Use of My Career Chapter in to Engage Students in Reflexive Dialogue

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Abstract

Higher education students express many reasons for their taking a particular degree, typically with regard to their current vocational interests and future employment prospects. Students' vocational identities and consequent decisions develop in a complex dynamic of vocational personality, characteristic adaptations, and life stories, all interacting with affordances in the social, economic, and cultural contexts of students' lives. Using contemporary personality theory and vocational psychology theory, we focus on the third dynamism—life stories—to explicate a method that facilitates assessment of learning and assessment for learning. Here we describe the conceptual and methodological dimensions of My Career Chapter (McIlveen, 2006) as an exemplar of an innovative pedagogical method with its conceptual foundations in vocational psychology and the theory of dialogical self. We will describe examples of its application in postgraduate studies and elaborate on its teaching and assessment affordances for career education. Finally, we will outline practical implications for the continuing application and evaluation of My Career Chapter, and the curricular vision that drives it, in higher education and career development learning.

There are three particularly influential models of career education that have informed the development and delivery of career education in universities. The Cognitive Information Processing (CIP) approach, developed at Florida State University, describes a comprehensive model of career decision making and problem solving. In England in the 1970s, the DOTS model of career education was developed as part of educational policy debates addressing the provision of career education and guidance in the British schooling system (Law & Watts, 1977/2015). Later, the "post-DOTS" career-learning theory was developed as a revision of the DOTS model in response to continuing developments and challenges in career development and educational theory and practice (Law, 1996a, 1999).

Although the CIP and the DOTS model both promote self-reflection as fundamental domains of career development and could therefore potentially accommodate teaching and learning approaches based on DST, the two approaches are more typically implemented in logical positivist career education programs for career decision making and planning. It is in the social consutructivist career-learning theory, with its explicit attention to the development and management of personal and professional identities, that DST has recently been explicitly integrated (Law, Meijers, & Weijers, 2002; Meijers & Lengelle, 2012, 2015). This section will provide a brief survey of the CIP approach, the DOTS model, and post-DOTS career-learning theory before describing how DST was integrated into career-learning theory as an innovative, transformative approach to career education.

The Cognitive Information Processing Approach

The CIP approach describes career decision making as process of structured process of recognising and solving a career problem, such as career indecision or a change in circumstances (Sampson, Reardon, Peterson, & Lenz, 2004). It is imagined as a pyramid, with a base of self-knowledge and option-knowledge and a middle tier consisting of the CASVE decision making and problem solving cycle. In this cycle, the communication phase (C) articulates the gap between the current and the goal state, the analysis phase (A) develops and clarifies self- and option-knowledge, the synthesis phase (S) narrows potential solutions, the valuing phase (V) prioritises solutions to reveal preferred options, the execute phase (E) implements a plan of action, and another communication phase revisits the initial problem and gap (Sampson et al., 2004). The top level of the CIP pyramid is the executive processing domain, which influences the cognitive strategies of the client through self-talk, self-reflexivity, and self-control (Sampson et al., 2004).

The authors of the CIP maintain that it is not as rigidly logical and rational as it may seem, pointing to the influence of emotion, intuition, and self-talk in the executive processing domain of the CIP pyramid and in the communicating, analysis, and valuing phases of the CASVE cycle as evidence of the humanistic qualities of the CIP theory (Lenz et al., 2001; Sampson et al., 2004). Nonetheless, the CIP theory is a distinctly positivist approach to career education, emphasising formal career assessments to develop self-knowledge, career information provision to develop option-knowledge, and an optimal process of rational decision making and planning to affect successful career development (Sampson et al., 2004).

The DOTS model

The DOTS model describes four fundamental domains of career education — the development of opportunity awareness, self-awareness, decision learning, and transition learning — that were proposed to help young people adapt to significant changes and challenges in the British labour and educational marketplaces (Law & Watts, 1977/2015). These four goals were later developed into curriculum frameworks for career education, including intended learning outcomes, competency standards, and recommended approaches to teaching and learning (Hillage & Pollard, 1998; McCowan & McKenzie, 1997; Stanbury, 2005; Watts, 2006).

However, despite its popularity, the DOTS model has been criticised as having not kept pace with developments in career development and learning theories or changes to labour and education markets or society in general (Law, 1996a, 1996b, 1999; McCash, 2006). Law (1996a, 1999) and McCash (2006) argued that the DOTS model reflects its theoretical roots in matching and adjustment theories of career development and is therefore aligned more with a culture of guidance, focused on helping people make logical and well-defined career decisions, than a culture of progressive or transformative career education, focused on helping people identify, articulate, and develop their professional and personal identities.

Career-learning theory

The “post-DOTS” career-learning theory of Law (1996a, 1999 p.38) was developed as an evolution of the DOTS model and reflects a trend of divergence between logical positivist and social constructivist theories of career development, learning, and education (Law, 1996a, 1999; McCash, 2006). Career-learning theory introduced a developmental learning sequence to the “too ambiguous, too narrow, and too static” DOTS model (Law, 1996a, p. 143). In particular, it reflects the influence of Krumboltz’s (1976) social learning

theory, which describes how a person's understandings of themselves and the world around them are developed and modified by their interactions with other people and environments.

Law (1996a, 1999) proposed a developmental career learning sequence to reflect the process by which people develop career identities and make career decisions:

1. Sensing: gathering information and assembling sequences into meaningful narratives.
2. Sifting: making comparisons and creating and using concepts.
3. Focusing: appreciating alternative points of view and developing one's own.
4. Understanding: explaining the past and anticipating future consequences (Law, 1996a, 1999).

Career-learning theory supports participative, experiential, and social learning, pedagogical approaches which can deepen and contextualise students' learning and encourage them to develop and articulate their professional and personal identities (Law, 1996a, 1996b, 1999; Law, Meijers, & Wijers, 2002; Law & Watts, 1977/2015; McCash, 2006).

Summary

The CIP approach, the DOTS model, and the career-learning theory are the most influential models of post-secondary career education and share many similarities. The self- and option-knowledge that forms the foundation of the CIP pyramid mirror the self-awareness and opportunity-awareness domains of the DOTS model (Law & Watts, 1977/2015; Sampson et al., 2004; Watts, 2006). The CAVSE model of decision-making at the heart of the CIP approach resembles the career-learning theory's sensing, sifting, focusing, understanding process (Law, 1996a; Sampson et al., 2004). All three models are intended to help young people understand themselves and the world around them, deal with uncertainty and change, and develop positive career development attitudes and behaviours.

Nonetheless, there is a discernible distinction in theoretical and practical approaches between the logical positivism of the CIP approach and the DOTS model and the social constructivism of the career-learning theory. It represents a more transformational vision of career development learning (McIlveen, 2012), with stronger links to pedagogical theory and practice than most other explanations of career development learning and education and more attention to the mechanisms of identity formation, self-actualisation, and personal agency. Recently, career-learning theory has been further innovated by the integration of DST and the development of career writing as a transformational career learning activity.

Dialogical career-learning

In the 21st century, career-learning theory's learning model was considered still useful but somewhat limited, in that it assumed that the cognitive process of sensing, sifting, focusing, and understanding would inevitably develop clear and cohesive reflective narratives from which conclusions and decisions could be drawn, a level of certainty which did not adequately reflect the increasing complexity, uncertainty, and instability of 21st labour markets or the emotional and psychosocial responses of those trying to succeed in them (Law, Meijers, & Wijers, 2002; Meijers, 2002; Meijers & Lengelle, 2012). In response to this gap in career-learning theory, Miejers and Lengelle (2012) argued that "the development of a career story must be understood not only as a cognitive learning process but as a dialogical learning process as well" (p. 169).

A dialogical career-learning process begins in response to a "boundary experience" in which an individual is challenged by a situation at the boundaries of their existing understandings of their self, their environment, and their relation to others (Meijers & Lengelle, 2012, p. 163, 2015). Boundary experiences are expressed narratively as "first stories", which are characterised by fear, frustration, or hopelessness (Lengelle & Meijers, 2015; Meijers & Lengelle, 2012). An I-position is formulated and subsequently transformed — repositioned, reconstituted, or replaced — through dialogue, both internally with other relevant I-positions or externally with others (Lengelle & Meijers, 2015; McIlveen, 2012; McIlveen & Patton, 2007; Meijers & Lengelle, 2012; Winters, Meijers, Lengelle, & Baert, 2011). The goal of dialogical career-learning is the development of empowering and productive "second stories" constituted by meta-positions that allow for detached understanding of multiple positions and promoter-positions that orient the learner toward action (Lengelle & Meijers, 2015; Meijers & Lengelle, 2012, p. 163; Winters et al., 2011).

Career writing has been identified as a particularly effective activity to promote dialogical career-learning in the "transformational space" between the learner's first and second stories (Lengelle & Meijers, 2014, 2015; Lengelle, Meijers, Poell, Geijsel, & Post, 2016; Lengelle, Meijers, Poell, & Post, 2014; Meijers & Lengelle, 2012). Career writing describes three specific kinds of writing which can be used to facilitate dialogical career-learning: creative writing, expressive writing, and reflexive writing (Lengelle & Meijers, 2015; Lengelle, Meijers, Poell, & Post, 2014). Evaluations of career writing interventions have indicated that it holds promise as an effective and efficient method for helping students explore and evolve their career identities as they prepare to enter uncertain and unstable labour markets (Lengelle et al., 2014; Lengelle, Meijers, Poell, Geijsel, & Post, 2016).

We now turn our attention to a specific example of a dialogical career-learning writing activity that is embedded in the theory of dialogical self and the disciplinary fields vocational psychology and counselling psychology, and the professional field of career development.

My Career Chapter

My Career Chapter (MCC; McIlveen, 2006) is a semi-structured, qualitative career assessment tool and learning activity. MCC enables the user (e.g., student or client) to compose a brief autobiographical narrative about his/her career. Typically, the narrative created through MCC is integrated into career learning in educational or counselling contexts that is directed toward crucial developmental tasks, such as exploration of occupational interests, career decision-making, and resolving career conflicts. Moreover, the narrative generated through MCC is used to elucidate career *life themes* (Savickas, 2005) that are authored, narrated, and edited by dialogical self (McIlveen & Patton, 2007).

MCC design and procedure accords with the principles for qualitative career assessment tools (McMahon, Patton, & Watson, 2003):

> Ground the assessment process in theory; test the career assessment process; ensure that the process can be completed in a reasonable time frame; design a process that fosters holism; write readable and easily understood instructions; sequence logical, simple, small, achievable steps; provide a focused and flexible process; encourage cooperative involvement of the counsellor and client; and include a debriefing process. (p. 198-200)

Furthermore, MCC shares many of the qualities of effective career interventions, as described in a series of meta-analytic studies which showed that repeated group interventions facilitated by career development professionals are most effective (Brown & Ryan Krane, 2000; Oliver & Spokane, 1988; Whiston et al., 1998; Whiston & James, 2013; Whiston, Sexton, & Lasoff, 1998), particularly when their design and delivery includes the five “critical ingredients” of career interventions: written exercises, individualised interpretations and feedback, labour market information, modelling from experts, and support from social networks (Brown et al., 2003; Brown & Ryan Krane, 2000). Each of these principles are evident in MCC’s conceptual foundations, procedures for administration, and technical features, a precis of which are described hereafter.

Conceptual Foundations of MCC

MCC is conceptually grounded in the systems theory framework (STF; Patton & McMahon, 2006; Patton & McMahon, 2014) and theory of dialogical self (Hermans, 2006; Hermans, Kempen, & van Loon, 1992; Hermans, Rijks, & Kempen, 1993). The convergence of these two theoretical perspectives (McIlveen, 2007b) allows for not only the theorization of narrative as a source of personal identity with regard to career, but also the procedural enactment of their convergence in the form of a practical tool for career learning.

As a qualitative career assessment and counselling tool, MCC is both a process and a product: reflexively writing (i.e., process) a narrative (i.e., product). Accordingly, MCC enacts the dynamic narrative processes of "*co-constructing* (uncovering the story), *de-constructing* (opening up the story), *re-constructing* (weaving a unified self constructed storied identity), and *constructing* (performing in the next chapter of the story)" (Brott, 2015). Moreover, MCC is process of *career learning* that is articulated by Meijers and Lengelle (2015) as "transformation through writing" (p. 45) that engages a person in dialogue that produces a revised second story with new perspectives on what meaningfully composes that person's identity.

The systems theory framework (STF) is not a theory per se; instead, Patton and McMahon (2014) use the word "framework" to delimit the STF as a paradigmatic organizer of theories. No psychological theory can completely—conceptually, empirically, pragmatically—describe the complex dynamism that is a person; thus, it is the STF's epistemology that multiple theories may be coalesced as an integration of theories pertaining to various *career influences* interacting as systems that constitute the person. Accordingly, the STF is a framework for integrating different perspectives, ranging from the individual differences tradition that focuses on dispositional traits, such as personality, the social cognitive tradition that focuses on characteristic adaptations, such as learned behaviours and cognitions, such as self-efficacy beliefs, through to social constructionist and critical theories that focus on discourse and culture that produce forms of identity offered within society. In this way, the STF holds that an individual person be considered as within systems of contextual influences: interpersonal, environmental, and societal. Each influence may be understood in its own right and theorized as a separate entity; however, system theory demands that influences should be understood as affecting one another rather than as separate, isolated phenomena.

Figure 1 depicts the career influences at the level of the individual. These intrapersonal influences include those that are typical foci for career learning activities, such as interests, skills, and abilities. Also included are influences that signal important matters of diversity, such as ethnicity, disability, gender, and sexuality. Figure 2 presents the individual-in-context, surrounded by and part of influences including proximal influences, such as peers, family, and workplace, and distal influences, such as political and industry trends. Figure 2 also depicts the complexity of the systems of influences that recursively affect one another, change over time, and respond to chance events.

The STF also posits *story* as central to understanding a person's career, both objectively as narrative data and subjectively as the personal experience of co-constructing, de-constructing, re-constructing, and constructing narrative identity that subsumes and integrates the career influences in the STF.

> In order to understand these patterns and relationships, counsellors encourage individuals to tell their story….

Thus, a person may very well write and tell a story about the career influences in his or her life, spanning the story across the past, present, and future.

It is through story and the multiplicity of career influences that the STF may converge with the theory of dialogical self by taking career influences identified in the STF as sources for an *I-position* (McIlveen, 2007b). There may be intrapersonal I-positions (e.g., as a conscientious person, a person with a disability) and interpersonal I-positions (e.g., as a friend, a work colleague), or contextual I-positions linked to societal and environmental matters (e.g., as a political protestor). All these I-positions are endowed with different voices, embodied as one person, which may relate to one another across time and space, as in a chronotope. Some I-positions concur with one another, but simultaneously conflict with others with different perspectives. They are the psychological context for one another—acting as a theatre of voices (Hermans, 2006). It is amidst this ostensible cacophony that career narratives are authored, narrated, and edited by multiple I-positions (McIlveen & Patton, 2007; Meijers & Lengelle, 2012). MCC captures this dynamic process for the purpose of generating a short career autobiography.

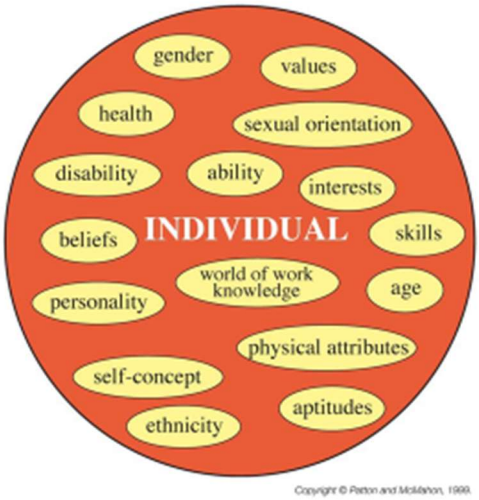

Figure 1. The system of the individual (Patton & McMahon, 2014). Reproduced with permission.

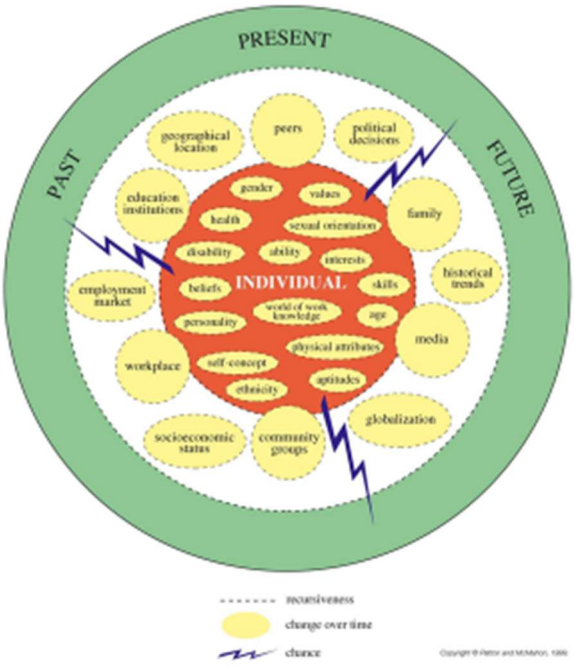

Figure 2. The systems of career influences: intrapersonal, interpersonal , environmental, andsocietal (Patton & McMahon, 2014). Reproduced with permission.

Procedural and Technical Features of MCC

MCC is a booklet into which the user writes a autobiographical statements relevant to each of the career influences in the STF. The process occurs in sections referred to as "Steps", which alludes to the metaphor of career as a journey. These steps are described subsequently. MCC may be administered as a print document for hand-written completion or as a MS-Word document for completion by typing. There is no substantive difference between the two forms; however, the hand-written version takes longer to complete than the electronic version. An English language copy of MCC is available free-of-charge at: https://eprints.usq.edu.au/23797/.

Step 1:Warm-Up Questions. The user opens MCC to find a brief commentary about how he or she should think about career as a complex of influences. This step is involves a "warm-up" activity in which the user considers a list of questions. These questions begin the crucial process of de-centering career, which means to encourage the user to extend contemplation beyond a narrow focus on typical intrapersonal topics such as interests, skills, and abilities. The user's answers per se are not so important; what is important is that wider contextual influences are given some consideration so as to foster the creation of a story that has greater potential to include more I-positions and, thereby, generate more dialogue (e.g., Do you want to work in a rural or metropolitan area? How does your cultural background affect your career thinking?) The user may write brief notes in response to these questions. The initiation of de-centering continues in Step 2.

Step 2: Pondering the Big Picture. Next, the user is introduced to the multiplicity of career influences: "Every person has a unique career and one that is affected by a whole lot of different influences present in life—some obvious and others not. This second step will help you to see the big picture of your career". Figure 2 is presented along with instructions to contemplate each influence in the STF, their relative importance and how they interact with one another. Again, the user is invited to write notes. Having seen the so-called big picture of career in the present step, in Step 3 the user turns to the process of juxtaposing the career influences.

Step 3: Compatibility of Influences. Now the user actively considers the career influences in relation to one another. The process is "active" in the sense that the user is required to rate the valence of the relationship between each intrapersonal influence and each contextual influence. The process is modelled on Herman's (Hermans, 2001) Personal

Position Repertoire method for generating associations among I-positions. As shown in Figure 3, the career influences are arranged into a matrix with contextual influences along the top x-axis and the intrapersonal influences along the left side y-axis. The user is instructed to rate the compatibility or incompatibility of any two influences using a rating scale: Very much incompatible = -2; Mostly incompatible = -1; Neither compatible nor incompatible = 0; Mostly compatible = +1; Very much compatible = +2. This rating serves to create a sense of distance or psychological space between influences, as indicated by the numeric value (i.e., 0 to 2) and their sign (i.e., positive or negative).

	Workplace	Peers	Family	Community & Social Life	Media	Location	Industry Trends	Finances	Job Market
My Career									
Interests									
Skills & Abilities									
Values									
Knowledge									
Age									
Gender									
Health									
Sexuality									
Culture									
Morals									
Education									
Dreams & Aspirations									
Emotional State									

Work									

Figure 3. Compatibility matrix of career influences (McIlveen, 2006).

Again, users are invited to write notes about thoughts, feelings, and significant compatibilities and incompatibilities, essentially formulating a number of relevant I-positions that are lending their voices to the client's career story. Having completed the de-centering processes in the first three steps, the user now turns to writing the manuscript per se.

Step 4: Writing the Manuscript. Now the user takes on the role of an author—an I-position in itself. Carefully attend to the words just written, "*an* author". That a person can be an author implies the potential for multiple authors, whereas "the author" implies one. Concordant with dialogical self theory, MCC proceeds on the assumption that writing a manuscript requires the user to know that there are potentially many different authors taken as I-positions writing from different perspectives, there need not be only one. This assumption is germane to fostering users' understanding that their lives are not a constrained story that is predetermined or predestined, and therefore beyond self-regulation. This stance is particularly important for supporting individuals who are in a state of career indecision or plateau embedded in a narrative of helplessness. There may be substantive contextual constraints on a person's career that diminish autonomy and volition (Duffy, Blustein, Diemer, & Autin, 2016); however, MCC may be used to elucidate narratives that foster critical consciousness of and pragmatic responses to such constraints. Thus, generating different perspectives from multiple I-positions plays a crucial role in writing a narrative that is felt by user as liberating and transformative (McIlveen, 2012; Meijers & Lengelle, 2012).

In Step 4, the user is instructed to write a paragraph about each career influence, using the sentence-completion paradigm (Loevinger, 1985). The user completes five sentence-stems for each influence. Three sentence-stems refer to the career influences with respect to past, present, and future; one stem refers to the user's emotional response to the career influence; and the final stem refers to the impact of the career influence. For example, the following stems from MCC address the career influence Morals:

I have always believed strongly that…

I believe that career…

What I believe in the future…

I mostly feel very positive / positive / indifferent / negative / very negative in relation to my morals because…

> My morals have a very positive / positive / indifferent / neutral / very negative impact upon my career life because…

The fourth and fifth stems include ratings of an influence's valence so as to foster affective engagement in the narrative. Upon completing a paragraph for all of the career influences, the user progresses to Stage 5 to engage a metaphorical editor—another I-position.

Step 5: Proof Reading to Yourself and Back Again

Theory of dialogical self specifies that the voice of I-position may be drawn from a source in the past, present, or future (i.e., chronotope). Step 5 requires the user to read the manuscript aloud to its editor who is the user in another time. The editor represents a meta-position which can observe and comment on an array of I-positions with some degree of detachment (Meijers & Lengelle, 2012; Winters et al., 2011).

> You are going to read the manuscript to yourself out loud as if you are the editor of your life story, but you are not going to read it to the you, as editor, who is here reading in the here and now. You are going to read it to yourself as you were five years ago; that is, reading it to the you, as editor, from the past.

The user may support the process by talking to a photograph of himself or herself taken all those years ago. A photograph can help when it is difficult to visually imagine oneself in the past. Clients report the process of reading aloud as quite a significant experience because of the novelty of hearing their own words in the own ears (McIlveen, Patton, & Hoare, 2008).

Dialogue between author and editor is enhanced by a process in which the editor speaks to the author in the present sense. The editor, taking a perspective from the past, talks about his/her responses to hearing the narrative.

> Now that you have read the manuscript, it is time to get some feedback from the editor—you from five years ago. Imagine yourself and your voice five years younger. What would younger you say to you now? Write your editorial comments in the spaces below while imaging it is the younger you doing so, as if the younger you is writing back to the older you after hearing your manuscript.

Now, having received the editor's feedback, the present time author concludes the manuscript.

Step 6: The Conclusion. In this final phase of writing the manuscript the user writes paragraphs about strengths, obstacles, and the future. The sentence-completion method is used again. The user is encouraged to write in an action-oriented manner so as to raise options for engage in actions that are consistent with the narrative, a process which represents

the writing into being of a promoter position and attendant second career story (Meijers & Lengelle, 2012; Winters et al., 2011).

Step 7: Final Reading to a Confidante. Once again, the user has an opportunity to read aloud the manuscript, including the Conclusion. On this reading, the user presents the story to a person who is trustworthy (e.g., counsellor, friend).

> You and your confidante should work through your story carefully and discuss important themes and plots in your career story so that the next chapter is even more interesting and rewarding. Before and after you have meet with your confidante you may experience spontaneous recollections, thoughts, feelings, or maybe develop a different view on your career and life.

An alternative to this interpretive process is to have the confident read the story aloud to the user. In either case, the process is about generating dialogue about the story.

An Application of MCC in Postgraduate Coursework

Counsellors, especially those engaged in counselling for career-related matters, should have considerable insight into their own careers. Thus, it is encumbent on both counsellors and counsellor-educators to develop an *ethic of reflexivity* (McIlveen, 2015c). In addition to its utility as a career assessment tool for career counselling and career education activities, MCC is a tool for developing reflexivity within counsellors (McIlveen & Patton, 2010). Since 2006, MCC has been as an assessment task for a course that is part of a postgraduate degree in education, which includes specialisations in guidance and counselling, adult education, and career development. In this course, students are encouraged to engage in a cycle of empirical reflective practice that draws on *evidence* from the disciplinary literature and *experience* from their own personal and professional lives. Both evidence and experience generate questions and answers in a perpetual cycle of reflection shown in Figure 4. This dynamic is driven by what is unknown that generates questions and the pursuit of anwers to produce what is known. As human beings, counsellors evolve. As they evolve, they are confronted by new unknowns about themselves as *practitioners*, by *principles* emanating from revised theory, and by *practices* derived from their own and others shared experiences. Responding to questions emanating from these unknowns furthers the cyclic pursuit of answers and new knowledge

After completing MCC, the students are required to write a reflective essay that integrates relevant theory drawn from the disciplinary literatures of vocational psychology, career development, and counselling. The autobiography created through MCC is to be

treated as narrative data. The students are to interpret the data from the perspective of theory, as they would for narrative data drawn from interviews with their clients or, indeed, their clients' MCC manuscripts. The reflective essay must demonstrate connections between three Ps: the practitioner, the principles, and the practices. The three must be converged coherently and meaningfully in order to demonstrate a genuine engagement in reflective practice.

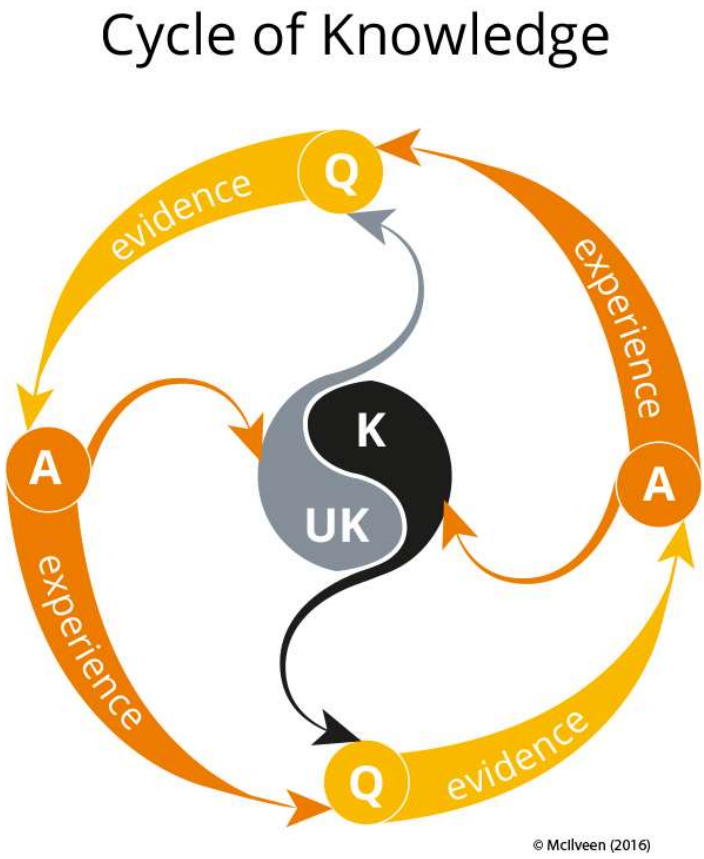

Figure 4. The cycle of empirical reflective practice (McIlveen, 2016).

Note. A = answers; Q = questions; K = what is known; UK = what is unknown.

In a subsequent course in the program, the students are required to administer MCC to a client and then interpret their client's autobiography in a similar fashion, treating the client's narrative as data that is to be understood in terms of the three Ps.

MCC is an example of sustainable assessment and feedback, which both meets the immediate needs for student learning but also promotes the skills and mindset needed for lifelong, self-managed learning and reflection (Boud & Molloy, 2013; Boud & Soler, 2015). MCC is a scaffolded process which afford several key approaches to sustainable assessment: self- and peer-feedback, reflection, and the positioning of assessment as part of, rather than distinct from, learning experiences (Boud & Soler, 2015). Furthermore, sustainable

assessment and feedback recognises the value of a "learning milleu […] in which dialogue flourishes" (Boud & Molloy, 2013, p. 708). In dialogical career-learning assessments and activities, this dialogue is not simply between the learner and teacher or the learner and their peers, but between the various I-positions of the learner themselves. In these complementary paradigms of dialogical career-learning and sustainable assessment, assessment is less the demonstration of acquired knowledge and more an apprenticeship in judgement and participation in a community of practice (Boud & Falchikov, 2007a, 2007b) .

Conclusion

Readers interested in research underpinning the development and evolution of MCC should consult alternative sources that report on: MCC's operationalisation of the sentence-completion paradigm (Loevinger, 1985; McIlveen, Ford, & Dun, 2005); clients' (McIlveen et al., 2008) and counsellors' experiences of it (McIlveen, 2007a; McIlveen, Patton, & Hoare, 2007), including its utility as a tool for reflective practice (McIlveen & Patton, 2010); alternative models of interpretation (McIlveen & du Preez, 2012); demonstrations of its application in counselling (McIlveen, 2015a, 2017, in press); versions in other languages (McIlveen, 2015b, 2015d); and an objective review (Bayne, 2013).

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