

# Overview of this issue

Welcome to the October 2018 issue of the NICEC journal. The articles below were contributed in response to an open call for papers. It is once again a pleasure to report that innovative, creative, and engaging scholarship is thriving in our field.

**Peter Plant, Inger Marie Bakke and Lyn Barham** get the ball rolling with a timely call for 'geronto guidance' for older people. They are particularly interested in the support that is available around retirement arguing it is currently something of a blind spot in terms of a genuinely lifelong guidance system.

The second article from **Lisa Law** continues the theme of age and change. It uses an action research strategy to evaluate the delivery of a workshop for older students at a UK university. The workshop demonstrates a creative and successful example of practice for this key client group.

**Charles Jackson** argues for the value of career surveys drawing from his work with trainee doctors and medical students. The surveys, it is suggested, highlight the importance of the human touch and talking directly with other people about career issues. The article finishes with a set of conclusions about the value of career surveys.

**Steve Mowforth** extends the use of survey to small-scale qualitative research with generation z students at a British university. He argues that contemporary scene has moved on from attitudes and beliefs associated with what he terms the industrial state.

**Julia Yates** reports on some contemporary techniques in career coaching. These include visual tools, role play tools, possible selves technique, passengers on the bus technique, pre-designed frameworks, and client-generated maps.

**Debra Osborn and V. Casey Dozier** argue for the value of cognitive information processing theory in relation to interventions. They provide two case studies to illustrate the approach.

**Ingrid Bårdsdatter Bakke, Erik Haug and Tristram Hooley** provide a timely update on guidance developments in Norway. They propose an innovative approach to combining face-to-face and online guidance based on career learning and instructional design.

Our final article by **Cathy Brown and Tracey Wond** is devoted to the topic of career capitals. Two contrasting conceptions of capital are critically assessed. Drawing from this, they propose some ideas for the development of career capital using a case study.

This issue concludes with a book review of *Graduate Employability in Context: Theory, Research and Debate* edited by Ciaran Burke and Fiona Christie.

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Phil McCash, Editor

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