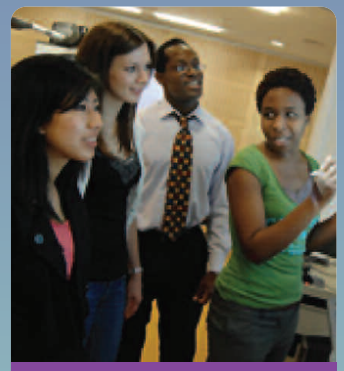


RE-DESIGNING WORK-RELATED LEARNING: A MANAGEMENT STUDIES PLACEMENT MODULE

Gill Frigerio, Richard Mendez and Phil McCash

Career Studies Unit

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Author profiles and contents



Gill Frigerio

g.frigerio@warwick.ac.uk : I work in the Career Studies Unit, in the Centre for Lifelong Learning at the University of Warwick. I am Course Director of the postgraduate programmes in the

Management of Student Work Experience, which focus on the integration of theory and practice for practitioners involved in supporting work-related learning. I am also involved in other programmes for career development and career coaching practitioners. I am particularly interested in career-related learning from work experience and social mobility.



Richard Mendez

rm205@leicester.ac.uk : I am the Work-related Learning Manager at the University of Leicester, managing a team responsible for work-based learning and enterprise learning.

My role encompasses teaching, assessing and curriculum development on employability-hybrid modules within academic departments. I am one of the module convenors for the employability-hybrid module, Critical Management in Practice as part of the BA (Hons) Management degree at the University of Leicester. I have presented conference papers and keynote talks on employability in Japan, Canada, Hong Kong, Ireland and the UK.



Phil McCash

p.t.mccash@warwick.ac.uk : I work as a lecturer in the Career Studies Unit based in the Centre for Lifelong Learning at the University of Warwick.

My work focuses on the professional development of work-related learning and career development practitioners in a range of contexts including businesses, universities, colleges and schools. I teach on Master's degrees in the Management of Student Work Experience, and Career Education, Information and Guidance in Higher Education. I have held jobs as a manager, a leather worker, an administrator and a careers adviser (amongst other things) and my work-related learning continues...

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Introduction and module overview

Who is it for?

This publication is designed for anyone involved in the design, teaching, support and management of curriculum-based work-related learning in higher education. This includes: lecturers, placement tutors, industrial liaison officers, work-related learning managers, career development support staff, directors of teaching and learning, course managers and department heads. It features an undergraduate management studies placement module and is likely to be of particular interest to individuals involved in such courses. The wider approach to module design and development is also intended to be of interest to those involved in work-related learning in alternative contexts including further education, schools and business.

Key features

- Advice on placement management and quality assurance.
- New ideas on preparation for placement learning with supporting materials.
- Ten new workshops including comprehensive tutor's notes.
- Innovative selection of teaching materials.
- Engagement with work-related learning professionals through dialogue and debate.
- Creative approach to the design of work-related learning.
- New thinking on assessment and impact.

The key features in more detail

The workshop entitled *Pre-module: placements for management students* includes information on the marketing of the module to potential participants in year 2 of undergraduate study and the support of students who seek an independently-sourced placement. Issues of quality control and placement approval are explored and signposted.

The *Preparing for placement learning* workshop and distance learning materials are designed to support a critical and reflective approach to experience. This enables participants to question taken-for-granted assumptions and design theoretically-informed questions prior to going on placement.

All workshops feature innovative use of teaching materials. These include the structured use of mixed media such as popular film (*Made in Dagenham*), newspaper reports (e.g. *The Independent*) and policy documents (e.g. *Wilson Review*). A contrasting range of peer-reviewed journal articles, monographs and book chapters illustrating different perspectives within management studies is discussed and debated. Sessions on presentation and critical thinking skills are included and contextualised to management issues (e.g. a mooted debate on transactional versus transformational leadership).

The module is an unbuilt design, and as such, it is heuristic in intent and designed to stimulate learning, adaptation and debate. We seek not to *prescribe a model* but to *model an approach* to the integration of theory and practice in work-related learning. Dialogue and engagement with others is welcomed (see individual workshops and inside cover for contact details).

The process of course design has been informed by a range of contrasting perspectives. Richard Mendez has been involved in a series of employability-hybrid modules relating to topics such as critical management and applied mathematics (e.g. Matthews-Lane, Rix and Mendez 2011). He aims to link employability with debates and topics in discipline areas and thereby avoid an atheoretical, bolt-on approach to work-related learning. Gill Frigerio and Phil McCash have developed a process of grounded concept mapping. They seek to link course design with key areas of debate in the literature together with participants' wider experiences (see Appendix 1 for more details).

A constructivist approach to course design is adopted. By this, we assert the value of participants arriving at their own conclusions and developing actions based on this. For example, participants are enabled to explore contrasting perspectives, evaluate these and design responses.

The social dimensions of work-related learning are given weight and a narrowly individualising approach is eschewed. For example, participants are enabled to share different experiences of work, and explore the consequences for both self and others of adopting particular behaviours. Through this, participants are enabled to influence their working lives and those of others in contrasting ways.

Detailed assessment methods are described focusing on formative, summative and subsequent assessment. A range of techniques are employed including reflective blogs, a placement research project and formal presentations. New ideas are proposed for the measurement of longer-term impact.



Outline

The module is designed for undergraduate students in year 3 of a full-time undergraduate degree and incorporates a work experience placement undertaken in the summer following year 2. It includes a placement preparation workshop supported by virtual learning materials. It is intended to be a 10 credit module.

Module aim

The module enables participants to encounter and create a range of workplace experiences related to the key module concepts. Participants identify, share and interpret these experiences and plan responses.

Module learning outcomes

By the end of the module, participants will be able to:

- 1/ Identify a range of key concepts related to: learning at work; power at work; leadership and management; management identity; critical thinking and writing skills;
- 2/ Describe a range of key concepts related to: presentation skills; career management; working roles; managing stories; and other topics from within the wider course;
- 3/ Critically reflect on management problems using the key concepts;

- 4/ Critically evaluate and interpret the key concepts discussed;
- 5/ Consider responses to the critical reflection, evaluation and interpretation undertaken;
- 6/ Demonstrate presentation skills suited to academic and workplace contexts.

Formative assessment

Participants will be asked to complete and agree a placement research project proposal with the module tutor before going on placement. This will show how they intend to explore the key concepts whilst on placement. During and after placement, they will be invited to complete a reflective blog or written diary recording their experiences and share self-selected elements of this with others. Following the placement, participation and engagement in workshop activities will be used to assess achievement of the learning outcomes.

Summative assessment

Reflective presentation (20% weighting)

Following attendance at the workshops, participants will be asked to select one topic from the workshops (or other topic from elsewhere in the overall course), present on it for 10 minutes and respond to questions. The audience will be open to module co-participants and other members of the university community.

Placement research project report (PRP) (80% weighting)

Following completion of the presentations, participants will be asked to select two topics from the workshops (or other topics from elsewhere in the overall course) and complete a 2500 word placement research project.

Subsequent assessment

Participants will be contacted periodically once they have left the institution, for example, at 6 months, 2 years and 5 years after leaving. They will be asked to assess their continued learning related to the key concepts in this module. This will provide evidence of longer term impact as the participants continue to

learn from work and develop as managers through the life course. These perspectives will also be used to inform the further evolution of the module content and key concepts.

Using these materials

Tutors are invited to develop familiarity with the materials and read around them so that selection of materials can be modified and justified for particular teaching contexts. This process can also help with the design of one's own distinctive workshop questions and activities. The co-authors can be contacted to assist with this (see individual workshops and inside cover for contact details).

Pre-module: placements for management students

Aim and learning outcomes

By the end of the session, each participant will be able to:

- 1/ Identify how and where to search for suitable placements;
- 2/ Complete placement applications;
- 3/ Gain a better understanding of the module's structure and requirements.

Tutor notes

This pre-module session does not contribute to any of the overarching module learning outcomes. Its purpose is to prepare students (who are interested in studying the module) to locate and apply for suitable placements. It is also at this interval that students can be given further details regarding the structure and content of the module and what qualifies as a suitable placement. It is recommended that a careers adviser or work-related learning specialist is co-opted to deliver this session in its entirety or in conjunction with an academic member of staff.

Contact: rm205@leicester.ac.uk

Quality assurance of placements

Quality assurance of placement provision is important to ensure the safety and welfare of all concerned. Whilst the model envisaged for this module is one whereby students find and secure their own placements (with assistance from the academic department concerned and the Careers Service) both departments still have a responsibility for quality assuring and vetting the placements once they have been secured by the student.

The key considerations regarding quality assurance of placements are beyond the scope of this publication. It is therefore suggested that module convenor/tutors refer to the website of ASET: The Placement and Employability Professionals' Body at www.asetonline.org and acquire a copy of the ASET publication entitled *Good Practice for Placements Guide: Volume 2* (either electronically from the website under the publications section, or a free hard copy by email request at aset@asetonline.org). This publication covers all of the main considerations needed for good quality assurance of placements including: health and safety; ethics; legal issues; and the process of collaboration between

student, employer and higher education institution. Beyond this, tutors are advised to construct and communicate the pre-requisites or standards on what is deemed an acceptable placement as early as possible. Given the broad nature of management studies, the pre-requisites do not necessarily have to be too prescriptive. This module includes the following pre-requisites for acceptable placements:

- takes place in the summer prior to the module's commencement in the autumn term;
- minimum of 6 weeks in duration;
- offers credible *graduate-level* or near *graduate-level* work experience; examples of which are activities such as report-writing, speaking to clients, delivering business presentations, data-analysis, web/database development, devising marketing/business strategies or concepts etc.;
- enables the student to observe how the organisation is managed (i.e. middle and/or senior management);
- complements (or at the very least does not conflict with) the module learning outcomes.

Constraints and resources

One hour, seminar room, projector.



Methods

The pre-module session on placement preparation can be delivered in accordance to the context of the institution concerned and the support on offer from its Careers Service. For this reason (unlike the other sessions) activities and timings have been omitted. The workshop covers the following:

- introduction to the module, its benefits and specification;
- the pre-requisites or minimum standards for the placement;
- the support offered by the academic department and/or the Careers Service in helping students secure placements;
- sources for relevant placements and when to apply;
- effective placement application techniques;
- effective interview techniques;
- a brief (maybe as a hand-out) on service level agreements and other placement quality assurances (many of which are the responsibility of the institution);
- contact names for any placement-related enquiries.



Preparing for placement learning

Aims and learning outcomes

This workshop is designed to aid participants in preparing for their placement experience in ways that will enable them to gain the most from it and participate fully in the post-placement workshops and assessment. By the end of the session, each participant will be able to:

- 1/ Understand a process of reflection on experience;
- 2/ Understand the critical pedagogy underpinning this module;
- 3/ Articulate the key questions to be explored during their placement research;
- 4/ Identify activities they will undertake on placement in order to participate in the post-placement workshops;
- 5/ Formulate their personal response to the module design;
- 6/ Design a placement project.

Tutor notes

This extended 2 hour session is for students who have secured a placement and are therefore fully enrolled on the module. It enables participants to articulate prior knowledge of the key conceptual areas in the module and other prior learning from work experience, and create links to career development. The key concepts are introduced very briefly with more detailed material made available via the virtual learning environment (VLE) and module reading pack. This material is based on the sections entitled *Materials* that appear at the end of each workshop description.

The use of a virtual learning environment for additional teaching materials and the students' recording of placement experiences and reflections is also introduced in this session. Effective use of e-learning resources is beyond the scope of this publication; however, practitioners adapting this module for their own contexts are advised to consider:

- existing use of VLEs in their institution/department and students' familiarity with them;
- the use of online blogging functions for private recording or public comment;
- the potential benefits of student engagement in online interaction during the placement period and the staff support and moderation that such interaction would need (Salmon 2001).

Contact: g.frigerio@warwick.ac.uk

Constraints and resources

Flipcharts and pens. Pre-prepared flipcharts listing the key concepts and possible questions related to them (see Appendix 2). Articulation of students' prior experiences of work and work-related learning. Access to the virtual learning environment in order to model access to further materials and reflective blogs.

Methods, activities and timings

5 minutes: Introduce and outline the session.

20 minutes: Reflection on securing a placement. Invite students in small groups to share their experiences of securing a placement. Individually, ask participants to use Gibbs' (1988) structured debriefing model to reflect on the approach they took to securing a placement. Take some contributions from the floor from those who are prepared to share that learning. Suggest follow-up questions to demonstrate further reflection and discuss *the process* of reflection with the class. Conclude with some of the *outcomes* of that reflective activity, i.e. learning about the process of gaining a placement.

15 minutes: Critical pedagogy – the purpose of a placement.

Outline a further rationale for reflection as the basis for empowering or emancipating ourselves as individuals and within the context of our social groups. Connect this with more formal ideas on critical pedagogy (e.g. Friere, 1998; Simon, Dippo & Schenke 1991). Introduce an informal debate activity and outline the two following contrasting positions on the purpose of a placement.

Position 1: the purpose of a placement is to learn how to 'play the game' in the workplace.

Position 1: the purpose of a placement is to learn how to 'change the game' in the workplace.

Divide students into two teams and allocate positions. Invite students to prepare to debate these positions by constructing arguments to support the one allocated. Invite discussion on immediate responses to these contrasting ideas. Ask participants to consider these issues further on placement.

1 hour: The key concepts and the placement research project.

Provide a very brief overview of the key concepts threaded through this module:

- Learning at work;
- Power at work;
- Leadership and management;
- Management identity;
- Critical thinking and writing skills;
- Presentation skills;
- Career management;
- Working roles;
- Managing stories.

Indicate that you will be inviting students to explore these concepts during the placement. Display a series of 9 flip chart sheets around the room, with one of the key concepts as a heading on each. Beneath the heading, display some possible related questions that could be explored on placement (see Appendix 2).

Invite groups to move round the room and, by each flipchart, consider what comes to mind about this area from previous work experience or management studies. Note down on the flip chart:

- Alternative questions that may be explored on placement;
- Sources of data or evidence that could be sought on placement to respond to questions;
- Any problems that might be anticipated in responding to questions, and how they could be overcome.

Allow students to review contributions from other groups moving freely around the room. Once seated, invite any questions or clarifications on the placement research project. If not already covered, suggest further sources that may be useful in exploring the key concepts on placement e.g. organisational publicity (online and in print); organisational records and documents; one-to-one discussions with members of the workforce; and observation of people in the workplace in informal and formal contexts. Discuss ethical issues in workplace research such as confidentiality and consent and how these will be addressed by each student.

10 minutes: Introducing the VLE.

Highlight to students the space available via the VLE for personalised blogging and recording of experiences and responses as the placement proceeds. Encourage students to make use of this space to record experiences and responses to the questions. Explain the value of sharing experiences and that these will be drawn on as materials in the post-placement workshops. Signpost to the materials held in the VLE (these are also shown at the end of each workshop in this publication). Invite students to write a 500 word placement research proposal (PRP) and agree this with the tutor before beginning their placement. The PRP should outline questions to be explored, sources to be used and consideration of ethical issues.

5 minutes: Debrief and close.

Materials

Reflection enables us to deepen learning from work and gain further insights from it by connecting experiences and theoretical perspectives. Reflection enables us to consider the processes by which we learn, critically review the behaviour of self and others (and the outcomes of that behaviour) and build theory from our observations. An important first stage in this reflection is *moving beyond the descriptive* and scrutinising experiences in more depth.

Gibbs (1988) outlines the stages of structured debriefing to encourage deeper reflection (based on Kolb's (1984) experiential learning cycle):

Description	What is the stimulant for reflection (incident, event, theoretical idea)? What are you going to reflect on?
Feelings	What were your reactions and feelings?
Evaluation	What was good and bad about the experience? Make value judgements.
Analysis	What sense can you make of the situation? What was really going on? Bring in ideas from outside the experience to help you.
Conclusions (general)	What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?
Conclusions (specific)	What can be concluded about your own specific, unique, personal situation or ways of working?
Personal action plans	What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learnt?

Critical pedagogy rejects a narrowly instrumental and individualistic perspective on education, and gives precedence to an emancipatory perspective where education supports participation and democracy, thereby transforming social life.

A critical pedagogical approach to placement learning moves beyond the development of 'employability skills' demanded by employers, and instead foregrounds the development of critical citizens who also participate economically (Simon *et al.* 1991). Rather than seeing students as recipients of skills development, they are envisaged as creators of their own and others' working lives.

Recommended reading

Freire, P. (1998) *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage* (Clarke, P., trans.), Lanham, MD: Rowman and Littlefield.

Gibbs, G. (1988) *Learning by Doing – A Guide to Teaching and Learning Methods*, UK: Oxford: Further Education Unit.

Salmon, G. (2001) *E-Moderating: the Key to Teaching and Learning Online*, London: Kogan Page.

Simon, R.I, Dipbo, D., and Schenke, A. (1991) *Learning Work: A Critical Pedagogy of Work Education*, New York, NY: Bergin and Garvey.

Learning at work: the knowledge

Aim and learning outcomes

This workshop is designed to help participants consider how they have learnt through their placement experience and share these perspectives with others.

By the end of this, each participant will be able to:

- 1/ Identify contrasting perspectives on learning at work;
- 2/ Interpret these perspectives in the light of their own and others experiences of learning through their placement;
- 3/ Consider their response to this interpretation.

Tutor notes

This session builds on the *Preparing for placement learning* workshop to begin post-placement reflection on learning through work and about work. It asks students to consider *how* they learned to do the tasks required of them. This lays foundations for the later workshops which focus on *what* they learnt in relation to the key concepts.

Contact: g.frigerio@warwick.ac.uk

Constraints/resources

Post-it notes, flip chart and pens.

Methods, timings and activities

5 minutes: Introduce the session.

The knowledge' refers to the process by which London taxicab drivers learn to navigate the city, and prove

their capability before being granted a license. Here we explore what students have needed to learn to fulfil placement roles, and how they have learnt to navigate their placements.

10 minutes: Recap the key concepts relating to experiential and situated learning.

Exercise 1 – Reflection.

10 minutes: Ask participants to reflect on the learning they needed to do to fulfil the tasks required of them on their placement. Individually, ask them to identify what they needed to know about and know how to do. What materials did you need to be able to handle that you had not handled before (e.g. new software or equipment)? What new language did you learn to use? What skills and techniques did you use?. For each of these, ask students to consider how they learnt those tasks.

Additionally, ask students to consider what they learnt vicariously, from observing and getting to know the work and career experiences of others.

Finally, ask students to identify an example of a specific word or phrase learnt in their placement context that they do not think someone with no experience of doing that job in that context could define. Write this word on a post-it note.



Exercise 2 – Discussion.

10 minutes: Ask students to pair up with someone who had a similar role to themselves and compare experiences of what was learnt and how it was learnt. Invite students to discuss how the different contexts they were working in affected the learning experience. Drawing on the materials presented, record any observations on flip chart. During this activity, collect the post-its and display at the front of the group.

5 minutes: Each pair to join another pair and compare observations.

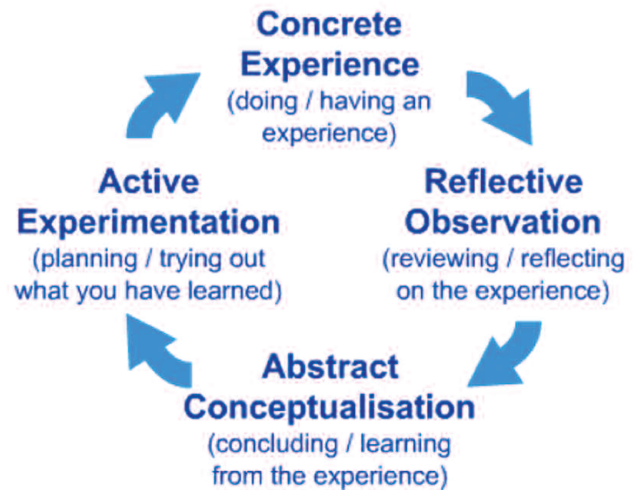
10 minutes: Full class discussion.

5 minutes: To end the session, select words from the post-it notes. Ask students to shout out guesses to meanings, before inviting the post-it note 'owner' to explain the term and how they learnt it.

Materials

The design of learning through placements draws heavily on theories of learning based on context and experience. Students on placement learn how to do something through having a contextualised and socially constructed experience in the workplace.

Popularised by David Kolb, experiential learning is the process of making meaning from direct experience. It is often contrasted with rote or didactic learning. It is consistent with the ancient adage often ascribed to Confucius of "tell me and I will forget, show me and I may remember, involve me and I will understand". Kolb defines learning as 'the process whereby knowledge is created through the transformation of experience' (1984: 38). As such, learning is cyclical and cumulatively can be viewed as a spiral; however, it involves more than simply having an experience. The following stages of reflecting and drawing conclusions before implementing learning are represented in this figure.



Some tasks that form aspects of a placement role may be explicitly learned from a more experienced colleague. Situated learning (Lave and Wenger 1991) is a theory of learning which helps illuminate how this happens. Lave and Wenger argue that learning should not be viewed as the transmission of knowledge from one individual to another, but as a social process through which knowledge is constructed collaboratively.

Within situated learning an individual learns through socialization, visualization, and imitation. Learning begins with people trying to solve problems. When learning is problem-based, people explore real life situations to find answers, or to solve the problems.

Like traditional apprenticeships, in which the apprentice learns a trade by working under an expert teacher, this theoretical area views learners as 'cognitive apprentices' learning from experienced practitioners in a real-world context. Previous learning experiences and existing ability levels affect the learning process, and learning can be most effective when focused on most critical level – the skill level just beyond what the learner could accomplish by themselves, or *zone of proximal development* (Vygotsky 1978).

Learning takes place through the processes of:

- Modelling (or demonstrating);
- Coaching (overseeing and offering feedback);
- Scaffolding (breaking tasks up, with the teacher completing parts the learner is not yet able to do);

- Exploration (gradual withdrawal of scaffolds);
- Articulation (learners verbalising their thinking processes) and
- Reflection (learners looking back and analysing performances).

Placements are also commonly discussed as the site of learning behaviour relating to career decisions and actions. Mitchell and Krumboltz (1996) highlight three distinct types of career-related learning that can be seen in placements as well as other formative experiences.

- Instrumental learning – where particular behaviour is either rewarded (e.g. by praise from bosses) or punished (e.g. by criticism).
- Associative learning – where a positive view (e.g. enjoying reading legal thrillers) is connected with a more neutral view (e.g. the study of Law) to influence a decision (to become a lawyer).
- Vicarious learning – where learning takes place through the observation and imitation of others who can become career role models.

As such, career choices and decisions can be influenced by how our learning experiences (as well as our innate characteristics and environment) lead us to make 'self-observation generalisations' (I am good at responding to a crisis but no good at meeting deadlines) as well as 'world-view generalisations' (I observed colleagues struggling to manage those with whom they socialise outside of work, therefore work and social activities are best kept separate).

Recommended reading

Kolb, D.A. (1984) *Experiential Learning*, Englewood Cliffs, NJ: Simon and Schuster.

Lave, J. and Wenger, E. (1991) *Situated Learning: Legitimate Peripheral Participation*, Cambridge: Cambridge University Press.

Mitchell, L.K. and Krumboltz, J.D. (1996) *Krumboltz's Learning Theory of Career Choice and Counseling*, in D. Brown, L. Brooks and associates, *Career Choice and Development* (3rd edn.), San Francisco, CA: Jossey-Bass.

Vygotsky, L. S. (1978) *Mind in Society: The Development of Higher Psychological Processes*, Cambridge, MA: Harvard University Press.



Power at work

Aim and learning outcomes

This workshop helps students consider how power operates in the workplace through reflection on their placement organisation and comparison with other students' experiences and representations of work and power in popular culture (e.g. film). By the end of the workshop, each participant will be able to:

- 1/ Identify perspectives on the operation of power at work;
- 2/ Interpret these perspectives in the light of their own and others experiences of learning through their placement;
- 3/ Consider their response to this interpretation.

Tutor notes

Two perspectives on power are presented through the workshop as a basis for class discussion, the first based on a traditional presentation of class, gender and collective bargaining in a manufacturing context (as dramatised in the film *Made in Dagenham* 2010) and the second based on power and leadership (Northouse 2010). Students are invited to compare the film, set in 1968, and their contemporary experience.

Contact: g.frigerio@warwick.ac.uk

Constraints/resources

Flip chart and pens. Highlight the wide scope of the topic and the inevitably selective approach taken in this short session.

Methods, timings and activities

5 minutes: Introduce the session.

Participants are invited to consider how power at work can reflect assumptions about the ownership of the organisation (i.e. productivity dominated) as well as between individuals or social groups.

5 minutes: Exercise 1.

In pairs, ask students to discuss the way they saw 'power' operating at work during their placement. In full class discussion, take examples and write on flip chart.

20 minutes: Exercise 2 - Exploring *Made in Dagenham*. Students will have been asked to view the film before the session. Divide the students into small groups with three different themes for discussion (more than one group can address each theme if necessary, depending on numbers). Ask groups to prepare a presentation on their theme.

Theme 1: Gender, then and now. How does the portrayal of gendered work in the film differ from what you observed on your placement? Any similarities?

Theme 2: Class, then and now. How does the depiction of class-based stratification of the job market differ from what you observed on your placement? Any similarities?

Theme 3: Collective action. Did you see any evidence of collective action amongst groups of workers to change working practices in your placement? What contemporary issues do you think could be addressed by employees 'sticking together'?

After 10 minutes preparation, ask groups to present and lead into whole class discussion.

15 minutes: Exercise 3 - Power and leadership.

In pairs, ask students to discuss the following:

Using the organisational chart you prepared during the placement, consider where both personal and positional power are in use in the workplace. Are there examples of these operating together or separately (e.g. individuals having no positional power but considerable personal power, and vice versa)?

5 minutes: Debrief and close.

Materials

Made in Dagenham

This recent film dramatises the industrial action which began at Ford's Dagenham plant in 1968, when the machinist role (wholly occupied by women) was downgraded as unskilled labour. The ensuing industrial action is shown as creating both alliances and divisions between working-class women and men, the (male-dominated) unions and management; and between working- and middle-class women. The gendered

interplay in the Cabinet of the Labour government of the day is not excluded with dramatic interpretations of both Harold Wilson and Barbara Castle. The industrial action is credited with heralding the introduction of equal pay legislation in 1970. However, despite this protection in law which demands equal pay for equal work, there is still a gender pay gap between women and men. Women working full-time in the UK are still paid on average 14.9 % less per hour than men (Fawcett Society 2012).

Power and leadership

In an introductory chapter, Northouse considers the role of power in leadership:

The concept of power is related to leadership because it is part of the influence process. Power is the capacity or potential to influence. People have power when they have the ability to affect others' beliefs, attitudes and courses of action.

(Northouse 2010: 7)

Presenting five bases of social power, Northouse goes on to distinguish between personal and positional power exerted by leaders in organisations. Positional power derives from status or rank, whereas personal power can be ascribed to individual leaders based on how they are seen by followers, it is therefore relational.



Types and Bases of Power (adapted from Northouse 2010: 7-8)

Referent Power	Based on followers identification and liking for the leader. A teacher who is adored by students has referent power.	Personal
Expert Power	Based on follower perceptions of the leader's competence. A tour guide who is knowledgeable about a city has expert power.	Personal
Legitimate Power	Associated with having status or formal job authority. A judge who administers sentences in the courtroom exhibits legitimate power.	Positional
Reward Power	Derived from having the capacity to provide rewards to others. A supervisor who gives rewards to employees who work hard is using reward power.	Positional
Coercive Power	Derived from having the capacity to penalize or punish others. A coach who sits players on the bench for being late to practice is using coercive power.	Positional

Recommended reading

Fawcett Society (2012) *Equal Pay*, <http://www.fawcettsociety.org.uk/index.asp?PageID=23> (accessed 6 April 2012).

Northouse, P. (2010) *Leadership: Theory and Practice* (5th edn.), Thousand Oaks, CA: Sage.

Made in Dagenham (2010) (DVD) Director: Nigel Cole, London: Paramount Pictures.



Leadership and management

Aim and learning outcomes

By the end of the session, each participant will be able to:

- 1/ Comprehend and explain what leadership is;
- 2/ Identify concepts pertaining to leadership and management and the distinctions between the two;
- 3/ Demonstrate an understanding of leadership and management theory.

Tutor notes

This session provides students with a basic grounding in introductory concepts within leadership and management. The recommended text is chapter 21 of Buchanan and Huczynski (2004) (noting that subsequent editions are available). In this session, students will cover:

- what is leadership?
- identifying the distinctions between leadership and management;
- identifying specific concepts relating to leadership and management.

Contact: rm205@leicester.ac.uk

Constraints and resources

One hour, seminar room, projector.

Methods, activities and timings

5 minutes: Introduce self, overall purpose of session and the first topic -What is Leadership? Start by referring to the definitions from Buchanan and Huczynski (2004: 718-719).

Exercise 1

10 minutes: Invite the students to break up into small groups and spend a few minutes creating a list of 4-5 well-known people (historical or/and present) who they consider influential leaders and why. Also task them with thinking about any characteristics or traits that all the individuals on their list have in common that might explain their leadership qualities. As a prompt, you may wish to show them the relevant slide (see slide for first exercise below). Alternatively, you could use images of leaders taken from the web or other media. Ask the students to provide feedback on their thoughts and ensure they give reasons as to why they chose the individuals on their list.

15 minutes: Distinctions between leadership and management.

Invite students to consider the characteristics or functions of a leader in contrast to that of a manager. Discuss distinctions between leadership and management taken from: Kotter's leadership versus management functions; Mintzberg's view that the distinction between leadership and management is blurred (both cited in Buchanan and Huczynski 2004: 718-719); and Bennis & Nanus' model of 21st Century Leadership (*ibid.*: 745).

Exercise 2

10 minutes: Ask students to break into small groups. Based on the views of Kotter, Mintzberg and Bennis & Nanus, have the students discuss in groups their reflections of their work placement line managers and whether the line managers could be placed in the category of:

- a leader;
- a manager;
- a combination of the two.

Invite the students to feedback their thoughts and reasoning. Lead a follow-on discussion on whether students feel leadership and management can be clearly distinguished or whether (as Mintzberg suggests) the distinction is completely blurred.

20 minutes: Transactional and transformational leadership.

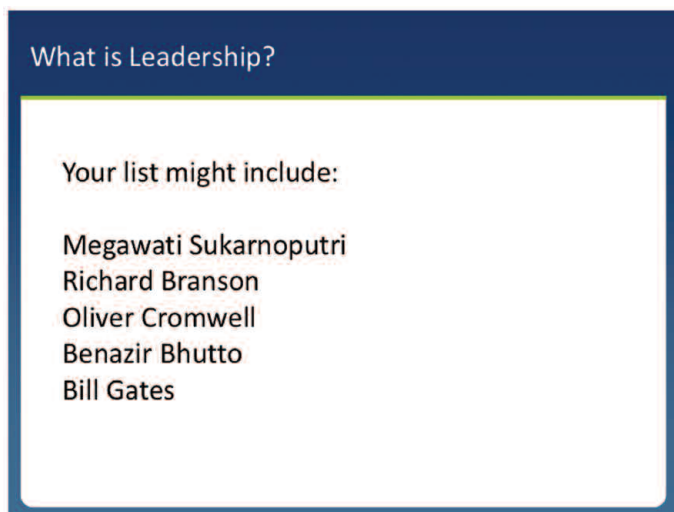
Following on from the distinctions between leadership and management, introduce a discussion on transactional and transformational leadership (*ibid.*: 741-743). A good starting point would be to discuss the origins of these leadership approaches and the *New Leadership* school. Briefly outline the contrasting *Superleader* school but address that trend in more detail later.

Provide definitions of transactional and transformational leadership and the *New Leadership* concept (*ibid.*: 741). State that some scholars have equated transactional leadership with management traits and transformational leadership with leadership traits (*ibid.*: 742). Briefly link this back to the second topic covered in this session on the distinctions between leadership and management. Finally, discuss the *Superleader* concept in more depth (*ibid.*: 743-744).

Materials

The recommended text is Buchanan and Huczynski (2004). The slide referred to above is provided below.

Slide for first exercise



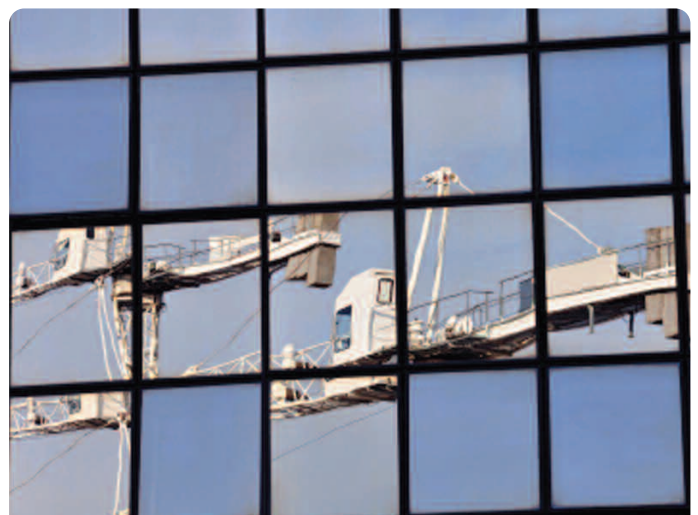
What is Leadership?

Your list might include:

- Megawati Sukarnoputri
- Richard Branson
- Oliver Cromwell
- Benazir Bhutto
- Bill Gates

Recommended reading

Buchanan, D. and Huczynski, A. (2004) *Organizational Behaviour: An Introductory Text* (5th edn.), Harlow: Pearson.



Management identity

Aim and learning outcomes

This session allows students to consider how studying management and experiencing a management placement is contributing to their developing identity as a 'manager'. By the end of this, each participant will be able to:

- 1/ Identify perspectives on identity;
- 2/ Interpret these perspectives in the light of their own and others' experiences of learning through their placement;
- 3/ Consider their response to this interpretation.

Tutor notes

The workshop invites students to consider how those in management roles, or in management education (like themselves), come to identify as managers and maintain that identity as part of their wider, and changing, social role.

Contact: g.frigerio@warwick.ac.uk

Constraints and resources

Flip chart and pens. Lap tops and internet access for images if possible. Highlight the wide scope of the topic and the inevitably selective approach taken in this short session.

Methods, timings and activities

5 minutes: Introduce the session.

15 minutes: Exercise 1 - Observations on adopting a 'manager' identity.

During placement, students have been asked to interview experienced and novice managers about their experiences of and feelings towards their management work. In small groups (4-5) ask students to share the findings of these interviews and make notes about similarities and differences reported or observed. Ask them to consider: what do managers say about managing?

Novice managers	Experienced managers
• X	• X
• X	• X
• X	• X

After 10 minutes of group work, ask one group to present their novice list, then invite other groups to add any other points before a group discussion. Ask another group to present their experienced manager list, before inviting other groups to add any other points. Lead into a whole discussion of the observations from the exercise.

20 minutes: Exercise 2 - Your developing management identity.

In teams, invite students to discuss a 'meme' for the role of 'manager' using the six headings:

- What society thinks I do?
- What my parents think I do?
- What my employees think I do?
- What my friends think I do?
- What I think I do?
- What I really do?

If internet access is not possible for the retrieval of images, use pre-prepared working images.

10 minutes: Reviewing the memes. Invite groups to present their meme using PowerPoint, or invite students to move around the room reviewing the memes. Consider the messages about identity conveyed by the images. Invite reflections on any of the identity development scenarios outlined by Marcia, e.g. foreclosure or moratorium.

5 minutes: Debrief and discussion.

Materials

The distinct role of manager has emerged over the twentieth century. The root of the word 'manager' is from the latin 'manus' (hand) implying that by handling activities we are all managing; however, a distinct role, which organises resources to achieve particular ends, has emerged following the industrial revolution and the creation of large and complex organisations.

Identity has been studied as a dimension of the development into adulthood and linked to a range of subjects including vocation, religious belief, political affiliation and gender roles. A person's 'career identity',

which Hall (2002) sees as a component of their broader identity, will affect how well they perceive themselves to 'fit' with the role they occupy. In management, how the role of manager fits with a person's identity will affect how the role is viewed. Identity issues can be resolved or not due to a number of factors. In contrast to where identity is achieved, psychologist James Marcia (1966) describes scenarios for adolescents of **Identity Diffusion** (where no commitment is made); **Identity Foreclosure** (where commitment is made without exploring a range of options); **Identity Moratorium** (where the person is in 'crisis', exploring various choices without yet making commitments) and **Identity Achievement** (where the crisis is resolved and a committed sense of identity is chosen).

Christopher Grey (2009) describes how the study of management (his examples are largely taken from MBA programmes) is part of the development of a management identity. The study of management education cannot be proven to make someone a 'better manager', but operates through a process of socialisation and habituation. Management students show commitment to this developing identity and

learn a language of management that they experience as confidence enhancing. Management education is also critiqued as fulfilling a role in reinforcing the social construction of management and raising the social status of managers.

Competing perspectives on occupational roles have recently been demonstrated by the production of 'What people think I do' images. These images (popularly known as 'memes') poke fun at different perspectives on roles and the distance between perceptions and 'reality'. For a series of examples, websites such as <http://knowyourmeme.com/memes/what-people-think-i-do-what-i-really-do> (accessed 26 April 2012) are useful.

Recommended reading

Grey, C. (2009) *A Very Short, Fairly Interesting and Reasonably Cheap Book about Studying Organizations* (2nd edn.), London: Sage.

Marcia, J. E. (1966) Development and validation of ego identity status, *Journal of Personality and Social Psychology*, 3: 551-558.



Critical thinking and writing skills

Aim and learning outcomes

By the end of the session, each participant will be able to:

- 1/ Identify a range of key concepts related to critical thinking and writing skills;
- 2/ Consider responses to the critical reflection, evaluation and interpretation undertaken.

Tutor notes

This session is the first of two skills-orientated workshops. Its purpose is twofold. Firstly, it acts as a preparatory session for the written summative assessment (the placement research project). Secondly, it trains students in skills that are applicable to academia as well as the wider world of work; critical thinking and writing play a crucial role in social sciences disciplines and also support the development of analytical skills in the workplace. The recommended text is Cottrell (2005) chapters 1, 9 and 10. In this session, students explore:

- perspectives on critical thinking and writing;
- exercises that help them brainstorm how management theories may relate to the placement experience;
- the use of 'critique' in the assignments.

Contact: rm205@leicester.ac.uk

Constraints and resources

One hour, seminar room, projector, flipchart and pens. Several anonymised student blogs. Extracts for Exercise 3.

Methods, activities and timings

5 minutes: Introduce self and purpose of session. Provide a reminder of the overall module assessment and recommended reading.

10 minutes: What is critical thinking and the process of critical thinking?

Discuss definitions of critical thinking and the process of critical thinking taken from Cottrell (2005: 2).

Exercise 1 - Argument and evidence.

Show students the first slide (see slides for first exercise below) and ask students to answer the question posed. Only once the tutor has gained their views should the

students be shown the second slide and each point discussed. Invite a discussion on the underlying attributes of critical thinking.

Exercise 2 – Critiquing the blogs.

15 minutes: Ask students to work in small groups and critique a series of students' anonymised blogs from their placement experiences. Invite students to think about what theories or concepts from the module or their wider degree could be applied to the blogs. Lead into an open discussion to help students critique, and provide a rationale for, their decisions.

5 minutes: Introduce some brief extracts on critical reading (ibid.: 148-150).

Exercise 3 - Critical mooted debate.

20 minutes: Split the students into two groups. Allocate them an anonymised student blog that discusses a placement experience. Allocate Group 1 a position that argues the leadership style demonstrated in the blog is *transactional leadership*. Allocate Group 2 the position that the style is *transformational leadership* (any two contrasting leadership styles could be used). Provide both groups with summaries of transformational and transactional leadership (Buchanan and Huczynski 2004: 741-743). Give them 15 minutes to prepare their case and assign speakers within their group.

Following standard mooted contest protocol, invite Group 1 to make their opening position statement and then Group 2 to do same. Group 1 should then present their counter argument to Group 2's opening position statement. Following this, Group 2 should present their counter argument to Group 1's.

The tutor should then make a decision on which group best presented their position and provide reasons for this.

5 minutes: Conclude by summarising how the two groups demonstrated critical thinking via the mooted exercise.

Materials

The recommended texts are Cottrell (2005) chapters 1, 9 and 10, and Buchanan and Huczynski (2004: 741-743). The slides referred to in Exercise 1 are illustrated below.

Slides for Exercise 1

Argument and evidence

My position/stance "It is very cold today"

Tony's opposing view "No it is not"

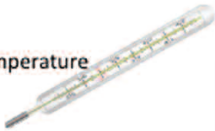
What evidence could I present to counter Tony's argument?

Evidence?

The presence of robins suggests winter

It is snowing and the roads are icy

A weather thermometer indicates a low temperature



Recommended reading

Buchanan, D. and Huczynski, A. (2004) *Organizational Behaviour: An Introductory Text* (5th edn.), Harlow: Pearson.

Cottrell, S. (2005) *Critical Thinking Skills*, Basingstoke: Palgrave Macmillan.

Ennis, R.H. (1987) A Taxonomy of Critical Thinking Dispositions and Abilities, in J. Baron and R. Sternberg, *Teaching Thinking Skills: Theory and Practice*, New York: W.H. Freeman.



Academic presentation skills

Aim and learning outcomes

By the end of the session, each participant will be able to:

- 1/ Describe a range of key concepts related to presentation skills;
- 2/ Demonstrate presentation skills suited to academic and workplace contexts.

Tutor notes

This session is the second of two skills-orientated workshops. It provides a preparatory session for the presentations that students will be summatively assessed on. The assessed presentation will take place towards the end of the module and task students with critically reflecting upon their placement experience by relating a relevant key concept to it. This session will also assist students in developing presentation skills applicable in graduate employment. The recommended text is Barker (2004). In this session, students will cover:

- how to prepare for the assessed presentation;
- how to structure the assessed presentation;
- techniques for delivering an effective presentation.

Contact: rm205@leicester.ac.uk

Constraints and resources

One hour and 30 minutes, seminar room, projector, whiteboard and whiteboard marker.

Methods, activities and timings

5 minutes: Introduce self and purpose of session. Remind participants of module assessment, dates of assessed presentations and topics to be covered. Suggest that the techniques illustrated in the session will be useful for the assessed presentation and also in the graduate job context (e.g. presenting as part of a job selection process or subsequent employment).

15 minutes: Topic 1
Propose three main ways in which one can prepare for a presentation; namely via the materials, the audience, and oneself.

Exercise 1

Discuss the first method (the materials) in more depth by suggesting specific methods (e.g. slides, flipchart paper, cue cards, body of notes, hand-outs). Run the exercise (see relevant slides below). Explain that the purpose of the exercise will not be fully explained until after the exercise has been run. Provide students with the second slide in the form of a hand-out. Split into pairs and ask them to read the hand-out and assimilate the information to the point where they are able to present it to their partner whilst maintaining good eye contact and without reading directly. This can be done whilst seated. Once one of the pair has presented, they should be asked to swap around and present in the same manner. Monitor all groups if possible to ensure all are engaging with the exercise.

10 minutes: Once everyone has had the chance to present, ask them to either return the original hand-out or place it face down. Provide them with a hand-out of the third slide for Exercise 1. Explain that it is the same information but now in a different format. Explain that the instructions are the same: read the information, assimilate it and then take turns to present the information to their partner. Whilst they are doing this, draw a grid on the whiteboard with one column labelled *Notes* and the other *Cue Cards* and the rows as *Pros* and *Cons* (see the Whiteboard illustration). Ask the participants to shout out what they thought the pros and cons were when presenting using the first format (body of notes). As they share their opinions, scribe down a synopsis of their comments on the whiteboard under the appropriate column/row. Recap and then invite them to shout out what they thought were the pros and cons for the second format (cue cards).

Scribing down the comments for all to see the various pros and cons for the two formats can be a powerful way to work out which format to use when presenting. Once all the comments are written up, summarise by indicating that the purpose of the exercise was to provide a simulated opportunity to work out preferred presenting format: body of notes, cue cards, or indeed direct from slides. To conclude, ask for a show of hands from the students regarding which format they prefer.

Whiteboard illustration

	<i>Cue Cards</i>	<i>Notes</i>
<i>Pros</i>		
<i>Cons</i>		

5 minutes: Topic 2 – Structuring a presentation. Show students the relevant slide (see slide below) and discuss this method of structuring a presentation.

20 minutes: Topic 3 – Techniques for delivering an effective presentation. Show students the relevant slide (see slide below) and discuss the techniques outlined.

Exercise 2

Before discussing techniques for responding to questions in detail, invite participants to divide into small groups of 2 or 3 and devise a list of 4 things any presenter needs to consider when answering questions. Give approximately 4 minutes to compile the list and ask groups to feedback one suggestion each. Once they have given feedback, suggest own ideas, for example:

- answering the question fully;
- taking time to structure answers;
- being honest about the limits of knowledge;
- ensuring the question is understood before attempting to answer it and asking for clarification if needed.

Exercise 3 – Practice presentation.

35 minutes: This exercise gives students the opportunity to deliver a practice presentation with peers. Show students the relevant slide (see slide below). Given time constraints and depending on class size, there may not be time for all to present, but all students can be invited to go through the preparation process as this can be good training for the assessed presentation. Ask them to prepare a short 2 minute version of their intended assessed presentation (i.e. reflecting on their placement experience and relating a key concept to it) or

give them the freedom to present a 2 minute synopsis on any topic they have encountered on the course thus far. Invite them, in preparing the presentation, to consider what has been discussed in today's session (e.g. body of notes or cue cards, structuring techniques and responding to questions). Give them approximately 15 minutes to prepare the presentations. Then invite them to individually present a 2 minute version of their presentation to their peers making it more formal by asking them to locate at the front of the class to present. At the end of each presentation, ask peers to critique the presentation based on the topics covered in the session.

Materials

The slides for topics 2 and 3 are drawn from Barker (2004).

Slides for Exercise 1

The materials

- How will you convey your message?

Cue cards?



Notes?



Or just OHP?



Activity: Presenting using notes

- Present the following information to the person next to you

A **business** (also called a **company**, **enterprise** or **firm**) is a legally recognised organisation designed to provide goods and/or services to consumers. Businesses are predominant in capitalist economies, most being privately-owned and formed to earn profit that will increase the wealth of its owners and grow the business itself.

The owners and operators of a business have as one of their main objectives *the receipt or generation of a financial return* in exchange for work and acceptance of risk. Notable exceptions include cooperative enterprises and state-owned enterprises. Businesses can also be formed as not-for-profit.

The etymology of "business" relates to the state of being busy either as an individual or society as a whole, doing commercially viable and profitable work.

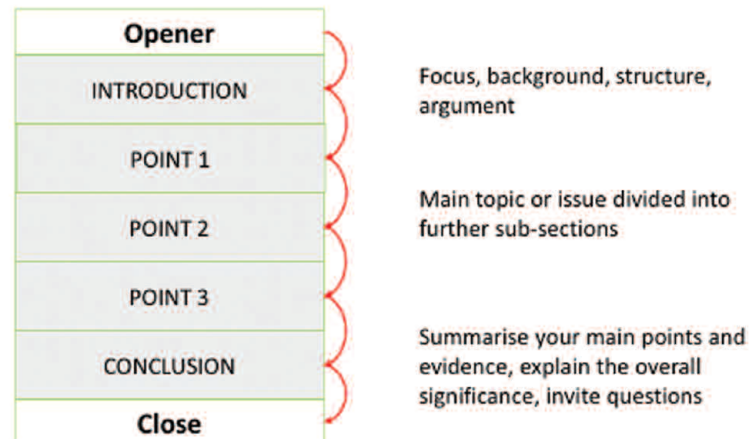
Activity: Presenting using cue cards

- Now present the information using a cue card format

- The term = Legally recognised organisation
- Predominant in capitalist economies – most privately-owned – formed to make profit
- Exceptions: cooperative and state-owned enterprises
- Also – some not-for-profit
- Etymology for the term = state of being busy

Slide for Topic 2

Structuring a Presentation



Slide for Topic 3

Techniques

1. Speaking clearly
2. Body language
3. Responding to questions
4. Handling nerves
5. Rehearsing

Slide for Exercise 3

Activity: Rehearsing

In small groups

- Individually prepare on A4 paper some cue cards or a body of notes for your presentation
- Then take turns presenting a 2-minute version of your presentation to each other
- Provide constructive feedback to each other based on what we have covered in today's session

Recommended reading

Barker, A. (2004) *Improve Your Communication Skills*, London: Kogan Page.

Career management

Aim and learning outcomes

This workshop is designed to help participants identify, share and interpret a range of perspectives on career management and develop their own approach. By the end of the session, each participant will be able to:

- 1/ Identify and share a range of career management styles;
- 2/ Interpret these career management styles in the light of their own and others' experiences of learning through placement;
- 3/ Design their own career management style.

Tutor notes

Career management is an active area of debate in management studies and wider life. For the purposes of this module, two contrasting examples have been selected based on career self-management behaviours (CSMB) and anti-oppressive practice (AOP) respectively. The topic can be re-introduced by discussing the popular 'self-help' literature on career management, and discussing the various approaches to career management evidenced in the film *Made in Dagenham*. For example, the group could be invited to consider the respective career management stances taken by the senior union negotiator (Monty), the machinists' representative (Rita) and the machinist interested in becoming a model (Sandra). It is important that the tutor does not express a strong preference for any particular career management style, at least in the early stages of the session, as the emphasis is on helping the participants develop their own views. There is an opportunity for the tutor to share his or her views in the later debate and open discussion stages. These stages are designed to help participants consider the effect on individuals *and* the wider group of adopting particular career management styles.

Contact: p.t.mccash@warwick.ac.uk

Constraints and resources

Flipchart and pens. Copies of the materials on CSMB and AOB to help participants recap. Records of each participant's findings on career management from the placement. Acknowledge the introductory nature of the workshop and that other career management styles may not be covered.

Methods, activities and timings

5 minutes: Introduce and agree session.

10 minutes: Recap key career management concepts: CSMB and AOP.

10 minutes: Ask participants in pairs to locate and recap relevant findings on career management from own placement.

Exercise 1: Articulating placement experiences.

15 minutes: Merge pairs into small groups. Ask groups to identify career management styles observed and practised on placement including CSMB and AOP. Inform them that they will be asked to identify all 7 elements of CSMB and AOP within the small groups, but only present on 1 or 2 aspects to the wider group depending on the number of small groups and time available. Ask groups to consider the following questions:

- What evidence for the two career management styles was identified on placement?
- What are the differences and similarities between them?
- Any additional career management styles identified?

Exercise 2: An informal debate on career management.

25 minutes: Ask participants to express a preference for CSMB or AOP (or other style) and ask those individuals to take part in one or other side of the debate respectively. Ask remainder to form an audience. Brief speakers and audience and give participants 5 minutes to consider their contributions to the debate. Ask everyone to consider the following question:

- What are the potential benefits and drawbacks for *individuals* and *others* of adopting each career management style?

Allow 10 minutes each on CSMB and AOP.

10 minutes: Move to open class discussion and ask participants to share responses in terms of designing their own career management styles. These may draw from CSMB, AOP, other approaches or a blend.

5 minutes: Debrief and close

Materials

Career self-management behaviours (CSMB)

Zella King argues that people should use three types of career self-managing behaviour as adaptive responses to development tasks: Positioning, Influencing and Boundary managing (2004).

1/ Positioning

Making strategic choice of mobility opportunity through initiation of job moves or acceptance of changes made by another party. Engaging in strategic investment in human capital by participating in training or education. Active network development through having relationships with influential people. Making innovative changes in own job content.

2/ Influencing

Self-promoting through manipulating how job performance is perceived. Ingratiating by making oneself more attractive to others. Upwardly influencing through increasing gatekeepers' understanding of one's desired outcomes.

3/ Boundary managing

Maintaining boundaries by negotiating with boundary-keepers such as line manager or spouse. Navigating the transition between work and non-work roles by, for example, reading the business press over breakfast or creating a physically distinct workspace at home where family members are not welcome.

Anti-oppressive practice (AOP)

Phil Mignot argues that individuals may transform society and organisations by addressing issues of cultural, associational and economic injustice (2001). He states that even one or two individuals can engage in the development of a practical politics for anti-oppressive practice based on the WISE principles of: Welcome, Image, Support and Empowerment.

1/ Welcome

Welcoming diversity in organisations and wider society. Welcoming individuals and groups at risk of oppression by valuing their culture, identity, experience and contribution. Respecting individuality and avoiding stereotyping.

2/ Image

Being aware of the damage that can be done by negative imagery in dialogue, language, buildings, service structures, pictures and notices; negative imagery may suggest that self or others are dangerous, sick, childlike, worthless or ridiculous. Striving to replace this with helpful imagery that reflects value, equality, respect, dignity and citizenship.

3/ Support

Offering support to people and seeking support oneself. Supporting and creating networks of friendship or common interest.

4/ Empowerment

Supporting self-help and self-advocacy. Listening to what people say and learning from them. Involving people in decisions within own organisation, division or department. Engaging with individuals and groups outside the organisation.

The WISE principles were originally developed in relation to the activities of career helpers. It is further envisaged they are of relevance to a wider range of individuals, organisations and networks.



Recommended reading

Inkson, K. (2007) *Understanding Careers: the Metaphors of Working Lives*, Thousand Oaks, CA: Sage.

King, Z. (2004) Career self-management: its nature, causes and consequences. *Journal of Vocational Behavior*, 65: 112-133.

Mignot, P. (2001) Anti-oppressive practice, in B. Gothard, P. Mignot, M. Offer and M. Ruff, *Careers Guidance in Context*, London: Sage. Pp. 129-132.



Working roles

Aim and learning outcomes

This workshop is designed to help each participant identify, evaluate and respond to a range of work-related role studies. By the end of the session, each participant will be able to:

- 1/ Identify and share a range of perspectives on work-related roles;
- 2/ Evaluate at least two contrasting perspectives on work-related roles drawing from own and others' experiences of learning through placement;
- 3/ Plan responses drawing from this evaluation.

Tutor notes

Role studies are an active area of debate in the management literature and there have been several international contributions over the past 25 years. For the purposes of this module, two contrasting examples have been selected based on archetypal roles and career patterns respectively. The topic can be re-introduced by discussing the typifications present in everyday speech. The various roles evidenced in the film *Made in Dagenham* are also relevant. For example, consider the respective roles adopted by Rita, the machinists' representative (a reluctant hero perhaps?), the under-secretaries to the Employment Minister (scapegoats?), Sandra, the machinist who would like to be a model (an opportunist?) and some of the other machinists in the group (pragmatists?). It is recommended that the effect on others of occupying particular roles is explored during the workshop as this gives weight to the social dimensions of working life. Contact: p.t.mccash@warwick.ac.uk

Constraints and resources

Flipchart and pens. Copies of the materials on archetypal roles and career patterns to help participants recap. Each participant's findings on work-related roles from the placement. Acknowledge the introductory nature of the workshop and that other role studies may not be covered.

Methods, activities and timings

5 minutes: Introduce and agree session.

10 minutes: Recap key concepts: archetypal roles and career patterns.

10 minutes: Ask participants in pairs to identify relevant findings from placement.

Exercise 1: Sharing placement experiences.

15 minutes: Split into small groups (2, 4 or 6 groups i.e. even-numbered). Ask 50% of groups to present on archetypal roles and the remainder to comment on the presentations. Ask 50% of groups to present on career patterns and the remainder to comment on the presentations. Invite responses to the following questions:

- What are the strengths and weaknesses for individuals of occupying these working roles?
- What are the benefits and drawbacks for other members of the organisation?
- What similarities and differences between archetypal roles and career patterns can be identified?

Exercise 2: Responses.

20 minutes: Invite the group to evaluate and consider their responses in practical terms. Give participants working in pairs 5 minutes to consider the following questions:

- Overall, what are the strengths and weaknesses of these perspectives on working roles?
- What responses in terms of management practice are suggested to you by this evaluation?
- Invite feedback from each pair on at least one of these questions and other contributions as time allows.

5 minutes: Debrief and close.

Materials

Archetypal roles

Murray Stein, writing as a management consultant, argues that organisations create cultures through individuals occupying archetypal roles (1991). Archetypal is a term drawn from Jungian psychology to indicate a phenomenon that recurs in various guises throughout human history. The range of archetypal roles is potentially very wide including saviour, hero, mother, father, scapegoat, trickster, lover, king, queen, wise man or woman, prophet, disciple, martyr, child etc. These roles may or may not be directly linked to the actual job descriptions of individuals. Stein argues that archetypal roles can be significant because they transform labour into meaningful work; they can therefore be a source of great energy and vitality. They may also highlight our shadow projections, for example, the role of scapegoat. From a management point of view, it can also be helpful to see how these various roles are played out in the organisation and perhaps within oneself. He goes on to describe four roles in more detail: Heroes, Great Mothers, Scapegoats and Ritual Masters.

Author	Archetypal Roles			
Stein (1991)	Heroes	Great Mothers	Scapegoats	Ritual Masters

1/ Heroes

Heroes seek to save the organisation, division or department. They are the ones who aspire to transform the *status quo* through charismatic leadership.

2/ Scapegoats

Scapegoats carry the shadow projections of the organisation, division or department. They act as an object of scorn, derision or criticism and may be attacked or driven away by other members of the group.

3/ Great Mothers

Great Mothers take on the role of looking out for the interests of many employees. They make sure no one gets hurt or neglected, that all are nurtured and cared for. (This role can be occupied by men or women).

4/ Ritual Masters

Ritual Masters remind members of the organisation of the connection between the individual and the universal. Through symbolic actions and gestures, they point the organisation beyond itself. They remind organisations and individuals of their finitude and temporality and of the eternal backdrop against which all of human life is played out.

Career patterns

Marilyn Clarke employed a qualitative methodology to undertake semi-structured interviews with 20 women and men aged between 30 and 60 years of age (2009). The study was conducted in a private outplacement firm located in a large Australian city. Drawing from the career management literature and her fieldwork, she argues that there are four different career patterns and approaches to employability: Plodders, Pragmatists, Visionaries and Opportunists.

Author	Career Patterns			
Clarke (2009)	Plodders	Pragmatists	Visionaries	Opportunists

1/ Plodders

Plodders have unplanned and stable working lives. They are present-orientated and take a negative view of their future employment prospects.

2/ Pragmatists

Pragmatists have semi-planned and stable working lives. They are present-orientated and take a negative view of their future employment prospects. Pragmatists differ from Plodders in that they take active steps to manage their careers such as engaging in networking or professional development linked to future moves.

3/ Visionaries

Visionaries take a planned approach to career self-management and a flexible approach to job mobility. They have a strong future orientation and see their employment prospects in a positive light.

4/ Opportunists

Opportunists take a semi-planned approach to career self-management and a flexible approach to job mobility. They have a strong future orientation and see their employment prospects in a positive light. Opportunists differ from Visionaries in that they take a chameleon-like or shape-shifting (protean) approach to career self-management. In speech, they make frequent use of the terms opportunity and change.

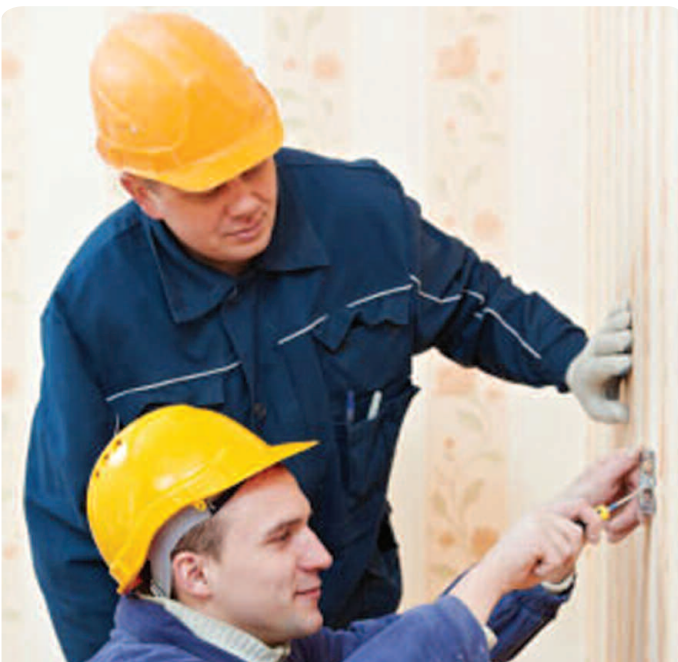
Recommended reading

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Managing stories

Aim and learning outcomes

This workshop is designed to help participants identify, share, interpret and respond to a range of management stories. These stories feature societal, organisational and individual dimensions. By the end of the session, each participant will be able to:

- 1/ Identify and share a range of a range of management stories;
- 2/ Interpret these stories in the light of their own and others' experiences of learning through placement;
- 3/ Plan responses for management practice drawing from these interpretations.

Tutor notes

This workshop arises from the narrative turn in management studies. It focuses on management stories drawn from three contrasting contexts: societal, organisational and individual. The societal stories centre on debates about the functions of business and education in the context of wider society. Three perspectives on business and education are introduced drawing from the popular press and policy literature. Within these, at least three functions are identified: supply chain, radical platforms, and routes to self-satisfaction. The organisational stories focus on the manifest and tacit purposes of organisations. Two types of story are identified: espoused theories and theories-in-use. The individual stories centre on the stories people tell to self and others about the roles they occupy. The concepts of occupation, life theme and preoccupation are used to interpret these more public and private dimensions of working life.

The overall topic can be re-introduced by discussing recent media coverage of such subjects. There are also various scenes in the film *Made in Dagenham* that are relevant. For example, in terms of societal stories, Lisa Hopkins (the wife of Ford's head of industrial relations) studied the early emancipation of women whilst reading History at Cambridge but looks to Rita O'Grady (the machinists' representative) to make history through her campaign for equal pay. Rita and Albert Passingham (the senior shop steward) discuss political action to change pay legislation in the machine room at Ford. This becomes a site for transformative thought and action (a radical platform, perhaps) in contrast to

Lisa's experience of formal education. In terms of organisational stories, Lisa contrasts Ford's confrontational attitude to workers with the more collaborative approach adopted by General Motors. Monty Taylor (the senior union representative) pursues different organisational objectives for the union in comparison to those of the machinists. Turning to individual stories, Rita has public goals to achieve with regard to equal pay for women but also more private objectives in terms of re-negotiating the relationship with her husband.

Contact: p.t.mccash@warwick.ac.uk

Constraints and resources

Flipchart and pens. Copies of the materials on managing stories to help participants recap. Records of each participant's findings on managing stories from the placement. Acknowledge the introductory nature of the workshop and that other perspectives on management and narrative may not be covered.

Methods, activities and timings

5 minutes: Introduce and agree session.

10 minutes: Recap the three types of story: societal (role of business and education), organisational (espoused theory and theory-in-use) and individual (life themes). Ask participants if there are any alternative types of story they would like to discuss.

10 minutes: Ask participants in pairs to recall and identify relevant findings from placement in relation to the three types of story.

Exercise 1: Placement findings.

15 minutes: Split into small groups and ask each to present on the placement findings for 5 minutes.

Inform them that they will be asked to cover all 3 perspectives in groups but present on just 1 depending on the number of small groups and time available. The emphasis in this activity is on describing and sharing relevant experiences and evidence encountered on placement. The following questions can be used to focus the group activities:

- What perspectives on the roles of education and business were identified on placement (e.g. supply chain, radical platforms, routes to self-satisfaction, other)?
- What organisational theories were espoused and in-use?
- What kind of occupations, life themes and preoccupations were encountered?
- Any additional observations?

Exercise 2: Synthesis and responses.

25 minutes: In whole group, the tutor should widen out the discussion to consider the following questions and record all the observations on flipchart.

- Are there any similarities between the three types of story?
- Are there any links between societal, organisational and individual stories?
- What are the implications for management practice?

10 minutes: Following the whole group discussion, ask participants to check the flipchart notes and record their responses to the material encountered in terms of future action.

5 minutes: Debrief and close

Materials

Societal stories: the roles of education and business

Three contrasting stories are summarised on the roles of education and business (see Appendix 3 for details).

Extract 1 is from a government-sponsored review of education-business collaboration. Extract 2 is from an article by members of the Occupy Movement from the *Independent*, a national UK newspaper. Extract 3 is from an editorial in *The Boar*, a student newspaper.

Participants are invited to consider usage of the terms supply chain, production chain and production line in the three extracts. Consider also the respective goals and objectives identified e.g. economic benefits, challenging power relations and learning for the sake of learning. The nature of each source is also worth exploring.

Organisational stories: espoused theories and theories-in use

Chris Argyris and Donald Schön's work is focused on increasing professional and organisational effectiveness (1974: xxviii). It is concerned with the integration of theory and practice; and the term 'theory of action' is employed to encompass both practical, common sense theories and academic or scientific theories. It is argued that these theories of action are composed of two kinds of theory:

- 1/ Espoused theories.
- 2/ Theories-in-use.

In organisational terms, espoused theories may be found in mission statements, publicity materials, official reports and meetings. Theories-in-use are more difficult to encounter as they are practised and demonstrated rather than overtly espoused. They may be detected by observation, experience or in-depth discussion.

Example 1: an agency for the blind

Espoused theories: the blind are potentially independent and the agency functions to help the blind realise that potential.

Theories-in-use: the blind are basically dependent on the agency; the agency functions to sustain the dependence through continuing service; and the function of a blind person is to adapt to life in an agency setting.

Example 2: an HR department

Espoused theory: the HR department is highly facilitative and open to ideas.

Theory-in-use: the department is authoritarian and threatened by independent people.

Example 3: a political party

Espoused theory: the party is purer than pure, whiter than white.

Theory-in-use: the party deals with people in a highly pragmatic way.

Individual stories: life themes

Mark Savickas seeks to link the more public (or objective) aspects of working life with its private (or subjective) dimensions (2007). Influenced by Adlerian psychology, he identifies three types of stories: Occupations, Life themes and Preoccupations.

Occupations

Occupations shows how an individual's interests occupy his or her time. They represent plots that help the individual actively master what has been passively suffered by becoming more effective and complete. Occupations relate to roles in the outer world such as a job description or an occupational profile.

Life themes

Life themes are threads of continuity in a person's life. They serve to connect occupations and preoccupations.

Preoccupations

Preoccupations relate to felt problems or feelings of inferiority. They relate to a central life story that matters in a person's subjective experience. They reveal an individual's interests and are idiosyncratic, personal and individual.

Example 1: the indecisive psychologist

Occupation: I will become a vocational psychologist;

Life theme: So that I can help others choose careers;
Preoccupation: And in the process, I may overcome my own problems with indecision.

Example 2: the lonely manager

Occupation: I will become a manager;
Life theme: So that I can do things with like-minded people;
Preoccupation: And in the process, I may develop a richer social life.

Recommended reading

Argyris, C. and Schön, D. (1974) *Theory in Practice: Increasing Professional Effectiveness*. San Francisco, CA: Jossey-Bass. Introduction, preface and chapter 1.

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Appendix 1:

Grounded concept mapping and course design

Phil McCash and Gill Frigerio have developed a process of grounded concept mapping to inform course design. This is informed by their previous work on developing student learning (Frigerio 2010; McCash 2011) and Amundsen, Weston & McAlpine's concept mapping method (2008: 652). It is also influenced by critical pedagogical perspectives. Simon *et al.* (1991) stress the importance of grounding course design in participants' experiences of learning and work; and Grey, Knights and Willmott argue that management education should be "sensitive to everyday experience and forms of 'knowledge' other than the purely disciplinary" and enable "students to relate knowledge to their own experience of 'being in the world'" (1996: 100).

The grounded concept mapping process consists of 6 stages (stages 3 and 5 are illustrated overleaf).

- 1/ Write down everything that comes to mind that might be important in the module drawing from knowledge of:
 - management both in terms of academic literature and wider personal experiences;
 - work-related learning (WRL) both in terms of academic literature and wider personal experiences;
 - academic and non-academic experiences of the intended module co-participants (students) in relation to management and WRL.
- 2/ Sort this material into meaningful clusters. The emphasis here is on identifying examples of active scholarship and debate, and then labelling the overall conceptual cluster.
- 3/ Share initial concept maps with others (if relevant) and merge into an overall concept map.
- 4/ Reduce the concepts by highlighting those considered most important.
- 5/ Create a final concept map and arrange in a meaningful way.
- 6/ Derive a series of workshops from the final map.

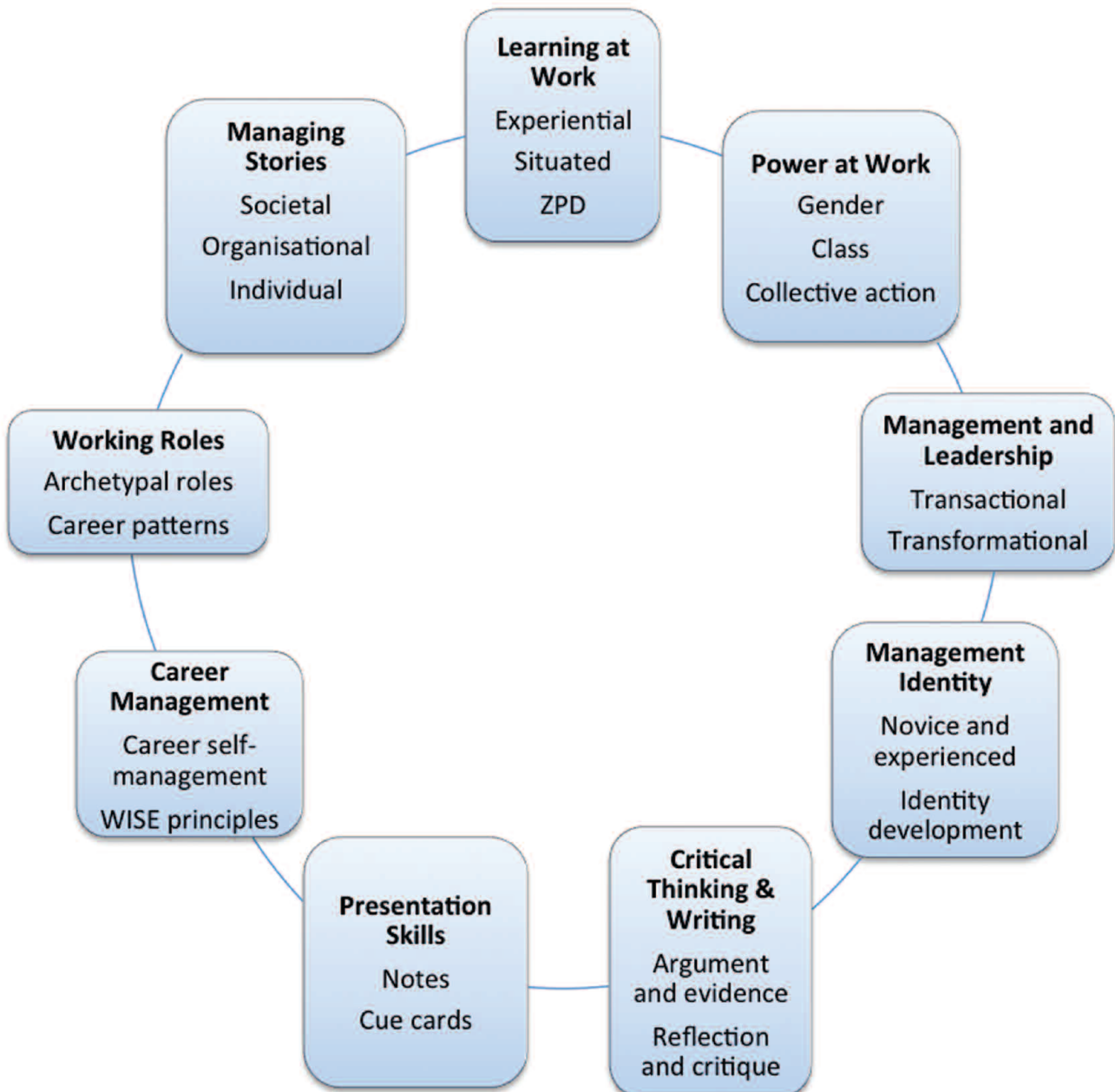
Appendix 1:

Grounded concept mapping and course design

Stage 3 concept map



Stage 5 final concept map



Appendix 2:

Designing the placement research project

These questions are provided in order to *model a process* of designing theoretically-grounded questions to explore on placement. Participants are encouraged to use and adapt these and design their own questions. It is important to consider all the key concepts in this module and other topics from the wider course.

Learning at work

- What induction processes are used to enable you to learn what is required of you?
- How are expectations of your work and conduct conveyed to you?
- What feedback are you receiving on tasks completed a) well; b) not yet to the required standard?
- What had you learnt by the end of: day 1? week 1? the placement?
- What did you learn from observing others?

Power at work

- Who do you perceive as having power in your placement workplace?
- How is that power exerted? How did you arrive at that conclusion?
- How is that power reflected (or not) in the organisation chart as a representation of positional power?
- Do you see gender and class operating in your placement context and, if so, how?

Leadership and management

- What examples of leadership and management are encountered?
- Any evidence of transformational leadership?
- Any evidence of transactional leadership?

Management identity

You are invited to interview novice and experienced managers and ask questions concerning: career; trajectory; experiences of management; feelings about management; and feelings about the role of management education in their career development (if any).

Also consider own perspective, have you begun to adapt a management identity through a) your management education b) the management placement and, if so, how?

Critical thinking and writing skills

- What evidence is there of critical (and uncritical) thinking and writing?
- In what form does this take place (e.g. large group discussions, small groups, one-to-one, documents)?

Presentation skills

- What examples of presenting are encountered?
- How are the presentations conducted (e.g. cue cards, notes, structure, responding to questions)?

Career management

- What career management practices are present?
- What evidence is there for the following career self-management behaviours: Positioning? Influencing? Boundary managing?
- Are individuals and groups made welcome?
- What images are used in conversations, meetings or documents?
- Are individuals supported?
- Are individuals involved in decisions about their working lives?

Working roles

- What work-related roles are present?
- What evidence is there for the following roles: Heroes? Scapegoats? Great mothers? Ritual masters?
- What about these roles: Plodders? Pragmatists? Visionaries? Opportunists?
- To what extent can individuals occupy more than one role?

Managing stories

- What opinions are expressed in general on the roles of business and education?
- What opinions are expressed on business and education as: Supply chain? Platforms for radical thought and action? A means of following one's passions and achieving self-satisfaction?
- How do these opinions fit with individuals' experiences of business and education?
- Are education and business separate activities?
- What organisational stories are in circulation?
- What espoused theories do I encounter?
- What theories-in-use are demonstrated?
- How do people describe their roles?
- What occupations are pursued in this workplace?
- What life themes are encountered?
- What preoccupations?

Any other questions, perhaps drawing from wider degree?

Appendix 3:

Extracts for Managing stories

Extract 1: A review of business-industry collaboration.

Universities are an integral part of the skills and innovation supply chain to business. However, this supply chain is not a simple linear supplier-purchaser transaction; it is not the acquisition of a single product or service. This supply chain is multi-dimensional, it has to be sustainable, and it has to have quality strength and resilience. These attributes can only be secured through close collaboration, partnership and understanding between business and universities.

The multi-dimensional nature of the supply chain is represented by a landscape of business-university collaboration, consisting of a high number of highly diverse domains of activity. For example: the education of highly skilled graduates, applied research in advanced technologies, bespoke collaborative degree programmes, 'science' park developments, enterprise education, support for entrepreneurs, industry-sector foundation degrees, high-level apprenticeships, collaborative research, in-company upskilling of employees...

To achieve world leadership in university-business collaboration, all domains in the landscape must attain excellence; the strength of the supply chain is defined by its weakest link. Effective joined-up policy in this field, therefore, has to be informed by knowledge of the entire landscape. Policy has to be balanced to ensure that economic benefits derived from investment in one domain are not diluted by underperformance in others. This is both the present and future policy challenge.

Wilson (2012: preface)

Extract 2: Every day more gather. Eyes are opening and the shackles of apathy loosening.

The Occupy Movement has already changed the debate. For too long, systems such as capitalism or two-party democracy were taken as unquestioned 'goods', and neoliberal doctrine reigned unchallenged. Success or failure were seen as solely the responsibility of the individual; state regulation constructed as a hindrance to be reduced to a minimum; the unfettered 'market' a wand that would always and everywhere optimise output and distribution. To publicly question these ideas was unthinkable. No longer. We are redressing the balance.

[Education] represents a radical platform for challenging the legitimacy of existing power relations..../....in the context of the neo-liberal 'marketisation' of universities, education functions less as a creator of critical, free-thinking human beings and more as a production chain for the young into the market economy. Related to this, the myth of equal access to education and the process of grade-standardisation has led university qualifications to become a pillar of social hierarchisation. Those with a Masters are worth more than those without a degree, and the accumulation of qualifications thus constitutes a path to the accumulation of status, wealth and power...

...we strive to transcend the many forms of division, privilege and discrimination that separate us from each other and prevent us from uniting to overcome injustice...

If, in 21st century Britain, public debate constitutes 'disruption' then we intend to continue disrupting. An authority that excludes the people from the people's land no longer governs with popular assent.

Members of Tent City University (2011: 13)

Extract 3: Warwick Inc: souls for sale.

Amidst the wasteland on the outer edges of Coventry, a human factory is in operation. The raw ingredients arrive every year, some locally sourced, some imported from as far away as China or India. They are stamped, sculpted, cut down to size and filled with information, before being shipped out to the four corners of the globe. Welcome to Production Line Warwick.

Even brand new, state of the art equipment cannot hide the quiet buzz of dissatisfaction. A sense of isolation from the real world diffuses through campus, both a blessing and a curse. Dubious corporate links and a constant 'career' focus expose a heartless reality inside the bubble; we are here for the sole purpose of making ourselves look pretty for future employers.

Why? Why must we constantly cater to the demands of the market, simply because it is the market that makes them? It is surely time to recognise education is not a commodity. We are fortunate to live in a time, and a country, where education is a universal right; it should not be demoted to the role of 'stepping stone'. The University of Warwick is not merely a recruitment office. Education is not a business opportunity; it serves its own purpose, to cultivate minds and formulate discussion. What happened to learning for the sake of learning, to grasping a greater understanding of important current and historical issues for mere self-satisfaction? Following your passions because they fascinate, excite and motivate you: this is surely the first, most important element of a university education. If you can then find a job that fulfils these considerations, even better.

The Boar Editorial (2011: 6)

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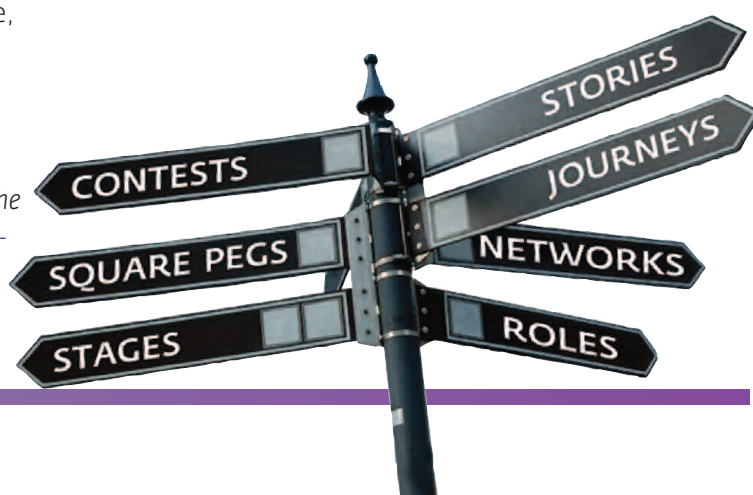
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Copies of this publication are available as a Word document. All our materials may be freely used and/or adapted for teaching purposes.

Please contact:

e: career.studies@warwick.ac.uk

t: 024 7615 4192

w: www.warwick.ac.uk/go/careerstudies

Career Studies Unit

