

*Career education and
individual education
planning: Using the My
System of Career Influences*

Presenter

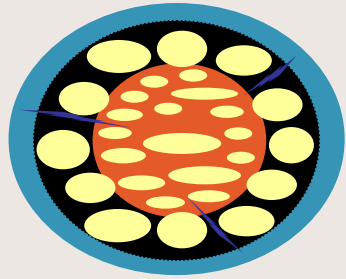
Dr Mary McMahon

*The University of Queensland
School of Education*



Workshop for Career Practitioners

19 January 2009

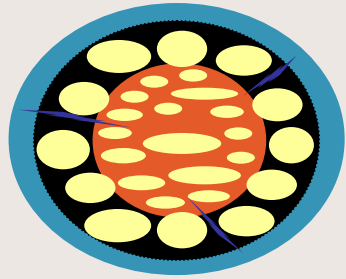


MSCI and Career Education

Workshop outline

- ❖ *Story and Meaning*
- ❖ *Qualitative career assessment*
- ❖ *Systems Theory Framework (STF)*
- ❖ *Introducing the MSCI*
- ❖ *Using the MSCI in career education*
- ❖ *MSCI and Learning*



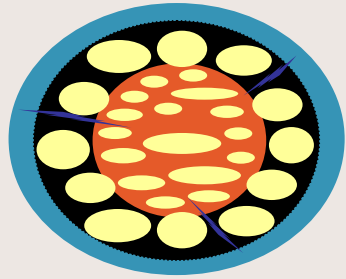


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“Story is a human universal”

(Cochran, 2007, p. 18)



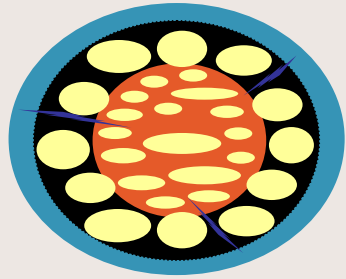


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“Stories live to be told to others”

(McAdams, 2001, p. 118)



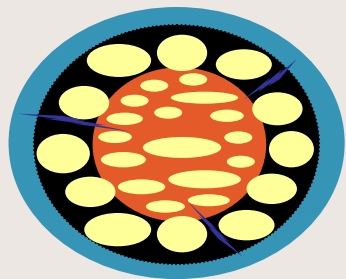


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“There is never a fixed, final, or true life story to tell, nor a single way to tell it, but a plethora of possibilities”

(Botella, et al., 2004, p. 122)



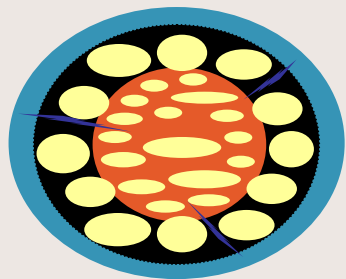


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Our goal is to assist clients to:

- ❖ tell stories about their lives*
- ❖ become “explorers” in their lives
(Peavy, 1998)*
- ❖ make meaning about those experiences*
- ❖ understand the future in the context of the past and present*





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Our purpose is to assist clients close the gap between

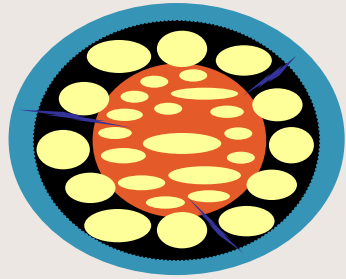
❖ *what is, their present story or “the existing state of affairs”,*

and

❖ *what ought/could/should be, “the desired state of affairs”*

(Cochran, 1997, p. 16)





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Our task in working with story is to:

❖ collaborate with clients to explore their lives

and in so doing

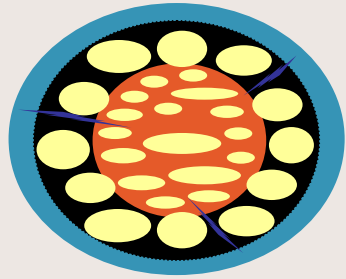
❖ teach them to explore

and

❖ apply the meaning of their exploration

(McMahon, 2008)



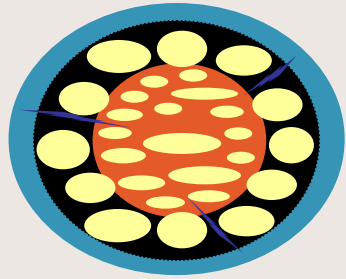


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Theme of today's story

Explorers

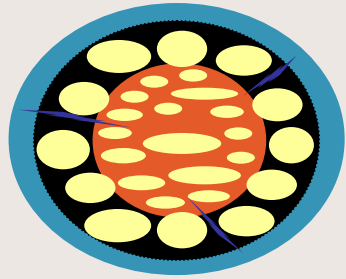




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Marie's Story

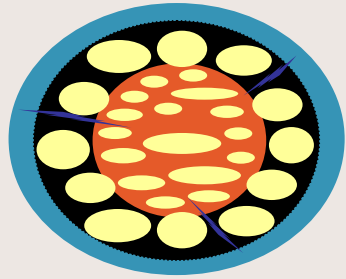




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*Marie
The Explorer*



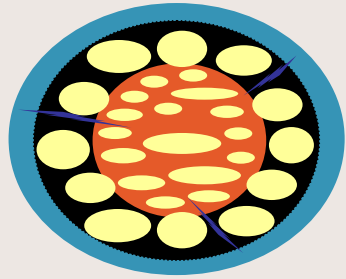


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Our lives are multistoried

(White, 1994)

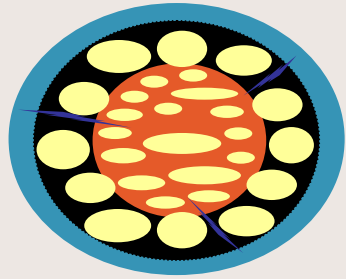




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- ❖ *Stories within stories:*
“I hate English”
- ❖ *Stories from other places:*
“I like football”
- ❖ *Stories from other times:*
“I used to like primary school”
- ❖ *Other People’s Stories:*
“What would your friends say about ...”





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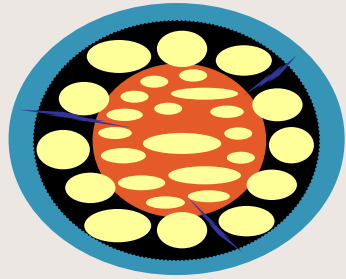
❖ *Understanding the character within the story*

“What did you like doing?”

❖ *Identifying the themes of the story*

“What does this say about you?”



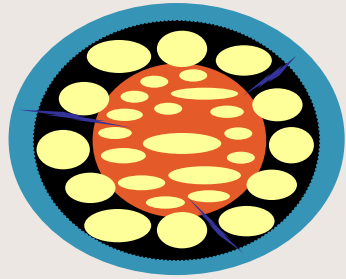


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❖ *Connecting past and present to future*

“Who do you think might use these skills/aptitudes/talents in their work? Where do you think you could use these?”



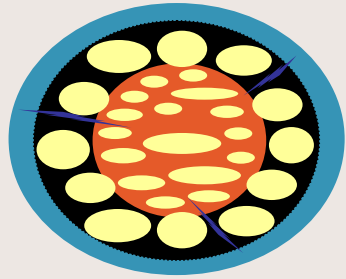


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“bring these alternate stories out of the shadows and to elevate them so that they play a far more central role in the shaping of people’s lives.”

(Michael White, 1989, p. 19)





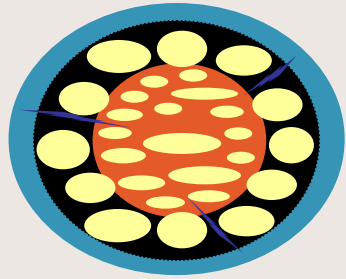
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Future stories must be:

❖ *believable – clients clearly see the elements of the future story in their role in previous stories*

❖ *actionable – clients believe the elements can be put into practice*



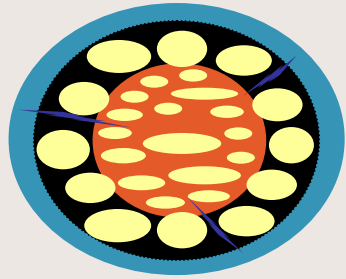


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Scaffolding:

*Drawing the raw material for the
future story from stories of past and
present experiences*





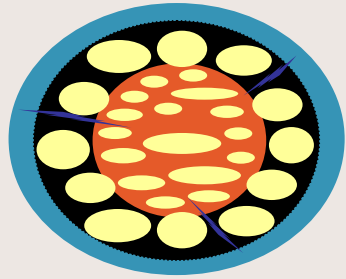
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Create a mattering climate

“the beliefs people have that they matter to someone else, that they are the object of someone else’s attention, and that others care about them and appreciate them”

(Schlossberg, Lynch & Chickering, 1989)



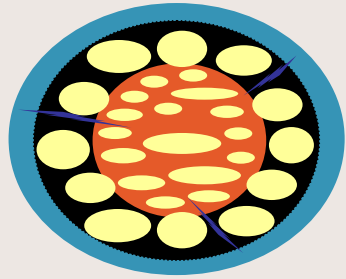


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*Stories have the power to change
our thinking, to impact our
emotions, and to move us to action*

(Amundson, 2003, p. 161)

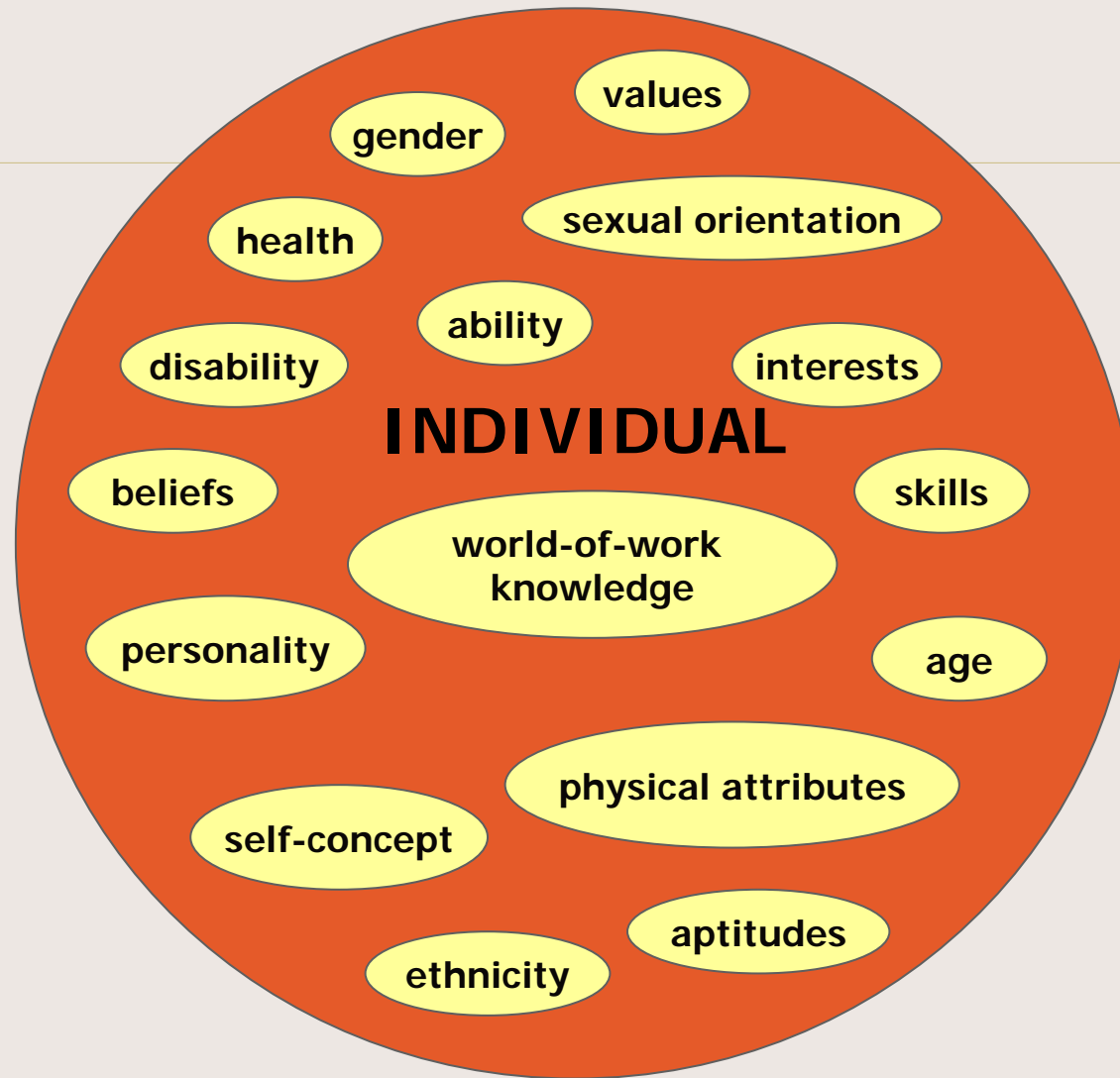


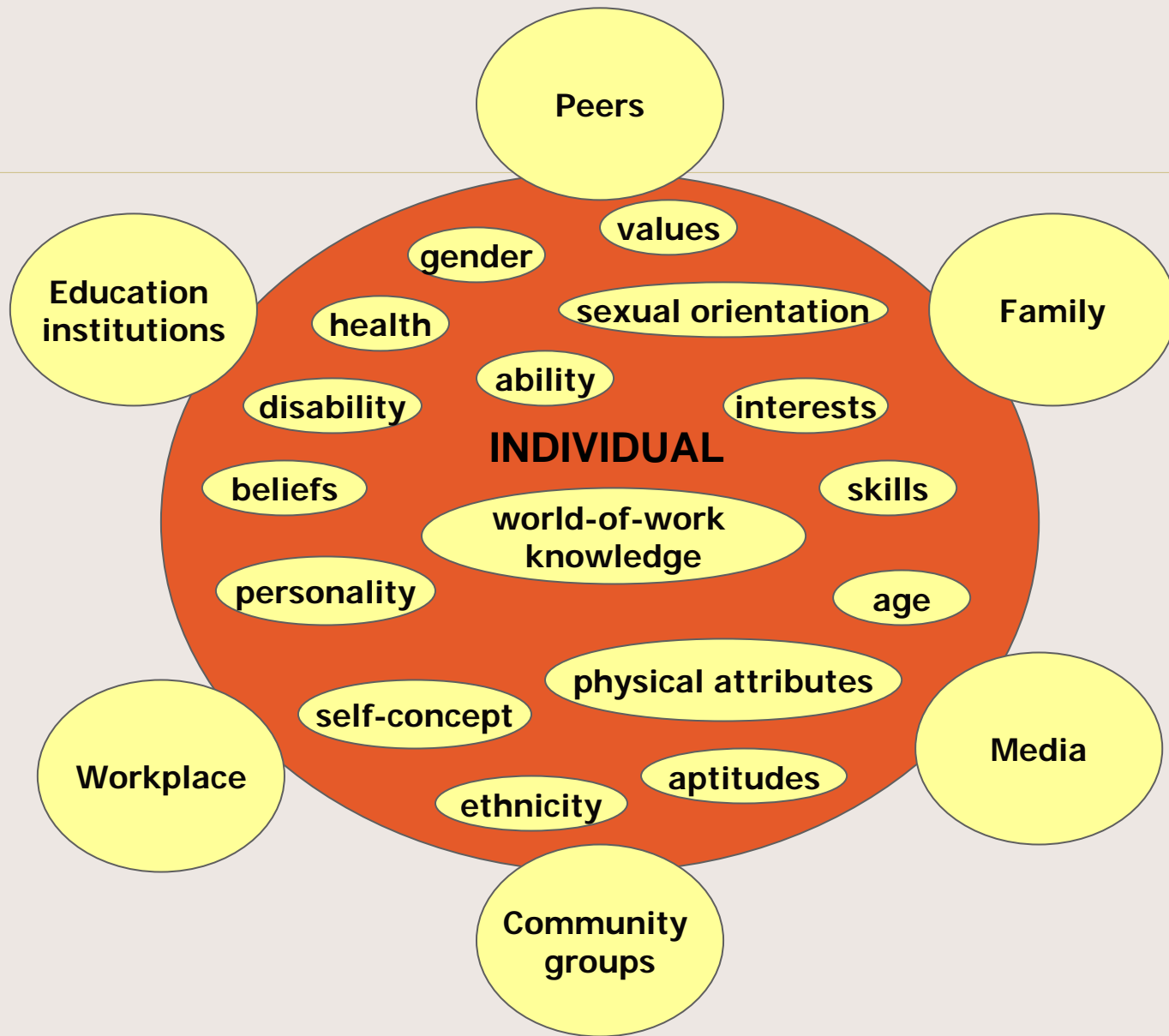


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*What is the Systems
Theory Framework (STF)
of Career Development?*

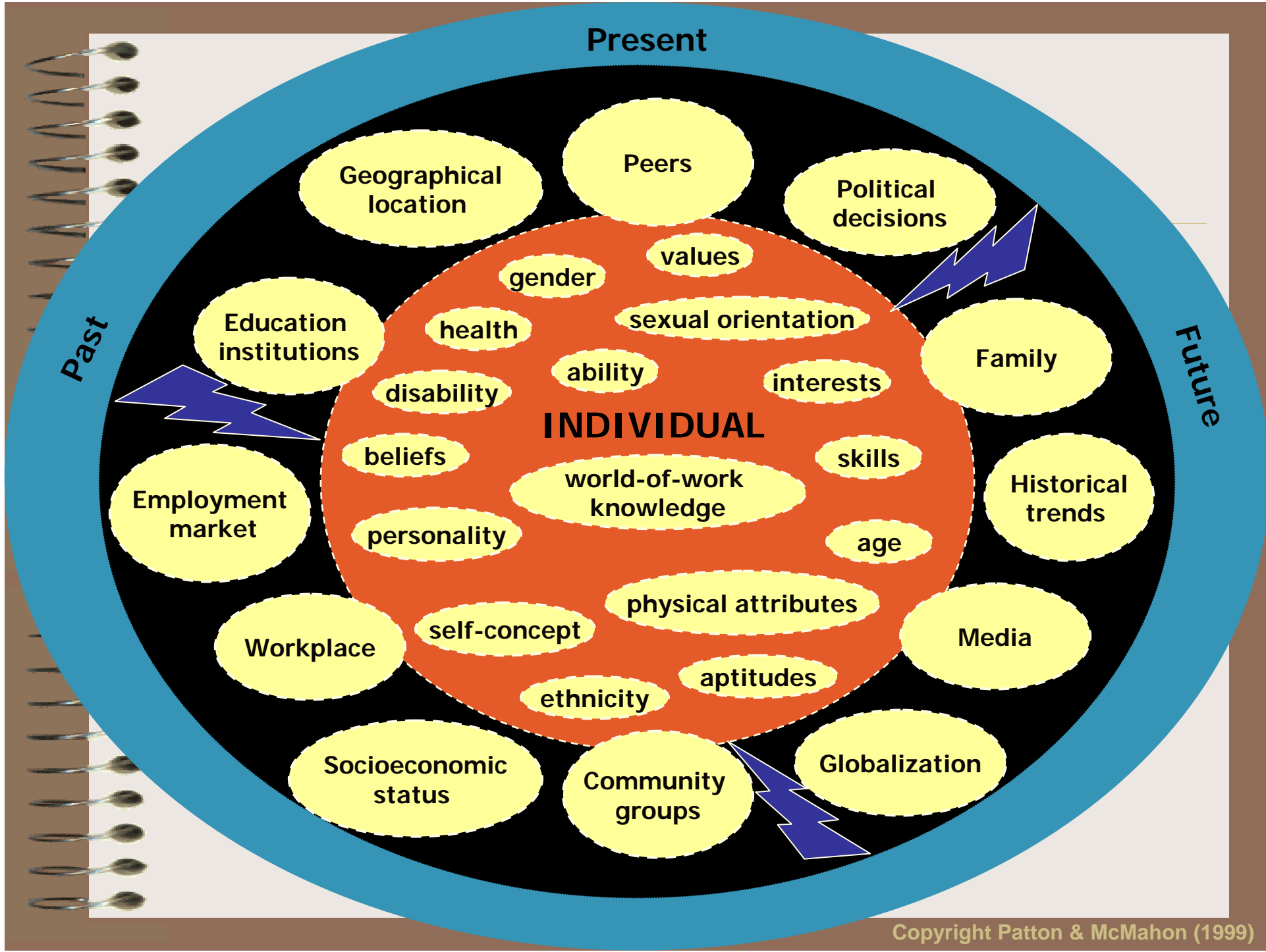


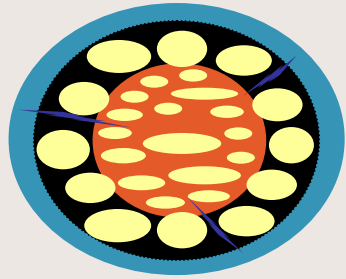










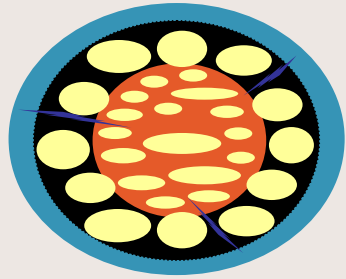


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Qualitative assessment

- ❖ *informal*
- ❖ *flexible*
- ❖ *open-ended*
- ❖ *holistic*
- ❖ *nonstatistical*
- ❖ *less rigid parameters than quantitative assessment*
- ❖ *may not be guided by a standardised directions*
- ❖ *little, if any scoring*
- ❖ *scoring if featured is generally subjective*





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The role of the counsellor

Expert

Directive

Actuary

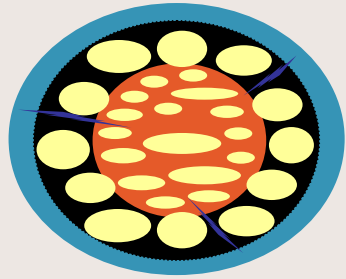
*Curious and
tentative
inquirer*

Supporter

Co-author

Biographer





MSCI and Career Education

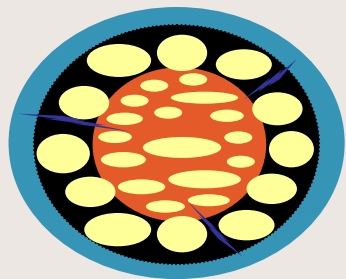
The role of the client

*Passive
recipient*



*Active agent
Storyteller*





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The counselling relationship

*Expert
driven*

Scores

Objective

Directive

Fit

*Mattering
climate*

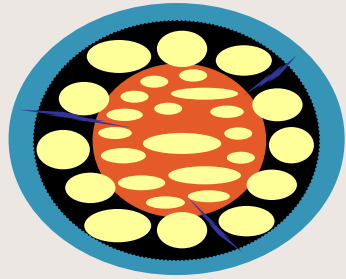
Stories

Subjective

Collaborative

Plan

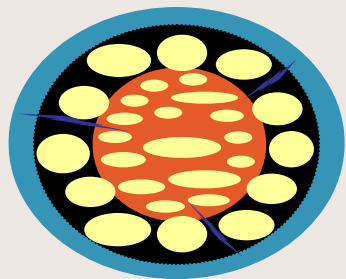




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My System of Career Influences (MSCI)






MSCI and Career Education

- ❖ an application of the STF*
- ❖ involved a four-year and three-stage trialling process in Australia and South Africa*
- ❖ a qualitative assessment process that represents stringent theoretical, conceptual and practical refinements*
- ❖ provides clients with the opportunity to meaningfully create their own career stories through reflection*
- ❖ theoretically grounded, client oriented, holistic, sequential and a meaningful learning experience*
- ❖ a facilitator's guide and booklet are available*

(McMahon, Patton, & Watson, 2005 a, b)




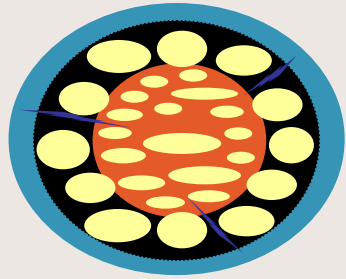


My System of Career Influences (MSCI)

Facilitators' Guide

Mary McMahon
Wendy Patton
Mark Watson



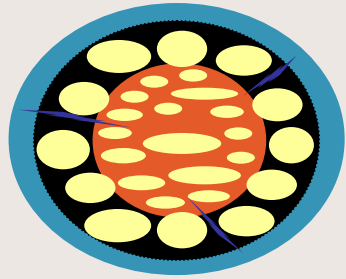


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Facilitators' Guide

- ❖ *Career Assessment*
- ❖ *The MSCI*
- ❖ *Using the MSCI*
- ❖ *MSCI page by page guide*
- ❖ *Supplementary career learning processes*
- ❖ *References*
- ❖ *Appendices*





MSCI and Career Education

Thinking systemically

Case study 1: Dougie



My present career situation

Thinking about who I am

**Thinking about the people
around me**

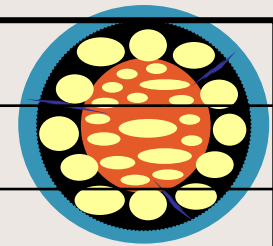
**Thinking about society
and the environment**

**Thinking about my past,
present and future**

**Representing My System
of Career Influences**

**Reflecting on My System
of Career Influences**

My System of Career Influences



STF	MSCI
Content Influences	
Individual System of influences	Thinking about who I am
Social system	Thinking about the people around me
Environmental-societal system	Thinking about society and the environment
Past, present, future	Thinking about my past, present and future
Process Influences	
Recursiveness, change over time, chance	Representing my system of career influences
	My System of Career Influences - 1
	Reflecting on my system of career influences
	My action plan
	My system of career influences - 2



My present career situation

- 1 What career decisions do you need to make in the future? For example, you may need to choose subjects at school, or you may be thinking about your first part-time job or what you will do when you leave school.

- 2 List the part-time or volunteer work you do, have considered or have done at any time in the past.

a) _____ b) _____
c) _____ d) _____

- 3 Think about life-roles you have other than that of student. These may include roles such as sportsperson, choir member, class captain, youth group member.

a) _____ b) _____
c) _____ d) _____

- 4 List any jobs that you have considered for your future.

a) _____ b) _____
c) _____ d) _____

- 5 List any previous career decisions that you have made (for example, choosing subjects to study, choosing to continue or discontinue activities such as music or sport).

- 6 What strategies or approaches have you used in your previous decision making?

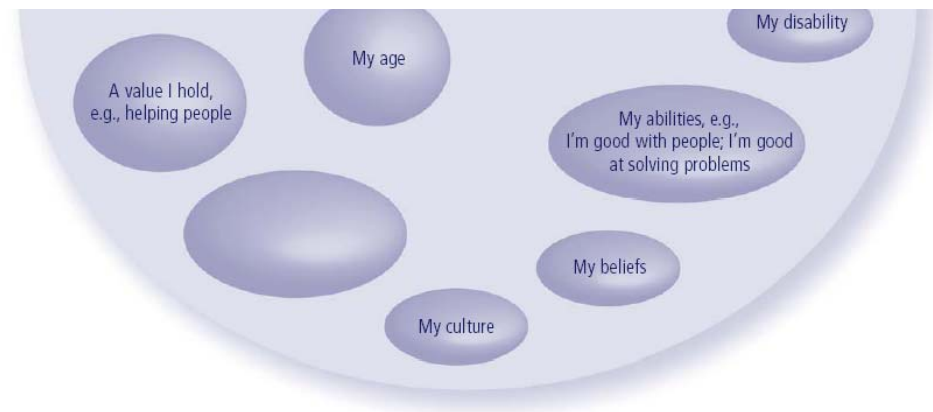
- 7 Who has helped you or provided advice with your previous career decisions?

Thinking about who I am

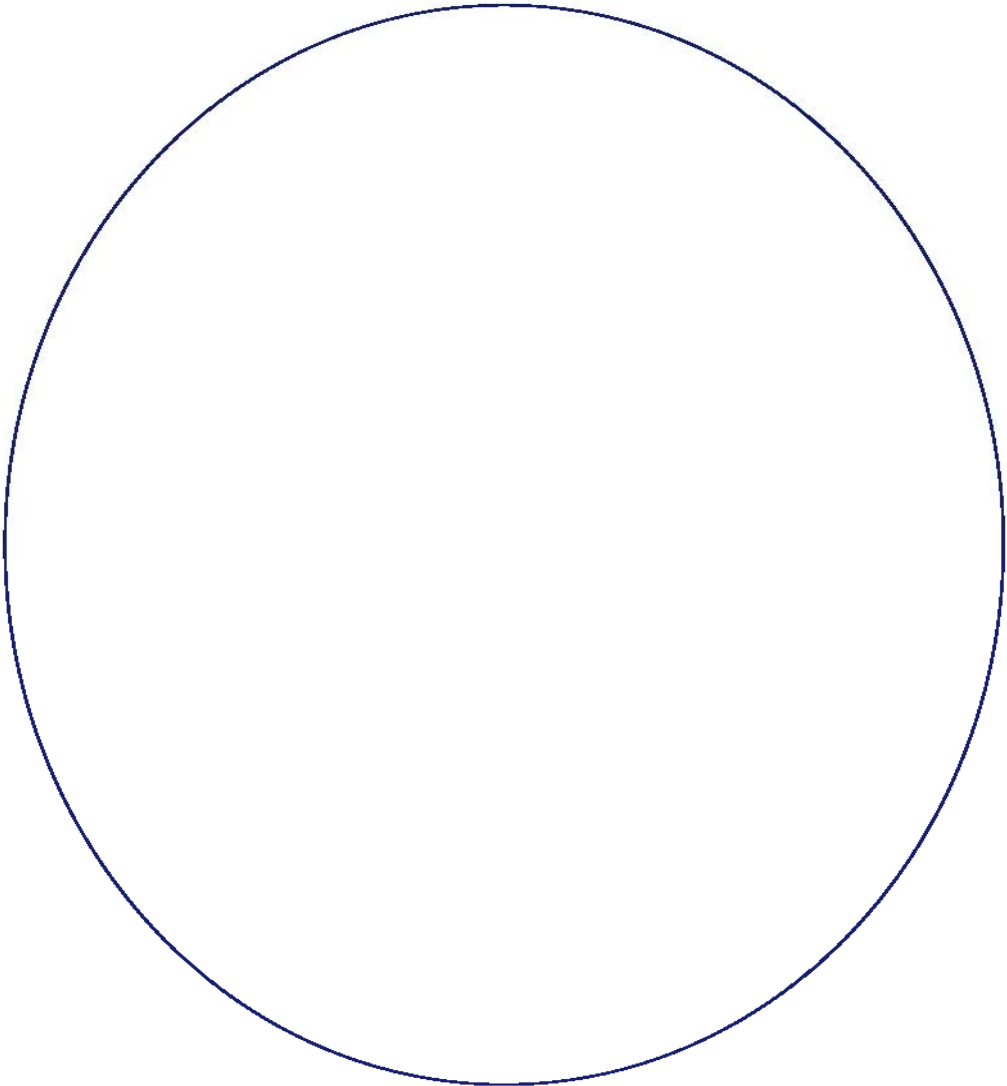
When people are making career decisions there are usually many influences that make them unique. For example, you may have an outgoing personality, or a special ability such as being good at mathematics. It may be important to you to earn a lot of money or to help people.

On the diagram below are some examples of influences on career decisions. Read the examples carefully and take time to think about yourself.

- 1 Tick the influences that may apply to your next career decision.**
- 2 Write on the diagram any other influences you can think of that are not listed.**
- 3 Mark with an asterisk (*) those that you think are really important or a big influence on you.**



My System of Career Influences-1



Name _____

Date of completion _____

Reflecting on My System of Career Influences

Now that you have drawn your System of Career Influences, it is time to reflect on what you have noticed or become aware of. The following

questions might guide your thinking as you look at your diagram.

- What has surprised you about your System of Career Influences?

- What have you noticed that you were not previously aware of?

- What has been confirmed for you?

- What would you like to change?

- What would you like to remain the same?

- How do you feel as you look at your System of Career Influences?

- Of those influences you located closest to you, which do you think is most important?
How do you explain its importance?

- Which of these influences have you encountered in previous career decisions?
How did they help you? If they did not help you, how did you deal with them?

My action plan

Now that you have completed your MSCI diagram and reflected on its meaning to you and the story it tells, it is time to think about

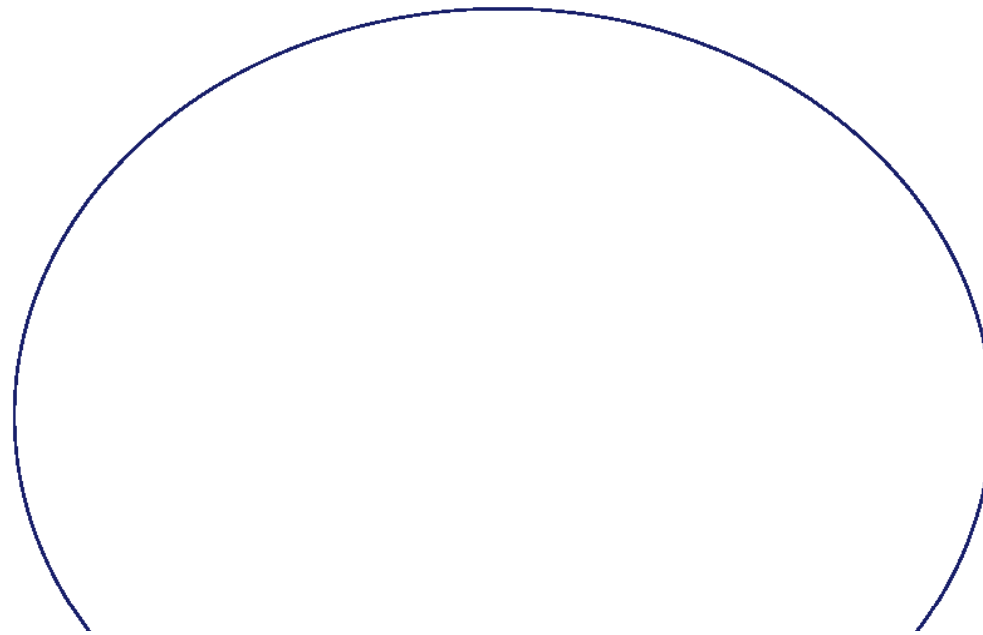
what you might do next in your career decision-making process. These questions will help you to plan your next steps.

-
- What action or steps will you take now that you have completed your Systems of Career Influences diagram?

-
- What information would you like to find out now?

-
- Who could you speak to for that information?

-
- What resources could you use to find out more?
-



Learning about my career influences

- What changes have you noticed between your present System of Career Influences and the System you constructed previously?
- How do you explain those differences?

My Action Plan

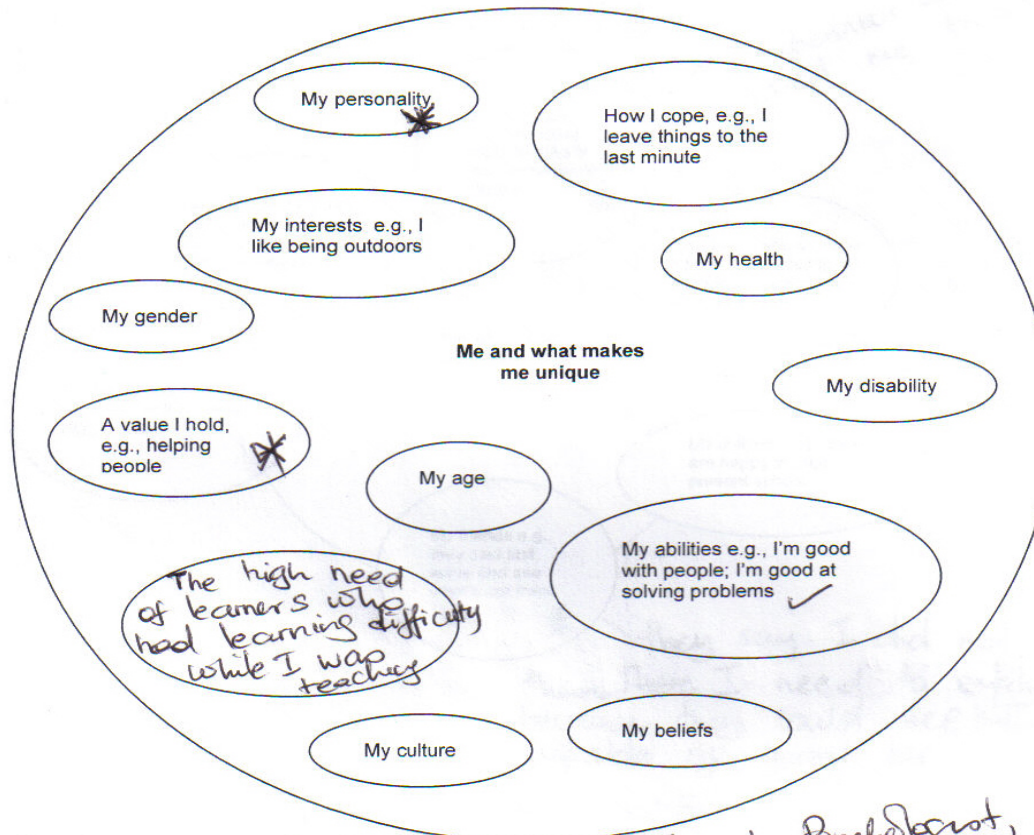
- Who will you talk to about your System of Career Influences diagram and what would you like to tell them?
- What action or steps will you take now that you have completed your Systems of Career Influences diagram?
- What information would you like to find out now?
- Who could you speak to for that information?
- What resources could you use to find out more?

Thinking about who I am

When people are making career decisions there are usually many influences that make them unique. For example, you may have an outgoing personality, or a special ability such as being good at problem solving. It may be important to you to earn a lot of money or to help people.

On the diagram below are some examples of influences on career decisions. Read the examples carefully and take time to think about yourself.

1. Tick the influences that may apply to your next career decision.
2. Write on the diagram any other influences you can think of that are not listed.
3. Mark with an asterisk (*) those that you think are really important or a big influence on you.



2.

Female (33)

Black

English

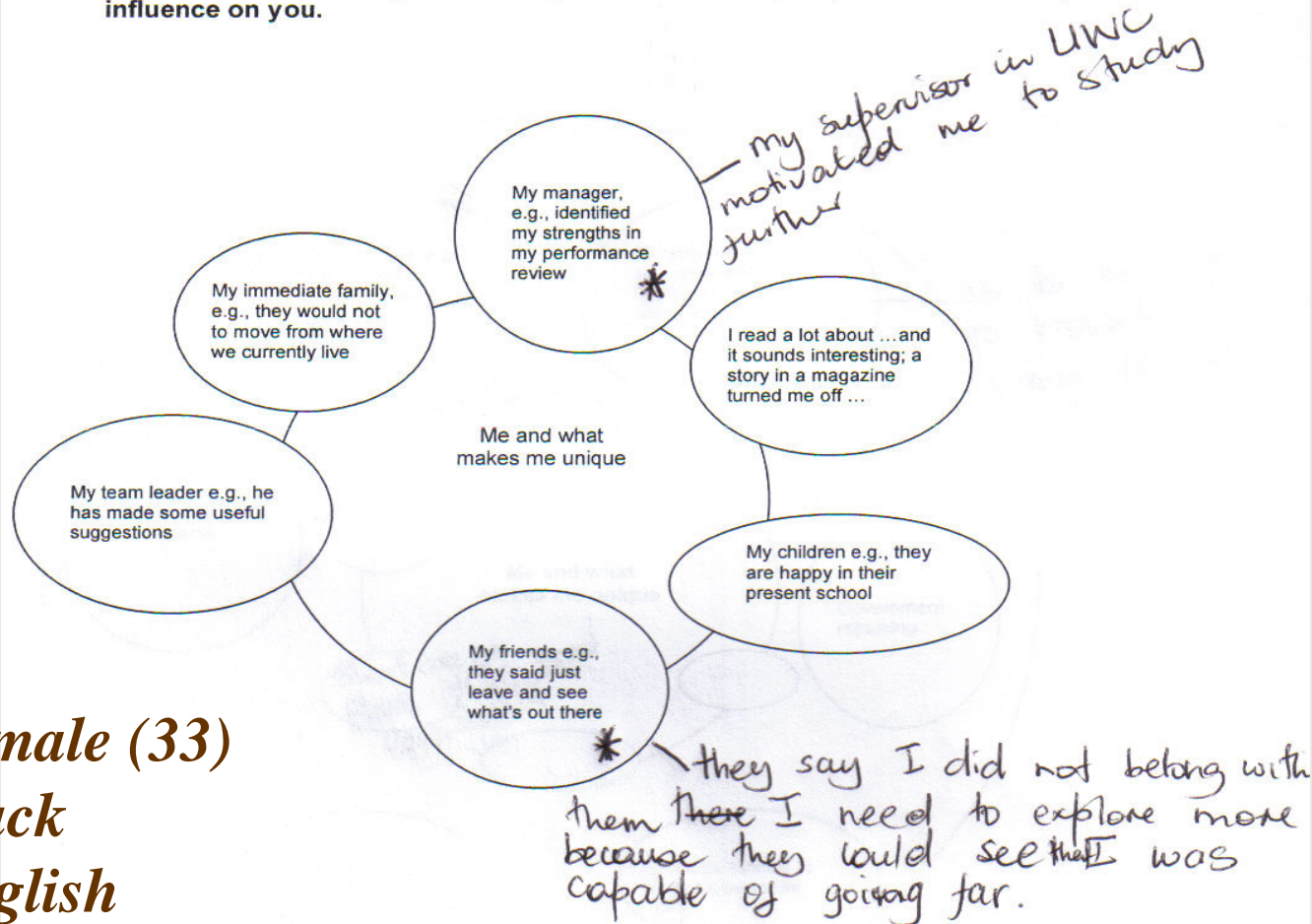
Few Blacks are studying for Educational Psychologist,
so that ^{was the} other reason that I choose my career.

Thinking about the people around me

When people are making career decisions, sometimes others around them may influence their thinking. For example, colleagues or family members may suggest jobs they think are suitable, you may know someone whose job sounds interesting, you may regard someone you have worked with as inspirational, or you may have spoken with a mentor. Sometimes people read about or see or hear something on TV or radio that influences their decision.

On the diagram below are some examples of influences on career decisions. Read them carefully and take time to think about your own life.

1. Tick the influences that apply to your next career decision.
2. Add any others that you can think of that are not listed.
3. Mark with an asterisk (*) those that you think are really important or are a big influence on you.



2.

Female (33)

Black

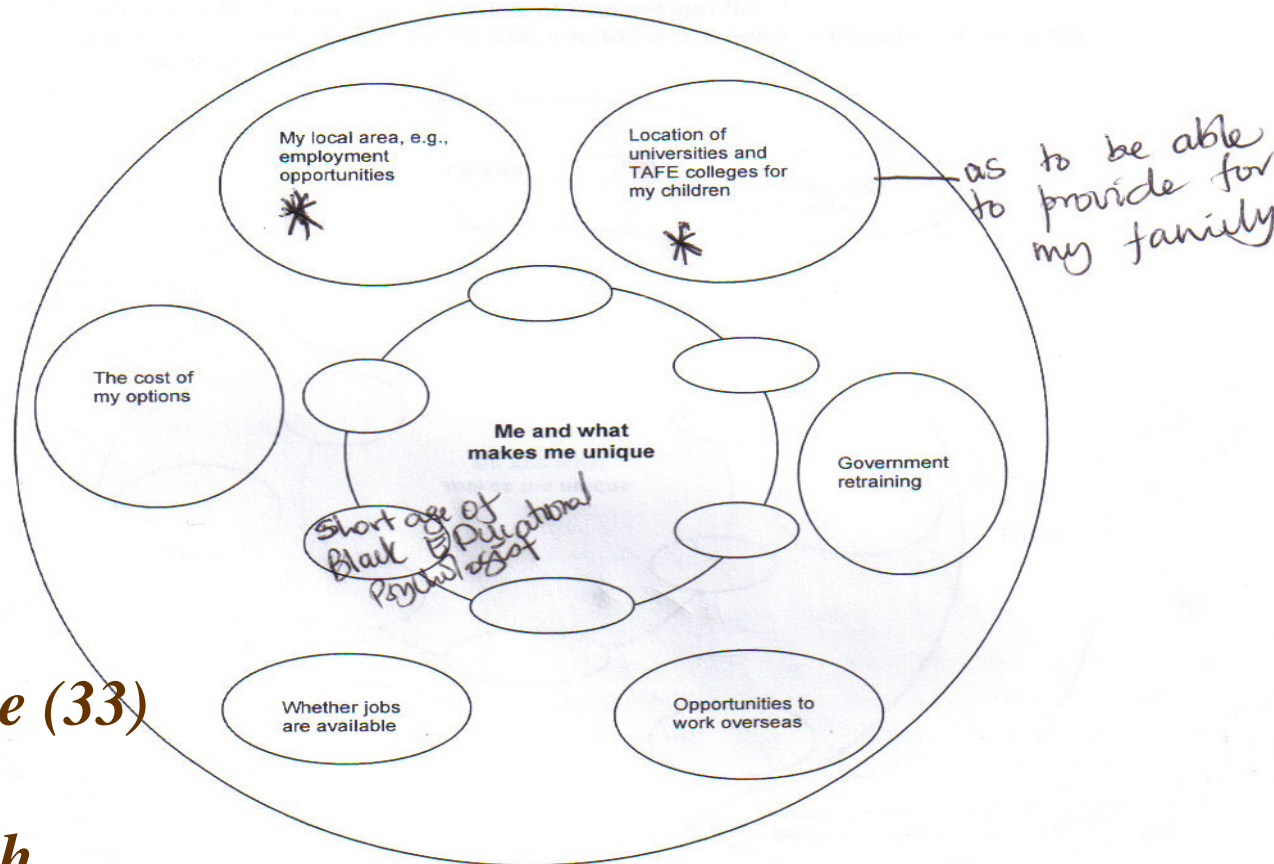
English

Thinking about society and the environment

When people are making career decisions, it is sometimes important to consider the influence of the society in which they live and the environment around them. For example, some people live in areas where there are few job opportunities, and for others the cost of a study course or living expenses, or the availability of transport may influence their decision.

On the diagram below are some examples of influences on career decisions. Read the examples carefully and take time to think about your own life.

1. Tick the influences that apply to your next career decision.
2. Add any others that you can think of that are not listed.
3. Mark with an asterisk (*) those that you think are really important or are a big influence on you.



2.

Female (33)

Black

English

Thinking about my past, present and future

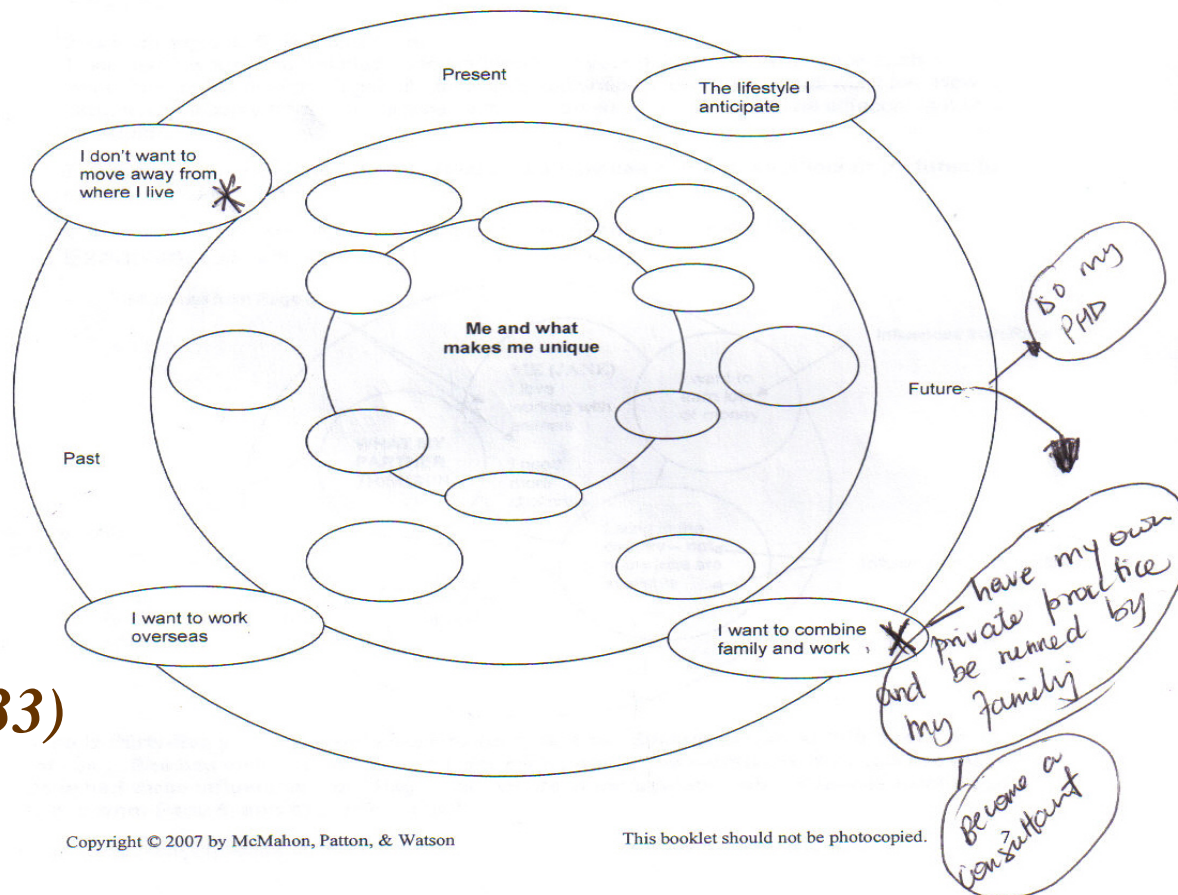
Some of the influences you have already considered may have occurred in the past and yet still affect your career decision. For example, years ago you may have visited a place or seen a documentary that inspired you to make some changes in your life.

Sometimes decisions may be influenced by future considerations. For example, some people may know that they want to work overseas.

Sometimes career decisions may be affected by things in people's present lives that they want to keep the same or want to change. For example, they may not want to move from where they currently live.

On the diagram below are some examples of influences on career decisions. Read the examples carefully and take time to think about your own life.

1. Tick the influences that apply to your next career decision.
2. Add any others that you can think of that are not listed.
3. Mark with an asterisk (*) those that you think are really important or are a big influence on you.



2.

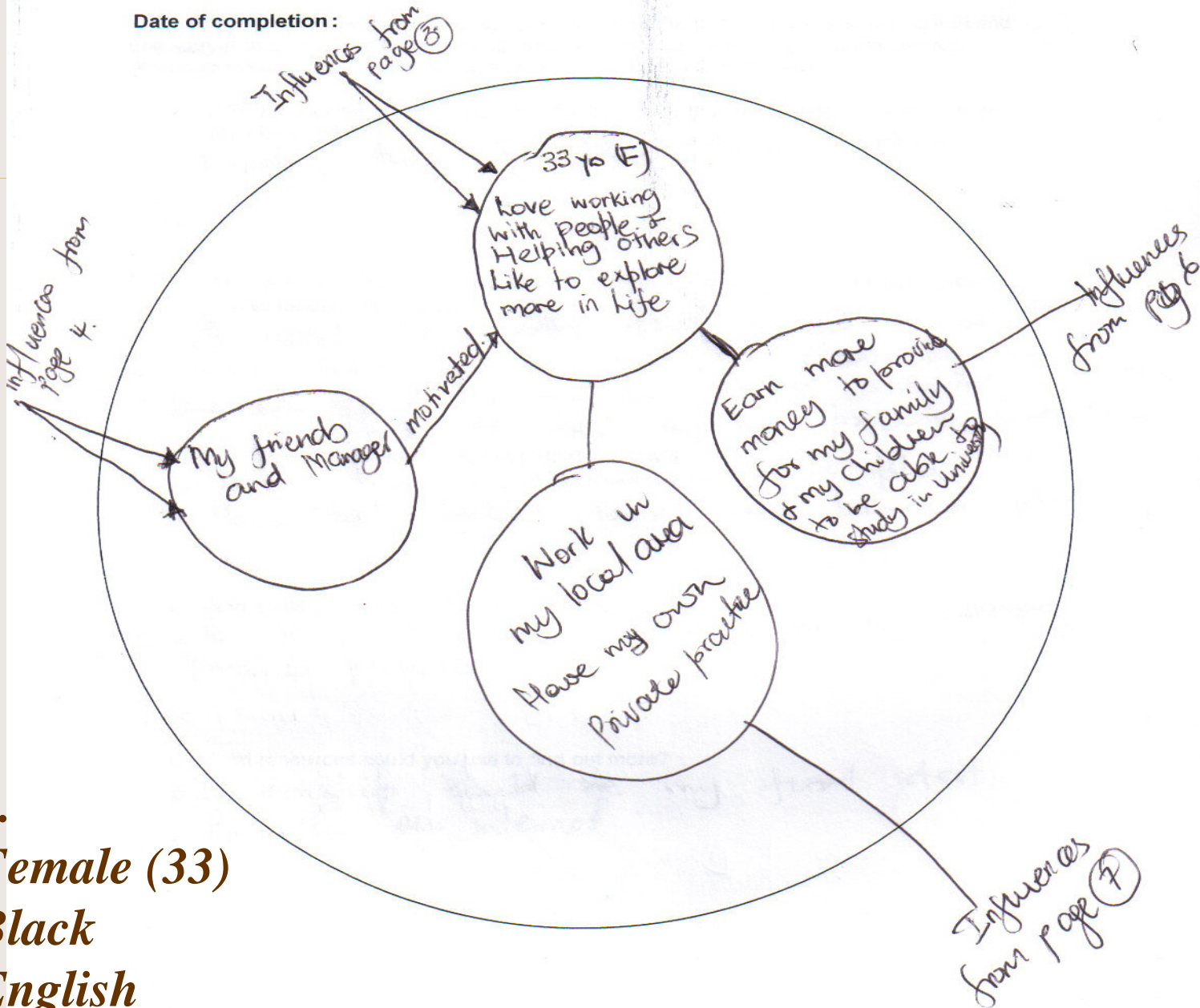
Female (33)

Black

English

My System of Career Influences

Date of completion :



2.

Female (33)

Black

English

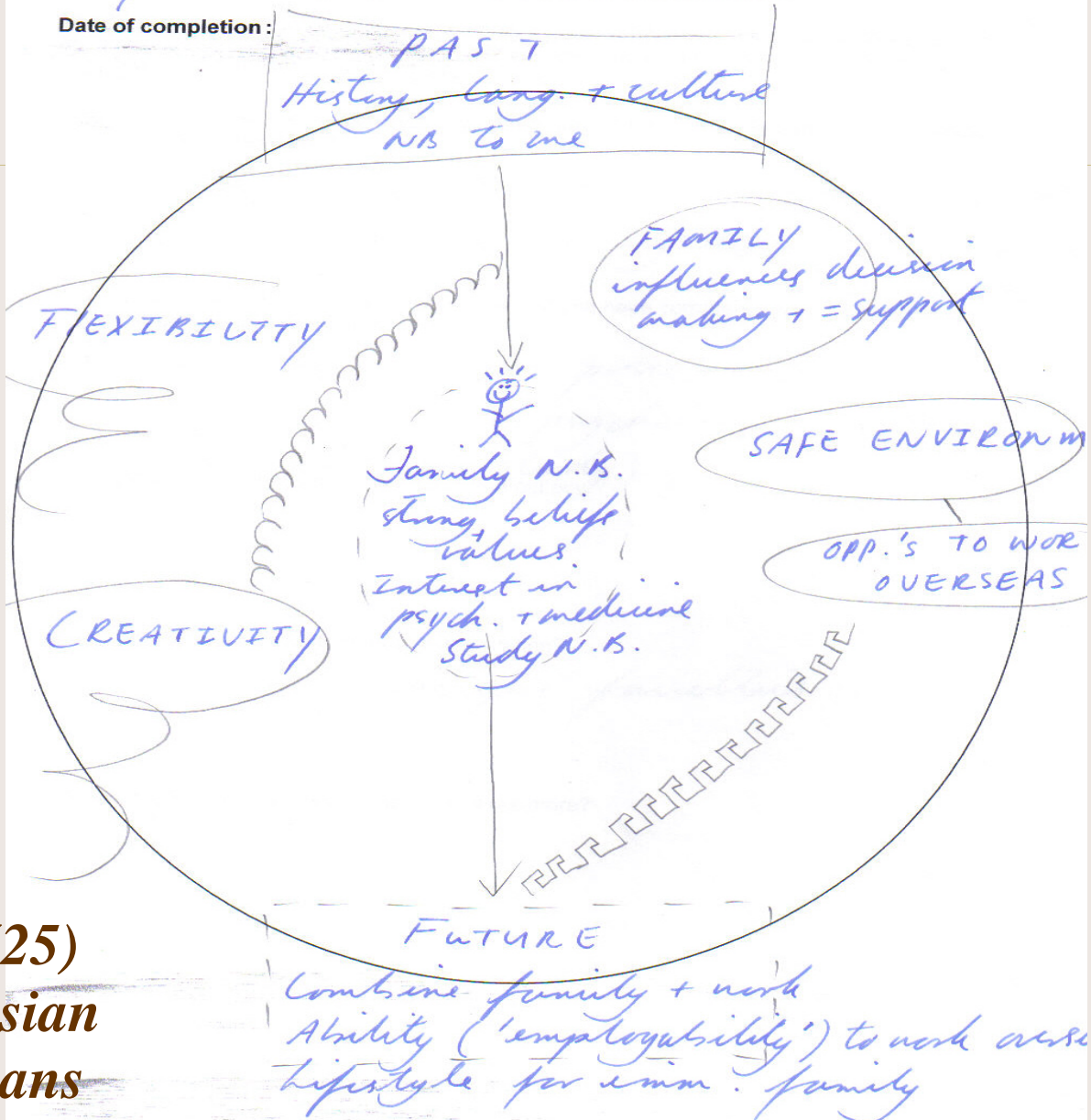
25/09/2001

My System of Career Influences

Date of completion:

PAST

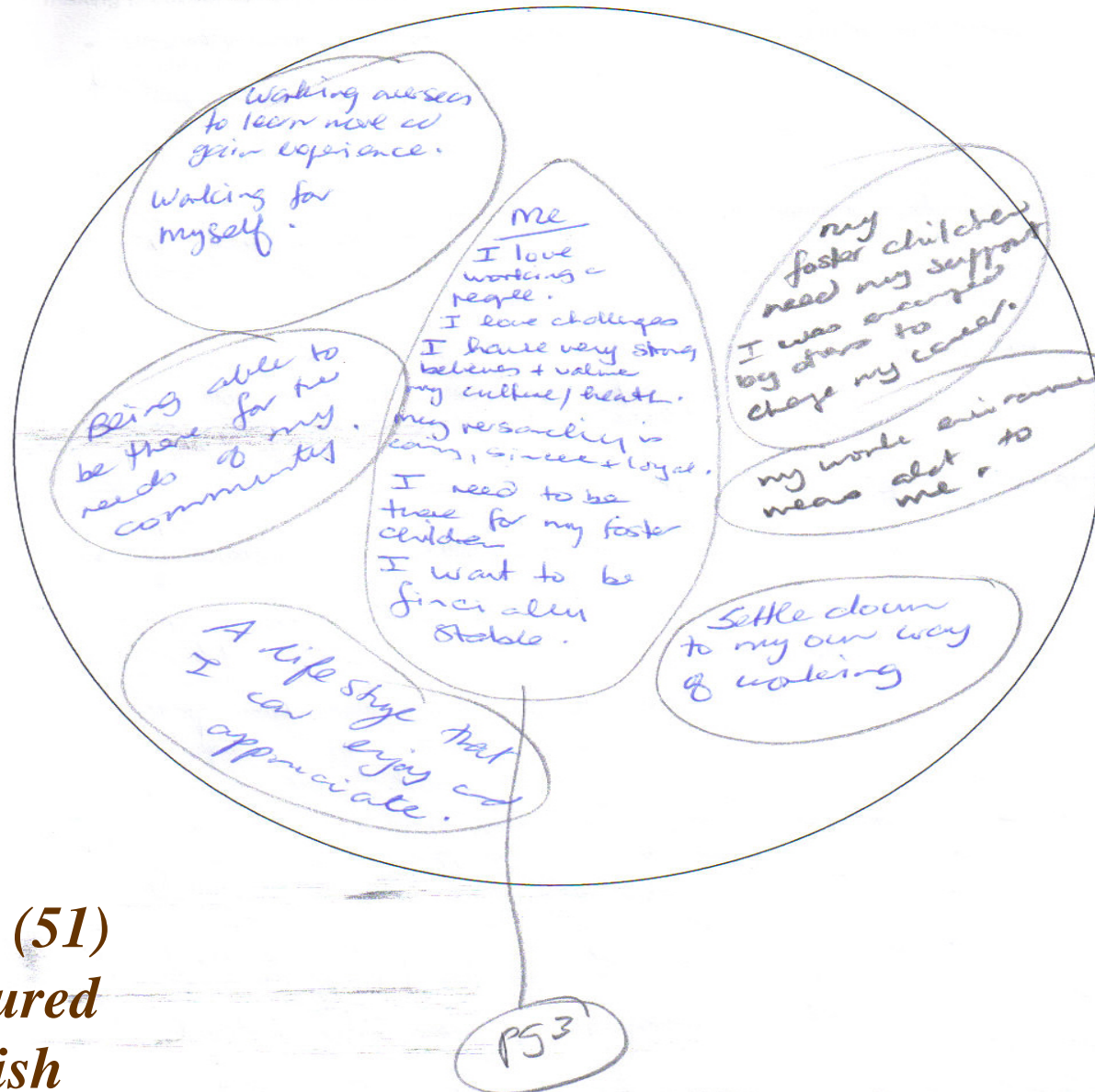
History, lang. + culture
NB to me



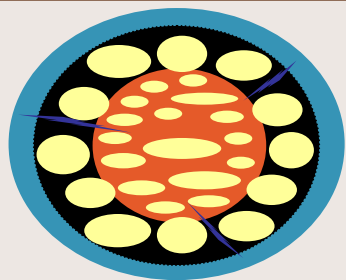
1.
Male (25)
Caucasian
Afrikaans

My System of Career Influences

Date of completion: 25/09/07.



3.
Male (51)
Coloured
English



MSCI and Career Education

The MSCI learning process

❖ *Individual process: MSCI may be completed by a client or student alone in one session in 30 – 40 minutes*

❖ *Individual or group process: MSCI may be conducted as a learning process conducted over three 30 - 40 minute sessions*

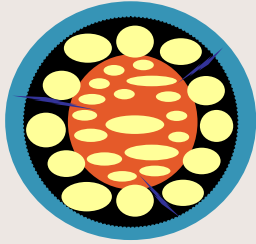
❖ *Session 1 – page 2*

❖ *Session 2 – pages 3 – 7 and page 9*

❖ *Session 3 – page 8*

❖ *Group process: MSCI (either one session or three session process)*





MSCI and Career Education

Starting point

Outcomes

**Entering the life
space of the client**

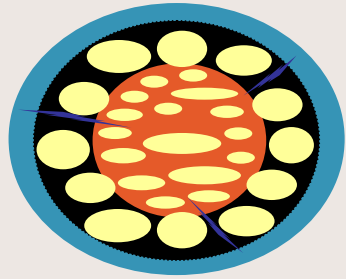
**Story continues
Career action**

**Story and
Meaning**

**Career
assessment
processes**

(from McMahon & Patton, 2006, p. 170)





MSCI and Career Education

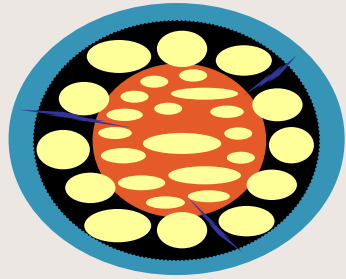
Learning is

- ❖ *an individual process*
- ❖ *a process rather than outcomes*
- ❖ *grounded in experience*
- ❖ *involves transaction between individuals and environments*
- ❖ *the creation of knowledge*

The learning process

- ❖ *constructivist learning*
- ❖ *experiential learning (e.g., Kolb, 1984)*
- ❖ *adult learning principles*





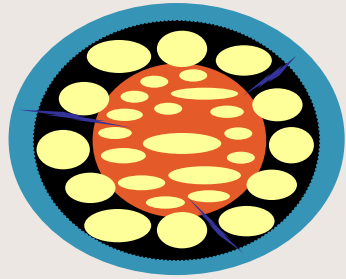
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The STF & MSCI learning process

Creating a learning system

- ❖ develop a learning alliance*
- ❖ clarifying the process and learning objectives*
- ❖ monitor the life of the learning system*
- ❖ the creation of knowledge*
- ❖ employ constructivist/experiential learning processes*





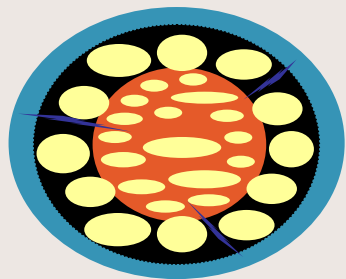
MSCI and Career Education

The STF & MSCI learning process

The learning approach involves

- ❖ *grounding the process in experience*
- ❖ *personal reflection*
- ❖ *sharing*
- ❖ *self-learning*
- ❖ *application*



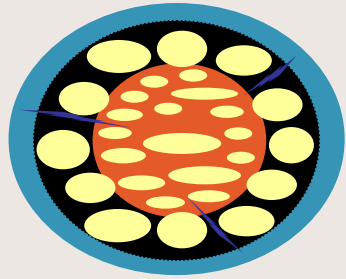


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Application

- ❖ *Fosters active agency*
- ❖ *Action plan - Future planning*
 - ❖ *Speaking to others*
 - ❖ *Seeking information*
 - ❖ *Using resources*
 - ❖ *Gaining experience e.g. work observation or work experience*
 - ❖ *Individual learning plans*





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Thank You

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