

Programme

A Need for Change international conference Gothenburg 2 – 4 October 2018

Poster sessions 2 – 4 October

Abstracts covering Posters at the International Conference A Need for Change, 2 – 4 October 2018, Gothenburg Sweden

Conference organizers:

The Swedish Association of Guidance Counsellors (Sveriges
Vägledarförening) in cooperation with International Association of
Educational and Vocational Guidance (IAEVG) and the Career
Guidance Centre in the City of Gothenburg

The submitters of the conference papers have the full responsibility of the
content. Only minor layout changes have been done before printing.

Posters 2- 4 October 2018

Hall H

Paper 4

Addressing gendered decision-making: adapting career guidance and counselling practice to the contemporary family structure

Presenter: Emma Bolger, Lecturer in Career Guidance and Development, University of the West of Scotland and Doctoral Researcher, Heriot-Watt University

Theme 5: Career guidance and counselling and the ever-changing labour market and access to work

Language of presentation: English

Abstract

Research into the career decision-making processes of young people in gender atypical occupations can inform practitioners how we can adapt and develop our practice to ensure inclusivity. Simultaneously, to ensure continued applicability, career development theory requires continuous review and adaptation in practice to meet the needs of individuals in society. In this study, these two themes combine to address why some vocational routes remain 'out of bounds' to young people for social and cultural reasons. The poster will present a major study of young people's career decision-making processes, undertaken as part of a project examining how gendered career decision-making affects entry routes to the contemporary labour market. Using the Scottish Modern Apprenticeship programme as a data source, the research considers both the decision maker and the individuals that influence people's career decisions, with a specific focus on the modern family structure. The study relates to equality and inclusion agendas in education, vocational training, further and higher education and employment and the related issues of the economic impact of skills (under-)utilisation and social inclusion. The conclusions will offer career guidance and counselling practitioners new approaches to improving gender inclusivity in their practice.

Keywords: Gender; Apprenticeship; Scotland; Inclusion.

Paper 8

Would you employ a Viking? Career adaptability of young adults participating in historical re-enactment of early Middle Ages

Presenter: Anna Paszkowska-Rogacz, PhD, Associated Professor, Institute of Psychology, University of Lodz, Poland

Theme 5: Career guidance and counselling and the ever-changing labour market and access to work

Language of presentation: English

Abstract:

The present study deals with the psychology of young adults' career development. It presents an overview of the experience and functions of young people participating in cultural phenomenon like historical re-enactment. The objective of the presented research was to investigate whether young historical re-enactors of Slavs and Viking differ in the level of career adaptability of their peers

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unrelated with reconstructions. Career adaptability is here defined as the ability to adapt to requirements posed by the environment and the desire to self-realization. Career Adapt-Ability Scale (Savickas, 2011) and a questionnaire NEO-FFI Costa and McCrae (Costa and McCrae, 1997) were administered to a group of 200 persons - 100 historical re-enactors, and of 100 people unrelated to the reconstruction (50 males and 50 females in each group, aged 18 to 25 years). The analysis showed a higher level of adaptability to the requirements of a career among re-enactors compared to the control group. These groups are characterized by higher levels of Curiosity and Confidence. The study also presented no significant differences in the maturity for career between men and women. Two personality traits turned out to be predictors in two cases. Higher Agreeableness is associated with higher Concern outcomes, while increased Curiosity is associated with higher Neuroticism and the lack of differences of personality traits between two groups. The results were discussed in the context of young adult development and were contrasted with functions of four career maturity measures like concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, and developmental tasks.

Keywords: career adaptability, historical re-enactment

Paper 16

Investigation through boredom in the workplace: the quest of meaning

Presenter: Toscanelli Cecilia, PhD Student, University of Lausanne, Switzerland

Theme 5: "Career guidance and counselling and the ever-changing labour market and access to work"

Language of presentation: English

Abstract:

The labor market is constantly evolving, and new occupations may not always have a positive reputation. This is the case of *Bullshit Jobs*. This term was first proposed by the anthropologist David Graeber in 2013, to refer to professional activities void of social utility and meaning, where the boredom becomes unbearable.

Such boredom, while historically defined and studied as resulting from repetitive activities, has more recently been associated with lack of meaning experienced at work. The literature highlights the fact that severe and prolonged boredom at work may cause employees' exhaustion (bore-out syndrome).

While burnout results from adverse job characteristics in terms of high psychological demand and low autonomy, boredom-related exhaustion occurs instead in a context of extremely low psychological demands combined with low autonomy, which result in scarce development opportunities and low work engagement. Such a professional environment is associated with negative work-related indicators of well-being (lack of satisfaction, absenteeism, presenteeism, turnover intentions) and health (chronic stress, depressive symptoms).

Exploratory quantitative studies are underway on a representative sample of the working population (N =1408) recruited in the French- and German-speaking parts of Switzerland.

The purpose of this research is to investigate boredom and lack of social meaning experienced at work, to (1) expand knowledge of workplace changes and highlight emerging risk factors, to (2) explore the quest for meaning in new types of jobs, and to (3) identify and prevent the potential impacts on young people entering the workforce.

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Keywords: Work meaning – Boredom – Work Engagement – Quantitative Research

Paper 35

Building Career Capital: Helping Workers to Enhance Career Mobility within our Uncertain Times

Presenter: Cathy Brown is a Chartered Occupational Psychologist at Evolve and a PhD Researcher at University of Derby, United Kingdom

Theme 5: Career guidance and counselling and the ever-changing labour market and access to work

Language of presentation: English

Abstract

Work transitions can be stressful to those who experience them, and yet are happening more frequently, as the notion of a job for life fades and expectation of lengthening careers increases. Therefore, it is in the direct interest of workers, and indirectly, employers, to ensure smooth and successful work transitions. This article defines career mobility as the worker's ability to undertake such role transitions, and positions career capital as the resources necessary to ease such role movement. Emerging results from this PhD research study introduces a new career capital theoretical framework: 'Knowing-Self', 'Knowing-How' and 'Knowing-Whom', comprising 24 career capital aspects. Moreover, personal agency and organisational attachment are seen to influence the composition of participants' career capital portfolios

Key words – role transitions, career capital, career mobility, personal agency, organisational attachment

Paper 49

The role of older adult's self-efficacy and learning in counselling

Presentation: Holder, Lena, University of Applied Labour Studies, Mannheim, Germany
Scharpf, Michael, University of Applied Labour Studies, Mannheim, Germany
Ertelt, Bernd-Joachim, University of Applied Labour Studies, Mannheim, Germany

Theme 1: A need for change in delivery and/or access to career guidance and counselling

Language of presentation: English

Abstract

Older adults learn in a distinct way due to a different brain activity level in the left prefrontal cortex (Cabeza et al., 2002). They "refresh just-activated information more slowly" (Mather & Knight, 2005, p.559). Mather and Knight add further, that older adults have better control mechanisms over their cognition, meaning that they are better able to cope with negative emotions and reactivate more often positive experiences (Mather & Knight, 2008).

Thus, the aim is to design learning as well as counselling environments in a different way for older adults. Hence, practitioners who work together with older adults need further education to know how

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to approach such training. Armstrong-Sassen and Templer (2005, p.75) explain that training methods for older people should focus on “hands-on” learning techniques, be self-paced and take a practical learning approach”. Improving only the access to training will have a limited effect on developing knowledge of older employees, if the training itself is not tailored to the learning styles (Armstrong-Sassen & Templer, 2005). Further education e.g. training plays a crucial role for older adults, as cognitive activation supports physical and mental fitness (FitzGerald et al., 2017).

With regard to counselling older adults, it can be concluded that consultations should integrate an inductive approach, and focus on the reactivation of positive experiences e.g. for problem-solving or to master specific situations. Moreover, lifelong guidance and counselling needs to extend the understanding and flexibility of retirement, transition processes between jobs or into retirement, and activity after retirement.

Key words: positive controlled self-efficacy, learning styles, understanding of counselling

Paper 50

How to teach intercultural competence to improve cross-border counselling

Presenters: Holder, Lena, University of Applied Labour Studies, Mannheim, Germany
Scharpf, Michael, University of Applied Labour Studies, Mannheim, Germany
Ertelt, Bernd-Joachim, University of Applied Labour Studies, Mannheim, Germany

Theme 2: A need for change in the training of career guidance professionals

Language of presentation: English

Abstract:

The idea of intercultural competence is to enable an effective communication between individuals and groups of various cultures (Mumford & Fowler, 1995) based on different values, norms and attitudes. In counselling situations, the risks of misunderstandings are particularly high, because critical problems need to be clarified. Counsellors' and counselees' attitudes and expectations are connected to the individual culture, and can be easily misinterpreted by cultural émigrés. Nevertheless, cross-border counselling consultation often represents the first contact point for the incoming individual and, thereby, aims to implement a positive welcoming culture (Weber, Lewandowski & Mansel, 2011). Definitely, the counselee is expected to be open minded and willed to adapt to the new culture. The crucial question is: How to prepare counsellors properly for cross-border consultations in a time of growing diverse and global labour markets?

One cannot count solely on studying models and theories of cultural differences. Besides, prior knowledge and practical usability, counsellors have to be prepared for continuous self-regulated learning and reflection in cross-cultural communication. Trainings need to integrate sufficient possibilities to simulate, carry out and reflect consultation possibilities. Finally, counsellors must be able to cope with and master unique and stressful situations in a multicultural context. The applied methodology for cross-cultural counselling trainings covers role plays, simulation games, critical incidents (Mumford & Fowler, 1995) and drama in education. While the presented methods refer to face-to-face trainings, current content debates concentrate on the design of such online trainings. It can be concluded that future challenges lie within the appropriate design of cross-cultural online trainings.

Key words: intercultural counselling competence, practical-oriented training,

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Paper 52

Cooperation in providing career guidance in Buskerud county, Norway

How can cooperation between Career Centers and labor and welfare service offices (NAV) in Buskerud county (Norway) contribute to permanent work for citizens in the county?

Presenter: Kjærgård, Roger, Associate professor, University College and Southeast Norway

Theme 1: A need for change in delivery and/or access to career guidance and counselling

Language of presentation: English

Abstract

This paper will illuminate a three years action research project in Buskerud county, Norway. The paper will concentrate on the main part of the research project building on a preliminary project, which aim was to acquire a knowledge base for the main project.

The main objective for the research project is: *How can collaboration on career guidance between NAV offices, Career Centers and other relevant actors be systematized through activities on an individual and system level?*

The main research project consist of four projects, and in this paper two projects are illuminated. In Kongsberg region the focus is on how early intervention of career guidance for people on sick leave can help them back to permanent work.

In Hallingdal region the focus is on how career guidance can help young people not in education and work back to school or work.

The research projects will focus on career guidance on an individual level, but also on a system level focusing on how the different actors can become complementary.

Keywords: Career guidance, cooperation, action research

Paper 64

More smoothness to the learning paths of the romani and immigrants

Presenter: Blomster Maija-Liisa, Senior Lecturer, Study Guidance Counsellor
Diakonia University of Applied sciences,

Theme 3: New theories, models and strategies in career guidance and counselling for migrants and refugees.

Language of presentation: English

Abstract

The project *On Steps to Learning in Northern Ostrobothnia* was to facilitate the training paths of the Romanies and immigrants particularly when transitioning from one educational level to the next. This ESF-funded project was carried out by Diaconia University of Applied Sciences (Diak) with its partners. The outreach work by a project worker with a Romani background located Romani individuals interested in education who decided to continue their studies. The project planned and carried out three separate student application processes for Diak, targeted to students with immigrant and Romani backgrounds. The purpose of these separate application processes was the

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development of a culturally sensitive student selection process that would enable studies at universities of applied sciences with due respect to the applicants' backgrounds. The entrance exams assessed the students' aptitudes in terms of motivation, social skills, learning and working skills as well as Finnish language proficiency.

Students with immigrant and Romani backgrounds received support and guidance at all levels of education. The support and the counsel were student-oriented and scheduled, and them was provided by the project's teachers and study guidance counsellor in support workshops in groups, in pairs and/or individually. The initial difficulties, generally, related to studying techniques, working in the online environment and in groups, and, in particular, to mastering the Finnish required for the learning assignments. Integrating the learning of Finnish closely with the vocational subjects and practical trainings/learning through working was found to be particularly important for the progress of studies. The project developed the online course Multicultural guidance and expertise (5 ECTS). This training discusses key concepts and considerations related to multiculturalism and cultural sensitivity, which are fundamental for the successful guidance of students and workers with different cultural backgrounds.

Keywords: immigrants, the Romani, multiculturalism, student counselling

Paper 69

The Future Plan – support for principals in the organisation of career guidance and counselling

Presenters: Grahn Unger Anette Career Guidance Counsellor,
Bidefors Therese Career Guidance Counsellor,
Education Administration Career Guidance Centre, Gothenburg

Theme 1: A need for change in delivery and/or access to career guidance and counselling

Language of presentation: English

Abstract

Career guidance and counselling is required to reinforce the ability to make choices and prepare for the various transitions between different forms of schooling, and between school and working life. In the Swedish career guidance and counselling system, all the school staff at compulsory school and upper secondary school (7-19 years) work in different ways with career guidance and counselling. In the broad sense, the principal is responsible for organising career guidance and counselling for all staff at the school, and for ensuring that a plan is in place. Consequently, the task of the teacher includes preparing pupils for making future educational and vocational choices and developing their choice-making skills. Although the career guidance counsellor is part of this process in a broad sense, the work is specified further in a narrow sense, which covers career counselling on both an individual and group basis.

The Future Plan is a development that meets the need for career guidance and counselling. In most cases schools lack a plan for how they run career counselling. The staff that are involved in the Future Plan therefore offer the principal support in the task of producing such a plan. The aim is for all pupils, regardless of their needs, to receive career guidance and counselling on equal terms, and which continues throughout compulsory school and upper secondary school. The schools' prerequisites could therefore be totally different, and it is important to incorporate cultural adaptation based on the needs of each individual school. Eventually, it will evolve into a plan that sets out how the school works with career guidance and counselling from both a broad and narrow perspective.

Keywords: quality-assure, career guidance, method development, collaboration

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Paper 71

Crossing Point – Support from adults in the transition between secondary school levels

Presenter: Fredriksson, Cathrine, Youth worker/coach
Dyne, Ellinor, Development manager
Education Administration Career Guidance Centre, Gothenburg

Theme 1: A need for change in delivery and/or access to career guidance and counselling

Language of presentation: English

Abstract: The Crossing Point project is aimed at students who have successfully completed the lower secondary school programme but who are regarded by the school to be at risk of not managing the transition to upper secondary school. The task of the career guidance counsellors involved in the project has been to build up trusting relationships and by doing so deal with each student in their current context and assume the role of supportive adult based on the student's needs. In specific terms, the initiative involves coaching students on an individual basis, using the particular needs of each student as a starting point. Coaching takes place from April to December. The aim is to ensure the students are inducted into their new school to such a degree that extra support in the form of coaching is no longer required. Alongside the development of an organisational model for student support, various pedagogical tools designed to promote equal treatment have been tested.

By identifying risk factors and dealing with each student based on his/her needs, the career guidance counsellors' aim is in the first instance to be part of a socially inclusive environment that helps the students to acclimatise in the transition from lower secondary school to upper secondary school. The career guidance counsellors estimate that 80% of students who take part in the Crossing Point will graduate from upper secondary school. These students have a good attendance record, they are satisfied with their programme and they have begun to make friends. The remaining 20% include students with a high or increased level of non-attendance and several of them have more specific needs that require help that cannot be provided by the career guidance counsellors or the school.

Up until now experience has revealed that coaching has contributed to the students remaining at upper secondary school and feeling satisfied with their situation. There have been totally 152 participants during the years, 78 girls and 74 boys. Only 3 students have dropped out during. The Crossing Point started as a project in 2014 and is fully implemented from January 2018.

Keywords: Career-guidance-and-counselling, coaching-attitude, transition, drop-out-prevention

Paper 73

A Study on the Cooperation between the Schools and the Community in Career Education: Focused on the Feature of the Chambers of Commerce and Industry being Composed of Local Enterprises

Presenter: Fujita Shunsuke, Graduate student, Master's Program in Education Sciences, Graduate School of Comprehensive Human Sciences, University of Tsukuba, Japan

Theme 1: A need for change in delivery and/ or access to career guidance and counselling

Language of presentation: English

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Abstract

Globally, many researches on the school-community cooperation in career education have been conducted. In Germany, for instance, the researchers focus on BIZ (which provides students with information of the occupations). In Japan, similar cooperation has been conducted. More than 70% of the entire 515 established Chambers of Commerce and Industry across the country carry out various educational activities. Some educational activities by those institutions have become stabilized, but others have become diminished over the years. Nevertheless, the background of those phenomena has not been examined carefully.

This paper aims to clarify the issues and their background of cooperation. By conducting and analyzing the interviews with for 5 personnel in one stabilized case and two diminished cases, this paper comes to the following conclusion:

The development stages of those cooperation are categorized as follows.

- Supporting Stage
 - Supporting Stage I : Having establish mutual understanding
 - Supporting Stage II : Conducting a small number of activities
- Cooperating Stage: Having regular opinion communication among representatives
- Collaborating Stage: Communicating at all levels

Various issues have been found at each stage. The establishment of cooperative organization urge to share objectives in Supporting Stage I . And securing budget and voluntary funding help to secure funds of educational activities, and the distribution of questionnaire regarding intentions to participate in the educational activities by the Chambers of Commerce and Industry and the cooperation with other organizations prompt to secure human resources in Cooperating Stage and Collaborating Stage.

This paper points out that Diminished Cases debase the quality of educational activities. While the superficial issues of two Diminished Cases differs, the common cause of the diminution is the lack of understanding of significance in cooperation. For stabilization of the school-community cooperation, it's necessary not only to solve superficial issues but raise the appropriate recognitions among actors concerned.

Keywords: Cooperation, the Chamber of Commerce and Industry, Stabilization, Diminution

Paper 74

Development of a counselling- and evaluation Tool for career-path-related readiness to change, exhibited by job-seekers and unemployed clients of the German Federal Employment Agency (Bundesagentur für Arbeit)

Presenter: Prof. Rübner, Matthias, University of the Federal Employment Agency (HdBA), Mannheim (Germany) - Project BET-Ü25
Dr. Kiss, Istvan; Prof. Höft, Stefan and Kickum, Astrid

Theme 5: Career Guidance and counselling, and the ever-changing labour market and access to work

Language of presentation: English

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Abstarct:

The Federal Employment Agency (BA) is the central point of contact for employment- and training placement in Germany. It offers comprehensive career-related counselling. It supports citizens with various financial benefits, such as Unemployment benefit and Child Support benefit.

The BET-Ü25 project (designed for the development of a counselling- and evaluation tool for adults over 25 years of age) of the Federal Employment Agency (BA) in collaboration with the University of the BA aimed to identify the specific effects in various counselling settings at the BA. For this purpose, a multi-dimensional model was developed and used, along with a method for recording counselling-induced change processes.

In this lecture, the developmental steps of the counselling- and evaluation tool, as well as the data and results gained utilising the tool, are presented.

Keywords: Lifelong guidance, effects of counselling, career management, evaluation of guidance services

Paper 83

Career guidance and counselling in special needs schools

Presenters: Sara Stenback and Eleni Katsogiannos, Career Guidance Counsellors, Education Administration, Career Guidance Centre, Gothenburg

Theme 1: A need for change in delivery and/or access to career guidance and counselling.

Language of presentation: English

Abstract

The Swedish welfare system offers a number of examples of financial and social support to companies and organisations that employ people with a functional variation. Despite this, pupils who have attended a special needs school find it much more difficult to enter the labour market. According to recent studies at Halmstad University, only one in five pupils who graduated from an upper secondary special needs school secured a job on the open labour market.

The importance of lifelong career guidance increases in this respect. The Career Guidance Centre therefore works on processes that will benefit the development of pupils in their pursuit of lifelong learning. With the support of the municipal remit for career guidance and counselling, the Career Guidance Centre is responsible for career guidance and counselling for pupils in grades 6-9 at compulsory special needs school, and in grades 1-4 at upper secondary special needs school. Current development work is resulting in pupils at special needs schools acquiring more in-depth knowledge about their skills and capabilities, and they are thus supported and strengthened as they make their way into the labour market. As social support is important for pupils, it is vital that parents and guardians are included in the pupil's choice-making process. The working plan that has been created based on these needs and opportunities results in teachers and career guidance counsellors working together in a very focused way as part of the guidance and counselling process from both a broad and narrow perspective.

Paper 88

Examination of capacity area on professional life career.

Presenter: Maruyama, Jitsuko, Shimane, Associate Professor, University, Academic Research Institute Education and Career center, Japan
Kawasaki, Tomoe, Professor, University, Academic Research Institute Education and Career center, Japan

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Theme 5: Career guidance and counselling and the ever-changing labour market and access to work.

Language of presentation: English

Abstract

Currently, in constantly changing labor markets, professional career development and career continuation are important issues. Especially, nurses working in an environment surrounding medical care have diversified places to provide medical care. Therefore, it is difficult to draw career formation. Therefore, in this research, we will focus on nursing professionals who are professionals. We will examine this subject from the viewpoint of life career. In order to support career formation in nurses, it is necessary to clarify the necessary abilities for life careers. A questionnaire survey was conducted for nursing students and newly nurses.

Specifically, a questionnaire survey was conducted. 47 students of the department of nursing department of the National University of Medicine in March 2018. And for 45 newly nursing nurses working at a hospital in Tokyo, in April 2018.

The content of the questionnaire survey consists of seven life care areas ("self-understanding / self-management ability", "Human Relations / Social development Ability", "Ability to deal with Tasks", "Ability to develop work", "Career planning Ability", "Career integration Ability")

As a result, students of the nursing department are high figures with the same points as "Human Relations / Social development Ability" and "Career integration Ability". "Ability to deal with Tasks" was low.

On the other hand, A new nurse is a high figure of "Ability to deal with Tasks". "Human Relations / Social formation Ability" was low figures.

From such a result, we confirmed the direction and emphasis on effective educational program (Career Guidance) incorporating the viewpoint of life career.

As it continues to work as a nurse so that each person can form a career through daily living and life plans.

Keywords: Life career. Career Education. Professional job

[Paper 101](#)

Career Path Model: Career-Focused School Counseling as a start for Working Life Guidance

Presenter: Pekkanen, Kimmo and Helander, Jaakko, Hamk, Finland

Abstract:

In this poster we will discuss career-focused school counseling as a start for working life guidance provided in the Career Path Model in the City of Vantaa, Finland. The aim of career-focused learning and career-focused counseling in the final years of basic education is to support students' daily school life and career construction. We hope to provide theoretical background and some ideas to conceptualize the multi relevance of working life guidance

[Paper 105](#)

Joining experiences in Counselling and Guidance: Best Practices of Costa Rica and Pakistan.

Presenters: Mr. Raza Abbas, Pathway Global Career Institute
Ph.D. Alejandra Gamboa, National University, Costa Rica. Department Chair of PhD.
Program & Coordinator of a project research.

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Co-researchers: Costa Rica: Ph.D. Manuel Arturo Fallas Vargas. Lecturer, National University, Costa Rica.
Bach. Fátima Peraza y Bach.
Maripaz León.

Abstract:

This work proposes the general analysis of the origins, development and prospective of Counselling and Guidance in two countries of distant latitudes and particular realities. It has the purpose of the recognition of learning process and experiences in each country that have strengthened the development of Counselling and Guidance; as well as the analysis of good disciplinary practices that have allowed professional development.

Key words: Counselling, Guidance, Costa Rica, Diversity, Pakistan.

[Paper 107](#)

Starting at the university : a transition to guide

Presenters: Bonnefoy, Lucie, PhD Student, Paris Nanterre University, France
Olry-Louis Isabelle, Researcher, Paris Nanterre University, France

Theme1: A need for change in delivery and / or access to career guidance and counselling

Language of presentation: English or French

Abstract:

The study of professional transactions is a subject which is recurrent in the counselling and vocational guidance fields. Our research will focus on a particular transition which is students' move from high school to university. We have decided to emphasize our analysis on the experience lived by teenagers/young adults in their life. Having studied this change with the point of view of the vocational identity and social representations, we approached the question in stressing on how they live this transition. We identified the importance of having time for the students in order to help them making their own decision for educational path.

Keywords: transition – social representations – vocational identity – starting in higher education

[Paper 116](#)

New Path to Work

Presenter: Ylimaula, Sirpa , Phd student, University of Oulu/ Faculty of Education, Finland

Theme 5: Career guidance and counselling and the ever-changing labour market and access to work

Language of presentation: English

Abstract

In this study, I analyse participant' experiences when their coaching includes informal studies in the workshops . The data has been collected by interviewing the participating clients (n=10). For the analysis I have used subject-scientific FOG, fabric of grounds, which articulates the moments of the organism-environment system that are relevant from the individual's perspective (of which she or he

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is aware at the moment). With this subject-scientific approach human action could be seen grounded in societally produced circumstances that the individual experiences in special way. It can be a description the client gives of her or his action and how she or he felt, thought or act in the situation. It also points out what her/his subjective grounds for feeling, thinking and acting are. This should help us to grasp what kinds of general ways of relating to societally produced meaning structures are being realized within the actions and experiences of an individual client (Suorsa et al., 2013, 375, 378-379)

The amount of European youths in the NEET-group (not in employment, education or training) is high. Transitions from school to work are insecure and challenging. Large group of young people need to find alternative paths to education or to labor market. (Erasmus+, 2017) I have worked as manager and trainer in a foundation for excluded people in northern Finland for 13 years. The foundation managed a project "New Path to Work" from 2009 to 2015. It has created alternative learning environments for the region. Workshops provide practice based learning in supportive working communities. The documentation of skills is done via Internet with the clients mobile phone. Assessment and recognition of obtained skills and competences is done in cooperation with vocational institution. The training and education combination enables the trainees to take advantage of the training in the workshop. Workshop studies are an option especially for young people with practical mindset who are not ready for a formal education and need support to discover their ambitions and make their choices. (Erasmus+, 2017)

Keywords: informal learning, NEETs, workshops, FOG.

Paper 121

Counselling methodology for controllers in Public Employment Services (PES) – The necessity of a specific counselling concept for controlling

Presenters: Scharpf Michael, Professor Dr., Vice-Rector of the Hochschule der Bundesagentur für Arbeit (HdBA), University of Applied Labour Studies of the Federal Employment Agency, Germany
Ertelt Bernd-Joachim, Professor Dr., Hochschule der Bundesagentur für Arbeit (HdBA), University of Applied Labour Studies of the Federal Employment Agency, Mannheim, Germany

Theme 1: A need for change in delivery and/or access to career guidance and counselling

Abstract

Counselling competence is understood here as an important part of the ability of a controller to do the job properly, esp. in career guidance and counselling in employment services. The need arose from our previous teaching/research projects at the HdBA, which show that a specific counselling concept for controlling has to be developed, which also includes elements of coaching, consulting and mentoring.

The analysis of "critical incidents" collected by controllers and executive managers shows that we can regard controlling as a two-stage counselling process:

1. interaction between the controller and the executive manager,
2. encourages interaction between management and employees.

Level 1 requires the controller to be able to put her/himself in the role of the manager ('cognitive empathy'). The focus is on the counselling management of possible structural discrepancies between the services offered by the controller and the demand developed by the executive manager

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according to the usability aspect for his own area. Ethical questions regarding counselling such as the voluntary nature of providing advice, openness to the outcomes and liability also arise.

The organisational-hierarchical relationship between controller and executive manager is generally affected by the influence areas of controlling and executive management (management), which are not always clearly distinguishable.

At the content level, it is important to harmonise the structural differences between controlling (which must be strongly committed to the rational mindset) and the more or less subjectively influenced decision-making and problem-solving processes of the executive managers ("bounded rationality", "heuristics").

Level 2 requires the controller to be able to support the executive manager in the implementation of controlling information in such a manner that the employees can not only understand them but can also implement them in their work, without prejudice. This involves the controller's thorough understanding of management- and organisational psychology, but above all the career-related counselling theories, because the controlling indices and the consequences of comparison between the target/actual outcome usually directly affect the career path of executive managers and employees.

The results of our project led to a specifically practice-oriented counselling concept for controlling (including the redefinition of the qualitative features of counselling) and their implementation in qualification modules for controllers.

Keywords: Counselling, Controlling, Consulting, Coaching, Ethics

[Paper 122](#)

"Transitions and Trajectories of Access to Master's Degree Studies in Spanish Universities: An Analysis in the Field of Social Sciences"

Presenters: Torrado, M.; Malik, B.; Álvarez, P.; Arraiz, A.; Jurado, P.; Sabirón, F

Theme 1: A need for change in delivery and/or access to career guidance and counseling.

Language of presentation: English

Abstract

We present the preliminary results ~~of the quantitative phase~~ of a research project which aims at analyzing the transition process to Master's Degree studies in the field of Social Sciences. A total of 37 Master's Degrees distributed in seven Spanish public universities participate in the research, constituting, as a whole, a representation of the different types of Master's Degrees existing in Spain. A total of 1807 students completed the questionnaire of opinion which was designed to collect information on the access profile, choice motivations, expectations, academic satisfaction and dropout intentions during the first weeks of class, by means of multiple-choice closed questions and 5-point Likert scale items. The results confirm a change in the profile of the students who access Master's studies: they come directly from the undergraduate degrees and have little work experience.

During the first weeks of the course, students usually declare to be satisfied academically, and specially satisfied with their class group. In most cases, they feel capable of overcoming the Master's requirements, even those who have enrolled in the full programme. On the contrary, their intentions to abandon are high during the first month of class. In this case, Spanish students present greater doubts about completing the Master's degree than the international ones. One factor that has a significant impact is the delay in completing their previous studies (which gave them access to the

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Master's programme). These initial results confirm that we need to further deepen our understanding of this situation by following-up these students and carrying out in-depth interviews that allow us to identify those factors with the greatest incidence and which easily lead to dropout intentions becoming a reality. Guidance actions derived from findings will be key to help strengthen students' decisions to continue their studies.

Key words: Master's studies, higher education, dropout intentions, academic satisfaction, self-efficacy expectations.

Paper 134

Education, Development, Advice in educational and vocational guidance: Evolution of the professionalism of the practitioners in the French state school system

Presenter: Deyrem, Lydia, France

Abstract

This poster the role of the psychologist who intervenes in the school. I will address three points in this poster:

- 1- from career advisor to Psychologist and vocational counselor. In the
- 2- From Psychologist and vocational counsellor to the Psychologist in the National Educational system
- 3- Role of the Psychologist within the French National Educational System

And in conclusion what is a free public service of the French Ministry of Education?

Keywords : teenagers, french state school, psychologist

Paper 137

Career guidance and counselling in nigeria: the need for new approaches in service delivery in our schools.

Presenter: Adomeh, Ilu Oghie Cosmas, Professor, Ambrose Alli University, Ekpoma, Nigeria.

Theme 1: A need for change in delivery and/or access to career guidance and counseling

Language of presentation: English

Abstract

This paper examined the concepts of career, guidance and counselling. It went further to consider how the operators render career guidance and counselling services in our schools. Having noted the ineffectiveness of the current approaches, which is evidence in the attitudes of many of the school graduates, new approaches were recommended. These include the following: Career guidance counsellors should make themselves more useful in their schools, find new ways of counselling, computerize their counselling approaches, identify the emotional intelligence levels of their clients and apply bibliocounselling when necessary. The paper concluded that with the application of these new methods the desired changes in our counselling approaches in Nigeria will be achieved.

Key Words: *Career, Guidance, Counselling, Approaches, Schools.*