

1869-2019



150  
YEARS

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# Student Career Chapters:

Constructing and co-constructing the student narratives

Career Development Centre  
University of Otago

# The narrative approach

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1869-2019



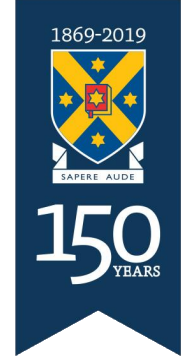
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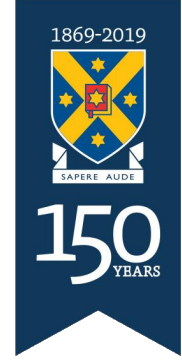
# What were the influences on you getting your job?

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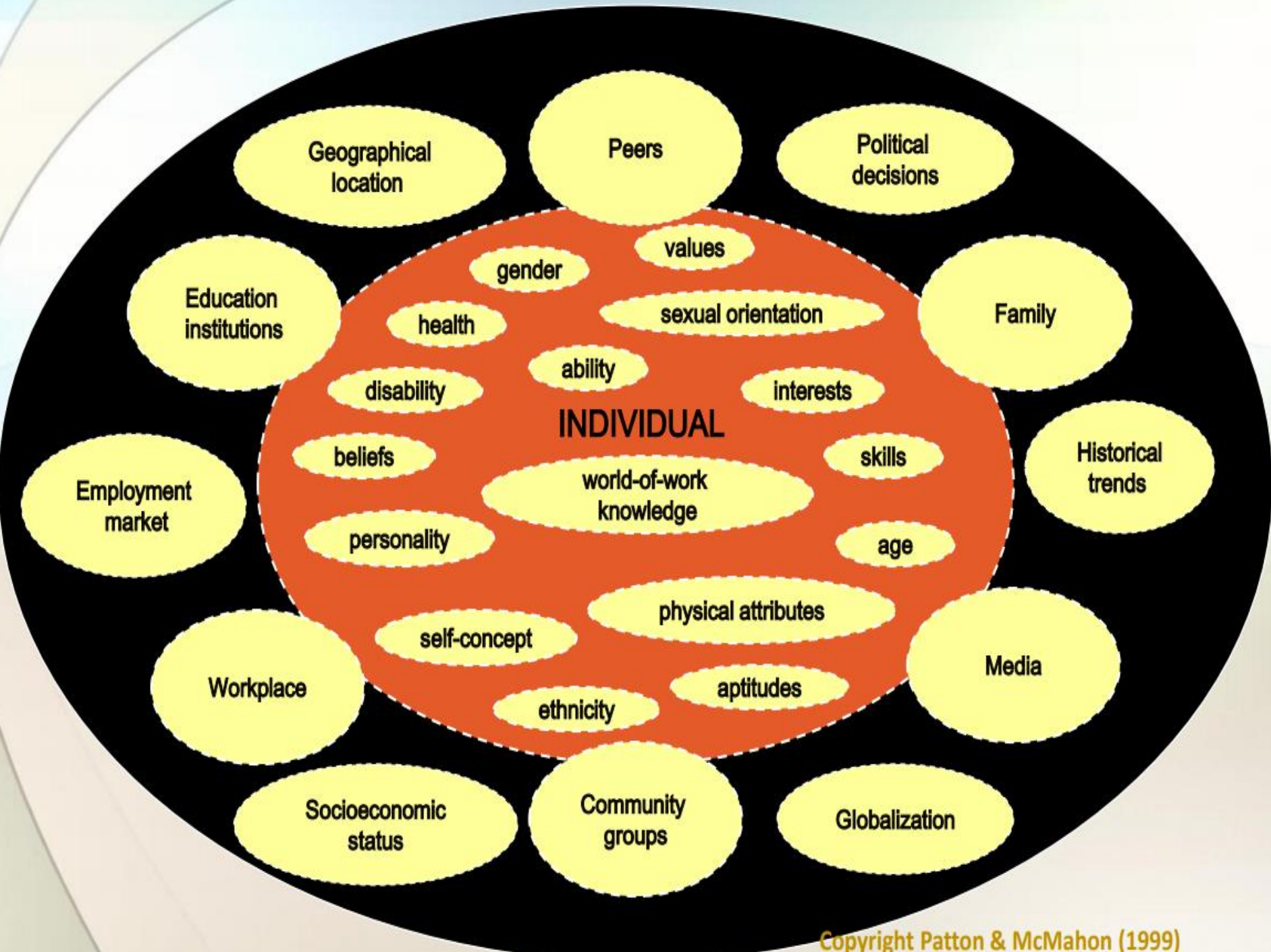
# Influences

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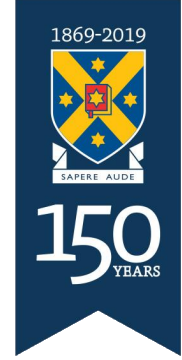


- Name influences on your/others career
  - Use **one** post-it note for **each** influence
  - Try to think of as many as you can









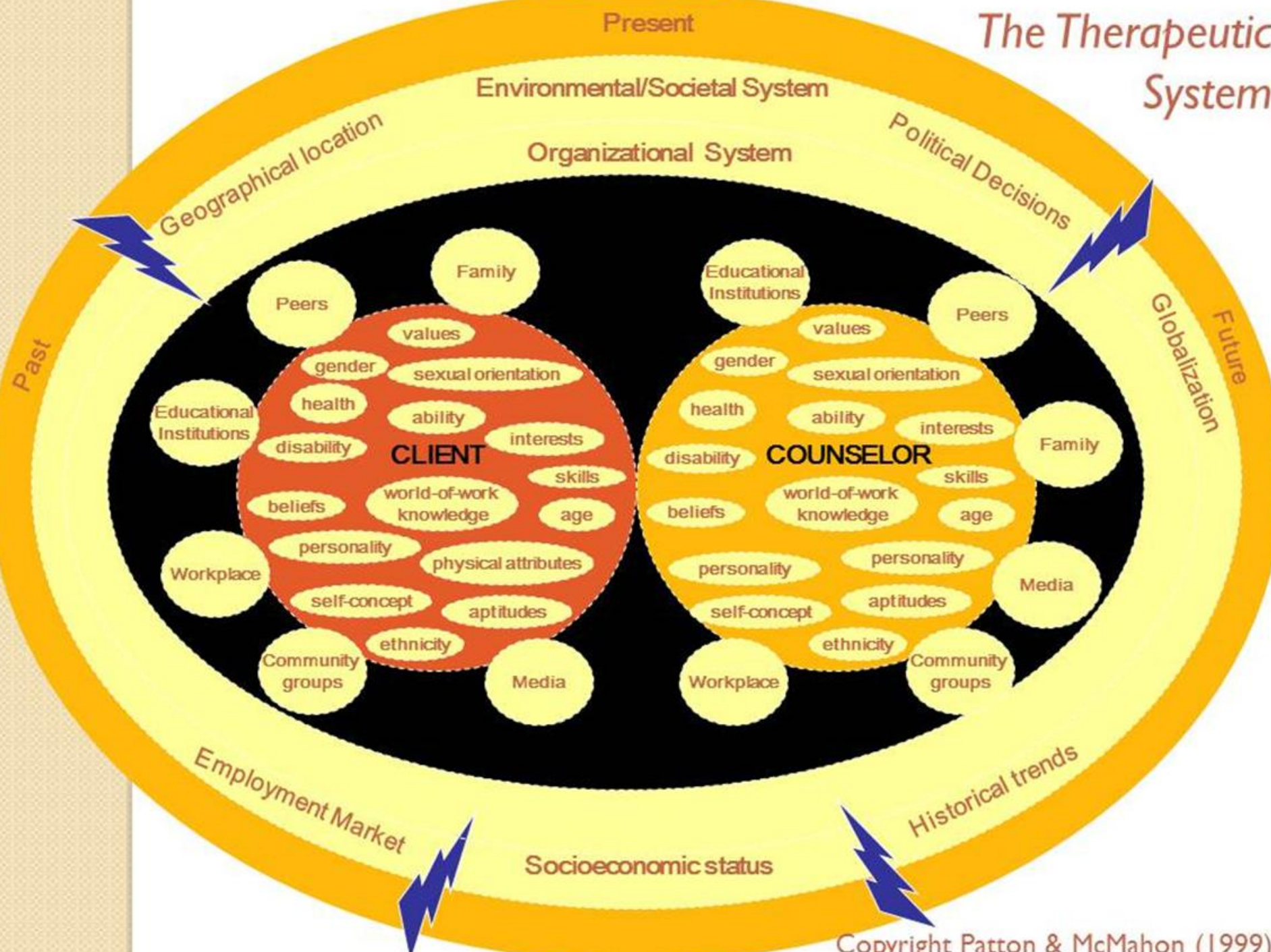
# What is a Career?

- Career is the individual's journey through life, learning and work. But it is not a journey undertaken alone.
- Career is where the individual interacts with other people, organisations, structures and wider society.
- Career is not just about paid work or hierarchical progression.
- Everyone has a career. But, not everyone knows this.

Prof Tristram Hooley

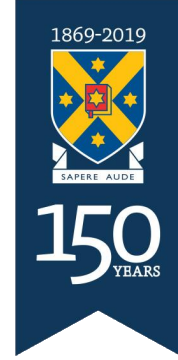
- <https://adventuresincareerdevelopment.wordpress.com/2019/11/13/should-decent-work-be-an-aim-of-career-guidance/>

# The Therapeutic System



# What is career guidance?

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- Career guidance supports individuals and groups to discover more about work, leisure and learning
- Career guidance consider their place in the world and plan for their futures
- Career guidance is a purposeful learning opportunity which supports individuals and groups to consider and reconsider work, leisure and learning in the light of new information and experiences and to take both individual and collective action as a result of this.

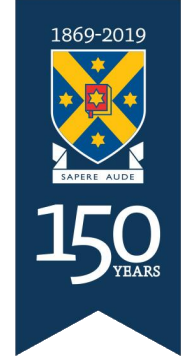


# Introduce My Career Story

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- A free resource developed by Prof Peter McIlveen
- Writing your career autobiography
- Looking at the big picture of your career and life
- Feeling your way through options
- A unique and personal story about you
- Dialogical self – the mind's ability to imagine; internal dialogue connected to external dialogue
- Step 1: Some warm-up questions
  
- <https://eprints.usq.edu.au/23797/2/mc.pdf>



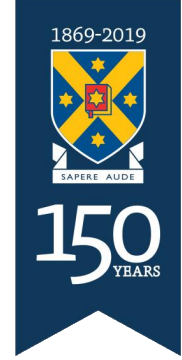
# The Story Telling Approach

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- Engage in a reflective process (reflection)
- Tell their stories in relation to the systems of influence within which they live (connectedness)
- Begin to understand how identified influences have impacted on their story (meaning making)
- Identify themes and patterns evident within and across stories (learning)
- Play a more active role in constructing their future identities and career stories (agency)
- Practice constructs (test ideas or thoughts)

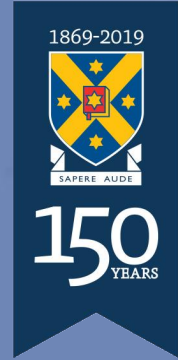
# In conclusion

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- People need opportunities to tell their story
  - and to be heard
  - so they can hear it too
- Career guidance supports wellness
  - opportunity to ruminate on the positive
  - Psychology of work supports both mental and emotional health
- How are you contributing to the student narrative?





Q & A

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Thank you



# References

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- <https://adventuresincareerdevelopment.wordpress.com/> Thoughts about career and other stuff from Tristram Hooley
- Career guidance for social justice : contesting neoliberalism. / Hooley, Tristram; Sultana, Ronald G; Thomsen, Rie. New York : Routledge, 2018. 276 p. (Routledge Studies in Education, Neoliberalism, and Marxism; No. 16).