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Conference Theme III:

New theories, models and
strategies in career guidance and
counselling for migrants and refugees

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Career Decision-Making Profiles of Croatian High School Students: The structure of profiles and relation to other career-related constructs

Abstract

The aim of the study was to examine career decision-making styles among high school students in Croatia. Career decision-making styles were described by multidimensional model of career decision-making profiles proposed by Gati, Landman, Davidovitch, Asulin-Peretz & Gadassi, (2010), and measured by the Career Decision-Making Profiles (CDMP) questionnaire. The participants were final grade high school students (age 18) attending grammar and vocational schools from Zagreb and its surroundings (N=529). The data were collected online as a part of the project *Vocational Development in Adolescence: Setting the Adolescent Career Transition Model, supported by Croatian Science Foundation*.

The results show eight-factor structure of Career Decision-Making Profiles scale, what differs from the results of Gati i Levin (2012), who indicated 12 factors underlying CDMP items. Eight-factor structure explained 66.8% of items variance. The internal consistency (Cronbach alphas) of the CDMP subscales were in the range from .71 to .90, with Median of .79. Further, we investigated the possibility to predict six adaptive career decision making styles (information gathering, locus of control, procrastination, speed of making the final decision, dependence on others, desire to please others) based on several personal and career-related variables. Vocational maturity and core self-evaluations were the best predictors of adaptive career decision-making styles, while parental and peers support in career development were generally not significant. Possible practical implementation of results and directions for future research were discussed.

Keywords: career decision-making profiles, vocational maturity, core self-evaluations, career counselling and guidance

Introduction

Decision making demands activation of many cognitive processes such as gathering and processing information, solving problems, judgment, memory and learning. Mann, Harmoni and Power (1989) suggest that adolescents at the age of 15 demonstrate the ability to make quality decisions, demonstrate capacity for creative problem solving and the ability to understand the phases involved in systematic decision-making. In Croatian educational system, high-school students at the age of 18, should make important career decision and decide about continuing their education on university level or entering the world of work. The quality of such decision can be crucial for their future careers and quality of life.

Traditional theories of career decision-making often focused on classifying individuals into one of a few types of decision-making styles based on the most dominant characteristic of their approach to the decision process (e.g. Harren, 1979). Decision-making styles can be defined as the ways a person usually experiences different situations, collects and processes information and, based on that information, makes decisions (Appelt, Milch, Handgraafi, Weber, 2011). Recently, Gati,

Landman, Davidovitch, Asulin-Peretz, and Gadassi (2010) proposed a multidimensional profile characterization of individuals' career decision-making processes based on the simultaneous consideration of dimensions. The proposed model refers to career decision-making profiles rather than career decision-making styles. Based on the theory, authors developed the Career Decision making Career Decision-Making Profile (CDMP) questionnaire to test the proposed multidimensional model. So far, the CDMP demonstrated its validity and appropriateness in different cultures and languages.

Objectives

The objective of the study was to test the psychometric properties, and structural and concurrent validity of the Croatian version of the CDMP. We expect to confirm good reliability of CDMP scales and 12-factor structure of its dimensions. Also, we wanted to examine to what extent, the adaptive decision-making styles are associated with students' gender, their school achievement, core self-evaluation, parental and peers support in this process, as well as with their perceived career decision-making self-efficacy.

Methodology

Instruments

The Career Decision-Making Profile questionnaire (CDMP, Gati et al., 2010) is self-report questionnaire and includes 39 statements representing the 12 dimensions of the CDMP, among which six are seen as more adaptive (Gadassi, Gati & Dayan, 2012): Information gathering (A), Information-processing, Locus of control (A), Effort invested in the process, Procrastination, Speed of making the final decision (A), Consultation with others, Dependence on others (A), Desire to please others (A), Aspiration for an ideal occupation, Willingness to compromise, Intuitive. Each of the statements in the questionnaire represents one of the two poles of the dimension, and participants have to rate the degree to which they agree with each statement on a 7-point Likert scale. Gati and Levin (2012) and Gati, Gadassi i Mashiah-Cohen (2012) reported a high reliability of the CDMP scales, while Gati et al. (2010) and Gati and Levin (2012) confirmed hypothesized structure of the instrument.

Other instruments applied in the study, as possible covariates and predictors of career decision making styles were: *Perceived school achievement scale* (Babarović, 2009), *The Career-Related Parent Support Scale* (Turner, Alliman-Brissett, Lapan, Udipi i Ergun, 2003), *The Core Self-Evaluations Scale*, (Judge, Erez, Bono i Thoresen, 2003), *Perceived Peers Career-Related Behaviors scale* (adapted from *Perceived Parental Career-Related Behaviors*; Dietrich & Kracke, 2009), and *Career Decision-Making Self-Efficacy Scale*, (Taylor & Betz, 1983). All instruments had acceptable reliability and expected one-dimensional structure.

Participants and data collection

The participants were 529 senior high school students (381 females) enrolled in the last grade of their secondary education, mainly at the age of 18 years. One third of students attained grammar, and others different vocational schools. The instruments were applied online as a part of the bigger survey within the project *Vocational Development in Adolescence: Setting the Adolescent Career Transition Model, funded by Croatian Science Foundation*.

Results and Discussion

The internal consistency of 12 CDMP scales proved to be good. Cronbach's alpha ranges from .71 to .90 for 12 dimensions of the scale with Median of .79, which is quite high reliability since each dimension consists of only 3 items (Table 1). Obtained reliabilities are similar to those reported by Gati, Gadassi and Mashiah-Cohen (2012) who conducted two studies where scale reliability ranged from .70 to .87 and from .75 to .88, and to Gati and Levin (2012) who reported Median reliability of .86, and range of .77 to .90 for 12 dimensions.

Factor analysis (Principal components method) yielded eight-factor structure of the CDMP, after applying Cattell's scree test, MAP test and Kaiser-Guttman criterion for factor extraction. After the Oblimin rotation, the first factor highly saturated items belonging to Information gathering, Information-processing and Effort invested in the process scales; the second factor saturated items belonging to the Procrastination and Speed of making the final decision scales; the third factor explained items of Dependence on others and Desire to please others scales. The remaining five factors were Locus of control, Consultation with others, Aspiration for an ideal occupation, Willingness to compromise, and Intuitive, corresponding to original dimensions (Table 2). The obtained factor structure of CDMP differs to proposed structure which was confirmed on Israeli and US samples (Gati et al., 2010), and also in Italian (Ginevra, M. C., Nota, L., Soresi, S., & Gati, I., 2012), and German (Ebner, Thiele, Spurk, & Kauffeld, 2016) samples.

The results of the factor analysis were mostly confirmed by the hierarchical cluster analysis, represented by the dendrogram in Figure 1. It shows the linkages and distances between 12 CDMP dimensions where more similar dimensions are closer one-to-each-other, and clustered together in earlier stages of agglomeration. The similar dimensions as Information gathering and Information-processing, as well as Procrastination and Speed of making the final decision are clustered together at early stage of clustering, confirming their high resemblance.

The correlations between adaptive career decision-making styles and other students' characteristics (Table 3) showed that highest correlation was found with career maturity, measured by Career Decision-Making Self-Efficacy Scale. Substantive correlations were found also with core self-evaluation indicating that higher self-evaluation is related to more adaptive styles. Correlations with gender, school achievement, parental and peers support were much lower, and significantly related only with particular decision-making styles. The same conclusion can be drawn from the regression analysis where core-self-evaluation and CDSE serve as the best predictors of the most adaptive career decision-making styles (Table 4). The Desire to please others dimension is least predictive by this set of predictors ($R^2 = .03$), while Information gathering was predicted the best ($R^2 = .32$).

Conclusion

In the research, the eight-factor structure of the Career Decision-Making Profiles questionnaire was obtained, which is not consistent with the proposed 12-dimensional structure confirmed in previous studies. Cultural differences, differences in the characteristics of the participants, and difference in assessment method could have influenced the results. It is therefore recommended to conduct further research on the structure CDMP in different cultures and languages. The prediction of six adaptive career decisions-making styles based on the set of personal and career-related predictors just partly confirmed our expectations. Perceived career decision-making self-efficacy and core self-evaluation have proved to be the best predictors of adaptive career decisions-making. The role of parental and peers support in explaining adaptive deciding styles was small and mostly insignificant. These results suggest that adaptive styles of career-decision making are more related to personal factors and students' level of career maturity than to external social support they receive.

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Tables and figures

Table 1.

Descriptive statistics for 12 dimensions of the CDMP

	M	SD	Min	Max	Skew.	Kurto.	A
Information gathering	15.84	3.37	3	21	-.452	-.112	.78
Information-processing	15.14	3.32	5	21	-.279	-.199	.78
Locus of control	10.51	4.23	3	21	.185	-.564	.80
Effort invested in the process	15.35	3.15	4	21	-.354	.036	.75
Procrastination	10.43	5.08	3	21	.318	-.824	.88
Speed of making the final decision	12.58	4.81	3	21	-.080	-.834	.88
Consultation with others	10.47	4.06	3	21	.188	-.218	.73
Dependence on others	10.11	4.16	3	21	.243	-.558	.71
Desire to please others	8.97	4.19	3	21	.489	-.399	.81
Aspiration for an ideal occupation	18.11	2.81	7	21	-1.198	1.325	.77
Willingness to compromise	15.39	4.36	3	21	-.838	.279	.90
Intuitive	14.84	3.23	4	21	-.262	.202	.79

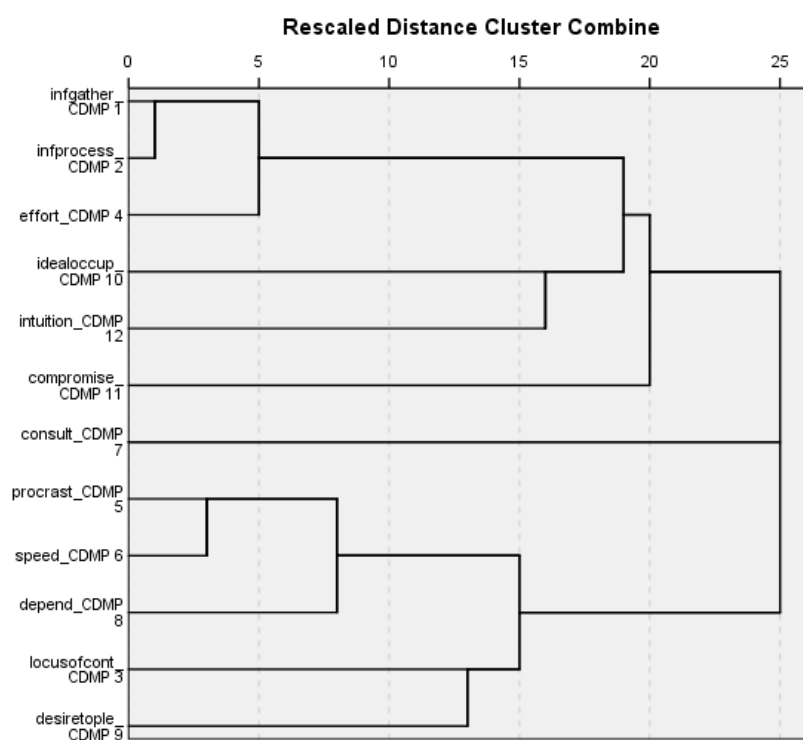


Figure 1. The clustering structure 12 dimensions of the CDMP (hierarchical clustering; distances – correlations; clustering method – nearest neighbour)

Table 2.

Factor structure of CDMP after Direct Oblimin rotation

	Principal Components							
	1	2	3	4	5	6	7	8
cdmp33	.846				-.309			
cdmp32	.837				-.300	-.318		
cdmp19	.831					-.353		
cdmp20	.822					-.303		
cdmp7	.819							
cdmp6	.782					-.327		
cdmp9	.663				-.389		-.304	
cdmp15		.795						
cdmp16		.788						
cdmp29		.757						
cdmp3		.742						
cdmp31		.731						
cdmp28		.730				.330		
cdmp5		.714						
cdmp2		.702						
cdmp18		.605						
cdmp26			.852			.301		
cdmp13			.844					
cdmp39			.801				-.319	
cdmp38				.933				
cdmp12				.914				
cdmp25				.873				
cdmp23					-.809			
cdmp36					-.788			
cdmp10					-.774			
cdmp35	.412				-.706			-.306
cdmp22	.344				-.695			-.383
cdmp37						.895		
cdmp11	-.368					.841		
cdmp24						.722		
cdmp17							-.896	
cdmp4							-.831	
cdmp30					-.382		-.792	
cdmp21								.796
cdmp8								.795
cdmp34								.763
% WAF	18.83	14.59	8.41	6.88	6.28	4.59	3.87	3.32

r < .30 were suppressed

Table 3.

The intercorrelations among CDMP adaptive dimensions and correlations with other personal and career-related variables

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1. Information gathering	1										
2. Locus of control	.027	1									
3. Procrastination	-.342**	.223**	1								
4. Speed of making the final decision	-.161**	.230**	.711**	1							
5. Dependence on others	-.131**	.304**	.503**	.544**	1						
6. Desire to please others	.036	.352**	.254**	.263**	.511**	1					
7. Gender	.084	.194**	.056	.148**	.120**	-.035	1				
8. School achievement	.186**	-.159**	-.089*	.031	-.038	-.041	.169**	1			
9. Parental support	.146**	.001	-.077	-.027	-.007	.062	.023	.105*	1		
10. Peers support	.188**	.027	-.097*	-.014	.041	-.007	.203**	.019	.178**	1	
11. Core self-evaluation	.225**	-.274**	-.317**	-.407**	-.318**	-.097*	-.210**	.201**	.185**	.051	1
12. CDSE	.544**	-.110**	-.454**	-.420**	-.300**	-.121**	.051	.119**	.167**	.220**	.400**

* $p < .05$; ** $p < .01$; CDSE - Career Decision-Making Self-Efficacy

Table 4.

Regression coefficients in predicting adaptive Career-decision making styles

	Information gathering	Locus of control	Procrastination	Speed of making the final decision	Dependence on others	Desire to please others
Gender	.023	.177**	.063	.081*	.067	-.044
School achievement	.125**	-.142**	-.023	.118**	.040	-.004
Parental support	.017	.045	.011	.054	.037	.079
Peers support	.059	-.013	-.028	.037	.070	-.001
Core self-evaluation	-.004	-.208**	-.115*	-.265**	-.213**	-.064
CDSE	.513**	-.026	-.414**	-.355**	-.270**	-.115*
R	.565**	.340**	.485**	.516**	.402**	.161*
R ²	.319	.116	.235	.266	.162	.026
Adj.R ²	.311	.105	.226	.258	.152	.015

* $p < .05$; ** $p < .01$; CDSE - Career Decision-Making Self-Efficacy

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Proposal for a Workshop

Contemporary Theories of Human Development: Relevance for Work with Migrants and Refugees

Abstract

In this workshop, key concepts selected from multiple contemporary theories of human behaviour and development will be outlined and their potential application to work with

migrants and refugees will be illustrated. From life course theory (Elder & Shanahan, 2006), the key concepts of social pathways, life trajectories, and turning points will be included. As individuals build life trajectories on existing social pathways or create new pathways, migrants/refugees need to have knowledge of social pathways in their new context, and assistance with accessing social pathways.

They can explore in a group along with peers and collaborative counsellors, how their knowledge/experience of, and access to, social pathways in their old contexts intersects or is different from their knowledge/(potential) experiences of and access to pathways in their new contexts.

Reflection on turning points can be facilitated with drawing exercises. From life span theory (Baltes, Lindenberger, & Staudinger, 2006), the dovetailed key concepts will be that of development as a process of selective adaptation, development as a gain-loss dynamic, and SOC. We make our choices (with more or less freedom, within the constraints of social circumstance and historical context) and our choices make us. Each selection can lead to gains in the selected area and losses in the non-selected areas; each selection to yield gains requires optimisation and compensation. A gain-loss dynamic exercise will be illustrated. From systems theory (e.g., Thelen & Smith, 2006), the emphasis will be on two-way processes replacing one-way processes. Migrants/refugees amplify diversity: In fearing that such diversity leads to centrifugal forces, threatening established ways of being in an existing cultural context, migrants/refugees may be subjected to xenophobic stigmatisation or worse. Whereas refugee integration programs are generally focused on enabling the refugees to immerse and integrate into host country cultures, one-way processes are less optimal than two-way processes; the latter will be illustrated.

Keywords: life course theory, life span theory, systems theory, migrants, refugees

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Proposal for a Workshop

Examining Identity and Self Using Western and Eastern Lenses: Relevance for Work with Refugees and Migrants

Abstract

This workshop is sectioned into three parts. In the first part, Western literature on identity and self will be presented. In the second part, philosophical psychology sources from India will be used to present Eastern perspectives on identity and self. The third part will deal with potential applications of both sets of perspectives to career guidance and counselling of refugees. Western literature will include the work of William James, Charles Cooley, Hubert Hermans, Susan Harter, and Carol Dweck. Indian philosophical psychology perspectives will be represented by the thoughts of J. Krishnamurti, Nisargadatta Maharaj, Chinmayananda, and Shankaracharya. The final part of the workshop will entail how interactive sessions on development of identity and self can be planned for refugees and how these sessions may benefit refugees and their career development. Existing literature on identity development among those displaced and/or in minority groups will also be integrated. Giving due respect to two-way processes, the potential plans will include identifying and recognizing outcomes for identity development of host country citizens and ways of optimizing identity development among both refugees and host country citizens. Strategies for exploring and reconstruing us vs. them, and insider-outsider identities for self and other will be discussed. The focus will be on enabling how to reconstruct empowering notions of self and the other. The strategies laid out may prevent polarised identity development and subsequent intrapersonal and interpersonal, and micro- and macro-level conflicts. Specific links to career development will be drawn.

- **Keywords:** identity, self, refugees, Western perspectives, Eastern/Indian perspectives, career development

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Career Transition of Immigrant Young People in Canada: Narratives of Success and What Helped and Hindered Career Decision-Making.

Abstract

First generation immigrant young people in Canada often experience transitional challenges related to entering the Canadian society, gaining post-secondary education, and making career decisions (Sinacore & Lerner, 2013). While the challenges of this transition have negatively impacted career development of many young immigrants, it has also provided them with opportunities for success (Motti-Stefanidi Berry, Chrysoschoou, Sam, & Phinney, 2012). The purpose of this ongoing study is to understand the decision-making process of immigrant young people who believe they are doing well with their career decision-making. Fifteen young adults, who immigrated to Canada in their adolescent years and who described doing well with their career decision-making, participated in two open-ended interviews. The interviews focused on their process of career decision-making and what helped and hindered them in doing well with making career decisions. We examined their definition of success, their narratives of the decision-making process, and factors contributing to success.

This study uses the qualitative research methods of narrative analysis and enhanced critical incident technique (ECIT) to understand the process of career decision-making of first generation immigrant young people. The narrative research accounts were then analyzed using an across-narrative thematic content analysis (Braun & Clarke, 2006). The results of the study revealed that personal outlook, support from significant others including family members, previous experience and training, and intentional career-focused activities were some of the factors that helped them do well. The findings of the ongoing study point towards some specific personal, social, and contextual factors that have contributed to their successful transition in making career decisions in terms of what they perceive as doing well. It is expected that the results of this study will contribute towards expanding the theory and practice of career development and counselling for immigrant young people.

Keywords

career decision-making, career development, immigrant young people, enhanced critical incident technique (ECIT), narrative/life review

Introduction

Young adults in Canada are making career decisions within the context of a volatile labour market and with contextual barriers and opportunities that are deeply rooted in terms of culture and other sociopolitical and economic factors. While the complexity of career decision-making can be onerous for people of all ages, young adults particularly find it challenging to make decisions that are tied to their life and meaning (Okubo et al., 2007).

Research in career development of immigrant young adults points to evidence that reveal how some immigrant youths are doing well with their career (Krahn & Taylor, 2005; Motti-Stefanidi et al., 2012), despite multiple barriers. With respect to making use of educational opportunities and aspirations about the future, they do better than young people who were born in Canada (Motti-Stefanidi et al., 2012). However, not much is known with regards to how young immigrants who are doing well, are able to overcome the barriers that are commonly faced by similar people. Immigrant young people as a group generally are under studied (Lauer, Wilkinson, Yan, Sin, & Tsang, 2012; Schellenberg & Maheux, 2007), and the experience of those who see themselves as doing well with their career decisions has not been investigated.

The challenge of finding their place in the world of work for immigrant young adults, given the complexities of personal, social, ethnic, and economic influences, is not yet completely understood. Moreover, there is a dearth of research that uses qualitative methods to explore the lived experiences of career decision-making among young adults who are living at an intersection of multiple cultures (Britten & Borgen, 2010; Britten, Borgen & Wiggins, 2012; Britten, 2014). Therefore, the question remains as to what we can gather from the decision-making stories of young adults who are engrossed in life designing – a term referring to a broadened perspective on career, wherein all spheres of a person's life are considered (Blustein, 2011; Riverin-Simard, 2000; Savickas, 2005).

Theoretical frameworks that may be applied include the relational approach (Schultheiss, Watts, Sterland, O'Neill, 2011), the cultural formulation approach (Arthur & Popadiuk, 2010), a culture-infused career counselling model (Arthur & Collins, 2010), the cultural accommodation model of counselling (Leong, 2011), the career counselling with underserved populations model (Pope, 2011), and the systems theory framework (McMahon, 2011). While these approaches capture some of the contextual influences on career decision making, the understanding of what helps and hinders decision making – especially for young adults who self-define as doing well – while negotiating the multiplicity of cultural forces, has yet to be investigated. The richness of their experiences – both positive and negative – in terms of how they are constructing their lives through career decision-making process (Richardson, 2012) has yet to be explored.

The purpose of this study was to better understand the career decision-making processes of immigrant young people who self-define as doing well with their career decision-making. It investigated what helps and hinders them in making these decisions while recognizing the contextual barriers often experienced by this population.

It is hoped that findings from the study will assist practitioners in the development of more inclusive tools and counselling interventions for immigrant youth. The study is also expected to inform policy makers about the needs of these young Canadians. Perhaps most importantly, the research will assist immigrant young adults and their families through providing examples of how others have made career decisions in the face of personal and evolving economic and socio-cultural challenges and opportunities.

Research Questions/Objectives

We began by asking our participants what doing well with their career decision making means to them and then investigated the following three research questions: (1) What is the decision- making process for immigrant young adults who believe that they are doing well with their career decisions making? (2) What has helped and hindered them in doing well making their career decisions? (3) What would have helped them do well making their career decisions if it had been available to them?

Methodology

The participants for the research were immigrant young adults (age 25-35), who moved to Canada in their early teens (13-17 years) and they self-described as doing well with their career decision-making. In this research, we utilized the narrative/life review and the enhanced critical incident technique (ECIT) to guide the process of inquiry. With the help of open-ended interviews participants were invited to talk about what doing well in their career decision-making means to them. They were provided with an opportunity for expanding on this topic using the narrative/life review method, which helps to obtain a narrative account of their career decision-making processes. The ECIT method was then used to obtain a description of what helped, hinders or would have helped participants' career decision-making processes (Butterfield, Borgen, Maglio & Amundson, 2009).

Results

The fifteen immigrant participants in the study reported a total of 204 helping and hindering critical incidents and wish list items (Table 1). Of these, there were 92 helping incidents (45%), 48 hindering incidents (24%) and 64 (31%) wish list items. There were 10 Categories that emerged from analysis of the interview transcripts, representing the critical incidents and wish list items.

The highest helping categories include personal characteristic/interest/outlook, intentional career-focused actions and persistence, and significant others (outside family). The highest hindering categories are personal characteristic/interest/outlook and experience/training. The category with the highest wishlist incidents was network/information/resources.

The narrative analysis pointed towards themes reflective of contextual and cultural factors that influenced career decision-making along with personal characteristics. The prominent themes identified are support and connections, dealing with uncertainty, internship and voluntary work, education & early experiences, cultural diversity & language, finding meaning, role of faith/religion, and determination and persistence.

Conclusions

Overall, the results of the study provide insight into the personal and contextual factors that have played a role in the career development of immigrant young people who self-define as doing well with their career decision-making. The helpful factors, as mentioned by the participants, highlight the importance of personal outlook and relational factors that have contributed towards doing well. The hindering factors more point towards the lack of training and/or experience, challenges with accessing resources and connecting with people in the field, and other serendipitous factors. The wish list mentioned by the participants emphasize the need have more information and know key people who can support them with their career development. Another important focus here is to gain more education and experience in their selected field to help them grow in the career.

The findings of the study make salient the immigrant experience of the young people. Aspects related to intergenerational challenges in the form of parental pressure, difficulty with cultural integration, language challenges, conflicting values, expectations of other people, and factors related to identity formation were identified by participants as being important.

These findings call for a greater inclusion of relational and contextual factors in the process of career theory building as it applies to career decision-making of immigrant youth and young adults. There is an expanding understanding with regards to factors related to immigrant transitions such as multigenerational influences and intersections of multiple cultures (Arulmani, 2012). The findings of this study contribute to the literature in counselling psychology on vocational decision-making of minority groups, emphasizing the role of relational and contextual factors. This understanding will help develop tools and methods to strategize successful career decision-making of young adults in the face of multiple barriers.

Tables

Table 1: Helping, Hindering, and Wish List Categories from the Enhanced Critical Incident Technique

CATEGORIES	Helping			Hindering			Wishlist		
	P#	P%	I#	P#	P%	I#	P	P%	I#
Personal Characteristics/Interests/Outlook	11	73	26	7	47	7	3	20	5
Significant Others (Outside Family)	10	67	13	1	7	1	5	33	6
Experience/Training	9	60	11	6	40	8	8	53	14
Family Members/Situation	9	60	12	3	20	4	2	13	2
Intentional Career-focused Actions & Persistence	7	47	13	4	27	5	5	33	7
External/Serendipitous Factors	5	33	5	4	27	7	1	7	1
Network/Information/Resources	4	27	4	2	13	3	9	60	18
Cultural/Immigration-related Experience	4	27	5	4	27	5	5	33	6
Finance	2	13	2	4	27	4	4	27	5
Language	1	7	1	4	27	4	0	0	0

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Guidance without borders

Workshop of practices

Abstract

During 2016, there was a significant increase in the number of unaccompanied minors born abroad arriving in the City of Gothenburg. This has resulted in a growing need for interpreters as well as culturally adapted guidance methods to promote the potential for securing employment and becoming integrated into Swedish society. In an attempt to come to grips with the difficulties, the Career Guidance Centre in Gothenburg started the project *Guidance Without Borders*. From April 2016 through to March 2017, a mobile team made up of four career guidance counsellors worked on developing new methods and approaches, and where insight into the Swedish school system, self-knowledge and utilisation of the individual's cultural experience served as motivating factors. The methods were subsequently developed via a pilot school with 120 newly arrived pupils aged 16-20, as well as 12-15 other schools with a high proportion of newly arrived young people. The results highlight several success factors, and corroborate current research within this field.

Keywords Adolescents, integration, intersectionality, multicultural guidance model, refugees

Background

According to the Swedish Migration Agency (2018), 35,369 unaccompanied minors arrived in Sweden in 2015. This can be compared with 7,049 in 2014. This substantial increase in newly arrived young people has resulted in the traditional career guidance and counselling system in the City of Gothenburg requiring cultural adaptation, where methods and approaches need to be developed to help improve the potential of young people to integrate. Gideon Arulmani (2011) emphasised specifically in his research the importance of being aware of the individual's cultural background and the manner in which old norms and expectations can affect the choice of career and a future in a new country. Linda Gottfredson (2004) also highlights how choosing a career is a process that begins in early childhood. She examines how various limitations and compromises affect the choices we make. Bunar (2010) states that children and young people who understand the school system at an early age find it easier to become integrated into society. The National Encyclopaedia (2016) defines the term *integration* as the degree to which individuals of different ethnic origin become active participants in the new society of which they are now members. Regardless of gender, age and origin, it is important that everyone plays a role in society, and where the school system and working life are in integral part. As the Guidance Centre in Gothenburg is responsible for career guidance and counselling for the target group, i.e. young people aged 12-20, an inventory was made of current counselling involving new arrivals. It quickly emerged that there was an absence of a uniform approach in Gothenburg, coupled with the realisation of the difficulty of finding enough interpreters. Consequently, a decision was taken to develop new joint methods that would then be implemented at a later stage within the organisation. In spring 2016, the Guidance Without Borders project was started with the aim of

developing and implementing culturally adapted guidance methods for newly arrived young people aged 16-20 without the aid of an interpreter. More specifically, the task included presenting the Swedish school system, clarifying the role of the career guidance counsellor, expanding the perspective around professions and the labour market, and promoting self-knowledge.

Implementation

From April 2016 through to March 2017, a mobile team made up of four career guidance counsellors produced teaching material for three different sessions, using the above research as a starting point. As part of this work, a range of educational tools, including pictures, a whiteboard, body language, role models, a film presentation, a collage, and also a number of translated key phrases were used for the most common languages. The division into groups was based on language affiliation and with a maximum of 10-12 pupils in each group. After each session, implementation was documented and analysed using discrimination grounds such as gender, class, ethnicity and religion. This process was based on three questions: What have we done? What have we learned from this? How can we work in the future? A school with 120 newly arrived young people aged 16-20 was used as a pilot school. Here the pupils were given the opportunity to take part in all three sessions. In addition to the pilot school, other municipal schools with a high proportion of new arrivals were offered a package. Some 15-20 schools in Gothenburg took up the offer.

Results and conclusion

When we later summed up our work, we noted the following success factors: Small groups of pupils meant that each individual could be seen and make their presence known, and they all had the opportunity to put forward their opinions. This also benefitted their linguistic progress and reinforced the group. Dividing the groups according to language affiliation led to pupils on different language levels helping each other when they did not understand. As regards the absence of an interpreter, we noted that this breaks down the barrier between pupil and career guidance counsellor, as a third party inevitably reflects her/his own values by passing on their interpretation of what has been said. Without an interpreter, there is greater dynamism and a subsequent lack of power asymmetry in the classroom. An analysis of each lesson, during which we reflected on our own prejudices, induced us to focus on professional development and produce working material that is continuously subjected to methodological development. Each day during the course of the project, we encountered grateful pupils whose motivation, hope and belief in the future made it all worthwhile. Through our work we recognised the importance of culturally adapted career guidance for integrating young people into society. These results were also confirmed through current research (Arulmani, 2011; Gottfredson, 2004; Bunar, 2010). We learned that communication is perfectly feasible without an interpreter. In conclusion, we have understood the importance of methodological development and reflecting on ourselves and our values, not only in our role as professionals, but also in our role as fellow human beings.

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Vocational identity of high school students: The role of vocational identity status in career development of adolescents

Abstract

This study explores validity of Vocational Identity Status Assessment (VISA, Porfeli, Lee, Vondracek & Weigold, 2011) in a sample of adolescents, by focusing on structural validity and on personal and contextual characteristics related to different vocational identity statuses. On a sample of 582 Croatian high-school students we have applied the Vocational Identity Status Assessment (VISA, Porfeli, Lee, Vondracek & Weigold, 2011), along with career adaptability and decision-making (Career Adapt-Abilities Scale, CAAS, Savickas & Porfeli, 2012a, 2012b; Career Decision-Making Difficulties Questionnaire, CDDQ, Gati, Krausz, & Osipow, 1996; Career Decision-Making Profile, CDMP, Gati, Gadassi, & Mashiah-Cohen, 2012; Student Career Construction Inventory, SCCI, Savickas & Porfeli, 2012c, Savickas, Porfeli, Lara Hilton, & Savickas, 2018), general career-related traits (Values Scale, Super & Šverko, 1995; HEXACO-60, Ashton & Lee, 2009; and Core Self-evaluations Scale; Judge, Erez, Bono, & Thoresen, 2003), and contextual circumstances (Career-Related Parent Support Scale, Turner, Alliman-Brissett, Lapan, Udipi, & Ergun, 2003; Family functioning scale, Bloom, 1985; and indicators of students school satisfaction, academic achievement, parental educational level, and family socio-economic status. Confirmatory factor analysis confirmed the adequacy of three-dimensional hierarchical structure while reliability coefficients mainly indicated good reliability of all six identity formation dimensions. Adolescents grouped in VISA clusters expressed expected differences in personal characteristics (work values, personality and core self-evaluations), in contextual circumstances (parental support, socio-economic status, satisfaction with high school and academic achievement), and in career construction traits and competencies (career adaptability, career decision making difficulties and career decision making profile). The observed results supported the validity of VISA scale and are discussed in the realm of cultural differences in identity formation and theoretical conceptualizations of identity types.

Key words: Vocational identity, VISA, adolescents

Introduction and objectives

Vocational identity refers to the career self-concept and is reflected in clear understanding of personal vocational interests, work values, abilities and talents (Holland, 1997). It is developed in the period of early and middle adolescence when young people start exploring different career paths, crystallize their career choices and commit to them. Porfeli, Lee, Vondracek & Veingol (2011) developed Vocational Identity Status Assessment (VISA) to measure identity formation processes and statuses. VISA is composed of three dimensions indicated by six subscales assessing vocational identity formation processes: the career commitment (indicated by the career commitment making and career commitment identification subscales), the career exploration (indicated by the in-depth and in-breadth career exploration subscales), and the career reconsideration (indicated by the commitment flexibility and commitment self-doubt subscales).

Based on personal profiles on six identity formation dimensions, it is possible to classify people in six vocational identity statuses: achieved, foreclosed, searching moratorium, moratorium, diffused and undifferentiated (Porfeli, Lee, Vondracek & Weigold, 2011). In the status of the achieved identity, there are persons who developed identity after examining different options. They committed themselves to a clear set of values and goals they had chosen. They have a sense of psychological well-being, the continuity of self in the time and they know their main goals in life. Moratorium status people have not yet committed to any option. They are in the process of exploring, gathering information and trying out different activities, with the intent to find the values and goals they will commit to. People with the foreclosed identity committed themselves to some values and goals without having previously explored various options. They accepted the identity which other people have chosen (usually parents, but sometimes teachers, religious leaders or romantic partners). People with a diffusion of identity have no clear direction. They are not committed to any values or goals, nor are they actively trying to achieve them. They have never explored possible options, or they considered such task to be too threatening or too complicated. Porfeli and associates added the status of identity in the confirmation, which they named searching moratorium. According to them, people who are in the affirmation of identity have already made a decision after exploring the possibilities but are still wondering if it is really the best option. The undifferentiated status is

Previous studies clearly confirmed structural validity of VISA scale and stressed its logical relations to career adaptability (Porfeli & Savickas, 2012; Savickas, Porfeli, Lara Hilton, & Savickas, 2018). However, although clear expectations that can be developed to reflect the position of VISA dimensions and statuses in the broad network of career-related constructs, its contemporary use in the field is still infrequent. In this study we aim to explore the structural validity of VISA in a sample of Croatian high school students and to study characteristics of adolescents belonging into different vocational identity statuses.

Methodology

On a sample of 582 high-school students we have applied Vocational Identity Status Assessment (VISA, Porfeli, Lee, Vondracek & Weigold, 2011) to estimate belongingness in vocational identity statuses. We also measured career adaptability and decision-making (Career Adapt-Abilities Scale, CAAS, Savickas & Porfeli, 2012a, 2012b; Career Decision-Making Difficulties Questionnaire, CDDQ, Gati, Krausz, & Osipow, 1996; Career Decision-Making Profile, CDMP, Gati, Gadassi, & Mashiah-Cohen, 2012; Student Career Construction Inventory, SCCI, Savickas & Porfeli, 2012c, Savickas et al, 2018), general career-related traits (Values Scale, Super & Šverko, 1995; HEXACO-60, Ashton & Lee, 2009; and Core Self-evaluations Scale; Judge, Erez, Bono, & Thoresen, 2003), and contextual circumstances (Career-Related Parent Support Scale, Turner, Alliman-Brissett, Lapan, Udipi, & Ergun, 2003; Family functioning scale, Bloom, 1985; and indicators of students school satisfaction, academic achievement, parental educational level, and family socio-economic status.

Results

Results suggested good psychometric properties of VISA. Confirmatory factor analysis confirmed the adequacy of three-dimensional hierarchical structure ($\chi^2/df = 3.83$, CFI = .85, RMSEA = .071), while reliability coefficients mainly indicated good reliability of all six identity formation dimensions (alphas in range .67 to .86). Six identity formation dimensions have shown expected intercorrelations, as shown in Table 1.

Relations between three general vocational identity formation dimensions and career adaptability, career decision making difficulties and realization of career construction tasks were as expected (Table 2). Career commitment was positively related to all career adaptability facets and to realization of career construction tasks and negatively related to career decision making difficulties. Career reconsideration showed the opposite pattern of relations, as expected. Career exploration was weakly positively related to career adaptability, realization of career construction tasks and career decision making difficulties (Table 2).

The distribution of last grade high school students in vocational identity statuses was as follows: achieved $n=101$, searching moratorium (in confirmation) $n= 87$, moratorium $n= 97$, foreclosed $n=85$, diffused $n=63$, and undifferentiated $n=135$.

Three separate MANOVA procedures were applied to analyse career adaptability and career decision making, career related traits, and contextual circumstances of adolescents in different vocational identity statuses. Key differences were observed in career adaptability and career decision making (Wilks' $\Lambda=.26$, $F=8.98$, $df_1 = 95$, $df_2=2651,65$, $p=.00$); important differences were also found in career related traits (Wilks' $\Lambda=.67$, $F=2.88$, $df_1 = 75$, $df_2=2442,26$, $p=.00$); while the least prominent

differences were observed in contextual circumstances (Wilks' $\Lambda=.79$, $F=2.60$, $df_1 = 50$, $df_2=2443,34$, $p=.00$). According to univariate ANOVAs and post-hoc tests, people of higher statuses had greater career adaptability, faced less career-decision making difficulties, and applied more adaptable career decision-making styles; they had more prominent self-actualization, social and utilitarian values, they expressed greater extroversion, conscientiousness, and better core self-evaluation; and they also reported greater parental support in the process of career decision making, greater parental educational level and socioeconomic status, and also better school achievement and satisfaction. The most important differences (at least medium effect sizes, $\eta > .09$) will be shown in figures, but due to the need to present only the short proposal, they are here omitted.

The analyses indicated that the most favourable characteristics (*e.g.* good career construction competencies and adaptable career-related traits) are typical for people in achieved and foreclosed statuses, followed by people in moratorium and in undifferentiated status, while people in searching moratorium and diffused status expressed less favourable characteristics.

The differences between the achieved and foreclosed statuses were found mainly in career adaptability and decision making, and not in personal characteristics and contextual circumstances. Particularly, people in foreclosed status expressed less career curiosity and confidence, applied less adaptable career decision-making styles, but at the same time they faced less career decision-making difficulties of all types, which is expected as they do not question their career decision.

Further, people in moratorium and undifferentiated status expressed similar core traits, but they differed in career adaptability and decision making. People in undifferentiated status were less curious, they applied less adaptable career decision making styles, but they also reported less career decision-making difficulties, possibly due to the lack of interest for career decision making).

At last, people in searching moratorium and diffused status expressed similar personality traits and core self-evaluations, similar career decision making difficulties and similar career decision making styles, but they differed according to self-actualization values and career adaptability. People in diffused status expressed lower self-actualization values, and lower concern, control, curiosity and confidence.

Conclusions

This study confirmed the validity of VISA scale in a sample of Croatian high school students.

In general, the analyses confirmed the structural validity of VISA and indicated expected relations between identity formation dimensions, career adaptability, career decision making difficulties and realization of career construction tasks. Results also indicated that people in achieved and foreclosed statuses had more favourable outcomes than people in searching moratorium and moratorium, who in turn had more favourable outcomes than people in diffused and undifferentiated status. Further, it is

also interesting that differences between achieved and foreclosed statuses were found mainly in career adaptability and career decision making difficulties, and not in personal characteristics and context circumstances. The observed results are discussed in the realm of cultural differences in identity formation and theoretical conceptualizations of identity types.

Table 1. Reliability and intercorrelations between six career identity formation dimensions

	CM	CI	CF	CSD	IDE	IBE
Commitment making	(.85)					
Commitment identification	0.57	(.74)				
Commitment flexibility	-0.55	-0.39	(.86)			
Commitment self-doubt	-0.48	-0.41	0.56	(.79)		
In-depth exploration	-0.25	-0.03	0.43	0.29	(.86)	
In-breadth exploration	0.18	0.30	0.04	0.01	0.44	(.62)

Table 2. Correlations between three general vocational identity formation dimensions and career adaptability, career decision-making difficulties and career construction tasks

	Career commitment	Career reconsideration	Career exploration
Concern	0.48	-0.36	0.18
Control	0.45	-0.37	0.11
Curiosity	0.25	-0.07	0.36
Confidence	0.41	-0.29	0.26
Lack of motivation	-0.21	0.51	0.17
Lack of information	-0.52	0.70	0.23
Inconsistent information	-0.47	0.67	0.27
Career construction tasks	0.56	-0.42	0.13

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“Journey of life”, a narrative tool for career counselling with newly arrived immigrant people: A case study

Abstract

Migration has increased at a significant rate over the past several decades in Switzerland as many young relocate in the hope of finding better living conditions. For the host country, social integration is a key issue, especially concerning immigrants who remain within the territory. This social integration often also implies professional integration. In the context of career counseling interventions for newly arrived immigrants, a narrative tool named “journey of life” has been used in order to help these immigrants to re-construct their life and plan their career in their new cultural context. This tool by focusing on their past, present and future and by giving them the opportunity to express themselves and tell their life stories through a drawing, allow to identify the resources and barriers to their social and professional integration while overcoming the language barrier. Conducted as part of a pilot project in Switzerland for the social and professional integration of newly arrived young immigrants, the case study presented here revealed how such a narrative tool, allowing identifying their resources and vulnerabilities, will be helpful for career counseling with an immigrant population.

Keywords: young immigrants, narrative approach, journey of life, resources and barriers

In the contemporary globalized world, life trajectories are henceforth less linear with more career transitions, creating thus insecurity and instability. In this context, career construction and development are important challenges that many have to face individuals, especially those who are most in need and “at risk” compared to others (Nota, Soresi, Ferrari, & Ginevra, 2014; Masdonati & Zittoun, 2012). Newly arrived immigrants are among those vulnerable populations that need to enter the professional world while facing new socio-economic challenges. To help these vulnerable individuals, narrative and constructivist approaches in career counseling psychology, such as the life design approach, suggests to

analyze the relationship to work by taking into account individuals' life trajectories and the meaning that they give to their experiences (Nota & Rossier, 2015).

According to The Organization for Economic Co-operation and Development recent report (OECD, 2018), Switzerland ranks second after Luxemburg among OECD countries in terms of immigrant population, and the management of these immigrants, especially non-Europeans, seems to represent an important challenge in terms of socio-economical integration. To help these individuals, Switzerland has developed since 2006 new policies aimed at hosting, mentoring, and assist refugee and asylum seekers for sustainable social and professional integration. In 2016, a project called "InVaud" has been initiated by the State of Vaud Office for Integration of Foreigners (BCI) with the aim of reinforcing language learning and implementing rapid and innovative schemes for sustainable integration within a two-year time-lag. The target population was refugees and asylum seekers aged between 19 to 25 in the canton of Vaud and who have a high probability of staying and resettling in Switzerland. The aim of this case study was to assess the usefulness of a narrative tool that allows counselees to link past, present and future life stories, using storytelling and drawing. This tool should help counselees to identify their resources, barriers, and social and professional challenges and opportunities. This tool was part of a broader career counseling intervention.

Narrative Approach in Career Counselling

As mentioned before, the aim of the present study is to trace the life trajectory of newly arrived young immigrants, listen to them, and let them put words on their experiences, using a narrative approach. This approach, in career counselling, allow people to tell their past and present stories and, thus to shape their future in a de-re-co-construction process that allows reshaping individuals identities taking their new context into consideration (Kennedy & Chen, 2012). This approach focuses on some core constructs such as meaning-making, agency, and connectedness (McMahon & Watson, 2011). One main and important component of this narrative approach in career counselling is storytelling. This latter can explain how each life event and experiences is built on previous life experiences. Thus, it helps to make sense of the world and social interactions (Abkhezr & McMahon, 2017). Storytelling is often used, even nowadays, in their daily life as a family activity (Maree & Molepo, 2006 ; Maree, Ebersöhn, & Molepo, 2006), by African and Middle-Eastern cultures (Pierce & Gibbons, 2012; Parks, 1997), cultures that are represented in our study. Using storytelling with immigrants to make sense of life experiences in a career counselling intervention could provide them space to express themselves in a way that is more known to them (Abkhezr & McMahon, 2017).

A Narrative Tool: Journey of Life

The narrative tool used in this study is the "journey of life" (Denborough, 2014). This tool allows to trace one's life trajectory through a drawing done during a semi-structured interview. More precisely, this involves drawing a winding pathway on a large sheet of paper with a circle at the midpoint of the

path representing the present situation. On either side of this path will be represented the road already traveled and the path yet to come. As the interview progresses, the person completes this drawing with the key elements that emerge from the discussion. The main aim of this exercise is to allow people to make meaning of their life trajectory using storytelling. They are asked to tell stories of positive or negative life events that they consider as important, and thus identify resources and vulnerabilities that they perceive throughout their life trajectory. Telling the past and the present creates an environment that allows newly arrived immigrants to become more aware of their ability to tell alternative stories. Indeed, the journey of life is an opportunity for them to tell stories other than those of asylum seekers they have been forced to tell so far. Furthermore, telling these stories that people have intentionally or unintentionally forgotten can allow them to reconnect with positive stories of achievement and skills, and thus put more emphasis on their resources and strengths and less on issues related to their immigration (Abkhezr & McMahon, 2017). Furthermore, combining storytelling and drawing may allow individuals to overcome language barriers. Indeed, newly arrived immigrants have often very limited ability to speak the host country language and using a non-verbal method such as drawing during an interview may help them to express themselves better. In short, the journey of life allows to co-construct with the help of a researcher-counselor the story of one's life trajectory introducing, in the best case scenario, hope, confidence and optimism, leading them to become more involved in a career counselling intervention (Amundson, 2009).

Illustrative Case: Nurah's Story

Nurah's was born in Eritrea and immigrated to Switzerland in 2016 at the age of 20. At the beginning, she was living in a migrant shelter and had a good contact with the other immigrant who shared her room. Now, she is living with a Swiss middle-aged woman with whom she has also a good relationship. She benefits from a Swiss permit N, the one for persons who have applied asylum in Switzerland and whose application is being processed. She is one of the newly arrived young immigrants chosen to be part of this pilot project « InVaud ». Since December 2016, she started French classes within a vocational training program and is followed by several job counselors and social workers who help her with her daily life.

Nurah is single and has no children. She is alone in Switzerland, but has an uncle is living in Germany. She has three little sisters all living in Eritrea. Her father died when she was young and her mother, an office cleaner, is taking care alone of the whole family in Eritrea. Her migratory journey took almost one year to fly from Eritrea to Switzerland via Ethiopia, Libya, and Italy. She can speak several languages including Tigrinya, Arab, and English. She went to school and studied until the 12th grade in Eritrea. Unfortunately, as she didn't get the required marks at her final exam for entering college, she had to enter the military service. She disliked being a soldier because she possessed a deep desire for an education and to make a better life for her. That is why she ran from there and migrated to Switzerland. Her main aim now is to learn French quickly and become a nurse, as she always wanted.

Identifying Resources and Barriers Through Significant Life Events

Using the journey of life with Nurah allowed to identify personal and contextual factors that influence her life trajectory. Although the way Nurah made meaning of her life trajectory was unique, her story did illustrate common experiences pointed out by young immigrants from Eritrea. Throughout the exercise, Nurah revealed a lot of resources on which she can rely. All these resources were noted down on a luggage that they had to draw. This luggage that they carry with them throughout the journey represents their survival kit. Thus, Nurah pointed out through her life story some personality characteristics, resources, interests, and skills that helped her move forwards and will help her to design her life in the future. Thus, she described herself as a smiling and friendly person who is also open-minded and not shy. Hard working and ambitious, she is a very motivated person. She identified as resources her writing and reading skills. She considered herself as an autonomous person. She is very interested in nursing because she likes to take care of others. She likes a lot cooking too. She identified her mother and some counselors from the pilot project as persons on whom she can rely and who give her a lot of strength. One of the most important values for her is career success. Indeed, she expressed many times during the interview that education is important for life. Despite these resources, she identified also some barriers such as finding an apartment in Switzerland or the French class that was too easy and slow for her not allowing her to improve.

Conclusion

The narrative approach used and especially the journey of life tool allowed to reveal a lot of resources and strengths by connecting with positive stories without forgetting the existing barriers. This tool can be used with diverse clients and counselling settings, and also with newly arrived immigrants who have often language issues. Career counselors can use this as a starting point when they work with immigrant population because it allows not only to map life trajectories but also directly identify resources and vulnerabilities of counselees in order to help them in their career development. Such a tool, when well received by the counselee, certainly also contributes to the development of a positive working alliance.

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Integrated Model of Career Change in Light of Transitions of International Graduates from Study to Employment

Abstract

For international tertiary graduates from European higher education institutions, their increasing numbers and the attempts to utilize their international experience in a globalized labor market after graduation results in an increasingly challenging transition period. This development is accompanied by a change of motives for studying abroad. The intention of staying in the respective host country after graduation is consistently above 60% throughout various European countries, and there is a discrepancy between this intention to stay and the actual stay rates of various European host countries. While there is compelling evidence of quantitative and qualitative data regarding career motives, expectations, and aspirations of international prospective and current students, research results and data with a special focus on international and especially non-European graduates and their transition from campus to work are often weak, do not exist, or are unpublished. Therefore, I became motivated to gain an overview and more in-depth knowledge regarding the transition of non-European master's graduates from study to employment. In light of the results of the study, I present an integrated model of career change, which comprises classical Western-oriented career development theories and theoretical approaches that are new to the context of career-related theories and enable the integration of cross-cultural concepts to career-related learning and theory. Subsequently, conclusions about the applicability of the model for career guidance sessions and workshops are drawn and discussed with the audience.

Key words

Career development, transition, international students, international graduates, career guidance

Integrated Model of Career Change in Light of Transitions of International Graduates from Study to Employment

This proposal is based on a research project that contributes to a dissertation as part of an MA in career development and coaching studies at the University of Warwick with the title “Non-European Master’s Graduates from UK and German HEIs and Their Transition from Study to Work,” which I finished at the end of March 2018. This unpublished paper is mainly about the findings of the second research question of the study and is presented for the first time at the IAEVG conference.

For international tertiary graduates from European higher education institutions (HEIs), their increasing numbers and the attempts to utilize their international experience in a globalized labor market after graduation results in an increasingly challenging transition period. This development is accompanied by

a change of motives for studying abroad (Nilsson & Ripmeester, 2016). The intention of staying in the respective host country after graduation is consistently above 60% throughout various European countries (Sykes & Chaoimh, 2012), and there is a discrepancy between this intention to stay and the actual stay rates of various European host countries (Sykes & Chaoimh, 2012). In general, findings suggest that non-European graduates are more likely to be unemployed six months after graduation than their European colleagues (HESA, 2016) or must contend with longer phases of unemployment (Hanganu & Heß, 2014). Regardless of whether graduates can stay, return home, or establish a career in another country, transition is often accompanied by the challenges of entry and acculturation and, if returning home, re-entry and re-acculturation (Zhou, Jindal-Snape, Topping, & Todman, 2008).

This development is accompanied by a general lack of career services for international students in higher education (HE) in the UK or Germany (Equality Challenge Unit, 2012; Ripmeester & Pollock, 2013). Furthermore, international experience appears not to be a key factor or is often not a requirement in recruitment (Trooboff, Vande Berg, & Rayman, 2008; Leppanen, Saarinen, Nupponen, & Airas, 2014). Moreover, recruiters are often unable to appreciate the competencies gained through international experience, or graduates are unable to promote their skills effectively to employers (Leppanen et al., 2014).

Based on these findings, I became motivated to gain an overview and more in-depth knowledge regarding the transition of non-European master's graduates from study to employment. In light of the results of the study, which I carried out in cooperation with one HEI in Germany and one in the UK, I present an integrated model of career change. The model comprises different types of career patterns and management styles, which were identified during the analysis of the transcriptions of the qualitative interviews conducted with 10 non-European graduates. Besides the concepts of contemporary career-related theories, I also integrated concepts from cross-cultural theories or psychological concepts that were previously used in other contexts.

Objectives, Approaches, and Methodology

The research assists in analyzing and exploring non-European full-time master's graduates' career progression in the first phase after graduation from a cross-cultural perspective (RQ-1) and from an individual perspective of the graduates (RQ-2):

RQ-1: What are the individual and societal factors for recent non-European full-time master's graduates from HEIs in Germany and the UK during their cross-cultural transition from study to professional life?

RQ-2: How do these graduates from HEIs in Germany and the UK perceive and manage their career progression and transition?

The findings of the study and the integrated model of career change should contribute to the development of career-related theory and guidance practice and should be useful for career practitioners at HEIs from Germany and the UK, with the aim to improve the understanding of the cross-cultural career transition

of prospective and recent international and non-European students and graduates and their career planning activities.

For the paper and presentation, which is primarily aimed at RQ-2, I focus more on the cases of the interviewed graduates and their career change processes. Therefore, I analyzed each case separately using the *research strategy* of a contrasting analysis of “multiple case studies” of graduates (Yin, 2009) with the aim of providing an integrated analysis. This strategy also includes procedures of a “typological analysis” (Mayring, 2002) based on Max Weber (1972) and his “interpretive or understanding sociology” and the concept of “ideal-types” as well as the identification and creation of such types and patterns of social action with respect to career change based on different cases.

In terms of the *data collection methods* of RQ-2, I made use of qualitative research methods and semi-structured interviews and analyzed the transcripts of 10 anonymized, audio-recorded Skype interviews, which I conducted with graduates from a German HEI and a UK HEI.

For the *analysis*, I constructed a framework that consists of theoretical concepts derived from the “acculturation process model” by Ward, Buchner, and Furnham (2001 as cited in Zhou et al., 2008). Furthermore, I made use of the change model of Prochaska, DiClemente, and Norcross (1992), which was initially designed for people who change their addictive behavior over time, which comprises the different stages of change ranging from “pre-contemplation, contemplation, preparation, action, and maintenance” (Prochaska et al., 1992). Because of the different target group and different ways that people change, some theoretical concepts, such as the patterns of change or aspects of the stages of change, were less useful for my analysis and had to be adapted. To fill this gap, I used theoretical concepts from the “working identity” (Ibarra, 2003) and “social learning” theories (Mitchell & Krumboltz, 1996).

Findings

Prochaska et al. (1992) identified four patterns of change, “stable, progressive, regressive, and recycling patterns.” During the analysis, there was no evidence regarding stable patterns, which means that a person is constantly in a single stage over a whole period. It can be assumed that some non-European students who quit their courses have such stable patterns. Most interviewees from my sample, such as Sarah (see Figure 1), had a linear progression throughout different stages, which could be labeled as a linear progressive pattern of career change (Figure 2) that only comprises recurring loops between two adjacent stages.

Other graduates also followed a linear path. However, they needed to regress to earlier stages one or more times during transition. Ankit is a typical example of a linear regressive career pattern (Figure 3). A characteristic of this pattern is that the career goal or dominant factor for career planning is fixed and only a change of environmental conditions or circumstances, including a pressure for change, can shift career preferences. For instance, Ankit needed to change the preference of his sector within the same

field and job role. In my sample, phenomena of pre-contemplation – a stage at which someone is not aware of a particular problem – primarily resulted from individual and societal factors of cross-cultural distance, including a lack of cultural preparedness.

Besides the two linear types, which are both closely related to the career change model of “plan and implement” (Ibarra, 2003), I identified two other types where circularity, learning, and change play an important role and can be linked to Ibarra’s “test and learn” approach (Figure 2). In opposition to the linear types, I have chosen the term *circular*, which occurred in two different forms. One is the single-circular recycling pattern, which is visible in the career change of Anaya (Figure 4), and the other is the multi-circular constructive pattern, which occurs in Yash’s career development (Figure 5).

Graduates who had characteristics of the single-circular pattern recycled their initial career plans at a certain stage during transition. The readiness for change can be caused by unforeseen events, as in Anaya’s case, or through obstacles resulting from a regression to the stage of pre-contemplation, which can either lead to a circular recycling process or to linear regressive reactions. The difference in the circular recycling pattern is that it involves a more creative process of deeper contemplation and a re-evaluation of the situation, including a readiness for significant change in career direction during transition.

In comparison to the single-circular recycling pattern, the multi-circular constructive pattern involves more sophisticated career planning, including different options from the beginning of the transition process. Yash’s career change is a typical example of this pattern. He constructed different strategies and career opportunities that he identified as worthwhile for further exploration. Consequently, he crafted different career projects in the form of internships with the aim to learn, to gain clarification, and (hopefully) to gain employment after graduation. The way Yash managed his career has implications for the career management style of “crafting experiments, shifting connections, and creating a new working identity,” as defined by Ibarra (2003). Facing a complex career transition of significant change, he constructed a new “working identity” during transition (Ibarra, 2003).

Conclusions

Regarding the analysis of career change, I decided to use the model by Prochaska et al. (1992). The different stages of change are advantageous because they comprise stages such as the stage of pre-contemplation, which is a stage involving unawareness of a problem that can have serious effects on transition. This stage is hardly considered by other theories, such as Super’s (1992) “mini-cycles” of career development. Therefore, it is of particular value because career and cross-cultural transitions are often accompanied by a lack of awareness regarding the career management and progression of students and graduates. This stage and the underlying process of raising the consciousness of the affected persons is of crucial importance, as portrayed in the cases in my sample. Furthermore, this introduces the analysis of individual and societal factors of cross-cultural transitions, including the identification of cultural

gaps and preparedness and the development of acculturation strategies besides the classical analysis of career management styles and career planning activities.

Figures

Figure 1: Linear progressive change model - UK-Chinese graduate Sarah

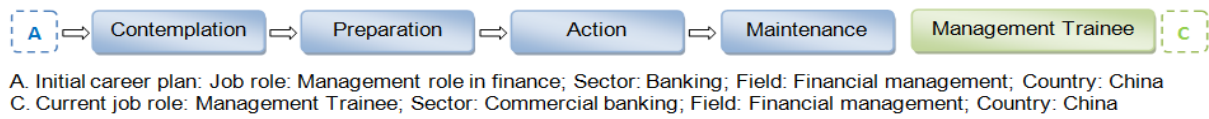


Figure 2: Integrated model of career change

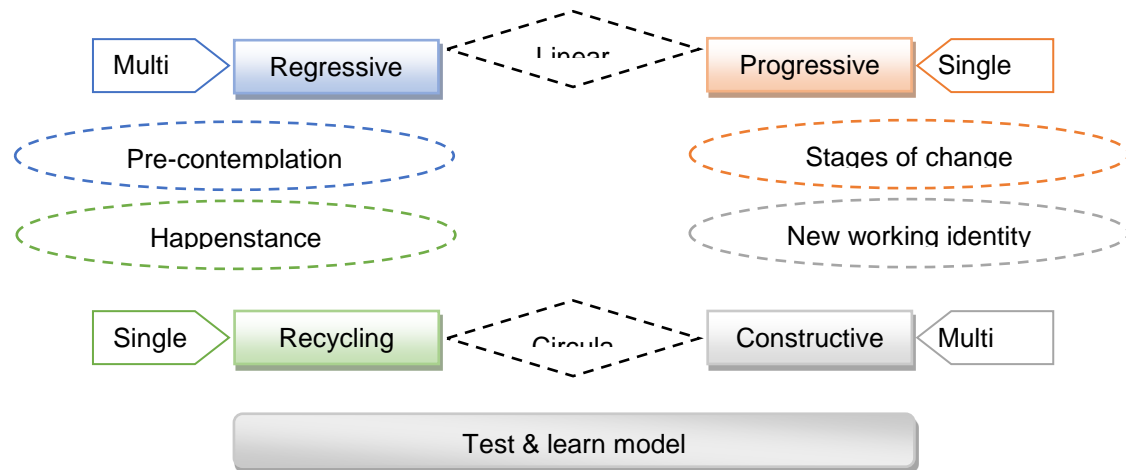


Figure 3: Linear regressive change model - German-Indian graduate Ankit

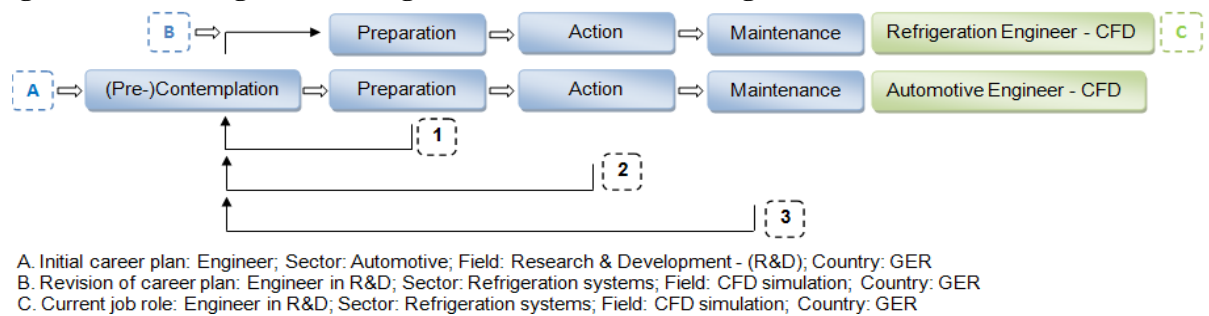


Figure 4: Single circular recycling change model - UK-Indian graduate Anaya

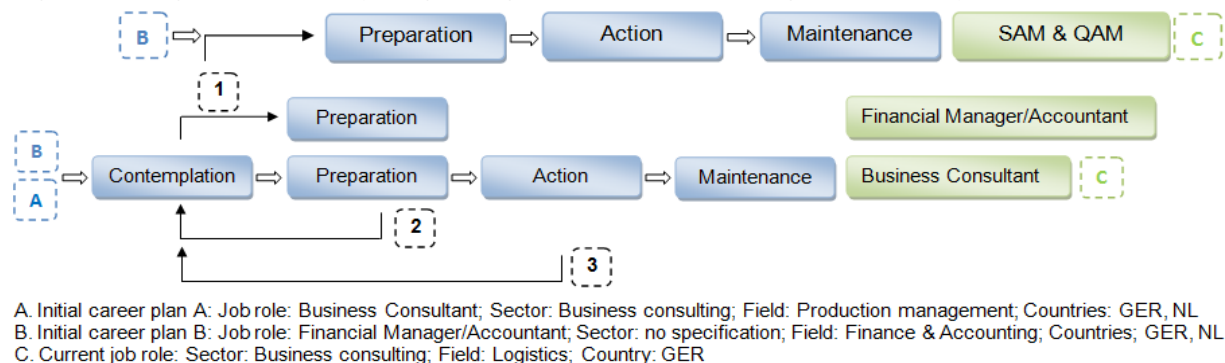


Figure 5: Multi circular constructive change model - German-Indian graduate Yash

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Conference theme IV:

The role of ICT and social media
in career guidance and counselling

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The matter with e-learning opportunities

Abstract

In the past years, many e-learning opportunities have been adapted to the preconditions of easy comprehension and lack of time. By these means, a shift from didactically useful classrooms to entertaining supply of many e-learning possibilities took place, so called edutainment learning (Okan, 2003). As the term “supply of e-learning” indicates, this shift is service-oriented and seeks to satisfy user expectations. Unfortunately, it thereby disregards important components of educational psychology, which would promote advantageous cognitive elaboration. Besides traditional educational qualitative criteria, the quality of e-learning is primarily evaluated along the physical appearance of the platform, for instance usability and attractive online appearance (Furlonger & Budisa, 2016). These findings are equally transferable to the counseling field taking place via information and communication technology (ICT).

Furthermore, in the context of student dropout, it is necessary to ensure that affected students finalize a learning process (Sun, Tsai, Finger, Chen & Yeh, 2008) and receive adequate support. Specifically for this, prompt, transparent and individualized feedback is necessary (Kramarski & Gutman, 2006; McLoughlin & Lee, 2010). The new discipline Learning Analytics enhances e-learning classrooms and allows individualized support (Ifenthaler, 2017). Therefore, trainers and counselors face new activity areas, for which they need to be skilled up. Only then, e-learning and e-counseling can be successful, sustainable, and prevent student dropouts.

This paper is worked out as part of the Erasmus+ project SUnStAR (Supporting UNiversity STudents At Risk of dropping out), a collaboration between universities and organizations of Germany, Greece, Portugal and Serbia to prevent student dropout sustainably. This work provides a literature review of e-learning along the single phases of the instructional design model ADDIE (Morrison et al., 2010). The findings are related to the field of online counselling or with the use of ICT considering didactical and psychological elements in a sustainable and efficient manner.

Key words: e-learning features, Learning Analytics, cultural learning differences, educational psychology components, self-regulated learning,

1. Introduction

As technical possibilities grow, educational institutions especially in the tertiary sector, are facing a variety of new e-learning technologies. They encourage students to practice learning, to improve learning efforts, and allow students more control over their own learning practice adapting to individual needs and preferences. This goes along with the expectation that graduates today are able to adapt to a changing, more flexible and mobile work environment. Additionally, a greater variety of skills is crucial which helps to master situations throughout the career lifespan and corresponds with lifelong learning (McLoughlin & Lee, 2010).

Together with changing e-learning environments, some problems appear. If not planned considerably and implemented accordingly, there might be some deficits that hinder rather than promote learning. If e-learning should be organized and introduced effectually, some things have to be taken into account first. In this paper, those elements are discussed along the ADDIE Model introduced by Morrison et al. (2010). Along the model insights are given in recent scientific findings of e-learning. Thereby gaps for further development potentials as well as obstacles of such opportunities are detected.

ADDIE is the abbreviation for analysis, design, development, implementation and evaluation of learning environments (Morrison et al., 2010). Accordingly, current literature is reviewed and presented in five sections of this work, and finally concluded in section 7. It is an instructional design model that helps to design, organize, realize and improve learning environments including e-studying. Finally, the authors discuss how these findings can help to improve counseling, and help universities to detect dropout risk early enough.

One characteristic of e-learning is that various contributors are part of the organization and realization (Pardo, 2014). In contrast to the single traditional teacher, for e-learning there might be several roles including technicians, instructors and maybe an additional e-tutor. This is necessary because the provision of the learning environments requires broader know-how and detailed expertise about technical possibilities, media didactics, technical support as well as educational psychology, specifically instruction design, the selection of channels for e-communication, support over distance and learning assessment.

There are different forms of e-learning environments, which are more or less integrated into educational institutions. Rather common in the tertiary sector are Virtual Learning Environments (VLEs) and Course Management Systems (CMSs) e.g. Moodle or Ilias. While most VLEs provide at least some opportunity for e.g. communication within student groups (peer-group-learning), some authors suggest that the existence of a VLE alone is not enough to ensure learning success (Salmon, 2005; McLoughlin & Lee, 2010). Salmon (2005) suggests that VLEs need to be complemented by appropriate human intervention from pedagogical personnel. That covers a well elaborated learning design as well as sensitive handling of the learning process. McLoughlin and Lee (2010) even suggest taking up another framework called

Personal Learning Environment (PLE) that fits better to students' very personal needs, competencies, and preferences.

These are just a few elements that need to be considered for introducing a successful e-learning framework. The ADDIE Model gives insights into the planning of learning environments in general and provides a framework to work with (Morrison et al., 2010). In Figure 1, the 5 phases included in the model are shown. In the following, current literature is reviewed in the framework of the five single phases of ADDIE.

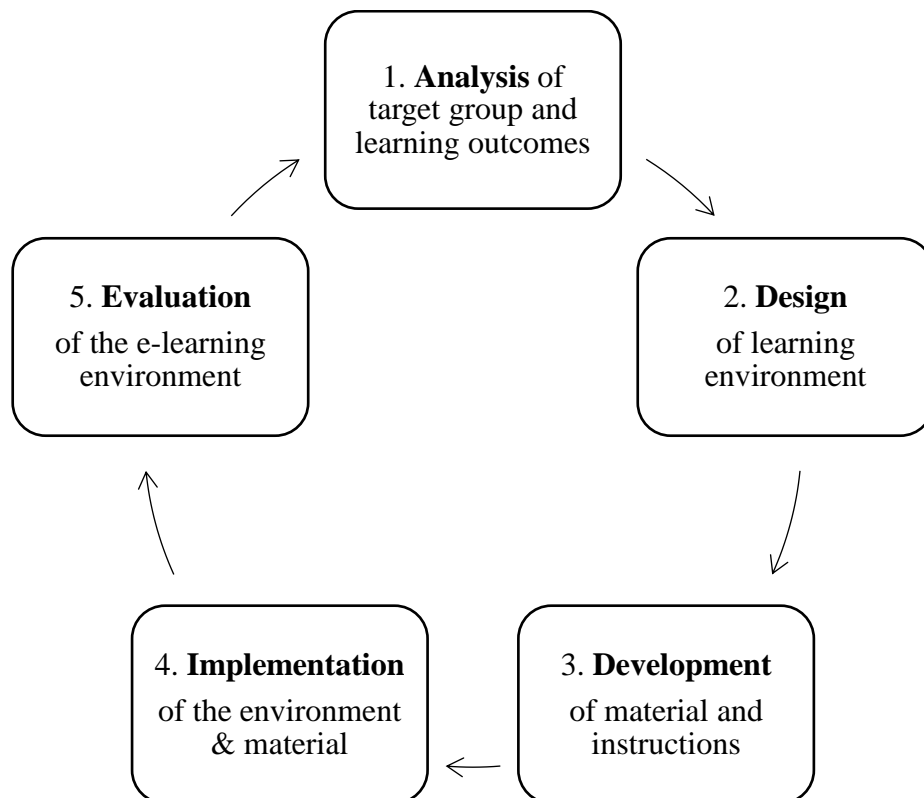


Fig. 1. The Phases of the ADDIE-Model after Morrison et al. (2010)

2. Analysis

If one wants to provide a sustainable learning environment, the first step is to examine prior knowledge of learners and define their expectations and learning objectives. The Web 3.0 goes even one step further and describes newly emerging roles for organization of e-learning. It assumes that in the future, there is not going to be a clear differentiation between provider, instructor and learner anymore (Ifenthaler, 2010). In the course of this, user generated content and peer-group-learning has already become of greater relevance (McLoughlin & Lee, 2010). Regardless of the required skills, all individuals will develop and implement their own e-learning units, besides using other learning opportunities (Ifenthaler, 2010). This future scenario of e-learning in parts has become reality, but to some extent lacks practical application and experience.

As Salmon (2005) and McLoughlin & Lee (2010) imply, human intervention in the form of additional face-to-face learning units or a tutor administering content are one way of ensuring quality and effectivity in e-learning. Through this kind of quality assurance, personalized e-learning environments have the ability to further meet the expectations and, more importantly, the needs of the individual learner. This opportunity offers a clear formulation of learning objectives, which allows - or even guarantees - an individual adaptation of the learning styles including self-regulated ones and the learning progress.

Götz, Nett & Hall (2013, p.126) define self-regulated learning as “a form of acquiring knowledge and skills in which the learners are independent and self-motivated. Learners independently choose their own goals and learning strategies that will lead to achieving those goals. It is through evaluating the effectiveness of one's learning strategies - comparing one's current state with the target state - that learning can be modified and optimized.”. Planning, constantly monitoring, and evaluating ones' own studying process involves several metacognitive processes. Equally, such learning strategies enable lifelong learning and an adaption of the target goals.

However, it has to be taken into account that we are not born as self-regulated learners. Corresponding (meta-)cognitive abilities only evolve over time beginning with the age of 8 to 10 years (Veenman, Van Hout-Wolters & Afferbach, 2006). Still, self-regulated learning is a skill that can and should be trained already in primary education (Dignath, Buettner & Langfeldt, 2008) to enable a proper examination and acquisition of personnel learning styles.

Summing up these results, it might be hard to define the target group, their prior knowledge and learning objectives for e-learning opportunities. Nevertheless, as learners are going to select e-learning opportunities individually, it is a developer's task to introduce the learning objectives and applied learning styles transparently in the beginning of an unit. Especially when it comes to student dropout, the absence of ineffective learning strategies or a lack of transparency can strengthen doubts and might lead to dropout.

The implications that can be drawn from the analysis phase for counseling are:

- Counselors are confronted with new tasks to prepare clients in a better way and equip them with appropriate learning strategies. These strategies are part of lifelong learning.
- Diverse studying strategies as part of prior know-how should be analyzed, and should serve as a basis for the planning of counseling consultations and processes.
- To make counseling successful and sustainable, the problem analysis, the action plan and follow-up phase have to address individual existent strategies just as gaps representing development possibilities.

3. Design

The design of a learning environment covers the planning of consistent and coherent learning environments. With reference to e-classroom's design, the platform, the media, the channels through which the classroom is provided and communication possibilities need to be designed in a coherent and harmonic way. Whether learners decide to participate in e-learning or not depends on how the content is presented on electronic devices. In fact, outward appearance and features are a crucial aspect in the primal evaluation of e-learning quality (Furlonger & Budisa, 2016). This implies that opportunities are selected according to their online appearance, regardless of whether the content is reliable and useful or not. Hard evaluation criteria for quality are, amongst others, the duration of the learning process, accessibility, selected colors, or user-friendliness (Niegemann, 2006).

As a result, a growing number of e-learning opportunities recently follow a learner-friendly approach. Some misunderstand this as a service-orientation, which is criticized in literature. Education cannot and mustn't be a service, since these disciplines aspire opposing goals: while services seek to satisfy clients' needs, education is to provoke personal development, which necessarily goes along with negative experiences and dissatisfaction of at least some expectations. To put it briefly, e-learning is more than a service.

Regardless of all this criticism, the service orientation can also bring benefits. A user-friendly designed e-learning platform or homepage enhances motivation. For this, the technical developer and instructor select the e-learning features considerately, and thereby provide beneficial learning preconditions. Even children get more easily attracted by moving and colorful things. Such features turn learning into a fun experience, and then again encourage interest (Okan, 2003). This behavior pattern applies to adults the same way. Being interested in something drives intrinsic motivation, which can be advantageous for the cognitive acquisition and elaboration of new learning content, but unfavorable for concentration spans (Okan, 2003).

A relatively new discipline called *Learning Analytics* allows an in-depth analysis of e-learning behavior. Learning Analytics serve to collect, analyze and apply joint data in order to assess educational behavior (Larsson & White, 2014). That way, learners with difficulties, for instance students with a risk for dropout, can be more easily detected and possibly prevented from quitting. The idea of Learning Analytics is to provide useful information in real-time about the learner and their learning process (Ifenthaler, 2017). For one thing, learners can adjust themselves by receiving immediate feedback on basis of the data. For another, the data enable instructors to positively influence the learner's progress instantly by adapting the complexity level of learning units, for example by the provision of supportive material, or by feedback in real-time. This can promote motivation as well as willingness and cognitive accessibility of self-regulated learning strategies (Ifenthaler, 2017).

Simultaneously, Learning Analytics allow to predict learning performance and success, to detect unfavorable learning behavior, and to support reflection. Examples for Learning Analytics features are further learning recommendations, displaying the time spent online, a timeline showing current status and goals, estimated time for task completion or a text lecture, and the repetition of prior learning content (Schumacher & Ifenthaler, 2017). In Learning Analytics Design, an appropriate feature set and learning analysis should be selected, taking into account the learning environment. Learning Analytics yet lack clarity about how it can be embedded in educational design (Pardo, 2014). Until now, the matter of how to ensure good quality of e-learning content remains unanswered. In general, not only e-learning suffers from scarce quality, there are also other online fields that face similar problems, e.g. e-counseling. Therefore, it is urgent and crucial to find realistic solutions to ensure high quality e-learning or e-counseling opportunities.

The implications that can be drawn from the design phase for counseling are:

- The question of how counselors can optimize the support for helping students at risk need to be addressed. Since this is an issue that mainly concerns young adults, ICT and social media provide a new opportunity to expand counseling methods and reduce risks of dropping out. ICT and social media could address these problems by helping students to motivate and organize themselves and helping them to cope better with learning and self-organization.
- Units that facilitate better skilling in self-regulated learning can be integrated in the counseling process to help clients keep track of their progress status and actively improve the achievement of their goals. This can be supported by trained counselors. Taking this into account could prevent feelings of frustration and helplessness.
- While ICT and social media promise to be a helpful resource in helping students at risk, there is a need to ensure quality and credibility (Furlonger & Budisa, 2016). Therefore, counselors should actively be involved in the development of ICT and online-counseling-tools. This means that they require further education in e-counseling design. Precisely, how to design, select and use Learning Analytics for e-counseling progress.
- It has to be emphasized that most counseling institutions and organizations lack proper equipment and software to apply Learning Analytics, and most counselors use ICT for information purposes (European Commission, 2009). Regardless of e-learning's and e-counseling's potential, further education is useless, if counselors don't have access to the required hard- and software.

4. Development

In a third step, necessary material and tools are prepared for the classroom. Continuously, under consideration of the design, in the development phase the e-learning material and a detailed action plan

for the e-classroom's realization are produced. In particular, the communication between instructor and learners, as well as within both groups needs to be planned carefully. Therefore, instructions, tasks and feedback sequences are developed in detail. The communication possibilities for e-learning seem to be endless with e.g. instant messaging, blogs, wikis, newsfeeds, video recording or calls etc. Most online communication options can serve as some sort of knowledge retention because they are recorded or tracked in written, sound or picture form. During the learning process, this material can be re-read, re-heard or re-viewed and cognitively repeated and reflected. However, all online channels inherit peculiarities of computer-specific communication (Lermen, 2006) and substitute real conversations involving facial expressions, gestures or intonation only poorly or not at all.

Besides communication, there are also cultural differences that affect instruction and learning and therefore should be taken into account if one wants to develop a functioning e-learning environment. A study of Swierczek and Bechter (2010) found that low context learning cultures like in Europe or South Asia are more extrovert, active, highly involved, and oriented towards individual achievement. Such learning cultures are critical towards their peers, and actively search conflicts and contests. The tutor or teacher is expected to facilitate learning, rather than simply telling students what to do. In contrast, high context learning cultures like East Asia expect clear guidelines. East Asian individuals are more introvert and modest, more focused on the group rather than their own individual achievement. They readily share knowledge and are oriented towards consensus rather than conflict. The tutor in this cultural context takes the leader role by giving clear instructions that students should perform. These cultural differences have an impact on how learning occurs and have to be taken into account while elaborating an e-learning environment, too. However, while globalization also has an impact on education and academia, this could be a difficult issue.

Applying cultural differences to Learning Analytics today shows that such data analysis are more or less harmonic with different cultures. With this data, an individualized clear feedback is possible, that takes into account both types. In contrast, such data feedback requires a certain self-regulation, as feedback itself is not always an explicit instruction or goal-oriented. To conclude briefly, Learning Analytics can be culturally adapted, even though it lacks detailed adaptation yet.

In general, communication in any form is necessary for learning. Salmon (2005) underpins that by stating that e-learning environments need to be supported by human accompaniment. A study of Issing and Kaltenbaek (2006) found that students fear social isolation when participating in e-learning. Together with the elements of the design phase, this is an issue that needs to be addressed appropriately. In other words, the challenge is to establish a suitable communication possibility for student exchange. This is particularly advantageous for weak learners who might be endangered to dropout.

The implications that can be drawn from the development phase for counseling are:

- Depending on the field of counseling, several task fields can be exercised online, for instance counseling over distance or external support for school or program quitters. As Govindasamy (2001, p. 288) puts it: “e-learning lies in our ability to deploy this attribute to train the right people to gain the right skills or knowledge at the right time”. This also means that a more individualized and appropriate support can be provided for students and clients that might not have been supported sufficiently with traditional tools and methods. Through messenger, mail or video call communication counselors can carry out some sort of protocol and track difficulties, problem-solving and goal-setting more easily.
- Along with the possibilities for online communication, the sensitive topic of counselors’ online availability comes up. In general, these professions have a high workload. Therefore, online availability is hardly realizable in this field of work, at least for now. However, it has to be kept in mind that the younger generation becomes gradually more flexible, which affects all private and work-related areas. To ascribe counselors more tasks and responsibilities might overload them. Hence, going online should go along with recruiting more personnel and preparing personnel, proper sharing of activities among a work team, or even a reallocation of tasks.

5. Implementation

In the fourth stage of the ADDIE model (Morrison et al., 2010), the classroom with elaborated materials and instructions is implemented. Over the last few years, e-learning has mostly been used to present content while broadly disregarding the opportunity of interactive learning possibilities. With reference to this topic, the role of e-tutoring, e-moderating or even e-coaching is complex (Niegemann, 2006; Ojstersek, Heller & Kerres, 2006) and underlies the prerequisites of computer specific communication. This communication style allows a more reliable feedback, faster adjustments of complexity and easier provision of supportive material. Simultaneously, this type of feedback is more effective since it can be more detailed and accurate. However, it requires profound observation skills and know-how to provide it and to constructively externalize it to the learner. As Schumacher and Ifenthaler (2017) found, students appreciate detailed information about their learning behavior. Additionally, instructors can support students better with feedback or Learning Analytics data (Pardo, 2014). However, detailed information can both foster or hinder motivation (Pardo, 2014). The latter case can be due to fear of peer comparison or distraction by Learning Analytics features (Schumacher & Ifenthaler, 2017). Once more, with regard to peer comparison, cultural differences have to be emphasized (Swierczek & Bechter, 2010). With this in view, also language is an issue: as university programs become more global and try to reach more learners with e-learning opportunities, the chosen language is often English. This is because more students from all over the world should be able to participate in an easier way in e-learning programs.

It is beneficial that all implemented tasks as well as the corresponding discussions are available in written form. Traceability of tasks and discussions can foster the learning progress, because students have to externalize acquired knowledge and its elaboration. However, for some students this can be an

obstacle, since many e-learning and its communication requires English literacy. Students master the learning units and input better or worse, depending on their literacy in the foreign language (Swierczek & Bechter, 2010). If students are less proficient in a foreign language the learning process can be more slowly or less comprehensive for them, so they might achieve lower results than others.

The implications that can be drawn from the implementation phase for counseling are:

- Individual support is of particular importance since the society and labor force potential face a growing diversity of cultures and ages. Nevertheless, the target groups of e-learning and e-counseling are growing.
- Additionally to the earlier mentioned activities and tasks, instructors and counselors face more intense and extensive classroom preparation in order to address all learners. This does not only refer to language levels, but also to prior experiences, education including learning strategies and apprentices of clients.
- The easier use of questionnaires and tools during online consultations, as well as the provision of personalized information material could be advantageous for e-counseling consultations. Thus, proper individualized support can be ensured.

6. Evaluation

In the fifth and last phase of the ADDIE model, e-learning classrooms, their practical usability and sustainability are evaluated. Therefore, criteria need to be set. For the learning environment's evaluation, criteria should focus on both outer features and qualitative criteria. The outer features are important for person's motivation, and hence engagement in proceeding. However, the focus should not be exclusively on service orientation. Qualitative criteria are especially important to ensure the sustainability and success of a learning process. Hence, the entire learning procedure should be represented in the criteria. This includes the initial problem or anchoring of the learning unit, the phases of input, elaboration and knowledge retention as well as the final assessment.

The implications that can be drawn from the evaluation phase for counseling are:

- Regarding e-learning's usability for counseling, the question is how a final assessment or a summative evaluation can take place representing the closure of a counseling process. The discussion about reliable qualitative criteria for counseling is yet going on.
- It can be concluded that e-learning can be enriching for counseling. By using video recording or similar methods, a client can benefit from such methods by re-capturing his or her learning process.
- Despite the fact that counseling presumably follows a stronger service orientation than learning, qualitative criteria are equally important for the evaluation. An evaluation approach in this

context could be to track the motivation and involvement online during and between single consultations of the counseling process. In general, the process includes the problem definition, the information search, the solution finding, the realization of the solution and the follow-up (Peterson et al., 1999, Savickas et al., 2009).

- Certainly, for the provision of the mentioned tools and methods, counselors need to be equipped with the necessary hardware, software, and further require corresponding skills. As mentioned before, the young generations are used to ICT and social media application in private and labor life. Hence, counseling is going to be confronted with a growing demand of online services and e-support in the future.

7. Discussion

Future aspirations of the Web 3.0 strive for artificially intelligent tools and software. There, learners are seen as autonomous, proactive individuals, who select learning objectives on their own and drive learning processes among their interests and needs (Ifenthaler, 2017). It clearly has to be emphasized that such learners require sufficient self-knowledge about their own learning strategies and behavior. Moreover, e-learning is not considered to be a substitute for face-to-face classrooms but rather a complement which facilitates learning in general (Ifenthaler 2017). In conclusion, more self-regulated learning is going to be demanded in the future, and e-learning opportunities have to be designed and developed accordingly. To sum up, both learning strategies and e-learning design impact each other and are going to develop new e-learning strategies over time.

With regard to the counseling discipline, this means that counselors and career guides face new tasks in the future. Various factors need to be listed that are going to be added to a counselor's sphere of responsibility. First, Learning Analytics can serve counselors to identify certain negative behavior patterns or problems, and might help to abolish or even prevent them. Secondly, individuals need to be better supported to become autonomous, self-regulated learners. Counselors' tasks might then cover the analysis of prior strategies and adequate further development. As a third fact, younger inexperienced learners might consult them for a backup when it comes to the selection of e-learning opportunities keeping in mind the difficulty to assess learning quality.

As a consequence, counselors of the future require competencies in media design, technical basics and content reliability of e-learning opportunities as well as how to reinforce appropriate, independent learning strategies to name only a few. In combination with lifelong learning, independent learning strategies become more and more important. Not only for young individuals to educate themselves further, but also for individuals of all ages to e.g. maintain cognitive fitness.

Finally, the field of Learning Analytics is confronted with the current European data protection policy, which possibly includes obstacles: A future challenge is to conform to the data protection policies while

facilitating reliability and validity of the collected data by the means of Learning Analytics. This type of data analysis is prone to bias. For instance, reactions that are tracked might occur due to various reasons and originate from diverse sources. Hence, reactions tracked in Learning Analytics might not be generalizable. In future, it is necessary to find a way to assess and classify those reactions and simultaneously fulfilling the data policy. Only then, better learning outcomes can be made possible, and consequently, students can be prevented from dropout successfully. This applies equally to the counseling field.

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Competency for social media - from delivering information to co-careering

Abstract

Whether updating one's Facebook status, tweeting the latest news or joining a professional community on LinkedIn, social media has become central to our everyday life for both leisure and business purposes. As technological advances change how individuals explore and acquire information about education, training and work opportunities, there is a pressing need to align new technologies more closely with career services and associated professional practices. New technologies and social media offer important opportunities for improving career services. However, they also create demand for new competency among carer practitioners.

This presentation explores career practitioners' varying conceptions of social media and competency for social media in career services. How is social media used in career services? What skills and competences do practitioners need when using social media? Presented framework can serve as tool by enabling practitioners and trainers to ground and convert these new competences into the future practice and continuous professional development. Practical examples and strategies for developing the necessary skills and competencies for social media are discussed.

Keywords: career services, career practitioners, social media, skills and competencies

Introduction

The past decades have seen an incredible expansion in access to ICT. Most notably, we have seen a significant increase in the use of mobile technologies and social media. Individuals are now able to access the internet not only through their personal computers but also through mobile phones and other mobile devices. These technological advances change how individuals explore and acquire information about education, training and work opportunities. The 'read-only web' has changed towards a more social, collaborative, interactive and responsive web. There is an acknowledged need to align these new technologies more closely with career guidance services and associated professional practices.

The rise of social media in career guidance

In recent years, social media has gradually gained a firm foothold in the field of career guidance and

has become part of daily practice for many career practitioners. However, the profession as a whole remains unsure how best to implement and apply social media in everyday activities and communications. For many, social media refers to collection of online tools that enable communities to communicate, socialise, and share information. More precisely, social media can refer to online services and communal operating cultures that support and build interactions and networking through the active participation and cooperation of users and the communal sharing and production of information. Social media can also be defined as a process involving content, community and Web 2.0 technology through which individuals and groups can build common understandings and meanings. In this light, social media refers not to a particular set of technologies, but to types of practice in which users may either play active, content-producing and interactive roles or engage simply as observers. Social media provides new opportunities for career practitioners, but it also creates a demand in terms of new competencies.

From delivering information to co-careering

The result of the present study (Kettunen, 2017) on career practitioners' experiences provides a snapshot of the ways in which social media is currently being used in career guidance. In its narrowest form, social media is simply a tool for distributing information without any opportunities for communication or interaction. In its broadest form, it is used for co-operative knowledge building and meaningful communal discussion on career issues.

The most typical—and most limited—purpose of using social media in career services is to *deliver information*. Social media is an effective means for delivering and disseminating information quickly, allowing career practitioners to reach large numbers of people instantaneously. However, the use of social media as an information source for professional purposes is concerning to some practitioners. Practitioners emphasise that active and safe participation on social media requires honed skills and the ability to seek, choose and evaluate complex online content. Questions about the accuracy and currency of information present ethical concerns, especially regarding to information that practitioners themselves present and share online. Furthermore, the ability to support individuals in this area is highlighted. This also has to do with lifelong career management skills.

The second (and broader) purpose of utilising social media is for *career services*, not just for delivering information but also for one-to-one communication. This communication can occur asynchronously, where there is a delay in the receipt of message, or synchronously, where people communicate simultaneously in real time. The ability to share real-time texts, video and audio between individuals has created many new opportunities for interaction and working cooperatively on an individual's questions. In this regard, social media is seen as a functional and readily available alternative to face-to-face career services that allows anonymity. Since most communication on social media takes place in writing, the ability to write online is highlighted. Communicating with different

individuals requires versatile and varied writing skills and a readiness to operate in new ways. Questions related to privacy and privacy protection present ethical concerns, particularly in online communication. Importance of knowing and understanding the privacy settings of different applications and services is highlighted.

The third—and even broader—purpose of utilising social media is to utilise it for *collaborative career exploration*. In this case, social media is no longer seen as an alternative tool but, rather, a workspace that is an integral part of career guidance. When interacting and producing information and results with others, the knowledge of methods, techniques and activities that foster collaborative processes in career learning among peer group members are highlighted. The ability to discuss matters online is essential. The practitioners emphasis that establishing interesting discussions with individuals and groups that facilitate the building of knowledge requires structure, active support and guidance. The confidentiality in online communities and group discussions present ethical challenge and the significance of creating confidential relationships and trust in group interactions and activities is emphasised. It is good to agree and to go through what kind of collaborative interaction the group is building, how others are treated with support and respect.

The fourth, and broadest purpose of utilising social media is for *co-careering* where shared expertise and meaningful co-construction of career issues take place among community members. Creating and maintaining an online presence becomes the central factor and a key skill in this type of social media use. The ability to create a reliable and genuine image of oneself within the communities in which questions are discussed communally requires a mindful, properly managed and monitored online presence.

Competency for social media in career guidance

As the skills and competencies in this area are often considered secondary and are therefore poorly developed in training, there is an urgent need to update both pre-service and in-service training curricula. It is increasingly important to support career professionals in their understanding of the various social media tools and the innovative ways in which these tools can be incorporated into existing practices.

This study presents an empirically derived conceptual framework for understanding career practitioners' conceptions of social media and competency for social media. The framework can serve as a pedagogical tool for trainers by enabling them to ground and convert these new competences into the future practice and continuous professional development. The framework has already been successfully applied to curriculum development in the international summer course for ICT in guidance and counselling, and it offers a basis for further development of the wider training

curriculum. Practical examples and strategies for developing the necessary skills and competencies for social media are presented.

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The Validity of Social Media-Based Career Information

Abstract

The use of social media expands the availability and sources of career information. Over the past decades the authorship of this information has changed from traditional print media and multimedia sources created by experts to social media-based career information created by the users themselves. While variability in career information validity has been an issue for some time, rapid growth in the use of social media creates some unique challenges. This presentation examines the potential sources of social media-based career information invalidity and suggests implications for practice to help individuals make best use of such information.

Keywords: career information, social media, information validity, bias, misinformation

Introduction and objectives

Making informed occupational, educational, training, or employment decisions depends on having adequate knowledge of available options (Sampson, Reardon, Peterson, & Lenz, 2004). Options knowledge includes important characteristics of occupations, programs of study, or jobs. Options knowledge helps (a) motivate individuals to exert the effort needed to make a decision; (b) clarify what is important in terms of individuals' values, interests, skills, and employment preferences; (c) generate and evaluate options; and (d) implement a decision. Individuals gain options knowledge as a result of their own life experience, by observing others' experience in real life or through the media, and through reading or viewing career information (Sampson et al., 2004).

Career information is provided in a variety of formats including text, images, audio, and multimedia. Over time, the delivery of career information has shifted from print media and analog multimedia to digital content on personal computers, the Internet, and mobile devices. The Internet has also evolved considerably over. Early applications focused on information delivery from author to audience. The notion of a second generation of the Internet and social media, which refers to technology characterized as being user-centered, open, participatory, interactive and knowledge sharing, poses a blend of new opportunities and challenges in the creation and delivery of career information.

Variability in career information validity has been an issue for some time and remains an issue today (Sampson & Makela, 2014). The availability of social media has resulted in more diverse authors of career information (Hooley et al., 2010, p. 6). Individuals now have the capability to develop and disseminate information to others. By publicly sharing their reflections on what they are learning, individuals using social media become producers of information (Kettunen, Sampson, & Vuorinen, 2015).

Against this backdrop, we examine potential sources of social media-based career information invalidity and implications for career practice in helping individuals make best use of social media-based career information. First, we set the context with a discussion of career information validity. This is followed by an examination of social media-based career information, including social media and social media tools, as well as accessing social media-based career information with examples provided of how different clients might use various tools in career and occupational exploration. Finally, several potential sources of invalidity are identified, and implications for career practitioners and researchers are provided. The identified potential sources of invalidity include: intentional bias (with or without profit motive), unintentional bias, restricted range of experience, out-of-date information, popularity bias, similarity bias, and context deficiency.

Conclusion

Recognizing that social media-based career information poses some unique validity challenges, the current wide availability of social media-based career information requires a thoughtful response from career practitioners. Three initiatives seem appropriate at this point: (a) practitioners contributing to the information and digital literacy of individuals and clients, (b) practitioners developing their skills in creating social media and in using social media tools, and (c) practitioners expanding their professional role to include active participation in social media as part of service delivery.

Career practitioners have a key role in helping individuals and clients evaluate, use, and contribute to social media-based career information as they navigate and make career decisions.

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Social networks as a tool for career evaluation and consultation

Abstract

Social networks, originating approximately 15 years ago, today constitute an important communications channel for millions of people, and can be converted into a consultation arena and serve as an essential, powerful tool for career consultants in evaluation and consultation in career-building and the search for employment, which occurs within these social networks as well as externally. In this presentation, we will discuss 3 evaluation/consultation tools: assistance to the counselor in the construction of a personal brand and Internet presence (impression management), while it is being constantly monitored and assessed by various software; the use of wisdom of the crowd to attain information and consultation on the Internet within existing communities; and the attainment of connections and the construction of communities for career promotion.

Keywords: social media, branding, wisdom of the crowd, digital identity

Introduction

Social networks have begun, apparently willingly to peek into people's lives. Before Facebook, Mark Zuckerberg established Coursematch – a network whose objective was to enable students to see their friends' course lists. Then came Facemash, which engaged in the mutual ranking of students – but university management closed it down after only a few days due to ethics problems. Today, research shows that approximately 36% of social network contents refer, in one way or another, to the workplace (Van, 2016, Zoonen, Verhoeven & Vliegenthart).

Social networks are often referred to as **a means to strengthen loose connections** and for **personal branding and impression management** – together with short-term implementations of searching for employment and creation/nurturing of business leads (lead generation). In the present article, we will refer to social networks as a means for career development.

Objective

The purpose of this article is to illustrate the options inherent in online social media for career consultation occurring within social networks as well as externally.

Approaches

From Personal Branding to Digital Identity

A **brand** is a name, term, design, symbol, or other feature that distinguishes an organization or product from its rivals in the eyes of the customer. <https://en.Wikipedia.org/wiki/Brand>

Tom Peters was one of the first to implement a branding process for careers (for Peters, career is a "portfolio of projects that teach you new skills (...) and develop new capabilities..." (Peters, 1997).

Peters wrote:

'Along the way, if you're really smart, you figure out what it takes to create a distinctive role for yourself – you create a message and a strategy to promote the brand called You.'

According to Peters, the significance of a career brand is "the creation of an identity for yourself" – **an art in itself**. The identities exist in a virtual community framework and attain independent lives, like literary characters.

Social networks provide a broad cushion for the creation of a portfolio (and identity), for the search for these projects and for learning from other network members.

A comparison between an individual and their digital identity on the Internet may interest counselors: sometimes it appears that from the Internet, we become acquainted with their style, their character traits and their preferences. Consultees might discuss the following questions: **What is my identity and how is it expressed** in a professional definition (Intro in Facebook, Summary in LinkedIn), as well as visual materials the consultee might upload to the Internet, and number and nature of connections. One might continue and engage in the questions "**How did I get into the field I work in? What is my market value and how can I improve it?**"

Impression Management

A brand is the **infrastructure for Impression Management** (Goffman, 1959), **actual behavior according to the desired imagery in a specific situation**, to promote a career, obtain more worthwhile employment or any other objective – or, as termed by Bangerter, Roulin & Konig (2012), the Signaling Game. The objective of Impression Management activity is **to create a coherent identity (narrative)** from all activities (Van Djik, 2013). This is also an important subject for consultee discussion. This identity is transmitted through

direct means (profile in LinkedIn) and indirect means (photos, comments, likes, etc.) (Roulin & Levashina, 2016).

Internet Evaluation

Mark Zuckerberg mentioned in jest that Facebook could evaluate personalities better than psychologists, and indeed, the social networks have become **a laboratory for human behavior**.

Surfer behavior is monitored by tracking and listening software such as **Buzzilla**, which analyzes consumption habits. There are also commercial companies that utilize a similar strategy, such as **Personity.ai**, also based on Big5 and **Crystal**, and software that attempts to predict behaviors, like leaving employment. Among them is the familiar **Big 5** model (the 5 traits with the most significant influence on human personality and behavior).

Marshall, Lefringhausen & Ferenczi, (2015), as well as Gou, Zhou, Huahai Yang (2014), examined the nature of surfer behavior in Twitter and Facebook. According to researchers, there is a positive correlation between grades and questionnaire grades manually filled out by these same individuals: Openness, Conscientiousness, Extraversion, Agreeableness (...) Neuroticism (McCrae & Costa, 1990).

Building Power on the Internet

If you have a profile, you're in good company (Cooper & Naatus, 2011). The measure of social capital is undertaken through strengthening of the virtual image's connections (or profile). Recruiters confer significance on the number of connections, their nature, number of endorsements (in LinkedIn lingo: keywords for skills that the contact community confirms), and the accuracy of brand placement (Ward & Yates, 2013). Search algorithms in LinkedIn also address quantity and quality of connections, rendering the one who has the "right" friends the winner.

A more advanced power source is **community management**. Successful construction and management of a group is, in itself, very complex, perhaps even an art (Levine, 2017). One might propose the construction of an offline or Internet community as a strategy for career development.

Internet Consultation

Social networks provide deliberating counselors with much information on careers via the profiles found on the Internet. **In addition, there are interest groups engaging in the discussion of career development.**

Wisdom of the crowd works – not in the providing of accurate information, but rather in the providing of information on the wind's direction. The Internet is always open to answer questions and provide advice, for example: regarding the salary acceptable in a particular field, or which educational institution to select, what the most frequently asked questions are in work interviews, etc. Many counselors join this Internet discussion, creating a new consultation arena.

Conclusions

Social networks call for different work strategies for everyone: employers, employee candidates and consultants. For consultants, it will be particularly interesting to understand the virtual image of a consultee and their activities, and to direct this image towards activities appropriate to the consultee's skills and personality, as well as their professional preferences.

In addition, for many consultants, social networks open up an indirect connection format with clients, with live broadcasts and consultation on consultee questions.

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Conference theme V:

Career guidance and
counselling and the ever-changing
labour market and access to work

The development and decline of career information in Hungary

Abstract

This article gives an overview of issues surrounding the acquisition and use of career information from the early industrial societies to the postmodern era. It presents a philosophical argument that the world of work and careers cannot be perfectly described. It analyses and discusses the relevance of existing and available definitions of career for career development and challenges the popular view that the world of careers can be understood in detail and constitutes a static system which can be used to make a “good career choice”. Finally, it makes a recommendation as to the redefinition of the concept of career information within the scope of career construction.

Key words: career information; job placement; career construction

Introduction

Directly linking jobs with occupations and vocational qualifications is highly problematic. This has become more challenging as the industrial economy has evolved into a knowledge-based economy. This evolution also has strong consequences for the matching of vocational and higher education qualifications to the current needs of the labour market. Since the 1960s it has been argued that this direct link between educational qualifications and occupations exists in post-modern societies (Beck, Bolte & Brater, 1976). Conversely, Work Adjustment Theory (Dawis, 2000, Dawis & Lofquist, 1984) suggests that the fit of certain workers to certain jobs is more of a constant adjustment of the person and the environment than simply a question of matching. Traditional models of linking people with vocations and occupations through the trait-and-factor-centred approaches pioneered by Parsons (1909) have been criticised and how effectively they can provide a good person-environment fit (Davis, England, & Lofquist, 1964) has been questioned. The available career information has improved dramatically during the last two centuries and is no longer solely derived from official state-owned information. Since the 1990s, online sources of information have developed which can present various alternatives to official career information. This includes the opportunity to publish unvalidated data, to aggregate naturally occurring data e.g. job adverts and to reanalyse and represent government data sources (Osborn, Kronholz, Finklea & Cantonis, 2014). Some have argued that these developments now provide too many data, overload the citizen and create stress (Barnett, 2000). The growth of unvalidated online data also presents individuals and career professionals with challenges when ascertaining the validity, source, reliability and currency of career information.

Individual phases of industrialisation increased the social division of labour. This, in turn, triggered the need to make occupations, trades and vocational qualifications transparent in some form so that they could be used both to support career decision-making and in labour force planning. The need for information that could support career decision-making resulted in printed job advertisements and information about schools being turned into a product that could be reproduced and disseminated. The need for a statistical inventory (ILO, 2012) that could support labour force planning led to the creation of the International Standard Classification of Occupations (ISCO) (ISCO 1957, ISCO 1958). Career information continues to serve these two overlapping but distinct purposes, which remains an ongoing source of tensions. Career information often becomes out of date and incorrect. This was particularly the case during periods of rapid social and economic change such as the oil crises (1973, 1979) and the collapse of Soviet-type centrally planned systems (1989-1991) both in Eastern Europe and the former Soviet Union. Career information and traditional career counselling are challenged by economic and social changes, particularly when key assumptions about the continuity of traditional large-scale enterprises with clear hierarchies and salary grades are called into question.

In the contemporary world we are experiencing further social and economic changes, which raise further questions about the usefulness of career information. Information and knowledge are not only more readily available than ever before in human history but are also more diffuse than ever (Delanty, 2001:7). The role of self-employment and precarious employment is growing; the quality of jobs and the issue of social protection are gaining in importance (OECD, 2015) – although this importance is often not evident in practice – while job content can no longer be easily defined through a top-down corporate HR model. Economic policy is no longer concerned with a temporary match between an individual and an occupation but rather with the match between skills and job tasks (WEF, 2014). Career choice has been superseded by ongoing career adaptation and construction (Krumboltz, 2009), life-long learning (European Parliament and Council, 2006), continuous vocational training and the appreciation of supra-occupational competencies. At the same time, self-management – including the development of self-efficacy (Bandura, 1994) – increasingly prevails over social security. The sum of these tendencies calls into question the validity of career information that can be described through traditional taxonomies, definitions and statistics. The US Department of Labour (DoL) or Canada's Department of Human Resources and Skills Development (HRSDC) now attempt to follow this paradigm shift through their own systems. Thus, for example, while the O*NET in the US, which is based on DOT (Dictionary of Occupational Titles), or Canada's latest NOC 2011 (National Occupational Classification) retain the logical framework of job versus occupation/trade set up by the ILO's first ISCO-58, they now apply a significantly more flexible taxonomy whereby the number of described occupations is about ten times higher compared to the static taxonomies used in traditional industrial societies.

The transformation of career information is not only induced by technological development but also by the recognition of earlier underrated supra-occupational competences also known as key competencies. The appreciation of these competencies is in direct proportion to the complexity of society and the labour market. A special challenge is posed by the fact that key competences as such cannot be described in their entirety, due to the existence of a great number of often contradictory lists. While professional competencies (hard skills) are traditionally linked to intelligence and knowledge, key competences (soft skills) are normally connected with emotional intelligence. Currently, most of the authors see these as complementary and mixed sets of skills (Rainsbury et al. 2002) where it is often hard to set clear borders. Certain occupations and trades can typically be described as requiring a combination of these two competence fields. However, the creation of such descriptions will become increasingly difficult as a greater proportion of jobs within the economy become dominated by key competences. Traditional career information taxonomies cannot cope with this latter occupational group, just as traditional industry-based vocational training models and vocational guidance face difficulties when they rely on professional competencies as a common reference point. The increasing role of key competences in the career pathway is captured by the European Union's *list of key competences supporting lifelong learning* (Recommendation 2006/962/EC of the European Parliament and of the Council). The UN's professional body, UNICEF, and WHO are beginning to use and promote the term *life skills* in education (UNICEF, 2012). The OECD – tacitly supported by the European Commission – has put together a Skills Strategy that has formed the basis of its country analyses since the mid-2010s (Skills Strategy (OECD, 2012)). In this strategy, the development, activation and effective use of skills feature as a dominant value. The definitions used in contemporary career taxonomies demonstrate the current challenges related the use of career information. These definitions are the outcome of the 20th century's industrialised world and therefore might change, as most if not all of these meanings are strongly connected to the world of labour, which is fading away. Redefining these building blocks is partly a task of the future.

Dynamic approaches

The challenge of shifting from a static matching approach to a more dynamic match has led to many new taxonomies and approaches. These approaches and tools are all built on or at least strongly interconnected with technology, mainly the Internet (Osborn, Kronholz, Finklea & Cantonis, 2014). While a high level of Internet-based career information better enables individuals to make informed

career decisions it can also include a dangerous level of fake information. Different states and the European Union have been developing different Internet-based career information systems to bridge this existing gap. In this section I review a few of them to provide examples of how different states are attempting to address the challenges associated with career information raised in the first part of the article. These career information systems include ROME (Répertoire Opérationnel des Métiers et des Emplois), one of the oldest systems used by the French public employment service (ANPE, now Pole l'Emploi), which today lists 10,000 trades or jobs arranged under 531 occupations based on competencies. ROME is a living system, which also develops with each job placement performed by the labour market organisation and thus it is a self-learning system. Most hits relate to more than only one occupational code and, based on feedback from businesses, it is possible to clarify, supplement and replace the taxonomy. In recent years, among employment services, the Flemish Public Employment Service, VDAB, has completely shifted its job brokerage strategy. In its job brokerage system, instead of ISCO codes it focuses on professional and supra-professional competences. This has also transformed employment counselling work with employers and individuals. The focus is placed on the exact description of competence requirements for a vacancy at the individual employer level, while from the jobseeker's perspective it is possible to establish and manage an individual client/jobseeker portfolio. If there is no complete match between the parties' needs, career counselling or adult education provided by the labour market organisation as an active employment policy tool is able to focus on the targeted development of one or two missing competences. With that, the organisation's approach to career information and its use enters a new dimension, enabling the public employment service to change its function by using a new taxonomy and turn into a modern human resource management organisation instead of carrying out large-scale job brokerage activity typical of the 20th century (Leroy-Struyven, 2014). EURES – the European Employment Services – has undergone this task shift in its EU-PES 2020 Strategy acting as a conductor of the labour market (PES 2020, Output Paper for EU 2020). This strategy was offered to the Public Employment Services of the Member States and has been implemented via what is known as the benchlearning project of the European Commission and the European Network of Public Employment Services, which was set up based on the joint decision of the European Parliament and Council in 2014.

In the European Union, there are many attempts in progress to re-interpret the paid work/individual career relationship. One of the prominent projects, in an early stage of which the author of this article was also able to participate in, is the European Dictionary of Skills and Competencies known as DISCO. Today this dictionary is available in 11 languages and contains 36,000 terms, which has basically resolved the discussion around the concept of competence from the aspect of practical application. The second development stage of the Dictionary (2010-2012) followed the Recommendation of the European Parliament and Council on the European Qualifications Framework (2008). The EQF (European Qualifications Framework) and the underlying national qualifications frameworks can be considered as the modernisation tools of the European education policy, the purpose of which is to ensure outputs that can be used in modern complex societies and labour markets. The EQF defines competency as follows: the ability to use knowledge and skills in workplace and learning situations. In other words, the focus now falls on usability, as opposed to the length of studies. The latest attempt of the community to re-shape career inventories has been ESCO (European Skills, Competences, Qualifications and Occupations). The key purpose of ESCO is to create a common platform for vocational training and job brokerage terminology. The first pilot version was completed in 2013 and the current trial version runs until the end of 2016. The matching work involving European social partners takes place in 27 sectoral committees. The result will be ESCO v1, which is in a pilot phase in the spring of 2017. Will it be possible to link occupations with training programmes and vice versa in the language of competences and skills? There are many sceptics concerning this pilot and its practical use, starting in 2017, will make it clear whether or not the work has been successful. The first version of ESCO will be used online from early 2018 in the EU member states. Rethinking Education (European Parliament, 2013), one of the latest European political document addressing the reconsideration of the

European (EU) education policy mentions no fewer than 13 times the term “career” as a single word or part of a phrase (such as in career guidance, career choice, career management). The document responds to the rapid change of careers and draws the attention of member state governments to the dynamics of harmonising individual career pathways and the labour market. When in our analysis we look beyond the European Union, in particular at North-America, a recent Canadian development, namely NOC 2011 (National Occupational Classification), stands out. The NOC’s point of departure is the job content and overall it presents 500 occupations. Based on the work activity, 10 competencies/skills are categorised under 4 qualification levels. The leading-edge solution of the American continent is the O*NET system under development for a long time and maintained by the US Department of Labour at great expense. The use of substantial federal resources is made palatable by the idea of reducing information asymmetries (Stiglitz, 2000), one of the known failures of the economy, and by the fact that US policies clearly make career management and school selection the responsibility of the individual and the family. Thereby, risks involved in career choices are exclusively borne by individuals and households. The O*NET model no longer approaches the question of career information from the aspect of jobs/tasks but individual skills. Overall, the system works with 483 variables describing nearly ten times as many occupations compared to DOT (Directory of Occupational Titles Mariani, 1999). The system works with online applications that other occupational inventories are not capable of using, as quite simply they do not have a sufficient amount of data and analytical capacity available. It is no accident that the French administration, which was reluctant to consider Anglo-Saxon solutions a few years ago, has been negotiating about the adaptation of O*NET for a few years now.

Conclusion

Based on the above, should we give up the idea of gaining a full understanding of the world of occupations and the changing needs of the labour markets? After all, as I have argued, the provision of accurate career information is becoming increasingly challenging in the 21st century. Several countries and international organisations are now developing dynamic career information systems. However, the development of new and more dynamic career information systems only makes sense if we shift our focus from the individual-occupation relationship to the skills-task relationship built individually. At the same time, subject to the pace of technological development, there can remain professions that are dominated by professional competences and/or where the duration of professional training is so long that the transactional costs of career adjustment will not be affordable by many (e.g. specialist physician). This system of relationships, as has been demonstrated by the operation of O*NET, is dynamic and can continuously be reshaped during the individual’s career pathway, partly by providing shifts between different occupations and the skills composition of these occupations. The result of this paradigm shift in the European Union has been the birth of the concept of lifelong guidance (EC, 2004, Borbély-Pecze, 2010, Borbély-Pecze, 2010b), which has both superseded and integrated earlier concepts, thereby offering a consistent frame of reference. Lifelong guidance includes, as a building block, a *career management competence* (ELGPN, 2013, Sultana, 2011, EC, 2008). The creators (Sultana, 2011, EC 2004, 2008, ELGPN, 2013) of the concept consider it a key competence not yet included in the new community document on key competences for lifelong learning and the flexible European labour market (EC, 2006).

The continuous development and revision of career management competence and career information are thus interlinked for the entire duration of the individual’s career, including the possible changes between occupations. This fact was most recently acknowledged in the renewed key competencies for lifelong learning framework recommendation of the European Commission (EC, 2018). All this is based on the assumption of a dynamic relationship where the ever changing content of careers has an impact on the individual’s choices and, in an optimum case, on their competence development, i.e. further human resource investments along their career path. Employment and job brokerage thus become decreasingly determined by statically described occupational contents and increasingly so by specific jobs (positions) and their tasks, whereby the link between the individual and the task is defined by the

level of individual skills and competence requirements related to each task to be performed. The shaping and maintenance of modern career information must support these transactions and transitions from the aspect of the individual and the economy alike.

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Building Career Capital: Helping Workers to Enhance Career Mobility within our Uncertain Times

Abstract

Work transitions can be stressful to those who experience them, and yet are happening more frequently, as the notion of a job for life fades and expectation of lengthening careers increases. Ensuring smooth and successful work transitions is therefore in the direct interests of workers, and indirectly, employers. Defining career mobility as the worker's ability to undertake such role transitions, this article positions career capital as the resource necessary to ease such role movement. After introducing Arthur, Inkson and Pringle's (1999) career capital theoretical framework, this presentation progresses to clarify both how it has been applied within work transitions research and the gap within the literature concerning organisational career transitions.

After introducing this PhD research study, this presentation will explore the career capital required by business leaders to facilitate their own voluntary, sideward or upward role transitions within a UK business. An interpretivist methodological approach is applied, using a case study method and comprising face-to-face, semi-structured, narrative interviews with 36 participants. On telling their transition stories, the participants described what helped and hindered their transition experience and what additional support could have aided them.

Emerging results introduce a new career capital theoretical framework: 'Knowing-Self', 'Knowing-How' and 'Knowing-Whom', comprising 24 career capital aspects. As well as aiding, the findings confirm how career capital can also hinder such role movement. Before concluding, it is clarified how career capital is dynamic, both being developed and eroded through the business leaders' role transition experience.

Key words – role transitions, career capital, career mobility

Introduction

Within our more 'vuca' (volatile, uncertain, complex and ambiguous) societies, our working environment is ever more challenging (Alejandro and Yolanda, 2015). With growing commercial pressures on organisations, a job for life is perhaps less realistic for individuals than it once was (Tongan, 2011). In addition, it is widely predicted that people will be working for longer, "for some into their 70s or even 80s" (Gratton and Scott, 2017: 6). Consequently, individuals are likely to need to transition between roles more frequently (Kambourov and Manovski, 2008), whilst seeking out

opportunities within the careers landscape. Here, career mobility is defined as the individual's ability to undertake such role transitions.

Having such mobility and undertaking role transitions can be stressful for individuals (Baruch, 2006). Experiencing such transitions requires both physical and mental adjustments to routines, networks, training needs, identity and attitude (Clarke, 2009; Ibarra and Barbulescu, 2010). For some, transitions may expose fragility, prompting the need for introspection, re-evaluation and the creation of new career narratives (Clarke, 2009). Consequently, so as to aid an individual's career mobility, it is relevant and important for *all* workers to learn how to manage transitions and cultivate the relevant aspects of personal resources. Such management can be aided through the use of appropriate career diagnostics. Here, such personal resources are defined as career capital.

The term, career capital, can be defined as "the overall set of non-financial resources a person is able to bring to his or her work" (Arthur, DeFillippi and Jones, 2001: 101). Arthur, Inkson and Pringle (1999) were the first to introduce a career capital theoretical framework: 'Knowing-Why', 'Knowing-How', and 'Knowing-Whom', embracing social and cultural capital aspects of Bourdieu's capital theory (Bourdieu, 1986). Whilst this framework has been used extensively to understand individual and organisational change, to date only two studies have explored transitions: female entrepreneurs (Terjesen, 2005) and global careers (Suutari and Makela, 2007). Consequently, this highlights a gap in the literature relating to how career capital facilitates role transition within organisational careers.

Research objective

Given this gap within the literature, the objective of this research study is to explore the career capital required by business leaders to facilitate their own voluntary, sideward or upward macro work role transitions within a business within the UK.

The research questions are:

1. What aspects of career capital facilitate such role transitions?
2. How and to what extent are these role moves supported by career capital?
3. What barriers inhibit such role transitions?
4. What are the implications for business leaders and organisations of these role transition experiences?

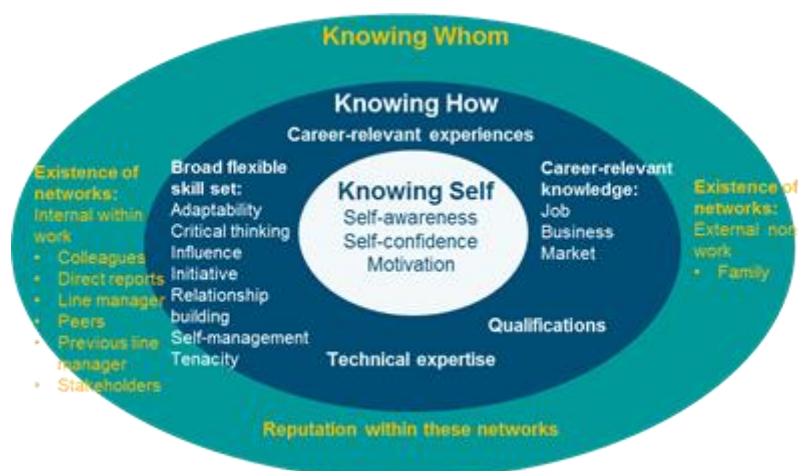
Methodological approach

This article draws upon learning from a wider, ongoing (PhD) study which adopts an interpretivist methodological approach. The wider study uses a case study method comprising face-to-face, semi-structured and narrative interviews with 36 participants who had recently made internal role transitions in a UK-based construction company. The interviews explored aspects that had supported and hindered internal role transitions, and the participants' identification of additional support they perceived might have helped them. By adopting a case study design, it lends itself to bringing in-depth understanding to previously under-explored, complex, particular real-life phenomenon (Gaya and Smith, 2016), such as participants' role transition experiences. Such understanding can lead to the creation of context-dependent knowledge (Flyvbjerg, 2011) and a source of expertise and insight (Yin, 2012), that can both stimulate learning and be transferrable to new situations (Flyvbjerg, 2011; Hyett, Kenny and Dickson-Swift, 2014). Richard Boyatzis's thematic coding method (Boyatzis, 1998) was applied to interpret the transcriptions, supporting greater levels of interpretive validity; an iterative process led to the clarification of emerging results.

Results

Findings confirm that all participants drew upon career capital as an enabler to their recent organisational role transition. Being grounded in empirical evidence, such discoveries have informed a new career capital theoretical framework for organisational careers: 'Knowing-Self', 'Knowing-How' and 'Knowing-Whom', as illustrated in Figure 1. Comprising 24 career capital aspects, including Self-awareness, Self-confidence, Motivation, Flexible skills sets, Technical expertise, Internal networks and Reputation, each participant drew upon their own career capital portfolio of between 5-14 career capital aspects. Both 'Knowing-Self' and 18 of the career capital aspects differ from the Arthur et al.'s (1999) original theory, and offer greater specificity.

Figure 1: Career Capital Theoretical Framework (Source: Author' own)



However, of the 36 participants, 35 described how career capital also hindered their role transition experience. Whilst having too much or too little of ‘Knowing-Self’, ‘Knowing-How’ and ‘Knowing-Whom’ career capital impeded their transition, the barriers caused by ‘Knowing-Whom’ were more complex in nature. In addition, 15 participants experienced having mis-understanding, and in some situations conflicts, within a range of their contacts concerning a range of topics, including: role clarity, perceived priorities and approach for vision delivery.

Additionally, rather than being static, these empirical findings show how career capital acts as a dynamic resource through the role holders’ role transition. Firstly, through changing roles and teams, the participants found that their career capital portfolio changed in perceived value, illustrating the relevancy of Bourdieu’s notion of field (or locality, in this case the new role and team) and symbolic capital (or perceived value of capital, in this case perceived value of career capital) (Bourdieu, 1986). Secondly, career capital can be developed through the transition either through the role transition experience, or by being accessed by ‘Knowing-Whom’ networks, exemplifying Bourdieu’s notion of convertibility (where capital can circulate and convert to new capital forms) (Bourdieu, 1986). Finally, the participants’ career capital can also be eroded through the role transition experience, for example through erosion of Self-confidence and loss of Peer relationships.

Conclusion

To conclude, such empirical findings support the furthering of practice within the fields of career guidance and career counselling. Firstly, insights drawn from this research can support clients to anticipate and manage forthcoming role transitions, thereby reducing potential stresses and easing their anticipated career move. Secondly, this emergent career capital theoretical framework can act as a lens to understand predicted role transition enablers and blockers, helping to bring clarity to the complexity inherent within impending role transitions. In addition, such empirical findings can inform the development of new career diagnostics, whether being self-reflective or quantitative in nature. Once developed, by completing such diagnostics, clients will be able to clarify the nature of their current and required career capital portfolios in respect to future role transitions. Finally, such diagnostics will support career development conversations between clients and practitioners, thereby enabling clients to further enhance the nature and scope of their career capital portfolio.

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Impact of the professional sector on career guidance and counselling

Abstract

Over the years, vocational teachers in Sweden have worked with educational and career guidance initiatives, although it has taken different forms at different stages (e.g. Lpf 94; Lgy 70). Following the introduction of the most recent upper secondary school curriculum, GY 2011, career guidance and counselling from a broad perspective has come to the fore even more. Working from a broad perspective leads to pupils developing Career Management Skills (CMS), and involves teachers and career guidance counsellors developing knowledge, skills, approaches and competences as part of their teaching. These are areas that help develop the pupil's ability to reach well-founded decisions related to school and education. If pupils develop these capabilities, they are also equipped to cope with the transition between different forms of schooling, and between school and working life.

The GY 2011 reform not only highlighted career guidance and counselling, it also substantially reinforced the role of the professional sector. This has meant that representatives from the professional sector have an even greater influence on the content of school teaching and the work-based element of vocational education. The professional sector can therefore be regarded as an external impact factor with its own routines, i.e. a workplace curriculum that should be integrated into the school's educational remit. The result shows that this workplace curriculum, which is very much in keeping with the times in terms of the design of vocational training programmes, also influences the educational undertaking of vocational teachers. The professional sector thus has an impact on education and career guidance and counselling in a broad sense.

Keywords: Career Management Skills, vocational education, teacher, personal trainer, school code, professional code.

Context. Vocational education in upper secondary school - the Child and Recreation Programme

Introduction

The Swedish upper secondary school system has 18 national programmes, 12 of which are vocational programmes. As the curriculum was formulated at the national level prior to the GY 2011 reform, the needs and interests of society in terms of a future labour force have influenced the content of the programmes (SOU 2008:27; Andersson, Wärvik & Thång, 2015). As the professional sector became further involved in vocational training, the school was able to utilise the knowledge identified and

classified by the professional sector as core professional knowledge. One of the aims of the new vocational programmes was that the pupils should be employable (SOU 2008:27)

In Sweden, career guidance and counselling are spoken about from both a narrow and a broad perspective (Lindh, 1997; Lovén, 2002). The narrow perspective covers the work of the career counsellor that involves discussions on an individual and group basis (National Agency for Education, 2013). The broad perspective refers to the initiatives put in place by principals, teachers and career counsellors in an educational context. This covers the knowledge, skills and approaches (Career Management Skills, CMS) an individual, regardless of age, needs to develop in order to make a well-informed decision when faced with a range of choices (ELGPN 2015; NVL/ELGPN, 2014). These skills prepare the individual in the lead-up to specific changes, such as the transition between one type of school and another. In the Nordic region, CMS are termed ‘career competence’ and this designation is exemplified in different ways in the different countries (NVL/ELGPN, 2014). In Sweden, it is described in the general guidelines issued by the National Agency for Education – *Career Guidance and Counselling* (2013, p 12) – as the process of developing the ability to choose. It means that teaching, information and guidance discussions interact to promote the pupil’s a) personal insight, b) ability to reach and implement decisions, and c) ability to cope with changes in life (cf. ELGPN, 2015; Olofsson, Lovén & Deliér, 2017). The work of the teacher is therefore an integral part of the initiatives that are being implemented to equip pupils with career competence, and is included in career guidance and counselling in the broad sense.

Development

When GY 2011 came into effect, new vocational programmes, orientations and vocational outcomes also came into effect. The content of existing programmes was changed, particularly when several programmes acquired new professional outcomes. A further change was that programmes that were classified as both a higher education preparatory programme and a vocational programme became vocational programmes. One example was the Child and Recreation Programme. Within the programme, completely new professional outcomes, such as personal trainer (PT), were incorporated into the Recreation and Health orientation. This vocational specialisation focuses on health, training, sales and client management (e.g. Sassatelli, 2010). The results outlined below are based on the study *Personal trainer – a pathway into the future or a blind alley? An upper secondary school vocational outcome within the Child and Recreation Programme* (Dyne, 2017).

The purpose was to study how a professional outcome within a vocational programme was formulated and transformed into vocational programme content. The study covers both the national level, when the curriculum was formulated, and the local level, when the curriculum was transformed into educational content (Lindensjö & Lundgren, 2012). In the formulation and transformation arenas, individuals and bodies within the school system and the professional sector came together to discuss

the organisation of the school and the educational content. In this study, work-based learning also has a prominent role to play, and Billett (2006) is enlisted to make both the intended curriculum and the implemented curriculum at the workplace comprehensible. The *intended* curriculum deals with the norms and notions in the professional world relating to expected professional knowledge and the economic interests of the business or organisation. The *actual* curriculum deals with the professional knowledge the pupil can acquire at the workplace (Billett, 2006).

The material was gathered through a) interviews with seven individuals on the national and local level, b) one year of observations at working team meetings, programme committee meetings, and open discussions in conjunction with a local Child and Recreation programme, and c) written documents and documentation deriving from the observations. A total of 27 people took part, and through the analysis the codes that affect vocational training were clarified (Arfwedson, 1993). The codes are identified as a school code and a professional code. They highlight the routines that are taken for granted, i.e. the unwritten rules and collective traditions that exist in a school and in the professional sector, on both the national and local level.

Results

To run a vocational programme together with the professional sector, the school needs to prepare for collaboration. The vocational teachers involved in the study therefore set up local programme councils – collaborative fora where the school and the professional sector could discuss the content of the programme and how it would be organised. The vocational teachers and representatives from the professional sector also worked together on developing the professional sectors three-week training programmes, and incorporated these into the upper secondary school programmes. They continuously provided examples of how they taught the pupils professional skills and developed their health sector know-how. They identified and explained the various skills the pupils needed to develop, and the personal insight that was required to meet the needs of the client:

Personal competence is all about your own capability ...//... Personal competence is also about ignoring yourself and concentrating on the client's training, not your own needs. (Patrik, vocational teacher)

Competence is an individual characteristic that is manifested through action (Sultana, 2012). The vocational skills listed above, which are taught by vocational teachers, influence the insight and understanding of which components affect decision-making in the PT profession. As the PT profession is business oriented, and the client is the focal point, the above quotation offers some insight into the professional skills required by a PT, as well as the decisions that need to be made, and the importance of identifying and addressing the client's needs.

Even if vocational teachers incorporate the interests of the professional sector into the vocational programme, running the programme is not completely problem-free. The situation is challenging, as in the first instance there must be the will to cooperate to ensure the vocational programme can be implemented (Billett et al, 2007; Nylund & Rosvall, 2011), which is not entirely the case in this study. In the second instance, the pupils must have access to relevant vocational knowledge at the workplace (Billet, 2006). However, because the professional sector does not change the way it operates following the arrival of a pupil at the workplace, this does not happen (Höghi, 2014). Generally, an unyielding professional code emerges, which neither wants nor takes account of the curriculum and the associated remit during the work-based part of the programme.

The main problem was that during the work-based part of the programme, the pupils were not allowed to take part in the more advanced elements during training sessions with clients to acquire the requisite professional knowledge. They were in effect only permitted to take part in more mundane duties, such as cleaning and reception work. The solution was that the pupils were forced to ask if they could participate in PT-led training sessions. Ultimately, it was the client and not the PT who decided whether the pupil was allowed to take part. It is the client who pays the PT's salary and the client therefore has a key role to play in the company's profit-driven operations. Consequently, the pupils were left to assume responsibility for their learning at the workplace.

Even before the GY 2011 reform, the fact that the pupils' responsibility for learning would increase was highlighted, as was the risk that it could limit their future prospects (Forsblad, 2008; Nylund & Rosvall, 2011). It is naturally a problem that the school is compelled to hand over responsibility for learning to the pupil during the placement period. This is not something the vocational teachers want, although they are unable to influence the interests that are so firmly embedded in the professional sector. This situation can be viewed in relation to the criticism directed at CMS. Sultana (2012), for example, described how responsibility for the future is placed on the shoulders of a young person, and likewise the requirement to develop the skills necessary to make carefully considered choices. Those pupils who have already mastered CMS, i.e. those who have gained personal insight and mastered the ability to make decisions and deal with changes, could probably manage the vocational programme regardless. The results, however, highlight the difficulty of the situation. In that case, with a changing professional sector, it is fitting to ask the question whether the pupils can genuinely develop their knowledge, skills and approaches as the workplace does not incorporate the wishes of the school into work-based learning.

Conclusion

When the vocational teachers involved in the programme organise the vocational programme, they do so together with a professional sector that lacks experience of cooperating with the school, and vice versa. As the representatives from the local professional sector are not prepared to help meet the

school's educational undertakings, this poses a problem. The pupils are not permitted to access the whole body of professional knowledge during the work-based part of the programme. Despite the fact that the vocational teachers try to involve the professional sector in the remit of the school, they are nevertheless forced to hand over responsibility for learning to the pupils (cf. Nylund & Rosvall, 2011). One assumption is that a pupil who has not developed CMS has far fewer opportunities to take advantage of the entire body of professional knowledge at the workplace. Pupils need to develop the capabilities and skills required to contact a PT and to be able to ask to be involved directly with clients during a training session. Likewise, well-developed strategies and personal insight are required to make direct contact with clients and guide their training. In this case, skills that allow pupils to make carefully considered choices are highly relevant, as is the ability to perform their professional duties. The placement can thus be regarded as a change-over point in a pupil's life, similar to the transition from school to working life that takes place under the auspices of the upper secondary school.

The view that emerges in the initial phase is that the entire career guidance and counselling system at the school, as implemented by principals, teachers and career guidance counsellors, is not considered to be entirely in line with reality. The results show how interests and conditions in the professional sector are in many ways a 'dark horse', as they infiltrate the school's career guidance and counselling system. This makes it very important to take into account the fact that the local professional sector will have a tangible impact on career guidance and counselling in a broad sense.

This study is being run on the national and local level and involves one single upper secondary school programme. It is therefore important to study in greater depth the effects and conditions surrounding the work that is taking place within vocational programmes to provide pupils with CMS training (cf. Sultana, 2012).

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The Professionalisation of Career Counselling in Mongolia – Introduction of a Master's degree program at the National University of Mongolia

In the Mongolian commodities sector, as well as in the upstream and downstream industries, additional skilled workers are needed, especially in the fields of electrical engineering, construction and mechanics. The currently available training system is unable to meet this demand, either qualitatively or quantitatively. Graduates of public and private vocational schools are often unable to find employment, due to insufficient qualifications, because vocational training is lacking in adaptation to the needs of the employment market. Many young people decide to study at the university against vocational training in a technical field. One of the reasons for this is certainly, a missing career counselling appointment.

The Society for International Cooperation (GIZ) and the Mongolian Department of Labour aim to promote the qualification of career counsellors. In this context, the University of BA supports the introduction of a Master's Degree in Career Counselling at the country's National University of Mongolia (NUM), through developing a competency-based curriculum and implementing it in academic education. The program can be offered as on-campus- or as a distance learning study.

The program currently involves 25 students a year, most of them work in counselling institutions and public authorities (e.g. various state departments, employment administration bodies). The aim is to offer or professionalise the qualification of career counsellors at the academic level. This entails the creation of a career counselling community (e.g. in the form of a National Counselling Forum) to facilitate the exchange of expertise between science and the counselling practice in Mongolia. A key challenge is to build sustainable networks and effective marketing for Mongolian career counselling (e.g. between public authorities, vocational schools, companies), as well as to offer gender-sensitive and target group-oriented counselling - which reflect the Mongolian conditions (e.g. legal provisions, institutional circumstances, cultural aspects).

The aim of the presentation is

- to present a model of professionalising vocational guidance in a country that is in an economic and political transformation process;

- to highlight the specifics of the professionalisation of career counselling in Mongolia, particularly, in terms of the academic qualification for guidance counsellors;
- and to discuss the utility and the limitations of the present project results as a good practice example for other countries with similar structures and conditions.

Keywords: Counselling, Career Guidance, Counsellor Education and Professionalisation, Good Practical Examples

Ertelt, B.-J.; Scharpf, M. et al. (2017): Lehrbuch „Berufsberatung“ (Handbook Career Counselling), Ulaanbaatar: National University of Mongolia/GIZ

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Presented by representatives from the Nordic and Baltic Euroguidance centres. Euroguidance is a European network of national resource and information centres for guidance tasked with promoting the European dimension in guidance and providing information on lifelong guidance and mobility for learning purposes

Guidance for 21st century skills through learning abroad

Abstract:

The present era of globalisation of the economy and the labour market calls for increased mobility of individuals across borders and an increased international dimension in many professions. Therefore young people need to be offered good opportunities for developing their ability to see themselves in an international context and to make international comparisons and reflections. The Erasmus Impact Study¹ points out that international mobility contributes to giving young persons better opportunities to work on an internationally competitive labour market. The study shows that learning mobility positively affects future career opportunities. How can guidance practitioners contribute to successful international learning experiences, and to maximising the impact of the learning gained abroad?

The workshop will promote learning abroad as a means to develop 21st century skills by:

- Raising awareness about the competences gained through learning mobility and their value in the global labour market.
- Encouraging guidance professionals to consider their role and identify resources in supporting learning mobility through self-reflection and peer learning.

Euroguidance centres from the Nordic and Baltic countries invite guidance professionals, including practitioners, experts and researchers to join the session. The goal is to contribute to a broader understanding of developing skills through learning mobility, thus gaining a point of departure for one's own mobility guidance work.

Key words: global labour market needs, mobility guidance, learning mobility

¹ Erasmus Impact Study, 2014

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Measuring Essential Career Competencies: Insights, Suggestions and Potential Pitfalls Learned Through an International Comparative Study

Workshop:

Abstract

Today, we no longer can tell how things will unfold in the society. Conventional occupational skills alone will not be the "laissez passer" for young people we support through career guidance and counselling. In almost every country, educators are taking sincere actions and endeavours to nurture wide variety of knowledge, skills, attitudes, values and ethics.

Here, we are facing a challenging task. How can we measure career competencies necessary in the society today? As for the established academic knowledge and occupational/technical skills, there are many tools for assessment in place. TIMSS and PISA would be the good examples for academic knowledge. Many national and international occupational skill tests are utilized to recognize the vocational qualifications. However, how do we assess and evaluate what we often call "social/soft skills" such as creativity, collaboration, curiosity, resilience, self-esteem, etc.?

In the world of researchers, there have been good accumulation of discussions related to the measurement of such competencies, and many professional assessment tools and inventories have already been developed. Nonetheless, in reality, are the educators at school sites adequately perceiving the students' growth, and utilizing the result of evaluation/assessment for improving their practices?

In this workshop, four contributors from Japan will be presenting the results of their international comparative research supported by JSPS KAKENHI Grant Number JP16H03791. The contributors visited actual schools, educational administrative authorities such as boards of education, and other related professional organizations in Denmark, France, Japan, Korea, Malaysia and United States in 2016, 2017 and 2018. After summarizing the analytical result on the facts in individual countries, they will discuss the insights, suggestions and potential pitfalls learned through their study. Based on the discussion, the participants in the workshop will have the opportunity to exchange views and thoughts on the implementable ways for perceiving and measuring the essential career competencies.

KEYWORDS: career competencies, measurement, outcome, comparative study

Report

Introduction

Today, we no longer can tell how things will unfold in the rapidly changing society. Conventional occupational skills alone will not be the "laissez passer" for young people we support through career guidance and counselling. In almost every country, educators are taking sincere actions and endeavours to nurture wide variety of knowledge, skills, attitudes, values and ethics. No one can be left making such effort without worrying about the outcome.

Here, we are facing a challenging task. How can we measure career competencies necessary in the society today? As for the established academic knowledge and occupational/technical skills, there are many tools for assessment in place. TIMSS and PISA would be the good examples for academic knowledge. Many national and international occupational skill tests are utilized to recognize the vocational qualifications. However, how do we assess and evaluate what we often call "social skills" or "soft skills", such as creativity, collaboration, curiosity, resilience, self-esteem, etc.?

The accumulation of scientific discussions related to the measurement of such competencies by the researchers, and the invention of professional assessment tools have not yet widely accepted among the educators at school sites. In Japan for instance, more than 90% of the teachers, i.e. career guidance practitioners at schools, recognize the importance of outcome assessment/evaluations of their practices. But, less than 15% of entire schools have assessment plan at hand (National Institute for Educational Policy Research (2015), Table 7 & 22).

Development

In order to grasp and analyse the current situations of assessment/evaluation of essential career competencies in a global aspect, four contributors in this workshop visited actual schools, educational administrative authorities such as boards of education, and other related professional organizations in Denmark, France, Japan, Korea, Malaysia and United States in 2016, 2017 and 2018. This international comparative research is supported by JSPS KAKENHI Grant Number JP16H03791.

Results

Main findings from the international researches in selected countries can be summarized as follows:

DENMARK: There are wide variety in career guidance programs and practices at school level. Even though the newly revised Law on Upper Secondary Education requires all schools concerned to nurture students' competencies to make choices for the future study/career through every school subject, the practical effects of the new rule is not yet apparent. As for the assessment of career

competencies, every 8th graders is evaluated to screen out the students who need additional support before making decisions on the selection of the schools and courses after completing 9th grade.

FRANCE: The national government mandates all lower secondary schools to establish school educational strategic plan including "Future Programme (*parcours avenir*)". To ensure the establishment and the actual operation, the Target Contract (*contrat d'objectif*) is concluded among school, Academy (*Académie*) and local government, which requires the outcome assessment of career competencies nurtured in the "Future Programme". For the assessment, records and documents accumulated in e-portfolio called *Folios* are expected to play the significant roles. However, since every teacher is entitled with freedom of teaching, such top-down centralized system has not yet been pervasive throughout the country.

MALAYSIA: The national ministry of education has announced that producing holistic, entrepreneurial and balanced graduates is the first priority for the entire higher education institutions across the country. The central measure to achieve the goal is to introduce iCGPA: Integrated Cumulative Grade Point Average (*Purata Nilai Gred Kumulatif Bersepadu*). Under the new system, students will graduate with a report card showing the "spider web" detailing not just their subjects and academic performance but the career competencies they have acquired through the course work, which include leadership, communication, entrepreneurial, social and critical thinking skills. Though the industrial sectors are not yet familiar with iCGPA, and there still is protest regarding the feasibility and credibility, the centralized educational administration will probably realize the full enforcement in 2019.

UNITED STATES: To establish a set of rigorous, high-quality standards for "Career Technical Education", previously labelled as vocational education, Advance CTE: State Leaders Connecting Learning to Work has created the Common Career Technical Core (CCTC). The "Career Ready Practices", one of the components of the CCTC, provides a framework for the developmental experiences and assessment of career competencies necessary for becoming responsible and contributing citizens and employees. Currently, 42 states and the District of Columbia follow CCTC and utilize the assessment framework.

Conclusions

In the workshop, after summarizing the analytical result on the facts in individual countries, the contributors will discuss the insights, suggestions and potential pitfalls learned through their study. Among other things, respecting the actuality of individual schools is extremely important as the premise of successful assessment/evaluation of career competencies. Even in the centralized administrative structures such as in France and Malaysia, top-down initiatives cause non-negligible friction. At the same time, less-binding framework for competencies with assessment/evaluation criteria, such as Career Ready Practices in the United States, can function as accelerator and enhancer

for perceiving the students' growth. Moreover, in-service training opportunities for the career guidance practitioners to create school-based competency goals and own assessment/evaluation plan are much needed in all countries. We should adequately recognize the expertise and professionalism of the practitioners at each school, instead of making them adopt existing assessment framework with little room for discretion.

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Young students' expectations of future lives. Changes over time?

Abstract

The society as well as the education system in Sweden has undergone major changes during recent decades. This has, of course, also influenced the everyday life of teenagers and presumably implied changes in boys' and girls' expectations of future lives. This paper aims to shed light on such potential changes during recent decades according to young students in the position to make their post 16-educational/career choice. The empirical data is based on three questionnaires among grade 9 students (age 15-16) from 1992 (N=538), 2005 (N=3535) and 2017 (N=1400). From these questionnaires, one comparable question was selected and analyzed: 'How important do you think that the following aspects are for your future life?', followed by a range of alternatives concerning aspects of family/ private life (e.g. lead a safe life, having children, geographic mobility) as well as working life (e.g. having a high level of education, well paid job, a leading position). The answers were assessed on a four-point attitude scale with the extremes 'not important at all' and 'very important'. Even though the material may be flawed in terms of selection grounds, nevertheless it can be used as a rough measure to discuss the matter of young students' perceptions of their futures and potential changes of patterns over time from a gender perspective. The analysis indicates both stable and changed patterns over the last 25 years, both at a general level and concerning boys' and girls' response patterns. The findings might have implications for career guidance and counselling at schools regarding how to prepare young students for their futures and for a changing working life. Young people of today need support to prepare for occupations and a labour market that still does not exist.

Keywords: secondary students, gender, future life, questionnaire, career choices

Introduction and objectives

The society as well as the education system in Sweden has undergone major changes in a market oriented direction during recent decades. A consequence of this is e.g. a huge increase of offerings of upper secondary schools, programs and profiles, but also a strengthened discourse of individuality, entrepreneurship and performativity. An increased focus on employability and reduced possibilities to change career paths later on in adult life has strengthened the pressure on young people to make the "right" choices early in life to enter the labour market (Beach & Dovemark, 2009; Puaca, 2013). These changes have presumably also influenced the everyday life of boys and girls and implied changes in their expectations of future lives. Research shows that a majority perceive the career choice process as both challenging and risky and that many express stress both for their present school performances and the coming working life (e.g. Lidström, Holm & Lundström, 2014; Lundahl et al. 2010; Skolverket, 2013). Girls perceive this situation even more stressful than boys, which might be related to the gender divided labour market in Sweden, where possibilities for males are more fortunate than for females (LO, 2014; SCB, 2013, 2016). According to previous studies young women's future choices are more

holistic and goal oriented than young men's and they are also more mobile (Holm, 2014; Lundahl, 2010; Sandell, 2007).

This paper aims to shed light on how young students in the position to make their post 16-educational/career choice look at their coming lives as adults. The research questions are: How do they value the importance of various aspects for their future life? How do the response patterns for boys and girls look like and what differences/similarities emerge? The study also aims to explore potential changes in these aspects during recent decades (1992-2017). The findings might have implications for career guidance and counselling at schools regarding how to prepare young students for the future and for a changing working life. The paper is conducted within the ongoing project "Learning for career management skills" (2016-2019), funded by the Swedish Research Council for Health, Working Life and Welfare (FORTE).

Methodology

The empirical data is based on three questionnaires among grade 9 students (in the age of 15-16 years) from 1992 (N=538), 2005 (N=3535) and 2017 (N=1400). From these questionnaires, one comparable question were selected and analyzed. The question was, 'How important do you think that the following aspects are for your future life?', with the following alternatives: have a high level of education; earn a lot of money; have a job where you can lead others; have a job where you can help others; have a high position in society; work with other people; find a partner; have children; have an influence on the development of society; lead a safe life; geographic mobility; stay in touch with your friends; and feel free. The answers were assessed on a four-point attitude scale with the extremes 'not important at all' and 'very important'. The statistical data files from 1992, 2005 and 2017 were analysed separately by use of the statistical tool SPSS. Comparisons of means with a *t*-test were made between the boys and girls within each study and not between the studies. Even though the material may be flawed in terms of selection grounds, nevertheless it can be used as a rough measure to discuss the matter of young students' perceptions of their futures and potential changes patterns over time from a gender perspective.

Theoretical framework

The analysis of data draws on gender theories (i.e. Connell, 2002; Connell and Messerschmidt, 2005; Reay, David & Ball, 2005) and careership theory. Hodkinson and Sparkes (1997) argue that individuals make pragmatic and rational decisions within their 'horizons for action'. This means that boys' and girls' career choices are dependent on their everyday context and framed by the view of what they perceive as desirable and possible in their future life. Possibilities at both individual and structural level (such as gender, family background, life history, as well as school intake and labour market) render and restrict the decisions students make within the horizons for action.

Preliminary findings

The results from the first two questionnaires (1992 and 2005) have already been presented and discussed by Holm (2009; 2010). Some of these findings will be described below. In some parts, the comparisons are extended to include data from 2017. However, at the moment, the analysis of the later data is still ongoing, which means that the presentation below is still highly tentative and preliminary. In October, at the time for the IAEVG-conference, the analysis will be more complete and elaborated.

On all three occasions, 1992, 2005, 2017, aspects of social relationships and well-being in one's future life (for example, in terms of freedom, safety, family formation and working with others) are ranked as the most important. However, there is a tendency that these aspects have become slightly less emphasized over time, concurrent with an adverse trend for the (lower-ranked) aspects that concerned career and professional lives. Both boys and girls seemingly value the importance of earning money, having a high and/or leading position and geographic mobility to a higher degree in the later studies.

Several of the gender patterns seems to be fairly stable from 1992 to 2017, but there are also notable changes over time. Tentatively, the patterns fluctuated more between the first and second study than between the second and third. As these analysis is still ongoing, I can't describe the changes over the 25 years precisely yet. However, the comparison between 1992 and 2005 presented in Holm (2009, 2010) showed that gender differences increased in the aspects of 'feeling free' and the 'higher education', as the girls emphasized it more and the boys less. In other aspects, the differences between the boys' and girls' response patterns decreased. Both groups emphasized the importance of a high position in society more in 2005 than in 1992, but the increase was most apparent among the girls. In the early 1990s, the boys considered earning a lot of money as more important than the girls. In 2005, both groups stressed the importance of this equally, i.e. a striking increase in the girls' ratings had taken place. A similar change was seen in the opinions on the importance of having a leading position. Even though the boys stressed this more strongly than the girls, the increase was most apparent among the girls. Another change between 1992 and 2005 was seen concerning the expectations of working with other people. On both occasions, the girls stated this as being more important than the boys, but the trend was that the emphasis has decreased for both groups, especially for the girls.

Discussion

In this paper, I have discussed some gender aspects from a change perspective. One selected question from inquiries in 1992, 2005 and 2017 have been compared in order to explore secondary school students' expectations of their future lives. The statistical data files offer opportunities to analyze patterns for the three distinct periods separately, but also to explore changes over time regarding boys' and girls' response patterns. This makes the overall picture both complex and hard to describe. Even if the material might be imperfect due to differences in selection criteria, and the analysis is based on

only one prospective question, it may be used as a rough measure to point towards some general trends. In the further analysis it will be interesting to relate these emerging trends to the dominant gender discourse at each period, but also theories of dichotomies in boys' and girls' views of their horizons for actions (Connell & Messerschmidt, 2005; Hodkinson & Sparkes, 1997).

In short, the results concerning students' expectations of their future life suggest both stability and change. Stability is primarily seen in the overall gender relations, which come across as fairly traditional. To a higher degree than boys, girls emphasize the importance of a family and security in their future lives (Holm, 2009, 2010). Change is primarily seen in the decreasing differences between the gendered answer patterns. Based on the questionnaires, over time girls have become more career-oriented and want to achieve high positions in their future professional lives. The indications that girls are now far more ambitious concerning their future occupations than earlier are also in line with previous findings (e.g. Francis, 2002; Holm, 2010, 2014; Lundahl et al., 2010). This can probably be explained by economic and social changes that have taken place in Sweden and elsewhere during the past decades, which have had a strong impact on gender roles (Connell & Messerschmidt, 2005). As it seems, young girls do not perceive independence and a career as opposites to family life and social relationships. This could be related to research which argues that there is a higher pressure today on girls and women to be 'everything' (Walkerdine et al, 2001). Girls' seemingly increased awareness of the importance of education for their future lives could be one explanation for the statistical fact that girls, in Sweden as well as in other Western countries, generally achieve higher grades in school than boys (Ministry of Education, 2016). As Francis suggested (2002), girls' increased ambitions concerning their future occupation coincide with the feeling that job opportunities work against them, which has provided girls with a new motivation for school achievements.

Hopefully, the findings from the described study might have implications for career guidance and counselling at schools regarding how to prepare young students for the future and for a changing working life.

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Using career guidance to address the ‘changing world of work’ and technological panic

Abstract

We are currently assailed with images of automation, big data, 3D printing and a host of other technological innovations. Some have welcomed this, with varying degrees of criticality, as ushering in a new utopia. However, the prevailing discourse has been more pessimistic. A narrative has emerged which is often referred to as ‘*the changing world of work*’. This narrative emphasises that radical labour market changes will be brought about by new technologies and calls on individuals to redouble their efforts and build up their resilience for the new world.

In 2016 the Executive Office of the President in the USA produced a report highlighting this change and arguing that the state needed to provide workers with career guidance and support for retraining to allow them to manage these changes. Career guidance is an educational practice which supports individuals and groups to discover more about work, leisure and learning and to consider their place in the world and plan for their futures. It has the potential to facilitate adaptability to technological change, but also to foster criticality about the nature of this change. This chapter will explore how career guidance can be used to help both individuals and communities to analyse and problematise assumptions about the changing world of work and build individual and collective responses to these changes.

Keywords: automation, career guidance, labour market, technology

Further information

We are currently assailed with images of automation, big data, 3D printing and a host of other technological innovations. Some have welcomed this, with varying degrees of criticality, as ushering in a new utopia. However, the prevailing discourse has been more pessimistic. Within the media and public policy discourses, fuelled by reports from organisations like the McKinsey (2016) and populist books like Ford’s (2015) *Rise of the Robots*, a narrative has emerged which is often referred to as ‘the changing world of work’. This narrative emphasises that radical labour market changes will be brought about by new technologies and calls on individuals to redouble their efforts and build up their resilience for the new world.

The ‘changing world of work’ narrative has been attacked as it creates a moral, or more accurately a technological, panic. The creation of this technological panic serves the interests of neoliberalism, encouraging workers to conform and to become ever more malleable – seeking career adaptability rather than social change (Srnicke & Williams, 2015). However, such narratives are determinist and fail to ask important questions about the way in which politics and power mediate technological change and its influence on the labour market.

Individuals and communities are therefore faced with some major challenges. These are both technological and political. New technologies will change the labour market and may shift the nature and even amount of paid work available. However, these changes will be filtered through a range of social, cultural, economic and political mediators that have the potential to radically change the way in which individuals experience these changes. The question, as ever, is ‘what is to be done’.

In 2016 the Executive Office of the President in the USA produced a report highlighting this change and arguing that the state needed to provide workers with career guidance and support for retraining to allow them to manage these changes. Career guidance is an educational practice which supports individuals and groups to discover more about work, leisure and learning and to consider their place in the world and plan for their futures. It has the potential to facilitate adaptability to technological change, but also to foster criticality about the nature of this change (Hooley, 2018). This paper will explore how career guidance can be used to help both individuals and communities to analyse and problematise assumptions about the changing world of work and build individual and collective responses to these changes.

It will argue that there are three main stances that career guidance can take in this wider debate over the place of technology and automation within society. Firstly, we can practice adaptive guidance and seek to help individuals to fit in with the place that neoliberalism accords them once it has made all of the use that it can of robots. Secondly, we can practice expanded career guidance and help individuals to rethink their lives, move away from the work ethic and embrace alternative ideas about what activities are valuable ways to spend

your life. Thirdly we can practice emancipatory career guidance and seek to challenge, shape and influence the political economy. Critical to such a position is recognising that humanity's war is not with the robots but rather with neoliberalism.

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The Future of Work: Challenges and Opportunities for Career Development

Abstract:

The labour market is evolving at an unprecedented rate, including changes to how work is organized, distributed and compensated. Indeed, the very structure of the labour market is shifting and, as a field, we are being challenged to consider how to ensure our services remain relevant, current, accessible and effective. This workshop draws on current research on emergent national and global labour market trends to explore their implications on labour market entry, attachment and progression. Comparing and contrasting the impact of these labour market changes across diverse parts of the world, this workshop will consider the effect of globalization, technology and other key trends on the aspiring and current workforce, on migrants and refugees and on other groups currently marginalized or under-represented in the labour market. The workshop will then delve into the implications of these significant labour market changes on the field of career development. Specifically, this workshop will explore how these changes in the labour market are calling for changes in our theories and approaches, our professional preparation and training and how we deliver our services to reach those who most need them. In this workshop, a panel of international experts will highlight important trends affecting our clients and affecting our field. This session will be an opportunity to consider recent research findings and contribute to generating new ideas, approaches and strategies that could extend the reach, relevance and impact of the career development field.

Keywords: Labour market trends, future of work, implications on career development policy, training and practice

Full Text

The labour market is undergoing rapid and significant change as a result of transformative trends. While many of these trends are global in nature, their impact on education and how work is organized, distributed and compensated is not uniform across the globe. Likewise, their impact on specific groups varies: those living in post-Industrial Western countries versus emerging economies; those rooted in a stable political reality versus migrants and refugees; and those in positions of privilege versus those who are marginalized and under-represented in education and the labour market. What impact do these trends have on our clients/students and what do we, as a field, need to do differently in order to be accessible, relevant and effective in our practice?

Disruptive technology, the impact of financialization on business practices, globalization and the Gig Economy are emerging trends that are frequently referenced across the literature as having significant impacts on the labour market and the career development of individuals worldwide. Many Western economies have seen the emergence of an “Hourglass” labour market, with a growth of knowledge sector jobs at the top of the hour glass that require post-secondary education (PSE) and the growth of entry level positions that do not require a PSE credential or significant work experience at the bottom.

Further, technology is changing the nature of work. Historically, the aggregate impact of technology on the availability of work has been positive. Brynjolfsson and McAfee (2014), argued that technology has resulted in a less symbiotic relationship between productivity and employment growth. Bernstein and Raman (2015) referred to this as “The Great Decoupling.” Knowledge sector roles that were once considered “protected” are being replaced by technology and a redistribution of work is being seen globally, with many roles being routed to emerging economies (Zizys, 2011). Chatzichristou and Arulmani (2014) argued that while this redistribution of work may offer short-term gains to emerging economies, there are longer-term implications for the career development of workers.

Financialization has essentially changed how business is conducted and, as a result, the social contract between employers and employees has been either broken or significantly damaged in many jurisdictions. This has resulted in reduced workplace training, reduced benefits for workers, increases in precarious work and, some would argue, productivity (Zizys, October, 2014). In the West, the Gig Economy further threatens the employer-employee relationship, with piecemeal work being contracted by the minute, challenging our notions of decent work.

Career development professionals are being called upon to understand the emergent structure of the labour market and its impact on those we serve. Our field is also being challenged to consider if our traditional approaches may be increasingly irrelevant and ineffectual. What do we, as a profession, need to understand, learn, develop and implement in order to equip our clients/students for a future in which they will be called to be increasingly adaptable, creative and resilient? How will we help those we serve to remain hopeful in the face of uncertainty and precarity? And in a labour market characterized by inequity, does our work need to extend beyond individual guidance and counselling to include advocacy, demand-side strategies and/or influencing structural change? This workshop will examine the “brave new” labour market and explore how we as a field can extend our reach, relevance and impact.

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“The role of individual and organizational career management in employability chain outcomes: Perceptions of employees, supervisors, and career professionals.”

Abstract

This study aims to unravel the impact of individual and organizational career management practices on the employability chain (i.e., a dynamic chain, wherein movement capital affects perceived internal and external employability, which in turn affects internal and external job transitions). It incorporates the perspective of not only employees and their direct supervisors, but also the career professionals involved.

The design consists of a longitudinal quantitative survey at three measurement moments over a 6-month period, and allows us to explain the impact of career management on organizational and individual outcomes over time. Data will be collected from two large public service organizations and one health service organization, all three of them situated in the Netherlands. The survey will include context-specific measures on the organizational career management practices, career self-management, movement capital, perceived internal and external employability and measures for internal and external job transitions.

The results will offer insights in the impact of career management practices on sustainable careers in a comprehensive way, as we include the perspective from three different type of stakeholders (employees, their direct supervisors and career professionals), in explaining important outcomes. Results will be presented based on the first data wave, gathered in the spring of 2018.

Keywords: organizational career management; career self-management; movement capital; perceived employability; job transitions.

1. Introduction:

Recently, Van der Heijden and De Vos (2015) have called for a new career concept, being sustainable careers. They advocate a new and fresh view on careers that recognizes the complexity of careers being an arrangement of objective experiences and subjective evaluations, unfolding over time and within an increasingly complex environment. Van der Heijden and De Vos (2015) define sustainable career as: ‘‘the sequence of an individual’s different career experiences, reflected through a variety of patterns of continuity over time, crossing several social spaces, and characterized by individual agency, herewith providing meaning to the individual’’ (p. 7).

In earlier research, Cappelli and Keller (2013) pointed out that sustainability in one’s career requires, amongst others, continuous learning, fitting skills, interest and values in a harmonious manner and a lot of self-knowledge of the employee to be able *to craft* a sustainable career. Sustainable careers of workers are highly relevant, not only for individuals themselves but for organizations as well, as organizational success is conditional upon human capital and the capacity to adapt flexibly to changing circumstances (Van den Broeck et al., 2014). Therefore, it is of utmost importance to understand how organizations may enhance and nurture sustainable careers (Van der Heijden & De Vos, 2015).

Although we know from earlier research that contributions of career professionals do count for the process of career development (De Vos & De Prins, 2014), their perspective has seldom been taken on board in multi-actor studies. Including the perspective of the career professionals involved in the process can however further widen our knowledge and insights on how career management can contribute to employability of employees, in the context of developing sustainable careers.

2. Objectives:

To address this gap, we will investigate how organizational career management (OCM) and career self-Management (CSM) affect the internal and external career mobility of employees both directly, and indirectly by enhancing their movement capital, and eventually how OCM and CSM impact their employability radius. As explained previously, a multi-stakeholder perspective (e.g., Beer, Boselie, & Brewster, 2015) is chosen by including the perspectives of employees, their supervisors and career professionals.

This research will be conducted by means of three measurement waves within the context of three different Dutch non-profit organizations, in particular, two large public service organizations and one health service organization (gross total potential of 1,400 respondents per wave). For the current study, the first wave of data will be available, and therefore our research model will – at this point in time - be tested cross-sectionally.

3. Approaches:

This study uses the Self-Determination theory (Deci & Ryan, 2000) to build on the idea that people have an inborn motivation to develop themselves and use their full potential. To a certain extent, people have the strength and resources to do so, and can further develop and create (new) resources. However, the environment is needed to play a nurturing and sustaining role. If the environment, or elements from it, are not facilitating but hampering the process, people will not be able to develop themselves to a full extent. Applying this theoretical mechanism to the current study, the following line of thought is leading:

Individual employees themselves and different actors in the organization, such as supervisors or HR professionals, can have a positive influence on the individual's employability (Veld, Semeijn, & Van Vuuren, 2015). The employee can take initiative in developing his/her own career through career self-management (CSM) and the necessary organizational career Support (OCM) (Van der Heijden, 2005). CSM is conducted by individuals to plan their own careers and to be involved in career decision-making processes (Sturges, Guest, Conway, & Mackenzie, 2002). CSM include: networking behavior (i.e., being concerned with getting to know influential people); visibility behavior (i.e., drawing attention to work achievements); positioning behavior (i.e., pursuing valuable job opportunities); influencing behavior (i.e., intended to influence the decisions of superiors at work); validating behavior (i.e., related to establishing a professional identity); mobility-oriented behavior (i.e., making plans to leave the organization; and behavior relating to building human capital (e.g., through training and education) (Sturges, Conway, & Liefooghe, 2005). OCM comprises a series of formal and less formal actual activities designed and managed by the organization to influence the career development of one or more employees (Tzabbar, Vardi, & Baruch, 2003).

Organizations can offer employees career planning and management opportunities by means of programs and interventions. Such activities can be training opportunities, mentorships, career advice, or network opportunities, contributing to competency development and social network support (Sturges, Guest, & Mackenzie, 2000). Furthermore, OCM is claimed to increase effectiveness of employee development, the exchange of knowledge and skills, and anticipation of future resource requirements (Creed & Hood, 2009; Kidd, Hirsh, & Jackson, 2004). There can be a discrepancy between the actual and intended practices resolving in a 'disconnect between the 'rhetoric' of career management practices and the 'reality' experienced by employees (Truss, 2001). Therefore, it is important to especially take the perception by the employee of organizational career management (perceived OCM) into account (e.g., Edgar & Geare, 2005).

Relations between actual OCM, perceived OCM, CSM and employability

Several previous studies indicate that that both OCM and CSM can positively influence the employability of employees (e.g. De Vos et al., 2007; Veld et al., 2015).

To gain a more comprehensive insight into how exactly CSM and OCM can influence employability, we focus on the dynamic chain model of Drenzo, Greenhaus, and Weer (2015) and Forrier, Verbruggen, and De Cuyper (2015).

These authors point out that there are debatable notions of employability as some researchers focus on mobility, others on personal strengths while yet others focus on the appraisals of change. We find integration in employability models of Drenzo et al. (2015) and Forrier et al. (2015), both describing a process in which movement capital enhances perceived employability and perceived employability encourages further job transitions. CSM and OCM are not yet linked to the employability chain, as far as we know. Furthermore, we think that the shared responsibility for careers is a matter for both workers and supervisors or managers, as well as the career professionals involved, for example related to career planning (Van der Heijden & De Vos, 2015).

Therefore, in this study, we investigate how OCM and CSM can influence employability through this dynamic chain, including the perspective of employees, supervisors and career professionals.

4. Methodology:

Sample and procedure

The targeted sample consists of employees, their supervisors and the career professionals involved, working in two large public service organizations and one health service organization, all three of them situated in the Netherlands.

Three surveys will be used: one for the individual employees, one for their supervisors and one for their career professionals. As such, multiple sources will be used to assess the constructs of interest. The surveys include context-specific measures on the organizational career practices used in the organization, movement capital of the employee involved, perceived internal- and external employability and internal and external transitions to (other) jobs. Among the individual employees, their perceptions of OCM and CSM is measured as well.

Several variables will be included in this study to statistically control for factors that might confound the relationships under investigation. Control variables will be grouped under human capital variables (e.g., educational degree, work experience, continuous work history, hours worked per week), job and organizational variables (such as organizational level, line or staff, organization size), and demographic variables (such as marital status, socio-economic background).

Measures

Organizational Career Management. In each organization, a context-specific list of OCM practices will be developed, by interviewing HR managers and career professionals to create a representative view of the actual conducted OCM practices in the three participating organizations. These practices

have been previously used in studies from De Vos, Dewettinck and Buyens (2009) and Baruch and Peiperl (2000).

In addition, to measure Perceived OCM (POCM), respondents will be asked whether a practice is offered by the organization ('Yes/No'). In addition, the validated scale for the perception of OCM of Sturges, Conway and Liefoghe, (2010) will be used.

Career self-management will be assessed with the 16-item Dutch version of CSM scale from Sturges et al. (2010).

The measures and methods for the *employability chain* will be adopted directly from research conducted by Drenzo et al. (2015) and Forrier et al. (2015). The measures used and developed are 'internal and external job transitions'; Movement capital' and 'Perceived internal employability and external employability'.

Movement capital will be measured along the following indicators: human capital, social capital, and psychological capital (Drenzo et al., 2015). Human capital will be measured by six items which Drenzo et al. (2015) adapted from Eby, Butts and Lockwood (2003). Social capital will be measured by 11 items from Drenzo et al. (2015) also adapted from Eby et al. (2003). Psychological capital will be measured by 14 items from Drenzo et al. (2015).

Perceived internal and external employability will be measured with four items each, developed by De Cuyper and De Witte (2010).

Internal and external job transitions will be measured by asking respondents which/how many careers steps they have taken in the past year'' (see Forrier et al., 2015). All scales revealed satisfying validity and reliability.

Many, but not all concepts are measured among all three roles. The specific instruments per role will be further explained in the full paper.

Analytical methods

Factor and reliability analyses for the various scales will be conducted, and descriptive statistics and correlations will be calculated. For testing the relationships in the conceptual model, we will follow the procedure used by Forrier et al. (2015), using Structural Equation Modeling (SEM).

5. Results:

The first results are expected by summer 2018. Hence, at the time of the conference, the results of the first wave will be analyzed and presented.

6. Conclusions:

The results will indicate to what extent the relations between perceived organizational career management practices and movement capital of the employees are different among the different

parties involved, offering a broader and possibly differentiating insight in the impact of career management practices of organizations. Moreover, the importance of individual career management of employees involved is addressed as well. This is the first part of a study that is meant to address longitudinal outcomes in a next stage.

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Career change: A multiform phenomenon behind a common trend

Abstract

In a labour market characterized by constant and unpredictable changes, individuals must prepare for multiple transitions and shifts throughout their careers. Career changes, i.e. shifts from an occupation to a new, different one (Ibarra, 2006), represent a particularly complex and challenging form of transition. Therefore, an increasing number of clients turn to career counselling services to seek help identifying desirable directions, and adapting to the challenges of a new occupation and a new professional identity.

Building on the existing literature and our previous work (Masdonati, Fournier & Lahrizi, 2017), we identified 4 dimensions that may help to better understand the fundamental characteristics, the multiple forms and the resulting demands of career change. A first dimension evaluates the degree to which the change is voluntary or imposed (due for instance to health impairment or layoff). A second dimension aims to understand the perception of the planned change as controllable or risky. A third dimension aims to grasp the underlying challenges and adjustments in terms of personal identity. Finally, a fourth dimension helps to understand to which extent the change is experienced as in continuity of previous career course, or as a significant rupture. In order to test the viability of these dimensions and illustrate them through subjective experiences, qualitative interviews were conducted with 17 adults engaged in a career change and undergoing career counselling. Using content analysis to identify the different combinations of the proposed dimensions, our results show the complexity of career change as a multiform phenomenon, and the variety of specific situations, needs and resources of those engaged in it. Integrating video-taped excerpts of counselling sessions, this presentation will aim to build a bridge between research and practice, proposing a new exploration approach that may help counsellors tailor their interventions to better address their clients' needs.

Key words: Career change, Work transitions, career counselling, qualitative research, lifelong guidance

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Action Oriented Research on Creating a New Pathway to an Administrative Career in Teacher Education: Focusing on the Professional Graduate Schools of Teacher Education in Japan

Abstract:

Research indicates that three-quarters of pre-service teachers of the graduate schools of teacher education show some intentionality to an administrative career. The questionnaire used in this study is comprised of four components, respondent profile, interest area in class and in teaching practices, intentionality to the administrative career, and description about the administrative career. The questionnaires were answered by 576(49.7%) respondents among 30 graduate schools. There were 348 male students and 226 female students. The questionnaire was distributed to the graduate school students in July of 2017. The result of Factor Analysis revealed that there are two factors. The first factor is an index of intention, which shows strong orientation to an administrative career. The second factor is an index of intentionality, which shows interest to an administrative career. There are two layer structures to an administrative career.

There had been 180 descriptions, which were analyzed with KJ method (Kawakita, 1967). These descriptions were classified into 3 groups. One is the positive intentionality group to the administrative career, and another is the negative intentionality group to the career. The number of the former is 139(77.2%), the latter is 26(14.4%), and others are 15(8.3%).

This research will contribute towards addressing the problem of decreasing number of educational administrative candidates in the metropolitan areas, which may be attributed to additional skill sets and advanced abilities for school management. Professional graduate schools of teacher education were established to provide more practical teacher training at the graduate school level in 2008. This initiative of creating a new pathway may become a model for teacher training at the undergraduate and graduate level. (266 words)

Keywords: career pathway, administrative career, professional Graduate School of Teacher Education

Problem

A major problem in the administrative education in Japan is the decreasing number of administrative candidates in metropolitan areas. This school landscape has changed and requires more advanced abilities and increase skill set for school management.

The long standing and current educational system to become school administrators in Japan is based on invitation and selection. “Middle leader” teachers, such as curricular department heads, grade level heads, and others, are invited individually by the principal to join the group, which is preparing for the selection of school administrators i.e., vice-principals or supervisors of a board of education. Shinohara (2017) indicates that we have no licenses which prove the qualification and the ability to be administrators in Japan. This is one reason that the system is sustained in Japan. The teacher does not make a decision to become a school administrator independently.

Even though there is an increase student problem, which is attributed to family and societal issues, there is a decrease in the student population. In spite of an increase in teachers, teachers who are invited to be in the group to prepare for the selection of school administrators are decreasing. Since the school encounters a wide range of student problems, a good school administrator’s skill set needs to address these student problems.

To explore another approach to become a school administrator, the author focused not on the school or board of education for in-service preparation and training to be an administrator, but the professional graduate schools of teacher education. Most all of the students in the graduate school of teacher education already have their teacher’s license and have acquired teaching knowledge and skills. Many of these students in the professional graduate school of teacher education have years of teaching experience. However, only a few of these students have information or knowledge about how to become and prepare for school administration.

This research opens up a new pathway to school administration for pre-service teachers. This new pathway in the graduate school of teacher education can generate research possibilities. Gelatt (1962) presented a totally rational approach to making decisions. This approach required decision makers to define their objectives clearly, analyze information rationally, predict consequences, and be consistent. Every teacher in Japan faces the period to be a school administrator or not.

So the authors focused on the graduate schools of teacher education. This is because the students of the graduate school have already teachers license and learn more professional skills and knowledges. Not a few graduate students seem to require the information of the viewpoints of school administrators. This research generates the new pathway to school administrators for pre-service teachers. The new system of a graduate school of education makes the research possible. Gelatt (1962) presented a totally rational approach to making decisions. This approach required decision makers to define their objectives clearly, analyze information rationally, predict consequences, and be consistent.

Every teacher in Japan faces the period to be a school administrator or not. The hypothesis of this research is that a pre-service level is not so early to learn about how to become a school administrator and this learning will make it possible for pre-service teachers to define their objectives clearly, analyze information rationally, predict consequences, and be consistent. This decision making approach is to be used to become an administrator or learn how to become an administrator. This research considers graduate students' inclination to obtain information on school administrators in order to learn how to become an administrator and about school administration as a new pathway.

Purpose

The purpose of the study was to examine the possibility of creating new pathway to administrative career as a solution of the problems that the administrative education faces in Japan. In FY2008, graduate schools of teacher education were established to provide more practical teacher training at the graduate school level. It aims to develop high quality teacher-training curriculums and at the same time build a coalition of schools and boards of education, while taking advantage of our previous experience with training teachers and educational research.

Method

Subjects and Procedure

Subjects were 1160 pre-service students of 45 graduate schools. Questionnaires were sent to each graduate school by mail and each school sent back the students' answer sheets. Eventually 576 graduate school students (49.7%), of which there were 348 male students and 226 female students answered the questionnaires. The questionnaire was distributed to the graduate school students in July of 2017. Each university had sent its students answer sheets back together.

Instruments

The questionnaire of this study is comprised of four components, the respondent profile, the interest area in class and in teaching practices, the intentionality to the administrative career, and the description about the administrative career. In this research a quantitative analysis and a qualitative analysis were implemented.

Results

Factor analysis (Quantitative Analysis)

After varimax rotation, a two-factor solution was chosen (Table 1). The first Factor seems to index the intention which shows strong orientation to an administrative career ("I would like to be a school administrator in the future.", "School administrator is one of my choices as a teacher.", "My dream is to be a school administrator and to manage a school."). The second factor seems to index the intention which show interest to the career ("I'm not thinking to be a school administrator now, but I may think by the future's choice.", "I may think to be a school administrator if someone recommend me to be.",

“Meeting an excellent school administrator makes me to think to be a school administrator.”). There supposed to be two layer structures to an administrative career.

KJ method (Qualitative Analysis)

In the questionnaire of the description about the administrative career there had been 180 descriptions. These descriptions were classified by the pre-service graduate students of teacher education of Waseda University with KJ method. First these descriptions were classified into 12 groups according to the conscious of the information of school administrators' at Graduate School of School Education (Table 2). Eventually these groups were categorized into the following 3 groups. One is the positive intentionality group to the administrative career, and another is the negative intentionality group to the career. The number of the former is 139(77.2%), the latter is 23(12.8%), and others are 18(10.0%).

Discussions

This research was initiated to solve the problem that the number of educational administrative candidates keeps decreasing in metropolitan area, however recently the more and more advanced ability for school management has been required. The necessity of school administrative education for the pre-service students has never discussed. In the research not a few graduate students are found to have the intentionality to the administrative career. In the quantitative research, there are two factors, one is to show the intention which shows strong orientation to an administrative career, and the other is to show the intention which shows interest to the career. And there seems to be two layer structures to an administrative career. Moreover in the qualitative research, three-quarters of pre-service teachers of the graduate schools of teacher education show some intentionality to an administrative career. In the meanwhile, the Research Report of Tokyo Metropolitan Board of Education shows that just 28% of in-service teachers of graduate school of teacher education show the motivation to school administration (Tokyo Metropolitan Board of Education, 2017). The gap of the intentionality and motivation between the pre-service teachers and the in-service teachers shows that they lose these to the administrative career. So this tendency strengthens the decrease of educational administrative candidates.

Conclusions

Gellat (1989) pointed out that decision making is the process of arranging and rearranging information into a choice of action. Before the in-service teachers lose the intentionality and motivation to an administrative career, the curriculum and textbook for in-service teachers acquire the knowledge of administrative careers and implement adequate decision –making when they face the period that they choose an administrative career or not. This trial is just possible for pre-service students of graduate school of teacher education established in 2008. This new institute of graduate

level is hoped that they will become models for teacher training at the undergraduate and graduate level.

Table 1

Standardized Loadings from the Factor analysis with Promax Rotation on Scale (N=576)

	1	2
I would like to be a school administrator in the future.	.894	.318
School administrator is one of my choices as a teacher.	.804	.384
My dream is to be a school administrator and to manage a school.	.778	.293
I'm not thinking to be a school administrator now, but I may think by the future's choice.	.178	.709
I may think to be a school administrator if someone recommend me to be.	.386	.702
Meeting an excellent school administrator makes me to think to be a school administrator.	.473	.669

Table 2

Intentionality of School Administrative Education (N=180)

Intentionality	Label of Descriptions	Number	Total	Sum & %
Positive	It will be returned to school	4	108	139(77.2%)
	It is important for my career plan.	18		
	Everyone should have its information.	26		
	Everyone had better know it as knowledge.	50		
	I agree with it without reason.	10		
Conditionally	good lecturers will teach it.	17	31	
Positive	it should be elective.	13		
It's Ok on the condition that...	it will improve the shortage of school administrators.	1		
Negative	It isn't necessary in the present.	16	23	23 (12.8%)
	After all I don't need it.	7		
Others	I have no interest in it.	15	18	18 (10.0%)
	No information makes me have no idea of it.	3		

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The use of Early Recollections in career counseling - a way to prepare young people and adults for a changing working life?

Abstract

This conceptual paper intends to discuss the use of early recollections (ERs) in career counseling, related to the way they are used in Mark Savickas' intervention Life Design Counseling (LDC). Is it useful to apply ERs in career counseling, or is it out of place? Will the use of ERs in career counseling contribute to prepare individuals for a changing working life? According to Savickas (2011), to be useful to clients and prepare them for work in the 21st century, career counselors must assist them in "actively master what they have passively suffered" (p. 34). In their recent review, Stoltz and Apodaca (2017) claim that career counseling is experiencing a re-emergence in the use of ERs based on their application to narrative approaches, also beyond LDC. What is the reason for this?

Life Design Counseling is a narrative approach based on social constructionism, originated under the auspices of vocational psychology (Savickas, 2015a). However, career counseling does not originate from psychology in all countries, in Norway the tradition is more educational based (Norendal, 2018). Lately, several career counselors in Norway have become acquainted with LDC, through literature, workshops and seminars. Based on my own preliminary questionnaires with students in career counseling, some seem to be fascinated, others seem skeptical about the use of ERs in career counseling and worry about the close relationship with therapy, and if their own competence is sufficient.

The discussion in this paper is based on relevant literature, international research and my own preliminary data. The paper is connected with my ongoing PhD work – an action research project together with career counselors about the possible use and development of Life Design Counseling in Norway.

Keywords: Early Recollections, Life Design Counseling, Career Construction Theory, Career Counselors

Introduction

Career counseling is still a young discipline in Norway (NOU 2016: 7, 2016), originated in an educational tradition (Norendal, 2018). Lately, several career counselors in Norway have come to know Mark Savickas' Life Design Counseling (LDC) and the use of Career Construction Interview

(CCI, formerly named Career Story Interview) (Savickas, 2011, 2015b) through different literature, workshops and seminars. Some of them are fascinated by this kind of narrative intervention; others seem to question the role of early recollection (ERs) in career counselling, and worries about their own competence and the close relationship with therapy. This paper focus on the last question in the CCI used in the first session of LDC: “What are your earliest recollections? I am interested in hearing three stories about things that happened to you when you were three to six years old.” (Savickas, 2015b, p. 35). I intend to discuss both the justifications (also beyond LDC) and the skepticism associated with the use of ERs in career counseling and if the use of ERs in career counseling will prepare individuals for the changing working life in the 21st century.

Objectives

The main objective for this paper is therefore: *The use of Early Recollections in career counseling - a way to prepare young people and adults for a changing working life?*

Discussing the following questions:

- What are the justifications to use ERs in career counseling?
- What about the relationship between career counseling and therapy when using ERs – and will it require psychological competence?
- May the use of ERs in career counseling be a way to prepare young people and adults for a changing working life?

Approaches

Life Design Counseling, like other narrative interventions, intends to contribute to meaning making for individuals in our postmodern society characterized by rapid advances in information technology, globalization, and «boundaryless» organizations. “Without a corporate holding environment, individuals now own their careers and design their own lives” (Savickas, 2015a, p. 136). What seems to be the justifications to use ERs for this purpose?

Savickas is not the first one to do this; ERs have been used in counseling for several decades (Attarian, 1978; Clark, 1994; Holmes & Watson, 1965; Rogers Jr, 1977; Stoltz & Apodaca, 2017; Watkins, 1984). The use of ERs in career counseling is originally based on Alfred Adler (1927) and his theory of Individual Psychology and idea of life-style. This is the same theory John Holland used to form his six personality prototypes that incorporated six value types (Savickas, 2013). Adler would use ERs when clients requested vocational guidance, because he believed these memories would show conclusively what the client had trained themselves for most continuously (Savickas, 2011, p. 74). Adler treated recollections as a projective technique to get to know the client’s life-style, which is his or her cognitive organization or psychological views of both the self and the world (Mosak, 1989).

According to Savickas (2011), to be useful to clients and prepare them for work in the 21st century, career counselors must assist them in “actively master what they have passively suffered” (p. 34).

Instead of using ER as a projective technique like the one Adler did, Savickas chooses to use them as a memory in an autobiographical way. His wish is that the clients should tell their memories, hear them themselves, to use them more for self-understanding than diagnosis (Savickas & Carlson, 2009). The goal of the ER-question in CCI is to “understand the perspective from which a client views the problem presented in the transition narrative” (Savickas, 2015b, p. 35), and to identify the client’s preoccupations; this is the client’s basic orientation to life, from their perspective, and their understandings of themselves, other people and the world (Savickas, 2011). In their recently review of theories and research related to the use of ERs in career counseling, Stoltz and Apodaca (2017) conclude that the use has changed. Previously, career counselors used the ERs similar to trait and factor approaches, for matching an individual’s traits with specific careers. While recently, career counselors focus on integrating ERs with narrative approaches “to help career clients with a myriad of career issues including career transitions, developing adaptability, identity formation and strengthening, and identifying the meaningfulness in work lives” (p. 8). This may be the reason why the use of ERs now is gaining recognition in career counseling.

What about the relationship between career counseling and therapy when using ERs – and will it require psychological competence? The tradition for career counseling does not originate from psychology in all countries, and Norway has a more educational tradition (Norendal, 2018). This has probably caused a clearer distinction between career counseling and therapy, than in countries where career counseling has a closer relationship to psychology, as confirmed by McIlveen (2015a) when he cites how Super in 1993 asserted that psychotherapy, counseling, and career counseling are a “complex intertwining, overlapping, interlocking combination that defies characterization” (p. 409).

ERs often hold unpleasant, traumatic, and disturbing images (Stoltz & Apodaca, 2017), and might deal with painful issues (Savickas, 2011). To my question «What are your thoughts about using ERs in career counseling?», some Master’s students in career counseling seemed skeptical, as shown in this answer: “I’m not sure whether it fits in. Too much in the direction of psychoanalysis and Freud.” This shows the awareness of a Norwegian career counselor that he is different from a therapist. Others seem more fascinated: “ERs are essential in inner life today; they provide a lot of information about a person and increase the client’s own awareness. Give the counselor insights and opportunities to a greater understanding of the client’s world.” Stoltz and Apodaca (2017) point out that “counselors may fear being pulled into mental health issues that may not be appropriate for the counseling context” (p. 8). To accommodate this challenge, they recommend this framework for using ERs in career counseling: “structuring the client, seeking supervision, make appropriate mental health referrals, and being willing to contain the ER data to work-related endeavors” (p. 8).

Savickas (2015a) clarifies that the origins of Life Design was within vocational psychology, not clinical psychology. At the same time, he emphasizes that Life Design includes more than just the

process of designing; it may include the process of healing. He claims that “psychological healing”, as a more general term than psychotherapy, “may arise implicitly from a narrative restorying that challenges implicit beliefs about self and others” (p. 139). Some of my Master’s students are worried about sufficient competence, as shown in this statement: “I understand the intention, but I don’t think I have the right competence to use ERs actively in the further counseling process.” Savickas (2015b) emphasizes that career counselors who feel uncomfortable to ask the question about ER because the answers can contain painful experiences for the client, these counselors may skip the ER question. They should wait until they feel secure in holding clients’ pain. In addition, ethical awareness is also needed about what is appropriate to address in the current situation (McIlveen, 2015b).

What does people in the 21st century need to manage their own educational choices and careers? Krumboltz (2009) focus on «planned happenstance», and Gelatt (1989) emphasizes the need for “positive uncertainty”. In connection with this, Savickas et al. (2009) claims that people need to increase their adaptability, narratability, activity, and intentionality, stated as the four goals of life-designing interventions (p. 245-246). May the use of ERs in career counseling be a way to prepare young people and adults for a changing working life? In a case study, Hartung and Vess (2016, p. 35) concluded with “Early recollections foster cohesion” as one of five major themes from the use of CCI. According to Stoltz and Apodaca (2017), one important aspect of working with ER material in career counseling is helping clients to create meaningful lives and adapt to changes in work life. Harless and Stoltz (2018) argue that especially economically disadvantaged students, with limited activities and preparation that highlights the work-life task, will benefit from a narrative approach that includes the use of ERs – “by emphasizing students’ strengths, adaptability, flexibility, and lifelong learning to adapt to the world of work in the 21st century” (p. 117). Based on these findings, it seems likely that the use of ERs in career counseling *may* prepare individuals for a changing working life. At the same time, Savickas (2013) emphasizes that each paradigm for career intervention is valuable and effective for its intended purpose, depending on a client’s personal needs and social context. This imply that the use of ERs as in LDC will not always be useful to prepare individuals for a changing working life. According to the goals of Life Design interventions, the use of ERs will be most appropriate when the client’s challenge concerns transitions, career choice or the need to construct a career (Savickas, 2012).

Methodology

The methodology for this paper is mainly conceptual, in line with the description made by Watts (2011, p. 308), “Conceptual articles may be described, therefore, as articles that (...) discuss current professional issues or professional development”, based on relevant theory and international research. In addition, I have used selected statements from my preliminary findings in questionnaires with Master’s students in career counseling, as examples of Norwegian career counselors’ thoughts on the

current objective. The questionnaires are completed and collected during lectures autumn 2017 and spring 2018.

Conclusions

ERs have been used in counseling for several decades (Stoltz & Apodaca, 2017). Savickas (2011) prefers the use of ERs in career counseling because “these foundational stories cut straight to the beating heart of a client’s personal drama” (p. 75), and to identify the client’s preoccupation. The use of ERs in career counseling raises several questions, this proposal has presented some of them, and they will be further discussed in the presentation at the IAEVG conference 2018. To draw a preliminary conclusion, the use of ER in career counseling may seem to help prepare young people and adults for a changing working life - if their career challenges concern career choice, transitions or construction of a career. If the challenge is different, other approaches will serve this purpose better. My preliminary investigations linked to my PhD research project indicate that career counselors in Norway have different opinions about the role of ERs in career counseling. Based on this, and from my point of view, this seems to be a relevant and interesting subject for further research, which I want to do through my further PhD work.

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A Nordic Perspective on career competence and Guidance and coordination in the Nordic Region. An introduction to NVL Guidance Network.

Workshop:

Abstract

A Nordic Perspective on career competence and Guidance and coordination in the Nordic Region. An introduction to NVL Guidance Network.

The main aim of this workshop is to present NVL network that works in the field of career guidance for adults in the Nordic region. In this workshop the NVL guidance team will present recent reports and recommendations on how cooperation in the field of *career guidance* can *help in the ever changing labour market*. These reports are:

- **Guidance in Validation within the Nordic Region – Challenges and recommendations.**
- **A Nordic Perspective on career competence and guidance.**
- **Coordination in guidance in the Nordic region. Samordning av vägledningen i de nordiska länderna.**

NVL is a meeting place for Nordic adult learning, supports Nordic cooperation in LLL (Life long learning) perspective, disseminates experience and innovations, highlights Nordic expertise and creates new co-operations models.

The Guidance network was established 2007 and main purpose of the network has been to promote cooperation and systems development at member country level in implementing the four priorities identified in EU 2020 strategies and four priorities of the EU Resolutions on Lifelong Guidance (2004;

2008): career management skills; access, including accreditation of prior experiential learning (APEL); cooperation and coordination mechanisms in guidance policy and systems development; and quality assurance and evidence base for policy and systems development.

Keywords: Nordic Cooperation, Workforce Guidance, adult learning, Guidance in validation, Coordination in guidance.

Summary – Guidance in Validation within the Nordic region – challenges and recommendations

The purpose of the study was to bring forth a common ground for discussing and developing guidance in validation which can hopefully be a small step towards seeking opportunities for improving the quality of guidance in Nordic validation systems.

Information was gathered through a mapping grid, SWOT analysis and cases obtained through combined efforts of representatives in the working group. Based on the results from the SWOT analyses, challenges and recommendations were identified with a focus on continuing development of guidance linked to validation measures.

According to the results of the study it is quite evident that there are considerable differences in the scope of guidance provided in validation within the Nordic region. The main challenges evolve around the issue that the role of guidance in the validation process has not been clearly identified in addition to the need of increasing knowledge of the validation concept among guidance personnel and other related professionals. Policy makers need to develop clear standards which increase transparency and coordinated cooperation in the process to the benefit of service users.

Summary – A Nordic perspective on career competences and guidance

Career guidance is guidance which takes place in a variety of institutional contexts: educational and vocational guidance in secondary schools, educational guidance in periods of transition, student counselling, trade unions, job and career centers. Career competences involve being aware, not only of what you do, but also what you could do, and of how individuals are formed by their daily activities and their actions while simultaneously affecting their own opportunities for the future. The cases presented here demonstrate that practitioners, academics and policymakers in the Nordic countries are all working to examine the potential of having greater focus on career learning within various contexts. The interest is in discovering whether this focus can help to ensure better returns from career guidance for the individual citizen, as well as whether the acquisition of career and access to career guidance can improve not only personal, but also societal returns from other inputs such as education and active labour market policy

Summary – Samordning av vägledning i de Nordiska länderna (e. Coordination in guidance in the Nordic region).

Career guidance offers possibilities to lifelong learning by offering guidance to help individuals in building knowledge and skills to support decision making and personal development for education or career. The purpose of this study was to look at coordination between guidance in the education sector and the labour market. The study was based on these questions:

Is there a coordination between guidance in the education sector and the labour market? Have there been given instructions for coordination from the Ministries? What does the coordination look like in the Nordic region and has the need for coordination been defined sufficiently.

About NVL – Nordic network for adult learning.

NVL is a meeting place for Nordic adult learning, supports Nordic cooperation in LLL (Life long learning) perspective, disseminates experience and innovations, highlights Nordic expertise and creates new co-operations models.

NVL was established in 2005 by the Nordic Council of Ministers (NCM). NVL is financed by NCM and administrated by Skills Norway 2009 – 2017, VIA University College 2018 – 2022. In the Nordic region, a unique cooperation across national borders exists in many different fields. Cooperation in the adult education sector takes place under the auspices of two Nordic Council of Ministers programmes: NVL and the Nordplus Adult Programme.

NVL promotes lifelong learning by focusing on cross-sectoral cooperation in the priority areas defined by the Nordic Council of Ministers. (nvl,n.d)

NVL Guidance Network

Expert networks have been set up based on the Nordic priority areas and have been commissioned to produce reports on various themes. The expert network's duties include tasks related to competence building and policy forming.

The Guidance network was established 2007 and main purpose of the network has been to promote cooperation and systems development at member country level in implementing the four priorities identified in EU 2020 strategies and four priorities of the EU Resolutions on Lifelong Guidance (2004; 2008): career management skills; access, including accreditation of prior experiential learning (APEL); cooperation and coordination mechanisms in guidance policy and systems development; and quality assurance and evidence base for policy and systems development.

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As Time Goes By: Geronto Guidance

Workshop

Abstract

Demographic change poses challenges for guidance practice. Most guidance activities are aimed at youth or at people at job and education transition points in their lives. With an ageing population, this will have to change. Increasing numbers of people need support in the final and important transitions in life, into a reducing work commitment and finally retirement. This offers a chance for personal development and fulfilment, but the path is not always smooth.

This workshop considers the demographic shifts, and national policy responses that shape people's options. The context of lifespan theory gives the setting for a review of how work priorities differ for older people compared with their younger selves. A specific example drawing on research in Norway examines lessons about how older women experience the stages of disengagement from work and all that it entails in terms of identity and values. Finally, we return to address the question of what this means for the practice of career guidance.

Keywords: Guidance, geronto, old age, retirement, Super

As Time Goes By: Geronto Guidance

'When I went on reduced working time, no-one asked me why, or how my department would reduce the workload. I had to find solutions on my own account.'

This is the voice of a Norwegian female academic, interviewed as part of the research into guidance needs of older people. To their knowledge, no career guidance or support system is on offer. While this small sample of a particular segment of academics does not depict the general situation of retiring people, it points forcibly to one of the blind spots in career guidance, which generally caters to youth or adults at earlier job or education transition points in their lives.

Getting older

Populations are growing older: an ageing population in European countries creates new challenges to policies and practice (Bergmo-Prvulovic, 2017). According to Norwegian research (SSP, 2017) older workers want to stay longer in the labour market. Their identity is often closely related to their

professional role, and the transition to retirement can be unexpectedly harsh. Indeed a significant proportion of those who retire seek to 'unretire' (Platt et al, 2017). On the other hand, older workers are a group at high-risk in terms of discrimination and social exclusion (Clayton et al., 2007). Although employers are content with older workers, they are often reluctant to hire or to retain them, often due to negative stereotypes (Kirk & Belovics, 2005). This state of affairs calls for focused guidance activities, but little attention has been paid to guidance in strategies of active ageing of the population (Thomson, 2018; Plant & Sanchel-Lopez, 2011).

The aim to include older people in the labour market has a social inclusion side, but it also has an economic drive in engaging the older workforce and extending their working years (CEDEFOP, 2010; 2012; 2015). Those approaching retirement age outnumber the new entrants to the labour market (European Commission, 2015). In the case of the UK, from 2016 to 2022, 14.5 million more jobs will be created, largely 'replacement' jobs for retirees, but only 7 million younger workers will enter the workforce – this represents a 7.5 million gap (BITC, n.d.).

Life-long and life-wide guidance will be needed, and especially for older people, who could find themselves excluded from meaningful work, and from the links to society that work and other forms of active societal participation (e.g. voluntary work) provides. It would be the end of their career rainbow (Super, 1957) - with no bucket of gold at the end.

Transitions

The career rainbow model builds on a concept of Life Stages. During an individual's life span, s/he goes through a series of career stages, with each stage allowing for specific lines of development. Super referred to the entire cycle as a maxi-cycle, where the major stages are growth, exploration, establishment, maintenance, and disengagement. While maintenance points at growth and development in the career, disengagement will include the vocational development tasks of decelerating, retirement planning, and retirement living.

The career rainbow is a metaphor which incorporates all inter-related life roles, not just employment. The importance of a role is determined by three components, commitment, participation and value expectations (Super et al. ,1996:152). Erikson (1998) delineates eight life stages, and explores transition to the final stage where 'fundamental questions about identity are raised as people switch the balance of their attention away from job roles and towards their own needs, with the prospect of full retirement visible on the horizon' (Barham & Hawthorn, 2010: 264).

Rise and Decline

The life-span career rainbow is based on a Western and somewhat individualistic model of career development (Super, 1957). It is basically a rise-and-decline model, reflecting a tacit understanding behind much Western third age guidance: that third age means being in decline, physically and

mentally. Classical illustrations of the life-cycle are based on this chain of thought, with Man (sic!) at the top at the age of 30. It is useful to add a cultural dimension here. Indian culture, as an example, sees life as journey from learning and family to serving society, with spiritual service of mankind as an ultimate goal (Arulmani & Nag Arulmani, 2004). This sense of service crosses many cultural boundaries, including to South Korea where voluntary work is a prominent element in the Employment programme for Seniors, and to Norway, where in 2004 *dugnad* was chosen as the most Norwegian word: it means working together, voluntary work.

A successful transition from paid work to retirement involves planning and the opportunity to prepare. Still, very little support is available in terms of facilitating the transitions linking employment, voluntary activity and retirement. The above-mentioned Norwegian study depicts a number of female academics, aged 63 to 66, with 17 to 40 years' experience in Norwegian higher education institutions, who are highly committed to their work: their calling. The main findings of the interviews reveal that, generally, these women are largely left to their own devices to find individual ways to create a new life/work balance as they get closer to retirement. Potential work resource is lost. But lack of employer engagement has implications for the transition process: recognition and dignity seem to be a key concepts. Thus, this situation has both individual and societal aspects in which guidance may play an important role.

Conclusions

Geronto guidance, i.e. guidance for older people, will be a growing field in the coming years, both in terms of service delivery, and as a field of research. The reason for this is, above all, of a demographic nature. Career guidance, within its traditional boundaries and ties to employment as a means to live a full life, with an income and status, will be challenged to expand into this field: there is so much more to life than work. So we need to address the questions of how to tailor guidance services to meet the different and differing needs of older people: what methods should we use; how do we ensure recognition and dignity; how do we re-define quality measures to include this different situation?

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Between career choice and vocational integration. Key subjects and counselling types in career guidance.

Abstract:

The Career Guidance Service as part of the Federal Employment Agency of Germany, is responsible for supporting young people in questions of career choice and vocational integration. A personal counselling session focusing on these issues plays a particularly important role in this regard. The majority of research barely touches on the contents and spectrum of subjects of educational and career counselling; at best, they are assigned a derived function as compared to the prevalent orientation towards interactive-procedural events in counselling. The present study hence focuses its research interest on this rather neglected aspect of counselling. Its central questions are: Which topics and key subjects characterise career counselling? To what extent do individual counselling types emerge? To what extent are the topics discussed guided by the counselling requirement of the clients? The study is based on a sample of 54 counselling sessions and a standardised interview of clients regarding the status of their career choice. It methodically links a qualitative content-analytical procedure with type-forming and quantitative statistical procedures. The results show a spectrum of subjects varying along counselling types and the clients' status of career choice. Overall, the counselling sessions show a decidedly solution-oriented and vocational-oriented structure, guided by the two poles of career choice and vocational integration in regard to subject matter. Finally, these results are discussed in the context of the research findings of educational and career counselling.

Keywords: Career Guidance Service, career counselling, vocational integration, school-to-work transition, mixed methods

1. Introduction

The transition from school to initial vocational education presents, even in the 21st century, a topic that has very high social relevance. The discussion about the high level of unemployment among European youth and the initiatives that have been implemented underline this impressively (European Commission, 2014). In Germany, this transition process is supported by numerous institutions and offers. An important player in this field of action is the Federal Employment Agency, with which most adolescents come in contact at least once, during their school years (OECD, 2004). This by no means typical combination of support in choosing a career on the one hand, and occupational integration, on

the other hand, represents a hallmark of German labour market policy. This institutional bundling of task-packages is implemented and designed to be effective in the face-to-face counselling sessions between counselling specialists and young people seeking advice. However, there are only a few empirical findings on how these different tasks are addressed, differentiated and weighted, in vocational counselling.

2. Process- and Content-level of Counselling

Both in the theoretical determination and the empirical analysis of counselling, the process-level receives special attention. An important part of this is the macro-structure of counselling, i.e. the analysis of the overall organisation of the conversation. The main assumption here is that the basic structure of counselling is characterised by a specific problem-solving mode oriented to the needs of the person seeking advice (e.g. Egan, 2009). How can the content-level of counselling be determined against this background? The question of what is actually being discussed during the different steps of the macro-structure of counselling should provide guidance here. In this respect, the topics of the counselling session are included in the general counselling structure, which partially determines where and how specific content can be introduced (Knauth & Wolff, 1999).

3. Own Study and Questions

It is a further objective of the present study to determine the specific type of public career counselling. Based on a sample of 54 interviews from different employment agencies and a standardised survey of those seeking advice prior to the counselling, three questions are examined:

1. *Based on what inventory of topics and thematic foci, that are specific to the field of action, is career counselling at the transition from school to work, structured?*
2. *To what extent can different counselling types be reconstructed in the counselling practice of career guidance?*
3. *To what extent are the nature and scope of the topics addressed in line with the counselling needs of those seeking advice?*

4. Method

4.1 Procedure & Sampling

The current body of data from 54 interviews comes from a larger longitudinal survey with 615 advice seeking individuals, who had arranged an appointment with the career counselling service of the BA (Rübner & Höft, 2017b). The counselling sessions took place between mid-2014 and mid-2015, at the career counselling office. In addition, before the counselling session, the youngsters were asked to complete a standardised questionnaire on their current status in the career choice process.

4.2 Instruments

The vocational choice of those seeking counselling was assessed using the *BET16-U25* (evaluation tool for young people under 25 years of age; Rübner & Höft, 2017b).

4.3 Methods of Analysis

The analysis of the counselling sessions comprises of four steps:

1. *Content-analytical method for preparing the inventory of field-specific topics in career counselling* (Saldana, 2016).
2. *Content-analytical method for the determination of counselling session types* (Kuckartz, 2014).
3. *Statistical analysis of thematic foci, according to the types of counselling sessions.*
4. *Statistical analysis regarding the orientation of the career choice counselling status of the persons seeking counselling.*

5. Results

The session duration averaged 46 minutes ($SD= 16.3$). The counselling participants (48.1% female) were on average 17.3 years old ($SD=2.5$), and 61.1% of those seeking counselling still went to school, while 38.9% had already left the school.

The result of the qualitative content-analysis is a category system with 1,159 coding, in which the range, emphases and structure of the topics covered in the career counselling are mapped. The structuring backbone of the category system is composed of a set of basic counselling tasks: 1. clarify reasons for counselling, 2. preliminary assessment of the current status, 3. discussion of solution strategies, and 4. agreements. Related to these action tasks is a certain order structure of the conversations, which on the one hand, follows a fundamental problem-solving mode, and on the other hand, partially determines where and how the specific contents can be introduced. Accordingly, the action tasks are fanned out by a differentiated stock of subject areas and topic-facets. These topics form the basic building blocks that make up the discussions in career counselling, on a regular basis (see Table 1, second column). The career choice situation is categorised, evaluated and processed by people seeking counselling, based on this.

One of the distinguishing features of career counselling in the Federal Employment Agency of Germany is its two-tiered thematic structure. All reasons for requesting a counselling session and substantive agreements could be characterised as focusing on the topics of *career orientation and decision making* or *the application and placement*. Likewise, the counselling sessions as a whole could be typified on this basis. Among all conversations three types of counselling could be reconstructed: 1. career orientation counselling (COC), 2. integration-oriented counselling (IOC), and 3. a counselling type that combined career-orientation and integration matters (OIC). The scope of the topics during the counselling sessions differ significantly according to these three types (see Table 1). Counselling

sessions without reference to any of these topics were not found among the participants. Career counselling in the Federal Employment Agency of Germany embodies, in this respect, a specific, socially institutionalised form of addressing and processing challenges in the transition from school to the professional world.

It is widely agreed that one of the distinguishing features of counselling is that it is adjusted to the counselling needs of those seeking guidance. An important indicator for assessing the needs orientation of career counselling is the status of young people's career choice. The results showed that the measured status of the career choice of the person seeking counselling differs systematically with the realised counselling type (see Figure 1): the lower the initial career choice, the more the focus was on career orientation issues; while the higher the career choice was, the more integration-oriented issues were addressed. In addition, in a study with a larger size of survey sample (Rübner & Höft, 2017a) it was found that there is a significant correlation between the status of career choice and the expectations of those seeking counselling in career guidance: a low career choice was correlated with a focus on vocational orientation, a high career choice with a focus on application and placement. Thus, placement activities tend to be initiated only after those seeking counselling have already advanced in the status of their career choices, and wish to ask for these.

6. Outlook

The present study has revealed rather neglected research perspectives in the field of career counselling. On the one hand, this concerns the content-related dimension of counselling and, on the other hand, the mixed methodology in both data-collection and -analysis. In this regard, the presented study is understood as a contribution to further strengthening empirical research in counselling.

Table 1: Variance analytic mean value comparisons of topics by type of counselling

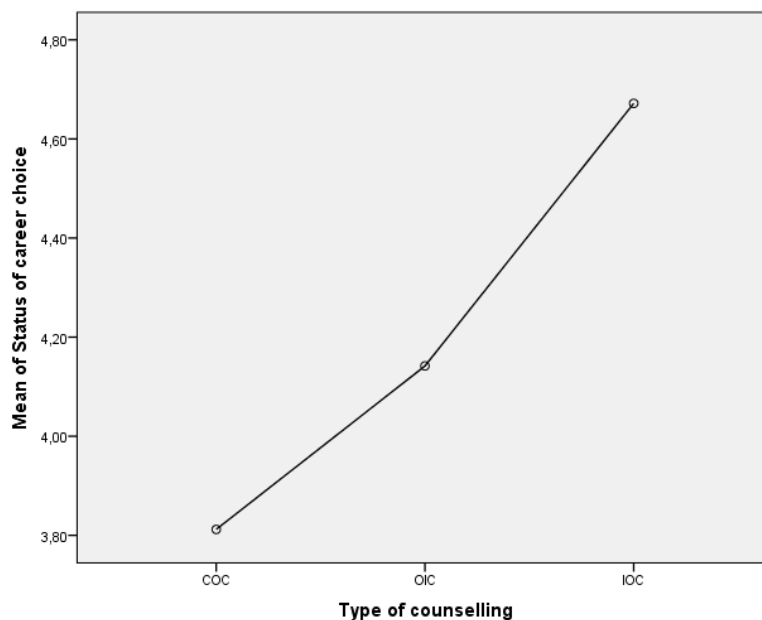
No.	Topics	Type of counselling <i>M (SD)</i>			ANOVA	
		COC (<i>N</i> =20)	OIC (<i>N</i> =26)	IOC (<i>N</i> =8)	<i>F</i> _(2,51)	η^2
1	I. Reason for counselling	1.15 (.37)	1.35 (.49)	1.25 (.46)	1.12	.04
2	Orientation and decision-making	0.95 (.51) _a	0.77 (.51) _a	0.13 (.35) _b	8.06***	.24
3	Application and placement	0.20 (.41) _a	0.58 (.50) _b	1.13 (.35) _c	12.38***	.33
4	II. Preliminary assessment	8.50 (4.44) _a	7.27 (3.18)	4.88 (1.89) _b	2.95 ⁺	.10
5	Vocational preferences and plans	2.55 (1.54) _a	2.04 (1.59)	1.13 (.64) _b	2.71 ⁺	.10
6	Previous activities	2.40 (1.98)	2.23 (1.66)	2.25 (1.04)	.06	.00
7	Individual requirements for entry into vocational training	3.55 (2.35) _a	3.00 (1.74)	1.50 (1.07) _b	3.24*	.11
8	IIIa. Support of Orientation and decision-making	8.45 (5.88) _a	7.42 (4.76) _a	3.00 (2.51) _b	3.49*	.12
9	Information about occupations	3.4 (2.96) _a	3.23 (2.58)	1.13 (1.36) _b	2.56 ⁺	.09
10	Further education and career	1.75 (2.27)	1.27 (1.69)	1.00 (1.60)	.57	.02
11	Vocational decision-making	1.95 (2.24)	1.85 (1.91)	.75 (1.39)	1.15	.04
12	Information sources	1.35 (1.04) _a	1.08 (1.29)	.13 (.35) _b	3.49*	.12
13	IIIb. Development of application and integration strategies	1.30 (1.34) _a	3.88 (2.20) _b	4.88 (1.36) _b	16.11***	.39

14	Application questions	.60 (.94)	1.19 (1.10)	1.00 (1.41)	1.67	.06
15	Vocational placement and financial support	.70 (.73) _a	2.69 (1.81) _b	3.88 (1.64) _b	16.94***	.40
16	IV. Agreements	2.20 (1.15)	2.81 (1.42)	3.25 (1.49)	2.13	.08
17	Occupational orientation activities	1.40 (1.0) _a	0.58 (.81) _b	0.25 (.46) _b	7.55**	.23
18	Application and placement	0.05 (.22) _a	1.04 (.82) _b	1.38 (.92) _b	16.13***	.39
19	Follow-up contacts	0.50 (.61) _a	1.00 (.75) _b	1.50 (1.07) _b	5.57**	.18

Note. COS = Career-orientation counselling; OIC = Orientation and integration counselling; IOC = integration-orientation counselling;

*** $p < .001$, ** $p < .01$, * $p < .05$, + $p < .10$; Post-hoc-tests according to Scheffé

Figure 1: Mean differences in career choice before interview by type of counselling



Note. COS = Career-orientation counselling; OIC = Orientation and integration counselling; IOC = Integration-oriented counselling

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Adolescents' turning to and away from vocational education and training – the role of social influences and career orientation

Abstract:

Germany lately has seen a huge increase in young people choosing an academic track instead of entering vocational education and training, which used to be the educational path of choice after compulsory education for many years. Although recent changes in skill demands call for higher qualified workers in some domains, the labour market also relies on a sufficient supply of workers with vocational qualifications. Therefore, this contribution investigates which personal, social and institutional attributes characterise those pupils at the end of compulsory education who plan to begin an apprenticeship in the dual system of vocational education and training right away. In a second step, the focus will be on those pupils who change their initial plan for an apprenticeship in favour of continuing with school for at least another year to identify characteristics that distinguish those adolescents from their peers who stick with their original plan for an apprenticeship. Group comparisons and logistic regressions will be used to establish these characteristics. The data used stems from the German National Educational Panel Study (NEPS) and the sample consists of more than 7,000 15-year-old pupils in Year 9, the last year of compulsory education. The results demonstrate the relevance of all categories of variables considered, with a strong influence resulting from parents' own educational background and their aspirations towards their child's professional future. Additionally, early engagement in vocational orientation is associated with maintaining one's plan for an apprenticeship. Implications for career guidance and counselling are discussed.

Keywords: educational plans; vocational education and training; 15-year-olds; career orientation; influences on career decision-making

Report

Introduction

For a long time, the majority of German school-leavers transitioned into the world of work by way of an apprenticeship in the dual system of vocational education and training (cf. Dionisius et al., 2015). In the last few years, however, adolescents have begun to increasingly turn to academic tracks for their professional education. Although recent changes in skill demands indeed call for higher qualified

workers in some domains, the German labour market still relies on a sufficient supply of workers with vocational qualifications.

Objectives

This contribution seeks to identify those pupils in their last year of compulsory education who still show an interest in vocational education and training. For that purpose, characteristics of pupils in their last year of school will be studied that distinguish between those planning to begin an apprenticeship in the dual system of vocational education and training after that school year and those intending to continue their general education at school for at least another year. Additionally, the contribution investigates which characteristics lead to a change in educational plan during the last year of compulsory education, more specifically, which pupils eventually refrain from their initial plan for an apprenticeship.

Theoretical approach

The change of status from school to career presents young people with the challenge of making far-reaching decisions from the perspective of their future education, training and occupational biography. Selecting the appropriate education and training options therefore represents a major step towards their professional life. This decision-making process is based on personal, social and institutional factors.

Personal factors include dispositions such as career interests, values, expectations and perceptions of oneself (cf. Hirschi, 2013), as well as academic preconditions and socio-demographic factors. *Social* factors not only exert an influence via the particular environment in which young people get socialised and, by extension, on the specific behaviours expected for these social surroundings (cf. Bourdieu, 1987), but also on their social background. The ambitions of parents for their children to achieve at least the same social status that they hold influences young people's educational decisions in the sense of an inter-generational reproduction of the achieved social status (cf. Boudon, 1974). A career is therefore a significant factor in terms of young people's social positioning (cf. Gottfredson, 1996). However, educational decisions are never made without *institutional* context, which not only presents options, but also highlights institutional limitations (cf. Heinz & Krüger, 1985; Dombrowski, 2015). They often represent a compromise, therefore, between aspirations and genuine options, entailing young people to changing direction over the course of time. This allows self-selection processes to become effective in such a way that young people already anticipate institutional obstacles and restrict the educational pathways they choose to consider. In a market-based apprenticeship system like Germany, one such obstacle lies in finding a company willing to offer an apprenticeship contract. Career orientation measures are also attributed to the institutional context.

Methodology

The empirical analyses use data from the German National Educational Panel Study (NEPS): Starting Cohort Grade 9, doi:/10.5157/NEPS:SC4:4.0.0. From 2008 to 2013, NEPS data was collected as part of the Framework Program for the Promotion of Empirical Educational Research funded by the German

Federal Ministry of Education and Research (BMBF). As of 2014, NEPS is carried out by the Leibniz Institute for Educational Trajectories (LIfBi) at the University of Bamberg in cooperation with a nationwide network (cf. www.lifbi.de and Blossfeld, Roßbach & von Maurice, 2011).

The contribution uses the first two waves of research for Starting Cohort 4 – autumn 2010 and spring 2011 – which involved surveying more than 15,500 Year 9 pupils at general education schools. Included here are pupils attending all types of school with the exception of schools for children with learning difficulties and grammar schools. The sample forming the basis of the study is made up more than 7,000 pupils in Year 9, who were surveyed on their future educational plan both at the start of the school year and again in the second semester.

For the first research question, namely which pupils at the beginning of Year 9 are interested in vocational education and training, t-tests were conducted to detect group differences between those planning an apprenticeship and those planning to continue with school. This criterion was assessed asking the pupils what they realistically expected to do after the end of that school year. Potential distinguishing features between the two groups were derived from the theoretical considerations described above. Examples for personal factors are pupils' school performance and career attitudes, with regard to social factors, parents' and peers' educational background and aspirations are considered, and institutional influences are operationalized by pupils' career orientation process and subjective assessments of success and prospects regarding the apprenticeship market.

Participants were asked again near the end of Year 9 what they expected to do after the school year. Again t-tests were used to compare two groups of pupils: Those who stick with their plan for an apprenticeship and those who named “apprenticeship” at the first assessment, but “continue with school” in the second wave. In a last step, a hierarchical logistic regression was used to determine the relative predictive power of the different influence factors.

Results

The table illustrates the educational plans of young people at the beginning of Year 9. The vast majority of respondents plan to remain at school beyond Year 9. The most popular alternative to staying at school is to complete a company-based apprenticeship in the dual system of vocational education and training, as noted by around one in five respondents. Other alternative options are relatively insignificant by comparison.

Young people expecting to begin an apprenticeship describe themselves as less imaginative and open to new experiences. With regard to educational self-concepts, those interested in an apprenticeship appear less self-assured in relation to both individual subjects and their overall academic ability. This perception goes hand in hand with comparatively poor grades in German and mathematics, and lower educational satisfaction. As for their social environment, this group describes their friends as less ambitious, and the proportion of friends aspiring to a higher-level school leaving certificate is lower by comparison.

Furthermore, both parents have a lower-level school leaving certificate on average and are less focused on directing their child towards the academic route. With regard to the career orientation process, those interested in an apprenticeship have a clearer picture of their future career. They also seem to demonstrate a better understanding of how to acquire an apprenticeship place, more confidence in their ability to secure one, and a greater likelihood of applying for one over the course of Year 9.

With regard to the second research question, the results show that only about half of those who were leaning towards an apprenticeship at the beginning of Year 9 listed this as their most likely option when asked again in the second semester. In contrast, more than one third of those initially interested in an apprenticeship are now aspiring to continue with school. The variables affecting this change of plan once again underline the influence of the social environment on the one hand and the importance of career orientation on the other hand, which was also supported by the logistic regression. Factors that seem to encourage young people to change their mind from their initial ambition to begin an apprenticeship in favour of staying at school are amongst others pupils' ambitions to reach their parents' level of education, the self-confidence for being able to do so and with regard to career orientation especially a lack of practical experience. Not surprisingly, having already secured an apprenticeship place substantially lowers the probability of a change of plan.

Conclusion

The results highlight that, as early as Year 9, a considerable proportion of young people can already imagine themselves going straight into an apprenticeship. On the one hand, this preference appears to be dependent on personal school experiences; on the other, the general educational aspirations of their social environment also play an important role. Furthermore, pupils interested in beginning an apprenticeship tend to have a sounder vocational orientation and are more optimistic about their prospects.

Nevertheless, a number of pupils ultimately abandon their original educational plan when the time for implementing this plan draws near. Direct and indirect parental influences play an important role in this, whereas practical experience lowers the probability of a change of plan. These findings demonstrate that career decision-making is contingent on much more than pupils' interests in particular occupational fields and that it seems to be an increasingly volatile process. Career guidance and counselling should be encouraged to also take into account the influencing factors detected here.

For one thing, pupils doing poorly at school due to low satisfaction with school or low interest in continuing their general education should not be persuaded to continue with school at any cost. Teachers and career counsellors should rather encourage them to consider alternative educational pathways, like an apprenticeship. As those already considering taking up an apprenticeship seem to be quite advanced in their vocational decision process, career guidance professionals can build on the steps already undertaken in this process and can assume a function of “merely” supporting and channelling the

ongoing orientation process with these adolescents. Career counsellors should address adolescents' chances in the labour market, though. In a market-based apprenticeship system like the German one, adolescents have to apply for apprenticeship places at their prospective training companies. There are huge differences in the attainability of apprenticeship places depending on occupational field and educational level of the apprentices and not all training occupations are easily accessible to adolescents leaving school after Year 9. Nevertheless, pupils planning to begin an apprenticeship straight away seem quite optimistic about their general chances for finding apprenticeship places. This might be due to a sound research on their training occupation of choice (which is reflected in stating a good knowledge of how to obtain apprenticeship places), but career guidance professionals should check the validity of these assumptions to prepare adolescents for a realistic view of the apprenticeship market. Research has shown that applicants' assessment of chances does not correspond to the actual situation on the apprenticeship market (cf. Eberhard, 2018).

Chances can be improved *inter alia* by establishing early contact with potential employers, through work experience placements or part-time work while still at school. Although employers offering apprenticeships have strongly focused on applicants' school performance in the past, a rising number of companies including small firms as well as some of Germany's biggest employers no longer focus on school grades, but on adolescents' motivation and abilities for the specific tasks of a specific profession. To detect these, work experience placements are a useful tool for potential employers to gauge the adolescents' motivation and potential for the occupation beyond school grades. Often pupils who have given up learning in school experience a rise in learning motivation when they enter a more practical learning environment (i.e. work experience placement or apprenticeship) which offers to lead them to a new goal. Practical experience can help them to gain more confidence in what they want to do professionally. A simple lack of practical experience should not be the only reason not to opt for an apprenticeship or to discard an initial plan for an apprenticeship when the time for implementing this plan draws near.

From the adolescents' perspective, the question of consequences of such a rather common change in plan arises with regard to satisfaction and success with the alternative educational pathway. Career counsellors should probe adolescents' motives for such a change of plan to support them according to their respective needs. For example, pupils remaining at school after all with the intention of achieving a higher qualification there might need learning aids or private lessons, whereas adolescents who refrained from applying for apprenticeship places for fear of failure might need assistance in realistically reflecting their chances and searching for better reachable alternatives in the vocational education and training system.

Besides these rather individual-centred factors, the social environment exhibited a huge role in adolescents' career decision-making and career guidance has to be acutely aware of such social influences and consider them in counselling activities. At least in Germany, vocational orientation

programmes in schools so far focus mainly on uncovering pupils' interests and strengths, which are then used to select matching occupational fields for pupils' work experience placements. If and how a reflection on these experiences (discovering ones' strengths as well as gaining practical insights) with the pupils takes place varies, but in any case, the focus is on the pupil as an individual and influences from the context, social or otherwise, are excluded from reflection. Career guidance therefore needs to broach the issue of parents', but also peers', aspirations and own educational behaviour explicitly in the reflection process with the adolescents on their vocational aspirations. This could help young people to disengage somewhat from changing their educational and vocational plans only because they either think it obligatory to equal the (higher) parental educational status or they feel bound to follow the vocational family tradition. For families with a low educational and thus often also poor economic background having their children beginning an apprenticeship right after compulsory education entails the incentive of their earning their own money early on. For this clientele, career counselling should also put an emphasis on conveying information on financial aids for educational purposes and scholarships.

Table

Educational plans at the beginning of Year 9

	Educational plan (beginning of Year 9) (%)
Continue to attend school	69.0
Enrol in company-based vocational education and training (apprenticeship)	18.7
Attend a vocational school	6.4
Start working/temping	1.8
Travel abroad	1.4
Complete a practical placement	1.2
Enrol in a vocational preparation scheme	0.9
Do none of those things	0.6

Notes. N=7,322; source: Leibniz Institute for Educational Trajectories (LifBi), National Educational Panel Study (NEPS), Starting Cohort 4, doi:/10.5157/NEPS:SC4:4.0.0, independent calculations from the BIBB research project "Vocational orientations"

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Sustainable Employability and continuous career development; experiencing the value of Core Qualities

Abstract

Sustainable employability of workers is an important issue for today's labour market. From research it is known that sustainable employability is affected by different factors, amongst others the personal characteristics of people. The development and stimulation of sustainable employability and labour participation can be supported by insights in and the awareness of the personality of individuals. After an introduction in the latest insights from research, this workshop will therefore offer exercises to get acquainted with the so-called Core Qualities as a method to work with personal characteristics that may be of importance for your behaviour and sustainable employability. We will experience and test the value of these personal characteristics that can be applied by every attendee. In addition, we will evaluate the practical value of the Core Qualities and its related concepts of Pitfalls, Challenges and Allergies for career counselling and guidance.

Keywords: Sustainable employability, core qualities, career development, career guidance

Introduction

Today, people need to work longer until higher ages. They will have to be prepared for more changes at work, and in their work than some decades ago as well. Sustainable employability is therefore an important issue for the labour market of today, and refers to “working in such a way that they are able to meet their own needs and labor market requirements in the present, without compromising their ability to meet these in the future” (LeBlanc, Van der Heijden & Van Vuuren, 2017, p. 2).

Recently, Parkin Hughes, Semeijn and Caniels (2017) argued that when it comes to obtaining more sustainable outcomes for people, planet and profit, addressing the human factor at work still lags behind and needs far more attention. To enhance this attention for humans at work, an important role for life-long development and guidance seems warranted (Semeijn, 2018). What can career guidance contribute for this purpose?

Working with Core Qualities

Guidance can be aimed at being aware of and learn how to handle one's so-called Core Qualities (Ofman, 1995). Core Qualities can be considered as personality characteristics or strengths that (give) colour (to) the behaviour and achievements of a person. Individuals are often recognized and valued by their (3-5) Core Qualities as parts of or the essence of their personality. Examples of Core Qualities are: Flexibility, Endurance, Creativity, Courage. Core qualities can be discriminated from skills and competences. Skills can be trained and learned, while core qualities can be developed as inner strengths that are already present in a person. Competences are broader concepts including skills, values and drives (Meyers, 2002).

Daniel Ofman, a Dutch business consultant, introduced the concept of Core Qualities in the nineties of the past century (Ofman, 1995). Other authors, such as Seligman (2002), also described and applied the concept of Core Qualities, for example in his happiness experiments (Seligman, 2002). Ofman surely vested and coined the term in the Netherlands and made it quite popular in consultancy and coaching practice. He believed that employees and leaders could benefit from awareness of and insights in their personal core qualities. He also claimed that besides individuals, teams and organizations have their typical core qualities.

In this workshop we aim to first give an overview of the latest literature on sustainable employability and the importance of core qualities for continuous career development and sustainable employability (continuous labour market participation). Next we like to introduce the core qualities for a more practical purpose: the attendees of the workshop will apply the knowledge of their own core qualities for their own career development and possible use in their professional roles.

While working with core qualities, three concepts that are strongly related with Core Qualities are relevant as well:

- Pitfalls refer to the deformation of a core quality, hampering a person (team, organization) to be effective and successful. For instance: Flexibility becomes Inconsistency.
- Challenges are qualities that should be developed to counter a specific Pitfall. An example: Orderly counters Inconsistency.
- Allergies appear when too much of a Challenge is met in another person. Allergies are annoying, irritating and prevent fruitful cooperation. When Orderly is a Challenge, the corresponding Allergy can be met in Rigidity.

The four described concepts are interconnected in a dynamic way and can be visualized in a so called Core Quadrant. Figure 1 shows a Quadrant that is build up from the Core Quality: Helpful

Insert Figure 1.

Value of the method

Several studies of Seligman underpin the value of awareness of core qualities for the development of well-being happiness and personal growth of adults. A study evaluating the development of Core Quality in young students of elementary schools concluded that they are capable of recognizing their own Core Qualities and linking them with their actions (Ruit & Korthagen, 2013). Studies on the value of using the Quality concepts and the Core Quadrant for the development of sustainable employability and further career development are not available yet.

However, the Core Quality concept, also described by Seligman et al. (2002), seems to be very useful and fruitful for practitioners. A lot of our Dutch colleagues, career counsellors and consultants, are currently applying the Quality concepts and Quadrant as a tool. All kinds of other tools for practice with Core Qualities, such as card games (KernKonsult, 1995), are developed and applied as well (Ofman, 1995, Gerrickens, 2000).

Exercises and assignments

During the workshop we will present several individual and group exercises that will give a clear insight in the described concepts. Participants will be facilitated to construct their personal Core Quadrants. Guidelines are provided for practice in career counselling and consultation focussed on the development of sustainable employability (and possibilities for continuous labour participation). In addition, we will discuss the value of the described concepts and tools for practice with the participants.

Summary and conclusions

The development and stimulation of sustainable employability and labour participation can be supported by insights in and the awareness of the personality of individuals. Working with personal characteristics, such as Core Qualities and its connected concepts such as Pitfalls, Challenges and Allergies, as well as the Core Quadrant as an overarching framework seems to have practical value for career counselling and guidance. More research would be needed for scientific validation. This counts especially when it comes to application of the Core Qualities for the development of sustainable employability, continuous labour participation and career development. However, based on earlier studies in different fields of application, we would like to test whether the ‘proof of the pudding is in the eating’ during this workshop.

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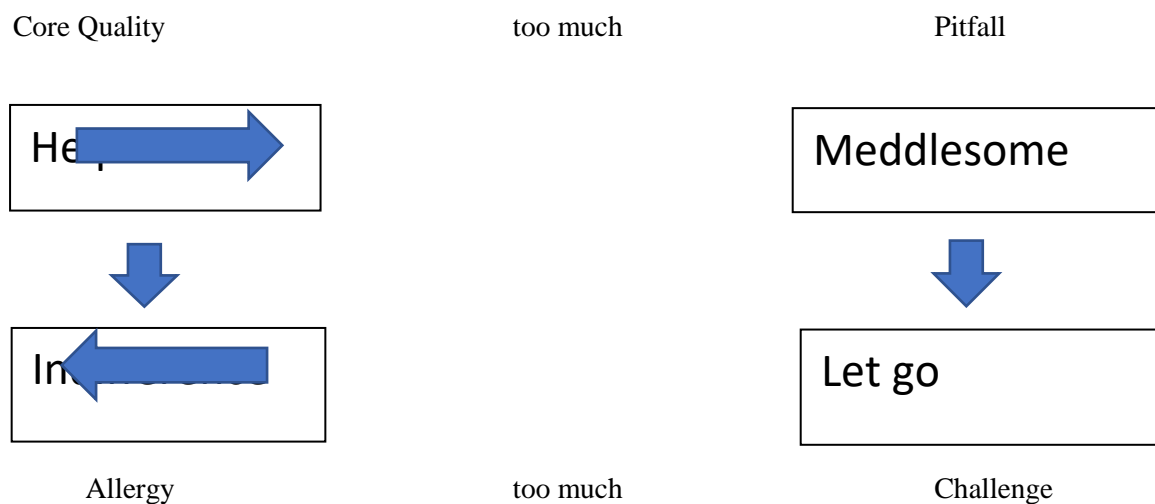


Figure 1. Core Quadrant: Helpful

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The advantages of group norms in measuring career adaptability: Measure in a national sample.

Abstract

Research on career adaptability has shown statistical differences between age groups (Ambiel, Carvalho, Maartins, & Tofoli, 2016; Navaitienė, 2014) and gender (Coetzee & Harry, 2015; Yuen & Yau, 2015). These same researches conclude that there is no reason to develop separate career adaptability measures for either adults and youth or men and women. In this paper it is argued that these research results show that group norms are needed in order to fully understand individual career adaptability scores when presenting results to individuals. The aim of this study in a national sample was to provide group norms that would make interpretation of results easier and more accurate. Two case studies were used to show the usefulness of group norms.

The Icelandic version of the Career Adapt-Ability Scale (CAAS-I) (Einarsdóttir, Vilhjálmsdóttir, Smáradóttir & Kjartansdóttir, 2015) was administered in a national sample (N=1575, 15–65 years). The Icelandic Career Adapt-Ability Scale has two additional scales (*co-operation* and *social contribution*) to the four international scales (*concern*, *control*, *curiosity* and *confidence*). Results showed that the youngest age group (15–20 years) is higher on concern and curiosity. Older age groups are higher on control. The age group from 36–45 has lowest scores on four scales out of six. Gender differences revealed significant differences on the concern scale and the two Icelandic scales where women scored higher than men. In all effect sizes are small between age groups and gender. The case studies show that although raw scores can be close to the middle of the five-point scale, they can be very low when compared to the age group. This shows that group norms are an improvement in the implementation of the CAAS-I.

Keywords: *Measure of career adaptability, group norms, case study*

Introduction

The ability to deal with ever-changing work environments is increasingly important for the working individual. Changes in workplaces are constant and unpredictable and are due to social and economic forces such as new information and communication technologies, world trade and global competition,

migration and unemployment. Savickas (1997) was among the first scientists to address this problem of adapting to frequent career changes and defined the concept of career adaptability (i.e. 2005; 2015). Savickas also led a group of international scientists from 13 countries in creating a measure of career adaptability (Savickas & Porfeli, 2012). The study reported here was a part of this international effort. Since the publication in 2012 of the first studies on career adaptability (Savickas & Porfeli, 2012) research has *proliferated and a* recent meta-analysis of over 90 studies of the relationships of career adaptability with various career related measures (Rudolph, Lavigne & Zacher, 2017) showed the predictive validity of career adaptability measures for outcomes on career, work and well-being. This psycho-social construct of career adaptability is describing a career related phenomenon that is of importance in today's work market. Career adaptability encompasses the abilities and attitudes people have in preparing for career changes and career transition (Savickas, 2005).

Research on career adaptability has shown statistical differences between age groups (Ambiel, Carvalho, Maartins, & Tofoli, 2016; Navaitienė, 2014) and gender (Coetzee & Harry, 2015; Yuen & Yau, 2015). These same researchers conclude that there is no reason to develop separate career adaptability measures for either adults and youth or men and women. In this paper it is argued that these research results show that group norms are indeed needed in order to fully understand individual career adaptability scores when presenting results to individuals. The aim of this study in a national sample was to provide group norms that would make interpretation of results easier and more accurate. Two case studies were used to show the usefulness of group norms.

Method

The Icelandic version of the Career Adapt-Ability Scale (CAAS-I) (Einarsdóttir, Vilhjálmsdóttir, Smáradóttir & Kjartansdóttir, 2015) was administered in a national sample (N=1575, 15–65 years). They provided group norms with men and women aged 15 to 65. The Icelandic Career Adapt-Ability Scale has two additional scales (*co-operation* and *social contribution*) to the four international scales (*concern*, *control*, *curiosity* and *confidence*).

Results

Results showed that the youngest age group (15–20 years) is higher on concern and curiosity. Older age groups are higher on control. The age group from 36–45 has lowest scores on four scales out of six (see figure 1). Gender differences revealed significant differences on the concern scale and the two Icelandic scales where women scored higher than men (see figure 2). In all effect sizes are small between age groups and gender.

Discussion

The case studies show (see table 1) that although raw scores can be close to the middle of the five-point scale, they can be very low when compared to the age group. This shows that group norms are an improvement in the implementation of the CAAS-I.

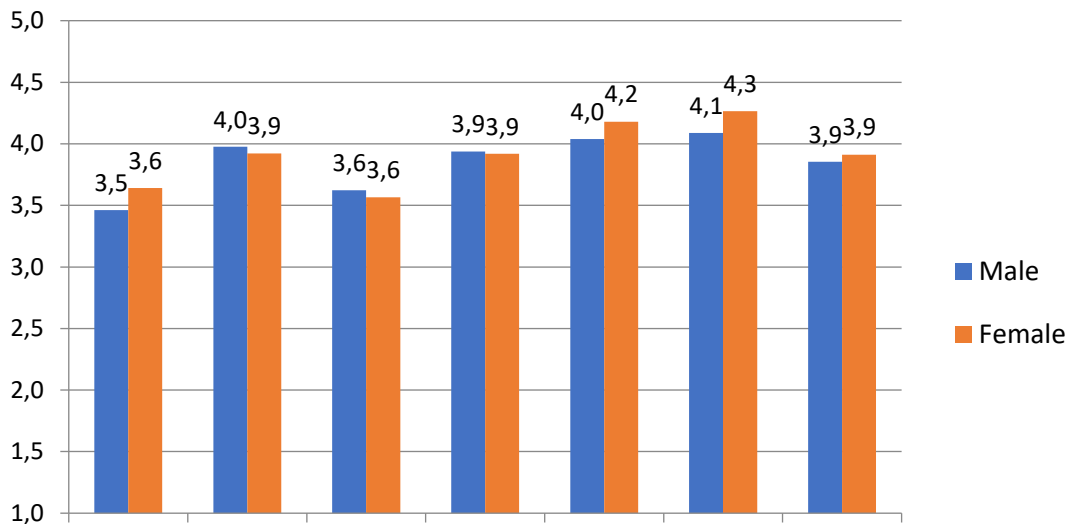


Figure 1. Gender differences on career adaptability

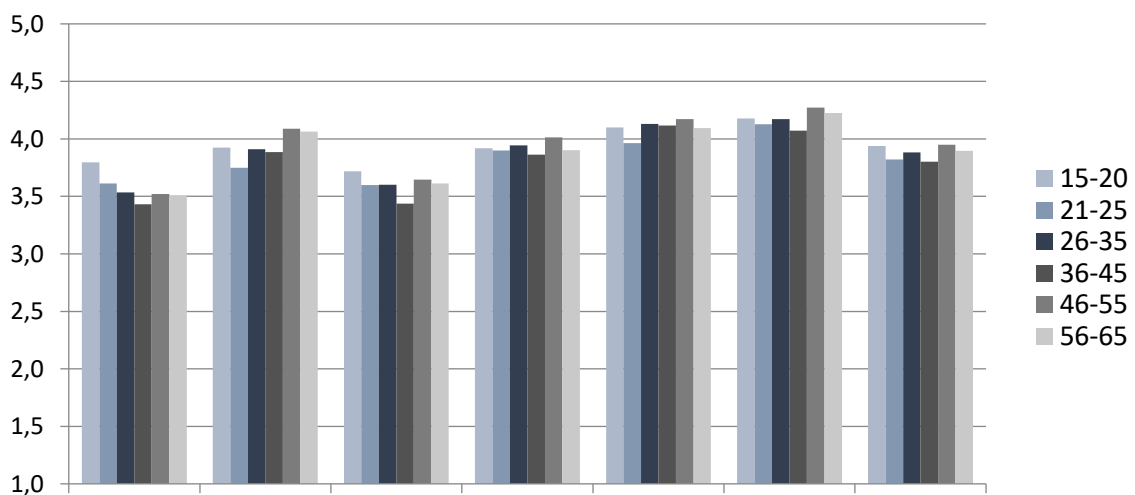


Figure 2. Career adaptability in different age groups

Table 1. Helga's (case 1) scores on the six dimensions of *CAAS-I*

<i>CAAS-I</i>	Means per scale	Percentiles for women in age-group 15-20
Concern	3.50	34%
Control	3.83	44%
Curiosity	3.17	17%
Confidence	4.67	81%
Co-operation	4,86	81%
Contribution	4.0	37%
Total	4.08	64%

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In search of a value- and skill-based CV for working with disadvantaged young people

Abstract

Writing an impressive curriculum vitae is important for young people to enter into the world of employment. Writing up a value- and skill-based CV as a career intervention tool is particularly important for those young people who are not in education, employment or training (NEET) or who are at risk of becoming NEET, as they largely lack of academic and vocational qualifications and paid-work experience. Informed by the expanded notion of work (ENOW), a more all-rounded CV360 is designed to capture the values, attitudes, skills and knowledge (VASK) of youth, which are identified from a wide spectrum of paid and unpaid work experience. CV360 is used as a career intervention tool for a career and life adventure planning project (CLAP Project funded by the Hong Kong Jockey Club Charities Trust), which is targeted at youth aged 15-21 characterized by the lack of credentials. By using a case study on a workplace learning programme designed for a group of disadvantaged youth, either NEET or at-risk of becoming NEET, this paper examines the impact of CV360 by means of conducting qualitative interviews with the involved stakeholders, including youth participants, social workers, and human resources management (HRM) personnel. It was argued that CV360 as a new template for writing up an all-rounded CV can play an effective role in working with youth and making a change with the HRM practice that can make a win-win solution with regard to talent-job matching.

Keywords: Expanded notion of work, CV360, human resources management practice, NEET, Hong Kong

Conceptual background of the paper:

Curriculum vitae is a self-marketing tool for job seekers. Writing a winning CV is important for starting one's career development. However, many people are disadvantaged at CV writing

for various reasons, such as disadvantaged youth who are not in education, employment or training (NEET) or at risk of becoming NEET. For the NEET, not only the end-product of CV by itself, but also the process of writing up an appealing CV is deemed important (Furbish, 2015).

The narrative approach to working with youth in writing up a CV aims at thickening their narratives and unique outcomes, and facilitating them to redefine themselves by adopting a more positive and empowering perspective (Stebbleton, 2010; Toporek & Cohen, 2017). However, to make the practice of strength-based career counseling effective, it not only depends on the qualifications and practice wisdom of the practitioners, but also on the availability of a more all-rounded CV template that can capture the capabilities of the clients, which are not confined to formal ones but are also expanded to include the less formal or more informal ones.

Experiences are important sources of one's achievement of capabilities. In a society dominated by the conventional notion of work restricted to employment and entrepreneurship, only paid work and revenue-generating endeavors are given weight if not legitimation. Individuals going without a distinguished record of paid work history and other relevant credentials are considered less competitive in the job market. For the sake of social justice, more researchers suggested to expand the definition of work, and to value the meaning of unpaid work experience in one's life-career development (Heras, 2012; Livingstone, 2010; Stebleton, 2010; Wong, 2015). Wong (2015) proposed an expanded notion of work (ENOW) and suggested that individuals can achieve some transferable capabilities through exploring multiple pathways.

Whilst ENOW describes a wide spectrum of six different forms of paid and unpaid work, the notion of workplace experience can thus be further expanded into six different forms accordingly, which may be named as an expanded notion of workplace experience (ENOWE) (Wong & Yip, forthcoming). Both paid and unpaid work experience are suggested to show and contribute to one's accumulation of capabilities developed over time, which is manifested in the form of values, attitudes, skills, and knowledge. ENOW offers the individuals and the society a different perspective to view the individuals' history and their capabilities. When unpaid work experiences are being valued, those clients who only have unpaid work experiences will have materials for their CV writing.

The widely used knowledge-skills-abilities (KSA) framework (Boselie, 2010) underpinning the conventional or functional CV writing-up has discouraged many people from developing

their own CV. For those people without a competitive record of high-quality education and paid work history, writing a CV to articulate their KSA is particularly frustrating. For the sake of social justice, the capability approach provides an alternative perspective for career interventions (Wheelahan, 2017) which emphasizes not only the individuals' capabilities for work but also their equal access to opportunities to develop their capabilities. That is, both the personal and the structural are taken into consideration if career intervention programmes are to be designed, implemented and evaluated in a way that is consistent with social justice. Building on the foundation of KSA, the authors introduce a brand new framework including values, attitudes, skills, and knowledge (VASK) as a more inclusive and empowering one to capture the capabilities of youth in other areas not necessarily restricted to formal credentials, qualifications and paid work experience but including other informal and semi-formal experiences that can well demonstrate the VASK from a wider spectrum of both paid and unpaid work experiences that are considered transferable to the world of paid work and employment.

This paper argues that developing an ENOW-informed VASK approach to working with youth to write up their CVs in a more empowering manner can help recognize and strengthen the agency of youth. Against this conceptual backdrop, we are to present the case of CV360 created by a career guidance project for illustrating how the ENOW-informed approach informs working with young people NEET.

Methodology:

Quantitative data were collected on the pre-post changes of the competence of youth, including engagement, self-understanding, pathway exploration, and career planning and management. Qualitative interviews were conducted with the youth participants, social workers, and HRM personnel and shop managers in the Project to investigate their feedbacks on the impact of CV360.

Findings:

In general, the feedback from all concerned parties on the impacts of CV360 was positive. For the youth participants, they appreciated four strengths of CV360; the first of which is to take CV360 as a record for archiving alternative life story plot which is more empowering; the second is to articulate their own set of VASK in an explicit manner; the third is to enhance self-understanding; and last but not least is to write up a resume for applying for a specific job. The

social worker respondents commented that CV360 could spotlight potentials of youth. They also considered CV360 as an ideal template for mapping out the career roadmap of young people in spite of their disadvantaged position. The HRM personnel and shop managers took CV360 as an effective recruitment tactic for achieving talent-job matching.

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