

# Boundary crossing

Welcome to the re-launched NICEC Journal. The journal has a new title: the *Journal of the National Institute for Career Education and Counselling*. The revised cover also features a colourful fern to convey the spirit of intellectual diversity and creativity that NICEC exists to foster.

The theme of this issue is boundary crossing. I thought this particularly appropriate as NICEC has recently re-affirmed its commitment to career development work across all sectors, roles and fields. This edition features articles focusing on university, school, Connexions and cross-sectoral contexts. There are contributions from independent consultants, researchers, university academics and school teachers. There are also transdisciplinary contributions informed by literary and ethical studies. I am pleased to welcome papers from both experienced writers and newer voices in our field.

**Tristram Hooley and Mark Rawlinson** take a transdisciplinary approach to boundary crossing. They seek to explore links between career and literary studies by focusing on the narrative turn in career studies. Tristram and Mark argue for an extension of ‘narratological literacy’ in career development work.

**Gill Frigerio** considers boundary crossing in terms of roles. She discusses the respective roles of career counsellor and lecturer, and the roles of student and researcher. Gill proposes that the role of student-as-researcher has value for students and staff alike in enhancing career-related learning.

**Helen Colley** explores the personal and professional dimensions of ethics work in the transformation of career services into the Connexions-branded integrated youth support service. Ethics work, she argues, is an ever-present aspect of day-to-day practice at all levels of organisations, and this has direct implications for policy, management and research.

**Audrey Collin, Wendy Hirsh and Tony Watts** report on a dialogue event held to encourage

communication between careers professionals and researchers who work in different settings. They argue that the event has led to improved understanding between individuals working in the public and private sectors, and education- and employer-based contexts.

**Ruth Hawthorn** sets out to explore quality standards for group work across different sectors. She considers group work with clients in employed and unemployed settings, and with young people (and adults) in secondary, further and higher education. Ruth argues that the development of a flexible, informative quality framework would have particular value for work with adults in community settings.

**Anthony Fitzgerald** discusses his research on the career decision-making of Korean boys. He discusses the boundary-crossing experience of living between two influential and contrasting cultural contexts. Anthony makes recommendations for the practice of career guidance in the UK.

**Dorothy Davies** discusses career education provision for exceptionally able girls in the school context. She argues that the boundary-crossing nature of career education and the needs of this client group necessitate a ‘whole school’ approach.

Our final contributions take the form of a debate between **Laura Dean** and **Kerr Inkson**. The debate arises from an article in a previous edition of the journal (No. 23) and focuses on the value of metaphor in career development work. In terms of future editions, I would like to encourage letters and short papers for the debate section particularly arising from articles published.

I would like to close this editorial by thanking all our contributors for making this such an interesting and varied edition of the NICEC journal. I do hope you enjoy reading their contributions as much as I did.

---

**Phil McCash, Co-editor**

---