

## NICE CONFERENCE 2018: ESVDC SYMPOSIUM PROPOSAL

**Emerging issues in career counseling: Challenges for intervention and training***Chair*

Jonas Masdonati, University of Lausanne, Switzerland

*Discussant*

Laura Nota, University of Padova, Italy

*Abstract*

Career counseling (CC) is facing emerging issues that confront its aims, techniques, and training strategies. Within an unpredictable and changing world of work, the purposes of counseling should be to promote sustainable careers and decent work, i.e. to prevent threatening working conditions and help people manage flexible career or life paths. Counseling today also means situating clients' needs, problems and solutions according to their life and cultural context, but also within the global challenges the world is facing. CC goals should then not only focus on clients' work satisfaction, but also on their life satisfaction, and on a sort of "sustainable satisfaction"—which, e.g., leads to the consideration of the impacts of individual choices on their environment and on broader global issues. In order to reach these ambitious goals, there is a need both to develop and validate new intervention tools and techniques, and to reexamine the way career counselor are trained. Accordingly, the four communications of the ESVDC symposium address the following questions: (1) what are the goals of CC? (2) How can we reach these goals? (3) How can we train counselors to be able to reach these goals? We will then share new insights on the redefinition of CC aims, on innovative CC tools and techniques, and on effective teaching and training strategies.

## COMMUNICATION 1

**How do we ensure that our qualitative assessment methods, in practice and research are both rigorous and trustworthy?***Author*

Hazel Reid, Canterbury Christ Church University, UK

*Abstract*

Studies of qualitative assessment methods in work with clients, such as narrative and other constructivist approaches, explain the theoretical background, outline the methodology and then explicate how to apply the model, but they are less able to measure effectiveness of the approach outlined. Yet whether a quantitative or qualitative assessment approach for career counselling is used, effectiveness is always difficult to measure precisely, because of other influencing factors in a person's life; but this is certainly more of a challenge for qualitative approaches. There is though a need for measurement of the effectiveness for qualitative assessment methods and models, as money and other resources need to be accounted for. As in any approach, and particularly those that are new and being tested, there will be flaws that need to be exposed, paid attention to and the approach will need to be developed further. But criteria based on the natural sciences developed within a 'western worldview', cannot begin to

capture the effects of such approaches in diverse communities in a rapidly changing world. We need a different discourse that is not based on positivistic and quantifiable measurements of quality. To avoid the ‘crisis of interpretation’ we need reflexive approaches that derive from different criteria - other ways of considering rigour and trustworthiness that pay attention to context, history and culture and avoid the slide into over-psychologised claims of individual meaning-making. Drawing on the work of Richardson (1997) and Speedy (2008), this presentation will consider criteria that have been developed more broadly to ‘validate’ interpretive and narrative research, and adapt the same for qualitative career assessment.

## COMMUNICATION 2

### **New trajectories for an inclusive and sustainable future in Career Counseling and Vocational Guidance**

Laura Nota, Salvatore Soresi, Maria Cristina Ginevra, Sara Santilli, & Ilaria Di Maggio, University of Padova, Italy

A sense of impotence is beginning to develop in our societies due to problems produced by the “fourth industrial revolution” (Schwab, 2016) or, ironically, “the robot apocalypse” (Mishel & Bivens, 2017). Traditional career guidance can do very little about shrinking decent work and job opportunities, youth unemployment and underemployment. Until the last century, potential matching and profiling in career guidance was supported by relatively stable predictable individual characteristics and working and educational environments. Today all this does not seem to work anymore (Nota & Soresi, 2017; Lent, 2018; Hirschi, in press).

Career guidance needs new perspectives, visions, imagining scenarios, possibilities and contrasting opposites (the impossible, the past, the darkness, the logic of “We've always done it this way”). We believe that career guidance cannot exist without empowerment and self-determination and, in turn, without social solidarity, inclusion, supports especially for individuals with difficulties to compete, and without regard for environmental challenges. We need to consider the values of UN Agenda 2030 and its invitation to reflect on some emergencies that the future will present to the new generations. It could be important to encourage people to think of the future and of how they may contribute to achieving by 2030 at least some of the 17 goals proposed (Soresi et al., 2018).

We believe that formal training programs for career practitioners should consider all these aspects and should keep to a high-quality academic model and an interdisciplinary approach. Training should deal both with new visions and with inclusion and sustainability of issues related to economic growth and environmental protection in order to enable practitioners to respond to current and future individual and social demands.

## COMMUNICATION 3

### **Health promotion during vocational training: An educational training device for constructing decent workplace for future generation**

#### *Authors*

Laurence Bergugnat, LACES Laboratory, University of Bordeaux, France

Jacques Pouyaud, Laboratory of Psychology, University of Bordeaux, France

*Abstract*

This communication presents a vocational and educational intervention that aims to prepare youth to actively advocate the condition of decent work during their future integration in the world of work. This research-action intervention aims at a cultural transformation of the conception of the health and the working environments.

Our research is a collaborative one, involving researchers, young people engaged in vocational training (part time between school and workplace), teachers, and workplace tutors. The preventive dimension is to promote workplace health among those who will become future managers or operators, in order to deal with a societal problem related to the concept of the human well-being at work and decent work (French health plan work 2016-20, WHO, ILO, European strategy health and safety at work). We target the young worker population because it remains highly impacted by the current conditions of entry into the world of work. An educational program is proposed to promote health and well-being (cooperation, social support and justice) (research in progress during 2018). It aims to:

- Become aware of the links between health and working conditions
- measure the impact of one's decisions on oneself and others in terms of health
- become aware of solidarity in the work to solve complex problems, relying on the actors of prevention
- become aware of social justice through the knowledge and application of labor law for oneself and others, in the exercise of one's responsibilities.

The communication will present the educational device, and the results about its evaluation. Through video extracts showing teachers and students during training, we will expose ; the methodology in health promotion, the measure of the effects on young people, and the transferability of this educational device to other contexts work or training contexts.

## COMMUNICATION 4

**From *doing counseling* to *becoming counselor*: Learning processes and outcomes of a career counseling training program***Authors*

Jonas Masdonati and Koorosh Massoudi, Research center in vocational psychology and career counseling (CePCO), University of Lausanne, Switzerland

*Abstract*

A mixed-methods research on two cohorts of graduate students conducting supervised career counseling interventions was conducted at the counseling service of the University of Lausanne, Switzerland. Students enrolled in this program carry out video recorded face-to-face career counseling interventions with real clients, are supervised by career counseling professionals, and assisted by peers.

First, students' counseling self-efficacy was measured at three time points: before, during, and after the counseling intervention semester (N = 45). Repeated measures ANOVA stressed a significant increase, throughout the program, of participants' self-efficacy beliefs in carrying out counseling interviews. Second, a subsample of students (N = 14) participated in two focus groups at the end of the semester. A thematic analysis highlighted the existence of multiple learning processes and outcomes, both expected (e.g. mastering technical skills) and unexpected (e.g. confirming their own vocational choice).

Taken together, results tend to indicate that practice-oriented, supervised training programs foster counseling skills, but also students' occupational self-confidence and identity. "Learning by doing" interventions triggers then explicit/formal and implicit/informal learning processes, which cover not only "how to do" counseling, but also "how to feel skilled" in doing counseling as well as "who to become" as counselor. Yet, some conditions have to be satisfied to successfully stimulate these processes, such as promoting balanced peers feedbacks, offering rigorous supervision, and guaranteeing a safe space for learning.