

# Overview of the issue

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An open call issue brings to the fore topics which are attracting the interest of career development scholars and practitioners. The research and writing in this issue reflect a variety of concerns and include articles that focus on diverse applications of theory, concepts and approaches to practice. As the journal becomes more widely read internationally it is encouraging to see three articles from outside the UK (Canada, Ireland and Romania).

The issue begins with three articles about Higher Education in the UK. Researching career development and employability practices in this sector is relatively strong in comparison to research in other Education Spheres. These three articles contribute to a growing body of work informed by theory, research and practice.

**Brammar and her co-authors** introduce a Career Stage Framework that the University of London Careers Service has used to categorise students 'Career Starters, Careers Developers, and Career Changers'. They argue for the value of having a clearly segmented approach to students, outlining how careers professionals utilise this framework strategically and operationally with students, institutional partners, employers and alumni.

In their work from the University of Southampton, **Port and Hracs**, present detailed insights about recent experience of designing and delivering a credit bearing employability module. They describe a rewards and punishments (carrots and sticks) approach to enhance student engagement. Their detailed article is helpful in offering practical solutions which can be scaled and transferred across different learning contexts.

Finally, in this trio of Higher Education articles, **Yates** presents two empirically derived models of the career decision-making processes of students and graduates in the UK, based on research with university careers advisers and graduates. She argues for a recognition of emotional, cognitive and behavioural career development difficulties which impact decision-making processes. Her research also has implications for practice in guiding career decision-making processes.

Articles from **Moore** and **Iacob** address concerns about the growth of 'digital' for both career learners and practitioners. Using the notion of 'career echo chambers' **Moore's** review article asks searching questions about the role of algorithms and how these lead to echo chambers. She considers the effect of virtual echo chambers on career learning, highlighting how they may limit diversity and inclusion and questions how they may be similar or different to traditional physical social networks.

In an article which uses LaTour's actor-network theory, **Iacob** reports on ethnographic research with school career counsellors in Romania. The article discusses the

transformation of practice using digital tools (amplified by the pandemic). Using the concept of 'controversy' he argues that an uncritical adoption of such tools can risk ignoring important agendas and contribute to the vulnerability of counsellors and the counselling system.

Writing from Canada and addressing an important and sensitive topic, **Chen and Wong** explore career counselling with Women Survivors of Intimate Partner Violence (IPV). They illuminate how practitioners can work with vulnerable clients, for whom career ambitions may be adversely affected by circumstances. Their article helpfully applies Krumboltz's social learning theory and Social Cognitive Career Theory and leads to theoretically framed proposals for how counselling interventions can empower women survivors of IPV.

Reporting on evaluative research about career coaching for employed adults, **Hirsh and Carter** examine the practical challenges of evaluating the impact of career development interventions with employed adults. They draw on a specific case study about a one-to-one career coaching programme offered to individuals working in primary healthcare in England. In a context in which evaluation of such services is routinely expected to justify cost, they present the development of an evaluation logic model and the choice and design of data collection tools as well as findings.

Also addressing practice in the adult career guidance sector, in her article **McSweeney** describes a process of narrative self-inquiry which she undertook after a period of intense and challenging change within the Irish guidance system. She argues that such processes helped her to reconnect with her practice and reauthor a new narrative in which she had some agency.

Finally, **Anwuzia's** article bridges psychological theory around hedonic and eudaimonic wellbeing to argue for a more integrated framework of career wellbeing that can be of value to practice.

The issue also includes two book reviews which readers will find useful about recent publications. **Stewart** reviews Liz Painter's STEM Careers book and **Neary** reviews the History of Careers Services volume recently edited by Michelle Stewart. Both expert reviews will assist readers who are scholars and practitioners to understand better whether either book is relevant to current practice or studies.