

# Book of Abstracts



MAXIMIZING POTENTIAL OF  
**CAREER GUIDANCE**  
RIGA 2020/21





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## PAPER SESSIONS 19.10.2021

### Session No 1

#### Supporting parents/carers to engage in careers education

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Conference reflection area:

Maximizing potential of education

Maximizing potential of individuals and groups

##### Abstract

Post-pandemic, with predicted record unemployment levels amongst young people, it will be more important than ever to ensure that young people receive the best possible careers support while they are in compulsory and further education.

Ensuring that they have access to career support and up-to-date careers information is essential to enabling transitions from education to work, but parents and carers also need support, and information, so that they can help with decisions and transitions from education. They have an ever increasingly crucial role to play in this careers support, so it is important to understand what works. An international study was undertaken (2019–2020), using a mixed methods approach involving a review of evidence and systems, complemented with 21 in-depth interviews with careers guidance and counselling practitioners and experts in the field.

Analysis of the evidence revealed that parents undoubtedly have the potential to influence the career development of young people in their care, both positively and



negatively. However, robust evidence of what, when and how parental behaviours constructively support their children's learning about career progression remains both inconclusive and elusive. Importantly, it was found that the integration of parental support is positively associated with young people's information seeking and research behaviours, self-efficacy and confidence, planning, goal setting and creating a sense of direction. The study produced a wealth of experiential evidence on the involvement and engagement of parents in CEG with examples highlighting the value of shared parental-children CEG experiences. These shared experiences were found to have positive outcomes for young people. Moving forward, trying out new activities that engage parents and carers, plus learning from each other and building on what works will be essential.

**Keywords:** parents/carers, careers education, careers guidance, schools, further education

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## The teacher as a resource in career guidance

### Contributor:

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Conference reflection area: Maximizing potential of individuals and groups

### Abstract

A whole school approach to career guidance has for more than two decades been a vision in complimentary and upper secondary school in Norway and other European countries. Some countries have established frameworks for career guidance in schools where career guidance can be understood as a common responsibility. In Norway that kind of approach seems to be more of a vision statement than a realized approach to organize the practice of career guidance. Research into issues of collaboration about career guidance in schools are sparse. This paper explores how teachers and career counsellors collaborate in planning and implementing career guidance in school practice, and discuss how the teacher's presence and participation can be viewed as a resource when career guidance is delivered in the classroom, with the whole class participating.

The paper is based on data from an action research study in an upper secondary school in Norway. The data for this analysis consist of transcribed audiotapes from meetings in which a series of career learning sessions in three classes are planned and evaluated by two career counsellors and five teachers. Through thematic analysis we have identified six themes:

- 1) The teacher as a role model,
- 2) Development of relations,
- 3) Interaction between the teacher and the career counsellor,
- 4) The teacher as a didactic resource,
- 5) Complimentary competence, and
- 6) Interactions between career guidance and the curriculum.



These findings are discussed in relation to the whole school approach as a way of organizing career guidance and counselling in the upper secondary school in Norway.

**Keywords:** Career guidance, career education, career guidance collaboration, upper secondary education, whole school approach

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## Students reflections on learning across contexts in career education in Norway

### Contributor:

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Conference reflection area:

Maximizing potential of education

### Abstract

Career education is a fundamental link between school and the world of work. In Norwegian lower secondary school, the curricular subject of Educational Choice can provide for experienced-based learning activities in collaboration with local working life. Taking departure from community interaction theory, drawing on boundary crossing, this paper investigates students' experience of career learning across contexts when involved in placement activities. Attention is focused on the students' experience of continuity and discontinuity in relations to tensions naturally embedded in career education.

As a part of a participatory research project, focus groups were conducted with 24 students from ninth grade in Norwegian lower secondary school. Through an exploratory analysis, attention was focused on the students' experiences, identification and coping with the tensions naturally embedded in career education. Preliminary findings indicate how career education needs to build on knowledge about students' prerequisites and experiences in career learning, supporting the students in verbalizing the connection between the world of work and school. It also shines a critical light on curriculum development in career education.

**Keywords:** career learning, lower secondary school, placement activities, boundary crossing, emancipation

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## Session No 2

### **Managing critical transitions. Career guidance and support for youth without complete compulsory school**

#### **Contributor:**

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Conference reflection area:

Maximizing potential of individuals and groups

#### **Abstract**

This paper focuses on the support offered to young people at risk of leaving Swedish compulsory education without complete grades, in various local contexts, and thus lacking eligibility for upper secondary education (USE). The paper aims to provide increased knowledge about the strategies of career counsellors and teachers in lower secondary school when designing and implementing support in order to facilitate this educational transition. Considering the social, economic and health risks associated with early school leaving and non-completion of USE, this constitutes a critical transition point. The study departs from theoretical frameworks stressing the agency of professionals in welfare organizations such as schools and on educational transitions. According to previous research, career support (e.g. counselling, education) has shown to be of particular importance for students from less socioeconomically advantaged and/or migrant backgrounds. Primarily based on interviews with 18 teachers and career counsellors in six municipalities of varying character, the study highlights opportunities and shortcomings in schools' work, and in particular, how career counselling and career education activities are designed for the study's target group. A first analysis of the data indicates inter alia that the school actors' micro choices have a major impact on the support the students are given and



the transition seems to be at risk of becoming overly fragile unless the support is characterized by collaboration between different school actors.

**Keywords:** Youth transitions, compulsory school, career counselling, introduction program

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## **Group guidance as retention strategy and dropout prevention – the untapped potentials of group guidance**

### **Contributor:**

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Conference reflection area:

Maximizing potential of individuals and groups

### **Abstract**

While there is extensive research into school guidance and counselling services, group counselling and of course educational dropout, there seems to be less research on the specific combination of group guidance as a strategy to reduce dropout. This paper explores how guidance and counselling practitioners in Danish upper secondary school experience the implementation of group guidance as a strategy to retain students and prevent drop out. As part of a comprehensive study of retention practices and strategies in upper secondary schools, financed by the Velux foundation (Mariager-Anderson et al., 2020), the data for this analysis consists of eight narrative interviews with 11 guidance and counselling practitioners and managers. Based on the research question, What makes group guidance and counselling important/meaningful in relation to reducing dropout rates – why and how, and inspired by Braun & Clarke (2019), we conducted a reflexive thematic analysis of the interviews and were able to conceptualise three themes:

- a) Role of a guidance practitioner and aim of guidance,
- b) Student roles and their possibilities of participation, and
- c) Organisational and strategic changes.

These themes will be discussed in relation to the seemingly untapped potential of group guidance and counselling in colleges providing upper secondary education in



Denmark. Finally, we put forward suggestions for practice and research on the grounds of these discussions.

**Keywords:** Group guidance, dropout prevention, upper secondary education, careers guidance, belonging

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## Multipotentiality - career choice and giftedness

### Contributor:

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Conference reflection area:

Maximizing potential of individuals and groups

Maximizing potential of economies

### Abstract

Online tests on interests and abilities are increasingly used in the career orientation of young people. Ability and interest emphases can be understood as a talent profile. If they point in one direction, clear ideas for choosing a career can be derived from it. If, however, there are several strong focal points, this orientation is missing. Giftedness research subsumes this phenomenon under the term multipotentiality. In this context, it seems to make sense to take a comparative look at the nearly independent discussions in research on giftedness and research on career counselling. The main aim of this paper is to discuss the existence of multipotentiality and the estimation of its size. A large test data set ( $n=2234$ , age median 18) from the Studifinder NRW, a free online test of a German federal state, and a survey of German career counselors serve as a basis for discussion. The test set contains both a test of interest according to the RIASEC model and performance tests on thinking speed, numerical comprehension, text comprehension and spatial thinking. With this data it's possible to show how exactly the estimation of the size of the target group of young people with multipotentiality, depends on the underlying models and definitions. Furthermore, statistically significant correlations are presented in the analysis (e.g. RIASEC orientations of the highest-performing students) and classified in the theories. Another strong finding is that inclination profiles of the top group in the performance test are much flatter (effect size in the various assessment tools between .25-.65). The test data are also suitable for



discussing the widely used RIASEC model of Holland. Basis for critic is the lack of discriminatory power between interests and personality and performance

**Keywords:** giftedness, OSA, RIASEC, interest, multipotentiality

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### Session No 3

## Facets of Adaptability in Career Decisions

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Conference reflection area:

Maximizing potential of individuals and groups

### Abstract

The ability to adapt to the changing world of work has emerged as a key component for better career development and decision-making. The Career Adapt-Abilities Scale (CAAS) and the Career Decision-Making Adaptability (CDA) index derived from the Career Decision-Making Profiles (CDMP) scale were developed to assess adaptability behaviors. In the present study, using a sample of 2,146 Americans, we investigated the conceptual and empirical similarity of these measures, as well as their relative contribution to the prediction of two career outcomes: (1) perceived decisional difficulty and distress and (2) career decision status. The CAAS dimensions (concern, control, curiosity, and confidence) exhibited medium associations with the CDA total score (median  $r = .30$ ); the CDA dimensions (information gathering, locus of control, procrastination, speed of making the final decision, dependence on others, and desire to please others) exhibited medium associations with the CAAS total score (median  $r = .36$ ). In addition, the CDA dimensions of information gathering, procrastination, and speed of making the final decision emerged as significant predictors of decisional difficulty and distress ( $R^2 = .37$ ); the CAAS dimension of concern and the CDA dimension of procrastination emerged as significant predictors of career decision status ( $R^2 = .26$ ). The implications of these results for research and practice are discussed.



**Keywords:** career adaptability, career decision-making profiles, career decision status, career decisional difficulty, career decisional distress

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## **Representations of decent work and antecedents among experts in vocational guidance and career counselling using two qualitative approaches**

### **Contributor:**

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Conference reflection area:

Maximizing potential of guidance at association and practitioner level

### **Abstract**

Decent work (DW) was defined by the ILO in 1999 as a crucial aspect to promote well-being at work. In order to extend the understanding of this concept, which is central in the Psychology of Working Theory (PWT, Duffy et al., 2016), this study aimed to explore vocational guidance and career counselling expert's representations of DW with two different methods of qualitative analysis: content and textual analyses. Hence, we interviewed seventeen professionals working in Southern Switzerland including apprenticeship commissioners, adult educators, personnel consultants, and career counsellors. They were asked about: a) what components define a job as decent and b) which resources could facilitate access to DW. We proceeded first with a content analysis of these interviews using Atlas.ti software (Vardanega, 2008), second, with a textual analysis using Alceste (Reinert, 1998), a software that analyses the frequency of words occurrence within a text. Content analysis identified two social aspects of DW that are not in the definition given by the PWT, Positive relations at work and Social recognition. Moreover, these interviews suggest that four main resources help people to access DW: Motivation, Interest, Lifelong learning, and Soft skills development. The results of textual analysis made it



possible to get an overview of differences in the experts' speeches. It appears that personnel consultants produce a discourse more oriented towards the salary aspect. Apprenticeship commissioners focalize more on the social dimensions of work. Career counsellor definition of DW takes more into account the individual subjectivity. Finally, adult educators place importance on lifelong learning, seen as an important resource to help people in managing their own career and in accessing DW. In conclusion, results of our study provided insight into these experts' representations of DW and of resources that facilitate access to it, also highlighting how these representations are strongly linked to the specific professional category

**Keywords:** decent work; working conditions; semi-structured interviews; content analysis; textual analysis

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## Session No 4

### Evaluating a career guidance programme – insights from practitioners and decision-makers

#### Contributor:

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Conference reflection area:

Maximizing potential of education

#### Abstract

This proposal discusses the importance of evaluating a career guidance program from the perspective of practitioners and decision-makers. The methodology comprises a review of the literature regarding the evaluation of career guidance programs in the U.S.; an analysis of reports, artifacts, and documents; interviews with six stakeholders: two school counselors at middle school and high school level; a middle school principal; a superintendent; a chief academic officer and a continuous improvement coordinator both at the district level. The results explore: how activities are evaluated; how teachers, students, and parents are involved in the process of evaluation; how participation in a career guidance program influences students.

**Keywords:** evaluation, career guidance program, practitioner, decision-maker, beneficiary

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## **The possibility of examining the effectiveness of a career education program through a follow-up survey**

### **Contributor:**

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Conference reflection area:

Maximizing potential of education

### **Abstract**

In Japan, career education has been said to have six areas of activities including self-awareness, career information, career-related experience, career counseling, preparing for transition, and follow-up survey. This study investigates how a career education program implemented in Okinawa Prefecture, mainly for elementary school students, affects their later social and professional independence. The program was developed in a private, school, and public sector partnership format and has now been expanded to the entire province. The program consisted of 15 hours of pre-learning, 4 hours of job shadowing at the office, and 10 hours of post-service instruction, for a total of 29 hours.

The Kitanakagusuku Village Board of Education, which launched the program in 2012, asked the private sector to evaluate the effectiveness of the program. The sector formed a committee including intellectuals and decided to verify the effectiveness of the program through a follow-up survey. The verification of the effectiveness of the program, which started with one village, could be expanded to the entire province. Therefore, the committee decided to conduct a follow-up survey of the first participants in the program as a preliminary survey in order to confirm the reliability of the follow-up survey and to link it to the main study

This study presents the results of a preliminary survey of 18 respondents' from 119 elementary school graduates revealing the limitations of the follow-up survey, such



as the fact that only one of the two elementary schools implemented the program in 2012, while some graduates of the school that did not implement the program reported that they did. On the other hand, through interviews with subjects, the interviewer found that there were times when a career counseling function is required.

**Keywords:** follow-up survey, job shadow, career education, elementary school

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## Career checks: what works?

### Contributor:

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Conference reflection area:

Maximizing potential of individuals and groups

Maximizing potential of economies

### Abstract

In this research, we present the results of a study on the effects of career checks with a specific focus on the use of career checks by lower-educated people. In the first phase of the research, we investigate the quality and effects of career checks with both quantitative and qualitative measurements. In phase 2 we will explore if and how labour market information can be used in the development of career checks. In phase 3, three career checks will be evaluated in a longitudinal case study. The research will result in (1) the effects of career checks; (2) criteria with which career professionals and organizations can evaluate and optimize the effectiveness and quality of career checks; (3) recommendations concerning the further development of an 'ideal' career check.

**Keywords:** career checks, effective career guidance, labour market intelligence.

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## Session No 5

### Inter-organisational Complexity When Working Together for Co-generative Career Guidance

#### Contributor:

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Conference reflection area:

Maximizing potential of individuals and groups

#### Abstract

Collaboration between different organizations is a demanding task. Even though the involved parties wish for a good and fruitful collaboration process, unanticipated complexities that obscures the whole process of working together can occur. People in-between jobs might benefit from services from the Career Centres. Hence, it might be of crucial importance that the collaboration between the Norwegian Labour and Welfare Administration (NAV) and Career Centres is good and that NAV knows what Career Centres' contribution can be. Interorganizational complexity deals with different challenging dimensions regarding collaboration between organizations, and how different types of barriers may evolve. The theory of "co-generative learning" (Klev & Levin, 2016 and Elden & Levin, 1991) is based on democratic principles and broad participation and explores how organizational development can be implemented in a way that transcends categories such as "top-down" or "bottom-up". This paper thus examines the inter-organizational complexities that occur when NAV, Career Centres and other involved institutions are collaborating, and how co-generative career guidance can help to overcome the challenges. We see geographical, cognitive, organizational and structural distances between the organizations. To help build a common understanding of the organisational goals,



and how the different organisations can work together, co-generative career guidance can contribute to better collaboration between the organisations.

**Keywords:** Career guidance, inter-organizational complexity, collaboration, cocreation, career guidance

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## Pluralistic ‘Design-Thinking’ Approach to defining the Wicked Problems of Employability and Careers Education through Co-Creation

### Contributor:

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Conference reflection area:

Maximizing potential of education

### Abstract

Background: ‘Employability’ in Higher Education is a problematic term, which is by nature political. It imbues the tensions of consumerist expectations of student engagement within a neo-liberalist society set against the value of education. Career guidance practitioners are expected to weigh in on this critical discourse (Hooley, Thomsen, and Sultana, 2017), and yet oftentimes feel conflicted due to competing policy aims; for example, their success is measured by ‘graduate outcomes’. As a result, in-curricular employability and careers education remain misrepresented, misunderstood, and misplaced.

Methodology: To bust open this discourse and construct plural and multi-dimensional understandings of these issues, we employed the innovative Design-Thinking (DT) methodology in small interdisciplinary groups of staff and students to scope out and define the wicked problems of employability and careers education. 34 teams were formed, each comprising academic and professional service staff and students from departments across the institution to engender co-creation. Three workshops led by student facilitators cover the five steps of the DT methodology: Empathise, Refine, Ideate, Prototype, and Test. All teams were



required to submit a final problem representation of employability and career-related learning in their individual contexts.

Results: We present a thematic analysis of the problem representations expound on the differing ways in which employability and career-related education is being represented across the institution. Innovations such as having student facilitators and enabling interdisciplinary co-construction in new teams highlight a range of different issues and opens the discussion to alternative meaning-making which would otherwise be impossible. Online learning enabled wider participation, maximizing the potential of careers education.

Conclusions: We conclude that the innovative DT methodology offers a valuable outlet to enabling careers professionals and educators to engage in pluralistic discourse relating to the wicked problems of employability and career education through co-creation. DT provides a framework for future practice, through co-designing education and pluralistic critical discourse.

**Keywords:** Design-thinking, Careers education & Employability, Innovation

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## The potential use of collaborative ethnography for childhood career development research

### Contributor:

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Conference reflection area:

Maximizing potential of individuals and groups

### Abstract

The aim of our research is to analyse literacy in the transitions from Early Childhood Education (ECE) to Primary Education (PE) in disadvantaged contexts. Transitions are sociocultural learning processes, a key in the configuration of identities and the life trajectory of students. The paper we present aims to collect the students' voice through participant observation (photographs, videos), mappings and conversations within the framework of the collaborative ethnographic methodology. The study was carried out in four Early Childhood Education and Primary Education centers located in socially disadvantaged areas in the provinces of Seville and Cádiz. We analyze the vision of children with respect to the favoring/impeding character of the differential use in ECE-PE of spaces in relation to development and well-being. The results point, among other aspects, to the diversity of the transition processes depending on the specific contexts in which the centers are located, the facilitating character of the pedagogical use of the spaces and literacy events, or the limiting nature of the changes in the use of spaces and the type of pedagogical resources in the EI-EP transitions.

**Keywords:** Transition; Ethnography; Literacy; Disadvantaged Environment; Primary Education

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## Session No 6

### **Artificial Intelligence (AI) for Career Decision Processes - Augmented Intelligence for Career Counsellors**

#### **Contributor:**

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Conference reflection area:

Maximizing potential of guidance at association and practitioner level

#### **Abstract**

The theme of the presented research is the development of an AI Tool for counselors to allow them to better support the Career Decision Processes (CDP) of their clients. The focus of the presentation is the research on the development and initial testing of an AI-based instrument that enables better support of vocational decision processes (BEP) of people seeking advice in counseling interviews. For this purpose, we include the AI models that have already been developed in other decision-making contexts.

For vocational guidance and labor market counseling, our previous research shows that decisions are made with limited rationality and with high risks, as described by Kahneman & Tversky or Gigerenzer, among others. As a consequence, this means that people seeking advice can be supported in the decision-making process by identifying their decision criteria and decision-making behavior with AI-based systems. According to this understanding, information is to be used in a tailored, demand- and solution-oriented way. In this context, consulting assistance means the creation of "solution spaces" that are as closed and consistent as possible on the basis of criteria ("constraints"), so that one can assess which alternatives are perceived as satisfactory in these spaces.



Here, AI could make significant progress in defining solution spaces and their interaction with action alternatives: Aids for the inclusion of important criteria, consistency checks of individual preferences, realization aids and probabilities.

**Keywords:** Artificial intelligence (AI), career counseling, labor market counseling, decision heuristics, assisted counseling, counseling support program

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## Enhancing Career Agency via Cognitive Information Processing Theory

### Contributor:

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Conference reflection area:

Career Support in the Face of Disruption

### Abstract

The interconnected aspects of career and mental health posits career as a central feature of human functioning. A perceived lack of control within career and work exacerbates existing challenges associated with COVID-19. Focusing on enhancing agency within the realm of career and work is imperative within counseling. Cognitive Information Processing accounts for the complexity of career concerns by enhancing agency in career decision-making and problem-solving serving as a conduit between uncertainty and empowerment. The current state of employment, threats to the agency within career development, associated research supporting this approach, and specific CIP-based interventions to enhance agency are discussed.

**Keywords:** agency, career development, career interventions, cognitive information processing

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## **Orientation for a career during the advanced adult stage: implications for retirement**

### **Contributor:**

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**Nuria Manzano-Soto**, UNED, PhD, University professor, Spain

Conference reflection area:

Maximizing potential of economies

### **Abstract**

One of the most characteristic changes taking place during careers is the transition to retirement. Work retirement implies an interruption, disruption, and abandonment of the accumulated professional career. Population and workforce, in general, are aging significantly, leading to a steady growth rate moderately continued.

Furthermore, the aging of advanced adult age professionals is related to a new devaluation of their careers due to the current market competitiveness and hiring policies. There is a simultaneous need in this reality which focuses on guaranteeing the renovation rate and avoiding the loss of human capital with the aim of maintaining the employment of the biggest number possible of senior workers. In this way new emerging career models are more extended, flexible and uncertain, which means an increase of the orientation needs.

The reference work framing this piece of research is underpinned on biological, psychological, sociological and economic theories. The aim of this research is to analyse the initiatives arising from retired workers and companies after retirement aiming to maximise the accumulated capital. One of the aspects intended to identify is the role played by a career advisor. In this process and its contribution to career development in a context of devaluation and hard-to-manage transitions.

This research is framed within an interpretative approach which uses case studies as a tool to deepen the knowledge of reality with interpretative and guiding aims. It is



expected that the results can serve to avoid the loss of human capital, career devaluation and revitalisation of the role of counselling in advanced-age adults.

**Keywords:** Late career, retirement, ageing, orientation, human capital

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## POSTER SESSIONS 19.10.2021

### Session No 7

## Career Counseling Program For Adolescents At Child Care Institutions In Greece

### Contributor:

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**Dimitra Kalantoni**, President and Founder of “EXELIXI ZOIS (LIFE EVOLUTION)”, Greece

**Maria Kostala**, Ph.D. Cand., Media Analyst, General Manager of “EXELIXI ZOIS (LIFE EVOLUTION)”, Greece

**Aristeidis Lorentzos**, M.Sc., Psychologist, Career Counselor, Partner of “EXELIXI ZOIS (LIFE EVOLUTION)”, Greece

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Conference reflection area:

Maximizing potential of individuals and groups

### Abstract

“EXELIXI ZOIS (Life Evolution)” is a Non-Governmental Organization (NGO) in Greece which aims to provide expert support and care to adults, minors, or adolescents who have spent time in closed child-protection institutions. The “Stavros Niarchos Foundation” (SNF) supports “EXELIXI ZOIS (Life Evolution)” with a Founding Grant. SNF’s grant supports many activities, as well as providing services of career counseling to young people living in child care institutions. The aim of this poster proposal is to describe the career counseling program which was implemented to the above population.



Constructivist and Narrative Approaches were used in order to help adolescents ‘tell their stories and then reflect upon those narratives as a way of making meaning and forming new intentions.

During the sessions, both quantitative and qualitative career assessment tools were used in order to explore crucial elements of career development (life and career themes, interests, skills, values, career decision-making process).

At the end of the program, the adolescents were found to have a more crystallized and well-structured self and career identity, feeling more psychosocially empowered and motivated to develop a vision for their life.

The intervention seemed to provide the adolescents a safe framework in which they felt free to express and explore themselves.

**Keywords:** adolescents, child protection institutions, life designing counseling, career development

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## **Socio-emotional factors and the integration of youth and women into the labour market. Analysis of interviews and questionnaires from project RtR**

### **Contributor:**

**Dr. Macarena-Paz CELUME;** Outreach and Pedagogy Department; Center for Research and Interdisciplinarity (CRI Paris); Head of research, France

**Pr. Franck ZENASNI;** Laboratoire de Psychologie et d'Ergonomie Appliquées (LaPEA), Université de Paris; Lab Director, France

Conference reflection area:

Maximizing potential of education

Maximizing potential of individuals and groups

Maximizing potential of economies

### **Abstract**

The RtR project searches to reverse the paradigm of work taking into account the identity of its participants. The objective is not only to create a link between the labor market and the unemployed but to build a fulfilling inclusion considering participants' social and emotional factors that are related and might influence their professional decisions. 127 participants answered a semi-structured interview, as well as standardized tests on wellbeing and self-esteem. Analyses showed a reported need to develop self-confidence, as well as low levels of wellbeing and social self-esteem scores, compared to reference scores. Results suggest a need to look for pedagogical methods in order to improve the underdeveloped outcomes and to focus on the solutions that need to be developed regarding the identified barriers and concerns, in order to help participants achieve their reintegration into the labor market.

**Keywords:** self-esteem, integration, needs, youth, entrepreneurship

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## WORKSHOPS 19.10.2021

### Session No 8

## Systems thinking and systems mapping: Valuable skills for career practitioners

### Contributor:

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Conference reflection area:

Maximizing potential of guidance at association and practitioner level

### Abstract

Career development takes place in complex systemic contexts. In career decision-making and future planning, people not only need to consider their own attributes and past experiences, but they also need to consider their present circumstances and other people such as their family and friends, factors such as cost, income, location, and sometimes government policy. These influences may be referred to as systems of influence. Systems thinking assists people to manage and adapt and identify the influences on their decisions and also potential opportunities. Systems thinking is complex and can be confusing. Being able to see the systemic influences and their interconnections of influences can be helpful to people. Systems mapping is an ideal strategy for clients and career practitioners because it enables complex career decisions and transitions to be visually represented in diagrammatic form. Mind maps, life space maps, genograms, and the Systems Theory Framework are examples of systems maps. Systems mapping may be used at the micro-level with adolescent and adult clients or at the macro-level to reflect on work settings such as schools or practices such as career counseling. Systems maps stimulate reflection and rich storytelling. The objectives of this presentation are to a) overview the theoretical foundations of systems thinking, systems mapping, and the Systems Theory



Framework of career development, b) provide examples of systems mapping, c) consider practical applications of systems mapping, and d) guide participants through the construction of their own systems maps.

**Keywords:** systems thinking; systems mapping; Systems Theory Framework

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## Session No 9

### **Supporting the development of competencies of career guidance practitioners through seminars and self-reflection tools**

#### **Contributor:**

**Ivana Vulić Šimšić**, Coordinator of the education policies and career guidance and counseling unit, Foundation Tempus-Euroguidance center, Serbia

**Ružica Madžarević**, Foundation Tempus-Euroguidance center, Serbia

Conference reflection area:

Maximizing potential of guidance at association and practitioner level

#### **Abstract**

The Standards of Career Guidance and Counselling Services (Bylaw on Standards of Career Guidance and Counselling Services, 2019) has been recognized as a key policy document that supports the development and improvement of Career Guidance and Counseling (CGC) practices in the Republic of Serbia. The Standards are based on national and European policies, the concept of lifelong learning, and a client-centered approach. Based on the Standards, Euroguidance center Serbia developed a 5-week blended seminar and the accompanying self-reflection checklist for the improvement of competencies of teachers for CGC services.

The seminar focuses on 4 areas recognized in the Standards:

Competences for the organization of work: communication and collaboration skills, planning, monitoring, and improvement of work;

Counseling competencies including skills for assessment and guidance in planning and setting career development goals and making decisions;

Career information competencies for providing support to beneficiaries when searching, assessing, and using different information;

Competences for planning and conducting training for career management skills;



These competencies reflect the roles of career guidance practitioners similarly to the NICE model of core competencies (Katsarov et al., 2012) but also the specificities of the national guidance context and the relevance of a group of more general and transversal competencies for the organization of work that is relevant for all practitioners regardless of their role.

The seminar includes video and written materials and individual and group tasks organized on weekly topics covering the following concepts: modern career (e.g. Savickas, 2005) lifelong guidance (Council of the European Union, 2008), reflective practice (e.g. Sultana, 2018) accompanied by a pre-post-test assessment of the competencies recognized in the Standards. The results showed the improvement of participants' competencies. Focusing on implementing different techniques and having an idea about what skills the participants want to improve helped them feel more competent in their work.

**Keywords:** guidance practitioners' competencies, self-reflection tools, training programs for practitioners

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## Session No 10

### **Machine learning algorithms and life design counseling – an explorative project aimed at practitioners and researchers**

#### **Contributor:**

**Marc Schreiber**, Prof. Dr. Marc Schreiber, IAP Institute of Applied Psychology, Zurich  
University of Applied Sciences (ZHAW), Zurich, Switzerland

Conference reflection area:

Maximizing potential of individuals and groups

#### **Abstract**

The influence of digitization and robotization on career counseling can be approached from at least two perspectives: (1) It will change career counseling clients' working realities and thereby entails new approaches for effective career counseling processes and methods. (2) It will change career counselors' working reality by facilitating the automation of certain parts of the counseling process. I want to adopt the second perspective and start by briefly outlining a framework with an evaluation of career counseling in a digitized world. In doing so, I will embed the ideas into the three paradigms outlined by Savickas (2011a, 2012, 2015): Vocational Guidance, Career Education, and Career Counseling/Life Design Counseling.

Second and most importantly, I will present an explorative project that combines both life design counseling and machine learning algorithms. Therefore, I will introduce the so-called resource images (ZHAW/IAP, 2020) as a qualitative tool for practitioners working with adult clients. The tool incorporates machine learning algorithms for both emotion recognition and language processing.

This workshop addresses both career counseling practitioners and researchers.

Participants can complete the resource images tool at

<https://laufbahndiagnostik.ch/en/tools> and bring their output to the workshop (free



of charge). I will invite participants to reflect on their output in order to derive individual insights.

**Keywords:** Life design counseling, narrative counseling, machine learning, automation

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## Session No 11

### Optimizing Engagement Across All Life's Roles

#### Contributor:

**Deirdre Pickerell**, Dean, Student Success, Yorkville University/Toronto Film School,  
Canada

**Roberta Borgen** (Neault), President, Life Strategies Ltd., Adjunct Professor, UBC,  
Vancouver, Canada

Conference reflection area:

Maximizing potential of individuals and groups

Maximizing potential of guidance at association and practitioner level

Career support in the face of disruption

#### Abstract

From climate change and catastrophic weather events to massive technological changes and the COVID-19 pandemic, there seems to be a never-ending disruption to work creating the perfect environment for disengagement to fester. Given the importance of work on our physical and mental health and wellbeing, understanding how to optimize engagement across various life roles is critical. The Career Engagement model (Pickerell & Neault, 2019) provides a conceptual framework for understanding the interconnected nature of work, life, and learning and how optimal engagement can be achieved by aligning challenge and capacity, both individual and contextual.

**Keywords:** career, life roles, transitions, counseling, engagement

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## Session No 12

### Gender stereotype free career guidance: theory, practice and digital tools

#### Contributor:

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**Kristina Orion**, Deputy Head of Skills Development and Career Guidance department, Estonian Unemployment Insurance Fund, Estonia

Conference reflection area:

Maximizing potential of individuals and groups

#### Abstract

In most countries, gender-stereotypical career choices are still an issue and one of the key factors of inequality in the labor market. Segregation starts already with choosing a profession, where especially fields of science, technology, engineering and mathematics (STEM) and education, health, and welfare (EHW) show significant differences between the number of male and female students in Europe. (European Institute ..., 2017)

Gender stereotypical choices of profession and occupation have been, inter alia, considered the main explanation for the gender pay gap. Secondly, non-traditional choice of occupation may cause bullying or judgment by society. (Fuller, et al., 2005) The new concept of career is characterized as having no borders (Arthur & Rosseau, 1996), but gender stereotypes hide individuality and restrict choices. The guidance process should help people to find new ways of viewing their identity, value the experiences, and open ways for creating new possibilities. (Peavy, 2002) Therefore, it is important not to have stereotypical beliefs and attitudes.

Career practitioners could become either preserver of traditional gender roles and gender inequality mechanisms, or, on the contrary, drivers of change. In this case a



professional's own personal beliefs, attitudes and behavior may become as important as education and knowledge.

The workshop will focus on the second reflection area - maximizing the potential of individuals and groups. The long-term objective of the session is to reduce gender stereotypical attitudes among young people in education and career management. During the workshop, the participants will increase their awareness of gender stereotypes in career guidance. Presenters will share experiences on how career professionals could inspire their clients in following the most desired career paths by overcoming gender stereotypes. In addition, some digital tools, like TV series with alternative endings and online games, will be introduced and practiced.

**Keywords:** gender equality; gender stereotypes; career management skills; digital tools

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## Session No 13

### **Igniting collective advocacy for careers work - Maximizing Career Guidance**

#### **Contributor:**

**Raza Abbas**, CEO, Pathway Global Career Institute, Pakistan

Conference reflection area:

Maximizing potential of education

#### Abstract

#### Introduction

As career scholars, career practitioners, career services professionals, and social justice advocates we are all contributing to innovative and inclusive career work to maximize career guidance around the globe. However, we can collectively enhance advocacy strategies of the careers guidance profession to increase our impact and reach especially in VUCA times. (Volatility, uncertainty, complexity, and ambiguity). In this workshop, I will facilitate best practices of advocacy that have created an impact.

#### Objectives:

1. Participants would be provided with an overview of commonly used career terms
2. Participants would be oriented about creative career advocacy strategies
3. Participants would co-learn and share advocacy strategies from their regions

#### Workshop Content:

Firstly, I would present an overview of commonly used career terms and provide brief explanations of career counseling, career education, career guidance, social justice, and advocacy. As careers professionals, we are collectively developing and executing meaningful careers guidance work in our respective regions, countries, communities and contributing as individuals as well so that global economies and education



systems strengthen in contributing to global peace, mutual harmony and respectful co-existence. As career professionals, it is worth pausing for a moment and reflecting on how frequently we pro-actively advocate for career counseling, career guidance, career education, social justice within our local, regional, national and global institutions and communities.

As career professionals we should unite, collaborate and pro-actively amplify our advocacy career efforts. Will share proven advocacy strategies that we might use include: Communicate, Publish, Advise, Organise, Demonstrate, Lobby, Legislate, Use technology, Social Media, Speak and Develop the capacity. The workshop would ignite our multi-cultural and diverse career professionals from around the globe to strategically identify and share valuable proven techniques to strengthen and enhance their respective countries and communities' career advocacy efforts. Let's keep the career conversation flowing and collectively advocate for a UN International Careers Day!

**Keywords:** Advocacy, Careers, VUCA

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## PAPER SESSIONS 20.10.2021

### Session No 14

## Rethinking mentoring and assessment in Higher Education

### Contributor:

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**Juana Soriano-Bozalongo**, Facultad de Educación, Universidad de Zaragoza, Spain

**Alejandra Cortés Pascual**, Facultad de Educación, Universidad de Zaragoza, Spain

Conference reflection area:

Maximizing potential of education

Maximizing potential of individuals and groups

### Abstract

The assessment is a cornerstone of the learning and teaching processes. Students lead their efforts and their way of studying according to the mentoring and assessment system. Thus, this paper aims to analyze the evaluation process and improve it through participatory and collaborative work with students. This research forms part of an innovation-teaching project based on PBL methodology in the Degree in Early Childhood Education of Zaragoza University. This study has been carried out through a qualitative approach, from a critical perspective, trying to promote change in the methodological and evaluation culture in future teachers. Action research is the method used to carry out the investigation and perform the innovation with a collaborative assessment. Eight teachers and 227 8 teachers and 227 students participated in this project. The tools to collect information have been focus-groups, questionnaires with open questions, and a field diary. After a process of reflection and rethinking the assessment systems, a more precise assessment scale emerges that allows the objectives of the PBL to be clearer, both for students and teachers. Students have improved their awareness of their learning process and can apply this mentoring and assessment system in their future teaching profession.



**Keywords:** Formative assessment, Higher Education, student-teacher collaborative work

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## Construction and Initial Validation of the Higher Education Orientation Questionnaire

### Contributor:

**Tirza Willner**, Hebrew University of Jerusalem, Israel

**Yuliya Lipshits-Braziler**, Hebrew University of Jerusalem, Israel

**Itamar Gati**, Hebrew University of Jerusalem, Israel

Conference reflection area:

Maximizing potential of education

### Abstract

Attaining higher education is important for successful integration into the world of work. The goal of the present study was to develop and test a 5-dimensional model and measure of orientations toward higher education—the Higher Education Orientation (HEO) questionnaire. HEO was conceptualized as comprising five orientations: profession (attaining an occupation), knowledge (gaining knowledge and expanding horizons), external (satisfying those in one's immediate surroundings), prestige (acquiring prestige and social status), and social embeddedness (improving social affiliation and integration). Study 1 ( $N = 726$ ) tested HEO's structure among deliberating young adults; an EFA showed that the variance accounted for by the five scales was 58%. In Study 2 ( $N = 703$ ), CFA results confirmed the 5-dimensional structure on an additional sample of young adults ( $CFI = .88$ ,  $RMSEA = .064$ ,  $SMSR = .07$ ). In Study 3 ( $N = 695$ ), we tested the concurrent validity of the HEO by assessing its associations with career decision status, career decision-making difficulties, and coping strategies. The profession and knowledge orientations were associated with productive coping strategies, whereas external, prestige, and social were associated with support seeking and nonproductive coping strategies, and with larger career decision-making difficulties. Furthermore, two moderation effects emerged in the prediction of career decision-making difficulties



(adjusted  $R^2 = .48$ ): between profession and productive coping strategies ( $\beta = -.65$ ) and between social and nonproductive coping strategies ( $\beta = .38$ ).

**Keywords:** college, higher education orientations, career counseling, career assessment

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## **An integrated careers curriculum within a graduate-entry medical degree: impacts on academic medical career outcomes**

### **Contributor:**

**Emily Róisín Reid**, Director of Student Experience, Employability and Progression, and Senior Teaching Fellow, Unit for Social Sciences and Systems in Health, Division of Health Sciences, Warwick Medical School, University of Warwick, United Kingdom

Conference reflection area:

Maximizing potential of individuals and groups

### **Abstract**

#### **Background**

Historically, student applicants to academic medicine at Warwick Medical School had a low conversion rate (within bottom 6 of 33 Medical Schools between 2014-2016). As part of wider curricular efforts to develop career management skills, a careers programme was integrated into the MBChB curriculum. The premise of this work was to investigate if the introduction of essential career management skills (including preparing for applications and interviews) had an effect on outcomes (conversion rate to students entering academic medicine).

#### **Methods**

A careers curriculum was integrated within the main MBChB curriculum and bolstered by 1-1 career guidance. A programme of support was created based on the premises of 'Experiential' and 'Reflective' Learning to support those applying to the Academic Foundation Programme (AFP).

#### **Results**

Warwick's success rate has been transformed over the past four years, with Warwick being in the top 10 of the league table in successive years, including 2nd place in 2018 (applications/offers). Student feedback was unanimously positive, and suggestive that the opportunity to discuss and plan careers, in addition to the



learning from the careers curriculum, had a bearing on these outcomes. Students strongly valued the opportunity to practice these skills and believed that these would be important throughout their career.

### Conclusions

Student feedback is suggestive that this careers programme had positive impacts on success rates for those applying to academic foundation programme. If we are to create cohorts of 'life-long learners', we need to press home the importance of teaching life-long career management skills, which will enable our future students (here, doctors) to navigate the sometimes stormy seas of their career. This absolutely must be resourced effectively to have tangible results and is one small example that testifies as to the importance careers support has on individuals, and the impact it has on their future.

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## Session No 15

### **Students with special needs challenge the competence of the VET guidance counselors**

#### **Contributor:**

**Anu Raudasoja**, Ph.d., Head of Degree Programme, Häme University of Applied Sciences, Finland

**Simo Uusinoka**, M.Ed., Senior Lecturer, Häme University of Applied Sciences, Finland

Conference reflection area:

Maximizing potential of guidance at association and practitioner level

#### **Abstract**

This article presents how students with special needs challenge the competence of Vocational Education and Training (VET) guidance counsellors and impact their work in Finland. This research was carried out as part of the larger School Counselling Professionals at their work -project. The data for this research was collected with an e-survey in 2019. This article focuses on a sub-data concerning VET guidance counsellors' (n =237) answers to open-ended questions. The sub-data was analyzed qualitatively using positioning theory as the theoretical and methodological framework. The results indicate that VET guidance counsellors should receive in-service training on special support themes.

The survey is also a part of project Right to Learn – Skills to Teach (funded by the Finnish Ministry of Education and Culture) that aims to develop upper secondary education teacher's training in the framework of guiding, counselling and supporting students with special needs. The project is related to the reform of general upper secondary education in Finland that aims to emphasize the importance of transdisciplinary guidance and special support.

**Keywords:** guidance counsellor, vocational education and training (VET), special support, special needs



## Successful start of training during the pandemic period

### Contributor:

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**Melanie Hochmuth**, B.A., Specialist in research project EStarA, University of applied labour studies, Mannheim, Germany

**Dr. Silke Seyffer**, Scientific assistant, research project EStarA, University of applied labour studies, Mannheim, Germany

Conference reflection area:

Maximizing potential of education

### Abstract

The coronavirus pandemic is changing life dramatically in many areas. In most industries, everyday working life is also no longer the same as before the pandemic. Apprentices in companies in all economic sectors are also affected by these drastic changes. The effects of the pandemic on the vocational training of young people in Germany are the focus of the online survey "Successful start in vocational training during the pandemic period", which runs from Oct. 7, 2020 to Dec. 31, 2020. The survey focuses on the vocational situation, school routine, life satisfaction, worries and the perceived stress of apprentices in this ongoing crisis. This is because young people who have just crossed the threshold from school into working life experience these changes from their own perspective and are profoundly influenced by the experiences during the coronavirus crisis. Since successful training is important for a sustainable professional future, it is even more important today to avoid dropping out of apprenticeships and, especially in this pandemic period, not to dismiss young people into an uncertain future. The results of the currently ongoing survey and the conclusions drawn from them will be presented in the Paper Session.

**Keywords:** Covid-19, Corona, Apprenticeship, Adolescents

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## **Career Guidance: A Key Factor in Success Pathways in VET (Andalusia, Spain)**

### **Contributor:**

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**Celia Moreno-Morilla**, University of Seville, Spain

**Tania Mateos-Blanco**, University of Seville, Spain

**Eduardo García-Jiménez**, University of Seville, Spain

Conference reflection area:

Maximizing potential of individuals and groups

### **Abstract**

Research that has focused on the analysis of the student success and dropout trajectories is scarce but agrees on the importance of career guidance. In this paper, we propose: to understand the vision that guidance agents have in relation to the contribution that vocational guidance can make to the improvement of VET student learning. The results have been obtained through a qualitative research design. The results indicate the need to develop vocational guidance actions that serve to improve academic results and prevent high dropout rates in VET. In addition, this paper results indicate that there is a high percentage of students who are not graduated do not graduate at the expected time. Academic performance indicators show important opportunities for improvement, there being differences in terms of sex, geographical area, VET levels and professional families. There is mobility between professional families. All this points out the need of the students for career guidance.

**Keywords:** Career development; early leaving; career management; vocational training

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## Session No 16

### Protean and Boundaryless Career Attitudes of Croatian employees

#### Contributor:

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**Iva Šverko**, Ivo Pilar Institute of Social Sciences, Zagreb, Croatia

**Petra Đopar**, Croatia

Conference reflection area:

Maximizing potential of individuals and groups

#### Abstract

This study aimed to evaluate the Croatian version of Protean and Boundaryless Career Attitudes Scales on Croatian employees. The sample included 360 employees (64,8% females), from different organizations and of different educational levels. The questionnaires used in this study were: Protean and Boundaryless Career Attitudes Scales, Hexaco-60, Career Adapt-Abilities Scale and Career calling. Obtained results confirmed the two-factor structure of the Protean Attitude Scale (factors Self-Directed Career Management and Values-Driven Career Attitude) as well as the two-factor structure of Boundaryless Career Attitude Scale (factors Boundaryless Mindset and Organizational Mobility Preference). The reliability of these scales was adequate. Self-Directed Career Management Attitude, Values-Driven Career Attitude, and Boundaryless Mindset were positively correlated with one another. These three attitudes also positively correlated with career adaptability, career calling, extraversion, and openness to experience. On the other hand, Mobility preference did not correlate with Self-Directed Career Management Attitude, Values-Driven Career Attitude, and Boundaryless Mindset. Mobility preference also poorly correlated with career adaptability and career calling. Our findings suggest appropriate validity of Protean and Boundaryless Career Attitudes Scales on Croatian



sample but also opens some questions related to adequacy of the Organizational Mobility Preference subscale in all cultures and across different occupations.

**Keywords:** Protean career, Boundaryless career, Career adaptability, Career calling, HEXACO

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## **“Somewhere over the rainbow” or Is there really a land where the dreams of social justice and equity do come true?**

### **Contributor:**

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**Andreas Frey**, Professor Dr., rector of the HdBA, Hochschule der Bundesagentur für Arbeit, (HdBA), University of Applied Labour Studies, Mannheim, Germany

**Bernd-Joachim Ertelt**, Professor Dr., Hochschule der Bundesagentur für Arbeit, (HdBA), University of Applied Labour Studies, Mannheim, Germany

Conference reflection area:

Maximizing potential of individuals and groups

### **Abstract**

Issues of social injustice and inequity have lately grown in prominence and it is hardly surprising that guidance and career counselors are also increasingly faced with questions related to these matters. The authors of this presentation have on a number of occasions already looked into whether guidance and career counseling can play a part in dealing with social injustice and social inequity and if so, how they might do so.

In their contribution, they would like to take participants on an active expedition searching for a land where the dreams of social justice and equity really do come true.

We plan to set off with Lewis Carroll’s “Alice’s Adventures in Wonderland”, pass through Georg Simmel’s “Rosen”, continue with Aesop’s “The Belly and the Members” before concluding our journey with Michael Young’s “The Rise of The Meritocracy” as well as Michael J. Sandel’s “The Tyranny of Merit: What’s Become of the Common Good?”. In doing so the authors hope to get participants thinking of social justice and equity, of merit but also and above all on the scope and limits of



guidance and career counseling in the real world. Because the real questions are HOW to achieve greater social justice and equity and HOW guidance and career counseling might play a part in doing so.

**Keywords:** social injustice, social inequity, guidance and career counseling

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## **New measures of progression to the labour market: Distance travelled models for the long-term unemployed**

### **Contributor:**

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University of Warwick, United Kingdom

**Sally-Anne Barnes**, Dr/Reader, University of Warwick, United Kingdom

Reflection areas of the conference

Maximizing potential of individuals and groups

Maximizing potential of economies

### **Abstract**

Long-term unemployment has been identified as a major impediment to growth and it is expected that the long-term unemployed (LTU) will be hit hard by the pandemic with unemployment levels already at high levels. Active labour market programmes (ALMPs) support citizens to re-enter the labour market and aim to improve the prospects and ability of participants to find employment or to increase their earnings capacity through engagement with a range of activities. However, programmes targeted towards people who are deemed furthest from the labour market, such as the LTU, are seen as costly and there is a need to assess these programmes for long-term viability. In order to provide evidence on effectiveness of ALMPs, hard outcomes and measures (such as employment rates, training courses started, qualifications achieved, etc.) have traditionally been used. For the LTU or those furthest from the labour market, these hard measures do not capture a person's progress or journey to the labour market and, therefore, do not often capture the potentially positive impact of a programme. This suggests that new approaches to measuring the impact or effectiveness of ALMPs are needed.

The term 'distance travelled' has been used by policymakers as a way to think about the progress programme participants make in achieving soft outcomes that may lead to sustained employment or other associated hard outcomes in the future. This term



and the measurements used are reviewed as a way to capture and measure progress for those furthest from the labour market. Overall, there is much evidence on the importance of measuring soft outcomes, including showing progress, soft skill development, and evidencing impact as hard outcomes may take longer to be reached and they are not always appropriate. This suggests a shift to profiling the LTU in terms of their employability rather than employment rates would be more appropriate.

**Keywords:** long-term unemployed, labour market progression, labour market programmes, skills

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## Session No 17

### What kind of intellectual capital transdisciplinary career guidance organisations have at their disposal?

#### Contributor:

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**Taru Lilja**, M.A., Project researcher, Häme University of Applied Sciences (HAMK), Finland.

**Jaakko Helander**, Ph.D., Principal Lecturer, Häme University of Applied Sciences (HAMK), Finland.

#### Reflection area:

Maximizing potential of guidance at association and practitioner level

#### Abstract

In this article we study intellectual capital in Ohjaamo guidance centers. Finland has established a network of One-Stop Guidance Centers, called Ohjaamo in Finnish, in order to strengthen youth services that promote inclusion and transition to employment. Transdisciplinary guidance in the Ohjaamo guidance centres has introduced a new kind of operating culture in the field of guidance in Finland, which creates a new kind of intellectual capital.

Gathering service providers from several disciplines or organisations to a shared work environment does not automatically make people work together in a collaborative manner. Transdisciplinary guidance is a skill that can be learnt and developed. However, the change from the culture of working alone towards transdisciplinary collaboration requires support in the learning and development process. We study the development process of 13 Ohjaamo guidance centres. We analyze reports made during the coaching process of TESSU Together for guidance



and counselling -project (ESF, 2015-2019). The focus is in what kind of intellectual capital can be found in descriptions of the coaching process.

**Keywords:** career guidance, intellectual capital, transdisciplinary collaboration

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## Career experts' conceptions of innovation in career development

### Contributor:

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Conference reflection area:

Maximizing potential of economies

Maximizing potential of guidance at association and practitioner level

### Abstract

Career development services are perceived to be one way of assisting individuals to plan and make well-informed and realistic decisions about education, training and occupational choices. Given the increasing speed of changes in today's connected economy, career development must look toward innovation to evolve to meet the challenges of the fast-changing labour market. This presentation reports the findings from a phenomenographic investigation into career experts' conceptions of innovation in career development. Four categories were identified, which can be considered on a continuum ranging from initiating career development services to investing in systemic change.

**Keywords:** career development, innovation, phenomenography

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## The launching of a New Hybrid Education Model in Professional Guidance Counsellor Programme in Finland

### Contributor:

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Conference reflection area:

Maximizing potential of education

### Abstract

The process of renewing the guidance counsellor programme in HAMK University of Applied Sciences in Finland has been conducted over several years. The original change took place in 2016 with the launching of on-line professional guidance counsellor programme, which we introduced in IAEVG conference in Gothenburg 2018. The new programme included individual study paths emphasising every student's individual learning outcomes, acquired skills and competence growth. In 2019 the guidance counsellor programme has been developed further as the on-line guidance counsellor education programme and the multiform education programme have been combined as a Hybrid study entity. The students in this new programme can decide their form of participation; They can choose whether they participate via on-line or by coming physically to the classroom sessions in university. This has been enabled using the latest pedagogical and technical innovations. A special mobile sound system and mobile camera system, with a very sophisticated on-line platform has been taken into use. Students are also actively using various social media tools during their studies. The purpose of conducting this new Hybrid



model is to pilot and launch multiple and creative ways of establishing new study platforms and offering new study possibilities to our students.

**Keywords:** Hybrid Model, Guidance Counsellor Education, Digitality in Education, Pedagogical innovations

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## Session No 18

### **Sustainable Career Development: an Experimental Case Study on Exploring the Impact of a Dialogue-Intervention in Greek Career Counselors**

#### **Contributor:**

**Katerina Argyropoulou**, Assistant Professor, Department of Educational Studies, School of Philosophy, National & Kapodistrian University of Athens, Greece

**Mouratoglou Nikolaos**, Career Counselor, PhDc, External Scientific Collaborator of the National & Kapodistrian University of Athens, Greece

#### Reflection Areas:

Maximizing potential of guidance at association and practitioner level

#### Abstract

The present experimental study attempts to inquire the impact of a dialogue intervention on career counselors' self-awareness, reflexivity and vision for their future life/career projects. Two groups of career professionals participating in a training program delivered by the National and Kapodistrian University of Athens were involved; an experimental (N = 33) that received the intervention and a control group (N = 27) that did not receive any intervention. The effectiveness was verified through qualitative and quantitative analysis of the data obtained through the Future Career Autobiography and the Greek version of the Life Project Reflexivity Scale. The results, based on the approach of sustainable career development, indicate that participants' improved their reflexivity and self-awareness, as they were able to determine which fields and life experiences are meaningful for them, as well as and how this new self-knowledge can assist the construction of their future life/career plans. In addition, social contexts emerged as an important factor on counselors' themes, in terms of a reciprocal influential relationship. Namely, career counselors



stated that they influence and are influenced by the social contexts in which they live, act, work.

**Keywords:** training, professional development, guidance practitioners, sustainability

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## Career Theories and Models at Work: Connecting Practice Points to Social Justice

### Contributor:

**Dr. Nancy Arthur**, Dean Research, UniSA Business, University of South Australia, Australia

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**Dr. Roberta Borgen (Neault)**, President, Life Strategies Ltd., Canada

Conference reflection area:

Maximizing potential of guidance at association and practitioner level

### Abstract

During the last century, new educational and vocational guidance practices have developed in countries around the world. Although there are many different approaches, a common goal is to help people to be equipped with proactive approaches to career planning and decision-making. However, many individuals experience barriers that limit their access to guidance and other social resources that support educational and occupational mobility. The consequences of our current global economic crisis are not equally distributed and increasing numbers of people lack connections to social systems and are struggling to meet their basic needs for employment. As global conditions continue to fuel social inequities in local, national, and international settings, it is timely to revisit the foundational value of social justice as a guiding value for career guidance. In this presentation, we argue that a strong link between theory and practice is essential for addressing social justice and for maximizing the potential of guidance. We overview the ways that the authors of contemporary theories and models have addressed social justice through making connections between theory and practice. Based on our review of 40+ theories and models, we found an abundance of examples where authors directly or indirectly linked their ideas for practice to issues of social inequities and proposed practical



ideas to address social justice. We will highlight practice points from a variety of theoretical perspectives, demonstrating possibilities for strengthening theory and practice connections. The results of our review inform individual and collective approaches for enhancing the potential of practitioners and their professional associations.

**Keywords:** Theory, social justice, practical applications

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## **Academia+: Counsellors' Study and Training Exchange Program for key challenges of European labour markets and societies**

### **Contributor:**

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**Dr. Rebeca García-Murias**, University of Applied Labour Studies (HdBA), Germany

**Prof. Dr. Clinton Enoch**, University of Applied Labour Studies (HdBA), Germany

Conference reflection area:

Maximizing potential of guidance at association and practitioner level

### **Abstract**

The European labour market is in transition and European societies are facing a number of significant employment and social challenges, exacerbated by the Covid-19 pandemic.

Against this background, the Academia+ European project supports and consolidates the exchange and transnational training experiences of counsellors in Europe. It raises the profile of international cooperation within guidance by providing concrete tools and resources that demonstrate the value of transnational learning for professionals and help to better utilize guidance opportunities in different countries. Academia+ is developing three one-week research-based Counsellors Study and Training Exchange Programs (C-STEPS) as online training for qualified career counsellors that reflect a transnational, European perspective and meet the needs of the target groups. Each of the C-STEPS focuses on a current key challenge in the European labour market and societies, and combines theory, research and practice of guidance, taking into account the specific socio-economic and political conditions in the European countries. In addition to providing state-of-the-art information, a strong focus of the C-STEPS is to provide participants with a deeper insight into approaches to current and future challenges of different countries in order to support the exchange and transnational training of career guidance practitioners in Europe and beyond.



In the presentation of this paper, we will introduce the content and didactic-methodological concept and evaluation of the three C-STEPS on “Counselling Migrants and Refugees” (C-STEP1 May/June 2020), “Future Jobs” (C-STEP2 March 2021) and “Demographic Change” (C-STEP3 May 2021).

**Keywords:** Career guidance and counselling, C-STEPS, transnational online training, challenges in labour market and societies

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## Session No 19

### **A new way to re-organize orientation practices and events to support first year student's engagement**

#### **Contributor:**

**Päivi Häkkinen**, university teacher, University of Eastern Finland, Finland

**Päivi Rosenius**, university teacher, University of Eastern Finland, Finland

Conference reflection area:

Maximizing potential of education

#### **Abstract**

This paper presents a research driven development process of the orientation phase for first year students at the University of Eastern Finland. On the basis of research-based development work, we highlight key issues in a new kind of pedagogical structure and practices in orientation which are argued on the basis of student experience and on the grounds of theoretical understanding of engagement as a multidimensional process. First year students have needs for belonging to the community and for negotiating about one's identity as a university student (Krausse & Coates 2008). The interaction between students and staff members is also an important issue in becoming a member of the study community (Bowden 2013).

Taking into consideration these findings the structure of orientation was re-organized. Also, several staff training events were run to support academic staff to develop the guidance of first year students. The development of the pre-orientation material for first year students entering higher education was based on the idea of flipped learning. The information which was previously given in lectures were organized as reachable pre-orientation online material according to the needs of the new students to enable a more flexible and adequate orientation process at campuses.



The results show that the development process has been successful in many ways. The pre-orientation online material worked well and was considered as useful. The interaction between academic staff and students was the most remarkable factor to indicate successful start for the studies. When it comes to engagement as a sense of belonging, study shows that once discipline is the first-hand social forum to engage with. Hence, building the orientation practices around once discipline instead of using crowded information events at the faculty level, seems to be approved practice. In conclusion, new students are a heterogeneous group of individuals with needs and orientation of a different kind.

**Keywords:** Engagement, Pre-orientation, Orientation, Counselling, Student Perspective

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## **Identity transition during secondary to higher education: development of vocational process**

### **Contributor:**

**Lucie Bonnefoy**, PhD Student, Paris Nanterre University, LAPPS, France

**Isabelle Olry-Louis**, Professor at Paris Nanterre University, LAPPS, France

Conference reflection area:

Maximizing potential of education

Maximizing potential of guidance at association and practitioner level

### **Abstract**

The transition from high school to university is a topical subject due to last years' news in France and also to the particular issue that becoming a student represents. In order to get a better understanding of the transition, this paper focuses on vocational identity for the two following: 12th grade students and freshmen students in the French context. The goal of our study is to investigate the impact of this transition on vocational identity. Participants were 742 French adolescent and emerging adult students. The scale that we used is the "Vocational Identity Status Assessment" (VISA) designed in English by Porfeli et al. (2011) and translated in French by Lannegrand-Willems et Perchec (2017). Statistical analyses based on the school status are investigated in our paper. Some of these results suggest developmental evolution in vocational construction during the time of transition between 12th grade and first year at university. Finally, this confirms the significance of putting the student at the centre for effective career guidance. This subject is a concern for both political and research, but it is also an issue for career counsellors and teachers.

**Keywords:** transition; vocational identity; adolescence; young adulthood; university

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## POSTER SESSIONS 20.10.2021

### Session No 20

#### Master's Research in Latvia in the Context of Lifelong Career Support

##### Contributor:

**Inita Soika**, Latvia University of Life Sciences and Technologies (LLU), Latvia

**Ilze Astrīda Jansone**, State Education Development Agency (VIAA), Latvia

**Mārīte Kravale-Pauliņa**, Daugavpils University (DU), Latvia

**Ilze Miķelsone**, University of Liepaja (LiepU), Latvia

**Gunārs Strods**, Rezekne Academy of Technologies (RTA), Latvia

Conference reflection area:

Maximizing potential of education

##### Abstract

Since joining the European Union in 2004, education reforms have been taking place in Latvia on a regular basis. The reform launched in 2018 has also required a review of the field of study in which master's studies in career counseling are provided. This encouraged four Latvian higher education institutions - LLU, DU, RTA, LiepU, which implement the professional master's study program "Career Counsellor" with a master's degree in educational sciences, in cooperation with the State Education Development Agency VIAA, to study the reflection of lifelong career development support areas in master's theses in the period from 2009 to 2020. A quantitative study was carried out, analyzing the topics of 413 master's theses. The research data show the connection between the frequency of the selected master's thesis topics and the social, economic, and political processes in the country. Research question: What areas of lifelong career support are reflected in the topics of defended master's theses in the year 2009-2020?

**Keywords:** career guidance policy, lifelong career guidance, quantitative study



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## **Effects of the Convive Workshop on attitudes and behaviors of the high school senior students in Mexico**

### **Contributor:**

**Gabriela Cabrera López**, General Coordinator of Program, National Autonomous University of Mexico (UNAM), Mexico

**Patricia Gómez Esqueda**, Academic Coordinator, National Autonomous University of Mexico (UNAM), Mexico

Conference reflection area:

Career support in the face of disruption

### **Abstract**

The results of a questionnaire that show minimal differences in the attitudes and behaviors of the UNAM high school senior students are described, between the moments Before and After the teaching of the Convive Workshop by undergraduate students; the workshop lasts 20 hours and has six contents on civilized coexistence. In general, the participating high school senior students show attitudes and behaviors more tending to a better coexistence. The Convive workshop is a necessary and useful didactic strategy in this stage of increasing daily violence, because it allows students to reflect and analyze situations in their environment to find solutions and recognize the value of collaboration, responsibility and social commitment to protect the natural resources.

**Key words:** Coexistence, scholar violence, citizenship education, Guidance

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## WORKSHOPS 20.10.2021

### Session No 21

## **‘Understanding Hope and Hopelessness: Theory, Assessments, and Interventions in Volatility, uncertainty, complexity, and ambiguity-VUCA Times’**

### **Contributor:**

**Raza Abbas**, Head of Corporate Partnerships, The Hope Institute, Pakistan

Conference reflection area:

Career support in the face of disruption

### Abstract

#### Introduction

In this presentation, we introduce an integrative model of hope that incorporates humanity's four great needs; attachment, survival, mastery, and spirituality. We also describe multiple assessment tools for hope and hopelessness and a hope-building intervention for youth. The session will focus on Application of Current Research, Theory & Methodology. The Hope centered workshops are ground-breaking an integrative, evidence based approach to conceptualizing, assessing and building hope that can be used across cultures and spiritual belief systems.

Hope-based workshops are the brainchild of Dr. Anthony Scioli, an international authority on hope. I collaborated and piloted hope workshops with great success in Asia.

Currently in the pandemic we are living in a world of uncertainty, anxiety and chaos. It is imperative that as a careers and guidance community we strive to be optimistic for a growing and agile mindset so that our students, teachers, counsellors and our respective communities can cope well when things do not go as planned.



### Objectives:

1. Learn about an integrative model of hope
2. Learn how to assess hope and hopelessness
3. Learn about a workshop to build hopefulness in Youth

### Workshop Content:

The hope workshop is a "whole-brain" approach combining cognitive-behavioural exercises with philosophical reflections and meditative-hypnotic exercises. Five modules used in the hope intervention: two attachment modules, and one each for mastery, survival, and spiritual hope. Dr. Scioli Oxford Book on Hope in the Age of Anxiety (2009). New York: Oxford University Press is a comprehensive resource for any potential hope provider. It includes the theoretical, historical, scientific and literary foundations of this workshop.

**Keywords:** Hope, Careers, VUCA, Pandemic

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## Session No 22

### Developing the Role of Trade Unions in Career Education and Guidance

#### Contributor:

**Dr Peter J. Robertson**, Associate Professor, Edinburgh Napier University, Scotland

**Jouke Post**, MSc, Career Specialist - James (CNV Vakmensen)/Lecturer - Saxion  
University of Applied Sciences, the Netherlands

Conference reflection area:

Maximizing potential of economies

Maximizing potential of education

#### Abstract:

This workshop explores the potential to develop collaboration with trade unions in the delivery of career education and guidance. This potentially valuable partnership has been under-developed. Two case studies of innovative practice will be presented, one relating to guidance practice in the Netherlands, the other related to career education proposals in Scotland. The challenges to be overcome in union involvement in careers work are explored. Working with unions represents a pragmatic approach to career guidance practice that is responsive to the social justice implications of new employment relationships.

**Key words:** Trade unions; workplace guidance; social justice; career education

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## Session No 23

### **Sustainable guidance practices – career guidance that will change the world**

#### **Contributor:**

**Miriam Dimsits**, Consultant in career guidance, MA of Aesthetics and Culture and MA of Guidance, Alt om karriere/Everything about career: [www.altomkarriere.dk](http://www.altomkarriere.dk), Denmark

**Helena Kostalova**, Career counselor, trainer, methodologist, EKS, Czech Republic

Conference reflection area:

Maximizing potential of individuals and groups

#### **Abstract**

Career guidance as a profession has always sought to deliver solutions to societal challenges. Being in the midst of a global climate crisis we must as a profession engage in developing methodologies that support a global transformation towards a sustainable society. Career guidance has always had global ethics as a foundation of its profession, and now the time has come to translate this ethical foundation into specific career guidance practice supporting sustainable development. In this workshop we will introduce and define our approach, sustainable career guidance, and translate this approach into concrete guidance practice you can perform in your own professional setting. Sustainable career guidance practice is a practice working in the intersection between individual and society. Therefore the practice must take individual and societal needs into account at the same time. We will present both constructivist and learning oriented approaches which we find most useful in supporting reflection, creativity and social engagement that empowers individuals to take responsibility for shaping the future into a sustainable one.

**Keywords:** Green guidance, sustainability, change, creativity

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## Session No 24

### What Now! What Next? Navigating COVID-19 Career Challenges

#### Contributor:

**William Borgen**, Professor of Counselling Psychology, University of British Columbia, Vancouver, Canada

**Roberta Borgen (Neault)**, President, Life Strategies Ltd., Vancouver, Canada

Conference reflection areas:

Maximizing potential of individuals and groups

Maximizing potential of guidance at association and practitioner level

#### Abstract

##### Introduction

COVID-19 radically shifted routines and levels of life involvement for individuals around the world. People experienced varying degrees of social and physical isolation. Many had no work; others were busier than ever – providing essential front-line products and services or working from home while concurrently caring for children and other family members. Parents in many locations were tasked with the additional responsibility of homeschooling students while schools were closed. To add to the stressors, the future remained uncertain – with no clear indication of what a “new normal” might look like or when it might come. In terms of career, people have been thrown into an unexpected transition that has affected all aspects of their lives. They are challenged to re-negotiate work, personal activities, and social relationships to achieve a new sense of balance that will promote their resilience and sustainability as the pandemic continues.

**Keywords:** career, transitions, change, counselling, engagement

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## Session No 25

### To meet individual needs without individualising career challenges

#### Contributor:

**Lisbeth Højdal**, Career Consultant, Denmark

Conference reflection area:

Maximizing potential of individuals and groups

#### Abstract

Several researchers have criticised the positivistic approach to career counselling and argued against attempts to group individuals and work environments in accordance with generalized and static traits or types. But though various constructivist and contextual perspectives have gained more attention in career theories and research, the matching philosophy continues to have a widespread appeal. Assessments leading to the categorization of individuals as exhibiting one or another personality type or competence profile are still integrated in many counselling models, which suggest that traditional trait psychology continue to have a strong grip on practice. This workshop invites discussion about the possible mismatch between theory and practice and the methodological implications it may have, that career theories rest on different assumptions about the human subject and the context in which career choices are being made (Højdal, 2020).

The participants will be introduced to a model which can be used to analyse career theories and assess their potential to explain and/or address diverse counselling needs. They will also be invited to discuss and try-out a selection of the qualitative approaches to career counselling included in my new book, presenting themes and methods in career counselling (Højdal, 2019). In the workshop we will discuss how biographical methods can be used to uncover the individual's unique career concerns and counselling needs and to explore the interrelationship between resources and



possibility structures. We will also discuss the potential of a new version of the occupational card sort method which is not attached to the traditional Holland codes, but aims to explore or challenge individual's perceptions of the world of work. At the heart of the workshop is qualitative methods, adapted to individuals' unique pattern of career concerns and to the nature of their specific choice situation whilst at the same time avoiding individualising career problems or challenges.

**Key words:** Career themes; Qualitative approaches; Contextualisation

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## Session No 26

### Career transitions for academic migrants in cooperation with higher education – maximizing their potential

#### Contributor:

**Kristin Andersson**, MA with major in education/project manager, Regional development centre/Faculty of education and society, Malmö University, Sweden

**Mia Blihagen**, MA with major in education/university teacher, Centre for academic teaching/Faculty of education and society, Malmö University, Sweden

Conference reflection area:

Maximizing potential of education

Maximizing potential of individuals and groups

#### Abstract

All adults have a future career, and many have a previous one. A challenge for academic migrants, and other adult migrants, is a lack of knowledge about the Swedish labour market, its organization, conditions and recruitment processes. How to enter the labour market can be difficult to fathom. At Malmö University, we have for many years and in various courses/projects worked with a model that combines career counselling and career learning for academic migrants with the development of strategies for the transition between two labour markets, current and future. The question for all employees is not “if” but “when” will they make a transition in their career, and therefore the development of strategies is of great importance.

Our experience is that many career-counselling sessions start with the question “what educational background do you have?” We have chosen to start from a different angle and not by looking in the rear-view mirror. Instead, we use Bill Law’s sensing-finding out followed by sifting-sorting out, focusing-checking out and finally understanding-working out. The key is to start with sensing. During the presentation we will explain how we work and show examples of different activities.



The model draws on a wide theoretical base, for example Bill Law's New DOTS theory and Barbra Bassot's model of the CLD bridge. Law's perspective of career learning and Bassot's description of career learning development together form our conceptual starting point.

**Keywords:** Potential, Transition, Migrant, Career

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## PAPER SESSIONS 21.10.2021

### Session No 27

## **Social and emotional competence for career development and perceived school adaptation among high school students**

### **Contributor:**

**Reizo Koizumi**, Professor, University of Teacher Education Fukuoka, Japan

Conference reflection area:

Maximizing potential of education

### Abstract

Social and emotional competence (SEC) is becoming increasingly critical to students' career development. High school is the last period for most students to prepare for their future career. This study examined the relationship between individual differences in SEC for career development and perceived school adaptation among high school students. Participants were 580 10th- to 12th-graders of a public high school. After graduation from the school 20% students go on to junior colleges or universities, 40% enter vocational schools, and 30% get a job. They responded to Social and Emotional Learning of Eight Abilities for Career Development Scale (SEL-8Career Scale) (Koizumi, 2021) and Adaptation Scale for School Environments on Six Spheres (ASSESS). SEL-8Career Scale has eight subscales: self-awareness, social awareness, self-management, relationship skills, responsible decision making, problem-prevention skills, coping skills for transitions, and skills for positive & contributory service. ASSESS has six subscales: life satisfaction, support from teachers, support from friends, non-infringement, pro-social skills, and adaptation to learning. The responses to SEL-8Career Scale were standardized (Z scores) and analyzed by cluster analysis (Ward's method, Euclidean distance). The participants were classified into seven groups: G1 - G7 (Figure). G3 showed the highest mean Z



scores, and were mostly adaptive to the school environment. On the other hand, G7 were in the lowest level of not only Z scores, but some aspects of adaptation such as support from teachers and friends. G4 and G6 indicated relatively lower ability scores, but G6 were in a higher level of adaptation to learning than G4. The next step is to consider the best educational support for each group.

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## Determinants and outcomes of career transition after secondary school

### Contributor:

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**Toni Babarović**, The Ivo Pilar Institute of Social Sciences, Zagreb, Croatia

Conference reflection area:

Maximizing potential of education

Maximizing potential of individuals and groups

### Abstract

The aim of this research was to investigate the determinants and outcomes of career transition after secondary school. The longitudinal study involved 981 participants in the first wave, 568 participants in the second wave, and 405 participants in the third wave. In the first semester of the final year of high school (first wave), measures of psychological traits and living circumstances (measures of personality, core self-evaluations, social support in the process of choosing a profession, average of grades and socioeconomic status of participants) were applied. In the second semester of the final grade (second wave), measures of career readiness, career adaptability and difficulties in making career decisions were applied. One year after graduating from high school, transition outcome measures were applied (realization of the desired career goals and satisfaction, engagement and performance in study or work). The results indicated that participants who realized their desired career goals differed from those who didn't in some personal characteristics, as well as in all measured career outcomes after the transition. Specifically, individuals who realized desired career goals had a higher grade point average and higher socioeconomic status during high school, exhibited higher levels of conscientiousness and better core self-evaluation, as well as higher career readiness and career adaptability, and less difficulties in making career decisions. At the same time, they also had more favorable career transition outcomes as they were more satisfied, more engaged and



more successful in their work or study in comparison to their colleagues who failed to realize their desired career goals. The results of this study describe the determinants and outcomes of the career transition after secondary school and point to appropriate interventions to assist young people in career development.

**Keywords:** career transition, career maturity, protective and risk factors, career outcomes, adolescence

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## Session No 28

### **STEM careers for girls and women: ethical career guidance and counselling practice?**

#### **Contributor:**

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**Dr. Mary McMahon**, Honorary Associate Professor, The University of Queensland, Brisbane Q 4072, Australia

Conference reflection area:

Maximizing potential of economies

Maximizing potential of guidance at association and practitioner level

#### **Abstract**

At the time of writing (April, 2020), the International Labour Office (ILO) notes how, in a matter of weeks, the COVID-19 pandemic has intensified and expanded around the globe, with a profound effect on public health and unprecedented shocks to labour markets (ILO, 2020). It is predicted that approximately 25 million people could become unemployed due to the current crisis, in addition to the 188 million recorded as unemployed in 2019 (ILO, 2020). As the pandemic intensifies and expands, however, this could be an underestimate. Even before the pandemic, women's labour force participation in many countries of the world was less than that of their male counterparts, with the World Economic Forum's (WEF) 2020 global Gender Gap Report predicting that gender parity would not be attained for 99.5 years. Nowhere is this inequity reflected more than in the fields of Science, Technology, Engineering and Mathematics (STEM). Labour market predictions suggest that many opportunities are being created in the STEM fields, yet women are underrepresented in the fields of cloud computing, engineering, data and AI (WEF, 2020). In addition to underrepresentation in the STEM fields, fields such as engineering have traditionally



seen disproportionate numbers of women leaving jobs, fewer women rising to leadership and management positions, and greater rates of sexual discrimination, workplace discrimination and bullying for women than for their male colleagues. This paper considers the moral and ethical dilemmas for career development practitioners of providing career development services for girls and women in the context of a persistently - and what will emerge as an even more - unequal labour markets around the world. It considers the moral and ethical dilemmas for career development practitioners providing career development services for women and girls who aspire to work in industries where discrimination and harassment are persistent features.

**Keywords:** STEM careers; ethical practice; gender inequality; career guidance

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## Involuntary Career Changes: Exploring betwixt and between identities

### Contributor:

**Anouk J. Albien**, University of Lausanne, Institute of Psychology, Lausanne, Switzerland, Stellenbosch University, Centre for Higher and Adult Education, Department of Curriculum Studies, Stellenbosch, South Africa

**Jonas Masdonati**, University of Lausanne, Institute of Psychology, Lausanne, Switzerland

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Conference reflection area:

Career support in the face of disruption

### Abstract

Currently, career paths have become more complex as well as unpredictable with multiple career transitions (ILO, 2019). Career transitions have been used as markers of career path complexity which contribute to precarity or security (Rossier et al. 2020). Previous research has focused on school-to-work transitions (e.g. Masdonati et al., 2021), or transitioning to retirement (e.g., Froidevaux et al., 2018), with less research focusing on the transitions that occur between career entry and exit (Brown et al., 2012). This presentation explores involuntary career changes, which are described as a forced shift to a different occupation than previously held, and include the subjective experience of these changes as atypical of a career trajectory (Carless & Arnup, 2012). Ten individuals experiencing involuntary career changes because of health or economic issues were interviewed. Qualitative thematic analyses stressed the complexity of involuntary career changers' identity work. Firstly, participants go through a challenging liminal phase of occupational identity loss and recovery (Ibarra & Obodaru, 2016). Secondly, because of their betwixt and between identities, participants have to cope with threats to their social identity (Daskalaki & Simosi, 2018). However, their narratives also show their capacity to regain control of their



career and transform this experience into a meaningful transition. These findings give rise to innovative career counselling perspectives that take into account the specificities of the experiences of people in involuntary career changes. Recommended avenues for future research studies and counselling interventions are discussed.

**Keywords:** involuntary career changes, career transitions, identity work, liminal identities

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## Professional trajectories and career sustainability in Switzerland

### Contributor:

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Faculty of Psychology & Educational Sciences – KU Leuven, Belgium

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Conference reflection area:

Career support in the face of disruption

### Abstract

Over the last three decades, the professional landscape has changed and career paths have become more plural and less predictable, characterized by multiple transitions and high demands of flexibility and adaptability. Consequently, career sustainability has become a major concern, both at individual and societal levels. The present study contributes to the advancement of research on sustainable careers by adopting a broad and integrative perspective through a prospective longitudinal design. More specifically, by applying career sustainability framework in a 7-year longitudinal study (2012 to 2018) on career paths of a roughly representative sample of Swiss working population (N = 789), we aimed to 1) identify different types of career paths based on employment status (i.e., full-time employment, substantial part-time employment, marginal part-time employment, unemployment), 2) distinguish sustainable types of career paths from unsustainable ones by investigating their outcomes in terms of health, happiness and productivity, and 3) predict the probability of falling into a specific type of career paths based on psychological resources (i.e., personality traits and career adaptability) and sociodemographic characteristics (i.e., age, gender, and education level). The results



of sequence analyses pointed out a 4-cluster solution, with the traditional type of career path (full-time and stable) being the predominant one. Both traditional and transitional career paths could foster career sustainability, as long as individuals reacted proactively (i.e., by activating career adaptability) to career events. Furthermore, results showed that being a woman, being older, lower education level, and higher scores on neuroticism and agreeableness increased the likelihood of experimenting discontinuous and unsustainable career paths. While public institutions and social policies should aim at supporting individuals facing situations of vulnerability and inequity based on such sociodemographic characteristics, career counseling interventions and practices should focus on helping counselees develop personal resources to counteract the effects of contextual factors and attain decent work.

**Keywords:** career sustainability, career paths, career adaptability, personality, sociodemographic characteristics

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## Session No 29

### **Young, low-qualified workers: Views on education, work and decent work and links with career adaptability**

#### **Contributor:**

**Gudbjörg Vilhjalmsdóttir**, Professor, University of Iceland, Iceland

Conference reflection area:

Maximizing potential of individuals and groups

#### **Abstract**

Working young adults without formal education have received limited attention in career development theory. Recent developments in Psychological Working Theory form the theoretical background of this quantitative study, that centers on the experience of working and the situation of low-qualified young workers. Its purpose is to map their current jobs and future aspirations. Another purpose is to study the way this group construes their careers. The participants (N=154) are young adults, aged 18 to 29, in a steady job and living in Iceland. Results show that participants work mainly in service or manual occupations. When asked about a dream occupation, a great majority mentions professional or technical occupations and over half of participants are optimistic that they will enter their dream occupation. The participants who intend to return to school are optimistic they will finish their studies. The results support the Psychological Working Theory as participants look at their jobs, foremost, as a means for survival and social connection, but their career intentions become more self-deterministic, when hindrances are taken away. The measure of career adaptability reveals significant differences between participants and the general population of this age group. Participants are significantly lower on concern and control subscales of the Icelandic Career Adapt-Ability Scale (CAAS-I). The hypothesis of a correlation between low scores on career adaptability and low scores on the Decent Work Scale is accepted. The participants are not as ready or



resourceful in coping with current and anticipated tasks of vocational development as their peers. This could be enhanced in a career intervention. Young low-qualified adults at work are clearly in need of both financial and psychological support if they are to reach their career objectives of returning to school and reaching their preferred occupation.

**Keywords:** young low-qualified adults, decent work, career adaptability

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## Well-being as an opportunity for career guidance in the Czech Republic

### Contributor:

**Silvie Pýchová**, Ph.D. student, Charles University, Faculty of Social Sciences;  
co-founder of Centrum kompetencí, director of the umbrella association of  
educational NGOs in the Czech Republic SKAV, Czech Republic

Conference reflection area:

Maximizing potential of education

### Abstract

Concept of well-being is not yet well developed in the post-communist countries such as the Czech Republic. At the same time, career guidance is gradually disappearing from the governmental strategies of educational policy in this country since 2008. Even if the problems of poverty reproduction or dependence of pupils on the educational background of their parents is increasing in the Czech Republic, Czech pupils' performance and their well-being are not improving according to the international and national surveys. And the Czech educational system faces one of the highest levels of inequalities in education among OECD countries. Nowadays the situation with covid-19 made these problems even worse according to the findings of the Czech school inspection. On the other hand, this experience of the pandemic situation created a new arena of the Czech stakeholders supporting the importance of pupil's well-being in education and it is slowly changing a paradigm of what is in the educational system considered as the most important. This can also be a new opportunity for the development of career guidance which was losing importance as a policy issue in this country the last decade.

**Keywords:** Educational policy, well-being, career guidance, Czech Republic

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## The mediation of life satisfaction between career commitment and subsequent employment readiness

### Contributor:

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**Hin Long Lau**, Research Assistant, Hong Kong Shue Yan University, Braemar Hill, North Point, Hong Kong SAR, China

**Qiuping Jin**, Lecturer, Renmin University of China, China

Conference reflection area:

Maximizing potential of education

Maximizing individual potentials and groups

### Abstract

Career development of individuals is often discussed together with their general well-being. To understand how career development and life satisfaction associates over time among tertiary students is especially relevant in both theory development and practice, and yet such research is lacking. Taking a longitudinal perspective, we examine how far career commitment of students is related to subsequent employment readiness as indicated by career adaptability and perceived employability. Taking a longitudinal perspective, we collected data from about 180 tertiary students in their graduating year twice with an interval of about 4 months. We found that career commitment at Time 1 related to career adaptability at Time 2 mediated by life satisfaction at Time 2. Also, career commitment at Time 1 was related to perceived employment at Time 2 mediated by life satisfaction at Time 2. Life satisfaction is established as a mediator between prior career commitment and subsequent employment readiness in term building career resources of adaptability and enhancing employability. The relations between career and personal domains in student development was highlighted and implications on career practitioners



discussed. Student service professionals are advised to develop strategies to promote career and life satisfaction, integrating psychological and career counseling services to maximize the guidance effects.

**Keywords:** Career commitment, perceived employability, career adaptability, longitudinal design

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## Session No 30

### **Methodical approaches of career guidance counselling for public management, especially for controlling – a project report**

#### **Contributor:**

**Bernd-Joachim Ertelt**, Professor Dr., Hochschule der Bundesagentur für Arbeit (HdBA), Economic and Business Education, University of Applied Labour Studies of the Federal Employment Agency, Mannheim, Germany

**Michael Scharpf**, Professor Dr., Hochschule der Bundesagentur für Arbeit (HdBA), Public Management, University of Applied Labour Studies of the Federal Employment Agency, Mannheim, Germany

Conference reflection area:

Maximizing potential of economics

#### **Abstract**

In the German Federal Employment Agency (BA) – probably the world's largest Public Employment Service with about 100.000 staff members – controlling has had a high priority in all professional and labour market related services since many years. The BA's role model "controller as counsellor for all management levels" is a great challenge. It is therefore obvious that controllers must also have professional counselling competences. In a teaching research project with students of the University of Applied Labour Studies (HdBA), expert interviews in the employment agencies were used to investigate what type of counselling competences are required. As a result, strong parallels to career guidance counselling were identified. On this basis, the HdBA developed a further training module for controllers and implemented it successfully together with practitioners. In the paper session we will present and discuss with the participants our counselling approach and our experiences with the module.



**Keywords:** Counselling, Public Management, Critical Incidents, Competences, Further Training

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## **Working with Calling in Career Development Practice: lessons from teaching and research**

### **Contributor:**

**Gill Frigerio**, Associate Professor; Centre for Lifelong Learning, University of Warwick, Coventry, CV4 7AL, United Kingdom

Conference reflection area:

Maximizing potential of individuals and groups

Maximizing potential of guidance at association and practitioner level

### **Abstract**

#### **Introduction and objectives**

Work has significance in people's lives in multiple ways, and the concept of 'calling' has become increasingly used to explore this. This paper will provide an overview of contemporary use of the term in career studies and related literatures and discuss its value in career development practice. It will suggest further ways that career development work can draw on calling as a salient concept to maximise potential of individuals and groups.

#### **Theoretical perspective**

The paper will draw on Duffy et al's theoretical model of work as calling (2018) integrated with wider transdisciplinary perspectives on career development, principally Patton and McMahon's Systems Theory Framework (2014).

#### **Methodology**

The paper will present a review of relevant literature combined with insights from several years teaching and practising in this field, leading a module called 'Career, Vocation and Calling' in a MA programme on Career Development and Coaching Studies. The paper also draws on an ongoing doctoral 'action research' study on work as calling for mid-Career women.

#### **Results**



Through triangulation of literature, pedagogy, practice and empirical research, the paper will propose a series of ways to draw upon calling in career development practice for different client groups, and a framework for evaluating their potential. It will pay particular attention to the way we understand processes of perceiving and acting on callings, the integration of work with other forms of life purpose and the impact of wider contextual factors on all aspects of calling.

#### Conclusions

The paper will draw conclusions about the scope for practitioners to use calling related concepts in their practice and make suggestions for how this can be adapted to different contexts, thereby maximising the potential of guidance.

**Keywords:** calling, vocation, guidance practice

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## **“Is this what we should work on?” Establishing the working problem in career guidance encounters**

### **Contributor:**

**Sanna Vehviläinen**, Professor of career counselling, University of Eastern Finland,  
Department of Education and Psychology, Joensuu, Finland

Conference reflection area:

Maximizing potential for individuals and groups

Career support in the face of disruption

### **Abstract**

#### **Introduction**

It is perhaps taken for granted that institutional encounters such as career guidance have goals. However, interaction research shows that goal-orientation in social activity is a local accomplishment and not always successful. A shared working problem, and the way it is established, is consequential to the process and outcome of guidance. It builds the working alliance, and it influences how the clients' meanings enter the encounters and what kind of participation and agency is made possible for them. Thus, it is revealing in terms of institutional power in guidance (Vehviläinen & Souto, 2020).

#### **Theoretical approach and method**

Researchers in conversation analysis have begun to show how joint focus is achieved in institutional settings (e.g. Pälli & Lehtinen, 2014). At issue is how the clients' talk is geared towards an institutionally relevant focus and whether a proposal emerges or not. A proposal may result in a decision jointly, unilaterally or be left ambiguous (Stevanovic, 2012).

I use the theory and methodology of conversation analysis (Sidnell & Stivers, 2012) to analyse videotaped career guidance encounters (N=17) between clients and career guidance professionals from higher education and labour market contexts. The research is a pilot study on career guidance interactions.



## Research questions

1. By what interactional practices do participants construct a shared focus for their work?
2. How do they participate in this construction – jointly or unilaterally?

## Results

I present three trajectories with different participatory frameworks:

- a. The clients' clear-cut information requests followed by advising and broadening of the issue
- b. The client's complex problem-presentation is re-interpreted by professional, the focus is re-directed
- c. The client has various inter-related concerns, the working problem is overtly negotiated about

## Conclusions

I will analyse these trajectories as affordances of the clients' agency and with respect to different types of institutional power

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## Session No 31

### **“Open up – a concept of mobile counselling in the city of Freiburg, Germany”**

#### **Contributor:**

**Dr. Elke Scheffelt**, Manager, Wegweiser Bildung Freiburg, Germany

Conference reflection area:

Maximizing potential of guidance at association and practitioner level

Maximizing potential of individuals and groups

#### **Abstract**

A wide range of current studies emphasizes social disadvantages that stem from interrupted or disrupted educational pathways, especially in Germany. The Wegweiser Bildung in Freiburg, Germany as a guidance and counselling center for all questions on education and training addresses the whole population of the city. To reach the lower educated population and people who are remote from the educational system facing various barriers (information barriers, language barriers etc.) the Wegweiser Bildung developed a concept of mobile counselling in different city districts to improve accessibility to the offer of the Wegweiser Bildung, support in finding best individual pathways and in consequence facilitate the access to further training and education opportunities (medium and high level). In districts of the city with a high percentage of people facing a variety of socio-economic disadvantages for more than five years there now exists a regular offer in places (in kindergartens, primary schools, family centers etc.). As a result the percentage of people who take advantage of the mobile counselling offer without a school certificate or without a vocational training certificate is double as high as for the people who visit the information place in the city center. Still, it is important to regularly revisit the practices and settings of the mobile counselling offer and time after time change the setting.



**Keywords:** mobile counselling, educational pathways, accessibility

## **Domesticating Digital Media in the Counseling Room**

### **Contributor:**

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University of Applied Labor Studies, Mannheim, Germany

Conference reflection area:

Maximizing potential of guidance at association and practitioner level

Career Support in the face of disruption

### **Abstract**

This presentation transfers the concept of media domestication (Silverstone & Haddon 1996 & Berker, Hartmann, Punie & Ward 2006) to career counseling. Developed as a middle-range-theory in the fields of media and communication studies and the sociology of technology media domestication helps to theoretically grasp, empirically describe and conceptually shape the integration, the appropriation and the use of new media or technological innovations in certain social contexts like career counseling.

This presentation briefly introduces some of the concept's basic notions. One notion, giving the concept its name, is domus (house, home). Counseling rooms are identified as such domūs or better: practitioners' professional homes. Media domestication is claimed to be useful for career counseling in two different ways: First, it can help to describe how digital counseling media (e.g. computers, visualization devices, intervention tools, databases, online tests, VR headsets) are domesticated by counselors in order to be accepted as standard inventory in counseling rooms and to be integrated in professional routines. Second, it can help understanding how counselors make themselves professionally at home in online counseling environments into which the counseling rooms are progressively being dislocated, either partly (blended counseling) or completely (online counseling).



Media domestication interprets media use as a function of media culture rather than a function of individual media competencies or institutional media (infra-)structures. Transferred to career counseling, this opens the perspective on a counseling and a media culture evolving between individual practitioners' counseling competencies and institutions' counseling (infra-)structures.

The presentation is mainly conceptual but refers to examples and case studies to illustrate ideas and the usefulness of the media domestication concept for career counseling, especially in times in which the inventory and routines within counseling rooms are rapidly digitized up to a point at which the physical rooms themselves become dislocated into digital spheres.

**Keywords:** Digital Media, Domestication, Career Counseling, Counseling Room

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## Session No 32

### **Emerging Themes in Career Development: Insights from the Oxford Handbook of Career Development: Paper 1: Broadening the Aims of Public Policy for Career Development**

#### **Contributor:**

**Professor Peter J. Robertson**, Edinburgh Napier University, United Kingdom

Conference reflection area:

Maximizing potential of economies

Maximizing potential of education

Maximizing potential of individuals and groups

#### **Abstract**

In the early years of the 21st Century, an international consensus emerged around the aims of public policy for career development. The literature has clearly identified three broad categories of policy goals that governments pursue in their career education and guidance strategies: labour market goals, educational goals and social equity goals (Watts & Sultana, 2004). This paper will outline the case made by Robertson (2020) for adopting a broader range of policy aims. Drawing on the United Nations Sustainable Development Goals (2015), a systematic framework consisting of six broad categories of aims for policy will be proposed: labour market goals, educational goals, social equity goals, health and well-being goals, environmental goals, and peace and justice goals. The latter three categories represent new or relatively neglected areas of focus. Cross-cutting themes of social justice, sustainability, and societal change will be highlighted.

**Keywords:** Career development; public policy; social justice; learning; culture

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## **Emerging Themes in Career Development: Insights from the Oxford Handbook of Career Development: Paper 2: The economic rationale, evidence, and the role of employers in career guidance**

### **Contributor:**

**Christian Percy**, University of Derby, United Kingdom

Conference reflection area:

Maximizing potential of economies

Maximizing potential of education

Maximizing potential of individuals and groups

### **Abstract**

Drawing on Percy & Dodd (2020) a conceptual model of the economic outcomes of career development work will be presented. A narrow focus on economic outcomes in public policy will be critically examined in order to convey the limitations of an economic rationale for career development.

Despite their many overlaps and areas of common interest, the domains of education— particularly school-based education—and employment can seem far apart, with different structures, incentives, and experts. Percy & Kashefpakdel (2020) draws on examples from Organization for Economic Co-operation and Development countries of the diverse mechanisms proposed to narrow this distance in a new taxonomy established across seven aspects of the school-based education process: education policy, curriculum development, institutional management, curriculum delivery, non-curriculum skills development, career guidance, and graduation.

**Keywords:** Career development; public policy; social justice; learning; culture

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## **Emerging Themes in Career Development: Insights from the Oxford Handbook of Career Development: Paper 3: Emergent Themes in Career Development Theory: Integration, Culture, and Learning**

### **Contributor:**

**Dr Phil McCash**, University of Warwick, United Kingdom.

Conference reflection area:

Maximizing potential of economies

Maximizing potential of education

Maximizing potential of individuals and groups

### **Abstract**

This paper focuses on the theoretical basis for career development work. It is divided into two halves. In the first, emergent themes will be discussed relating to integration, culture, and learning. The challenges and opportunities presented by these themes will be explored by drawing from the wider literature and new chapters within the theory-based section of the Oxford Handbook of Career Development. In the second half, one of these chapters will be discussed in more depth: the cultural learning theory of career development (McCash, 2020). The distinctive basis of this theoretical perspective will be explained. It will be argued that cultural learning theory helps us answer five important questions in our work: the who, what, how, where, and why of career development. These aspects will be applied to practice in the form of a cultural learning alliance. The economic rationale, evidence, and the role of employers in career guidance.

**Keywords:** Career development; public policy; social justice; learning; culture

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## **Emerging Themes in Career Development: Insights from the Oxford Handbook of Career Development: Paper 4: Labour market information for career development: Pivotal or peripheral?**

### **Contributor:**

**Professor Jenny Bimrose**, University of Warwick, United Kingdom.

Conference reflection area:

Maximizing potential of economies

Maximizing potential of education

Maximizing potential of individuals and groups

### **Abstract**

Labour market information (LMI) represents a core component of the knowledge required for career development interventions. It distinguishes the work of career development practitioners from other kinds of helping. Yet practitioners often find it challenging to keep this knowledge current and mediate it effectively to different audiences. Information and communications technology plays an increasingly important role in accessing and disseminating reliable and robust LMI, research indicates that face-to-face interventions with career professionals continue to have the greatest impact with clients. Drawing on Bimrose (2020), ways of enhancing the effectiveness of LMI as an integral part of overall career interventions are discussed.

**Keywords:** Career development; public policy; social justice; learning; culture

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## POSTER SESSIONS 21.10.2021

### Session No 33

## **Nationwide recommendations for the quality assurance of the interdisciplinary career guidance in One-Stop Guidance Centers in Finland**

### **Contributor:**

**M. Ed. Päivi Pukkila**, Senior Lecturer, Häme University of Applied Sciences, Finland

**M.A. Taru Lilja**, Project researcher, Häme University of Applied Sciences, Finland

**Ph.D. Jaakko Helander**, Principal Lecturer, Häme University of Applied Sciences, Finland

**M.Sc. Heino, Sanna**, Senior Lecturer, Häme University of Applied Sciences, Finland

Conference reflection area:

Maximizing potential of guidance at association and practitioner level

### Abstract

In Finland, about 3-5 percent of the age group does not continue to upper secondary education or voluntary additional basic education. Finland also has nearly 55,000 unemployed people under 30 years of age. This challenge has been addressed on a European scale by means of the Youth Guarantee and in Finland, through establishing interdisciplinary One-Stop Guidance Centers. This type of interdisciplinary service crosses sectoral boundaries and brings together professionals from different fields such as youth services, education, social and health care and public employment services. However, there are major local differences in the structures and operators of the Guidance Centers. The interdisciplinary career guidance required by the clients of the Guidance Centers cannot vary locally which is why each person working in the Guidance Centers must have career guidance competence. CAREER! – Developing career guidance skills at



One-Stop Guidance Centers, ESF project (2018-2020) addressed this issue by strengthening career guidance skills of the personnel working at the Guidance Centers and creating nationwide recommendations for interdisciplinary career guidance. In this paper we present how the recommendations were created through training, observation and modelling.

**Keywords:** career guidance; youth; interdisciplinary collaboration

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## **Promotion of transdisciplinary guidance and collaboration skills in One-Stop Guidance Centers**

### **Contributor:**

**Satu Laitila**, M.Ed., M.Sc. (Econ.), Planning Officer, Åbo Akademi University, Finland

**Cilla Nyman**, M.Ed., Planning Officer, Åbo Akademi University, Finland

**Auli Sesay**, Project Manager, JAMK University of Applied Sciences, The School of Professional Teacher Education, Finland

**Camilla Stenbäck**, M.Sc., Planning Officer, Åbo Akademi University, Finland

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### Conference reflection area:

Maximizing potential of individuals and groups

### Abstract

In this poster, we describe the multifaceted efforts designed and directed towards One-Stop Guidance Centers in Finland, in order to support and promote the creation of transdisciplinary guidance skills, collaboration skills and cross-sectorial knowledge. Today, across the country, about 70 One-Stop Guidance Centers provide guidance and services with a low threshold, to young people regarding employment, education and everyday life. This poster illustrates the national TESSU2-project's ambitions, working methods and holistic approach to training and development, in order to support the personnel of the One-Stop Guidance Centers in their creation of shared transdisciplinary intellectual capital and in becoming transdisciplinary teams, which regularly assess their activities and systematically develop customer-driven, transdisciplinary competence in co-operation and guidance.

**Keywords:** transdisciplinary guidance, One-Stop Guidance Centers, transdisciplinary collaboration skills, transdisciplinary knowledge capital, collegial learning

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## **VOCATIO, a new interest inventory proposing a norm-based profile and a person-centered profile**

### **Contributor:**

**Victor Jaques**, Student-assistant, University of Lausanne (Unil), Switzerland

**Philippe Handschin**, University of Lausanne, Graduate-assistant, Switzerland

**Jérôme Rossier**, University of Lausanne, Full professor, Switzerland

Conference reflection area:

Maximizing potential of guidance at association and practitioner level

### Abstract

#### Introduction

VOCATIO is a new vocational interest inventory developed in French-speaking Switzerland, used over three hundred times per month, on average in 2020. It includes 208 items about professional activities, each belonging to one of 26 vocational domains (e.g., Computer and Telecommunication, Nature, Health and Care).

#### Objectives

The goal of our study was to provide a thorough examination of VOCATIO's validity and psychometric properties. The inventory was completed by a large sample of individuals who consulted an educational and professional guidance service (N = 4,988).

#### Results

Principal Component Analysis revealed a four-factor structure similar to Tracey and Rounds' four dimensions of interests (1996): general factor, data-ideas, people-things and prestige. Additionally, distribution of VOCATIO's 26 domains on each factor (excluding general factor) was coherent with Tracey and Rounds' spherical model of interests (1996).

#### Conclusion



This newly created inventory allows two profiles for each participant: one in which clients' scores are compared to norms (interindividual); the other in which client's scores are compared to their own mean score and standard deviation across all items (intraindividual). The latter profile allows for a more personalized approach that is liberated from direct comparisons that might make average interest differences related to gender and socio-economic differences overly salient.

**Keywords:** professional interests, spherical model, vocational psychology

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## WORKSHOPS 21.10.2021

### Session No 34

## Beyond the Basics: Supporting the Career and Employment Needs of Our Diverse Clients

### Contributor:

**Roberta Borgen (Neault)**, President, Life Strategies Ltd., Adjunct Professor, University of British Columbia, Vancouver, Canada

**Deirdre Pickerell**, Dean, Student Success, Yorkville University/Toronto Film School, Canada

**Michael Sorsdahl**, Psychologist/Educator, Juvenation Wellness, Canada  
Cassie Taylor, Managing Director, Life Strategies Ltd., Canada

Conference reflection area:

Maximizing Potential of Individuals and Groups

### Abstract

Diversity is a complex, multi-faceted construct which includes countless inter-related characteristics and influences. Counsellors, coaches, and career development professionals who push “beyond the basics” and adopt a more nuanced approach to their client interactions are better able to attend to a client’s unique expression of cultural identity and, consequently, are better positioned to effectively meet their clients’ needs. The session will support practitioners in examining some of the unique challenges encountered by diverse clients (e.g., international/global careerists, gig workers, LGBTQ2IA+, Muslim, and social activists in the context of Black Lives Matter) as they endeavour to move their careers forward while facing complex barriers to employment and career success. Hear from editor of Career Development for Diverse Clients: Beyond the Basics, Roberta Borgen, and a panel comprising a variety of chapter contributors to the book, as they discuss how customized, relevant, and culturally informed interventions can strengthen the



CDP-client working relationship and outcomes. Leave better equipped to adopt a more culturally competent approach to career and employment services.

**Keywords:** diversity, inclusion, career, counselling

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## Session No 35

### Digital selfcoaching- career counseling in app-format

#### Contributor:

**Tillmann Grüneberg**, Lecturer (University of Leipzig), University of Leipzig/Begabungsvielfalt UG, Germany

Conference reflection area:

Maximizing potential of guidance at association and practitioner level

#### Abstract

Many exercises and working materials that are used before, during or between career counseling sessions can also be digitally displayed. The obvious step was to offer exercises and information in the form of an app and thus make them accessible on the mobile devices, which are preferred by young people. In some cases, this technical implementation even offers further advantages (in formats, evaluation). The poster-presentation will trace the process of creating a ten-stage career orientation program based on career choice and talent research, as well as counseling and workshop practice (Grüneberg, 2019). This is the basis for the self-coaching app “DEEP: Career Orientation”, which will be published in German in early 2021. On the poster the concept of self-coaching in the structure of the app (project management tool, steps and tasks, profile) will be explained and individual formats (learning videos, self-reflection questions, ranking tests, 360-degree feedback, oracle, decision matrix, etc.) will be presented. Subsequently, first user feedbacks (high school students, teachers, counselors) are summarized and compared.

**Keywords:** app, self-coaching, digitalization

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## Session No 36

### Maximising the potential of a lifelong guidance ecosystem

#### Contributor:

**Sally-Anne Barnes**, University of Warwick, Dr/Reader, United Kingdom

**Jenny Bimrose**, University of Warwick, Emeritus Professor, United Kingdom

**Alan Brown**, University of Warwick, Emeritus Professor, United Kingdom

**Jaana Kettunen**, University of Jyväskylä, Dr/Vice-director of FIER, Finland

**Raimo Vuorinen**, University of Jyväskylä, Dr/Associate Professor, Finland

Conference reflection area:

Maximizing potential of economies

Maximizing potential of guidance at association and practitioner level

#### Abstract

With unemployment levels at an all-time high and global changes to work and labour markets as a result of the pandemic, lifelong guidance has a key role in supporting individuals to adapt to new labour markets. There will need to be innovative approaches implemented in the delivery of services to maximise how resources are utilised to support more people. A mixed methods study of lifelong guidance policies and practices (Barnes et al., 2020) was undertaken in a context where lifelong guidance is seen as a crucial part of EU policy initiatives around the validation of learning, the Pillar of Social Rights and the European Green Deal. The study focused on understanding how guidance could develop to better support transitions throughout the life-course; what career guidance policy and practice could benefit from better cooperation; and how it could evolve.

From analysis of the evidence, 11 key features of lifelong guidance systems were identified. Each was explored to produce an understanding of how lifelong guidance is operationalised within different national contexts across Europe and the UK. It concluded that in some countries and contexts, services are becoming more



coherent and coordinated than in the past where services are delivered through a range of institutions, services, and specialist providers. A range of innovations across the lifelong guidance ecosystem were found, which highlights how services are progressing. The study's future standpoint provides insights into how practice and policy could evolve to address the current and imminent challenges for those transitioning from education to work, those out of work and those trying to adapt to new and changing labour market opportunities.

The workshop will explore evidence on the systems and structures of lifelong guidance, but also focus on recent advancements in practices to explore how lifelong guidance services can be maximised to meet future challenges.

**Keywords:** lifelong guidance, policy, practice

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## Session No 38

### **A Nordic Perspective on career guidance and co-ordination of guidance in the Nordic Region. An introduction to NVL Guidance Network.**

#### **Contributor:**

**Arnheidur Gigja Gudmundsdottir**, NVL Nordic Guidance Network member, (NVL in Swedish: Nordisk Nätverk för vuxnas lärande), Education and Training Service Center (ETSC), Iceland

NVL Guidance Network: Arnheidur Gigja Gudmundsdottir; Bryndís Skarphédinsdottir; Anette Rumander; Mette Werner Rasmussen; Anna Nygård; Carola Bryggman; Grethe Elvebo; Hanne Christensen; Hanna Jensen; Klaus Ernst Hansen; Kalle Vihtari

#### Conference reflection area:

Maximizing potential of individuals and groups

The main aim of this workshop is to present an NVL network that works in the field of career guidance for adults in the Nordic region. In this workshop, the NVL guidance team will present recent work of the Guidance network, a Nordic definition on career guidance for adults and a report on how coordination in the field of career guidance in education and the labour market can help individuals to find the best pathways in working life.

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

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



systems development; and quality assurance and evidence base for policy and systems development.

**Keywords:** Nordic Cooperation, Career Guidance for adults, Working life Guidance, Adult learning, Coordination in guidance

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## Session No 39

### VDAB Career Vouchers (Belgium, Flanders)

#### Career guidance: conditions, characteristics and content of the service

##### Contributor:

**David Meulemans**, Expert Career Guidance, VDAB (PES Flanders - Belgium), Belgium

Conference reflection area:

Maximizing potential of individuals and groups

In Flanders, working citizens who want to receive career coaching can either apply for a voucher at the local office of their public employment service or do so online. They can get up to a maximum of two vouchers every 6 years. Both vouchers equal 7 hours of career guidance, respectively 4 and 3 hours at a mandated career guidance centre of choice.

The career voucher measure wants to address a myriad of possible problems such as work-life balance issues, bore out, burn out, increasing employability issues, not knowing which step to take next in your career, feeling unhappy at work, feeling unchallenged at work, problems with bosses or colleagues, ... Using a career voucher does not have to be seen as a curative measure but can certainly be used in a preventive way.

Career guidance always starts from customer demand or the 'career question'. With this demand-driven measure the government wants to stimulate citizens to make full use of what is available in the field of career support as well as strengthen the citizens' self-steering abilities. The individual citizens have to apply for career guidance themselves and the allocated personal budget is spent in their own way with a supplier of choice. Career guidance and coaching is a right for every working citizen whether employed or self-employed in Flanders, but it has to be initiated by the individual.



The aim of career guidance is discovering, developing and strengthening the self-management skills of the citizen. Another objective is to make participants efficient in making career choices and decisions. After the participant has made decisions concerning their career, the output of the career guidance process is a personal development plan (PDP). This PDP consists of a reflection part and an action section. A career voucher can also be used to stimulate lifelong learning in order to increase and maintain employability, with a view to securing job opportunities. The emphasis lies on the development of competencies and the activation of talents. The long-term goal is to keep everyone in the labour market for a longer time. The career voucher is a good illustration of the active involvement of employees. This measure fully reflects the general principle that citizens should take charge of their own career and working life and that they should receive maximum support from professional organization in getting into the driver seat of their career. This measure is time intensive because of its tailor-made approach. It is also very costly, especially for the government, but it has proven to be effective. A lot of employees benefit from the insights they receive concerning their own career and how they can change their career for the better.

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MAXIMIZING POTENTIAL OF  
CAREER GUIDANCE  
RIGA 2020/21



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Izglītības un zinātnes  
ministrija



Valsts izglītības  
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