

NEWSLETTER of the ESDVC

European Society for Vocational Designing and Career Counselling

In this issue

▪	ESVDC General Assembly 2020	2
▪	2019 ESVDC Award for distinguished contributions to vocational designing and career counseling to Prof J.-P. Dauwalder	3
▪	“I did it my way”, by Prof J.-P. Dauwalder	4
▪	2019 ESVDC Early Researcher Awards: Dr Björnsdóttir and Dr Di Maggio	6
▪	A ESVDC-Unitwin joint symposium at the ECP 2019	9
▪	A Unitwin International seminar in Lausanne	10
▪	Reflection on the 6 th ECADOC summer school	11
▪	7 th ECADOC summer school, Jönköping 2020	13
▪	Evaluation of the NICE Academy 2019	15
▪	NICE Academy 2020: “Building career management skills”	17
▪	Calls for nominations	19
▪	2019/2020 membership fees	21
▪	New members of the ESVDC network	22

ESVDC General Assembly 2020

A message from our President professor Laura Nota

Dear ESVDC members,

It has been three years since this EB has started working after the International Conference "Counseling and Support 'Decent Work, Equity and Inclusion: Passwords for the Present and the Future'" (University of Padova, October 5-7, 2017). Many different commitments and activities have been made in order to stimulate and promote a European and international collaboration for research and development in our fields. These activities regarded keeping and strengthening relationships among researchers through the exchange of opinions and reflections within conventions and symposia and our keynotes; simplifying the construction of new trajectories for research and practice; valuing senior researchers who spent their professional life for all this; supporting young researchers who stood out for their research; supporting the creation of a new generation of researchers all over Europe.

In the awareness of everything that has been done and of everything that we still can do together, we inform you that, **on March 6th, 2020, at the University of Lausanne, there will be the General Assembly of ESDVC** Executive Board, in the area of interest of the International Scientific Seminar Agenda. At General Assembly, we will elect new members of the ESDVC Executive Board that will guide the organization over the next three years.

Please consider that, at the ESVDC General Assembly, **the ESVDC Executive Board will be renewed**. The ESVDC Executive Board is the direction, management, and executive representation and branch of the Association. The Executive Committee is made up of the President, the Past-President, the Vice-President, the Secretary, and the Treasurer (<http://www.esvdc.org/>). Each of them is elected by the General Assembly by a secret ballot and by a majority vote of the present members.

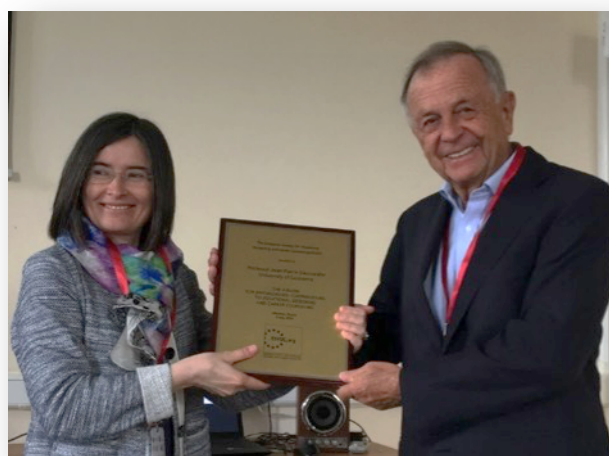
Please send proposals for potential new members for the Executive Board or let us know if you are interested to propose yourself.

We also welcome suggestions by all members for programs and directions of the activities for the future of ESVDC.

2019 AWARD FOR DISTINGUISHED CONTRIBUTIONS TO VOCATIONAL DESIGNING AND CAREER COUNSELING AWARDED TO PROFESSOR JEAN-PIERRE DAUWALDER

The European Society for Vocational Designing and Career Counseling was particularly proud to present its 2018 Award for Distinguished Contributions to Vocational Designing and Career Counseling to Professor Jean-Pierre Dauwalder, Emeritus Professor at the University of Lausanne.

Professor Jean-Pierre Dauwalder became Full Professor of Counseling and Vocational Psychology in 1991. In all his years of teaching he was very appreciated by the students who had the chance to follow his classes. His reputation was that of a dynamic, structured, and sometimes surprising teacher, who introduced innovative and unusual perspectives in psychology. He has thus familiarized several generations of psychologists with the application of the chaos theory to our discipline, by presenting how certain configurations of attractors could determine the behavior of individuals. Advanced students have also benefited from his practical skills through courses articulating theories and interventions. His classes were particularly appreciated by students, but also recognized by practitioners and employers.



ESVDC 2019 AWARD

Professor Dauwalder has been very active in the field of scientific research and its valorization, especially by collaborating with the Life Design International Research Group. He is also one of the members of the group that founded the ESVDC, of which he was the first President. This activity has resulted in the publication of several books on self-organization or dynamic systems and numerous scientific articles. This important activity was awarded with a distinction for all of his international contributions to the counseling field of the International Association of Applied Psychology (Division 16 of the American Psychological Association) in 2010. In 2013, he received the 1st Julius Suter Medal from the Zurich University of Applied Sciences, School of Applied Psychology, for his important contributions to applied psychology. He was also member of the Steering Committee of the Network for Innovation in Career Guidance & Counseling in Europe (NICE), of the Advisory Board of the European Doctoral Programme in Career Guidance and Counselling (ECADOC), and of the Scientific Council of the UNESCO Chair for Lifelong Guidance and Counseling. Since 2012, he is president of the Commission for the Professions of Psychology, which advises the Swiss Federal Council on the application of the Law on the Professions of Psychology (LPsy) and rules on the recognition of diplomas and foreign postgraduate titles.

I DID IT MY WAY (50 years of errors)

By Professor Jean-Pierre Dauwalder, University of Lausanne

From scientific 'facts' to subjective realities

When I started studying psychology fifty years ago, we were 16 persons in total (professor, assistants and students) at the University of Bern (Switzerland). Today they are 100 times more. We trained and developed psychological tests and focused on their psychometric qualities. I painfully had to learn that most carefully calculated scores never explain individual beings. Key events for me were: to assist at Jean Piaget's (1896-1980) 80th anniversary, discovering his ideas on permanent evolution of human beings by assimilation and accommodation; to discover the powerful tool of listening skills (empathic understanding, unconditional positive regard and congruence) developed by Carl Rogers (1902-1987); and - later on - the paramount importance of interaction of individuals with their contexts, and the thereby resulting co-evolution and embodied cognition, investigated by Francisco Varela (1946-2001). Today, I believe that each individual evolves as a unique learning system in his particular contexts.



From 'traits and factors' to people in context

Then, doing research in social psychiatry and community mental health, forty years ago, I sought to better understand the difficult deinstitutionalization of chronic psychiatric patients. Interviewing a former mountain farmer, hospitalized after a heavy burn-out (term not yet admitted then), while his best friend took over his farm and even his wife, I understood, that this man had no place to go. Keeping his 'ecological niche', working in the gardens of the psychiatric clinic, was a far better choice, than forced rehabilitation. I had to learn that diagnoses might change with time and perspective. Sometimes, classifying people does not help them. They need their own pace and contexts to keep moving. Key persons for me were: Albert Bandura, who developed social learning theory, self-efficacy or human agency and who accepted my invitation at the University of Lausanne in 1986; Luc Ciompi who enhanced our understanding of continuous interaction of affect and cognition in schizophrenia; and John Krumboltz who added the idea of planned happenstance, a way of integrating arbitrary events in our lives. Today, I believe that people permanently co-construct their identities, with and within their moving contexts of life.

From 'problem-solving' to self-organization

Later on, becoming a teacher at different universities, thirty years ago, I discovered the challenge of interdisciplinary collaboration and anticipating trends in science. Co-organizing a series of interdisciplinary meetings on self-organization and complex systems dynamics at Monte Verità in Ascona, I had to learn, that innovation and creativity result much more from emergence of self-organization within complex interactions, than from

guided problem solving techniques. Key people for me were: Wolfgang Tschacher, who investigated psychotherapies by time-series analyses, showing the importance of embodied cognition in human interaction; Rolf Pfeifer, who – as a computer scientist and pioneer in artificial intelligence – developed autonomous agents, robots and investigated artificial life; and Hermann Haken – coming from laser physics – who developed the interdisciplinary ideas of synergetics and modeling of self-organization. Today, I believe that change in human beings comes from inside and counselors mainly may help anticipate the emergence of new attractors, within the lives of their clients.

From 'career' to adapt-ability

The benefits of a sabbatical at different places in the USA and Canada, twenty years ago, confirmed my conviction, that career counseling suffered from lack of innovation, correlational research and linear reasoning. I had to learn more about scientific reasoning allowing for modelization of non-linear dynamics. Key ideas for me came from: 'kinetic logic' developed by René Thomas in Brussels; 'chaos theories' applied to career counseling by Jim Bright in Australia or Danielle Riverin-Simard in Québec; and the 'narrative approach' to counseling developed by Marc Savickas in the USA. Today I believe, that people constantly re-invent the stories of their lives, which they tell to themselves and the others; this 'ability to adapt' or 'adapt – ability' brings (temporary) 'order' into the (permanent) 'chaos' of ongoing life.

From artificial intelligence to (extended) life-designing

Our landmark publication (Savickas, Nota, Rossier, Dauwalder, Duarte, Guichard, Soresi, van Esbroeck & van Vianen, 2009) on life-designing as a new paradigm for career-construction in the 21st century, ten years ago, was a beautiful experience, shared with a stimulating group of friends. Together, we tried to identify the key shifts at work in the field of counseling at this time. But life and scientific reasoning are going on. New challenges arise: digital reasoning actually evolves from linear programming to algorithms, deep learning and brain-like artificial neuronal networks; tomorrow, autonomous agents will replace significant parts of human workforce; and in a decade, robots will learn from robots, much faster than human beings. At the same time, humanity's resource consumption inexorably exceeds our planet's capacity to regenerate (e.g. evolution of earth overshoot days). Today I believe, that – in order to cope with these challenges – mankind needs to generate new 'meta-competencies', based on forecast, complex thinking with intuition and scenario-building, adding new dimensions to life-designing...

But this will be YOUR challenge! For me, I should accept the words of Frank Sinatra:

*And now, the end is near
 And so I face the final curtain
 My friend, I'll say it clear
 I'll state my case, of which I'm certain*

*I've lived a life that's full
 I've traveled each and every highway
 But more, much more than this
 I did it my way*

2019 ESVCD EARLY RESEARCHERS AWARD TO DR. MARÍA DÓRA BJÖRNSDÓTTIR AND DR. ILARIA DI MAGGIO

During the 2019 General Assembly, which was held in Moscow during the XVI European Congress of Psychology, the ESVDC granted the Awards for Early Researchers. The ESVDC board members unanimously agreed that **Dr. María Dóra Björnsdóttir** and **Dr. Iliaria Di Maggio** deserved the ESVCD 2019 Early Researcher Award.

Dr. María Dóra Björnsdóttir the director of the University of Iceland Student Counselling and Career Centre (UISCCC) since 2011. She is a licensed Career and Guidance Counsellor with a post graduate degree from the University of Iceland. María is a member of the Icelandic Association of Career and Guidance Counsellors (FNS). Her research concern assessment instruments used in career counselling and guidance, career decision-making, and career choice interventions for upper secondary school students finishing matriculation examination that determines their eligibility to attend university. In her work as director of the UISCCC, María is responsible for developing the career and guidance services for registered and prospective university students, quality of the services, personnel administration, finances, as well as national and international professional collaboration. María collaborates with the graduate degree programme in career counselling and guidance at the University of Iceland. She has for years been responsible for practical training of masters' students at the UISCCC and has done some part time teaching in the master's programme.



Dr. María Dóra Björnsdóttir submitted to the ESVDC early researcher award a study entitled **"Evaluation of career interventions. Short- and long-term outcomes for students finishing upper secondary school in Iceland"**. The aim of this field study was to assess the impact of two short career interventions on students finishing their matriculation exam from seven upper secondary schools in Iceland. Students in two schools received the Icelandic Developmental-focused Intervention (IDI group) composed of assignments drawn from several career theories (e.g., Holland, 1997; Savickas, 2005; Super, 1990). The main task of students in the IDI group was to explore their own career, from past to present, in a broad context and to enter the career decision process with an open mind. Students in other two schools received the CIP intervention (CIP group) based on the cognitive information processing theory-based approach in career counseling and service delivery (Sampson et al., 2004). The main objective for students in the CIP group was to learn what they needed to know and do in order to move forward in their current decision-making process. Finally, students in three upper secondary schools formed the control group.

Participants in the IDI, CIP, and control groups ranged from 17 to 28 years old, 59.8% were female, and about 91% were born in Iceland. Participants' degree of career indecision (Abrams et al., 2013), career decision self-efficacy (Betz et al., 2005; Betz & Klein, 1996), and global life satisfaction (Diener et al., 1985) was assessed at pre-test (N = 468), post-test (N = 336), and follow-up (N = 225), but participants' career thoughts were only assessed at pre-test and post-test (Sampson et al., 1996). Because of the quasi-experimental study design, participants' gender, age, grades, and parents' education were used to adjust participants scores on the measures. One week after the intervention period (post-test), participants in the CIP group revealed significantly more career decision self-efficacy as compared to the control group and significantly more global life satisfaction as compared to the IDI group. At the one-year follow-up, the three groups did not differ significantly in career indecision, career decision self-efficacy, and life satisfaction. Furthermore, participants' primary career choices after their matriculation exam was not statistically different between groups.

Nationally, the results offer valuable information about effective career interventions for counselors, educational institutions, and authorities in Iceland. First, upper secondary school students seem to need more organized or structured career interventions than were generally available to them at the time of the study. Second, the cognitive information processing theory and counseling model seem to be useful for students, at least in the short term. Third, the fact that a long-term impact was not confirmed supports the conclusion that students need more guidance, even from an early age. Thus, it should be beneficial for the Icelandic authorities to implement a national policy in career counseling and guidance at all educational levels (Kjartansdóttir et al., 2015). Internationally, the contribution is mainly twofold. This study adds support to indications that career interventions based on CIP theory are effective for individuals in different countries and cultures (Brown, 2015) and indicates the importance of structured career interventions (Whiston et al., 2003).



Dr. Ilaria Di Maggio is a Research Fellow at the Department of Philosophy, Sociology, Pedagogy and Applied Psychology at the University of Padua. She is a psychologist, Postgraduate Degree in Career Counseling at the University of Padua. She is a member of the Italian Society for Vocational Guidance (SIO) and of the Italian Society of Behavior Analysis and Modification and Cognitive Behavioral Therapy – AIAMC. Since 2018, she is also a Graduate Student Editorial Board Member for the Journal of Career Development. She is also an ad hoc reviewer of different international journals. Since 2013 she collaborates with the La.R.I.O.S. (Laboratory of Research and Intervention in Vocational Guidance) and with the University of Padua's Centre for Disability and Inclusion,. Her research interest is focused on the fields of career counseling and disability. As regards career counseling, her research concerns the analysis of the

central dimensions of the theoretical approaches of Life-Design, Positive Psychology and Inclusive and Sustainable Career Counseling in different groups: children, young adults, adults with stories of substance abuse, with stories of immigration and disability. In the

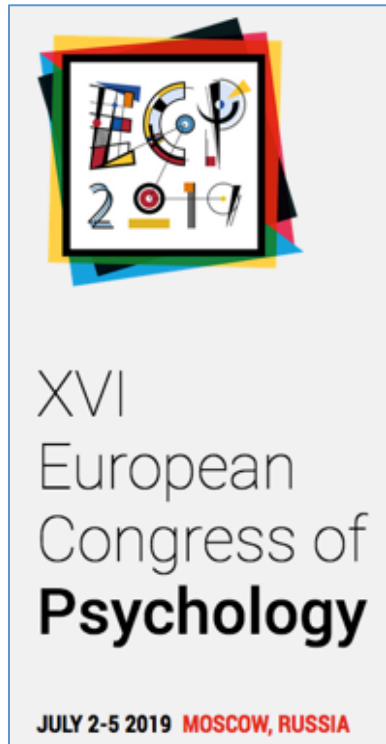
field of disability and inclusion psychology, research activities are focused on the analysis of individual and contextual factors involved in school, work and social inclusion processes.

Dr. Di Maggio submitted two studies to the ESVDC, aimed at analyzing processes of **career construction and future life design in individuals with Substance Use Disorders (SUD)**. Specifically, based on Life Design paradigm, in her researches, she investigated the role of career adaptability and positive dimensions on life satisfaction in adults with SUD. In one of her study, which has been submitted for this Award, for instance, attention was focused on career adaptability, self-determination and their relationship with life satisfaction in individuals with SUD. Study findings suggested that career adaptability predict self-determined behavior both in choices concerning everyday life and leisure time and in options concerning future personal construction, leading to increased levels of life satisfaction. Instead, in the second study submitted, the attention was focused on the analysis of perceived courage and courage stories of people with SUD. This study showed that courage was a predictor of the satisfaction on the life of people with SUD and that, in particular, psychological courage was an essential resource for people with SUD to face all challenges related to addiction treatment and professional and personal design after treatment. From a theoretical perspective, these studies contribute to extend results previously described by Life design approach and to generalize them to people with SUD, who have not been much considered in past studies. Following this approach, these results showed that career adaptability resources, self -determination, and courage could also represent for people with SUD a set of resources necessary to be able to invest in life designing their future. From an applied point of view, the results obtained in these studies provide useful information to plan interventions in order to increase life satisfaction and core ability for designing future in people with SUD.

**The ESVCD congratulates Dr. Björnsdóttir and Dr. Di Maggio
and wishes them a successful career development!**

ESVDC at ECP 2019

A ESVDC-UNITWIN JOINT SYMPOSIUM AT THE ECP 2019



The symposium entitled **“Relationship to work of emerging adults in precarious situations: gender and intersectionality”** was held on July 4, 2019, during the 16th European Congress of Psychology in Moscow. It was proposed by ESVDC members to share results of a joint research topic.

The goal of the symposium was to identify how emerging adults in various socio-economic and cultural contexts—i.e. Switzerland, Italy, France, South-Africa, and Iceland—face the main obstacles and difficulties regarding increasing bad quality of work and poor working conditions, based on the notion of decent work notion.

In order to introduce the symposium, Valerie Cohen-Scali (France) presented an ongoing study from the Unitwin Network about “relation to work”. Then Kobus Maree (South Africa) presented a study on group career construction counselling with students from disadvantaged communities. Jonas Masdonati (Switzerland) talked about the notion of “Emerging precariousness” viewed through the narratives of

low qualified Swiss young adults. Laura Nota (Italy) reflected upon career stories of Italian young adults in precarious situations and their inclusive and sustainable issues. Finally, Guðbjörg Vilhjálmisdóttir (Iceland) proposed a reflection on the “future job” and the representations of decent work among young people with low employment skills. The symposium ended with a synthesis of the communications by Jacques Pouyaud (France), who also opened the discussion regarding the necessity to enlarge the notion of decent work for a more psychosocial approach and to operationalize it as a tool for career interventions.

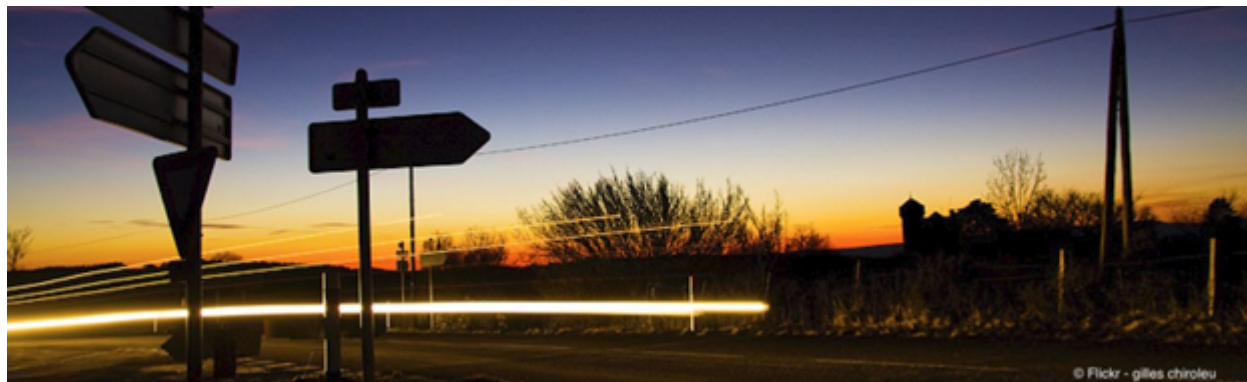
News from the Unitwin Network

A UNITWIN INTERNATIONAL SEMINAR IN LAUSANNE



In 2020, the Unitwin Network “Life Designing Interventions (counseling, guidance, education) for decent work and sustainable development” will meet for a 3-day scientific seminar in order to develop joint projects. Researchers from all around the world (Africa, Asia, Europe, South America and North America) will therefore be reunited in Lausanne, Switzerland.

In this context, on March 6, 2020, the Unitwin international network organizes a day of presentations open to the public. The theme of this day will be the role of vocational counseling to promote access to sustainable careers. During this event, the members of the network will give a keynote chaired by Guðbjörg T. Vilhjálmsdóttir, four symposiums chaired by Prof. Paulo Cardoso, Prof Christian Heslon, Prof. Laura Nota and Prof. Gabriela Aisenso, and a roundtable chaired by Prof. Kobus Maree. For more information: <http://wp.unil.ch/unitwin/event/>



> The next **ESVDC General Assembly and Award Ceremony** will take place at the University of Lausanne, Switzerland, within the Unitwin Network international seminar!

REFLECTIONS OF THE EUROPEAN DOCTORAL PROGRAMME IN CAREER GUIDANCE AND COUNSELLING (ECADOC) 6th SUMMER SCHOOL

By Dr. Anouk Jasmine Albien



Researching career guidance for social justice

In introducing the reflections of the ECADOC 2020 summer school participants, career counselling techniques and research methods that included social justice in the field of career guidance and counselling (CGC) was the focus. This year, the ECADOC summer school was hosted by Ronald Sultana (Director, Euro-Mediterranean Centre for Educational Research) at University of Malta.

The event was organised by an organizing committee, which consisted of Manwel Debono (Centre for Labour Studies, University of Malta), Josette Barbara Cardona (Doctoral student and Summer School assistant), Christine Garzia (Doctoral student, Summer School assistant), Dorianne Gravina (Chair of the Malta Career Guidance Association). The national organizing committee was aided by Tristram Hooley (University of Derby, UK and Inland Norway University of Applied Science) and scientific committee members Rie Thomsen (Aarhus University, Denmark) and Anouk Jasmine Albien (University of Bern, Stellenbosch University) and supported by Peter Weber (University of Applied Labour Studies - HdBA, Mannheim).

Twenty-two PhD students from 17 countries were selected as participants to present their research projects, network, and discuss future innovative research collaborations. The sponsors of ECADOC 2019, who graciously contributed to the Summer School 2019, are the Centre for Labour Studies (University of Malta), L-Università ta' Malta, ESPLORA, Euro-Mediterranean Centre for Educational Research and Heritage Malta.



Marta Bartusiak (Poland Lower Silesia)

Designing (career) counselling to combat homophobia

marta.medynska92@gmail.com

Inspiring, developing and supporting. These three words come to mind when I try to describe my experience of the Summer Doctoral School. It was already the 6th edition but I participated in this event for the first time. I can say one thing - it was worth it! The whole event was rich and intense. However, I would like to distinguish three things. First of all - the organisation! The event was very well organized. Although it was my first visit to Malta I did not feel lost at all.

The organization of lectures and classes was similar. We were assigned to groups much earlier, so everything went very smoothly. The second thing worth emphasizing is the scale of the event. Meeting people from all over the world in one place is an extraordinary experience and broadens your horizons. Listening to all these people, what they say about themselves and their lives in various parts of the world was amazing. This creates a situation which allows one to look at oneself and one's research from a completely different perspective. And so I move on to the third point I would like to appreciate - the meeting within the framework of Collective Academic Supervision. I think I will not be the only one to write how much I appreciate this method. The feedback received during the classes is really valuable, bringing concrete guidelines for further research work. I very much appreciate the opportunity to participate in this summer edition of ECADOC and I am very happy to be a part of it.

7th EUROPEAN DOCTORAL PROGRAMME IN CAREER GUIDANCE AND COUNSELLING (ECADOC) SUMMER SCHOOL, JÖNKÖPING 2020

Call for applications, by Dr. Anouk Jasmine Albien

After the very successful previous editions of the ECADOC Doctoral Summer School held in Padua (2014), Paris (2015), Lausanne (2016), Mannheim (2017), Athens (2018), and Malta (2019), we are happy to announce the next encounter, which will take place **in Jönköping 8-12 June 2020**. The theme will be **“Lifelong guidance in contexts of lifelong learning: Exploring effects and implications for career guidance and counselling in an age of uncertainty”**.



Call for applications

We welcome applications for the 7th ECADOC Summer School in Career Guidance and Counselling, held in Jönköping, Sweden between the **8-12 June 2020**. The Summer School is hosted and sponsored by the School of Education and Communication of Jönköping University in Sweden, within the frame of the research school and in collaboration with ENCELL, the Swedish National Centre for Lifelong Learning. Dr. Ingela Bergmo Prvulovic, at Jönköping University will be the coordinating host of the Summer School Ingela.bergmo-prvulovic@ju.se. We will welcome up to 20 doctoral researchers at the summer school, who are currently undertaking PhD research in the field of career guidance and counselling.

Documents for application

- A filled-out application form
- A CV in English
- A 1-2 pages description of their doctoral research project, illustrating its relevance for the field of career guidance and counselling
- An actual certificate of enrolment as a PhD student (scanned copy) or other verification of enrolment in a PhD programme.

The documents need to be submitted by electronic copy only. All applications must be submitted to Karolina Boberg, Research Coordinator at School of education and communication, Jönköping University, **by the 11 of March 2020** via the email address: Karolina.boberg@ju.se

Important dates

- Early registration (recommended): **February 14th**, 2020.
- Registration Deadline: **March 11th**, 2020

Thanks to our hosting Jönköping University, School of Education and Communication, in collaboration with our National Center for Lifelong Learning – Encell, there is no fee for participating at the summer school. However, all participants will need to cover their own travelling and accommodation costs. We therefore strongly advise and encourage eligible participants to apply for Erasmus mobility funding as soon as possible and will support any other relevant mobility agreements.

Information about ECADOC can be found at:

<http://www.larios.fisppa.unipd.it/ecadoc/>

EVALUATION OF THE NICE ACADEMY 2019

By Johannes Katsarov

The second NICE Academy took place at the University of Split in Croatia from October 9-12, hosted by Prof Srecko Goic from the Faculty of Economics of the University of Split, who organized it together with Johannes Katsarov (NICE Foundation) and Yvor Broer (In Dialogue). The European Society for Vocational Designing and Career Counseling (ESVDC) supported the academy, represented by Prof Hazel Reid, and contributed a research workshop.



Participants of the NICE Academy in Split 2019

The academy was attended by 78 participants from 24 countries. Focusing on "Innovative Approaches to Career Guidance and Counselling", the academy included two interactive keynote lectures by Julia Yates (UK) and Jaana Kettunen (Finland), a variety of training workshops and presentation sessions from which participants could choose, as well as diverse learning and networking activities (see Programme here). Forty-three of the delegates (55%) participated in an anonymous online evaluation of the academy between Oct. 28 and Dec. 9, 2019. Asked, how high the chance is that the participants would recommend a NICE Academy to a colleague on a scale from 1 (definitely not) to 10 (definitely), average satisfaction rating was 9.1 (SD = 1.4).

Moreover, we asked the participants, which impact the academy had had on them and their practice, asking ten impact questions (yes/no). 84% of respondents said that their knowledge about innovative methods for career support had increased through the academy. 77% of respondents indicated that they had formed new, international friendships or relationships through the event. 74% suggest that they identified

approaches or practices that they want to adopt in their own practice and 72% suggest that the academy helped them to develop new ideas on how to innovate their practice. 58% of respondents found partners for future projects, indicating the large interest in international collaboration. More rarely, participants indicated that they now felt more competent in innovating their organization's services in the future (44%), that their confidence in improving their own practice had grown (33%), that their attitudes towards the use of ICT in career guidance and counselling had changed (28%), that they found solutions for problems or challenges they had been facing (19%) or that they had changed their attitudes towards clients' emotions in counselling (16%). On average, respondents indicated that they had experienced an impact in five ways ($SD = 3.1$).

Looking at the qualitative and quantitative feedback, participants particularly enjoyed the informal atmosphere of the academy, the networking activities, the keynotes and the training workshops, as well as the extracurricular activities like a tour through Split's old town through our host, a gala dinner and a buffet at the gallery of modern art. Respondents found the program well-balanced, on average, with the main impression being that there could have been more of everything (some people suggested to extend the academy, whereas others preferred the length). We also received a couple of helpful suggestions for improvements, e.g., in the selection of rooms for networking activities.

We are very happy about this positive feedback and hope that we manage to keep up this level of satisfaction in the future and improve the quality of our events even further. We thank all contributors and participants for the lively interactions and the fascinating exchanges, which let us look forward to the next academy in Paris ourselves.

NICE ACADEMY 2020: “BUILDING CAREER MANAGEMENT SKILLS”

Call for applications, by Johannes Katsarov

From **September 1-4, 2020**, the Network for Innovation in Career Guidance and Counselling will hold its third NICE Academy at the **University of Paris**. The academy will be dedicated to the challenges of “Building Career Management Skills.” We thank our host, Dr Laurent Sovet from the University of Paris, for his kind invitation and very much look forward to this event, which also marks the 10th Anniversary of NICE.



Bridge in Paris, photo by Pierre (CC0, Pixabay)

Theme

Career guidance and counselling is frequently viewed as a combination of providing people with career-related information and supporting them in making decisions about their education and work. However, career support also has an educational component: For example, in assisting clients in the preparation of application materials. Or in teaching clients how to find labor-market information themselves. Or in preparing clients to have difficult conversations with their parents or their employers.

When its educational component is forgotten or ignored, career guidance and counselling cannot unleash its full potential. By incorporating career education in our practice, we can empower people to master their career-related challenges autonomously; we can support them in attaining more control over their career development; in becoming more independent.

And we need to do so. While globalization and innovation bring many benefits, they also challenge people to engage in lifelong learning. Organizations, too, are under continuous pressure to adapt, with many of them become less hierarchic, smaller and more flexible. In this kind of an environment, citizens' ability to manage their own career development becomes crucial. We need to prepare people to deal with career-related challenges across their lifetime, not only at the beginning of their careers. For this purpose, we need to promote citizens' career management skills (CMS). However, many questions arise with this realization:

- What are the career management skills that actually support clients in mastering their career development? How do we know that they work?
- Does everybody need the same set of career management skills? Or are there meaningful differences between national contexts, labor markets...?
- How can career professionals effectively support clients in developing their career management skills? What approaches work? Why? And what if time is very limited?
- How can we assess, how well our clients are already prepared to deal with career-related challenges? What techniques and tools are there?
- How can career professionals work together with educational bodies to promote CMS? How could the role of career professionals change in the future?
- Are there any risks attached to the promotion of CMS? Could we be misleading clients in the long run? Could the promotion of CMS damage our profession?
- How can career practitioners be trained to build citizens' CMS at universities and through further education? What knowledge, skills and competences are needed? How can they be developed?

These are the sorts of questions that the third NICE Academy in Paris will focus on. Through interactive keynote lectures, various training workshops to choose from, presentations of innovative approaches and important research findings, and various networking activities, we hope to foster a meaningful exchange of knowledge about the promotion of career management skills and career education.

Call for Training Workshops

We hereby invite first proposals for training workshops for the NICE Academy in Paris. Training workshops provide highly interactive learning opportunities. They last 90 minutes and don't require any preparation from participants. No more than 30 minutes should be dedicated to speeches or presentations. Activities can comprise group discussions, individual or group exercises, peer learning, discussions, collegial counselling/intervision, playing educational games, structured reflection, etc.

We welcome proposals until January 31, 2020. Your short abstract of 150-300 words should include (1) a workshop title, (2) a short presentation of the workshop's goals and topic, and (3) a brief description of the planned activities. If you like, you can also add 1-2 references for people interested in preparing themselves, but this is not mandatory.

Please send your proposal until January 31, 2020 to paris2020@nice-network.eu

Call for nominations (I)

2020 AWARD FOR DISTINGUISHED CONTRIBUTIONS TO VOCATIONAL DESIGNING AND CAREER COUNSELLING

The European Society for Vocational Designing and Career Counselling (ESVDC) is seeking nominations for the “**2020 Award for Distinguished Contributions to Vocational Designing and Career Counselling**”. This annual award recognizes distinguished contributions to the advancement of a European and International perspective and research in Vocational Designing and Career Counselling.



The focus of these contributions can be either in the candidate's home country (e.g., serving as an advocate for a European and International perspective in Vocational Designing and Career Counselling in one's country), across multiple countries, or through various international and European associations or journals. Candidates may be from any country and can be ESVDC members as well as non-members. Recipients of the award will be featured in the ESVDC Newsletter and honored at the next General Assembly of the ESVDC.

Nominations should include:

1. A supporting statement (max. 500 words)
2. A current vita
3. A list of relevant publications
4. Letters of support from two people familiar with the nominee's relevant contributions

An Awards Committee appointed by the ESVDC President will review nominations. Nominations and supporting materials should be sent to the Chair of the Awards Committee: Prof Laura Nota (e-mail: laura.nota@unipd.it). The deadline for submission is **February 16th, 2020**.

Call for nominations (II)

2020 EARLY CAREER RESEARCHERS AWARD



The ESVDC aims, among others, to promote research in the broad field of vocational designing and career counseling. ESVDC chose to create **a special award for persons who are engaged in this field of research and recently earned a PhD degree**. This award will recognize their excellent contribution to the field of Vocational Designing and Career Counseling research.

The competition for this award is open to non-tenured early career researchers working in Europe who earned their PhD degree (doctorate) after March 1st, 2017. Candidates may come from any country and can be ESVDC members as well as non-members. Researchers holding – at the moment of the application deadline (February 16th, 2020) – a temporary teaching or research contract or a grant at public or private research institutes and universities or other institutions of higher education are eligible. Tenured staff or faculty members cannot participate in the competition.

Applicants should submit the following documents:

1. A request to participate to the “ESVDC Early Career Researchers Award” (indicating name, surname, education and position), certifying satisfaction of eligibility criteria;
2. A detailed description (in English) of the research submitted to the selection procedure (no longer than 2000 words). This should include
 - a. Introduction
 - b. Hypotheses
 - c. Participants and measures
 - d. Procedure and data analysis
 - e. Results
 - f. Conclusions
3. A CV that gives special attention to their publications.

Please submit the application electronically to ESVDC (mail: jonas.masdonati@unil.ch) by **February 16th, 2020** and specify the object: **“ESVDC Early Career Researchers Award”**.

An ad hoc committee will evaluate manuscripts. Participants will be notified on the results of the selection procedure by the beginning of March 2020. Recipients of the award will be featured in the ESVDC Newsletter and honored at the next ESVDC General Assembly.

2019/20 MEMBERSHIP FEES

The financial situation of ESVDC is satisfactory. However we need to ask you for the annual membership fees according to our statutes.

As a reminder:

- **Full membership fee is € 50,00**
- **Associate membership fee is € 30,00**

The ESVDC bank account is:

CREDIT SUISSE

Account Nr.: 0525-1375350-01

IBAN Code: CH44 0483 5137 5350 0100 0

BIC: CRESCHZZ10R

The bank transfer charges are borne by the association.

The amount is due and payable **by December 31 for 2019 membership, and by July 31 for 2020.**

Thank you all in advance!

NEW MEMBERS OF ESVDC NETWORK

The ESVDC has as its goal to stimulate and promote European and international collaboration in research and development in the fields of life-designing, vocational guidance and career counseling. The ESVDC network of researchers already cooperates on research projects and has collaborated with the NICE foundation in The European Doctoral Programme in Career Guidance and Counselling. Currently the network counts about 70 members.

Active researchers in the field of life designing, vocational guidance and career counseling are encouraged to join the network!

If you want to become a member you can contact any of the following members of the executive committee: Prof Laura Nota, University of Padova, Prof Jacques Pouyaud, University of Bordeaux, Prof Jonas Masdonati, University of Lausanne, Prof, Hazel Reid, Canterbury Christ Church University or Prof Gudbjörg Vilhjálmsdóttir, University of Iceland.

