be a portfolio careerist, however, by having only one of your jobs in that organisation.

Some people also move into and out of a portfolio career. Helen, a teacher, wanted a different challenge. Leaving her full time teaching job, she took on a number of different jobs. She spent two days a week supporting staff in schools through

coaching and mentoring, one day a week supply teaching, and one day a week supporting students on a PGCE course at Leeds University. She also spent time each month working for her professional association and then did examination marking during the summer. After a couple of years she opted to try out a full time job again but after five weeks in her outdoor education role realised she'd made a mistake, on both a personal and professional level. She was then able to go back to the work with her subject professional body, supply teaching and PGCE work. As I write this, Helen is back in full time employment once more (with an education authority) although interestingly she has 14 schools as her clients and they each have their individual issues. That must be about as close as you can get to pursuing a portfolio career within one organisation.

As well as choosing a preferred style of working – a career pattern, we also choose the context in which we work and how many hours we want to spend in paid work. The table below shows the relationship between these.
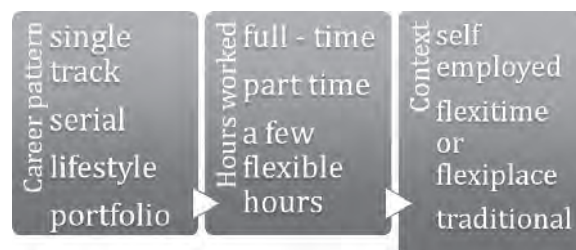
So, you choose your preferred career pattern, then decide how much paid work you want to do, whether or not you'd like to do this as a self-employed person, or whether to negotiate flexitime or flexiplace arrangements with your employer. You do, of course, still have the traditional 9 to 5-ish work context as an option.

Pluses of a portfolio career:

Our interviewees and the few research studies carried out on this group show that a portfolio career has many advantages.

• You're ultimately your own boss even if you're working for half a dozen different organisations.
• You manage your own career and aren't dependent on organisations doing it for you.

- You enjoy a type of freedom when deciding when not to work.
- You can blend your paid and non-paid work.
- You have relative freedom from corporate agendas and politics.
- It can allow you to implement the unique combination of strengths that only you have. If you have very contrasting work needs, it could be well nigh impossible to find a single job that will enable you to satisfy them all.
- Some psychologists argue that each of us has a number of 'selves' that co-exist, sometimes harmoniously, sometimes in competition. Having more than one job gives us greater opportunities to play and 'try on' the different aspects of ourselves.
- You can follow multiple passions.
- You're driven by the need for personal growth and fulfilment.
- The pace and constant change.
- It's often easier to say 'no' to a request or demand than when you have only one job and one boss.
- The excitement and unpredictability that can accompany this work style.
- There can be more leisure time.
- It can enable you to spread the risk, allowing you, for example, to earn money from one area while building up a new business or activity in another.
- Many portfolio workers have told us that things they have learned or experienced in one of their jobs has spilled over to benefit their contributions to their other jobs.

The minuses of a portfolio career

There are huge pressures to manage your time to accommodate your different jobs.

- You may well have to invest considerable time and effort in marketing yourself.
- Initially, there are often real financial risks until you've acquired your portfolio. There can be a loss of employment benefits, such as pensions, health care, paid holidays, childcare, etc.
- You may be unwilling ever to turn down work offers.
- You may accept less desirable work because of financial uncertainty. Although the research by Clinton et al., 2006, discovered that around half of their respondents found uncertainty to be an unpleasant experience.
- Sometimes there can be a lack of a regular routine along with feelings of isolation.
- You have to be able to do what some people call multi-tasking, although in fact that means being

able to switch between doing many things in quick succession. John Medina, 2008, claims that in spite of the common use of the term all of the research suggests that we cannot multi-task as such. He says that "the best that you can say is that people who appear to be good at multi-tasking actually have good working memories, capable of paying attention to several inputs one at a time".
- There may be greater pressure on immediate family for support.
- You may well work primarily on your own and not be part of a team.
- You now have to apply for a number of jobs and find employers willing to accept your chosen work style.
- You may have to sacrifice specialising, advancement and/or seniority and may find yourself 'managed' by less competent, less experienced people.
- Sometimes people won't understand what you're doing and will assume the work style you have is less socially valuable than having a single-track career.

The Changing Context of Work

As always there is a way of getting to the core of a topic:

"*Our work may still largely define who we are, but our employers no longer will. Our sense of stability and our sources of encouragement, learning and growth in our careers will come from communities of practice and our engagements with like-minded peers who we meet and keep in touch with online, and not necessarily our long-term employment relationships. Rather, the people we meet at work join the personal networks we create as we move from organisation to organisation over the life span of our careers.*" Quoted in Tapscott and Williams 2007, p.17).

We live in a society (2008 youtube) in which:

- The top 10 jobs that will exist in 2010 did not exist in 2004.
- Today's learners will have had more than 10 jobs by age 38.
- The amount of technical information is doubling every 2 years. By 2012 it is predicted to double every 72 hours. For students starting a 4-year degree course, half of what they learn is outdated by year 3.
- The amount of information generated in 2009 is the equivalent of that generated in the past

5000 years.
- Over 40% of all jobs in 2020 will require a graduate level qualification.
- In the past 10 years there have been 12 jobs created in the knowledge industries for every 1 created elsewhere.
- There are 280 million Google searches every day.
- It took 38 years for the radio to reach a target audience of 50 million, 13 years for TV to reach that, 4 for the Internet, 3 for the iPod and 2 years for Facebook.

We now know that every job is temporary.

"*Within a few years, the very phrase 'going to work' will be meaningless: work will be what we do, not a place we go to.*" (CIPD 2007)

Economic security no longer exists unless you create it. Having multiple income streams can be a way of ensuring financial security.

Flexicurity

When you're thinking about jobs, visualise a coin. On one side, it says 'job security'. But on the other, it says 'dependency'. Many people in full time jobs don't realise that the price they pay for so-called job security is dependency.

The Sliversoftime movement:

"This is where security is not resting on a relationship with one organisation but on the sheer depth of experience and resourcefulness an individual has acquired by engaging with a much wider universe. As organisations increasingly face change, they may even prefer recruiting these multi-faceted individuals to promoting one more Company Man".

Web 2.0

The web has changed everything and it's still only 5,000 days old! Large parts of the world can now communicate with each other virtually, free of charge, by using e-mail, blogs, Skype, Twitter, Instant Messaging, via text and video. We have instant access to the world's libraries. We can search for information on any product, service, company or individual in fractions of a second.

And it's not just about the technology. Yes, it's there in the background as an enabler, but its powerful effect can be life changing. It revolutionises the way we earn, learn and turn round our careers. It's a whole new way of interacting and communicating.

The demographic time bomb

- Of all the people in the history of the world who ever reached 65 years of age, one half of them are alive today (Institute of Ageing and Health).
- For every day that we live we add an extra 5 hours to our lives. Scientists now agree that we have to drop the notion of a predetermined lifespan for our species (Institute of Ageing and Health).
- Changes in longevity are challenging the way we view paid work. For much of the 20th century people worked long hours for most of their lives. Retirement was often short lived. Over the last decade or so many people have been retiring earlier and living longer, thereby considerably extending their 'retirement' time. This century is likely to curtail that in that people will need to be in paid work for much longer, though not necessarily 'full time' in the old sense of the word. They may still have relatively short 'retirements' in the old sense of freedom from paid work.
- The over 50's not only live longer, are healthier and wealthier, they also have more life and career options than any previous generation. On reaching 50 today, people could well have at least another 30 - 50 years to work, live, plan for and enjoy. They are the 'Regeneration generation', with opportunities for reinventing themselves in ways never possible before in our history.
- Pensions, and the certainty of them, are not what they used to be. More people will have to work longer and the Government of the day will have difficulty in selling this if it simply means that people will have to do more of the same. People may be more motivated to continue with paid work if it is within the context of a portfolio life, of which it is one part, and maybe not even the most important part, of their lives. To live a portfolio life we need to think beyond simply having or not having a job. We need to combine a range of aspects of our lives, make flexibility our credo and develop a portfolio of skills and activities, some for sale and some to be used for other purposes.
- Age discrimination legislation means older people now in theory have equal opportunities to go on using the skills and experience that they have developed and have opportunities to develop new ones.
- Previous models of family, defined gender roles,

life-long relationships and careers for life are giving way to new models of family and relationships and "portfolio" lives and careers. The needs for income, structure, recognition, status, purpose, contacts, etc. which once were all met by having "a job", can now be met from a range of sources.

- "Permanence" in many areas of life has been replaced by continual change, bringing a need for self-management, reinvention, and knowing how to manage life transitions. People wedded to the notion of 'job monogamy' will be increasingly disappointed.
- The previous concept of "life-stages" (a time for doing what is expected of one) has given way to the notion of writing one's own life script. We do not have to be restricted by the life-patterns of our parent's and grandparent's lives.
- Living longer, for many, means being sandwiched between ageing parents and offspring who are likely to stay dependent longer, and possibly will never be as well off as their parents.
- Happiness or life-satisfaction is an outcome of successfully balancing many features of our unique lives and designing our future amidst a multitude of possibilities, in a life so complex as to be unrecognisable by our own parents and grandparents.
- Consequently, the over 50's probably have greater opportunity to take charge of their lives and make them more like we want them to be than any previous generation in history.

Everyone needs to network

In the 20th century people rarely thought about a new job unless they were unhappy with the existing one or they had lost it. Today, the rate of change is such that the recruitment companies are telling us that we should all be continually networking. In this way new opportunities arise and if we do suddenly have a job crisis we are not starting our job search from scratch. This is not something that comes naturally to some people but then neither did sitting at a desk for eight hours a day.

More than 25 per cent of people who find jobs through networking receive the referral from someone they meet once a year or less (University of Dublin Careers Service).

Emotional support comes from someone who:
- you can talk problems through with – a confidante.
- you can call on in a crisis – a crisis manager.

- makes you feel competent and valued. Someone who you can comfortably share good news with – a validator.
- you can take a break with, have a drink or a meal with to 'get away from it all', someone you can have a really good laugh with – an escapist.

Developmental support comes from someone who:
- is interested in you, what you want to achieve and wants to help you navigate your own journey of discovery – a mentor.
- challenges you to sit up and take a good look at yourself. Someone who'll give truthful negative feedback that you need to hear – a challenger.
- knows how to get things done, who's practical and experienced – a fixer.
- is a specialist in your areas of interest – an expert.

Promotional support comes from someone who:
- introduces you to new ideas, new interests and new people – a connector.
- knows you well enough to bring you together with a possible employer or contractor. They are looking for a win–win outcome – a matchmaker.
- helps to promote you and sell your skills – a marketer.

Material support comes from someone who:
- will help you out with practical support, e.g. use of equipment, premises, child minding, caring for relatives, etc. – people.
- will help you with banks, agencies, investors, individuals, business angels, etc. – finance.

Using our motivated skills

We all have things we love to do: making things, drawing them, designing them, inventing them, solving problems, writing, persuading, helping people, teaching, mentoring, networking…you get the idea.

We feel most alive when we do what we love to do and conversely we feel pretty miserable when we don't. Those 'things' are actually the skills that we were born to use – that we're 'motivated' to use. A motivated skill is unlearned, genetic; it's linked to our temperament and is something we're born with. It dictates how we prefer to behave.

Bernard Haldane (1960) was the first career development specialist to suggest we learn best from our successes and not our failures. He developed the concept of 'motivated skills' after moving to the US from England following the Second World War. Haldane worked with thousands of returning US service people and developed his approach from this experience. He was appalled at just how few people had any idea of what skills they had and what skills they wanted to use.

And he discovered that it was possible to identify at an early age what he was, by then, calling 'motivated skills'.

A four year old who enjoys performing will enjoy it at 15 or 20 or 80 – unless discouraged from doing so. A seven year old who's sensitive and likes to help people is also likely to want to do that throughout his or her life. Conversely, those who show no talent for constructing or building things early on are unlikely ever to love that activity, no matter how much training they receive. Someone who hates working with figures may laboriously acquire the skills to do so – but will never love it and won't look for opportunities to exercise that skill.

Dr Paul Samuelson, the first American to win the Nobel Prize in economics, put it succinctly (2003): "*Never underestimate the vital importance of finding early in life the work that for you is play. This turns possible underachievers into happy warrior*".

Although there are a finite number of motivated skills, only once will they come together in such a way that defines your uniqueness. Other writers use different words to describe this trait – strengths, signature strengths, dependable strengths, drivers, talents, etc. – I prefer to stay with 'motivated skills' as it was the phrase Bernard Haldane used when I worked with him in the 1980s.

There's a major publishing and consulting 'industry' that's developed over the past 10 years around helping people to develop their motivated skills or strengths. The writers, researchers and consultants may not agree on what to call them but the one thing they all agree on is that people are wasting their time focusing on weaknesses and trying to fix them. How much easier and more logical to focus on motivated skills and get people to become even

better at doing the things they love.

But sometimes we're actively discouraged from recognising our own skills as we 'might get above ourselves'. This is not just a peculiarity of the British but certainly there have been cultural pressures not to 'show off'. And there's certainly been strong cultural pressure to spend a great deal of time and effort in improving in the areas in which we are weak.

To quote Peter Drucker (2007 p.167) again, "*It takes far more energy and work to improve from incompetence to mediocrity than it takes to improve from first-rate performance to excellence.*"

Less analysis and more paid and unpaid work experience

This is something that, initially, I found difficult to accept, as someone who has had a successful career in producing diagnostics to invite self-analysis. I am not saying that this has no role now, on the contrary, but just as important is experimentation and testing out new experiences.

Herminia Ibarra (2004), admittedly working primarily with professional groups, emphasises the importance of devoting more time to action than to reflection, to doing rather than planning. We see this in the approach of Generation Y's. They prefer to learn by testing things out in actuality. If it doesn't work out then it hasn't worked out. Nothing more complicated than that and certainly not classified as a failure.

Career and work as continuous reinvention

We have gone on a journey from talent matching to choosing a lifestyle. From finding the right job for life to exploring many paid and unpaid work options. We now know that we can reinvent ourselves at any time of our lives, be that 20, 40, 60 or 80. Increasingly we are attracted to working for ourselves and with people who we relate to but knowing that we will almost certainly move on to other things. We develop loyalty to ourselves and our skills and values and to others that we work with – not organisations for a lifetime. They will only

have limited lifetimes and themselves will be subject to continuous change. The attraction of portfolio careers for many reflect this.

Implications for Guidance Workers

In this complex, fast moving world where today is tomorrow's history lesson, where growing diversity sits alongside creeping global uniformity where does it leave guidance workers who of course are also subject to all of these processes and influences. I highlight some imperatives that occurred to me. It will be fascinating to get your contributions to this debate.

- Get people to think about the **Four different kinds of career pattern**.
- Help people to define their achievements and from those identify their **motivated skills**.
- Always get people to focus on what they do well and what ignites them rather than what they do less well.
- They need to know what is really important to them in their lives – their **values**.
- They need to understand what **interests** them.
- Encourage people to develop their **networks**. They will need these no matter what they decide to do.
- Encourage **experimentation**. There are no 'failures' just decisions that may not have worked out and there is always learning from these.
- It is unlikely that you will be as digitally intelligent as your younger clients but you should at least possess sufficient know-how to have digital conversations. You also need to know how to get older clients to fully utilize the digital options available to them to enable them to network, market and job search.
- Make sure they understand flexicurity. Be aware that people of all generations are now searching for and sometimes demanding flexible working arrangements. And that more and more employers are now open to that option.
- Be aware of the differences between the generations but don't generalise. Not all 60 year olds are SKIPS (spending the kids inheritance), not all 20 year olds want to rush off around the world.
- Teach people how to **market themselves** in this digital age.
- Ask yourselves just what kind of support you can offer your clients. Help them to analyse and develop their **support networks**.

- Ken Robinson (2009) says, "a degree was once a passport to a good job. Now at best it's a visa. It only gives you provisional residence in the job market"

Perhaps most important in this travelogue to the worlds of vocational, career and lifestyle guidance is that it is always possible to reinvent yourself at any age or stage. My plea to you for yourselves and your clients is that whatever you choose to do let your passions fuel it and your values drive it. And, even more importantly, remember to enjoy the journey.

Dr Barrie Hopson 10th December 2009

Points Raised in the Q&A Session After the Lecture.

Is a portfolio career mainly for the middle classes and higher educated?

The truth is that we just don't know. I would make the point that the single track career could also have been designated as primarily for the middle classes and higher educated. Certainly not all of the people that we interviewed fell into these categories but having said that the majority of them did. In traditional working class culture it was not uncommon for people to have more than one job but this was usually dictated by financial necessity. Very little research has been done yet on this career pattern and I would invite people to investigate this whilst it is still a fairly new phenomenon.

Are women more attracted to portfolio careers than men?

This has been a central debate between Katie Ledger and myself and our agent and publisher (all women!). We interviewed slightly more women than men. The book design certainly assumes that there are likely to be more female than male buyers. I have a feeling that women would adapt more easily to this career pattern in that they tend to be more used to juggling different roles than men. The evidence suggests that they are more adept at multi-tasking than men. But then again we have no quantitative research on this subject.

How do people get trained if they follow portfolio careers?

As far as an employer is concerned there is no difference between a part time worker and one pursuing a portfolio career. As such employers need to train their staff. Portfolio workers who are self employed tend to spend their own money on personal and professional development like anyone else who is self employed. Many portfolio workers talk about the pluses of learning new skills in one job which are then transferable to other jobs. As employers get used to employing a larger temporary and project based workforce so they will have to realise that they must provide training to make this work.

What are the differences between portfolio workers and the self-employed?

Self employment is a context for working and as such some portfolio workers will be self employed but many will not. The sample that we interviewed was split about 50/50. We also have found some people who were self employed, then took a number of part time jobs for a while and then became self employed again. We must not confuse a career pattern with the contexts in which we choose to work.

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Handout 6 – Blueprint Matrix 2 page

	I know who I am and what I am good at	I interact confidently and effectively with others	I change, develop and adapt throughout life	I learn throughout my life	I find and utilise information and the support of others
	This career area includes:	This career area includes:	This career area includes:	This career area includes:	This career area includes:
Knowing What & Where... To find out about yourself, others and the world around you and seeking knowledge, facts, information, and ideas	Knowing what my interests, abilities, personal qualities and values are Knowing my strengths and development needs Being aware of how I behave and the impact my behaviour has on those around me and how I am perceived Knowing what makes me feel good about myself	Knowing what is meant by social and professional networks and how to develop and access them Knowing about the importance of building effective personal relationships Knowing what factors influence relationships e.g. common interests, peer pressure, differences, moods, feelings	Knowing that I will change and develop throughout my life Knowing when and who to ask for help Being aware of how changes related to my work might impact on other aspects of my life Being aware of how life changes can affect my well being, mental and physical health and decisions about life, learning and work Exploring my attitude to risk and being willing to make changes to my life	Knowing about different types of learning e.g. formal and informal, on-line and taught, mentoring, work shadowing etc. Identifying the gaps in my learning and skills Exploring how my life experience has affected my attitude to learning Knowing about the support available to me for my learning and how to access this	Knowing where and how to find a range of information sources relevant to my life, learning and work Using technology to help me to find the information I need Knowing who to go to for help, advice and information
Knowing Why.... Things happen and seeking to understand, to make connections between ideas and to reflect about yourself and others	Understanding that my health and well-being affects the way I feel about myself Understanding that the way I feel about myself can affect whether I achieve my life and work goals Understanding the benefits upon my strengths and the importance of taking charge of my own development Understanding the benefits of maintaining my self-esteem	Understanding that networks are important in life, learning and work Understanding the importance of relationships in my life, learning and work Understanding and respecting diversity and individual differences Understanding how to deal with peer pressure, conflict and emotions in relationships	Understanding the value of planning for change including having flexible and back up plans Understanding the value of challenging myself e.g. to do things differently Being aware of the value of adapting to new circumstances and environments Understanding what self-limiting beliefs are and their impact of my life	Understanding how to address the gaps in my learning Understanding the value of developing a range of skills Understanding why I need to invest in learning and how this affects my life chances Understanding the attitudes and behaviours that contribute to successful learning Understanding how skills and knowledge can be transferred from one area of my work or life to another	Being aware that information was created for different purposes and seeking out a range of different perspectives Relating information to my own goals and situation Questioning and assessing the reliability and usefulness of information
Knowing How to... To move things on, to behave positively, to take action and to apply knowledge	Seeking, accepting and making use of feedback from others Identifying work and opportunities that match my interests and values Identifying work and opportunities that build on my strengths and/or develop my skills and experience in other areas Creating a self-development plan Demonstrating resilience throughout my life and career Challenging myself to improve my performance	Living, learning and working effectively with others Dealing with challenges that emerge in my relationships with other people Working effectively in a group or team Listening to others and understanding their point of view Expressing my own views and feelings Developing, contributing to and drawing on a range of networks	Being resilient and willing to learn when things change or do not go as expected Overcoming fears and worries and taking appropriate risks Spotting opportunities and making the most of chance happenings Anticipating and initiating change Challenging my self-limiting beliefs e.g. stereotypes, to enable me to change and develop	Selecting the right type of learning for me Taking part in learning throughout life Having a learning and development plan Spotting opportunities to learn and develop Overcoming the barriers that prevent me from learning Broadening my learning outside my comfort zone	Interpreting and using career and labour market information Using different opportunities and experiences to find out about learning, work and other alternatives Combining information and drawing conclusions from it

I understand how changes in society, politics and the economy relate to my life, learning and work	I understand how life, learning and work roles change over time	I make effective decisions relating to my life, learning and work	I find, create and keep work	I maintain a balance in my life, learning and work that is right for me	I plan, develop and manage my life, learning and work
This career area includes:	**This career area includes:**	**This career area includes:**	**This career area includes:**	**This career area includes:**	**This career area includes:**
Identifying the importance and value I place on work and learning Understanding that there are ethical dimensions to my life, learning and work Being aware of the global economy and how it impacts on my life, learning and work Being aware of social and political changes	Knowing how the typical and stereotypical roles of different individuals and groups in society change over time Being aware that life, learning and work roles can change over my lifetime Knowing that a range of different roles, in the workplace and in the home, are important to family and society e.g. caring and domestic work	Knowing what effective decision making is and its benefits and impact on choices in life Identifying and gathering a range of information to help me make decisions Understanding that there are different ways to make decisions Knowing how to evaluate my decisions i.e. identifying pros and cons and implications Understanding risk taking in decision making	Knowing how and where to search for work Knowing who could help me find work opportunities Knowing what employers value in employees Knowing about different types of work and employers Knowing how businesses and organisations operate Knowing the skills that are needed during a recruitment process	Being aware of the various roles and responsibilities I might have in life, learning and work Understanding the likely pressure points in life Being able to identify what causes me stress Knowing how to manage stress and pressure in life, learning and work	Understanding The High Five Messages of Career Development (Change is Constant, Focus on the Journey, Learning is Continuous, Team Up with Others, Follow Your Heart) Being aware of my skills, strengths and achievements and what I have learnt Being aware of the advantages and opportunities that arise in my life Knowing how to plan and manage periods of change and transition in my life Knowing the benefits of goal setting and how to do this
Understanding how social, political and economic change can affect the services and goods society needs, and have an impact on my life, learning and work Understanding how work (paid and unpaid) contributes to my community and society Being aware of how my willingness to travel or relocate impacts on my life, learning and work opportunities. Understanding how groups and individuals can influence the conditions within which I work and live	Understanding my own attitudes to different life, learning and work roles, and considering how these attitudes have been shaped Being aware that during my lifetime I am likely to fulfil many roles Being aware that stereotypes, bias and discrimination can limit my opportunities	Understanding and evaluating various influences on my decision making Understanding how my personal beliefs and attitudes affect my decisions Being aware of what might interfere with me attaining my goals, and developing strategies to overcome these barriers Knowing that the choices I make influence the course of my life Understanding my attitude to risk taking	Understanding that my skills and experiences are transferable to various work settings Understanding the value of paid and unpaid work in developing and evidencing skills Understanding how to create job opportunities Understanding what kind of work and employment I value Understanding the importance of presenting myself effectively when seeking work and whilst in work	Deciding for myself the relative value of work, learning, family, leisure and other activities Understanding that my various life roles, and the balance between them, can have an impact on my health and well-being now and in the future Understanding my options for an effective life/work balance	Being able to visualise the future that I want and being able to adapt and refine this vision in the light of experience and changing circumstances Understanding the value of optimism and self-belief in the pursuit of life, learning and work Understanding the value of goal setting in my life
Finding out how I can contribute effectively to the development of my community and society (e.g. through volunteering) Identifying work and life choices that fit with my values Anticipating likely changes to my life, learning and work that will affect my choices Weighing up the pros and cons of travelling and relocation to attain my life, learning and career goals	Helping to create a culture, which values individuals on the basis of what they have to offer Taking on a range of roles and responsibilities throughout my life in a positive way Challenging my own and others assumptions and stereotypes Being aware of my own attitudes to life, learning and work	Thinking creatively about life, learning and work options Seeking out a range of information and options when making decisions Taking account of my medium and long term goals in day to day decision making Evaluating the pros and cons of options that affect my life, learning and work Evaluating the impact of my decisions on myself, on others and on my community and the wider society	Developing skills and experience that employers value Presenting myself and my skills to others effectively Searching for work effectively, making connections, seeing opportunities and imagining possibilities in the context of my working life Developing relationships and networks to help me to find, create and keep work Engaging in learning activities to maintain and develop skills for work	Managing my priorities and others' expectations and demands Taking action to create a balance in my life that is right for me Making time for activities that contribute to my health and well-being Managing my finances to provide the best basis for my life, learning and work	Developing and demonstrating behaviours and attitudes that support the High Five Messages of Career Development Being able to set and sustains life, learning and work goals Being able to make plans to guide me in my life journey Using the Blueprint for Careers throughout life

Handout 7 – Definition of effective practice

Effective practice in career development in the FE sector helps learners to reach their potential by ensuring placement on correct programmes, addressing barriers; supporting them on programme to reach their learning goals and increase their employability, and facilitating next steps and progression. It also improves their ability to manage their career and pathway throughout life.

Features of effective practice are likely to include:

- provision that:
  - motivates and raises aspirations and confidence
  - expands young people's understanding of the world of work or learning, and ways of entering these, such as through work-related experiences and tasters
  - helps young people to make wise decisions about learning and work options
- provision that is regularly modernised and refreshed through CQI (continuous quality improvement), informed by a systematic approach to the evaluation of the services and analysis of a range of relevant data, including destination data, and good practice and resources from elsewhere
- provision that is culturally sensitive and inclusive – and embraces and actively promotes equality and diversity
- provision that is personalised and differentiated as appropriate to meet the needs of all learners
- provision that is informed by LMI (labour market information) and supported through strong links with employers
- learners' involvement in the design and development of services
- harnessing new technologies creatively to innovate
- delivery in ways that are cost-effective and sustainable.

There is evidence that the above are in place.

This is likely to be found in organisations that have embedded career development in their culture and demonstrated by:

- an agreed understanding about what career development is, what it can and cannot deliver – based on shared underpinning principles
- a committed leadership, which recognises the benefits and added value that effective career development brings – and secures adequate resourcing
- a 'joined-up' approach with clear management and allocation of responsibilities, which ensures excellent co-ordination and coherence of career development within the organisation, thus providing appropriate and timely career development for learners – and ensuring that good practice can be identified and spread
- a systematic approach to the review of staff performance, identification of development needs and meeting of these
- an effective partnership working.

Handout 8 – Resources

Learning and Skills Improvement Service (LSIS)
www.lsis.org.uk

Direct.Gov for careers advice services, learning provision and student finance
www.direct.gov.uk

Institute of Career Guidance (ICG)
www.icg-uk.org

National Association for Educational Guidance for Adults (NAEGA)
www.naega.org.uk

National Institute for Career Education and Counselling (NICEC)
www.crac.org.uk/nicec

Advice Resources
www.advice-resources.co.uk

Cegnet
www.cegnet.co.uk

Department for Children, Schools and Families (DCSF)
www.dcsf.gov.uk

Department for Business, Innovation and Skills
www.bis.gov.uk

Blueprint for Life and Work (Canada)
www.blueprint4life.ca

Australian Blueprint
www.blueprint.edu.au

Matrix Standard
www.matrixstandard.com

Career Train (for The One-to-One Toolkit and The Adviser's Groupwork Toolkit)
www.careertrain.net

Ofsted (for the Common Inspection Framework)
www.ofsted.gov.uk

Lincolnshire schools guidance network
http://microsites.lincolnshire.gov.uk/children/schools/guidance/guidance-network

Handout 9 – The career counselling interview

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http://eprints.bbk.ac.uk

Kidd, J. M. (1996). The career counselling interview. In A. G. Watts, B. Law, J. Killeen, J. M. Kidd & R. Hawthorn, *Rethinking Careers Education and Guidance: Theory, Policy and Practice*. London: Routledge, pp 189-209.

The career counselling interview

Jennifer M. Kidd

INTRODUCTION

The interview is probably the event that most lay people associate most directly with careers guidance. Many would be surprised, however, to learn of the variety of 'models' of interviewing that guidance practitioners may employ. Ten or fifteen years ago, the main differences in approach could be characterised quite simply: the choice was between a counselling-type interview using Rogerian relationship skills, and a content-oriented model where the aim was to obtain certain categories of information from the client and make recommendations as to the action he or she should take. Rodger's Seven-Point Plan (Rodger, 1952) was often used as a framework for this latter approach.

In recent years, though, there has been an increase in the range of approaches on offer to the guidance practitioner. To some extent this has been due to the proliferation of American writing on contemporary theoretical perspectives on career counselling, but the influence of British (more practice-oriented) work is also apparent. Crites's (1981) and Walsh and Osipow's (1990) volumes are good examples of the contemporary American literature in this area: both contain comprehensive reviews of a range of models, and attempt to describe and differentiate them along a range of dimensions. These are discussed later in more detail. There appear to be no British reviews of career counselling theories specifically, though Millar et al. (1992) deal thoroughly with the theoretical background to interviewing practice in general, across a range of settings. Ball's (1984) and Nathan and Hill's (1992) discussions of practice have also made useful contributions.

The provision of interviews within the total guidance process varies somewhat between professional groups. In higher education careers services, for example, there has been a move away from individual hour-long interviews, and in some cases more emphasis is now placed on access to information and group work. In other contexts, however, the interview is still seen as a central core of provision: for example, adults receiving guidance through Training and Enterprise Councils are sometimes given a voucher to 'pay' for an intensive interview as part of the service provided.

Whatever model for one-to-one career counselling is adopted, the interview should be seen as only one possible guidance activity among many. It might also be argued that where it is offered, the interview should come later rather than earlier in a sequence of activities, since research suggests that clients who have participated in careers education programmes before the interview gain more from the interview itself (Bedford, 1982a). It may further be noted that although individual guidance seems to be more effective, in terms of a range of learning outcomes, than other types of interventions, it is much more costly (Oliver and Spokane, 1988). Practitioners need to consider carefully, therefore, how far the one-to-one interview is the most appropriate intervention for a particular client or group of clients.

Guidance interviewing practice also varies between professional groups. It is dangerous to generalise, but practitioners working in independent career counselling and outplacement agencies are more likely than other guidance workers to offer clients a battery of tests (which may include interest and personality inventories and aptitude tests) and to make recommendations based on interpretations of their results. Outplacement counsellors are likely to focus on coaching and support in job hunting and also may be more prepared to devote more time to providing emotional support to clients who are recovering from the trauma of redundancy. In the face of limited information about their clients' interests and abilities, educational guidance workers may have to give a fair amount of attention to assessment too, though they are unlikely to be trained in the use of psychological tests and their assessment techniques may be more wide-ranging (Kidd, 1988). Recent research suggests that careers officers, higher education careers advisers and educational guidance workers vary considerably in their familiarity with different models of guidance interviewing (Kidd et al., 1993) and for careers officers at least this seems to affect the way they describe their interviewing practice (Kidd et al., 1994).

Space precludes a full discussion of the range of models of interviewing promulgated in the literature: the reader is referred to the reviews cited above for a detailed discussion of the orientations summarised here. What is attempted in this chapter is a fairly comprehensive (though, of necessity, broad-brush) overview of the main approaches to interviewing which appear to be applied in Britain. These are discussed within four general 'orientations': person-environment fit; developmental; person-centred; and goal-directed. Throughout, the techniques and methods derived from British theory and research are given more prominence than the American models, since reviews of the latter are more readily available. What some may consider as an important orientation, the psychodynamic, is not covered, because such approaches rarely inform practice in Britain. Even in the United States, where more use is made of them, the underlying psychodynamic theories have not been well applied, beyond the use of certain techniques such as card sorts and projective techniques, which are often used within other career counselling orientations.

The overall aim is to go some way towards reducing the gap between theory and practice by outlining some of the ways in which it is possible to learn from theory and by highlighting the main implications of the various orientations for career counselling methods and techniques. The orientations and approaches covered are set out in Table 1. To some extent this taxonomy describes ideal types, and categorising models in this way over-emphasises differences at the expense of similarities. Furthermore, the scheme may be too blunt, since it conceals some important distinctions between approaches within the same general orientation. Placing Egan and Krumboltz in the same category, for example, fails to draw attention to the fact that Egan's model is a framework for helping generally, whereas Krumboltz's model derives directly from his social learning theory of career decision-making. The scheme also fails to acknowledge differences in the degree of centrality of the interview itself within the various approaches. Within person-environment fit orientations, for instance, the interview is at the heart of the guidance intervention, but in Super's developmental approach it is only one component of the guidance process. Notwithstanding these caveats, a more elaborate classification of models is likely to be over-cumbersome for present purposes.

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Table 1. Major orientations and approaches to interviewing

Orientations	*Approaches*
Person-environment fit	Seven-point plan (Rodger)
	Congruence models (e.g. Holland)
	Information-processing principles
Developmental	Developmental careers counselling (Super)
	FIRST (Bedford)
Person-centred	Client-centred counselling (Rogers)
	Personal construct theory techniques
Goal-directed	Social learning model (Krumboltz)
	Skilled helper (Egan)
	Interpersonal interaction models

Following this overview of orientations and approaches, the final three sections of the chapter discuss some of the issues that guidance workers may need to consider in applying the various approaches in their work. Some general matters on the relationship between theory and practice are dealt with, and a classification scheme is presented which suggests how far each orientation and approach offers specific guidelines to the practitioner with respect to a number of criteria.

2 PERSON-ENVIRONMENT FIT ORIENTATIONS

Often called talent-matching or congruence theories, these models derive from trait-and-factor theories of occupational choice and guidance. They emphasise diagnosis and assessment, and the expected outcome is a recommendation to the client on an appropriate course of action. The practitioner is likely to use forms and questionnaires completed before the interview as aids to assessment. Sometimes the results of psychometric tests are used as well.

Perhaps the most well-known person-environment fit model in Britain is Rodger's seven-point plan (Rodger, 1952). This is simply a list of questions organised under seven headings. Rodger suggested that these should be regarded as a short list of items that need to be considered in guidance. The seven headings and their associated questions are shown in Table 2. For many years, this was the main model of interviewing used by careers officers. It has fallen out of favour in recent years, however, largely because of its diagnostic and directive nature, its perceived rigidity, and its focus on the content of the interview rather than process issues. Nevertheless, many guidance practitioners still appreciate the *aide mémoire* provided by the seven headings.

Table 2. Rodger's seven-point plan

Heading	*Questions*
1. Physical make-up	Has he [sic] any defects of health or physique that may be of occupational importance?
	How agreeable are his appearance, his bearing and his speech?
2. Attainments	What type of education has he had?
	How well has he done educationally?
	What occupational training and experience has he had already?
	How well has he done occupationally?
3. General intelligence	How much general intelligence can he display?
	How much general intelligence does he ordinarily display?
4. Special aptitudes	Has he any marked mechanical aptitude, manual dexterity, facility in the use of figures, talent for drawing or music?
5. Interests	To what extent are his interests intellectual? practical? practical-constructional? physically active? social? artistic?
6. Disposition	How acceptable does he make himself to other people?
	Does he influence others?
	Is he steady and dependable?
	Is he self-reliant?
7. Circumstances	What are his domestic circumstances?
	What do the other members of the family do for a living?
	Are there any special openings available for him?

Source: Rodger (1952)

One of the most influential and widely researched person-environment fit models in the United States is that of Holland (1973), who proposed that people seek occupational environments that are congruent with their personalities. Holland's theory of occupational choice states that:

1. People fall into six personality or interests types (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional).
2. Occupational environments can be classified in the same terms.
3. Individuals seek to achieve congruence between personality and environment.
4. Where congruence is achieved, optimum satisfaction and performance will result.

According to this model, one of the main activities of the career counsellor is to assess individuals along the six dimensions of occupational interests and to recommend occupations which match the individual's profile. A number of instruments have been developed to assess Holland's interest types. These include the Vocational Preference Inventory (Holland, 1985b), the Self-Directed Search (Holland, 1985a) and the Strong-Campbell Interest Inventory (Hansen and Campbell, 1985).

Holland's work has been criticised for its static view of individuals and occupations. Furthermore, as noted above, and as Rounds and Tracey (1990) have pointed out in their review of person-environment fit approaches, the historically pragmatic focus of these approaches fails to consider the counselling process in any detail. Until now, their emphasis has largely been upon the reliability, validity and type of information gathered about occupations and individuals; little attention has been given to how that information is processed. Rounds and Tracey argue that problem-solving and information-processing are inherent in the person-environment fit models. Theories of problem-solving can be applied to understand better how clients make decisions, how counsellors go about diagnosis, and how they might make decisions about the type of intervention most suited to a particular client. Anderson's (1985) Adaptive Control of Thought theory is used to discuss how information is processed. Vocational interventions need to facilitate the translation of declarative knowledge (facts) into procedural knowledge (ways of acting). This translation is a four-stage process of: (1) encoding (perception of information and appreciation of meaning); (2) goal setting; (3) development of plans and pattern matching; and (4) action.

Person-environment fit approaches have had a bad press in recent years, largely because of the move towards what have been perceived to be less-directive approaches where the guidance worker acts as 'facilitator' rather than 'expert'. It is undoubtedly the case, however, that guidance workers do make judgements and diagnoses in the course of interviews. It has been argued that we need to accept that this is so and to look more closely at these processes. Clarke (1994), for example, has drawn on the literature on medical diagnosis to put forward some hypotheses about the way in which careers officers use information cues to make judgements about clients in interviews. She suggests that an underlying feature of many interviews is a matching process using heuristics and cognitive maps of opportunities. Through this process, careers officers arrive at judgements about their clients, although they may not recognise that this is happening. She goes on to argue that this is an essential procedure within an effective mass careers guidance service, since it enables large numbers of clients to be interviewed in a limited amount of time.

3. DEVELOPMENTAL ORIENTATIONS

Although the term 'developmental' covers a range of models, these approaches have two basic features in common. First, all assert that choosing an occupation and adjusting to the world of work is a continuous process which carries on through life. Second, the language of developmental psychology is used to describe and explain the process of career development. Key variables in the various models are the notions of developmental stages, developmental tasks, and career maturity.

The process of career counselling can be broadly described as attempting to form an accurate and comprehensive picture of the client's career development, and encouraging the client to 'move on' in his or her development towards greater awareness of self and situation and competence in decision-making. It has been suggested (e.g. Healey, 1982) that all career counselling interventions need to be related to the client's developmental stage. For example, during the exploratory stage of career development (around ages 15-24) the focus of the interview will be on educational and occupational decision-making and placement, while in the

establishment stage (ages 25-44) the emphasis will be broader, taking account of other life-roles in the client's career planning.

The writer most clearly associated with the developmental approach is Super (1957), though other writers have also used developmental theories to elaborate the process of career counselling (see e.g. Blocher and Seigal, 1981; Schlossberg, 1984). Perhaps in response to criticisms of the implicit values within the notion of career maturity, Super (1983) has suggested that developmental career counselling needs to attend to the relative importance of work to the individual (work *salience*) and the satisfactions sought from work (work *values*) as well as the client's career maturity.

Jepsen (1990) describes two general principles which are illustrative of developmental approaches: that 'descriptions and interpretations of a client's career help them construct fresh meanings and prepare to take action'; and that 'counselling techniques and methods are more effective when adapted to the client level of development' (p. 136). One tool which might be used in implementing the former principle is Super's (1980) life-career rainbow. The bands in the rainbow represent the different roles a person assumes during the course of a lifetime. This gives a graphic portrayal of the number and nature of roles that adults are likely to have to assume at any one time and the impact of internal and external forces on these roles.

The second principle finds expression in Bedford's (1982a) framework for describing and evaluating careers officers' interviews. This will be described in some detail, as those who have encountered it vouch frequently for its usefulness. Central to this framework is an initial diagnosis of the stage reached by the client at the start of the interview. This is assessed along five dimensions, using the mnemonic FIRST (Table 3). Progress made during the interview is assessed along the same dimensions, and each dimension is viewed as contributing cumulatively towards the goal of 'vocational awareness', which in the case of school leavers is defined as being fully prepared for the transition from school to work. This suggests that Bedford's framework provides more than just an evaluative framework for the external observer. Rather, it can be seen as a fairly sophisticated framework for the assessment of career development.

Table 3 The FIRST framework

Dimension	*Question*
Focus	How far has the young person narrowed down options?
Information	How well-informed is the young person about the career options s/he has in mind?
Realism	How realistic is the young person (both in relation to own abilities and the constraints of the market)?
Scope	How aware is the young person of the range of options available?
Tactics	To what extent has the young person worked out the practical steps necessary to achieve his/her career objective?

Source: Bedford (1982a)

The fundamental interviewer skills and techniques, which Bedford refers to as the 'process' aspect of the model, are seen as comprising seven distinct though related qualities (Bedford, 1982b):
1. Establishing the broad purpose of the interview.
2. Creating a friendly, encouraging atmosphere.
3. Gathering information.
4. Identifying the young person's needs.
5. Giving information.
6. Summarising progress made during the interview.
7. Clarifying the next steps to be taken.

Although Bedford does not describe these as stages, a temporal sequence is implied.

One strength of the FIRST framework is its simplicity and its potential for use in training situations. Behaviourally anchored rating scales derived from the framework can be applied in the evaluation of guidance interventions, although this requires observers to rate interviews individually and the reliability of the assessments depends on their skill in using the scales.

4. PERSON-CENTRED ORIENTATIONS

Although the client-centred approach in personal counselling was first introduced by Rogers (1942), he himself had little interest in applying his approach to career counselling. Patterson (1964) was one of the first writers to elaborate how client-centred principles could be applied in careers guidance. The essence of the client-centred approach is that the most important influence on the progress made in the interview is the relationship between the interviewer and the client. Interview techniques are played down; the attitudes of the practitioner are the main focus. These are normally described as:
1. *Genuineness* - being integrated and real within the relationship.
2. *Unconditional positive regard* - respecting the client in a non-judgemental way.
3. *Empathic understanding* - understanding the client from his or her own internal frame of reference, and endeavouring to communicate this to the client.

The phrase 'person-centred counselling' appears to be the preferred term nowadays. Bozarth and Fisher (1990) suggest two reasons why this is a more appropriate term to describe how this approach informs the careers guidance interview. First, the term emphasises more clearly the importance of the interactive and egalitarian relationship between the practitioner and the client. Second, it highlights the importance of what they call the 'person to person' encounter of the two parties.

Bozarth and Fisher go on to describe four 'axioms' of person-centred career counselling (some of these are derived from Patterson's writings):
1. 'The person-centered career counselor has attitudes and behaviors that focus on promoting the inherent process of client self-actualization.'
2. 'There is an initial emphasis on a certain area of client concern, that of work.'
3. 'There are opportunities for the client to test his or her emerging concept of personal identity and vocational choice with real or simulated work activities.'

4.   'The person-centered career counselor has certain information and skills available to the client through which a career goal can be implemented.'

(Bozarth and Fisher, 1990, p. 53)

Axiom 1 suggests that the locus of control within the interview is with the client. In discussing Axiom 2, Bozarth and Fisher make the point that the choice of emphasis is made by the client and that the focus will normally be on occupational issues, although various other areas may be explored later. Axiom 3 points to the need to consider the interview within the broader framework of careers education and guidance; few other models acknowledge this need explicitly. In Axiom 4, we see a recognition of the importance of considering how information about opportunities should be made available. Information should only be introduced when there is a recognised need for it by the client; it should be introduced in a way that maximises client responsibility; and clients should be allowed to express their attitudes and feelings about the information.

In summary, then, the person-centred approach emphasises attitudes and beliefs rather than techniques and goals. It can be characterised as a phenomenological approach which implies a key role for the self-concept: indeed, Super's (1963) propositions concerning the role of self-concepts in career development are frequently referred to.

It is curious that so few links have been made between the person-centred approach and personal construct psychology (PCP) (Kelly, 1955). PCP is fundamentally a theory of personality which stresses the unique ways in which people make sense of the world. The lack of attention generally to the implications of PCP for careers guidance is surprising because it is essentially concerned with individual choice and change. The central building block of the theory is the construct, which is a bipolar discrimination made between objects of the individual's experience, and thus has choice built into it. Individuals are viewed as constantly testing out and elaborating their systems of constructs.

In Britain, following early work by Edmonds (1979), the person who has probably done most to elucidate how PCP might be applied to careers guidance is Offer (1989; 1990). A number of careers officers have become familiar with the guidance applications of PCP, largely through Offer's distance-learning materials and training courses.

At the heart of the PCP approach to guidance is the assumption that the effective guidance practitioner 'construes the construction processes of another' (Kelly, 1955, p. 104). Offer (1993) argues that the theory can encompass all of the four DOTS learning outcomes of guidance. Self awareness involves becoming aware of one's constructs; opportunity awareness is concerned with developing viable constructs about the world of work; decision learning involves framing a decision within the relevant constructs and preventing these becoming a 'cage'; and one of the tasks of transition learning is 'spreading one's dependencies', or gaining feedback from a wide range of other people.

In more theoretical terms, the guidance process is conceived as identifying the client's position in the 'experience cycle' and the 'CPC' (circumspection, pre-emption and control) cycle, and using certain techniques to help the client to move to the next stage in these cycles. The experience cycle starts with anticipation (a state of preparedness),

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followed by commitment (willingness to get involved with an issue or event), encounter (construing an issue or event), confirmation or disconfirmation (making sense of an event), and constructive revision (facing the implications of what has occurred). Overlapping with the experience cycle, the CPC cycle describes the process of decision-making. In the first phase, *circumspection,* constructs are floated which may be relevant to decisions. This equates to developing self awareness and opportunity awareness in careers guidance: the aim is to ensure that all the pieces of information that may affect the decision are available. In the next phase, *pre-emption,* one or more key issues concerning the decision are identified. The choice has not yet been made, but it becomes clear what the choice is to be between. The third phase, *control,* describes the actual choice (the term 'control' is preferred to 'choice' because the individual refers back to the 'control centre' of the construct system to assess the implications of a particular choice).

Techniques that the interviewer might use to enable the client to progress through these cycles include:

1. Eliciting constructs by asking the client to describe ways in which certain 'elements' (which might be jobs) are similar or different.
2. 'Laddering' up the hierarchy of constructs from concrete subordinate constructs to super-ordinate constructs which have a wider application (one way of doing this is to probe *why* certain things are important to the individual).
3. 'Pyramiding' down the hierarchy of constructs from super-ordinate constructs to subordinate ones (perhaps by asking *how* things differ).
4. Asking the client to complete a 'grid' using certain constructs on a small range of elements (possibly jobs).
5. Employing self-characterisation: for example, asking clients to describe how they see themselves in a year's time, or in a particular position at work.
6. Encouraging the client to develop action plans by moving towards tighter constructs.

Perhaps the main criticism that might be made of PCP as applied to guidance is its lack of attention to objective reality - specifically, hard data about the world of work. It is not clear, for example, how occupational information is to be incorporated into the interview.

5. GOAL-DIRECTED ORIENTATIONS

Contained under the heading of goal-directed orientations is a somewhat diverse range of models. Egan's (1990) prescriptive model of helping is placed alongside the descriptive framework offered by Millar et al. (1992), and these generic approaches to interviewing are linked with Krumboltz's exposition of the principles of learning that govern decision-making about careers specifically. What these approaches have in common is a recognition that career counselling is about, among other things, goal-setting and action planning. It is for this reason that they are considered together here.

We shall begin with Krumboltz's (1983) social learning approach. Krumboltz argues that individuals acquire beliefs about themselves and about the world of work through two kinds of learning experiences: instrumental and associative. The term *instrumental learning experiences* refers to the way individuals develop preferences

through participating in a range of activities, and the development of preferences for those in which they succeed or are rewarded. *Associative learning experiences* refer to the exposure of individuals to the ways in which occupations are associated with complex combinations of values. Two consequences of these learning experiences are *self-observation generalisations* (beliefs about one's own abilities, interests, values, etc.) and *task-approach skills* (relationships between self-observation generalisations and the external environment - for example, decision-making orientations, work habits, and emotional responses). Over a period of time, sequences of experiences enable individuals to generate self-observation generalisations and task-approach skills that form the basis for career development. These beliefs and skills are constantly changing as each new experience builds on previous ones.

One task of the career counsellor is to assess the 'accuracy, completeness and coherence' of clients' beliefs about themselves and about the outside world (Krumboltz, 1983). The problems that inaccurate beliefs can produce include:

1. Making inaccurate generalisations about the world of work from a single experience.
2. Making social comparisons with an idealised role model.
3. Over-reacting emotionally to negative events.
4. Making erroneous attributions of the causes of particular career outcomes.
5. Self-deception.

These types of inaccurate beliefs need to be countered and challenged by the career counsellor, using such strategies as: examining assumptions underlying expressed beliefs; looking for inconsistencies between words and behaviour; and confronting illogical frameworks of beliefs (Mitchell and Krumboltz, 1990). Also, more rational behaviour needs to be reinforced by expressions of approval and appreciation. The goal of more accurate self and occupational knowledge is also likely to be pursued by encouraging the client to learn by experience in the real world - for example, by participating in work-simulation and work-experience schemes.

The Career Beliefs Inventory (Krumboltz, 1988) may be used as a tool to identify attitudes that interfere with the client's ability to achieve his or her goals. Setting goals for career counselling is central. According to Krumboltz (1966), these should satisfy three criteria: They should (1) be capable of being set differentially for each client; (2) be compatible with the counsellor's values; and (3) be observable. The literature on rational-emotive therapy (RET) also suggests useful methods and techniques for challenging clients' irrational thinking (see, for example, Dryden, 1990). In an earlier article discussing some of the applications of RET to career counselling, Dryden (1979) argues that RET may be appropriate 'when the client is experiencing anxiety, depression, anger, guilt or boredom related to indecisiveness' (p. 185). In line with Krumboltz's views, the goal of counselling will then be to identify irrational and self-defeating assumptions, to challenge these, and to help the client work to change them.

As we have seen, then, central features of the social learning approach are cognitive restructuring and teaching decision-making skills. The three-stage model of helping set out by Egan (1990) has similarities with this approach since, like Krumboltz, Egan emphasises the importance of helping clients to identify their goals and make progress towards achieving them. A summary of Egan's model is provided in Table 4. Different communication skills are given emphasis at each stage. For example, within

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Table 4 Egan's model of helping

Stage	*Steps*
1 Identifying and clarifying problem	1a Help clients to tell their stories. situations and unused opportunities
	1b Help clients to become aware of and overcome their blind spots and develop new perspectives on themselves and their problem situations.
	1c Help clients to identify and work on problems, issues, concerns or opportunities that will make a difference.
2 Developing a preferred scenario	2a Help clients to develop a range of possibilities for a better future.
	2b Help clients to translate preferred-scenario possibilities into viable agendas.
	2c Help clients to identify the kinds of incentives that will enable them to commit themselves to the agendas they fashion.
3 Formulating strategies and plans	3a Help clients to brainstorm a range of strategies for implementing their plans.
	3b Help clients to choose a set of strategies that best fit their environment.
	3c Help clients to formulate a plan: that is, a step-by-step procedure for accomplishing each goal of the preferred scenario.
All stages	Help clients to act on what they learn throughout the helping process.

Source: Egan (1990).

Step la, attending, listening, empathy and probing are most relevant, while in Step lb, challenging is likely to predominate. Egan also emphasises the importance of the 'client-helper contract', which enables both parties to understand what their responsibilities are and helps them to develop realistic mutual expectations. The contract might include:

1. An explanation of the helping process.
2. The nature of the client-helper relationship.
3. The helper's responsibilities.
4. The client's responsibilities.
5. The limits of the relationship (for example, whether the client can contact the helper between sessions).
6. The kind of influence exerted by the helper.
7. An explanation of the flexibility of the process.

An important additional feature of the contract may be an explanation to the client about the model of helping: various materials such as pamphlets and videotapes may be used to give clients a flavour of the process. Nathan and Hill (1992) call this

'screening' and point out that it usually occurs before the counsellor and client contract to meet. Screening may be in writing, by telephone or in person (though the Institute of Personnel Management [l9911 recommended that counsellors in such settings should not accept clients without having a preliminary meeting with them to discuss their needs).

 Many practitioners see Egan's clear definition of the stages of the helping process as an invaluable aid to strategy. It is covered on many of the initial training courses for careers officers, and a recent survey (Kidd et al., 1994) showed that it is rated highly on practical relevance. This study also suggested, however, that Egan's work is not as well-known to practising guidance workers as are Rogers's client-centred approach or Rodger's seven-point plan. Given its perceived usefulness, more needs to be done to expose guidance workers to this model, particularly those who trained some time ago.

Our final model within the goal-directed category is the framework of interpersonal interaction described by Millar et al. (1992). They argue that this model is appropriate for the analysis of any type of interview, across a number of situations - for example, medical, research, selection, appraisal, counselling and careers guidance. Originally developed by Hargie and Marshall (1986), the model incorporates five processes concerning the behaviour of both the interviewer and the client: goal/motivation; mediating factors; responses; feedback; and perception. The model & outlined in Figure 1.

Space precludes a detailed account of the processes, so we shall focus primarily on two aspects of the model which, arguably, differentiate it most clearly from our other orientations. These are the attention paid to goals and goalsetting, and the use of social psychology (specifically attribution theory and social influence theory) to achieve a greater understanding of interviewing.

Figure 1 Model of interpersonal interaction
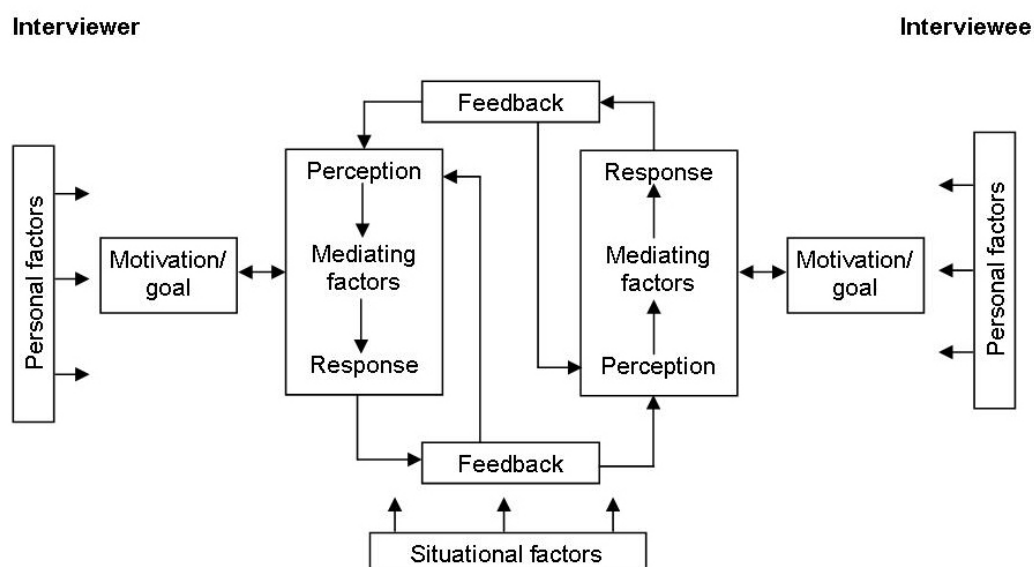Source: Millar et al. (1992)

Table 5 The range of possible goals and sub-goals for vocational guidance interviews

Goals	*Sub-goals*
Enable the client to make realistic self-assessments	Develop self-awareness
	Develop informed self-discovery
	Encourage an exploration of aims, goals, attitudes and values
	Provide accurate and current information relating to the client's individualism (e.g. testing)
Enable the client to make realistic occupational/further education/ higher education/training assessments	Provide relevant information
	Encourage critical evaluation of all available information
	Increase the client's awareness of all potential opportunities
	Promote a thorough exploration of opportunities
	Organise any activities deemed of assistance to the client (e.g. work visits, work experience)
Assist the client to make realistic decisions	Develop an awareness of the decision-making process including goal-setting
	Enable the client to explore the costs and benefits of all possible options (i.e. the implications)
	Facilitate reality testing of any tentative decisions made
	Note any interim or final decisions made by the client and act as agreed
Stimulate the client to act upon decisions reached	Provide necessary information (e.g. addresses, names, telephone numbers)
	Set goals for completion of sub-goals
	Help to increase the likelihood of action being taken by strengthening the facilitators and reducing the inhibitors
	Undertake any action promised as part of the agreement

Source: Millar et al. (1992)

Drawing on the goal-setting literature, Millar et al. (1992) argue that effective goals need to be:
1. Clear, specific, and stated in behavioural units.
2. Measurable or verifiable.
3. Realistic or achievable.
4. Internal rather than external.
5. In keeping with the client's values.
6. Appropriately time-scaled.

From these criteria, one can derive certain lessons for career counselling. These might include: the desirability of taking time to share and clarify expectations about the interview and its purposes; the need to monitor client progress and set goals for the

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interview which are in the control of the two parties; the need to ensure the client's commitment to the guidance process and avoid imposing one's own values on the client; and endeavouring to make the most effective use of the interview time. Some of these are issues which are frequently aired by guidance workers, and practice in various contexts has evolved to incorporate these features: for example, introducing 'contracting' and action planning, and discontinuing blanket interviewing within the Careers Service. What is instructive here is the exposition of how these practices are supported by well-established psychological theory.

Millar et al. identify two possible goals for careers guidance interviews: ultimate (e.g. helping the client make realistic decisions) and mediational (e.g. helping the client become aware of the decision-making process). A range of possible goals, based on an amalgam of previous work, is set out in Table 5. A number of 'mediating factors' (internal states or processes within the individual which mediate between goals, feedback and action) are incorporated into the model, including cognitions, emotions, beliefs, values and attitudes. Aspects of attribution theory are drawn on to explain these processes and to draw attention to various errors which may occur in the interview.

Perhaps the most important bias in the way we infer the causes of behaviour is the tendency to attribute the cause of our own action to the demands of the situation and the cause of others' behaviour to stable personal characteristics. This is the 'fundamental attributional error' (Ross, 1977). A careers officer, for example, may be too ready to explain the uncooperative behaviour of a client as a reflection of his or her disposition, rather than to what might be an unfamiliar or stressful interview situation.

The literature on counselling as a social influence process (e.g. Strong, 1968; Cormier and Cormier, 1985) is reviewed by Millar et al. to examine possible power bases within the interviewer's role. The potential for client change appears to be greatly increased when the client perceives the interviewer as expert, attractive interpersonally, and trustworthy.

The contribution of social influence theory to career counselling has been taken further by Dorn (1990), who identifies five social power bases: expert; referent; legitimate; informational; and ecological. *Expert* power is established as a result of the perceived expertness of the career counsellor. A *referent* power base results from the perception of the interviewer as socially attractive (defined as compatibility with the client and having a positive regard for him or her). A *legitimate* power base emerges from the interviewer's standing in the community as a helper. An *ecological* power base results from the counsellor's suggestions about how the client can control his or her environment. Lastly, the *informational* power base develops as a result of the interviewer's awareness of information resources.

Although providing a useful language to describe the potential for social influence within the interview, these reviews pay little attention to how career counsellors might *recognise* and *realise* their power bases. As Bacharach and Lawler (1980) have pointed out, power is not an attribute, but a property of a relationship, and we have to take account of the characteristics of the party over whom the power is being exerted. Furthermore, power can only be exerted effectively when a degree of dependency

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exists, where one party is reliant on the other for an outcome. Dependency rests on the value of the outcome which is at stake, and the exertion of power is more likely to be effective when the outcome is highly desired than when the value attached to it is low.

One might deduce from this that in order to mobilise their power, career counsellors need first to be aware that certain power bases are possible, and second, to be able to identify the 'sources of dependency' within the client. Many clients see careers guidance as primarily an information-giving service (Cherry and Gear, 1984), and attempting to establish a relationship where clients can gain insight into their interests and abilities (that is, using a referent power base rather than an expert one) could explain why some clients who might benefit from further help fail to return for a second interview. This incongruence between the counsellor's influence attempts and the client's expectations is likely to be minimised by the 'screening' process discussed earlier.

A further practical feature of this framework lies in its implications for analysing the counselling process over a number of sessions. It is possible, for example, that legitimate power will be more important in first meetings, that expert and referent power will be important throughout the process, and that ecological power will play a key role in later stages.

6. WAYS TO LEARN FROM THEORY

As we have seen, the approaches described differ in a number of ways. But what difference does it make in practice which model is used? And how might practitioners begin to choose one or the other? These questions imply that career counsellors have some freedom to select a preferred approach, perhaps on the basis of how far a theory is in line with their own views about human nature, how far it seems to meet their clients' needs or the practical constraints of the context in which they interview, or the extent to which it meets various criteria of academic integrity. Yet for most practitioners, there is very little freedom of choice in relation to any of these criteria. How far particular theories are translated into practice depends not only on the nature of the theory itself, but also, and perhaps more significantly, on the 'gateways' through which they must pass in order to reach the practitioner (Tizard, 1990). Training courses are the most obvious of these gateways, and research suggests, in the case of careers officers at least, that students in their initial training are introduced to a narrow range of theories (Kidd et al., 1994). There are of course good reasons for this. Many careers officer trainers would take the view, for instance, that teaching any one approach requires an in-depth programme integrating theory and practical skills development, and it would be impossible to do justice to more than one or two models in a one-year college-based training course which has to cover all aspects of a careers officer's work.

But to what extent do the models have different and unique implications for practice? Some have argued (e.g. Krumboltz and Nichols, 1990) that the major theories are not in fundamental disagreement, and that their main differences are in emphasis and vocabulary. For example, Krumboltz's distinction between self-observation generalisations and task approach skills has a parallel in the 'psychtalk' and 'occtalk'

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described by Starishevsky and Matlin (1963) in their operationalisation of Super's theory.

A similar argument has been proposed with regard to theories of psychotherapy. Strupp (1973), for instance, takes the view that the commonalities in different forms of therapy are far greater than their differences. One way of identifying what the common therapeutic principles are, as Norcross and Grencavage (1989) observe, is to focus on an intermediate level of abstraction, lying between theory and techniques. They call this 'clinical strategy'.

Other attempts to integrate psychotherapy theories have been described as 'technical eclecticism' and 'theoretical integration' (Norcross and Grencavage, 1989). Put simply, advocates of technical eclecticism use methods and techniques drawn from different sources without necessarily subscribing to their parent theories, while theoretical integrationists attempt to synthesise conceptually diverse theoretical frameworks.

It may be that practitioners will want to develop their approach beyond the one or two models they may have become familiar with in their initial training. Furthermore, those in a training role may want to encourage trainees to use theory more consciously in their work. Given the plethora of models, how might they proceed? There is a range of options:
1. Stay with one or two models (if so, which and why?).
2. Identify the common features from various models that seem to produce client gains - the common factors approach.
3. Tease out the specific methods and techniques from the various models that produce client gains - technical eclecticism.
4. Try to come up with their own, unique, integrative model - theoretical integration.

It may be less important which option is chosen than that guidance workers appreciate that it is possible to learn from the models that exist in a number of different ways, so that tacit relationships between theories and interview styles become more explicit. An examination of the last two options - technical eclecticism and theoretical integration - illustrates some of these.

7. TECHNICAL ECLECTICISM

As was noted earlier, a number of schemata have been used to compare and contrast the main features of the various orientations. Walsh and Osipow (1990), for example, have used a framework originally developed by Crites (1981). This uses two main categories: model and methods. The 'model' category defines the theoretical framework of each approach, and this encompasses three chronological stages of the counselling process: diagnosis, process, and outcomes. The 'methods' category is more pragmatic, including interview techniques, test-interpretation procedures, and the use of occupational information.

It would be a relatively straightforward task to follow Walsh and Osipow's framework to classify the orientations described here, perhaps emphasising how the British methods and techniques flesh out their summaries of the techniques implied by each approach. But, consistent with the aim expressed at the outset of this chapter - to

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attempt to reconcile theory and practice - a schema is proposed which relates the methods and techniques suggested by the various approaches to specific and concrete criteria of effective interviewing. It is hoped that this will be more in tune with the needs of practitioners for guidelines on interviewing.

The rationale behind technical eclecticism is that it is not necessary to synthesise divergent models in order to use the various techniques they suggest. As was shown earlier, the different approaches emphasise a range of different activities and techniques, and each of these is seen to contribute in some way to effective career counselling. Choosing appropriate techniques is difficult, however, without reference to any specific criteria of effective interviewing. An attempt is made here, therefore, to identify some of these criteria.

The criteria have been gleaned from a number of sources. Exploratory research into careers officers' perceptions of effective interviewing (Kidd et al., 1993) suggests that interviews are seen to be most effective when the careers officer is able to *clarify clients' expectations* at the start of the interview (this may include drawing up a 'contract'), *establish rapport* with the client, effectively challenge clients to test their ideas against reality, and *structure* the interview clearly. Added to this list are two criteria derived from the key issues identified by Taylor (1985) and by Nathan and Hill (1992): namely, the most appropriate *provision of information about opportunities*, and the recognition of the *interdependence of personal and occupational concerns*. The final criterion is suggested by Holland et al.'s (1981) recognition that one of the main purposes of guidance is to *provide cognitive structures* for clients to help them to organise their thinking about self and situation.

Some of the activities suggested by each of these criteria are as follows:
1. *Clarifying expectations (or negotiating a 'contract')* - agreeing the objectives for the interview and the nature of the guidance process. The latter includes making explicit the responsibilities of the guidance worker and the client.
2. *Developing rapport* - using generic relationship skills, together with more specific skills such as listening and reflecting.
3. *Effective challenging* - helping clients to 'reality-test' their ideas about themselves and opportunities. This may include challenging uninformed ideas or plans, inconsistent beliefs, gender stereotyping, mismatches of job ideas with local opportunities or abilities, and strategically unsound plans.
4. *Structuring the interview* - having a clear sense of structure and being prepared to progress back and forth through interview stages in an iterative manner. This includes setting aside time at the end for action planning.
5. *Providing information appropriately* - helping clients to relate information to their self-assessments, express their feelings about information, and evaluate the information. This includes encouraging clients to research sources of information for themselves.
6. *Recognising the interdependence of personal and occupational concerns* - accepting that discussing career issues may involve sensitive personal issues, and helping clients to deal with these where appropriate. This includes recognising the boundaries between career counselling and personal counselling, and clarifying these for clients.
7. *Providing cognitive structures* - helping clients to develop a framework within which to organise their ideas, so as to increase the scope of their thinking

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about self and situation. This may be achieved through the use of self-report instruments, such as checklists or standardised psychometric tools, or through job classification schemes.

Table 6 indicates how far each orientation and approach identified in this chapter offers the clearest guidelines to the practitioner with respect to each of the criteria.

Table 6. A classification scheme to inform practice

CRITERIA	ORIENTATIONS			
	Person-environment fit	*Developmental*	*Person-centred*	*Goal Directed*
Clarifying expectations				Egan Millar et al.
Developing rapport			Rogers	
Effective challenging			Kelly	Krumboltz Egan Dryden
Structuring the interview	Rodger	Bedford		Egan Millar et al.
Providing information appropriately	Holland		Bozarth and Fisher	
Recognising the interdependence of personal and occupational concerns		Super	Bozarth and Fisher	
Providing cognitive structures	Holland	Super	Kelly	

It shows that it is unlikely that any one approach, in itself, will provide sufficient guidelines for effective career counselling. Offering training in just one approach, therefore, is likely to be inadequate. It can also be seen from the table that the more recent models of interviewing emphasise the role of the career counsellor as an active communicator and organiser of interview strategy. A core activity is managing the interview process, through contracting, structuring and challenging. This is in contrast with earlier models which, respectively, emphasised *content* (information-gathering and information-giving), and then non-interventionist interviewer *attitudes* (for example, facilitating the client-counsellor relationship).

Although technical eclecticism is helpful, then, in suggesting a range of practical methods, a word of caution is necessary. There may be a danger that career counselling comes to be seen solely as a pragmatic activity, and that practitioners lose sight of its overall purpose, or long-term direction. This may be a pitfall also in the emerging competence-based approach to skills development, since this seems likely to have the effect of encouraging practitioners to see interviewing simply as a cluster of techniques.

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8. THEORETICAL INTEGRATION

Historically, guidance has proceeded through a series of stages which reflect different views of careers (Watts and Kidd, 1978; Kidd and Killeen, 1992). In the first stage, guidance was seen as making recommendations about initial job choices; in the second, it was viewed as a facilitative activity, promoting learning about self and situation; and most recently, it has become more concerned with helping individuals to develop the 'executive' skills for lifelong career management, so that they are able to shape their own careers within a changing labour market.

Different approaches to the interview reflect these various purposes for guidance. Holland's model, for example, focuses on occupational choice, while person-centred approaches see the interview as more facilitative of lifelong career development. Super's later writing is more in line with the career management view of guidance.

Practitioners should be aware of these differences in ideologies, so that they can judge how far each approach suits their own purposes in offering guidance to meet the needs of different clients in various contexts. They need to be helped to develop their own style, over and above a technical blend of methods, through the process of theoretical integration. This argues for an in-depth coverage of a range of theoretical models in training, helping trainees to develop the intellectual skills of critical analysis and evaluation, and offering them opportunities to reflect on their own values and goals. There is already some evidence that familiarity with a range of guidance and counselling theories leads practitioners to think strategically about aims and purposes in their interviewing (Kidd et al., 1994).

As is the case with psychotherapy, a single-school approach to career counselling is becoming less common, and is likely to be undesirable. Making more explicit the various ways in which it is possible to learn from career counselling models should lead to a greater recognition of the value of theory in the delivery of guidance and to a more productive dialogue between theory and practice. Two ways in which models can be linked to methods have been suggested - technical eclecticism and theoretical integration. In some respects these are complementary. If career counsellors are to become both effective practitioners and reflective professionals, using theory to identify particular techniques and synthesising theory to develop a personal counselling style are of equal importance.

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Using a rating of 1 = very good to 7 = very poor, please answer the following questions:

	Rating
Overall how happy were you with the materials?	
How well did you think the course met its aim and objectives?	
How well did the course meets its aim and objectives?	
How would you rate the handouts?	
How would you rate the PowerPoint™ presentation?	
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Which parts did you find most useful?

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How useful were the exercises?	
How would you rate the pace of the course?	
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Which parts did you find most useful?

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What do you think could be done to improve the workshop?

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