CAREER GUIDANCE FOR **INCLUSIVE SOCIETY**

CONFERENCE **PROCEEDINGS**

CAREER GUIDANCE FOR **INCLUSIVE SOCIETY**

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Editorial

Dear conference participants, dear colleagues, dear fellow IAEVG members,

In these proceedings you will find the conference papers of the International IAEVG Conference 2019 organised in Bratislava. All papers were properly reviewed and selected by the Scientific Committee showing high quality. The authors living and working in all parts of the world are researchers, scholars, educators, and practitioners. They made their interesting contributions on paper and in most cases presented their papers in the theme sessions during the conference. The Board of IAEVG is grateful to the organising committee and in particular to Stefan Grajcar and Tomas Sprlak for publishing these proceedings in such a short time after the event took place.

I was very curious and excited about this content. A feast of recognition but also a discovery of things that I had to miss during the event. As we all know, you can't attend all sessions and have to make choices from the abundance of presentations during the event. Now we can read and study all papers and readers who were not able to join the conference are offered an extended view of the content that was delivered

I would also like to make some brief comments on the content of the papers as a whole.

A first question to be answered is if the presented materials meet the current needs of guidance users and practitioners or provide an important contribution to the scientific discussion in our field. My modest conclusion is that the content is indeed relevant and timely. Inclusion as an issue, and in particular gender and cultural diversity are covered as well as 'grey capital' in the workforce. The presented papers vary from theoretical approaches offering a framework or model to more concrete methods for application in practice. It is also Important for an international conference to address themes on a more general and/or international level as well as case studies on national or regional level as examples of practice or policy and serving as a possible inspiration for colleagues from other countries. I am happy that we find this broad scope in this bundle of papers.

When I write this editorial, we are trapped in the stranglehold of the Coronavirus Covid-19 with enormous consequences worldwide for our health and well-being, but also for the working life and careers of young people and adults. I expect this collection of excellent papers to be an inspiration for our profession in these uncertain times. It is now, and in the longer term, that we can make an important contribution to solving the major problems that we are facing.

Finally, I would like to consider some learning points from the delivered content.

- Openness to issues that can have enormous impact on society, such as climate change and the arrival of refugees and migrants.
- The skills and knowledge to design and apply tailored methods and instruments to work with special target groups, such as migrants, adolescents, NEETS, senior employees.
- Effectivity and quality of our work that can be fostered by joint initiatives. Working together with colleagues, in particularly those from other disciplines, may lead to more fruitful results.

- Many interesting and timely contributions presenting methods for distant and E based guidance and counselling practices.

In conclusion, I am convinced that the presented papers make a strong and important contribution to the field of career guidance, counselling and education, showing starting points for further research and inspiration for the practice of guidance and counselling professionals. I very much thank all authors for their good work and for their live presentation during the conference.

I invite you to read the presented materials following your personal interest and curiosity. But don’t forget that also a lot can be learned from studying content that is separate from your own focus or professional specialisation.

Dr. Gert van Brussel
President IAEVG

Introductory notes from the editors

We had the idea of preparing the proceedings from the IAEVG 2019 International Conference held in Bratislava in September 2019 from the very beginning of the organisation process. But became much more realistic mainly during the conference itself, though we knew that it would be not very usual – until now there weren´t many examples of that kind when IAEVG annual conferences were organised in many countries around the world for more than six decades. The reason to do so was that a gathering of so many internationally recognised experts, researchers, practitioners in the field of career guidance & counselling is so unique that it would be really a pity to lose each word that was said by them, and not to try to catch as much as possible of it – mainly for those who didn't have the chance to be there with us.

The first step in this process was an invitation sent in the middle of October 2019 to all IAEVG 2019 Conference active participants to send us their full text papers. Their reactions were very positive and supportive, though some of them informed us that they planned and preferred to publish their papers in other scientific journals, obviously with higher ratings. The deadline was postponed twice, and at the beginning of February 2020 we were very happy to have received 47 papers.

Papers are listed alphabetically according to the name of the author, respectively the name of the first author. We had no ambition to proofread all the texts, and the responsibility for the formal quality of texts lies on authors themselves. However, this should not be any major obstacle for us to experience a very high quality reading.

All articles are very valuable, both for their inherent content, and for a huge amount of references. All papers are also a rich source of information and inspiration for other researchers, practitioners, or policy makers. We are sure that without these proceedings much would be simply lost, and therefore our efforts put in their preparation seems to be a good investment.

We would like to thank you all for coming to Bratislava, for your active involvement, and for your contributions. The IAEVG 2019 conference was a splendid experience for us and we hope the proceedings will bring some inspiration for your research and practice.

Štefan Grajcár and Tomáš Šprlák
on behalf of the IAEVG 2019 Conference
Organisation Committee

Personalized career and academic planning - a promising policy and practice

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Abstract

This proposal explores the career development policy and practice strategies used in the United States of America (U.S.A.). It discusses what it means to implement and evaluate an Individual Learning Plan (ILP), named Academic and Career Planning (ACP) in middle and high school in the state of Wisconsin. The methodology comprises: a review of literature, analysis of reports, artifacts and documents related to the ACP and an interview with a decision-maker at district level. It discusses how ACP is integrated in the school curriculum, who is responsible for the activities, how staff is trained, what kind of professional resources are used, how schools cooperate with family, community and businesses. It also analyses how activities are evaluated, what benchmarks and indicators are used, how stakeholders and beneficiaries are involved in the process of evaluation, how the participation in ACP influences the students. In addition, the strengths and challenges faced in the ACP process are discussed as well as the adjustments made.

Keywords: career guidance program; implementation; evaluation; Academic and Career Planning (ACP); secondary education

Introduction and objectives

Evidence-based research indicates that having a fully implemented comprehensive guidance and counseling program makes strong contribution to students' academic achievement as well as to their personal, social and career development. The Academic and Career Planning (ACP) is a personalised program that aims to prepare students for college, career, and life. It is successfully implemented in the state of Wisconsin and integrates three domains of college and career readiness (academic, personal/social, workplace) to ensure student success in high school, a post-secondary pathway and life.

After a preparatory process which took place between 2013 and 2017, the ACP implementation state-wide started during 2017-18, accompanied by monitoring, evaluation, improvement and enhancement as well as process updates and annual training. During 2018-19, data were collected, analysed and evaluated for process improvement, research outcomes and examples of good practice shared, partnerships with businesses and institutions of higher education were integrated into the process (Wisconsin DPI, 2016).

This proposal aims to: present a theoretical framework for ACP by taking into account the evidence based research; examine how ACP is implemented and evaluated at district level; discuss strengths and challenges faced in the ACP process.

Theoretical basis

Career development programs and services should change the focus from supporting individuals to make appropriate career decisions on helping them to develop decision-making, proactive and resiliency skills. This new paradigm is used to develop the individual's self-exploration, career exploration, career planning and management skills as well as positive youth development outcomes, such as proactivity, resiliency, self-determination, self-efficacy and motivation (Solberg and Ali, 2017).

Based upon several years of research in the United States, the Individualized Learning Plans (ILPs) support youth in becoming college and career ready. An ILP is a document consisting of: (a) course taking and postsecondary plans aligned to career goals and (b) documentation of the range of college and career readiness skills that the student has developed (Solberg at al., 2014).

This proposal discusses how the Academic and Career Planning (ACP) is implemented and evaluated in a district from the state of Wisconsin, U.S.A. A requirement for Wisconsin school boards from 2017 onwards was to "provide academic and career planning services to pupils enrolled in grades 7 to 12 in the school district" (Wisconsin DPI, 2016). The vision of the Department of Public Instruction (DPI) from Wisconsin is that "all students should graduate from high school academically prepared and socially and emotionally competent by possessing and demonstrating proficiency in academic content (knowledge), application of knowledge through skills such as critical thinking, communication, collaboration, and creativity (skills) and behaviours such as perseverance, responsibility, adaptability, and leadership (habits) " (DPI website, 2020).

The ACP is a process that helps students to engage in academic and career development activities as well as a product that is created and maintained for the academic, career, and personal advancement of students. It empowers them to: understanding their own interests, strengths, values, etc.; creating a vision of their future; developing individual goals, and a personal plan for achieving their vision and goals (Wisconsin DPI, 2016). The ACP model was created based on research recommendations for incorporating career development throughout K12 for self-exploration, career exploration, and career planning and management. It includes four stages, each with appropriate activities: (I) Self-Awareness – Know: self-assessment of interests and strengths; reflection and goal-setting; financial knowledge and understanding of resources, etc.; (II) Career Exploration – Explore: career exploration activities and opportunities; world of work and labour market needs; understanding and comparing different pathways; (III) Career Planning – Plan: development of the planning skills and of the middle/ high school plan; (IV) Career Management – Go: executing and updating the plan with new information and artifacts; conferencing and mentoring, etc. (Wisconsin DPI, 2016).

Methodology

The methodology comprises: a review of literature on the evaluation of career guidance programs in the U.S., analysis of reports, artifacts and documents related to the ACP and an interview with a decision-maker at district level. The interview was conducted at the premises of the district office. The participation was voluntary and the interview was audio-recorded for note-taking purposes, transcribed, coded by theme and analysed. The main topics discussed during the interview were: how ACP is implemented and evaluated in the school district at middle and high school level, how the participation in ACP influences students, what are strengths and weaknesses of the ACP program, the overall opinion on the implementation and evaluation process. The interview added rich insights into the process of ACP from the perspective of a decision-maker.

Results

The results present the context, the ways in which ACP is implemented and evaluated at district level, examples of students' outcomes, the strengths and weaknesses of the program. The main topics addressed were: how ACP is integrated in the school curriculum, who is responsible for the activities, how staff is trained, what kind of professional resources are used, how schools cooperate with family, community and businesses, how activities are evaluated, what benchmarks and indicators are used, how stakeholders and beneficiaries are involved in the evaluation, how the participation in ACP influences students.

The interview took place in one of the first districts from the state of Wisconsin that implemented ACP and changed the process almost yearly for the last five years to learn from what went well and to make adjustments. An ACP Committee was established at district level, being responsible for the preparation, implementation and evaluation of the activities.

An ACP curriculum is available for the 6^{th}-12^{th} grade students and must be completed through an Advisory period which is taking place every Monday for 35-40 minutes. Students are assigned to an advisory teacher which remains with the same group of students for 2 years. At middle school level, the focus is on Social and Emotional Learning (SEL), communication, creativity, innovation and collaboration. Then, in high school students focus on college and career. The ACP is not graded and is not included in the report card. School staff has access to professional resources and meets weekly to discuss the ACP activities. Parents are informed on ACP through letters, newsletters, links to the Vision of the graduate and Career Cruising website where they can monitor the work done by their children. The school district is organizing each year a partnership breakfast for representatives of local community and businesses who are providing mentorships and internships for students. Some of the most successful ACP activities mentioned during the interview were: a career fair day for students and visits in companies for secondary teachers. In this way, students and teachers can better understand the importance of the ACP.

A vision of the College and Career Ready (CCR) graduate includes the knowledge, skills and dispositions that students should acquire to be successful. The benchmarks of college and career readiness contain academic, career and life-ready indicators. For example, the career indicators are described based on the following benchmarks: national career readiness certificate, industry credential, success in career related high school coursework, career-based learning experience, attendance, extra-curricular activities. The life-ready indicators mention: the ability to apply the ACP process, to meet the financial literacy and service based learning benchmarks, to exhibit positive dispositions for success. A student Blueprint was elaborated to measure the progress for each student. Any parent can check it to see if the child is ready to graduate towards career and college indicators. Students are involved in the process of evaluation, e.g. during ACP Junior conferences when they lead the discussion and talk with their parents and the school counselor about their plans. During the interview, the decision-maker spoke about the role of the student during the ACP conferences: 'During ACP conferences, the students lead the discussion and they have their ACP in front of them. And they should be able to talk to their parents and the school counselor. For example: *This is what I want. This is my 6 years plan*. Counselors are checking a box saying if students are able to do that. Here actually are the real indicators they need to hit'.

A survey with the participation of staff, parents and students from the school district showed highly positive experiences for the participants of 2018 (Hanover Research, 2018). Parents reported that their child (student) (86%) and family (87%) are actively involved in the ACP process. Staff mentioned that they understand why ACP is a priority in the district (94%) and feel confident in their ability to guide the students to courses available to help them reach their goals (73%). The students said that they are able to identify careers of interests (92%) and can describe their own skills which are needed for their future plans (84%). The survey also shows that more students understand better ACP in 2018 (85%) if compared with the past years (79% in both 2016 and 2017). The strenghts of the ACP program revealed that school staff understands the importance of ACP; a graduate vision, a student Blueprint and benchmarks for career and college readiness are available; business and community partners are strongly involved in the activities; the process is monitored and survey results are available. The challenges are related to finding better ways of communication with the parents. In addition, ACP is not graded which may cause some difficulties in implementation.

Conclusions

The discussion concerning ACP implementation and evaluation highlights the main features of a successful career guidance program: it is based on a graduate vision, a student Blueprint and benchmarks for career and college readiness; the implementation is well prepared in advance and adequate funding is allocated; it is integrated in the school curriculum; it follows a continuum from elementary, middle to high school; it involves the whole school community; it has allocated a specific time for activities; it should be graded to get more credibility; the teacher - advisor stays with the same group of students at least two years; the staff is well trained on ACP; the school staff meets frequently to discuss the learning activities; teachers cooperate closely with the school counselors, career and academic learning advisers; parents, community and businesses are well informed and involved in the ACP activities; a website and online learning resources are available for students, teachers and parents; the implementation is permanently monitored, strengths and weaknesses are identified and discussed; the impact is assessed and improvement measures are implemented;

benchmarks and indicators to measure the impact are prepared; the beneficiaries are actively involved in the audit of the activities.

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We are truly grateful to the school district leader from the state of Wisconsin, the U.S.A. who shared openly the views on the process of ACP implementation and evaluation.

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Training Career Counselors in Contemporary Narrative Approaches: Concerns and Future Directions

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Abstract

The National and Kapodistrian University of Athens developed and delivered, for the first time at a national level, a blended program that aims at training career counselors in designing and implementing contemporary interventions based on narrative and reflective techniques, such as My Career Story workbook (MCS; Savickas & Hartung, 2012) and the intervention "Constructing my future purposeful life" (Di Fabio, 2015). The present study presents the evaluation from 23 participants who work as Career Counselors in NGO's, the private and the public sector. The data were collected via focus groups –based on the four factors (active participation, research-practice gap, models, collaboration) suggested by Savickas and his colleagues (2009) – and an online survey. The qualitative data were analysed with Qualitative Content Analysis, while the quantitative data with SPSS 25.0. The conclusions reached –although limited due to the sample size– refer both to the methodology and the content of the training program. In particular, participants suggest that participants' number should be limited in order to guarantee active engagement and promote effective collaboration among them. Furthermore, a brief review of contemporary research should be completed prior to experiential activities, in order to ensure that learning will be integrated in a context, forming a conceptual continuum. Despite that the present program included multiple experiential activities, participants stated that they needed more; therefore the major part of such programs should ultimately aim to the implementation of methods, tools and techniques. Moreover, participants stated that the evaluation of such programs should also be checked in due course (follow-up), in order to enable participants reflect on their daily practice and provide enough time for skills/knowledge transference. Additionally, the four factors suggested by Savickas and his colleagues (2009) serve as a functional framework, based on which we can deepen and reflect on the effectiveness of career counselors' training.

Keywords: career practitioners, professionalisation, blended learning, program evaluation, skills' transference.

Introduction

As theoretical underpinnings of career guidance are subjected to dynamic changes, due to the need of responding to social and cultural challenges, career counselors and guidance practitioners need to become acquainted with a broad historical and cross-cultural knowledge of their theoretical field, as well as with an understanding of the different delivery methods of career guidance services that reflect different theoretical standpoints (Cedefop, 2009). In addition, the profession of career counseling finds itself facing considerable challenges as the demand for, and opportunities to provide, services increase (McMahon & Watson, 2012).

Career counsellors need to reflect critically on their theory and practice in order to support people in their construction of career and life projects (Di Fabio & Maree, 2016). To achieve this aim, it is essential to assist people choose appropriate fields of study and careers, make meaning of their career-lives, find a sense of purpose, design successful lives, and make meaningful social contributions (Maree & Di Fabio, 2018; Savickas, 2013). This is in line with Bluestein's (2006) and Maree's views (2016) who support that the close relationship between personal and career counseling, calls for an integrative approach to the training of all (career) counselors. This perspective can be further linked to the notion that career counselors, in postmodern work contexts, require to focus on complex roles, to be able to assist their clients effectively (Kaliris, 2019).

Against this background, the need of continuing professional development (CPD) in contemporary approaches is necessary and imperative, in order career counselors to be active and effective, as global changes and challenges diversify clients' needs and concerns. In this regard, career practitioners should no longer rely on a single theory to address the various operational roles, but is required to focus on a wide range of conceptual constructs and ideas, which tend to be more holistic, have a more global outlook and emphasize human flexibility, adaptability, and lifelong learning (Maree & Di Fabio, 2015; Savickas, 2011; Sidiropoulou-Dimakakou, Argyropoulou, Drosos, Kaliris & Mikedaki, 2015). This view is supported by Savickas and his colleagues (2009) who highlight that radical changes in the world of work have caused a paradigm shift away from the predominant rational-logical (positivist or quantitative) approach to career counseling that has been followed since the early part of the previous century.

The emergence of life design counseling (Savickas, 2013) and self-construction theory (Guichard, 2009) emphasize both the importance of personal meaning and the working alliance between career counselors and clients (Blustein, 2011). Furthermore, advanced counseling interventions can promote dialogue interventions, reflection and reflexivity on what constitutes actual career-life projects and inspire successful actions for positive change for people (Maree & Di Fabio, 2015). Therefore, it is essential to acknowledge the importance of narratability, biographicity, and reflexivity as a set of tools, which enable career counsellors to facilitate the capacity of clients to define who and what they want to become in work and across their lives more broadly (Di Fabio, 2017). Ultimately, *how can career counselors become agents of change and support clients in managing their careers in this uncertain work future and economic inequality of the 21st century?*

Development of the blended training program

In Greece, career counselors' education follows either a two-year postgraduate course or a one-year specialisation course conducted by Higher Education Institutions; nevertheless, it is not distinguished by adequate training in postmodern counseling approaches. Additionally, although there has been a significant increase in the publication of relevant educational textbooks and articles and there is a growing demand for academic programs providing education in various counseling specialisations (Malikiosi-Loizos & Giovazolias, 2013), research shows that career counsellors' desire to extend their knowledge in newly developed career guidance services (Kaliris et al., 2013). Furthermore, through the use of contemporary narrative approaches, career counselors may recognize every active citizen as a holistic, self-organizing, and active constructor and shaper of his/her life through various elements of human experience (Hartung, 2013). Hence, reflecting and transferring all the above into practice, led the authors to design and deliver the following training to Greek career counselors.

The National and Kapodistrian University of Athens (Greece) developed and delivered for the first time nationally, the blended program titled "*Training Career Counselors in designing and developing contemporary interventions based on narrative and reflective techniques*". The program aims at training career counsellors in: (a) *Life Design Counseling Principles* and the exploitation of *My Career Story* workbook (MCS; Savickas & Hartung, 2012), and b) in the intervention *Constructing my future purposeful life* (Di Fabio, 2015). The MCS applies career construction counseling principles to assist people in making well-informed decisions for life-career transitions and future career directions. Following a rationale based on career construction theory and practice, the MCS can be applied in diverse settings, and includes content that assists users to tell, hear, and perform their life-career stories (MCS; Savickas & Hartung, 2012). At the same time, it is essential to acknowledge the importance of reflexivity as a tool, in order to support people in constructing their career and life projects. Thus, the authors use Di Fabio's dialogue intervention *Constructing my future purposeful life* (2015), which is articulated in three modules; each one of them allows the achievement of specific reflexive stages, namely self-reflection, self-advising and reflexivity, and authentic intentionality.

The theoretical foundations of the program can be found in narrative approaches, enriched with other thematic units such as narrative linguistic and structural conventions, multicultural career counseling, career counseling skills, sociological perspectives and labor market information, and also, a unit dedicated to students and young adults in education settings. All the units attempt to emphasise the interdisciplinary approach of the program, in order to enhance career counselors' versatility. An innovative characteristic of the program was the use of micro-counseling videos; participants recorded a segment of a session in which they used either part of the MCS or a technique included in the intervention "Constructing my future purposeful life". Later, during a face-to-face session, all the participants of the program watched and discussed their videos, so as to reflect and receive feedback from their peers. The content of the program was also based on goals deriving from Life-design Counseling, which endorses: a) active participation (counselors are placed in real-world settings which can be arranged to address life-designing themes); b) research-practice gap (the training applies the theory and rehearse its techniques), c) collaboration (specialisations of guidance and counseling form a framework of willingness and ability to cooperate as parts of one large support project for individuals who are designing and building their lives); d) dissemination (counselors must be concerned with disseminating their knowledge and services as part of a knowledge society) (Savickas et al., 2009).

Methodology

Rationale for the Study

The authors aim to contribute to the ongoing discussion regarding career counselors' training and professionalisation that seems to be a rather burning and sensitive issue across countries; especially now that career counselors are expected to adopt a lifelong, holistic, structural and preventive character, whilst becoming agents of (social) change in a society of constant change. Furthermore, as described by Cedefop (2009), CPD may contribute both to refreshing and maintaining the currency of knowledge and skills, and to supporting career advancement. However there is little evidence on whether countries have sound systems for CPD which maintain the competences of people, although this is an essential element in the management of the quality of service delivery (Cedefop, 2009: 40).

Goals of the Study

The study aims to present the results of the evaluation process that was completed by the end of the blended program "*Training Career Counselors in designing and developing contemporary interventions based on narrative and reflective techniques*" and promote the wider dialogue on career counselors' training. The following questions guided the research:

- RQ1: How do career counselors evaluate the blended training program in general and the learning material in specific?
- RQ2: What are the perceived strengths and weaknesses of the program?
- RQ3: What is the perceived impact on their personal and career development?
- RQ4: What future recommendations do participants suggest?

Participants

The sample consists of 23 participants (91.3% females and 8.7% males), the majority of which work as career counselors (43.5%) and teachers (34.8%); 13.0% of the participants combine both roles (career counselors and teachers). Furthermore, 95.7% are urban residents, 65.2% have already completed their postgraduate studies and 82.6% have advanced computer literacy skills. Finally, 52.1% are up to 45 years old. Table 1 presents participants' background information in detail.

Table 1: Descriptive statistics for participants' background information.

Gender	Male 8.7%	Female 91.3%			
Educational Level	Bachelor 30.4%	Master 65.2%	Ph.D. 4.3%		
Place of Residence	Rural (<2.000 residents) 0.0%	Semi-urban (2.000-10.000) 4.3%	Urban (> 10.000 residents) 95.7%		
Type of Employer	NGO's (Non-Governmental) 17.4%	Public and Private Education 52.2%	Public and Private Career Counseling 30.4%		
Occupation	Career Counselors 43.5%	Teachers 34.8%	Teachers and Career Counselors 13.0%	Psychologists and Career Counselors 4.3%	Adult Educators 4.3%
Computer Literacy	Very low 0.0%	Low 0.0%	Intermediate 17.4%	Good 47.8%	Very good 34.8%
Age	25-35 21.7%	36-45 30.4%	46-55 26.1%	> 56 47.8%	

Research procedure and instruments

By the completion of the program (June 2019), participants were asked to take part in the evaluation process. The authors collected data through a digital questionnaire that was administered and also carried out three focus groups of approximately five to six people. It must be noted that participation in the focus groups was voluntary, while in the online survey compulsory, for ensuring that quality standards have been met. Furthermore, the focus groups took place in a *vis a vis* session at the National and Kapodistrian University of Athens.

Two instruments, created by the second author, were used for collecting quantitative and qualitative data in the end of the blended training program. First, participants were expected to complete an online survey; the questionnaire was divided into six parts: a) participant's background information (9 items); b) motives, goals and barriers in terms of participation (25 items); c) general program's evaluation (16 items); d) axes of evaluation [structure and organisation (14 items), content (15 items), infrastructure (5 items), digital platform (4 items), self-regulated learning (6 items), learning material (21 items) and instructors (28 items)]; e) self-evaluation (7 items); and f) evaluation of the evaluation process (9 items). The questionnaire also included nine open-ended questions inquiring participants' views on the program's strengths and weaknesses, the perceived impact of the program, as well as future recommendations.

In order to collect additional qualitative data, three focus groups were also carried out, based on the framework that Savickas and his colleagues proposed (Savickas, et al. 2009). The framework addresses four factors that need to be taken into consideration when career counselors' training programs are being developed; namely, active participation, the gap between research and practice, models and collaboration. Thus, the focus group guide included eight topics referring to: a) career counselors as agents of change; b) program's contribution to career development; c) acquisition of narrative counseling skills and readiness to use them in practice; d) active engagement and experiential learning via tools, reflective techniques and microcounseling videos; e) positive/negative "surprises" that participants realised; f) self-efficacy in relation to collaboration with others (parents, teachers, colleagues); g) willingness to be actively involved in the community of practice that has been formed; and h) further thoughts, concerns and recommendations.

Data analysis

The quantitative data were analysed with IBM SPSS Statistics 24.0; due to the data volume, the present study analyses and discusses only a part of the descriptive statistics that were generated. Additionally, the qualitative data were analysed based on Mayring's method, namely Qualitative Content Analysis (Mayring, 2014).

Results

General program's evaluation

The third part of the questionnaire referred to the general evaluation of the program and contained 16 items reflecting various aspects of the evaluation process. The results are presented in Table 2.

The majority of the participants (78.3%) stated that they were, at least, satisfied with the program in terms of the blended learning provision, as well as with the program's contribution to their personal and career development. Likewise, 78.2% of the participants were satisfied not only with the training's duration and the administrative support that they received throughout the program, but also with the scientific level of the learning sessions including both the learning material and the instructors.

In addition, almost eight out of ten participants mentioned that they were, at least, satisfied with the clarity of the educational objectives and the program's goals, as well as with the consistency of the content with the learning objectives. This is also in line with the satisfaction levels reported in respect of new knowledge addition and the fulfillment of both the educational objectives and their expectations. Moreover, 73.9% of the participants stated that they were, at least, satisfied with the organisation of the program and the content covered during the learning sessions.

The structure along with the thematic sessions that the program included was the factor with which participants' were less satisfied (69.5%). However, the analysis of the qualitative data collected through the open-ended questions of the instrument suggests that participants wished that the program would include extra thematic topics (i.e. managing parents in terms of over-engagement, additional theoretical approaches along with the critique of earlier theories), and therefore a more extended duration of the program.

Table 2: Descriptive statistics for general program's evaluation.

	Extremely dissatisfied	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Extremely satisfied
Organisation	13.0%	8.7%	4.3%	21.7%	17.4%	34.8%
Duration	13.0%	8.7%		21.7%	34.8%	21.7%
Structure and thematic sessions	13.0%	8.7%	8.7%	21.7%	21.7%	26.1%
Content	17.4%	4.3%	4.3%	21.7%	34.8%	17.4%
Blended learning	13.0%	8.7%		26.1%	26.1%	26.1%
Scientific level	21.7%			21.7%	21.7%	34.8%
Administrative support	13.0%	8.7%		21.7%	26.1%	30.4%
Expectations' fulfillment	13.0%	8.7%		21.7%	26.1%	30.4%
Clarity of educational objectives	13.0%	8.7%		21.7%	30.4%	26.1%
Educational objectives' fulfillment	13.0%	4.3%	4.3%	26.1%	26.1%	26.1%
Contribution to career development	13.0%	8.7%		21.7%	34.8%	21.7%
Contribution to personal development	13.0%	8.7%		17.4%	17.4%	43.5%
Adding new knowledge	13.0%	8.7%		17.4%	21.7%	39.1%
Clarity of program's goals	17.4%	4.3%		21.7%	30.4%	26.1%
Consistency of content and learning objectives	13.0%	8.7%		21.7%	30.4%	26.1%
Total evaluation	13.0%	8.7%	4.3%	17.4%	30.4%	26.1%

As far as the qualitative data are concerned, the focus groups that have been completed were based on the framework of four basic factors that Savickas and his colleagues suggested (Savickas, et al. 2009). Some indicative reports concerning these four factors are discussed below.

All the participants were greatly satisfied with the experiential assignments –and even wanted more– something that can be traced in their discourse, "*having implemented all these tools in a practical way was really enlightening and* *helpful. We have received excellent material, but the tools really made the difference. It was easier to implement them in practice with our clients*".

Regarding the link between research and practice, the participants commented, "*The tools were not just presented, out of context. It was really important that in an earlier phase some theoretical principles were discussed, afterwards there was the pilot implementation among us, and then we had the opportunity to put them in practice with our clients. This continuum from theory to experiential tasks and eventually in implementing the tools with our clients was beneficial. We integrated career counseling in context*".

The notion of "models" describes the unambiguous identity and strong adaptability that career counselors need to demonstrate. Relatively, one participant stated, "*Indeed... we received some excellent tools and I realized, in my job, that I can adapt more effectively with my clients; namely this has already been accomplished, as I have developed new material to work with my clients and its easier now to meet their needs and expectations. These techniques do not need much time, but they have a great impact*".

Finally, collaboration among professionals –career counselors, counselors, psychologists, teachers, parents– has also emerged as a factor related to the participants' work. In specific, they reported that, "*the participation in this program expanded our way of thinking in relation to working with other people related to our clients... It made us realize in depth the influences of the context and also created the curiosity to inquire this context, to inquire objectively their impact, it made us feel safer and more prepared... It created a balance*".

Evaluation of the learning material

The fourth part of the questionnaire referred to seven specific aspects, one of which was the the learning material; in specific, participants were asked to report their level of satisfaction for 21 items. Due to the blended learning approach, the material used during the program, namely its quality and extent, was one of the most crucial factors. The results of participants' evaluation are presented in Table 3. It must be noted that none of the participants chose the option "*Extremely dissatisfied»* or "*Very dissatisfied»* and therefore these columns were intentionally omitted in the following Table.

All of the participants were at least satisfied with twelve dimensions related to the learning material. First of all, the functionality of the material's format was sufficient and its accessibility was an easy task for all of them. In addition, the material corresponded to the program's objectives and helped them to understand the subject(s) addressed in each session. Specifically, all the participants agreed that the content was organised in a clear, coherent and structured way, explaining all the basic concepts and terms, something that helped them understand it in a better way. Furthermore, all participants reported their satisfaction regarding the activities and the examples included in the learning material; in specific according to participants' views the theme of the activities was understandable and linked theory to real situations, while examples were helpful in understanding better the content. The last dimension, for which all career counselors were satisfied, was that each test/quiz, provided by the end of each learning session, was relevant with the topic covered and sufficiently assessed the acquired knowledge.

Additionally, 95.7% of the participants stated that they were, at least, satisfied with the organisation, the aesthetics and the readability of the learning material, while the content largely covered the topics that they were expecting. Likewise, they agreed that the external sources, the provided activities as well as the self-assessment reflection activities, helped them to better understand the subject(s) covered during the sessions. Similarly, 95.6% of the counselors reported that the content was covered on a normal pace and that the length of the material was satisfactory; nevertheless, 87% of them were satisfied by the number of external sources and multimedia, something that is also reflected in the open-ended questions of the instrument, in which some suggested that they would like additional material in order to enrich and extend the content covered.

Table 3: Descriptive statistics for the learning material.

*	Dissatisfied	Satisfied	Very Satisfied	Extremely Satisfied
Functional Format		21.7%	47.8%	30.4%
Provided better understanding of basic concepts and terms		30.4%	34.8%	34.8%
Sufficient number of external sources and multimedia	13.0%	26.1%	30.4%	30.4%
The external sources helped me understand better the subject(s)	4.3%	30.4%	39.1%	26.1%
Material's aesthetics and readability	4.3%	17.4%	43.5%	34.8%
Easy access to material		17.4%	39.1%	43.5%
Self-assessment and reflection activities helped me understand in-depth the subject(s)	4.3%	21.7%	39.1%	34.8%
Each test was relevant and sufficiently assessed my knowledge		30.4%	39.1%	30.4%
The material helped me understand the subject(s)		17.4%	47.8%	34.8%
The material corresponded to the program's objectives		21.7%	47.8%	30.4%
The material was well organised	4.3%	17.4%	47.8%	30.4%
The length of the material was satisfactory	4.3%	26.1%	47.8%	21.7%
The theme of the activities was understandable		26.1%	39.1%	34.8%
The activities linked theory to real situations		17.4%	47.8%	34.8%
The activities helped me understand the subject(s)	4.3%	17.4%	43.5%	34.8%
The content was organised in a clear, coherent and structured way		21.7%	43.5%	34.8%
The content largely covered what I had expected	4.3%	26.1%	43.5%	26.1%
The content adequately explained the basic concepts		26.1%	52.2%	21.7%
The content was covered on a normal pace.	4.3%	17.4%	47.8%	30.4%
The examples provided were helpful		17.4%	47.8%	34.8%
Total evaluation of the material		21.7%	43.5%	34.8%

** The columns "Extremely dissatisfied" and "Very dissatisfied" were intentionally left out, as there were no data included.*

Strengths, weaknesses and future recommendations

The questionnaire that was administered to the participants also included some open-ended questions in order to inquire participant's meaning-making of their learning experience. Thus, participants were asked to describe briefly up to three factors that they perceived as strengths of the program as well as up to three factors that they perceived as weaknesses. Participants were also asked to provide any suggestions for future iterations of the program. Table 4 presents those results.

According to participants' views the blended mode of learning was perceived as a strength due to the provided flexibility and limited face to face sessions, ensuring that they can combine their work with their training. The fact that the program bridged theory with practice, was also acknowledged as a positive aspect of the program, as they were able to transfer the acquired knowledge and skills to their daily practice. This is also highlighted in the third factor that participants referred to; namely that the program included a hands on experience with tools and techniques that they could practically apply to their clients.

The innovative content and techniques along with contemporary bibliography were also perceived as strengths, especially for those that had already field experience. The learning material and namely its quality and extent in combination with the micro-counseling videos were also included in the positive features of the program. It must be noted that all the participants referred to the micro-counseling video as a strength of the training program, something that gives emphasis on the contribution of the technique in their own learning. Furthermore, the profile of the training provider (the program was provided by a Higher Education Institute) and the trainers' qualifications have also been reported as strengths. Some participants linked the quality of the program to the provider, which in turn chose the trainers, that they eventually prepared the learning material and structured the program's sessions.

Finally, several participants stated that the small amount of participants was a positive characteristic, as this ensured an open environment that promoted participants' reflection and participation in the forum. It also contributed to their perceived comfort and reduced their concern of receiving judgmental statements; in particular, during the activities and the peer feedback some participants stated that they could easily and honestly submit their agreement or disagreement with someone's views.

Table 4: Participants' views on programs' strengths, weaknesses and future recommendations.

Strengths	Weaknesses	Future Recommendations
Micro-counselling videos	Limited time	Extended length of the program
Trainers' qualifications	Demands of the program	More case studies and experiential activities (e.g. role-playing)
Blended mode of learning	Face-to-face sessions	Seminar focusing on early recollections
Hands on experience and tools	Online mode of learning	More face-to-face sessions
Learning material	Limited experiential learning	Video presentations
Innovation of the techniques	Length of the program	Career counseling skills
Training provider	Facilities-transport availability	Individual submission of answers (not in fora)
Contemporary bibliography	Small amount of participants	
Bridging theory & practice	Heterogeneity of participants' level	
Small amount of participants	Period of implementation	

Regarding the program's weaknesses, some of the participants stated that the duration of the program was limited, and therefore suggested that they would wish for a more extended version. Another factor that was perceived as a weakness were the program demands, namely the activities and assignments, such as case studies, quizzes and micro-counseling videos, along with the learning material and the face to face sessions. The face to face sessions, were also addressed separately as a weakness, mostly by those residing far from the university and those working. In particular, facilities and namely transport availability was also stated as a weakness. Furthermore, the mode of provision, the online learning setting was also stated by participants who would either prefer an entire face to face training program, or had an intermediate level of computer literacy. According to this, some participants recommended that more face-to-face sessions would be better, as that way more time for experiential learning and activities could take place.

For some participants, the provided material did not addressed as much experiential learning as they expected, whereas the length of the program along with the period of implementation and the small amount of participants were also perceived as weaknesses. On the contrary, some participants suggested that the material could be enriched, for future iterations, with extra thematic units, such as video presentations and career counseling skills. Participants' heterogeneity in terms of their prior educational and professional experience was also addressed by those who have already experience in the fieldwork. Finally, some additional recommendations refer to considering the option for providing answers to the activities and the assignments individually, so the rest of the participants are not influenced from what has been already written by their peers; also an added seminar focusing on early recollections was also stated by career counselors that are also psychologists.

Impact

Participants were also asked to describe how they perceived the impact of the program on their personal and professional development. Table 5 summarizes their responses.

All of the participants stated that they feel ready and capable of using narrative and reflective techniques with their clients, something that indicates that their self-efficacy has been empowered. Indicatively, two participants stated "*I have learned new techniques and tools which I had no idea about... They have really helped me in my work, in a practical and functional way*" and "*having already a background in narrative theories in psychotherapy, I was really enthusiasted that I am now able to combine narrative and reflective techniques with career counseling and vocational guidance*". Some gave more emphasis on the tools provided: "*I was really surprised of the tools' effectiveness and the fact that I can directly use them*", "*my self-efficacy in using contemporary tools and techniques is vital for me*", and "*the tools made me realise the importance of career's counselor need to adopt reflective approaches and enhance clients' reflexivity*".

Another participant reflected in terms of her personal and professional development, as she stated that: "*the narrative and reflective techniques helped me to realise that past experiences along with my individual beliefs' system have directly affected my personal career story. Furthermore, also the beneficiary to whom I applied some of the tools and the techniques, was assisted efficiently, as he became aware of his interests and goals*". Similarly, another participant described that "*my experience was really insightful... Personally I have gained a lot of knowledge and developed, at some point, my skills related to narrative and reflective approaches. I have already applied them with my clients and they were surprised to realise deep things in an easy way*".

Personal and professional development were more concretely described by some participants as the result of enriching their perspectives, In specific, one participant reflects: "*I decided to apply for a postgraduate course in Career Counseling as the different backgrounds of my peers helped me expand my horizons*", while another one described: "*the program helped me enrich my perspectives and adopt a vision for my attitude regarding my role: to assist individuals through reflexivity*". Others, described their development in terms of networking with other colleagues and professionals. For instance, one participant reported: "*I became familiar with excellent colleagues that we will definitely cooperate with in the near future*", and another one mentioned: "*the second thing that I will definitely keep in mind, is that I have interacted with colleagues from various backgrounds, learned from them –hopefully they also learned from me– and realised how useful this interaction is*". Another counselor emphasised the impact of the program in relation to the general epistemological foundations of the contemporary theories stating: "*What I shall keep from this program, among others, is that these approaches perceive the beneficiary as an active creator of his/her own reality, and not as a passive recipient of an objective reality, of quantitative data and test (e.g. Holland tests); (s) he may –and should– be a free, dynamic person with responsibilities*".

In addition, personal and professional development was described by giving prominence to their self-awareness. Namely, the majority of the participants stated that the program contributed to their self-awareness, as well as reminded them the importance and the responsibility that derive from their role (i.e.

"*...this was also a perfect opportunity to remind us of some things that sometimes we tend not to realise on a daily basis; our need for being self-aware and adopt a responsible attitude towards the individuals*"). Another participant stated: "*...I realised the importance of receiving qualitative training on contemporary approaches and update your knowledge and skills...*", while another one emphasised the intercultural attitude and mindset that career counselors need to have; thus "*I am able to embrace the different culture of my counselees and use their personal story in order to assist them in exploring their interests and goals. This program gave me an incentive for self-improvement*". In line with the previous statement, another participant reflected that: "*understanding myself... I am able to restrain my personal beliefs and most importantly my triggers in order to effectively assist my clients. My self-efficacy levels in using narrative approaches have increased*".

Table 5: Participants' views on programs' impact.

Program's Impact
self-efficacy in using narrative and reflective techniques
equipped with tools that can be directly used
enrichment of perspectives
personal and professional development
feedback received contributed in improvement and reflection
networking with other colleagues and trainers/mentors
self-awareness of beliefs and triggers --> self-restraint

Conclusions

The conclusions reached from the present study refer both to the methodology (techniques, methods, tools, mode of provision) and the content that the training program covered. In specific, participants' number should be limited in order to guarantee active engagement and promote effective collaboration among them. Furthermore, a brief review of contemporary research should be completed prior to experiential activities, in order to ensure that learning will be integrated in a context, forming a conceptual continuum. Despite that the present program included multiple experiential activities, participants stated that they needed more, indicating that the major part of such programs should be based on experiential learning. The evaluation of such programs should also be checked in due time (follow-up), in order to enable participants reflect on their daily practice and provide enough time for skills/ knowledge transference.

In general, based on Peavy's (1992) perspective, participants were involved in a "wide-awakeness" learning process that promoted their reflexivity through their engagement in a fruitful action. This process led both to emancipatory and to transformative results; namely participants' high levels of satisfaction imply that apart from improving their self-efficacy beliefs, also widened and adopted a more holistic perspective in respect of their role. The interdisciplinary diverse content of the program, along with the various experiences of their peers and their in-between interaction, contributed towards this.

Moreover, career counselors' needs, expectations and goals need to be carefully examined before entering a training program. The fact that all participants reported that their goals, expectations and needs were fulfilled by attending this course, is a crucial indicator both for their personal and professional development, but also for their self-efficacy. This finding is in line with the work of Pukelis and Navickienė (2010) that career counsellors' competencies and needs have to be evaluated, in order to facilitate their learning and avoid any mismatched between their actual training needs and those that the training program provides.

In addition, the overall rates of participants' satisfaction, attempt to contribute to the wider dialogue that has been addressed in terms of the use of Information Communication Technologies (ICT) and Distance Education (DE) in continuous professional development of career counselors. As McCarthy (2001) highlights, there is a rather limited use of ICT and DE in delivering initial and/or recurrent training for guidance workers. Therefore, the results of the program's evaluation, even though it combined distance learning with face to face sessions, highlight that in general terms the overall satisfaction was high.

It must be also acknowledged that even techniques using ICT tools during a training program, such as the micro-counseling videos, may have a positive feedback, unless they are pertained both with the context and the objectives. Namely, in the present study, the use of micro-counseling videos as a technique had a dual aim; firstly to provide participants with an experiential assignment, addressing real-life situations and a hands-on task, in which they could apply what they have learned in practice; secondly to promote diffusion of their knowledge and skills with a diverse audience, including not only their clients, but also their peers, and promote their reflexivity through the feedback that they received.

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Career Choice – The new online career guidance system in Croatia

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Abstract

The paper presents a new computer-assisted career guidance system developed in Croatia – Career Choice. The Career Choice is a free online system designed for career guidance and counselling of individuals preparing for educational transitions, rethinking their careers, or facing a career change. The system relies on the principle of person-environment fit, and as vocational advice suggests the careers that are the most congruent to an individual's preferences. The system takes into account a total of 31 job aspects - such as communication, writing, caring for others, working conditions, independence, earnings – by which any occupation can be described. The client estimates the preference of each aspect in the desired career, and the subjective importance of each aspect in the process of career choice. The database consists of 225 occupations (job titles) evaluated by experts in all aspects. The system selects the most appropriate occupations for a client based on compensating algorithm rooted in Expected Utility Model (EUM). Career Choice counselling system has gone through two evaluation phases. In the first phase, 229 high school students, 625 university students, and 130 employees used the system and in the second phase, 208 high school students used the system. In this paper, the findings from both evaluation phases were summarized and the basic elements of the system's validity were presented, along with some elements of clients' satisfaction with the system.

Keywords: Career Choice, computer-assisted career guidance systems (CACGS), job aspects

Introduction

There is a number of computer-assisted career guidance systems (CACGS) today. The development of such systems started almost 50 years ago and by now they have become widely-used counselling tools (Harris-Bowlsbey, 2013). The research has shown that the use of computer systems has many positive effects on the various elements of career development. Their usage increases clients' career choice certainty, reduces career indecision, and increases the level of career decision-making self-efficacy (Betz & Borgen, 2009; Eveland, Conyne, & Blakney, 1998; Fukuyama, Probert, Neimeyer, Nevill, & Metzler, 1988). Furthermore, the positive effects are evident in better development of career identity (Mau, 1999), higher levels of career maturity (Luzzo & Pierce, 1996) and in later higher satisfaction with the chosen career (Gati, Gadassi, & Shemesh, 2006).

These free, online and publicly available tools can provide career guidance for all, regardless of their socio-economic status or geographical isolation. If these programs and tools were used in school, ideally within a regular curriculum, combined with a group or, if necessary, individual counselling, all children would have the opportunity to receive adequate support and guidance in their career development. We consider it very important because, such interventions will also include and affect the students exposed to various risk factors, who often do not seek the help of career counsellors (I. Šverko & Babarović, in press).

The most of existing computer guidance systems embrace the counselling paradigm of the congruence between the clients' characteristics and occupational characteristics, i.e. they act within the generally accepted model of the fit between the individual and the environment (Person-Environment fit or P-E fit). Different systems operationalize congruence differently – by interests, work values, or job aspects – but all are trying to give career advice that is best suited to user's preferences, skills and competencies. The assumption is that choosing a career congruent to client skills and preferences will result in the benefit for the individual and the benefit for the work organization.

This study aims to present and evaluate a new computer-assisted career guidance system developed in Croatia – Career Choice. The Career Choice calculates P-E fit based on the job aspects and its matching algorithm is rooted in Expected Utility Model (EUM).

Job Aspects as a Promising Approach to a Better Estimate of P-E Fit

According to the differential theories of career choice, P-E fit or the congruence of the individual's personality and working environment is crucial for achieving optimal career outcomes, such as job satisfaction, work engagement and high performance (Dawis & Lofquist, 1984; Holland, 1997;). P-E fit is accepted as an important determinant of career outcomes, thanks to the clear and logical idea that people who are better fitted into their work environment are at the same time more satisfied with their jobs and are more successful in performing their work tasks (Dawis & Lofquist, 1984; Tinsley, 2000; Holland, 1997). Numerous studies have been carried out to examine the underlying assumption about the importance of congruence. Research studies and meta-analysis have shown that P-E fit and career outcomes (defined as job satisfaction and job performance) are only weakly to moderately related (Spokane, Meir, & Catalano, 2000; Transberg, Slane, & Ekeberg, 1993; Tsabari, Tziner, & Meir, 2004). It is assumed that such findings are the result of methodological constraints, such as imperfect congruence indices or non-comprehensive measures of personality and working environment (Spokane et al., 2000; Tinsley, 2000; Wilkins & Tracey, 2014).

Tinsley (2000) suggested that the correlation between congruence and job satisfaction would be greater if the commensurate measures of individual characteristics, work environment characteristics and satisfaction aspects were used. In particular, a measure of P-E fit. For example, the level of responsibility could be determined as the difference between the desired level of responsibility (preference) and the actual level of responsibility that an individual has in his workplace (environmental characteristics), and the derived congruence variable should optimally predict satisfaction with the current level of responsibility. Such direct and segmented linking of certain aspects of P-E fit and correspondent facets of job satisfaction could produce significantly higher correlation coefficients than the general measures used so far (Tinsley, 2000). Accordingly, Gati (1998) proposed that the factors considered in determining P-E fit should be extended to all variables that appear to be relevant to the individual when choosing an occupation. He suggested that in addition to interests and values, variables such as working conditions, length of schooling, or the amount of travel required by a particular job may be included in congruence measures. Gati believed that such aspects of the work environment can more realistically and more directly describe the characteristics of a job and in the same manner the individual's job preferences. Such an approach should result in a better measure of congruence that could consequently have greater predictive validity in explaining work behaviour.

The Role of Job Aspects in Computer Guidance Systems

Job aspects refer to all relevant traits of an individual and occupation, which may be important in the career decision-making process (Gati, 1998; Gati & Asher, 2001). These can be various aspects such as earnings, length of education, the prestige of the job, working outdoors or indoors or the hands and fingers dexterity. Thus, job aspects represent different categories of variables that include interests, needs, work values, abilities, work roles, or work behaviour styles. In defining aspects of work, Gati relied on Pryor's (1982) research and its conceptual and empirical integration of values, work preferences, needs, work ethic, and work orientation into the unique set of variables presented by the Work Aspects Preference Scale (WAPS). Gati (1998) emphasized that specific categories such as interests, needs, or values limit the use of all relevant characteristics in the process of matching an individual's characteristics and work environment. Thus, in Holland's typology, only six types of interest are used, within the Theory of Work Adjustment only 20 needs, and even an integrated measure such as Pryor's WAPS uses only 13 aspects. According to Gati, job aspects offer the possibility of using much more measures to match the traits of the individual and the characteristics of the job. He suggested the application of all relevant variables, regardless of the theoretical framework from which they arise. The assumption is that such an approach could contribute to a better and more accurate description of the characteristics of the individual and the work environment, and the formation of a better measure of congruence. Using computers as a media in career guidance can enhance multivariable approach and usage of comprehensive algorithms in calculating P-E fit.

Contemporary computer-based career guidance systems take into account the theoretical and empirical insights on the reach of the congruence in predicting career outcomes. That is why they combine congruence calculated based on interests, values, and abilities into a single model, such as O*Net or Discover. Others base congruence on eclectically selected job aspects, such as MBCD (Making Better Career Decision; Gati, 1996; Gati, Kleiman, Saka, & Zakai, 2003). The choice of the P-E fit model depends on the theoretical orientation of the author of the system, the need for potential clients, and the general purpose of the computer-assisted guidance system.

P-E Matching Algorithms

The core or the "engine" of each computer guidance system is a concrete model of decision making. The system assists the individual in storing and processing data within a clear framework of matching his or her preferences, abilities, or skills to occupational characteristics. It is likely for an individual that he or she is not able to study all career options so systematically and comprehensively and to apply a rational decision-making model. That is why the primary purpose of CAGS is to implement the optimal decision-making model to assist an individual in making a quality career choice.

Various theoretical concepts attempt to explain how individuals choose one of the alternatives offered, how they search for possible options and outcomes, and what selection procedure they most commonly use. There are several basic types or divisions of decision-making theories.

Jepsen and Dailley (1974) provided a systematic review and description of career decision-making models and generally divided them into *descriptive* and *prescriptive* models. Descriptive models are intended primarily to describe how people make career decisions. They try to describe the phenomenon as authentically and naturally as possible. Prescriptive theories, on the other hand, attempts to help people make better career decisions. Prescriptive models should be applied in counselling practice to reduce decision-making errors. Such models are also the basis of many computer-assisted career guidance system.

Janis and Mann (1977) further divided prescriptive decision-making models into *Optimizing*, *Satisfying* and *Mixed* strategies. Optimization strategies require a comparative assessment of the value of each alternative in terms of its costs and benefits. The decision-making strategy aims to select the most beneficial outcomes. Satisfactory strategies begin with the assumption that people lack the capacity for such rational maximizations, and that the decision-maker chooses satisfactory rather than maximizing options. People select the option that is good enough and requires minimal investment. Mixed strategies combine the first two decision-making strategies into a single process, which usually starts with Satisfying strategy and continues with Optimizing approach handling a limited number of alternatives. All three methods can be found as theoretical decision-making models within different CACGS.

Research on career decision-making is dominated by two particular models - Sequential Elimination Model (SEM) and Expected Utility Model (EUM) (Carson & Mowsesian, 1990; Gati, 1986; Lichtenberg, Shaffer, & Arachtingi, 1993; Mau, 1997; Mau & Japsen, 1992). SEM is a non-compensatory (satisfactory) career decision-making model in which an individual progresses through a series of consecutive career selections (rejections) until the field of possible options is narrowed to a few remaining, or even just one specific occupation. Each career selection is conducted based on the estimated importance of the particular career characteristic by the individual. EUM is a compensatory and optimizing decision-making model. Under this model, the expected benefit of each alternative is obtained by multiplying the desirability of each alternative and the likelihood of that outcome. Mathematically, it can be simply defined as $EU = \Sigma P_i \times U_i$ where P is the probability of an outcome (i) and U is the desirability of an outcome. The individual considers each of the career options and their expected utility (benefit). Careers with the highest cumulative expected utility (the sum of the utility of all aspects) represent the best career choice. Both models can be easily embedded in a computerized guidance system as selection processes of suitable careers. Considering our previous research and the findings that compensatory models provide to some extent better e-advice then non-compensatory models (Babarović, 2009), we adopted EUM as a P-E fit algorithm in the Career Choice guidance system.

Aim of the Study

This study aims to present and evaluate a new computer-assisted career guidance system developed in Croatia – Career Choice. The Career Choice is now in the second phase of evaluation, and this paper aims to explore the basic elements of the system's validity and some elements of clients' satisfaction.

Method

The Career Choice Counselling System

The Career Choice is a free online system based on the principle of person-environment fit. It delivers to clients a list of occupations congruent to their preferences as career advice (e-advice). The congruence is based on 31 job aspects – such as communication, writing, caring for others, working conditions, independence, earnings – by which any occupation can be described. The client estimates the preference of each aspect in the desired career, and the subjective importance of each aspect in the process of career choice. The database of occupations consisted of 120 occupations (job titles) in the first phase of system evaluation and it was enlarged to 225 occupations in the second evaluation phase. All occupations in the database were evaluated by experts in all aspects. The system selects the most appropriate occupations for a client based on compensating algorithm rooted in expected utility model (EUM). The algorithm calculates the differences between client's preference for each job aspect and real representation of the same aspect in different occupations, multiplies it with subjective importance of the aspect, and sums it over the 31 aspects for each occupation. The list of occupations with the minimal total sum is presented to the client as a suitable career option (e-advice). This short list of occupations represents the optimal career choice where the high correspondence between the occupational environment and personal characteristics is achieved (high P-E fit). In the first phase of evaluation, the e-advice list consisted of five proposed occupations, and it is extended to seven occupations in the second phase of system evaluation due to enlargement of the occupational database.

Participants

The first evaluation phase included 229 high school students (64.6% female), 625 university students (46.2% female), and 130 employees (55.4% female) as clients. The second evaluation phase included 208 (69.2% female) high school students as clients. The participants in both studies were diverse according to their educational programs or fields of work.

Data Collection Method

All data used in this study were collected online by accessing the CACGS Career Choice thought the website www.karijera.hr. Whenever possible, data were collected through group testing, under controlled conditions, with the assistance of a school or university teacher and with standardized verbal instruction. This type of data collection was applied in a sample of high school students and partly in a sample of university students. The testing was conducted in the IT cabinets where the students simultaneously connected to the system pages and filled in the questionnaires. In cases where group data collection could not be organized, partly for university students and all employees, an individual assessment was undertaken. The respondents were instructed to independently access the website and complete the system questionnaires. All participants included in the study provided informed consent at the first page of the web site, and in the high-schools, the consent for testing was also obtained from the school principals.

Career Choice Occupational Database

The first occupational database consisted of 120 most frequent occupations in Croatia. In the second phase, it was enlarged by an additional 105 occupations making a comprehensive database of 225 occupations. All occupations were evaluated on 31 job aspects by educated evaluators. All evaluators were psychologists or the last year students of psychology master, and all were trained on how to evaluate occupations by the aspects by two career guidance experts. To ensure quality and objectivity of evaluations for all evaluators the comprehensive job descriptions were provided from the Occupations Outlook Handbook (B. Šverko, 1998 or form the Croatian Employment Service website (www.e-usmjeravanje). There were two or three evaluators per one occupation, and the additional expert judge in case of discrepancy larger than two points on the five-point Liker-type scale. High ICC (Intraclass Correlation) between judges was observed, ranging from ICC= .26 (job aspect *Care for the Details*) to ICC= .86 (job aspect *Education and Training*) with the average ICC of .61. The factor analysis of job-aspects based on experts' evaluations of occupations, yielded clear and interpretable four-factor structure. The obtained factors, after the Varimax rotation, were as follows: *Work with people* (Λ = 5.46; VAF = 17.6%; 9 aspects with primary loadings), *STEM & Prestige* (Λ = 5.15; VAF = 16.6%; 10 aspects with primary loadings), *Creativity & Flexibility* (Λ = 4.06; VAF = 13.1%; 7 aspects with primary loadings), *Outdoors & Physical Activity* (Λ = 3.15; VAF = 10.1%; 5 aspects with primary loadings). The cluster analysis of occupations in the database described by 31 job aspects resulted in interpretable and homogeneous clusters of occupations.

Career Choice Measure of Aspects' Preference

The respondents evaluated their career preferences over 31 aspects as embedded in Career Choice system. The aspects were presented to respondents by name and brief verbal description (e.g. *Writing – "Fluent, grammatically accurate writing and text composing. Includes writing correspondence, writing longer texts, reports, articles, or books"*). Respondents have to rate their preference level for a particular aspect in their ideal occupation on five-point Likert-type scales (*1 - never or very rarely; 5 - to a great extent*), identical to those used by experts for evaluation of occupation by aspects. The structure of the preferences was examined by Principal Component Analysis (PCA) and yielded interpretable and similar four-factor structure in different samples. After the Varimax rotation, the obtained factors were named: *Work with people, Management & prestige, Travelling, creativity & outdoors, Technology, math and mechanics (STEM)*.

Career Choice Measure of Aspects' Importance

In addition to the level of preference within each aspect, respondents were also asked to assess the subjective importance of each aspect when choosing a career. The importance is defined as the extent to which he or she would take into account an aspect when choosing a career. Thus, the respondents rated how important it was for them to be, for example, physically active in work, to have a prestigious job, to teach others at work, or to write as a work activity. Respondents rated their importance of each aspect on the four-point Likert-type scale (*1 – not important at all; 4 – very important*).

The Measure of RIASEC Vocational Interests

For the evaluating purposes, we developed a short interest questionnaire based on Holland's RIASEC types (Holland, 1997). It measures RIASEC interest by two preference subscales: activity and occupational preferences; and two self-perceived competence subscales: competences in activities and competences in wider RIASEC areas. The number of items within each type of interests was 11 and the total number of items was 66. The psychometric properties of the questionnaire were examined in the first evaluation phase. On the total sample of respondents, the reliability coefficients within the individual RIASEC scales ranged from $\alpha = .79$ to $\alpha = .83$. In the high-school students sub-sample, reliability ranges from $\alpha = .76$ to $\alpha = .85$, in the university student sub-sample from $\alpha = .76$ to $\alpha = .85$, and in the employee sub-sample from $\alpha = .75$ to $\alpha = .82$. The Correspondence Indices (CI; Hubert & Arabi, 1987) on different samples of respondents were calculated to verify the adequacy of the obtained RIASEC structure by comparing it to the proposed circular structure of interests. The CI = .82 ($p = .02$) was obtained for the total sample, indicating an adequate structure of interest. In the sample of high school students CI = .74 ($p = .02$), in the sample of university students CI = .86 ($p = .03$), and in the sample of employees CI = 1 ($p = .02$). The obtained results indicate that the obtained structures of interests are very close to the theoretical expectations, which speaks in favour of the validity of the questionnaire used.

E-advice Satisfaction Scale

The e-advice satisfaction scale was applied after the system presented to clients an agglomerated list of occupations obtained by the decision model (e-advice). Respondents' task was to assess, on a five-point Likert-type scale, how satisfied they are with each of the proposed occupations as career advice. Values on the rating scale are verbally defined as follows: 1 - *this occupation is by no means to me*; 2 - *I just don't see myself in that profession*; 3 - *not ideal, but I could do it*; 4 - *that occupation interests me a lot*; 5 - *this occupation is for me and it suits me very well*. The total score on the scale was calculated as an average of the answers, and higher scores on the scale correspond to greater satisfaction with the proposed e-advice. To reduce the bias related to the order of occupations on the advice list, the instruction specifies that the occupations are sorted alphabetically and that each occupation on the list is equally good computer advice.

Evaluation of System Usage and Performance

Several questions related to satisfaction with system performance and system functionally were presented to clients at the end of the session. The clients were asked to answer on the three-point scale where a higher number represents higher satisfaction. The questions were: *Did you find it interesting and fun to fill out the "Career Choice" pages?; Did you find it hard to fill these pages?; Do you think that by filling out these pages you have learned something about yourself and your vocational interests?; How clear were the instructions you went through?;* and *Were the pages you went through viewable and clear?*. Those evaluation questions were applied only in the second evaluation phase.

Results

The validity of the system and adequacy of computer-generated career advice (e-advice) was evaluated by several measures: congruence between e-advice and client's RIASEC interests, congruence between e-advice and actual educational/occupational profile of the client, satisfaction with e-advice, and satisfaction with the system functionality. The reported results were divided into two sections regarding the evaluation phase. The first section presents the results of high-school students, university students and employees and it is based on the e-advice derived from the database consisted of 120 occupations. The second part of the results presents the results of high-school students and the e-advice were calculated from 225 occupations in the database.

The Results of the First Evaluation Phase

The degree of fit among occupation presented to clients as an e-advice and their vocational interests is calculated by Iachan (1984) M index and Brown & Gore's (1994) C index. Both indices rely on Holland's circular order hypothesis and consider the dominant three-letter RIASEC codes to examine the magnitude of the relationship between occupations and interests. The possible values of Iachan index range from 0 to 28, and according to Iachan (1984), interpretation of the congruence score is as follows: (a) scores of 26 through 28 are very close matches, (b) scores in the range of 20 through 25 are reasonably close matches, (c) scores in the range of 14 to 19 are not close matches, and (d) scores of 13 and below are poor matches. The Brown & Gore's C index range from 0 to 18, with M = 9. For both indices, higher values represent greater congruence among e-advice and clients' interests. The RIASEC codes for occupations presented in e-advice are defined in accordance to Croatian Occupations Finder (B. Šverko, Akik, Babarović, Brčina, & I. Šverko, 2002), a catalogue of 300 most common occupations that have been coded in Holland's three-letter codes. The fit between occupations in e-advice and clients' interests are calculated for all occupations in e-advice and represented as indices average (Table 1). The obtained average fit, according to indices range and interpretation, indicate mediocre fit between e-advice and respondents' interests.

Table 1

Average Congruence between Occupations Presented as E-advice and Clients' Interests

	Iachan M index		*Brown & Gore C index*	
	M	*SD*	*M*	*SD*
High-school students	14.80	5.87	10.66	2.94
University students	15.33	6.60	10.36	4.55
Employees	14.91	6.24	10.05	3.35
Total sample	15.18	6.40	10.39	4.15

To determine the correspondence between the occupations obtained by e-advice and the actual occupation or educational profile of an individual, all university students and employees were associated with a particular occupation according to the one in which they are currently working or to which they are studying. The environment measure for university students expresses the characteristics of the academic program and the corresponding future occupation. For employees, it expresses the actual occupation of an employee. The respondents' occupations were matched with a list of the occupations from the system database and each respondent was assigned to an appropriate occupation. The correspondence was calculated as the Pearson correlation between the profiles of actual occupation and each occupation from e-advice, over the 31 job aspects. The final measure of correspondence was expressed as an average correlation between all occupations in e-advice and actual occupation. For the students' sample the average correlation was $M_r = .57$ ($sd_r = .16$), and for the sample of employees it was $M_r = .46$ ($sd_r = .23$). These moderate correlations support the validity of e-advice to some extent.

The clients evaluated their satisfaction with e-advice on scale 1 to 5, where higher scores indicate higher satisfaction. Respondents evaluated all occupations from the e-advice, and average satisfaction was calculated. The values presented in Table 2 represent the average satisfaction with the e-advice given by different groups of respondents.

Table 2

Clients' Satisfaction with E-advice

	M	*sd*
High-school students	3.07	0.91
University students	3.14	0.76
Employees	3.10	0.88
Total sample	3.12	0.81

The Results of the Second Evaluation Phase

As an important validity aspect of the computer guidance system, we have first calculated the structural relations between aspects' preferences and clients' interests. The 31 job aspects preferences were presented by four latent dimensions extracted by PCA (details in the method section), and vocational interests by RIASEC test scores. Table 3 presents the correlations between respondents' interests and their aspect-based preferences. The highest correlations were found for content-related interests and preferences: social interest and working with people (r = .52), realistic interests and STEM (r= .55), and artistic interests and travelling, creativity and outdoors (r = .33). These results support the validity of the applied aspect-based approach for measuring occupational preferences.

Table 3

Correlations between Four Factors Underlying 31 Job Aspects Preferences and RIASEC Interests' Scores

	Working with people	Management & Prestige	Travelling, creativity & outdoors	STEM
R	$-.162^{*}$	-.011	.059	$.551^{**}$
I	.026	.047	-.104	$.344^{**}$
A	$.181^{**}$	.012	$.334^{**}$	.020
S	$.520^{**}$	.025	.009	$-.193^{**}$
E	$.138^{*}$	$.326^{**}$	$.207^{**}$	-.019
C	.109	$.216^{**}$	.118	.106

* $p < .05$; **$p < .01$

The validity of e-advice was estimated twofold. First, we have calculated the relations between aspects' preferences and RIASEC occupational type in e-advice. The RIASEC occupational type was defined as the dominant RIASEC code of an occupation derived from O*Net database. All occupations in e-advice are associated with their dominant code, and the count (frequency) of particular dominant code of occupations in e-advice was used as a measure. The correlations between the frequency of RIASEC codes in e-advice and clients' preferences are presented in Table 4. The highest positive correlations were observed between preferences to work with people and frequency of social occupations in e-advice (r = .66), preferences for management and prestige and the frequency of enterprising occupations in e-advice (r = .51), and between preferences for STEM and frequency of realistic occupations in e-advice (r = .44). These results, to some extent, support the validity of the matching algorithm used for deriving the e-advice.

Table 4

Correlations between Four Factors Underlying 31 Job Aspects Preferences and Number of Occupations with Particular Dominant Code in the E-advice

	Working with people	Management & Prestige	Travelling, creativity & outdoors	STEM
R count	-.134	-.228**	.067	.435**
I count	-.229**	-.014	-.067	.361**
A count	-.447**	.011	.201**	.028
S count	.659**	-.337**	-.124	-.216**
E count	.017	.506**	.033	-.445**
C count	-.215**	-.097	-.307**	.069

* $p < .05$; ** $p < .01$

Secondly, the relations between vocational interests and RIASEC occupational type in e-advice was calculated. The frequency of RIASEC occupation type in e-advice was calculated in the same way as in previous analysis, and vocational interests are defined as RIASEC test scores. Table 5 presents correlations between clients' interests and frequency of occupations with a particular code within the e-advice. If the computer system derives valid e-advice the highest correlations should be observed between same RIASEC types, or in the main diagonal of the table. This expectation has been fulfilled for all RIASEC types except the conventional. The highest correlations were obtained for Realistic (r = .46), Social (r = .44) and Enterprising (r = .34) types. As the interest scores are independent of preferences on which the decision-making algorithm was based on, these findings provide additional support for the quality of e-advice.

Table 5

Correlations between Clients' Interests and Number of Occupations with Particular Dominant Code in the E-advice

	R	I	A	S	E	C
R count	.459**	.050	-.174*	-.107	-.063	.021
I count	.169*	.243**	-.086	-.251**	-.091	-.024
A count	-.013	-.043	.201**	-.369**	-.112	-.105
S count	-.260**	-.026	.106	.441**	-.127	-.148*
E count	-.208**	-.179**	-.047	.169*	.340**	.230**
C count	.005	.044	-.101	-.186**	-.077	-.092

* $p < .05$; ** $p < .01$

The clients' satisfaction with e-advice was measured again on the scale 1 to 5 and expressed as an average for all occupations in e-advice (like in phase one). The average satisfaction with the e-advice was M = 2.80 (sd = .95) which can be interpreted as answer 3 on the scale: "*not ideal, but I could do it*". Furthermore, in the second evaluation phase, we have included additional measures of clients' satisfaction with system usage and performance. The frequencies of clients' answers on five additional questions are presented in Table 6. Filling out the Career choice pages wasn't very interesting to them (34.9 % find it boring), and they find it quite tiring (31.3 %). However, 65.1 % of the clients think that they learned a little or a lot about themselves and their interests by filling out this pages, 82.8% did not have bigger problems following the instructions, and the majority of clients found this webpage viewable and clear (53 %).

Table 6

Clients' Evaluation of the System Usage and Performance

Did you find it interesting and fun to fill out the "Career Choice" pages?	No, it was boring 34.9 %	So-so 40.4 %	It was interesting 24.7 %
Did you find it tiring to fill these pages?	It was tiring 31.3 %	Moderately 47.0 %	I didn't feel tired 21.7 %
Do you think that by filling out these pages you have learned something about yourself and your vocational interests?	I didn't learn anything 34.9 %	I learned a little 55.4 %	I've learned a lot 9.6 %
How clear were the instructions you went through?	They were vague 7.2 %	So-so 32.5 %	They were clear 60.2 %
Were the pages you went through viewable and clear?	No, they were unclear 14.5 %	Some pages were unclear 32.5 %	They were clear and viewable 53.0 %

Discussion

According to the recommendations for the evaluation of computer guidance systems (Gati, 1986; Katz, 1993), it is necessary to evaluate its key elements. As this system is based on assessments of job aspects and the preferences of those aspects, it is necessary to determine the preliminary validity of the aspects used. In addition to selecting the relevant aspects and their exact formulation, which refers to the content validity of the aspects, it is also possible to determine the structural equivalence of the aspects structure derived from occupational characteristics and clients' estimates of occupational preferences (Gati, Fassa, & Mayer, 1998; B. Šverko et al., 2002). The aspect structures obtained from the characteristic of occupation and clients' preferences should be clear and interpretable. The similar structure of these two correspondent domains would support the construct validity of the aspects used.

The result of the factor analysis of the job aspects derived from the estimates of the occupational characteristics yielded interpretable and clear four-factor structure. The latent dimensions of work characteristics were named: Work with People; STEM & Prestige; Creativity & Flexibility; and Outdoors & Physical Activity. The structure of the clients' preferences was also four-dimensional and very similar in different subsamples. The derived factors representing four work preference domains were named: Work with People; Management & Prestige; Travelling, Creativity & Outdoors; Technology, Math and Mechanics (STEM). The results supported a high similarity between these structures. The factors related to work with people are highly similar.

The STEM area is represented by the second factor in occupational characteristic and the fourth factor in clients' preferences. The prestige is also present in both structures, but it is more related to STEM in occupational structure and to management in the structure of clients' preferences. The structural difference can be observed in existence of creativity and flexibility as an independent factor in occupational estimates, but it can be essentially linked to travelling-creativity factor in clients' preferences, and the management-prestige factor, mostly throughout the flexibility in work. Working outdoors is also present in both structures. It's more close to physical activity in occupational structure, but closer to travelling and creativity in clients' preferences structure. Two obtained four-factor structures of the 31 job aspects, based on different data sources (occupational characteristics and clients' preferences), are both interpretable, simple and logical. The factor contents are comparable and highly overlapping which support the validity of the database, on one hand, and the validity of aspects preference estimates on the other.

The validity of the aspect preferences was also examined by correlating them to the independent measure of vocational interests. The four latent dimensions of aspects' preferences were logically related to RIASEC interests' scores. The highest correlations were observed between corresponding preferences: social interest and preferences for working with people, realistic interests and preferences for STEM, and artistic interests and preferences for travelling, creativity and outdoors. These findings provide additional support for the validity of aspect-based approach in measuring clients' occupational preferences.

The quality of e-advice was estimated by two different approaches. One was based on congruence between e-advice and clients' vocational interests and other on congruence between e-advice and actual working environment of the client. The expectations in the first approach were focused on the congruence between Holland's codes of occupations in e-advice and RIASEC types of interests. The fit between occupations in e-advice and clients' interests' three-letter codes was expressed by Iachan M index and Brown & Gore M index. Both indices showed a mediocre fit between e-advice and respondents' interests. However, it should be taken into account that congruence measures were calculated as the average congruence of the three-letter code of all occupations from the e-advice and one interest three-letter code. In the classical approach to congruence, the congruence index is calculated for only one interests-occupation pair. Since our occupational database contains heterogeneous occupations which rarely share the same three-letter codes, the e-advice that includes five or seven occupations cannot be highly homogeneous. Thus, if e-advice cannot contain occupations with the same Holland code, the congruence index of the entire e-advice cannot reach the maximum value. In other words, the average congruence index cannot theoretically reach the maximum value if it is calculated at the level of the complete e-advice. This is also verified, as the theoretical maximum for C-index in our data is 16.20 (not 18), and for M index is 26.60 (not 28). Therefore, when interpreting the congruent validity of e-advice, the obtained values can be declared as satisfactory. Thus, although numerically only slightly above the average, they are in favour of acceptable congruent validity of the system's e-advice.

The correlations between the frequency of dominant RIASEC type in e-advice and vocational interests' scores showed that the highest correlations were observed between the same types (except for the conventional type). It indicates, for example, that clients with higher realistic interests will get more occupations with the same dominant code in their e-advice. This provides additional support for the quality of e-advice. Additionally, the correlations between the frequency of dominant RIASEC type in e-advice and clients' aspect-based preferences were calculated. The highest positive correlations were observed between the preferences and occupations of similar content: preference for work with people and social occupations, preferences for management and prestige and enterprising occupations preferences for STEM and realistic occupations. These results support the validity of e-advice showing that the clients with highly profiled vocational preferences will get more occupations with alike Holland's type in the e-advice.

The assumption of the second approach, which is based on the congruence between an individual's e-advice and his or her work environment, is that the majority of the respondents choose an occupation, or educational program, following their vocational preferences. The similar criterion for the validation of computer advice was used by B. Šverko et al. (2002) and Gati et al. (2006). Our results showed that the observed average correlations between actual occupational or education profile and profile of occupation in e-advice were positive and medium in size, both for employees and students, which supports the validity of e-advice. It is interesting to notice that the observed correlations are a bit higher for students than for employees. The possible explanation why this fit is higher for students is that the student sample is mostly made up of respondents of higher socioeconomic status, who freely choose their studies, and their career choice is largely a result of their interests. Employees are of various levels of education and socioeconomic status, and thus many of them do not have such freedom of choice. It is particularly true for those of lower educational level, who face several objective constraints in the process of career choice and development. This is the reason why their current occupation may not strongly reflect their genuine interests and preferences. Consequently, the sample of employees should have a lower congruence index than the sample of students.

The last part of system evaluation was aimed at clients' satisfaction. We examined the clients' satisfaction with e-advice and their satisfaction with the system usage, performance, and functionality. The clients' satisfaction with e-advice was measured in the first and the second evaluation phase. In both studies the average satisfaction was moderate, around answer 3 on the scale, meaning "not ideal, but I could do it". Insights into the distributions of individual satisfactions with e-advice show that they usually cover the full range of estimates (1-5). Thus, some of the occupations obtained by the particular e-advice were rated as appropriate (4 - *that occupation interest me a lot*; 5 - *this is an occupation for me and it suits me very well*), some have average grade (3), while some have slightly lower estimates (2 - *I just don't see myself in that* *profession*; 1 - *this occupation is by no means to me*). The average scores falling around the middle of the scale, with such scattering of responses, indicate that an average e-advice includes one or two occupations which were evaluated by the clients as adequate. Furthermore, an average rating of 3 "not ideal, but I could do it" indicates that average advice is not so bad, because a person can see himself or herself in these occupations.

Clients' satisfaction with system usage, performance, and functionality provided several important information. The clients' satisfaction with the instructions, web organization and ergonomics of the web pages was high, indicating that the client-computer interface works well. On the other hand, clients reported that filling out the Career choice pages was demanding, tiring, and not very interesting. We can partly attribute it to several questionnaires incorporated into the webpage for evaluation purposes (i.e. interests' inventory) which will be excluded from the final version of Career Choice. We also found very important the fact that the majority of clients think that they learned something about themselves and their vocational interests by filling out these pages. It seems that clients' can benefit from using the Career Choice system, both through getting a particular e-advice and by better structuring their preferences. This finding is in line with findings that using the CACG systems can result in the development of career identity (Mau, 1999) and an increase in career maturity (Luzzo & Pierce, 1996).

Study Limitations and Future Development of the System

This study has several limitations which can be overcome in future studies. In the second evaluation phase, just a modest sample size was encompassed. The bigger and more diverse sample would provide better foundations for deriving conclusions about the adequacy of the Career Choice system. Therefore, future studies should include more respondents coming from various career track (i.e. high school students, university students, employees). Also, as respondents reported a significant level of tiredness, it might likely be mirrored in greater unsystematic variation (error variance). In further studies, it is possible to administer Career Choice without evaluation measures, which would shorten the administration time, and reduce clients' fatigue. Furthermore, part of respondents filled out the Career Choice system from home. Possibly, they used mobile phones or tablets, and Career Choice pages are not jet finely adapted for administration on different devices.

The future development of Career Choice would include further evaluation of the applied Expected Utility Model. The EUM model needs both respondents' preference and importance estimates for each job aspect to produce an e-advice. However, the alternative compensating model based on the combination of correlations and Euclidean distances resulted in equally good e-advice (Babarović, 2009; B. Šverko et al, 2002) and it relies only on preference estimates, and not on importance estimates. The change of algorithm would, therefore, shorten the administration time and make respondents feel less tired. Also, the occupational database may be broadened, by including a greater number of occupations. At the moment, it includes 225 occupations, and in future adaptations, it would be good to have a total of 300. Further, the occupational base should be regularly refreshed by new and emerging occupations. At last, the evaluation of Career Choice system was not considered in the longitudinal approach by now. Focusing on adolescents and their career transitions would provide information on whether the use of Career Choice system in high schools fosters better career outcomes after the transition to university studies or the world of work.

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Is society inclusive for older workers?

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Abstract

Most guidance activities are aimed at young people or at adults who are going through education or employment transitions (Watts & Sultana, 2004). With an ageing population, this will have to change. If guidance services do not take into account the particular situation and needs of older workers, then we have a double loss: loss for the individual of the benefits of working and making a secure transition to retirement, and unnecessary loss to national economies of much needed skills.

This workshop explored two perspectives on older workers' needs. One is the findings from a small-scale Norwegian research project involving older female academics, who experienced little interest or respect from others towards the end of their lengthy devotion to their career. The other perspective is larger scale trialling of mid-life career interventions in the UK which gives indication of the training needs of career guidance professionals delivering such reviews, and an outline of proposed training materials. Underlying both perspectives is the desire of older workers for respect from others for their life experience and work contributions, and a desire to find ways of integrating three key concerns: maintaining good health; planning for a financially viable retirement pension; continuing paid employment until ready for transition into satisfying activities in retirement.

Key words: older worker, retirement, mid-life review

Conference reflection areas

This workshop had wide applicability across the reflection themes of the conference. For too many older workers, working life becomes precarious as they are marginalised by negative stereotyping, with low-skilled people and those with health issues being particularly affected (Area I). This occurs at just the time of life when workers need to take a holistic and cross-cutting review of their career to optimise health and financial outcomes along with career fulfilment (Area II). Such concerns may be most acute in societies in transition, where previous work sectors are in rapid decline and new opportunities require different skill sets (Area III), leading mature workers to grapple with the social changes concomitant with the era of Industry 4.0, and with the need to both understand and assert their capability for retaining and adapting to play a role in this changing world (Area IV). Most citizens have the potential to maintain social involvement into the eighth and ninth decade of life, but not if they suffer poverty, poor health and low self-esteem. Conversely good experiences of later working life and a well-managed transition into retirement support social inclusion based upon a sense of respect, self-esteem, good health and adequate financial provision for retirement (Area V).

Introduction and objectives

Demographic change in developed countries is extensive, but career development services pay inadequate attention to the potential impact of this change, particularly for older people. Policy actions largely focus on saving state pension costs and retaining skills in the workplace. This workshop proposed that older workers need a different kind of attention to support transitions from work into fruitful retirement.

The objective for this conference workshop session was to engage participants actively in relating these changes to their own practice. The workshop progressively reviewed the aspects of career development that research and pilot studies show are important to older workers. Throughout the workshop, participants were invited to juxtapose their current practice with the different concerns that arise for people in late career. Making use of participants' experiences of current clients or of older people in their family and personal social circle encouraged evaluation of the different approaches needed to address the career issues of older workers.

Theoretical basis

The theoretical consideration starts from a review of demographic statistics, by contrasting two five-year age cohorts. The age cohort 15-19 years of age faces early career decisions, and rightly receives attention from the career development profession as they contemplate the coming decade of their life. The age cohort 55-59 years is likewise contemplating career development and transition in the coming decade, intertwining personal concerns about maintaining good health, ensuring adequate financial security for final retirement, and seeking career satisfaction in their final stage of working life. In Europe, the younger cohort numbers almost 37 million, and the older one almost 53 million (Populationpyramid.net, 2019). Although more numerous than the younger cohort by more than 40%, older workers receive a tiny fraction of the attention devoted to the younger cohort.

Fundamental issues of social inclusion apply to the situation of older workers. In their current life stage they are at risk of stereotyping and discriminatory attitudes – sometimes even outright, but illegal, discrimination. They are assumed to be a poor investment in terms of training, both because of an unwillingness to engage with new learning and because it is assumed they will not offer a good long-term return on that investment (EU-OSHA et al, 2017). Neither is true, but most noticeably the latter: an older worker has an average job retention of some five years, where a person earlier in career may on average make a job move after about two years (Robison, 2019).

Social inclusion is also a matter for later wellbeing for older workers. With regard to both physical and mental health, meaningful work activity is conducive to better health status (Blustein, 2006), a benefit which carries forward into future decades. Likewise, the ability to continue earning and to consolidate pension savings has a positive impact for the remainder of life. Both health and personal finance are essential underpinnings of a satisfying and participative later life. Older workers seek due respect in the workplace, on an equal footing with younger workers. While younger workers may bring fluid intelligence and knowledge of new techniques to the workforce, older workers bring crystallised intelligence, the wisdom acquired through years of experience both within and outside the workplace. A positive balance between the two, underpinned by intergenerational learning, is the optimum situation for most workplaces.

It is important to hold in mind that age is not a fixed concept. People exhibit considerable variance in ageing in both physical and attitudinal ways, and perceptions of age vary depending on context: 'old' for a sportsperson may equate chronologically with 'early career' for an academic or a legal professional. By age 50 years, the widely differing life experiences of individuals create heterogeneous needs, interests and attitudes towards later life.

Research in Norway – transition to retirement

Nordic countries exhibit the same demographic trends as much of the developed world, with the same challenges to social structures, and particularly the welfare system.

> The fact that more people are living for longer is positive, but if we are to sustain our welfare system, we are dependent on more people remaining in employment for longer.
>
> Office of the Prime Minister, Norway (2018)

Increasing the age of state pension entitlement is common in Nordic countries, as elsewhere. There is a tendency to greater freedom over retirement timing and pension management, though it should be noted that some 'freedoms' have the effect of transferring not only responsibility but also the concomitant complexity and risk from the state to individuals (Hinrichs, 2004).

How individuals use the increased freedom over retirement varies, depending on both personal health and family characteristics, and on factors in the place of work (Østerud, 2019). A recent Norwegian study reports the varied personal characteristics of those working beyond the age of 67 years: more men than women; in good health; distributed by education level in line with the population at large; generally receiving a full pension and not working primarily for economic reasons (Nuse, 2019). Retirement intention is significantly affected by workplace conditions, particularly with regard to management attitudes and practices: '(t)he way a person feels about their job and their place of work is probably the main decisive factor for many' (Østerud, 2019, p.7).

Retirement can no longer be viewed as an event, at a point in time. More frequently it is a process over a period of time, and was investigated as such in a recent small-scale Norwegian study with the aim of investigating how employees experience being in transition between working life and retirement (Bakke, Barham & Plant, in press). Participants in the study comprised eight female academics, aged 63-66 years, working in two higher education institutions, and drawn from five subject faculties. A narrative approach was used to explore their stories of between 16 and 40 years working in the higher education sector, and the resulting transcripts were analysed using a hermeneutic approach seeking patterns and categories of experience.

Corresponding with other research (Nuse, 2019), internal motivation to work played an important role. The female academics were highly committed to their work, with an emotional attachment to it which contributed to a sense of purpose and well-being. They shared a sense that they could still contribute in the workplace, and that they were positively valued by younger colleagues. But beyond that, their personal identity was deeply integrated with their work role, leading to a fear of losing their identity when they were no longer employed. An imminent transition to retirement was therefore troubling, and a process in which they reported inadequate support from managers and HR specialists. It was a common perception that older females are ignored in the distribution of new work tasks, or passed over for duties that fell well within their competence, thus leading to a strong sense that their ability, capability and past contribution was not recognised. 'Recognition' emerged as a key issue:

> Through their employers' lack of attention to their value and to the need to take steps to replace them, the institution exhibited a disrespect and lack of recognition even before severance from the work role. The women also said they would consider postponing the transition if the institution recognized their contribution to work, and if it prepared for using their specific competences. As they were not even being asked, they felt insulted and not recognised.
>
> (Plant, Bakke & Barham, 2018, p.6)

This research paints a picture of women struggling with this process, hoping that this will be acknowledged, but finding themselves waiting for a dialogue that never came. The managers, on the other hand, were perhaps finding it difficult for fear of breaching anti-discrimination law or more simply feeling they may not understand the mindset of older people and therefore not know how to engage in useful conversation (Salomon, 2019). Underlying this anxiety one can surmise the impact of public and media representations of age, which still include unhelpful stereotypes. The UK's Business Champion for Older Workers is clear on this topic (Altmann, 2015):

> … old age needs a media rebrand. The images used to accompany stories of older people are outdated and contribute to the negative connotations of age. Wizened hands and walking sticks perpetuate unhelpful stereotypes. (p.12)
>
> Old-fashioned stereotypes and the associated prejudices are ingrained in society and are carried through into the workplace. Rather than judging each individual on their own merits, many employers automatically make a stereotyped judgment based on age which results in older workers being cast aside. Ultimately, this is a waste of skills and talent. (p.24)

Østerud (2019) agrees that such stereotypes abound: '… common age-related stereotypes include how older employees find it difficult to learn new things, have less adaptability and have a lower intellectual capacity' (p.10). Such stereotypes are unfounded, and leaders within workplaces should address them through better knowledge and awareness of age-related stereotypes, increased contact between younger and older workers when at work, and open, unbiased discussion about age-related stereotypes amongst both leaders and employees (Østerud, 2019).

Age stereotypes extend across all sectors of the workforce, from the well-qualified professional women of the Norwegian study to those in lower-skilled and often precarious employment. The anxiety felt by older workers includes concern about both employment and employability (Lain et al, 2019). Anxiety about employment is clustered around fears of dismissal, and a perceived lack of alternative employment prospects, meaning that older people may feel trapped in an insecure situation for fear of no alternative. Anxiety about the sustainability of work is clustered around work intensification, stress and long or irregular hours, and the physical demands of the job itself – conditions that are damaging at any age, but possibly more so with advancing years.

Such anxieties in later working life are not inevitable. Singapore's Senior Parliamentary Secretary for Manpower, Low Yen Ling, made this statement in September 2019:

> Many progressive companies have put in place age-friendly practices such as job redesign, flexible work arrangements and well-being programmes. In 2018, about 12,000 companies employing about 92 per cent of the 331,000 local workers aged 50 and above had done so.
>
> (Singapore Parliament, 2019)

She went on to commit the government's continued support to companies in making work and the work environment friendly for older workers, and to strategies to increase the availability of training for older workers.

Developments in the UK - mid-life career support

From 2013-2015 the UK government funded a pilot programme of mid-life career reviews (NIACE, 2015). This varied programme worked in many settings, including workplaces, encouraging people from about the age of 50 years to review their current skills, and to look forward to ways of enjoying their later years at work. Projects used activities such as workshops, one-to-one sessions (some by telephone), or 'homework' tasks, and they variously offered retraining opportunities, mentoring and coaching, and support in identifying future options. The summary report notes that 'participants had higher confidence and greater awareness of their options after their review' (NIACE, 2015 p.4). Key themes for participants fell into two broad areas: 'here and now' questions, and later life preparation. 'Here and now' related to the coming years at work, to maintaining work skills, income, pension saving, and aspects of work-life balance that included caring issues, family concerns (especially grandparent roles) and maintenance of personal health and well-being. Later life preparation including using time now to build strong social networks, learn new skills for different work, volunteering or retirement roles, and planning for home, housing and leisure in retirement.

In 2017, a national review of the UK's state pension system proposed that such a service be offered nationally (Cridland, 2017). Using the term 'Mid-Life MOT' (MOT is a regular annual roadworthiness check compulsory for all older road vehicles in the UK) the Cridland report recognised the earlier work in the Mid-life Career Review project, noting the holistic nature of concerns raised by participants including finances, life expectancy and health, and proposed the following list of questions likely to be faced by many people:

- What do I want to do in the coming years?
- What does my partner want to do (if applicable)?
- What balance do I want between family and career, leisure and work?
- Who do I need to help care for in my family?
- Where do I want to live and in what kind of accommodation?
- Do I want a different job?
- Do I want to volunteer?
- Do I want to work different hours?
- What skills do I have, and what skills do I need to acquire?
- What income will I need to do all this?
- How will my income be balanced between savings, pensions and wages?
- What do I need to do with my pensions?
- When can I take my pension?
- How does this fit with the household income?
- Do I want to, or need to, work after I get my pension?

This adds up to a kind of mid-life MOT

(Cridland, 2017 p.100)

At that stage, some employers were already offering or trialling mid-life reviews, which were applauded by Cridland. However he acknowledged that not all employers would do so, and the Cridland report recommends that the government should fund the UK's National Careers Service to 'develop, test and implement a national Mid-Life MOT programme' (Cridland, 2017 p.101).

Over the following year, four organisations trialled various approaches to a Mid-Life MOT. Two were large employers in the finance and pensions sector, one was the government-funded Pensions Advisory Service, and the fourth was a consultancy firm which undertook design work to develop and test an online tool to support workers in mid-life. A summary report of the findings from the four projects (Centre for Ageing Better, 2018) identified that the projects generally focused on three broad topics:

- health and wellbeing
- careers and work
- finances and pensions

The report identified common themes that any organisation considering developing their own review should consider (Centre for Ageing Better, 2018, p.29-30):

- Know your target audience
- 'Age' is not a fixed concept
- No 'one size fits all' for delivery
- Keep the content focused
- A process not a one-off event

The implied emphasis on attuning delivery to individual needs and situations brings our attention to the individual attitudinal aspects involved in ageing. The stereotyping related to age that is pervasive in many Western societies can also be internalised: individuals may come to self-limit according to the prevailing messages in the media and advertising. To counter this, it is useful to have resources specific to the age group, and the workshop examined one such resource, the Value My Skills card set developed by Unionlearn, a trade union organisation that was an active participant in the UK's mid-life career reviews (NIACE, 2015). The card set is now also freely available as an online resource (Unionlearn, n.d.).

The implications for career development practice

The key question here, reflecting the workshop title, is whether, and how, career development services can support efforts to make society inclusive for older workers. To do so requires career practitioners to offer individualised and holistic support for people as they form plans which integrate planning for health, work and wealth. The 'here and now planning' can address the needs of the national economy (skill retention and pension saving) alongside creating more satisfactory later career experiences for individual workers. But proper preparation, supported by employers and career practitioners, can also look through and beyond the retirement transition to identify ways in which both severance processes and later non-employed activities foster self-esteem and overall well-being.

This is a question for all players in the career development profession. Career coaches and those offering services largely within employer organisations can instigate workplace cultures that are age-friendly, and for all ages, not just older people. Career services for employed and unemployed people should engage with planning for current and future work and skill development in ways which underpin a self-managed transition to retirement in whatever form suits the individual client. For some, a sharp departure at the earliest point will remain the preference, but for many more a gradual diminution of work time and intensity will be preferable, allied with financial management that enhances adequacy of retirement income and attention to well-being in physical, mental and social conditions.

Conclusions

Whilst governments address the need to retain skills and reduce state pension costs, our profession should have wider concerns. Older workers are our future; individually each one of us will become an older worker, and nationally our countries will have larger percentages of older workers. Supporting older workers' needs in the last decades of working life affects social inclusion and wellbeing into oldest age.

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The impact of the changing labour market on the practice of career guidance counsellors

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Abstract

This presentation will consider the impact of Industry 4.0 on the way career information is obtained, stored and disseminated in career guidance counselling practice. Using a theory of professional identity formation, it will focus on the use of technology in providing online learning support for practitioners who are, in turn, integrating technology into their services to support clients. It will highlight the potential enhancement of services provided, alongside some inherent tensions, particularly with regard to social inclusion. A particular exemplar will be used to highlight the potential of this technology: 'LMI for All', funded by government in England, uses state-of-the-art technology to collect, and mediate the dissemination of robust, current and reliable labour market information to support career interventions. Some fundamental implications for practice will be indicated.

Keywords technology, practice, professional identity, inclusion

Introduction & objectives

Industry 4.0 relates to technologies and concepts involving cyber-physical systems, and internets of services, people and energy. In this presentation, the focus will be the integration of these technologies into the delivery of career guidance counselling services and its impact. Whilst the integration of information communications technology (ICT) is not new, the increasing pressures for services to design and develop cost effective, accessible and useful careers resource facilities, together with services that are consistent with open access and social inclusion is new. Implicit in the current policy emphasis on the importance of ICT in service delivery may well be the assumption that its introduction will not only extend access to services for all clients, including those who are socially excluded, by increasing the flexibility of delivery methods, but that it will also help extended services offered and reduce costs by lowering the demand for face-to-face support. Yet robust research evidence on the actual impact of introducing internet-based services, particularly with regard social inclusion, is lacking. Moreover, the extent to which the organisational outcomes of technological change are chosen and negotiated by individuals, or determined by the wider market, technical and/or historical forces is contested. Technological, social and cultural factors all have to be considered and negotiated when implementing change involving ICT because the process of the integration of ICT into careers work and careers organisations (like any other area) is a complex, inherently social and developmental process (Bimrose, Kettunen, & Goddard, 2015).

This presentation will consider the impact of technological advancements, like Industry 4.0, on how career information is obtained, stored and disseminated in career guidance counselling practice. Using a theory of professional identity formation, it will focus on the role of ICT in providing online learning support for practitioners who are, in turn, integrating ICT into services to clients. It will discuss the potential enhancement of services, alongside some inherent tensions. The presentation will draw on a particular development in England (LMI for All, http://www.lmiforall.org.uk/), funded by government, the purpose of which is to use state-of-the-art technology to collect, and mediate the dissemination of robust, current and reliable labour market information for use in career support interventions. Some fundamental implications for practice will also be considered.

Theoretical basis

Like their clients, career guidance counsellors operate in increasingly volatile and pressurized work environments, with many now required to work differently in ways that require shifts, sometimes dramatic, in their professional or occupational identity, for example, integrating technology into their core practice. Like their clients, they have to construct their own meaning of work to survive and thrive, with proactivity and adaptivity crucial for navigating their own increasingly complex and challenging pathways. For these practitioners to survive, and thrive in volatile work environments, ongoing learning support is necessary to ensure that knowledge and understanding at the cutting edge of practice is integrated into practice for the benefit of clients. The integration of ICTs is one powerful illustration. Over the past few decades, practitioners have been, and continue to be increasingly required to transform their working practices to accommodate technological change. Delivering effective career interventions to clients at a distance and/or supporting clients in their search for labour market information (LMI) requires fundamental change to previous practices, where practitioners now need to embrace and integrate a whole new way of thinking and working. Transforming their practice, in turn, requires a shift in an individual’s professional identity, allowing accommodation of these changes.

Most career guidance counsellors regard themselves as professionals. Professionalism relates to the behaviour and qualities of a group of individuals that can include reference to a calling, adherence to ethical standards, together with the requirement for specialised knowledge gained over a period of time. It therefore aligns closely with the need to integrate new knowledge and understanding, usually embodied in emerging theory and research, into professional practice. Without research-informed theory underpinning their practice that reflects current trends and contemporary issues, those providing career services cannot (and are unlikely to) be regarded as professionals by their clients, or more broadly by the societies in which they operate. Linked with professionalism is the concept of occupational identity. Identities at work are the meanings attached to an individual by the self and others that are displayed in attitudes and behaviour, as well as in the stories we tell about ourselves to others and ourselves. These meanings and stories may be based on social identities, associated with work, or personal identities, based on personal characteristics, attitudes and the behaviour an individual displays or which others attribute to him or her (Bimrose & Brown, under submission).

Methodology & results

The methodologies of two major research studies, in which presenters were involved, provide the basis for this paper: one into the professional identity transformation of career guidance counselling and employment practitioners, from an EU funded technology project (EmployId, 2014 – 2018); the other into the development of an online data portal, funded by government (LMI for All, 2012 – ongoing), where presenters were participants. Detailed methodologies underpinning each study have been subjected to rigorous evaluation, with both in the public domain (for EmployId, see: http://employid.eu; for LMI for All, see: http://www.lmiforall.org.uk/documentation/data-documentation/).

From the EmployId study, an important research finding for career practice is the need to confront the need to integrate ICT into practice in the field so that it not only addresses the needs of the clients consuming services, but also enhances the continuing professional development (CPD) support for practitioners delivering services. Providing an online learning platform, similar to the one designed and piloted in the research study, proved to be an effective and cost-sensitive response to providing such support. The participants (402 signed up for the online course) of the online learning valued it not only for the content and facilitation of contact with fellow professionals, but also because it was cost free. The online course demonstrated the high value placed on peer learning support, which provided perhaps the richest source of learning. Whilst this has been evident for some time in face-to-face learning scenarios, the research study demonstrates that the same effect can be achieved virtually, at a distance, with colleagues who are located in different countries and who share group-based professional identities that transcend organisational contexts and national boundaries

For LMI for All, which aims to bring together existing national sources of high quality LMI that can inform people's choices about their careers and learning pathways, the implications for practice are currently less clear. 'LMI for All' makes data freely accessible via a single access point. The intention is for software developers to extract the labour market data and use it to create informative apps or websites, bringing the data to life for varying audiences, including individuals, careers practitioners, employers and policy makers. This mirrors the whole concept of Industry 4.0, which is based on six design principles: interoperability; virtualisation; decentralisation; real-time capability; service orientation; and modularity. However, a recent literature review and research agenda for Industry 4.0 found that not only that there is still a lack of commonly recognised academic publications, but also that there is a huge gap between Industry 4.0 laboratory experiments (95.1%) and industrial applications (4.9%).

For those that are socially excluded, these technologies provide new and innovative access points in which to engage with information and data on learning and career pathways, as well as information on the labour market. The aim should be to inspire and raise aspirations through the integration of these technologies into careers service delivery. This highlights a challenge for practitioners in the interpretation and contextualisation of visualised careers LMI made possible by these technologies, as well as facilitating access to technology. A number of apps and web interfaces are starting to engage both clients, as well as career practitioners, which inspire and support access to these technologies. So, the impact of these technologies need further exploration and discussion.

Conclusion

While much progress has been made in integrating ICT into careers practice, there is still room for improvement. From existing research, its successful integration into career practice is contingent on three key factors: policy support, at both the macro (government) and micro (organisational) levels; workforce capacity development, so that practitioners feel confident and competent in this aspect of their work; and for the design of ICT systems and applications that ensure that they are fit for purpose.

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The "Talents & Transitions Patchwork®" method.

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Abstract

The "*Talents & Transitions Patchwork®*" (TTP) is a counselling method that can both be used in face to face interviews and seminars. It has been conceived to help individuals wishing to explore their life experiences during career counselling interviews. Both adults and young people like students can take advantage of the method.

The method was first designed in France during career counselling sessions (Bourne, 1998). Nowadays, the method is widely used to facilitate the exploration of individuals experience especially in the frame of skills assessments and in the frame of career counselling.

The method offers the metaphor of a patchwork quilt for exploring individuals' life experiences from a holistic and constructivist perspective.

The patchwork is considered and used in the career counselling process as a medium of self-expression. It "captures and illustrates activities experienced by individuals throughout their lives: each patchwork is made up of different patches sewn together, symbolising experienced activities in which the individual can bring contrasting backgrounds together to create meaning" (Pouyaud and Bourne, 2016). As a highly significant personal pattern, the patchwork is co-analysed by the client and the practitioner through the counselling process".

The TTP method offers an effective manner to explore personal construct systems by allowing easy access to content that may otherwise be difficult to verbalise. In that sense, it is an innovative way of helping people describes their worlds with their own words and drawings. The TTP method belongs to constructivist approaches that consider career as a holistic concept in which personal life and work are inseparably intertwined. Individuals are considered as experts in their own lives but may sometime need help from practitioners to actively construct their careers.

Key words: constructivism, life themes, life-designing, lifelines, storytelling

Patchworks as a medium of self-expression.

Career counsellors are often reluctant to work with their clients' metaphors preferring verbal descriptions to describe experiences. Most of them think that working with metaphors is not a very easy task and is sometimes even dangerous, regarding the risk of imposing their own metaphors onto their clients' experiences during counselling interactions.

The "*Talents & Transitions Patchwork®*" is both a counselling method and product. It was first developed in 1998 by the occupational psychologist David J. Bourne while coaching individuals in the frame of skills assessments in France. The method offers the metaphor of a patchwork quilt for exploring individuals' life experiences. The patchwork is considered and used as a medium of self expression. In that sense, it is an innovative way of helping people describes their worlds with their own words.

This approach is characterised by a triangulation of concepts, which allows for a cross-fertilisation of information.

1. The central concept of activity: experiences are time limited

For Constructivists, psychological processes are to be seen embedded in everything people do. A few years ago, Trevor Butt (2008) outstandingly presented the development of George Kelly's work and setting in its historical and philosophical context[1] . According to Butt, "*we are always doing something – engaged in some project or other.* "(p68). Spontaneous activities are to be particularly taken into account by the practitioner because they tell him "*where a person's area of richest experiences lies*". Those activities are rich in meaning for the individual.

Through the "*Talents & Transitions Patchwork®*" method, D. J. Bourne's proposal is to use the patchwork metaphor to capture and illustrate these activities experienced by the individual throughout his life: each patchwork is made up of different patches all sewn together, symbolising experienced activities in which the individual can bring contrasting backgrounds together to create meaning. The patchwork is a memory construct designed from materials from different sources selected to create a significant pattern which is co-analysed by the client and the practitioner throughout the counselling process.

To have this co-analysis done properly, the "postmodern practitioner" and his client need to share a common language during counselling sessions. But instead of trying to find an agreement on a "traditional" common verbal language between both parties, D. J. Bourne proposed to optimise the opportunities offered by the framework of the patchwork metaphor by using, to illustrate each time limited experience:

- A square grid consisting of 100 basic units (10 by 10): empty patches symbolising the frame of the patchwork to be designed by the client. A patchwork is made for each significant experience the client wishes to talk about. The 100 limited patches refer to the fact that each experience is necessarily time limited. Each activity composing the experience can then be quantify in percentages comparing to each other's.
- Four colours to be used to illustrate each activity made of a set of patches: blue, red, yellow and green.
- Three intensities for each colour: dark, medium and light.

2. Taking into account the differentiation between intrinsic and extrinsic motivation within the patchwork by using different colours

First, considering the Self-Determination Theory (SDT) developed by Edward L. Deci and Richard M. Ryan, the client is invited to classify the four colours in order of preference. The two favourite colours are used by the client to characterise the activities experienced as very pleasant and pleasant because they are interesting and satisfying in it-self (intrinsic motivation) and the less favourite colours are used to illustrate the unpleasant and very unpleasant activities (extrinsic motivation). Based on that personal ranking of colours, different types of motivations are easily described by the client.

3. Taking into account the client's belief in his ability to succeed in activities

Albert Bandura's social cognitive theory has emphasised the role of social experience in the development of personality. The concept of self-efficacy is defined by this author as one's belief in one's ability to succeed in specific situations. Self-efficacy is developed from external experiences and self-perception. It can play a major role in the way individuals approach activities, tasks, goals and challenges.

In order to take this point into account D. J. Bourne suggested that while drawing the patchwork of a specific experience, the client should be invited to characterise the level of his self-efficacy regarding each activity he realised by using three different intensities of colour. High self-efficacy, for example, is illustrated by the darkest intensity of a determined colour whether this colour refers to a pleasant or an unpleasant activity. In that sense, the client has the opportunity to say something like: "*I think I performed well*" (dark intensity of colour) or "*I felt like a beginner*" (light intensity of colour).

If practitioners want to facilitate the elicitation of personal constructs it is very important to focus on self-efficacy rather than on skills or even competences, terms which clearly and strongly refer to social and objective norms.

Narrative exploration: "*Please, feel free to make as many patchworks as you want*"

According to Mark Savickas people develop recurring themes in life through a combination of experiences. By offering his client the opportunity of making as many patchworks as he wants, the counsellor helps him to identify and to understand his life themes. Through designing and revising the patchworks of their significant experiences during counselling interactions individuals are clearly involved, indeed, in an active and collaborative process of meaning-making. Many practitioners new to the method have been surprised by the fact that some of their clients really enjoyed making many other patchworks at home between two counselling sessions. During training sessions, it happened that practitioners even worried: "*What am I going to do with all this material?*" It is important to keep in mind that the style of exploration and questioning necessarily associated to the method pays great attention to the past and provides a creative space for interpretation. That is why it is likely to be much more engaging and challenging for the client than an objective approach (e.g. trait/factor matching) that goes directly to solutions that are not really owned by him. By encouraging his client to draw as many patchworks as he wants, the practitioner encourages him not to produce a factual truth but a personal narrative and biographical truth. Here, the role of the counsellor is clearly to assist his client to move beyond rational explanation of his patchworks despite their differences in construction, to deeper underlying values, beliefs, and assumptions. He also helps the individual to make connections between his patchworks of experiences by evocating the context of the transitions in which they took place. Furthermore, the practitioner does not only assist the individual in the process of narrative exploration, he also helps him to identify the patterns and interpret the life themes within the story told by the whole collection of patchworks drawn during and between the counselling sessions.

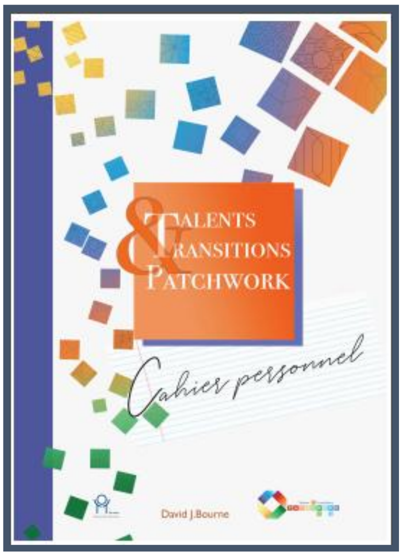
The overall goal is to assist the individual attach meaning and decide how that meaning will take place in the "*next patchwork(s)*".

At that stage, the client is invited to think about his desired future and to draw one or several possible patchworks focusing on activities which have sense for him. The desired patchwork can then be made of a broad range of material: activities already realised and appreciated in previous experiences and generally associated with high self-efficacy, activities realised by other individuals but making sense for him, etc. In fact, the client can choose how he lays out the patchwork, remove unwanted pieces (activities) and add new ones.

Most of the activities identified through the desired patchworks generally tell a lot about who the individual is and what he really wants. It can help to start a stimulating reflection and conversation about how to create a context for these activities in the individual's current or future patchwork. The desired patchwork must never be considered as a polished/finished piece: it is always a provisional patchwork which opens up multiple and alternatives activities that can continuously be re-woven and negotiated. It is open and receptive to include changes relating to the multiple and unpredictable life transitions of the postmodern era the individual will probably have to face. In that sense, The *Talents & Transitions Patchwork®* method provides a good opportunity to help individuals to focus not only on the existing jobs but also on many of the future jobs that currently do not exist and that is what Thomas Frey from "*The Futurist Magazine*" invites us to take into account.

Description of the usage

The practitioner presents the different steps of TTP method during a career counselling interview and if clients are interesting by exploring their life and work experiences, a personal TTP handbook is offered to them in order to be used at home for the next interview. The binder contains a detailed guidebook and several square grids consisting of 100 basic units symbolising the frame of the different patchworks to be designed by the client.



For the first step, clients are invited to draw a patchwork for each significant experience they wish to talk about. "Each activity composing the experience can be quantified in percentages and compared to other patchworks. Four colours – blue, red, yellow and green – are used to illustrate each activity made of a set of patches. Three intensities – dark, medium and light – are used for each colour (Pouyaud & Bourne, 2016). This final choice of 12 different colours allows clients to illustrate if they liked the activities or not and their belief in their ability to succeed in activities regarding the concept of self-efficacy (Bandura, 1986). Clients are offered the opportunity to draw as many patchworks as they want to.

The next step consists of a narrative exploration of the different patchworks produced by clients at home so that the practitioner helps them to identify and to understand their life themes. It allows clients not to produce a factual truth, but a personal narrative and biographical truth.

During the last step interview, "clients are invited to think about their desired future and to draw one or several "possible patchworks" focusing on activities that have meaning for them" (Pouyaud & Bourne, 2016). Most of the activities identified this way through the desired future patchworks generally tell a lot about whom clients are and what they really looking for. This process opens up multiple and alternative activities that can continuously be re-woven and negotiated with clients.

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Practice, training and study case

For years now, as an occupational psychologist and a private career counselling practitioner, I have been using the "Talents & Transitions Patchwork®" method with adults as well as with students.

Many seminars for practitioners wishing to use the method within the frame of career counselling have been given since 1998 in Europe and in North Africa. One of the very last one I had the great pleasure to give was in Dublin in March 2019. Thirteen practitioners came from different countries to attend this first level two-day seminar in order to prepare the international accreditation allowing them to become certified "Talents & Transitions Patchwork®" method practitioners. I also went to Prague a few years ago to train ten local practitioners to the method in the frame of "Euroguidance".

Now, the reader would probably appreciate to have an example of an application of the method for career counselling. The case presented bellow comes from my private practice as career counsellor. It is about a young man: John.

Study case: John is about moving to a new job

When I first met John, he was 32 years old. He just got divorced and he was working as a warehouse man in a training centre for adults in north of France. John had several hobbies: reading and collecting books, computer programming and gardening.

As he just got a degree as professional buyer he was « logically » thinking about applying for this position within the company where he was working at that time. But he wanted « *to talk about all that* » with a career counselling practitioner before applying to the job.

After having presented his situation to me, the very first thing he asked was: « *Do you think it is a good idea to apply for this position?* ».

My answer was: « *Well, it seems quite logical regarding the new degree you got last month.*

Have you any other options in mind? ».

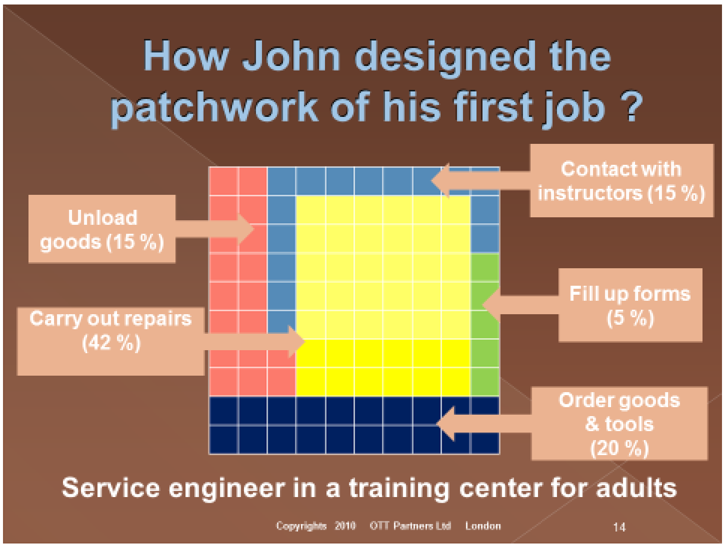
John: « *… well, I don't know …* »

I offered him to take some time to have a look to see if other options were available and could suite him as well. He found the idea « *interesting* ».

Once he agreed, I presented him the « Talents & Transitions Patchwork® » method and asked him: "*Could you make a kind of patchwork with the different activities you had in your previous jobs and in your spare time?*"

Then, I offered him to use four colours (blue, green, red and yellow) to illustrate these activities depending if he liked them or no. It happened that John's favourite colours were first, blue colour and then yellow. He did not like so much the green colour and really disliked red colour. John was also invited to use a specific depth of colour to illustrate the sense of self-efficacy he had when performing each activity he was to incorporate into his patchworks.

The first patchwork John drew was relating to his first job as service engineer in a training center for adults:



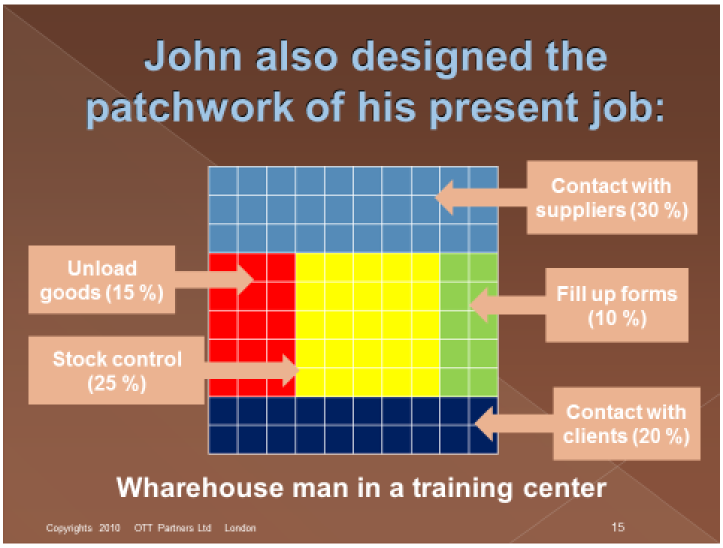
How to co-interprete with John his patchwork ?

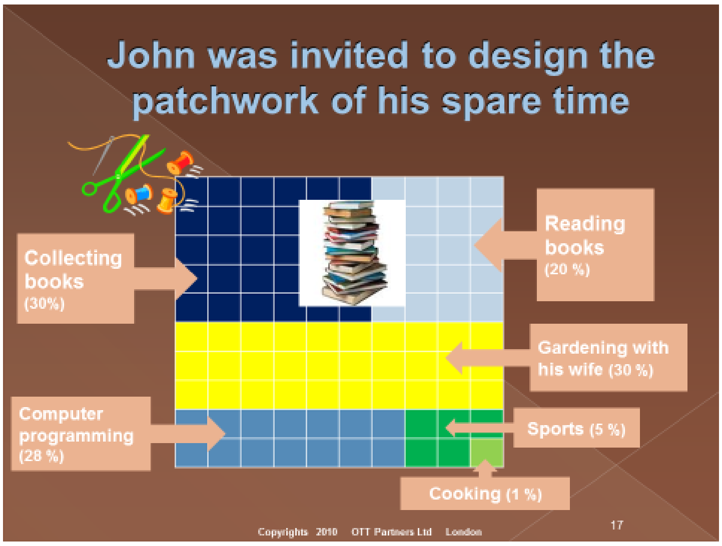
1. John's most favourite activities were:
   - ✓ "*Order goods & tools*" (dark blue colour means for John: "*I really liked this and performed well*"): 20 % of his time.
   - ✓ "*Contact with instructors*" but John had a lower level of self-efficacy when doing this (lighter blue colour): 15 % of his time.
2. John's second favourite activities were also:
   - ✓ "*Carry out repairs*" (dark yellow colour means for John: «*I liked to do this and I performed well*"): 42 % of his time.
3. John didn't like so much to "*Fill up forms*" (green colour) even if he performed that activity correctly (middle green colour): 5 % of his time.

4. John really disliked to "*Unload goods*" (mid red colour) even he did it correctly: 15 % of his time.

When he finished to draw his first patchwork, John said he had found the exercise not so easy especially because he had to take into account the time dedicated to each activity. Looking to his patchwork, he said: "*That was really my job, I think. Interesting!"*

Then, I invited him to draw a second patchwork keeping the same order for colours. He decided to draw his present job as a warehouse man in the same company. He also drew the patchwork relating to his spare time.





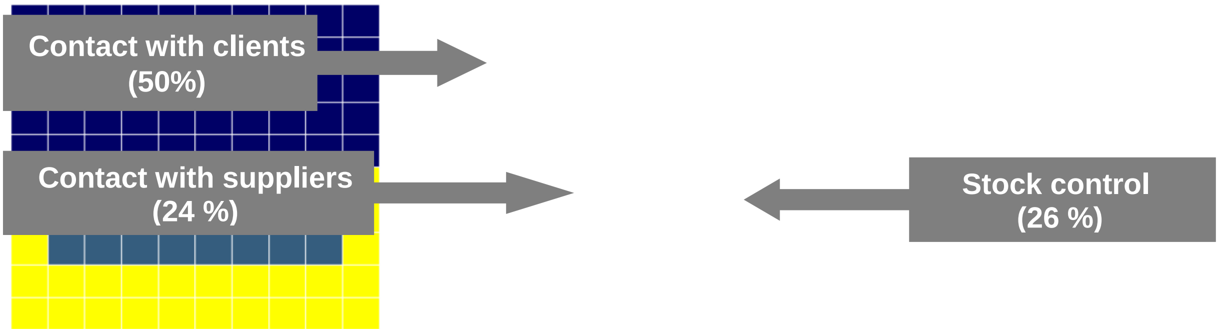
Talking about his spare time and drawing his third patchwork, John surprisingly noticed the very great importance books had in his life: « *wahoo ! It is about 50 % of my time !* ». Obviously, John really loved the universe of books. Sudenly, he talked about the fact that as he just divorced, he was going to sell his house… and he worried about his books… « *I have so many of them* » he said.

« *How many books have you ?* » I asked. John's answer was much significant to me : « *between 4 000 and 5 000, I gess* …».

I invited John to draw what we called possible future patchworks focusing on activities which have sense for him. To do so, John had the opportunity to use a broad range of material : activities he already realised and appreciated in previous experiences and possibly associated with high self-efficacy, activities realised by other individuals but making sense for him, etc. He was free to lay out the desired patchwork, to remove unwanted pieces from previous patchworks and to add new ones.

First, John drew the following « ideal patchwork » which was made of two activities already done in a previous job : « *Contact with suppliers* » and « *Contact with clients* » for a total amount of 74 % of time. John added a new piece of material that meant a new activity obviously linked with the degre he recently got: « *Stock control* ». This patchwork was obviously suggesting the professional buyer position john was to apply for.

But surprisingly, John did not allowed himself to incorporate into this « ideal patchwork » any activity connected to the universe of books although he had clearly noticed the great importance this had for him. So I asked him : « *Is there any room for books there, in this ideal patchwork ?* » . John's answer was so typical : « *this is about work not about leisure, isn't it ? …*»



Taking my question into account, John finally dared to draw a second ideal patchwork by incorporating into it the crucial theme of books. This new patchwork was made of exactly the same activities than the previous one but, this time, it was taking place and fully considered in the universe of books which meant so much for John.

I asked him: "*What name could you give to that occupation, John?*"

John looked at me, smiled, and answered: "*It looks like a book shop keeper …*".

Finally, a few months later, John authorised himself to create and run his own business: a book shop in a city near Paris. I had no news from him for two or three years and one day he gave me a call: "*I just wanted to tell you something Mister Bourne: I am the happiest man in the world*".

This personal experience changed my practice for ever and still let me think that constructs elicitation through quilting patchworks is definitely and effective method to explore personal construct systems by allowing an easy access to contents that may otherwise be difficult to verbalise.

David John Bourne is an occupational psychologist and a career counselling practitioner.

He applies personal construct psychology combined to Jungian typology in career counselling practice and research.

He is the author and co-author of different methods used in the field of career counselling: *IJTI-Process®* method(Identification of Jungian Type and Individuation Process) and The *Talents & Transition Patchwork®* method (Constructivist approach). He has been designing and giving seminars over Europe and Northern Africa for years. He also designed several workshops for occupational psychologists of the French Public Employment Service.

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Shine on the Future – regional system to support pupils‛ educational and vocational choices (poster no. 26)

Jan Brabec

Regional Centre of Education and Language School, Plzeň. Information Educational Centre Info Kariéra)

Abstract

The poster acquaints interested persons with the concept of platform „Posviť si na budoucnost (Shine On The Future/Light Your Future)‟. It interprets the main pillars of the festival and its wider shot as a regional system of supporting educational and vocational way of the students in an understandable way. It’s mainly about the structure of the fair, methods of work in the preparing phase, during the event and afterwards and about additional activities of the platform outside the fair itself. The poster illustrates the atmosphere and venue of the event including the worksheet as a main tool of the methodology. The methodology itself builds on self-knowledge based on transferable (soft) skills, setting goals and motivation of the students for particular steps that aims at implementation of these objectives. Actually it is the methodology that makes the festival innovative and development model with higher potential for their outputs. It’s based on current paradigms in career and lifelong guidance that build on principle of empowering the target group and actively developing their career management skills (CMS).

The event itself represents possible tool for preparing future generation of (to become) labour market creators. According to the Industry 4.0 challenge, the closer linking of educational and work domains is shown as one of the potentially most effective way how to prepare upcoming generations for their career future. Empowering their own approaches to the learning process, reflecting the continual changes facing their own skills, goals and primarily, meaningful footprint in the society, the festival methodology focus on boosting these topics and developing them in contact with other schools and employers. At least, by the participating of the regional employers, it helps to connect and prepare for future trend of economic localization considering real limits of economic globalization as it can be seen today.

Keywords: educational choice; vocational choice; career; festival; soft skills

The festival – structure and description

Introduction

This entry aims to demonstrate a tool for developing pupils�much educational and subsequently also vocational choices. It has been presented in poster form during the 42nd IAEVG conference in Bratislava as an example of good practice. The text of the entry builds on a structure of particular questions from Why? through What?, Who? Where and When? to cover all the aspects of such topic. More space is devoted to the question How?, because it describes the main components of the methodology.

Reason

The labour market runs through dramatic changes – the acceleration of these changes is very challenging for educational systems that prepare future creators of new work fields. Regarding the Industry 4.0 challenges, the closer linking of educational and work domains is shown as one of the potentially most effective way how to prepare upcoming generations for their career future. Festival Posviť si na budoucnost (Shine on the Future) was founded with the intention of merging previous particular fairs of schools and employers into one unit. It allows visitors (pupils who are at schools for the last year) to gain not just preview of possible following education opportunities in Pilsen region, but also its interconnection with the labour market, branch diversity in relation to natural and social capital of the region on the one hand and competence requirements for the professions on the other. Also for this reason the event is conceived as a festival with sophisticated methodology to exploit its potential and not as a mere fair.

The event

The festival Shine on the Future is multidisciplinary showcase of regional schools and selected employers who represent their field. Its interactive character is obvious not only by activities of particular exhibitors at booths for target group, but also e. g. by the presentation videos made by the students of the participating schools through their eyes (as part of a motivational competition) or by the direct participation of the students at their school booths. The festival is 2 days long and it takes place on the premises of revitalized brownfield DEPO2015 in Pilsen, which was created as a multipurpose space within the title of European Cultural Capital 2015. In its implementation there are involved key institutions cooperating with regional stakeholders like Chamber of Commerce, Employment Department, Regional Centre of Education – Info Kariéra, Czech Invest, City of Pilsen and Regional Administration Office.

Target group

The festival itself is divided into 2 days while Friday is intended for schools and Saturday for parents with children. Both variants of the target groups thus have sufficient space to exploit the potential of the whole event, while its character allows to use the visit of both days. Friday part is an opportunity not just for pupils, but for their teachers (guidance counsellors), who prepared their pupils (using the methodology) before the festival and can get suggestions and useful information during the event themselves, too. The visit of pupils with parents during Saturday part contributes to bilateral enrichment in education and work as well as process of decision making about further school and communication between parents and children. On the side of presenting exhibitors we can find selected regional employers, secondary vocational schools, secondary schools including grammar schools and universities operating in the Pilsen Region. In 2018, the event was attended by over 4,000 visitors on both days.

Location and timing

The location of the event corresponds to the capacity requirements as well as the intention of reaching out to the younger generation and pointing out the link between education and the dynamics of today's world of work. The area of DEPO2015 Pilsen is a complex of buildings of the former depot of city transport companies, whose architecture represents a period of peak industrialization. In contrast, the current multidisciplinary character of the place where the trend of open workshops (e.g. Makerspace), offices and cultural activities throughout the year meets. Regarding the leitmotif of the festival, which is deciding on further education after finishing elementary school, the date of event falls on autumn time.

Methodology

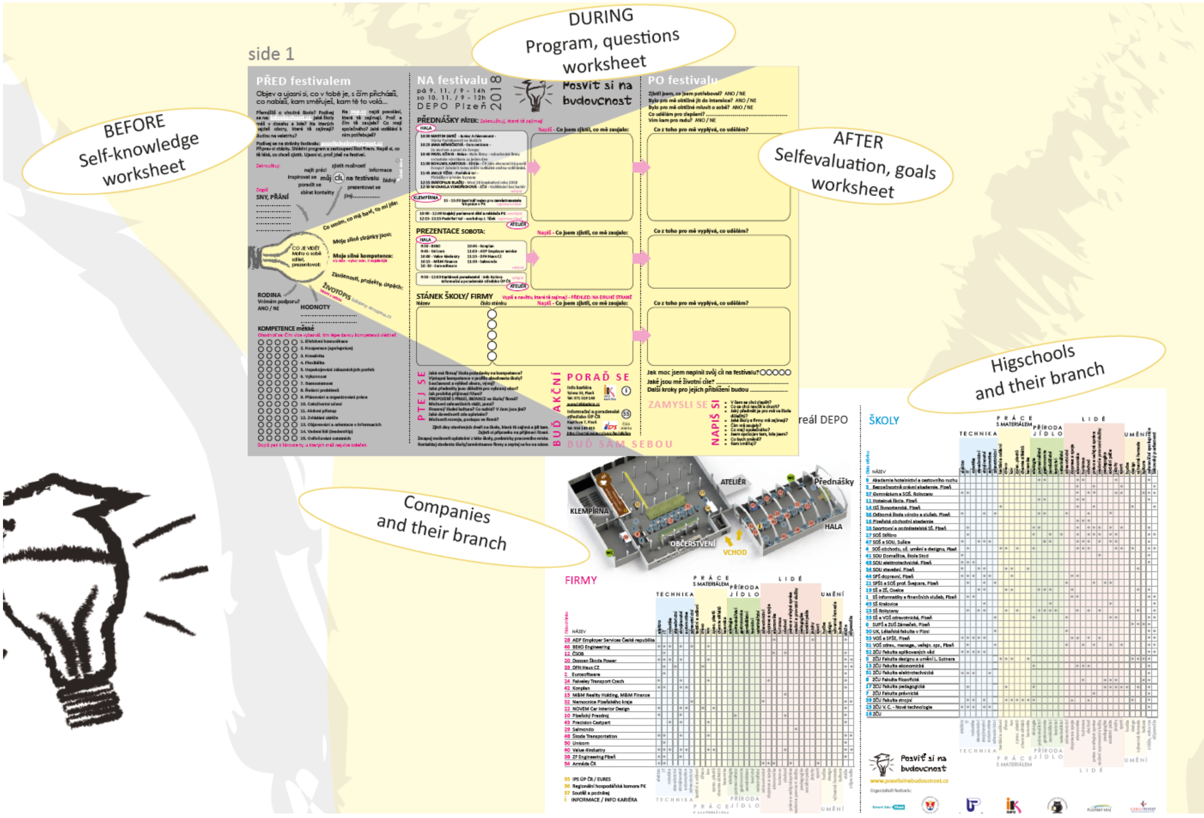
Conception

Integral part of the festival is methodological support, which builds on 3 phases: preparing before the festival, work at the festival, feedback and evaluation after the festival. A key role in this process is played by a teacher (a class teacher or guidance counsellor) who can work with pupils at all stages (parents play this role as they accompany their children to the festival). Pupils have enough space to think about the goals and expectations of attending the event, their own strengths, including feedback from their close surroundings. Likewise, all exhibitors have information on the methodological structure of the festival, so they go to the festival ready to meet pupils, their questions and interests. This concept aims at strengthening CMS of these pupils, developing their own thinking about their careers and the related steps to take in this process.

Card

The main tool of the festival methodology is the card that pupils work within all 3 mentioned phases - before the festival (at school, at home), at the festival and the festival (at school, at home). The card is structured and clearly identifies the partial phases, including the basic sources of information that pupils can use at different stages. After filling in the fields related to self-knowledge (what I enjoy, what I do well at school and outside school, what I�begin ve already done, where I see my reserves, what I am interested in and what I dream of) and inspiration from nearby adults (how did they choose school and whether they would change their decision today) opens up space to consider what to ask at the presentations of schools and companies. The card guides the reflections on the admission procedure, the future of the field and possibilities of employment, the atmosphere at school, the possibilities of internships and trips abroad, the composition of subjects or the potential for personal development. There is always enough space on the card to write the information on the spot. The last part - after the festival - gives space to unify the knowledge of the event, to what extent the set goals and expectations from the festival and towards further, follow-up steps have been achieved. Finally, each has the opportunity to self-evaluate 15 basic soft skills as defined by the National Occupational System. You can see the card (part of the poster displayed in Figure 1) bellow showing the principle of division into three phases including questions, information sources and other related impulses.

Figure 1



Workshop (webinar)

To get acquainted with the methodical concept of the event and the way of working with the festival card, there is a workshop for teachers who will work with children and will go to the festival with them. The workshop takes place in the holding organization, Career Counseling Center Info Kariéra, equipped with sufficient audiovisual equipment. In addition to familiarization with the methodology, the aim of the workshop is also mutual acquaintance of teachers and transfer of examples of good practice. If any of the participants is not able to attend the workshop, it is prepared in the form of a webinar. On another date and at the festival venue, there is also a workshop for exhibitors before the event, where they also will learn about the methodological dimension of the event, how it is designed and with what topics pupils can contact them during the event.

Methodological and final notes

- Concept of the methodics applied within the festival „Posviť si na budoucnost (Shine On The Future/Light Your Future)" is based on the current prevailing approaches in career and lifelong guidance developing the CMS. It builds primarly on the sociodynamic perspective (R. V. Peavy, T. Inglar), using both empowering, mostly open questions, it also draws on self-evaluation tools available online in the Czech environment (National Occupational System www.nsp.cz, Infoabsolvent.cz platform).

- Festival recieved appreciation within the National Career Counselling Award 2018 in the Czech Republic.
- For more information see the websites www.posvitsinabudoucnost.cz and www.infokariera.cz
- Whole card (only in Czech) is available to download in PDF format here: http://www.infokariera.cz/sites/default/files/obsah/novinky/posvit-si-na-budoucnost-2019-aktualni-metodika/soubory/2019karta.pdf

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

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Abstract

Sustainable employability of workers is an important issue for todays' 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:

- <u>Pitfalls</u> refer to the deformation of a core quality, hampering a person (team, organization) to be effective and successful. For instance: Flexibility becomes Inconsistency.
- <u>Challenges</u> are qualities that should be developed to counter a specific Pitfall. An example: Orderly counters Inconsistency.
- <u>Allergies</u> 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

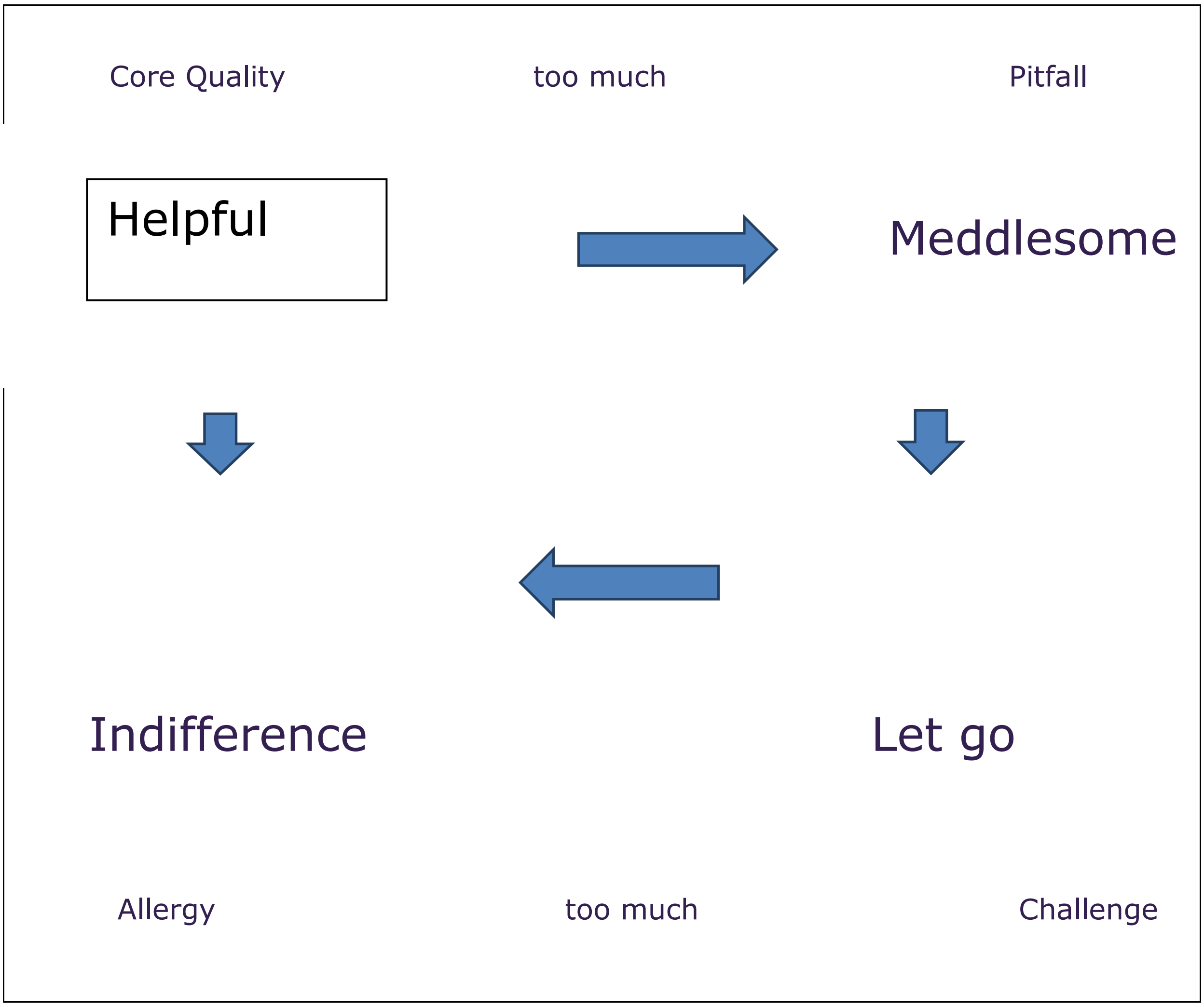

Figure 1. Core Quadrant: Helpful

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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Quality in Career Guidance – Preparing Guidance Practitioners for Quality Assurance

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Abstract

In the article, the development of a Mentoring Programme supporting career guidance practitioner's (CGP) certification is presented, together with specific examples of designed tools and activities including a certification framework and self-assessment tools. A goal of the mentoring programme is to support experienced career guidance practitioners to comply with the requirements of a quality standard and quality assurance systems and to prepare them for an individual certification process as CGP.

The project started with data collection in an analytical paper about quality assurance systems and their implementation in the European partner countries who participated in the project followed by the design of a preliminary version of the programme that underwent two phases of testing. The final version of the Mentoring Programme contains 21 different modules including teaching guidelines together with worksheets for participants and guidelines for mentors. It is designed as a flexible "cafeteria model" in order to best fit the needs of the different target groups. Feedback from Austrian, Czech, German, and Slovak practitioners will be presented.

The Mentoring Programme and the tools for a certification framework were developed within the ERASMUS+ Strategic Partnership "Improving the implementation of quality assurance in career guidance (QUAL-IM-G)". Nine partner organisations from seven European countries were involved in the project (Austria, Czech Republic, Germany, the Netherlands, Norway, Slovakia, UK) coordinated by Slovakia. For more details see:
https://www.guidancequality.eu.

Keywords: quality assurance; mentoring; certification; career guidance practitioner

Introduction - Quality and quality assurance in career guidance

The Resolution of the Council 2008/C 319/02 on better integrating lifelong guidance into lifelong learning strategies lead to the development of different quality standards for individual counsellors and organizational providers of career guidance. However, in many countries the implementation of quality assurance in guidance is lacking. To improve the implementation of quality assurance for career guidance the QUAL-IM-G project developed a programme of support for individuals and providers including a mentoring programme for career guidance practitioners and resources for providers to ensure they are working toward or maintaining the award through audit and/or recognised certification procedures. The terms quality label, quality mark and quality award are often used as the recognition of having achieved a recognised quality standard.

What is quality and quality assurance?

For the purpose of this article, we present the definitions of quality developed as part of the European Lifelong Guidance Policy Network (ELGPN, 2014).

Quality assurance: refers to activities involving planning, implementation, evaluation, reporting, and quality improvement, implemented to ensure that guidance activities (content of programmes, design, assessment and validation of outcomes, etc.) meet the quality requirements expected by stakeholders. The terms quality assurance and quality management are often used interchangeably when discussing quality related activities.

Quality Standard: refers to a defined degree of quality, which on organization or a public authority sets for the service provision they are responsible for. It defines what an organization or the public authority expects of the provider and his employees in delivering these operations or a client can expect when using the service. The ELGPN (2012) recommended that quality assurance should be one of the key features of a lifelong guidance system, recommending that there should be:

- clear professional standards established for guidance practitioners working in a variety of different roles in different sectors;
- standards linked to career progression routes for guidance practitioners; which include progression to and from related occupations;
- organisational quality standards;
- citizen/user involvement in the definition of quality and the design, implementation and evaluation of guidance services;
- a clear and public statement of citizen entitlement to guidance services; and
- the ongoing development of the evidence base in career guidance.

These recommendations build on the experience that in many countries (especially those with little or no tradition of providing career guidance) there is little formal management of quality. However, such recommendations are relevant both for countries which are new to career guidance and to those with a strong tradition of career guidance.

When we think of quality we often think of goods or services delivered to a high standard (Hooley and Rice, 2018). However, Sultana (2018) argues that the term ‘quality’ is difficult to operationalise because it is a complex and contested concept. A definition of quality in general and abstract terms without context is difficult. Sultana (2018) suggests that quality is subjective and means different things to different people. Individual differences exist in the *expectation* of career guidance services as well as individual differences in the *experience* of career guidance services.

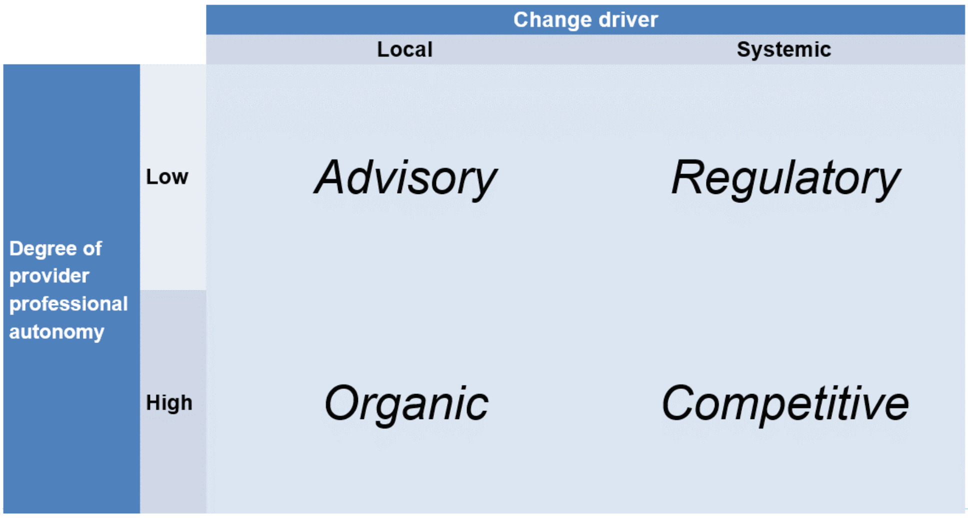
Sultana suggests that quality concepts have both political and power dimensions. Community and societal values are influential in determining expectations and experiences of career guidance services. What we think of as high-quality products and services depend heavily on our values which may vary at the macro level from society to society or at the group level within society. As a result, it is important to be mindful of who is defining and constructing quality as well as considering for whose benefit different approaches to quality work.

Quality assurance as policy

When career guidance is part of national or international policy there are often differences between the initial policy directive and how it is delivered in practice (Hooley and Rice, 2018). Quality assurance processes can help to provide checks that career guidance services are delivered consistently and that they fulfil the original policy aims.

Hooley and Rice (2018) present a model to distinguish between frameworks and systems that offer greater and lesser amounts of professional autonomy and models which place the responsibility for quality locally in contract to those that view it at a higher level e.g. nationally. Their approach parses out the nuances of systems where it is compulsory to have a quality assurance label in order to deliver versus systems where quality assurance labels are voluntary certification. The model is also useful in understanding the mechanisms of standard certification.

Figure 1. Hooley and Rice model of QA certification.



The **regulatory approach** typically sets out clear legal requirements and formal standards and polices them through inspection regimes. Practitioners may be required to be qualified or registered and there may also be regulations around tools, resources, facilities and outputs (e.g., a requirement that a school or career guidance facility must provide a certain number of individual counselling sessions per year).

The **advisory approach** typically focuses on practice improvement around clearly articulated, but non-binding, standards. As such it will often include models, benchmarks and exemplars of good practice and advice and support for providers and professionals. Such an approach will make use of moral rather than legal pressure.

The **organic approach** is where quality is defined by the provider and the professional and driven by professional values and the desire to do a good job. Mechanisms associated with organic quality assurance approaches include quality circles, supervisory arrangements, peer observation and mentoring, the use of professional networks and communities of practice, local self-evaluation processes and the involvement of users as co-producers.

The **competitive approach** seeks to drive quality based on performance and the provision of information about performance to customers Typical mechanisms that are used include consumer feedback, the development of league tables, a strong focus on outcomes and the use of payment by results approaches.

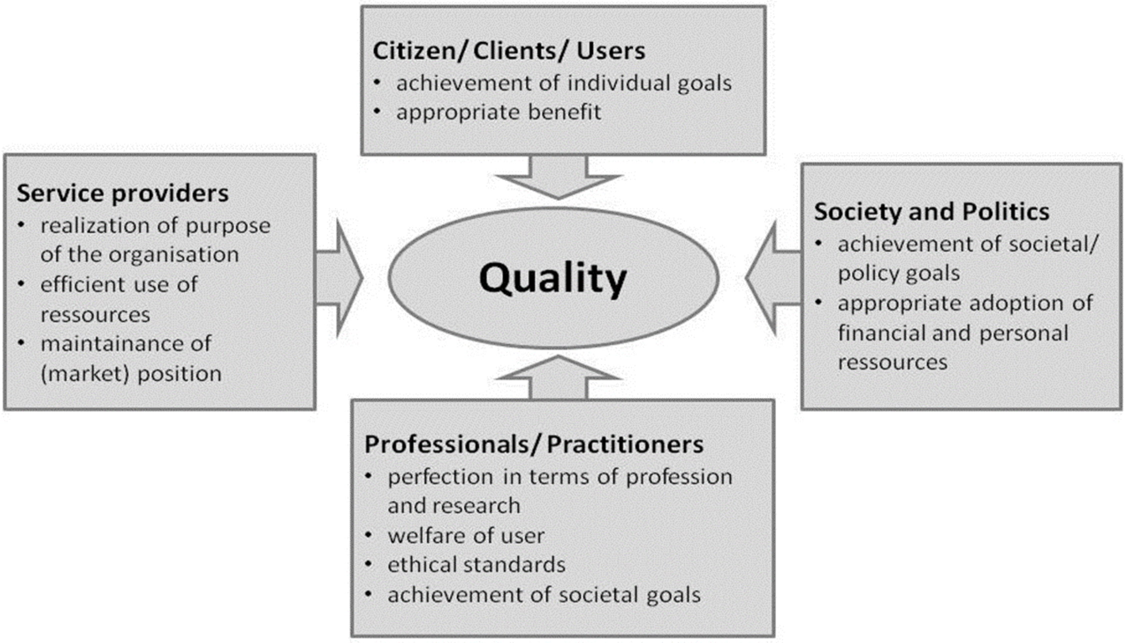
Implementation of quality assurance systems in Europe

Quality development and quality assurance in Career Guidance and Counselling (CGC) occurs at two levels – at the level of the individual guidance professional and at the level of the organization that provides career guidance services. Furthermore, governments and other policy makers are responsible for creating appropriate legal and institutional regulations and a political environment, which support the quality development for "good guidance".

However, what does "good guidance" mean: How can you observe, identify and measure "good guidance"? There are many terms and expressions being used in the context of quality assurance and implementation, not only in the career guidance sector but also in any other area where quality matters. So, for the purpose of this project we had to be clear about what we mean when we talk about quality in guidance, quality standard and quality assurance and define some essential issues.

As mentioned earlier, **Quality** is a "contested concept" (Sultana 2018) because the different parties involved in the provision and use of guidance services may have different ideas and expectations regarding the quality of service:

Figure 2: Defining Quality – multiple actors and stakeholders; Source: Schiersmann/Weber, 2013, p. 45



In everyday language the word is mostly used in the sense of "good quality" and refers to an implicit or explicit measurement on a scale from "bad" to "good". However, quality is not an objectively defined normative issue which is irrevocable or unalterable. It is a *relational* term, which refers to the expectations, values, interests, and resources of the involved actors who have to agree on a common understanding of what they define as "quality" (Sultana 2018). The concrete definition of quality in career guidance therefore is the result of a *negotiation process* between the involved actors and stakeholders (see Figure 2): the professionals, policy makers, the providers and the wider society (Schiersmann/Weber 2013, p. 45).

Quality Standard refers to a defined *degree* of quality, which an organization or a public authority sets for the service provision they are responsible for. It defines what an organization or the public authority expects from the provider and his employees in delivering these services or that a client can expect when using the service (Hooley/Rice 2018). The quality standard also should reflect the opinion and beliefs of the professional guidance community (Career Guidance Practitioners and Researchers) about quality in career guidance. A Quality Standard usually is described by a number of dimensions, criteria, and (measurable) indicators. The quality standard can be defined by law or other normative regulations or it is the result of a common process of understanding by the actors and stakeholders involved. Depending on its legal status a quality standard can be binding (e.g. for members of an association or for service providers and professionals receiving public funding) or it can be just a recommendation to the professional community (practitioners and/or providers) that is supported by voluntary self-commitment.

Quality Framework is a comprehensive concept that describes the characteristics and requirements, the structures and processes of career guidance provision in a country, in a certain guidance sector, a region or a professional association. A quality framework also addresses the different roles and responsibilities of the involved actors, stakeholders, and policy makers. It also includes an agreed Quality Standard with defined quality dimensions, criteria and measurable indicators.

Quality Development describes means and processes that help individuals or organizations to improve their services towards a (self-)defined quality standard. This process can be based on a formal or an informal agreement between guidance professionals and the provider organization. Quality Development can also be initiated and established in a broader context, e.g. on a national, regional or sectoral basis. It can be initiated and carried out on a bottom-up basis as well as in a top-down manner, by law or other compulsory mechanisms (e.g. public funding). Quality Development usually refers to a systematic **Quality Development Framework**. Quality development in a career guidance organization always implies *organizational development* because it affects the organization as a whole, its culture, structure and processes, the communication and collaboration patterns.

A **Quality Development Framework** is a *tool* to support the process of quality development within an organization. It describes the phases of a quality development process and helps the organization to identify strengths and weaknesses, to define the roles of the involved partners (practitioners, management) in the process, and to define the goals and expected outcomes of the quality development process as well as the steps and activities to be taken. A quality development framework is independent from the specific content of a certain quality standard. But when it is implemented in an organization it has to be connected to an agreed/shared quality standard the organization is committed to.

Quality Management (QM)/ Quality Assurance (QA) Systems describe formalized systems of structures, processes, and activities within an organization to manage, improve, or maintain the quality of the service provision. A QM or QA system is usually required when a provider organization applies for a certification or a quality mark/quality label.

Certification/ Audit /Accreditation is the formal process a person or an organization has to follow and document if they apply for a quality certificate (quality label or quality mark). A certification or audit is usually administered by an external certifying body, which at the end of a successful auditing process testifies the achievement of the defined Quality Standard for the applying individual or organization and hands over the Certificate (**Quality label, Quality Mark**). Some employers or public authorities require a certification as a precondition for staff recruitment or for public funding. Certification/accreditation processes however, are usually quite expensive for the individual or the organization unless there is some public funding for it. Accreditation/Audit usually includes the acknowledgement by a public authority, either a governmental of other official body that is entitled to award an accreditation on the basis of a successful certification/auditing process.

The purpose of the ERASMUS+ Project however was not to “re-invent” the wheel and create another new quality standard or a certification and auditing system but to provide tools for practitioners and providers to manage the necessary processes for quality assurance and implementation.

Quality standards and quality (development) frameworks for career guidance in Europe

"The review of national systems through the collected templates from the partner countries show few examples of developed quality development frameworks ….. In the collected examples in this project the main approach seems to be 'preparation systems', which focus on preparation for concrete accreditation and quality assurance assessments." (Dodd et al. 2019). The research paper mentions a few examples from the seven countries investigated that either have a quality framework at national or regional level or are in the process of establishing a quality framework:

- **The Netherlands**: The Dutch professional association NOLOC and the Career Management Institute CMI decided to merge their quality development and quality assurance systems and create one common national Quality Framework.

- **Ireland (NCGE)**: established a sector specific QDF ('A Whole School Guidance Framework') on national level in line with the requirements of The Educational Act that schools have to provide students with "access to appropriate guidance to assist them in their educational and career choices". Within this context Ireland established a Quality Development Framework which defines the areas of career learning and support for students on a policy level, not on the single organization level.

- **Norway (Skills Norway)**: is on its way to establish "a national quality framework based on the understanding that all involved partners have a different role to play in a comprehensive lifelong guidance system. This includes: A Framework for Career Management Skills, …. Ethical Standards and Guidelines; …. Quality Indicators/Benchmarks/Data Gathering."

- **In the UK,** the "Matrix-Standard" provides a detailed Quality Development Framework that leads to a certification, which is compulsory for public acknowledgement of a guidance provider organization and for public funding.

- In the other partner countries, a number of Quality (Development) Frameworks exist on national level, mostly developed and established by professional associations, Higher Education Institutions, or private companies. They are not compulsory and not linked to public policy.

- In some countries however (like **Germany**), regional Quality Labels with detailed quality frameworks for guidance provider organizations are in operation, which are compulsory for public funding of the service in that specific region (e.g. Berlin, Hessen, Baden Württemberg).

- On EU / International level a number of Quality Development/Assurance Frameworks exist, some of them leading to an individual certification (e.g. the "Global Career Development Facilitator", the "European Career Guidance Certificate"), and others which serve as recommendation for national policy and systems development. (e.g. the **ELGPN** "Quality Assurance and Evidence Framework (2016) and the **CEDEFOP** Framework "Professionalizing career guidance – Practitioner competences and qualification routes in Europe" (2009), or the **NICE** Competence Framework 2012).

In addition, two recently published sector specific Quality (Development) Frameworks should be mentioned:

- The **Handbook "Enhancing Quality in Career Guidance"** (Sultana 2018), which resulted from the ERASMUS+ project "MyFuture" and deals with career guidance and career education in secondary schools. The Handbook depicts a framework with six fields of action for the development and improvement of school guidance services and provides recommendations and links for school teachers and managers to resources and tools for quality development in school career guidance and highlights the importance of the *"reflective practitioner as guarantor of quality provision"* in career guidance.

- The **Gatsby Benchmark**, developed in the UK is another sector specific Quality Framework in the context of school career guidance. Eight benchmarks are suggested for effective and high-quality career guidance in schools. The benchmarks are designed to give orientation to schools and policy makers but also serve as a standard against which the performance of schools can be monitored and measured.

The framework and fields of action recommended for the implementation and improvement of school career guidance are quite similar in both handbooks. They refer to such dimensions as

- Career education/career learning/careers curriculum
- Career information, in particular labour market information, workplace experience, encounters with employers and further/higher education
- Career resource centres
- Partnerships/networks
- Career counselling, personal advice, addressing the needs of each student
- Professionalism/reflective practice and practitioners.

Most common quality standards and quality frameworks for career guidance and counselling (CGC) in Europe

The research findings show that there is a great variety of Quality Standards and Quality Frameworks in practice in European countries in the field of CGC. They differ in structure, terminology, and the way they group the different dimensions and criteria to broader categories. Some are based on an input-process-output model, others are based on a systemic approach or on concepts of professional competences. Some are sector specific; some are directed toward an external auditing; others refer to internal quality development. However, despite these differences in terminology and classification there are many common features and overlaps between them with respect to the concrete quality dimensions and criteria. *Table 1* clusters the most common quality dimensions and criteria in European career guidance quality frameworks according to the key domains of quality assurance designed by Hooley and Rice (2018):

- Policy
- Organization
- Process
- People
- Output/Outcome
- Consumption

Table 1: Quality dimensions and criteria incCareer guidance and counselling by key domains of quality assurance

Key Domain	Quality Dimension	Criteria/Indicator
Policy/ Societal goals	Social inclusion Equity/equal opportunities Ethical principles	Impartiality/Objectivity Gender/culturally sensitive service
Organization	Leadership/management Mission and vision/Ethical principles Participative organizational culture (communication/ collaboration) Material/Human Resources Promotion of Service/Marketing Networking/Partnerships	Management by objectives Measurable aims and objectives Clear structures, workflows and responsibilities Information resources: actual and quality assured information Effective use of technology Continuous quality development
Process	Service customized to client's needs Establishing an efficient and confidential relationship with client Openness of results/free from bias and administrative sanctions	Guidance contract Quality and relevance of guidance methods and diagnostic tools Effective information management and use of technology/distance counselling tools Action plan; Feedback and impact evaluation Signposting/referral to other service
People/ Practitioners	Professionalism Practitioner Competences Continuous professional development Self-reflection	Acknowledged competence profile Required entrance qualification Opportunities for Self-reflection/Supervision Participation in further training Application theory to practice Effective use of counselling techniques and diagnostic tools
Output/ Outcome	Acquisition of CMS and Decision-making competences Educational achievement Labour market integration Economic outcomes	Opening up educational or vocational opportunities/placement Action Plan Contact with the world of work Drop-out rates from education Unemployment rates Outcome monitoring and evaluation Supply of skilled workforce Social costs of un-/underemployment (e.g. welfare and health expenditures etc.)
Consumption/ Clients	Client centeredness Service customized to client's needs Protection of client's rights Avoiding conflict of interest	Accessibility/Transparency of the service Adequate information of clients about service Data protection, confidentiality, Voluntary usage of the service Guidance contract Monitoring of customer satisfaction Complaint management

Certification of guidance practitioners – tools and procedures:

The certification process designed in the project QUAL-IM-G is based on the certification development framework developed as one of the project outputs by The Netherlands NOLOC, the largest professional association for the career guidance practitioners in the country (2019).

In order to meet the combined challenge of a) being able to compare the underlying rationales of existing quality marks in the field of career guidance, and b) being able to develop a coherent, needs-based quality assurance system for career guidance practitioners, the certification framework is based on three principles:

1. It is generic enough to deal with specific needs and circumstances of different target groups, sectors or countries.
2. It is specific enough to grasp the essentials involved in the development of a quality assurance framework specifically targeted on the certification of the profession of ‘career guidance practitioners.
3. It focuses on actual needs instead of desired outcomes.

To meet those principles, the certification framework has two cornerstones:

1. It is based on building blocks - elements that could be part of the quality assurance system.
2. It is based on asking questions, rather than providing answers.

The certification framework for career guidance practitioners consists of seven building blocks, each consisting of one or more sub-blocks:

Figure 3: Building blocks of the certification framework

<table>
<tr><td colspan="4">Agreeing on the fundamentals of the quality mark</td></tr>
<tr><td colspan="2">Agreeing on the professional profile</td><td colspan="2">Agreeing on the testing framework</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>Designing the mentoring process

(in the broadest sense of the word and consists of any support offered to those interested in obtaining the quality mark)</td><td>Designing the certification process</td><td>Designing the recertification process</td><td>Designing the organizational framework</td></tr>
</table>

The framework itself is being built up by providing answers to the questions raised in each sub-block. Providing different answers, it will lead to different outcomes and – therefore – different frameworks. This way of developing and implementing makes the framework both a highly flexible concept, as well as a concept that can be fully adapted to local, sectoral or national needs and circumstances.

Our concept of the mentoring process is defined in the broadest sense of the word and consists of any support offered to those interested in obtaining the quality mark.

Certification process: The certification process designed in the project:

1. is the result of the project partners´ discussions and reflects their experiences;

2. focuses on the local needs in the Czech Republic and Slovakia as the two countries out of the project partners where there had been no quality mark in the career guidance area before the project started;
3. is based on the above presented certification development framework.

It has its focus on the self-evaluation of the career guidance practitioner (CGP) current level of knowledge and skills and definition of self-development. Within the certification process the CGP can find out their level of professional competences, reflects on the whole career guidance process and sets individual goals. Moreover, it provides an opportunity for self-reflection and focuses on quality. It addresses what I do in career guidance and how I do it - based on the organic approach - quality defined by the professional driven by professional values and the desire to do a good job.

Based on self-evaluation and self-development the certification process designed in this project contains a self-assessment tool and a mentoring process to guide the whole process and is supported by a portfolio of evidence as an audit tool. The goal is to be prepared for the certification (http://guidancequality.eu/o3-certification-procedure/).

The self-assessment tool designed within the project is linked to a specific quality standard (set up on local, regional or national level) and involves:

1. deep and searching questions about self and practice,
2. the specific quality standards to inform and guide the CGP´s reflections,
3. other influencing factors such as ethical principles and other issues relevant to the particular context,
4. application of the CGP´s ongoing reflections and enquiry into practice,
5. evidence from a range of sources to inform and support the self-evaluation.

For more detailed advice, guidance and counselling regarding the self-assessment, practitioners may use mentoring which is a part of the certification process in order to support CGPs in preparation for the certification.

The mentoring process consists of

1. one-by-one mentoring
2. self-study learning modules focused on specific topics identified as the most important for CGPs (for more details see the following chapter in this article and the project website: http://guidancequality.eu/mentoring-program/),
3. group mentoring facilitated by a mentor (experienced professional educated in mentoring) based on self-reflection and peer learning.

It depends on the capacity of the professional association introducing the certification and its agreement with the mentors (association members) which form will be offered during the certification process.

Despite the fact that only 14% of quality standards audited in the partner countries had a mentoring programme as a part of the accreditation journey for individuals and organisations, we highly recommend using some kind of mentoring (in the strict sense through dialogue) because any type of dialogue offers one of the most important ways of self-reflection and therefore quality development.

Portfolio: Although a professional portfolio performs many other functions (representation, evaluation, etc.) the CGP's portfolio within the certification process links to the preparation for the certification.

As generally recommended the minimum content of the portfolio is:

1. the evidence of formal education and training in the field,
2. the evidence of the quantity and quality of the experience,
3. CV,
4. the completed self-assessment tool,
5. case study.

Ideal platform for the quality standard and certification process is an online portfolio where reflections of CGP´s work, outcomes, achieved descriptors and their profile can be edited on an ongoing basis. The quality profile of CGP can be approved by an independent mentor. The mentor if he/she is asked to do so can look at the portfolio and confirm the achieved self-evaluated outcomes and a proof of the quality.

The entry requirements vary depending on the target group of the certification (beginners or advanced career guidance practitioners). The discussion on this topic can be valuable within the professional association and based on our experiences it is important to make the decision on it as the very first step. In order to keep the certification process and certification as accessible as possible it is not appropriate to set entry level requirements which may create barriers to successful certification.

The minimum entry requirements are:

1. application for certification,
2. CGP´s professional portfolio which meets the requirements.

The CGP interested in the certification is contacted by an assessor. The assessor may be a mentor operating in the role of the assessor. A person who acts as a mentor in the CGP's certification process should not act as an assessor for the same CGP. If the portfolio complies with the descriptors of the standard, the assessor issues a certificate. The certificate may reflect the level of points earned in the certification and is recommended to issue it time-limited (e.g. valid for 24 months).

On behalf of the requirements for a mentor he/she is a person who has already completed the certification process and regularly attends education (trainings) for mentors. The mentor works with the CGP and the objective is to reflect on whether their submitted portfolio corresponds to the quality standard descriptors. The mentor can be chosen from a publicly available list (e. g. published on the website).

The certification itself is mostly valid for a limited period of time to assure continuous quality development. Therefore, the requirements of the recertification process need to be clearly specified by the providing organisation to the practitioners (e.g. process and requirements of the recertification, possible additional payments).

The certification process is based on the needs of the professional community. It is an open process initiating discussion and supporting the development of the individuals and the field itself. It is therefore important to return to the discussions on regular basis and to make quality evaluation per asking the right questions (e.g. based on the presented certification development framework).

Developing a Mentoring Programme to support guidance practitioners for certification requirements

The goal of the QUAL-IM-G project was to provide a comprehensive, individualized mentoring programme that prepares counsellors for a wide range of quality standards in different certifications. Different training programmes for career guidance counsellors that were developed within European projects exist. However, of those that were researched during the project at hand, only 14% provide mentoring as part of the support resources for organisations and individuals. One of the goals of QUAL-IM-G was therefore to create a mentoring programme that would prepare guidance counsellors for different quality standards and certifications. The aim was not to design a new training programme to enhance skills, but to help experienced practitioners document their experience, skills and knowledge to meet the expectations of the examiners – and to fill any gaps found in the process. Most quality assurance standards address multiple and inter-related aspects of provision including professionalism, CPD, evaluation, partnerships, LMI, client satisfaction and leadership. Therefore, the mentoring programme focuses less on the development of professional knowledge, skills and competences, but on one's capacity to comply with transversal elements of existing quality standards. That is why the product is compatible with existing transnational and national quality standards for career guidance counsellors and thus highly transferable to different contexts.

Each step in the development of the mentoring programme was coordinated with the research conducted during the project as well as the international partners, who each brought different expertise to the table. Based on the comprehensive analytical paper on impact and success factors of different QA approaches in Europe and the expertise of the partners from 7 different European countries, the most essential topics on which the programme should focus were identified, after which the according modules were developed and internally tested by the partners. The programme was then piloted in transnational events in the Czech Republic and Slovakia, in Germany and in Austria with more than 40 experienced counsellors participating. Across the four countries, all modules could be tested, which provided comprehensive feedback on which of the modules were most helpful, best executed and most needed. Although the participants were generally very satisfied with the mentoring, a lot of feedback was collected regarding the organisational and content aspects of the mentoring programme. To the extent that these were feasible and compatible with the objectives of the project, they were then incorporated into the final version of the programme.

The Mentoring Programme is designed for experienced counsellors who want to see their accumulated skills and knowledge certified. The mentoring is aimed at (experienced) individual practitioners working in the fields of vocational and educational guidance, counselling or coaching who wish to undergo a QA process or certification. The programme allows them to comply with quality standards which most of the researched QA practices focus on. It provides a balanced approach between the development of competences of the candidate (reinforcing theoretical base, providing examples of good practice, ...) and the preparation for the QA procedure (description of one's own practice, preparing and collecting evidence, ...). It also contains mentoring methodology that allows counsellors to monitor and document their learning progress.

The mentoring programme includes modules that were the most necessary (i.e. there are few to none corresponding offers) as well as the most in demand (i.e. the skill or knowledge is required to obtain certificates). The project partners identified the most crucial topics in which career guidance counsellors must prove and document their expertise to comply with existing quality standards. For each of these 21 topics, the partnership created a training module. Each module is approximately half a day long, but can be shortened or extended, according to the needs of the clients. Usually, a module consists of theoretical information (in most cases in the form of a PowerPoint presentation) as well as practical exercises, either to be done during a group training or to be done alone as "homework".

The 21 modules can be organized into 9 thematic fields:

- *Guidance Approaches and counselling techniques*
    - Theoretical Basics / Action Planning
- *Outcomes of Counselling*
    - General Outcomes of Counselling
    - Social Outcomes of Counselling
    - Career Management Skills
- *Ethics*
    - General Discussion on Ethics
    - Mission Statement and Vision
    - Intake / Needs Analysis
- *Knowledge on labour market, education & offer landscape*
    - Using Labour Market Information
    - Networking and partnerships
- *Decision-making techniques*
    - Decision-making techniques and personality
- *Acquisition of skills & competencies*
    - Assessments and career testing
    - Building a Career Portfolio
- *Personalization of the service*
    - General Personalization of the service
    - Gender
    - Career Guidance at a Distance
- *Quality Assurance*
    - General Discussion of Quality Assuring Guidance
    - Measuring Feedback and Impact
    - Reflection of Own Practice
    - Evidence Based Practice
- *Management*
    - Management Basics
    - Marketing

The mentoring programme avoids redundancies and unnecessary repetition and helps the consultants to catch up in exactly those areas where they have not yet been able to document their skills. Since the target group is defined as experienced career guidance counsellors, none of the participants will need support regarding each of the topics. Therefore, the mentoring programme is designed as a "cafeteria model": Based on an initial external or self-assessment (and depending on the applicable national QA standards), it can be decided which of the modules are important. These can then be implemented flexibly and adapted to individual requirements. Since the modules are independent of each other, content and exercises may overlap.

All in all, the mentoring programme of QUAL-IM-G is a transversal instrument that can be flexibly used beyond the borders of quality standards, certifications and even countries.

Testing the Mentoring Programme – results from three seminars in Austria, Czech Republic, and Germany

Pilot testing in Austria: At the beginning of 2019, the Austrian partner organisation abif tested the entire mentoring programme over the course of 5 days with seven experienced counsellors who were interested in obtaining certification. This approach resulted in a very tight program and minor redundancies, which is why the participants emphasized that the cafeteria-style mentoring is the most effective and efficient approach.

In terms of content, the counsellors were very satisfied: they confirmed that the selected modules were the most relevant topics, and that they, too, were interested in learning how to best demonstrate their respective knowledge and skills. They do not believe that it is necessary to have so many face to face units and emphasize that there should be more homework and opportunities for self-reflection. The Austrian participants were particularly interested in the modules concerning distance counselling, ethics, assessments and the individualisation of counselling. Although they emphasize that these are topics that could be talked about for hours, they find that the mentoring program covers the most important aspects and makes the best use of the time available.

Pilot testing in the Czech Republic and Slovakia: The pilot of the mentoring programme for 23 Czech and Slovak participants was organized in Brno Šlapanice (CZ) from 9th to 13th January 2019. These first candidates for newly created national certification for guidance counsellors tested all the developed modules. The mentoring was conducted jointly by Slovak and Czech Associations for Career Guidance and Career Development and participants had access to an experimental self-assessment tool that helped them identify the strengths and weaknesses of their practice. The overall feedback was very positive, although some participants deemed that the very intense program didn't leave sufficient space for self reflection. In terms of delivery, participants prefer a flexible blended model – with individual preparation in advance and then one-day group seminar focused on peer-learning and reflections.

Table 2: Perceived usefulness of different mentoring modules by participants of the pilot run in the Czech Republic

Piloted mentoring module	Perceived usefulness (1-5 scale); *(in brackets German Testing Results)*	
Mission and vision	4.56	*(4.9)*
Outputs and outcomes	4.44	*(4.9)*
CMS	4.35	
Reflection of own practice and quality development	4.33	*(3.8)*
Intake and contracting	4.31	
Networking and partnerships	4.19	*(4.6)*
Ethics	4.17	*(4.6)*

Decision making and action planning	4.17	
Theoretical basis	4.06	*(3.6)*
Tools	3.93	*(4.3)*
Basis in counselling	3.87	*(3.8)*
Marketing	3.78	*(4.4)*
Labour market	3.56	
Personalization and equality	3.47	
Distance counselling	3.18	

Pilot testing in Germany: The German testing seminar took place in the first week of April 2019 (4 ½ days of training) with 13 participants – most of them practitioners or trainers in the field of career guidance and counselling – plus 4 trainers. In seven half-day training units 12 of the 22 Modules of the Mentoring Programme were presented and tested. The selection of the modules was necessary due to the limited time available and was agreed with the Project Coordinator beforehand. All the presentations and training materials were translated into German which proved to be very helpful for the testing.

Summarizing the quantitative and qualitative results and feedbacks from the participants the testing of the Mentoring Programme in Germany was very successful and of great value for the participants. During the whole workshop the participants actively participated in the programme as a whole as well as in the group work and plenary discussions. The overall feedback however was, that there was not enough time in most modules. For the quantitative and qualitative feedback, we used the same questionnaire that was used in the Czech/Slovakian testing seminar (quantitative results see Table 2).

Quantitative Results: Participants were asked to indicate on a 5-point Likert-Scale how useful they found the modules for the purpose of preparing practitioners for a certification. The data show that the modules Mission and Vision, Ethics, Outcomes, Evidence Based Practice, Networking, Career Portfolio got the highest agreement in terms of being *useful for a preparation for certification* whereas theory, counselling techniques and reflection of own practice were felt not to be significantly important for this specific purpose. However, the ratings for these modules were widespread (some very high and some very low) and some participants indicated in an open question that for their *own benefit* they would have appreciated to work more intensively on these modules.

Qualitative Feedback: There was a wide range of qualitative feedback to the single modules that cannot be presented here. Most of the 12 modules presented in the seminar were highly appreciated by the participants. Depending on the individual interests, expectations, and knowledge the evaluation differed between highly relevant and useful and less interesting. Some wanted more theory, others more practical exercises. Unanimously, participants indicated that more time is needed for all the modules and that especially more time for practical exercises is needed. In particular the modules "Ethics" and Theory and Counselling Techniques" seemed to be too short and would need more attention.

Outlook and further steps

The mentoring programme and the tools supporting certification processes can be efficient tools that, if properly integrated, can play several beneficial roles in the implementation of existing and development of new quality assurance systems for career guidance. The experience with the development, testing and implementation of the mentoring programme and the certification process in Slovakia, Czech Republic, Germany and Austria allows us to formulate the following recommendations for a successful integration of these tools within a quality assurance system for career practitioners:

- The structure of the modules should rigorously **follow the structure of the respective criteria and indicators** of the quality standard.
- In terms of content, the mentoring should resist the temptation to provide candidates with too much theoretical input, but rather focus on providing meaningful inputs that **strengthen and provide structure for critical self-reflection and documentation** of candidates' current practice, as well as indicate points for its further development.
- Similarly, the mentoring can be supported by the use of a **template for** documentation of candidates' practice – as an inspiration, a **self-assessment** tool was developed by the partners of the QUAL-IM-G project.
- Mentoring modules should be **relatively independent** one from another, in order to allow a flexible "à la carte" use by the candidates for certification. Different quality criteria can have different levels of "difficulty" for different candidates, depending on their experience and background: for example, a counsellor working independently as a free-lancer will probably have a very different view and development potential for measuring impact of his/her service, compared to a candidate working in a public institution with legal requirements and established procedures.
- In an ideal case, every candidate for certification should have a **clearly assigned mentor** who is not in the conflict of interest – he/she should not also have the role of the assessor. This mentor should be **a peer** that has an experience with the quality assurance process.
- The mentoring should combine **different delivery methods** to optimize the pedagogical impact of often limited resources that the certification body has for the support of candidates: self-study, conversation with a mentor (face-to-face, by distance, synchronous, asynchronous), e-learning with group interactions that allow sharing of experiences between candidates.

It appears that if at least some of these conditions are fulfilled, the mentoring programme can play the following roles within a wider context of a quality assurance system for career guidance practitioners:

- A tool **supporting the efficiency** of the quality assurance mechanism. The goal of the mentoring programme is to help the candidates fulfil the criteria of the quality standard, document relevant practice and collect required evidence for the further phases of the quality assurance process.
- As a pedagogical approach that **facilitates the understanding and appropriation of quality requirements** set by a quality standard. Good understanding and appropriation are necessary preconditions for the

identification of candidates with the quality assurance process and, most importantly, for the strengthening of the inner motivation and commitment to quality development.

- As a mean to **strengthen the engagement in continuous quality development** and professional growth, as described in the previous point.
- As a marketing tool that **increases the attractiveness of the quality assurance process**. This point is especially relevant in systems, where the participation in quality assurance is not mandatory for practitioners – this is often the case for quality assurance mechanisms that were developed by professional associations in the bottom-up process (as is the case in Slovakia, Czech Republic and Germany). The fact that a mentoring programme is directly embedded within the quality assurance process and is part of the "package" of connected tools and services reinforces the image of a process that is focused on development and professional growth.
- A mean to build a **collective understanding** of the goals of the quality standard and **a culture of quality improvement within the community** of guidance practitioners. For this reason, the mentoring should strategically make use of group meetings of candidates from different sectors of activity.
- Connected to the previous point, the mentoring can also contribute to the **exchange of practices** and building a **common understanding of guidance** between professionals working in **different sectors**.
- Furthermore, the Mentoring Programme and the supporting certification tools designed to help the candidates to comply with the requirements of the quality assurance systems, also have the **potential to raise the awareness and commitment of guidance provider organizations to invest in quality assurance.** Convinced and well-motivated practitioners can support the willingness and preparedness of guidance institutions to invest in quality assurance.

Currently, the **Mentoring Programme is part of the newly created certification system for career practitioners in Slovakia**. Other partner countries use the mentoring resources developed in the QUAL-IM-G project in different ways that are appropriate to their national and/or organizational needs: elements of the developed mentoring are used within the initial and CPD courses for career practitioners. Currently, the mentoring is available as a set of teaching materials, presentations and exercises. The **full programme** (21 modules) is available on the project website in English (www.guidancequality.eu). In addition, the **core programme** (7 modules) is available in German and Czech/Slovakian language. In order to fully realize the potential of the mentoring in terms of flexibility and modularity, the programme will be **reworked to an online version by using an open-source and transferable e-learning platform**, such as Moodle. Professional associations, practitioners and providers from other countries are invited to use the Mentoring Programme and the connected tools, translating it in their language and adapt it to their needs - presupposed the source is acknowledged (www.guidancequality.eu) and the Slovakian Project-Coordinator is given notice (info@zkprk.sk). The results of these further developments could then be integrated into the project website and the future e-learning platform thus **creating a European platform for**

Mentoring Programmes designed to support the implementation of quality assurance in career guidance.

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The need of the career guidance services for young people in Mongolia

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Abstract

The example of Mongolia is used to illustrate the importance of demand-oriented qualified vocational guidance for a country "in transition". Based on a representative empirical study among pupils and students, a high demand for advisory support in career choice could be identified. However, at the same time, there is an astonishing lack of knowledge about existing offers, which indicates a lack of adequate marketing.

The key to sustainable career guidance that meets international standards is undoubtedly the professionalisation of guidance practitioners. For this reason, a Master's program "Career Studies" was established at the National University of Mongolia (NUM) in cooperation with the University of Applied Labour Studies (HdBA), accompanied by corresponding research activities and academic exchange.

Keywords: career guidance; career choice; information on career guidance; access to career guidance services; professionalisation; training modules

Introduction

In Mongolia, the career guidance service and system are a relatively new topic. First introduced in the Primary and Secondary Education Act in 2002, stated that the purpose of education at this level is to provide career orientation and prepare for living, working, and continuing education. In the last decade, the policy environment on career guidance service has developed very well. In the Employment Promotion Act adopted by Parliament in 2011, career guidance was defined as a common form of the public employment service. From 2015-2016, the Parliament adopted some policy documents, such as “State Policy on Education 2014-2024'' and “Sustainable Development Goals-2030''. These documents stated that secondary education was a period for children to gain a future career orientation. Also, the State Policy on Employment adopted by Government in 2016 states that children should gain a career orientation and acquire a proper career attitude from primary education. An important step in policy development is the adoption of a policy document, Basic Directions for Development of the Career Guidance, between the Ministry of Education and Ministry of Labour in 2016.

Although the relevant policy environment has developed, the career guidance system for young people in Mongolia has not yet been established. There is lack of institutionalization of policy environment of career guidance service. Due to such a situation, it is obvious that the quality and accessibility to career guidance services for children and youth is not well. To identify the need for career guidance services for young people in Mongolia is necessary for policy development and its institutionalization. As described in the UN documents, the term youth regards 15-25-year-old people. Mongolia is a country of children and youth, and by the statistics of 2018, young people are about 15.0 percent of the whole population.

Survey Methodology

In December 2018, the research cooperation between the HdBA and NUM was put into concrete terms with a jointly funded project "Development of a system for vocational guidance for young people in Mongolia taking into account international standards". The focus is on the following tasks:

- Identification of current practice and future challenges in the field of vocational guidance for young people in Mongolia;
- Development and evaluation of diagnostic procedures for career choice;
- Development of a model for vocational guidance for young people;
- Elaboration of policy recommendations for the development and implementation of a system model for vocational guidance of young people in Mongolia;
- Dissemination (publications, conferences, etc.).

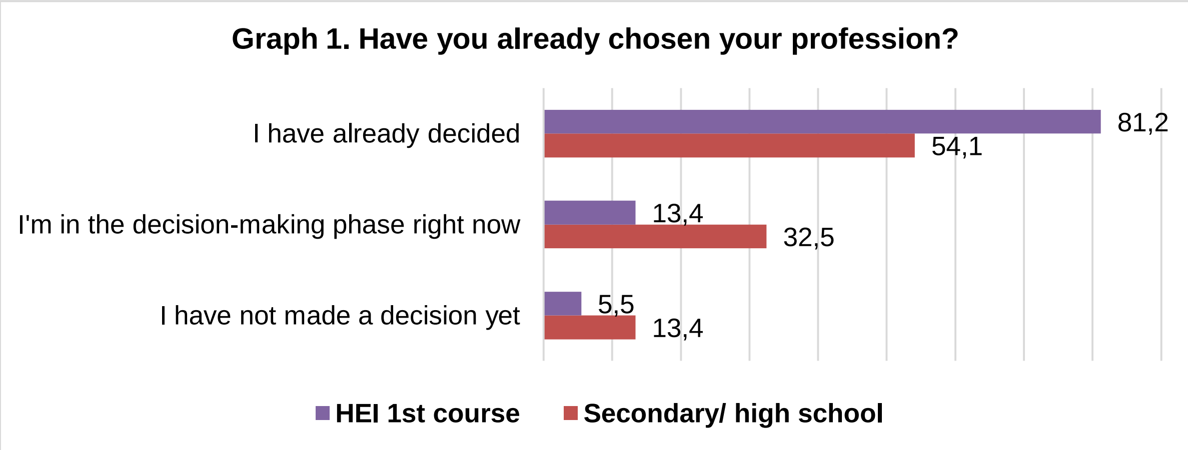
The results also form the basis for the technical and personnel preparation of further projects, especially for the application for an ERASMUS+ project in the field of "Capacity Building".

As part of this research cooperation a survey on career guidance services for young people in Mongolia was conducted at the begin of 2019. In that survey, 1.543 secondary and high school students, 400 TWETs students and 500 HEIs' students were involved. A joint research team has developed a conceptual framework for the methodology that research mainly based on "decision-making theory of career choice" and "demand-oriented model for career guidance and information services". The main research question was "What is the need for career guidance services for young people in Mongolia?".

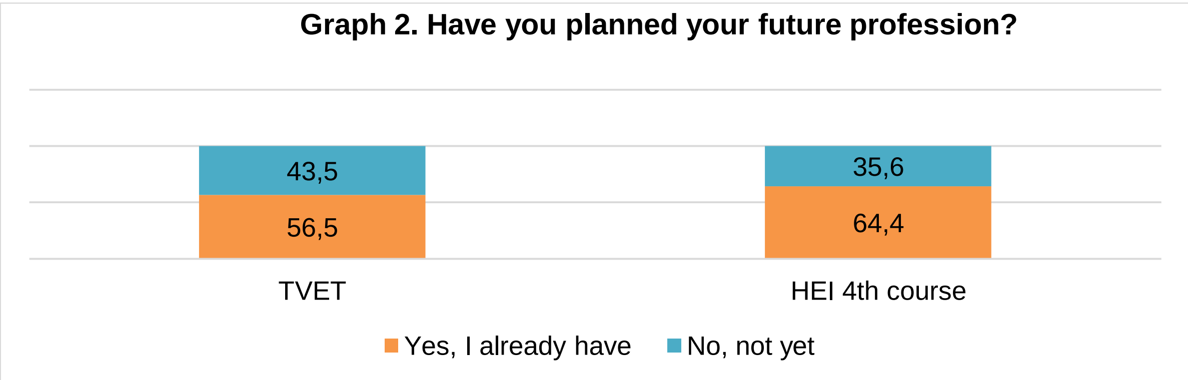
There are also sub-questions on accessibility and quality of information and services. To examine a need for career guidance services for young people, the research team developed different questionnaires among young groups as above mentioned. According to a sample survey, quantitative research has been done.

Current situation of the career choice and guidance for young people

First of all, we want to pay our attention to some findings on the career plan of young people. The first two graphs show how young people who participated in our survey chose and planned their future profession. The majority of university students chose their careers, while more than half of the students in the secondary/ high school chose it.



Over 40 percent of TWETs, students and one third of university/ college students who participated in our survey have not planned yet.



The main issues with regard to career choice of students are that first, one-third of them worry about could not find jobs in the labour market, or low wages, 25 percent are worried unstable employment and 20 percent have limited information about job opportunities. The key criteria of their career choice are job image, reputation (20 percent), personal development opportunities (20 percent), wages and job guarantee (13 percent), job availability (11 percent) in the labour market. Approximately two-thirds of university students were planned future professions, but 40 percent of them are dissatisfied with their current profession. Therefore, after graduating from university, there will want to study and work abroad.

The next point of this section is something about access to information on career guidance for young people. Following tables show us how is sufficient the above information and what are the main resources of that information.

Table 1. How sufficient is the information for you about career choice and career orientation?

	Secondary/ high school	TVET	HEI 1st course	HEI 4th course
I do not have any information yet	4	9.8	2.1	3.8
I have little information	26.2	27.1	18.2	38.5
I have moderate information	35	23.5	36.2	24.2
I have enough information	***28.5***	***26.1***	***31.6***	***26.4***
I have sufficient information	***6.4***	***13.5***	***11.9***	***7.1***

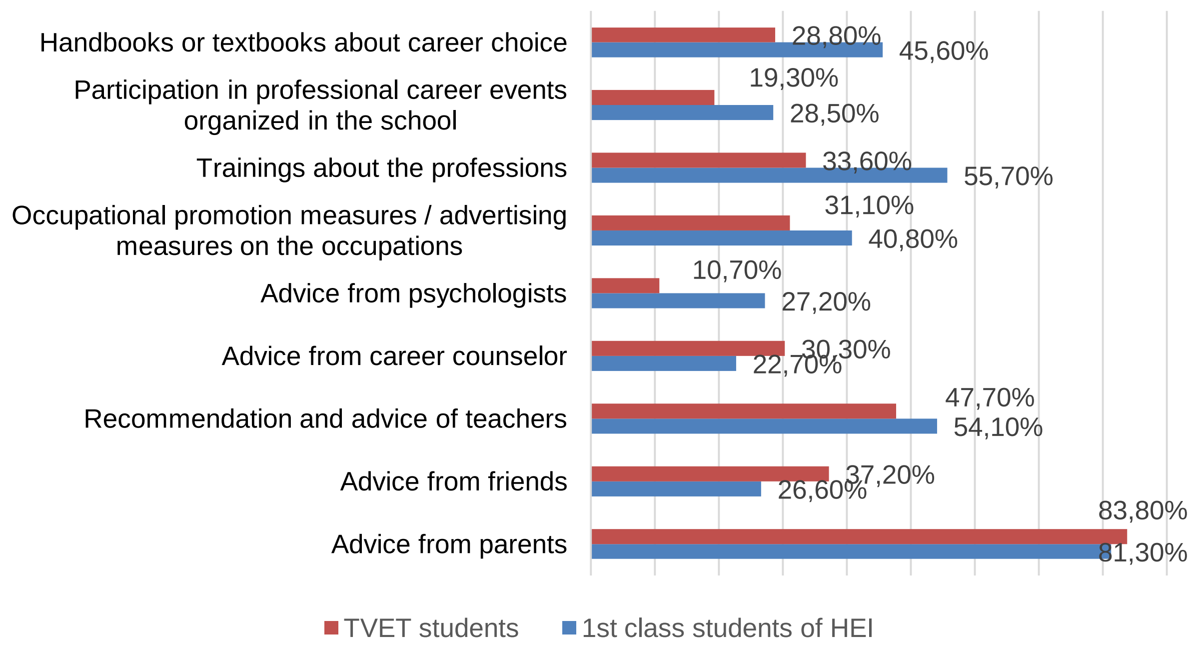
About one-third of the different groups of young people do not have good access to information. Most of the information has related to information resources such as family, friends and social media. Additionally, class teachers are the most important information resource for them.

Table 2. From which channels did you get the information about the career choice?

	Secondary/ high school	TVET	HEI 1st course	HEI 4th course
Class teachers	***69.6 (I)***	***38.2 (II)***	***62.0 (III)***	***48.1 (II)***
Friends	34.2	***36.6 (III)***	42.6	48.6
Family / Parents	***66.2 (III)***	***62.8 (I)***	***68.2 (I)***	***64.1 (I)***
Literature	32.4	15.3	22.2	21.0
Internet	***68.8 (II)***	29.4	***65.4 (II)***	***48.1 (III)***
Events organized in school	35.4	18.0	31.8	19.3
Events about the promotion / advertising of the profession		24.5		27.6
Events outside the school	30.6	11.0	29.6	7.7
Mass media	31.5	10.8	25.0	22.1
Career counselor	21.9	7.8	22.8	16.6
Companies/ Entrepreneurs		4.7		8.3
Job Promotion Fairs		5.7	20.1	11.6

About one-third of the different groups of young people do not have good access to information. Most of the information has related to information resources such as family, friends and social media. Additionally, class teachers are the most important information resource for them. Students mainly get the information from informal channels on the one side; they often get the information from the class teacher as a formal channel on the other. The class teacher is dominantly for the formal channel.

Graph 3. In your opinion, how important are the following factors in choosing a career?

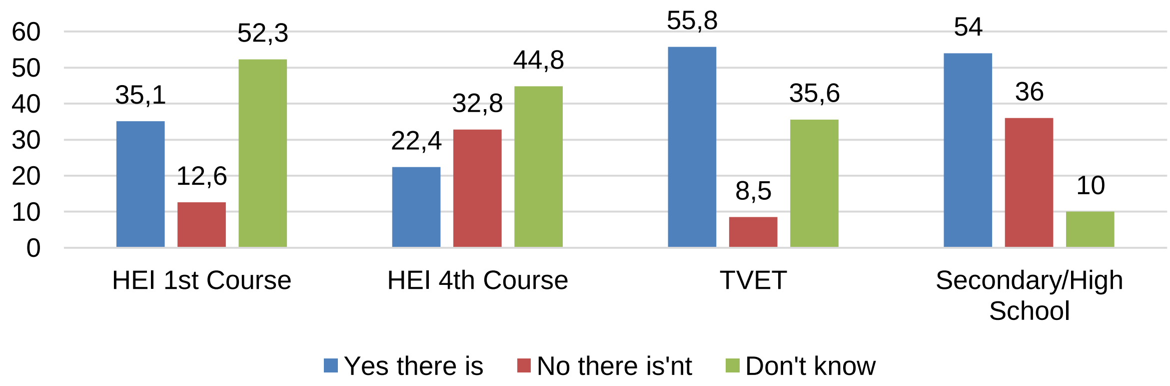


According to respondents' answers, and advice from parents and a recommendation from class teachers were the most decisive factors that help young people to choose their careers. In other words, the most influential factors are there.

Current practices of the career guidance service for young people

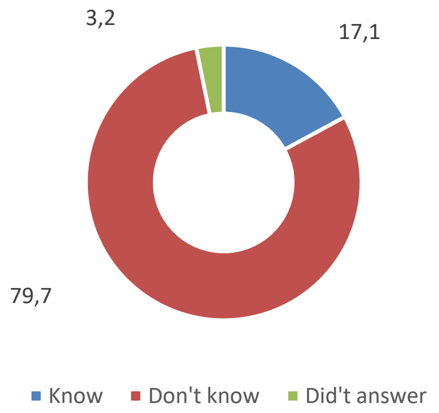
Now, we are moving to the next section. It is about the current practices of career guidance services for young people in Mongolia. Firstly, we have put two questions among students who participated in our survey. The first question was "Is there any professional career counselor at your school?" and the second question is "Are you aware of the service organizations in your hometown that could provide career guidance service?".

Graph 4. Is there professional career counselor at your school?



There is no official position who charged career guidance service at secondary/high school or university. Also, there has not been developed and approved core standard of career guidance service for young people. Social workers, class teachers and training managers are performing the role of career counselor at secondary/high school. In HEIs, staffs of academic affair and student service are mainly charged with career guidance service. Currently, only official position for career guidance service in schools is in TWET.

Graph 5. Are you aware of the service organizations in your hometown that could provide career guidance service?, Secondary/ high school students



The majority of secondary/high school students who participated in our survey answered that they did not know any service organization in their hometown. Young people who know service providers for career guidance service (17.1 percent) named some organizations such as department for labor, department for youth, international organizations, and entrepreneurs at the district level. However, those organizations organize activities rather than services. If we look at table 3 below, we can see different activities and events that are being organized at the local level. These activities and events are organized inside and outside of the schools.

Table 3. Activities for career guidance in schools

At the Secondary/ High school	At TWET school	At HEIs
• Career guidance/ choice training • Questions& answers about career • Practice at factories/ organizations • Advertising and introducing university/ college programs • Public lecture on career choice • Day event in school • Test for career choice • Test for personality • Counselling service	• Career guidance/ choice training • Different events for young people • Counselling service • Entrepreneurs' exhibition	• Introducing events university programs • Guest lecture • Recruitments • Job fair • Cultural events • Grant/ scholarship

Although, there are different activities and events for career guidance, about 30 percent of secondary/ high school students, 28 percent of HEI students, 42 percent of TWET students never participated in them.

The need of the career guidance service for young people

The following chart shows the most useful information about career guidance for young people. One in two young people wants to get information on future career trends. In addition, over 40 percent of young people who participated in our survey preferred some information on career guidance such as job opportunity of a profession, characteristics of profession, interest and ability related to a profession, amount of salary.

Graph 6. What information do you need to choose career?

Meeting with professionals, internship in enterprises, getting individual counseling for career guidance, involving in career training are the most needed activities and services for high school students. TWEETs students responded that they need training and group counseling for career guidance. Furthermore, involving in some activities and services such as career training, group or individual counseling, and meeting with professionals are most important for HEIs students.

Table 4. What activities/ services do you need to choose career?

	Secondary / High school	TVET	HEI 1st course	HEI 4th course
Career choice training	50.1%	64.5%	75.9%	75.9%
Individual counselling for career choice	52.8%	25.8%	46.2%	46.2%
Providing handbooks and guidelines	32.6%	16.0%	19.0%	19.0%
Group counselling for career choice	24.6%	46.2%	70.9%	70.9%
Fill a test to determine interest and ability	43.8%	16.2%	37.0%	37.0%
Make study tour at factory and organization	46.1%	29.0%	32.0%	32.0%
Meeting with professionals	63.8%	37.0%	50.6%	50.6%
Practicing on job	60.8%	25.2%	29.7%	29.7%
Provide information about career choice to parents and their family	21.4%	27.3%	35.8%	35.8%
Get information from the Career Information Center	23.8%	30.7%	35.8%	35.8%

Conclusion (research results)

Career guidance services are relatively new in Mongolia and therefore the government has released a set of policy documents and strategies to develop career guidance system recently. Main findings of our empirical research show this target group made the career decisions mainly without valid and reliable information or professional advice by career counselors. From 50 to 60 percent of young people, who participated in the survey, have limited information or nothing about the career choice and career guidance. Almost half of the students do not know about career counsellors, and twenty percent of them do not have such services at their schools. The students, who participated in the survey, responded that it is very important to have career information and to meet with a career counsellor. The main channels of information about career guidance for young people are family, classroom teachers and internet. These channels share more than 50 percent. One-third of the secondary/ high school students responded that there is no such service at their schools. Most of the secondary/ high school students and their parents (more 75 percent) do not know any service organizations for career guidance in their localities. In addition, 60 percent of the class teachers do not know about that. One-third of university students worry about could not find jobs in the labor market, or low wages, 25 percent are worried unstable employment and 20 percent have limited information about job opportunities. The young people, who participated in the survey, responded that it is very important to have career information and to meet with a career counsellor. Based on results of our research, we outline challenges for further development of career guidance services; especially demand oriented information management and counseling methods, as well as counselor training and organizational development.

Qualification and professionalisation of counsellors - current situation

The basis for adequate responses to these challenges is the professionalisation of career guidance. An important step in this direction is the establishment of the Master's degree course for "Career Studies" at the National University of Mongolia (NUM) in cooperation with the HdBA, NUM and the German Society for International Cooperation (GIZ), in cooperation with the Swiss Agency for Development and Cooperation (SDC), "Australian Aid" and the Ministry of Labour and Social Protection (MoLSP) of Mongolia the qualification of counselling specialists (Ertelt, Tumennast, Scharpf 2020). Together with a committed team of NUM researchers and experienced professionals from related fields of practice, which still exists today, the two-year Master's program "Career Studies" was introduced in 2017 at the National University of Mongolia (NUM) after intensive preparation in terms of content and organization. In the first cohort, 26 students with different professional backgrounds from career guidance, employment services and education were admitted. However, this rapid success was only possible due to the extraordinarily favorable conditions on the Mongolian side. The Ministry of Education, Culture and Sports and the project „Cooperative Vocational Training in the Mineral Resource Sector" of GIZ supported the project. The professional challenges related to the curricular orientation of the course contents and teaching didactics (such as counselling training in micro-counselling format), to the competencies required in Mongolia and the prevailing environmental conditions as the top priority, and to the provision of appropriate study texts. Thus, not only was a basic work "Handbook Career Guidance" (Ertelt, Scharpf, Wissmann 2017) written in Mongolian, but also - in cooperation with Mongolian colleagues - specific study texts were created for the respective modules. The course of study was divided into the following modules and teaching units:

Table 5. Module Structure of the Master-Program "Career Studies"

Mod. 1	Career guidance as a profession and ethics of guidance	
	1.1	Competence development of consulting professionals
	1.2	Counselling ethics and consulting associations
	1.3	Organization of counselling services and knowledge management
	1.4	Legal and institutional framework of vocational guidance in Mongolia
Mod. 2	Reference sciences of career guidance	
	2.1	Theories, concept and methods
	2.2	Labour market and occupational field analysis, occupational science, vocational science
	2.3	HRM and change management in companies
	2.4	Economic and Business Education
	2.5	Labour market theory, labour market policy
	2.6	Basic knowledge of social sciences
Mod. 3	Individual counselling	
	3.1	Problem analysis and identification of the need for advice
	3.2	Professional diagnostics and assessment
	3.3	Systematic monitoring of individual career choice and integration processes

Mod. 4	Information management and marketing		
	4.1	Job information for different target groups, including gender aspects	
	4.2	Counselling and mediation in group constellations	
	4.3	Information systems and media in vocational guidance	
Mod. 5	Job Placement strategies and case management		
	5.1	Matching and placement strategies, talent marketing, work entrepreneurship	
	5.2	Employment oriented case management	
	5.3	Business start-up advice	
Mod. 6	Networking and marketing in career guidance		
	6.1	Development and maintenance of networks for career guidance and employment services (incl. community capacity building)	
	6.2	Marketing strategies for career guidance	
Mod. 7	Guided internship		

The adoption of the first 26 graduates of the new course of study took place during a representative international conference at the NUM (January 21, 2019) on the topic of "Cross-sectoral cooperation in vocational guidance". The fact that the attendance study course proved to be a model of success is demonstrated by the additional introduction of a distance-learning version in the academic year 2018-2019. This new Master's programme for career guidance is primarily aimed at interested parties from the provinces. After successful completion of their studies, they are to offer professional counselling services in rural areas and ensure that career guidance is established at the same high standard throughout the country.

The offer should also help to reduce the urban-rural gap in terms of the very limited study opportunities in the distant provinces. For each module, the participating teachers (see bibliography for examples) prepared a specific study manual and other teaching materials. Video lessons, a web-based lesson management system and the use of social media for communication and task support are the didactic elements of this "blended learning" approach, which combines longer self-learning phases with short intensive attendance phases (especially for consulting training in micro-counseling format and project work).

Table 6. Curricular structure of the 3-semester distance-learning programme comprises the following modules

M1	Introduction to the study
M2	Legal-institutional framework of career guidance
M3	Theories and methods of career guidance
M4	Individual counselling
M5	Job placement strategies and employment-oriented case management
M6	Networking and marketing in the field of consulting services
M7	Information Management and Professional Studies
M8	Guided work placement
In addition, four electives must be chosen.	

We are convinced that the project of scientific cooperation and academic qualification in the field of career guidance and employment services described here is a model for other countries in transition. The authors of this article are open to a constructive dialogue on this topic.

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The ethics of disgust – uncovering inequality in career guidance practice

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Abstract

Career guidance practitioners often set high standards for professional ethics and values regarding an inclusive practice in relation to marginalized citizens. Inclusive practice, however, often places career guidance counsellors in a central role as a figure bridging center and periphery in the career guidance relationship, which ascribes the practitioner a critical and powerful role in completing political, ideological and societal goals. A phenomenological example study of encounters between career guidance counsellors and marginalized citizens with a focus on disgust and disgust sensation uncovers a deep and often silenced inequality between societal groups. Silenced, perhaps, because professional discourse regarding ethics and humanity does not allow a discourse concerning the interconnectedness of body, taste and class. The study proposes that career guidance practitioners should engage in learning activities that investigate the root of the practitioner’s own disgust sensations in terms of social and cultural habitus, which can enable the counsellor to take responsibility for bridging the gap between different societal groups.

Keywords: disgust, inequality, ethical response, bridging

Introduction and objectives

All professionals working with people, including childcare professionals, teachers, nurses, social workers and guidance counsellors, encounter people with backgrounds and cultural heritage that are different from their own. A central element in their professional training involves learning about and discussing these cultural encounters in practice related to ethics and humanity. This training supports the student in verbalizing and adopting the ethics and humanity of the profession (Danish diploma programmes, 2014, 2016, 2017).

When professionals are working in the field, they are working with people, not theoretical constructs – real people of flesh and blood. They encounter ‘bodies’; bodies with living habits, grooming habits, food preferences and clothing styles. The professional carries their own body around and navigates their own field of practice; and with that their own living habits, grooming habits, food preferences and clothing styles.

This study investigates the encounters between career guidance practitioners and marginalized citizens, focusing on the very private, often taboo disgust sensations that the career guidance practitioner may experience. What do these experiences uncover about the relationship between the career guidance practitioner and the marginalized? And how can the career guidance practitioner respond in a professional, ethical manner in these encounters to avoid the risk of creating an even greater gap between them, leaving the career guidance practitioner in the center and the marginalized individual in the periphery of society?

Theoretical basis

To understand disgust as phenomenon and sensation, the empirical studies of disgust by American legal professor William Ian Miller are used to understand the occurrence and anatomy of disgust. In his studies, Miller draws on insights from biology, psychology, anthropology and sociology to attain an in-depth understanding of the phenomenon (Miller 1997). The study behind this proposal follows Miller's directions in understanding disgust at the intersection between different academic disciplines (Ibid). Disgust and disgust sensation are therefore discussed as:

1) a human sensation that serves to distance human beings from their animal nature, a sensation that reflects a cultural evolution process; from a natural condition to a civilized and cultured form of living (Rozin, Haidt and McCauley 1993).

2) a cultural idea of 'a matter out of place' that contaminates and pollutes a compartment of life where it does not belong. Here, British social anthropologist Mary Douglas (2002) refers to a notion of how cultures produce structures of social life, objects and matter, which upholds the boundaries between purity and danger.

3) a societal distinction in taste connecting body, class and status, as argued by French sociologist Pierre Bourdieu (1984), whose idea of 'habitus' casts light on how bodily sensations reveal differences in cultural capital and status, thereby revealing inequalities in the social field.

4) a moral sensation that guards the boundaries of a person's core self and reveals its moral domain, its class and cultural values, as claimed by British author George Orwell in a literary account of the working class of 1930s England (Miller 1997).

To understand the impact of disgust sensation in the counseling relationship the theory of gift-giving as a tool for establishing and maintaining reciprocal relationships in social life posed by French anthropologist Marcel Mauss (2002) is used to cast light on the counselling relationship and the underlying social conventions and expectations marking this relationship. Proposing Axel Honneth's (2006) theory of recognition as an explicit and implicit ideology of career guidance practice (Day et al. 2009), the potentials and limitations of recognition as both practice and ideology in career guidance are discussed.

Methodology

The study uses a phenomenological approach in its research form and is part of a wider body of research, all using a qualitative *example method* (Hansen and Mayntz 2018). The example in this study provided by a career guidance practitioner known to the author, depicts this practitioner's self-experienced encounter making a home visit to a young client. All characters have been anonymized (Dimsits 2018).

The example method derives from a critical theoretical research paradigm with an intention to produce knowledge as close as possible to practice. It is based on the thinking of German philosopher and sociologist Oscar Negt (1975), who proposes a working method whereby 'the workers' or citizens describe examples from their everyday lives in order to derive an understanding from the example of the societal structures within which they find themselves deeply embedded. American sociologist Wright Mills adds a biographical dialectic to Negt's example method arguing that a person's biographical experience is part of and always involves a societal unity, where society and individual are each other's prerequisites (Mills 2001).

Here, as presented in the example, the biographical encounter functions as a means of reflection on societal relations for the citizen, which enables a specific kind of experience-based learning producing insights into both the general and specific aspects entertained in the example (Hansen & Ingemann 2016).

The approaches of example analysis who inspired this methodology points the researcher to look for the specific in the general everyday situation, e.g. looking for an interruption or a displacement that interferes with our expectations of a specific situation (Ibid.). In this particular example the focus was on understanding the *general* expectations of the professional social encounter between guidance practitioner and client in connection to the *specific* interruption of the social decorum required from the described social event. The starting point here was to search for theoretical perspectives that could inform an understanding of the general situation presented in the example, which first lead to the perspective of French anthropologist Marcel Mauss, and his idea of gift giving as a means of establishing and maintaining relationships. This perspective highlights both expectations to and interruptions in social decorum, which then lead the research process to an investigation and an understanding of the specific interruption of social decorum in terms of the declined invitation to share a meal. Here theoretical and empirical perspectives that illuminate disgust and disgust sensation, as shown above, where used to discuss and understand the specific interruption of the social decorum in the professional encounter (Dimsits 2018).

Results

The example study shows that when the career guidance practitioner experiences a disgust sensation in the encounter with the counselee, the sensation intrudes on the counsellor's intentions and actions; in this example overruling the explicit and implicit ideology of recognition maintained by the guidance profession. The disgust sensation forces an unwanted response of misrecognition from the career guidance practitioner towards the counselee that seems to suspend the practitioner's preferred professional, ethical and socially expected response toward the counselee. The disgust sensation thereby exposes an underlying and unacknowledged cultural and social inequality between the counsellor and the marginalized citizen, which the practitioner experiences as shameful and tabooed (Dimsits 2018).

Disgust can therefore be understood as a marker of habitual differences pointing to the interconnectedness of body, taste and class. Disgust also reveals class differences and inequality between counsellor and counselee, leaving the marginalized citizen at the periphery of society and pointing out how 1) the center–periphery gap may be much more intricate to overcome than the ideology of recognition presupposes, and 2) that the career guidance practitioner is cast on center-stage in a crucial and powerful role in terms of fulfilling professional and societal goals of recognition and the inclusion of marginalized citizens (Ibid).

Conclusion

When we view the role of the career guidance practitioner as crucial in fulfilling a societal ideological goal of recognition and inclusion of marginalized citizens, discussions of the professional ethos in career guidance and the range and limitations of the practitioner's work come to the fore.

If we want societal change aligned with the ideal of recognition, we must address the center–periphery gap, with the practitioner representing mainstream legitimate culture and the marginalized citizen at the periphery in order to actually overcome the gap. It becomes clear that the boundaries demarcating both center and periphery must be crossed for recognition to be achieved. The counsellor–counselee relationship is asymmetrical, however, leaving the main responsibility for mutual recognition to the professional.

This calls for a 'didactic of disgust' in the training of career guidance practitioners and collegial supervision in the career guidance profession. When disgust can be seen as a sensation guarding the moral domain in the core self, as depicted by author George Orwell (Miller 1997), we can use the disgust sensation as a didactic tool in the career guidance profession – and of course in all professions with relationships at the core – to develop insight into the personal history, class socialization, emotions, inclinations and personal boundaries of the practitioner. Disgust can be seen as a portal to the self-awareness of the practitioner, helping them to verbalize personal values and boundaries, determining which personal and societal values or boundaries are important to maintain, and which can be crossed in working with recognition in practice (Dimsits 2018).

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How important is the professional identity of a student?

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Abstract

This paper shows the process of developing undergraduate student´s pre-professional identity in the preparation for their internship. This process is part of a 10-year class evolution, complemented by a theorical basis, now part of a 4-year doctoral research. Work stability is broken, so is the opportunity to form a professional identity. The implications are seen in the decision-making aptitudes young adults have. At the end, we have an array of young adults jumping from one experience to another, with no real connection between them, a direct consequence of a lack of professional identity. If a student has a defined professional identity, it can understand where he can create a value proposition through time. This person can understand the value of hard work, specialization and learning, generating a sense of mastery in the activities he does. This presentation will not only display our process, based in Self-knowledge, Self-efficacy and purpose exploration, it will show the importance of the professional identity in the student's decision-making. At the end, this is a learning process. Our goal is not to help them "find their selves". Is more to teach them a process where they can redefine their professional identity whenever life needs them to.

Keywords: professional identity, career design, professional orientation, internship

Introduction

The importance of professional identity is not the real question here. Author like Super, Foucault, Giuchard, Dubar and many other have written about the subject. This paper is about it's in a higher education (HE) context and the way it is been nurture. In HE, the subject of professional identity doesn't come up frequently, mainly because the professional identity is formed in the workplace, leaving this subject orphan in HE context.

Asking about the importance of professional identity in HE brings the subject to the forefront, because the question is not if it is important, the question is if can be dealt with students that have not had professional experience.

In Universidad Externado we have been working for years in the creation of professional identity in students, as they don't have experience, can be called pre-professional identity (PPI).

In this paper we will expose the importance of PPI, starting from a more interesting place: career satisfaction and the implications of professional identity in the satisfaction of recent graduates.

Objectives

A first objective is to show professional identity's importance by showing its role in the career satisfaction of a person.

The second objective of this paper is to show how PPI is being formed in students of Universidad Externado through an optional seminar. This paper will dive in the specifics of the methodology of career design and how it helps students learn how to create a strong "self" that helps them make better career decisions.

Theorical Basis

Career satisfaction as an educational goal

One of the main goals of a higher education institution must be the career satisfaction of his / her alumni. Nevertheless, Universities don't measure their graduate's satisfaction. The measurements we see are for employment and salary rates, but that doesn't mean satisfaction. The question "are you satisfied with the education you received?" isn't made very often. A recent study done by Gallup and Bates College finds that 80% affirms the importance of finding purpose in their work. However, less than 50% succeed in finding purposeful work. (Gallup & Bates College, 2018)

It is time for Universities to include career satisfaction as a goal. In a world where the mere notion of going to college is being questioned, the universities must step up their game in other to keep their place as pinnacles of education, and not be left out by the new ways young people are learning.

For this to happen, a person that went through college has to feel it was worth it. In this moment, universities are blind to this, they don't know if their students feel it was worth it.

What is career?

Career comes from the Latin word *carraira* which means "the road a wagon leaves in its journey" (Miller, 2005). In relation to work, it means the road we chose to develop our professional endeavors and carve our place in society.

Super (1980) speaks of career as the combination of the different roles a person has in a lifetime. The individual, choosing his / her career, is choosing how it wants to fulfill his / her role as a professional in society.

Young & Valach (2008) define career as something that gives meaning to life. This refers to the need of a purpose, a "why?", in a human's life. Career is the way we give meaning to that purpose.

We can agree that career is the role in society that a person chooses to develop workwise and fulfil his / her purpose in life.

Conditions of career satisfaction

For a person to be satisfied with his / her career, it needs to have a professional identity, a study/job correlation and a sense of purpose in his / her job.

- Professional identity

Professional identity is the recognition of his / her work persona. This identification with n specific labor is developed in great part by his / her self-knowledge, the understanding of his / her motives and skills.

Trede et al (2012) writes that professional identity has 3 characteristics: having the same knowledge, skills and ideology as his / her professional peers; Becoming someone different to those who do not work in your profession; Identifying himself / herself to his / her profession.

A professional identity lets a person know who he is in work terms. Some people think they have a professional identity, when they have a job identity, and when they lose their job, they lose their identity.

A person with a healthy professional identity can know his / her value in the market, even after they lose their job, even when the opportunities aren't apparent.

- Study/job Correlation

When talking about study/job correlation, what is meant is the level of correlation between what is learnt in the undergraduate program and the actual job being made. Higher the level of correlation, higher is the satisfaction with what was studied, and therefore, with the career.

A person is aware of this correlation if it has a high self-efficacy, which is the certainty of what a person can do.

- Sense of purpose

A sense of purpose in the workplace is the answer to the question "why am I working here?". Depending on the satisfaction of the answer, depends the satisfaction a person has in his / her job.

In order to answer the question, a person must have asked himself / herself "what is my purpose?". Depending on the alignment of his / her purpose in life and the purpose in his / her job, depends his / her career satisfaction. The benefit of having a well-paying job is not enough to have satisfaction at work. It has to have meaning, a purpose.

Characteristics of Career satisfaction

In order to obtain the conditions of a satisfied career, the individual has to develop some characteristics that help obtain career satisfaction along his life. Of these characteristics have been written by many scholars that have studied the concept of career, including Super and Savickas. These characteristics are self-knowledge, self-efficacy and realization of purpose.

Self-Knowledge

Self-knowledge is the idea that a person has of himself / herself. In the process of personal discovery and awareness of passions, skills and abilities; the individual begins to form an idea of himself / herself.

According to Swanson and Fouad (2014), individuals build their career in accordance with the assessment they make of themselves. A person searches his / her place in the market based on the knowledge it has on himself / herself, in his / her self-knowledge.

Savickas (2004) writes about the vocational identity and how essential it is to the construction of a career. This identity is born from the reflection of its own image. Throughout college, students don't have the consciousness to do this reflection and build their self-knowledge.

Self-knowledge is related to self-esteem and self-confidence, bringing stability, confidence and adaptability in order to face rapid changing world (Powell, 2009)

To build self-knowledge, there are other concepts to take account: personal exploration, professional identity and emotional stability.

- Personal exploration

Is an invitation to explore two scopes of the self: motivations and skills. Anderson and Mounts (2012) write that the optimal time to reflect about oneself and future plans mis in college. Doing this reflection permits the person to have congruence between his / her where it's going to search for work and his / her motivations and abilities.

- Professional Identity

As written before, professional identity is the vision a person has of his / her role in the marketplace. This vision comes from the characteristics it finds about himself / herself and the unique ensemble it makes: his / her identity. According to Hitlin (2013), it is necessary to facilitate the process of exploration to enable a better career decision making.

The professional identity is form throughout a person lifetime. Although, for undergraduate students, we can talk about the pre-professional identity (PPI) (Jackson, 2016).

- Emotional stability

Mihaly Csikszentmihaly (1990) stablishes emotional wellbeing (harmony) as one the indicators of a person's self-knowledge and the ability to interact with their surrounding context. Csikszentmihaly defines emotional stability as the harmony that exists between different areas of a person personal and professional development. This harmony enables a person to check if he / she knows enough about himself / herself to interact with confidence in his / her own context.

Self-efficacy

Bandura (1977) develops the concept of self-efficacy, explaining it as a person's realization of his / her capacity and ability. The security in his / her own development and mastery, determines his / her career decisions. Having confidence in his / her performance, enables a person to take risks and venture away from his / her comfort zone. In few words, it's when a person knows that it can perform.

A person can obtain self-efficacy by reflecting on his / her own past and discovering the confirmation of his / her skills, applied to solve problems in a successful way. Being assured of his / her abilities, a person can build his / her own portfolio of competences.

The process of reflecting in his / her own past can confirm a person motivation. This enables a better decision-making process, bringing security to a persona in the moment of career decision (Eccles and Wigfield, 2002).

Self-efficacy affects a person's adaptability in a positive way. The confidence gained by knowing his / her skills and limits, permits a persona to face new challenges and thrive in new surroundings.

- Motivation

Motivation is defined as the involvement of all aspects of intention and activation (Ryan and Deci, 2000). Motivation is linked to self-efficacy, as a person chooses his / her challenges based on the security of his / her abilities (Eccles and Wigfield, 2002). If a goal motives a person but lacks the security in his / her abilities to reach it, it could easily find an excuse to change his / her goal.

- Decision making

Decision making depends on the certainty a person has to be able to do the actions related to the decision. Without self-efficacy, uncertainty in decision rises. These decisions have emotional, economic and psychological consequences (Gati & Amir, 2010), proving the importance of self-efficacy in a career decision moment.

- Adaptability to change

Self-efficacy can be perceived in a moment of change and a person´s ability to adapt. Uncertainty can be curved by a person's confidence in his / her ability to perform in new environments. This is fundamental, giving that today's marketplace is full of uncertainties, with ever bigger changes, that leaves people without stability. Without the ability to adapt, a growing tension and overall discomfort is going to reign in a person's life (Powell. 2009).

Realization of purpose

Realization of purpose is a big indicator of a person's career satisfaction. The sense of legacy and ability to enact change, that the actions of a person's career have purpose in service to a community. Savickas (2015) writes of the need to explore in what generates a sense of purpose in a person: in a social, personal and career setting.

To explore purpose, a person needs to have clarity in his / her work options, to know the it's context and the present market. It is also important to make a reflection on himself / herself and his / her future plans.

- Work option consciousness

In order to make an effective career decision-making, a person has to have some basic information about his / her work options. For this, an exploration of opportunities has to be made, beyond a job-site search or a work fair.

The lack of a proper exploration leaves students with an idealization of jobs, which don't meet their hyped expectations. On the other hand, a student doesn't know all the options it can have based on his / her motivations and skills. This is a fundamental flaw when making career decisions (Thompson & Feldman, 2010).

- Reflection on oneself and future plans

A person has to have a moment to reflect on his / her future. College is the ideal moment to do that, when a person is learning of new context and can build new perspectives.

To build a plan for the future, a person has to have clear his / her principles and values, which establishes what is important to that person. This enables a person to focus on developing plans for what really matters. This makes up for a career with purpose, not only economically successful (Thompson & Feldman, 2010).

- Flow

Csikszentmihalyi (1990) defines flow as operating in a state of mind where a person is completely immersed in what he is doing. Characterized by an energized focus, total involvement and success in the process. Flow integrates motivations and skills to the service of a specific purpose. Without purpose, there is no flow.

Definition of Professional Identity

There are many definitions around identity. According to Guichard (2005), basing himself / herself on Super (1980) and Foucault (1988), writes: "identity is conceived as a form in which individuals construct themselves, define themselves in relation to their current interactions". Identity is the way a person sees himself / herself, helping or limiting his / her decisions.

This paper leans on Jackson's (2016) work on pre-professional Identity, where she cites Paterson and colleagues (2002) that an identity is based on "closely related to values, reasoning ability, clear understanding of responsibilities involved, technical skills, judgement, professional knowledge and expertise, self-directed learning, critical self-evaluation and reflective practice". (Jackson, 2016)

Jackson (2016) also cites Trede & colleagues (2012) on three aspects of the identity of an established professional: "having the same knowledge, skills and ideology as others in your profession; becoming different from those who are not part of your profession; and identifying with your profession" (Jackson, 2016).

Understanding professional identity as how a person sees himself / herself in a work environment, it is impossible to develop a professional identity in people that are not working and haven't worked before. This is why Jackson writes about the possibility to develop a pre-professional identity (PPI) while studying an undergraduate career. She makes a case that PPI and professional identity is the difference between becoming and being, noting that becoming has traits of his / her own. Jackson writes "PPI relates to an understanding of and connection with the skills, qualities, conduct, culture and ideology of a student's intended profession. It is the 'the sense of being a professional'" (Jackson, 2016).

Importance of Pre-Professional Identity

The importance of PPI is linked to the work-readiness of students entering the workforce. Having a sense of purpose and understanding the workplace role enables a newcomer to fit more suitable to his / her new environment. As professional Identity is one of the key factors in a person's career satisfaction, PPI turns to be fundamental for a newly graduated person. It's the difference between someone who knows it place and values, against a lost person accepting the first job sent to them.

This makes the formation of PPI in a higher education environment the responsibility of the institution, facilitating the transition of the student to a work role. A student spends years in a university, with the goal of fitting into the workforce, is only obvious that part of this time is spent in searching "how" does a person fit and what is he going to be once on the "outside".

How is PPI formed in Higher Education?

According to Jackson (2016) the PPI is formed through a student's "membership, engagement, non-engagement and boundary and peripheral interactions with different communities".

There multiple strategies universities employ, but, is important to mention that all of these efforts are of a voluntary nature, meaning that only students willing or interested use these services. Some examples are work integrated learning, communities of practice, volunteering, student networks. Many of these services are centered around career services centers, that offer counselling sessions that help PPI formation.

Professional Orientation methodologies

In order to explain our methodology in PPI formation, it's important to explain the main influencers of this process: LifeDesign (LD) and Designing Your Life (DYL)

- LifeDesign (LD)

LifeDesign is born as an answer to the change in the work paradigm around the world. The great volatility in the job market makes it necessary to change the way professional orientation is being made. This is why a group of scholars in the field, led by Mark Savickas, have develop a methodology that searches for a coherence in the career decision-making process. The group scholars are from all over the globe and maintain active in research and publication.

LifeDesign has 5 main assumptions that evidence its importance to the present marketplace: focus on context, process, non-linear dynamics, real narratives and dynamic modeling.

LifeDesing focuses on context, opposed to traits. Vocational guidance focuses on a person's skills, hoping they find a place to fit. LD employs tools that take in account the surroundings and context, not only focusing on abilities, but how those abilities play with its environment. LD doesn't take simple profiles brought about from exams. The profile of a person is taken from the same persons stories, which tell its complexity, the ecosystem and its development through time.

LD takes in account a process, merging away from recommendations, a prescription. The constant change makes a one-time solution unfeasible. Career decision-making is a long-life responsibility, that is why LD centers in teaching a process, more that giving a solution for a present problem. It focusses more in the "how" rather than the "what".

LD works with non-linear dynamics, straying from the traditional linear causalities. A person can't take as fixed his / her skills and interest; those change in time. That is why LD amplifies the scope and treats life like a whole, integrating all aspects of life, not only life long, but also, life wide.

LD nourishes from real narratives, more than form scientific facts. Exams made from scientific methods that depend on psychometric criteria, in order to give a profile of a person are not reliable for LD. These exams come from a line of standardization and statistical validation that can be false, or not suited for an environment off-campus. LD goal is to describe and understand the person through narratives of that person's reality, constructing and de-constructing these narratives, the truth of the person can be found.

LD doesn't seek to fit an individual into preconceived parameters that don't comply with the dynamics of the present. LD values individualization, therefor it doesn't try to describe. Its models, it visualizes, and projects abase on the motivations of the person.

LD has 4 characteristics: Lifelong, holistic, contextual and preventive.

- Lifelong because it's support goes beyond the present situation, helping to determine the "how", "who", "where" and "when" in any stage of a person's life.
- Holistic as it takes in account all other roles of a person, beyond work. Making it not only lifelong, but "life-wide".
- Contextual, giving context a relevance in the process.
- Preventive, developing adaptability. LD help a person face the challenger of an ever faster changing world, generating a greater resilience through the self-esteem generated in his / her narratives.

LD goals are adaptability, narrative capacity, action an intention. Building a narrative capacity, LD seeks to give a person the ability to understand his / her story, being able to define his / her identity. This gives a person the capacity to recognize his / her own adaptability, recognizing the way it has adapted to changes before. Being bias to action gives a person a confidence to act on his / her own life, and intention give way to work on his / her purpose, making decisions that affect the present, but also his / her legacy for the future.

LD departs from the focus on personality traits and concentrates in an individual's identity. For Savickas (2012), the "self" doesn't come *apriori*, for his / her constructed along the story of his / her life. "Identity" is different from the "self", as it relates as the personal vision he/ she has of himself / herself as it relates to others in different social settings. Savickas explains it as the "self" as the thesis, the "role" as the anthesis and the "identity" as the synthesis.

LD methodology consists in 5 stages: construction, deconstruction, re-construction, co-construction and action.

In construction, a person details the present situation or the situation that lead to this moment. The person presents the situation writing micro-narratives.

Deconstruction is based in tearing up the narratives to reveal limiting ideas, roles, barriers, etc. The goal is to find prejudices, beliefs, ideologies or anything that makes up a person model for thinking and acting.

Reconstruction focuses on working with the micro-narratives to identify patterns to make a sense of a person's identity. Inside these patterns we can identify a person's "framework" (Ricoeur, 1984), in which a person's purpose can be identified, between the causalities and coherences in a person's actions. In reconstruction, we can also find a person's "career arc", to see where it began, where it is and where it's going.

Co-construction gives the micro-narratives a new perspective, looking for priorities, intentions and personal motivations. This is what enables transformation and development.

Action is based on turning intentions into behaviors, and from there, behaviors into habits, with clear purposes.

- Designing your Life (DYL)

DYL is the creation of Bill Burnet (Executive director of the design program in Stanford University) and Dave Evans (Design professor at Stanford), searching to help their students in their transition into de workplace. The DYL methodologies were written in their book “Designing your life” (Burnett & Evans, 2016). 2 doctoral theses have been written from this methodology that will be used for this paper (Reilly, 2013) (Oishi, 2012).

According to Oishi (2012), DYL process has 3 stages: inspiration, ideation and implementation.

In inspiration, the person understands his / her situation by diversifying the questions it is making. This is a process based on design thinking, where different questions give new perspectives to the same problem. This lets the person show what it knows and what it lacks in knowledge and is the base for an investigation that lets it comprehend his / her environment. After this investigation, the person can arrange all the information collected.

In ideation, the goal is to have an unlimited brainstorm, proposing possible scenarios and solutions to the problem. The idea is to test these solutions and re-design according to the results of the test.

Implementation phase focuses on the application of the solution proposed. However, the process doesn’t end there, because, in a dynamic world, iterations are always needed in a development process.

Oishi (2012) defines 10 core believes in the process of DYL:

1) Centered in the human being: The development of the human is the center of the process. The priority is the wellbeing of the person.
2) Acceptance: Understand and accept the situation. Before we can change, we need to accept, without judgements.
3) Ideation: Find different roads to find different solutions.
4) Re-frame: See the situation from multiple perspectives
5) Curiosity: The desire to explore has to be permanent
6) Radical collaboration: Work the problem with all kinds of people, from the obvious, to the not.
7) Synthesis: Unite ideas to create innovative solutions
8) Prototype culture: This is an iteration process, where trying different solutions constantly is the norm.
9) Bias to action: This is a process of “doing” more than “thinking”
10) Total attention: Be conscience of what is being done, how and where is the person doing it.

Methodology

This paper will explain how PPI is form in students of Universidad Externado. For this, it is important to give context and history of where and why it is being done.

Brief context

Universidad Externado de Colombia was founded 1886, starting as a Law school. True to its humanistic principals, new faculties emerged centered around social sciences. In the present, the university is ranked 480 globally in the QS index with 4 stars. It is ranked 4th in Colombia. It has 11 faculties, 17 undergraduate programs and 210 graduate programs, including 4 doctoral programs. It has

31.963 enrolled undergraduate students and 62.062 graduate students, with 94.025 alumni.

Until 2018, the only effort the university made along the employability of its alumni was an annual work fair that started in 2011 and had its 8th version in 2019. In 2018, an employment workshop was schedule every month, with this paper's researcher as the teacher. The workshop centers on resume building, interviewing skills, LinkedIn and opportunity seeking.

The faculty of Finance, Government and International Relations (FIGRI) was created in 1986, with the intention to give an interdisciplinary approach to the formation of professionals. It begins with the program "Finance and International Relations". In 1995 it creates its second program "Government and International Relations". The faculty has 2 undergraduate programs and 14 graduate programs, including 1 doctorate program in political studies.

To date, the faculty has 5.645 undergraduate alumni and 3.434 graduate alumni, for a total of 9.079 alumni.

The undergraduate careers are 5 year long, divided by semesters, for a total of 10 semesters. Students have 6 decisions that shape their career: in 2nd semester they must choose between Finance and Government; In 6th semester they have to choose emphasis. Students have to choose if they go on an exchange semester; 4 optional seminars (electives) and master's introductory classes. Finally, they have to choose if they do thesis or an internship.

The faculty had no activities related to employment for their students or alumni until 2018, beyond an optional seminar called "Tools for employment". In 2018, the program for employment is started, implemented by the writer of this paper. This is the faculty's version of career services. It focuses on the career satisfaction of the alumni of the faculty. The services are:

- Instant messaging group: virtual place where alumni share opportunities.
- Employment virtual courses: Courses ranging from resume building to career design.
- Outplacement FIGRI: course based on career design tailored to alumni.
- Employment workshop: 4-hour workshop based on interview and resume building.
- Counselling: One-on-one sessions with alumni.
- Networking: Space dedicated to strengthening the FIGRI network.
- Connection FIGRI: We connect an alumnus with other alumni.

These activities led the university to be awarded 4 stars in employment by QS.

Optional seminar "Tools for employment"

In January of 2010, the seminar named "tools for employment" was started. This as a result of an accreditation process in 2007 that highlighted the work the faculty must do in order to give career services to its students before their graduation. The writer of this paper was tasked with the creation of the seminar.

The seminar was based on Dan Miller's book "48 days to the work you love" (2005), focusing in the practical side of employment: resume building, interview skills and test. As an optional seminar, any student from the faculty, from 8th semester onward, can take the course. The time it remains open depends on the demand by the students.

In 2015 the focus of the seminar changes towards helping students find their work purpose, maintaining the other skills that are expected. The seminar changes to a blended format, giving all its lectures in a Moodle course and focusing on practical exercises in class.

In 2017, the focus is changed again, centering in career decision making through career design. One of the main goals of this seminar is the forming of de Pre-professional Identity (PPI) which is fundamental to career decision making. Thanks to this new methodology, the seminar has a new frequency, with a total of 25 students and a waiting list every semester.

Career Design (CD)

CD is a methodology created based on practical experience and research on LifeDesign (LD) and Designing your life (DYL). This is the methodology created for the seminar "Tools for employment".

The main goal of CD is to teach students to make career decisions. This is achieved through a pedagogic approach where the student learns the requirements needed for a career decision and the tools to obtain those requirements. It is important to emphasis that the goal of the seminar is not to help a student get a "good" internship or to help the student choose his / her first job. The intent is to teach a methodology that the student and future alumni can use for the rest of his / her life, every time it has to make a career decision.

The skills in which CD is created are self-knowledge, self-efficacy and realization of purpose. As each of these skills have been explained, we will proceed to explain the exercises implemented to develop these skills:

Self-knowledge: The goal is for an introspection into skills and motivations. For this, we take stock of the inspiration process of DYL, teaching the students to use the Business Model You, a tool derived from the Business Model Canvas, which helps the student to make an assessment and learn what it knows and lacks knowledge in terms of aspirations, skills and references.

The Business Model You used in the seminar has 10 questions they have to answer imagining themselves in the job they want:

1. What is your work purpose? In this question we focus on the "Why would somebody pay you?" more in terms of results, in opposition to activities.

2. Who is your client? The student has to list of 30 potential companies that would pay for their service.

3. What are your functions or activities? This question is about the "how?" to the "why?".

4. What skill do you have to do the job? The objective is to list knowledge and personal skills that would help the student in his / her work.

5. Referents? The student has to list 5 persons it admires because of his / her job.

6. A day in the life. We ask the student to write the activities he thinks he's going to do around his job, from getting up to going to sleep.

7. How are you going to get the opportunity? The student relates what is the best way to acquire the position it wants.

8. What are you going to gain? From monetary gains, through professional, personal and spiritual gains.

9. What will you sacrifice? We want the student to be conscience of the sacrifices he has to make in order to thrive in the job he is searching.

10. Who will help you? There are 2 sides to this question "who is going to help you get the job?" and "who is going to help you in the job?".

These 10 questions are the starting point of the exploration the student has to do throughout the seminar, where he has to interview at least 3 people from his referents list and has to interview people working in the companies he listed, at least 5.

We also use the portfolio tools, helping the student create a present portfolio and to assess what is needed to create the professional portfolio it needs for the work goals it has. We also use a skill assessment in which the student selects and evaluates his / her own skills.

The student uses online tools like wix.com to create the portfolio, which the student ads content as he discovers new things about himself, about his context and the options available for him.

Self-efficacy: This skill is developed through micro-narratives learnt from LD, where students write stories from their own life and recognize their skills and motivations. In the course of this narrations, the student can identify patterns that give the person certainty of what he is, what he is capable of and what drives him. This is a crucial step in forming his / her pre-professional identity (PPI) and his / her self-esteem in the brink of a change as big as entering the work force.

In the past, we use to do the micro-narratives starting with a skill the student wanted to verify and search in his history a specific moment where the skill was used. In the present, we find that is easier to ask the students specific questions likes "what was the most challenging event in university?" or "What was your biggest achievement in university?". The student does at least 12 questions.

The answers are written sin the STAR format: Situation, Task, Actions, Results. We emphasize in the actions to find the verbs that constructs the skills. After the student finishes a question, it lists the skills on to a table and at the end of the seminar, we see all of the skills and the times it was repeated, understanding patterns of conduct.

Realization of purpose:

Purpose can be found using exercises from DYL, where an exploration of context, workplaces and referents is done. The Business Model You gives the student clarity of his / her own hypothesis about the workplace, showing idealizations. The goal is to change hypothesis to knowledge and stop idealizing by meeting the reality of what the student's illusions really are. In this process, the student interviews people that are working where he wants to work and, also, interviews people he admires and wants to be like in 10 years. In these processes the values of the student are questioned and, establishing goals beyond income, fundamentals are settled through introspection exercises.

Results

We did a small survey with students of the seminar in the 1st semester of 2019. Out of 39 students, 36 answer our 13-question survey in a 5-point Likert answer option. This is part of a trial survey done as part as the doctoral research of the writer, reason it is just one survey and has no contrafactual prevention, like a base line or a second survey.

Table 1: Results of the career satisfaction survey

Affirmation	arithmetic mean	standard deviation
"I have a clear concept of myself in professional terms"	3,72	0,78
"I had enough space in university to think about motivations and skills"	3,22	1,1
"I have my professional identity formed"	3,36	0,9
"I feel emotionally stable"	3,61	1,1
"I feel sure about the skills I have learnt in University"	3,72	0,7
"I'm motivated with my career"	4,25	0,6
"I feel prepared to make career decisions"	3,47	0,84
"I feel prepared to face the changes in my career"	3,17	1
"I feel that my career is aligned with my purpose"	4,19	0,67
"I feel I have enough information about my work opportunities"	3,47	1,06
"In university, I had enough time to reflect about my professional plans"	2,94	1,22
"I feel I flow in my career"	3,58	0,73
"I feel satisfied with my career"	4,11	0,67

The career satisfaction of the 36 students scored at a mean of 4.11, the professional identity got a mean of 3,36 which is very low. Although, the students feel they are not prepared for changes ahead and that they haven’t got enough time to reflect about their professional plans.

Overall, this survey shows there is a lot of work to be done in terms of professional identity in the HE landscapes.

Conclusions

This paper relates the connection between career satisfaction and professional identity, stating the importance of working in forming PPI in students while they are in undergraduate studies. There are many forms in which HE works in forming PPI, even if it’s not a priority for the university.

A seminar focus on PPI of 32 hours can make a difference in terms of career satisfaction of the recent alumni of undergraduate studies. Focusing on self-knowledge, self-efficacy and the search for purpose, a student can capitalize all the work done in university by reflecting on his / her own stories and gaining certainty about what he has learnt in the HE processes.

This work is only part of a doctoral research into career satisfaction and the building of professional identity in young adults. It remains to be studied further.

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Labour market integration of young people with disabilities in a country in transition: A Mongolian model

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Abstract

Mongolian current situation is characterised by economic dependency on mining sector, lack of skilled employees with vocational education, tendency to exclude NEETs, and weakness of HEIs' programmes to meet labour market requirements, as well as labour migration in the sense of brain drain. This situation has created the need for a scientific based education and training of counsellors on international standards.

The scientific based development of the Mongolian career guidance system is crucial for successful completion of the economic transition. To do this, the National University of Mongolia cooperates with international and national organisations (such as German Society for International Cooperation (GIZ) and University of Applied Labour Studies (HdBA, Germany)) to establish a scientific based master programme for career guidance. Among others, this programme prepares counsellors for the target group "young people with disabilities". In addition to this academic programme, empirical research on career guidance counselling services and methodologies has been realized in Mongolia.

Keywords: transition; NEETs; disabilities; career guidance; career studies programme

Introduction

Mongolia, a population of about 3.0 million, is one of the former Soviet Union countries. The social-economic transition began in Mongolia in 1990. The transition period has, for the most part, been characterised by weak levels of economic growth, and increased levels of poverty and income inequality, and deteriorating human development (Marshall & Hyargas, 2004).

During the late 1990's increased movements of internal migrations from rural areas to Ulaanbaatar to escape the poverty and unemployment. The young people's internal migration is continuing for better opportunities and this increases urban unemployment. The unemployment rate among urban 15-24 years old youth is 17.9 points higher than the national average. Furthermore, international migration rate is growing in last 30 years.[2] Mongolian migrants to foreign countries are educated and skilled young people who are in search of higher paid job and a better life for their families.

Lack of employment opportunities in rural areas, the labor market in Mongolia is characterized by a shortage of skills in certain sectors and a more general mismatch between demand and supply of skills, dependence on seasonal and temporary employment, gender inequalities and specific labor market challenges for certain age groups (both the very young and the generation aged 40 and above) (Gassmann, François, & Trindade, 2015). Gassmann and colleagues report (2015) remains only about two out of three working age adults are economically active. According to the Government of Mongolia (2019) unemployment rate has not dropped from 2010 to 2018 (Figure 1). The main reason of youth unemployment is the mismatch between their skills and expectations from employers.

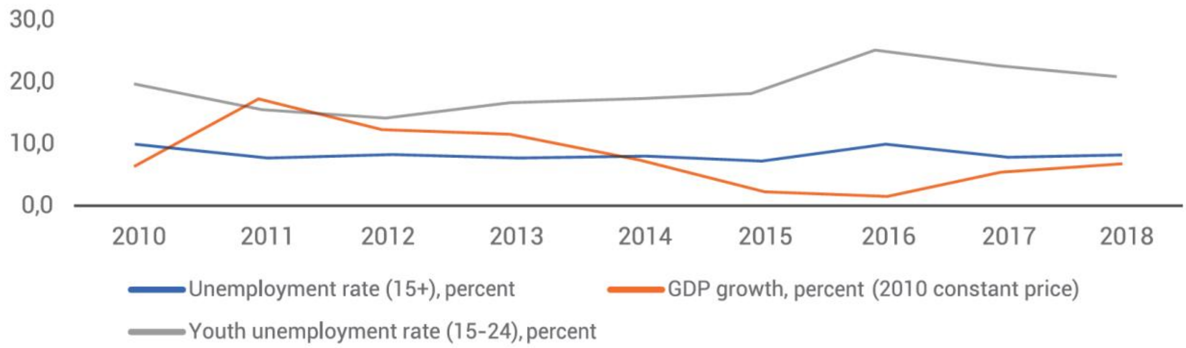

Figure 1. Economic Growth and Unemployment Level, Percent, 2010-2018. Source: Mongolia voluntary national review report 2019.

Children and youth (0 to 35 years old) number is over 2 million, which means making up 2/3 of the population. There is a over 480 thousand 15-24 years old youth in December 2018 (NSO, 2019).

The Sustainable Development Concept of Mongolia-2030 says that the proportion of young people who are not in education, employment or training will decrease significantly this decade. According to the National Statistical Office of Mongolia, the proportion of NEETs decreased from 20.5 to 18.9 in two years (Figure 2).

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[2] In 2015, the international migrant population was 17,620 people, a 162% increase from 1990, and it is 0.6% of the population.

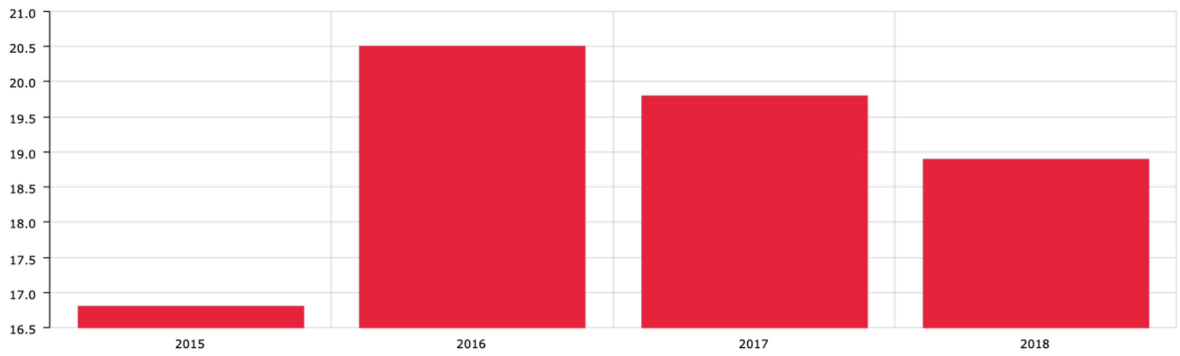

Figure 2. Proportion of youth (aged 15-24 years) not in education, employment and training. Source: National Statistical Office of Mongolia

The Law on Employment Promotion (amended in 2011) stipulates that the government will create opportunities for the employment of the population, link investment policy with employment promotion measures, regulate labor force demand and supply, develop a labor force that is consistent with market demand, improve information and statistics on employment of the population and expand the scope of citizens covered by employment insurance. It distinguishes between the following employment promotion services and measures: (1) occupational and vocational orientation, counselling and information services; (2) job mediation services; (3) vocational training and retraining services; (4) promotion for self-employed or citizens running businesses in forms of partnerships or cooperatives; (5) support to employers; and (6) public works (Gassmann, François, & Trindade, 2015).

Inclusion aspects and policy programmes

In the following, the target group of "young people with disabilities" will be relevant. Today's concept of the inclusion of disabled people (long-term physical, intellectual, mental, sensory impairments) must be considered from different perspectives:

1. The national-political perspective today is oriented internationally primarily to the UN Convention on the Rights of Persons with Disabilities - CRPD (2006), which has been legally binding in Mongolia since 2008. This Convention gives concrete form to the UN Universal Declaration of Human Rights of 1948. The state safeguards human rights and thus also inclusion through its legal order.
2. From a sociological point of view, inclusion and exclusion are inextricably linked. From a system-theoretical point of view, people can be included or excluded in their respective life phases for a certain period or permanently in the different subsystems. This means that each functional system produces both inclusion and exclusion. The state of a society can thus be analyzed with the help of this pair of terms.
3. In pedagogy, the narrow concept of inclusion refers primarily to children and young people with special educational needs. The broad concept of inclusion is intended to overcome the two-group theory (disabled vs. non-disabled) by including children and adolescents with very different and gradually graduated disabilities in the analysis. In the sense of this broad definition, it is not the learner who must integrate himself into an existing system, but the education

system must take into account the needs of all learners and adapt to them. Inclusion means the right to joint instruction in a regular school.

Overall, it can be said that the concept of inclusion and above all its educational and institutional-organisational implementation are not uniform. The forms of education and employment for the individual as well as the related advisory and information services are correspondingly diverse. However, they are always to be seen in a holistic system: This includes education (including kindergarten and preschool), leisure, sport, culture, youth work, housing and living in the community, vocational training and employment, and family, partnership and aging. In Mongolia, there are the following difficulties in promoting employment for young people with disabilities. This includes:

- Their education level and professional skill does not meet the requirements of the workplace;
- They don’t have enough work experience;
- The infrastructure, accessibility is not makeup enough;
- Social discrimination and negative attitudes did not change yet.

In particular, for the target group "disabled people" the Mongolian government is promoting the following programmes (Ministry of Labour and Social Protection 2019, p. 34):

- Preparation for employment
- Supported employment placement services
- Refundable financial assistance
- Support for sales and workplace rental payment – support micro-entrepreneurs with disabilities
- Entrepreneurship skills training
- Employment training
- Employers promotion scheme (incentives for employers)

There is a growing tendency in Mongolia to view disability as a human rights issue. The following section will show how young people with disabilities can be supported in their career choice by professional career guidance. For this purpose, the careers counsellors must be specially qualified.

Career studies programme

Since 2017, the National University of Mongolia has implemented a Master degree programme in Career Studies, and since 2018 also in a distance learning format. The programme has been implemented with the initiative of the Ministry of Labour and Social Protection, support of Cooperative Vocational Training in the Mineral Resource Sector project of German Corporation for International Cooperation GmbH (GIZ) and co-financing of the German, Swiss and Australian Government.

This is the first interdisciplinary programme at the NUM. It is formally anchored at the Political Science Department, but is more or less equally co-taught and co-developed with participation of faculty from the following departments:

- Political Science Department
- Education and Psychology Department
- Sociology and Social Work Department

The curriculum was developed on the basis of international standards in a competence and practice-oriented manner. The curriculum covers all essential scientific and methodological aspects of vocational counselling. The programme consists of compulsory modules, optional modules and compulsory internships. The degree programme is based on comprehensive quality management, including regular quality dialogues with students, lecturers and representatives from practice. In this context, a teaching concept was also developed for the topic of career counselling for people with disabilities, which can qualify counsellors for this target group. This concept has already been successfully tested with counselors with practical experience and can be offered in the future as an optional module within the existing master programme. This module has the following learning objectives and contents:

Learning objectives

Participants will be able to

- understand the basic concepts of participation in working life of people with disabilities in the socio-political and legal contexts;
- implement the methodology of vocational counselling and placement for people with disabilities according to their needs;
- create realistic performance profiles for people with disabilities and to compare them with the requirements of the companies („matching“);
- understand the labour market conditions, recruitment strategies and working standards of companies concerning people with disabilities;
- apply lifelong vocational guidance for people with disabilities (particularly transition processes);
- coach and counsel companies including services for workplace design and adaptation and to prepare other staff members to overcome possible prejudices against disabled people;
- be familiar with the financial support systems for participation in working life and be able to apply them on a case-by-case basis (for employers and employees);
- work in networks and use them in the sense of case management.

Learning contents

1. Inclusion as a social challenge
    - Creation of inclusive cultures, structures and practices in the living environment: a) educational system (incl. kindergarten and preschool), b) leisure, sport, culture, youth work, c) community building, d) vocational training, work, e) care for the elderly
    - International perspective: WHO, ICF, UNICEF, EU initiatives and projects, initiatives in the USA and Germany
    - Inclusion in Mongolia: historical aspects, development process, current situation and planning
2. Classification systems and types of disability
    - Differential consideration of types of disability according to name, appearance, causes, frequency, learning and performance behaviour, social behaviour, physical performance, social situation, medical indication
    - Classification questions in cultural comparison
    - Classification from a national and international point of view (e.g. ICF)
3. Diagnostic
    - Diagnostics as a holistic procedure

- Diagnostic methods (anamnesis, observation, person/field analysis, test procedures)
- Evaluation and implementation of psychological and medical reports: From diagnostics to a promotion concept
- Occupational diagnostics: Matching of performance and requirement profile
- Qualified reference (referral) in diagnostics depending on the type of disability
- Ethical issues

4. Legal-institutional and socio-cultural framework conditions for inclusion
    - Educational and care institutions
    - Associations for disabled people
    - Consulting and information facilities (public, private)
    - Legal regulations at state and municipal level

5. Advice and information for target groups (depending on the type of disability), parents, teachers, carers, social workers, case managers, educators
    - Theories for the identification of problem situations (object theories)
    - Consulting methods (operative methods)
    - Information management
    - Transition counselling (incl. follow-up) during the transition from school to employment or a host institution
    - Cooperation with companies in the different phases of life and HR tasks

6. Forms of support
    - Assistance, Advocating in career choice, job search and career development
    - Support of self-help and life counselling
    - Community care
    - Supported Employment
    - Unemployment assistance
    - Supporting companies in recruiting and employing people with disabilities
    - Financial support

7. Networking
    - Establishment and maintenance of networks in terms of case management
    - Cooperation with companies and chambers of commerce
    - Cooperation with vocational schools, HEI and further education institutions
    - Cooperation with social insurance and rehabilitation institutions

8. Professionalisation of counsellors and other specialists for the disabled
    - Qualification pathways (national and international) for educators, teachers, social workers, case managers, trainers, specialists in school administration, labour administration (PES) and local government, career counsellors and placement officers
    - Comparisons with forms of inclusion, choice and integration of disabled people, specific methods of vocational training and the system of financial support for disabled people
    - Participation in applied research

The module focuses on job-related information, counselling and placement services for people with disabilities, which, however, should not be viewed in isolation from other areas of life. In this sense, career counselling for people with disabilities is always also life counselling. The designed module is a first step to offer a professional career guidance for this target group. In view of the current developments in Mongolia in promoting disabled young people in the context of vocational orientation and the need for action in this field, the qualification of career guidance counsellors is an important step in the right direction.

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Challenges for mobility counsellors: development of emerging Career Guidance and Counselling competences for international mobility

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Abstract

Today's society is characterized by economic globalization, social and political changes, digitalization, variations in the world of work…, leading to reflection on the role of Career Guidance and Counselling (CGC) and the challenges to be faced by counsellors in the development of new competences for their professional practice. In the light of these changes, CGC and career development has to commit to social justice.

Mobility counsellors should be prepared to network with other European organizations and to communicate within culturally different contexts, supporting individuals towards a social inclusion, considering the cultural diversity and particular circumstances in the host country.

Our research identifies and analyzes professional counselling competences which guidance practitioners and counsellors involved in education and labour mobility sectors need/have within international mobility. Likewise, aims to develop a training model for supporting counsellors in their career development, improve their guidance service and lead to a higher quality of counselling for people who plan their mobility. To achieve these goals, an online survey was designed and implemented, aimed to identify the interests and needs (need analyses) of practitioners, involving a group of experts in mobility fields (EURES advisers, Euroguidance counsellors, etc.) Subsequently, is expected to offer a mobility guidance and counselling training module to provide guidance practitioners with the competences needed to assist individuals for an education and /or labour mobility in EU to make informed choices, exploring the whole process of mobility and to get the best out of their international experiences. Additionally, it is planned to develop a "Guide for the mobility counsellor" including the main skills, competences, knowledge and resources to raise the quality of the mobility processes with focus on the importance of integrating new cultural and professional learning into existing body of knowledge, so that participants' skills should be more adjusted to the European labour market.

Keywords: International mobility, career guidance and counselling competences, mobility counsellor, changing world, social inclusion

Introduction and objectives

Faced with the situation described above, this study starts with two research questions: *what professional counselling competences guidance practitioners need/ have in order to deal with education and labour mobility in Europe?* and *how to define the professional profile of a mobility guidance practitioner (EURES advisers, Euroguidance counselors...) working with an international context?*

In order to answer these questions, the subsequent objectives were designed: 1) to identify and analyze professional counseling competences (CGC) which counsellors need/ have in the context of international mobility (education and labour mobility), 2) to develop a training model which could support guidance practitioners in their career development, improve their Guidance Service and lead to a higher quality of counselling for people who plan their mobility.

Theoretical basis

European citizens are facing increasingly complex challenges to their career development. Over their lifespan they need to manage their careers and make important decisions -in education, training and/or employment- which could impact their future and wellbeing. Additionally, national societies have changed, people move to other countries searching for new employment opportunities, further training pathways, improve the quality of life…, leading to an increase in migratory cross-country movements in this changing world.

These changes, which have been caused to a large extent by the internationalization of markets, global competition, digitalization, contemporary policies…, has led to some individuals, especially for the younger generations, having to reorganize their lives and constantly wonder about their increasingly uncertain future. These variations, which strongly affect the rhythms in terms of education, work and other aspects of life, are taking place so fast being more and more difficult to develop a clear awareness of them (Weber, Katsarov, Cohen-Scali, Mulvey, Nota, Rossier & Thomsen, 2018).

Consequently, there is a need to reflect on the role of Career Guidance and Counselling (CGC) and the challenges to be faced by counsellors in the development of new competences for their professional practice.

To prepare citizens for these challenges and to support them in the progress, competent career counsellors and innovative Career Guidance and Counselling approaches and practices are needed. The development of common European Competence Standards (ECS) for the academic training of career practitioners in Europe and how to implement and establish such competences in the practice is required. Hence, quality standards of guidance services and the professional profile of guidance practitioners should be framed according those European Competence Standards (NICE, 2016) for the academic training of career practitioners.

The model based on Lifelong Guidance entails the assumption of new methods, forms of organization, resources and innovative materials which involves the confluence of different core competencies in professional work (Schiersmann, et al., 2012).

Methodology

Based on the research objectives, a descriptive methodology (quantitative and qualitative) has been chosen since it allows to inquire, describe and interpret the perception and evaluation of a group of experts in mobility issues about their professional guidance competences in the frame of international mobility.

For this, an online questionnaire has been designed and implemented as a data collection technique. The use of this tool is especially useful when, as in the current research, it requires descriptive data that individuals can provide based on their own personal experience. With the choice of this technique it is intended to obtain a broader knowledge of the studied reality, making possible the use of quantitative data that turn out to be an adequate source to achieve the proposed objectives.

The online survey named "Analysis of Mobility Counsellors Competencies and Training Needs" was divided into five sections (1. Identification Data, 2. International Mobility Contents, 3. Organization of the Training, 4. Funding and Availability, 5. Open Discussion), composed by open and closed questions, including several aspects to be considered in this study (see attachments section).

The *research sample* that is part of this study, is the result of a networking and fruitful collaboration of a group of experts in mobility fields and of guidance practitioners (EURES advisers, Euroguidance counsellors…) from different European countries, who deal with international mobility issues in their professional practice, working in education (VET, HEI) or labour sectors (PES, international or national employment centers), giving advice to their customers in the context of international mobility.

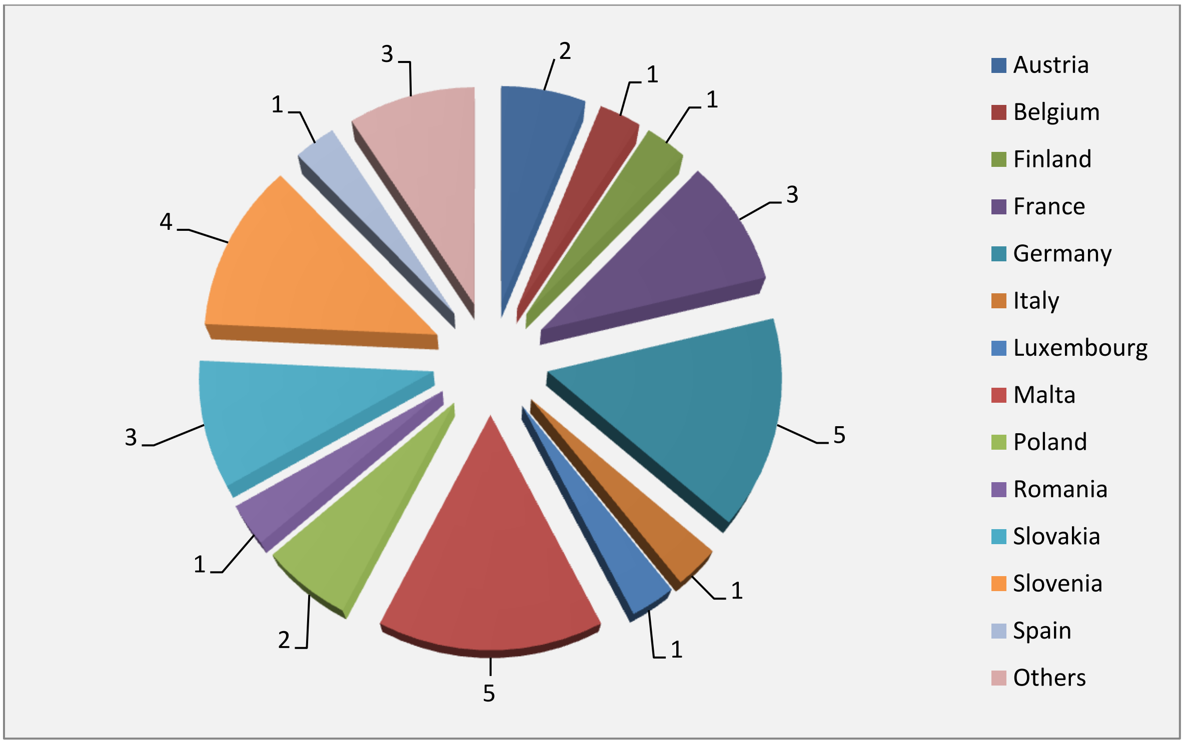
The *conditions for the administration of the online questionnaire* were the same for all participants. They were asked to complete it once the meaning and purpose of the research were explained clearly and concisely. After the data collection phase through the online survey, were debugged with the intention of facilitating their statistical treatment by carrying out a quantitative and qualitative analysis and interpretation of the data and subsequent presentation of the results.

Results

Once the data have been analysed, the results were interpreted. Following is the presentation of the most relevant ones.

Starting with the data *from the research sample*, the questionnaire was answered as a whole by 33 professionals who work in various European countries (in particular, 13 of the 28 countries that make up the EU today were the partners in this study) in the field of Career Guidance and Counselling for international mobility issues:

Graphic 1: European countries participating in the research



Likewise, we were interested to find out the *professional role* of these counsellors and the *main tasks* which they were responsible.

Figures 1 and 2 reflect these issues:

Figure 1: Professional role of the participants in our research

Professional role
Guidance practitioner
EURES adviser
Euroguidance counsellor
Mobility counsellor
Euroguidance Coordinator
Project manager
Euroguidance staff
School counsellor
Member of project team
Career Advisor
Teacher and coordinator for Erasmus+
Teacher

Other professional profiles conducted by some of the respondents

Figure 2: Main tasks performed by some of the respondents to the survey

Main tasks
The service
Incoming mobility
Outgoing mobility
EU Programs and initiatives
EU Projects and networks
Counselling guidance counsellors on mobility questions and training practionners on mobility interview
Training the career guidance professionals
Information and advice on Lifelong guidance and mobility
School counselling
Career guidance in a school setting
Bilans de compétences et VAE (Competence assessments & Validation of experience gained)

Other taks performed by some of the participants into the survey

In addition, which was the *main target group these professionals work with*, was another issue we wanted to check out.

Figure 3: Main target group some of the respondents work with

Main target group
Academic mobility (students, researchers, staff, ...)
Labour mobility (workers, employees, ...)
Career mobility (researchers, professionals, workers...)
Youth mobility
Career counselors
Pupils, teaching staff, parents
Teachers
Gap year experience![3]

Other main target groups whereby some respondents work with

In order to identify and analyze the professional counselling competences which guidance practitioners and counsellors involved in education and labour mobility sectors need/have within international mobility, we were concerned to find out, from the point of view of these professionals, *how important the following*

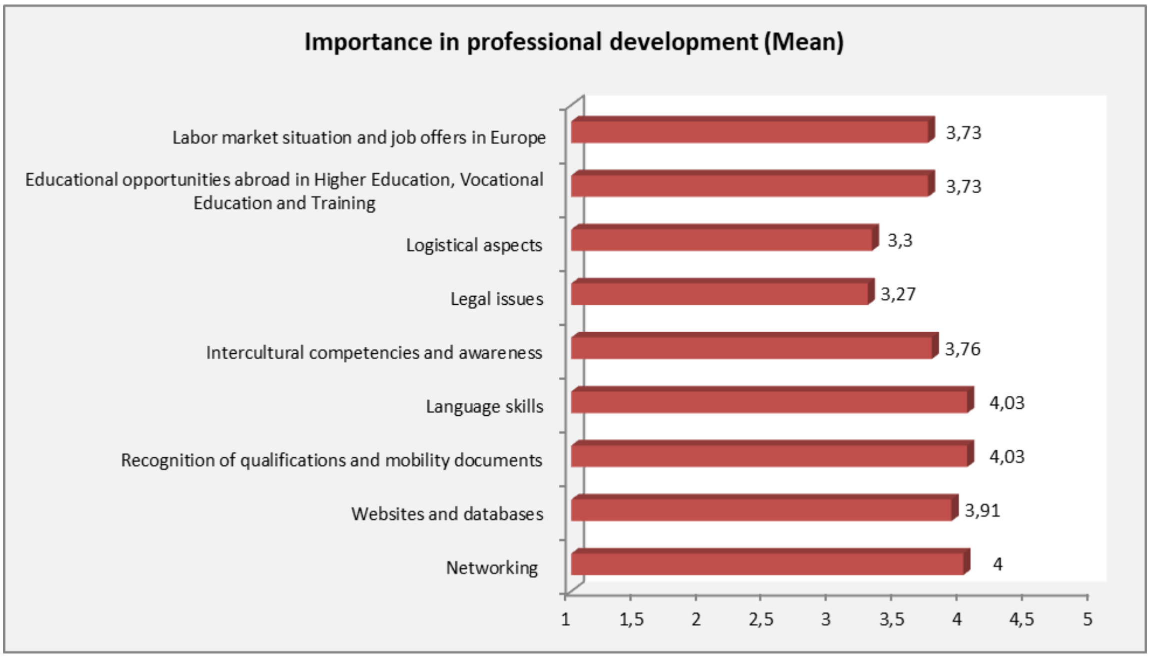
[3] *Career kick: Gap Year - the plus in your CV*: Nowadays, above-average school performance, practical work experience and fluent language skills are required for a study or job. This is why many young people choose a so-called Gap Year every year in order to create the basis for their future. A *Gap Year* helps with the choice of studies and career and reduces the drop-out rate; the current rate of dropouts in Germany is approx. 25%. The main reasons for this are a lack of interest as well as misconceptions about the content of studies and the expected occupation. Also facts that simply too little time was taken before beginning studies or the question about the personal sense of the study for oneself, play a large role with the termination of studies. With a *Gap Year* ones have enough time to think about these topics and also bring home valuable international experience, intercultural skills and fluent language skills.

aspects ("International Mobility Contents") are for their professional development.

As can be seen in the Graphic 2, the aspects (which we have called "*International Mobility Learning contents*") that are most relevant for them, in terms of their professional development, are:

- "Language skills" (Common European Framework of Reference for Languages, Europass Language Passport…) with an average of 4,03.
- The "Recognition of qualifications and mobility documents" (European Credit Transfer System (ECTS), European Credit System for Vocational Education and Training (ECVET), European Qualifications Framework (EQF), Enic-Naric, Europass CV, …) whose average is also 4,03.
- And "Networking" which is also highlighted, with 4 (for example, through professional networks such as Academia[4], guidance professionals can be part of professional mobilities in different European countries, supporting and consolidating the exchange and transnational training of counsellors in Europe).

Graphic 2: Importance in professional development (Mean)



It should be noted (as set out in the Graphic 3) that in particular, the issue linked to "*Recognition of qualifications and mobility documents*" obtains a very high percentage score, almost 50 % (5: very important), which means, that for these counsellors it is an important/quite significant aspect to focus on for their professional development.

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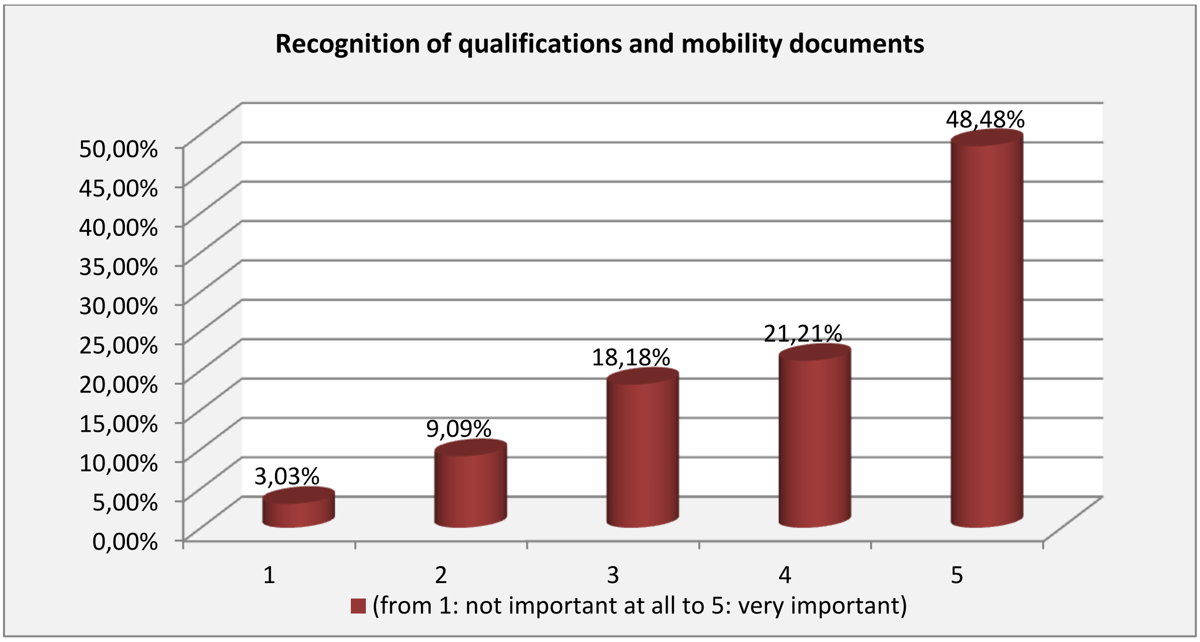
[4] *Academia* is a program for guidance professionals from guidance professionals. The network was set up in 1992 and funded by the Petra program of the European Commission. By frequently relying on expert counsellors who inhabit the worlds of both practice and research, Academia has managed to bridge the gap that all too often exists between practice and theory. In order to strengthen the European dimension in guidance set-ups, Academia allows guidance professionals to take part in a one-week professional mobility or placement in some of the European Academia partner countries. Until now, a large number of guidance professionals have been on a professional exchange in another European country.

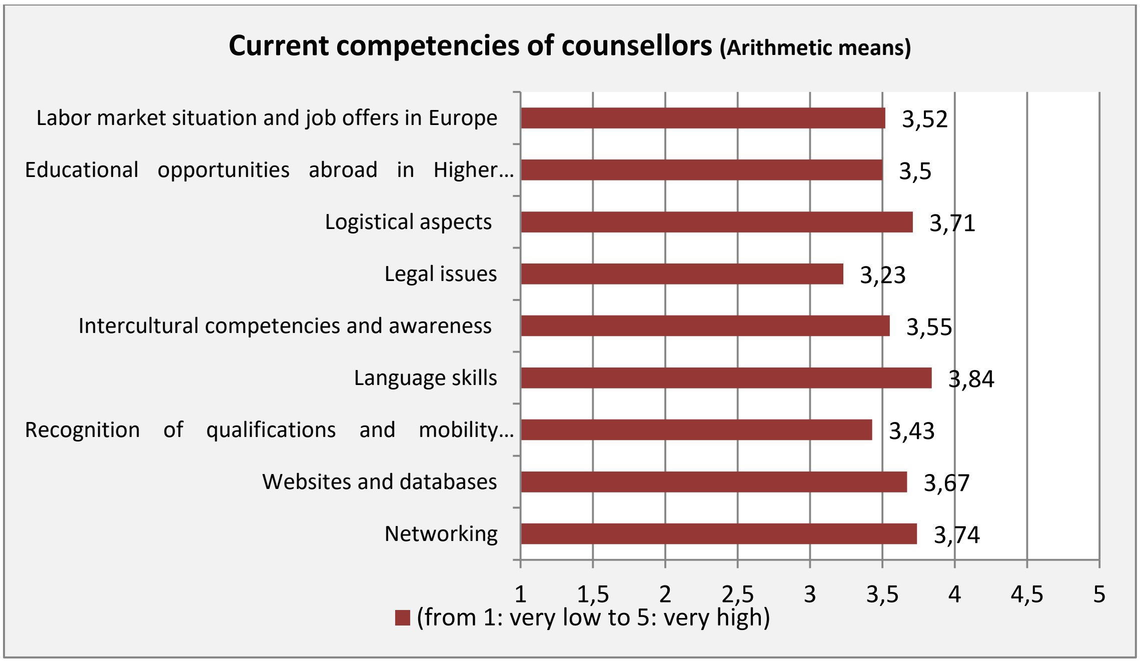
Graphic 3: Recognition of qualifications and mobility documents



For the (training) needs analysis of the counsellors, they were asked to assess/evaluate their current competencies. As can be seen (Graphic 4), in terms of the "*Recognition of qualifications and mobility documents*", counsellors point out that their competences in this field are limited/not enough (3,43 average), despite being considered to be very important for their career development, as discussed above.

In addition, these professionals evaluate their current competencies concerning "Labour market situation and job offer in Europe" (3,52) and "Educational Opportunities abroad" (3,5) with a low score, even though they also considered them important for their professional practice.

Graphic 4: Current competencies of counsellors (Arithmetic means)



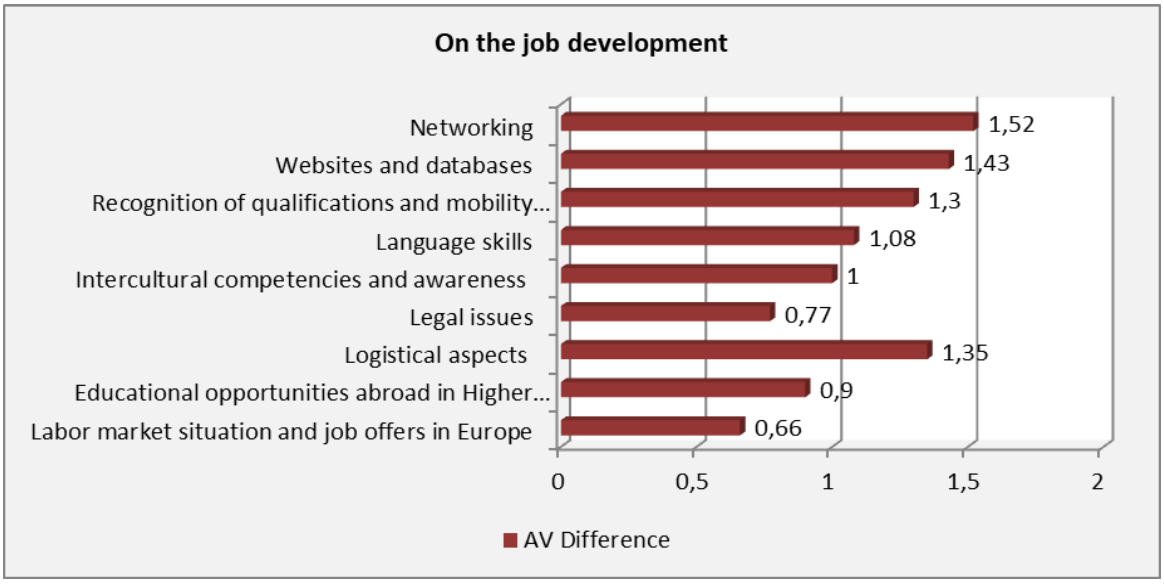
Another important aspect that interested us to learn was about their *professional counselling competence development, from the time these counsellors started in their job (previous knowledge) to the present (current competencies).*

As can be seen (Graphic 5), they have developed greater competencies in the field of "Networking" (1,52) and have acquired more knowledge about different "Websites and databases" (1,43), as well as "Logistical aspects" (1,35) (AV Difference)5 .

Despite the fact that this target group have also developed greater competencies in the field of "Recognition of qualifications" (1,3) during their professional practice, the counsellors consider that these are still very important aspects in which to work for their career development and therefore, demand more training in this respect.

Similarly, we observe in the coming Graphic, that in the development of competences during their professional practice concerning "Educational opportunities abroad" (0,9) and "Labour market situation and job offers in Europe" (0,66), it has not been enough.

Graphic 5: On the job development



In turn, Graphic 6 shows (from highest to lowest importance) the training needs that the counsellors demand for their career development, and therefore, they would be interested in receiving further training in these topics for their professional practice in the future.

Among other topics, they are highlighted "Educational opportunities abroad" (4,3); "Networking" (4,26) and "Recognition of qualifications" (4,17).

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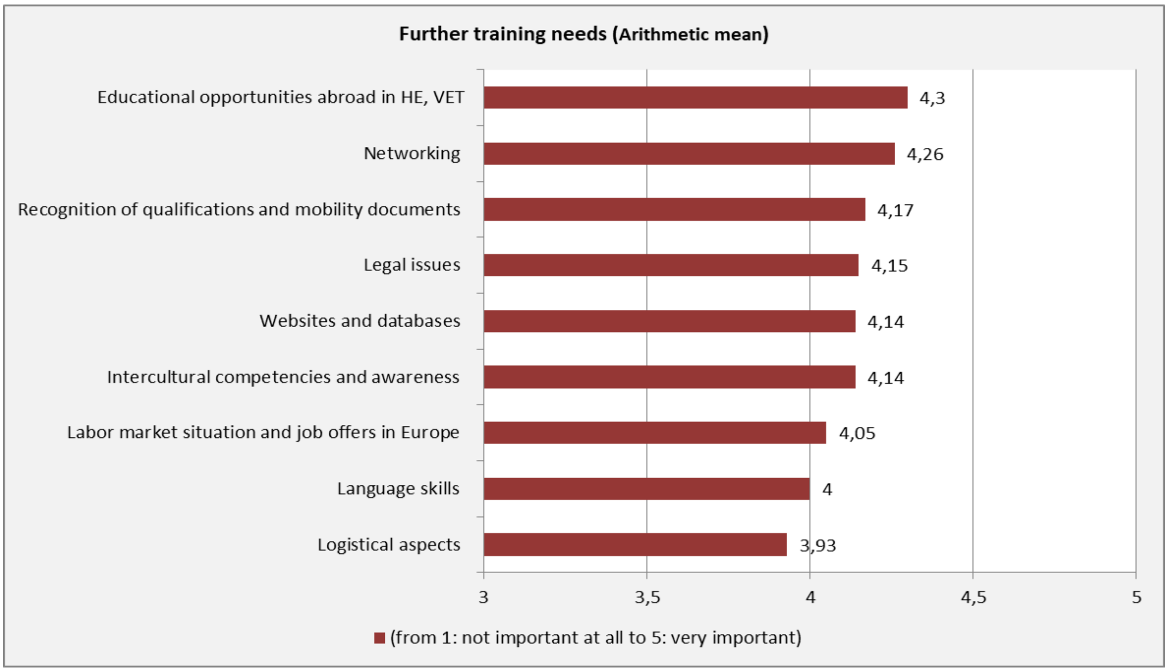
[5] *AV Difference* is the difference between the average of the current knowledge/competences - and the knowledge/competences they had when they started working.

Graphic 6: Further training needs (Arithmetic mean)



Analyzing the current competencies that counsellors have in the different areas analyzed, allowed us to know *what their training needs are and on which we should focus attention*, in order to develop a training model for supporting counsellors in their career development, improve their guidance service and lead to a higher quality of counselling for people who plan their mobility.

Furthermore, in terms of the design and development of the training, the *main reasons why they were interested in participating in the training*, among others, stressed that:

- "The contents are linked with their work activities"
- "The contents are interesting for them"
- "It is good for their professional development"
- "They need to establish a new network and relationships".

Concerning the *methodology for carrying this training out*, the participants in the survey were mainly interested in obtaining:

- "Practical approach" (especially to work with contents such as "websites & database"; "language skills"; "labor market situation & job offers in EU"; "educational opportunities abroad"; "recognition of qualifications")
- "Peer- learning" (in order to work with those competences related to "intercultural issues & awareness"; "networking")
- "Supervision, support and advice from an expert" (for discussing topics such as "logistic aspects" & "legal issues").

Moreover, in relation to the *organization of the training*, we were keen to get information about *how much time these professional would invest in their training.*

As we can see in the Table 1, most of them replied "One or two days" (51.52%).

Table 1: How much time professional would invest in their training

TIMING	
Answer	**Percentage**
One or two days	**51.52%**
One week	48.48%
Two weeks	27.27%
One evening weekly for six months	24.24%

Furthermore, in terms of the *learning forms which appeared attractive for the development of this training,* the participants highlighted (Table 2) "Visits to other institutions and/ or services" (72.73%); followed by „Seminars /Courses/ Workshops" (69.70%).

Table 2: Learning forms which appeared attractive for the development of this training

WHICH LEARNING FORMS APPEAR ATTRACTIVE TO YOU?	
Answer	**Percentage**
Face-to-face training	54.55%
E- learning	33.33%
Individual training	18.18%
Group training	51.52%
Peer learning	63.64%
Seminars /Courses/ Workshops	**69.70%**
Training in the workplace	42.42%
Training through experience in EU projects and networks	54.55%
Visits to other institutions and/ or services	**72.73%**

In addition to this aspect, we wanted to inquire about *where counsellors would like this training to take place* (in their home country, in a neighboring country, in any EU country).

As shown in the Table below, most of the professionals would like to participate in any EU country during their training program (80.95%).

Table 3: Where this training would like to take place

WHERE WOULD YOU PARTICIPATE IN A TRAINING PROGRAM?	
Answer	**Percentage**
In my home country	76.19%
In a neighbouring country	52.38%
In any EU country	**80.95%**

Last but not least, we consider relevant to be aware of what *source of funding* these professionals would use to cover the costs of this training.
Most of them point out (Table 4) that their main financial source "could be derived from the European Union (Erasmus +, EURES, Euroguidance, Eurodesk...)" (72.73%).

Table 4: Financial sources for supporting this training

WHO COULD SUPPORT YOUR TRAINING FINANCIALLY?	
Answer	**Percentage**
National funding (Government)	42.42%
The European Union (Erasmus +, EURES, Euroguidance, Eurodesk...)	**72.73%**
My service (local)	36.36%
Myself	6.06%
Other	3.03%

The following is a summary of participants' views concerning this research:

Figure 4: Open discussion and feedback

OPEN DISCUSSION AND FEEDBACK FROM THE RESPONDERS
✓ Euroguidance network is highly concerned by this topic - Thanks to contact us for further issues - e-learning could be suitable but quite inefficient to build a network
✓ The training could be a mix of e-learning, visio, skype sessions and on-site sessions. Thank you for this very interesting survey
✓ Unfortunately you did not separate competences in providing advice to University students from competences in providing advice to those who would like to do a vocational training. I may be an expert regarding studying abroad but I am not regarding vocational Training possibilities in foreign countries.
✓ Feedback on survey 1) I could no go back to any previous question 2) The list order did not have a 'filter' or noresponse option - sometimes my response did not fit the order I listed 3) The question of training time/duration is without context because it will always depend. 4) The survey was short and sweet though. 5) I did not have the option to make the same structured response for the option I listed as other in the first section - "Individiual Needs of Clients" 6) The Likert Scale for some questions was not clear with the option 1 to 5 in terms of importance. Thanks and good luck

✓	Locally career guidance is a relatively new concept. It needs to be given more exposure especially since there is quite an influx of foreign workers in the labour market.
✓	Constant professional upgrading is the most important part. Being able to apply new innovative approaches and methods in this digitalized society is inevitable.
✓	The EU programs are excellent opportunity for career development.

Conclusions

Guidance practitioners need to improve their competences in order to adequately face the issues concerning international mobility. Counsellors are however not the only ones dealing with education and/or labour mobility issues (i.e. EURES advisers, Euroguidance, Guidance Practitioners working at international departments…) but also those practitioners working with the national employment centers, PES, who face increasingly with new socio-economic situations (immigrants, refugees, etc.)

In addition, it is important to raise awareness of stakeholders to encourage them taking the right measures when planning public policies in labour, education and guidance fields, both when designing training courses for guidance practitioners and when implementing already developed mobility tools and methodological models within the public services they manage (Kraatz & Ertelt, 2011). The reference context for guidance services and guidance practitioners should be Europe with offering quality information and counselling on training and working opportunities at international level (European Strategy, 2020).

Based on the above, as future challenges from this research, is envisaged to offer a mobility guidance and counselling training module aimed to provide practitioners with the competences needed to assist individuals for an education and /or labour mobility in EU to make informed choices, exploring the whole process of mobility and to get the best out of their international experiences. Additionally, is foreseen to develop a "Guide for the mobility counsellor" including the main skills, competences, knowledge and resources to raise the quality of the mobility processes with focus on the importance of integrating new cultural and professional learning into existing body of knowledge, so that participants' skills should be more adjusted to the European labour market.

Guidance practitioners, after specific competences acquired through this training might facilitate a proper CGC for international mobility improving the guidance services provided and deliver a higher quality of counselling (on educational, training and employment trends and labor market in Europe, search and request strategies for job offers and/or training opportunities in EU, decision-making process, information upon legal aspects, funding, logistical support, cultural issues, etc.)

Similarly, from the data analysis and interpretation of the results, is expected to obtain an insight over the different interests and perspectives on the own role and competences of guidance practitioners involved in education and/or labour international mobility, on the differences between counsellors from various contexts and European countries, the core competences where most of them agree upon to achieve their career development, etc., (what their training needs are, need analysis).

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Attachments

Figure 5: Description of the online survey

Sections	Different aspects of data collected in the research
1. IDENTIFICATION DATA In the first section you are going to introduce the country you are working in and your professional profile	▪ Please, select the country you are working in: … ▪ Please, select your professional role: Guidance practitioner, EURES adviser, Euroguidance counsellor, Mobility Counsellor, other. ▪ Please, select your main tasks. I'm responsable for the service, incoming/outgoing mobility, EU programs and initiatives, EU projects & networks, other ▪ Please, select your main target group: Academic mobility (students, researchers, staff…), Labor mobility (workers, employees…), Career mobility (researchers, professionals, workers…), Youth mobility, other.
2. INTERNATIONAL MOBILITY CONTENTS Please, rate how important these contents are for your professional development: (from 1: not important at all to 5: very important)	▪ Labor market situation and job offers in Europe ▪ Educational opportunities abroad in Higher Education, VET ((Erasmus+, LOQELearning Opportunities and Qualifications in Europe portal …) ▪ Logistical aspects (health insurance, financial support, accommodation, …) ▪ Legal issues (rights, regulations, law, …) ▪ Intercultural competencies and awareness (culture, history, religion, tolerance, …) ▪ Language skills (CEFRL, Europass Language Passport, …) ▪ Recognition of qualifications and mobility documents (ECTS, ECVET, EQF, Enic-Naric, Europass CV, …) ▪ Websites and databases (Eurostat, Euroguidance, Eurodesk, Euraxess, …) ▪ Networking (Academia, PES Network, ...) Which other learning contents do you consider important?
3. ORGANIZATION OF THE TRAINING	▪ Please, give us some information about how much time you would invest in your training: 1 or 2 days, 1 week, 2 weeks, 1 evening weekly for six months ▪ Which learning forms appear attractive to you?: Face-to-face training, E- learning, Individual training, Group training, Peer learning, Seminars /Courses/ Workshops, Training in the workplace, Training through experience in EU projects and networks, Visits to other institutions and/ or services
4. FUNDING AND AVAILABILITY	▪ Who could support your training financially?: National funding (Government), The EU (Erasmus +, EURES, Euroguidance, Eurodesk...), My service (local), Myself, Other ▪ Where would you participate in a training program?: In my home country, In a neighbouring country, In any EU country
5. OPEN DISCUSSION	Please, provide your suggestions, observations and comments

Figure 6: Description of the online survey

LEARNING CONTENTS	SET OF QUESTIONS	ANSWER OPTIONS
▪ Labor market situation and job offers in EU ▪ Educational opportunities abroad in HE, VET ▪ Logistical aspects ▪ Legal issues ▪ Intercultural competencies and awareness ▪ Language skills ▪ Recognition of qualifications a nd mobility documents ▪ Websites and databases ▪ Networking	▪ …is an important learning content for you, so please answer in detail the following questions: - How do you evaluate your current competencies in this field? - How would you evaluate your own competencies in this regard looking back, when you started working? - How important would you consider to have further training in this topic?	From 1: very low to 5: very high From 1: very low to 5: very high From 1: not important at all to 5: very important
	▪ If you already learned about …, please select which form of training you attended	Seminar/ Course, Conference, Workshop, Summer School, Fair, I have never attended such training, Other
	▪ Please, set up a ranking which shows why you would like to participate in trainings on … (Double-click or drag-and-drop items in the left list to move them to the right - your highest ranking item should be on the top right, moving through to your lowest ranking item): Your choices- Your ranking	The contents are interesting, The contents are linked with my work activities, It is good for my profesional development, I need such training for my CV, I need to establish a new network and realtionships, It is mandatory to attend
	▪ How important do you consider the different training approaches/methodologies to explore …? (from 1: not important at all to 5: very important)	Practical approach, Theoretical approach, Peer – learning, Supervision, support and advice from an expert

Preventing At-Risk Youth Becoming NEET: Effective High-School Work-Integrated-Learning Policies and Programs in Canada

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Abstract

One of the most recommended and promising educational structures for curtailing youth under- and unemployment is vocational education or work-integrated-learning (WIL). WIL has been commended by researchers reporting individual outcomes and data at the societal level. International organizations have also recommended better use of interfaces like WIL to link education and work. WIL refers to educational and other interventions (based in schools, colleges, and agencies) for high school students and young adults that facilitate learning by placing them in supervised placement in the workplace for all or part of their educational program. These learning experiences include workplace mentoring, paid or unpaid work experience, instruction in workplace competencies, and cooperative education. WIL is a promising approach to bridging the relationship between at-risk youth and their educational context preventing youth from becoming NEET. In this paper, we present an overview of the range of school-based WIL programs from two provinces of Canada, Alberta and Ontario that are purposefully intended to provide students with a range of vocational and work-related options during their compulsory schooling (high-school, aged 14-18). In our paper we discuss the commonalities and differences between the two provinces providing an opportunity for the audience to learn how about specific features of the programs are positioned to meet the needs of youth at-risk of non-completion of high school and becoming NEET youth in Canada.

Key Words: at-risk youth, NEET youth, vocational programs, career education

Introducing the Context

Canadian youth are more likely to be unemployed than the general population (Government of Canada, 2016). Statistics Canada recently reported that full-time employment among young people (17-24 years old, excluding full-time students) has declined significantly since the late 1970s (Statistics Canada, 2015). This is evident even among youth who are working full-time, as their jobs have become increasingly temporary in nature. Although there are some positive trends in youth employment in Canada, many Canadian youths continue to experience the legacy of the 2008–09 recession, with the share of employed youth in Canada not yet returning to pre-recession levels (Government of Canada, 2016).

Among youth having difficulties in the labour market, some end up as being “not in education, employment or training” (NEET). Youth who are more likely to struggle in the labour market overall, including Indigenous, recent immigrant, and youth with emotional and behavioural (including substance abuse and mental health) issues are more likely to be NEET. During 2015, 12.6% of Canadian youth (aged 15-29) were NEET and were either seeking work or had left the workplace entirely (Government of Canada, 2016). Young people who are NEET are at an increased risk of becoming socially isolated. The significant impact of unemployment has been demonstrated through increased crime involvement, mental health challenges, violence, drug taking, and social exclusion; it has been shown to have lasting effects related to continued part-time work, temporary contracts, limited labour rights, and loss of career hope and of sense of occupational identity (Bell & Blanchflower, 2010; Oreopoulos, Von Wachter, & Heiz, 2008; Sonnet, Quintini, & Manfredi, 2010; Standing, 2011; Verick, 2009). As Bell and Blanchflower (2011) emphasized, “inaction is not a sensible option when the potential private and social costs of youth unemployment are so high” (p. 265).

Within the heterogenous NEET group, is a sub-group of youth who might be considered ‘at risk’. These are youth who remain disengaged or who are likely to disengage due to a number of social, personal, or cultural factors (DeLuca, Godden, Hutchinson, & Versnel, 2015). These emerging adults have often had negative school experiences and difficulty identifying a pathway to a meaningful post-secondary destination (Spielhofer et al., 2009). They can lack educational mastery, which makes their educational careers problematic including obtaining end-of-school or vocational education qualifications, hence, they are less competitive for the few jobs available to them (Ziguras 2006). Research has continuously demonstrated that at-risk youth can hold negative peer relationships and experience adverse family contexts often influenced by social prejudices (Scarpetta, Sonnet, and Manfredi, 2010). These emerging adults, in Canada and elsewhere, are caught between previous negative school experiences and an unreachable workforce.

One of the most recommended and promising educational structures for curtailing youth under- and unemployment is vocational education or work-integrated-learning (WIL). WIL has been commended by researchers reporting individual outcomes (e.g., Schoon and Bynner 2003) and data at the societal level (e.g., Quintini, Martin, and Martin 2007). International organizations have also recommended better use of interfaces like WIL to link education and work (e.g., European Training Foundation 2008; OECD 2000). WIL refers to educational and other interventions (based in schools, colleges, and agencies) for high school students and young adults that facilitate learning by placing them in supervised placement in the workplace for all or part of their educational program (Bailey, Hughes, and Moore 2004). These learning experiences include workplace mentoring, paid or unpaid work experience, instruction in workplace competencies, and cooperative education (Smith and Betts, 2000). WIL is a promising approach to bridging the relationship between at-risk youth and their educational context preventing youth from becoming NEET (DeLuca et al. 2010; Phelps and Hanley-Maxwell 1997; Rodger and Cowen 2005; Raffo 2003).

Objectives

In this paper, we present an overview of selected school-based and off-campus WIL programs from two provinces of Canada, Alberta and Ontario that are purposefully intended to provide students with a range of vocational and work-related options during their compulsory schooling (high-school, aged 14-18). In this paper we discuss the commonalities and differences between the two provinces providing drawing upon selected case studies to highlight how about specific features of the programs are positioned to meet the needs of youth at-risk of non-completion of high school and becoming NEET youth in Canada.

Why Analyse Ontario and Alberta School-Based WIL Programs?

A number of international organizations have undertaken comparative studies to explore issues related to supporting youth with transitions into post-secondary destinations and employment, including the OECD, UNESCO, and the World Bank. International organizations' interest in comparative research in career guidance and related vocational programing as policy commenced with the *Career Guidance and Public Policy: Bridging the Gap* by the OECD (Watts, 2004). Other reviews since have since been undertaken producing an extensive, comparable, internationally generated database of career guidance policy and practice involving over 50 countries (e.g., Sultana, 2012; Sultana & Watts, 2007; Watts, 2008; Watts & Fretwell, 2004; Zelloth, 2009).

However, Sweet (2004) agreed that questions were left unanswered in these large comparative studies, and it continues to be important to examine how the nature and timing of career guidance and vocational interventions are situated within compulsory education, how they relate to a country's labour market, and how equitably they can be accessed. In particular, there is value in understanding how career guidance and vocational interventions become enacted into practice-based responses that can facilitate at-risk youth from becoming NEET. Further investigation was desirable that explored the nuances of the knowledge and resources that were devoted to translating public policy decisions into jurisdictional policies and programs. By undertaking comparative research in two distinctive regions in Canada, that share similarity in policy prescriptions for tightening the links between school and work (Taylor, 2002), valuable insights are gained from understanding how policy to prevent youth from becoming NEET becomes interpreted, negotiated, and enacted into programs in different contexts.

Methodology

Document collection, selection, and analysis were conducted to include all current (at the time of data collection) policy documents for career guidance provision in secondary schools in Ontario and Alberta produced by the Ontario Ministry of Education and the Alberta Ministry of Education. In addition, a variety of publicly available curriculum documents from the case study sites were also reviewed. We drew upon the work of Prior (2003) to frame our approach to the analysis of documents. Prior discussed how documents could be taken as a field of research in their own right, as the "processes of production and consumption of written materials" (p. 166) provided two robust areas for crucial research. Documents were located from electronic sources (e.g., Ministry websites) using appropriate search terms, and once policies and programs were identified they were examined for key features specifically targeted at supporting at-risk and vulnerable youth. Four sites were selected from the two researchers previous studies to provide real case examples of how the programs are being delivered to meet the needs of at-risk and vulnerable youth.

Alberta

High School dropout has long been an critical issue in Alberta. In response, the provincial Ministry of Education implemented High School Redesign policy in 2013. It enhanced the flexibility of high school system through including competency-based assessment, contextual learning and students centered curriculum. The key concept was to make high school fit a diverse range of student needs. This initiative is based on school-to-work programs implemented throughout 1990's, such as Career Technology Studies (CTS), a CTE program in Alberta and Off-Campus Education program, with both programs being modified to help youth locate a positive meaning to their learning over the past decade. In this paper, we introduce current programs and initiatives provided in high schools in Alberta regarding High School Redesign policy, drawing focus on selected initiatives of Calgary Board of Education as detailed in Table 1.

Table 1. Alberta High School Work-Integrated-Learning Policies and Programs

Policies	**Programs/Courses**	**Other learning Environments**
High School Redesigning (Education) Success (2013)	Career and Technology Studies (CTS)	Alternative Schools
Apprenticeship and Industry Training (Advanced Education)	Off-Campus Education	Adolescent Day Treatment
Treatment Services for Youth (Health)	Registered Apprenticeship Program	Youth Attendance Centres
Corrections Canada (Solicitor General and Justice)	Dual Credit Programs E-Learning	Adult Schools

The Ministry of Education Alberta (Alberta Education) and related ministries provide a range of educational programs and policies intended to support the needs of all youth, including those most vulnerable and at-risk. Main programs are Career and Technology Studies (CTS) and off- school site education programs including apprenticeship and work integrated learning (WIL). These programs are offered in various alternative learning provisions such as adolescent day treatment (a rehabilitating facility for the youth who have addiction problem and youth attendance centre for youth who have committed a criminal offence). These are examples of several policies within education, health and justice that aim to ensure youth receive an adequate level of education. In the following section of our paper, we describe both CTS and selected examples of off-campus education provision. We conclude this section with a specific overview on how both provinces attempt to incorporate the particular needs of at-risk youth.

CTS Curriculum

CTS was developed during 1990's based on practical arts, a version of vocational education. CTS was fully implemented in 1997 and several revisions have been undertaken since its inception, to the current day version of 2010. CTS is not time-based learning but a competency-based model, that includes pathways to post-secondary education and universities through its inclusion of communication technology, anatomy are related medical fields. CTS is not a pathway to apprenticeship or the trades. CTS is credit-based with a varied and chunked approach to learning to increase its appeal to students individual learning styles. The concept of CTS was considered progressive, as such it has not been fully implemented, and in some instances schools have changed the context of the courses due to the flexibility of students' learning style not being realised. The revisions of 2010 have sought to enforce the flexibility of the program to incorporate students' learning styles and make pathways clearer. Furthermore, the additional possibility of learning being delivered through alternative delivery sites was included in CTS.

CTS was purposefully intended to not include a didactic teacher-centered lecture style of learning, but to be comprised of student-centred pedagogical practices. This intended for students to have the flexibility of working at their own pace, either solitary or group, in a variety of project-based assignments and learning tasks. CTS can be taken either on campus or off-campus in the community, for example a work-place or post-secondary institution. Students are able to achieve dual credit which gives credits from both high school requirement and retro-active credit at post-secondary or apprenticeship, making credit for learning achievable and transferable. CTS can be provided in neighbouring schools, opening up a variety of locations for students to engage with CTS courses through every public high school in the city of Calgary. This enables any high school (even those without appropriate on-site facilities) to provide a full complement of CTS courses.

Using the concept of new revised CTS, Alberta Education launched a further high school reform policy, called "high school redesign". This policy was created to address high school dropout or high school diploma non-completion, and was implemented initially as the *Enhancing High School Flexibility Pilot Project*. The policy focussed on ensuring flexible teaching and assessment of learning. The policy detailed a shift from time-based assessment to competency based assessment, aligned with the concept of CTS, and it allowed for the opening up of other subjects including academic courses. Students may be provided credit for their learning even though they do not physically attend any class. They earn credits upon performing their attainment through their participation in group or individual work as a part of their project-based learning. The overarching goal of this policy introduction was to increase students engagement in their learning and keep them in school.

Off-Campus Education Programs

The Adolescent Day treatment Program (ADTP) is administered by the Youth Substance Addiction and Mental Health Services (YSAMHS), part of the Alberta Ministry of Health, and aims to provide a rehabilitating program for youth who have addiction issues, for example alcoholic, game, and non-prescription drugs. ADTP is a voluntary day service for youth and the program includes education and mental and physical therapy and counseling. The program intends to ensure the most vulnerable youth have the opportunity to complete their secondary school education off-site of a secondary school (which is often a context of adversity) and is delivered with collaboration from the Calgary Board of Education who oversees the high-school credit courses.

A further example of off-school site learning is provided for youth through the Calgary Youth Attendance Centre (CYAC) is part juvenile correction program and part probation program. The program intends to provide youth with an alternative option instead of attending regular probation programs. The advantage for youth is the included focus on achieving education and some work experience. In CYAC there are two teachers belonging to Calgary Board of Education who provide high school program, however youth are expected to take some responsibility for their own learning. An attraction for youth is the supportive structure and benefits of being provided with food and a structure to their day.

Ontario

A range of education and career/life exploration activities and experiential learning are delivered in connection with the Ontario secondary school curriculum, and they may also be provided on a school-wide basis as part of the Student Success Initiative. In this paper, we outline the current Ontario Ministry of Education offerings including; Ontario Youth Apprenticeship Program, Cooperative Education, Guidance, Career and adolescent Development Dual Credit Programs, School Within a College Programs, Specialist High Skills Major Programs, and Education, Career/Life Planning Programs (detailed in table 2). In particular we draw upon two case studies to highlight the aspects of these programs that are intended to support at-risk youth as an intervention to them becoming NEET, and consider how accessible they are to our most at-risk populations within the school system.

Table 2. Ontario High School Work-Integrated-Learning Policies and Programs

Policies	**Programs/Courses**	**Other learning Environments**
Creating Pathways to Success (2013) Success (2013)	Cooperative Education	Alternative Schools
Experiential Learning and Recognition (ELAR)	Specialist High Skills Majors (SHSM)	EdVance Programs
Community Connected Experiential Learning (TBC)	Ontario Youth Apprenticeship Program (OYAP) Dual Credit Programs E-Learning School Within a College (SWAC) Career Studies/Civics Gr. 10 Mandatory Course	Year Round Alternative Centres Adult Schools

Several programs and policies have been developed in Ontario by the Ministry of Education, and these are highlighted in table 2. Main programs are Creating Pathways to success (CPS) and Cooperative Education (CE), both widely examined in literature, with both policy programs aimed at meeting the needs of all high-school students. In this paper we concentrate on examples of the off-site secondary school programs, as these have been implemented with the rationale of meeting the specific needs of Ontario's most vulnerable youth. program-Campus Education programs including Apprenticeship and Work Experience. We focus on two Ontario programs, first the Quantum program, a publicly funded alternative education site within a community setting, and second the TR Leger

STEP program, part of adult education provision in the Upper Canada District School Board. These are examples of several programs within education in Ontario that aim to ensure youth receive an adequate level of education. We describe both Quantum and TR Leger STEP as selected examples of off-campus education provision, with a specific focus on how they attempt to incorporate the particular needs of at-risk youth.

Quantum

Quantum is a long-term multi-component intervention aimed at increasing high-school graduation rates in students who face significant challenges in completing compulsory school. The Quantum program provides wrap-around care for the duration of the student's high school period, with the overarching aim of eliminating the barriers that normally prohibit youth from completing their high-school. Students who are at risk of not completing high school are identified by school administration; Children's Aid Society, Children's Mental Health, police and community agencies and are referred to Quantum. Each year a new incoming group of grade nines are added to the Quantum rotation, remaining in the program throughout their education career. Quantum is divided into three separate components:

(1) Educational Activities: For example, tutoring, study groups, homework club, which are intended to improve academic achievement and increase the likelihood of graduation from high school and enrolment in post-secondary education,

(2) Personal development: For example, job planning, recreational activities, life skills, one-on-one support, which are intended to reduce high-risk behaviours, highlight strengths, and encourage positive relationships, and

(3) Community Service Activities: For example, volunteering in the community which are intended to help youth gain valuable experiences and make connections while developing a sense of community and personal responsibility.

The Quantum Program is an evidence-based evaluated program that has had a 70% success rate of high school graduation, over a 4-year term (typical secondary school period).

Skills Training and Employment Preparation (STEP)

The TR Leger School (adult education) offers Skills Training and Employment Preparation (STEP) in communities throughout the Upper Canada District School Board, outside of the regular credit programming required to obtain an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC). Essential skills training to improve employability skills is offered to individuals 19 years or older through TR Leger School non-credit programming. Parents, community members, colleagues, friends or family members can all benefit from this free training. The STEP program allows adults to study relevant occupational courses so they can secure a job. Courses such as the TR Leger call centre program, daycare worker program, and materials handler program compliment the STEP and ensure that students are able to develop work-related expertise. When the have completed the STEP program, students earn a certificate they can list on their resume. More broadly, the Adult Education program, available across Ontario, permits adults who did not attain a high school diploma the flexibility to earn one online, on their own schedule. Adults can gain credits for their life experiences through the Prior Learning Assessment and Recognition program (PLAR) — drastically shortening the amount of credits required to attain a diploma. High school students looking for an alternative to mainstream classes can benefit from the self-directed course structure at TR Leger to earn their diploma and set the stage for a successful future.

Comparative Features of the Example Programs

Globally, studies have identified that policies and processes that support youth with effective transitions effectively engage at-risk youth in work, and help to prevent them from becoming NEET. Such transition work should begin in secondary school with continued supports until meaningful engagement with learning has been achieved (Godden & DeLuca, in press). Effective transition systems that create resilient contexts for at-risk youth have four overarching characteristics (DeLuca et al., 2015):

First, the policies and programs intended to support transition systems should attend to individual facets shaping disengagement, for example a student's capacity for agency and self-advocacy within their contexts of school, family and peers, (e.g., Cardoso & Moreira 2009). Each of the four programs considered in this paper included capacity for youth to work at their own pace, either solitary or group, in a variety of project-based assignments and learning tasks. In addition, youth were guided into taking increasing responsibility for their own learning, with this being either implicit (e. g., the STEP program) or explicit (e. g., the CYAC program).

Second, systems intended to move youth through a transition (e.g., from school completion into work) should employ some kind of tracking of student progress and provide varied and differentiated pathways into school and work (e.g., Smyth et al. 2001). The STEP program heavily focussed on this, seeing choice and flexibility in regard to pathway planning as an essential feature to support student success. To achieve this, STEP offered subject specialism programs that were directly linked to work, with provision made for essential skills development alongside subject knowledge development to enable students to become work ready.

Third, programs that form a transition system need to have partnerships between school and work (e. g., cooperative education placements, strong community ties) that are able to facilitate movement from schooling to work. The Quantum program included a specific community focus component, which is used to support youth with a number of areas of skills development, including decision-making, health, safety, employment, relationship, and social skills (https://www.quantumquinte.ca/skills-activities). This also ties into the need for programs that support transition systems to be purposefully constructed to provide students with the opportunity to develop meaningful skills and relevant knowledge that can facilitate pathways to meaningful work (e.g., Perreira et al. 2007). All four of our sample programs included a strong focus on students having the opportunity to develop knowledge alongside skills, with an emphasis on students being able to see how knowledge and skills are related and interlinked.

Conclusion and Implications

Clearly there exists many different initiatives and programs to support the most vulnerable youth with school to work transition, and in this review, we have selected four that we think are interesting to examine from a structural perspective. The continued development of new policies further suggests that school to work is an active policy area for government, at both national and provincial levels. Through our analysis, we see how these programs articulate various strategies that attend to: (a) agency and self-advocacy within contexts of school, family and peers; (b) tracking of student progress and enable differentiated pathways into school and work; (c) "built in" partnerships between school and work (e.g., cooperative education placements); and (d) purposeful development to provide students with meaningful skills/knowledge intended for meaningful work. Based on our earlier work and the research of others (e.g., Cardoso & Moreira 2009), we know that these characteristics facilitate effective contexts for vulnerable and at-risk youth who are seeking to complete their secondary education as part of a positive pathway toward the labour market. Policies aimed at moving at-risk youth into work or other post-secondary destinations should likely integrate these structures as fundamental components for successful programing. Features that facilitate successful transitions for at-risk youth have been identified in a number of international studies (e. g., Bell, Benes, & Redekopp, 2016; European Training Foundation, 2008; OECD, 2000) with the role of educational and training systems, and the interfaces linking education and work (e. g., career guidance) prominent as successful features of effective transition.

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The Gatsby Benchmarks and Social Mobility: Impacts to date

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Abstract

Young people face a lengthening transition from education to the world of work. The average age that young people leave full-time education has been rising for over a century. Within the education system they are frequently asked to make choices about subject, institution and qualifications that will exert a profound influence on their future lives. This is an issue for all young people and is particularly concerning because social capital is a significant influence on careers. Some young people can lack the social capital to develop an awareness of careers and labour markets, decision making around careers and progression routes available to them through education and training. They can then be at risk of being outperformed by their more advantaged peers when building their careers. This paper discusses recent developments in policy and career strategy in England for young people and the extent to which career strategy is moving away from being a marginalised policy area. It examines a recent pilot which has operationalised elements of the recent career strategy for young people and an evaluation which explores how career guidance, as an all-inclusive measure, is being used to impact positively on learners in the short, medium and long term.

Keywords: Career strategy, Gatsby Benchmarks, Impact

Introduction

Young people face a lengthening transition from education to the world of work, the navigation of which can be challenging due to the complexity of progression pathways and options. Learners in England are now being asked to make decisions about subjects at school at the age of 13 and these decisions could have significant and long lasting consequences for them. This is an issue for all young people, but it is particularly concerning because social capital (Bourdieu, 1986) is a significant influence on careers (e.g. Greenbank, 2009) and some young people can lack the social capital to develop an awareness of careers and labour markets and engage in effective decision making around careers and progression routes. This can leave them disadvanatged when building their careers. In England there have been several recent developments in policy and career strategy for young people, which is becoming less of a marginalised policy area and has an increased focus on building social capital to facilitate social mobility. This paper discusses these recent shifts in policy, focussing on the development and implementation of the Gatsby Benchmarks for providing good career guidance in schools and colleges. The paper presents data collected from an interim evaluation (conducted 2016-2017) of the implementation of these Benchmarks in a group of pilot schools and colleges . This data is used to highlight the initial impacts on learners, focusing on short term changes in learning, medium term changes in behaviour, and the possible long term changes in results such as educational attainment, attendance and destinations.

Policy context

In 2017 the government launched several strategies focusing on the need to build an infrastructure that would contribute to social mobility, productivity and skills development. The Industrial Strategy (2017) aims to create an economy in which good jobs and greater earning power are a central component. It recognises the need for young people and adults to have access to careers information and guidance and to plan for a longer working life. This will be achieved through a closer alignment between local employers, education, vocational training and career guidance. The provision of career guidance in England has experienced significant challenges resulting from the introduction of the Education Act 2011. This saw the transfer of responsibility for the provision of career guidance from the Secretary of State for Education to schools. This, combined with the decommissioning of the Connexions service (the national service providing career guidance to young people), resulted in a vacuum in provision. To all intents and purposes, schools were given responsibility without funding, support and in many cases with only a very limited knowledge of career guidance. As a response to this, the Gatsby Foundation, a charitable organisation with a particular interest in schools and science careers, commissioned Sir John Holman to undertake research to identify from international best practice what good careers guidance looks like. The research, in partnership with iCeGS, resulted in Good Guidance (Holman, 2014) presenting eight principles or benchmarks that support young people to make informed career decisions.

To address much of the concern raised about the lack of careers guidance for young people, the government introduced a new organisation - the Careers and Enterprise Company (CEC) - in 2014. Their role was specifically to support schools to build better relationships with employers who were perceived as being an important source of careers advice for young people (e.g. Mann, 2012) The CEC took the lead in supporting schools and colleges to meet the benchmarks which focused on working with employers and employees.

The Government's careers strategy: Making the most of everyone’s skills and talents (DfE, 2017) set out a plan to build a world class careers system for young people and adults and focussed on supporting social mobility. Central to this was the expectation for schools and colleges to meet the requirements of the Gatsby Benchmarks. The strategy was supported by statutory guidance for schools and colleges (DfE 2018a; 2018b) outlining an expectation that schools and colleges meet all eight benchmarks by the end of 2020. To achieve this, schools/colleges are expected to appoint a Careers Leader who will have strategic responsibility for careers generally within the institution, and specifically, the attainment of all eight Benchmarks. Through publishing and implementing the careers strategy a sea change in terms of government policy for careers support has occurred. As a result of the Strategy, the Careers and Enterprise Company’s role has been extended to supporting schools to achieve all eight Benchmarks.

Rationale for career guidance: associated impacts and outcomes

There are several positive and desirable outcomes and impacts that have been associated with good career guidance. These range from individual level shifts in learning, attitudes, aspirations and motivation (e.g. Hanson & Clark, 2019; Hughes et al, 2002; Watts, 1994) to behavioural shifts in classroom engagement and intended destinations (e.g. Orthner et al, 2010) to longer term outcomes such as improved attainment (e.g. te Wierik et al, 2015), improved destinations (e.g. Plank & Jordan, 2001) and an improved economy (e.g. Hooley & Dodd, 2015).

Changes in attitudes, knowledge, motivation and aspiration might be considered the most immediate outcome from participating in good careers guidance. Hughes et al. (2002) describe several programmes which have evidenced these outcomes, Killeen & Kidd (1991) reviewed 40 such students and concluded there were several positive changes in attitudes, motivation, knowledge and aspiration for learners Several American meta-analyses concluded there were significant and positive changes in a number of career related knowledge and skills (Spokane & Oliver, 1983; Oliver & Spokane, 1988; Whiston, Sexton, & Lasoff, 1998). In our own research we found that participation in a 12-week career coaching programme by fifteen or sixteen year old students led to increased career readiness and improved indicators of successful transitions, compared to a control group of students (Hanson & Clark, 2019).

The evidence for engagement in learning is relatively established for adult learners. Hughes et al. (2002) discuss a series of studies which demonstrate that adult learners who voluntarily engage with guidance are more likely to continue with education and training (e.g. work by Killeen (1996) and Killeen & White (2000)). There is less evidence for school age learners, however Hooley (2014) describes a study in Portugal (Veiga, 2013) which compared school learners who had and had not engaged with career guidance on two psychometric measures of engagement. This research concluded that receiving guidance was positively correlated with engagement in learning.

Evidence to support the relationship between engaging in learning, good career guidance and improved attainment can be found but it's robustness can be questionable. Maquire (2004) argues that there is some evidence for positive effects on academic achievement in the work of Evans & Burck (1992) and Lapan, Gysbers & Sun (1997). Carey & Dimmit (2012) reviewed several studies and concluded there was consistent evidence for a relationship between career guidance and improved attainment. A more recent study by te Wierik et al (2014) in The Netherlands demonstrated that student's attainment improved after career guidance was introduced.

Plank & Jordan (2001) used National Educational Longitudinal Study data in the USA to identify whether there was a relationship between careers guidance received and destinations of students. They found that students who had higher levels of career guidance were significantly more likely to enrol on a four year college degree than a two year college degree or not enrol at college at all (whilst controlling for attainment).

Looking at even longer-term outcomes on the economy, these are assumed to occur because 1. Recipients of career guidance have increased human and social capital and 2. Career guidance supports smoother, more rapid transitions (Hooley & Dodd, 2015). In turn, these facilitate increased labour market participation, decreased unemployment, an enhanced knowledge and skills base in the workforce, and a more flexible and mobile labour market (Hooley & Dodd, 2015). Hooley (2014) describes two studies which have attempted to measure the impact of career guidance on the economy; one in Northern Ireland (Regional Forecasts, 2008) and one in Germany (Weyh & Schanne, 2014, cited in Hooley, 2014). The former estimated that there was a "£9.02 net additional tax revenue for every £1 of public money invested" (Hooley, 2014, pp. 30). The latter demonstrated some economical impacts although these did not reach statistical significance.

In summary there is an increasing evidence base that demonstrates that engaging with career guidance leads to increased knowledge and improved attitudes, motivation and aspiration. There is also evidence to suggest that there is increased engagement with learning, increased attainment and more appropriate destinations for learners. Finally, there is a sound rationale, with some evidence, that this leads to improvements in the economy. This growing evidence base is starting to show there is a clear need, and rationale for, good career guidance that begins at school; it benefits the individual learners and it benefits the economy. The present study sought to develop evidence for the impact on learners.

The Gatsby Benchmarks

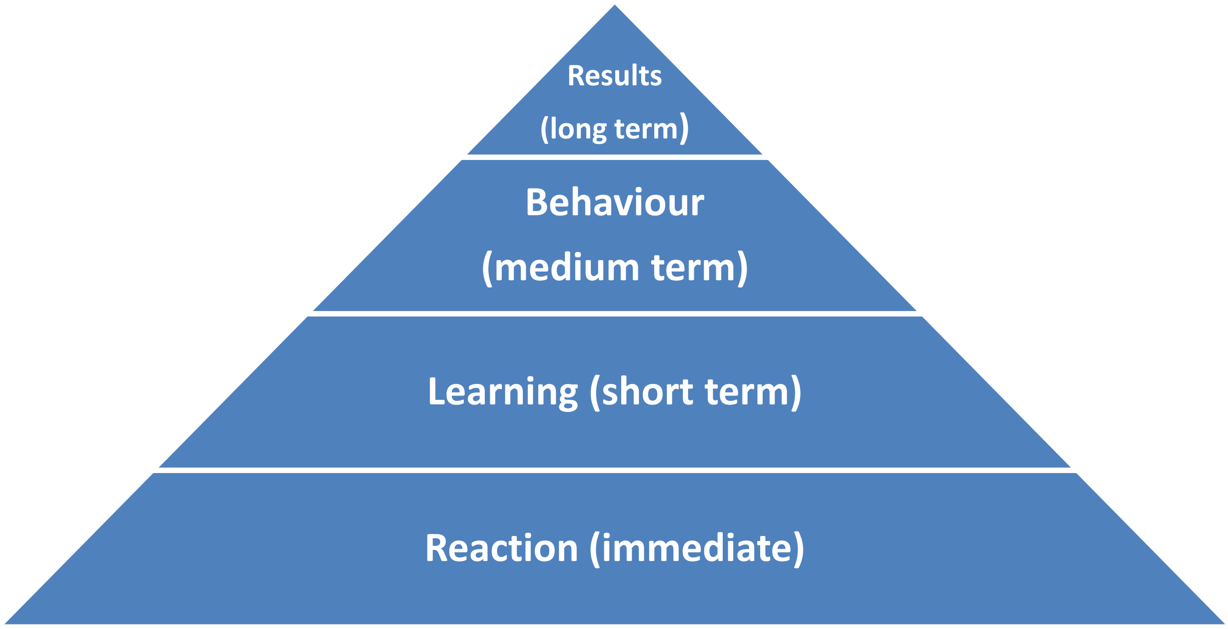
The publication of the Gatsby Good Career Guidance (2014) was a watershed moment for career education and guidance in the United Kingdom. The eight Benchmarks for good career guidance based upon international research in best practice has become the core of the government's careers strategy and subsequent statutory guidance for schools and colleges. The eight Benchmarks for good career guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers
6. Experiences of the workplace
7. Encounters with further and higher education
8. Personal guidance

In 2015 The Gatsby Foundation funded a two-year pilot in North East England for sixteen schools and colleges to implement the Gatsby Benchmarks. This included three Further Education (FE) colleges (offering qualifications for sixteen to noneteen year olds) and twelve secondary schools. Of these twelve schools, three provided education to eleven to sixteen year old learners and five provided education for eleven to eighteen year old learners. One pupil referral unit for young people who have been excluded from school was also included in the pilot.

Schools and colleges participating in the pilot were allocated funding of up to £3,000 in the first year and up to £1,500 in the second year. The evaluation of the pilot is currently in its 4th and final year of data collection. The overall evaluation is both formative and summative. It aims firstly to explore the implementation of the Benchmarks across all 16 pilot schools and colleges, identifying the processes by which this has occurred along with identification of those factors which have facilitated and challenged implementation. Secondly, the evaluation aims to identify the impacts of implementing the Benchmarks, using the Kirkpatrick model to guide the levels of impact identified (see Figure 1). This approach to evaluation was chosen as it provides an objective framework for assessing whether a programme can facilitate learning, produce change in behaviours and effect more distal impacts. It considers whether learning takes place in the short term, whether this leads to behaviour change in the medium term and then effects change in longer term outcomes such as attainment and destinations.

Figure 1: Kirkpatrick model of evaluation



This paper is focused solely on those impacts associated with the learners at the following levels: learning, behaviour and results. Learner reactions to specific activities and events were captured by the individual schools and colleges, but not in a systematic and standardised way. Consequently, they are not considered further.

Methodology Overview

The methodology for the interim evaluation was longitudinal in nature, employing mixed methods to capture a range of data from several sources in order to establish impact on learners (Hanson et al, 2019). The measures and descriptions of processes for each data type are described in more detail below. Analyses included descriptive and inferential statistics for quantitative data and thematic analysis (Braun & Clarke, 2012). A systematic approach to identifying, organising and providing insight into qualitative data in order to establish patterns of meaning, or themes across the whole data set was also included (Braun & Clarke, 2012). The process involves reading through transcripts carefully, applying codes to data systematically. It permits the researcher to be both inductive and deductive as required and is a flexible method that lends itself to mixed method research designs such as this one.

School/College Audits

Each year the schools and colleges in the pilot audited their careers provision against the eight Gatsby Benchmarks using a tool developed by the pilot facilitator in 2015. This data allowed the identification of which Benchmarks each education provider had fully, partially or not achieved and considered whether any impacts identified on learners were related to the number of Benchmarks fully achieved by schools and colleges.

School/College Visits

Each year every school and college were visited to conduct semi-structured interviews with a range of individuals. This included the Careers Leader (CL), a member of the Senior Leadership Team (SLT), curricula staff, members of staff closely involved in the delivery of careers guidance (for example careers advisers, leads for enterprise, lead for raising aspirations or progression, pastoral care staff) the Governor with responsibility for careers, parents, and learners from different years in the education provider. These visits allowed us to capture perceived impacts (at the learning and behaviour level of Kirkpatrick's model) on learners from their own perspective and from those of parents, teachers and career team staff.

Student Career Readiness Index (SCRI)

This psychometric tool was developed specifically for the project. The SCRI was designed to be a valid and reliable measure of the learner's career readiness – career readiness was used as a measure for the learning level of impact in Kirkpatrick's model and it was hypothesised that career readiness would increase over the course of the evaluation. The SCRI's development followed a robust process of survey design, including a review of existing and relevant measures, expert review, cognitive interviewing with learners and principal components analysis as a statistical technique to determine validity. This process resulted in a twenty-one item measure. Through principal components analysis, four underlying themes for composite measures of career readiness were determined in addition to a total career readiness measure. The four composite measures and underpinning items are displayed in Table 1.

Table 1: The Student Career Readiness Index - composite measures and associated items

Career planning and management skills	**Transition skills**	**Information and help seeking skills**	**Work readiness**
I can choose a career that fits with my interests.	I have considered whether university is right for me.	I can find information online about jobs I am interested in.	I will be successful at job interviews.
I can decide what my ideal job would be.	I have considered whether moving straight to work after school is right for me.	I can seek help and support with my future education and career when I need it.	I will be able to change jobs if I don't like the one I have in the future.
I can choose a career that will allow me to live the life that I want to lead.	I can write a good C.V.	I know what I need to do if I am having trouble with my school work.	

I can assess my strengths and weaknesses	I have considered whether an apprenticeship is right for me.	I can find out information about colleges and universities.
I will continue to work for my career goal even when I get frustrated or hit a barrier.		I can learn new skills throughout my life.
I can decide what is most important to me in my working life.		
I will continue to work at my studies even when I get frustrated.		
I can choose a career that fits with what I am good at.		
I can work well with different sorts of people.		

There are three sections and approximately 50 questions as part of the overall survey. This includes items on learner characteristics and participation in activities associated with the Gatsby Benchmarks. The survey was conducted each year of the pilot at the beginning of the autumn term. Year 8 (age 12), year 11 (age 16) and year 13 (age 18) learners were asked to complete it, and the data was used to establish whether career readiness increased over the course of the evaluation in learners in pilot schools.

The National Pupil Database (NPD)

The evaluation hypothesised that the impacts on learners might include improved attainment and attendance, as has been demonstrated elsewhere (e.g. Hooley, Matheson & Watts, 2014). In order to identify whether learner's attainment and attendance increased over the course of the evaluation, data from the NPD was used. This is a nationwide collection of data by the Department of Education from all mainstream schools and colleges delivering education to learners up to age 19. The NPD includes information, at an individual level, on learner's socio-demographic status (for example gender, ethnicity, Special Educational Needs and Disabilities status, whether they are eligible for Free School Meals), attendance and attainment on General Certificate of Secondary Education (GCSE) exams (taken in Year 11 when the learners are fifteen-sixteen). The NPD available for analysis at time of writing was for the academic years 2014/2015 and 2015/2016.

Stakeholder Interviews

Each year the team identified between eight and ten stakeholders from the North East region to conduct semi-structured interviews with. These individuals worked in a range of organisations that worked with schools and colleges across the region and included the Local Enterprise Partnership (LEP), Business In The Community (BITC), STEM.org, the Local Authorities, local employers and organisations involved in the delivery of career guidance activities. These individuals provided evidence of the impact of implementing the Gatsby Benchmarks on learners from an external perspective, focusing on the learning and behaviour levels of Kirkpatrick's model of evaluation.

Analyses

Interviews with school staff, parents, school Governors, learners and stakeholders were audio recorded and transcribed. These transcripts were then thematically analysed following Braun & Clarke's (2006, 2012) procedure.

Quantitative data from the SCRI was analysed cross-sectionally. Cross-sectional analyses looked at data collected from learners in Years 8, 11 and 13 in 2016, 2017 and 2018. The learners completing these analyses in each year of the evaluation were different or independent from each other (i.e. between subjects).

Descriptive and inferential statistics were conducted on these samples to determine if any changes occurring in career readiness over time were statistically significant.

Quantitative data from the National Pupil Database (NPD) was analysed using descriptive and inferential statistics. The NPD provided data on 622,519 individuals in Year 11 (age sixteen) across England. Of these, 2639 individuals were registered as learners at pilot schools and colleges and 2094 were registered at schools or colleges who were used in a proxy for a control group. This comparison group of schools and colleges were derived from non-pilot schools and colleges in the same geographical area and were matched on school/college size, Ofsted rating, % of learners with SEND and % of learners entitled to Free School Meals (FSM). Mixed ANOVA's were used to identify whether changes in attainment at GCSE and attendance in year 11 occurred over time and if so whether these changes were the same for pilot and on-pilot comparison schools and colleges.

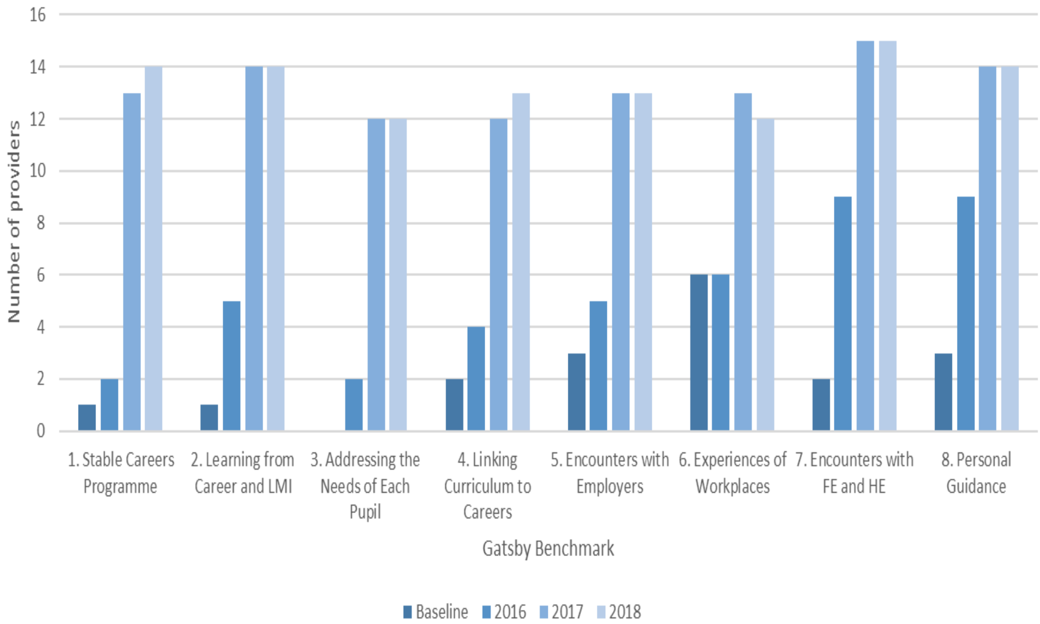
Findings

This section firstly outlines the progress made by schools and colleges in achieving the Gatsby Benchmarks up to autumn 2017, before moving on to discuss the impacts observed at the learning, behaviour and results levels of Kirkpatrick's model of evaluation, using relevant data sources as necessary.

Benchmark Achievement

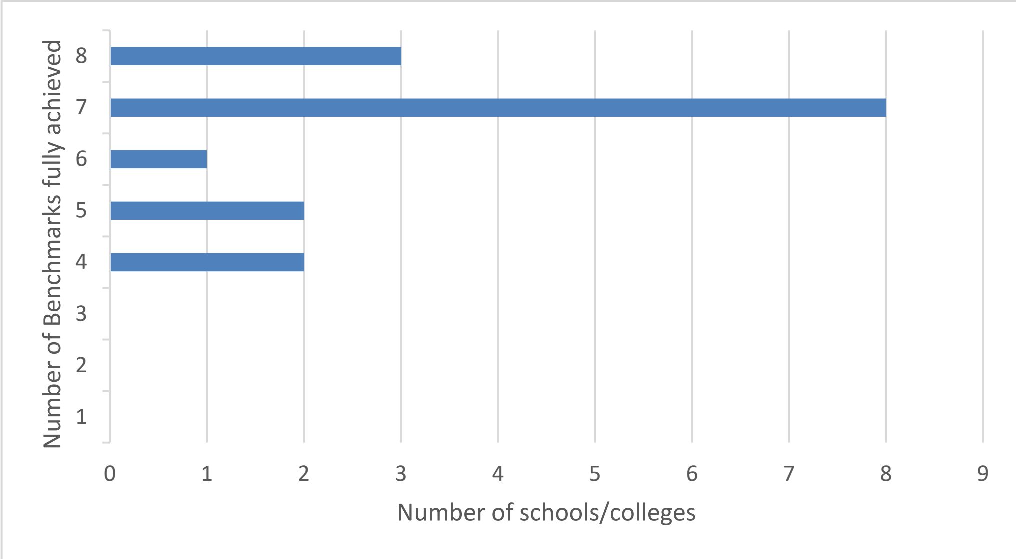
Schools and colleges made significant progress in the number of Benchmarks they had fully achieved within two years. Figure 2 shows the number of schools/colleges fully achieving each of the eight Gatsby Benchmarks in 2015 (the baseline measure before the pilot began), in 2016 (one year into the pilot), in 2017 (at the end of the pilot) and in 2018, one year after the pilot. As Figure 2 shows, at baseline in 2015 very few schools and colleges were fully achieving any of the eight benchmarks. Benchmark 6 (Experiences of workplaces) was the Benchmark that most schools and colleges had fully achieved (six). Only one school/college had fully achieved Benchmark 1 (Stable careers programme) and Benchmark 2 (Learning from career and labour market information). However, as Figure 2 shows, by the end of the pilot in 2017, all Benchmarks were being fully achieved by at least twelve of the sixteen schools/colleges, Benchmarks 1, 2 and 8 (Personal Guidance) had been fully achieved by fourteen of the schools/colleges and Benchmark 7 had been fully achieved by fifteen schools/colleges.

Figure 2: Schools and colleges and Benchmark achievement 2015-2018



As Figure 3 shows, by 2018, most schools and colleges had fully achieved at least seven of the eight Benchmarks. Three schools/colleges had fully achieved all eight Benchmarks and eight schools and colleges had fully achieved seven Benchmarks. No school or college had fully achieved less than four of the Benchmarks. This demonstrates that significant progress that can be made in all kinds of schools and colleges, even those with high percentages of learners who are considered to be more vulnerable (looked after children, learners with special educational needs and disabilities, those from deprived backgrounds and those with behavioural issues).

Figure 3: The number of Benchmarks fully achieved in 2018 by the number of schools and colleges



In order to achieve this significant progress, schools and colleges had made some significant changes to staffing structures. Primarily, they needed to ensure that there was strong institutional leadership and distribution of accountability for high quality careers provision throughout the leadership team (this included a Governor). Furthermore, there had to be a skilled Careers Leader in post who had the authority to makes changes. Finally, teaching and support staff needed CPD around Gatsby and careers guidance.

Impact on learners

Learning

In order to identify the impacts at the learning level we use the analyses of the SCRI data.

i. Career Readiness

Cross sectional analyses were conducted. In these analyses SCRI data from 2016 was compared to SCRI data from 2017 and 2018 to see if mean SCRI scores increased over the three years. The samples in each of these years were independent from each other. One-way ANOVA's were used to test for significant differences between the three years of data which includes both number of activities engaged with and career readiness scores. Descriptive statistics for mean career readiness are displayed in Table 2. The mean number of activities engaged with in 2016 was 6.3, in 2017 it was 6.8 and in 2018 it was 6.9. A one-way ANOVA revealed this difference to be statistically significant ($p < .000$).

Table 2 Mean Career readiness scores and Standard deviations for 2016-2018

	2016		2017		2018	
	Mean	SD	Mean	SD	Mean	SD
Career readiness (total)	56.54	22.96	76.89	21.96	75.19	19.76
Career planning and management skills	26.24	14.73	40.01	12.28	37.44	10.26
Transition skills	9.34	4.96	11.37	5.32	11.78	5.18
Information and help seeking skills	13.45	5.93	19.48	5.12	19.75	4.95
Work readiness	6.79	1.95	5.67	2.83	5.95	2.79

With respect to engagement with career guidance activities, learners who completed the SCRI in 2018, compared to those who completed in 2016, were significantly more likely to report:

- that their provider had a careers programme
- that information about their school/college careers programme was presented online
- that they had accessed information about work and careers
- they could access information that their provider kept
- they had learnt about careers in their science lessons
- they had met someone from the world of work
- that they completed work experience
- that they accessed information about universities
- that they visited a college
- that they accessed information about apprenticeships
- that they have talked to an apprentice
- that they have had an interview with a careers adviser

With respect to career readiness, learners who completed the SCRI in 2018 had significantly:

- higher levels of career planning skills when compared to learners in 2016
- higher levels of transition skills when compared to learners in 2016 and 2017
- higher levels of career readiness when compared to learners in 2016
- higher levels of work readiness when compared to learners in 2017

The analyses also considered the relationship between the number of Benchmarks fully achieved by the education provider attended by the learner and the learner's career readiness. These analyses found that learners from schools and colleges who fully achieved all eight Benchmarks reported significantly higher career readiness scores compared to schools and colleges who fully achieved four Benchmarks. Furthermore, learners from schools and colleges who fully achieved seven Benchmarks reported significantly higher career readiness scores compared to schools and colleges who fully achieved six Benchmarks and four Benchmarks.

Behaviour

Evidence on the impact of the implementation of the Gatsby Benchmarks on learner's behaviour is derived from the thematic analyses of qualitative data captured from school staff, parents, the learners themselves and finally data from external stakeholders.

ii. Thematic analyses

Theme 1: Employability

Employers perceived there to be reduced numbers of NEETs (young people not in education, employment or training) and stated that there were increased levels of learner engagement with career related learning activities and skills/attribute building. Employers further stated that they had been particularly impressed with the career plans that learners in pilot schools/colleges had for themselves and which were updated after every careers activity or event. Employers reported that learners who had left school or college and were applying or starting in jobs with them had:

- more knowledge about themselves and their career ambitions
- made more informed choices about what they want to do
- a greater knowledge of the skills that businesses need

Staff in schools observed significant increases in employability skills including communication, self-confidence, digital and IT literacy.

Theme 2: Engagement in classrooms (schools)

Curriculum staff talked at length on the ways in which classrooms had changed since the pilot began. In all schools, staff talked about learners previously asking questions such as "Why do we have to learn this?" In several schools, staff noted that they would now use questions such as this as an opportunity to link curriculum learning to potential careers and activities undertaken by individuals in specific roles. In two other schools staff noted that learners no longer asked these questions because the career learning was so advanced that learners already knew the answer or recognised that they would be told in the lesson.

Staff in five schools talked about how linking the curriculum to specific aspects of jobs or careers had helped to re-engage those learners who found it difficult to learn in the classroom and this was especially apparent with male learners.

> *"I have conversations now with Year 10 foundation students but telling them that sixth form colleges will need them to have higher levels of qualifications [than foundation]. That inspires them to work harder because they know they need to be on the higher paper. So what you see in them is a bit more of a drive because they know they have an end point because we're all talking about the fact that when you leave school it's not the end of your journey it's just the end of the part where you work with us. That's made the students be more engaged and be more active in their learning."*

Staff from most schools strongly believed that the improved career guidance had led to learners having raised aspirations. This served as a very strong motivator for learners to engage in learning in the classroom and work harder to get the qualifications they needed:

> *"I have seen a massive change in aspirations. We've always had a lot of boys who want to be engineers and they would naturally be gravitating towards Nissan and Caterpillar, but the big shift that I have seen in their attitudes has been they would want to go into engineering at college and they would be expecting to get a job when they were 18."*

"And even going into the armed forces – there's a few that do but all of them now want to go in at a level where they will have a degree qualification. They aren't just going in wanting to be squaddies, they want to be much higher up and have the skills associated with that."

"There's definitely been a massive aspirational shift for all the students. I am just so impressed that they're all so focussed on what's next….they're all so driven. It's not just the high attaining ones it's all the way through."

Theme 3: Increased knowledge of progression pathways and career options

In 2018, learners from Year 8 (aged 12) upwards could talk confidently and knowledgably about what their options where when they left school. They knew the difference between technical and academic routes and between apprenticeships and vocational qualifications at college. Learners as young as twelve could identify potential careers they were interested in and could describe the subjects they would need from school and what pathways they would need to take. Staff reported they were having many more conversations with learners about career options and progression pathways and that there were multiple occasions now where learners had researched routes and given the staff information they did not know about. The learners were teaching the staff:

"I had a Year 11 last year who needed a little bit more support so you could never really know if he'd understood what he'd been taught. He said he only needed one qualification for university so I took him along to see the careers adviser who said 'he can do that one course, he's perfectly right'. Again, I learned something!"

An independent careers adviser who worked in both pilot and non-pilot schools noted that before the pilot began, the content of personal guidance interviews was often career education, explaining the difference between various pathways and what different terms meant. He noted that learners in Year 10 and 11 (fifteen and sixteen years of age) now arrived at interviews fully prepared with a good understanding of different routes, terms such as technical and academic and with some clear ideas about what they were interested in.

Results

Year 11 2015/2016 attainment comparisons

As discussed earlier, pilot school attainment was compared to attainment in a specially constructed comparison group of schools and was also compared to all other schools nationally. Analyses explored variation in GCSE attainment over time using the NPD data from the DfE. Baseline data from 2015 was compared to data from 2016 (one year after the pilot began). Data for the academic year 2016-2017 was not yet available. We ran a series of inferential statistical tests which showed that the number of A and B grades achieved by learners in pilot schools increased significantly from 2015 to 2016 and crucially that this was not the case for learners in the comparison group or for all other learners nationally. That is to say, whilst pilot school learners achieved more A and B grades, learners in the comparison schools and all other schools nationally did not.

Rather, these two other groups of learners showed a small decline in the number of A and B grades they achieved.

Discussion

These interim findings show that schools and colleges can, and do, make significant progress in achieving the Gatsby Benchmarks within two years. Learners in these schools and colleges have the opportunity to engage in a wide range of different career guidance activities. The different forms of data collected indicate there may be several impacts from doing so on learners.

Short term outcomes, focussed around learning, are evidenced in the learner's self-report psychometric data. This suggests that career readiness has increased in each year group over the course of the evaluation. Without a control group it is not possible to attribute this increase in career readiness solely to engaging with career guidance, however, the fact that learner's career readiness correlated with the number of activities they recalled doing, and the number of Benchmarks their school/college held, does suggest there is likely to be a causal relationship.

Employer and teacher observations add further evidence that learners have developed their knowledge of careers and progression pathways, have clear action plans and increased employability. These findings are in line with previous research discussed in Hughes et al (2002), Hooley (2014) and elsewhere that career related learning does take place as a consequence of engaging with career guidance activities. In addition to this there was observational evidence from teachers that learners had increased motivation and raised aspirations, also in line with previous findings. In fact, teacher's perceptions of their learner's indicated that learners were more engaged in class and this held for all learner's, not just those at the high attainment end of the spectrum. It will be interesting to explore in the final evaluation if those performing at the lower end of the attainment spectrum are able to show greater improvements in engagement and attainment than those at the top end.

Teachers perceptions of improvements in grades were supported, tentatively at least, by the attainment data published in the NPD. This indicated small increments in the number of A and B grades achieved in pilot schools that were not seen in the comparison schools. Further analysis of additional years attainment is required to establish whether this increase in attainment is part of a longer trend – if it is, this is further support for the theory that engaging in more career guidance can lead to improved attainment, as was found by te Wierik et al. (2015).The evaluation will be able to verify this observational data when the NPD information on attainment and destinations for subsequent years is released.

The positive short, medium- and long-term outcomes on learners found in this interim evaluation provide a first indication that the Government's strategy, which aims to build a world class careers system for young people, focussed on supporting social mobility, can be realised. Central to this strategy is the expectation for schools and colleges to meet the requirements of the Gatsby Benchmarks and the findings here indicate it is possible to achieve most, if not all Benchmarks in two years. Through publishing and implementing the careers strategy and through the work of the Careers and Enterprise Company to support schools and colleges, a sea change in the profile and value of careers is taking place. The evaluation will continue to capture data pertaining to the longer-term outcomes of attainment and destinations of learners and use this to verify the observations from teachers and other stakeholders.

Conclusions

The interim evaluation has been able to show that schools and colleges, regardless of their location, their size, their Ofsted rating or learner make up, can make significant progress in fully achieving the Gatsby Benchmarks in only two years. The Careers Strategy was published in 2017 and there is evidence here that the new school/college based strategic approach will mean positive outcomes for learners.

In making progress in achieving the 8 Gatsby Benchmarks, schools and colleges have seen their learners engage with a wider range and greater number of career guidance activities. In turn these learners have reported they have increased career readiness, better career action plans and improved employability skills. Their teachers note there is an increase in their student's aspirations and that their attitudes towards their learning and their futures have changed (for the better). There is evidence from teachers that learners at the lower end of the attainment spectrum have improved their grades and data from the NPD is further, albeit tentative, evidence for this. Employers have noted that these young people evidence improved employability and are more able to articulate their career plans.

For the Careers Strategy to continue to have this positive impact on learners, schools and colleges need strong leadership and governance. Head teachers and Governors must understand the importance, and value, of career guidance and drive this agenda forward. Careers leaders need to be part of networks which both facilitate the development of partnerships for the delivery of activities and encourage professional challenge. Regular auditing is essential and careers leaders and schools need to be encouraged to operate within a cycle continual improvement.

Both time and money are the key barriers to effecting change, schools and colleges do need to be considered about how they make use of the resources they have and the career hubs and the Career and Enterprise Company will have a key role in ensuring that they can sustain and further curate the progress they have made.

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Future Frontiers: The impact of career coaching on year 11 students

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Abstract

This paper considers the issue of young people who are not in education, employment or training (NEET) and in particular it describes an evaluation of a career coaching programme conducted in a disadvantaged school for teenage students in London, England. The long-term aim of the programme is to improve destinations for children and reduce the number of NEETs, but in the shorter term the evaluation employed a semi-quasi experimental design to identify whether the coaching produced changes in career readiness and indicators of successful transitions. The students who took part in the coaching programme showed significant increases in some aspects of career readiness and some indicators of successful transitions compared to young people who did not. The paper discusses the size of the effects found and the importance of establishing short term measures of impacts for programmes that ultimately wish to evidence long-term impacts such as reduced NEET numbers.

Introduction

Young people often need to make choices about subject, institution and qualifications that will significantly impact on the rest of their lives. This is an issue for all young people and especially those who are more disadvantaged socially, economically and geographically. This appears to be the case with only "one in three disadvantaged students gaining very good GCSE grades, compared with more than 60% of their wealthier peers. As a consequence, almost one million young people are currently not in education, employment or training." (Future Frontiers).

Educational and career choices clearly have profound implications for young people themselves, but the way in which they are handled by the education and employment system also has major societal implications: supporting or frustrating social mobility; aiding skills alignment or resulting in skills shortages; contributing to young people's engagement in school and lifetime wellbeing. This is why there is a tradition of educational activity which seeks to purposefully support young people as they embark on their careers. In England this is being aided by the implementation of the Gatsby Benchmarks of good career guidance across schools and colleges.

Future Frontiers has developed a coaching programme which can be aligned against a number of these Benchmarks. The programme matches every student in a year group (typically year 11 when students are age 15-16) to a career coach for ten sessions of coaching and employer engagement (a form of mentoring) that helps students find that inspirational career and plan clearly for success. Mentoring is a voluntary, mutually beneficial and purposeful relationship in which an individual gives time to support another to enable them to make changes in their life (Mentoring and Befriending Foundation, 2011). Mentoring can take place for a wide variety of reasons but is commonly used for aspiration raising and to support transition and the negotiation of the education system (Thompson, 2001; Rose & Jones, 2007; Bartlett, 2009).

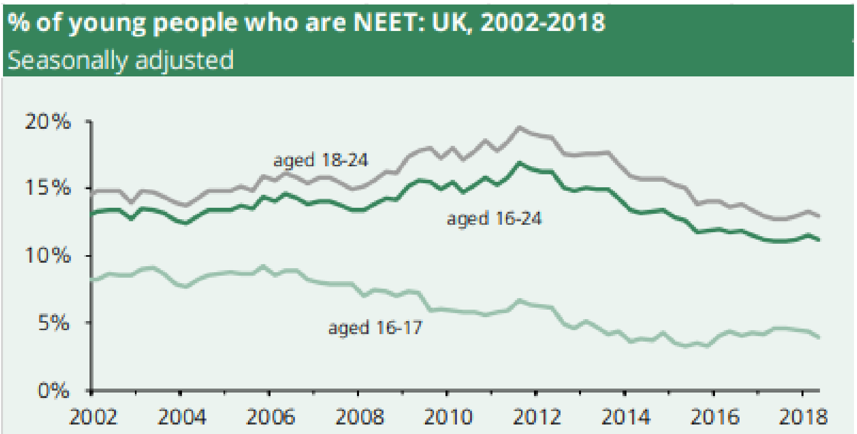
An evaluation of the impact of the programme on participants was conducted in order to help understand the effectiveness of the work and if the current model is fit for purpose.

Literature Review

The term Not in Employment, Education or Training (NEET) was originally intended to refer to young people under the age of 18 who had left education but had not engaged with employment or training. Because of the 1988 Social Security Act, these young people were excluded from unemployment statistics (nor able to seek benefits), producing a need to quantify, describe and understand how to support these 'NEET' young people. Today the term NEET is used in England to refer to young people aged between 16 *and 24* who are not in education, employment or training. The term NEET is distinct from the terms youth unemployment rate, economically inactive and 'unknown'.

In the U.K. there is a significant difference in levels of 'NEET' for different age bands within the 16-24 NEET definition, as shown below in Figure 1 (Powell, 2018).

Figure 3 NEET statistics from 2002 to 2018



Source: Powell, A. (2018) NEET: Young People Not in Education, Employment or Training. House of Commons Library Briefing Paper Number SN06705, 24th August 2018

The percentage of people aged 16-17 who are NEET has generally declined over time from approximately 8% in 2002 to around 4% in 2018. The picture is somewhat different for those aged 18-24 where NEET percentages increased steadily from approximately 15% in 2002, to a high of around 20% in 2012, before starting to decline to approximately 13% in 2018. The difference in patterns between age groups is primarily the result of more 16-17 year olds staying in education which was fuelled by the 2007 'September Guarantee' and the 2013 Raising the Participation Age government policies. Currently there are around 7 million people between the ages of 16 and 24 in the UK and approximately 783,000 of these are NEET (Powell, 2018). Of this 783,000, approximately 37%, are unemployed and 63% are economically inactive (Powell, 2018).

The factors which are related to an increased risk of becoming NEET and determine how young people who are NEET then deal with their situation are varied but include:

- personal factors (such as health problems, lack of motivation, pregnancy/parenthood, SEND status, substance abuse)
- familial factors (for example carer responsibilities, poor relationships with parents)
- experiences of poverty (for instance eligibility for free school meals, homelessness)
- educational factors (primarily low attainment at GCSE)
- social factors such as peer groups, bullying and gang culture
- ethnicity
- structural factors (poor labour market conditions, lack of training and apprenticeship opportunities and welfare support)

(Bynner & Parsons, 2002; Gunter & Watt, 2009; Gracey & Kelly, 2010; McDonald & Shildrick, 2010; Hutchinson et al., 2016; Powell, 2018).

These factors are largely concomitant so many young people who are NEET are likely to experience several of them and typically mean the individual is not just NEET but also has reduced levels of self-confidence and self-esteem (Gracey & Kelly, 2010). Young people's experiences of being NEET are also not uniform – often they are fluid as the young people engage and disengage with opportunities over time and move in and out of being NEET (Gracey & Kelly, 2010; Hutchinson et al., 2016). The complexity of the NEET 'problem', both in terms of its causes and how young people experience it, makes it difficult to devise and implement effective policy and practice because a broad brush approach to dealing with NEETs is unlikely to unpick the complex and varying needs of NEET young people.

The career coaching evaluated in the present study is an example of what is called a prevention focused programme. Preventative programmes aim to support/prevent potential NEETs and can be both school-centred and out-of-school (Carcillo et al., 2015). Proponents of the latter argue that the underlying factors which cause young people to become NEET typically originate outside of school and so require interventions that tackle wider familial and social problems and structures (Carcillo et al., 2015). However, in support of school-centred programmes and interventions, there are excellent examples of schools in UK disadvantaged areas which outperform more advantaged competitors, for example the BBC reported recently on a state school in Newham in East London, one of the poorest boroughs in London, who have 41 students accepted to Oxbridge. This is a rate that "rivals some top performing private schools in England" (www.bbc.co.uk).

There are several preventative approaches schools can adopt to reduce numbers of NEETS (Nelson & O'Donnell, 2012). Monitoring of individuals at risk is essential so that early interventions can be delivered if required. Schools can offer a curriculum that is more relevant to the world of work and that is delivered using a wider range of teaching and learning approaches. Additionally, high quality one to one support, both academic and pastoral, is key for reducing disengagement, as is involving parents and providing support for them. Finally, Nelson & O'Donnell suggest careers information, advice and guidance should be available to all students from year 9 onwards and be personalised.

In a school centred approach there can also be special programmes to target disadvantaged groups of students which Carcillo et al., (2015) suggest is one of the best ways to reduce the risk of early drop out from education. These programmes might be designed to improve cognitive and life skills and might use techniques such as reduced class size (e.g. project STAR in the USA, Carcillo et al., 2015), specially developed curricula (e.g. project KIPP in the USA, Carcillo et al., 2015) or using additional services on top of existing curricula (the TEIP project in Portugal, Carcillo et al., 2015).

Gracey and Kelly (2010) and Nelson and O'Donnell (2012) note that one of the primary ways to reduce NEETs is to improve careers education, information, advice and guidance. Gottfredson (2002) suggests that the age when young people may be most likely to disengage with education and future opportunities is between 11 and 14 so young people at secondary school, especially those at key transition points, are of particular need of inspiration, aspiration raising, quality advice and guidance and support.

Mentoring is one such approach, which essentially involves the development of a professional relationship in which an experienced individual guides, supports or advises another in developing specific skills and knowledge to aid personal, academic, progression or professional growth. Mentoring is popular because it is 'simple, direct, cheap, sympathetic (well regarded by others), legitimate (an appropriate way for adults to engage with young people) and flexible' (Hooley, 2016, pp. 1). Mentoring can provide support, guidance and a positive role model for those young people who lack this at home.

Mentoring programmes have been used for many years with young people, particularly disadvantaged youth, to provide adult support and guidance which may be lacking at home. There are a number of evaluations of mentoring programmes designed to improve a variety of education and career based outcomes (see for example Du Bois et al., 2002; Du Bois et al., 2011; Cardillo et al., 2015; Hooley, 2016) and these typically show mentoring impacts positively on:

- commitment to, and engagement with, learning
- attendance
- attainment
- progression

In the UK employer led mentoring has become particularly popular as it can provide the social and cultural capital (Bourdieu, 1986) that parents from less well-connected backgrounds may lack. It can take a variety of forms but is typically viewed positively by the mentees and has a range of desirable outcomes including better behaviour and school engagement, improved attainment and improved educational and career progression (Hooley, 2016). The effects of mentoring may be small to moderate but there is compelling evidence for it and mentoring is a relatively inexpensive intervention (Hooley, 2016).

The above literature is focussed on young people at risk of becoming NEET, or who are already NEET. Many programmes and interventions (which are varied in their content, focus and application) are focussed on young people generally and attempt to support their decisions regarding subject choices and progression pathways. Several evaluation studies for career interventions with young people are available (e.g., Hirschi & Läge, 2008, Nota & Soresi, 2004; Repetto, 2001; Turner & Lapan, 2005) which typically show small effect sizes of around 0.30 to 0.34 (Cohen's d).

Whilst we undoubtedly need policies and programmes which unpick deep seated social structural problems, the fact remains that many young people are disadvantaged and not given the capital from their family and social networks that support positive transitions. At this point in time, school-centred programmes and measures appear to be favoured in the UK. Schools and colleges can help to overcome issues in the backgrounds of disadvantaged young people by delivering high quality careers guidance. One specific activity which has been consistently shown to have positive effects, if done properly, is mentoring. One to one mentoring can provide positive role models, social and cultural capital, raise aspirations and develop career learning.

Aims and objectives

The aim was to investigate the impact of the coaching programme offered by Future Frontiers on the year 11 students who completed it. The research sought to:

1. Identify whether completing the coaching increased indicators of successful transitions
2. Identify whether completing the coaching increased career readiness
3. At a later date identify whether taking part in the coaching influences sustained destinations and reduces NEET numbers.

Methodology

A quasi-experimental design was used to determine the impact of engaging with the coaching programme offered by Future Frontiers. The evaluation strategy followed the Kirkpatrick model of evaluation which considers impacts in terms of short (learning), medium (behaviour) and long (results) term outcomes. In this case learning (career readiness, indicators of successful transitions) were assessed using two psychometrics and at a later date in the future the evaluation will also consider results (actual destinations). Two schools took part; one school who was using the coaching and one who was not. Pre and post measures of career readiness and indicators of successful transitions were used as indicators of short and medium-term outcomes.

Methods

Year 11 students from two schools were invited to complete a short paper-based questionnaire during class time; once before the coaching began and again. A trained team member introduced the questionnaire, ethical issues and informed consent to the students and explained each section of the questionnaire. The team member and a teacher remained in the class whilst the students completed the questionnaire and answered any queries the students had.

The questionnaire was comprised from two separate measures; the Student Career Readiness Index (SCRI) and the Indicators of Successful Transitions (IST) developed by the Employers and Education Taskforce (Mann, Kashefpakdel & Redhill, 2017).

The SCRI assesses young people's career readiness along four dimensions – career planning, transition skills, information and help seeking and work readiness. The SCRI is comprised of two sections; the first assesses which career education, information, advice and guidance activities students have undertaken (response scale is Yes, No, I don't know):

- I have talked to a current apprentice
- I have accessed information about apprenticeships
- I have visited a university
- I have accessed information about universities
- I have met someone from the world of work (whilst at school)
- I have accessed information about work and careers
- I have visited a workplace

The second assesses career readiness along four dimensions (response scale is I don't agree, I slightly agree, I somewhat agree, I mostly agree, I completely agree, I don't know):

1. Career planning
2. Transition skills
3. Information and help seeking
4. Work readiness

Table 1 shows the items which load onto each dimension.

Table 1 Items for each dimension of the SCRI

Career Planning	***Transition Skills***
I can choose a career that fits with my interests.	I have considered whether university is right for me.
I can decide what my ideal job would be.	I have considered whether moving straight to work after school is right for me.
I can choose a career that will allow me to live the life that I want to lead.	I can write a good C.V.
I can assess my strengths and weaknesses.	I have considered whether an apprenticeship is right for me.
I will continue to work for my career goal even when I get frustrated or hit a barrier.	I can talk with someone who works in a job I am interested in
I can decide what is most important to me in my working life.	I can identify employers and organisations relevant to my career interests
I will continue to work at my studies even when I get frustrated.	***Information and help seeking skills***
I can choose a career that fits with what I am good at.	I can find information online about jobs I am interested in.
I can work well with different sorts of people.	I can seek help and support with my future education and career when I need it.
I can make a plan of my goals for the next five years.	I know what I need to do if I am having trouble with my school-work.
I can make my own decisions throughout my career	I can find out information about colleges and universities.
I have considered a range of careers and focused on those that are best for me	I can learn new skills throughout my life.
I know what qualifications are needed for the careers that I am interested in	***Work readiness***
	I will be successful at job interviews.
	I will be able to change jobs if I don't like the one I have in the future.

When responses are entered into SPSS the response scale options are assigned numerical values:

- 0 – I don't know
- 1 – I don't agree
- 2 – I slightly agree
- 3 – I somewhat agree
- 4 – I mostly agree
- 5 – I completely agree

Scores for each dimension can range from:

1. Career planning: 0 to 65
2. Transition skills: 0 to 30
3. Information and help seeking: 0 to 25
4. Work readiness: 0 to 10

In each case a lower score indicates a lower level of skill/readiness.

The IST examines four dimensions also – Thinking about the future, talking about the future, experiencing the future and thinking about school. The Indicators of Successful Transitions (IST) questionnaire developed by the Education & Employers Taskforce (Mann, Kashefpakdel & Rehill, 2017) provides scores for four criteria which underpin successful transitions from school. The four criteria are:

1. Thinking about the future:

Scores can range from 0 to 17. The higher the score, the more research, thinking and planning the individual has done regarding their future career ambitions. A score of 15 or more indicates extensive research, thinking and planning, 10-14 indicates some has been done but that they could benefit from doing more and 0-9 indicates the student needs to apply more thought to their future career ambitions and how to achieve them (the student is a priority for further attention).

2. Talking about the future:

Scores can range from 0 to 13. The higher the score the more contact the individual has had with a range of professionals including employers, careers guidance professionals and teachers. Eleven or more indicates the individual has had extensive contact with professionals, 5-10 indicates the individual has likely spoken with teachers and attended careers talks for example but would benefit from contact with a wider range of professionals and 0-4 indicates the individual is a priority for further attention and needs greater support in discussing future careers.

3. Experiencing the future:

Scores can range from 0 to 8 – the higher the score the more experience the individual has had with the working world. A score of 6 or more indicates extensive experience, 3-5 indicates some experience but could benefit from having more contact with employers and a score of 0-2 indicates the individual is a priority for further attention and needs to do more to gain experience of the working world.

4. Thinking about school:

Scores for this are either 0 (does not believe or is not sure whether their time at school has been useful) or 5 (does believe school has been useful) and is an indicator of whether the individual has developed an understanding of the ways in which education is of value to future employment.

Results

In this section we present the findings from analyses which explore:

1. The characteristics of the sample
2. Statistical analyses of pre- and post-coaching IST survey scores
3. Statistical analyses of pre- and post-coaching
    a. CEIAG activities
    b. Career readiness scores

Sample characteristics

The total number of participants who completed questionnaires was 219, of these 104 were from the school where the coaching was taking part and 115 were from the 'control' school. In total there were 111 females, 101 males and 7 students who preferred not to say. One hundred and two students stated they were of Black (African/Caribbean/British) ethnicity, 41 were White, 28 were of mixed or multiple ethnic groups, 23 stated they were of 'other' ethnicity and 7 preferred not to say. Twenty students stated that both their parents had a degree, 38 stated one parent had a degree, 62 stated neither of their parents had a degree and 96 did not know if their parents had degrees. Students from the two schools who took part in the study were not significantly different from each other on any of these characteristics.

Indicators of Successful Transitions

To determine whether there was an effect on indicators of successful transitions of taking part in the coaching, a series of mixed ANOVA's were run. The mixed ANOVA assessed whether there is an overall difference between the groups (referred to as a main effect of school), whether there is an overall effect of time (referred to as a main effect of time) and whether the effect of time was the same or different for the two groups (referred to as an interaction effect). The results also provide a measure of effect size referred to as Partial Eta Squared which indicates whether the size of the effect is:

- Small = .01
- Moderate = .06
- Large = .14

We hypothesised that the coaching would increase IST scores and so those students in the coaching school would see an increase in IST and SCRI scores over and above any changes that took place over the course of two terms in school generally (i.e. compared to the control school). Mean scores for each IST criterion were calculated for each school (see Table 6). Average scores for 'Thinking about the future' for both schools decrease over time, as do the scores for 'Thinking about school' for the coaching school students. 'Talking about the future' and 'Experiencing the future' both show increases over time in students from both schools.

Table 2 Descriptive statistics for IST criteria pre and post-coaching

IST Dimension	School	N	Mean scores	
			Pre	Post
Thinking about the future total score	Coaching	111	6.98	5.01
	Control	101	4.87	4.25
	Total	*212*	*5.94*	*4.61*
Talking about the future total score	Coaching	111	5.39	8.23
	Control	101	4.66	6.18
	Total	212	*5.07*	*7.15*
Experiencing the future	Coaching	111	3.12	3.20
	Control	101	2.27	2.98
	Total	212	*2.75*	*3.09*
Thinking about school	Coaching	111	2.99	3.60
	Control	101	2.92	3.98
	Total	*212*	*3.25*	*3.06*

Thinking about the future

Descriptive statistics showed that mean 'thinking about the future' scores decreased in both schools between pre- and post-coaching (see Table 2). A mixed ANOVA revealed there was a significant effect of time on scores with both schools reporting significantly lower scores post-coaching ($F = 14.570$, $p = .000$.). Partial eta squared = .064 which indicates a moderate effect size. There was no effect of time nor was there an interaction effect which suggest that taking part in the coaching did not affect 'thinking about the future' scores.

Talking about the future

The descriptive statistics showed mean 'talking about the future' scores increased in both groups of students between pre- and post-coaching. A mixed ANOVA revealed that there was a main effect of school on 'talking about the future' with the students in the coaching school scoring significantly higher overall than those in the control school ($F=7.529$, $p = .007$). Partial eta squared = .034 which indicates a small effect size. There was also a highly significant effect of time ($F=75.332$, $p = .000$) with post-coaching scores overall being greater than pre-coaching scores. Partial eta squared = .259 which indicates a large effect size.

Finally, there was a significant interaction effect ($F=21.730$, $p =.000$) with students in the coaching school reporting a greater increase in 'talking about the future' scores than students in the control school. Partial eta squared = .092 which indicates a moderate to large effect size. This suggests that taking part in the coaching did positively influence 'talking about the future'.

Experiencing the future

The descriptive statistics showed there was a small increase in mean 'experiencing the future' scores in both the coaching and control school students over time. A mixed ANOVA revealed that there was no main effect of school and no significant interaction effect but there was a significant effect of time on 'experiencing the future' ($F=5.103$, $p =.022$) however, partial eta squared = .024 which indicates a small effect. This means that all students, regardless of whether they received the coaching or not, reported significantly higher 'experiencing the future' scores post-coaching.

Thinking about school

The descriptive statistics (Table 4) showed that average 'thinking about school' scores increased for the coaching school but decreased for the control school. A mixed ANOVA found a significant main effect of school ($F= 20.859$, $p = .000$) on 'thinking about school' with those in the coaching school overall reporting significantly higher scores (mean = 3.76) than those in the control school (2.61). Partial eta squared = .08 which indicates this effect was a moderate effect. There was also a significant interaction effect ($F= 9.475$, $p = .002$) with coaching school students scores increasing over time and control school students scores decreasing over time. Partial eta squared = .042 which indicates a small to moderate effect. This means that:

- Students in the coaching school were more likely than those in the control school to believe that school had helped them think about their future
- Coaching increased those students from the coaching school propensity to believe that school had helped them think about their future.

CEIAG activities

The frequency of CIEAG activities students reported post-coaching was assessed and these are shown in Table 3 plotted against the frequencies for pre-coaching. The number of students reporting they had done an activity increased from pre to post for all activities in both schools, except for accessing information about careers and work which decreased in the control school (but not in the coaching school).

Table 3 Frequencies of CIEAG activities done post-coaching by school

Activity	Response	Coaching school		Control school	
		Pre	Post	Pre	Post
I have talked to a current apprentice	Yes	30	54	13	28
	No	56	35	79	64
	Don't know	18	14	23	21
I have accessed information about apprenticeships	Yes	38	47	42	66
	No	47	43	56	34
	Don't know	19	13	17	12
I have visited a university	Yes	63	66	40	49
	No	35	34	74	51
	Don't know	6	3	1	2
I have accessed information about universities	Yes	62	68	68	83
	No	31	27	40	31
	Don't know	11	8	7	1
I have met someone from the world of work (whilst at school)	Yes	79	91	75	64
	No	14	6	26	19
	Don't know	10	6	13	29
I have accessed information about work and careers	Yes	74	81	92	82
	No	30	15	15	17
	Don't know	56	6	8	3
I have visited a workplace	Yes	77	78	85	85
	No	19	18	25	25
	Don't know	7	7	5	5

There is no non-parametric test equivalent of a mixed ANOVA so we could not directly test to see if the change in responses over time differed between the two schools. However, it is possible to run Chi square analyses to compare responses from the two schools post-coaching.

Before the coaching there were two significant differences:

- the coaching school students were more likely to have talked with a current apprentice
- the coaching school students were more likely to have visited a university.

Chi square analyses revealed that *after* the coaching:

- the number of students from the coaching school who had talked with an apprentice (n=54) had increased compared to time 1 (n=30) *and* was

significantly greater than the number of students from the control school who had at time 2 (n=28, X= 17.714, p = .000.)
- the number of students from the coaching school who had visited a university was significantly greater than the number from the control school (X= 26.514, p = .000)
- students from the coaching school were more likely to have met someone from the world of work though school and were less likely to reply 'I don't know' than students from the control school

Career readiness

To determine whether there was an effect on career readiness of taking part in the coaching a series of mixed ANOVA's were run. The results are presented below by career readiness dimension.

Career planning and management skills

Descriptive statistics are shown below in Table 4 and suggest that students from the coaching school report an increase in career planning and management skills scores from pre to post-coaching, but the control school students do not. The results of the mixed methods ANOVA showed that there was a significant main effect of school, F = 6.337, p = .013 (partial eta squared = .04 which is a small effect size) and a significant main effect of time, F = 10.417, p = .001 (partial eta squared = .054 which indicates a small to moderate effect size). Finally, there was also a significant interaction effect F = 7.594, p = .006 (partial eta squared = .04 which indicates a small effect size). These results suggest that:

- Coaching school students reported higher overall career planning and management scores than control school students
- All students reported higher career planning and management scores post-coaching
- Students from the coaching school reported a significantly greater increase in career planning and management scores at post compared to pre-coaching than the students from the control school.

These findings suggest that participating in the coaching significantly increased career planning and management skills as measured through the SCRI.

Table 4 Descriptive statistics for mixed ANOVA for Career planning and management skills

	School	Mean	SD
Pre-coaching	Coaching	45.07	12.06
	Control	43.10	12.64
	Total	44.11	12.35
Post-coaching	Coaching	50.15	12.94
	Control	43.50	14.26
	Total	46.91	13.96

Transition skills

Descriptive statistics are shown below in Table 5 and suggest that students from both the coaching and control schools report an increase in transition skills scores from pre to post-coaching, but the increase is greater amongst coaching school students. The results of the mixed methods ANOVA showed that there was a significant main effect of time, F = 163.372, p = .000 (partial eta squared = .436 which indicates a very large effect size) and there was also a significant interaction effect F = 14.598, p = .000 (partial eta squared = .065 which indicates a moderate effect). This means that:

- Students from both schools reported higher transition skill scores post-coaching
- Students from the coaching school reported a significantly greater increase in transition skills scores at post compared to pre-coaching than the students from the control school.

These findings suggest that participating in the coaching significantly increased transition skills as measured through the SCRI.

Table 5 Descriptive statistics for mixed ANOVA for Transition skills

	School	Mean	SD
Pre-coaching	Coaching	13.09	5.36
	Control	13.41	5.49
	Total	13.25	5.42
Post-coaching	Coaching	19.60	6.57
	Control	17.15	6.08
	Total	18.47	6.41

Information and Help Seeking

Descriptive statistics are shown in Table 6 and suggest that students from both the coaching and control schools report an increase in help seeking scores from pre to post-coaching, but the increase was greater amongst coaching school students. The results of the mixed methods ANOVA showed that there was a significant main effect of school, F = 6.380, p = .012 (partial eta squared = .029 which indicates a small effect size) and there was also a significant interaction effect F = 6.440, p = .012 (partial eta squared = .029 which indicates a small effect size). This means that:

- Students from the coaching school reported higher information and help seeking scores at both time points compared to students from the control school
- Students from the coaching school reported an increase in information and help seeking scores at post compared to pre-coaching but the students in the control school reported a decrease – the effect of time was different on the two schools.

These findings suggest that participating in the coaching significantly increased information and help seeking scores as measured through the SCRI.

Table 6 Descriptive statistics for mixed ANOVA for Information and help seeking

	School	Mean	SD
Pre-coaching	Coaching	18.24	5.36
	Control	17.74	5.49
	Total	18.00	5.42
Post-coaching	Coaching	18.71	6.57
	Control	16.51	6.08
	Total	17.55	6.41

Work Readiness

Descriptive statistics are shown in Table 7 and suggest that students from both the coaching and control schools reported an increase in work readiness scores from pre to post-coaching, but the increase was greater amongst coaching school students. The results of the mixed methods ANOVA showed that there was a significant main effect of school, $F = 8.388$, $p = .004$ (partial eta squared = .038 which indicates a small effect size) and there was also a significant main effect of time $F = 11.513$, $p = .001$ (partial eta squared = .051 which indicates a small to moderate effect size). Finally, there was also a significant interaction effect, $F = 4.673$, $p =.032$ (partial eta squared = .021 which indicates a small effect size). This means that:

- Students from the coaching school reported higher work readiness scores at both time points than the students from the control school
- Students from both schools reported higher work readiness scores at post-coaching compared to pre-coaching
- Students from the coaching school reported a significantly greater increase in work readiness over time than the students in the control school.

These findings suggest that participating in the coaching significantly increased work readiness as measured through the SCRI.

Table 7 Descriptive statistics for mixed ANOVA for Work readiness

	School	Mean	SD
Pre-coaching	Coaching	5.66	2.68
	Control	5.20	2.91
	Total	5.41	2.81
Post-coaching	Coaching	6.76	2.23
	Control	5.44	2.81
	Total	6.07	2.63

Discussion

The students from the two schools taking part in the research were equivalent with respect to numbers of males/females, ethnicity and parental degree status. Before the coaching began, students typically scored within the low to middle ranges on each of the Indicators of Successful Transition criteria and this did not differ by school. Students were more likely than not to have visited a workplace, met an employer or employee and have accessed careers and labour market information. Although many students had visited a university, more than half had not (or didn't know if they had). Significantly fewer students had accessed information about apprenticeships and fewer still had talked with a current apprentice. The students in the coaching school were more likely to have talked with a current apprentice and visited a university than those in the control school. SCRI dimension scores did not differ by school, gender, ethnicity or parental degree status.

After the coaching had taken place, students who received the coaching showed significant increases in 'talking about the future', 'thinking about school', career planning and management skills, transition skills, information and help seeking and in work readiness compared to students who did not. Taking part in the coaching programme typically had small to moderate effects on career readiness and indicators of successful transitions which is similar to, or better than, the effect sizes found in other evaluations of career interventions (see e.g. Du Bois et al., 2002; Du Bois et al., 2011; Cardillo et al., 2015; Hirschi & Läge, 2008; Hooley, 2016; Nota & Soresi, 2004; Repetto, 2001; Turner & Lapan, 2005.)

The larger effects were found in relation to 'thinking about school', 'talking about the future' and transition skills. It is perhaps not surprising that 'talking about the future' scores increased significantly in those who had been career coached however it is of interest that transition skills and 'thinking about school' increased significantly. The latter appears be in line with previous findings such as those discussed in Hooley (2016); namely that commitment to, and engagement with, learning can improve as result of being mentored. The 'thinking about school' factor is a measure of the extent to which the individual believes school has been useful and is an indicator of whether the individual has developed an understanding of the ways in which education is of value to future employment. It could be assumed that if the student has increased 'thinking about school' that there may be increased engagement with learning and possibly even increased attendance. Increased transition skills suggests that the coached students were more likely to respond favourably to some or all of the following:

- I have considered whether university is right for me.
- I have considered whether moving straight to work after school is right for me.
- I can write a good C.V.
- I have considered whether an apprenticeship is right for me.
- I can talk with someone who works in a job I am interested in
- I can identify employers and organisations relevant to my career interests

More favourable responses to these statements implies a higher level of consideration of all the possible pathways and the identification of people and skills which will help them to transition into the role they desire. Analysis of sustained destinations in a later phase will allow us to determine if these measures of learning translate into results further down the line.

Conclusions

This paper describes the short-term impacts of an in-school career coaching intervention which uses a form of mentoring to support year 11 students by providing career related learning. A quasi-experimental design revealed that significant increases in career readiness and indicators of successful transitions took place in those students who received the career coaching compared to those who did not. Specifically, those students who undertook coaching reported greater increases in:

- IST criteria: Talking about the future – moderate to large effect
- IST criteria: Thinking about school – small effect
- SCRI criteria: Career planning – small effect
- SCRI criteria: Transition skills – moderate effect
- SCRI criteria: Information and help seeking – small effect
- SCRI criteria: Work readiness – small effect

The sizes of these effects were typically small to moderate which places them on a par with, or above, other career interventions aimed at young people. The changes were most notable for the SCRI criteria of Transition skills and for the Indicators of Successful Transitions criteria 'talking about the future' and 'thinking about school'. Destinations (sustained) of the students after year 11 will be gathered at a later date and will allow us to determine whether career readiness and indicators of successful transitions can be causally associated with intended and sustained destinations. This helps us to understand the learning that needs to take place to influence thinking and behaviour related to career choices (and thereby helping to reduce NEET levels). It also gives the two tools used here (the SCRI and Indicators of Successful Transitions) a level of predictive validity.

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Career guidance facing the climate change – thoughts for career practitioners

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Abstract

The paper provides personal reflection of career guidance in times of climate changes supported in previous authors (Irwing, 2013; Plant, 2014) and considering consequences for career guidance theory and practice. Specifically, it is focused on how the efforts to decrease climate change are influencing labour market and career and career decision making, whether there are connections between solutions of social inequalities and environmental problems, and finally, what role do have career counsellors in the efforts to decrease climate change.

Keywords: Green guidance, green jobs, climate change, career

Introduction and objectives

Life style of Euro-American society is currently challenged by scientific findings regarding climate change (e. g. The Intergovernmental Panel on Climate Change). Those resulted into the several political initiatives (e. g. Paris Agreement, 2015) as well as students protest movements started by Greta Thunberg. Subsequently, topics as a climate change, sustainability, eco-friendly, etc., are becoming more common also in our public space, media and daily conversations.

However, many of us are still struggling to find a way how to deal with these perspectives in private and professional life – we can adapt various coping strategies: denying or ignoring the proofs or losing ourselves in the environmental grief may be just some of them (Librová, Pelikán, Galčanová, & Kala, 2016).

Anyway, are there any reasons why we should be interested in this phenomenon also as career practitioners? What is a role of counsellors in this context? Are we just observers of current issues? Citizens with their personal choice or do we – as career counsellors – have some other responsibilities regarding climate change? Within all present agendas – such as digitalisation and automatization, decent work, gender equality, etc. – is there still space for any other topic for practitioners?

Theoretical basis

Various authors have already recognized the role of career guidance in times of climate changes. Irwing (2013) is stressing out the ethical and advocacy aspects of green thinking in career guidance. Peter Plant (2014) is suggesting several principles for career counsellors to take into account for their greener practice on the level of *practice* (awareness about environmental impacts of vocational choices, environmental aspects of career information, ecological aspects of counsellors�really daily routine), *theory* (reflecting environmental aspect of career choices) and *policy* (influencing training and educational opportunities in more environmentally friendly terms and evaluating guidance not only in economic but also in ecological terms).

In our presentation, we would like to remind some of the ideas proposed in previous studies and support the ongoing discussion regarding following questions:

- How are the efforts to decrease climate change influencing the labour market?
- How are the efforts to decrease climate change influencing individual's career and career decision making?
- How are the efforts to decrease climate change influencing social inequalities in the society?
- What is the role of career counsellors in efforts to decrease climate change?

Methodology

This paper presents mostly ideas based on self-reflection – looking to one´s own lifestyle and career guidance practice through the environmental lenses. The answers presented in the paper are supported in relevant sources.

I assume the environment and sustainability have been intriguing for me since I was child as one my grandparents (born in 1920ties) were living rather modest life (using some products for all of their life or most of it) and the other were gardening, self-supplying great part of their consumption. Necessarily, my attitude to the nature and consumption was influenced by the years of communism as well as flood of available products after the Velvet Revolution.

However, the environmental concerns were somehow inactivated until I have children of my own and I've started to be concerned if they will be also able to walk in the forests, swim in the lakes and building snowmen in winter or whether they will be trapped in the polluted air in the cities or experiencing lack of water.

Naturally, my ideas were strongly influenced by environmental scientists, Greta Thunberg, Fridays for Future movement as well as other initiatives and individuals at national and international level (e. g., Librová, 1994; Librová et al., 2016, Irwing, 2013; Plant, 2014). Therefore, I have decided to look at career guidance from the environmental perspective and collect my thoughts together with some of the existing documents in this field.

Results

The four questions that I am addressing in this paper are focused on labour market, career and career decision making, social inequalities and role of career counsellors in relevance to the efforts to decrease a climate change.

1. Labour Market

Naturally, human activity is changing the environment since the first agriculture civilizations. These changes have recently intensified since the first industrial revolution and strengthen by increasing population, growing consumption and globalisation. Currently, we are witnessing more and more efforts to reduce consumption or transform to the more sustainable way. Certainly, this leads to the various changes in the labour market. There is higher demand for green skills and green jobs (see ILO, 2019). Definitely, there is also space for "greening" within the traditional jobs and occupations. Furthermore, the green innovations are valued as some believe that there are technological solutions for negative impacts of climate changes (e. g. *ecological industry* in Librová, 1994).

However, there is a pending question whether stopping further climate changes is possible within our current socioeconomical system or whether there are some structural changes needed, such as general unconditional income.

How many new things are we buying per months? And how the economy will be transformed if we reduce the number of purchases. Imagine, we borrow, swap, repair, or make a product before we decide to buy a new one (as some are already trying to do so). This way of thinking is suggesting that the economy may need deeper changes: lower production, platforms for borrowing or swapping the products, higher demand for repair shops and mending skills, greater amount of time spent out of work for self-making, etc.

2. Career and Career Decision Making

Awareness about the climate changes leads many people to reconsider their way of living in a more sustainable mode. The changes in their lifestyle may be on the scale from subtle to more radical (reducing flying, buy second hand products, being vegan, etc.). Sometimes, we are witnessing that people are deciding for more sustainable life style producing most of their own consumption (e. g. Kicková, 2019). As this kind of life style is more time demanding then fast consuming life, these people often need to change their careers in a way to be able to fulfil their values. Decision to live in more modest way is often bringing less expenses and allowing a freedom for less paid and more fulfilling jobs or more time for house/garden work, childcare and community activities. The specific examples of voluntary modest lifestyle in the Czech Republic are recorded in longitudinal study by Librová et al. (2018) showing that the environmental friendly life style may be for some people a motivator for career choices but for the others it is result influenced by other aspects and values.

Unquestionably, for some clients, the environment and its protection may be strong influence in theirs career decision making. As counsellors we should be aware of that, keeping in mind that people may be seeking balance between their work and environmental friendly activities, choosing environmental friendly activities as a career or searching for more sustainable / modest career paths.

3. Social and Environmental Justice

One of the roles of career guidance practitioners is to promote social justice and equality (Schiersmann, C., Ertelt, B.-J., Katsarov, J., Mulvey, R., Reid, H., & Weber, P., 2012). Therefore, we may ask, how would the efforts to protect the environment match with the social justice? Irwing (2013) is understanding being "green" as an attempts not only for environmental sustainability but also as an efforts for justice, fairness and equity for all. On the contrary, Librová (Český rozhlas, 2017) suggests that the solutions of social problems will not automatically solve the environmental issues, on reverse, in her point of view solutions of social problems may increase damages caused by climate change.

However, it seems that articulating both environmental and social issues together may be right way to call attention to both problems; while searching for solutions keep in mind both of them to avoid exploitation of people or nature. In practice we may see several initiatives connect both of this topics, such as Green New Deal for Europe.

4. The role of career counsellors

The final question to be addressed in this paper is considering the role of career counsellors in the efforts to decrease climate change.

Irwing (2013) is focusing on a need for widening a traditional discourse regarding career in more holistic way and changing career practice to reflect social and environmental contexts of the individuals. Regarding the practical implications for career practice, Irwing (2013) is stressing the role of (professional) ethics and advocacy. Similarly, Guichard (2018) is calling for interventions supporting an equitable and sustainable development. However, Plant (2014) is pointing out a risk of directiveness within the counselling process.

To sum up, career practitioners may express their environmental concerns in various ways. Firstly, as citizens making responsible consumer choices, and similarly, reflect the environmental impacts of their counselling practice. Secondly, involve the environmental aspects to the provided information about career options such as training and education opportunities or jobs. Thirdly, take into account and encourage awareness regarding the environmental aspect of career choices in career counselling as well as in career education. Fourthly, reconsider the quality and evidence of career practice in a way that is also reflecting sustainable goals. Finally, encourage and engage in a debate about impacts of climate change to individuals' careers and advocate for individual, social and environmental benefits of career guidance.

Conclusion

The effects of climate change are becoming visible in all domains of our lives. As career counsellors, we should be able to inform our clients about its impacts on educational opportunities and labour market and guide them in considering environment protection as one of possible values leading their career decision making. Moreover, we may found ourselves reconsidering goals of career guidance or challenging current socioeconomical system in a way to reach benefits of the individuals, society and the planet.

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Resilience and Career Decision Making Self-Efficacy among Greek Neets

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Abstract

The study explored the role of resilience as a predictor of career decision making self-efficacy of Greek Neets (young people not in employment, education or training). Using a sample of 92 Greek Neets, results indicated that resilience accounted for 40% of the variance in career decision making self-efficacy. The findings indicated the importance of resilience for career decision process and for career development in general and are discussed with reference to Social Cognitive Career Theory (SCCT) framework. Implications for research and Neets' career counseling are also discussed.

Key words: resilience, career decision making self-efficacy, SCCT, Greek Neets

Introduction

Neets (Young people not in Education, Employment or Training) comprise a vulnerable social group, which in Europe appears to be a very heterogeneous population including many subgroups (Eurofound, 2012). The core issue of this group is the integration and maintenance of Neets in employment because of difficulties referring to their low level of education and training, delay in joining the labor market and difficulties concerning career development and management and maintenance of a stable employment, due to structural changes in employment (temporary and part-time jobs) (National Organization for the Certification of Qualifications and Vocational Guidance, 2016).

Greece belongs to the cluster of countries with a high Neets rate who are without work experience, highly educated and highly discouraged. It is typical that over 25% of Neets are University graduates, with their respective European mean to be at 10% (Eurofound 2012, p.:34). It is worth mentioning that Neets in Greece are in a more favorable economic and social situation than Neets in other countries of the European Union, because cohabitation with their family and the income of their parents (or financial support of their family if they live on their own) makes a decisive contribution to avoiding cases of misery by giving them a slight lead over their financial situation and protection compared to other EU Neets (Drakaki, 2013). Besides this, Greek Neets as Neets in Europe, have particularly high levels of anxiety for their present and future prospects. According to World Health Organization (2011), this psychological state especially when extended over a long period of time, is associated in the young with suicidal ideation, substance abuse, criminal behaviors, smoking, higher rates of major depression and anxiety.

Opportunity structure variables in Greece (e.g. job market, social mobility, immigration) can facilitate or mostly in recent years of economic crisis hinder individuals' interest development and vocational choice (Sheu & Bordon, 2017). Although these factors are largely out of personal control, the individual's perception of and response to these factors may promote or diminish control over his or her vocational behaviors. Additionally, in modern society, career decisions are no longer a single discrete choice made at one point in time. Individuals all over the world are facing numerous career-related challenges, educational or work transitions (DiFabio, Maree & Kenny, 2018) and are usually concerned about their future. This can be expressed in diverse manners of career decisions. Contemporary careers require successful and effective decision-making process and additional skills, especially in transition or adjusting periods. Career decision-making self-efficacy is considered a necessary component of successful career decision-making. (Argyropoulou & Kaliris, 2018).

Theoretical framework: SCCT

Social Cognitive Career Theory (SCCT: Lent, Brown & Hackett, 1994,2002) has emerged as a valid and frequently used framework for understanding academic and career choice in recent years (Betz, 2008; Lent el al., 2008). A recent research trend focuses on extending SCCT framework from career choice formation to career decision – making process for the exploration period (adolescents and students) and to adaptive career behavior for the establishment period (people search for initial jobs, seek other jobs to switch career directions or experience involuntary job loss) (Lent & Brown, 2013). As a consequence, a number of researchers have explored the role of cognitive and personality variables to job search process and job search behavior (self-efficacy for job search behavior, outcomes, search goals, search actions, outcomes) (Kanfer et al., 2001 meta-analytic evidence).

Moreover, according to SCCT, there are person input variables that have positive affect (directly or indirectly), through cognitive variables (e.g. self efficacy, outcome expectations) to career development process. Many recent studies also have showed that person inputs (such as personality traits, big-five personality traits, emotional stability, core self evaluations or outcome expectation, affective predispositions or variables referring to its psychological capital like career optimism) affect career development of adolescents directly (e.g. Charokopaki, 2012; Charokopaki & Argyropoulou, 2019; Garcia, Restubog, Bordia, Bordia & Roxas 2015; Jin et al., 2009; Koumoundourou et al., 2011; Rogers, Creed and Glendon , 2008; Rottinghaus, Buelow, Matyja, & Schneider,2012; Wang et al., 2006). Lent and Brown (2013) in their social cognitive model of career self-management, discussing implications for future research pointed out the need to include predictors – such as personality variables as person inputs- on social cognitive research and prospect aspects of career development (e.g. decision making). Researchers claim that studying these variables may clarify the process underlying adaptive career behavior and also extend SCCT inquiry developmentally. Recent researchers also point out that as far as empirical evidence is concerned, limited attention has been given to person input variables (Sheu & Bordon, 2017).

Consequently, person inputs can serve as tools for the understanding of career choice formation and career decision-making process in Greek NEETs. Therefore, SCCT could serve as a helpful theoretical tool for gaining invaluable insights on career decision making self-efficacy of Greek Neets. Taking into account that most studies within SCCT framework have explored the role of personality and other alternative personality constructs, it may be interesting to cross-validate the effect of affective predispositions such as *resilience* on career decision making process and extend it to other developmental period than adolescence. Given that resilience attitudes will likely influence one's expectations for engaging in future actions, it appears appropriate to include the construct within person input variables in SCCT models in the developmental period of establishment for Greek Neets. This supports the need to examine resilience when applying a SCCT framework.

Career Decision Self-Efficacy

According to Lent at al. (2002), self-efficacy is a core component of SCCT theory, because people are theorized as more likely to develop interest in activity, choose to pursue that activity, and ultimately perform better at the activity if they possess robust self-efficacy beliefs (assuming the individual also possesses requisite abilities and receives support from their environment) (Wu, 2018). Therefore, career decision making self-efficacy is considered as a main mechanism of relevant behavior (Lent, Brown & Hackett, 1994,2002).

Betz, Klein and Taylor (1996) view career decision self-efficacy as a key and necessary component in successful career decision-making. Career decision self-efficacy (CDMSE) refers to the individual's belief that he or she can successfully complete tasks necessary to career decision making. It is defined as having confidence to make decisions based upon one's self-concept, goals and career options (Betz, Klein & Taylor, 1996; Taylor & Betz,_1983). Career decision making self-efficacy scale was designed by Taylor and Betz (1983) to examine perceptions of efficacy in relation to five dimensions related to career decision making areas: a) self-appraisal, b) collecting job information, c) goal selection, d) planning for the future (career design) and e) problem solving.

A high score of self-efficacy and in turn, the involvement in the professional decision-making process gives the individual the opportunity to control the process (and, of course, the content of any decisions or preferences), and thus understand his ability to exercise control of these processes, possibly forgetting stereotypical concepts such as "all are inherited" or "random", concepts that form a framework of passive engagement with career development process (Lent, Hackett, & Brown, 1999). Within career self-management model, job search process in the developmental context of establishment period, the amount of time and effort that people devote to decision making and job search and their degree of persistence when faced with disappointing results (i.e. involuntary job loss), may partly depend on their self-efficacy regarding decision making, job search or other self-presentation skills (Lent & Brown, 2013).

Conversely, low score on self-efficacy may create obstruction conditions for the effective functioning of cognitive decision-making mechanisms with negative extensions. This means that low self-efficacy can lead to a vicious circle, as the lack of involvement in the career decision-making process prevents the individual from adopting career exploration behavior (Blustein, 1989; Gushue et al., 2006a,b). This situation will also affect the ability of an individual to develop knowledge and skills, as well as self-esteem for those competences that will help him/her in the future to effectively deal with the decision-making process, while increasing his/her self-efficacy (Taylor & Betz, 1983; Hackett, 1995).

Given that research on young adults' career decision-making self-efficacy and the factors that can affect it adds to our understanding of the nature of career decision making and also enhances knowledge regarding many constructs relevant to the study of career development in general (Scott & Cianni, 2008), it would be useful to better understand variables suspended to be antecedents of career decision making self efficacy. This can support us intaking relative preventive measures and organize counseling intervention programs in order to develop such beliefs or diminish dysfunctional thoughts (Betz, 2004). It would be also useful to better understand how cognitive-person variables such as self-efficacy beliefs are operationalized and determine use of particular adaptive behaviors such as decision making during other developmental periods rather than late adolescence and early adulthood where at present the majority of SCCT inquiry has emphasized (Lent, 2013b).

Resilience

Research on resilience seeks to explicate the pathways by which individuals experiencing significant adversity nonetheless demonstrate adequate or effective adaptation to the world (Masten, 2001; Rutter, 2006). Accordingly, resilience can be defined as reduced vulnerability to environmental risk experiences, the overcoming of stress or adversity, or a relatively good outcome despite risk experiences (Rutter, 2006). Wangnild and Young (1993) defined resilience as moderating the negative effects of stress and promoting adjustment to challenging circumstances. The essence of resilience is the ability to rebound from stress and resume adaptive functioning in the face of challenges. The construct denotes the constellation of personality qualities that enables positive adaptation to adversity (Luthar, 2006). In recent years, resilience is included in «character strengths» (together with wisdom, courage, humanity, self-regulation, open-mindedness, spirituality, gratitude, hope and optimism) which are defined as individuals' positive characteristics expressed through behaviour, thoughts and feelings and can provide a sense of meaning and fulfilment (Peterson & Seligman, 2004). Resilience is also considered to embody some characteristics such as hope (Snyder, 2002) and optimism (Judge & Bono, 2001; Peterson, 2000). Resilience also promotes initiative and purposeful action (Shin & Kelly, 2015).

Contemporary definitions of resilience are delineated within systems framework and so resilience is considered the capacity of a dynamic system to withstand or recover from significant challenges that threaten its stability, viability or development (Masten 2011). Resilience can be applied to many kinds of systems; individuals, families, communities, societies, ecosystems or broad social –ecological systems and research is focused on pathways that contribute to shaping these pathways (Sapienza & Masten, 2011).In this way, resilience is not only analyzed as an individual trait, but is also linked to social experiences of the individual, as well as his or her social resources.

As far as our research study is concerned, research interest in the transition to adulthood has accelerated in recent years, concerning emerging adulthood (transition years to independent adult living, between ages 18 to 30, as conceptually distinct from both adolescence and young adulthood) (Burt & Paysnick, 2012). Research and theory of emerging adulthood, is believed to offer a broad perspective on the challenges and opportunities facing many of today's young people. Our focus is youth who are judged as "at risk" to some degree, Greek Neets, because they are facing or have recently faced the transition to independent living and additionally they face danger of social exclusion because of difficulties in finding and maintaining a stable employment.

We believe that resilience may be related to beliefs concerning the ability to resolve career decision problems and make decisions for three reasons. First, career decision making is a normative task not only for the developmental period of adolescents and students but for the period of establishment workers including emerging adulthood (Lent & Brown, 2013). Resilience has been found to be related to adaptive functioning as far as career decision making is concerned, for the population of adolescents and students (period of early adulthood). In particular, resilient adolescents develop strategies and coping skills to adapt to stressors, including career indecision and attain positive outcomes (Smokowski, Reynold & Bezruczko, 2000), adapt new strategies for dealing with career decision making tasks (McMahon, 2007). Resilient high school freshmen reported higher levels of career maturity, decision-making knowledge and decision-making attitudes (Xiao, Yongyan, & Huazhen, 2015). Resilient college students tend to navigate to challenges of career decision making process. Resilient students indicated that resilience is associated with an active, persistent and focused approach to decision making especially before and during this process but not at the outset of it, as it was positively correlated with information gathering and processing, locus of control, effort invested in the process, willingness to compromise and speed of making the final decision (Shin & Kelly, 2015). Recent approaches which have tried to link resilience to career, have conceptualized resilience as the capacity to adapt and develop transformational learning when faced with changes (Tommasini, 2015). Resilience also can be vitally important in decision making after an individual or an organization has experienced a significant setback (Fair, 2014). Researchers also claim that better decisions are made when we leverage and capitalize on our strengths instead of simply focusing on trying to mitigate or eliminate our decision making weaknesses (Argyropoulou & Kaliris, 2018; Dye, 2009). Within the Greek context, adolescents who tend to have high optimism appear to be more efficacious of making career decisions (Charokopaki & Argyropoulou, 2019).

Second, recent approaches confirmed close link between dimensions of vocational identity, future orientation and resilience. Resilience and future orientation are also correlated positively with commitment making, identification with commitment and exploration and negatively with vocational self-doubt (Fusco et al., 2019). A sum of different resources that belong to individual identity capital (confidence, integrity, sense of purpose and agency) has been highlighted by recent study to have link with resilience (Webb et al., 2017). Individuals with a concrete vocational identity are considered to have a greater ease of occupational decision making and confidence to make informed career decisions (Scott & Cianni, 2008).

For these reasons, we hypothesized that resilience relates positively to Greek Neets beliefs that they can successfully complete tasks necessary to career decision making and beliefs about their abilities to resolve carer decision making problems concerning their self-concept, goals and career options.

Purpose of the study

Taking into account:

a) the theoretical background of self-efficacy in mastery and enactment of career decision-making (Bandura, 1986; Lent, Brown & Hackett, 1994;2013),

b) the rapid social and economic changes that create new challenges and difficulties in career decision process (Argyropoulou & Kaliris,2018),

c) youth who are regarded as being "at risk" to some degree because of their difficulties in their finding and maintenance of a stable employment (Greek Neets) (NOQVG, 2016),

d) the operation of self-efficacy in coping challenges and processes underlying career adaptive behavior such career decision making and the need for further research in these processes (Lent & Brown, 2013),

e) calls for studying person input variables that may clarify the process underlying adaptive career behavior and extend SCCT models inquiry developmentally (Lent & Brown, 2013; Sheu & Bordon, 2017),

f) calls for exploring in the international context how other trait-like variables referring to positive personality traits like optimism, hope, resiliency and psychological capital influence prospect aspects of career development (e.g. decision making) (McMahon, 2007· Shin & Kelly, 2015),

g) research interest to the transition to adulthood (emerging adulthood) and central importance of resilience on this developmental stage, especially focus in youth who are judged "at risk" to some degree (Burt and Paysnick, 2012)

h) studies mentioned that have explored the role of positive personality and psychological capital in relation to career decision problems and career decision making.

We supposed it would be interesting to explore and cross-validate the effect of resilience on career decision making self-efficacy and, therefore, on career development in other developmental periods rather than late adolescence and early adulthood where at present the majority of SCCT inquiry has emphasized. Advancing the knowledge regarding the relation of resilience with career development process variables like self-efficacy, may enable career counsellors to design interventions that can build psychological capital of positive adaptation based on resilience in order to facilitate Greek Neets' mechanisms of career decision making self-efficacy.

Therefore, we decided to examine the role of resilience as person input variable and its direct effect on person-cognitive variable in Greek Neets. We chose to examine resilience as person input variable which may encourage or deter formation of self-efficacy, which means we assumed to have a more distal role in the SCCT model of self-management. Conversely, the following hypothesis was generated: "*Resilience is expected to be positively ndsignificantlyassociated with Greek Neets' level of career decision making self-efficacy"*. In particular, first, we hypothesized that resilience would be positively related to career decision making self-efficacy (*Hypothesis* 1). Second, we hypothesized that resilience would be positively to all dimensions of career decision making self-efficacy (*Hypothesis* 2). Finally, consistent with other research findings mentioned before, we hypothesized that resilience would explain significant variance in career decision making self-efficacy after controlling for demographic data (*Hypothesis* 3).

Methodology of research

The data collection took place in autumn of 2018. Participants were 92 Greek Neets (*N* =92) (22% men, 78% women) located in capital of Greece, Athens. The age of participants ranged from 19-29 years old. There were 72 (78%) not married, 18 (19%) married and 2 (2%) divorced. There were also 5 (5%) graduates of compulsory education, 46(50%) graduates of secondary education, 12 (13%) graduated of post-secondary education (professional training), 25 (26%) graduates of higher education (University) and 4 (4%) graduated of postgraduate studies.

Measures

The following questionnaires were used to collect data.

Career Decision Making Self-Efficacy (CDMSE). The CDMSE scale (Taylor & Betz, 1983) is a measure to assess an individual's confidence, specifically in relationship to career decision-making tasks. The areas of self efficacy that are assessed are accurate self-appraisal, gathering career information, goal selection, making plans for the future and problem solving. Taylor & Betz (1983) theory is an integration of Crites career maturity model (five career choice competences for his model) and Bandura (1977) self-efficacy theory. Each subscale was used as an indicator of the latent variable career decision self-efficacy. Participants responded using a 9-point Lykert-type scale, ranging from 1(no confidence a all) to 9 (complete confidence), with higher scores indicating greater self-efficacy. Later, Betz, Klein and Taylor's (1996) constructed the Career Decision Self-Efficacy Scale –Short Form (CDSE-SF) where participants respond using a 5-point Lykert-type scale. Using a college sample, Betz, Hammond & Multon (2005) reported that the internal consistency for the CDSE-SF subscale scores ranged from .80 (problem solving) to .84(goal selection) and was .95tor the total scale score. Each of the five sub scales is scored separately by calculating the sum of the responses to the ten statements made. The highest rating for each sub-scale is 90 when the scale is used and 50 when the five-point scale is used. The overall rating that expresses the individual's self-perceptions of the actions described in the 50 statements is calculated from the sum of the answers given to them. The highest rating is 450 for the tenth scale or 250 for the five-point.

Both forms of the scale (normal and short version) have been tested multiple for reliability (Betz, Klein & Taylor, 1996; Betz & Voyten, 1997; Luzzo, 1993) and their validity, in particular the validity of content and conceptual construction (Taylor & Betz, 1983). Concerning the cross-sectional validity of the scale, evidence was provided by significant affinities with Taylor & Betz (1983) Career Decision Scale (Osipow, Carney & Barak 1976; Osipow 1987) and Taylor & Popma 1990). Robbins, (1985) also reported statistically significant corellations between the CDMSE scores and the Holland, Daiger & Power (1980) "My Vocational Situation" questionnaire. Conclusions on convergent validity show the relationship between CDMSE and other variables associated with educational and career attitudes as well as progress in these areas, but especially with career indecision (Betz, Klein & Taylor, 1996; Taylor & Betz, 1983; Robbins, 1985).

Scale was translated in Greek by Sidiropoulou-Dimakakou (2007) and has been shown to be related to various career variables, such as career maturity, work locus of control, and work commitment, when used with Greek high school students (Koumoundourou, 2009). The internal reliability coefficient (Crombach's *a)* for the current study was .94 The internal reliability coefficient (Crombach's *a)* for the dimension of self appraisal was .71, for gathering job information .85, for goal selection .84, for planning for the future (career design) .61 and for the problem solving .80.

Resilience*.* We assessed resilience with the 14 item Resilience Scale (RS-14 Wangild & Young, 1993). The scale is an individual level measure. It is considered to identify the degree of individual resilience (personal competence and acceptance of self and life), a positive personality characteristic that enhances individual adaptation. This measure appears to have the widest application out of those identified, and has been used with adolescents, younger and older adults (Windle, Bennett, Noyes, 2011). Item response options range frome 1 (strongly disagree) to 7 (strongly agree). Resilience is measured by the total score, with a range from 14 to 98. Scores greater than 90 indicate high resilience, scores of 60 and below indicate low resilience. Wagnild (2009) reported an internal consistency reliability coefficient of .91 for the RS-14 and conducted a principal component analysis and confirmed a one-factor solution. The RS-14 is correlated positively with scores form the Life Satisfaction Index-A (Neugarten, Havighust & Tobin, 1961) scores and negatively with Beck Depression Inventory (Beck & Beck, 1972) scores, which provides evidence of concurrent and discriminant validity (Wagnild & Young, 1993). Scale was translated and adapted in Greek adults (mean age 30 years old) by Nearxou & Stogiannidou (2012). The scale was subjected to a series of exploratory factorial analyzes (EFA) to determine the number of latent factors and then to confirmatory factor analysis to verify that the model of the factorial structure derived from the EFA is aptly adapted to the data. The reliability of the scale was measured by the Cronbach's a. The validity was examined in relation to the General Mental Health Scale (GHQ-28 by Garyfallos et al., 1990) and the Adult Self-Assessment Intercultural Scale (SEI-Agyrakouli, 2000). The results confirmed the good psychometric properties of the tool, while the statistically significant correlations of its validity. In the present study, scale showed to be related to other personality constructs, such as satisfaction with life (Diener, Robert, Larsen & Griffin, 1985) translated by the authors of the present study. The internal consistency reliability coefficient (Crombach's *a)* for the current study was .88

Demographics Questionnaire*.* An improvised questionnaire for the collection of demographic data was created, which included questions about gender, age and educational level (achieved.

Procedure

Participants were asked to participate voluntarily after their training timetable curricula, in a research aiming to examine a factor affecting the procedure under which the make their career decisions. No name identification number was required thereby maintaining anonymity. Researchers informed the participants about confidentiality issues and that they had the right to withdraw from the study administration at any time and any stage. The questionnaire booklet took approximately 20 minutes to complete.

Data Analysis

Each questionnaire was screened by the first author in order to guarantee that no missing data occurred. As a result, there were only few missing data which were substituted by the mean score of the item (Graham, 2009). Descriptive statistics (mean and standard deviation) and internal consistency estimates (Cronbach's ɑ) for the scores of the Neets at the scales and the sub-scales of the survey were calculated.

Results

For the needs of the analyses the average answers of the participants were calculated in the factors in which the scales of career decision making self-efficacy and resilience are compounded. The possible width of the values for the scale of career decision making self-efficacy was from 0 to 9. The possible width of the values for the scale of resilience was from 1 to 7. Table 1 shows internal consistency reliability coefficients. Table 2 shows descriptive statistical indices for all scales. According to these results it could be surmised that the participants showed high scores for career decision making self-efficacy. This suggests high ability regarding the efficient confrontation of career decision making issues. . Participants also showed high scores of resilience. The means and standard deviations, for all measures are reported in Table 2.

Psychometric Characteristics of the Scales

Table 1. Crombach'sa indices of the scales and subscales used in the survey

	Crombach'sa	Number of items
Resilience	.88	14
Career Decision Making Self-Efficacy	.94	50
Subscale Self Appraisal	.71	09
Subscale Collecting Information	.85	10
Subscale Goal Selection	.84	10
Subscale Planning for the Future	.61	09
Subscale Problem Solving	.80	10

Table 2. Means, standard Deviations, Internal Consistencies, Zero-Order Correlations and Regression Analysis of Main Variables

	n = 92						
Variable	***M***	***SD***	***a***	***R^2***	***b***	***t***	***r***
1. CDMSE-S (criterio)	330,97	63,48	,943	,393**	,285	7,597	,63**
2. SUBSCALE CAREER INFO	67,18	13,98	,857	,32**	,56	6,428	,56**

3.	SUBSCALE SELF-ESTEEM	61,27	12,36	,719	,45**	,56	8,537	,67**
4.	SUBSCLALE SELECT TARGET	65,61	13,05	,841	,36**	,56	7,049	,59**
5.	SUBSCALE PROBLEM SOLVING	63,43	13,97	,804	,26**	,51	5,662	,51**
6.	SUBSCALE CAREER DESIGN	61,28	15,35	,619	,23**	,53	5,221	,48**
7.	R-S	75,32	14,02	,889				

Note: R-S= Resilience, CDMSE-S= career decision making self-efficacy, SUBSCALE CAREER INFO= subscale of career decision making self-efficacy, SUBSCALE SELF-ESTEEM= subscale of career decision making self-efficacy, SUBSCALE SELECT TARGET= subscale of career decision making self-efficacy, SUBSCALE PROBLEM SOLVING = subscale of career decision making self-efficacy, SUBSCALE CAREER DESIGN= subscale of career decision making self-efficacy.

**p* < ,05. ** *p* <.01

The bivariate correlations indicate that resilience was positively correlated with total career decision making self-efficacy (r =.63, p < .01). Resilience was also positively related with five dimensions of career decision making self-efficacy: *gathering of job information* (r = .56, p < .01), *self- appraisal* (r = .67, p <.01), *goal selection* (r = .59, p < .01), *planning for the future (career design)*(r = 0.48, p < .01) and *problem solving* (r =.51, p < .01). These findings support the first and second Hypothesis that resilience is positively associated with career decision making self-efficacy and with the five dimensions of career decision making self-efficacy. These correlations indicate that as the participants expressed more resilience, they had more self-efficacy in career decision making.

We conducted regression analysis to determine the influence of resilience on the career decision making self-efficacy and on the five dimensions of the previous construct in Greek Neets Resilience accounted for almost 40% (p < .01) of the variance in total career decision making self-efficacy. Resilience accounted for 32% of the variance in gathering job information (p < .01), 45% of the variance in self appraisal (p < .01), 36% of the variance in goal selection (p < .01), 23 % of the variance for planning for the future (career design) (p < .01) and 26% of the variance for problem solving (p < .01). These findings support the third Hypothesis that resilience would explain significant variance in career decision making self-efficacy and in five dimensions of career decision making self-efficacy after controlling of demographic variables. These results indicate that resilience is influential in career decision making self-efficacy beliefs.

Discussion

The study sought to extend SCCT framework by examining the role of resilience as person input in career decision making self-efficacy state. It also sought to cross-validate and extend previous research on personal inputs on career decision making self-efficacy by introducing positive character strengths, in particular, resilience in other developmental periods rather than late adolescence and early adulthood where at present the majority of SCCT inquire has emphasized.

The results indicated that there is a significant relationship between resilience and career decision making self-efficacy. These findings indicate that resilience in Greek Neets is associated with and efficient confrontation of career decision making issues. It seems that resilient individuals have an engaged approach to life; they are distinguished by their ability to engage in productive and problem-oriented behavior in response to challenge, disappointment, or adversity (Luthar, 2006). Thus, it is unsurprising that we found resilience to be positively related to the overall level of career decision making self-efficacy beliefs. Based on theoretical background of self-efficacy in mastery and enactment of career decision-making, our results indicate that resilient Greek Neets feel able enough to regard and confrontate efficiently career decision making issues and it is very possible to become involved in career decision making. The specific result is in line with research findings positing that resilience is related to adaptive functioning as far as career decision making is concerned (develop strategies and coping skills, adapt new strategies, navigate to challenges of career decision making process) (Fair, 2014; McMahon, 2007; Shin & Kelly, 2015; Smokowski, Reynold & Bezruczko, 2000; Xiao, Yongyan, & Huazen, 2015). Our results also provide support to researchers claim that better decisions are made when we leverage and capitalize on our strengths (Argyropoulou & Kaliris, 2018; Dye, 2009).

The specific result is in accordance with SCCT and research findings positing personality characteristics affect the formation of self-efficacy beliefs (Charokopaki, 2012; Jin et al., 2009; Koumoundourou et al. 2011; Rogers et al. 2009; Wang et al. 2006), and is also in line with SCCT research findings positing positive predispositions such as resilience affect self-efficacy beliefs (Charokopaki & Argyropoulou, 2019; Garcia, Restubog et al., 2015; Rottinghaus et al., 2012). It seems that the extension of SCCT concerning the effect of personality traits, especially positive psychological capital (positive psychological strengths-resources) as personal inputs proposed by introducers of career self-management model of adaptive behavior (Lent & Brown, 2013), previously mentioned researchers and also international researchers (Sheu & Bordon, 2017), is confirmed and applies to Greek sample of emerging adults, Greek Neets. Resilience may function as personal input variable in SCCT models. The specific result also provides support for the extension of SCCT career self-management model developmentally (i.e. in emerging adulthood) and in other cultures and additional populations (namely: Greeks) (Lent & Brown, 2013; 2017).

Our results also suggest that the influence of resilience differed somewhat for the five dimensions of career decision making self-efficacy. Resilience had a strong positive influence on gathering job information, self appraisal and goal selection but a minor positive influence on planning for the future (career design) and for the problem solving. It appears that resilience is important because it can enable students to engage more quickly in the task of gathering information about self and career options. Additionally, gathering information about oneself and the world of work could be instrumental in moving Greek Neets from lack of readiness to fuller engagement in career decision making. These results confirm observations made in previous studies, suggesting that resilient students have an active, persistent and focused approach to decision making, especially during this process by gathering information (Shin & Kelly, 2015) and also by developing transformational learning when faced with changes and engage in career decision tasks (Tomassini, 2015).

The specific result of strong positive relation between resilience and self-appraisal is also in line with other results findings positing that resilience is related to identity capital (Web et al., 2017), to vocational identity, and with research findings positing that committing to a vocational choice means having resilience but self-doubt may interfere with career decision making and have a negative effect in career construction process (Fusco et al., 2019). It also provides support for contemporary researchers claims career self-management is better to emphasize in enablement of identity identification rather than making optional career decisions (Argyropoulou & Kaliris, 2018).

Our results also indicate a minor influence of resilience on the dimension of problem-solving. It appears that resilience is not associated with self-efficacy beliefs concerning success navigating challenges of problem-solving actions like changing subject of studies, re-evaluate occupational goals, going back to the University or attending new training programs, or even suspend the opinions and wishes of family, friends, peers or others. The specific result could be explained with many factors including irrational thinking referring to alternative educational and occupational options, occupational transitions in general. It is possible that Greek Neets have irrational thoughts or faulty assumptions about problem solving and also due to the fact that they are high-skilled and highly educated, do not feel it is needed for the future career to engage in tasks of exploring alternative educational directions.

Finally, our results also indicate the minor influence of resilience on the dimension of planning for the future (career design) (i.e. composing a resume, cover letters, giving selection interviews, etc.). It appears that resilient Greek Neets do not feel efficacious enough to engage in job-searching tasks. Nonetheless, this finding suggest that counselors should take a direct approach in addressing problem solving and simple tasks referring to advancing job search skills that can build efficacy to their clients.

Overall, our results provide support to claims of researchers that in general, individuals who use their positive psychological strengths-resources, embrace a positive attitude on the career development phase/transition in which they are involved and they tend to have a more positive cognitive judgment to their career life despite perceived obstacles (Bockorny, 2015). They also provide support to researcher’s claims that better decisions are made when we leverage and capitalize on our strengths instead of simply focusing on trying to mitigate or eliminate our decision making weaknesses (Argyropoulou & Kaliris, 2018; Dye, 2009). Overall, it seems that positive psychological strengths-resources enhance Greek Neets’ beliefs about their career decision making self-efficacy and effectiveness of career decision making.

Counseling Implications

Based on these findings, career decision making self-efficacy remains the core construct, toward which counseling interventions that should be addressed in. Counselors might use self-efficacy enhancing procedures, grounded in the four core sources which according to Bandura’s (1997) sociocognitive approach form one’s self-efficacy beliefs (i.e. mastery experiences, vicarious learning, social persuasion and emotions regulations techniques), in order to facilitate Greek Neets' career self-management and adaptive career behavior.

Our results also suggest that counselors should consider developing resilience with their clients who are Neets. Career counseling intervention programs should aim at increasing Neet's resilience in order to become efficacious to confrontate efficiently career decision making issues, acquire resources to pursue goals, be persistent, be open to opportunities and facilitate their adaptation to the changing nature of labor markets (Barto, Lambert, & Brott, 2015; Bimrose & Hearne, 2012; Buyukgoze-Kavas, 2016; Santilli et al., 2017). The exploitation of psychological capital of the young Neets may also strengthen the motivation for action and the perceived progress towards the targets, foster the feeling of control in the career decision-making process and the belief that their sufficiency in relation to the process depends mainly on their own resources. Resilience could also help Greek Neets to perform courageous behavior in regard to their future decisions despite perceived obstacles and cope with risks related to their future.

Counselling approaches may possible endorse the exploitation of well established promotive and protective factors based to the basic science and intervention research. Resilience can best be promoted by focusing on competence. Such competence and promotive factors include cognitive abilities (i.e. perceived efficacy and control, intelligence and problem-solving skills, high-order cognitive skills, self-regulations skills, planfuleness, self-control and self-regulation skills, achievement motivation), in-depth self-exploration and identity formation, temperament (i.e. beliefs that life has meaning, faith, hope, spirituality), parenting quality (on going family functioning), positive relationships with caring or supportive adults, teachers, friends or romantic partners (relational contexts), good schools and stable employment (Burt & Masten, 2010; Masten, Powell, & Luthar, 2003; Masten & Tellegen, 2012; Sapienza & Masten, 2011). These factors are longitudinally predictive of a more successful transition especially in emerging adulthood (Burt & Paysnick, 2012). Career counselors should also have in mind and focus on the influences that *do work* differently for each person in the presence of adversity (Burt & Paysnick, 2012; Rutter, 2012). Besides individual career counseling, group interventions could be implemented to demonstrate the utility of relational contexts (supportive adults, romantic partners) and other key factors such as cognitive abilities of the Neet.

In tandem of fostering relational supports, counselors should be aware of the importance of fostering trusting relationships. Researchers have found that many Neet young people suffer from luck of belonging and from failed relationships, and need someone they can trust and rely on, to help them re-engage (Nuffied Review/Rathbone, 2008). Counselors could also use mentoring technique. It is a collaborative relationship between two people, which allows for the exchange of experience, views, information and practical advice in a particular field (e.g. a professional activity). This relationship strengthens and develops a sense of self-confidence by enhancing the professional and personal skills of the mentee (Cedefop, 2010).

Career initiatives should also help Greek Neets for this period of their transition to work. Grounded to the assumptions presented before, career counseling interventions should be shifted from solely guiding clients for making a single right decision to support them in managing their life and optional career options and facilitate choices about educational, work and other personal projects. Additionally, according to the assumption of irrational thoughts, we claim that it is not sufficient to counsel individuals to start engaging only in information gathering (based to previous results discussed) before disputing possible irrational thoughts or faulty assumptions and develop more adaptive thoughts and about their career decision making self-efficacy. We claim that adaptive aspirations for alternative educational, work and personal choices begin with excessive career search process including information-gathering. Counselors should take a direct approach in addressing lack of on planning for the future (career design) by engaging Greek Neets in job searching activities tasks (i.e. CV and cover letters writing, interview, self-presentation techniques), referring to advancing relevant skills that can build relevant efficacy.

Finally, career counselors should attempt to develop a future time perspective in their Neet clients especially those within Greek context. As we mentioned in the beginning, Greek Neets are highly educated, which means that unlike other population groups were at a distance from the labour market for many years and most of their recent experiences about the world of work or about decision-making were related to education rather than work. Others may be out of employment for quite a lot of time. Thus, cultivating a future time perspective will enhance their resilience and facilitate their adaptation to the changing nature of labor markets (Barto, Lambert, & Brott, 2015; Bimrose & Hearne, 2012; Buyukgoze-Kavas, 2016; Santilli et al., 2017), advance their career decision making self-efficacy and, in turn, facilitate their career decision making (Walkey & Tracey, 2012).

Overall, career counseling implications mentioned, can be considered as means instilling resilience and so enhancing career decision making self-efficacy levels that can contribute to a decrease in career indecision.

Limitations and Recommendations for Future Research

The current study has several limitations beginning with the inability to generalize these findings to different cultural contexts. As mentioned in the beginning, Greek Neets are not so independent because the majority of them live with their families of origin and are financial supported, while trying to make the transition of them by finding an initial job, or more stable job or just a job of immediate income to access health benefits. Neets across cultures may be more independent and less resilient as far as their career-decision making self-efficacy beliefs. Thus, it may be necessary to test the relationships among resilience and career decision making self-efficacy across cultures. Second, the study was cross-sectional; therefore, longitudinal research is needed to support more specific set of conclusions around resilience and career decision making self-efficacy. Third, all measures used were self-reported; consequently, the data may be influenced by reporting bias. In order to remedy this limitation, researchers could in the future use a mixed approach to data collection (quantitative and qualitative) to allow for a more-in-depth study for resilience in Neets population. Fourth, the sample is not gender-balanced. We would need further studies with balanced samples in order to determine gender influence over identified relations between constructs. Finally, an important future goal would also be to test whether resilience is subject to change via interventions as mentioned above, and whether that will consequently affect career decision making self-efficacy beliefs.

Despite the above limitations, ours is one of the first studies that has empirically tested the relationship between resilience and career decision-making self-efficacy in a specific sample of emerging adults –Neets- and confirmed SCCT model of career self-management. Its significant results suggest that further research should be undertaken to replicate these findings. In addition, a multidementional measure of resilience can be used to obtain more detailed information in future studies. Within SCCT model, resilience has to be analyzed not only as person input but in interaction with social resources of emerging adults (i.e. ongoing family functioning and relationships, attachment, peer relationships, connections to supportive adults, romantic partners e.t.c.) and other promotive and protective factors of resilience (i.e. cognitive variables) to promote the study of their effect on social cognitive variables and in turn, to career decision process.

Conclusion

The present study increases the understanding of an understudied phenomenon: resilient adaptation and career decision making self-efficacy beliefs in career decision making process. The results of this study support the contributions of positive psychological strengths-resources to career decision making. They also support the extension of SCCT concerning the effect of positive psychological capital as personal inputs proposed by introducers of career self-management model of adaptive behavior (Lent & Brown, 2013) to Greek sample of emerging adults, Greek Neets. Resilience may function as personal input variable in SCCT models.

On the basis of the study's outcome, it is possible to claim that Greek Neets who are resilient most probably feel able enough to regard and confrontate efficiently career decision making issues and it is very possible to become involved in career decision making. Thus, to improve Green Neets' resilience, counselors should design career interventions that include a variety of strategies to foster resilience and other positive strengths (i.e. hope, optimism) (Argyropoulou & Kaliris, 2018).

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Effects of public career guidance on adults over 40: What are the expectations of different stakeholders?

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Abstract

Due to digitisation, automation and demographic changes, employees are increasingly required to develop and maintain their employability throughout their working lives. Accordingly, public vocational and career guidance services are confronted with an increasing need for career counselling for all age groups. However, for adults over 40 with professional education, little is known about which effects of career guidance are desired and achieved, and which are relevant indicators that could be used to measure these. The study therefore aims to explore the effects of public career guidance for adults over 40 that are expected by different stakeholders, namely individuals, organisations and society. First, we conducted literature research to gather described effects and impacts of career guidance. Then we conducted qualitative interviews with former clients over 40, Human Resources managers and representatives of work integration offices, representing the different groups of stakeholders (individual, organisation, society). Our qualitative data provide insights about which effects the target group strives towards and whether companies and work integration offices have specific requirements about what career guidance should achieve for this group. Moreover, the content analyses of 25 interviews showed various effects of career guidance for advice seekers over 40 on the individual, organisational and societal level. Further research should consider dividing the target groups into subgroups as well as develop an instrument to measure the effects.

Introduction

Against the background of an ageing population and profound changes in the labour market due to digitisation and automation, older employees are confronted with increasing demands on their employability. While classical careers have dominated until now and long periods of employment with the same employer in the same job have been the rule rather than the exception, lifelong learning and changes of employers or even jobs are becoming increasingly necessary. Moreover, it is becoming more and more likely that people will work longer in life due to good health conditions and increasing pressure on pension funds. The raising or flexibilisation of the statutory retirement age is already being discussed or introduced in various countries.

In order to meet these challenges, there will be an increasing need for career guidance to regularly assess one's professional situation and to reorient oneself over the course of one's life (Hirschi, 2018b). Private providers such as outplacement services and career coaches already assist employees in their middle age with career transitions. However, according to federal law public career counselling services such as the cantonal offices for vocational studies and career guidance (Berufs- Studien-, und Laufbahnberatung) in Switzerland should also support this target group with career planning offers. The public service centres responsible for occupational, educational and career guidance are called BIZ (Beratungs- und Informationszentrum). The services of the BIZ include information, newsletters, counselling, events and courses (e.g. workshops and seminars) as well as other services such as mentoring or support with applications (KBSB/CDOPU, o.J.).

So far, almost half of all people seeking advice at those public career guidance services are younger than 18 years old. While the share of over-40s who seek career guidance is on the rise, they still only amounted to 10% of all those who visited public counselling services as of 2016 (KBSB/CDOPU, 2016). This might be in part due to the fact that there has been little research into what this target group wants to achieve with career guidance, and how to achieve it.

The effects of career guidance in general are well documented, however there is no general agreement as to which indicators should be used to best measure its impact (e.g., ELGPN, 2015, Perdrix et al., 2012). Particularly, for the group of adults over 40 with professional education, little is known about which effects of career guidance are desired and achieved and which are relevant indicators that could be used to measure these.

The study therefore aims to explore the effects of career guidnace for adults over 40 that are expected by different stakeholders, namely clients, employers and representatives of work integration offices. The results should serve to identify suitable indicators for measuring the impact of career guidance for adults over 40, in order to create a basis for developing evidence-based offers for the target group of over-40 advice seekers in the future and for reviewing their sustainability.

Theoretical background

There is a growing consensus that decisions on how to design career guidance interventions and how to allocate resources should be based on evidence (ELGPN, 2015). Therefore, the effects and the impact of career guidance need to be specified. There are different models to categorize the effects of career guidance. Firstly, short-term, medium-term and long-term effects can be distinguished (Egger-Subotitsch et al., 2016). Short-term effects are for example better knowledge of educational and vocational opportunities, clarity of objectives and improved decision-making ability. Medium-term effects include improved competences in dealing with vocational and educational decisions and acquisition of career management skills, while long-term effects include factors such as higher educational levels, better employment situations and successful (re-)entry into the labour market. Secondly, the ELGPN (2015) distinguishes four levels of impact based on the model of Kirkpatrick (1994). The first level - *reaction* - describes the experience of clients. This includes the satisfaction with career guidance. Various studies indicate that most clients have positive experience with counselling (Egger-Subotitsch et al., 2016). The second level of impact - *learning* - comprises learning outcomes achieved through career guidance (ELGPN, 2015). Research provides evidence for a number of learning outcomes through career guidance, such as knowledge about educational and vocational opportunities, research skills, and decision-making competence (Egger-Subotitsch et al., 2016). Many of these learning outcomes are summarised under the term career management skills. "*These are the skills that individuals need to make career decisions, manage transitions, build their career and manage change and setbacks.*" (cf. ELGPN, 2015, p. 28). The third level - *behaviour* - describes the actual change in behaviour brought about by career guidance. This includes, for example, active job search and participation in further education. The fourth impact level - *results* - describes observable effects such as increasing participation in education and falling unemployment rates (ELGPN, 2015). There exist only few studies that demonstrate the effects of career guidance at this level (Albrecht, Geerdes, & Sander, 2012; Egger-Subotitsch et al., 2016; ELGPN, 2015). Finally, there are different recipients of impact: individuals, organisations and society (e.g., Albrecht et al., 2012; ELGPN, 2015). Although vocational and career guidance is primarily directed towards the individual, any change in the behaviour of the individual might have consequences on companies, the labour market or the social system.

Measuring effects

Collecting and interpreting evidence from career guidance involves a number of challenges (cf. Egger-Subotisch et al, 2016; ELGPN, 2015; Käpplinger, Lichte & Rämer, 2014). A particular difficulty in measuring the impact of career guidance lies in the fact that the impact that can be achieved depends on several factors. Those factors are the potential of those seeking advice, such as their background, but also on the possibilities available and the type of service offered, e.g. a short interview versus longer-term process support, as well as the competence of the counsellors (cf. ELGPN, 2015). Lastly, it is difficult to isolate the influence of career guidance from other influencing factors such as information from the Internet, advice from colleagues or family, the media, and chance (Egger-Subotisch et al., 2016).

There are different types of impact analysis that try to counter the aforementioned difficulties. Käpplinger et al. (2014), ELGPN (2015) and Egger-Subotisch et al. (2016) offer overviews of the various quantitative and qualitative designs, such as follow-up surveys, longitudinal studies, control group designs and cost-benefit analyses, and present results of various studies. Furthermore, the indicators used for measurement also bear relevance. Existing instruments consider different levels of impact, e.g. satisfaction with outcome of counselling and career management skills (Career Resources Questionnaire, CRQ, Hirschi et al., 2018), focus on various aspects and specific target groups, e.g. adolescents (Aussagen über über meine berufliche Situation/statements about my professional situation, ABS) (Toggweiler & Künzli, 2012).

Target group of adults over 40

Another complicating factor is the fact that adults over 40 represent a very heterogenous group on many levels, including their needs in terms of career guidance. This heterogeneity has not received much specific focus in public career guidance to our knowledge. Those seeking advice differ in their potential and opportunities. They differ in their training and further education background, their professional experience, their financial situation and their mobility.

Therefore, groups like the low-skilled, highly qualified, migrants, re-entrants and older workers all differ in their career counselling needs (Hirschi, 2018a). In general, adults seek advice to develop and maintain their employability, to (further) develop their career management skills and to receive support in career planning and coping with different transitions (ELGPN, 2015). However, interventions tailored to the needs of adults over 40 are still lacking. Most of the current research relates to adolescents. The evidence base regarding adults in midlife and later has only just started to grow.

Methodology

Two Swiss cantons represent the field of investigation of this study, since career guidance is handled differently in each canton. In both cantons, the canton of Berne (www.biz.erz.be.ch/biz_erz/de/index/biz_next/biz_next.html) and the canton of Aargau (www.beratungs-dienste.ch/laufbahnweiterbildung/laufbahn-planen.html), adult career guidance is fee-based. Moreover, in both cantons there are various offers for career counselling, such as potential analysis, career coaching and career advice as well as career courses.

Sample

The sample comprised three different groups in order to reflect the expected effects from the perspectives of the various stakeholders: adults over 40 representing the individual, company representatives representing organisations and representatives from employment integration offices, representing society.

Adults over 40. The public sevice centres BIZ of the two Swiss cantons wrote to former clients who were at least 40 years old and who had their counselling about six month ago. The former clients received a brief description of the project by e-mail and were asked whether they would be available for an interview. We then conducted guideline-based interviews with ten former clients from the cantons of Aargau and Berne. 20% of the interviewees were men and 80% were women. The average age of those seeking advice was 49. They attended between one and ten consultations (an average of three consultations), each lasting between 1 and 1.5 hours. The last consultation took place 6.5 months ago on average.

Company representatives. In both cantons, HR professionals were asked whether they would be willing to take part in an interview. The companies were recruited via the network of the University of Applied Sciences Northwestern Switzerland (FHNW). We tried to ensure that large companies with their own career guidance services as well as SMEs were represented in our sample. A total of four companies from the canton Aargau and five companies from the canton Berne took part in the study. Two thirds of the companies surveyed were large companies and one third SMEs. The companies belonged to the sectors construction, chemicals, energy supply, industry, information and communication technology, logistics, insurance as well as personnel services. Apart from one managing director of a small company, all interviewees were HR representatives. Two interviews took place with representatives from the company's own career centre.

Employment integration offices. In order to include the perspective of employment integration offices, six guideline-based interviews were conducted in the selected cantons. The representatives came from cantonal disability insurance offices (IV, n = 2), regional employment agencies (RAV, n = 2), as well as one cantonal social service employment integration office and one private employment integration office for each canton.

Data collection and analysis

A qualitative approach was chosen because not much is currently known about the effects that career guidance has on the target group of adults over 40. A semi-structured interview guideline was developed for this purpose (Döring & Bortz, 2016), which was adapted for the three groups. The interviews contained questions on the expectations placed on the public vocational and career guidance services, on the impacts that the career guidance should achieve or had achieved, and on possible indicators to measure the impacts. In addition, we asked how career guidance can fulfil the needs of the target group of over-40s with regards to their future career paths.

The interviews took place between November 2018 and June 2019 and were recorded and transcribed. The interview transcripts were analysed in terms of content. The procedure was deductive-inductive (Kuckartz, 2016), whereby categories were also derived from the material. In addition, three two-hour workshops were held with public career counsellors from the cantons Aargau and Berne. The aim of the workshops was to reflect on and discuss the results of the qualitative interviews and to obtain further information. Between four and six people took part in each workshop. All of them were trained career counsellors and the majority were psychologists.

Results

First, we describe the general expectations that the various stakeholders have regarding career guidance for over-40s. Then, we present the effects of this type of career guidance on individuals, organisations and society.

Expectations of the stakeholders of career guidance for over-40s

Expectations of adults over 40. Those seeking advice expect the counsellor to be able to put themselves in their shoes, as they generally felt that their specific situation was highly relevant to the type of guidance they wanted or needed. In the interviews it became clear that they were more likely to attribute this empathy to counsellors who themselves have a certain experience in life, or have themselves experienced a process of reorientation in the past. In other words, the interviewees were more likely to trust the guidance of someone their age or older, rather than a younger counsellor.

All the interviewees were willing and also interested in investing in their employability within the scope of their possibilities. In particular, those seeking advice over the age of 50 have repeatedly expressed questions about the future of their financial existence. They expected their existing experience and qualifications, their personal situation and the labour market situation to be taken into account when finding solutions together with the public career guidance. This target group strives for professional, reliable solutions that will advance rather than hinder their professional career.

In addition, it became apparent – especially among those who were seeking counselling due to unemployment – that there is a need for services that go beyond classic short-term counselling, such as longer-term process support. Dismissals always represent critical life events (Wettstein, 2016), and this is particularly sensitive at the age of over 40, as the following quotation shows:

> "*When I was 50, I had to realise that it was really tragic. If you haven't done anything for a long time, I'm happy to say that I've been doing trainings and courses over and over again and I am actually up to date, but of course there are many who have not done any further education for 20 years. And now they suddenly find themselves alone in this situation and have to find their own way! That is definitely not easy. And such a guidance over longer time, of course it costs time and money, but I am convinced, the final result will speak for itself.*"

The interviews with individuals over 40 also showed that there is a need for networks, whether to exchange experiences with other people seeking advice or to establish contacts with potential employers, which could be accessed in the form of a BIZ network.

Expectations of company representatives. It is noticeable that organisations do not actively perceive the public vocational and career guidance centres in Switzerland as experts in career questions. The public vocational and career guidance centres are particularly well known as competence centres for questions concerning the choice of an apprenticeship or a study, as the following quotation from an in-house career advisor of a large company describes, "*As I perceive the BIZ, [...], they are more likely to be responsible for apprenticeship graduates*". If there are contacts between a companies' HR department and the public vocational and career guidance centres, this is due to a cooperation for apprenticeship graduates and their further development. According to the company representatives, older employees are rarely referred to public vocational and career guidance centres. Moreover, it became clear that the HR representatives seldom know that an employee has visited a career guidance service. The public career guidance services are also often less well known than the regional employment agencies, with which HR usually has contacts due to the obligation to report vacancies, a legal requirement in Switzerland.

Company representatives expect that the public vocational and career guidance centres will encourage adults over 40 who may not have completed any further training for some time to reflect on their past and future career and to help them find actions to be taken. One third of the representatives from SMEs interviewed see potential for cooperation with the public vocational and career guidance centres, e.g. in the context of dismissals or for potential analysis, as the following quote shows "*We are cutting a great many jobs [...]. In this course, as part of the social plan, we make an outplacement. I would find it extremely useful to be able to cooperate with career counselling*" (HR representative SMEs). Nevertheless, the majority of company representatives stressed that the internal development of an employee has priority. "*I can't really imagine under what circumstances we as a company would work together with a career counsellor in order to help employees progress, especially when things then move on externally*" (HR representative SME).

Expectations of representatives of employment integration. Representatives of the employment integration services expect that the personal realm of those seeking advice will be taken into account in the exploration of future professional possibilities. This includes family obligations and the state of health, as well as the initial financial situation and financial obligations. They also expect career advisors to have an up-to-date knowledge of Switzerland's relevant education and training landscape. Employees at employment integration offices believe that changes to the educational landscape influence the potential inroads to the labour market, and they consider themselves less knowledgeable than career counsellors in the areas of initial and continued vocational training. Furthermore, they expect career counsellors to consider the medical recommendations on feasible activities for their clients. Ideally, the possibilities developed in the consultation(s) should be made available in written form and reported to the representatives of the respective work organisation.

Effects of career guidance for over-40s

In the following, the impacts of career guidance on the individual, organisations and society are presented. The data from the qualitative interviews describe the effects actually observed or experienced as well as the effects expected to be achieved with career guidance. The effects shown here are exemplary and not conclusive. The following section shows the impacts that were most frequently reported in the interviews.

Effects on the individual. While we inquired about effects on the individual with all three stakeholder groups, it goes without saying that the over-40s themselves were best placed to describe these effects, and consequently most of the response in this subsection came from that group. The career counsellors who took part in the workshop also found it easiest to adopt the perspective of those seeking advice. The following table (Table 1) shows the individual impacts mentioned for the group of over-40 adults.

Table 1: Effects on the individual

Effects	Description of the effect	Citation
Reflection on the past and planning of the future career path	Reflecting on one's career in a structured way. Defining where one currently is and which possibilities are realistic for one's future or not, including specific future steps	*«There is no point in pursuing an idea which in fact is not realistic at all. And I think that this is also the added value of such a service, that they are in a position to judge what's realistic and what isn't.»* (HR representative, SME)
Gaining and structuring information	Gaining and structuring information (about (further) education, professions, application processes)	
Career Management Skills	Improving one's Career Management Skills	*«When the clients get active, when they invest themselves in their goals, […], when they are ready to take small steps in order to reach a long-term goal and also, to gain a perspective. That is a very important point.»* (Work integration representative, SME)
Well-being	Finishing a process of finding or a readjustment process, which goes along with feelings of relief and an improvement of one's general well-being.	

Professional identity and self-confidence	Improved self-confidence through (re)gaining of one's professional identity	*«[…] because the employees get to know themselves better. This can be like a „wow-effect". That is a huge win for us as their employer. […] They have an idea again of who they are.»* (Inhouse career consultant, large company)

Effects on the organisation. The impacts, which organisations reported as desirable, were compiled from the interviews with all three stakeholder groups. The effects that public career guidance can have on organisations are shown in Table 2.

Table 2: Effects on the organisation

Effects	Description of the effect	Citation
Employee employability	Training oneself independently, openness to developments inside and outside the company, ability to use competences in an agile manner i.e. not only on the job, but perhaps also in a secondary discipline.	*«[...] we have a lot of long-term employees, who are losing their employability and for whom it would actually be good to have a look at this. […] For me, that is the most decisive of all, so to speak. That you might check a person's employability and see where the gap is; what is missing and how can you close the gap?»* (HR representative, SME)
Employee competence development	Development of competences, which are useful in an organisational context, such as communicating needs towards supervisors or dealing with conflict situations.	
Employee health	Career guidance can play its part in ensuring that health impaired by work stress does not deteriorate or improves, although the responsibility for the health of employees lies with the employer himself.	*«[…] that I can make a preventative appeal for the person to change his/her position before he/she burns out.»* (Inhouse career consultant, large company)
Clarity about remaining in or leaving the organisation	Gaining clarity whether their further development should take place within the company or outside of it.	

Effects on the society. The impacts reported and desirable at the societal level as a result of career guidance for over-40s were also compiled from all three interview groups. They are shown in Table 3.

Table 3: Effects on the society

Effects	Description of the effect	Citation
Improved employability in the primary labour market	Changes in the job search, e.g. by adjusting the search radius. Thus, the effects of career guidance on the individual can improve employability in the primary labour market.	
Reduced social security benefits	With regard to social security benefits, career guidance can have a preventive and sustained impact. However, a rapid integration and thus the short-term saving of daily allowances are often in conflict with long-term intentions, such as sustainable integration into the first labour market.	*«[...] that he will either find a job quickly or maybe will not even have to find his way back to unemployment insurance again»* *(*Representative regional employment agency*)*

The results will be discussed in the following chapter, followed by a description of the limitations of this study and possible consequences for future research. The chapter will close with some practical implications.

Discussion

The aim of the presented study was to contribute to the evidence base of career guidance by collecting the expectations of different stakeholders for career guidance for over-40s. The results indicate that the different stakeholders have concrete expectations for career guidance 40plus which complement each other well and provide starting points for adjustments in public career guidance services.

It became clear that the group of adult advice seekers over 40 expect far more from career guidance than mere information about possible further training. Instead, career guidance is intended to reflect on previous careers, combined with planning how future years could be shaped. It is therefore necessary to determine the current situation or, in some cases, recommend long-term support strategies for this target group.

The organisations interviewed also consider a central contact point for expertise on vocational development to be important, although the public career guidance is not yet consciously perceived as a competence centre for individuals over 40 seeking career guidance by HR representatives. Above all, however, the SMEs and larger companies interviewed that do not have in-house career counselling see an opportunity for public career guidance to provide support in order to improve the employability of their staff.

SMEs often do not have the resources for comprehensive human resource development devoted specifically to the employability of their employees. If the employees themselves in general feel at ease in their position, they often do not actively take care of their own employability. Therefore, career guidance is important for individuals over 40, as the employability of this target group is particularly at risk without a certain level of career management skills and without organisational support.

Representatives of employment integration offices are familiar with the public career guidance. Usually, cooperation already does take place but mostly for young people seeking early careers advice. Above all, the interviewed representatives seem to expect career guidance that takes the personal situation of those seeking advice into account with regard to educational background and health, financial possibilities and family obligations. Moreover, they expect counsellors to stray clear of considering unrealistic career options for each individual.

The effects experienced, observed or merely anticipated by the various stakeholder groups cover all four levels of impact (reaction, learning, behaviour, outcomes) cited in the literature (ELGPN, 2015; Kirkpatrick, 1994). The effects cited most frequently are at the level of learning and behaviour.

At the individual level, our data shows that, in addition to providing information on education, professional roles and application processes and imparting career management skills, career guidance for over-40s is specifically expected to aid with reflection on past and planning of future careers, as well as (re-)building self-confidence and a clear professional identity. While the first effects are also central to counselling newcomers to the labour market (Hirschi, 2017, 2018a), it seems that it is precisely the reflection on previous careers and the recognition of achievements that is relevant for those seeking advice in the middle of their working lives. At the same time, individuals over 40 need to determine their occupational identity (Zacher, 2017) in order to make career-related decisions in line with it. Since the advice-seekers over 40 are more limited in their possibilities due to past investments in education and work experience, it is also important to strengthen self-confidence and, at the same time, to develop feasible planning for future years of employment. Finally, health, and how it can be supported by career decisions seems to be a specific priority for this target group.

The effects reported on the individual level are well-matched with those expected by organisations. The main focus here was on maintaining and developing employees' employability and skills, which can be supported by imparting career management skills. Expectations relating to maintaining and improving employee health, as well as desired clarity about remaining in or leaving the organisation, were also found on the organisational level. In the latter case, it became clear that public career guidance appears to be more independent than inhouse career guidance, which would not always be in the interests of companies if employees decide not to remain in the organisation.

Limitations and future research

Finally, the impact of career guidance for over-40s on a societal level was mostly cited as improved employability in the primary labour market and reduced social security benefits. Social effects known from the literature, such as a longer period of employment, higher labour mobility and higher labour market participation (cf. Albrecht et al., 2012; Hirschi, 2017) were not explicitly mentioned in the interviews, as most interviewees found it difficult to abstract from the individual. However, the effects on the individual, such as a reflected confrontation with their past, their achievements to date, their interests and values as well as their future goals, should have an impact on organisations and society, even if this was not explicitly named as such (cf. also ELGPN, 2015).

In order to actually be able to prove the effects of career guidance for those over 40 in the future, specific indicators for its measurement are needed. In addition, it is suggested that the effects should be assessed from advice seekers at several points in time. This is because career counselling is understood to start a process, which does not per se stop with the end of the counselling, since it can continue to have an effect beyond its mere duration. Furthermore, measuring at the level of organisation and society is an ambitious aim, since a wealth of elements contribute to factors such as employability, health and the decision to remain in an organisation, making it difficult to measure the impact of career guidance alone.

Although the present study provides a number of indications as to what effects are expected by the various stakeholders, it cannot make a reliable statement about what effects are actually achieved in adults in the middle of their working lives through career guidance. Future studies should therefore examine whether other effects in addition to those mentioned here are relevant for the target group of over-40s. In order to arrive at binding statements about which individual, organisational and social impacts are actually achieved, research is needed that contributes this evidence by evaluating career guidance with regard to its effectiveness. The preliminary study presented can be used to derive a number of possible indicators with which the effects could be measured. However, since the concerns of advice seekers over 40 and their individual life situations (education, professional experience, etc.) are very heterogeneous (Hirschi, 2018a), our sample was not able to reflect the entire possible range expectations of those seeking career guidance.

Future research should therefore divide the heterogeneous group of those seeking advice into various sub-groups (e.g. highly qualified vs. low-qualified, with and without vocational qualification, in employment vs. job-seeking, with or without interruption in working life) in order to be able to take the specific characteristics of career guidance for these target groups into account. A further meaningful subdivision could also be the middle of working life versus shortly before retirement, as the transition to retirement should be of particular relevance for the latter group. This division of the target group makes it possible to develop targeted offers for the groups mentioned and to check their impact.

During the survey of company representatives, it was noticed that they generally have little overview of who of the staff has taken advantage of public career guidance. Only in-house career counsellors were able to provide information on this and thus describe the effects observed. As an approach for future research, the interrogation of line managers should be taken into consideration here, as they could often be more aware of this due to their regular exchange with the employee. In order to obtain reliable results, however, a different methodological setting would have to be chosen, for example by determining, on the one hand, if an employee has used a form of career guidance and, on the other hand, asking their manager about the employee's employability, motivation and productivity as well as about health indicators.

Finally, the results only refer to two cantons in Switzerland and the study cannot make any statement about the effects of the public career guidance on the target group throughout Switzerland. However, since the results for the two cantons were very similar despite the different appearance and services of the public career guidance in each, this could indicate that the results for career guidance for over-40s would also be found in other cantons with compulsory fees.

Practical implications

In a next step, indicators to measure the effects of career counselling should be developed and transformed into a measuring instrument that also considers input factors such as personal resources, type and quality of counselling. In order to also be able to measure the medium- and long-term impacts on the individual as well as the impacts on organisations and society, it is necessary that the impacts are not only recorded immediately after the counselling, but also at intervals, for example after one year and after three years. In order to be able to compare which effects can be traced back to (long-term process support) career guidance, the measuring instrument could also be sent to those people seeking advice, who have only made use of the information provided by the public career guidance services and have not taken advantage of a counselling meeting or process meeting (control group design).

This study provides starting points for the further development of the public career guidance services. In order to fulfil their aims for career guidance to over-40s (Berufsbildungsgesetz (BBG), 2019), the organisation needs to position itself more clearly as a competence centre aimed at this specific target group in order to extend their reach. This is the only way adults seeking advice can become aware of the offers. The offerings should be tailored to the target group, as the requirements of the heterogeneous group of adults over 40 can vary greatly. The study also provides indications that employment integration offices, such as cantonal disability insurance offices (IV) or regional employment agencies (RAV), were to benefit from better coordination with the public career guidance by jointly discussing the extent of employability, goal and desired timeframe for counselling. In addition, individuals seeking advice as well as companies could benefit if the public career guidance services were to approach companies, since SMEs in particular, which do not have sufficient resources for career guidance, could then draw their employees' attention to the public opportunities more easily. Such a cooperation would encourage those seeking advice to reflect on their previous careers and would support them in developing their employability and career designing skills.

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Equipping a dialogical accompaniment, to support the emergence of a reflexive reflex

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Abstract

From Community psychology that appeared in the United States in the 1960s, to all the research concerning empowerment, we retain that is necessary for the individual and his counsellor to act on two dimensions: the individual dimension (the development of skills, the feeling of competence, the desire to act); the collective dimension (the resources and opportunities offered by the socio-economic environment, the individual's perception and feeling of control over these opportunities).

We believe, like authors such as André Chauvet, that the role of the counsellor is no longer to guide but to help the individual to perceive and widen the field of possibilities. These capacities are closely linked to what Beauchamp called internal reflective practice and external reflective practice. After having introduced these notions, we will present two tools that allow us to support the emergence of a reflective practice. The first one focused on the individual dimension, whereas the second one affects the collective dimension. First, we will see how the support that we provide through the pedagogical solution DIA#LOG allows the implementation of an internal reflexive practice. Then we will present what we call recognition ecosystems, which through the development of an external reflective practice, allow the construction of bridges between recruitment needs and recognition opportunities.

Keywords: softskills, learning territory, reflective practice, reflexivity, recognition

Intoduction

The work we present here is in line with the trend in Community psychology that emerged in the United States in the 1960s, and with all the research that has resulted on empowerment, particularly in Canada. This research is not recent and has inspired many practitioners.

What do they teach us? Change is not only an individual affair, in which the individual must adapt to his environment, and in which the counsellor accompanies the removal of brakes, the correction of deficits; that change is on the contrary a collective affair, in which the individual and his counsellor must act on environment – free themselves rather than adapt. To carry out this action, the individual and his counsellor will have to act on two dimensions: the individual dimension – the development of skills (capability), of the feeling of competence, and of the desire to act; the collective dimension – the resources and opportunities offered by the socio-economic environment, but also the individual's perception and feeling of control over these opportunities.

The role of the counsellor is no longer to guide but to help the individual to perceive and widen the field of possibilities. It is not longer to guide but to help the individual to deliberate, choose, decide and commit. As André Chauvet says, the user is no longer the object of analysis but the agent of analysis of his situation and the directions he must take.

We will present here two tools that allow us to support reflexivity, one focused on the individual dimension, the other one on the collective dimension.

We are interested here in reflective practice – an intentional approach that encompasses reflective activity as a cognitive process. Reflective practice can have several aims, and therefore benefits:

- Practical, to act to transform the world as part of its professional mission.
- Scholastic, to learn through reflection (Boucenna and Charlier, 2013)
- Critical (Tardif, 2012), to evolve by questioning its identity foundations (beliefs, mode of socialization, knowledge, desires…)
- Psychological, to accept the entry and maintenance of the critical process by admitting the uncertainty and questioning that the complexity of the experience imposes.

Beauchamp (2012), identifies the following six categories of cognitive processes involved in reflective practice:

- Examination (to observe, to focus)
- Thinking and understanding (to observe, to think, to interpret, to give a meaning)
- Problem solving (to find solutions)
- Analysis (critical analysis)
- Evaluation (to evaluate, to question)
- Construction, development and transformation (to build, to structure, to transform)

We intend to inscribe reflective practice, as we wish it to emerge in our users 'habits, in a vision called "maximalist", that is to say, one that considers it as a "daily life habit" and that would lead to the development of a reflexive reflex.

DIA#LOG: Identification support – reflexivity by and for the individual

Schön (1983) uses a metaphor to define reflective practice and suggests that it is a listening to the response of the situation ("The situation talks back to you") or a "reflective conversation with the situation". In this case, reflective practice would be a kind of dialogue with the experience that we would have to structure through operational principals and rules.

DIA#LOG is a pedagogical solution that we have developed to provide our users with the conditions for taking a step back from a daily experience (DIA) to develop a practice of identifying behavioural competencies in a personal journal (LOG). People are invited – via an application – to photograph an activity, or to have their picture taken in action. This "capture" of the present moment is then analysed individually, and possibly collectively, to extract identification of skills and feelings. The diversity of the experiences collected within their personal journal can be the subject of a valorisation, then used to create a strategic communication. We can therefore distinguish three decisive stages in the appropriation of this solution, like Denoyel (2007) who evokes a triple action: the time of action (articulation of prescribed work and real work), the time of reflexivity (articulation between plotting – personal dimension and pooling – collective dimension), the time of valorisation (the singularized experience is put into perspective with the expectations).

Our objective is to make the user develops a reflection that becomes like Perrenoud (2001) envisaged it as “a habit, an energy expenditure integrated into daily life” ; and to ensure that people who do not have a professional activity are able to reason about their everyday acts through “the skills extraction angle”, to make their habits of acting and thinking dialogue (E. Bourdieu, 1998).

Reflective practice strengthens the articulation between theory and practice to enable the individual to understand and accept the complexity with which he is confronted. In this sense, reflexivity is a form of action, if we admit that to act is also to present discursively what we do (Martuccelli, 1999). We then seek to make this reflective practice sustainable. Dewey (1968) explains that continuity and interaction can be thought of as “the longitudinal and lateral aspects of the experience”. Thus “different situations follow one another but, in accordance with the principle of continuity, something from the first is transferred […] what the person had acquired of Knowledge, and skill in the previous situation becomes an instrument of understanding and action in the new situation”. The present experiences guide the future actions.

Learning Territories: develop and make visible the field of possibilities

Beauchamp (2005), distinguishes two orientations of the functions of reflective practice. The first one is turned towards you, she calls it an intern. This orientation is embodied in the following categories of function: “think differently or more clearly”, “justify your position”, “think about actions or decisions”, “change the way you think or know” (Beauchamp, 2012). The second orientation is qualified as external, it reflects an orientation towards the environment and others. It is embodied in the following three categories: “act or improve action”, “improve learning”, “change the self or society” (Beauchamp, 2012). These occurrences appear separately or in combination; the two functions can be pursued simultaneously.

While DIA#LOG responds to the internal orientation of reflective practice, the support for the creation of recognition ecosystems through the implementation of learning territories integrating open badges, aims to allow the external orientation of reflective practice.

The objective is to design pathways for the identification, acquisition and recognition of transversal skills (or Softskills) to enable people excluded from the world of work to embark on a pathway of learning. These pathways are based on identified skills needs and existing resources of the territory. We support the co-construction of learning paths, through the creation of digital badges. The illustration of these paths by “badged” stages will allow to make visible the skills expected and looked for by companies, the means and the ways for people to acquire them and/or to have them recognised, the facilitating places and resources of the territory.

Ciccone (2001) states: “knowing how to contain a singular experience is understanding it”. In other words, “containing” is allowing us to understand in the sense that the first experience is detached from what encumbers the professional subject in order to move towards a new dynamic and organizational commitment. This process is shared by the actors of the territory, who gradually develop a collective competence through both experience and words.

They understand and take over the complexity of the resources and difficulties inherent to their territory. They share a common objective: making visible opportunities and possible paths for acquiring and developing skills; they collectively ensure that the professionalization of individuals becomes like “navigating a network of opportunities and not just climbing the rope of a pre-established training programme or curriculum” (Le Boterf, 1997).

Conclusion

We indicated in the introduction that we would like the individual and his counsellor to be able to act on both dimensions – individual: the development of skills, feeling of competence, desire to act, and collective: the perception of the opportunities offered by the socio-economic environment and the feeling of control of each of the actors over these opportunities.

The tools we are providing are therefore intended to support each of the actors’ individual reflexive reflex, but also collectively to support them in social construction of the learning territory. We are talking about territorial intelligence here; but this could be the subject of another article…

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The Existential Dimension in Group Counselling – How to Use LEGO Bricks as a Scaffolding Tool

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Abstract

This research was presented at a workshop at the IAEVG-conference in Bratislava 2019. The research investigated the significance of the existential dimension in group counselling for young people who have been assessed as; "not ready for education". Jan Tønnesvang's vitalising model (Tønnesvang & Hedegaard, 2015) and his psychological theory is the conceptual framework. Through video recordings and focus group interviews, conclusions have been reached about, partly the potential of group counselling and partly what significance it has for young people to focus on the existential dimension in connection with career counselling.

The main conclusion of the research is that group counselling to a large extend is preferred over individual counselling by these young people. They find that it makes them feel more secure and braver to be in counselling sessions together with other young people. But the video observations also made it clear that there need to be a very distinctive facilitation by the counsellor in order to come deeper into the existential dimension and to fully take advantage of the group dynamic.

In order to support the existential dimension, it became evident in the study that scaffolding tools were needed as some of the young people had difficulty reflecting based alone on questions from the counsellors. 'LEGO – BuildToExpress'[6] became such a scaffolding tool and together with a special question frame inspired by the vitalising model (Tønnesvang & Hedegaard, 2015) such a support for the existential dimension was created.

Keywords: group counselling, existential, youth, vitalization, LEGO

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[6] LEGO – BuildToExpress is a special box of LEGO bricks which helps participants to express their thoughts and ideas by building symbolic models with LEGO bricks. The box contains of many symbolic figures that can trigger metaphorical language (LegoEducation, 2019).

Perceived Problems and Research Question

The research was conducted in the southern part of Denmark during 2018 by Grethe Fogh Nielsen and Charlotte Juhl-Nielsen. Focus was on how professional counsellors was working with the existential dimension in group counselling; especially with young people who had been assessed “not-ready for education”.

The perceived problems were that individualisation seems to be a trademark of modern society which makes the individual solely responsible for himself, his actions and where they bring him (Beck, 2001; Ziehe, 2007). This responsibility also applies to his career and life-course development. Group counselling may provide an opportunity to understand one’s own situation as a common general problem and the group may be used in the exploration of possible solutions and choices (Thomsen, 2009; EVA, 2016; EVA, 2017). Furthermore, the legislation surrounding counselling in Denmark and many other countries in the western part of the world seem to be quite goal oriented (Bland, 2014). Also, counselling does not always take into consideration that young people need to talk about the more existential life-challenges they are facing and that they need psychological oxygen to cope with some profound key questions (Tønnesvang & Ovesen, 2015).

In order to define a rather fluffy concept ‘the existential dimension’ we chose the conceptual framework of the four forms of motivational directedness as described in the vitalizing model (ibid.). The other key concept of the project ‘group counselling’ was defined as a counselling process where the counsellor makes the participants work together with their life-challenges. This starting point generated a research question which was defined around the vitalization psychology (Tønnesvang & Ovesen, 2015) and read:

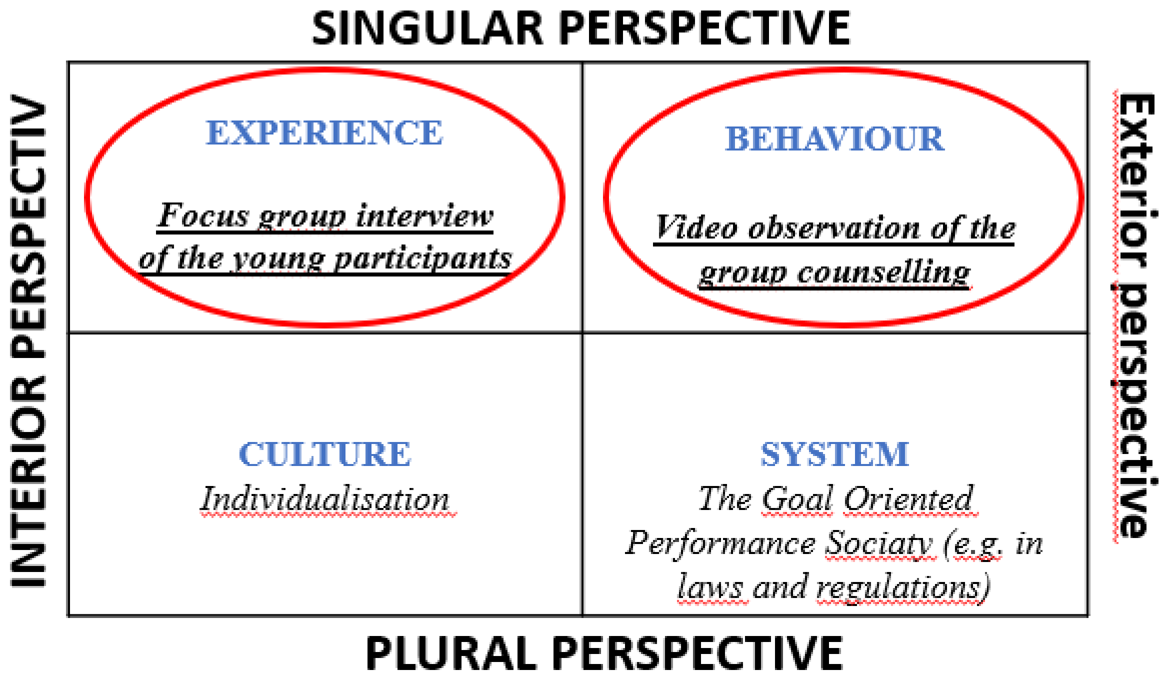
How does career counsellors work with the existential dimension in group counselling and what is important for it to become:

- a process that gives young people faith in themselves and their plan (“need for autonomy” (ibid.),
- a process that makes sense to the young people (“need for meaning”, ibid.)
- a process that promotes coping with the environment and with themselves and where there is focus on both resources and challenges (“need for mastering”, ibid.)
- a process that strengthens the young person’s belongings in the group (“need for belongingness”, ibid.)

Methodology

The methodology of the research was based on the integral theory by Ken Wilber (Wilber, 1995) and further developed by Jan Tønnesvang (Tønnesvang & Ovesen, 2015; Tønnesvang & Hedegaard, 2015). The reason for that was the acknowledgement of the importance to view a phenomenon from different perspectives to understand the complexity. Below a model shows the research design inserted in Tønnesvangs Quadrant Model (ibid.).

Figure 1: Research design inserted in Tønnesvangs Quadrant-model



The perspectives in the model show four different dimensions in our lives. There is a distinction between an exterior perspective which is observable and an interior perspective which is not observable and also between a singular- and a plural perspective (Tønnesvang & Hedegaard, 2015). In this research there was a specific focus on the two individual perspectives through 19 different video observations (behaviour) and focus group interviews (experience) with in all 35 young people[7] (Alrø, 2001).

Results: The voice of the young people

The data showed that it is important for these young people to feel **autonomy**, to be seen and accepted for who they are (Tønnesvang & Ovesen, 2015). This is for example seen in a group counselling where they must tell what they feel gratitude towards. They e.g. express gratitude towards the fact that they live in a free country where they can express their opinions. They express it like this: *That you in your country can be who you are. That you are not discriminated against because of your faith and religion […] that you can have an opinion* and another young person says*: Not go to bed hungry. That you have a place to stay. A place where you belong. A place where you are treated well. A place where you can be who you are, be yourself.* The young people express that they know this might not be the fact everywhere in the world and they do not take it for granted. They also express that they experience that their career counsellors make them feel welcome and that they act as if the young people are important to them. That the counsellors are interested in their wellbeing.

[7] Mainly young people at the age of 14-15. 8th grade students who have been assessed as not ready for secondary education and therefore get an action plan drawn up for them in order to get ready for education after the 9th or 10th grade.

When the young people are asked to express what bring **meaning** to their lives and how they view 'the good life' they mostly focus on getting married, a family, a good education and job and they also find it inspiring listening to how other young people look upon 'a good life'. A young boy of 14 years express how he is looking forward to reaching his goals. He says: *You're just, well, not going to turn every stone. Just as we young people do now to see where life is. And that we can say it's okay, now that we've experienced, that's fine. Now I'm here where I am and that's fine.* And another one expresses how he finds it rewarding to talk about what he wants in life. He says: *It is important to be able to talk about what you want to achieve. What you want in life.* But they also express, more than once, that it can be quite difficult to talk about the future but that it helps listening to each other's thoughts.

When asked about how they view good career counselling they all express that they prefer group counselling over individual counselling; it is very important for them to feel **belongingness** with other young people. This is one of the most significant findings in the research. When asked to state reasons for that they say things like: *It feels awkward being alone in a room with only the counsellor*; *I think it is awesome being in group counselling, because it makes me braver* and *It is interesting listening to other people's opinions*. When asked if they can think of situations where they would prefer to be alone with the counsellor; their answer is no. They would at all time prefer group counselling especially because it is less awkward.

Many of the young people in the research state that they experience a lack of **mastering** when it comes to making career decisions. They find that questions about their choice of education and career is stressful and that especially their teachers talk a lot about it. One of them say*: Off course it is an important and big question but sometimes I think that it is made bigger than it is, especially by the teachers at my school.* A young boy in 8th grade tells about how he has experienced to be forced into making a choice before he felt ready and before it was necessary. He says: *…the teachers take it very seriously. If I say I want to go to commercial school, they think this is for certain. But I can still change it many times. I mean I have already changed it two times so far.* There is a risk that this great focus on the choice kind of ruins the young people's openness and investigative approach to the career counselling activities they participates in (Skovhus, 2018).

Conclusions

The research had two main focus areas. To investigate the importance for young people when it came to talk about the more existential dimensions in their lives and to find out whether the young people experienced any advantages by taking part in group counselling processes.

The clearest conclusion was that these young people preferred group counselling over individual counselling for several reasons. Some of the reasons they mentioned was the fact that it was less awkward than being alone with the counsellor. But they also experienced being inspired and learning from each other and supporting each other in finding meaning in their life project by participating in group counselling.

In connection with the existential dimension it became, through video observation, quite clear that it was difficult for many of the young people to give detailed answers to some of the more existential questions. The video showed that it made a vital difference if the counsellor took a facilitating role. The facilitating counsellor started a prepared activity and supported the dialogue in the group. Finally, it became clear that a positive group dynamic does not happen by itself but is depended upon a facilitating counsellor who has reflected and prepared appropriate scaffolding tools.

Discussion of Findings and Recommendations for Career Counsellors

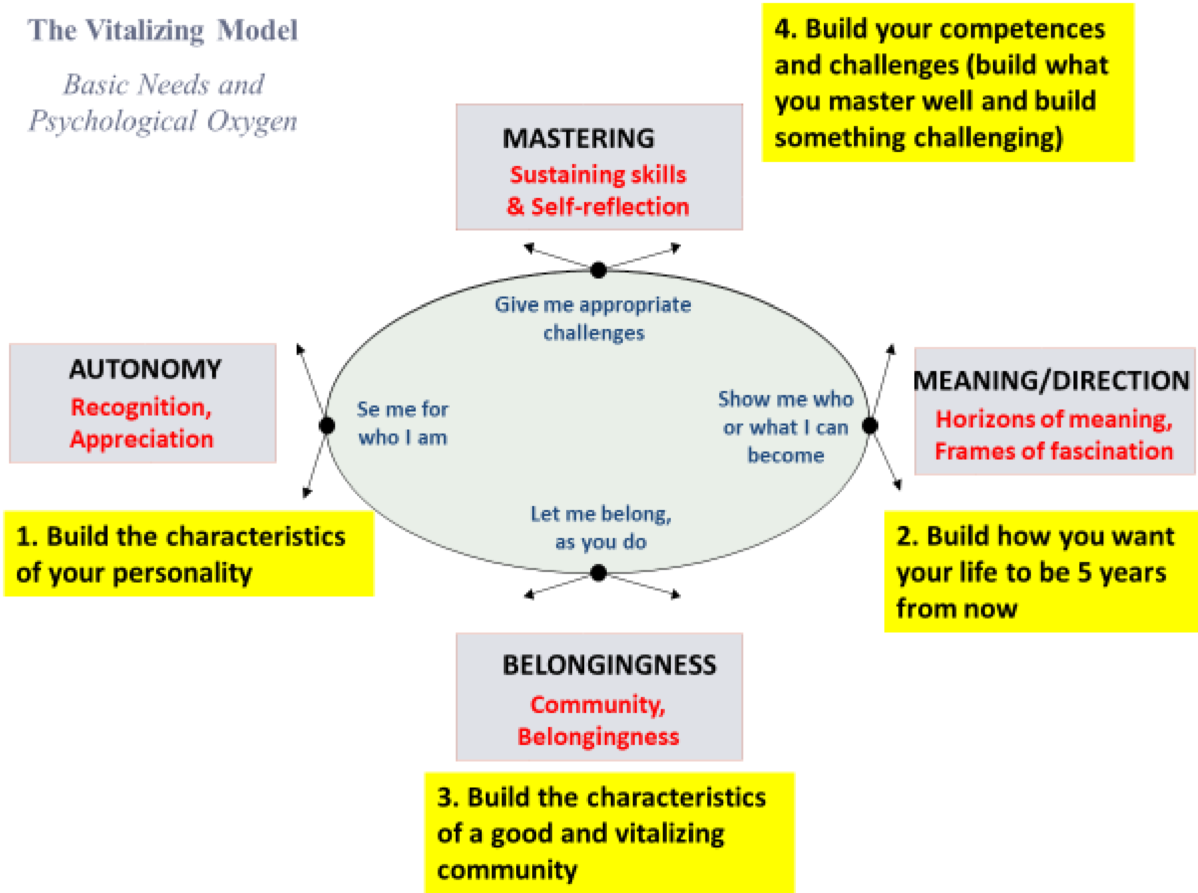
In this last section the research conclusions will be discussed and possible recommendation for career counsellors who want to work with the existential dimension in group counselling will be given.

Through the research it becomes clear that the main conclusion of the research is that group counselling is preferred over individual counselling by these young people but when the counsellors move into the existential dimension and ask questions like: *What is your perception of ‛a good life; What do you appreciate in your life?* or *Where would you like to be 5 years from now?*; it can be difficult for them to reflect and give detailed answers. In such situations they need their counsellors to scaffold the activities more thoroughly.

One successful scaffolding method which was observed in the video recordings was the use of LEGO – BuildToExpress. A special box of LEGO bricks which are used to jump start the young people’s reflection and to share their ideas and thoughts. The benefits of using LEGO as a scaffolding tool could e.g. be that the young people can use LEGO bricks to build models that represent their thoughts and reflections and make it visible to both themselves and others. By using metaphors, they assign meaning to their models as a way of communicating their ideas. Furthermore, it also makes it possible for every participant to express their ideas and thoughts (LegoEducation, 2019). When using the LEGO bricks, it is a good advice to just start building. Participants should trust their hands and let the hands choose the bricks they want. Meaning will usually arise while they build and when they tell their stories. And finally, it is important not to get too hung up on the design; it is the process of building and the story about the model that is interesting.

In the video recordings the young people use each other while building. They have many conversations about how they view each other’s strengths and how they can build that with LEGO bricks. But when it comes to expressing themselves and telling their stories and what they have built it mostly stays as a conversation between the counsellor and the young person in focus whereas the group members get a role as listeners. To move the counselling in to a more existential dimension and take advantage of the group dynamic a structure and a question guide was developed that, to a greater extent, will make this possible. Also, with the aim to place the counsellor in a more facilitating role. As shown in the model below the structure combines the four elements in the vitalizing model with LEGO building exercises.

Figure 2: The Vitalizing Model by Tønnesvang developed to use together with LEGO in order to support the existential dimension



After each building exercise it is recommended that each young person tells about their build and in order to take advantage of the group dynamic it is recommended that the counsellors think of ways to facilitate the communication in the group. One way of doing this could be to give each member of the group a specific responsibility. One person could be '***witnessing***'; I notice that X… Another person could be '***mirroring***'; I can recognize myself in what X tells about… Yet another could give '***recognition***'; When X tells that…, I think X shows that… And finally, another person could '***challenge***'; If I were X I might… (Holmgren, 2014;Bjørndal, 2017).

Above some advice has been given to counsellors who want to strengthen the existential dimension in group counselling. Hopefully it will work as inspiration and bring more career counsellors to remember the importance of the existential dimension and to challenge themselves by taking up the role as facilitators of group counselling processes.

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Agency in competency-based guidance counsellor education in two Finnish universities of applied sciences

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Abstract

Competency-based model of learning in vocational education was implemented throughout Finland in 2017–2018 to strengthen the relationship between education and the fast-changing world of work and to meet better the needs of the current society. In competency-based education individual study paths make it possible for the students to recognize the skills previously acquired and outline what kind of skills need to be developed.

The emphasis on agency has increased in career counselling theories of postmodern society. The present interpretation of career emphasizes life design. The current concept of agency is linkable to the central goals of competency-based education which are: supporting and strengthening students' role as autonomous learners and offering them opportunities to plan personal study paths.

In this qualitative study we investigated how the counsellor students (N=50) expect the competency-based guidance counsellor education to support their agency in their career development process. The students reflected their autonomy, their development in guidance counsellor's competencies and their construction of guidance counsellor's identity in competency-based education. From the material emerged that the students are diverse in terms of agency and the ability to take full responsibility of their study path. Our study reveals that different forms of agency are present in the context of competency-based guidance counsellor education. It is important that educators in competency-based education support the students' agency in their career and life-design processes.

Keywords: Agency, life-design, competency-based education, guidance counsellor education

Introduction

The world of work has turned into something that is complex and uncertain. Today, career paths are fragmented and at the same time precarious work has increased. As working and educational periods rotate in an individual's life, the career management skills are needed more than ever. (Savickas et al. 2009.) Finishing the studies and graduating have been clear goals to the students.

Accordingly, supporting the students in completing their studies has been one of guidance counsellor's main tasks. The idea of lifelong education, as well as career theories, have brought out the idea that learning, personal and professional development continue after completing one's formal studies.

Guidance counsellors are meaningful supporters and fellow travelers on the students' career paths. In societal level, the effectiveness of counselling appears as strengthened decision-making processes, fluent transitions and successful educational and career choices. In Finland, guidance counsellors work inside the schools and educational organizations and have a teacher's background, which is advantageous in co-operating with the school staff (Sweet, Nissinen & Vuorinen, 2014).

Finland is moving towards competency-based education on all educational levels. Especially the Finnish vocational education has undergone large changes during the last few years. Competency-based model of learning was implemented throughout the country in 2017–2018 to strengthen the relationship between education and the fast-changing world of work and to meet the needs of the current society better. On all educational levels recognizing one's personal strengths and the ability to assess competencies acquired formally, informally or non-formally, have become central skills. The individual competency development and career plan form the foundation for students to pursue their studies and career paths.

As the foundations of pedagogical thinking and practices evolve continuously, it is essential to educate guidance counsellors to support learners in their self-assessment and personal study plan processes. Guidance counsellor education in Finnish universities of applied sciences is a 60 ECTS's further education programme for qualified teachers who plan to become guidance counsellors or want to strengthen their counselling skills. Guidance counsellor education in Tampere and Oulu University of Applied sciences is implemented as competency-based, hence the counsellor students acquire a personal experience of competency-based learning process.

Self-assessment is a process where students reflect the influences and meanings of their past actions in various fields of life. It is a form of reconstruction process (Karjalainen, Korento, Pousi, Virkkula & Kuortti 2018) in which students dismantle and put their career histories into words in terms of their future career plans. The time aspect is present in the self-assessment process: students work out their future at this very moment from the ingredients of their past. It is the student who is driving this process as the principal agent.

In this paper we present an overview of competency-based guidance counsellor education in two Finnish universities of applied sciences and agency in career development process. Then we concentrate on describing our qualitative study where we surveyed the counsellor students' experiences how competency-based guidance counsellor education supports their agency.

Competency-based guidance counsellor education

Moving towards competency-based education on all educational levels has been a joint key reformation programme in EU member countries during last decades. Competency-based education has its pragmatic advantages. However, it has faced also a lot of critique being accused for maintaining behaviorism and establishing the neo-liberal model of schooling (Autio 2016; Petkutè 2019, 379; Wheelahan 2015). Being completely aware of the current critique, we want to highlight the metacognitive and reflective aspects of the self-assessment process which forms the basis of the competency-based learning process (see also Laajala 2019).

The cornerstones of competency-based guidance counsellor education are personalization, guidance and the counselling process. Personalization of studies can take many forms, including accreditation of prior learning and "studification of work". Studification of work is a new, alternative way to study at universities of applied sciences. It is a model of studying where learning is brought from the classroom to the workplace and formal studies are combined with work. (Kukkonen 2016.)

Personalization includes tailoring of content and action to the individual student's frame of reference and it enables students to plan personal learning paths that encourage them to set and manage their individual goals. This does not mean that individual students are separated from each other. Teamwork and studying together have an essential role during the whole learning process and it is strongly nourished by teachers within the studies. The main idea of personalization is that it strengthens the student's engagement by increasing psychological ownership (Pierce, Kostova, & Dirks 2003, 86). Psychological ownership is a cognitive-affective state in which students feel a sense of ownership in the process of studying.

Successful guidance and counselling process requires mutual respect, listening, encouragement, dialogue and emotional sensitivity. Teachers, other staff members and representatives of the world of work can encourage students' engagement in their learning and performance improvement by guiding students in planning their own learning and studying. Personal meaning-making is emphasized in constructing positive future scenarios within the counselling process. The goal of guidance and counselling is to help the students become aware of themselves and their own potential within a dialogical environment and participatory culture. (Kukkonen 2016.) Guidance and counselling help to regulate the development of competencies and support the learner's ability to apply skills, knowledge and experience to new situations and processes (Michael 2008).

Agency

The emphasis of agency has increased in career counselling theories of postmodern society. The present interpretation of career emphasizes contextual chances in life design, dynamic processes, non-linear progress, manifold perspectives of realities and personal mode of actions. (Vanhalakka-Ruoho 2015.)

Intentionality, narrativity, active engagement and transformability are central features of agency. The basic question of life design is how individuals construct their careers and place work as a part of the life in the present society. Life design theory stresses that by acting in various life fields individuals identify activities that tune their identities. (Guichard et al. 2012; Savickas et al. 2009; Vanhalakka-Ruoho 2015, 48.)

The current concept of agency is linkable to the central goals of competency-based education which are: supporting and strengthening the students' role as autonomous learners and offering them opportunities to plan personal study paths. Teachers and educational counsellors are in a facilitator's role (Virkkula et al. 2018). Competency-based education can be regarded as a phase of life through which students piecemeal design their careers (compare to Guichard et al. 2012; Vanhalakka-Ruoho 2015, 48.)

Bandura (1989; 2001; 2006) analyses agency as cognitive, self-regulative and reflective process. He defines (1989, 1175; 2002) agency developing as an interactive culturally engaged process which, however, differs firstly from the completely individually determined agency and secondly from the agency mechanically and directly derived from the social environment. Bandura (2001) outlines three modes of agency: direct personal agency, proxy agency and collective agency. Proxy agency relies on others in acting and in other persons' resources and knowledge. Collective agency is constructed in a group through shared and collective act.

Four components of agency are distinguished (Bandura 2006, 164–165): intentionality, proactive thinking, self-reactivity, i.e. ability to orientate and get motivated, and finally self-reflectivity. The most central mechanisms in Bandura's thinking are the individuals' beliefs of their abilities and possibilities to influence to the events that control the conditions of acting. Individuals' actions effect to themselves and environment and are linked both to personal factors and to environment. The process is called three-pronged determination. Self-efficacy beliefs (Bandura 1989, 1175-1179) work as cognitive, motivational and affection involved influences. These self-efficacy beliefs include patterns of thinking which can either promote or inhibit individuals' action.

The goal of our study is to clarify through counsellor students' experiences how competency-based guidance counsellor education supports their agency in their career development process. By career development process we refer to present career theories and their concept of agency where the educational process is regarded as one phase of individuals' life design process.

Method

This is a qualitative study where we investigated how the counsellor students expect competency-based guidance counsellor education to support their agency in their career development process. Our material consists of the responses collected from the final feedback inquiry aimed at guidance counsellor students of Oulu and Tampere Universities of applied sciences. The inquiries were carried out during 2016-2018. The number of the respondents is 50. The average age of the respondents is about forty.

Thematic analysis was applied for the analysing of data (Braun & Clarke, 2006; Tuomi & Sarajärvi 2018, 103). After reading the material rigorously, we aggregated the absorbing themes related to our interest to investigate the students' experiences of competency-based guidance counsellor education. The analysis of this study follows the logic of inductive grounded theory analysis (Miles & Huberman 1994; Tuomi & Sarajärvi 2018, 91). Next, we will illustrate our findings through some examples. The name of a city in parentheses after the quotations refers either to students of Oulu or Tampere university of applied sciences.

Findings

Autonomy and intentionality in learning process

The guidance counsellor students brought out the significance of autonomy in their competency-based learning process. Some of the students highlighted the importance of the possibility to plan their own progress in studies and to plan individual ways to demonstrate their competencies. Their answers illustrate that a non-linearly progressing study programme responds to their needs to develop their competencies as autonomous learners. In this cyclic learning process students need to reflect retroactively on their competency development, and they are expected to take full responsibility for their learning process. Bandura (2006, 164–165) underlines that fostering intentionality is an essential component of agency and a goal of life designing.

> *-Studies have been student-centred. I like that I can outline my own needs to develop competencies. At the same time I can reflect my prior competencies that I already have. (Tampere)*

> *-Competency-based education is proper for me :) It has been wonderful to study at your own pace. Some of the cognitive competence goals were acknowledged on the grounds of my previous studies which helped me to speed up my study time. If I lost the common thread during the studies, the discussions with teachers helped me to reflect my goals once again. Joy to discover and learn :) (Oulu)*

> *-Competency-based education suits me well. I´m not a very theoretical person or gifted in writing. It is great that you can demonstrate your competency in many different ways and it is acknowledged in various ways. (Oulu)*

On the other hand, some of the guidance counsellor students experienced the competency-based education model demanding. They would have liked the teachers to give them prepared assignments. It is not easy to take responsibility for the progress of your whole studies while your former learning experiences are from teacher-directed education. Bandura notes (2012) that the ability to re-orientate in new situations and get motivated is one component of agency.

> *-Competency-based education demands a change of the way of thinking…On the other hand, I wish that sometimes I'd been given some ready structured assignments. (Oulu)*

> *-First I was horrified about the messy curriculum. Taking full responsibility of own studies and team forming with other students were challenging for me, but once you take control over them, they are just the things to push you forward in your development process. (Tampere)*

Reflection

Reflection has a central role in competency-based education. It is not possible to acknowledge guidance counsellors' competency by observing their counselling actions, there must always be metacognitive reflection on action. Professional development of guidance counsellor demands dialogic and reflective competency and the demonstration of the competencies is mostly done by reflecting on one's own action and thinking. Bandura (2006, 164–165) stresses self-reflection as one of the essential components of the agency.

-My belief on my self-efficacy has strengthened through reflection. (Tampere)

-Students really have to reflect on things! (Oulu)

Constructing the guidance counsellor's identity

Based on their answers the students had gained reassurance to their competencies. The ability to reflect one's professional development objectively and realistically emerges from the answers. Identity construction is closely linked to life-design (Guichard 2012). Constructing an identity of a guidance counsellor does not necessarily happen fast and the students may engage long to the former identity of a teacher. To strengthen the identity of the guidance counsellor requires time and social environment which nourishes and reinforces the building the new identity. According to the answers the construction of guidance counsellor's identity demands above all ability to reflect one's own identity construction.

-During the studies ... I met many guidance counsellors and saw their professional (way to work) and got affirmation to my own way to counsel and construct my identity of guidance counsellor. (Oulu)

-I have reflected much my guidance counsellor identity and have now taken a stronger role as a guidance counsellor. I have moved a little by little from a study guidance coordinator to a guidance counsellor. (Tampere)

-Developing guidance counsellor's competencies and guidance counsellor's identity has been a long path and I'm still on the road. However, I have begun to see my work through counsellor's "lenses" as I earlier identified myself as a distributor of facts. (Oulu)

Supporting the counsellor students' agency

In competency-based education the teacher's role is to facilitate students' development process (Virkkula et al. 2018). Agency is shaped in culturally engaged interaction (Bandura 1989, 1175, 2002). The guidance counsellor students brought out that feedback from their teachers has supported their agency. The feedback given to students is both oral and written and it is given by two teachers' team. The feedback focuses on student's knowledge of theoretical comprehension and counselling skills.

-Personal counselling conversations (were meaningful for my development). (Tampere)

-Especially counselling conversations have carried me during the studies. I've got feedback, encouragement and motivation, thanks for that! Those gave also clear advice to things I was searching and I could supplement my competencies. (Oulu)

Proxy agency (Bandura 2001) relies on others' help and resources. We suggest that proxy agency (Bandura 2001) was realized in some cases when the students experienced the support of a colleague in their working settings the most important in terms of their professional development and reaching their goals.

-Getting a mentor was a good thing, we found the same frequency at once. (Tampere)

Competency-based education is committed to offering personal study paths, but additionally firm small groups function as significant learning environment. Moreover, the whole study group form a focal peer network for the students. For some of the students the meaning of the peer group was very vital, and they participated actively to the contact teaching days. For them the collective agency (Bandura 2001) was meaningful and they seemed to have a common goal and shared motivation. The students brought out in their answers that sharing knowledge strengthened their agency.

> *-Sharing knowledge by reflecting together with other students. (Oulu)*
>
> *-The discussions with other students and with my own small group have been most important for me. (Tampere)*

Discussion

Competency-based model appears to be applicable in guidance counsellor education. This kind of practice to study and acquire competencies can cause puzzlement, especially in the beginning of the studies. Sometimes the historic load may be heavy and learning away from the teacher-centered model of learning can even be painful. However, the personal experience of going through the challenging initial phase enforces the counsellor students' competencies to encounter and counsel their own students in competency-based education.

We investigated how counsellor students presume competency-based guidance counsellor education supports their agency in their career development process. The students reflected autonomy, development of competencies and the construction of their guidance counsellor' identity in competency-based education. Autonomy in studies yields enthusiasm, but also anxiety. Students are different in terms of agency and in their ability to take full responsibility of their study path. In competency-based education, self-reflection is interwoven to the ability to reflect competencies and identity construction. In the learning process there should be time and space for the students to reflect on their identity. Guidance counsellor educators must listen with sensitivity how the competency-based learning process starts from the viewpoint of agency. Naturally, educational counselling must be offered to the students.

Our study reveals that different forms of agency are present in the context of competency-based guidance counsellor education. This means that the educators must dare give up the responsibility of studies to the students themselves. Some students are competent to take up the responsibility better than the others. It is the teacher's role to follow up and offer support when it is needed. The educators in competency-based education must pay attention on the point that students need various kind of counselling to support their career and life-design processes.

There are, however, a few limitations associated with the research. The size of the overall sample was relatively small, though data gained was in-depth and relevant to the goal of the study. Interviews might give even more deepened knowledge in the future. The next step will be to carry out the study with a large number of participants and utilize interviews as a part of the research material. Nonetheless, our findings provide meaningful knowledge of the counsellor students' experiences on how competency-based guidance counsellor education supports their agency.

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A tool for assessing interdisciplinary career guidance

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Abstract

This research deals with career guidance as interdisciplinary collaboration offered at the Finnish Guidance Centers. In One-Stop Guidance Centers, career guidance is offered by experts representing different fields of expertise as well as different administrative sectors involved in guidance service provision. Career guidance plays an important role in the service and it seems to have an interdisciplinary base but while lacking previous studies, there is no guarantee that it in fact is truly interdisciplinary. We define interdisciplinary career guidance broadly as a shared understanding of the objectives, methods and ways of working in career guidance.

In this study, we consider how to systematically assess interdisciplinary career guidance in an interdisciplinary service. We present a semi structured observational form that was created during the ESF funded project CAREER! (2019–2021). The ultimate purpose of the form is to help evaluate how the guidance professionals act both as a part of interdisciplinary working community and with the client. It is designed to assess the activities of interdisciplinary career guidance service and can be used in contexts other than One-Stop Guidance Centers as well.

Keywords: career guidance; youth; interdisciplinary collaboration; observation method

Introduction and objectives

This research deals with career guidance as interdisciplinary collaboration offered at the Finnish One-Stop Guidance Centers. Finland has established a network of locally operating One-Stop Guidance Centers, called Ohjaamo in Finnish, to provide young people with information, advice and guidance on a walk-in and easy-access basis. The objective is to promote active citizenship, inclusion and transition to employment. The services are tailored according to the needs of clients and the aim is to assist and support the young person until a more long-lasting or permanent solution has been found in terms of a job, study place or other type of activity. Often the support young people seek is career guidance.

In One Stop Guidance Centers, career guidance is offered by experts representing different fields of expertise as well as different administrative sectors involved in guidance service provision. In the project CAREER! – Developing career guidance skills at One-Stop Guidance Center we have been studying the question whether career guidance offered in One-Stop Guidance Centers is in fact truly interdisciplinary. In this article we focus on how to assess interdisciplinary career guidance in a service that is transitioning from the culture of working alone towards interactive, interdisciplinary collaboration. We approach the question methodologically and present an observational tool for evaluating career guidance in an interdisciplinary work environment. The observational tool will be used to collect data in One-Stop Guidance Centers during CAREER! - project in 2019–2020.

Theoretical basis

In 2019 there are over 70 One-Stop Guidance Centers in Finland and the number is growing. Originally, in 2014, several services were brought together under integrated support centres to raise the employment rate and the educational attainment of young people as a part of Finland’s agreement for the Europe 2020 strategy and Youth Guarantee. Now many stakeholders such as The Centre for Economic Development, Transport and the Environment (ELY Centre), the Social Insurance Institution of Finland (Kela), the public employment and business services (TE Centre), local authorities, NGOs and businesses have joined in to develop the multi-agency concept. Three Finnish ministries, the Ministry of Economic Affairs and Employment, Ministry of Education and Culture and the Ministry for Social Affairs and Health are also strongly involved (Savolainen et al., 2018, p. 3).

The concrete work community in One-Stop Guidance Centers is usually composed of experts in education and training, labour administration or social work and healthcare who represent either public, private or third sector bodies. With many service providers and different organizations integrated, One-Stop Guidance Centers can be described as multi-, inter- or transdisciplinary service. In Finnish, there is only one word for these concepts, *monialainen*, which according to Nykänen (2010, p. 59), covers the collaboration of private service providers, businesses and employers in the provision of guidance services. Collaboration of the service providers can take place both within organisations and between organisations.

In Stember’s (1991) overview of different levels of disciplinary, she defines multidisciplinary as a form of collaboration where people from different disciplines are working together, each drawing on their disciplinary knowledge. Interdisciplinarity according to her is integrating knowledge and methods from different disciplines, using a real synthesis of approaches. Transdisciplinary on the other hand is creating a unity of intellectual frameworks beyond the disciplinary perspectives. Because in Finnish, the word *monialainen* doesn’t separate these meanings, it’s important to evaluate which level of collaboration is talked about when it comes to One-Stop Guidance Centers.

Above all, it’s important to notice that the mere gathering of several service providers under the same roof in One-Stop Guidance Centers doesn’t automatically make people work in an inter- or transdisciplinary manner. Previous studies have revealed that integrating knowledge and methods from different fields and creating a unity of the perspective in the service requires both changes in attitude and in the ways of working together (Hall, 2005;

Koskela, 2013; Mellin, Hunt, & Nichols, 2011.). The development process can take place at different levels and in different stages, and these can be examined from both the individual and the community perspective (Pukkila et al., 2018).

Previous study suggests that the most common ways of working together in One-Stop Guidance Centers are working alone (33 %), working together (32 %) and working side by side (28%). Working side by side means that people may share the same working area without interacting much (Pukkila et al., 2018). This would suggest that the ways of working in One-Stop Guidance Centers are more multidisciplinary than inter- or transdisciplinary. However, in the literature and public communication concerning One-Stop Guidance Centers, the aspects of inter- and transdisciplinary, such as integrating knowledge and methods from different fields and forming a uniform service, is emphasized (see e.g. Määttä, 2018). In conclusion, One-Stop Guidance Centers aspire to be inter- or transdisciplinary service but in fact people in One-Stop Guidance Centers are working alone or side by side – that is in a multidisciplinary manner.

Considering this background, career guidance offered in One-Stop Guidance Centers is been said to have interdisciplinary touch but while lacking previous studies, there is no guarantee that it in fact has. With interdisciplinary career guidance we refer to the situation where the personnel in One-Stop Guidance Centers share an understanding of the objectives, methods and ways of working in career guidance. People in the work community know what career guidance is and have defined together the ways of working in career guidance. In more detail, we define interdisciplinary career guidance at this point of our study as a goal-oriented process in which the career development skills of a young person are developing. The young person strengthens his / her self-knowledge, learns to collect and process information about his / her educational and career opportunities and to make the related decisions in changing life situations. It also covers strengthening young people's agency and supporting young people to plan and build their own future.

Interdisciplinary career guidance needs to be considered as a skill to be developed and learnt. Strengthening the factors that promote interdisciplinary collaboration, such as understanding and crossing the boundaries of expertise, fosters the employees’ competence of interdisciplinary career guidance as well. To gain a real synthesis of approaches of different fields and to develop a unity beyond the disciplinary perspectives, the current situation of the career guidance in One-Stop Guidance Centers needs to be studied. In the project CAREER! we study One-Stop Guidance Centers’ personnels’ understanding of career guidance as a concept, the everyday activities of the career guidance in One-Stop Guidance Centers, and finally, create recommendations and criteria for conducting career guidance in an interdisciplinary manner. In this study, we consider how to assess methodologically the question whether career guidance in an interdisciplinary guidance service is truly interdisciplinary.

Methodology

Interdisciplinary career guidance is a relatively new research subject in the field of guidance in Finland. One-Stop Guidance Centers as a multidisciplinary guidance service are under examination in many studies and they offer a suitable platform for studying the practices of interdisciplinary career guidance as well. In this study, we consider how to assess methodologically the observation of the practices of interdisciplinary career guidance in an interdisciplinary service. Ultimately the purpose of the observations is to answer to the question how career guidance plays itself out in an interdisciplinary service. However, in this article we focus on the observation method and the creation of an observational tool.

Since we study the reality of a phenomenon, we chose observation method as approach. Especially a naturalistic observation method is well suited for studying relatively new ideas and concepts since it gives the researcher the opportunity to study the total situation and notice features possibly not associated to the phenomenon before. Also, by being able to observe the flow of behavior in its own setting, study has a great ecological validity compared to controlled settings. (McLeod, 2015).

To have reliability, observation method needs a systematic way of recording the observed situations. To collect the observational data in this manner, we created a semi structured observation form. It is designed to be used in observation of the spontaneous behavior of guidance professional and their clients in their natural activities in guidance service and it is currently being used in observations conducted by CAREER! -project in One-Stop Guidance Centers.

The observations are carried out by using time sampling method which means that the observations will take place during specified time periods, during the opening hours of the guidance service. Study setting is overt because participants are asked for permission to observe them for ethical reasons. The goal is that every client in One-Stop Guidance Center is observed regardless their reason for attending the service. Clients are also asked to evaluate their experience of the guidance session to get a more complete understanding of the phenomenon and include experiences of the participants in the study. In the next section, we present the observation form and the observation criteria in more detail.

Results

We approach the question of how to assess interdisciplinary career guidance in an interdisciplinary service by presenting a semi structured observation form we created (See Figure 1). The form is created specially to assess interdisciplinary career guidance and it’s based on our previous study on observations of interdisciplinary collaboration in Finnish One-Stop Guidance Centers (Lilja et al., in preparation).

URAA!

Developing career guidance skills at One-Stop Guidance Centers

Observation Form of interdisciplinary career guidance in One-Stop Guidance Centers

One-Stop Guidance Center	date	time (duration):

Client's reason for attending:

Guidance professional's job title / background organisation:

Social forms of interdisciplinary work: What kind of situation is it? Description of the process (start, different stages, end). How is the guidance professional's own background visible in the situation?	☐ Working without client ☐ Individual guidance ☐ Paired work in work with client ☐ Making use of another employee's skills: consultation - transfer - accompanying client to another employee ☐ Teamwork / knotworking with client ☐ Guidance in small groups (< 10) - guidance in large groups (> 10)
Guidance situation ☐ Information ☐ Advice ☐ Guidance (Note: More than one can be selected)	How does the guidance professional act in the situation? How do the guidance professional's actions affect the client? Guidance methods used and questions asked.
Supporting career planning skills and agency What was supported? How was it supported?	• Self-knowledge – character strengths – skills – competence - capabilities – identity – personality • Future – hope – dreams – interests – goals • Life space – health – finances – hobbies – work – education – family – close friends – values • Decision-making skills – options and opportunities – seizing the opportunity • Information search skills – networking skills – social skills • Self-assessment – self-regulation – self-efficacy – resilience – motivation - SOMETHING ELSE?
Goal-orientation ☐ Next step ☐ Life design ☐ Both	How is the goal visible and how does it affect the situation?

Figure 1: Observation Form of interdisciplinary career guidance in One-Stop Guidance Centers

The observational data collected with this form answers both to structured and unstructured questions and it can be analysed using qualitative and quantitative methods (Adler & Adler, 1994). Demographic data that is collected is the name of the One-Stop Guidance Center, date, duration of the guidance situation, client's reason for attending the service and the professional field the guidance professional represents.

In the structured part, the observed situations are systematically classified into distinct categories. Afterwards, the categories on the form can be coded numerically so that the data collected can be easily counted and turned into statistics. The unstructured part of the form provides template for taking further notes of the situation and produces qualitative data.

The structured categories are social forms of interdisciplinary work, type of the guidance, support of the career planning skills of the client and goal-directedness of the guidance. The observer chooses the subcategory or subcategories that best describe the situation. Social forms of interdisciplinary work refer to the ways of working in the interdisciplinary community: 1) how people work without clients: for example, do they discuss as a team about their clients or spend time alone, 2) individual guidance: one worker with a client, 3) partner work with clients, 4) utilisation of the skills of another worker: this can mean for example consultation, transfer or accompanying exchange of the worker where client is transferred to another worker. Finally, one form of interdisciplinary work is called "negotiated knotwork" which refers to a type of team work where the interdisciplinary team is gathered to work with the client based on the need of the client (see Pukkila et al., 2019 for similar categorization).

The subcategories supporting the career planning skills and agency of the client and goal-directedness of the guidance are influenced by variety of career guidance theories, e.g. Cognitive counselling (Peterson, Sampson, Lenz & Reardon, 2002), Sosiodynamic counselling (Peavy, 2010), Life design approach (Savickas et al., 2009) and Career management skills by Sultana (2013) but are not restricted to any specific theory. The idea is that the categories only support the observations – not guide them too much.

The unstructured part of the form provides template for taking further notes of the situation. The observer can freely describe the situation. The goal is to evaluate how the guidance professional acts both as a part of interdisciplinary working community and with the client. Further questions to assess are anything related to the guidance situation, for example supporting agency of the client and goal-orientedness of the career guidance. Are there particular guidance methods the guidance professional is using? Which career planning skills are supported by the guidance professional and which are not? How is this done? In general, the unstructured part of the form documents anything the observer finds meaningful in the guidance session.

Conclusions

The interdisciplinary guidance offered by the One-Stop Guidance Centers is introducing a completely new operative culture into the field of career guidance in Finland. The changing culture from traditional, siloed client service to a transdisciplinary, low-threshold guidance environment will require the adoption of new methods and skills. In order to succeed in offering good quality and truly interdisciplinary career guidance One-Stop Guidance Centers need to start paying *attention to the ways of working together and ensure, to the least, that the employees share an understanding on what interdisciplinary career guidance is.*

Lacking previous studies, there is a need to explore how career guidance is representing itself in One-Stop Guidance Centers currently. Only after this it is possible to ensure that a shared understanding of the objectives, methods and ways of working of career guidance – interdisciplinary career guidance – is guaranteed in One-Stop Guidance Centers. The observational tool we presented in this article is designed to assess the activities of interdisciplinary career guidance service and can be used in contexts other than One-Stop Guidance Centers as well.

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Student persistence in Secondary Education Programmes – the Significance of developing and supporting decision-making processes of young adults in relation to dropout

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Abstract

In Denmark, 20% of each youth cohort has not completed an upper secondary or VET qualification seven years after completing lower secondary education (Ekspertgruppen, 2017). These young adults are often referred to as a vulnerable group of students. This group is central in an ongoing research project "Staying on track. New perspectives and sustainable solutions to dropout among young adults" focusing on dropout among Danish 18-25-year-old students in vocational education and training (VET) and general adult education. The aim of this paper is to explore the role of career guidance in relation to developing and supporting young adults' decision-making competences in order to strengthen the students' educational persistence as well as to prevent dropout. While the aim can be seen as grounded in a political and societal interest in making the individual an active citizen (CEC, 2000, p.7), it can also be seen as a significant measure to empower young adults. The project's theoretical framework combines existing knowledge about dropout and factors effecting dropout with decision-making theory and motivation theory (Hunt et al., 1989, Højdahl & Poulsen, 2009 & Mariager-Anderson et al. 2015). Data for this analysis consists of two rounds of data collection, surveys and interviews conducted with 60 students from 12 different colleges during the autumn of 2017 and the autumn of 2018. Based on a preliminary analysis of the data, we find that the students' thoughts and actions concern matters both inside and outside the school. Furthermore, seemingly trivial matters in the students' lives are shown to have a potentially decisive influence on the students' thoughts about staying in or dropping out of a programme. These findings confirm the importance of focusing on students' decision-making processes in research on dropout.

Keywords: career guidance, vulnerable youth, decision-making processes, educational persistence

Introduction and objectives

'Education, education, education' (Blair 2001), Tony Blair said almost 20 years ago. Education as a means to ensure active citizens has been evident in national and transnational policies since the mid-1990s. While a report from CEDEFOP shows that dropout has been prioritized in EU policy since the adoption of the Lisbon strategy in 2000, dropout numbers for young adults (18-24 years old) are high. In Denmark, 20% of each youth cohort has not completed an upper secondary or VET qualification seven years after completing lower secondary education (Ekspertgruppen, 2017). These young adults are often referred to as a vulnerable group of students. This group is central in an ongoing research project "Staying on track. New perspectives and sustainable solutions to dropout among young adults" focusing on dropout among Danish 18-25-year-old students in vocational education and training (VET) and general adult education.

While research into dropout often focuses on the individual student's reason(s) for dropping out, this project has a particular interest in investigating students' considerations and decision-making processes in relation to dropout; and thus how student counsellors can work with, support and develop students' decision-making competences.

The aim of this paper is to explore the role of career guidance in relation to developing and supporting young adults' decision-making competences in order to strengthen the students' educational persistence as well as to prevent dropout. While the aim can be seen as grounded in a political and societal interest in making the individual an active citizen (CEC, 2000, p.7), it can also be seen as a significant measure to empower young adults.

Theoretical basis

The project's theoretical framework combines existing knowledge about drop-out and factors effecting dropout with decision making theory and motivation theory. Inspired Hunt et al. (1989), human decisions are perceived as often more judgmental than mechanical, i.e. unstructured cognitive processes rather than rational processes. The Theory on Cognitive Information Processes (CIP) links theory of decision-making to guidance from a cognitive and information theory perspective. It has been developed in connection with guidance/supervision, thus forming a basis for the understanding of the interaction between students' decision-making competences and the teacher /supervisor's ability to understand and intervene in processes (Højdahl & Poulsen, 2009). Finally, we draw on Self-Determination Theory that does not only focus on the individual, but also situates the individual within a context and considers the role of the relations within this context for his or her motivation (Mariager-Anderson et al. 2015).

Methodology

Data for this analysis consists of two rounds of data collection, surveys and interviews conducted with 30 students from 12 different colleges during the autumn of 2017 and the autumn of 2018. While the surveys provide a weekly snapshot of the students' thoughts regarding the probability of them continuing in the programme, their satisfaction with the educational programme as a whole, the specific lessons they attend, and the overall atmosphere at the school, the interviews elicit the students' narratives about their thoughts and actions in relation to their survey answers.

The methodology for the research project is strongly structured as to provide for a close cooperation between researchers and practitioners. The study thus includes four researchers from Aarhus University and 24 teachers from 12 colleges (five vocational colleges and seven adult education centers). The cooperation between researcher and practitioners takes place in research circles. This method was developed in the 1970s with strong roots in action research and aims to create a meeting between research and empirical knowledge (Persson, 2010). Research circles is a method for development and qualification of practice, which is based on the needs in practice and builds on a long-term collaboration (Hecksher, Thomsen & Nordentoft 2014). The method offers teaching staff, or in our study student counselors, a space for reflection on actions, because they have time and opportunity to explore and develop their own practice (Persson, 2010).

Results and Discussion

Based on a preliminary analysis of the data, we find that the students' thoughts and actions concern matters both inside and outside the school. Furthermore, seemingly trivial matters in the students' lives are shown to have a potentially decisive influence on the students' thoughts about staying in or dropping out of a programme. These findings confirm the importance of focusing on students' decision-making processes in research on dropout.

Based on preliminary analysis of the data we find that the students' deliberations regarding whether to dropout or stay in their current programme can be described as a process influenced by a number of issues related to the school, current educational programme and to the students' lives outside school. The results show that the students' responses follow different developments, some even and stable others more abrupt and turbulent. Knowledge about these developmental tendencies has practical benefits for preventing dropout in VET and adult general education because it enables student counsellors or teachers involved in the students' educational progress to intervene at crucial moments during their education.

However, the findings can also give rise to a discussion of the role of student (careers) guidance as seen on a continuum between adaption and emancipation. Often, student counsellors working in Danish colleges are referred to as 'retention counsellors'. For students as well as counsellors, this label serves as an indicator as to the kind of service, advice or support expect from student counselling, perhaps namely that the service essentially is information about (or warnings) rules of absence. In this perspective, the main objective for the counsellors is to retain students rather than working to support democratic values such as respect, solidarity, freedom, openness and social justice.

We argue, that working with student decision-making competences can be seen as an emancipatory aspect of career guidance; because it aims at qualifying the individual students' ability to make reflected and informed choices about their life. This is why the different processes related to the role of guidance meeting the decision-making of the young adults is of great significance when it comes to working with the concept of dropout.

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Exploring the efficacy of a hope-based future orientation intervention within a sustainable livelihood's framework

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Abstract

The framework of guidance and counselling which uses group psychometric test and tell approach has always been questioned in the South African context because it has serious limitations in a country with such diversity. Unemployment in South Africa is presently at an all-time high. The gap between rich and poor continues to widen. Without enough perceived options for establishing a sustainable livelihood, many South Africans are left with a sense of hopelessness and helplessness. This paper advocates a shift from guidance and counselling to a more empowering and enabling approach which enhances hope and harnesses livelihood strategies creating sustainable livelihood outcomes.

The paper discusses selected dominant theories used as foundation to the approach, namely hope, future orientation and the sustainable livelihoods framework. The approach includes narratives of people's lives, cognitive behaviour exercises, and personal reflection. The intervention is multi-faceted, strengths based and flexible enough to address the diversity of each individual and each context. The outcome of three studies using specific qualitative research designs in the South African context are discussed.. A meta-analysis of the findings of these different pilot studies show the efficacy of this intervention in three different contexts. Specifically, hope was enhanced and the participants gained appropriate personal insight to make responsible, realistic decisions. They were able to; determine possible pathways to the future; make preferred choices in their relationships; establish some meaning and purpose; set realistic goals; make use of the resources available to them; and, co-construct sustainable plans of action. The results of these pilot studies suggest that this intervention is worthy of further investigation as a more appropriate approach to assist young people make decisions for their future in the South African context.

Keywords: hope, future orientation, sustainable livelihood

Introduction

The major challenge facing South Africa presently is high unemployment. According to the World Bank, South Africa has one of the highest Gini Coefficients in the world. The gap between rich and poor continues to widen. Gross Domestic Product has slowed from a positive 4.5% during the period 2003 – 2008 to 0,8% during the last year (2018) resulting in one of the highest unemployment rates in the world. According to Statistics South Africa (Statistics SA, 2019), the percentage of young people, aged 15–34 years, who were not in employment, education or training (NEET) increased by 1,4 percentage point from 39,0% in the third quarter of 2018, to 40,4% in the third quarter of 2019. Young people's hope for a successful future is diminished (de Lannoy, Graham, Patel & Leibrandt, 2018). In South Africa, the reality is that only a few people have a career, some people have a job, and many are not in employment, education or training. However, people need, and want, to earn a sustainable livelihood for themselves and their families.

Objectives

Without perceived options for establishing a meaningful work life, many South Africans are left with a sense of hopelessness. Clearly, it is necessary to find ways to instil and restore hope, as well as empower people with appropriate strategies to earn a sustainable livelihood. The premise of this paper is that hope opposes feelings of despair, and that being enabled with hopeful livelihood strategies can sustain young people through adversity. The purpose of this paper is to describe a culturally appropriate approach to empower disenfranchised young people enter the world of work in the South African context. Three studies evaluating the efficacy of hope-based future orientation interventions in the South African context are discussed.

Background and Theoretical Foundation

A large percentage of the world's workforce in developing countries, is engaged in doing work to earn a sustainable livelihood, rather than developing a career. Hence, before we attempt to incorporate theory into a more coherent approach, it is necessary to consider the context. An initial study was done using a narrative approach in the south African context (Marsay, 2014) with participants who struggle with (dis)abilities. The intention of the study was to understand what factors enable people to succeed in the workplace despite adversity. The findings of this study revealed six important factors, namely: policy; support structures; appropriate education and training; an attitude of ableism; an enabling environment; and self-determination. These were the most important factors that contributed to people being able to enter the world of work and earn a sustainable livelihood. Hence, the author was prompted to find alternate ways to enhance these factors through an intervention that would develop empowering and enabling skills for marginalised young people. This integrated intervention aims to equip young people with appropriate livelihood strategies to make a successful transition from education into the world of work so that they can earn a sustainable livelihood. The theory of hope, future orientation and sustainable livelihood strategies were intertwined into a hope-based future orientated intervention.

Hope

Recently, there has been a rekindled discussion around hope and future orientation in South Africa (Waghid 2008; Le Grange, 2011; Dreyer, 2011;

Marsay, 2016 ; Marsay, Scioli & Omar, 2018). Being hopeful about one's ability and one's future is essential to success. Without hope, there is little meaning to making decisions and being committed to the future. Mental health scholars suggest that hope might be the most important and most useful feeling, state or emotion we can experience. When people feel hopeful, they tend to be able to overcome adversity more easily (Freire, 1992; Hooks, 2003; Scioli & Biller, 2009;2010: Snyder 2000).

Hope is an intersubjective concept that is difficult to define objectively. Snyder (2000) describes hope as the perceived ability to produce pathways to achieve desired goals and to motivate oneself to use those pathways. Scioli and Biller (2009,2010) argue that hope, in its fullest sense, encompasses the four greatest needs of a human being, Attachment (trust, openness, and connection), Survival (self-regulation and feelings of liberation), Mastery (empowerment, ambition, and ideals), and Spirituality (faith and meaning). Furthermore, Scioli and Biller assert that hope is a stable character strength. Scioli and Biller advocate that hope can be learned, which is liberating. Weingarten (2010) suggests that hope should be grounded in reality and be reasonable. She argues that although the future is uncertain, it can be influenced. She claims that hope is a practice that aims towards a realistic goal.

I wish to argue that in the South African context, family, culture and spiritual beliefs all play a vital role in the development of the four constructs of hope. When all four channels of hope (attachment, survival, mastery, spirituality) as explained by Scioli and Biller (2009, 2010) are developed and infused with culturally appropriate livelihood strategies, individuals are enabled to pursue realistic long term goals; build and sustain relationships; and, self-regulate their thoughts, emotions, and behaviours. The importance of the attachment and spirituality channels explained by Scioli and Biller (2009, 2010) cannot be underestimated, since not only do they establish meaning and purpose for work, they also form a strong foundation for successful future orientation, and ultimately a good work ethic.

Future Orientation

Future orientation is a component of identity development and an important predictor of young people's ability to overcome adverse environments (Johnson, Blum & Cheng 2014). Seginer (2008) states that future orientation is mediated by hope and moderated by four factors: cultural orientations, developmental period, interpersonal relationship, and intrapersonal characteristics.

In our current socio-economic environment, the ability to think about multiple future scenarios and use skills to resist the negative impact of unexpected challenges play a significant role in the ability to adapt and succeed in an uncertain world. As well as the formation of job-specific skills, young people need to be assisted by educators, to make responsible realistic decisions regarding their future (Marsay 1996). To be truly inclusive, future orientated interventions must strive to empower the individual from within. Both internal and external factors need to be addressed. The subjective internal work embraced by young people preparing for their future in the world of work, is to develop empowering personal insights. For example: a positive hopeful attitude towards him/herself, towards his/her environment, and confidence in her/his marketable skills. The external factors include social support and environment factors (resources and opportunities available). These external factors are often governed by internal factors. A combination of internal and external factors comprises livelihood strategies which lead to sustainable livelihood outcomes.

Sustainable Livelihoods Approach

Livelihood strategies, embrace what people do with what they have, taking assets and vulnerability into account. Sound livelihood strategies which are supported by policies, institutions and processes, can lead to optimal livelihood outcomes. Livelihood outcomes embrace what people are trying to achieve, namely; a sustainable income, increased well-being, reduced vulnerability, improved security and more sustainable use of natural resources.

A sustainable livelihood comprises the capabilities, assets, and activities required for a means of living (Chambers & Conway, 1992; Morse & McNamara, 2013). A sustainable livelihood approach has evolved since early 1980's. A livelihood is deemed sustainable when it can cope with, and recover from, stresses and shocks, and when it can maintain or enhance its capabilities, assets and activities both now and in the future, while not undermining the natural resource base (Chambers & Conway, 1992; Morse & McNamara, 2013; Kaya & Seleti, 2013).

The livelihoods pentagon which has been used in the past to structure a livelihoods framework, needs to be expanded to be appropriate in the 4th Industrial Revolution. To the original five capitals, namely human capital, physical capital, financial capital, social capital and natural capital, I wish to add cognitive capital. These capitals inform the skills that are needed within the context. Skills and trades have, and continue to be, formed within families and local communities, based on resources available.

Work-based learning has characterised the occupation of people through history and may not require *career guidance services*. I argue that the approach to counselling services needs to be revisited, and approaches which are more contextually relevant should be explored. Thus, I assert that career guidance and counselling which is authoritative in practice can be succeeded by a different approach which is essentially empowering and enabling, and thus more liberating for people who have been oppressed by disenabling discourses.

The Intervention

The hope-based future orientation intervention based on the three theories discussed above, takes a non-supercessionist attitude that is inclusive. In summary, the new approach does not replace the old. The non-supercessionist attitude uses the good from the old, together with the good from the new. Thus, the essential elements of future orientation, used together with knowledge of the world of work making use of resources and opportunities available within the community, are intertwined with constructs of hope. The unique shift of this intervention is that it moves from the power-based guidance and counselling, to empowering and enabling by building hope and developing self-determination strategies towards making realistic decision to earn a sustainable livelihood. The intervention uses the four constructs of hope as described by Scioli and Biller (2009, 2010) as its foundation.

The intervention is multi-faceted and strength based, targeting both internal and external factors. The internal factors are concerned with instilling and developing hope in the future, as well as confidence in achieving the preferred outcome. The external factors are concerned with the ability to establish appropriate social support systems, create an enabling environment and make use of available resources.

The intervention uses three psychotherapeutic approaches, which are culturally relevant: Narrative therapy, cognitive behaviour therapy, and personal reflection. The intervention begins with culturally appropriate narratives that explore and awaken essential personal insight necessary for future orientation. The narrative approach examines the lives of successful people, before becoming more introspective and examining one's own life (Marsay 2000). A cluster of cognitive behavioural exercises strengthen decision making and problem-solving skills. Finally, the intervention ends with time for quiet personal reflection on both self and the environment. This safe space allows each person to reflect on their own reality before making responsible decisions about their future in context. Once they have had this time of reflection, each person is able to co-constructing a realistic plan of action, drawing on people that he/she regards as effective social support. The efficacy of this intervention was tested in three different studies described below.

Methodology

Three different qualitative studies were used to examine the efficacy of the Hope-Based Future Orientation Intervention. In all three studies, the researcher filled dual role of researcher and therapist. A meta-analysis of the findings follows the description of the studies.

The first study discusses how this intervention was used with a group of disenfranchised young sexual offenders (Marsay Scioli & Omar 2018). The qualitative study used a focused ethnographic approach and mixed methods to collect data. The analysis was both quantitative and qualitative. The progress of the participants was followed up after a period of six months and then again after a year.

The second study examines the efficacy of a multidisciplinary team working collaboratively to treat a young lady who was experiencing significant physical and emotional difficulties in her life due to several inappropriate decisions (Marsay, et al., July/Aug 2017). This qualitative case study used participatory action research with mixed methods. The analysis was quantitative and qualitative. The progress of the participant was followed over a period of two years.

The third case study (Marsay, 2020 publication pending) was a qualitative case study and used participatory action research approach with mixed methods for data collection. The participant was a student who struggled with inappropriate tertiary education choices as well as debilitating anxiety during his first and second year at university. The progress of this participant was followed over a period of three years.

Results

The meta-analysis of these three studies shows evidence that the four constructs of hope (Attachment, Survival, Mastery and Spirituality) were enhanced. When all four channels of hope are developed and infused with culturally appropriate livelihood strategies, adolescents are equipped to pursue long term goals, build and sustain relationships, and self-regulate thoughts, emotions, and behaviours. This result was established by the pre- and post- intervention objective evaluation using Scioli's trait Hope Split Half Test (2012) Form A and Form B. There was evidence that the participants gained personal insight with regard to their values, interests, competencies and skills. The participants made responsible decisions in their relationships, establishing a sound social support systems, and they were able to set realistic goals for their future, creating an enabling environment using the resources they have available to do work that needs to be done in their context. The participants were able to attribute meaning and purpose to their decisions.

Realistic plans were co-constructed with the researcher and significant others identified by the participants to realise these goals, leading to successful outcomes. Thus, the essential factors of hope, future orientation and sustainable livelihood strategies can be seen in the outcome of the decisions of the participants.

The limitation of these case-studies is that they that were situation and context specific. Hence, the results cannot be generalised. However, the studies illustrate a rich understanding of the efficacy of each intervention in context. The studies can be replicated and results compared.

Implications for practice and future research

The effectiveness of the Hope Based Future Orientated Intervention can be considered for the following reasons:

- It develops fundamental hope and enables preferred future orientated decisions as an essential part of the process;
- It is multi-faceted (internal and external factors);
- It is strengths based;
- It is flexible enough to address the diversity of individual and context;
- It is relatively cost and time effective.

Conclusion

Without hope, there is only superficial meaning to making decisions and being committed to the future. The four constructs of hope form the unique foundation of this intervention. The combination of hope, future orientation and sustainable livelihood strategies, address several of the factors which were found to be essential for people facing adversity in the study discussed earlier in this paper (Marsay, 2014).

The external and internal factors targeted by the Hope Based Future Orientated Intervention enable young people to make a successful transition from education to the world of work and achieve a sustainable livelihood. This intervention is worthy of consideration as an appropriate empowering and enabling approach in the diverse South African context.

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Teachers’ perceptions of SEL skills in South Africa

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Abstract

Three challenges identified by the Department of Higher Education in South Africa are poverty, unemployment and inequality. These social challenges emphasize the need for social support within communities. Unstable fragmented family life leaves children with little social support and limited role models. Unfortunately, crime and violence occur often in many South African schools. Schools have been identified as important places to curb the negative impact of prevalent violence. Specifically, two protection factors, that build resilience have been suggested namely, supportive relationships with significant others; and, growing up in a safe social environment. Social and Emotional Learning (SEL) skills are fundamental to promoting resilience in young people, especially those who are making the transition from secondary school into tertiary education / training, and then ultimately into the world of work. Collaborative for Academic, Social, and Emotional Learning (CASEL) list five core competencies – self-awareness, social awareness, self-management, relationship management and responsible decision-making, addresses deep human skills essential for economic empowerment in the 4th Industrial Revolution.

This paper describes the first phase of a collaborative international study under the leadership of Scott Solberg from Boston University and Lea Ferrari from University of Padova. The aim of the study is to examine teachers’ perceptions of social and emotional skills (SEL), and how these skills are used by educators, personally and professionally, to bolster resilience in young people. Qualitative questionnaires were used to collect data from a purposive sample of educators working with disenfranchised learners. Emerging themes were identified and coded. Meaning was made of the data through an iterative process. Preliminary findings will be discussed.

Keywords: social and emotional learning, resilience, marginalised youth

Background

A key challenge for 21 century schools entering the era of the 4th Industrial Revolution, involves serving culturally diverse students with appropriate life-long skills so that they can make a successful transition from education/training to work. Disenfranchised youth, faced with adversities in developing countries, struggle to bridge the gap between education and work, because they lack appropriate skills. In the South African context, prevailing discourses of social exclusion within the economic-socio-political arena, contribute to ubiquitous feelings of helplessness and hopelessness among young people seeking a place in the world of work. The Department of Higher Education has identified three major challenges in South African: poverty, inequality and unemployment (DHET 2016).

While we do know that the economy of the 4th Industrial Revolution demands higher levels of skills, it is clear that simply providing market related skills will not automatically support young people into employment. Wallace and Palmer (2018) compare the similarities between employability skills and Social and Emotional Learning (SEL) core competencies. Both these skill sets illustrate the importance of self-awareness, self-management, interpersonal communication and critical thinking skills. In the South African context, De Lannoy, Graham, Patel and Leibbrandt (2018) describe a continued disconnect between skills development policies, economic policies and social protection policies. The Collaborative for Academic, Social, and Emotional Learning (CASEL) framework offers a positive youth development strategy by helping young people develop five core competencies – self-awareness, self-management, social awareness, relationship skills, and responsible decision making (https://casel.org/). These are the skills used in SEL programmes in schools.

Theoretical Foundation

There is growing empirical evidence regarding the positive impact of SEL programmes world-wide. Social and Emotional Learning is explained by (Elias, Brackett, Miller, Jones, Kahn, Mahoney, Weissberg & Chung, 2019) as the process through which individuals learn and apply a set of social, emotional, behavioral and character skills required to succeed in schooling, the workplace, relationships, and citizenship. Brackett, Bailey, Hoffmann and Simmons (2019) explain Social and Emotional Learning as the process of integrating cognition, emotion, and behaviour into teaching and learning such that adults and children build self- and social awareness skills, learn to manage their own and other's emotions and behaviour, make responsible decision, and build positive relationships.

Schonert-Reichl (2019) explains how large-scale organisations such as the World Bank, the World Health Organisation, United Nations Children's Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO**)** and Organisation for Economic Cooperation and Development (OECD) are all suggesting a more explicit, and international consideration, of social and emotional competencies and social and emotional well-being in both education and health. Furthermore, Schoner-Reichl offers three important observations regarding SEL skills: namely, the skills predict children's success in school and in life; the skills are malleable, thus, they can be taught and assessed; and, explicit attention to context is fundamental to the promotion of SEL.

Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011) present findings from a meta-analysis of 213 school-based, universal Social and Emotional Learning (SEL) programs. The participants who experienced SEL interventions, demonstrated improved social and emotional skills, and improved academic performance. The study suggests that educators can implement SEL programmes that lead to successful outcomes for students. The conclusion of the study suggests that policy makers, educators, and the public can contribute to healthy development of young people by supporting the incorporation of evidence-based SEL programming into standard educational practice.

Elias (2004) discusses how the use of SEL skills help to fill the gaps in understanding the difficulties faced by learners with learning disabilities and helps to teach them in ways that better prepare them for success in school and in life. Several studies illustrate the effective use of SEL skills programmes with learners who struggle with learning disabilities (Feuerborn & Tyre, 2009; Olson, 2018;Wallace, Anderson, Bartholomay & Hupp, 2002).

Ee and Cheng (2013) suggest that teachers' beliefs and perception influence not only their pedagogical practices but also their students' efficacy and success. Their study conducted in Singapore used a qualitative questionnaire. The results of their study showed that teachers' perceptions and understanding of SEL in the classroom enhanced the implementation of SEL programmes in schools.

In the South African context, Matoti (2010) examined South African educators' perceptions of the state of education in South Africa. The fears and concerns raised include, amongst others: high rates of teacher attrition; unsafe school environments; unsatisfactory working conditions; declining quality of education; role conflict, poor teacher morale; unprofessional conduct of educators; lack of co-ordinated workshops; poor management and leadership in schools; and, a lack of accountability.

Classroom environments in South Africa are not safe. In 2012, 22.2% of secondary school learners in South Africa (just over one million) had experienced threats of violence and assaults (Makota & Leoschut, 2016). The frequency with which South African children are exposed to violence in their communities became apparent when 50.1% of participants in a national study reported having witnessed someone using threat or force to physically harm another person (Leoschut & Kafaar 2017).

From this background a strong case can be made for the implementation of Social and Emotional Learning skills for both learners as well as educators themselves in the South African context.

Purpose of study

Based on the evidence of studies worldwide, we may conclude that being aware of SEL skills facilitates the future success of young people. It seems prudent therefore, to find effective ways to equip educators use these skills, personally and professionally, in the classroom. An international research project which began in 2018, under the leadership of Scott Solberg from Boston University and Lea Ferrari from University of Padova, investigates teachers' perceptions of SEL skills in the learning environment.

The project has three phases. The first phase was to understand the educators' perceptions of Social and Emotional learning skills using a qualitative approach. The second phase will be to construct and validate an educators' survey. The third phase will be to establish a tool that integrates teaching and learning scenarios with resources supporting educators to use caring and encouraging SEL skills. Several countries world-wide participated in the first phase of the project. Three countries from the global south, namely South Africa, Uganda and Guatemala participated. This paper describes the South African results of the first phase of the project.

Methodology

Data Collection

Influenced by the work of Ee and Cheng (2013) discussed earlier in this paper, the first phase of the project used a qualitative questionnaire to understand educators' perceptions of SEL skills. The members of the team of researchers, discussed the approach during Zoom meetings. It was collaboratively agreed that an open-ended questionnaire would be filled in by educators from schools. Boston University provided the template for the questionnaire. Each participating country was responsible for adapting and translating the questionnaire to suit their specific context.

The questionnaire used for the South African data collection was a two-part questionnaire. The first part of the questionnaire deals with biographical details of the educator and a description of the school. A short explanation of the constructs of SEL skills was given and the second part of the questionnaire asked open-ended questions to ascertain three main foci: Whether the educators were aware of SEL skills; What the educators' perceptions were of the impact that educator's own use of SEL skills has on students' learning and engagement in school; and, What SEL skills do educators' perceive as relevant to support young people making the transition from education to training and into the world of work. Schools were given an information sheet regarding the research project and invited to ask questions for clarity before they committed to participating in the project. The questionnaire was presented either as an online questionnaire, or paper and pencil questionnaires were handed out and collected.

Ethical clearance was determined by IRB at Boston University. Educators were given the opportunity to participate on a voluntary basis. Their confidentiality was respected. There was no cost or benefit to the participants. The schools that participated were given written feedback on the results of the study, and an opportunity to pose questions and make further comments.

In the South African context, a purposive sample of schools that work with adolescents who experience poverty and inequality, as well as some learners with special education needs (LSEN) schools was identified. Specific schools from Gauteng, Kwa-Zulu Natal and Western Cape were invited to join the project.

Data Analysis

Biographical details were entered on an Excel spread sheet and are shown in the results section. Themes were extracted from the open-ended questions using thematic content approach. The analysis sought to find the most common responses of educators indicating their perception of the impact of SEL skills in the learning environment, personally and professionally, and the relevance of SEL skills for successful transition from education to work. An iterative cycle was used to identify and make meaning of the themes that emerged. An independent peer review of these themes established trustworthiness and confidence in the findings of the first phase of this study. In this manual analysis, similar codes were clustered and the number reduced to 64 codes. Later, Nvivo was used to create clusters of codes from different countries and to compare the codes. Unique themes from the South African study were identified. The most common codes that emerged in the South African analysis are discussed against a background of theoretical foundations later in the discussion section.

Results

The biographical analysis of the questionnaire revealed a total of 68 educators participated in the project. 65 responses were collected from schools using paper and pencil questionnaires. 14 responses from schools in Gauteng, 37 responses from schools in Kwa Zulu Natal, and 17 responses from schools in the Western Cape. 45 responses in urban areas and 23 responses in rural areas. 23 responses from public schools, 28 from private schools, and 17 from LSEN schools (Learners with special education needs). Of the 21 responses received using online questionnaire, only 3 were used in the analysis. 66 of the 68 responses were from faith-based schools. 16 responses were male, 47 responses female and 2 preferred not to answer.

31 educators reported that SEL skills were taught in their school. 32 reported SEL skills were not taught in their school, and 2 participants did not answer the question.

Educators were asked their perception of which skills they believe are useful in teaching students more effectively. The emerging themes were: the importance of interpersonal skills; empathy; better teaching practices, including improved ability to identify learning difficulties, as well as social difficulties in their classrooms; and a creating a better teaching environment.

The most common themes extracted regarding the teachers' perception of which SEL skills are relevant to support young people in making the transition from education to work, were: self-awareness; social awareness and acceptance of diversity; self-management; decision making; and, effective communication with others.

Discussion

Against the background of evidence-based research illustrating the effectiveness of SEL skills for learners and for improved learning environment and learning outcomes discussed earlier, the following themes which emerged from this study are discussed.

The first question asked whether the school offer Social Emotional Learning (SEL) programmes or activities? If so, the educators were asked to describe the programmes or activities being implemented. More than half the educators stated that SEL skills were not taught in their school. Those who said SEL skills were taught in the school, commented that the skills were taught during compulsory Life-Orientation curriculum, or in Religious Studies curriculum which is more specifically addressed in faith based schools. Many teachers didn't know the CASEL framework of SEL skills but were familiar with the constructs of social and emotional learning. This difficulty was observed in the field while collecting data.   Against the backdrop of evidence discussed in the theoretical foundation regarding the usefulness of SEL skills, it would seem prudent that more attention should be paid to making educators aware of SEL skills and provide them with effective ways of implementing SEL skills into their classroom activities. Durlak, et. al., 2011;   Schonert-Reichl (2019)

The second question sought to understand what educators' perceptions were of the impact that educator's own use of SEL skills has on students' learning and engagement in school. The themes that emerged from this question, specifically the importance of interpersonal skills, and dealing with social difficulties in the classroom and creating a better teaching environment, give testimony to the difficulties evident in South African classroom environment described by (Matoti, 2010; Makota & Leoschut, 2016). These findings resonate with what Leoschut and Kafaar (2017) suggest as protective factors in the school environment. The strategies highlighted by Matoti show the need for improved educator well-being in the South African context. Furthermore, the themes regarding better teaching practices, including improved ability to identify learning difficulties illustrate how many students with learning difficulties have difficulties with social relationships.) There is evidence that implementing SEL skills programmes is of benefit to learners with learning disabilities, and helps to reach them in ways that better prepare them for success in school and in life (Elias, 2004; Feuerborn & Tyre, 2009; Olson, 2018; Wallace, et al., 2002).

The third questions asks educators to describe which SEL skills are relevant in helping educators support young people to making successful postsecondary transitions and to prepare to enter the world of work. The themes of self-awareness; social awareness and acceptance of diversity; self-management; decision making; and, effective communication with others, resonate with the comparison of employability skills and core competencies of SEL explained by Wallace and Palmer (2018).

From the Nvivo analysis, there was evidence of unique themes from South African data collection. Significant unique themes that were extracted, give testimony to the adversities that educators and young people experience. Themes around forgiveness and finding ways to manage conflict and repair relationships with peers and colleagues give testimony to the fragility of relationships present in South Africa. Several themes regarding harsh backgrounds of children, and finding ways to assist learners deal with personal loss and crises at home give testimony to poverty and illness narratives which prevail.

Another unique theme that emerged was that SEL skills would allow learners and educators to express their own opinion and ideas. Perhaps this theme illustrates the continued need for liberation and the voices of marginalised people to be heard by the authorities.

Limitations of study

As pointed out by (Kramer, Fynn, & Laher, 2019) research in the global South is often met with a variety of challenges and obstacles in early phases of the research process which makes the 'neat' linear movement to data analysis and interpretation both messy and unlikely. There were four main difficulties experienced in the data collection process.

Firstly, the dearth of responses collected by online questionnaires illustrates the difficulty with collecting data using on-line approach in the South African context. Secondly, it was very difficult to engage the state schools in the project. Even though an equal number of state and private faith-based schools were invited to participate, the faith-based schools responded more willingly. The educators that responded were from faith-based schools, except two, which were from a private LSEN school. A question can be posed regarding what made it easier for the faith-based schools to participate? Thirdly, it was easier to collect data from schools where researcher was known to the community. Speaking to the power differentials between researcher and participants. Perhaps educators were hesitant to answer questions, because of fear of being wrong and felt anxious about being assessed and possible judgement passed on their lack of knowledge? Lastly, the questionnaire was written in English. There are 11 official languages in South Africa, not including sign language, which is regarded as a language. Language complicates interpretation and analysis.

Conclusion

By helping educators become aware of how SEL skills relate to their own personal and professional development, the author of this paper believes that they will be more open and willing to embrace quality future orientation practices so that learners are: enabled to have better interpersonal relationship and improved emotion regulation within a safer learning environment. Furthermore, learners are empowered to make responsible choices; set realistic goals and develop coping strategies to make effective transition towards earning a sustainable livelihood. Finally, being aware of SEL skills may enhance the well-being of educators themselves, since the difficulties within the present learning environment may be ameliorated. Thus, the second phase of the research project would be of benefit to the South African context.

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Career guidance as a function of care and support for persons with intellectual disabilities

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Abstract

Social participation and citizenship are at the forefront of care and support for disabled persons in France. The terms, however, are not clearly defined and as such don't provide professional caregivers with useful guidelines. This paper explores an approach to the care and support of persons with intellectual disabilities in France, based on the Capability approach and social and narrative identities.

Care and support for persons with intellectual disabilities has traditionally been structured around sheltered environments. Social inclusion represents a paradigm shift for most professional care-givers who have neither the models nor the experience to implement it. This paper proposes an approach to participation based on social identities, crucial to successful social inclusion.

Linking the capability approach to social identity makes the aim of care and support to help the disabled person identify and develop the social identities they require to lead the life they have reasons to value. An "anticipated" narrative identity serves to identify these social identities and the conditions required for successful alternation provide the bases for their construction. It also serves to extend the range of occupations the person can aspire to, beyond those traditionally "reserved" for persons with intellectual disabilities.

Professional care-givers thus have the opportunity of becoming de facto change agents and facilitating the transition between sheltered environments and social and professional inclusion. It lets them give a voice to those that have been traditionally denied it and the possibility to extend that voice to other dimensions of their lives. However, this transition is not easy as the paradigm shift towards social inclusion impacts care-givers as well, who need to rethink their roles within this new framework, develop new professional practises and manage the uncertainty that such situations entail.

However, succeeding in the above would contribute to making persons with intellectual disabilities fully-fledged citizens.

Key words: capability approach, career guidance, intellectual disabilities, social identity, social inclusion

Introduction

In 2005, the French National Assembly introduced legislation making social participation and citizenship a priority in the care and support of disabled persons (Assemblée Nationale, 2005). Social participation, and the social inclusion that it implies, represents a significant break from the existing approach to the care and support of persons with intellectual disabilities, traditionally centred around sheltered environments. As a result, new approaches to care and support need to be developed.

Successful social inclusion must include “professional inclusion”. As a large part of the skills required to work in society are developed in the care and support process, the two cannot be dissociated in the case of persons with intellectual disabilities, who have little or no work experience. The two, at this stage at least, are interdependent.

Training organisations in France consider savoir (knowledge), savoir-faire (skills) and savoir-être (social skills), to be important vectors of successful professional integration. They tend to focus on the first two, however, as social skills take longer to develop than the timeframes such organisations operate in. But social skills are important objectives of the general care and support process, whence the need to closely associate vocational guidance and training with the overall care and support process.

This paper attempts to respond to the question “What kind of care and support would facilitate the social and professional inclusion of persons with intellectual disabilities?”.

The response will be developed by linking the following terms together:

- social participation
- social identity
- care and support
- narrative identity
- personal projects
- alternation

The current situation

How was the care and support that social inclusion breaks from, defined? Surprisingly, accompagnement (accompaniment), which is French for care and support, has no clear definition in the official texts nor in the scientific literature. It has been described as “a vague notion” (Stiker et al., 2009) or “irritating, on account of being a catch all term” (Paul, 2009).

Various reasons have contributed to create this situation. Firstly, the terms used to describe the function of care and support have evolved over time, depending on how disabled persons were perceived and how care and support was envisioned (Paul, 2009). Secondly, the term is generic and covers a wide range of populations, in France at least: the disabled, the elderly, the underprivileged et cetera. The needs of these populations and the services required are consequently quite diverse. And finally, care and support needs to be individualised and adapted to the person and the context. The profiles involved are thus quite varied: teachers, coaches, consultants, mentors etc (Paul, 2002). Finding a definition that integrates all these aspects is problematic.

However, the question as to what guides professional caretakers, when what is at the heart of their work is not defined, still remains. The answer is a set of best practices that have evolved over time. According to the Agence nationale de l'évaluation et de la qualité des établissements et services sociaux et médico-sociaux (ANESM ; now part of the Haute autorité de santé [HAS] – the High Authority of Health), that evaluates the social work sector, “the recommendations of professional best practices clarify values, give meaning, and provide common guidelines to help professional care-givers find the most appropriate course of action.” (ANESM, 2016). However, these best practices have evolved primarily in sheltered environments. They are not adapted to social inclusion and a new set would take too long to develop.

There may be no clear definition for care and support, but the different approaches to “accompagnement” have in common the notion of “going with” and “going towards”. However, the question, “but going where?”, remains unanswered. If we were to refer to the legislation, the response would be going towards social participation.

What do we mean by social participation?

Social participation isn’t defined in the texts either, its meaning seems to be taken for granted. The International Classification of Functioning, Disability and Health (ICF) of the World Health Organisation (WHO) defines an activity as the “execution of a task or an action by an individual” and social participation as “involvement in a life situation”, or in other words, performing an activity in a real-life situation. Conversing with a person, using public transportation, and shopping are some examples.

The Human Development Model – Disability Creation Process (HDM-DCP) links social participation to life habits. A life habit is defined as a daily activity or social role that ensures a person’s survival and well-being in their society throughout their entire existence, such as maintaining a conversation with a person, using public transportation, or making purchases (INDCP, 2019).

In both these cases, social participation thus defined represents means and not ends, and to that extent the definitions are not operational. The lists that the two systems provide, of activities or life habits, are useful for evaluating a person’s capacities but carry no indication as to which activities need to be developed for a given person. Do we develop them all? And if so, in what order? Do we only develop some? And if so, which? And why these and not others?

What is lacking is what we need those activities for. In other words, one doesn’t engage in a conversation with just anyone merely to have a conversation; one engages in a conversation to communicate with someone in particular; the conversation takes place in the context of a social interaction; and that social interaction brings social identities into play.

Every social participation situation implies social identities that vary with the context and the people involved. These social identities may be directly or indirectly linked to the activity in question. A social identity directly linked to the activity "to cook" could be "a chef". "Taxi-driver" would be a social identity directly linked to "drive a car". A social identity linked less directly to the activity "to cook” would be "a parent", where preparing meals is a social role, or an expected behaviour, of a parent.

Consequently, I propose defining social participation as the expression of our social identities.

Linking social participation to social identities introduces social ties into the equation. Social participation is the term used henceforth by international organisations and the WHO, as it is by French law, to refer to the lives of persons with disabilities and their place in society (Ravaud, 2014). The list of activities that the ICF provides includes domains where this "place in society" is implicit, such as Communication; Interpersonal interactions and relationships; and Community, social and civic life. But it also includes such categories as Mobility; Self-care; and Domestic life, which reflect skills rather than the notion of social participation.

A social identity approach to participation also highlights the fact that we all have multiple identities. Currently, persons with intellectual disabilities tend to be referred to by this identity alone, which is limiting and occults the other facets of their personalities. Amartya Sen (Sen 2008) states that the same person can be, without any contradiction, a Norwegian citizen, of Asian origin, with Bangladeshi ancestry, a Muslim, a socialist, a woman, a vegetarian, a jazz musician, a doctor, a poet, a feminist, a heterosexual, a believer in gay and lesbian rights. Defining the person by only one of those identities is an act of violence that begets violence (Sen 2007). From Sen's viewpoint, reducing a person to their identity of "disabled person" alone would be an act of violence, albeit symbolic, which underlines the importance of multiplying the identities by which the person is known.

What is social inclusion?

Social inclusion, like participation, is a concept that remains unclear. The lack of clarity results from the numerous definitions of social inclusion which can make the concept interchangeable with social integration, social network, community participation and social capital (Simplican et al., 2015).

Social inclusion is sometimes construed as the absence of social exclusion, which, in turn, has multiple definitions. The two are closely related and can be viewed as two ends of a single dimension (Hayes et al., 2008).

Some of the definitions express social inclusion or exclusion in terms of participation: individuals are socially excluded if they do not participate in key activities in the society in which they live, but would like to do so (Burchardt et al., 1999) ; they would be socially included by having the opportunities, resources, and abilities to build and maintain relationships, engage in education and employment, and participate in community events and organizations (Stain et al., 2012 as cited in Filia et al., 2018).

In the light of the notions of participation and social identity as expressed in this paper, we could also define social inclusion as the freedom to express one's social identities (participation) without one's impairments being a hindrance, through combinations of personal development, human assistance, technical aids and accessible resources.

Is social inclusion a reasonable objective for persons with intellectual disabilities?

Care and support of intellectually disabled persons in France is primarily designed around sheltered environments, even though the majority live outside of them. One could suppose then that there was a reason for doing so and that it was considered to be in the best interests of the disabled person.

Consequently, one could reasonably ask oneself if social inclusion, at the other end of the spectrum from sheltered environments, is within the reach of intellectually disabled persons and equally in their best interests.

In itself, social inclusion as an objective for persons with intellectual disabilities is not overly ambitious. 80% of persons with intellectual disabilities have mild impairments. They are relatively autonomous in different areas of their lives. Their access to social life can be improved by reducing the cognitive complexity of their environments and/or by providing them with technical aids (Courbois & Paour, 2007). The problem would be decreeing social inclusion for all, without taking into account the capabilities and the preparedness of the individual, which would be like throwing someone into the deep end of the pool to teach them to swim.

The importance of social identities in social inclusion

The focus on identity is essential to the success of the disabled person's social inclusion. The transition from a sheltered environment to society is not merely a geographical move. It can put the person's identities and self-concepts at risk as the social identities of sheltered environments are not known outside of them. The identities of the sheltered environment, based on the person's administrative status, such as beneficiary, user, and resident, do not have the same connotations in the outside world. To be recognised and accepted, one needs to develop identities that are known to, and have the same meaning for, the others of the group.

Our identities have two components: Identity for Self and Identity for Others (Dubar 2015). Identity for Self expresses the kind of person we would like to be; identity for Others defines the kind of person the social group in question perceives us to be. In the event of a conflict between the two, "identity strategies" attempt to reduce the gap separating them and to merge the identity for Others with the identity for Self. We cannot do without others to forge our own identities.

A similar process operates in the case of social identification with a group, based on the cognitive integration of the ingroup and one's self-concept, or "who we are". Two complementary processes attempt to explain social identification: self-stereotyping and self-anchoring (Van Veelen et al, 2015). In self-stereotyping, the mental overlap between self and group emerges top-down, via the assimilation of the self to an ingroup's prototype: "I am like my group". Self-anchoring is an opposite process; information about the personal self-concept is used as an anchor to define an ingroup. This results in overlap between the self and the ingroup: "the group is like me". The closer the match between self and ingroup, the higher the social identification.

The stakes involved

The move towards social participation, social inclusion and deinstitutionalisation, as recommended by the Committee of ministers of the European Union in 2010 (Committee of Ministers, 2010), reflects a trend towards shifting the responsibility of the well-being of disabled persons from society to the persons themselves and their families. For example, the recommendations of the Committee of ministers state that "parents have the primary responsibility for the upbringing and development of the child; they should choose how to meet their child's needs". The role of the state is to "finance and make available a range of high-quality services from which the families of children with disabilities can choose". This clearly represents a transition from institutional to community-based services.

Underlying the move towards social participation and the shifting of responsibilities from the institutions to the disabled person is the notion of considering the disabled person as a citizen like any other, with the same rights and freedoms, and who needs to be treated as one. The resources and services made available are those that allow them to live as autonomously as possible and to participate in social life like any other citizen. The law that introduced these notions is entitled "Loi pour l'égalité des droits et des chances, la participation et la citoyenneté des personnes handicapées" (law for equal rights and opportunities, participation and citizenship of disabled persons).

The Capability approach

These notions of equal access to resources and equal opportunities are reminiscent of John Rawls' Theory of justice, based on the notion of justice as fairness (Rawls, 1999). The first of the two principles underlying this theory states that each person is to have an equal right to the most extensive scheme of equal basic liberties compatible with a similar scheme of liberties for others. In other words, society equally distributes primary goods, things that every rational person is presumed to want, unless an unequal distribution is to everyone's advantage. Chief among them are rights, liberties, opportunities, income, wealth and the social basis of self-respect.

Amartya Sen's criticism of the Theory of justice is based on the notion that mere access to primary goods does not guarantee quality of life. A disabled person could have potential access to more primary goods than a non-disabled person yet be able to do less with them. Sen argued that a theory of justice based on fairness must be concerned with the actual freedoms enjoyed by different persons to lead the life they have reason to value (Sen, 1990).

In his Capability approach, Sen introduces the notions of functionings and capabilities. Functionings are beings and doings that people value and have reason to value. Examples of beings are being educated, enjoying good health or being safe. Examples of doings are playing, voting, dancing etc. Capabilities are real freedoms and real opportunities to achieve functionings. The distinction between functionings and capabilities is between achievements on one hand and freedoms and opportunities from which one can choose on the other (Robeyns, 2017).

The capability approach sees human life as a set of functionings and relates the evaluation of the quality of life to the assessment of the capability to function, with emphasis placed on the importance of having the freedom to lead the life one has reason to value (Sen, 2003).

Sen proposes evaluating social change in terms of the richness of human life resulting from it. The transition from sheltered environments to social inclusion qualifies as social change and this criterion could serve to evaluate it. He asserts that to broaden the limited lives into which people are imprisoned by force of circumstances is the major challenge of human development in the contemporary world (Sen, 2003). Disabled persons are one of the primary populations in such situations.

Defining care and support in a social inclusion context

Legislation introduced in 2002 (Assemblée Nationale, 2002) requires the individualisation of care and support and the active participation of the person with intellectual disabilities, or their legal representatives, in drawing up their personal projects. Taking into account our definition of social participation as an expression of one's social identities; the obligation to tailor the disabled person's project to their expressed wishes; and Amartya Sen's Capability approach, I propose we define care and support as "helping the disabled person to identify and develop the social identities they need to lead the life they have reason to value".

How does one identify these social identities?

Narrative identity as defined by Paul Ricoeur provides a solution. It is the sort of identity to which a human being has access thanks to the mediation of the narrative function (Ricoeur, 1988). The narrative constructs the identity of the character in constructing that of the story told. The identity of the story makes the identity of the character. In other words, we are the stories that we tell ourselves and others about ourselves.

To develop a personal project, we invite the disabled person to imagine themselves in a more or less distant future and to describe themselves and the life they would like to lead then. Their personal project would then consist primarily of developing the significant social identities that emerge from the narrative.

Narrative identity is a useful tool for developing a coherent project for the person. The narrative reconstructs the autobiographical past and imagines the future in such a way as to provide a person's life with some degree of unity, purpose, and meaning. Thus, a person's life story synthesizes episodic memories with envisioned goals, creating a coherent account of identity in time. Through narrative identity, people convey to themselves and to others who they are now, how they came to be, and where they think their lives may be going in the future. (McAdams and McLean, 2013)

The process needs to be iterative and be repeated at regular intervals in order to update the personal project periodically. People evolve over time, as will most certainly the narrative, depending on circumstances and the person's experiences. The time-frames of these narratives will also vary. They would probably be situated in the short-term initially, before extending themselves progressively.

The process also needs to be put in place early. Research conducted in middle school on students' representations of the future showed that the number of jobs mentioned to complete the sentence "The job that I am going to do later is …" was multiplied by three over the four years of middle school. In the special-education equivalent of those classes the number of jobs mentioned was reduced dramatically, to centre around manual work. It was a result of the students internalising their teachers' preconceived notions of what they were capable of.

Among the situations described in the life the person would like to lead, would be those linked to work and the jobs the person would like to do. Getting them to develop their ideas in this area of their lives would help define their professional projects. The role of the professional care-givers would then be to organise the acquisition of the technical and social skills required to achieve these objectives.

Autonomy and accessibility

Autonomy and accessibility are essential ingredients of successful professional inclusion. The more autonomous the person, the more effective they would be in the workplace and the less reluctant would potential employers be to hire them. And the more accessible the resources, the greater the capabilities of the person.

Autonomy, as viewed here, is similar to capabilities and has two dimensions to it. The first is physical independence, the ability to realise a task on one's own. The second is freedom of choice, the ability to make one's own decisions. Both need to be developed, as in sheltered environments the disabled person often has human assistance in realising tasks and freedom of choice is limited.

The Délégation interministérielle aux personnes handicapées (The Interministerial delegation for disabled persons), in collaboration with fourteen ministries, defined accessibility as enabling the autonomy and the participation of disabled persons by reducing or eliminating the incompatibilities between their capacities, their needs and their wishes, on one hand, and the different physical, organisational and cultural elements of their environment, on the other (DIPH, 2006).

This definition, necessarily collective on the part of the ministries, can also be approached from the point of view of the disabled person. The Capability approach identifies three conversion factors that determine a person's ability to convert resources into functionings: personal, social et environmental. How much a bicycle contributes to a person's mobility, for example, depends on that person's physical condition (a personal conversion factor), the social mores including whether women are socially allowed to ride a bicycle (a social conversion factor), and the available of decent roads or bike paths (an environmental conversion factor) (Robeyns, 2016).

Society primarily intervenes in the social and environmental spheres: laws that facilitate access to employment or accessible transport, for example. On an individual level the person would compensate personal conversion factors to overcome the social and environmental ones, using pictographic worksheets or itineraries, for example.

Seen from the individual standpoint, "accessibility" could be defined as the ability of a person to convert social goods and services into functionings. From a social standpoint, “making accessible” could be defined as solutions to compensate the conversion factors that hinder or prevent a sector of the population from converting social goods or services into functionings.

Ideally, a « universal » approach is required for persons with intellectual disabilities to be able to lead the lives they have reason to value. The current approach to accessibility tends to be vertical: accessible transport, accessible homes and buildings, digital accessibility, etc. The experiences of everyday life are however transversal and can cut across several such areas. Successful social and professional inclusion could require having an accessible home to live on one’s own; accessible transport to do one’s chores and get to work; and accessible workstations at the workplace, etc. Our degree of autonomy is determined by the weakest link in the accessibility chain. One could be totally autonomous in the workplace and not be employable for lack of accessible transport.

Of the three conversion factors, the personal factor is the one to compensate as far as possible as it is the one we control best. The law passed in 2005 set the guidelines for accessible transports, buildings, etc. with 2015 as the deadline for meeting them. As yet however, no significant improvements have been made. Besides, though the law covers all disabilities, accessibility is generally thought of in terms of physical disabilities and little is done for persons with other disabilities.

How do we develop social identities?

Alternation, as described by Berger and Luckmann (Berger & Luckmann, 1991), provides a possible solution. Alternation is the process by which a person's identity undergoes a radical change, as in the case of a religious conversion. The social identities we refer to here do not represent such a radical change, but the conditions required for successful alternation could be useful in developing new social identities for persons with intellectual disabilities.

Successful alternation requires three conditions: a plausibility structure, a significant other and the reorganisation of the conversational apparatus.

The plausibility structure is a social environment that confirms and reinforces the person's new social identity. The plausibility structures, in these cases, could be environments that overlap sheltered environments and ordinary environments. It could be a sheltered workshop that functions like a “normal” one, or companies that take in interns from sheltered environments who are followed by a tutor and a caregiver.

The significant other is a person who has strong emotional ties to the person and is the mediator between the person and the plausibility structure. The significant other would be one or more of the caregivers.

Conversation is the most important vehicle of reality maintenance. The conversational apparatus must hence contribute to reconstructing and maintaining the person's new social reality. The conversations in the person’s social environment should reflect and reinforce their new identities. Support groups could also help in the process.

The impact on care-givers

The transition to social inclusion is not easy to navigate for the person with intellectual disabilities as it represents a radical change in their lifestyle and involves leaving behind the security of a sheltered environment for the uncertainty of society.

But it is extremely difficult for professional caregivers too. They have no models nor the experience to adapt and to face up to the new demands of their jobs. They need to rethink their roles and develop new professional practices, all the while having to manage the uncertainty of the situation and the real and perceived threats to their jobs.

This is largely due to the absence of a clear definition of care and support. Without such a definition, caregiver's jobs are defined by what they do and not why they do it. And best practises don't provide the why. What is missing is the bigger picture. As a result, when the context changes and the way things are done is no longer appropriate, it is as if one's job itself was being questioned and put on the line, which is extremely destabilising and can be perceived as an existential threat. Having a conceptual framework that can guide caregivers' actions provides the bigger picture, and the approach laid out in this presentation is an attempt at that.

Conclusion

We defined social participation as the expression of our social identities. We then defined care and support as helping the disabled person identify and develop the social identities they need to lead the life they have reason to value. These social identities are identified using an anticipated narrative identity. Developing those identities is based on the conditions required for successful alternation: a plausibility structure, a significant other and an appropriate conversational apparatus.

Although the transition may be difficult, professional caregivers become de facto agents of change in the lives of the persons in their care and of the institutions that provide the care and the services. As we are at the threshold of a new approach to the care and support of persons with intellectual disabilities, care-givers have the opportunity to influence the systems that are put into place.

Hopefully, getting persons with intellectual disabilities to express their life choices would encourage them to voice their opinions on other aspects of their lives and on society at large, thus giving a voice to those who have been traditionally denied it.

Successfully implementing care and support and providing appropriate vocational guidance would thus contribute to helping make persons with intellectual disabilities fully fledged citizens.

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Career tree and work with career cards

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Abstract

A Career Tree allows working with clients in the field of self-knowledge, search for their inner sources, and it helps to monitor clients´ skills and to work with their visions, set targets and action steps on the basis of an original unifying element of the Tree. A combination of attitudes and systemic coaching techniques are used, as well as coaching inspired by M. H. Erickson and John Holland´s career theory. The creation of the Career Tree makes use of self-reflection, feedback, drawing and career cards. The cards we use depict STATES on the basis of RIASEC theory. They describe MOTIVATION AND NEEDS inspired by the International manual of professional orientation methods. The cards called PICTURES are integrated according to the age of the client. The cards are used for creating visions and life path reflection. The counsellor, who guides the client through the process, uses a coaching approach by asking open constructive questions. By making use of the Career Tree in the counselling process, we employ creativity and guide the clients to self-awareness in the area of their career planning and responsibility for their own lives.

Keywords: career tree, career coaching, career cards

Description of the workshop Career tree and work with career cards

Targets

The targets of counselling with the help of the Career Tree are to create clients´ complex view on themselves, to find out their strong and weak points, work motivation, values, life priorities, career visions, aims and specific steps for fulfilling the targets.

Theoretical background

The Career Tree has been created by PhDr. Sylvie Navarová, the author of the report. It connects theoretical points and techniques of systemic coaching as well as coaching inspired by M. H. Erickson and John Holland´s Theory of professional orientation.

Systemic coaching stems from systemic approach applied mainly in social work, counselling and psychology. This approach became widespread in the second half of the 20th century.

In practice, what systemics means is that if we want to make any change concerning human system, it is largely ineffective to make the change by outer intervention e.g. by commanding, punishing, educating and giving unwanted advice.

Systemic work lies in stimulating, inspiring and helping to the systems so that they reveal their sources, broaden their horizons and finally change. Systemic looks for what is useful and what works and those things are then developed with clients.

Insoo Kim Berg and mainly her latest book Strengthening of the Family (2013), was the source of inspiration for asking questions while working with the Career Tree.

Marylin Atkinson might be considered to be the founder of the Erickson´s coaching, although the name of the coaching has an apparent connection with the work of Milton H. Erickson. His basic principles of working with clients were then adopted by Marylin Atkinson - the principles of solution-oriented approach and work with the unconscious mind. She also merged some of the basic principles and techniques used within Neurolinguistic programming (NLP), which are also based, besides other things, on the work of Milton H. Erickson.

Each person is unique and requires individual approach. This also concerns choosing a career. People tend to choose jobs which are in line with their personality traits, skills, abilities, knowledge, values, who they are, what they are able to do and what they want to do.

According to each person´s value hierarchy, people tend to prefer jobs belonging to one or more areas out of 6 major workplace groups which have been described by an American psychologist John L. Holland. A career counsellor working with the Career Tree should be well acquainted with the theory but not in order to offer the test to the client and draw conclusions but to listen to what the client has to say and compare it with individual professional types.

Six types of professional orientation RIASEC (Hoskovcová, 2003).

Methodology

In the course of a 90-minute workshop we wil introduce the way the Career Tree should be used. The participants will have the opportunity to create their own trees. They will be provided with paper, coloured pencils and we will use projective career cards.

Procedure:

Roots

The counselling process is initiated by roots mapping. In the course of the process the roots are returned to and completed. The aim is to describe the root system as accurately as possible. The clients thus get to know themselves, develop the conception of self, and by doing so, they can then appropriately choose their professional specializations. The clients also extend the knowledge of terminology in the field of personality psychology and perception of other people.

The roots are competencies – characteristics, abilities and skills the client possesses. Strong and supporting roots represent those areas at which the person excells. Those roots are able to keep the tree stable when the storm comes. Only when we have carefully mapped the client´s strong points, we can then work on what is left to be perfected, „the space for developement". We call the space weaknesses or weak points.

The students will very often encounter these terms in the work process. In the methaphorical sense, the weak and small roots need time and space for their growth, they also require to gain moisture and nutritions. The client needs to get access to information, develop skills etc.

An example of one of the possible techniques:

Cards STATES

Time: 20-40 minutes

Aim: self-knowledge, thinking about oneself and other people´s characteristics, vocabulary building

Procedure: The counsellor spreads out the cards and prompts the pupils to choose those cards that characterize their traits.

Cards STATES, CETERAS – Centrum terapeutických služeb

Discussion

- What are your personality traits? (We ask personally)/What personality traits does „the Sheep" have? (We ask projectively).
- What do you find interesting about the card?
- What personality traits are you satisfied with?
- What traits would you like to change?

Possible extension

The cards could be incorporated as a form of a ritual to strengthen the group team spirit.

- At the start of each meeting in the field of career counselling, each participant chooses a card and talks about what connections to the present day or week he/she can see etc.

Recommendation: The counsellor asks the clients to enter the characteristics into the roots.

Potential risks: Correct heading of the discussion towards identification of as many personality traits as possible.

Trunk

The trunk represents space for dealing with motivation, values, identity and sense of life. People do not often do things they are able to do or they do not have proper conditions to do them. The reasons are lack of motivation. or given activities are not in line with their self-knowledge or values. The activities simply do not make sense to them so they do not do them or do them badly. That is why these profound themes fall into the counselling process and they are part of the Career Tree. Like sap flowing through the trunk and enabling the berries to grow and ripe.

The techniques and games used with clients when describing the trunk concern work and motivation or making clear what life priorities the clients have.

An example of a technique:

My most important values

The technique inspired by the International manual of professional orientation methods (Mosberger et al., 2013), adjusted by the author of the report.

Time: 45 minutes

Target: Identifying and determining values which are important for doing the job.

Procedure: The counsellor introduces the technique and its four phases.

Phase 1:

The clients are given value cards and they choose the most important values.

Examples of value cards:

Cards MOTIVATION AND NEEDS, CETERAS – Centrum terapeutických služeb

Phase 2:

The clients put the values in order of their importance. They mark A (Ace) as the most important value, K (King) to be the second most important value etc. The values will be entered into the right part next to the tree trunk.

Phase 3:

Discussion about important values by using directive questions:

- Why are the important values really important for me?
- What do unfulfilled important values mean for me?
- Who am I when the important values are fulfilled?

Crown

A crown is a place for fruits to grow. The tree metaphor enables us to see the past success in the form of ripened fruit. However, a person does not achieve success by pure coincidence but he/she is the one who makes it happen. That is why, when debating success, we can ask a question: „How did you achieve the success“? Some of the fruit was growing but failed to ripen, rotted or fell to the ground. Even in our everyday life we may try hard and we fail. These failures can give rise to questions: „What have you learned from the experience? In what way was it beneficial? What has helped you overcome it and move on“?

Later on during the counselling process, we get to realize there may be several slowly blooming buds in the crown that are to turn into blossoms and consequently into fruit. This offers space for thinking over particular future projects within career planning and discussion about possible careers and their contents.

While describing the crown of the tree we will be working with all past successes and compositon of the future, besides other things we will use the so called „miraculous question" by Steve De Shazer (Shazer & Dolan, 2011): „Let us assume that… and a miracle happens during the night and you wake up many years later. You get up and go to work."

Composition of the future

Time: 15 minutes

Target: Tuning in to contemplating the future, learning to plan your future.

Aids: cards, paper, coloured pencils.

Procedure: This technique works on the assumption that the reason why people take certain steps in their lives, and have inner motivation to overcome obstacles, is an image of the future state – the vision. Inner motivation comprises all the factors for which we are willing to set about doing even a difficult job.

In order to be motivated from within we need to have a dream, an aim or a clear vision why we do what we do. We should therefore set a target we want to achieve. Consequently we should create an idea what it will be like when we achieve our aim. How we are going to feel, what new things we will gain, how our life will be changed. If we set a target and create a vision, it will make sense to start working even on unpleasant tasks. We will, in fact, want to.

Potential questions:

Imagine meeting a year from now. You are radiating happiness and talking about you life.

- What are you talking about?
- What do you do?
- What skills do you use?
- What benefits does it bring?
- Who are you?
- What sense does it make to you?

Choose a card which speaks to you in this context:

Cards PICTURES, CETERAS - Centrum terapeutických služeb

Reflection: What follows is vision-sharing. The counsellor asks questions in order for the vision to be precisely formulated.

Mapping steps to career development

The Tree metaphor can prompt clients to think about what they will have to learn and what possible obstacles they will have to overcome. In this phase, the counsellor may provide the clients with professional advice from the field of job market as well as with educational opportunities, educational stays, creating personal portfolio etc.

The counsellor asks the clients to write down answers to the following questions. The answers should be matched to each individual blossoms that represent future possible career.

- What do you need to study?
- What specific steps are you going to take in order to develop your career?
- What are you going to do specifically and until what date? (setting a term)
- What can prevent you from it? What measures are you going to take?

Recommendation: We can make entering of the answers more varied by tracing clients´ own footsteps. They represent steps taken towards their career.

Results

Overall work with The Career Tree takes from 1 to 16 hours. The participants of the workshop go through the whole tree and process it.

Conclusions

The workshop offers their participants a counselling procedure proven in practice. The procedure could be used by the counsellor directly the next day when working with the client.

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Individualised career education as a means to equal opportunity – a research approach

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Abstract

Studies show that in Germany career development and later career success are strongly related to social background (Volmer & Köppe, 2019). Individual disadvantages in the career choice process resulting from endogenous and exogenous factors lead to an inequality of opportunities. They can only be remedied to a limited extent throughout the career path. School-based career education (CE) providing individual support based on adolescents' needs might counteract these systematic disadvantages early on. However, in Germany, individual needs are rarely considered in school-based career education. To adjust the curriculum of CE, more information is needed regarding the requirements of specific groups. But to date, there is little knowledge about the effectiveness of specific career-related interventions on career development in the context of endogenous and exogenous factors. This is partially due to the difficult comparability of CE-interventions, even within one activity type, e.g. internships.

We present the research design of a comprehensive study that addresses the question on how adolescents acquire career competence and which factors within career education programs are relevant to address their specific needs during this process. The model of career competence by Driesel-Lange, Hany, Kracke, and Schindler (2010) provides the theoretical basis for this study. Eleven secondary schools in three major German cities, differing in terms of school type, socio-economic environment and percentage of students with a migrant background, are participating. The three-year study follows a mixed-method design: About 4,400 adolescents take part in the longitudinal quantitative analysis of career competence development. Questionnaires and guideline-based interviews with school management and teachers provide insights on schools' perspectives on and concepts of career education. The CE-interventions attended are examined using qualitative document analyse. Triangulating the results will help to understand which CE-interventions best support each student. Limitations, future research and practical implications are discussed.

Keywords: adolescents, career competence, research design, school, career education

Introduction

Studies have repeatedly documented the strong relation between social background and academic success in Germany (OECD, 2014). The effects of social origin can also be observed in career development and later career success (Volmer & Köppe, 2019). Young people from low income families, with a migrant background, or those whose parents themselves only had little schooling, and/or who possess little knowledge about the German school and transition system are especially at disadvantage (Kracke, N., Buck, & Middendorff, 2018; Eshelman & Rottinghaus, 2015). Vocational behaviour and career choice vary by gender (Vervecken & Hannover, 2015, Herzog & Makarova, 2020). The disadvantages in the career choice process caused by endogenous and exogenous factors lead to an inequality of opportunities. They can only be remedied to a limited extent throughout the career path. Hence, the question arises as to how young people can be supported during their career choice process in order to "cushion" and counteract the disadvantages resulting from their personal background.

German law stipulates that young people receive career guidance from their schools and the Federal Employment Agency (KMK, 2017). Individual deficiencies and needs resulting from endogenous and exogenous factors, such as age, low cultural capital, or lack of social support, however, are hardly considered in the according pedagogical concepts. Even though an individualisation of career-related interventions has long been called for (Whiston, Sexton, & Lasoff, 1998).

The evidence-based conception of individualised school-based career education (CE) is difficult to establish due to the lack of empirical knowledge on this issue. To date, research has only been able to provide limited insights into the effectiveness of specific career-related interventions (CE-interventions) on career development in the context of endogenous and exogenous factors. At schools, those responsible for planning career education, however, need more transparency and information regarding the suitability of offers for specific groups. Only then they can address specific needs and adjust the curriculum for career education. The presented research project thus aims to shed light on the empirical field of individual career development in adolescence in the context of career-related interventions. Our goal is to provide an empirical basis to design corresponding school-based career education.

Objectives

This paper serves two purposes: First, we would like to present the research design of our comprehensive study and second, we would like to encourage the scientific community to consider replication. The goals of the study StepUp! itself are developed in more details below.

Theoretical and empirical context

Understanding career choice

A contemporary understanding of career choice theory defines career choice as a lifelong task of constantly adapting to new upcoming changes (cf. e.g. Savickas, 2012). Today’s changes are first of all characterized by globalization and internationalization which effect countries, companies, and individuals (Hartung, 2019). Digitalization is one significant characteristic of the globalized world. Especially for individuals this means constantly getting used to new technologies both in private and work life. To succeed in a rapidly changing, globalized world, one has to gain individual flexibility and increase proactive career self-management at the same time (Lent, 2018; OECD, 2019).

During adolescent years young people must make a career choice for the first time as they enter this digital world of work. Successful first transitions prepare successful career paths over the lifetime (Hirschi, 2007). Therefore, preparing for this first transition is essential. Choosing a career is just one of the developmental tasks that adolescents have to cope with. They have to overcome physical changes as well as new social tasks. Especially creating one's own identity is of paramount importance during adolescence. Supporting career development means bringing these tasks together while helping girls and boys to create their life-role concepts. Interventions of career learning and development empower young people to manage their careers in a lifelong perspective. It is not only necessary to provide them with career-related information. Instead adolescents need to participate in activities (Bassot, Barnes, & Chant, 2014). In this way, they can develop career awareness, knowledge, and skills to adapt to changes in the world of work throughout their lives.

The theoretical model of career competence

It is obvious that young people need learning opportunities to prepare for an individual, carefully considered first career decision, which should be based on knowledge about themselves and the world of work. Following the theoretical model of career competence (Driesel-Lange, Hany, Kracke, & Schindler, 2010), the career choice process falls into four main phases, namely that of warming-up, exploring, decision-making and preparing for implementation (Driesel-Lange, Kracke, Hany, & Schindler, 2020). The model describes career development as an individual, phase-like process and links this process to relevant career competences. In the first phase – warming up – students come across with the developmental task of finding a career. They ask questions like why do I need a vocation? What is work for me? What are my future wishes? What is important for my life? The second phase – exploring – covers a part of the process in which information and activities are to be sought. Girls and boys seek out which information they need about themselves and specific careers, where they can get this information and who could support them. In the third phase – decision-making – they start planning the transition in a concrete manner. They have to establish criteria for their career decision. They are called upon to reflect on how their interests, abilities, life-goals and wishes fit into a specific career. They have to ask which information they are still lacking in order to make a decision. Finally, the fourth phase – preparing the implementation – focuses on the new educational and social context students will encounter after school. Within this part of the process they should deal with potential problems which could appear after having made a decision.

During this time, adolescents typically ask how to apply for an apprenticeship or a university course, what they ought to do in case they miss out on their favourite future scenario. During this whole process, young people acquire various facets of career-relevant competence by applying them to phase-typical challenges, such as preparing an application dossier. So, career development is to be seen in its complexity and context (Young, 2019). Driesel-Lange et al. (2010) outlined twelve facets of career competence comprising self-knowledge, occupational knowledge, knowledge on prerequisites, planning and decision knowledge, career concern, career control, career curiosity, career confidence, exploration, self-regulation, problem-solving skills and stress management. The concept of career competence ties in with Weinert's (2001) definition of competences. He describes competences as naturally existing and learnable abilities and skills that can be used to solve problems. In his definition he also includes the willingness and the actual action to solve a problem.

There exist further models of career competences. They overlap with the above described model in terms of their theoretical understanding and modelling of career as a life-long developmental process which is both determined by endogenous factors and the environment (see Ohlemann & Driesel-Lange, submitted, for an overview). Main differences lie in the respective target groups. Driesel-Lange et al. (2010) focus with their model adolescents´ development of career competence facets as a self-directed learning process. Other models of career competences rather address the current state of career development of employees who already managed their transition into the world of work (Akkermans, Brenninkmeijer, Huibers, & Blonk , 2012; Francis-Smythe, Haase, Thomas, & Steele, 2013). Career competences are described, beside other factors, as a component of career success (e.g. Akkermans et al, 2013). Hirschi, Nagy, Baumeler, Johnston, and Spurk (2017) proposed a questionnaire which is based on Hirschi’s (2012) career resources model and which measures key factors for career success. Career education and learning in schools (CE) provides activities to support an individual developmental process towards an informed and sustainable career decision and a successful transition from school to work. With this in mind, the necessity to theoretically tie up this perspective becomes apparent. Both, the long-term nature of adolescents’ career development as well as the specific needs of each adolescent during this period should be emphasised in the pedagogical approach.

The career education system in Germany and the role of schools

Career Education and Learning that seen as the full range of career interventions has a long tradition in Germany. For more than fifty years, CE has been included in the declarations of the conference of the Ministers of Education and Cultural Affairs of the federal states in Germany. These official statements cover the mutual interests and objectives of all 16 federal states. The federal states themselves enact laws based on the declarations. It is mandatory for every German secondary school to offer career education and learning to their students. Schools should offer activities and career-related interventions during school lessons but also outside school. Therefore, schools have to work together with partners such as companies, universities and various local organizations who provide learning opportunities and CE-interventions. An important partner for schools is the federal employment agency. More than 150 local offices send their career advisors to every school. Career guidance as a service, which students can use as a one-to-one interaction, has to be carried out in weekly office hours at each school.

School based CE-interventions like internships or mock-up interviews are not standardized and hence do not build on a uniform concept which would be necessary to build on established theories or empirical evidence. A further difficulty relates to the comparison of same-name interventions as they (strongly) differ in terms of pedagogical concept and aims depending on the respective providers. For instance, internships might vary in terms of length, preparation students receive beforehand or reflection on learning experiences.

Thus, research on effects of career interventions is very limited. But one finding runs like a thread through all studies: CE-interventions are not tailored to the individual needs of a student (Brüggemann, Driesel-Lange, & Weyer, 2017). Regardless of a person's actual needs to move forward in their career, all students in a school participate in the same program at the same time. Evidently, there is no concept of dealing with heterogeneity in career development. Rather career learning programs mirror the idea of linear and uniform development.

Heterogenous career development of German adolescents and resulting needs for action

Adolescents actually start their career developmental process with a set of different prerequisites. The systems theory framework of career development (Patton & McMahon, 2017) conclusively illustrates the dynamics of career development that arise from influences inside and outside a person. Recent studies show the heterogenous development of adolescents in terms of career competence. The career competence of same-aged students can be subdivided into four profile groups which mainly differ in their overall level but not in competence patterns. In other words, students of the same school and the same grade display different levels of career-related knowledge, motivation and action (Ohlemann & Driesel-Lange, 2018). Additionally, they also differ regarding their progress over time. Some students constantly keep their competence level while others change between competence levels over time (Ohlemann & Driesel-Lange, 2018). These findings demonstrate the diversity, which strongly supports the claim of individual, need-based treatment within career education and guidance. To deliver adequate support fitting individual needs, schools need to know their students' career competence level, its influencing factors and the effects of CE-interventions on students' career development. Hence, they should have access to diagnostic instruments as well as to data regarding group-specific effects of CE-interventions in order to match the latter to their students' current developmental needs.

Project StepUp! – research design and methodology

With the project StepUp![8] we aim 1) to deepen the knowledge about the career competence development in adolescence and 2) to close the gap in evidence about group-specific effects of CE-interventions on students' career competence development. The project is conceptualized as a three-year study which started in spring 2018 and is still on-going. The project is based on a mixed-method design and consists of three subprojects which each focus on a different aspect of the described research objective. Figure 1 displays the link between the subprojects, the respective research questions and research methods used. The

[8] The project *StepUp!* is a cooperation between the department of Educational Psychology at the Technische Universität Berlin (Germany) and the Institute of Educational Science at the University of Münster (Germany). The study is financed though the private and independent foundation *Stiftung Mercator* and co-financed by the Technische Universität Berlin.

two latter will also be described in detail in each corresponding subproject's section.

Research questions

The goal of the study can be translated into one main research question: How do adolescents acquire career competence and which CE-interventions address their individual needs during this process? In order to answer this question further underlying research questions must be investigated:

- How do students differ in terms of their short-term and mid-term career competence development?
- How do career education concepts vary between schools and regions?
- How are CE-interventions conceptualised and by which characteristics do they differ in regarding their concept, their embedding in the school's own CE-concept and in their implementation?
- To what extent are developmental goals of CE-interventions and students' actual career competence development distinguished?
- Which CE-interventions are the most helpful for students in their respective phases of the career choice process in order to increase career competences?
- How or from which interventions does a specific student group (e. g. girls with low SES and migration background) benefit the most?

Sample selection & description

The data collection is organised in cooperation with eleven participating schools. One objective of the study is to generate a scientific data basis that will be applicable and helpful for schools nationwide. For this reason, two of the sixteen German federal states, namely North Rhine-Westphalia (NRW) and Berlin, were chosen as areas for sampling. Due to their socio-cultural diversity both regions have faced and continue to face particular challenges on an organisational level in implementing inclusion and equal opportunities. Similar demographic structures combined with diverging CE-guidelines on a state level allow for supra-regional comparisons of the effects of different didactic concepts (of CE-interventions). In NRW, a state-level program regulates the implementation of mandatory elements of career education in a way that is binding for all general education schools. In the state of Berlin, there is also a framework in place, but it constitutes a less restrictive program that regulates the implementation of career education in schools.

The eleven participating schools are located in three major cities, Berlin and two more cities in NRW. We opted for three cities to prevent a location effect at city and state level. In addition, providers of CE-interventions are often operating within one city, so that different schools receive CE-interventions from one and the same provider. Consequently, the same pedagogical concept is applied in these schools for the respective intervention.

In Germany, different educational degrees can be attained after ten, twelve or thirteen school years, so the number of grades at a school depends on the type of school and the degrees offered. The aim in the school selection process was 1) to form similar subsamples in each city and 2) to include the most relevant school types as well as schools from different neighbourhoods in order to generate control groups for various criteria. Thus, within these three cities, we sought out potential schools according to the following characteristics: type of school, socio-economic environment of the school and percentage of students with migration background. After the project was presented to a number of prospective schools, two main schools (basic or middle school diploma after ten years of schooling), four comprehensive schools (multiple options: basic/middle school diploma and university-entrance level diploma in thirteen years) and five grammar schools (university-entrance level diploma in twelve years) decided to participate.

Within each school the principal, one of the teachers in charge of career education (CE-teachers) as well as students from grade seven up to the senior class take part in the study. The number of participating students and classes depends in each school both on its size and school type. For all schools with four or more classes per grade, four classes per grade from grade seven onward participate in the study, resulting in up to 28 classes per school. The high number of classes per grade was chosen to control for class and nesting effects. 4,359 students (56 % female, 48 % with migration background) aged between 10.75 and 20.50 years (M = 14.99, SD = 1.96) took part in the first wave of the survey. Their parents gave their written consent prior to the participation of their children in accordance with the respective data protection regulations of the two federal states.

In addition, the providers of the CE-interventions are involved in the research project. Their sample results from the CE-interventions utilized in the participating schools.

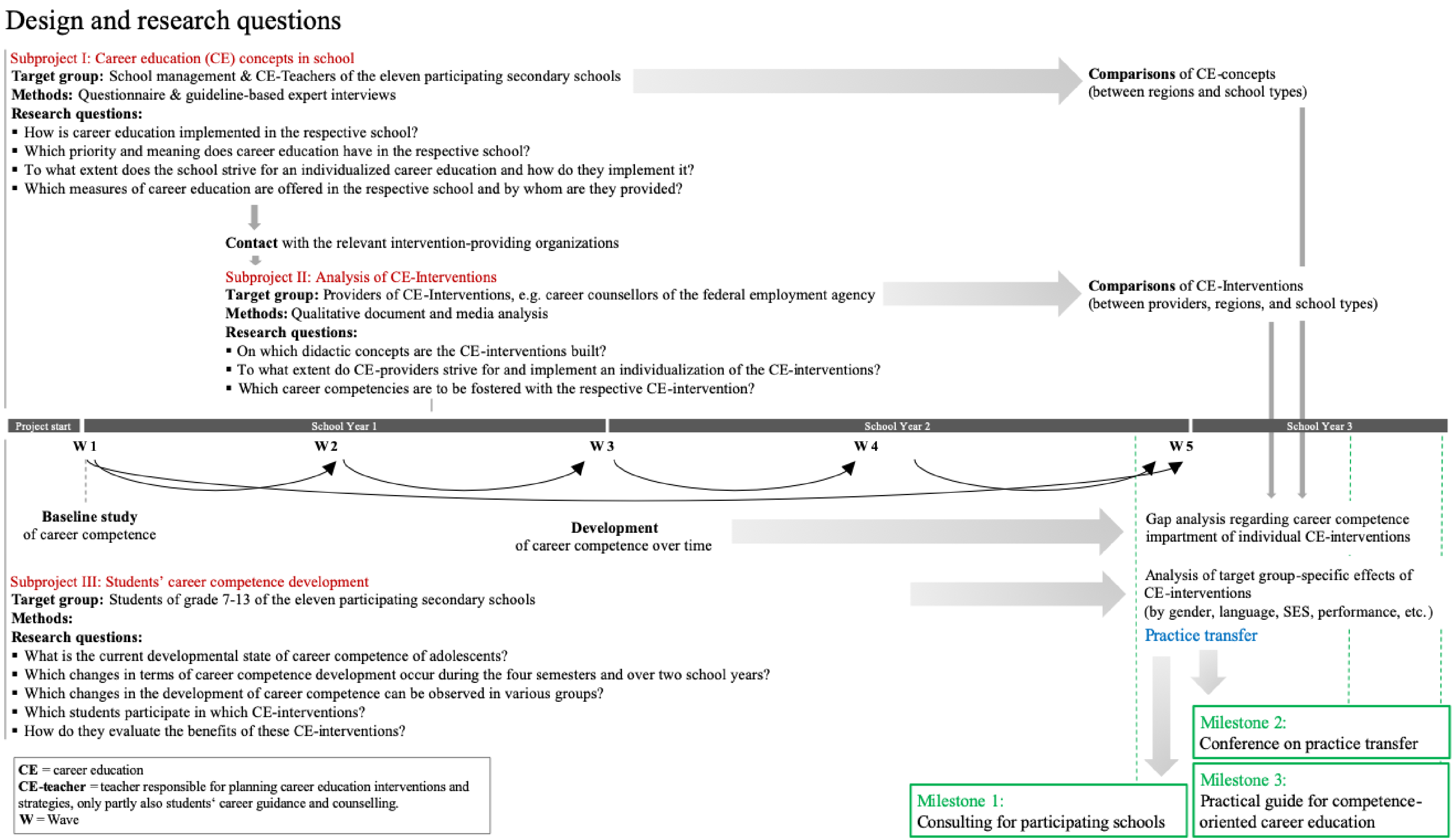

Figure 1: Design and research questions of the overall project and subprojects

Subproject I – Analysis of school-internal concepts of career education

In subproject 1, the school-internal perspectives on career education as well as schools' CE-concepts are examined. In a first step, the CE-teachers who are in charge of the school-internal planning and coordination of career education completed standardized questionnaires regarding their school-internal CE-concept. In a second step, guideline-based interviews were conducted with the principal and the CE-teacher(s) of each school.

In this analysis, we focus on the strategic relevance of career education for the respective school, their internal and external communication processes as well as on the implemental depth of their career education program. These factors are then compared among the participating schools.

Another key objective of this subproject concerns the identification of the CE-interventions the school uses. We are also interested in the type and extent of preparation and follow-up in class of the CE-activities and their respective target groups (e.g. specific grade, only girls, high achievers…). A further research desideratum to be answered through the interviews is the question to what extent the schools strive for individualisation of career-related activities in the sense of a need-based allocation and if so, how they implement it. It is also of interest whether and how the respective school integrates the various CE-interventions into its overall CE-concept.

In order to be able to analyse selected CE-activities in depth in the second, subsequent qualitative study (cf. subproject II), the names of the respective external institutions who carry out the interventions were also queried. The catalogue of CE-activities listed by each school is further used in the quantitative surveys of the students (cf. subproject III).

Subproject II – Analysis of CE-interventions

In subproject II, the CE-interventions put to use in the participating schools are examined more closely. As mentioned at the beginning, neither the names of CE-interventions such as "potential analysis" are binding nor are they subject to a uniform standard or formalized didactic concept or principles on which basis an evaluation could be regularly carried out. Consequently, two activities with widely disparate concepts may bear the same name. For instance, the term "potential analysis" may refer to both, predominantly cognitive tests on the computer as well as interactive workshops in which adolescents can test their practical abilities. An internship is called an "internship", regardless of its duration, its age group or the type of preparation and documentation.

As a result, even longitudinal quantitative studies that track students' participation in career-related activities therefore provide only partially generalizable conclusions about group-specific effects. Recommendations for practice also refer to the respective concept and are not easily transferred to same-name interventions of different providers.

Thus, in the second subproject, we address this research gap and analyse the CE-interventions taking place in schools. The objective of this subproject is, in a first step, to gain transparency regarding the didactic concepts of the CE-interventions, their goals, and perceived learning outcomes. In a second step, it is intended to incorporate the results into the quantitative analyses of the students' career competence development (cf. subproject III).

For time and economic reasons, the analysis is limited on a set of CE-interventions per school. The lists of career-related activities generated in subproject I serve as a basis for their selection. The analysis covers interventions which either are "decreed" by the state-based programs or common in the majority of schools. Additionally, the analysis focuses on interventions, which are a key factor in the CE-concept of our participating schools.

We obtain initial information on the selected CE-interventions from the questionnaires on the respective school concepts (cf. subproject I) as well as by consulting the CE-teachers. If an intervention is carried out by an external institution, the institutions are contacted subsequently and are invited to supply additional information. If exclusively the school is involved in a particular intervention, the school is asked to provide further information accordingly. For this data collection we use a standardized questionnaire to query the CE-teachers as well as the external providers about the concepts of each CE-intervention. Depending on the providing institution, interview partners can for instance be career counsellors from the federal employment agency, employees of universities or companies, or members of interest groups or other institutions. In addition, written material such as flyers, information brochures, or websites will be examined by means of a qualitative document and media analysis. The analysis focuses on didactic concepts and facets of career competence to be acquired.

To interlink the above-described analysis with the quantitative analysis of adolescents' career competence development (cf. sub-project III), the various characteristics of each intervention will be coded into separate variables such as place of implementation, duration, or defined learning goals. This approach allows us to investigate in subproject III by which intervention format a given group can be best supported in its acquisition of career competence at a given moment.

Another aspect of the analysis is to find out to what extent CE-providers strive for and implement a customization of their CE-interventions to individual needs. Particularly in the case of interventions which are "decreed" by state laws, it is interesting to investigate the extent to which the respective agencies (want to) respond to the individual needs of individual students or smaller homogeneous groups. After completion of this second qualitative study it can also be assessed to what extent CE-activities at a school build on each other with regard to career competence development.

Subproject III – Quantitative study on students’ career competence development

Subproject 3 examines the longitudinal development of career competence among girls and boys in grades seven to thirteen. As described above, previous analyses performed on small samples indicate that career competence development in adolescence is characterized by its heterogeneity among adolescents and its discontinuity in terms of its respective course (Ohlemann & Driesel-Lange, 2018). While some students exhibited a steady upward trend in their overall competence development throughout grades nine and ten, some of them experienced a (temporary) decline in their career competence (Ohlemann & Driesel-Lange, 2018). We extend these initial analyses using the large StepUp! sample to gain a deeper understanding of career competence development in adolescence. As mentioned above, students from grade seven and above were therefore invited to participate. They originate from different neighbourhoods, including both social hotspots and affluent neighbourhoods, and differ in terms of socioeconomic status, migration background, and the family's educational background.

As Figure 1 illustrates, students are polled a total of five times over two school years using tablet-based questionnaires. Data collection takes place in the participating schools in class during regular class time and are led and supervised by the research team. A system which allocates a numerical ID code to each student is used to link the anonymised data of the five waves. The developmental status on all twelve facets of career competence is measured using the diagnostic questionnaire on career competence by Kaak, Driesel-Lange, Kracke, and Hany (2013). We intend to conduct analyses for different groups based on various combinations of criteria. Therefore, the questionnaire contains a section on sociodemographic factors such as gender, mother tongue, age, school grades, or the educational capital of the family.

The first survey took place at the beginning of the school year 2018/2019 to establish a baseline of career competence for each participant. Since then, the students have completed the survey three more times, each time at the end of a school semester. A final survey is planned for the end of the school year 2019/2020. For students who were present at all five waves, their individual developmental progress can be mapped for two complete school years, for example, grades nine and ten or twelve and thirteen. By mapping developmental processes in adolescence, one of two main objectives of StepUp! is fulfilled.

Regarding the transfer of practice, it is of particular interest which CE-interventions the individual student participated in at what point in time and if and how his or her career competence subsequently changed. Therefore, students' participation in CE-interventions was also recorded from the second measurement wave onwards. We used the lists of CE-interventions identified for each school in subproject I.

The triangulation of the results from all three subprojects as well as the sample size and structure allow for a variety of analyses, for example comparisons within and between school types, schools and classes. In this manner, possible group effects can be identified or ruled out. Group comparisons can also unmask essential differences or similarities in career choice behaviour or in career competence development. We also gain an insight into the effect of career education's value at the respective school as well as its school culture on students' career development. Based on their data regarding personal characteristics, attended interventions, and social and media influences, we can further compare the effects of different CE-interventions within one group of interventions (e.g. different kinds of internships) on a specific target group (e.g. girls with a migrant background from schools in social hot spots).

In summary, the triangulation of the results also enables us to accomplish the second main goal of our project, namely, to understand which CE-interventions best support each student at a specific point of development.

Intended transfer to practice

The transfer of our research results towards practice is of great importance for the sustainability of the project. Two key elements provide the foundation for the anticipated transfer of knowledge. First, all participating schools will be given the opportunity to take part in a workshop. In these workshops, members of the school and the research team develop based on the research results next steps to implement a demand-oriented CE while taking the school's respective environment and circumstances into account. These schools are to form the first generation of schools that use the results of StepUp! to provide career education and learning based on the specific needs of homogenous groups within their school. The most successful implementations are planned to be published as best-practice case studies to visualize the applicability for other schools.

Second, one aspect that has so far hindered the systematic orientation towards students' actual needs when planning CE has been the shortage of information on the effects of various CE-interventions. We are therefore planning to develop a competence-oriented CE-compass. This CE-compass will be accessible online and is intended to serve as a guidance system for CE-teachers in planning impact-driven CE. A categorisation of CE-interventions by concepts is just as conceivable as a classification by effects for different groups as well as recommendations on how to implement it in practice. The intention is to give those responsible orientation and decision support in the "jungle of interventions" (Brüggemann, 2015).

Discussion & conclusions

In summary, the project StepUp! investigates the development of career competence in adolescence, taking particular account of the heterogeneity of adolescents. Furthermore, selected CE-interventions used at the participating schools will be analysed with regard to the underlying concepts and their effects on different student groups.

Limitations & challenges in the implementation of the study

The main limitation of the study consists in the limited selection of CE-interventions we are able to investigate. They are limited to three regions and a few suppliers. Future studies with similar designs could expand the knowledge on effects of interventions in terms of regional context, type of intervention, and didactical design.

As to the challenges involved, it is worth noting that organizing and conducting a study with more than 4,000 students generally entails a considerable amount of organizational and logistical effort. This includes for instance ensuring data protection. During the planning phase of the study, a data privacy concept was developed in cooperation with a data security official responsible for schools. This data privacy concept outlines in particular the processes by which a student’s anonymous answers can be linked to each other for longitudinal analyses.

The complex design of the study is accompanied by a not irrelevant time and organizational load for the participating schools, mainly through the five measuring waves. This impact has also been a major reason for rejections in the school recruitment process. The lesson cancelation resulting from the student surveys (cf. subproject III) partly leads to resistance from the teaching staff. It has proven to be beneficial during the data collection to provide the supervising teachers with information about the study objectives, the reasons for the elaborate design and the benefits for their school through informal conversations while their students fill out the questionnaires. As mentioned at the beginning, career education is also a politically sensitive topic because of its far-reaching consequences and its many involved stakeholders. Regarding the cooperation with the stakeholders, timely and thorough communication of the study objectives proved to be a success factor.

Successful data collection in the schools depends to a large extent on school management's attitude towards career education and their support of the project. Their endorsement is central to ensure that the efforts of the CE-teachers regarding the preparation of the data collection (spatial planning, class allocation, staff information) are fruitful.

Another challenge that has emerged during the process is access to information on the concepts of CE-interventions. After an initial analysis, it appears that there are no written concepts for the preparation or follow-up or the procedures of the interventions themselves in some schools. It remains to be examined to what extent providers have written implementation concepts and training materials.

Outlook on intended long-term effects of StepUp!

The project should contribute to the sustainable development of equal opportunities. By increasing transparency for those in charge of career education in schools and thus by supporting competence-oriented, need-based support, future prospects for young people can be developed independently of their background. In the long term, this systemic effect of the study should become apparent mainly in three areas: in the scientific debate, in the conceptualization of CE-measures and in the planning and quality development of career education in schools.

The longitudinal analysis of career competence development and the systematic analysis of CE-measures allow the project to make a unique contribution to the understanding of chain of effects in adolescent career development. The study also supports the empirical understanding of career competence development of different groups and might therefore also contribute to the further development of theories of career competence development. It can provide an empirical basis for stigma-free, need- and competence-based inclusive career education.

Furthermore, the research results are also important for quality assurance in career education. Because the detailed competence-oriented analysis of CE-interventions and their effects will oblige providers of such interventions to align their formats more closely with career competences not least due to changing demands from schools. At the same time, the CE-compass will offer examples and guidance that can be used to develop CE-measures. Long-term effects are especially expected in schools in the sense of a shift towards more impact-oriented and target group-specific planning of CE interventions.

As the project StepUp! is limited to two regions in Germany, we would like to invite and encourage fellow researchers to replicate the study to enhance our knowledge on CE-interventions and to push need-based and impact-oriented career education further.

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USA Educator Perspectives Regarding the Nature and Value of Social and Emotional Learning

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Abstract

This paper discusses the US educator perspectives regarding the nature and value of Social Emotional Learning (SEL) skills. This research is part of a larger study being conducted by 33 career development investigators from 15 countries. SEL skills are becoming increasingly critical to helping youth develop the competencies needed to become employable within the emergent 4th Industrial Revolution. Today's youth must articulate how their competencies align to multiple career opportunities. They need relationship skills and social awareness to interact with different managers and work environments. Youth need self-management skills to advance in the workplace and engage in lifelong learning. For this study, educators were asked to provide written responses to a series of open-ended questions about their understanding of SEL, their perspective on SEL's relevance to their own effectiveness as educators, and whether and how they perceive SEL as relevant to teaching in classroom settings. This paper will report on the results of how U.S. educators perceive the value and relevance of SEL. Using a modified grounded theory approach, responses from 40 educators were analyzed and 123 SEL themes emerged. The results will be discussed in relation to existing SEL and career readiness frameworks.

Keywords: 4th industrial revolution, career development, school redesign, social emotional learning

Introduction

Social Emotional Learning and Career Readiness

This paper is focused on a United States educator perspective regarding the nature of social emotional learning (SEL) and career readiness that was presented at the 2019 IAEVG conference in Bratislava, Slovakia. The research program is part of a larger World Educational Research Association International Research Network (SEL IRN) that includes research teams from 15 countries who each sought educator perspectives on the nature and value of SEL and its connection to career readiness (Boston University, 2019a, 2019b). The impetus of this international research network is a hypothesis that increasing access to career readiness efforts in secondary schools is more likely when these efforts extend and deepen existing SEL efforts. The remainder of the introduction to the USA research effort will describe the overall context of how interest in SEL is connected to a national college and career readiness initiative as well as how SEL is being integrated in career development efforts referred to nationally in the United States as "individualized learning plans" (ILPs). The final section of the introduction will introduce a national SEL model that is being adopted across the country and that served to guide the design of a qualitative study of educator perceptions regarding the nature and value of SEL.

USA Focus on College and Career Readiness

Due to the critical importance of postsecondary education on one's economic outcomes (Torpey, 2018), college and career readiness has become a major educational outcome throughout the United States (Achieve and the Education Trust, 2008). While an increased interest in students' preparedness for college and career is something to celebrate, it is also evident that many states are struggling to capture an accurate picture of how the students are progressing towards their college and career goals. One of the major problems that hinder us from understanding college and career readiness is the notion that a college degree is essential and it is *expected* for students to have a college degree in the job market. College readiness, however, needs to be understood in connection with a long-term goal of becoming "career ready," or more appropriately "future ready." A paradigm shift in understanding college and career readiness invites "all students" to be part of the story, not only those on 4-year college track but 2-year, 4-year college, the military, and credential tracks, across different demographic populations. In Massachusetts, for example, 60.4% of the 2017-18 high school cohort responded that they plan to attend 4-year college; 19.6% plan to attend 2-year college; 2.1% plan to join the military; and 11.4% of the students mentioned other postsecondary options such as credentials, work, and apprenticeship (Massachusetts Department of Elementary and Secondary Education, 2019). Emphasis on the traditional 4-year college track neglects 40% of the entire student population. Therefore, it is important to understand college and career readiness with a focus on students' long-term goals and broader "postsecondary" options.

Another challenge in the discussion of college and career readiness is that many of the existing data examine students' readiness through high school graduation and college completion rates. This fails to reflect a large number of at-risk youth who could not finish school due to personal, family, and financial circumstances. In 2017, 90% of the 2017 high school cohort in Massachusetts graduated in 5 years. The percentage starts dropping as we examine different subgroups; 82% of the 2017 high school low income cohort graduated in 5 years; 77% of Hispanic/Latino students graduated in 5 years; 69% of those with disabilities within the 2017 high school cohort graduated in 5 years, and 69% of English Language Learners graduated high school in 5 years (MA DESE, 2019). When examining postsecondary education outcomes, the state data show that 59% of the first time 9th graders in 2006-07 were enrolled in college (immediate fall), and only 39% of these obtained a degree within 6 years. These numbers drop significantly with different subgroups; 40% of low income, first time 9th graders in 2006-07 were enrolled in college, and only 18% of these students obtained a degree within 6 years; 34% of Hispanic/Latino, first time 9th graders in 2006-07 were enrolled in college, and only 15% of these students obtained a degree within 6 years (MA DESE, 2019). While these numbers depict a trend in the state of Massachusetts as such data are limitedly available in other states, the portrait of postsecondary education outcomes is similar across the nation. Achieve (2016) is one of the organizations that recognized the importance of counting "all students," not just those who made to graduation, allowing them to conduct more inclusive studies on college and career readiness. Building upon their evidence-based research, Achieve illustrates the current status of our students' progress toward postsecondary education; If we start with 100 students at the 9th grade, only 80 students graduate from high school; 50 students enroll in college and only 20 students graduate from college. This implies the danger of relying on high school graduation and college completion rates when measuring students' readiness, and urges us to shift our understanding of college and career readiness.

SEL in ILPs and Content Areas

In the United States, 44 states and the District of Columbia have mandated or strongly encourage the use of ILPs. While initially, ILPs were targeted for high school age youth, increasingly districts are implementing ILPs with all students in K-12 education. There are many naming variations to ILPs across the nation. The state of Massachusetts refers to ILPs as My Career and Academic Plan (MyCAP) emphasizing the connection between career readiness efforts shaping students engagement in academic learning. ILPs involve a portfolio document that stores students' ILP activities, known as an e-portfolio, as well as a *process* that includes "a) an established number of lessons that b) alternate between classroom and online activities and c) a clear set of grade-level learning objectives" (Solberg, 2019). As a process, ILPs help students develop skills in three career development areas, including self-exploration, career exploration, and career planning and management. In the MyCAP process, students identify their personal strengths and challenges to achieve the academic, personal/social, and career readiness skills necessary for future outcomes.

Additionally, the MyCAP framework encourages schools to implement classroom and online lessons and activities that foster and cultivate the Collaboration for Academic and Social Emotional Learning's five social and emotional learning competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) in the school and classroom environments (CASEL, n.d.; MA DESE, n.d.). Pennsylvania uses career plans and portfolios to help all learners to identify career pathways and opportunities for postsecondary success (Pennsylvania Department of Education, 2018). The Pennsylvania Career Ready Skills (PA CRS) support the development of students' competencies in self-awareness, self-management, establishing and maintaining relationships, and social problem solving (Pennsylvania Department of Education, 2018). Kansas uses the Social, Emotional, and Character Development (SECD) standards as a framework for K-12 education that engages students in developing personal skills for academic, social-emotional and post-secondary success (Kansas State Board of Education, 2012). The SECD model emphasizes responsible decision making and problem-solving as core principles, along with self-awareness and self-management being part of personal development, and social awareness and interpersonal skills being part of social development (Kansas State Board of Education, 2012).

In addition to the ILP process, SEL skills are also deeply connected to subject/ content areas, such as English Language Arts, Mathematics, and Science. The Massachusetts curriculum framework for English Language Arts requires students to build a broader range of communication competencies and the ability to understand others' perspectives and cultures. In Pennsylvania, Georgia and Nevada, learning standards for mathematics involve the development of SEL skills, such as making sense of problems and regulating emotions when frustrated by a challenging problem (Johnson & Wiener, 2017). Some mathematics standards explicitly require perseverance as such growth mindset leaves a positive impact on mathematics achievement (Dweck et al., 2014). Subject matter contents are also directly connected to a number of cognitive skills, such as attention to detail, self-regulation in order to suppress conflicting information, and the ability to maintain focus while tackling challenging problems (Johnson & Wiener, 2017). Although the impact on students can be maximized when ILP is implemented with a dedicated time (Budge et al., 2010), there are numerous opportunities within the content areas where SEL and important career readiness skills can be explored and increase job opportunities and options for students.

CASEL's SEL Model

CASEL defines Social and Emotional Learning (SEL) as "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, n.d.). Therefore, SEL programs aim to help students build their cognitive, emotional, and behavioral capacity including self-control, problem-solving, and collaboration with others (Zins & Elias, 2007). Fostering social and emotional competencies of students improves psychological and social well-being of students and enhances their academic achievements (Durlak et. al., 2011).

CASEL (n.d.) offers an SEL framework with five core competencies: Self-awareness, Self-management, Social Awareness, Relationship Skills, and Responsible Decision-making. Self-awareness means knowing their strengths and limitations; Self-management means effectively managing their negative emotions, and setting and achieving goals; Social awareness indicates understanding others' lenses and empathizing others' feelings; Relationship skills mean using positive interactional and cooperative skills; And responsible decision-making refers to making valuable and effective choices about personal behavior and social interaction. These five competencies enable a comprehensive development and adjustment of students. CASEL also emphasizes that the ecological system surrounding students, including classroom, school, home and community, is as important as the five competencies of SEL. Every factor in the ecological system has to collaborate with each other and encourage the holistic development of students' emotions and behaviors (CASEL, 2015).

Social and emotional learning is an integral part of students' success in school, society and life. SEL programs improve students' academic performances, increase prosocial behaviors, and reduce conduct and internalizing problems (Durlak et. al., 2011). This leaves short and long term impact on youth by allowing them to graduate from high school and access postsecondary pathways/ workforce development opportunities (college and career readiness).

Ultimately, SEL helps students have greater access to decent jobs and increase their sense of hope and purpose. These benefits of promoting SEL in the classroom, however, are hard to reach without caring and encouraging educators. In this study, we attempt to start building capacity of educators through examining their perspectives on the nature and value of SEL.

Study Rationale

Using CASEL's SEL framework, this study sought to understand teacher perspectives regarding the nature and value of SEL skills and whether and to what extent they perceive SEL connected to career readiness.

Methodology

Participants

A total of 40 educators responded to an online Qualtrics survey. With respect to gender, 75% indicated they were female, 22% male, and 3% nonbinary. With respect to educational attainment, 63% of educators indicated Master's degree, 27% Bachelor's degree, 5% doctoral degree, and 5% indicated Other. Educators were largely working in secondary settings (78%), followed by Elementary (20%) and Pre-Kindergarten (2%). Most were working in public school settings (82%), and 83% were working in suburban schools, 12% in urban, and 5% in rural schools.

Procedure

We, a group of career development researchers from 15 countries, collectively designed a qualitative survey questionnaire that aims to examine educators' perceptions on the nature and value of SEL in their teaching. The open-ended survey consisted of 17 items that were organized around CASEL's five core competencies of social emotional learning. Each country created additional questions as needed for their cultural, socio-political contexts. The US team had a total of 17 questions, including 7 demographic and 10 SEL related questions. Among these 10 SEL questions, two questions specifically focused on SEL skills educators use for themselves and/or in teaching, and 7 questions focused on SEL skills that educators think would support students to make successful postsecondary transitions and/or prepare to enter the world of work. Some resources were also provided at the end of survey for teachers.

A thematic analysis of the US data was conducted by a group of diverse researchers and students at Boston University, including one of the research network conveners/ principal investigator, 2 research assistant professors, 2 doctoral and 4 masters students. The analytic process involved two steps, initially through a paper-and-pencil method and later via qualitative analytic software NVivo.

Paper-and-pencil method

- A research assistant professor reviewed samples of 10 responses and conducted line-by-line open coding. She reviewed the results with the PI and identified emerging themes. They went over the results with the doctoral and masters students.

- Each student worked with a partner; a total of 3 teams coded 17 responses.
- The research team reviewed the 17 responses altogether, refined the codes, and discussed any responses that needed attention and whether and how to code these responses.

The team came up with a definition for each code that reflects teachers' voice and cultural, socio-economic contexts of the country. The team also identified an example response per code that we believe best describes the code. The team then created a codebook that lists codes, definitions, and examples.

Use of NVivo

NVivo was used to analyze the identified themes. Initially, each educator response was coded using the generated themes. Three pairs of raters reviewed educator responses to code them into theme (Phase 1). Various options for conducting axial coding were examined using NVivo and it was decided to select the cluster analysis solution. Cluster analysis compares the level of association between educator responses to generate higher level codes. (Transition to Phase 2).

Results and Plan for Further Analysis

The analysis of educators' responses to the open-ended questions resulted in 123 category themes. This paper will not focus on the results of NVivo cluster analysis as it is still on-going. The themes in this paper will be described in relation to how they align with the five categories of CASEL's SEL framework, as well as how they align with the process of Individualized Learning Plans that organizes career readiness in terms of self-exploration skills, career exploration skills, and career planning and management. Lastly, a few examples of career development learning objectives will be introduced to show how the results from the open-ended survey are connected and will be utilized in the next steps of this project, such as developing an SEL professional development workshop.

Self-awareness

Among the themes identified from the teachers' responses, 7 themes aligned with CASEL's self-awareness category as well as ILP's self-exploration skills. These include, "knowing identity," "recognizing strengths, weaknesses, and interests," "self-confidence," "self-efficacy," "self-esteem," "self-reflect," and "understanding own values." Two themes aligned with CASEL's self-awareness and ILP's career planning and management, "aware of posture, gesture and attire" and "recognizing own emotions and feelings." Considering the themes identified, a possible career development learning objective that would help build individuals' self-awareness is,

- Able to describe emerging talent, competencies, and values.

The rest of the themes to be discussed below all align with the ILP's career planning and management process but fit differently into the four categories of the CASEL framework.

Social-awareness

Nine themes aligned with both CASEL's social awareness and ILP's career planning and management, including "situation analysis," "leadership," "appreciating cultural differences," "appreciating diversity," "curiosity for different cultures," "sensitivity to differences," "embracing diversity," "perspective taking," and "empathy." There were 13 more themes that aligned with CASEL's social awareness, but were unclear yet how they align within ILPs. These include, "social responsibility," "understanding social norms," "learning from others," "interpersonal speaking," "listening," "meaningful conversations," "developing new relationship," "global perspectives," "understanding students," "respect for others," "accepting others," "anti-bullying," "recognizing surroundings," and "sound judgment about others." A possible career development learning objective that reflects the development of social awareness is,

- Able to contribute to creating a positive team environment.

Self-management

Many of the SEL skills identified from teachers' responses aligned with self-management of CASEL's competencies and ILP's career planning and management. There were 39 themes that belong to this category. Four of them were particularly relevant to "emotions" (having a kneeled set of emotions, handling emotions, managing emotions, regulating emotions) and another four of them were related to "goals" (goal setting, having achievable goals, setting educational goals, and setting life goals). There were four themes emphasizing "stress" (addressing stress, practicing stressful situation, stress management, understanding stress). Other themes that aligned with CASEL's self-management and ILP career planning and management include, "adaptability," "attentiveness," "creativity," "accountability," "problem solving," "flexibility," "independence," "self-advocacy," "being focused," "organizing skills," "balancing life," "task completion," "task management," "time management," "positive attitude," "resilience," "anxiety management," "coping," "managing behavior," "mindfulness," "overcoming challenges," "persistence," "self-motivation," "self-regulation," "staying in control," "thinking before acting," "taking charge of own learning," and "taking initiative." An example of career development learning objectives that would help promote individuals' self-management skills includes,

- Setting short-term academic and career development goals that align to their career and life goals.

Relationship and Communication Skills

Three themes were particularly aligned with both the communication aspect of CASEL's relationship skills and ILP's career planning and management: "communication, "public speaking," and "written communication." There were 17 more themes found aligned with CASEL's relationship skills and ILP's career planning and management: "references," "swiftly responding to the situation," "building a strong teacher-student relationship," "having strong connections with students," "interpersonal skills," "building relationships," "conflict management," "developing new relationships," "friendship," "networking," "partnership," romantic relationship," "seeking help," "working with others," "collaboration," "teamwork," "peer support," and "wholesome relationships." A possible learning objective that reflects the development of relationship and communication skills is,

- Able to demonstrate effective communication skills needed to give and receive feedback from peers.

Responsible Decision-Making

Seven themes from teachers' responses aligned with CASEL's responsible decision-making and ILP's career planning and management, including "critical thinking," "following social norms," "making informed decision on coursework, college, and careers," "mature decisions," "personal responsibility," "reaching goals," and "prioritizing." An example of career development learning objectives that would encourage students to practice responsible decision-making is,

- Able to accurately evaluate future education and career pathways with respect to financial impact and future labor market projections.

There were six additional themes identified from teachers' responses but were not clear how they align with CASEL's SEL categories. However, they fit into ILP process; "Application to real world" aligns with Work-based Learning components; "Information gathering" fits into career exploration; "Aligning interests with educational opportunities," "navigating career opportunities," "willing to learn," and "holistic thinking" align with ILP's career planning and management.

The results of the first phase of this study will be re-examined as we continue to analyze the data via NVivo cluster analysis. In addition to developing career development learning objectives, the themes will be used to design a SEL self-efficacy measure and develop a professional development strategy that is rooted in the evidence.

Developing Deep Human Skills for the Future

The 4th Industrial Revolution is now transforming the nature of Workforce and Education (Solberg, 2019). Future workers will be expected to identify and apply novel and creative ways of problem-solving to handle unstructured, non-sequential, and complex tasks. For instance, communication skills such as conveying and clarifying opinions in a persuasive way to other people with different backgrounds will be required to workers in the future workforce market, as well as understanding and evaluating complex problems (World Economic Forum, 2016). Considering the emerging needs in the new world of work, the Committee of Children (2016) highlights the importance of SEL as employability skills in 21st-century Education. In fact, SEL programs have been actively implemented in the education systems across the states (Dusenbury, Yoder, Dermody, Weissberg, 2019). The changes of the industries, however, are rapidly reshaping what it means to be college and career ready and how to prepare our students and urges us to better align SEL programs with the needs in the 21st century workplace.

The alignment of the SEL interventions with the labor market needs will be especially vital for students in secondary education, considering the characteristics of adolescence transitioning to adulthood such as identity development, academic and peer pressure, and biological and social instability

(Yeager, 2017). From an increasing number of evidence-based studies, we are already aware of that social emotional learning will have positive effects on those at the secondary level, by lowering high school drop-out rates, improving graduation rates, and increasing college acceptance rates (Cervone & Cushman, 2014; Durlak, et al., 2011). It is expected that many at-risk youth at the secondary level will greatly benefit from better aligned SEL interventions. Furthermore, future SEL programs will need to focus on developmental approaches that understand individuals' existing strengths and qualities. This will improve the quality of career development programs by empowering students to utilize the human skills they already have, develop them further, and identify occupational opportunities aligned to their competencies that have great values in the labor market. It is our hope that our collaborative work will contribute to preparing youth for the world of work, as well as the future.

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The role of life orientation and type of social participation on career adaptability in emerging adulthood

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Abstract

In a presented research project, we aimed to examine relationships between career adaptability and quality of young adults' tasks performance (types of life orientation and social participation based on theoretical framework of Reinders). We hypothesized that the combination of different levels (low or high) of two indicators of life orientation (transitive and moratorium) will result in different levels of career adaptability variables. The participants were 435 of young people (274 women i 160 men) aged between 18 and 25 (M=23,76; SD=3,37). *The Social Participation Questionnaire* (*SPQ*) by Brzezińska, Hejmanowska, and Rękosiewicz and the Polish adaptation of *The CareerAdapt-Abilities Scale* (*CAAS*) by Savickas and Portfeli have been used. Research analysis revealed that high degrees of both transitive and moratorium orientation (integration path) results in significantly higher levels of all career adaptability dimensions then those represented by path of assimilation (high transitive and low moratorium orientation), segregation (low transitive and high moratorium orientation) and marginalization (low both orientations). A high score on the moratorium orientation scale indicates that a person focuses his/her attention on achieving current goals and using current possibilities. A high score on the transitive orientation scale suggests that a person is focused on development and achieving goals that are placed in future. Thus, it is the most balanced approach. These results suggest the relevance of career interventions to promote integration path for strengthening career adaptability in emerging adulthood.

Keywords: career adaptability, life orientation, social participation, emerging adulthood

Introduction and objectives

The notion of emerging adulthood was suggested by Arnett (2000) to define young adults aged between 18 and 25. Some authors broaden this age range to 18-30 (compare: Bańka, 2007; Brzezińska et al. 2012; Krause, 2012). The emerging adulthood pertains to the developmental stage which includes the process of young people transition to their self-reliant, independent life and to gradual undertaking of social roles that are characteristic of adulthood. According to the author of this concept, the stage differs theoretically and empirically from both adolescence and early adulthood and thus it ought to be considered as a separate developmental category. The stage of emerging adulthood is characterised by lack of clearly defined identity and is also related to the developmental tasks that are characteristic of early adulthood, like being interested in the labour market and developing career adaptability in all its aspects.

In the presented study, we aimed to examine relationships between career adaptability and quality of young adults' tasks performance like types of life orientation and social participation based on theoretical framework of Reinders (2006). An additional objective of the project consists in elaboration and validation of Polish versions of the Career Adapt-Abilities Scale by Savickas and Portfeli (2012).

Theoretical basis

The choice of variables to the research model is based on outcomes of the up-to-date studies that justify seeking relations between personal characteristics which lead to realisation of major tasks of adulthood (Havingurst, 1981) and achievement of career adaptability. At this stage of life an individual usually makes choices which form his/her later professional life. Therefore, these particular aspects of adulthood, namely career adaptability, have been found really worthy of attention. The notion of career adaptability was developed by Savickas (2005). The idea of career adaptability is characterised by a new view at the labour market. The point is not to find a place for oneself at the labour market, as it used to be in the traditional approach, but to create and prepare work for oneself. Focusing on feelings, passion, and on what really gives life satisfaction become the specific features of a new career. In this way a career becomes a form of creation of one's own life. The ability to adapt is a multidimensional construct that consists of the following components: concern – focusing on one's own vocational future, control – taking control over one's own future career, curiosity – searching for some new possibilities of development and ideas for future, and confidence – strengthening one's own competences so as to guarantee realization of one's professional goals.

A positive relation between the ability to adapt and some other variables which are significant for career development has been indicated in numerous researches. Starting a job and taking subsequent decisions that are related to career development are referred to as the key developmental tasks in early adulthood. According to Rękosiewicz (2013a), apart from the objective indicators of entering adulthood, such as birth of a child or getting a permanent job, also subjective indicators should be considered. The enumerated ones include the sense of adulthood and dominance of the transition orientation (related to realising subsequent adult developmental tasks) over the moratorium one (related to focusing one's attention to the present and using current possibilities).

In a presented research project we hypothesized that the combination of high levels of two indicators of life orientation (transitive and moratorium) will result in high level of all career adaptability variables.

Methods

Participants

The participants were 435 of young people (274 women i 160 men) aged between 18 and 34 (M=23,76; SD=3,37). 63.9% of this group was currently working and had has previous professional experience, for 4.7% it was the first job, 25.3% currently did not work, but had worked earlier, 6.1% have not had any contact with any work yet.

Tools

(1) The Career Adapt-Abilities Scale (CAAS) was elaborated by Savickas and Portfeli (2012). It is aimed at measuring both general ability to adapt to career demands (career adaptability) and also development of competences in particular areas of the adaptability. The scale consists of 24 statements that form four subscales: concern, control, curiosity, confidence. The statements describe skills that are necessary for career development. An examinee refers to each of them using a 5-point scale, from 5 (strongest) to 1 (not strong). Reliability coefficients for the Polish version equalled .92 for the total score and (.85), (.82), (.83), and (.87) for the scales of Concern, Control, Curiosity, and Confidence, respectively. Additional scale - cooperation (6 items regarding social skills) was experimentally added to the original version (reliability score .77).

(2) The Social Participation Questionnaire by Rękosiewicz (2013a, 2013b) is an original Polish tool elaborated on the basis of the theoretical approach to types of social participation that are formed in the period of transition from adolescence to adulthood, suggested by Reinders, Merkens, and Bergs-Winkels (Reinders, 2006). The scale is used to diagnose types and dimensions of social participation: the moratorium orientation and the transitive one. The tool comprises 20 items which form two subscales. A subject refers to particular statements on a 5-point scale (1- no; 5 – yes). A high score on the moratorium orientation scale indicates that a subject focuses his/her attention on achieving current goals and using current possibilities. A high score on the transitive orientation scale suggests that a subject is focused on development and achieving goals that are placed in future. Studies have confirmed satisfying psychometric properties of the tool: reliability coefficients equal .86 for the moratorium orientation subscale and .84 for the transitive orientation subscale.

Results

The analysis included potential determinants of identity formation: life orientations and type of social participation. A one-way between groups analysis of variance was conducted to explore the impact of life orientation on levels of five dimensions of career adaptability. Subjects were divided into four groups according to results of cluster analysis – representatives of integration path with a high degree of both transitive and moratorium orientation (27.7%), of assimilation path with high transitive and low moratorium orientation (34.9%), of segregation path with low transitive, of high moratorium orientation (13.7%), and of marginalization path with low both orientations (23.7%). These results mean the predominance of the assimilation path over the other three, and also an advantage of transitive orientation over the moratorium one.

There was a statistically significant difference at the $p<.001$ in four scales scores of CAAS for Concern [$F(3, 434)=36.3$, $p=.001$], Control [$F(3,433)=6.4$, $p=.001$], Curiosity [$F(3,432)=11.4$, $p=.001$], and Confidence, [$F(3,433)=9.1$, $p=.001$] for all life orientation groups. The effect sizes, calculated using eta squared were respectiveley.20 (large effect), .04 (small effect), .07, and .06 (medium effect). Post-hoc comparison using the Tukey HSD test indicated that most of means scores for all life orientations were significantly different. Figure 1 shows that integration path results in a significantly higher level of two of five career adaptation abilities (curiosity and confidence) compared to the level typical for paths of assimilation (where level of concern is the highest), segregation (where level of control is the highest and level of concern is the lowest), and marginalization (levels of all adaptation abilities are very low).

Conclusions

Transitive orientation is the most often represented in the group refers directly to Havighurst's concept of development tasks (1981) and is expressed in the presence action whose effects will be visible at a later time - during adulthood. Through these activities, the young person takes on skills necessary to completed developmental tasks in early adulthood. The attitude is characteristic for this orientation for striving to achieve targets in adulthood, which is expressed, for example in the will to undertake education in order getting to college or getting a satisfying future work. Moratorium orientation refers to the possibility of a period growing up and is reflected in the action, whose goals are not postponed in time.

The study is a response to the need postulated in the literature to take into account the developmental aspect of research in career adaptability (e.g. Hirschi, 2009). We managed to show that two orientations do not have to be treated as opposed. A young person can be characterized by a high level of both transitory and moratorium orientation, and this balance results in the best parameters of career adaptability. At the same time, the studies fit into the trend of views about postponed adulthood (see Brzezińska et al., 2012), and because, according to the theory and the results of these preliminary studies, the appropriate ratio of two orientations towards each other (predominance of transitive orientation), which is an indicator of approximation to adulthood, it is observed quite late.

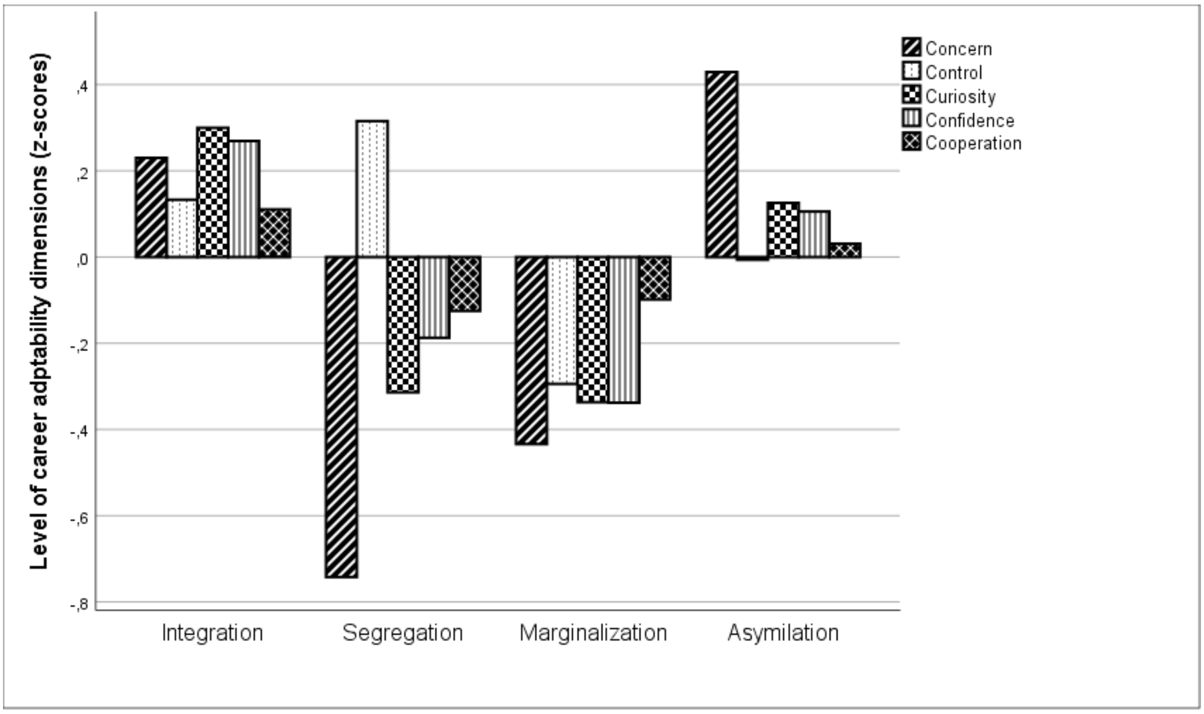

Figure 1. Increased career adaptability dimensions in four types of social participation based on k-means cluster analysis

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Non-changing nature of work values in Hungary and implications for the practice of career guidance and counselling

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Abstract:

Transition management is a key topic in career development at the individuals and families level but it is also highly relevant in institutional and policy design in a region where the shift of power is common and political systems due to change in every few decades. Not surprisingly citizen's values echo this fact. This article, as an edited version of the IAEVG 2019 Bratislava Conference presentation, argues the need for a clearer understanding of the value-driven issues of the Central-Eastern-Europe and links the political transitions to career transitions.

Keywords: wage labour, transitions, Central-Eastern-Europe, Hungary, traditional-survival values

I. Rationale

This paper was prepared for the IAEVG 2019 Conference in Bratislava "*Career Guidance for Inclusive Society"* as a modified and shortened version of an already published article in Hungarian titled "Értékek és pályatanácsadás Magyarországon (2018)"[10] {Values and career guidance in Hungary}. The

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https://www.linkedin.com/in/borb%C3%A9ly-pecze-bors-24a7003b/

[10] in Pályatanácsadói Kiskönyvtár 2. „Sok a levél, de egy a fa" Tanulmányok a pályatanácsadás témaköréből , Köszöntő kötet Dr. Szilágyi Klára tiszteletére, SZIE GTK Társadalomtudományi és Tanárképző Intézete , szerk. Dr. Suhajda Csilla Judit, pp. 11-22, ISBN 978-963-269-789-5, Gödöllő, 2018
https://www.researchgate.net/publication/329774454_Ertekek_es_palyatanacsadas_Magyarorszagon

original aim of the article was to argue the changing nature of career development vs. the still standing traditional-survival values in Hungary and the also changing – and more polarized – nature of paid work where entry jobs lost its nature of serving as springboard for a better career (Standing, 2011, Piketty, 2014, Bell-Benes, 2012). This global tendency was cross-analysed with the very different regional values based on data of the World Values Survey (WVS), where Hungary and Central-Eastern-Europe after 40 years of Communism (1947-1990) and 30 years of transformation (1990-2019) period still stands as a traditional-survival values region (WVS, wave 6, Inglehart, – Welzel, 2015). This fact has strong implications for careering and the daily routine of career counselling and guidance in Hungary and in the region.

II. Mitteleuropa and transitions

This geographical part of Europe was a transition zone in history and even the naming is challenging[11] as CEE (Central-Eastern-Europe) means the former Eastern Bloc under the Warsaw Pact, countries which were on the "other side" of the iron curtain in the 20th century. Including the three Baltic States formerly annexed by the Soviet Union and also Southern European countries such as Romania, Bulgaria and Yugoslavia before the last Balkan war. In these countries there are still strong differences (e.g. Slovenia and Croatia were part of Yugoslavia) Austria became and stays neutral after 1955 others were under Soviet occupation until 1991.

However in geographical terms Central-Europe is more divers and the inclusion of countries varies according to different definitions. Before IWW "Mitteleuropa"[12] in English term, Central-Europe served the needs of the Habsburg Empire and it mainly lost its economic and power balance after the Prussian-led unification of Germany without the Habsburgs. The region was always a transition, puffer zone between the German and Russian interests. What was common in the region until the end of WWI was the strong influence of the Catholic Church and German as a lingua franca. This status quo had been collapsed with the fall of the Habsburg Empire, namely the Austrian-Hungarian Kingdom. After WWII the "ferryboat country (region)" as the Hungarian poet, Endre Ady (Berend 1996 p380) called Hungary and also the region, moved to the soviet side, excluding Austria and Slovenia. This status quo had been changed again after the collapse of the USSR in 1991 and the granting of EU and NATO membership of these countries during the late 1990's and early 2000's.

Szűcs (1983)[13] described three different development zones of Europe from the Middle Ages. In this sense Central-Eastern Europe may refer to V4 countries (Poland, Hungary, Slovakia, and Bohemia) Austria, Slovenia, Croatia and the former territories of the GDR, the German Democratic Republic (Neue Bundesländers after 1990) only. This is a region where rules and rulers,

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[11] see here: https://en.wikipedia.org/wiki/Central_and_Eastern_Europe

[12] https://en.wikipedia.org/wiki/Mitteleuropa

[13] Jenő Szűcs and Julianna Parti: The Three Historical Regions of Europe: An outline Acta Historica Academiae Scientiarum Hungaricae 1983 Vol. 29, No. 2/4 (1983), pp. 131-184 systems, institutional settings had been changed at least four times during the 20th century.[14]

After the 2004 EU accession ("big bang") of the CEE countries and especially after 2014, under the current EU programming period (2014-2021), these countries have been receiving gigantic amount of structural funds (in certain cases more than 3-3,5%[15] of the yearly GDP) however the level of security of the citizens is still low and the level of trust also. The incoming capital hasn't yet created security or trust in the CEE region. Social justice, trust and security are abstract phenomena on the one hand, but also very personal and family-driven issues on the other hand.

III. Another transition, towards the new labour markets

The management of transitions has become the key issue since high level of insecurity of the jobs is present as the current industrial revolutions and globalisation have been reshaping the structure of wage work. Employee sharing, job sharing, casual work, ICT-based mobile work, portfolio work and several other new forms of work (Eurofound, 2018) are in the market, and, in the meantime legal and institutional structures look outdated in the current labour market.

Career transition is one of the most often referred phrases in the literature on modern labour markets. It is connected with the changing nature of work and the new shape of the labour market. The Bureau of Labor Statistics counted 12 job/career changes during a lifespan of an average USA worker in 2017 (BLS, 2017). The concept of Transitional Labour Markets (TLM; Brzinsky-Fay, 2010) describes these changes as a result of the new labour market segmentations and polarization with the emerging share of the precariat, the phenomena of automation, urbanisation and increased geographical mobility (Borbély-Pecze, 2019).

The Cambridge Dictionary provides different definitions for the phrase of industrial revolution such as;" the period of time during the 18th and 19th centuries in which work began to be done more by machines in factories than by hand at home". In current times the definition have been widened as new and newer waves of industrial revolutions have been arriving; "any period of time during which there is a lot of growth in industry or in a particular industry" (Cambridge Dictionary).

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[14] Collapse of the Habsburgs' Empire, independent states in the 1920's-1930's, occupation of the 3rd Reich, soviet invasion, independency again from 1990's and EU membership from 1995 (AT) and from 2004 for the others CEE countries. East-Germany became the part of the EU as the two German states were united in 1990.

[15] The cap for the period of 2014-2021 cohesion funds was 4% of the GDP per member state.

IV. Global values cluster

In modern societies, where careers and jobs can be chosen work values are probably the most important factors to consider by individuals. In the second part of the 20th century, before globalization, the evaluation of work values became the eminent part of guidance practice (Super, 1970). Understanding the individual and family values nowadays is part of the career counsellor's daily routine but individual values cannot be assessed without the understanding of values in the society and, since globalization has strong influence, without understanding the nature of global values. Since 1981 there is a Global Value Survey movement. The sixth wave of the World Values Survey (WVS) was carried out in 2011-12, when the long-standing effects of the 2008 Global Crisis was still in place.[16] The 7th wave is to be conducted worldwide in 2017-2019. The evaluation of data is based on a very simple frame of reference, where traditional values evaluated against secular-rational values and survival values against self-expression. Based on the WVS methodology the description of the four values are the following;

Traditional values emphasize the importance of religion, parent-child ties, deference to authority and traditional family values. People who embrace these values also reject divorce, abortion, euthanasia and suicide. These societies have high levels of national pride and a nationalistic outlook.

Secular-rational values have the opposite preferences to the traditional values. These societies place less emphasis on religion, traditional family values and authority. Divorce, abortion, euthanasia and suicide are seen as relatively acceptable.

Survival values place emphasis on economic and physical security. It is linked with a relatively ethnocentric outlook and low levels of trust and tolerance.

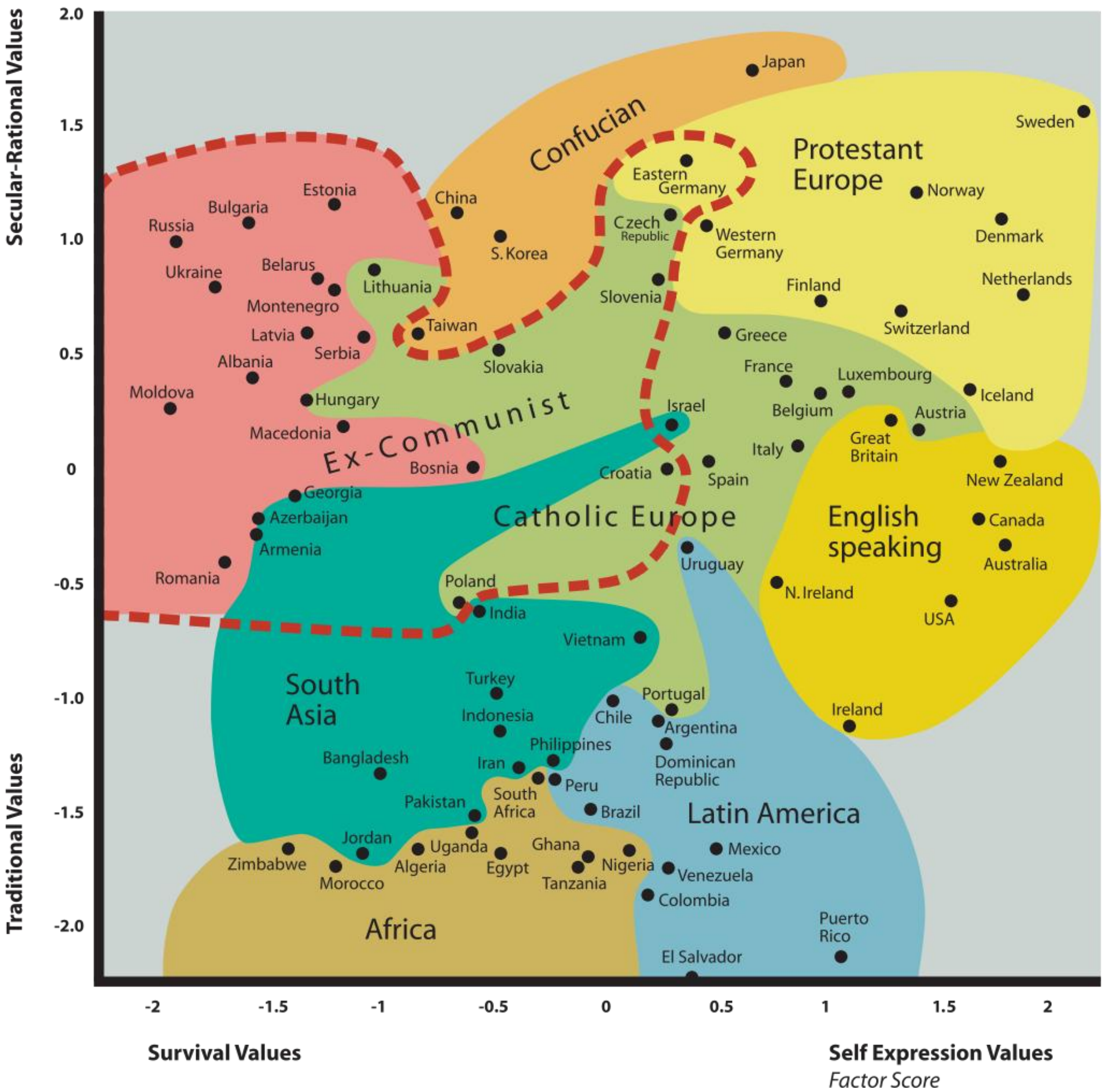
Self-expression values give high priority to environmental protection, growing tolerance of foreigners, gays and lesbians and gender equality, and rising demands for participation in decision-making in economic and political life. (WVS website)

As any career guidance related intervention is also a social-individual type of intervention dominant social values need to be tackled by practitioners. In Hungary the daily routine of the career counsellors is based on Super's work value inventory (WVI) which was already adopted during the 1980's (Csepeli-Somlai, 1980) and hasn't been reviewed since. The primary message of Super's work is that career decision-making is based on individual values so these values need to be evaluated by the client. From world value surveys however a different viewpoint is also clear, that societies have its own values where secular and self-expressional way of decision-making is not or hardly accepted. This is a well-known fact in many Asian or African communities but the resistance of such a value against change is less discussed in the European context. Many struggles of guidance practitioners in Hungary are closely connected to this fact.

[16] For details visit the website of the World Values Survey Association: http://www.worldvaluessurvey.org/wvs.jsp

Map 1 World Values

WVS 6.; 2010-2014, Inglehart, R. – Welzel, C. (2015)



V. Hungary

During the second part of the 20th century values of the Hungarian society were challenged several times. First after the IIWW when from 1947 till 1956 a primitive, Stalinist version of the communist system were adopted, later during the early consolidation years of Kádár, the second communist party leader of Hungary (1957-1963) when open violence was present and later on during the consolidated version of the Kádár-regime (1963-1979). The end of the Kádár period started with the global oil crisis and ended (1979-1989) with the falling political and economic system. Reactions of the citizens for such turbulent changes are important when guidance professionals are mobilizing self-expression of our client advocating for fair career information provision systems or equal access to the education or to the labour market. These social values were strongly underestimated in the early 1990's, during the change of the regime. Almost three decades later the results are clear as social mobility has been slowing down in the region and this is also true for Hungary (WB, 2017). Two eminent Hungarian sociologists described (TÁRKI/ Tóth-Szelényi, 2018[17]) recently Hungary as the country of "sticky floor and sticky ceiling." "In a democratic society parents can force change in schools. Most parents are perfectly satisfied if their children remain where they belong. Consequently social classes solidify. Professional people's children will most likely follow in the footsteps of their parents even if their intellectual prowess would otherwise not predestine them for high positions on the social scale. And unfortunately, poor under-educated parents will probably have poor under-educated children." (TÁRKI, 2018). This locked-in, family-based attitude is the consequence of the last decades of history and not only of the last few years. Based on my own literature review I am suggesting the following phases for the evaluation of key values in the Hungarian society versus the structure of the national labour market and career developments from the 1970 until today.

Based on the World Bank research (WB, 2017) in 2015 38% of the active aged Hungarians were outside the labour market and additional 8% had vulnerable labour contracts (EU-SILC data).

Chart No. 1. Political structures, values labour market and careers in Hungary 1970-2019

political structure	**decade**	**value**	**exploration of values**	**economic system**	**careers**
leadership by the Hungarian Socialist	1970-80's	self-demobilization (Hankiss, 1989, Beluszky, 2000)	Super WVI adaptation & Rorschach-test (Csepeli-Somlai, 1980)	central planned economy/ career command	state-owned big companies, job-security, blocked workers' right
parliament democracy & market economy	1990's	democracy	group counselling sessions for exploration of work values (Szilágyi-Völgyesy,1985 Szilágyi, 1994)	market economy transformation & privatisation, mass unemployment (based on the Washington Consensus[18]),	unemployment, inactivity, forced self-employment, lack of job security
	2000's	European integration		career orientation	macro-economic stabilisation, later global crisis (2008)

[17] http://hungarianspectrum.org/tag/social-mobility/

[18] https://www.britannica.com/topic/Washington-consensus

illiberalism / populism	2010's	locked up society, strong internal-family value, low level of institutional trust		boundaryless (Arthur & Rousseau, 1996) protean careers (Hall, 1976, 2004	globalized labour market, open, brain-drain (internal EU) borders)

VI. Implications

The use of the individual work value inventory in practice need to be connected with counsellors' knowledge and understanding about the values and trust in the society as such. It requires a cross-disciplinary training of the counsellors where sociology is equally present during the training and CDP. In practice the adaptation of any counsellors' tool, techniques in the local context would require a detailed analysis of the "social contract" (Rousseau) in place as we can see from the Hungarian case this adaptation step is partly missing or for example the adopted counsellors' tools such as Super WVI haven't been adjusted since the 1980's. The acquisition of such tools in the daily practice of the professionals may have negative consequences on the ethical practice as well as negative effects on the clients' careers.

The on-going strong polarization of the labour markets (Piketty, 2015, Standing, 2011) has negative consequences on careers everywhere in regions where general values are rigid and hard to be changed. In such places the advocacy role of career professionals is even more important. But this needs to be clearly articulated for both the professionals and for the end-users.

What is the short conclusion of these historical facts? CEE countries have been representing a special institutional-cultural part of the European Union where the adaptation process towards the transitional labour markets, digitalisation and flexible careers require additional efforts from families and individuals as social-institutional structures are often changeable. Therefore Career Professionals may work in this region or work with clients from this region need to pay special attention on value, trust issues during the counselling process. As the conference hosts also summarized from the key note speeches;

„Career exists in the dynamic interaction between the garnering of personal gain and the service of the individual rendering to society at large, and one of the functions of career guidance is to help maintain the "give-and-receive" reciprocity. Access to such career guidance is a luxury for some, the duty of the larger society is to make it affordable for all its members." (Gideon Arulmani, Kobus Maree, 2019 key note presentations in Bratislava IAEVG 2019 Conference).[19]

[19] https://iaevgconference2019.sk/outcomes/

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“HR4.0”: How employers can thrive amid the career flexibility demanded by the 4th Industrial Revolution

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Abstract

Longer lifespans, more frequent industry disruption and more diverse technology-enabled modes of work collectively point towards more common and more substantial career changes taking place during people’s working lives. As people increasingly aspire to such career shifts, there is a risk of conflict with employers who prioritise retention and HR practices which aim for cost-efficiency, consistency and risk reduction in workforce management. This paper reports the results of a semi-structured interview process, engaging nine HR and careers professionals, with more than 60 years experience between them across a range of sectors and countries. The process was designed to develop practical ideas for how HR practice might evolve and thrive to better serve such a workforce. Ideas are identified across the full range of an employee’s potential journey, from pipeline building prior to application, recruitment, in-organisation career and exit/alumni management. Motivations for employers are identified in a quantitative evidence base relating productivity and wage gains to increased exposure to multiple employers and employee mobility, but interviews suggest such motivations are unlikely to be evenly spread across sectors and roles and that there are significant barriers to uptake. This potential evolution of HR practice is placed within an historical context that extends from the Taylorism of the late 19th century through workplace conditions and talent management, to position such an “HR 4.0” as the continuation of a trend in which HR pays attention to an increasingly broad proportion of the many features that define a person’s career and working life.

Keywords: HR, employee engagement, career switching, Industry 4.0, career flexibility

Introduction and objectives

Major macro trends that are part of Industry 4.0 also come together to drive increased desire for multiple and more significant career switches at all stages of working life, including:

- Longer working lives, such that different phases of life may have different goals, corresponding to different best-fit job roles (Wise, 2010; Phillipson, 2019; Kontis et al, 2017)
- More frequent technology- and trade-driven disruption of industries, which will require more frequent shifts between roles and sectors (Healy et al, 2017; Kurzweil, 2006)
- More diverse and technology-enabled modes of work (such as remote working, platform economy) providing more options for change (Chiang and Lundgren, 2017)

The impact of these collective trends can be seen in a gradual uptick in career changing (Fredriksen and Hansen, 2017). It can also be glimpsed in the proportions of those who seek to change jobs but fail to do so, derived from comparing public labour market statistics with survey data on job switching intentions. For instance, the quit rate from JOLTS in the USA (Chicago Fed, 2015) or quarterly job-to-job moves in the UK (Resolution Foundation, 2015) reveal that voluntary job change rates tend to be around 5%-20% a year, varying according to economic conditions and age. Yet, large-scale surveys from these countries often reveal 25%-35% (or more) planning to leave their jobs over future 12 month periods.

This trend has the potential to cause challenges for employers seeking to minimise turnover and contain induction costs, bringing them into conflict with their employees.

This paper's objective is to work with practitioners to develop ideas for how HR practices might evolve to thrive in a world of more common and more significant career changing and to explore the motivations and barriers for more widespread adoption of such ideas.

Career switching is defined broadly in this paper to incorporate any significant change in role, recognising that such activity takes place on a spectrum with both subjective and objective elements and that grey areas would exist with any useful definition. It is sufficient for this paper to note that a significant shift could be a functionally different role in the same company / sector, a shift between sectors, or even the same job content-wise, but with a major change in format or style of working (e.g. going freelance or part-time). In general, an incremental, within-role or within-team promotion or moving between organisations to undertake the same role with a new employer would not generally qualify.

Theoretical basis

This work draws on two main academic literatures: (i) The historical evolution of HR, which points the way to how HR might further evolve to support employees' whole careers beyond their "in-company career"; and (ii) Evidence from the career transitions literature, which suggests the productivity gains from which organisations might benefit in a new approach.

The historical evolution of HR

Our assessment of a possible future evolution of HR is grounded in an understanding of the historical evolution of the sector since the 18th century (see, for instance, Langbert and Friedman, 2002). Through this lens, HR practitioners – as a dedicated professional body – can be seen to have sought to exert influence over an increasing range of those aspects that shape a person's career. Three macro-stages can be understood as expanding from:

> (1) the subdivision of tasks within a role (late 19th century; e.g. Taylorism);
>
> (2) workplace environment and conditions within which a role takes place (early to mid-20th century; e.g. Mayo's Hawthorne studies, the NIIP, unionisation);
>
> (3) within-organisation career progression (late 20th century, e.g. Talent Management, McKinsey & Company, 1997, Michaels et al 2001).

Seen through this lens, one possible natural extension is for HR practitioners to expand their scope from an individual's progression within an organisation to considering their journey across multiple organisations as their life develops: "between-organisations career progression".

Evidence from the school-to-work transition and career transitions literature

Historical trends may identify one possible future frontier of HR as considering employees along their whole career journey, seeking to build interest and pipelines long before active recruitment, supporting employees with their departures, and engaging with them long afterwards – but that does not mean it is a frontier that the sector has any interest in developing.

One motivation for employers to move in this direction lies in the school-to-work transitions literature, with evidence of significant and sustained long-term wage premia where young people have had more exposure to different employers and workplaces several years in advance of making applications (e.g. Mann & Percy, 2013; Kashefpakdel & Percy, 2018, Percy & Kashefpakdel, 2019) and in the evidence on improved productivity as a result of employer mobility and the use of secondments (e.g. de Rassenfosse, G. & Hoisl, 2018).

Methodology

We draw on the experience of nine HR and careers professionals, blended with the experience of the authors, to explore what this direction of travel might look like in terms of specific HR practices and to identify how common such practices are today.

Our approach for engaging professionals is via a three-step semi-structured interview process: the first step gathers ideas from the interviewees about career changing trends and how employers might respond, the second step involves the authors parsing and tagging insights from the interviews to develop potential proposals, which are then reviewed with the original interviewees in the third step of the process. Due to changing roles and priorities only five of the professionals were available to share their feedback in the third step.

The nine professionals engaged were chosen to represent a diverse range of organisations, by size (3x small, 2x medium and 4x large), by sector (incl. manufacturing, facilities management, professional services and charities), countries (3x USA, 4x UK, 1x Vietnam and 1x Germany), career stage (at 2x early, 3x mid and 4x late career stages) and by role (4x in-house HR manager, 3x hiring manager, 2x HR consultancy). Between them, the interviewees have over 60 years of experience in HR and recruitment. The positions and years of experience are shown in Table 1.

Table 1: Interviewee details

Position	Company	HR Experience
HR Director	Facilities management, USA	12 years
Benefit specialist	High-end retail, USA	5 years
Manager	Design sector, USA	1 year
Recruitment Team	Professional services, Germany	1 year
HR coordinator	Logistics, Vietnam	5 years
Head of Finance & HR	UK education sector	8 years
HR Business Partner	Multinational in manufacturing / chemicals sector	4 years
HR Business partner	Multiple including retail and university sector, UK focus	26 years
HR generalist	Multiple incl. construction and law, USA and Vietnam	7 years

Results

Interviewees widely recognised the trends presented and the pressures from these trends to impact their work; most could point to an example or an anecdote of these trends in their own experience. Interviewees noted that many of the ideas conflicted with other priorities within HR. This was not described as an insurmountable challenge – much of the activity in organisational design and people management is a matter of balancing among competing objectives and recalibrating as the appropriate mix for an organisation evolves over time – but was nonetheless an important part of the picture for appreciating why organisations might be slow or limited in their response to changing job seeker preferences.

We divide the pressures, consequences and potential ideas identified by and explored with interviews into four parts of a stylised employee’s lifecycle with an organisation (pipeline building prior to application, recruitment, in-organisation career management and exit/alumni management). An overall assessment follows, reflecting on how interviewees felt about the ideas as a whole and priorities relative to other duties.

Early pipeline building

The economy of the future was expected to have incrementally more change and diversity in roles than the past. This might make it harder for applicants to know about options and what might suit them best, as well as the likelihood that applicants would be coming for more diverse starting points.

The key resulting pressure for HR and people managers would be the need to work harder to inform about roles and reality of roles. However, this would conflict with the pressure to "sell the dream" in recruitment literature, particularly in competition with other employers using similar hyperbole.

The basic response to this pressure was described was increased work in the education system to help raise awareness of roles in ways that credibly convey what they are like to do: work experience, shadowing, mentoring, competitions, careers talks, work inspiration events and so on. However, for job applicants already in the workforce a different approach would be needed. Some interviewees were interested in the idea of "open days" for non-staff, more explicit engagement with external networks, and activities to promote workplace transparency, while recognising the possible competitive risks in such approaches.

Employers may also be able to help people understand the reality of work in that area and how to chart different routes into the employment sufficiently far in advance to plan around it. For instance, where there are potential future employees who are not yet ready, eligible or sure about applying, the employer might advise on which other roles, potentially lower risk or requiring lower initial investment, with other employers or in other sectors might build useful experience for it and help inform a future choice.

Recruitment

At the point of recruitment, our research identified that the greater change/diversity in roles would likely make it harder for applicants to know about options and what might suit them best, such that they may be considering a wider variety of roles at the point of application (especially during early career), and be more quick to leave if they feel unimpressed in their early months at the new employer.

The implication for HR would be allowing new recruits more latitude in how well they know the firm upon application/entry and placing more emphasis on persuading new entrants that they have made a good choice in joining the firm. However, this introduces conflict with standard recruiting criteria using knowledge of the firm to filter out non-serious applicants.

A second consideration was that rejected applicants (or those who reject the employer) may be more likely to turn out to be relevant later, given greater career mobility. This points towards greater feedback and positive engagement with unsuccessful candidates (indeed introducing networks/mechanisms to keep in touch with former applicants), but comes into conflict with pressure on rapid turnaround and process efficiencies, especially where employers have large numbers of applicants for individual roles.

More ambitious responses to these pressures included restructuring roles to convert new recruits into being more productive more quickly, shortening the recruitment process and adopting a greater use of probationary periods (since it is harder for both sides to tell on application whether it is a good fit).

For mid-career switches, it might involve opening up short-term job shadowing opportunities, projects and other activities for those in other firms (subject to appropriate IP and data protection), in a similar way to how such activities are made available to talented internal staff. Such external staff would take on the shadowing or project alongside their current employment, with their current employer operating in enlightened self-interest as they manage that employee's in-company career.

One intriguing idea is a more explicit two-way "social contract" on joining, as a complement to the formal "legal contract" between employer and employee setting out finances, terms and conditions. The social contract might include principles for handling future departures, such as providing a respectful level of notice and supporting transitions or successor recruitment on the part of the employee and agreeing to help employees transition out at the appropriate time, such as with introductions to a network, allowing space for part-time or side-hustle projects, and committing to providing supportive and detailed references on the part of the employer. Establishing a less hierarchical human relationship from the outset that acknowledges both parties will go onto have future and different careers – current direct reports may turn into future partners or customers – and to base their relationship on trust, mutual learning and respect, as well as the hierarchies of management that are necessary for decision-making and organisational coherence.

In-organisation career management

In employees' early career, it is possible that some will expect faster personal growth and promotions, putting pressure on employers to manage expectations (while avoiding the temptation to "sell the dream" and set individuals up for disappointment and friction), while also exploring ways to create new and more diverse roles within an organisation (while recognising conflicting pressures to standardise and simplify roles to support fairness, cost efficiency and internal role transfer). During mid and late career, employers may be more demanding or ambitious in building or flexing roles around their changing circumstances.

The key to managing such relationships lies in immediate managers – their ability to know staff and career options better so as to provide good coaching. However, this conflicts with pressure on time, resources and culture for manager upskilling. Many interviewees spoke to felt that managers typically had little capacity for devoting more time to the long-term people management side of their work, and often little awareness of the need to gain skills in this area and the potential benefits of doing so. Additional career coaching and training/information for managers would support this process, but the fundamental issues of capacity and prioritisation would require a different approach to organisational design and culture.

Supporting stretch projects and secondments for employees to gain experience in additional areas, even knowing that it might result in a departure. Given the "social contract" point made above, this might result from an explicit discussion of a possible departure and the decision-points surrounding such a career switch. Employees considering a major switch of direction will be much wiser about the switch following such experiences – if they go ahead, it is more likely to succeed (trial periods being a more effective predictor of future success than interviews or online tests) and they will appreciate the support from their old employer; if they choose to stay, they will do so knowing better what options exist elsewhere and being more motivated to work hard.

The intention is to retain more engaged and productive employees, proactively supporting them to be sure this is the right choice for them by facilitating the exploration of outside options (and supporting departures where that turns out to be a more suitable choice). Secondments have become a widely accepted way of providing such “tasters of other workplaces” – the proposal here is to super-charge such an approach, providing more such tasters and in more diverse and flexible ways. As with secondments, the employees that stay are often more productive – they can bring ideas and contacts from another workplace and often one that is directly relevant to the employer, being partners, customers or suppliers in some form.

One interviewee spoke at length about policies that enable career breaks, flexible working and work adjustments. At large employers in particular, such policies have become increasingly common. However, managers and HR staff remain concerned about their ability to manage changes in staff structure and workload if such policies are drawn upon (“What if everyone did it at once?”). The result is a culture that (just) tolerates such flexibility for those who fight hard for it, rather than promoting it and embedding it into the career trajectories of all staff. A culture shift towards promoting, rather than tolerating flexibility could go a long way to responding to the trends described in this paper. Formal periodic career reviews (such as the entretien professionel in France) at which such opportunities have to be reviewed and discussed is one way of supporting such a culture shift.

Exit / alumni management

The increased pressure for significant career switches impacts most obviously on exit / alumni management. Departures or changes of role internally are likely to be more frequent. There is likely to be a greater number of alumni, including high quality alumni who still feel positive about their old workplaces but wish to explore other avenues. This naturally results in a pressure to recruit more often and faster (whether internally or externally), creating conflict with the length of recruitment processes and the (perhaps perceived) quality of new recruit produced by them. With more exits, including of friendly and high quality staff, there are increased benefits of doing exit interviews and acting on the results far more than was described as currently the case.

More fundamentally, this gradual shift in job seeker preferences will result in the “best outcome” for an organisation increasingly being to support someone to leave, including currently good performers, driving conflict with traditional retention KPIs and a cultural challenge in conceiving of departures of high quality staff as a good outcome in some circumstances.

In its ideal form, exit management can be turned into an opportunity for learning through less inhibited feedback and building a future relationship. Alumni management and managed exits have been expertly developed by consultancies like McKinsey, who proactively maintain an alumni community as a source of future collaborations, clients and commercial insight. Nonetheless, investing in alumni schemes requires internal resource and can create conflict with pressures to invest in other external communities that might also benefit from improved management and engagement, whether supplier networks, partners, sector stakeholders or others.

In some legal settings, such as the UK, open discussion of succession planning and retirement planning opens up legal risks around constructive dismissal and ageism. One interviewee described that going “all in” was a response to this concern that cohered with the trends described in this paper: rather than minimising such discussion, make it frequent, open and throughout a career. This requires interpersonal sensitivity and coaching skills among managers, which will often require upskilling and the reconstructing of roles to ensure sufficient time is available for proper people management.

Overall assessment

Across most interviewees, most of the ideas discussed were felt to be widely understood as "good practice", but present to highly varying degrees across organisations and teams. For such ideas, the key challenge lies in encouraging more stakeholders within the organisation to value them – such that they can be expanded and embedded.

The more innovative set of ideas implied expanding the focus of HR teams and managers beyond internal staff to give more attention to broader networks, partnerships, applicants and alumni. For most interviewees, this felt an uncomfortable step, even if the rationale for doing so was understood. These activities were described as less easily controlled and tracked, and involving a greater level of risk. When asked what it would take for such an approach to gain traction, interviewees highlighted the need for a passionate owner within the organisation (a senior leader, but not necessarily in HR) to drive it through organisational inertia and for an organisation to adopt longer-term strategic thinking and investment in networks/processes.

More broadly, the HR professionals we spoke to felt that these ideas were mostly "nice-to-have" and would likely be prioritised below more urgent issues, except in cases where they were already being pursued and prioritised by an influential stakeholder. Recent pressure on HR teams for process efficiency and cost-reduction had limited the ability to focus on more open-ended strategic questions like those raised by the long-term trends and demographic preferences discussed in this paper. Firefighting issues, such as grievance cases or high-profile hires, and managing large-scale strategic activities in the present, such as restructurings, would typically absorb the majority of free energy not required for managing business-as-usual requirements.

The long-term financial arguments for such an approach, drawing on the career transitions literature and the notion of enlightened self-interest for a collectively higher-skilled workforce, had only little resonance. Interviewees broadly accepted the principle of these arguments (and often personally granted them same value), but felt that the cost pressures and immediate priorities were such that stronger and more specific business cases were needed. Such business cases would be tailored to programme proposals within specific organisations, with an understanding of the cost side and elucidating the assumptions driving specific levels of benefit that would result in a positive case such that those assumptions could then be scrutinised and assessed.

Conclusions

Our interviews have supported the premise that multiple trends, including longer lifespans, more frequent industry disruption and more diverse technology-enabled modes of work, collectively point towards more common and more substantial career changes taking place during people's working lives. Interviews have also supporting the assertion that this broad set of trends will opportunities and challenges for people management, including conflicts with certain current priorities within HR. However, interviews have also emphasised that mediating among conflicting priorities is core to the work of strategic HR and business management and that this, in and of itself, need not prevent the adoption of new methods to benefit from increased career shifting.

We explored a wide range of ideas, initiatives and responses to this trend, taking place across the full range of an employee's potential journey, from pipeline building prior to application, recruitment, in-organisation career and exit/alumni management, and ranging from extending and embedding fairly widely-established current good practice through to more innovative changes in approach.

The adoption of such practices is, however, unlikely to be even. Some practices are already in sporadic use today, particularly in higher-skilled roles where employers place greater emphasis on identifying, retaining and supporting talent. The extension to lower skilled roles, as is essential for a truly Inclusive Society 4.0, may not happen swiftly or without support. Indeed, interviewees highlighted the limited capacity within HR to explore new initiatives, especially in the absence of senior internal sponsorship and for slow-moving trends where the consequences of inaction were not easily visible. Immediate demands, business as usual and legal requirements absorb the majority of HR capacity.

HR 4.0 comes with challenges. Historically, HR has focused on managing people within an organisation, intersecting externally primarily for the narrow purposes of recruitment, union management and training provision. Since the mid-20th century, the day-to-day work of HR has increasingly focused on organizational effectiveness and legal risk management, both of which favour workforce stability in roles and conformity of conditions and processes between roles. Shifting to a more outward-facing approach, building and bridging internal and external communities, creating space for more diverse roles, and making it easier to both join and leave an organisation will require changes to processes, working culture and risk appetite.

It is too early to say whether this evolution is one step too far for HR. The tantalising gains pointed to in the school-to-work transition literature, in the job mobility and productivity literature, and in the employee engagement literature have much to overcome if they are to be realised: short-term horizon planning and the tyranny of the urgent, an initial collective action dilemma in supporting movement between organisations, and the slowness of any trend in increased career switching and the limited extent to which it might drive sufficient pressure on employers to shift action.

It is possible that greater social change in this area might be initiated elsewhere, instead of looking to the HR as the discipline in which responses to career shifting are conceived and evolved. Other players include unions, sector bodies, public pressure, consumer pressure, governments, and trading standards. We wonder who among them has enough stake in more flexible careers, spanning between employers not just within them, to take up the challenge?

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Innovative services for lifelong learning and guidance in life transitions: challenges for Universities

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Abstract

The paper aims at exploring the implications for university lifelong learning and guidance on transitions and the role of counselling in supporting and facilitating them. Interested targets are different. Transitions can refer to people entry or return to the workforce, change or progress in their careers, or leave work due to unemployment, retirement, or personal choice, but also to people who return to university as a free choice; in these situations, University involves adults in different opportunities. A significant need of guidance is emerging in people who are about to graduate and in neo-graduates, in canonical age. The School-Work Alternance new system is involving Universities and Schools in innovative partnerships, in order to facilitate the transition of young people from school to the world of work.

The first objective of the paper is to reflect on what services are working and for what kind of beneficiaries. The connection between person needs and university services can arise from an in-depth analysis with regard to person, but also, to labour market. This process requires time, competent human resources, appropriate spaces and financial investments. A problem of sustainability is present.

University should be able to tackle career changes and transitions, to take into account the life cycle of learning and skills and to develop a useful process to the professional who needs to build further projects for their future. These needs and changes require an institutional involvement of University, with particular reference to the Third Mission.

The paper briefly illustrate some innovative Roma Tre University Projects for guidance and life transitions services, with particular reference to the work of the CRES IELPO – Research and Service Centre for Innovation, Education, Lifewide Learning for Persons and Organisations and Bilan de Compétences, which is member of FECBOP – European Federation of Centres of Career Guidance and Bilan de Compétences.

Keywords: lifelong and lifewide learning, lifelong guidance, University, Bilan de compétences

Introduction

Today, maybe more than in the past, the challenge of lifelong learning and guidance new paradigms for higher education institutions is significant. More than ever, universities are expected to play a new important role in the provision of counselling and facilitating services to help people navigate the recurrent transitions in their lives and look at new ways of thinking about learning processes.

New and diverse target audiences are involved. Transitions can refer to people entering the workforce for the first time or returning to work, changing or progressing in their careers, or leaving work due to unemployment, retirement or personal choice, but it can also refer to people who return to university as a free choice; within this context, Universities engage adults in several guidance services. A significant need for guidance is emerging in people who are about to graduate as well as fresh graduates, but also in young students. In Italy, in the last 4 years, the implementation of the *Alternanza Scuola-Lavoro (ASL)* (School-Work Alternance: an updated school programme that unites classes and internships), has encouraged Universities and Schools to seek to form innovative partnerships to facilitate the transition of young people from school to university and to the world of work.

The purpose of this paper is to reflect on what services are working and for what type of users.

The connection between individual needs and services offered by universities is the result of a thorough review of the individual personal history and the world of work alike. This process requires time, skilled and experienced professionals, appropriate spaces and financial investments. This presents a challenge for sustainability.

Universities should be able to tackle career changes and transitions related issues, taking into account the learning and skills life cycle to develop a process in support of professional and personal development projects. These needs and changes require an intervention at the institutional level, with particular reference to the University Third Mission and its new role in the territorial welfare devolpment (Carayannis & Campbell, 2009; Etkowitz & Leyedesdorf, 2000).

Some findings of recent projects developed by Roma Tre University in support of guidance and life transitions services are presented: with particular reference to activities promoted by CRES IELPO (Research and Service Centre for Innovation, Education, Lifewide Learning for Persons and Organisations and Bilan de compétences; a University Research Centre of the Department of Education), which is a member of FECBOP (European Federation of Centres of Career Guidance and Bilan de Compétences).

Exploring the implications of university lifelong learning for professional and personal transitions and the role of counselling in supporting and facilitating them is a challenge. Especially for Italian Universities, where policies are being implemented at national level within a National Lifelong Learning System (starting since the Law 92/2012).

Guidance services and projects can be often offered only thanks to additional public funds. It is interesting to reflect about some questions: what does a lack of public funds imply for Universities? Are these initiatives or are they not embedded in the institutional role of Universities? What is the role of lifelong learning (LLL) and lifelong guidance (LLG) within the framework of the Third Mission?

Learning to be self-navigator. A theoretical perspective

In recent decades, in Europe, a significant number of research projects have analysed the transition between adolescence and entry into adulthood, defining it as post-adolescence or youth phase, the duration of which has expanded, has spread to increasing parts of the population and is defined as a sort of long transition phase. The extension of youth as a life phase is associated with longer periods in education, which make it more difficult to enter the labour market.

From this approach, research has moved on to one, which recognises the existence and increase of a series of transitions and micro-transitions in the life of young adults and adults (Bresciani & Franchi, 2006; Bridges, 2004; Hodkinson & Sparkes, 1997; Merriam, 2005).

An even more significant change is the shift from a linear conception of biographies to the understanding of de-standardized life-courses (Brückner & Mayer, 2005). This notion describes the non-linear mixing of the "traditional" markers of transition. As the yo-yo metaphor (Biggart & Walther, 2006) explains, movements among different life phases and scopes might be represented as constant oscillations, disrupting the linearity of the so-called "traditional" transitions.

As a result, the ability to stay competitive in the labour market is increasingly linked to the possibility of applying a set of individual resources to manage transitions and effectively select adequate education and training programmes to gain spendable transferable competences.

"Being "self-navigators" is increasingly necessary, in part because the links between education and employment are so complex. Research shows that although educational qualifications, although important, do not correspond directly to employment outcomes. […] Being good navigators requires a conscious approach to personal development so that individuals can see how their personal biography has developed in the past and how it is currently being constructed so that they can make decisions about their future options. Being good navigators also requires a deep understanding of the nature of the social, economic, and political world in which they are living and their relationships with others, locally and globally" (Wyn, 2014, pag.12).

Transitions increasingly take place in the context of highly differentiated systems and workers have to be aware of changing needs and adapt to different contexts (Guichard, 2007; 2008; Guichard & Huteau, 2003).

Learning to navigate in a constantly changing world of work

Working processes require a new combination of skills and competences and are characterised by demographic heterogeneity, fluidity and variety, flexibility, responsible autonomy, collaboration, temporal intensity, vision and not just performance (Bagnara, 2010).

The progress of the division of labour generates more knowledge-based work, new jobs and the rise of new social groups in search of recognition, as well as instability, precariousness and new forms of inequality (Butera & Di Guardo, 2010; Gallino, 2014; Negrelli, 2013).

In the knowledge economy, a worker is required to be increasingly educated and trained, creative, resourceful, flexible, autonomous and responsible; a significant dimension of the "know-how" aspect of work tends to expand. Greater responsibility attached to the role also means more complexity of the performances, but, in many cases, work becomes more precarious, there is not much recognition in terms of status and dignified working conditions, as active support for welfare, resulting in increased difficulty to get a good job, stable and gratifying (Negrelli, 2013).

Organisations are increasingly characterised as learning organizations, subject to solicitations that transform their distinctive features in relation to structures, processes, but also to their culture, towards new logics, which are more open, less hierarchical, flat, networked and *adhocratic* (Cocozza, 2012; 2014).

Workers have to face a growing number of diverse challenges, which have continually evolving implications: to adapt the ability to learn to new situations and problems, develop an ability to learn quickly. Coming times are those of research and discovery, information overload, compliance to legislation and making sense of data (Al-Kofahi, 2018).

The recent evolution of the world of work should stimulate a reflective process on the university's renewed role both in the lifelong learning perspective and in the lifelong guidance one.

On the one hand, studies conducted in some European countries have revealed a generalized trend towards the qualification of the employment structure (or upgrading), understood as an increase in good jobs at the expense of low or not at all qualified professions (Oesch & Piccitto 2017; Oesch & Rodríguez Menés 2010). A confirmation of the optimistic forecasts of those who, from the second half of the sixties, proposed the knowledge-based "post-industrial society", as a key factor in the processes of value creation, through a generalized qualification of the world of work (Piccitto, 2019). On the other hand, studies conducted in Anglo-Saxon countries have shown that the trajectory of change that best captures the transformations of the employment structure appears to be that of polarization (Autor, 2010). It is defined as the trend towards an increase in the workforce located at the two poles of the continuum of unskilled / qualified jobs, and the simultaneous decrease of those who occupy the central part of this distribution. In other words, the increase in both skilled and disqualified workers, with the sharp decrease in those with average qualification levels (Piccitto, 2019).

Added to this, the attention towards transversal skills is growing. Ambra and Pirro (2017), for example, point out that the digitalization of the economy and the technological changes pose new and continuous challenges with respect to these two trends. The demand for greater and wider range of skills does not go hand in hand with the aging of the population in general and the workforce in particular, committed to dealing with radical transformations - metamorphosis (Beck, 2016) -, which increasingly require new and better competences to stay employable.

Today, students and young workers need to be trained to develop a new attitude to navigate this world of work; while adult workers (and unemployed people) need to be lifelong trained to learn this new kind of approach. The risk of becoming obsolete very fast is increasing.

The right to lifelong learning

In Italy, since 2012, there has been a very important change of course in lifelong learning and lifelong guidance policies.

Law 92/2012 (at the Art. 4, from paragraph 51 to 68) established the right to LLL – strictly linked to an improved LLG policy. It promotes the construction of a National Lifelong Learning System.

In the paragraph 55, the Law establishes the Territorial Networks for Lifelong Learning (in Italian: *Reti Territoriali per l'Apprendimento Permanente*), which include a set of education, training and work services, organically linked to strategies for economic growth, access to work for young people, welfare reform, active aging, the exercise of active citizenship, also by immigrants. Among the priority actions, there are the recognition of training credits and the certification of prior formal, non-formal and informal prior learning and the use of guidance services throughout the life course. The successive Agreement (2014) between the Government, Regions and Local Authorities identifies the strategic lines of intervention to guarantee the implementation of lifelong learning services, by designing architectures and components of the territorial networks that should make it possible. Their structure involves the participation of public and private education, training and employment services, active on the territory, including specifically the networks of the Provincial Centers for Adult Education (in Italian: CPIA – Centri Provinciali per l'Istruzione degli Adulti), universities, training agencies, enterprises - through employers' and Trade union representatives - Chambers of commerce, the National Observatory on Migration and Research public bodies.

In paragraph 56, the Law establishes that universities contribute to the creation and development of the Territorial Networks - in their autonomy -, through the inclusion of:

- lifelong learning in their institutional strategies;
- a flexible and quality training offer (which also includes distance learning, for a diverse student population);
- suitable guidance and counselling services;
- National, European and international partnerships to support people mobility and social and economic development.

Legislative Decree 13/2013 defines the essential levels of performance and minimum service standards of the national system of certification of competences and it identifies universities as "titled bodies" to provide all or part of the connected services.

With all its ambiguities, the issue of the right to learn is shifting active welfare from a "workfare" (which does not address the contradiction given by the growing precariousness of work) towards a "learnfare" perspective. This last one should ensure an effective access of all individuals - in times and ways appropriate to their needs and characteristics - to learning opportunities, consistent with the constraints of economy and personal life plans (Colasanto, Lodigiani, 2008; Lodigiani, 2005; Margiotta & Raffaghelli, 2014).

Today, the National Certification of Competences System is finally "under construction". Universities are one of the key actors in the System. In Universities, this activity can take place if the basic organisational and professional requirements are met.

Lessons learned

Three main projects about lifelong guidance that Roma Tre University has recently undertaken based on three areas of intervention:

- a standard procedure of recognition of prior learning led by the Department of Education of Roma Tre;
- a project for the promotion of counselling services for students and graduates;
- the School-Work Alternance project.

Three areas with different audiences, system frameworks and implications for the development of the Third Mission.

A procedure for recognition of prior learning (RPL)

The RPL project is designed for adults who return to University, today, and require guidance services for the recognition and validation of prior learning in terms of Credits (Di Rienzo & Proietti, 2013; Palumbo, 2014; Palumbo & Startari 2013).

A new service that represents a challenge for Universities in Italy, since the Accreditation of Prior Learning, at national level, is going to be harmonised with the new rules on certification of competences: a process that requires time, competent professionals, appropriate spaces and financial investments.

Since 2010, the Department of Education has been developing a procedure to recognise prior non-formal and informal learning in terms of University Credits. Before Law of 2012 was passed, one of our research teams was already working on the project, because, at European level, there were already recommendations on this issue[20].

[20] Among several European documents, it is useful to consider the following.

As we can see every day, a new set of target students – as well as maybe the standard one – demands new services: young adults at risk of dropping out, adults who turn to study, unemployed young graduates. In general, these different target audiences need guidance and certification services alike, both instrumental in obtaining titles or certifications useful to facilitate the entry or re-entry in the world of work, not only for personal aspirations, but also for social and economic needs.

The methodological model entails:

- the submission of a presentation letter, including the reason for the request;
- an Europass CV;
- an application form (in Italian: *Tavola degli apprendimenti*): including the applicant's qualifications and certified learning, together with their work experience, with reference to formal, non-formal and informal learning, in terms of learning outcomes.

We generally receive very positive feedback from students who have gone through the process, which we like our students to think of as a learning and guidance experience, supported by a personal tutor.

The outcome is a Dossier that stays also with the students, regardless of the application results (acceptance or rejection of credit claim).

This type of guidance and counselling services are not available in all Roma Tre University Departments, neither are they in all Italian Universities.

National research studies on this kind of services are outdated; we have only some little patchy researches about the state of the art.

The Council Resolution of 19 December 2002 on the promotion of enhanced European cooperation in vocational education and training and the Copenhagen Declaration of 30 November 2002 requested the development of a set of common principles regarding the validation of non-formal and informal learning.

A European Inventory on the validation of non-formal and informal learning containing up-to-date information on current validation practices in European countries has been published regularly since 2004, while European Guidelines for validating non-formal and informal learning were published in 2009.

The conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 18 May 2004 promoted Common European Principles for the identification and validation of non-formal and informal learning.

The Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 18 May 2006 on the recognition of the value of non-formal and informal learning within the European youth field invited the Member States to enable the identification of competences acquired through non-formal and informal learning, with a view to their recognition on the labour market.

In the Bruges Communiqué of December 2010, the European Ministers for Vocational Education and Training, the European Social Partners and the European Commission declared that participating countries should start to develop, no later than 2015, national procedures for the recognition and validation of non-formal and informal learning, supported, as appropriate, by national qualifications frameworks.

The Bilan de compétences

Roma Tre enhances and promotes the integration of students and graduates in the labour market thanks to the work of several Offices.

University collaborates with the "Porta Futuro University Network" (Porta Futuro in English: door to the future), which integrates the University placement services to allow all students and citizens to professionally develop through counselling and training activities for better positioning in the world of work.

Among the additional services provided for by the project PORTA FUTURO, there are a guidance career service and the Bilan de compétences. The first one provides guidance to help make decisions on work through an assessment of attitudes, talents, expectations and individual competences for the achievement of professional goals.

During 2017-2018, in the framework of this collaboration, our research team carried out diversified guidance activities:

- a pathway of Bilan de compétences;
- a guidance pathway;
- a School-Work Alternance project.

The Bilan de compétences was organized around three individual interviews and two group meetings, during which some tools of an autobiographical-narrative nature and others were used to determine hypothesis and possibilities of professional and personal development, with the support of a qualified counsellor.

Target audience were different: students who were close to graduation, unemployed graduates and graduate workers.

The objective was to learn about the beneficiary's education, training, work experiences, competences and resources, personal interests and identify strengths and areas for improvement.

The process ends with a final phase during which a synthesis report is delivered (written by the counsellor and shared with the user).

Due to shortage of funds, the standard number of individual activities provided by the BdC methodology implemented by CRES IELPO was reduced to enable more people to take part in the entire Project.

In spite of this, the results confirm the validity of this method/approach.

The main motivations of beneficiaries to join the project were to identify their professional and personal skills and competences, how to present them in a CV and learn how to describe them during a job interview. For some it was about rediscovering their motivation to finish their studies and the key to support them was the definition of a development project, beyond university, based on their personal strengths.

The School-Work Alternance

In Italy, with Law 107/2015, the School-Work Alternance (ASL) pathways have become compulsory and an integral part of the educational offer of all secondary school curriculum. The number of hours to allocate to ASL was increased.

The Law required high schools and technical high schools to provide at least 200 hours and 400 hours respectively of work-related learning, spread over the last three years of school. They are also required to include the programme in the 3-year plan of the curriculum. The work-related learning was to be assessed at the final exam and was one of the requirements to be admitted to it.

However in 2018, a new Law - 145/2018 – brought down the number of hours to be provided for ASL to 90 hours for high schools, 150 hours for technical schools and 210 hours for professional schools); reducing the allocation of funds accordingly and, at the same time, also changed the name of the work-related programme to Learning Pathways for Transversal Competences and Guidance (in Italian: PCTO Percorsi per le Competenze Trasversali e l'Orientamento).

Now, the debate is very lively, because, in August 2019, the National Council of Public Education (in Italian: CSPI - Consiglio nazionale della pubblica istruzione, which is an Advisory Body of the Ministry of Education) reviewed the New Guidelines for the PCTO, asking the Ministry of Education to make some changes. Some of the key points of the Council Opinion read as follows:

- counselling and guidance services become for schools a proper training project for people, transversally connected to the subjects included in the school curriculum and constitutes an integral part of it.
- Guidance is not a bare set of information on the opportunities available in a given territory, nor it can be reduced to a simple contact with the world of work, because both these actions cannot have any guidance function if they do not fit into the individual's inner guidance path, reflective, aimed at discovering one's own potential and interests. The process is at the same time private and social as it involves the knowledge, people, activities and places a person is engaged with. In other words, it is achieved during schooling thanks to the appropriation of culture.
- For the Council, it is essential to change a view of guidance services as a plain information service to a nature transversal and continuous dimension that spreads across disciplines, since kindergarten, and therefore linked to the development of key life competences. To provide guidance means giving a time and a place to find new direction, thanks to the knowledge acquired about the world and about oneself in the world. In this sense, we speak of an actively "practised" guidance.

Since 2015, at Roma Tre University a significant number of new ASL Projects for high school students have been proposed: more than 100 were carried out and over 300 schools and 3000 students have been enrolled (Fig. 1, 2 and 3).

In 2017, a great deal of work was done for the ASL Project by Roma Tre, but since 2018, further to the change in the national legal framework, the project could not have the desired developments. The New Guidelines were published on September 2019 and they are applicable to secondary schools from the 2019/2020 school year. The pathways for schools were projected before this pubblication, so today the situation is of transition.

Figure 1: ROMA TRE - ASL pathways

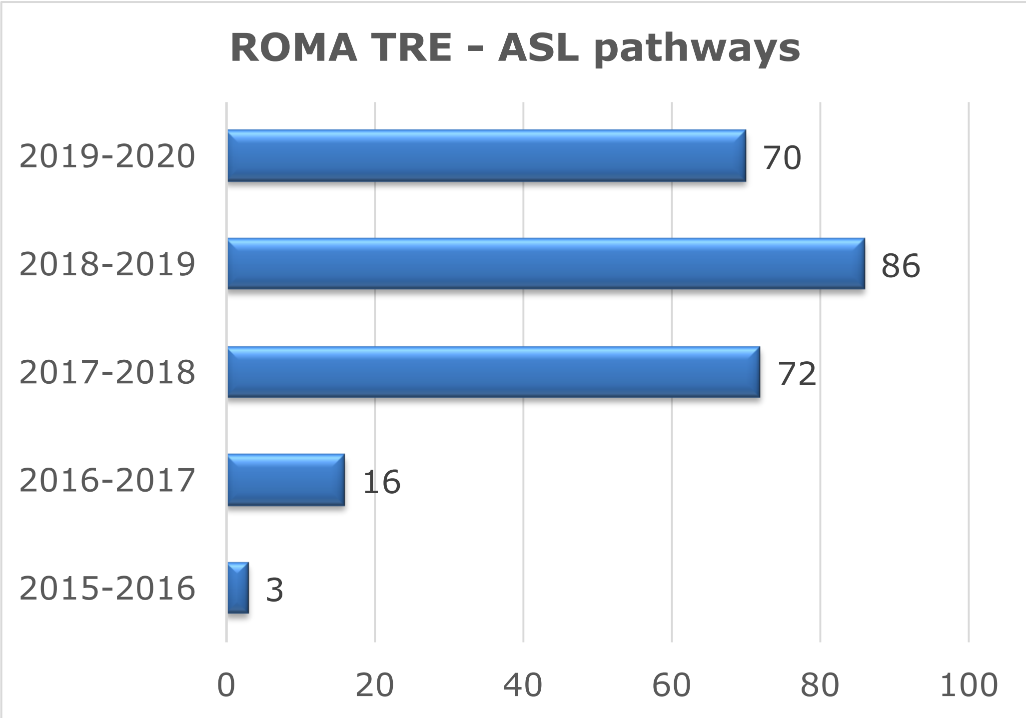


Figure 2: ROMA TRE - Schools involved in ASL pathways

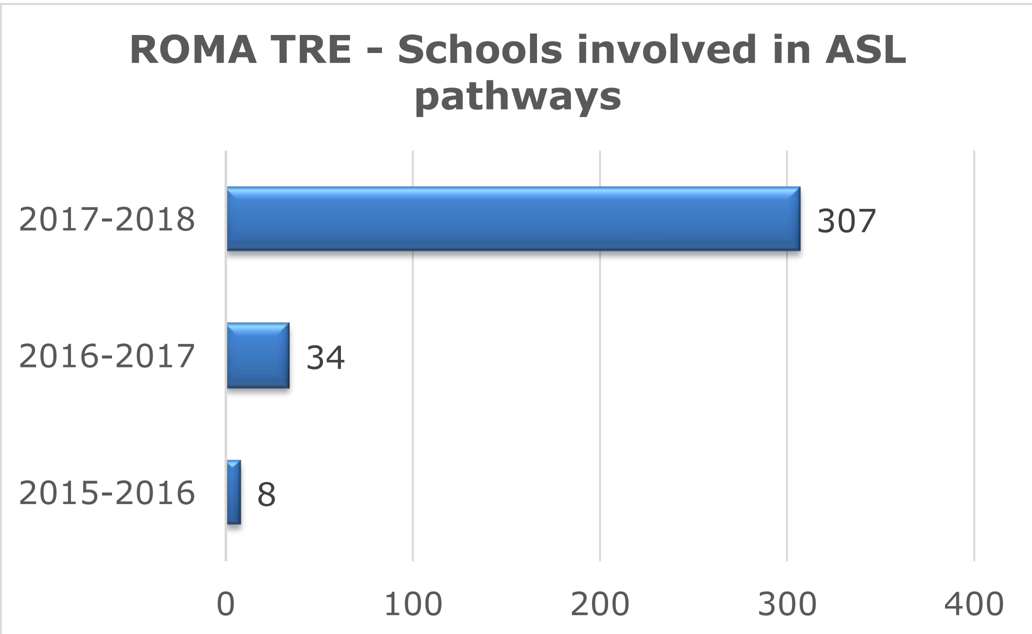
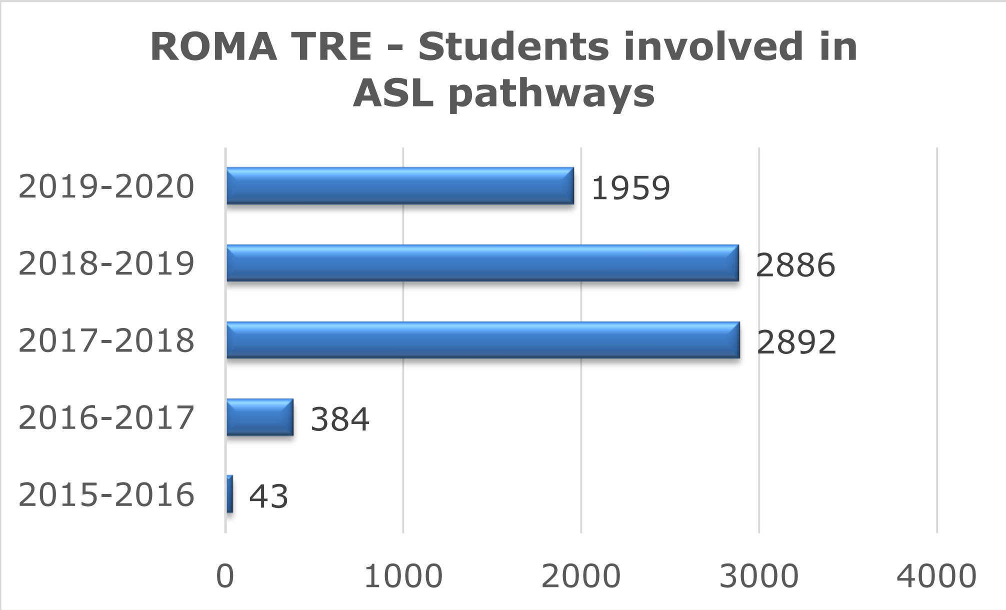


Figure 3: ROMA TRE - Students involved in ASL pathways



It is important to mention ASL – now PCTO – have also been promoting learning experiences for students to develop key competences for citizenship: those needed by all, for personal fulfilment and development, to allow for self-construction, meaningful relationships, social inclusion and positive interaction with the social environment.

With the Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 1 89/01) the Reference Framework sets out eight key competences:

- Literacy competence,
- Multilingual competence,
- Mathematical competence and competence in science, technology and engineering,
- Digital competence,
- Personal, social and learning to learn competence,
- Citizenship competence,
- Entrepreneurship competence,
- Cultural awareness and expression competence.

The areas of action are:

- learn to learn
- plan
- communicate
- collaborate and participate
- act in an autonomous and responsible way
- solve problems
- identify connections and relationships
- gather and interpret information

It is maybe time for universities as well to work harder and more diligently on these competences and areas of action. People are constantly tested, more and more often during their studying, lifelong learning and work life. The demand for support in understanding the continuous change is growing.

Future development opportunities

In recent years, the concept of guidance has evolved from a "welfare" to a "promotional" vision. The guidance function represents a help mechanism based on the recognition of subject's centrality, and is based on counseling" (Capogna, 2011, pag. 143).

University Roma Tre is very interesting in develop innovative guidance projects for students and graduates. The Bilan de compétences can play a crucial role. There are great devolopment opportunities but also some threats.

In Italy, the Bilan de compétences is more and more often used by Regions in projects for adult guidance and in regional procedures of certification of competences.

However, some questions arise:

- What methodology is being used within the framework of Bdc?
- Are there some standards that have to be followed?
- Is it important to comply with the process provided by MODEL of the Bilan de compétences method? Why and how?
- How important is to train BdC Counselors?

As mentioned before, CRES IELPO is a member of FECBOP and as such, it adheres to the EUROPEAN QUALITY CRITERIA system promoted by the Federation, which sets out a reference quality criterion and a training standard for BdC counsellors.

The Centre works with a model of Bilan, which is carried out according to this criterion. A quality-training model for BdC cousellors is also necessary.

In 2014-2016, Roma Tre University together with FECBOP ran a partnership project promoted by ERASMUS+: COMPCERT. Certification for Competence counsellors.[21] One of the objectives of the project was to contribute to offer possible answers to the above written questions.

The project was a KA2 - Strategical partnerships with partners from 6 countries. The aim was the development, testing and implementation of a Europe-wide advanced training as a competence balance trainer of the French model of Bilan de compétence. Thereby the priority have the labour market and the orientation of the process of competence balance to the needs and requirements of the European labour market. In terms of methodology, the competence balance is not clearly distinguishable single method, but it is rather a multimodal approach, where the personal conversation between competence balance trainer and client is a central component in the phases of the competence balance process. Furthermore, there is always a relation to the labour market. Beyond psychological tests are part of the standard methods. The competence balance takes place in accredited establishments. The method of competence balance of

[21] Further information are available from http://www.compcert.eu/project-outputs.

French model is a process of competence documentation and evaluation and always focused on the individual. Therefore, it is on the one hand a step toward the international trends of the recognition of informally acquired competences and, on the other hand, an appropriate instrument for empowerment the responsibility of the participants. A variety of institutions in Europe operates with the French model of competence balance. The institutions have founded a European holding organization - Fédération Européenne des Centres de Bilan et d'Orientation Professionnelle (FECBOP) - and a European quality of competence balance with 11 quality criteria according to the French model.

The quality criteria are the following:

- Criterion 1: Purpose of Bilan de Compétences (BdC). The purpose of the BdC is to define a career project integrated into the socio-professional environment of the beneficiary to support the personnel and social development.
- Criterion 2: Principles. The beneficiary is an actor of his BdC. He is a subject, not an object of expert analysis.
- Criterion 3: Introductory Information. The introductory and information phase precedes the realisation of the BdC.
- Criterion 4: General Organisation. BdC includes three distinct phases; each of them includes at least one face-to-face interview.
- Criterion 5: Conclusions. The conclusion phase should produce a final report that is handed to the beneficiary.
- Criterion 6: Recognition and Accreditation. The BdC contributes to the recognition or validation of results of informal or non-formal learning.
- Criterion 7: Multidisciplinary Competences and Practices. The staff of the centre of BdC has skills that guarantee a multidisciplinary view.
- Criterion 8: Further Training of Counsellors. The centre provides the necessary means for training and professional development of counsellors.
- Criterion 9: Research and Development. The centre ensures continuous development of methods and practices based on monitoring and research.
- Criterion 10: Follow-Up. The centre carries out the follow-up of the beneficiaries and controls the process and the results.
- Criterion 11: Local Development and Networking. The counselling is based on the strategic management that takes into account the policies of local development as well as the needs of the labour market and companies. It proposes guidance in the perspective of the lifelong career path.

A training model for counsellors was also provided; because the cultural and experiential background differences it is crucial to guarantee the quality of the Bilan de competence (Tab. 1).

Table 1: The training model for the Bilan Counsellors

		FRONTAL LESSONS	ON LINE ACTIVITY	INDIVIDUAL STUDY	Hours	Credits
1	**Module 1. Admission criteria, Psychological, social and pedagogical dimension of the Bilan de Compétences, continuous evolution of the BdC Counselor**	**6**	**5**	**14**	**25**	**1**
1.1	Admission criteria and personal and continuous evolution of BdC Counselor	2	1	10		
1.2	Psychological, social and pedagogical dimension of the Bilan de Compétences	4	4	4		
2	**Module 2.The technical training for the BdC counsellor**	**54**	**19**	**52**	**125**	**5**
2.1	Welcome and information	4	1	2		
2.2	Conclusion of the contract	6	1	2		
2.3	Autobiographical method	10	4	6		
2.4	The psychometric dimension	10	3	5		
2.5	Competence portfolio	8	5	20		
2.6	Observation procedure	8	2	5		
2.7	Conclusion phase and final report	8	3	12		
3	**Module 3.Supervision, monitoring and final examination**	**8**	**2**	**90**	**100**	**4**
		68	**26**	**156**	**250**	**10**

In Italy, the reduction of high school graduates, who finish upper secondary education and enroll at university, the high dropout rate and the difficulty of successfully completing a university education path are complex phenomena.[22] They can be overcome also through the commitment of universities supporting young graduates when choosing their university studies and during the first years of university course.

To support universities in these actions, with Ministerial Decree 1047/2017, the Ministry of Education introduced the POT – Piani di Orientamento e Tutorato (Guidance and Tutoring Plans). The expectation is to encourage universities to integrate in their development strategies also those related to guidance and educational success for all degree courses.

The POT extends the active and participated approach to guidance and tutoring to all degree courses (some similar actions have been implemented in scientific courses during past years). The Plans are organized around thematic intervention issues and can include multiple degree courses in synergy.

A university and work world in continuous evolution is the context of action of the Plans: it requires more targeted and interdisciplinary guidance and assistance projects for careers. In this direction, the Plans intend to offer a contribution to the achievement of the strategic objective of the Career Management Skills development, through an enhancement of the path choice

[22] Further information are available on the website https://www.istat.it/it/archivio/236772.

phase, updating of the teaching programs and assistance to the study during the initial years of the university.

Main objectives are the development of a conscious choice of the university path, through meetings, courses, laboratories and summer schools addressed to students of the last three years of secondary school; conferences, workshops and training courses for secondary school teachers aimed not only at updating knowledge, but also at developing new teaching programs in greater synergy with universities; the reduction of drop-out and improvement of school careers through constant and student-oriented tutoring and self-assessment activities on specific thematic areas of intervention. The Tutoring action concerns: activities for students enrolled in the first or second year of a single cycle degree or master's degree course, in particular, aimed at those who have encountered initial training obstacles; training initiatives addressed to tutors to provide them with the basic tools necessary to support and guide students; preparation of supporting material for tutoring activities, to consolidate good practices; development of monitoring actions to identify the most effective tutoring methods.

These actions show substantial differences compared to the Bilan de compétences, but they represent a fundamental step forward in recognizing the crucial role of university guidance services.

In line with the ideas suggested, Universities today have two main challenges to face.

The first one is the integration of innovative and permanent guidance services for all types of students that take into account the real needs of a diverse range of people:

- services to recognise and validate formal, non-formal and informal competences, with particular reference to adults who return to University;
- services to develop strategic and transversal competences for study and work:
    - Pathways of guidance (very useful at the beginning of studies);
    - Pathways of Bilan de compétences (very useful at the end of university studies).

The second one is to rethink univerisities' cultural and political role.

Universities are called to prepare students - and to accompany adult learners who return to study - for the challenges of today's world of work; to become "self-navigators", as mentioned before; through innovative guidance services and multidisciplinary – open – pioneering learning processes.

Universities must complete their transformation from "exclusive owners" of knowledge to organisers, enhancers and promoters of widespread knowledge in society and the world of economy. While not forgetting, of course, the creation of new knowledge, which remains a distinctive element of Universities, through research. It is strange that this aspect has been analysed especially only in terms of new teaching methodologies, which put the learner at the centre, without realising that the centrality of the learner also changes the role of the university (Palumbo & Proietti, 2019).

Universities have an important political role to play, facing the contradictory messages sent to learners from contemporary society. On one side, the pressure on individuals, presented as the only ones responsible for their future, called to solve through their life trajectories the problems that society is not able to face. Universities cannot ignore the pressure on individuals, and must answer with stronger services for guidance, lifelong learning, recognition of competences (Palumbo and Startari, 2013; Palumbo & Proietti, 2018; Proietti, 2018; 2019). On the other side, Universities must fulfil the task of soliciting critical thinking and awareness of learners as citizens and strengthen their ability to be active citizens. This can happen in two ways. Firstly, by cultivating the critical thinking that has always characterized universities and has often justified the suspicion with which power holders have considered it: indispensable for the progress of science, but dangerous for social consensus, for privilege preservation and for the reproduction of inequalities. Secondly, promoting forms of social innovation and participatory social design that enable scientific knowledge to enrich social life, from welfare services to the circular economy to environmental sustainability (Palumbo, Proietti, 2019).

As Morin (2004) explains, exactly when the planet increasingly needs our ability to understand fundamental and global problems, exactly when we need to understand their complexity, the traditional teaching systems adopted in all our countries continue to cut into small pieces, to separate, the knowledge that should instead be interconnected. We continue to form one-dimensional minds and expert reductionists who privilege one dimension of human problems and overshadow all others. Hence, the urgent need to "educate in the planetary era". This task requires a reform of our way of knowing, a reform of our way of thinking, a reform of teaching: three independent reforms. We need to create a planetary citizenship, which does not replace the traditional national, regional, local citizenships, but accompanies them and integrates them all, laying the new foundations for individual and collective identities that are multiple, flexible, complex, evolutionary (Morin, 2004, pp. VIII-IX).

This is still a great challenge for Universities of the XXI century.

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Professional transit of women into IT

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Abstract

Digital literacy is becoming a standard requirement for many other occupations, and its importance is likely to grow due to rapid advancement in technologies. However, young women do not consider IT as a choice for further education or employment. Therefore, only 15 % study IT and 10 % work in IT-related fields. This paper deals with the professional transit of this underprivileged group into the IT field (a typically male field). The results are interpreted on the basis of a two-year program of the Digital Academy from Czechitas focusing on retraining 300 women (mainly women on and after maternity leave and fresh university graduates) for technical positions in 2017 and 2018 in the Czech Republic. Czechitas is young Czech organisation which help women, girls, children but also parents and teachers to explore the world of information technologies through workshops and long-term courses on different levels of expertise, focused on particular knowledge or technology. Czechitas are focusing on new approaches to helping people identify and develop skills that are relevant for high-demand jobs. Through their existence they have realized that for the successful career transit into computing fields there is a need to empower and equip women with a complex system of hands-on technical workshops and also well designed concept of soft skills trainings.

Keywords: career transit; inclusion; women; IT; career management skills

Introduction and objectives

Only a well-balanced, i.e. also gender-balanced, team can result in top performance. A greater diversity of our workforce improves the ways of thinking, acting and innovating by combining different perspectives and approaches. And yet women make up less than 25% of ICT specialists in the U.S., 20% in northern European countries and 10–15% elsewhere in the OECD. In the Czech Republic, there are less than 10% women employed in IT, which makes the lack of women in IT a social problem that needs to be addressed (Deloitte, 2016) (Microsoft, 2017).

Since 2014 Czechitas, a non-profit organisation, (Czechitas, 2019), (Jarešová, 2017) have been supporting women in acquiring the right skills to embrace the opportunities related to ICT, and raising their chances of getting a new job in this perspective domain. We teach women and youth programming, web development, data analytics, online marketing and many other technical skills. But teaching only the hard skills is not enough.

In 2016 we set a goal to equip disadvantaged women in the Czech Republic with data analytics skills and confidence to embrace opportunities in STEM careers. We designed and launched Digital Academy supported by Google.org in the Czech Republic. Complex, hands-on, 400-hour intense training in data analytics for underprivileged women, mainly women on and after maternity leave and fresh university graduates (Ettlerová et al., 2006), (Ministry of regional development Cz, 2012-2016). The grant from Google.org was a big opportunity for us to extend and systematize our career management skills support activities. Not only did we aim to empower women but we also desired to help local companies with universal problem in the labor market and help them approach female talents in tech field. So we also created an important corporate partnerships.

Czechitas have become recognized as the leading platform in the Czech Republic actively addressing gender diversity in STEM. Also recognized abroad with numerous European as well as overseas awards, e.g. becoming the first organization from the Central Europe awarded the prestigious Google.org grant in 2016, and in 2018 becoming the first organization worldwide being awarded the Google.org grant for the second time (Czechitas, 2019).

Theoretical basis

Having women employed in IT has not only been a matter of the competitive advantage for the company. Digital literacy is becoming a standard requirement for many other occupations, and its importance is likely to grow due to rapid advancement in technologies and marketing tools (Forbes, 2012), (Accenture, 2016).

Research shows that young women do not consider IT as a choice for further education or employment. And this is likely due to the lack of confidence, role models, information or a belief that it might be challenging for them to work in predominantly male workplace (Microsoft, 2017). That is why, soon after our foundation, we have started with our career management activities to support our alumni with their career change. These activities included inspirational meetups with women in IT, open career soft skills workshops, individual consultations and job searching.

Methodology

The Digital Academy consists of five main pillars:

1. Single Entry Events

Providing introduction to various IT skills and mainly introducing data processing and visualisation to women with no previous job or work experience and aiming at attracting women into intensive course.

2. Academy Courses

A complex curriculum - a 3 months-long study program composed of technical intensive courses, which were launched each quarter, took place in three largest Czech cities (Prague, Brno and Ostrava) and each was attended by smaller group of 20 - 30 women. The vision of Academy courses is to help women to advance towards job in data science or IT.

3. Technical Mentoring Program

The goal of the Academy is to write final project where the participants have real-life experience with data-driven projects. Participants have one technical mentor, usually from partnering company, who is their guidance and mentor during the writing.

4. Career Management Skills Development Support contains

- 3 half day career workshops which help our participants to connect their newly gained IT hard skills & their personal and professional current background & labour market demands (focused on personal branding, self career management, reflection of excursions at partners companies, resume creation, LinkedIn profile and professional networking).
- One day workshop of presentation skills (as a soft skill preparation for final event where participants present their final projects) and individual consultations
- Set of excursions to the partnering companies (we prepare participants to be able to ask about the process of current recruitment and at the same time we prepare company partners to be able to present clearly their expectations they have about their future junior vs. senior tech employees)
- We have created a special material - Set of 2 worksheets for career self-management, also to help our participants keep the track of all soft skills topics within the DA
- Individual career mentoring & career search - Specially trained career consultants work closely with our participants during the Academy within workshops and individual meetings focusing on the overall ICT market overview, finding the right career trajectory within the opportunities of the Czechitas partners, set up a the right personal brand, creating modern resumes and LinkedIN profiles, cover letters, elevator pitch and interviewing practice.

5. Ongoing Alumni Program for our Graduates

We have created a system of special follow-up activities for graduates and Czechitas partner companies with specific advanced technical and soft-skills topics to support graduates on their path, to help them with updates in their new field, organize targeted trainings, special events, IT hackathons, to meet old/new professionals - to build data community both for men and women, to place, where the alumni can be connected with our partner companies and make their career change.

Results

In 2017 and 2018 we introduced data analytics to 1000+ women in 13 cities in the Czech Republic. We organized 10 Digital Academies in Prague, Brno and Ostrava, raised 300 new female data analysts (120 alumni in the first year, and 180 alumni in the second years, out of 700 applications). 123 alumni changed their career into STEM and more than 40 % of Digital Academy graduates found their job in IT within 3 months after the graduation.

We developed and systematized our career management activities, that enables youth and women to choose from different scale of our services. Starting from inspirational meetups, career counseling and career searching activities, including also affordable onsite workshops and events which are supported by our partners (open soft skills workshops, Czechitas Job Fairs), and ongoing advanced services as an individual career mentoring and career coaching. Actually we are developing online career management portal for our community to record the career path, with career tips and videos, online mentors and offers with IT job opportunities.

We also started with early education courses for kids 8–12 years old and special program for young high-school girls considering their further education, as wells as special events for female students in tech universities. Due to the complexity of topics we teach and range of target groups we serve (women, kids and youth, parent, teachers), regional scope and diverse educational formats, we were globally awarded by European Commission and SXSW in Texas, USA.

Conclusion

What we have learned:

- There is a tremendous demand for female talents in IT on global markets.
- Decisions about future career choices start at an early age, therefore influencing and inspiring youngsters has become a key activity.
- Women some years after graduation usually reconsider their career choice and interest in tech, but they need a helping hand.
- If you want to inspire more women to try work in information technologies you need to show them a role models (female lectures, speakers, success stories,,), educate them in safety environment, give them technical education with practical experience and hands-on exercises, also provide them soft-skills trainings with focus on their self-confidence.
- Career transfer of women into IT within half year is feasible if it is based on long lasting partnerships with multiple companies, philanthropy organisations, communities and universities that are mentoring, educating and recruiting our graduates.
- To launch a successful requalification project in data analytics you have to involved a specialists for project management, event management, education, technical lecturing and mentoring, but also career lecturing and consultations
- Local corporates, start-ups and other innovators are able to find new talents within our female alumni network if they are open to co-create and support our community, open to be flexible, to create internships,

mentoring programs or new entry level positions, or provide their employees to participate in our projects and events.

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Education and Training in Career Guidance at FHNW Switzerland: A strictly competence-oriented framework for psychologists/non-psychologists

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Abstract

In Switzerland, career guidance is regulated by federal law: the State Secretariat for Education, Research and Innovation (SERI), in cooperation with the Swiss Conference of Managers of Career Guidance Centers (KBSB), developed a skills profile which everyone must fulfill to achieve a diploma in career counseling. Since 2012, the University of Applied Sciences Northwestern Switzerland (FHNW University) has offered multi-disciplinary training for career counseling following the method of an apprenticeship, which consists of both a theoretical and a practical component. With regard to the former, lecturers from different departments of FHNW University (e.g., economics, applied psychology, social work, pedagogy), economic specialists and professionals from the fields of career counseling and reintegration counseling teach theoretical concepts and approaches and offer the possibility to practice in small groups. Simultaneously, the practical component takes place at a career guidance center where students are supervised and assessed by experienced, qualified career counselors. The skills for career counseling, as defined in the SERI skills profile, are assessed at FHNW University and at the career guidance center where the student is doing their apprenticeship. The university not only admits students with a university degree (in psychology or other), but also those with a higher vocational education and several years of professional experience in various fields. Our initial experiences with this MAS programme show that career guidance centers benefit from their cooperation with FHNW University as a possibility to train new employees near to the needs of the workplace and actively participate in advancing the profession of career counseling.

The goal of the article is to show the competence frame developed and used in Switzerland, and to present our MAS programme as an example to train and educate students with multi-disciplinary backgrounds in an inter-disciplinary setting at FHNW University in cooperation with career guidance centers.

Keywords: professional training and education, multi-disciplinary approach, competence and practice orientation, political framework

Introduction & Objectives

In Switzerland, career guidance is regulated by federal law and is traditionally closely tied to the vocational training system. The State Secretariat for Education, Research and Innovation (SERI), together with the Swiss Conference of Managers of Career Guidance Centers (KBSB), developed a skills profile that everyone with a diploma in career counseling must fulfill. Until 2012, it was only possible to study career counseling at four universities of psychology in Switzerland. Then in 2012, at the request of the Swiss Conference of Managers of Career Guidance Centers (KBSB), the FHNW School of Business, in cooperation with the FHNW School of Applied Psychology, developed a new approach to the training and education of career counselors. The training is like an apprenticeship that is organized into two parts, one academic and one practical. The academic part takes place at FHNW University on an inter-disciplinary and multi-disciplinary basis: lecturers from the various departments of FHNW and lecturers from the professional fields of career counseling and reintegration counseling teach theoretical concepts and approaches and offer the possibility to practice in small groups. The practical part takes place at a career guidance center where students are supervised and assessed by experienced, qualified career counselors. The university not only admits students with a university degree (e.g., in psychology or another discipline), but also those with a higher vocational qualification and several years of professional experience in various fields.

The objective of this article is to show the competence frame developed and used in Switzerland on the basis of federal law, and to present an executive education programme (Master of Advanced Studies, MAS) as an example to train and educate students with multi-disciplinary backgrounds in an inter-disciplinary setting at FHNW University in cooperation with career guidance centers. The initial experiences with this programme are discussed at the end of the article.

Background (theoretical basis)

Legal and Skills-Oriented Basis for Career Guidance in Switzerland

Career guidance in Switzerland is regulated by federal law (i.e., the Federal Act on Vocational and Professional Education and Training [VPETA], Swiss Confederation, 2002). As per Article 50 of this law, the federal government has established requirements for the recognition of programmes of study for career counselors. Furthermore, Articles 49 and 51 say that the cantons must ensure that their career guidance services provide adolescents and adults the information and personalized advice that they need to make decisions about their choice of occupation or course of study, as well as the structure of their professional careers. In cooperation with their affiliated partners from the field of career counseling, the State Secretariat for Education, Research and Innovation (SERI) developed a qualification profile as well as rules regarding passing requirements. The qualification profile is based on skills orientation (cf. Erpenbeck, von Rosenstiel, Grote & Sauter, 2017, Weinert, 2001) and includes a job description, a list of professional skills (see Appendix), and the specified level of qualifications; the passing rules show how the mandatory skills should be evaluated. The qualification procedures for educational institutions that provide training in career counseling are reviewed as part of a process defined by the federal government. The list of skills consist of the following skill areas:

- “Basic Skills” are mandatory for job performance (i.e. provide advice, lead a consultation session, diagne, inform clients, moderate group events)
- “Additional Skills” are helpfull in special situations (i.e. coaching, course design and implementation, research skills, public representation/public relations, project management)
- “Interdisciplinary Skills” are helpfull in order to show basic and additional skills (i.e. networking, quality management)
- “Social & Personal Skills” (e.g. self-evaluation, flexibility, stress and conflict management) support the other skills and are shown in other skill areas (e.g. being flexible in leading a consultation session).

Traditional Qualification Procedure for Career Counseling in Switzerland:

Up until 2012, there were four programmes in the German and French parts of Switzerland that offered the opportunity to acquire qualifications as a career counselor: in the German part of Switzerland, the Zurich University of Applied Sciences (ZHAW) and the Universities of Bern and Fribourg jointly offer an executive education master’s programme in career counseling (MAS in Career Counseling). Whereas the ZHAW is oriented toward individuals who have a university (bachelor’s) degree in various subject areas, the Universities of Bern and Fribourg require a master's degree in psychology. In the French part of Switzerland, the University of Lausanne offers a consecutive Master of Science in “the Psychology of Career Counseling,” and the University of Geneva offers an executive education master’s programme in “human resources management, with a specialization in career management” for individuals with a master's degree in psychology or other field of study.

New Qualification Procedure for Career Counseling at FHNW University (Methodology)

At the request of, and in cooperation with, the Swiss Conference of Managers of Career Guidance Centers (KBSB), the FHNW School of Business put together a methodically new offering that counteracts the imminent problem of recruitment in this occupation by making it possible for individuals with various professional and personal backgrounds – particularly those with a higher vocational training and many years of professional experience – to qualify to become career counselors. To ensure that the skills set out in the SERI qualification profile (2011) and the requirements of the KBSB are not only theoretically but also practically acquired, the FHNW School of Business chose a new methodical way of entering this profession, which is analogous to the apprenticeship: whoever would like to apply to the MAS in Career Counseling at FHNW University needs to have an occupation at a career guidance center for at least one year (at 60-80%) under the supervision of an experienced, qualified career counselor. Both public and private career guidance centers that offer advice on vocational choices, job searches, study programmes, and careers and positions at disability insurance/social insurance counseling centers may be considered. FHNW University provides students in this programme with in-depth knowledge and skills related to psychological, social, and economic matters in an inter-disciplinary way via its School of Business and School of Psychology and in cooperation with economic specialists and professionals from the fields of career counseling and reintegration counseling. To ensure skills orientation (cf. Bachmann, 2018, Erpenbeck, von Rosenstiel, Grote & Sauter, 2017, Weinert, 2001), the knowledge and skills acquired during the lessons are not only examined by FHNW University and practiced in peer-consulting groups but also directly and immediately transferred, tested and deepened via practical experience at the career guidance center. The supervisors at the career guidance centers assess the practical performance of students on the basis of the SERI skills profile (2011) by means of reflective reports and practical tests done by students at these centers. To coordinate this multi-disciplinarity, the programme head conducts at least four workshops with the career counseling supervisors and the module heads for the purposes of mutual exchange during the programme. The steering committee for the MAS in Career Counseling – which consists of members of the KBSB, directors of disability insurance/social insurance counseling centers and private career guidance centers, as well as members of the professional association profunda-suisse, FHNW University, and SERI – is continuously developing the curriculum for this programme further and also providing information about executive education opportunities following the attainment of a diploma in career counseling.

Initial Learnings (Results)

So far, FHNW University has concluded four MAS in Career Counseling programmes in cooperation with 44 career guidance centers. The graduation of the fifth programme will take place in Mai 2020, the sixth programme started in October 2019. There are 28 public career guidance centers from 18 cantons, 8 cantonal disability insurance/social insurance counseling centers, and 8 private career guidance centers (e.g., Paraplegia Center Nottwil, Brändi Foundation, Santis Training, Worklink of Swisscom AG). Of the 72 people who have either begun or concluded the MAS in Career Counseling so far, 46 (64%) have a university degree and 26 (36%) have a higher vocational qualification. Until now, only four people (either with or without a university degree) have dropped out of the programme, because they found it to be either quantitatively or qualitatively overwhelming. The specializations in the entry qualifications are diverse: psychology, pedagogy, educational sciences, sociology, geography, history, business administration, business information technology, technology, nursing, social work, social education, speech therapy, insurance, banking, human resources, marketing and communications. Most of the 58 graduates (80%) so far in this programme found permanent employment with the career guidance center that they were working for right after finishing their studies (or they were already permanently employed by them), and the remainder quickly found one (sometimes already during their studies) in other career guidance centers.

Benefits for Guidance Centers (Conclusions)

The graduates of the MAS programme in Career Counseling at FHNW University are trained on the basis of current educational policy strategy in Switzerland (cf. Hirschi, 2018, S.34f, SERI, 2018: Vision Vocational Education 2030). Their training is focused on the conveyance of practice-relevant skills. They are in demand on the job market, because they have practical professional experience, which includes at least one year of qualified work experience as a counselor thanks to the dual education system. The career guidance centers with whom apprenticeship contracts are concluded use the cooperation with FHNW University, within the framework of the MAS in Career Counseling, as an opportunity to develop trainees for their own job positions and for the career counseling profession in a targeted way. Furthermore, the career guidance centers have the opportunity to submit research questions and reflection areas to be answered in MAS thesis or performance records.

Overview of Professional Skills for Career Couseling

	Skills Area	Skills						
A	Providing advice	A1 – Clarifying client questions	A2 – Defining goals	A3 – Finalizing a contract	A4 – Delivering the agreed service	A5 – Continuously monitoring the process		
B	Leading a consultation session	B1 – Determining the available information and the status of the consultation process	B2 – Carrying out the consultation session	B3 – Preparing a summary	B4 – Determining interventions	B5 – Tracking the file		
C	Diagnosing/evaluating	C1 – Determining the dimensions to be examined	C2 – Choosing the appropriate assessment techniques	C3 – Ensuring optimal conditions for the implementation of a reliable diagnosis	C4 – Evaluating and interpreting the results	C5 – Communicating the results	C6 – Integrating the results into the consultation process	
D	Informing (clients)	D1 – Clarifying the information needs	D2 – Looking for and using suitable information sources	D3 – Choosing and conveying information taking into consideration the specific client needs	D4 – Suggesting appropriate methods for finding the information	D5 – Ensuring that the information is integrated into the whole process		
E	Moderating group events	E1 – Clarifying the needs of the participants	E2 – Determining the content	E3 – Using the appropriate intervention techniques	E4 – Supporting the process while taking the group dynamic into consideration	E5 – Ensuring the integration of results into the projects of individual participants		
F	Providing support/coaching	F1 – Assessing the current situation	F2 – Preparing an action plan	F3 – Supporting the client in a process-oriented way	F4 – Assessing the progress			
G	Designing & implementing courses	G1 – Designing and planning the course	G2 – Informing about the scope and goals of the course	G3 – Implementing the course	G4 – Continuously monitoring the development of the course and the learning effects			
H	Conducting research	H1 – Identifying and describing the questions	H2 – Establishing one's own research design	H3 – Collecting data	H4 – Analyzing and interpreting the data	H5 – Drawing conclusions	H6 – Communicating the results	H7 – Incorporating the results into the orientation and consulting practice
I	Representing career counseling in public	I1 – Keeping oneself informed about specific themes related to career counseling	I2 – Choosing the strategy, content and form of communication	I3 – Passing on information	I4 – Examining the effectiveness of the communication			
J	Leading a project	J1 – Clarifying the goals	J2 – Putting together an action plan	J3 – Implementing the project according to well-established standards	J4 – Examining the project's progress	J5 – Communicating conclusions	J6 – Ensuring the transfer of what was learned into practice	
K	Working in a network	K1 – Finding out the name of the contact person	K2 – Making contact and determining the form of cooperation	K3 – Developing an efficient cooperation	K4 – Examining the quality of the cooperation			
L	Assuring quality	L1 – Regularly collecting the defined measured values	L2 – Collecting data	L3 – Evaluating, interpreting and discussing the results	L4 – Examining the effectiveness of the implemented measures			
M	Demonstrating social and personal skills	M1 – Evaluating oneself	M2 – Educating oneself further	M3 – Updating one's know-how	M4 – Staying in personal balance	M5 – Showing flexibility and adaptability	M6 – Building a relationship	
		M8 – Adapting to a particular target audience	M9 – Orienting oneself to the client's needs	M10 – Managing stress and conflict	M11 – Determining priorities	M12 – Efficiently managing time	M13 – Maintaining the professional code	M7 – Creating a trusting relationship
		M14 – Taking the initiative and being creative	M15 – Developing (oral and written) communication skills					
	Legend:	Basic Skills	Additional Skills	Interdisciplinary Skills	Social and Personal Skills			

Figure 1: Overview of professional skills for career counselling in Switzerland (SERI, 2011)

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Clearing the FOG – Studying personal participation in solution-focused counselling

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Abstract

Based on the idea of subject-scientific research on a subject's personal conduct of everyday life, we describe a subject-scientifically informed way of conducting solution-focused counselling conversations. We take a practical look at counselling conversations by utilising the methodological concept of 'fabric of grounds' (FOG) as a counsellor's tool. The experiences are gained in conducting research interviews, by the means of solution-focused counselling and analysing the data according to the FOG method. We present a case example from these research interviews illustrating how the conversations were designed and analysed. We suggest, that it is possible to construct three different FOGs in counselling conversations: a 'problem FOG', an 'alternative FOG', and a 'process FOG' between the first two. The results show that in addition to helping students in counselling conversations to outline alternative solutions to their problems, with FOGs we can create knowledge (1) about different ways for students to participate in the (past, present and possible) scenes of their everyday living, and (2) about the conditions experienced by students in the context of counselling at school. Therefore, with the knowledge gained in everyday work, the counsellor can continue to develop counselling practices and conditions. Also, we suggest that FOG works as a tool for students offering them a way to consider and create solutions in future problematic situations.

Keywords: counselling, subject-scientific psychology, conduct of everyday life, fabric of grounds

Introduction and objectives

In everyday practice in schools, it is often realistic to see counselling (e.g. students meeting with a guidance counsellor) as a one-off happening where a solution is found in a limited time. It is not very common for a counsellor to meet the same student twice, given the circumstances of the counsellors' working hours and the number of students for whom they are responsible. The approach presented here was used in 18 one-off interviews in the context of studying early school leaving in Finnish general upper secondary schools. The upper secondary schools in Finland consist of two options chosen at the end of the compulsory lower secondary school: the 'academic track' in general upper secondary schools prepares students for polytechnics and universities, and the ‘vocational track’ in vocational upper secondary schools qualifies students for a profession. The students in upper secondary schools are aged 16–19.

The students interviewed (n = 18) had either left the school without graduating (n = 9) or they had recently graduated despite several difficulties in their studies (n = 9). The interviews were designed in a solution-focused way to make the experience as smooth as possible for the participants, considering the potentially sensitive themes. The data were analysed by applying the fabric of grounds (FOG) method. The results showed the practicality of FOGs as a tool in counselling conversations. According to Suorsa (2015), subject-scientific and solution-focused approaches have certain similarities: they focus on the subjective experiences and everyday practices of the subject, highlighting the cooperation between the subject and the researcher/counsellor. Also, both approaches address the participants’ actual and potential possibilities for action and for finding new ways of utilising individual and social resources.

Theoretical basis and methodology

‘Conduct of everyday life’ is a central concept in the subject-scientific approach to personality. The concept entails focusing on individuals’ continuous challenges to manage their participation in past, present and possible scenes of everyday living. ‘Conducting’ one’s life includes routines and habits, with which the individual maintains as coherent a life as possible. Subjects are seen as actively *participating* in maintaining and changing their living conditions in certain ‘life scenes’. Subject-scientific research focuses on the conditions from the subject’s point of view. In that respect, acting is always seen in one way or another as ‘subjectively functional’, meaning that they are reasonable from the subject’s point of view. Subjects live their lives simultaneously in different life scenes within and between which they move constantly. For agency, this kind of *translocality* results in the need to learn different skills both in moving between life scenes and in acting in a particular life scene. The concept of *historicity* entails both personal and societal historical changes in different life scenes: the demands for the skills needed to act as a competent participant in the community in a particular life scene change with the passage of time. The conditions of participation also change over time: succeeding in upper secondary school requires different skills in 2019 than it did in 1999 (Dreier, 2011; Holzkamp, 2013).

Subject-scientific research on people’s actions and experiences focuses on their ‘grounded participation’ in the scenes of everyday living. In empirical research, this is done using ‘fabric of grounds’ (Suorsa, 2015). The FOG is a theoretical construction about the relationship between the subject’s experiences of social conditions and their subjective reasons for action. It is constructed in the following pattern: in the situation of X, I think, feel and/or act Y, because of Z. In discussing ‘Ys’ and ‘Zs’ together, the possibilities and restrictions of the situation become visible, as they are experienced by the student. It shows, how the students perceive their possibilities for action (and what does not occur as a possibility to them) in that particular life scene in that particular situation. In research, making conditions visible means having the possibility to articulate certain, for example, socially unjust, conditions. It also includes the idea of participants becoming aware of their own grounds for action, enabling them to make changes in their manner of living if necessary. In counselling conversations, in the school context, the basic principles are common to all situations, making the FOG method useful.

The case example presented here to illustrate this approach to counselling is based in an interview with a 20-year old male who had decided to quit his general upper secondary school studies a couple of months before the interview. The researcher (KR) constructed FOGs after transcribing the interview.

Results

The FOG counsellor starts the conversation by constructing the understanding of the student's life scene where the problem arises. In solution-focused counselling, this is called 'concretising the problem'. The counsellor increases the awareness of the student's other life scenes and significant others concerning the problem by asking questions about how the student acts in the problematic situation, with whom, and with what kinds of emotions and thoughts. In the research interview, the interviewer (KR) asked about the experienced benefits of acting in a particular way for the student. With this kind of knowledge, the counsellor can help the student to identify *with* whom or *for* whom the student makes decisions in the situation. During the conversation, the counsellor helps the student to articulate the 'problem FOG' in a problematic situation. In our case, based on a research interview, the problem FOG (considering quitting school as a problem) was constructed:

> After realising, that I was not interested in general upper secondary school studies anymore, I still tried to find motivation by having a break and replanning my studies to last three and a half years instead of the usual three years, because I had studied so much [over two years] already and because no one was in favour of me quitting. My mother almost got angry, my friends wondered why I would quit having done so much work, and my class tutor teacher was encouraging me to find a proper way to study.

The next step for the solution-focused counsellor is to help the student to imagine an everyday life when the problem no longer exists. The FOG counsellor continues to articulate the 'alternative FOG' with the student: in the situation of X, I *want to* think, feel and/or act Y, because of Z. Here the student starts to see more consciously how things are actually happening, what the constraints of the present situation are, and what kind of solutions there could be for the problem. In our case, the student himself had already found a solution:

> In the future, I want to work in an occupation I'm interested in, where I can work with people rather than be office-based, and I want to do something with my hands, because now, I realise, that I can only be motivated to do something that really interests me.

At the last phase of the counselling conversation, the solution-focused counsellor takes concrete steps towards the ideal situation. For the FOG counsellor, it is essential to articulate the student's useful skills from other life scenes, or the first life scene discussed, thereby helping the student to see the applicability of these skills to acting differently in future problematic life scenes. The skills can be captured from the experiences the student has gained in trying to solve the problem, and/or they can be outlined during the counselling conversation. Talking about the benefits the student might gain by acting out the alternative

FOG might help to highlight the importance of significant others. In our case, the supportive skills captured in the conversation were the power of gaining experience in decision-making situations, extensive consideration before making a decision and the support of significant others. The following 'process FOG' describes the contrast between the problematic moment and the anticipated future:

> When I felt unable to continue with my studies, I decided to quit. My mother got used to the idea, and my class tutor teacher and guidance counsellor also supported me. I finally realised that I was more interested in vocational education where I could learn by doing rather than by studying. I had work experience in my father's firm, and my elder brother had been telling me interesting things about military service, where one can also gain a vocational education, for example, as a bus or truck driver.

Working with FOGs, the counsellor gains insights on the situation from the student's point of view, why in this situation (and under these conditions) the student thinks that it is reasonable to act in that way. In the problem FOG situation in our case, the student had tried to make changes to his conditions, for example, in replanning the timing of his studies. He felt that he did not have any support for his plans to quit, which, at first, did not allow him to see quitting as a possibility. When his mother and friends accepted his plan, and he also found support from his personal experiences and those of his elder brother, it made sense from his perspective to make a decision, as shown in the above FOG process.

It is noteworthy that, in the interview, which focused on experiences of quitting school, counselling and other support services did not seem to have a role. The role of the guidance counsellor in the story was only to guide the student in replanning studies in the problematic situation and to offer support *after* the decision to quit was made. When asked if the possibility of seeking help had occurred to the student, he said that counselling did not have anything to offer him. By the time he thought of counselling, he was no longer willing to find the motivation to continue at school.

Conclusions

In the counselling conversation, FOGs can be constructed in cooperation between the student and the counsellor. In the interview, it was possible to create novel descriptions about the problematic and desired situations *with* the student and to highlight the skills the student already had. In addition to articulating different solutions for the students' problems, a feature of good-quality counselling is to offer the skills to cope with future problems. The skills articulated in the conversation emphasise the meaning of translocality and historicity in conducting one's everyday life: it is essential to raise the conversation about the skills already in use and the experiences already learned. In so doing, the student's life as a whole becomes the core issue in counselling. When taking life as a whole into account, instead of focusing strictly on the problem at hand, students may also be more motivated to find relevant solutions for their problems.

The student's subjective reasons for action in different scenes of everyday living can give the counsellor a holistic view of the student's problematic situation. The counsellor can also consider the life scenes unconnected with the school and the significant others with whom the student conducts their everyday life. These aspects can easily be overlooked in counselling sessions taking place during the hectic everyday life of school, dealing mostly with school-related issues.

When looking at the question from the student's perspective, the meaning of the conditions becomes apparent. At best, the counsellor starts to see some of the conditions concerning the school context as problematic. It is essential to ask by what means the various counselling resources of the school could be seen as possibilities from the student's point of view, or how the student could be supported in his efforts when trying to find motivation when traditional face-to-face counselling is not an option. The subject-scientific concept of the relationship between individual and conditions, and the mediating 'subjective reasons', also help counsellors to decide when it is reasonable to focus on individual motivation or self-regulation, and when and how to focus more on forming the collectives of which the student is part. It is noteworthy that the relevant situational knowledge already exists in everyday life at school, without the need for additional surveys or developmental projects.

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Agentic Action at the Intersection of Career Counseling and Psychotherapy

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Abstract

This paper explores the relationship between career and mental health domains through a focus on the meaning of agentic action in career counseling, the signature practice in the career domain, and psychotherapy, the signature practice in the mental health domain, and through the theoretical lens of counseling for work and relationship. Rather than a discourse about career, counseling for work and relationship posits three major social contexts of development, market work or work done for pay, care work in personal lives or work to care for self, others, and the environment, and relationships across private and public domains. This effort to bridge two different professional domains in order to see how these two practices might inform one another leads to an enriched understanding of the therapeutic potential of career counseling and to an enriched understanding of the significance of social justice in relation to the social context of market work in psychotherapy. The paper concludes by suggesting that a critical tool for social justice is the facilitation of empowering conversations between career counselors and psychotherapists and their clients and patients that address both personal and social sources of disempowerment. Such empowering conversations can be advanced by a revision of the theoretical lens of counseling for work and relationship, the introduction of a discourse about two social contexts of work for both men and women, market work and care work in personal lives, and the use of methods drawn from narrative psychotherapy that enable practitioners, both career counselors and psychotherapists, to engage in empowering conversations with their clients and patients.

Key words: Career counseling, psychotherapy, agentic action, social justice, empowerment

In response to the rare opportunity provided by the organizers of the IAEVG 2019 Conference to bridge the silos that characterize our academic and professional lives, this paper explores the relationship between career and mental health domains through a focus on agentic action in career counseling, the signature professional practice in the career domain, at least in the U.S. (Savickas, 2015) and in psychotherapy, the signature professional practice in the mental health domain. Although career professionals in other countries may well prefer to call the practice of helping people with their careers by other names, I use the term, career counseling, in this paper.

The practices of career counseling and psychotherapy across the world are very different: They differ in their theoretical grounding, in their aims, in the body of research that supports these practices, and in the complex infrastructure of professional training programs and professional associations that have developed around these practices. All of this is as it should be. Career counseling and psychotherapy are robust and vital specialized practices, serving critical, but very different, societal needs. Although the specialization of practices enables the kind of focused attention that leads to better practices, such focus may, also, at the same time, block out potentially useful perspectives. In this case, the question becomes: How might these two practices located in two very different intellectual and professional domains inform one another? How might these practices enrich one another?

To begin to explore the relationship between career counseling and psychotherapy, it is most interesting to consider the ways in which these two practices have carved up professional services such that one, career counseling, focuses on people in relation to their social contexts, specifically the social context of career (or what I refer to as market work or work that is done for pay), with little attention to inner emotional lives. If people have troubled emotional lives, they are considered candidates for psychotherapy. The second, psychotherapy, focuses on people in relation to their inner emotional lives, with much less attention to the social worlds they inhabit, especially the social worlds having to do with the market work they do. If people are struggling with the market work in their lives, they are considered candidates for career counseling. It is as if these two practices have split the personal from the social, specifically the social context of market work. So, what is this all about? What might we be missing because of this split between the personal and the social context of market work that is embedded in the practices of career counseling and psychotherapy?

In this paper, I consider the construct of agentic action, a central construct in psychotherapy as well as in career counseling, in hopes of developing a perspective that might enrich both practices. I also hope to shed some light on how the split between the personal and the social aspects of people's lives having to do with market work might cloud or restrict our vision regarding the connections between the personal and the social in people's lives. In this endeavor, issues of social justice become prominent.

Before embarking on an examination of the meaning of agentic action and its role in psychotherapy and career counseling, it is essential to spell out the theoretical lens, counseling for work and relationship, through which these issues are being examined (Richardson, 2012a, 2012b, Richardson & Schaeffer, 2013). Counseling for work and relationship subscribes to a contextualistic lens in which change and development are viewed as products of the interaction of persons in contexts, rather than of persons, per se. Thus, people do not just construct their lives: They co-construct their lives in interaction with the people and activities in the social contexts in which they participate. Although people interact in numerous social contexts throughout life, which can be categorized in many different ways, the theoretical lens applicable here posits that there are three major social contexts in and through which people take agentic action and co-construct the trajectories and paths of lives: These are market work (work done for pay), care work in personal lives (care of self and others and the environment), and relationships across public and private domains. Thus, rather than a psychologized notion of career as a separate part of self, persons are conceptualized as interacting in market work contexts and developing market work trajectories or paths, with the multiple paths and trajectories of development across social contexts considered to be interdependent.

Further elaborating this theoretical stance, and influenced by the work of Guichard (2015) and Summers (2005), the notion of linear time in human subjectivity is replaced by the possibility that both past and future are central to a person's subjective experience, past narrated time and envisioned future possibilities. This expansion of the temporality of experience also expands the role of the social context in human experience and development. The social context may include contexts of the past still present in one's experience, the social contexts of the present, and the contexts of future hoped for and/or feared possibilities. The centrality of time in this theoretical stance is further captured by emphasizing that when people co-construct their lives, they are essentially co-constructing their lives going forward. People are always moving forward in time.

What is Agentic Action

The term, action, is used to refer to human behavior that is suffused with human intentionality or human intentional states; that is, the hopes, desires, attitudes, beliefs, intentions, and fears with which we apprehend and experience our lives. Action is not typically used to refer to habitual patterns of behavior. For example, there is not much intentionality in brushing one's teeth in the morning. With the exception of such habitual patterns of behavior, most human behavior, if one attends to the subjective experience associated with that behavior, is suffused with intentional states. Bruner (1990), a major founding figure in narrative and cultural psychology, puts action at the center of one of his most powerful statements regarding the role of culture in human development.

It is culture, not biology, that shapes human life and the human mind, that gives meaning to action by situating its underlying states in an interpretive system (p. 34).

In other words, the subjective, intentional states that accompany and frame all actions are carriers of the culture that we inhabit. People make sense of their lives and their worlds and take action in these worlds according to the ways in which culture infuses meaning into these actions. For example, the simple action of a person making out a grocery list is rich with the influence of the culture this person inhabits and of that person's own personal interpretation of this culture. What is most significant for my purpose in this paper is the centrality of action-in-the-social context as the driver of development and the carrier of culture.

To refer to action that is agentic is to refer to action that a person consciously wants to take on some level. Although one can argue that all action is agentic because, on some level, all action is motivated one way or another, agentic action refers to action that, on some conscious level, a person wants to do. For example, there may be an unconscious reason or intentional state that explains procrastination, but for most people, procrastination is probably problematic. To procrastinate is not likely to be experienced as agentic. On the other hand, in most realms of life, the actions one takes; to study for an exam, to cook a meal for a family, to plan a trip, to write a paper, to make a plan with a friend; are likely to be the result of a confluence of factors, a mixture of wanting to do and not wanting to do something. The point I am making here is that the element of wanting to take an action, on some conscious level, is central to the definition of agentic action.

With respect to contextualism, agentic actions, as a manifestation of change and development, emerge from the interactions of persons in social contexts. What a person wants to do is a product of that person and the social context in which that person is functioning. People are embodied selves living within their skins and, at the same time, deeply contextualized in the social contexts they inhabit.

Although it is beyond the scope of this paper to fully locate agentic action in narrative theory, it is important to note that although narrative theory tends to focus on past time, on the stories or narratives that people tell about experiences they have already had, action can be considered the forward moving edge of narrative in lives (Richardson, 2012; Ricouer, 1984). According to Ricouer, future-oriented actions emerge in the present from the telling and retelling of the narratives of what has happened in the past. Actions in lives constitute potential emerging story lines, some of which, in turn, may come to constitute the narrative of a life. Thus, action has a focus on future time, on lives moving forward in time. It is especially through agentic actions that people's lives move forward in time in an intentional and directed way towards a life that people want to live.

The notion of reflexivity is central to the process of taking agentic action, especially in a world of radical and rapid change such as the world we now live in (Giddens, 1991; Guichard, 2009, 2013). In the past, with less rapid change, there were normative scripts about how to live a life that were more a less a guide for many, shaping and informing actions and narratives. That the course of a life is now individualized across most national contexts in the developed and developing world is taken for granted (Beck, 2002). An individualized life course, responsive to change, both internal and external, requires a great deal of reflexivity. The path one is on with respect to any social context of life is not predetermined and may or may not continue to be a path that a person wants to be on. The notion of reflexivity captures the constant monitoring of experience needed to navigate a course of action or a path in a rapidly changing world with individualized life courses. It refers to the capacity to think back upon one's experience across one's social contexts, to reflect on that experience, and to adjust one's intentionality and directionality in light of that experience. For example, a person engaging reflexively with his or her life will pose questions such as: What is going well? What is not going so well? Why? What has changed in my world, in me, in my work, in my relationships? Does the same course of action still make sense? A person taking agentic action with reflexivity conjures up a person whose life is in process, struggling to be attuned to self and to the world, moving forward through time.

Most importantly, agentic action is also about empowerment. To be able to take agentic action is about being able to act upon the world in ways that one wants to act (Sindic, Barreto, & Costa-Lopes, 2015). It is about the power to direct one's life towards desired ends. It is about having power over oneself in relation to the social world. To be able to take agentic action in the world is to be empowered.

Agentic Action in Psychotherapy

Agentic action as outcome. Traditionally, agency or agentic action is considered an outcome of effective psychotherapy. Psychotherapy process research has identified the emergence of agentic action over time in psychotherapy with agentic action viewed as the result of the resolution of the problems with which a person began psychotherapy. In other words, once problems are resolved as a result of the psychotherapy, a person becomes more able to take action in his or her life. In her major text on psychotherapy process, Hill (2016) codifies much of this research into a description of the stages of psychotherapy with action as the third stage.

Summers (2005) suggests another understanding of agentic action in psychotherapy. He postulates that the ability to take agentic action in one's life in novel and creative ways is an essential component of the healing action of psychotherapy. In Summers view, it is not the therapist who heals, or even the therapeutic relationship, but the patient who takes advantage of the potential space provided by the therapist and the therapeutic relationship to take new agentic actions in his or her life which, in turn, are, in themselves, healing. Summers, influenced by theorists such as Bruner (1986) and Winnicott (1965), attempts to refocus what he considers to be the general orientation to past time in psychotherapy, a result of the effort to solve problems rooted in past experience. Summers challenges psychotherapists to place the future at the center of the psychotherapeutic enterprise, to privilege the creation of the future as the route to the healing of the past. He challenges the idea of linear temporality to place the future as foremost in people's lives; that it is "the future that embues the present with meaning" (p. 27). In Summer's view, the capacity for agentic action that emerges in psychotherapy is not just an outcome or third stage of psychotherapy; The capacity for agentic action and the creation of future meaning, or, in other words, the emergence of future story lines moving towards the co-construction of future narratives, is, in fact, the healing action of psychotherapy.

What is notable about the theory and research on agentic action in psychotherapy is the extent to which the social contexts within which people are taking action, in the third phase of therapy according to Hill (2016) or throughout therapy in Summer's (2005) view, are not central except as they provide the opportunity for taking agentic action. For the most part, a more general understanding of how social contexts may be problematic or challenging for people is missing from the psychotherapy literature, especially social contexts having to do with market work. In this regard, one can see the split between the person and the specific social context of market work in operation.

Disempowering factors and agentic action in the context of psychotherapy. How does psychotherapy enable the emergence of agentic action? While there are many theoretical models, major theoretical approaches to psychotherapy tend to fall into either the relational or the cognitive-behavioral camp. Relational theories posit that problems in relationships lead to mental health problems; based on this understanding, relational theories of psychotherapy are designed to ameliorate and improve the relationships of people who seek psychotherapy. Similarly, cognitive-behavioral theories posit that faulty cognitions cause mental health problems; based on this understanding, cognitive-behavioral models of psychotherapy are designed to ameliorate and correct faulty cognitions. Both of these sets of theories have solid empirical support with a wide range of contemporary theoretical approaches and models that integrate different components of these two major sets of theories.

Considering agentic action as empowerment, this brief overview of theories of psychotherapy suggests that relational and cognitive issues can be considered disempowering factors in people's lives. From the contextualist theoretical perspective that informs this paper, cognitive-behavioral models tend not to place central importance on the contexts in which faulty cognitions developed. Their focus is on the faulty cognitions themselves and the ways in which these cognitions can be changed. In contrast, the context of relationships is most significant for relational theories; understanding the context of the relationships in which problems developed and the context of the relationships in which these problems are resolved is the bread and butter of these relational theories.

What is most striking about this discussion of agentic action in psychotherapy is the extent to which the disempowering factors in people's lives addressed by psychotherapy theory completely ignore the context of market work as a source of potential disempowerment. As noted earlier, psychotherapy, to the extent that the theories that inform it place persons in context, is primarily contextualized in the social context of relationships. While the agentic action phase of psychotherapy does pay attention to the significance of patients taking agentic actions in their lives, or in the words of Summers (2005), creating meaning in their lives, little is said, across the board, about the ways in which the social context of market work is implicated, either as a disempowering factor that might cause mental health problems or as a potentially significant and empowering healing context in and through which agentic action may emerge. Although there are exceptions, the social context of market work is marginalized in psychotherapy theory and practice. On the one hand, this makes sense in that issues having to do with people and their market work is relegated to the domain of career and the practice of career counseling. On the other hand, there is an opportunity here for psychotherapy to broaden its theoretical gaze to more carefully consider the role of the market work context as a source of disempowerment in contributing to the development of mental health problems, and conversely, to more fully consider the healing potential and power of agentic action in market work contexts.

Agentic Action in Career Counseling

I think it is fair to say that all career counseling is essentially about helping people take agentic action in the market work contexts that they participate in or hope to participate in (Richardson, 2018). Although the construct of agentic action, also referred to simply as action or as intentionality, is central to only a limited number of theoretical perspectives (Domene, Valach, & Young, 2015; Richardson, 2012a, 2012b; Savickas, 2012; Savickas et al., 2009; Young, Domene, & Valach, 2015), constructs such as career decision-making, career choice, and career management which span the spectrum of career theories, all have to do with helping people take some kind of agentic action in their lives with respect to the social context of market work. A rich compendium of career practices has developed based on a broad array of theories that seek to encourage and facilitate career-related behaviors that on some level are about some kind of agentic action in relation to market work contexts (Arthur & McMahon, 2019; Arthur, Neault, & McMahon, 2019). In other words, career theories offer a rich resource for stimulating and facilitating agentic action in market work contexts.

From the perspective of psychotherapy with its understanding of agentic action as therapeutic improvement, career counseling that helps people take agentic action in their market work contexts can be considered a practice that enhances personal growth, is personally strengthening, and is, in fact, potentially therapeutic. From this perspective, helping people develop their careers or their market work paths, however one might want to conceptualize this, is, at the same time, a powerful therapeutic tool. Looking at career counseling in this way highlights the therapeutic potential of career counseling for a broad range of populations who suffer from a broad panoply of personal problems. Rather than referring people with personal problems to psychotherapy, career counseling, in and of itself, may be a critical therapeutic practice. Helping people develop the ability to sustain themselves through market work may be one of the most powerful therapeutic tools available.

Agentic action and disempowerment in the context of career counseling. Earlier in this paper, I noted that psychotherapy theory privileges faulty cognitions within a person or the relationships within which a person has been and is embedded as disempowering factors that impede agentic action. If one asks the question about disempowering factors in the career domain, the immediate response is most likely to be the structures of inequality through which privilege and power are socially distributed, vis-a-vis issues such as race, ethnicity, social class, disability status, and sexual orientation. Social justice cannot be ignored when the discussion turns to disempowerment in the career domain since market work is one of the major fulcrums through which power and privilege are distributed (Blustein, McWhirter, & Perry, 2005). Social justice, what has been referred to as the fifth force in counseling, is especially relevant to the career domain for precisely this reason. Facilitating agentic action in contexts of market work especially calls for challenging the ways in which privilege and power constrain the kinds of agentic action that are available to people. The extent to which issues of social justice are prominent in theory and practice in the career domain is testimony to the extent to which social justice is recognized as critical when considering the context of market work (Blustein, Ali, & Flores, 2019). Social justice relevant to career or market work issues is a cutting edge of professional development in the career domain: It is an issue that, at the same time, has been marginalized in psychotherapy by the split between the personal and the social in career counseling and psychotherapy.

Empowering Conversations for Psychotherapy and Career Counseling

Although much of the literature on social justice in counseling focuses on the need for actual social change, which, of course, is paramount, the career literature has been especially helpful in pointing out the ways in which agentic action in market work contexts is both consciously and unconsciously constrained by societal structures of power and privilege. On the one hand, the emerging research literature on critical consciousness in the career domain

(Diemer, McWhirter, Ozer, & Rapa, 2015) documents the connection between personal awareness of disempowerment in lives, or critical consciousness, and more empowered agentic actions. The psychotherapy literature, on the other hand, although not specifically focusing on market work contexts, has begun to address how psychotherapists can engage in conversations that enable people to become more conscious about the effects of power and powerlessness on their lives, which, in effect, is critical consciousness in practice. Being more conscious about how social structures limit personal horizons enables people to relate differently to the social structures of lives. It opens up new space for agentic action to emerge and is essentially empowering. Although this is not social change, per se, social structures are, in effect, constituted by the social practices of individuals acting in their lives (Ratner, 1997). If people relate differently to the social structures in their lives, they are also likely to act differently, a significant potential source of social change.

In this section of this paper, I briefly address three issues that promote empowering conversations in career counseling and psychotherapy; a theoretical lens, a recommendation for discourse, and a discussion of methods that enable career counselors and psychotherapists to engage in empowering conversations with their clients and patients.

A theoretical lens. There is nothing as practical as a good theory. A theory filters our experience of the world, what we pay attention to and what is ignored. It controls our perceptions. The recent work by Audet and Pare (2018) suggests doing away with notions of deficit and pathology and reframing all problems that people experience as the result of social inequities. I would like to borrow and adapt this idea for the counseling for work and relationship theoretical lens described earlier in this paper. The contextualistic perspective of counseling for work and relationship can easily accommodate the inclusion of a superordinate context of social privilege and power, oppression and inequities, that pervades the social contexts of lives. Thus, the theoretical lens of counseling for work and relationship can be recast to be about helping people co-construct their lives going forward through social contexts of work and relationship that are permeated by inequitable distributions of power and privilege, especially the market work context. Helping people take agentic action in the contexts of their lives requires challenging disempowering factors due to social inequities across and embedded in these social contexts. This recasting of counseling for work and relationship does not replace all theories having to do with deficit and pathology, but it does substantially draw attention to the role of societal inequities in constraining agentic action in addition to the other more personal disempowering factors highlighted by traditional psychotherapy theory.

A recommendation for discourse. A recent contribution to the critical career education literature by Hooley, Sultana, & Thomsen (2019) captures the dilemma of counselors and psychotherapists in the real world needing to help clients and patients navigate their paths in the world as it is and, at the same time, strive for a world as it might be, that is, a world marked by increasing social justice. Their definition of critical career education privileges a vision of what could be even if it is not what is. Their definition can be applied to the discourse of counseling for work and relationship that, instead of a discourse about career, posits two social contexts of work for both men and women, market work and care work in personal lives. While most do not think this way about the work in their lives, it is an aspirational goal to introduce people to this discourse about the work in their lives. It is a discourse that challenges gender inequalities and promotes both economic and care values. It advances a view of society that considers human well-being and economic well-being as synergistic, a view that inherently advances the goal of social justice. The recommendation here is to include discourse about a dual model of work, market work and care work in personal lives, in critical career education efforts and in the practices of career counseling and psychotherapy.

Methods that enable empowering conversations. Most of the literature that addresses how conversations between psychotherapists and their clients or patients can help people relate differently to the social structures that shape their lives is drawn from narrative therapy (Combs & Freedman, 2012; Sinclair & Mark, 2011). Narrative therapy has a set of approaches such as its focus on externalization of problems, on discourse, on how people position themselves in the discourses they use, and how they can position themselves differently in these discourses, that enables people to construct healthier and more empowered life narratives. Since these approaches are embedded in the literature on narrative psychotherapy, they may seem most compatible with narrative approaches to career counseling (Reid & West, 2011, 2014, Savickas, 2012). However, to the extent that all career counseling and psychotherapy approaches are, to some extent, about narrative, about engaging clients and patients in telling the story of lives (Hansen, 2006), these explorations into methods that enable empowering conversations are relevant to all practitioners of career counseling and psychotherapy. Empowering conversations between career counselors and psychotherapists and their patients and clients are a powerful tool for social justice.

Conclusion

This exploration of psychotherapy and career counseling through the lens of agentic action has underlined the potential for career counseling to be more mindful of its therapeutic power, for psychotherapy to be more attentive to the disempowering aspects of market work contexts as their patients take action in these contexts, and to join together in finding ways to develop empowering counseling and psychotherapeutic conversations. Hopefully this exploration of some points of convergence between career counseling and psychotherapy will open up more avenues for cross-disciplinary discussion and collaboration that will enable a productive cross-fertilization at the same time as protecting and enhancing the uniqueness of each set of practices. As the world reels with change around us, the need for more holistic approaches to helping people with their problems and with their lives is vitally necessary.

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Vocational, College and Career Counseling in Switzerland – Blended Information and E-Counseling in a digitized world

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Abstract

In the course of the 2030 agenda of vocational education and training (VET) in Switzerland, career development and career management skills in a digitized working world play an important role (SERI, 2017). Therefore the Swiss State Secretariat for Education, Research and Innovation (SERI) commissioned a scientific report on the future of career counseling in Switzerland (Hirschi, 2018) as part of the mission statement for vocational education and training in Switzerland. In this paper we will present two stand-alone initiatives directed at fostering vocational, college and career counseling in Switzerland by incorporating elements of automation and digitization.

First, a blended information concept for the media libraries of the public career guidance centres in the Canton of Berne / Switzerland and second an e-counseling concept for vocational, college and career counseling at the IAP Institute of Applied Psychology at Zurich University of Applied Sciences (ZHAW).

Keywords: automation, digitization, blended information, e-counseling

Introduction

In the course of the 2030 agenda of vocational education and training (VET) in Switzerland, career development and career management skills in a digitized working world play an important role (SERI, 2017). Therefore the Swiss State Secretariat for Education, Research and Innovation (SERI) commissioned a scientific report on the future of career counseling in Switzerland (Hirschi, 2018) as part of the mission statement for vocational education and training in Switzerland. In this paper we will present two stand-alone initiatives directed at fostering vocational, college and career counseling in Switzerland by incorporating elements of automation and digitization.

Richards and Viganó (2013, p. 994) speak of online counseling or e-counseling as one branch of cyberpsychology that involves “the study of human experiences (cognitive, emotional, and behavioral) that are related to or effected by developing technologies.” Furthermore Richards and Viganó (2013, p. 994) define “online counseling as the delivery of therapeutic interventions in cyberspace where the communication between a trained professional counselor and client(s) is facilitated using computer-mediated communication (CMC) technologies, provided as a stand-alone service or as an adjunct to other therapeutic interventions.”

Blended information as a basic concept for the media libraries of the public career guidance centres in the Canton of Berne / Switzerland

In the above mentioned report of the Swiss State Secretariat for Education, Research and Innovation (SERI), Hirschi (2018) defines vocational, college and career counseling as follows:

“1. Vocational, college and career counseling should be understood as a methodologically and content-wise diverse service which supports and accompanies all individuals in actively shaping their individual employment biographies throughout their working lives. 2. In addition to the needs of providing information and assistance with training and career decisions, vocational, college and career counseling must also be able to meet the needs of developing and maintaining a sustainable employability and working ability, the flexible structuring of an individually meaningful employment biography and the development of personal potential….” (translated by the second author)

The cantonal career guidance centres in Switzerland usually have not only counseling services but also information centres in which numerous printables on education and professions are available, which can be taken along or borrowed free of charge. In most cases, computers workstations are also available to search for information on the Internet. In the digital age, however, the question of the raison d'être of these library-like information centres is becoming more and more important. From the point of view of the extremely diverse web-based information services, is there still a need for information centres in which mainly printables are available? What added value have computer workstations to the retrieval of web-based information at a time when most customers have web access via smartphones or other portable devices, while the search does not differ from that in the information centres?

As the second largest canton in Switzerland, the Canton of Berne has developed a concept for its eight information centres which takes previous developments in other cantons into account and develops them further. This was based on two questions:

- How can young people and educationally disadvantaged sections of the population and people who have limited IT skills be introduced to web-based information in the information centre in such a way that they can retrieve high-quality information in a targeted and simple manner and deepen it independently even after visiting the information centre?
- How can the examination of career development issues be promoted in the information centres in the most sustainable way possible and how can a targeted reference to web-based in-formation be established on site

and, if necessary, in a personal discussion, which can be deepened online after the visit?

Under the keyword “blended information”, the concept of the Canton of Berne includes the systematic combination of personal information on site and online-based information. For this purpose, experience-oriented theme islands are being created, which, in addition to information on education and occupation, will invite people to examine a broad spectrum of issues relating to personal career management. These include, for example, the proactive management of one’s own career, further education, compatibility of family and career, job search, career decisions, financing of further education, retirement, etc.

Each theme island has three levels of information. On the first level, eye-catchers and playful elements are used to stimulate an intuitive and emotional approach to the subject. On a second level, those interested will receive short, analogue information. Postcards are available, which can be taken along and, in addition to brief information, contain one or more QR codes that lead to relevant websites for in-depth information on the third level. Practically no other printables are used. The QR codes on the postcards can be scanned on site or elsewhere by mobile phone or tablet, but scanning stations are also available on site, and people with little IT knowledge can be personally supported in their use directly on site.

In addition to providing high-level information for people seeking information, the newly designed information centres are also to be used within counseling services, e.g. by dealing with questions between face-to-face counseling sessions or within group counseling settings.

The first new information centre in the Canton of Berne will be opened in autumn 2019 as a pilot project. After a short pilot phase, during which the concept will be critically reviewed and optimized, the remaining seven information centres will be redesigned in 2020 and 2021.

E-Counseling

According to Andersson (2016, p. 158) the following terms are used for interventions involving the internet: Web-based treatment, online treatment, computerized psychotherapy, digital interventions, e-therapy, Internet-delivered cognitive-behavioral therapy (ICBT), and Internet interventions. Andersson (2016) states four central points to consider when providing online counseling: First, a secure and stable online platform allowing for real time or asynchronous contact with the counselor. Optimally the treatment platform consists of a closed system with personal login (not email, sms). Second, assessment procedures such as online self-report questionnaires that allow for valid measures of the relevant characteristics. Third, treatment contents and especially the mode of treatment delivery has to be defined: Text, streaming videos, audio files, web-based training (WBT), individualized emails, discussion forums. “What is referred to in face-to-face psychotherapy as a “session” is rather called a treatment “module” or “lesson” in internet treatments.” (Andersson, 2016, p. 162). Fourth, therapist involvement that ranges from automated treatments with no human interaction to face-to-face treatment has to be specified. According to Andersson (2016, p. 159) “automatic reminders, and some fully automated treatments are as effective as guided interventions”.

The Federation of Swiss Psychologists (FSP, 2017) has developed quality standards for online interventions for psychotherapy practitioners as well as for counselors. The standards cover four main topics: Transparency (offer, price, structure); limitations of online counseling; confidentiality and data protection; professional code of ethics. There is a branch of publications for online therapy, while we do not find many publications on online career counseling.

At the IAP Institute of Applied Psychology of Zurich University of Applied Sciences (ZHAW) we started in 2016 with our online offer for career counseling which we subsequently will present in detail. We will present the tool along the four central points mentioned by Andersson (2016):

Treatment platform: We use CAI World (https://www.cai-world.com/online-coaching-leistungen), a secure online coaching platform with possible server locations in Germany or Switzerland. CAI World allows for Video- and Audio-counseling. Furthermore the tool integrates a whiteboard function, the possibility to upload documents such as questionnaire profiles, and a desktop-sharing function.

Assessment procedures: We can upload any document (self-report questionnaire, tests, tasks) to the CAI World or we can use the desktop-sharing function for sharing important information between client and counselor.

Treatment contents: We do not differ treatment contents between face-to-face and online counseling. Our offer is designed to be very flexible and adaptable to the client's needs. Some clients want to start with face-to-face counseling in order to build up a working alliance and switch to distant counseling from the second session. Others prefer online counseling from the very beginning. We consider our offer as a hybrid offer as we can switch from face-to-face to online or vice versa.

Therapist involvement: With regard to the counselor's involvement we have chosen not to distinguish between online and face-to-face. Our tool neither integrates autonomous feedback nor reminds clients of the tasks they have to complete.

Our previous experience shows that only a few clients choose e-counseling. But we also see that clients who switch from presence to e-counseling do not switch back to face-to-face. This shows that the e-counseling process conducted with CAI World works very well.

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Interest, work values and STEM fields: Secondary school students' opinion on future work

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Abstract

Interest and work values form each other though values have a more stable base. Kozma (2005) says that students prefer university majors linked to their values, while Sőrés (2012) claims that values get stronger during university education. According to Bocsi (2014) higher education is a transition: the least pragmatic the trainings are, the most changes in values happen over working years. We have examined secondary school students' work values and interest (n=150) by using Super Work Values Inventory and Holland Interest Inventory, and then compare the results to prior higher educational researches. The result shows that the two age-group's value list is similar at the first places. However, intellectual work, work performance, and creativity is more important for higher education students, which indicates the starting point of becoming intellectuals. Furthermore, Kiss (2015) demonstrated the main values linked to STEM fields and we have found that secondary schools students do not share exactly those values. As for interest, secondary school students are mostly sociable (both girls and boys), and they like economics and arts, but show slight interest in realistic and investigative activities. On the whole, the young do not find neither in values, nor in interest the STEM fields attractive, however they have the biggest chance to live and benefit from the fourth industrial revolution. We would like to raise the attention that there is lot to do to reach the goals of EU STEM Coalition.

Key words: interest, values, STEM fields, career guidance

Introduction

Though values are intangible phenomena they have a special role in human life. Šverko and Vidović (1995) described work values as general and relatively stable goals that people try to reach through work. Super (1970) looked work values as standards and mean to judge work-related phenomenon, behaviours, and goals, thus reference points to career decisions. Feather (1988) also defined work values as standards which motivate and encourage action in life. Work values are answers for the questions of the individual - why to work, what to get from the work situation, and how to fit with other life roles (Hartung, 2009; Rohan, 2000; Rounds & Armstrong, 2005).

Values are fed by two sources: the close environment (family, friends, school situations) and experiment (work, life, relationships). The main (from the close environment) values create a bigger system and more or less they remain the point of reference, while smaller portion of values are added to or taken from the personality. Researchers consider work values as relatively stable system of the personality (Rokeach, 1973; Ueda & Ohzono, 2013; Sortheix, Chow, & Salmela-Aro, 2015). Knežević (1998) found that even in impossible circumstances such as refugee camps or risk of war, the list of values remain stable and permanent (in Mostar two different and opposing ethnic communities shared the same ranked value) which indicates that people incorporate values in the early years (Super and Šverko, 1995). However the development of these values occur during young adulthood, between the ages of 15-24 (Flanagan, 2003) and might change slightly especially in the period of skipping from adolescence to adulthood (Johnson, 2002). Kerr and Erb (1991) observed so-called identity changing among university students who participated counselling based on work values.

Numerous surveys were conducted to find out the factors influencing work values. All the imagined factors (gender, age, socioeconomic status are expected to be major determinants of the value a person holds (Nevill, 1995)) affect work values though the level is rarely significant. Kowske, Rasch, and Wiley (2010) stated that there is a small difference among generations of Americans but it depended on more work attitude than age. Hajdú & Sík (2019) emphasised that the age matters in terms of importance of work, though its level is not significant. The centrality of work increases from the age of 43 to 52 and after that continuously declines. In their interpretation people “learn” the importance of work, but this feature last only as long as they are in their active years. Other researchers also find that age in a culture is less influencing (Harpaz & Fu, 2002; Jin & Rounds, 2012). Nevertheless, cultural factors have sensible effect on the structure of work value system and more focus should be on the topic (Rokeach, 1973; Sortheix, Chow, & Salmela-Aro, 2015; Robinson and Betz, 2008; Hartung, Fouad, Leong, and Hardin, 2010).

The gender stereotype still exists though different outcomes not always strengthen this idea. Duffy & Sedlacek (2007) and Bayrakova (2015) found that university students (woman) are better in social activities and altruism, while Vacha-Haase et al. 1994) demonstrated on the contrary.

According to Johnson & Elder (2002) the level of education also could influence the formation of work values.

Interest and work values form each other though values have a more stable base. In interest people can realize their values and needs (Sagiv, 2002; Wach & Gosling, 2004; Super, 1970; Liu & Lei, 2012; Tutar & Yilmazer, 2012). Hartung (2009) claims that work values might be more important than interest and skills, as often occur that a person holds more than one interest thus values can help clarify career options (Rysiew, Shore, & Leeb, 1999). Duffy & Sedlacek (2007) experienced that 47% of the university students consider values, while only 29% regard interest as a motif in his/her career decision.

The reasons why work values (and interest) need illumination are: clear values result action and achievement short- and long-term goals (Brown, 1995; Niles & Harris-Bowlsbey, 2009; Rokeach, 1973); values help rank the level of commitment to different life roles (Lokan, 1995) and the selection of work along with interest, experience, skills; minimize the negative employment outcomes (Brown, 2002; Niles & Harris-Bowlsbey, 2009; Feldman, 2007); increase satisfaction at the workplace (Duffy 2010).

Goal

The goal of this study was to identify students' main values and interest in the frame of career guidance. According to Tolbize (2008) it is well-known that there is a gap between the attitude of the youth and older generations in terms of work, however, Constanza's et. al. (2012) found only moderate or zero variance between generations' idea of work. Some research eliminated (Hamilton and Hamilton, 2006; Hamid and D'Silva, 2015) that as globalization extends younger generations become more and more alike, so similarity is more determinative than difference. The reason why students from secondary and tertiary level are chosen as a ground of comparison is the narrow age gap and the close distance in development of personality, furthermore secondary school students still need to decide the next step. We assumed that secondary school students' and higher educational students' values do not show extreme difference, and the identified values and interest forecast certain university majors.

The hypotheses are:

- secondary school students' and higher educational students' values do not show extreme difference
- secondary school students' interest reflects on their values
- secondary school students do not share the interest and values of STEM fields.

Method

We examined Hungarian secondary school students' documents (n=150) who took part in career counselling between the year 2017-2019. They came from general secondary school of different parts of Szabolcs-Szatmar-Bereg county (Hungary). Super's Work Value Inventory and Holland Interest Inventory helped us to identify the main values and interests. Comparison between the age groups was based on statistical calculations (means, SD, cluster analysis, rank order).

Table 1. Figures of participants (source: own edition)

n=150	10th grade	11th grade	12th grade
boy	18	11	13
girl	40	36	32

Results

There are opposite opinions on what kind of relationship exists between educational levels and students' work values. Kozma (2005) says that students prefer university majors linked to their values, while Sőrés (2012) claims that values get stronger during university education. According to Bocsi (2014) higher education is a transition: the least pragmatic the trainings are, the most changes in values happen over working years.

We have found that secondary school students agreed in the leading values: the most important is physical environment, sociability, self-validation, and safety. These values appeared with high means and relatively low deviation. Nevertheless, values like intellectual work, work performance or creativity took the last places of the list (see Table 2.).

Table 2. Secondary school students' work value means, SD and rank (source: own edition)

Values	Mean	Std Dev.	Min.	Max.	Rank
Physical environment	12,36	2,038	5	15	1
Sociability	12,33	1,747	7	15	2
Self-validation	12,27	1,969	6	15	3
Safety	12,03	1,889	6	15	4
Altruism	11,79	2,473	5	15	5
Materials	11,58	2,268	5	15	6
Diversity	11,57	2,131	5	15	7
Hierarchy	11,39	2,107	1	15	8
Prestige	10,95	2,431	5	15	9
Work performance/leadership	10,67	2,237 / 2,941	3/3	15	10
Creativity/Independence	10,59	2,300 / 2,442	4/3	15	12
Aesthetic	10,55	2,595	3	15	14
Intellectual work	9,97	1,966	3	15	15

For the sake of comparison we chose samples of three different era of higher education. The first one is from more than thirty years ago (Szilágyi & Völgyesi, 1985), the second is from twenty years ago (Fónai et.al., 2005). Both research examined work values of various faculties. Szilágyi and Völgyesi also used the Super WVI though with slightly altered form. Kiss (2015) conducted his research also among diverse faculties but with the original items of the inventory.

In the comparison between secondary and university school students' list (see Table 3.) similarity can be observed at the first places: all student regard satisfaction and happiness as important parts. They agreed that values related to power and hierarchy are less important. Nevertheless, university students show more interest in creativity, intellectual activities and work performance which indicates that higher education adds certain intellectual values to the list, and it might strengthen Sőrés and Bocsi's theory of changing values. Table 3. shows that diversity means more for university students – probably because they are closer to the labour market where diversity breaks the routine and it gives new impulse for everyday life - while the younger generation rank this value in the middle. An interesting observation can be detected as creativity and intellectual work lose its preference from era to era.

Table 3. Comparison of work value list of four era (source: own edition)

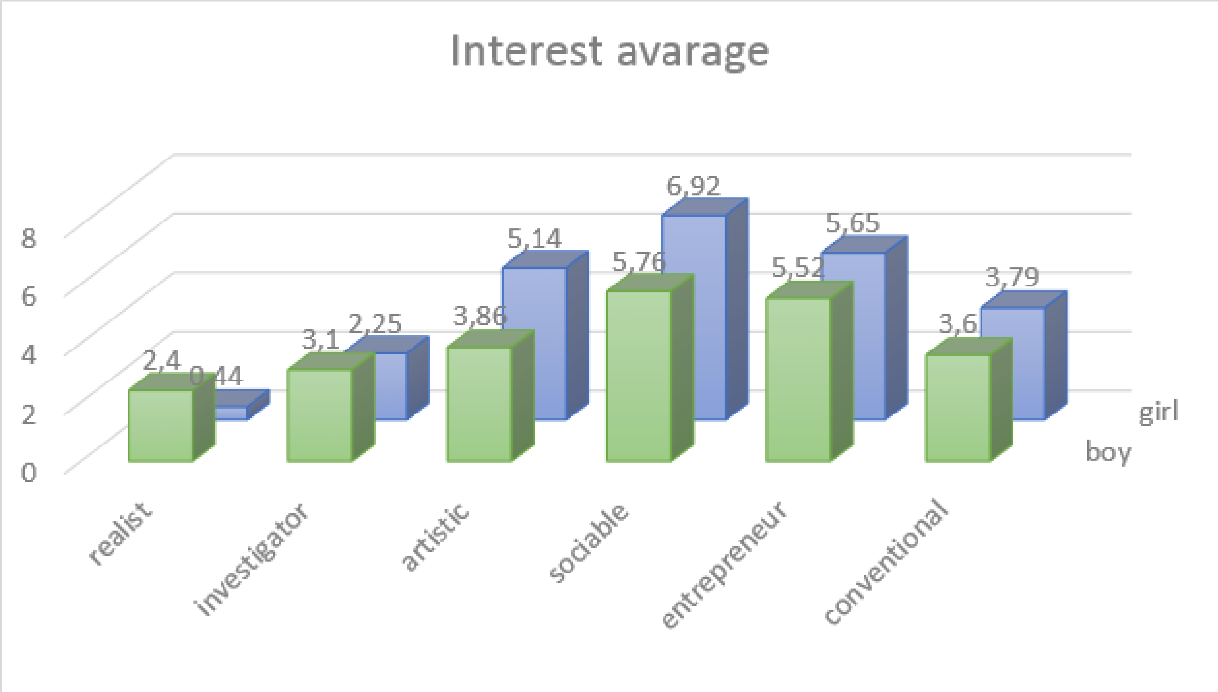
Szilágyi-Völgyesi (1985)	Fónai et al. (2005)	Kiss (2015)	Secondary school students (2019)
diversity	sociability	self-validation	physical environment
self-validation	diversity	safety	sociability
sociability	self-validation	diversity	self-validation
work performance/altruism	creativity	materials	safety
intellectual work	safety	prestige	altruism
independence	intellectual work	physical environment	materials
prestige	physical environment	sociability	diversity
materials	prestige	independence	hierarchy
hierarchy	altruism	creativity	prestige
aesthetic	independence	intellectual work	work perform./leadership
leadership	work performance	work performance	creativity/independence
human values	hierarchy	altruism	aesthetic
game	materials	aesthetic	intellectual work
	aesthetic	hierarchy	
	leadership	leadership	

Kiss (2015) extended his examination among university majors by correlating work values with work (interest) fields. In his interpretation specific values are linked with certain fields of science such as creativity, intellectual work, work performance, and self-validation represents realistic and investigative work fields. It gave the motivation to pay attention to the interest of younger students. Interest is a more versatile phenomenon. It strongly depends on age as Super's phase-system demonstrated. Interest has range, direction and intensity, and these characteristics may change by age and life situation. Table 4. and Diagram 1. show the fields of interest secondary school share in the current study.

Table 4. Fields of interest – secondary school students (source: own edition)

Interest	boy			girl		
	Mean	Std. Dev.	**Rank**	Mean	Std. Dev.	**Rank**
realistic	2,40	2,264	**6**	,44	,715	**6**
investigative	3,10	2,757	**5**	2,25	1,982	**5**
artistic	3,86	2,280	**3**	5,14	2,817	**3**
sociable	5,76	2,555	**1**	6,92	2,141	**1**
entrepreneur	5,52	2,998	**2**	5,65	2,711	**2**
conventional	3,60	2,586	**4**	3,79	2,672	**4**

Diagram 1. Fields of interest – secondary school students (source: own edition)



There is no significant difference between genders, the young are sociable, they like economics, enterprising and arts, but slightly interested in realistic or investigative activities. Girls are more sociable and much less realistic than boys though boys are not keen on technology or engineering either. As Lippa (2001) noted it is a common thought that men have stronger orientation towards things, while women are better with people, Ludwikowski et.al. (2019) and Proyer (2019) verified it in their recent study. Need and de Jong (2002) though came to the conclusion in the Netherlands that women have only slightly more interest in enterprising and social activities. Mustata (2014) who examined students in the final year of secondary school found that there is no gender differences in interests and career orientations.

With the help of cluster analysis, the structure of secondary school students' value list was revealed. Four groups organised the fifteen values, and named as creators, supporters, ambitious, and executors (see Table 4.).

Table 4. Result of cluster analysis of secondary school students' work values (source: own edition)

Clusters
1. group: CREATORS – aesthetic, creativity, leadership, intellectual work, diversity (n=24)
2. group: SUPPORTERS – physical environment, work performance, altruism (n=17)
3. group: AMBITIOUS – materials, prestige, self-validation, independence (n=33)
4. group: EXECUTORS - sociability, hierarchy, safety (n=76)

The labels express a certain interest field regarding personality type, work environment, relationships. The least welcomed section is the Supporters, only seventeen students feel the importance of helping others, prefer nice workplace and more work performance. The group of Creators is wider, twenty-four students has the potential (or spirit) to make new things, introduce new ideas, and use the mind. Students (thirty-three) in the Ambitious group regard power, leadership and money as relevance for good life. While Executors – the biggest group with seventy-six students – seek safety, probably routine, predictable 9 to 5 job.

According to Kiss' study Creators would represent realistic and investigator (might be art) interest fields, Supporters are social interest, Ambitious students like enterprising, and Executors are mostly conventional types. It can be seen that STEM fields are in close relation with values that secondary school students do not prefer which are identified with realistic and investigator interests (Kalpwijk, (2009) also agreed that technology is associated with these values), rather seek fun and happiness of the work. Secondary school students imagine work as a comfortable place where it is told what to do, how to do but no need for too much intellectual activity. They want friendly company, safety, routine but they do not feel the desire for embracing new things, out-of-box thinking or creation.

Researchers (Wray et.al., 2009; Putman, 2000) noticed that between 1990-2000 work with high prestige, money and altogether extrinsic values ranked at first places instead of altruism. The young want independence, flexible working hours and enjoy life and free time (Hamid and D'Silva, 2015). Bayrakova (2015) reached the same conclusions as in this current study, that students want good life and materials with avoidance of leadership, risks and blue-collar works.

Conclusion

Though it has been a goal more than 20 years to improve the number of STEM field students at higher education, it seems there is lot to do. The young neither in work values, nor in interest do not find scientific, technological, engineering and mathematical field attractive enough. An ongoing research shows that students are afraid of logical thinking, creative solutions and find it difficult to learn maths and physics or IT. Gebauer (2006) reviewed documents back to thirty years of career counselling and verified the declining number of students in STEM field interest in Hungary.

Although earlier studies defined specific requirements (confidence with technical things, skills, experience and person-profession fit) to pursue a profession in technology (Eccles, 1987; Schein 1987), but Miner et al. (2018) and Babarović et.al. found that early education (especially for girls) is the most important in case of STEM fields. However, Hoff et.al. (2018) pointed out that early adolescent for boys and late adolescent for girls might be the right time for involving them into realistic activities. Henderlong & Lepper (2007) called attention to motivational factors. They found that girls can be attached the topic more by praising their product or process of learning, and the technical issues rather than the person.

More survey is needed on how schools can develop cognitive skills and how they can bring STEM fields closer to students, and why school drop-out is the highest in STEM fields.

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Distance career counselling: reflections of career counsellors on this practice

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Abstract

The general objective of this research is to present perceptions and reflections of thirteen career counsellors who have undergone distance career counselling. Despite the presence of information and communication technologies (ICT) in the practice of career counselling for more than 40 years, the use is largely limited to managing and transmitting information, offering to clients engaged in a self-help guidance process some form of support and administering tests. A limited number of career counsellors in Quebec (Canada) have engaged in distance career counselling. Yet, as more and more people are using and integrating ICT in their daily lives, there is ongoing pressure on the integration of ICT in the provision of career counselling services. The collection and analysis of the data is guided by the Enhanced Critical Incident Technique suggested by Butterfield, Borgen, Maglio and Amundson (2009). Preliminary results show that counsellors are substantially using the same tools and intervention processes that they master in face-to-face modality. However, many counsellors realize that the way they conduct interviews has begun to change, especially on the matter of keeping the control of the interview process, particularly when visual stimuli are absent. We will present the main themes of the professional skills and knowledge transferred and adjusted from face-to-face practice to distance intervention.

Keywords: Distance career counselling, competencies, ICT

Introduction

The purpose of this descriptive study is to present the perceptions and reflections of career counsellors who have engaged in distance counselling practices. We will present the preliminary results of an on-going doctoral research project on the transfer and production of professional skills and knowledge in distance career counselling practices (Turcotte, 2019).

Information and communication technologies (ICT) have been integrated into the practice of career counsellors for more than 40 years (Sampson, Kettunen, & Vuorinen, 2019; Watts, 2002). Despite this presence of ICT, the use is largely limited to managing and disseminating information, offering clients engaged in a self-help guidance process some form of support and administering tests (Bimrose, Kettunen, & Goddard, 2015; Savard, Gingras, & Turcotte, 2002). Few career counsellors in Quebec have engaged in distance career counselling

(Turcotte & Goyer, 2017). However, the fact that an increasing proportion of the population is using and integrating ICT into their daily lives, is exerting continuous pressure on the integration of ICT in the provision of career counselling services (Bimrose et al., 2015; Kettunen, Vuorinen, & Ruusuvirta, 2016; Ozenne, Terriot, Spirito, Laeuffer, Lhotellier & Bernaud, 2018).

Conceptual framework

In the field of research dealing with counselling and psychotherapy, studies have proliferated in the last 20 years and some observations have emerged regarding questions concerning efficiency, ethical dimensions, and intervention modalities of distance counselling. A review of the literature conducted by Turcotte and Goyer (2018) reports that:

- Until recently, the majority of ICT-based counselling practices were conducted through e-mail, asynchronous or synchronous chat sessions (Barak, Hen, Meyran, & Shapiro 2008, Francis-Smith 2014; Richards & Vigano 2013) ;
- Generally, these counselling practices are short-term interventions (Barak et al., 2008; Kraus, 2011) and are often associated with solution-focused or cognitive-behavioural approaches;
- Counselling modalities using ICT are poorly integrated into the initial training of counsellors (Barak et al., 2008; Kraus, 2011; Richards & Vigano, 2013);
- These modalities can respond to a variety of difficulties related to the field of mental health and human relations, including vocational, relationship, family, employability, mood disorder and anxiety issues. (Bimrose et al., 2015; Kraus 2011; Richards & Vigano 2013);
- Comparative research measuring the effectiveness of face-to-face versus distance-based interventions using the same variables such as working alliance, expert judgments, level of satisfaction expressed by users, and changes in behaviour, consistently report that distance counselling practices appear to be as effective as the in-person ones (Barak et al., 2008; Fluckiger, Del Re, Wampold, & Horvath, 2018; Kraus, 2011; Murphy & Mitchell, 2009; Richards & Vigano, 2013; Watts, Marchand, Bouchard, & Bombardier, 2016);
- Users value these modes of distance intervention, because they provide flexibility of time, a certain degree of anonymity, a facility to unveil themselves more, and can reduce the fear of stigmatization (Barak et al., 2008; Talbot, Leblanc, & Jbilou, 2015);
- Access to career counselling services can be seen as a social justice issue, allowing under certain conditions (free public services, etc.) to increase accessibility (Sampson & Makela, 2014; Sampson et al. 2019).

According to Nagel and Anthony (2011), online counselling does not seem to represent a new modality but offers another type of environment to accompany clients. Indeed, whether face-to-face or online, several research in counselling and psychotherapy show that counsellors use the same professional skills and knowledge, especially those that aim to create a working alliance; those that aims to hear what is important, to guide the interview, to support and encourage, to promote autonomy and decision-making (Abbott, Klein, & Ciechomski, 2008; Nagel & Anthony, 2011). As well as in-person, skills such as reformulation, paraphrasing, feedback, questioning, and synthesis to ensure that the client has been understood, are used in distance counselling (Collie, Mitchell,

& Murphy 2000; Murphy, MacFadden, & Mitchell 2008; Murphy & Mitchell 2009; Murphy & Mitchell 1998; Nagel & Anthony 2011).

Nevertheless, these counsellors involved in distance counselling practices need to be trained on the ethical requirements relevant to this type of practice, including communicating potential risks to their clients (Childress, 2000; Haberstroh, Parr, Bradley, Morgan-Fleming, & Gee, 2008), and to predict the possibility of misunderstandings caused by poor communication (Abbott et al., 2008). Emphasis is also placed on the importance for counsellors of learning to transfer professional skills and knowledge acquired in face-to-face practice, to distance interventions (Anthony, 2015; Bimrose et al., 2015; Haberstroh, 2009; Murphy et al., 2008).

Most of these researches have been conducted with personal counselling and psychotherapy counsellors who are already using a variety of distance intervention modalities. In this context, we can ask how career counsellors have transposed skills and knowledge or produce specific professional skills and knowledge?

Career counsellor interventions related to the dissemination and sharing of career, educational and labour market information, as well as the administration of online tests, are already well documented in scientific literature (Bimrose et al., 2015; Bimrose, Hughes, & Barnes, 2011; Sampson et al., 2019; Sampson & Osborn 2014; Watts & Dent 2006; Watts, 2002). As mentioned previously, few career counsellors in Quebec have developed a distance career counselling practice in their provision of services (Turcotte & Goyer, 2017). Initial educational career counselling programs address mostly the application of counselling skills and knowledge in a face-to-face environment. In some respects, these career counsellors who have ventured into these new modalities thus have little “formal knowledge” acquired from the initial training in counselling to intervene at distance. In conducting distance career counselling, they have inevitably faced new situations and have asked themselves if it was possible to transfer what they had learned to do in face-to-face interviews into new environments that ICT offer.

The work of Schön (1994) has given a role to practitioners in the production of the skills and knowledge of their field (Leplay, 2006). Schön (1994) opened an opportunity to understand the action of practitioners other than seeing it as a mere application of their previous skills and knowledge. Practitioners do not just apply learned skills and knowledge to the contingencies of the practice, they produce new knowledge through their reflections in the course of their actions and in the action itself. For Leplay (2006), “experience” by itself does not produce automatic expertise and means of analysis are useful and necessary to understand and formalize new skills and knowledge produced by practitioners. Thus, throughout his career, the professional will create a set of "habits of activities" on which he will rely to conduct his work and interpret the situations with which he is confronted in the most effective possible manner (Mialaret 2011, Thievenaz 2013). The transformation of these habits will lead to the construction of the experience of the practitioner. For Thievenaz (2013), the new situations encountered by professionals have two aspects: a questioning in front of an unprecedented situation, that is, "In what type of situation am I? ", and of applying skills and knowledge that one have already acquired, that is, "What should I do in this type of situation? "

Having this perspective in mind, our study aims to gather the perceptions and reflections of thirteen career counsellors on their venture to distance career counselling, based on their understanding of the skills and knowledge they use in their interventions.

Methodology

The objectives of this research on the narratives provided by 13 career counsellors in situations of transfer and production of counselling skills and knowledge led us to use a "narrative and phenomenological" research design (Creswell 1998, 2003). The desire to understand a complex phenomenon in a natural context with a descriptive and exploratory purpose has guided the choice to privilege a methodology that is similar to the Enhanced Critical Incidents Technique (Butterfield, Borgen, Amundson, & Maglio, 2005; Butterfield, Borgen, Maglio, & Amundson, 2009) and qualitative field research (Paillé & Mucchielli, 2012).

The critical incident technique is often used to help understand and describe issues or barriers faced by individuals (Butterfield et al., 2005; Serrat 2010), to understand situations of success or failure (Flanagan, 1954; Lescarbeau, 2000) and to study effective and ineffective ways of being in action (Butterfield et al., 2005, Butterfield et al., 2009, McCormick, 1994). The method focuses on the resolution of practical problems and can aim at improving and transforming the intervention modalities of the practitioners by explaining them, putting them in context (Deslauriers, Deslauriers, & Lafrenière-Simard, 2017; Leclerc, Bourassa, & Fecteau, 2010). This method is appropriate for this study because the data we seek to collect are unique and specific to career counsellors who have developed expertise in distance career counselling. To be considered a critical incident, there must be sufficient information in the description of a critical incident and an assessment of the significance of the incident or a result. As suggested by Butterfield et al. (2009) wishes from participants were collected in a form of resources that would have made the distance interventions easier to manage if the practitioners would have known.

Participants and sampling

For Miles & Huberman (2003), collecting narratives from a variety of situations and stakeholders illustrates a range of possibilities from a transferability perspective. It is therefore the variability of the experiences reported by the participants that increases the ability to illustrate and understand the phenomenon under study. What is important in the choice of the cases under investigation is not their representativeness, but the potential for understanding the situation (Collerette, 2004). The proposed study, based on the improved critical incidents technique, allows the analysis of the unique situation of each participant while discovering the convergence between incidents, which contribute to the development of the field under study (Collerette, 2004; Yin, 2014).

We therefore used purposive sampling, that is, the selection of participants was made on the basis that they could bring to our study perceptions and reflections on the professional skills and knowledge relevant to the subject of study (Coyne 1997; Guba & Lincoln 1982; Kettunen et al., 2015; Patton 2002). The choice of participation in this study was based on the counsellors' experience of conducting interviews at distance. Thirteen career counsellors were recruited through an e-mail invitation to participate in the research that was distributed to the 2600 members of the Quebec College of Counsellors [OCCOQ] (OCCOQ, 2019). Members must have a master's degree in career counselling to be admitted in the OCCOQ. Most of these participants were women (75%), which correspond to the image of the profession. The average age of counsellors was 42 years old and 6 participants were over 50; the average years of experience in career counselling for participants was 18 years and 8 years on average for initiating some distance career counselling; their distance counselling practice is mostly provided on a part-time or casual basis (85%); 75% of them are in private practice, although they make up only 17% of OCCOQ's entire membership; they work with adults and young people; and finally, their main place of work is located for more than two-thirds of them in urban areas.

Data collection and analysis

The semi-structured individual interview was favoured as a data collection tool, because it makes it possible to ensure that the important dimensions of the counselling practices are addressed while leaving some space for the participants to express some unexpected aspects of their practice. Indeed, Butterfield et al. (2005), Savoie-Zajc (1997), Faingold (1998, 2006) and Vermersch (2011) consider the interview as an interaction, a conversation requiring attentive listening. They emphasize the flexibility of the interview process, which makes it possible to understand a phenomenon from the point of view of the person and to understand the meaning that it brings. All interviews were conducted by videoconference using the "Zoom" Internet platform (www.zoom.us). The interviews lasted an average of 67 minutes. The interview consisted of three moments: the first moment served as an introduction in itself and was intended to allow the participants to get into the topic and make themselves comfortable talking about their distance counselling practice, to describe their situation and how they perceive whether or not the quality of the relationship has changed in the interventions conducted at distance.

Once the introduction was completed, the participants were invited to give an account of incidents, critical situations that allowed to illustrate their reflections and perceptions on the counselling skills and knowledge transferred from their initial training and their experiences acquired over years in face-to-face interventions or produced in the course of their commitment to counsel at distance. The following questions were asked:

- Can you tell me about career counselling situations where you perceived that there was something different to provide career counselling at distance, whether by phone, e-mail or videoconference?
- Can you tell me about career counselling situations where you felt that providing career counselling at distance is similar to face-to-face intervention?
- By thinking back about it, can you identify knowledge, tools, people, resources that could have helped you in the incidents that you have just tell in this interview, such as "if I had known or had … I could have… "

The interview ended with a collection of demographic data.

The analysis of the data was guided by the method suggested by Flanagan (1954) and Butterfield et al., 2009. The first step is to identify the critical incidents reported by each of the participants. Once the critical incidents and wishes extracted from the interview transcripts, the researcher is looking for patterns, themes (Butterfield et al 2005; Creswell 2002; Miles & Huberman, 2003) to create categories that can illustrate perceptions and reflections on distance career counselling, particularly with respect to transferred or produced professional skills and knowledge. Four criteria of credibility suggested by Butterfield et al. (2009) were applied: recording all interviews to ensure a mean to assess the fidelity of the narratives collected; asking a third party to read two transcripts of interviews to confirm that the interview guide was followed; the saturation of the data, i.e. the moment when the addition of new data no longer reveals new categories or themes; and finally to retain for the discussion only themes or categories where more than 25% of participants reported an incident.

Results

We grouped the elements collected from the thirteen counsellors under five headings: How did the counsellors come to engage in distance career counselling? What ICT tools are being used? Reflections on the transfer of professional skills and knowledge? Reflections on ethical issues? What makes it easier or harder for counsellors to practice career counselling at distance?

How did counsellors get involved in distance career counselling?

How does one engage in distance career counselling? We report three observations. The first is that for all participants in this study, it is at the request of a client that they committed to distance career counselling, whether through video conferencing, telephone or email exchanges: "But that's it, it was someone who was in [city], so 2 hours away, and who absolutely wanted to come to see me, his cousin came to see me and she asked me if we could do this online "(participant # 3).

For more than a quarter of the participants, the anecdotal commitment to distance career counselling led to a more systematic work to organize a practice at distance, by making adjustments to some tools already used face-to-face, in advertising the possibility to receive the service at distance on their website, in making a more systematic search for the use of an appropriate videoconferencing platform.

For more than a quarter of participants, notwithstanding their age, they are committed to distance career counselling because they like to use technology in their practice. They express a certain pleasure in experimenting and looking for new tools and feel very comfortable using digital tools. It should be noted that most participants do not consider themselves as experts in the use of technologies, but this fact did not prevent them from engaging in distance career counselling. It is the sense of being competent in career counselling that seems to be the important factor.

What ICT tools are used?

Do counsellors use the same tools? Until recently, the scientific literature reported the used of exchanges of email and telephone were the main tools being used to conduct distance career counselling (Barak et al., 2008; Turcotte and Goyer, 2017; Turcotte and Goyer, 2018; Richards & Vigano, 2013). Table 1 shows the different technologies used by the participants and an indication of their preference. There is a clear preference to use videoconferencing when engaging in distance career counselling. However, for over 25% of the participants, an intervention at distance should also include at least one face-to-face interview. More than half of the counsellors use the phone as a technology, and almost a quarter make use of email. The use of texting or chatting seems negligible.

Table 1: Technologies used and preferred by the career counsellors

Technologies used	Participants (13)
Videoconference	10
Partially in person and partially by videoconference	4
Telephone	6
E-mail exchange	4
Chat / text	1
Technologies preferred by counsellors	
Face to face	6
At distance	5
Both	2
Do not like the phone	4

At the level of the counsellors' preference for the type of modality, here again we do not observe a homogeneity of preferences. More than half of the participants prefer to provide face-to-face counselling to their clients, and just under half prefer to intervene at distance. Some do not really have a preference. For those who prefer to work face-to-face, the comment that comes back most often is similar to these examples of testimony, "distance is a plus, but ... I really like human contact" (participant # 3); "It is clear ... I will always prefer in person, there is a fluidity that is done in person, all the senses are mobilized to the limit" (participant # 2). For those who prefer to intervene at distance, they report that "I found that clients are more comfortable, the relationship is less threatening ... they are in a comfort zone" (participant # 1); they are at home, they are in their environment, it is safe, they open themselves more easily " (participant # 4). The perception is that the clients seems to go more directly to the issue that brought them to consult, "they are not in the warm aspect of being in my office, so they are not so inclined to go in all directions" (participant # 4). On the other hand, several will mention that they do not like to intervene through the phone, due to the absence of non-verbal cues.

Transfer and production of professional skills and knowledge?

One of the objectives of the research project was to examine the extent to which career counsellors perceived a transfer of professional skills and knowledge from face-to-face practice to distance practice. All counsellors estimate that there is no difference between intervening face-to-face versus at distance. They offer the same service, use the same processes, the same tools, the same skills: "to establish the initial contact on the phone, I do as in my office, small talk conversation ... everything that can connect us ... initial training prepares us well" (participant # 8); "All relational skills, ultimately, all I have learned face-to-face continues to serve" (participant # 9).

If there is a change, it would be more in the manner of "adjustments", which are refined as the counsellor provide counselling at a distance, "my training gave me a framework, I could adapt ..." (participant # 11). More than 75% observe that the processes seem shorter, "we fall into the efficient more quickly" (participant # 5 and # 8). Very often they have the feeling of going faster to the problem for which they consult, being more focused on solutions and find that they try to get more contextualized information, "it's like I'm doing more coaching ... I'm more directive ... when it's more relational, I see them in person" (participant # 13). Some relational skills seem to be more prominent. For example, when speaking by telephone or by e-mail exchange, many will mention that they are expressing more transparency and personal disclosure; they will try to be clearer in their instructions, and to give details about their environment, their state of mind; they will make more use of open questions. They want to create a sense of “being present”. They try in a certain way to compensate for the absence or the limitation of non-verbal cues more easily accessible in a face-to-face situation. They try to make the client feel that they are there with them, "I want to make sure that the person understands", (participant # 11). On the phone, many feel they are more attentive, and perceive dissonances better, "I am in floating attention", (participant # 5); "We will rely more on silence" (participant # 8).

Few counsellors encountered technical problems, and few considered themselves to be experts in the use of technology. If they encountered problems, they quickly found a way to fix it or find someone who could help them.

Several reported that the adjustments they made in their way of intervening at distance often had the benefit of eventually integrating these adjustments into their face-to-face practice. For example, many have digitized the tools they use in their office and now use them with all their clients, whether for face-to-face or distance interventions. Discovering that they used skills such as self-disclosure, clarification of instructions and their understanding of what their clients were experiencing when they provide counselling at distance, made them aware about how they provide counselling and that they can make more use of these skills in face-to-face practice, "I do it more now in face-to-face, for example being transparent about what I experience in the relationship, that I would not have done before "(participant # 4), "intervening at distance (video) led me to be more sensitive to the non-verbal. It was there, but I was less aware of it ... maybe my pace too ... the image that I reflect to a client" (participant # 11).

Table 2 presents the response to a question about perceived difference in the quality of the relationship. The question was:

> "How would you rate, on a scale of 1 to 10, the level of difference in quality of the relationship in your face-to-face versus distance career

counselling, where level 5 is the one where you do not see a difference, level 0 is the lowest in terms of quality decrease and level 10 is the maximum increase in quality? "

We see in the table 2 a diversity of perceptions as to the change brought to the relationship when providing career counselling at a distance. For 6 participants, it seems clear that the quality of the relationship is not impaired by delivering the service at distance. Some will say that there is a small adaptation period of the order of a few minutes, but that very quickly, the quality of the relationship is similar to face-to-face intervention as the objectives and the plan of action are clarified. Several participants report that for many clients, being able to meet career counsellor in the comfort of their own home, can easily compensate for not meeting the counsellor in person. The participants who administer an end-of-process questionnaire report that clients show the same level of satisfaction than the ones seen in their office. When participants perceive a diminution in the quality of the relationship at a distance, it is often because they feel that the quality of the relationship is more palpable, more enveloping in person, "there is something more distant, less connecting at distance (participant # 2). In contrast, when counsellors feel that the quality of the relationship has improved at distance, they refer to the fact that clients seem more comfortable disclosing themselves, especially on the phone, "the fact that they do not see me, do not feel judged, and do not judge me" (participant # 7).

Table 2: Perception of the quality of the relationship in face-to-face and at distance

Change in the quality of the relationship?	# of participants
Participants who perceive no change in the quality of the relationship when providing career counselling at distance	6
Participants who perceive a decrease in quality when providing career counselling at distance (3.4 to 4.5)	5
Participants who perceive an improvement in the quality of the relationship when providing career counselling at distance	2

Reflections on ethical issues?

All participants questioned themselves on ethical issues. The majority reported having modified their consent form following a few distance interventions, in order to better explain the process, i.e., how the interviews will happen and thus clarify expectations. They felt the importance of preparing their clients, especially if there was a technical problem of connectivity. Confidentiality is another issue on which most participants reflected. Many have researched the video conferencing platforms they use. They all experienced a moment when they felt that the client has invited someone else in the room without advising the counsellor. In that instance, a strategy used quite often has been to reframe the importance of the confidentiality of conversations and the responsibility of everyone on this issue.

What could have facilitated counsellors' involvement in distance career counselling?

Several participants reported their difficulties to find information on this topic. They felt that they had to run after the information that could have guided them or facilitated their involvement into the world of distance intervention. The training offer was perceived as quite limited and many had taken advantage of training recently offered by the OCCOQ. They would have liked that the advices they received to be less focused on precautionary measures but more on the potential of delivering career counselling at distance. Many felt that distance career counselling is not well received in the community of career counselling. What would have helped them more is that their professional association or order be more proactive in supporting these modalities of intervention and that distance career counselling be taught in initial educational programs in career counselling.

Discussion

Several findings emerge from the analysis of the results and are amenable to discussion. We will deal with the following three observations: a position inspired by a social justice perspective, a sense of competency to offer distance career counselling, and an invitation to support counsellors to offer distance career counselling.

A position inspired by a social justice perspective

In the light of the narratives provided by participants of this study, career counsellors have to some extent been interested and get engaged in distance career counselling at the demand of their clients. Behind this concern to respond to a client demand, seems to reflect a position inspired by a social justice perspective. Amartya Sen (2010) model of social justice is based on the perspective of reduce inequalities by increasing opportunity for individuals to choose and accomplish what they have reasons to value (Bonvin & Farvaque, 2008). Participants in our study seem to have used their "advocacy position to influence practice" and to have acted as a positive conversion factor (Bonvin and Farvaque, 2007, 2008; Picard, Turcotte, Viviers, & Dionne, 2019), to allow better accessibility to their services. Sampson et al. (2019), Sampson & Makela (2014) also see the integration of ICT in career counselling from a social justice perspective, that is, to reach populations who for reasons of disability, mobility or personal choice would not have access to career services if they were unable to go where traditional referral services are available. Since the majority of the counsellors who participated in this study came from private practice, one might think that the possibility of expanding the pool of their clientele could have been their prime motivation, but this is not what emerged from their narratives. It is rather the desire to reach a clientele that would not otherwise be served.

A sense of competency to offer distance career counselling

Several authors refer to the need to develop digital skills in career counselling (Barnes, La Gro, & Watts, 2009; Bimrose, Hughes, & Barnes, 2009; Kettunen & Sampson, 2019; Sampson et al., 2019). Without putting aside the need to feel somewhat at ease with ICT, the participants in this study reported that it is more the feeling of being competent in career counselling that makes them engaged to provide distance career counselling to their clientele. It is interesting to note that except for a few participants, the majority do not report an experience or a very strong interest in using ICT. However, they know how to get the resources to help their clients if needed. Very quickly, the technology used was no longer perceived as a difficulty to overcome. The possible "digital divide" referred in the literature (Barnes et al., 2009; Bimrose et al.., 2009), both at the counsellors and clients’ level, might be less critical that it may appear. The average age of participants in this study was 42 years old and 6 counsellors were over 50. They also reported that their clients were from all ages and that technical issues were relatively rare and easily resolved. Beuscart, Dagiral, & Parasie (2016) remind us that the increased communication devices brought by the Internet to society do not represent a break in practice or a fad, but rather reinforce the capacities of individuals, both for career counsellors and people seeking career counselling services.

Professional skills and knowledge have their source in theoretical knowledge, but it is in contact with the practice facing constraints challenges that strategies of adaptation and adjustment of theoretical knowledge are being developed (Bourassa, Serre, & Ross, 2003; Bourassa, Picard, Le Bossé, Leclerc, & Fournier, 2016; Schon, 1994). We can thus present the construction of the experience of the practitioner through the transformation of his "habits" (Thievenaz, 2012). In fact, the practitioner develops over the course of his experience a set of representational, communicational or operational "activity habits" on which he relies to conduct its actions in the most efficient possible manner. The participants in this study are career counsellors with several years of experience, in average 18 years, and their clienteles, mostly adults of all ages. Mastery or feelings of competence to use ICT have not been expressed as determinants to provide distance career services. These preliminary data from a broader study on the transfer and production of professional skills and knowledge, seem to indicate that we are more in the presence of an adjustment of "habits" (Thievenaz, 2012), of "professional skills and knowledge" (Bourassa et al., 2016). The participants were unanimous in stating that the initial training and counselling skills acquired over the years in face-to-face context, made it easy to deliver distance career services and that the step to feel somewhat comfortable was relatively small.

It is interesting to note that all participants reported having ethical reflections, particularly regarding the requirement to agree on client consent to services in the context of distance career counselling, to ensure to protect the confidentiality of conversations, and not to intervene beyond the limits of their skills. The fact that they were all members of a professional order or a professional association is certainly no stranger to this questioning. In fact, these career counsellors are subject to a code of ethics (Gouvernement du Québec, 2018). Sampson & Makela (2014) who emphasized the advantages and disadvantages of the growing integration of ICT in the practice of career counsellors, also reinforced the idea of ethical responsibility to engage in distance counselling, namely for reasons of accessibility issues to career services. We can only encourage that the provision of distance career services be abide by codes of ethics.

An invitation to support career counsellors to offer distance career counselling

The narratives of our participants show that distance career counselling is only a modality among others to add to the provision of their services. Nevertheless, our participants also report that they would have appreciated to perceive more support to engage in distance practices. Distance career counselling services for the moment seems to come mainly from private practice counsellors. What about other sectors of practice, including those in the school and employability development areas? A recent study conducted by Villeneuve (2019) in a school board in Quebec (Canada), shows that the career guidance practitioners underutilize the possibilities that offer the websites and the Facebook sites of their institutions and that there would be a territory to occupy for career counselling community by adopting a more pro-active stance of the use of social networks. Ozenne et al. (2018) report in a recent study with career counsellors in France, that the frequency of use and a positive attitude towards using ICT explain the intention of using ICT among counsellors. Data produced by research conducted with members of the Ordre des conseillers et conseillères d'orientation du Québec [College of career counsellors] (Turcotte, 2016; Turcotte & Goyer, 2017) showed that participants express a high degree of importance to the integration and / or use of ICT for the dissemination of educational, career and labour market information, and for communication with their clients. Participants in these studies showed also reluctance to adopt the practice of distance career counselling. Turcotte & Goyer (2017), Glasheen, Campbell, & Shochet (2013) and Ozenne et al. (2018) also report that counsellors could change their attitude if requests for distance career counselling would increase and if their professional association would offer adequate technical and ethical training. These two factors could motivate them to integrate ICT more into their career counselling practice.

A limitation of the study to be considered deals with the small number of participants in the study. As mentioned in the introduction, this study is part of a larger doctoral research and is expected to eventually join nearly 30 participants and reach a satisfactory data saturation degree. For this study, we used a purposive sampling, with participants responding to a letter of invitation sent to the OCCOQ's 2600 career counsellors. The participants who have accepted the invitation came largely from the private practice sector. A more focused study in other sectors of practice, such as in the educational sector and employability development areas, where the majority of OCCOQ's career counsellors are working, could shed further light on the data.

In conclusion, as noted by Fenichel et al. (2002) and Nagel & Anthony (2011) who have examined the advantages and disadvantages of online counselling and psychotherapy, one could say that we are not dealing with a practice that will replace face-to-face interventions, but rather a new type of flexible modality of professional counselling. As noted earlier, initial career counsellor educational programs have little or no integration of using ICT in counseling, and the professional skills and knowledge that this requires (Bimrose et al., 2015; Ozenne er al., 2018). Skills to be acquired as a result of technological change are underdeveloped and it seems crucial to seek the agreement of career counsellors on this point (Barnes & La Gro, 2009; Bimrose et al., 2015).

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Towards inclusive education – Developing transdisciplinary guidance between special needs educators and study counsellors in secondary education in Finland’s teacher training

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Abstract

In this rapidly changing world education is still the key factor to avoid adolescents and young adults drifting outside education, employment or training (the NEETs). Transdisciplinary counseling and recognizing students with special needs are essential factors in every school setting. In this article we present how upper secondary education teacher's training in Finland is developed in the framework of guiding, counseling and supporting students with special needs. The theme is related to the reform of general upper secondary education in Finland that aims to emphasize the importance of transdisciplinary guidance and special support of students. We present a model for development work of that takes place in teacher training in Finland. The model is divided in three stages, which includes a survey aimed to special needs teachers and guidance counsellors to determine the focus points of their work and how these professionals see their work in the future. We will also use target group interviews for broadening our knowledge of themes mentioned above. Information we collect will form a solid basis for developing teacher training in Finland to meet the challenges of the education in the future. We would like to see all this as a forming a new operational culture in general upper secondary education in Finland. The threefold model can be implemented in other contexts as well, for example in development of learning environments in different educational degrees.

Keywords: guidance; secondary education; transdisciplinary collaboration; special needs education; teacher training

Introduction

Second-degree education in Finland is strongly renewed in terms of both legislation and practice. The reform of general upper secondary education concerns high-school and vocational training in Finland and the aim is to emphasize the importance of transdisciplinary guidance and special needs education (Ministry of Education and Culture, 2017). The goal is to address the diversity of students and contribute to the progress of their studies according their unique abilities, including those in need of a strong support. This concerns many students, for example the NEETs, people with disabilities or learning difficulties. This means that the role of career guidance in secondary education is changing towards more inclusive and transdisciplinary approach.

As example of transdisciplinary career guidance in secondary education can be cited the collaboration between guidance counsellors and special needs education teachers (SEN teacher). In practice, this means that guidance counsellors can provide career guidance and SEN teachers can provide support to students with learning difficulties or special needs at the same time, for example in a joint guidance session.

In this article, we present the development work of a Finnish project, Right to learn – Skills to teach funded by Finland's Ministry of Education and Culture, and introduce a threefold model created in the project. The model is created for developing guidance skills of the teachers in secondary education towards more transdisciplinary and inclusive approach. Our interest is to find scalable and implementable practices to create a new operational culture of secondary education teacher training in Finland. Our other interest, in the future, is to find out, how to support teachers' resilience (see e.g. Duckworth, 2016), inspiration and motivation in promotion of social and educational wellbeing.

Theoretical basis

The reason for developing transdisciplinary guidance in secondary education is the concern related to social exclusion of young people (Mulvey et al., 2017). According to OECD indicator (2018) from the year 2016, the percentage of young people who are not in employment, education or training, the NEETs, was 17.4 % of the total number of young people in the corresponding age group in Finland, and the number is even higher in several EU countries.

The development behind the NEETs is often motivated by educational marginalisation. As in many countries, it is difficult to get employed in Finland unless you have acquired degree in secondary education. Various studies have found that educational exclusion is often driven by learning difficulties, an environment that dismisses education, a lack of motivation or a shortage of support and guidance from the school.

However, there are several measures that can be taken to increase inclusion in education and society. According to Finnish legislation all kind of discrimination based on the gender, age, ethnic or national origin, nationality, language, religion, belief, opinion, sexual orientation, state of health, disability or any other reason related to the person is not allowed (Yhdenvertaisuuslaki, 2014/1325). In addition, according to the law, the bodies that organize education must ensure that the institution has a plan for the necessary measures to promote equality and ensure inclusion of all students.

An inclusive school is built by cooperation of several stake-holders: students, teachers, school community and other interest groups such as parents and other schools (Tancing et al., 2005). This means that, in addition to teacher-specific teaching practices, there is a great deal of activity through which the entire school community can be built to be inclusive. Developing the operational culture to be more flexible and transdisciplinary is a step towards inclusive education. Inclusiveness is a feature of the entire learning environment. Thus, the background of the article is strongly linked to increasing inclusion and equality in education and society.

Methodology

How to increase inclusion in secondary education? In our article the focus is on development of teacher training. The idea is to respond to a change in the skills teachers need due to the reform of secondary education, and that way to respond better to the challenges of special need education, guidance, career guidance and transdisciplinary collaboration. The project focuses on the development of training of teachers, SEN teachers and guidance counsellors.

The central issue is how teacher training bodies can provide teachers tools to carry out guidance that promote social and educational inclusion of young people. The goal is to renew teacher training curricula of several teacher training bodies, develop uniform course selection and create a new operational model for secondary education.

The model is divided in three phases: 1. Development of the curricula of different stakeholders in the field of teacher training in Finland, 2. Development of the uniform course selection in special need education and guidance counsellor teacher training, and finally, 3. Development of a new operational culture in teacher training for secondary education. The total model of development is presented in more detail in Results section.

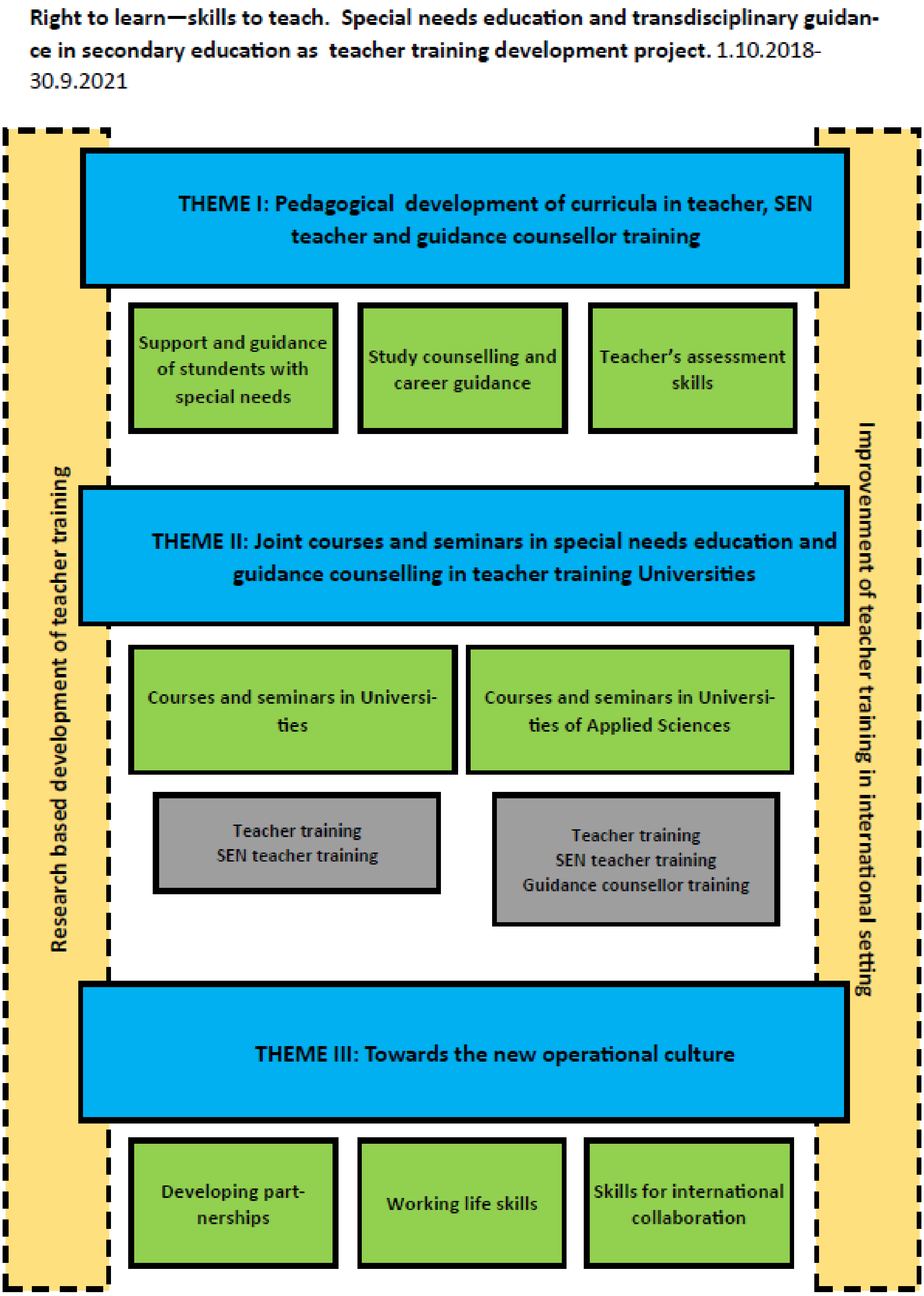
Results

The development model of secondary education teacher training we created can be divided in three themes (see Picture 1). First is the development of the curricula of teacher training bodies. This consists of development of support and guidance for students in need of a support, guidance counselling and career counselling and the development of teachers' assessment skills.

Second theme area responds to course selection in teacher training of SEN teachers and guidance counsellors. In this area, under examination will be both teacher training in Universities and Universities of Applied Sciences which traditionally in Finland are responsible of the training of partly different fields of expertise. The goal is to make the course selection more uniform.

In the third phase of the development model, it's time to develop new practices and operational culture of teacher training. Developing partnerships, networking skills with work life and internationalization are all part of a new teacher training culture that supports the teachers in secondary education with their skills related to special needs education, career guidance and increasing inclusion in education.

Picture 1: The development model of secondary education teacher training



The project is currently in the first phase of the development model. At the moment, the curricula of the different stakeholders in the field of teacher training in Finland are analysed and compared. In addition, a survey study will be conducted to study more in detail the views of special education teachers and guidance counsellors on aspects and activities that are most emphasized in their work and on the other hand, how they see their work in the future. The aim is to form a picture of what should be emphasized in the education of the SEN teachers and the guidance counsellors, especially from the point of view of the reform of general upper secondary education. The data acquired with the survey is supported by the focus group interviews conducted in the thematic areas of the survey.

The goal of examining the views of teachers and guidance counsellor is to identify the current situation of their special needs education skills and transdisciplinary guiding skills. From the point of view of career guidance this means mapping the situation for preparing the teachers to adopt new ways to approach the student, focusing on increasing inclusion. The aim is to develop new career guidance models where the emphasis is on career planning skills of the student. Results of the first phase will be used in the development of curricula of teacher training for secondary school teachers, SEN teachers and guidance counsellors. The second and the third phase of the model will be conducted alongside.

Conclusions

The reform of general upper secondary education in Finland is demanding new ways of responding to the challenges in guidance, special needs education and inclusion in secondary education. Although the global community of teachers already has presented many answers and creative, pedagogical solutions to social exclusion and reform implementations, a practical approach is needed. In this article, we presented a threefold model for developing guidance skills of the teachers in secondary education towards more transdisciplinary and inclusive approach. We offer scalable and implementable practices to develop secondary education through teacher training. It will be interesting to compare national and international solutions and guidelines and combine them to the pool of ideas for the global community of educators.

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Understanding the professional ambition to develop it better: the example of WoldSkills competition

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Abstract:

Several so-called "manual" professions suffer from a negative image. "Underjobs", Unattractive, painful, poorly paid, ghettos of underprivileged students, "default" professional choice ... However, some young people who undertake these jobs, push their search for mastery, perfection and excellence until becoming national champions or Olympic champions (“WorldSkills competition”) in their profession. The origin of their motivation is off great interest for us. They have talent, will, or luck but that does not explain their motivation to succeed. We chose to study the origin of their ambition.
Ambition, often equated with motivation, has been little studied so far and remains largely unknown. We propose here to study the psychological and social factors of professional ambition by a study conducted with members of the French team engaged in the Olympics games of professions. For this, we used an autobiographical approach, involving the analysis of life stories and cognitive mapping. First of all, this method allowed us to examine to what extent the support offered by WorldSkills constitutes both a "path of excellence in learning" and a powerful tool of professionalization for these young people. In a second step, we analyzed the psychological dimensions of their professional ambition.

Keywords: ambition, self accomplishment, meaning, motivation

Introduction

"I will be Olympic Champion!" This is the objective expressed by the members of the France team engaged in the Olympiad of trades. This desire for success, however, is characteristic of young professionals in the craft sector, a sector known as "in tension" which, despite renewed interest from the media and public authorities, is struggling to recruit. Little valued, these trades are often despised and judged as a social regression. These young professionals have seized their profession to push it to the pinnacle of excellence and make it a trampling of achievement and social enhancement by becoming champions of France and participating in an international competition of excellence, the "WorldSkills Competition" (www.worldskills-france.org/).

WorldSkills encourages them to achieve their goal by providing support that is a "learning excellence journey". However, neither the career nor the talent of these young professionals is enough to explain a success in international events. The research we have done aims to understand the nature and psychological processes on which their ambition is based.

This research is conducted as part of Catherine Valmorin's doctoral thesis "Professional ambition and self-realization throughout life", under the direction of Prof. E. Loarer.

Objectives

We propose in this paper to analyze the psychological and social behaviors and processes of the professional ambition of these young adults selected in the France team participating in the "WorldSkills" Olympiads. As a first step, we will show how the WorldSkills course, a real career guidance program with a double learning curve, plays an important role in facilitating the integration of these young people in a professional field where they can start their professional life with a level of recognized excellence. We will also see how this course has a significant impact on the construction of their professional and social identity. In a second step, we will study the role of professional ambition and how its components exert a determining influence on the trajectory of these young people. The last point concerns the modalities and measures to be implemented to enable other young people to mobilize this ambition and place them on the path of social, personal and professional success.

Theoretical basis

To study this question, we have encountered three major difficulties. The first is the lack of publications available on professional ambition. The second relates to the moral value associated with ambition. The third is its multiform nature which is sometimes considered as a process and sometimes as a state. We have proposed a theoretical model, mainly based on the concepts of self-determination (Deci & Ryan, 2000, 2012, Vallerand, 2002, 2007, Vallerand & Losier, 1999); motivation for success (Nicholls, 1984, 1989, Atkinson, 1964); of passion (Vallerand et al., 2003); sense of life (George & Park (2016); grain (Duckworth, 2007, 2017).) We also borrowed from sociology notions such as: ethics of philosophy (mercury & Vultur, 2010), construction identity in communities (Bauman, 2010, 2013), the vision of desire among philosophers (Rabouin, 1997).

Methodology

The study is conducted after 15 members of the team of France selected in 2015 (9 boys and 6 girls) aged 19 to 23 years.

In-depth interviews were conducted about the reasons, the values, the meaning, the goals that each one of them gives to his school, his professional career and his participation in WorldSkills. The content of these interviews gave rise to a content analysis whose synthesis was materialized by cognitive maps (Chaxel et al, 2014). These summaries were then submitted to the narrators for validation and collection of additional interview material.

Results

The support offered by WorldSkills France can be defined as a race of excellence "Professional orientation". In addition to its international prestige, it is characterized by its duration (several years) and its progressiveness in the competition, ensuring a continuous improvement of the skills of the participants (even those who do not win an Olympic medal). The skills they develop in this framework build their self-confidence, influence their sense of self-efficacy, but also their motivation for success, helping them build their professional and social identity. In addition, this course develops a sense of belonging to the collective. They claim to be closely related to each other and aspire to the same goal. "We all want to be Olympic champions in our profession," says Pierre. They do not wish to be called what Bauman (2010, 2013) calls « underclass »: on the margins of society. "We are tired of being seen as troubled young people". They want to be recognized. They want the right to a legitimate place in society. This shared motivation unites them.

While ambition is often perceived negatively, we see that this is not the case here. On the contrary, the young people questioned are all scandalized by the bad image given to ambition. All recognize that they have "a strong desire to succeed". More than 50% described themselves as "ambitious". They distinguish between "being ambitious" and "having ambition". "To be ambitious" is perceived negatively, "to have ambition" is on the contrary valued.

The analysis of the interviews highlighted four main drivers of professional ambition: 1 / social recognition (need to "prove to the world its own value"); 2 / the perfection of the activity itself (perfect control and exceeding the limits); 3 / self-recognition (need to prove oneself). 4 / the improvement of the state of the world and society (here referring to a need for transmission, "promotion" of crafts). These objectives are expressed alone or combined with more or less importance depending on the person. This configuration shows interindividual variability (is not the same for all) and interindividual (may vary over time).

Three components structure the ambition and give meaning to the lives of these young people.

The goal: everyone has set the goal of becoming an Olympic champion in his profession. For Julio (2017, p.82), "setting a goal is a natural way that an individual uses to meet their needs, to respect their values, to adapt to their environment and to make behavioral changes in their lives the desired direction".

The will: to compare to the concept of "grid", composed of passion and perseverance, developed by Duckworth (2013, 2017)

The passion: everyone is passionate about his job. Vallerand et al. (2003) explain that the criteria of passion are a powerful attraction for an activity that a person likes, considers important, helping to define it as an individual and in which it invests time and energy.

Conclusions

In summary, the results show that while the WorldSkills experience is a factor of integration into our society and of professional and social success, professional ambition is an important driver of career development. It appears as a spring of the dynamics of the quest for self-realization. The WorldSkills experience is at the very heart of the ambition that plays a major role in the responsibility that an individual can assume to become an entrepreneur of his life through new learning strategies. In this sense, the results show the internality of the control of the behaviors of the persons met: they are conscious that they build their own destiny and that they decide the shaping and the sense that their life can take. However, highlighting the impact of internal psychological factors on these young professionals leaves us with an important stake in the context of this Conference: how can we encourage the emergence and reinforcement of these factors in other individuals? including invisible or disadvantaged people? populations? The problem is obviously not to offer these populations such an elitist course, but rather to rely on what we can learn to encourage them to develop positive internal psychological factors, to develop motivation, the desire to grow and possibly a real social and professional ambition.

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Career competencies - research on a sample of Slovak respondents

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Abstract

The contribution deals with competencies necessary to manage career development, labelled as career competencies. Our first aim in the process of identifying key career competencies was to design a tool for measuring career them. In constructing a research tool, we used the items of existing instruments and records of interview with experts in the field of career guidance and human resource management (N=7). The initial item pool consisted of 68 items This first version of the questionnaire, was administered on a sample of 342 adults at working age in order to determine the factorial structure of the questionnaire. Using the exploratory factor analysis (EFA) 5-factor model of career competencies was identified: *Career reflection, Networking, Work exploration, Career management* and *Self-presentation*. Based on the results of the EFA, the final version of the questionnaire had been consisted of 30 items. On a sample of 259 respondents, adequate evidence of reliability of questionnaire scales has been proved by verifying the internal consistency of scales (ɑ = .86 to .94). Construct validity was demonstrated by replication the 5-factor structure of career competencies by EFA. As further evidence of construct validity the strong correlations between items and total (corrected) score of scale and medium strength intercorrelation between the scales of the questionnaire was found. Additional proof of construct validity of the scales were differences between managers, in-line employees and highly specialized employees. Managers and highly specialized employees have achieved a higher score than in-line employees in scales: Career reflection, Networking, Career action and Self-presentation. Divergent validity was demonstrated through the identified poor correlations between career competencies and different construct – personality factors. Evidence of the criterion validity was obtained through a proven relationship between career competencies and career success indicators (career satisfaction, perceived employability, salary and the number of promotions. The results are analysed and explained in the discussion.

Key words: career development, career competencies, measurement of career competencies, reliability, validity.

Objectives

One of the objectives of today's career guidance is identifying career competencies crucial for career employability. The need for a research in this area and his potential benefits is highlighted by Kuijpers and Scheerens (2006), according to which reliable and valid categorization of career competences and tools for measuring them are needed because they can serve career counsellors, politicians, educators and human resource managers in organizations. Therefore, the objectives of our research on the sample of Slovak respondents were construction of a tool for measuring career competence and verification of psychometric properties of constructed career competence measurement tool.

The construction of the measuring tool

Our first aim was to construct a measuring tool for career competences and, on this basis, determining what career competences can be identified and operationalized on the sample of Slovak respondents. In the operationalization of the career competence construct, we have been relied on an Integrated career competence framework (Akkermans et al., 2012) that distinguishes 6 career competencies: Reflection of Motivation, Reflection of Personal Qualities, Networks of Contacts, Self-Presentation, Labor Market Research and Career Management. Based on this framework a Career Competence Questionnaire was constructed. The questionnaire was, in several stages, based on the results of a qualitative analysis of statements of experts and students, adjusted to a 68-item version which was subjected to a factor structure analysis using an exploratory factor analysis on a sample of 342 respondents. Relying on an Integrated framework of career competences mentioned above, we hypothesized that a 6-factor career competence structure would be demonstrated. This assumption was not confirmed as only 5 factors were identified that explained 52.2% of the total variance. Almost all expected factors have been demonstrated, namely Contact Networks, Self-Presentation, Career Management and Work Exploration. However, two competences presenting reflective behavior have not been shown as two separate factors, but as one common factor that we have called Career Reflection.

In selecting the items to be retained in the final version of questionnaire, we have followed a number of requirements that were met by 51 items. However, the individual factors were not been evenly represented by the number of items. For this reason, we have decided to ensure the equal representation of the items in the factors, so we kept 6 items with the strongest charge for each factor: career reflection (.74 to .79), contact networks (.64 to .78), work exploration (.69 to .93), career management (.66 to .81) and self-presentation (.51 to .77). With this approach, we arrived at the final version of the Career Competence Questionnaire, whose psychometric properties were verified in the second part of our study.

The reliability of assessment tool

In the first step, the reliability of the questionnaire was verified by determining the internal consistency of the tool, by calculating the Cronbach alpha coefficient on data obtained from a sample of 259 respondents. The internal consistency of individual subscales ranged from .86 to .94, which can be considered good to excellent reliability evidence.

The validity evidences

Next, confirmatory and explorative factor analysis, inter-scale correlations, instrument-to-instrument correlation and scaling differences between groups were used to obtain construct validity evidence.

The first research question in verifying validity was whether the results of factor analysis support structure of instrument. Given that our study identified a 5-factor career competence structure, we were, of course, expected to confirm the 5-factor model. The model was verified using Confirmation Factor Analysis (CFA), which showed acceptable RMSEA (.08), SRMR (.06) and $\chi 2$ / df (2.88) values. Although CFI (.87), GFI (.78) and TLI (.85) values did not reach the desired level of ≥90, such values advocate e.g. Jin et al. (2012) considered them acceptable. Similarly, other authors (e.g., Xia et al., 2012; Krägeloh et al., 2013) interpreted their model as appropriate in obtaining less acceptable values. One of the reasons for only partially acceptable characteristics of our model may be insufficient sample due to the number of questionnaire items because, as allege Costello and Osborne (2005), sometimes the number of respondents to the number of items ratio of 20: 1 may be low. Osborne and Fitzpatrick (2012) state that the solutions provided by EFA are notoriously difficult to replicate even under extremely ideal circumstances.

In order to provide further evidence for construct validity, we have also implemented EFA on data from the second sample to verify that the factor structure will be replicated. EFA results confirm the existence of 5 factors that explained 67.16% of the total variance and the item structure of the individual factors fully copied the structure of the original model, which, can be considered a good validation of the model.

In next, we assumed that strong (corrected) correlations of items with total scale scores (i.e. correlation of the item with the rest of the scale to which it belongs) would be demonstrated. We found moderate to strong correlations (.56 to .90), which can be considered a good to excellent proof of validity according to the EFPA (2013) manual. No item has correlated more strongly with a different scale than the one it has been included in.

Next, we assumed that moderate strong correlations of the questionnaire scales would be demonstrated. All questionnaire scales together moderately correlated (.24 to .54), except for the correlation between the Career reflection scale and the Work exploration scale, which was not statistically significant. Our correlation values show that individual scales measure the same construct, but each scale measures a different, well-defined area, respectively career competence.

In the process of obtaining further evidence of construct validity, we have ascertained whether the questionnaire discriminates between senior managerial staff and lower ranking staff. We assumed significant differences in the averages of the scales between groups, in favor of managers. In view of the high proportion of highly qualified professionals in our sample that could not be assigned to either of the two above categories, differences in the level of career competences between the three groups (managers, line workers and highly qualified professionals) were verified. The results showed that there was a significant difference between the groups in all the questionnaire scales That is, managers, line employees and highly qualified professionals differ in the level of individual career competencies and the questionnaire reliably distinguishes between these groups of people. Managers show a higher level of Career competencies compared to line employees in Reflection, Career Management, Networks of Contacts and Self Presentation. Based on these results, it can be assumed that career competencies contribute to some extent to achieve a managerial position. On the contrary, in the Work exploration scale, line employees achieved in our research the highest score. The explanation may be that these employees are not satisfied with the current job and therefore search for further labor market opportunities.

Conclusion

Our aim was to contribute to the issue of career competences, which is important for enhancing employability. With the help of a constructed instrument that received the title Career Competence Questionnaire, we managed to operationalize and identify five career competences that are valid for our cultural framework and are named Career Reflection, Contact Network, Work exploration, Career Management and Self-Presentation. The Career Competence Questionnaire evaluates these competences through five subscales that can be interpreted as a profile of individual career competencies. Due to the evidence of validity and reliability, the questionnaire can be considered as a reliable tool for measuring career competences, and therefore we recommend using it both in research and in practice by advisors, psychologists, human resources experts and other professionals.

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Disrupted life-story: Career construction with adult third culture kids

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Abstract

Migration calls for major life changes, both personally and socially (Cohen-Scali et al., 2018). In the case of adult third culture kids this reality may be hidden since they are expected to be integrated in the old country, even though they might never have lived there and do not have the same cultural knowledge as their parents (Pollock & Van Reken, 2001). When third culture kids return to their homeland as adults many things have changed and they might not speak their native language properly. Career construction theory (Savickas, 2011) is used here to help adult third culture kids create new career paths in their native land. Case study results from two interventions using the CCI are reported and analysed with a literary method called semiotic analysis (Vilhjálmsdóttir & Tulinius, 2009). This method of analysis looks for the basic structure of narrative. The two career interventions are evaluated with an Icelandic version of the Career Adapt Ability Scale (CAAS-I). The two participants are women aged between 30 and 50. The findings show that the CCI captures well the women's life stories and career identity, although the two women differ in being creative in their situation. The CCI interventions are successful in assisting the women in goal settings and developing career identity. Only one woman shows real progress on the CAAS-I, something that reflects her creative and positive outlook on her situation as an adult third culture kid. The two case studies show that the CCI is an effective counselling method in exploring strengths and weaknesses in the participants' careers. The literary analysis extracts life themes and allows reflexion on concerns and emerging opportunities and the CCI process enhances the sense of personal dignity and agency by its emphasis on individual strengths.

Keywords: adult third culture kid; career construction; career adaptability; literary analysis

Introduction and objectives

The number of migrants is growing in our global economy (Presbitero & Quita, 2017) with the consequent uprooting of migrant families. Migration calls for major life changes, both personally and socially (Cohen-Scali et al., 2018). In the case of adult children of migrant families or third culture kids this reality may be hidden since they are expected to be integrated in the old country, even though they might never have lived there and do not have the same cultural knowledge as their parents (Pollock & Van Reken, 2001). When third culture kids return to their homeland as adults many things have changed and they might not speak their native language properly. This study addresses how people who have experienced migration as children make sense of their careers in two or more cultures on their return to the „old country". In the scientific literature, the term for this group of people is either returned expatriates (Presbitero & Quita, 2017) or adult third culture kids (Pollock & Van Reken, 2001). An Icelandic novelist, who has this background, says in a recent novel "Living in three different countries before the age of 20 means that you have no peers to share your memories with and your life-story lacks continuity" (Bjarni M. Bjarnason, 2018). Savickas' career construction theory (CCT) is intended for use in a multicultural society and a global economy (Savickas, 2013). CCT focuses on the construction of representations of reality in a social context and thus making meaning of careers. The aim of the life designing method based on Career Construction Theory is to co-construct a career based on micro-narratives collected from the client. An important aim of Savickas' narrative counselling method called the Career Construction Interview is to enhance coherence and continuity in career related narratives. The objective of this study is to use the Career Construction Interview with adult third culture kids and evaluate the intervention with the help of the Icelandic version of the Career Adapt Ability Scale (CAAS-I), also adapted from Savickas' theory.

Theoretical basis

The theoretical basis of this study is Savickas' Career Construction Theory (CCT) and research on migrants, especially migrants called returned expatriates or Adult Third Culture Kids (ATCK). In addition, a literary method of analysing Career construction interviews will be presented briefly. This method has been developed by the author.

A major influence on Career Construction Theory are post-modernist approaches that say that there are no eternal or scientific truths that can be applied to all human experience and that history has ignored people on the margin, that have different perspectives on social reality. Consequently, careers are no longer solely objective and in the form of ladders, but subjective. Individuals have to construct a story about their lives and careers (Savickas, 2013). CCI stresses the social-constructivist nature of human experience (Savickas, 2005) as it is through relationships with others that we develop our unique world views. Savickas agrees with Kelly's Personal Construct Theory (Kelly, 1955) that we continuously construe our surrounding reality. Being a social constructivist, he claims that the major source of this construction is in human interaction. The difference between constructivism and social constructivism is that the former focuses on meaning-making and the constructing of the social and psychological worlds, through individual, cognitive processes, while the latter emphasises that the social and psychological worlds are constructed through social processes and interaction (Young & Collin, 2004).

The aim of career construction theory is therefore to co-create career meaning and career is accordingly defined as a carrier of personal meaning that defines and structures significant events in life (Carlson, 1988 in Savickas, 2000). This meaning is seen in the life theme that emerge from micronarratives in the client's story. The basis of career development is the life theme, described as the individual´s golden thread woven into patterns (Savickas, 2011, pp. 25–26).

The aim of the CCI or Career Construction Interview (a series of three interviews) is to construct career themes through processes of de-construction, co-construction and re-construction (Savickas, 2011). The micro narratives are based on a series of questions. The first question establishes counselling goals, followed by questions on role models, favourite magazines, all-time favourite stories, motto and early recollections. This is the basis of the first interview (de-construction). In the second interview the client's story is co-constructed and re-constructed in a third interview intertwined with action planning. Telling the stories in this way enhance comprehension, coherence and continuity in the life story (Savickas, 2011)

The amount of information collected in narrative counselling interviews, CCI being one example, can be overwhelming. Savickas himself masters this very well, but gives few instructions on how to analyze CCIs. The author has developed an analytical method of narrative interviews based on Greimas' narratology (Vilhjálmsdóttir & Tulinius, 2009). Two tools from Greimas' theory are adopted, the actantial model and the semiotic square. "The actantial model proposes to see every character in a narrative (which may even be objects) as one of six actants. These actants are subdivided into three pairs. The subject and object are the first of these" (Vilhjálmsdóttir & Tulinius, 2009, p. 268).

The semiotic square is another conceptual tool used to explore meaning in stories.

> The semiotic square is a way of formalizing what Greimas calls the ''elementary structure of signification". Every seme, or unit of meaning entails its contrary: good could not exist without bad, hot without cold, black without white, happiness without unhappiness and life without death. To this initial oppositional pair (labelled S1 and S2), Greimas adds another one which consists of what S1 and S2 are not (labelled Not-S1 and Not-S2). They are in a contradictory relationship to the former two. (Vilhjálmsdóttir & Tulinius, 2009, p. 269).

In the presentation it will be demonstrated how these conceptual tools from literary theory find meaning in client stories.

A third strand in the theoretical basis of the presentation is the concept of career adaptability, also a major element in Savickas' theory (Savickas, 2005). It is defined as the readiness and resources for making career choices and negotiating career transitions (Savickas, 2004). Measures of career adaptability were presented in the Journal of Vocational Behavior in 2012 and the author of this proposal was the first author in one of them. The CAAS-I (Career adapt ability scale – Icelandic version) has six dimension, four international dimensions (Concern, Control, Curiosity, Confidence) and two Icelandic scales (Co-operation, Social Contribution). In this study the instrument is used as a tool to evaluate the intervention.

A fourth strand in the theoretical basis of the presentation comes from research on the group in focus in this research, namely adult third culture kids or returned expatriates. One research presents the following five stages in the transition of one culture to another: 1. Involvement, 2. Leaving, 3. Transition (concern), 4. Entering (curiosity), 5. Reinvolvement (control, confidence) (Pollock & van Reken, 2009, p. 66-73). It can be argued that the dimensions of career adaptability are similar to transition stages three to five.

Methodology

Series of CCIs were conducted with two adult women who had lived abroad for the most part of their childhood and youth. Pre-and post-measures were made of each intervention with CAAS-I. The content of the interviews was analysed with the literary method presented above.

Results

Both women in this study have been marginalised in their home country as a result of poorer linguistic abilities, family structure and education that is not well adapted to the educational system in the home country. The Career Construction Interview gives an insight into the two cultures these women inhabit. For example, the all-time favourite story of one of these women is the film The Fight Club, a story of a man inhabited by another man (double identity). Similarity between career adaptability dimensions and transition stages is revealed in the two stories, although this needs to be explored further.

The answer to the two research questions were positive, although more positive in the case on one of the two women: (1) Does the CCI intervention assist participants in goal setting? (2) Does the CCI intervention reach the goal of enhancing the participant’s career adaptability?

The results on the CAAS-I show that both women progress somewhat on career adaptability as a result of the intervention. Only one woman shows real progress on the CAAS-I, something that reflects her creative and positive outlook on her situation as an adult third culture kid. The two case studies show that the CCI is an effective counselling method in exploring strengths and weaknesses in the participants’ careers. The literary analysis extracts life themes and allows reflexion on concerns and emerging opportunities and the CCI process enhances the sense of personal dignity and agency by its emphasis on individual strengths.

Conclusion

Adult third culture kids have not received much attention in the literature within career theory. The study reveals that they have a unique perspective that can be enriching, although in the case of the women in this study it has been a drawback in their careers. They have had difficulties putting together their disrupted stories. This study also reveals that an intervention like the CCI can be of help in finding a golden thread or continuity in a live that is divided between totally different worlds.

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Career transition of non-European graduates from European HEIs: Implications for career practice

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Abstract

Based on several case studies of career services for international students and the transitional experience of non-European graduates from study to work, I provide an integrated analysis of transcripts of semi-structured interviews conducted with career representatives and non-European graduates from German, UK and Dutch universities. I discuss the implications for career practice in light of individual perspectives of non-European graduates, higher education (HE) career services and other related institutions. The article reveals factors for career planning and development considering cultural gaps ranging from language issues to differences in the HE system or recruitment procedures as well as a lack of career provision for international students. It illustrates how career services have reacted to these issues by creating new strategies, including the job role of a career specialist for international students, and suggests new directions for further research and the career development of non-European graduates with regard to participating universities and from a broader institutional perspective.[23]

Keywords: career service, student mobility, international graduates, international students study to work

Introduction

For international graduates from European higher education institutions (HEIs), their rising numbers and the attempts to utilize their international experience in a globalized labor market result in an increasingly challenging transition period. This development is accompanied by the students' intention of staying in the respective host country after graduation, which is consistently above 60% in several European countries (Sykes & Chaoimh, 2012), and there is a discrepancy

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[23] Note that this article is a synthesis of two papers presented at the IAEVG 2019 Conference Bratislava, a poster session on 'How are career services supporting international students?' and the oral paper 'Career Mobility of non-European Graduates from European HEIs'.

between this intention to stay and the actual stay rates of European host countries (Hanganu, 2015; Home Office, 2018). Moreover, data suggest that recent non-European graduates are more likely to be unemployed than their European colleagues or must contend with longer periods of unemployment (Hanganu & Heß, 2014; HESA, 2016). Furthermore, international experience is not necessarily a key factor in recruitment (Van Mol, 2017) and recruiters are often unable to appreciate the competencies gained through international experience, or else graduates are unable to promote their gained skills effectively to employers (Leppanen, Saarinen, Nupponen, & Airas, 2014). Regardless of whether graduates can stay, return home or establish a career elsewhere, the transition process is often accompanied by the challenges of (re)entry and (re)acculturation (Zhou, Jindal-Snape, Topping, & Todman, 2008).

Host countries benefit financially from non-European students and the introduction of tuition fees in the UK caused a significant change in the strategy of most HEIs. Besides the focus on research, graduate employability became top of the agenda. This also affected career centers in higher education (HE) and caused a significant rise in staff numbers and these staff became an influential institution within HEIs and in HE. In continental European countries, the institutional establishment of career centers is still lagging with the foundation of the majority of smaller centers a decade ago. Despite this development, there is still a lack of career provision for international students in HE in the UK and Germany (ECU, 2012; Ripmeester & Pollock, 2013).

Therefore, I tried to gain an overview and more in-depth knowledge regarding the career provision for international students and the transition of non-European master's graduates from study to work (Zeltner, 2018a, 2018b). In light of the findings, I discuss the implications for career practice at different levels, such as the individual perspective of non-European graduates, the career service management and other institutions related to policy making and social systems interventions with regard to the tasks in career guidance and counseling, as defined by NICE (2016).

1. Career provision and transition: Empirical background & objectives

Existing research mainly focuses on the national situation of HE career services (Brandl, 2015) and seldom includes the needs of services for international students or they concentrate on one country or HEI (Coombes, 2014). Partly, the International Student Barometer focuses on career issues from an international viewpoint and revealed a lack of career provision in Germany. The results show that the students are often not aware of the services offered or hesitate to make use of them (Ripmeester & Pollock, 2013). A lack in career provision is also obvious in the UK, where the satisfaction of international students with services of one-to-one support and workshops is at a high level. However, 58% of those students who indicated dissatisfaction with career services were international students (ECU, 2012). One of the reasons for dissatisfaction was the view that services are not sufficiently internationally focused, especially for non-European students.

Quantitative research on issues of employability and the competencies gained through degree mobility[24] is often fragmentary and hardly comparable, or representative data are not in place yet (Mühleck, 2015). Moreover, the aspects of non-European graduates are not considered. Besides prolonged periods of unemployment among non-European graduates, degree mobile students are often confronted with a lack of professional networks in the host or their home countries or with limited familiarity of students and employers in the domestic and foreign labor markets (Wiers-Jenssen, 2011).

Qualitative research and case studies of transition of non-European graduates in light of their career development and implications for career practice are hardly available or have not been published. Some studies focus on intra-European mobility (Tzanakou & Behle, 2017). However, they do not take cross-cultural aspects of transition into account nor do they try to make links to career services. Given the fact that non-European students can be considered as strategic success factors in financial terms or in terms of valuable human capital for host countries, it is surprising that this field is under-researched so far. This paper contributes toward this area of research. The gained insight should improve understanding of support, mobility, and migration and is aimed at researchers from the fields of career guidance or mobility and migration studies; career managers, consultants and guidance practitioners as well as staff from international offices of HEIs, who are involved in the career provision for international students, from European and related non-European countries; and prospective and current non-European students and recent graduates.

2. Research methods

For the two research projects which I have carried out, I chose the research strategy of multiple case studies (Yin, 2009). The first one comprises a contrasting analysis of seven European HEIs and their career provision for international students, including services, strategy and marketing (Zeltner, 2018a). During the second project, I analyzed relevant individual and societal factors for non-European graduates from German and UK HEIs regarding their cultural and professional transition from study to work (Zeltner, 2018b). The findings included the identification of cultural gaps, cultural preparedness and acculturation strategies of these graduates as well as their career progression and management, with a focus on stages, processes and patterns of change. For the analysis, I made use of theoretical concepts derived from the acculturation process model of Zhou et al. (2008) and from career development, such as the theories of social learning (Mitchell & Krumboltz, 1996) or the change model of Prochaska, DiClemente, and Norcross (1992). Because of the explorative character of both studies, I mainly focused on qualitative research methods. In terms of data collection methods, I chose three different sources of evidence. I used the results of quantitative studies from the initial literature review and further reviews based on the analysis of the interview transcripts. The second source was the transcripts of 12 semi-structured, audio-recorded Skype interviews that I conducted with six graduates from a German and another six

[24] Degree mobility is a type of student mobility involving students who are enrolled to complete a full degree in a university outside of their country.

from a UK HEI. Third, I obtained information from German, UK and Dutch HEIs, and included the transcripts of semi-structured, audio-recorded, face-to-face interviews with a career representative of each HEI. This also included written sources, such as workshop offers or training handbooks.

I employed a convenience sampling procedure. However, I attempted career services of HEIs with a high number of international students. At two HEIs the career representatives acted on my behalf and targeted some of their recent graduates and invited them to participate in my research. All interviewees signed a consent form, including anonymity and confidentiality of participants and HEIs.[25]

3. Individual perspectives

All interviewees undertook extensive planning periods before studying abroad. However, in some cases, there appeared to be a discrepancy in their career planning. This contradiction arose from the strict visa legislation for non-European graduates who usually have to leave the UK after graduation and the UK as the preferred destination after studies. Two graduates from the UK sample expressed deep regrets about their choice and their unsuccessful attempts to enter the UK labor market. Both of them were highly satisfied with their courses. However, they also stated that they should have chosen a different country in terms of visa legislation with better prospects for entering the host labor market after graduation.

Another factor to be considered is the benefits of internships for professional and cultural transition—six out of seven interviewees became employed through the internship provider directly after graduation—which turned out to be a key success factor regarding the labor market entrance of the host country. For the graduates from the German HEI, the internship offered them the chance to obtain confidence of employers. This turned out to be a distinctive advantage in the recruitment process thereafter. The graduates of the UK HEI faced more difficulties in getting a placement. One reason had to do with the strict rules for working on a tier 4 student visa which involves disadvantages for non-European fulltime master's students. This is because only a small number of master's programs include the option of a short term internship where students are eligible to work more than 20 hours per week. An Indian graduate expressed deep regrets when he realized this.

> I just wished I did my bachelor's there, because bachelor's international students get better placements than international master's students. So I really wished I did my bachelor's there and I would have gotten my placement and things would have been as I hoped.

A third factor is language proficiency in the host country and its consequences. Whereas, in the UK, the course language is congruent with the host country's language, this is different in Germany and all graduates of my sample have underestimated the relevance of German for labor market entrance and for

[25] This article is aimed at career practitioners. Further information about research methods can be obtained on request.

everyday life. Consequently, none of the interviewees were prepared and their arrival at the German HEI and the first period of integration was associated with key words, such as roller coaster and nightmare or feelings of loneliness. Besides the effects on well-being, poor language proficiency had a negative impact on the duration of study and graduates from the German sample needed four years on average for finishing their two year master's degrees. Surprisingly, nobody undertook a longer presessional course in German in combination with a strong integration into German society prior to studies. This could have had positive effects on cultural preparedness, duration of study and on managing studies and labor market entrance in Germany more effectively. The case of an Iraqi from the UK sample illustrates the benefits of such kind of courses.

> At the first two months it was quite difficult and I felt, I am depressed and from the early beginning on I got what they call a culture shock, because I am not adapted to the styles of banking, shopping, the new culture. I faced difficulties with the language, but at least I started the progression in my English course. I settled there and I built a new relationship with some international students and with some tutors who were really helpful and friendly. After six months it felt like my second home city and I thought about to settle forever there.

Two other factors could be identified that result from cultural and institutional characteristics and could be considered as success factors for transition. For the UK graduates, it was time management, particularly when dealing with the challenges of studying while job searching in parallel in a short period of one year. An Indian graduate from the UK HEI put it in a nutshell.

> I learnt a lot about how to manage my time, because in the UK time is everything. All of my professors stressed on time and made me more functional and that helped me gain a lot of respect with my colleagues here in the UAE.

For the German sample, it was concerned with the quality of being proactive, especially when identifying, organizing and making use of support structures as well as acquiring internships or graduate jobs on one's own initiative. The head of career services described this cultural approach 'higher education (in Germany) is not there to be nice, and that it doesn't mean that I (the student) get pampered'. A Nepalese graduate from Germany, who was the only one who had already completed his bachelor's degree abroad at a German university, an Anglophone HEI with a typical Anglo-American culture, outlined the differences of both systems.

> While I was in (1st HEI), I was living in a bubble because it was a kind of a campus culture. So, you spent almost all your time within the university compound. I guess when I came to (2nd HEI), I had the experience that most of the foreign students have, when they come to Germany, because going to (1st HEI) it was different. University took care of most of the things. You lived within the university housing and you didn't have to look for housing and you eat at the cafeteria in the university, and for your part-time jobs you can look outside the university as well, but there were many options within the university. It was as if you were sought-after, kind of a bit, and it was not like that in (2nd HEI). I had to take care of everything and you had to start from scratch.

In terms of the transition from study to work, the cases of the non-European graduates from Germany portray the broad variety of acculturation strategies starting off from a high level of cultural distance and terminating in the German or other international labor markets. The complexity of this cultural transition and its acculturation cannot only be seen as a transition from one cultural system to another but needs to take the multilayered combinations of mono-, bi- and multicultural social environments into account, which non-European students and graduates sojourn or pass through. Bringing career management, goals and destinations into accordance with the students' or graduates' preferred social and cultural environment is the main challenge of transition in terms of professional success and personal well-being. In some cases of this research, graduates have reached a high level of congruency but in others they are still in an incongruent state regarding their transition. An Indian graduate, who had to change his preferred industry, provides an illustrative example. He became hired by a midsized company in a rural region in Germany where he was the first engineer holding a tertiary degree.

> Meanwhile, I have friendships with few of my colleagues over here. I have a really very good community in Germany, but they are far off. If I move to a bigger city in Germany, it really gets much, much easier. But I will stay here at least over three to four years. I am thinking of getting a residency over here, permanent residency. Once I get that, it will be easier for me to move around.

Consequently, for some of them, professional transition, and for most of them, cultural transition, was considered an ongoing process.

4. Implications for career services

The graduates from the German HEI were highly satisfied with the one-to-one sessions and workshops provided by the career center. However, they also demanded more workshops, particularly for international students. Second, and this goes along with findings from the study by Ripmeester and Pollock (2013), there is a perceived lack of information about opportunities and making use of the benefits of career services. Furthermore, the narratives show that there is a need to address cultural and professional issues more effectively and for a tailored marketing of services for international students. Third, and as a result of the first two points, a strategy for the target group of international students would need to be defined and implemented. Both the graduates and the head of careers stated that they would welcome a career specialist for a more targeted service.

In the UK, the role of a career specialist was introduced only a few years ago at some HEIs and is adjusted to the strategy of the career service. It involves the specialist and an international Ph.D. student ambassador team. Together they provide workshops for international students, including career and cross-cultural topics; market and provide information about the services; and organize further activities and events, such as a monthly career club where ambassadors and international students get together and exchange experiences in an informal setting (Zeltner, 2018a). A similar structure would also be feasible for the German HEI. Because German Ph.D. candidates are usually employed by HEIs with higher salaries than their UK counterparts, the ambassador team could alternatively be formed from international master's students because of their long duration of study. Official figures of the HEI from 2017 reveal that the arithmetic average of the actual duration of studies for master's students in most subjects that are popular among international students is close to three years.

The strategy could also include workshops related to cultural and career-related learning and be tailored around cross-cultural transition and designed considering identified cultural gaps, preparedness and acculturation strategies as well as societal and institutional differences of the students' home and host countries. In addition, stories of former students could be presented, analyzed and discussed, with the aim to improve the understanding of career transition and its challenges and success factors, as well as its typically underlying processes and patterns of a career change. A curricular integration of such kinds of workshops would be most effective for those faculties with courses offered in English with a high number of international students, and mandatory internships as part of the program, with the aim to meet the demand of companies and the skills shortage of certain industries. Furthermore, they could inform and motivate students to make use of extracurricular workshops and one-to-one sessions offered by career services, which are more focused on the provision of traditional career topics of implementation, such as writing applications or training with mock interviews and assessment centers.

The German HEI has close cooperation with its partners, who offer internships and hire their graduates. However, for this top-ranked technical state university, it would be a win–win situation for students and the institution to offer more international labor market information delivered by providers, such as goinglobal.com or passportcareer.com. This is particularly interesting because the statements of the graduates showed that the first initiative taken during the job hunting and internship search was going online and searching for potential employers. This would also be a big gain for German students, but for the international students, this way would open new perspectives for, and additional chances in, other labor markets. Moreover, it would be a relevant source of information about the German and other foreign labor markets, including visa legislation and application practice.

Regardless of the latest development of specialized job roles, the UK HEI where I conducted interviews with graduates has not changed its strategy. All services, such as workshops or one-to-one sessions, are carried out for all students in the same way and career advisers have also been advised to focus on national and international students, equally. Apart from that, certain activities have been organized and carried out recently, such as an international career fair or a career project, including career events and webinars for international students, but have not become institutionalized. There are one or two members of staff who act as representatives for such activities. However, it is a small part of their job role. Consequently, the responses of such interviewees regarding international students' needs and services were less sophisticated and focused than those from career specialists. The latter staff appeared to be better trained and educated, particularly in the field of cultural studies.

The findings also imply that non-European students require more specialized services focused on their needs, including the chance to address relevant issues, like being confronted with similar obstacles of entering the UK labor market, in a more exclusive setting together with well-trained and experienced counselors.

Through such kinds of workshops, where students can share their experience on career planning and management issues, they would find it easier to reevaluate their current situation and probably change their strategy sooner, as some of the graduates did in my sample.

The strategy of the career specialist is only a first stage of a specialization process. A more integrated strategy would be to implement at least two or three career consultants with strong cross-cultural backgrounds in career faculty teams of HEIs. An exceptional example from a UK HEI is a Chinese career adviser who can offer services in English and Mandarin to Chinese students. Besides the language issues, career advisers with a Chinese background may find it easier to target this particular student community more effectively and establish a trusting relationship because Chinese students typically tend to stay in their own community.

This outstanding example leads to the consideration of relevant international target groups for HEIs and career services. For instance, a Dutch HEI runs a workshop series in German because Germans are the biggest foreign student community on campus and many of them return home after graduation. In accordance with the Dutch example, it would, therefore, make sense for many UK HEIs to offer additional services in Mandarin for Chinese returners, who often prioritize this decision, as reported by the career representatives from the UK and German HEIs.

5. Other institutional implications

The cases analyzed in my sample show that career services can have a positive impact on graduates' transition. The narrative of the Nepali graduate is representative for his colleagues from the German HEI.

> When I first couldn't find an internship, I realized that I could have reached out to the faculty and to the career center sooner than I did. They are exactly for this purpose to help you and all you have to do is just get in touch with them.

However, they also illustrate that there are other factors that are often much more important for a successful transition and are often out of the individual's control but create chances or form obstacles. Such factors are under the influence of policy makers of a country and its institutions. For instance, the duration of study in the UK and Germany, the visa legislation, certain course designs and the welcoming culture of a society and its economy play important roles.

As mentioned in Section 3, the internships that graduates carried out in my sample were relevant factors for entering the host labor markets. Only one out of four UK interviewees who tried to enter the UK labor market finally found a job through a mandatory internship. She was able to convince the management board and received the support needed, including the change in her visa status. If I examine the needs that could be identified among interviewees from the UK HEI, then the course design of one year for a full-time master's degree appears to be a very short period of time, especially when internships are included. For a more effective transition, it would be advantageous if the programs could be extended for another term to offer the students and HEIs more flexibility regarding the design, organization and implementation of practical experience. This is a crucial issue for the development of technical skills and professional transition.

The current initiative of the UK government to allow non-European full-time master's graduates of some HEIs to stay for six months after graduation is certainly well-intentioned. However, if the findings of the studies are taken into account, then it can be doubted whether this initiative is a successful model for the majority of students with an intention to stay. The UK cases indicate that, and what is also evident from the German sample and what is known from non-European graduates in Germany, in general, is that they often struggle with the job search, particularly after graduation. This often results in precarious employment or unemployment (Hanganu, 2015). An Indian graduate exemplifies this.

> I applied at many places. I was looking for jobs and I had many interviews, but it was really a very tough time. I was living in (city), but because I didn't have a job, I was staying with my friend in a student hostel. I was staying unofficially with him because I didn't have much money with me. One year was already over. So, in the last six months, if I didn't get a job, I had to go back. Luckily, I found a job.

Such situations also arise from a lack of institutional support from HEIs and state institutions after graduation. Consequently, for the UK, it would be more effective to have a mix of longer and more practice-oriented studies plus an extended period of stay. This could enhance the chances of non-European graduates in the UK or international labor markets.

For German HEIs, initiatives for a better cultural preparedness before students begin their courses could probably be more effective. This should include long-term presessional courses in German for developing sound language skills and becoming familiar with the German culture. For Germany, it would be worthwhile to consider such investments, especially for high-potential subjects considering the skills shortage in the German labor market. This would be compatible with the welcoming visa legislation and could go hand in hand with a stricter proof of language proficiency prior to studies. It can be assumed that a combination of such initiatives could reduce duration of study and the high dropout rate of 28 percent of international master's students (Heublein et al., 2017). Finally, this could also make the transition into the host labor market easier.

Conclusions

The cases of non-European graduates reveal the complex transition and the challenging career planning and management of a broad range of non-European graduates coming from several continents and countries. The study can be seen as a first tentative exploration of career development and cultural transition from study to work. Further research activities could focus on particular relevant target groups of graduates for host countries or HEIs regarding different home countries, cultural areas or developing nations with the aim to receive more information for developing more target-oriented career services and improving graduates' career development.

Even though the results of the studies are not representative, new strategies and trends could be identified, such as the role of a career specialist for international students or workshop series tailored to the needs of strategically relevant foreign student groups offered in their own language. Nevertheless, there are still fields that need to be developed, such as recruiting of staff with stronger international backgrounds and HR development, including cross-cultural training or career counseling skills in English for nonnative speakers, and a closer cooperation with faculties, comprising more curricular career-related and cultural learning. The latter point can also be a chance for smaller career centers because, as my cases show, it is less the career center as an institution that helps the international students manage their transition from study to work effectively but the HEI as such and the quality of its course programs, including customized internships and a more holistic approach to counseling and expert knowledge.

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