

# Voices from Switzerland: 4 languages, 26 states, and similar challenges for career counseling

Koorosh Massoudi, Marc Schreiber, Jonas Masdonati, & Jérôme Rossier

# New (or same old?) challenges

## Old habits die hard

- Despite (or maybe because of) a long history and a solid foothold of career counseling, more effort is needed to overcome insitutional inertia and practitioners' resistance.

## Keep up with the times

- Despite aknowledged changes in contemporary life and career courses, more effort is needed to move beyond traditional approaches (one-shot post-compulsory choice) toward recent and innovative practices (life-long career development and guidance).

## Never take things for granted

- Despite well established and higher education training programs, we face recurring critics and attempts to downgrade practitioners' training and restrain their roles.

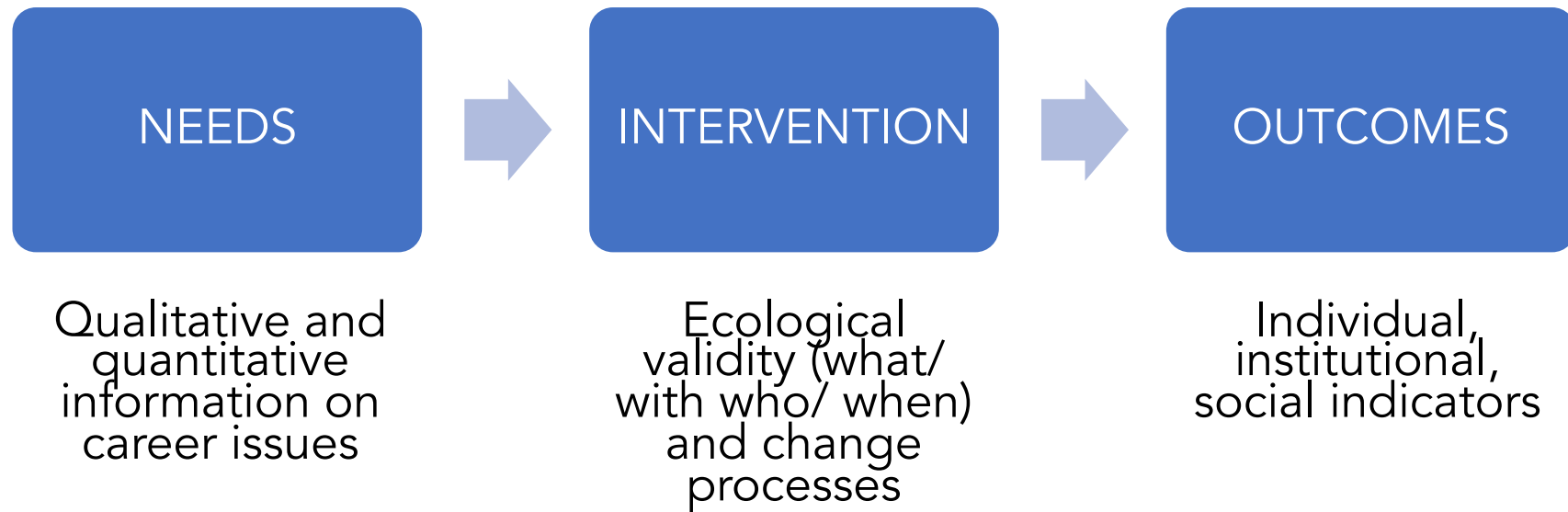
## Remember the « forgotten few »

- Despite awareness of diversity and marginalization issues, interventions still seem to mainly target populations with a certain level of human and social capital; more effort is needed to reach out to «vulnerable groups» facing social barriers and presenting specific needs.

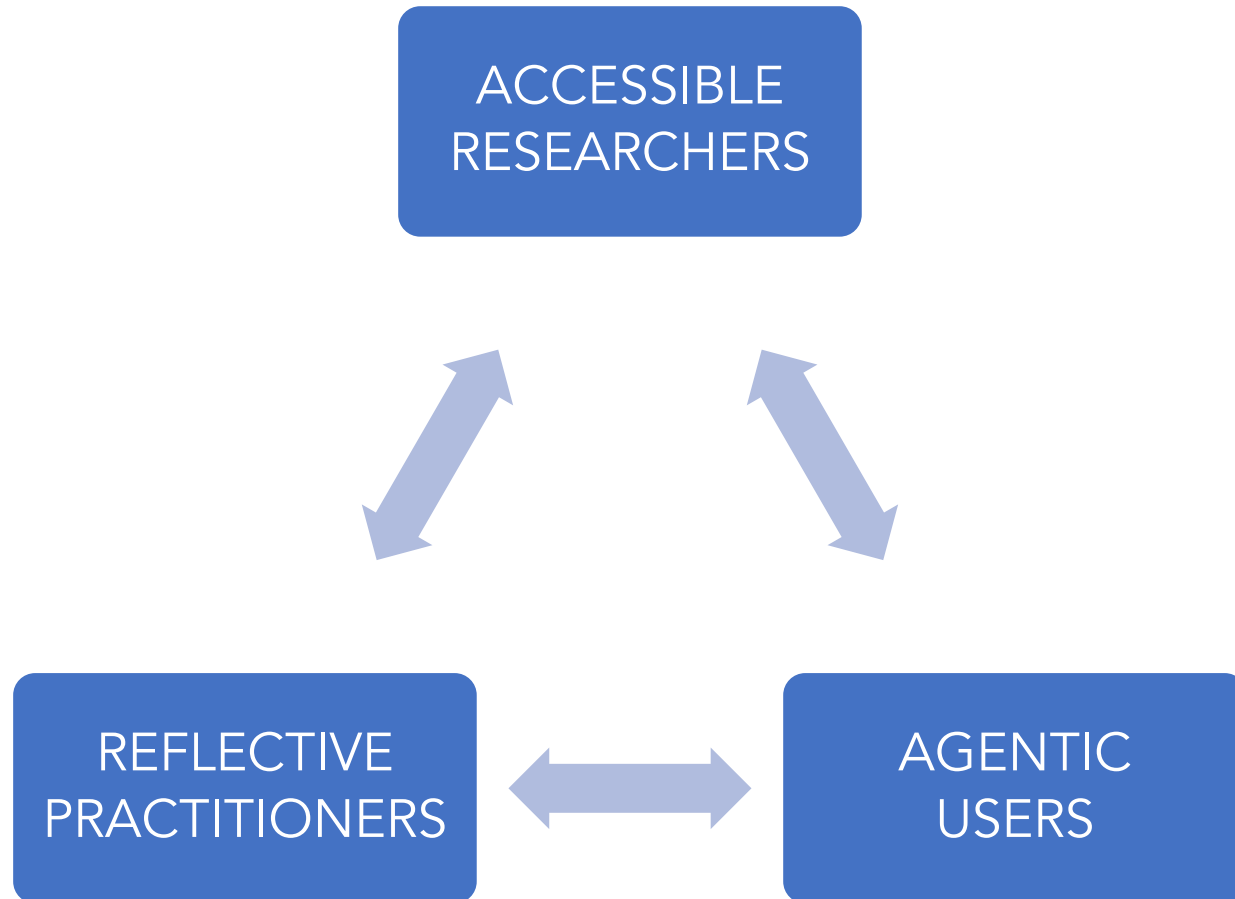
# There is more to a career than matching and developing

- 3 paradigms (Savickas, 2020)
    - vocational guidance → Matching: What kind of job fits me?
    - career education → Developing: What are my career goals and how do I achieve them?
    - life design → Meaning Making: How do I shape my vocational identity?
  - Career Management Skills (e.g. Neary & Hooley, 2016) → personal effectiveness, managing relationships, finding and accessing work, managing life and career; understanding the world
  - Current initiatives focus on
    - Personality, interests, employability-competencies
    - Labor market
- NOT Reflexivity and Identity  
NOT leisure and other life domains

# Is evidence that evident?



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*Adopting a contextually sensitive and integrated model of evidence-based practice represents a more realistic aspiration. To make decisions, research and evaluation evidence will always be combined with other kinds of knowledge in practice settings, and these should include understanding the context and the perspectives of service users. This approach closely aligns evidence-based practice with the notion of the reflective practitioner. (Robertson, 2021, p. 366)*