

Programme

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

Abstracts day 2 – 3 October

Abstracts covering day 2 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.

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Abstracts Wednesday 3 October 2018

09:00 Key-note session

Auditorium (interpretation English/French/Spanish/Swedish)

Career guidance theories and practice working for change

Speakers: Dr Mary McMahon, The University of Queensland, Brisbane Q 4072, Australia
Professor Nancy Arthur, University of Calgary, Calgary, Alberta, Canada
Dr Roberta Neault, Life Strategies Ltd., Chilliwack, BC, Canada
Professor Jenny Bimrose, The University of Warwick, Coventry CV47AL, England

Abstract

Career guidance and counselling has a long history of theory that frames our understanding of career development and underpins our practice. Essentially theory is a perspective or explanation that helps us to account for a phenomenon such as career development and also has predictive value. Disciplines such as vocational and organisational psychology, sociology, education, and management offer differing perspectives on career development. Career guidance and counselling has primarily been informed by theories emanating from vocational psychology. The best known early theoretical perspective on career guidance based on matching individuals with jobs was proposed by Frank Parsons, who at a time of rapid societal change proposed a model of assisting individuals with career decision making that has persisted to the present day. Subsequently, a range of career theories was developed, some of which became seminal in the field. Theories however, reflect the times and contexts in which they were proposed. Towards the end of the 20th century at another time of rapid change, career guidance and counselling began to seek new perspectives on career development that took into account the changing times as well as factors which had not figured strongly in previous psychological career theory. Such factors included the impact of context on career development, the agency of clients, and culture. A more contemporary body of career theory emerged that was primarily influenced by constructivism and emphasises agency, cultural context, and meaning making. The abundance of career theories can at first seem daunting to newcomers to the field and to practitioners because of their varied emphases. This symposium aims to assist practitioners to make sense of career theory in relation to their practice; it considers the role of career theory in responding to changing times and contexts and informing contemporary practice. In particular, systemic, cultural contextual, and organisational theoretical perspectives and their application to practice will be overviewed, together with concepts of professional identity.

10:45 Parallel sessions

Auditorium (interpretation(EN/FR/SP/SW):

Symposium

Application of the Capability Approach to Career Guidance Practice

Symposium chair: Dr Pete Robertson, Associate Professor, Edinburgh Napier University, Scotland, UK.

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Presenters: France Picard, Professeur, Université Laval, Québec, Canada
Michel Turcotte, Doctorant, Université Laval, Québec, Canada
Simon Viviers, Professeur agrégé, Université Laval, Québec, Canada
Patricia Dionne, Professeur, Université de Sherbrooke, Québec, Canada.
Dr Randi Skovhus, Associate Professor, VIA University College, Denmark
Jo-Anni Joncas, PhD student, Université Laval, Québec, Canada.
Annie Pilote, Professor in education, Université Laval, Québec, Canada.

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

Language for the presentations: English.

Abstract

1) The Capability Approach - from concept to practice.

Presenter: Dr Pete Robertson, Associate Professor, Edinburgh Napier University, Scotland, UK.

The Capability Approach offers a fresh starting point for thinking about career guidance interventions. In contrast to most conceptual approaches in the field, it does not derive from psychology or sociology. Rather, it originates in the work of economist and philosopher Amartya Sen (e.g. 1985; 2009). It is an approach that seeks ways to support people to access lifestyles that they have reason to value. It represents a way of thinking about human rights that places choice and freedom as central. As such it has great resonance with the contemporary focus on social justice in career guidance (e.g. IAEVG, 2013).

This symposium brings together authors who have sought to highlight the potential of the Capability Approach to contribute to our understanding of career experiences. This symposium seeks to take the work one step further, by exploring what it means to apply the Capability Approach to guidance practice. The Capability Approach presents opportunities for innovation in, but its abstract and underspecified nature also present substantial challenges for those seeking to translate it into practice (Robertson & Egdell, 2018). Ways of overcoming these challenges will be explored.

2) Career guidance practice from a social justice perspective

Une pratique professionnelle de l'orientation sous l'angle de la justice sociale.

Presenter: France Picard, Professeur, Université Laval, Québec, Canada
Michel Turcotte, Doctorant, Université Laval, Québec, Canada
Simon Viviers, Professeur agrégé, Université Laval, Québec, Canada
Patricia Dionne, Professeur, Université de Sherbrooke, Québec, Canada.

Abstract

This presentation is based on a qualitative research in a case study conducted in Québec, Canada. The study aims to test an approach to social justice - Amartya Sen's Capability Approach (2009) - applied to guidance practices in two CEGEPs (colleges of general and vocational education: the first level of higher education in Québec), and to provide guidance counsellors with an analytical framework to foster the adoption of more socially equitable practices in their work with students. The demonstration of the Capability Approach is built on two illustrations comparing the organization of guidance services as well as the practices of guidance counsellors and other psychosocial professionals in two different institutions: one in a privileged area, the other in a socioeconomically disadvantaged area.

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The results show how both the organization of guidance services, and the division of roles among professionals in different disciplines can help prevent inequity, for example among students with disabilities. It can also counteract discrimination and inequality. We will provide some principles to operationalizing the capability approach in educational guidance and some leading questions to foster “enabling” guidance practices.

3) A focus on educational choice in the light of the Capability Approach

Presenter: Dr Randi Skovhus, Associate Professor, VIA University College, Denmark

Abstract

This presentation is based on empirical research exploring how career guidance unfolds in Danish lower-secondary schools in interaction with the school and structural conditions, and how the students perceive the guidance offered to them. The analysis shows that the way in which students understand the purpose of career guidance plays a crucial role for their participation in guidance activities. A focus primarily on the next stage of education seems to inhibit rather than encourage young people’s curiosity to discover more about education, jobs, and themselves. The discussion of findings draws on the Capability theory centred on freedom and opportunity (Sen, 2009). It is argued that it is important that career guidance supports a broad and well-reflected foundation for educational choice and expand the options that young people consider relevant and worthy of recognition.

4) The Capability Approach in guidance counselling: An innovative, respectful and empowering approach to work with disadvantaged groups

Presenters: Jo-Anni Joncas, PhD student, Université Laval, Quebec, Canada.

Annie Pilote, Professor in education, Université Laval, Quebec, Canada.

Abstract

The presentation is based on the doctoral thesis of Jo-Anni Joncas (2018), which bears on issues of educational justice for indigenous women in Canadian higher education institutions. According to the intersectional analytic tool, the study of the school career of indigenous women is particularly enlightening to better understand the justice -or injustice- of Canadian educational systems because of the complexity of the multiple forms of oppression they face (Collins et Bilge, 2016; Crenshaw, 1989). The theoretical framework used is the Capability Approach from Amartya Sen (e.g. 2010). The concept of capability refers to the real possibilities available for individuals to be and to do what they want. Overall, the authors argue that the Capability Approach in guidance counselling is an innovative, respectful and empowering approach to work with disadvantaged groups. Among other reasons, this approach leads to a profound respect of human diversity by focusing on individuals' choices of being and doing.

Oral Sessions

Room H1 (Paper 6, 7 and 26)

Paper 6

Preparing the parents of ‘first generation’ students in higher education with secondary school support.

Presenter: Oomen, Annemarie; PhD candidate; University of Derby, UK

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

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Language of presentation: English

Abstract

About 40% of the first-year enrolment in Dutch higher education (HE) are 'first-generation' HE students. Career education and guidance (CEG) can make a difference for their parents who have not experienced HE themselves. This paper reports on the outcomes of a research project which explores the impacts of a school-initiated career intervention for parents, both those with and without HE qualifications. The results for parents without HE qualifications showed different patterns in their knowledge, self-efficacy and role definition.

Paper 7

Involving parents in careers work in secondary education: an educational innovation

Presenter: Oomen, Annemarie; PhD candidate; University of Derby, UK

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

Language of presentation: English

Abstract

A recent professional call encourages informed or collaborative interventions of schools, communities and families. The need for such interventions is supported by the literature. A qualitative study with six Dutch career teachers, who were involved in the design and execution of a parent-involved career intervention at their school, showed that an apparent 'light' intervention of ten hours challenged both their competences as well as the school organisation. This paper states that parental involvement in career education and guidance should be treated as an educational innovation.

Paper 26

The role of parents in young people's career choices in Germany

Presenters: Angela Ulrich, University of Applied Labour Studies, Mannheim, Germany
Andreas Frey, University of Applied Labour Studies, Mannheim, Germany
Jean-Jacques Ruppert, University of Applied Labour Studies, Mannheim, Germany
Bernd- Joachim Ertelt, 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

In Germany, most students have already made key decisions about their subsequent working lives and possible career paths by the time they reach the end of their school lives. As making these choices is just one of numerous development tasks that they face at this stage of life, young people are frequently confronted with excessive demands.

To enable them to make sound decisions in this regard, specific counselling services are available at every stage of life offering counselling on school and educational pathways, providing classroom-based career information and career-choice preparation. Counselling on school and educational pathways also targets parents, who typically help their children in deciding on their educational pathway. For the young people parents are one of many sources of guidance. As for the parents - the family's de facto in-house careers counsellors - they find themselves in a difficult role. If they know

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their children's strengths and weaknesses very well they lack both a professional and objective perspective as well as expert knowledge of the labour market.

In schools offering general education, classroom-based career information and career-choice preparation aim to prepare young people for the world of work by improving their career management skills, their ability to research and process information, as well as their decision-making strategies. In addition to classroom-based teaching, career information activities at schools usually also include work experience placements, visits to companies and a visit to the employment agency's Careers Information Centre (BIZ).

The career counselling and career information provided by the employment agencies in schools offering general education is actively supported by professional career counsellors. Through their experience of the labour market and their direct contact with training companies and employers, career counsellors can more effectively help young people in selecting of a training occupation or training company. The employment agencies provide individual career counselling sessions not only in their local offices but regularly also in schools offering general education. The BIZ also hosts training fairs and seminars and talks on professions. Furthermore, the career counsellors assist the teachers in all matters relating to career information and education on career choices. These services are available in both lower and upper secondary education. The Federal Employment Agency publishes a wide variety of print and online media on the subjects of occupations, careers, and training and higher education opportunities, as well as self-assessment tests and information on the training and labour markets.

For this article, data from the NEPS study were used. In a series of ongoing waves, the National Educational Panel Study (NEPS) has asked young people, parents and other actors about their educational behaviour. More than 60,000 people were sampled from 2009 to 2012 using a multi-cohort sequence design and following six starting cohorts in a longitudinal manner. This article describes cohort four, ninth graders, and was initiated in 2010. The representatively selected target individuals were regularly questioned and tested in different areas. The first survey for ninth graders was conducted in the autumn/winter of 2010. Parents, teachers and principals were regularly questioned up until 2014 as long as the target individuals were still enrolled in a general educating school institution. The respondents' further paths were individually followed after the school year of 2014/15, when the entire sample was completed. In a stratified cluster sampling about 14,540 students at regular schools all over Germany, 9,180 parents of the participants, 1,089 students at special schools, 1,654 teachers and 495 heads of schools were questioned. Three different selection stages were used. Firstly, a random sampling of regular schools at lower secondary level. Five different types of schools existing in Germany were singled out and served as strata. Schools were drawn proportional to their number of classes: grammar schools, middle secondary schools, lower secondary schools, comprehensive schools, and schools offering all streams of secondary education bar the grammar school stream. An oversampling of schools in which students were likely to change into vocational training was implemented. Secondly, a random selection of grade nine classes at the selected schools took place. If the school had two grade nine classes, they were selected. And thirdly, all students from the selected classes were invited to participate in the study.

[Room H2 \(Paper 53, 70 and 80\)](#)

[Paper 53](#)

Educational Intervention on Career Guidance in Special Vocational Schools

Presenters: Nikolaos Papathanasiou, PhD Candidate, University of Macedonia, Greece
Ioanna Papavassiliou-Alexiou, Assistant Professor, University of Macedonia, Greece

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

Language of presentation: English

Abstract

Students in special secondary vocational schools in Greece do not receive enough career guidance as no appropriate material is available according to their specific educational and vocational needs.

Approaches

The proposed educational intervention has been designed as a career guidance toolkit implemented during the career education course and evaluated by students and teachers.

Objectives

The main objective of this research was i) to develop and implement the educational intervention on career guidance for special need students and ii) to evaluate the implementation of the educational intervention regarding the improvement of self-awareness, information and decision-making skills of the participated students.

Methodology

The developed guidance activities, which were created as basic didactic materials of the intervention, were first implemented (pilot phase) at six special vocational school units with a small number of students/teachers. After the pilot implementation the activities were evaluated through structured interviews with the teachers involved. The completed educational intervention was in the next phase implemented as part of the career guidance curriculum in eight special school units for a time period of 12 weeks with full classes. The effectiveness of the intervention was assessed i) through a questionnaire, developed by the researchers and completed by the students before and after the intervention and ii) through semi-structured interviews with the teachers who implemented the intervention. The students-questionnaire was parallel completed in four more schools which functioned as control schools during the research.

Results

The data analysis of teachers' interviews revealed a general satisfaction with the activities. Nevertheless improvement proposals were made. According to the results of the students-questionnaire's analysis, the students improved their career skills. The students respond to the intervention activities varied according to their disability.

Conclusions

The findings from the implementation and the evaluation demonstrated that the materials of the educational intervention were effective and could be included at Career Education syllabuses for Special Vocational Schools in Greece.

Paper 70

Impact of the professional sector on career guidance and counselling

Presenter: Dyne Ellinor, Ph. Lic. Development Manager, Education Administration, Career Guidance Centre, Gothenburg

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

Language of presentation: English

Abstract

Over the years, vocational teachers in Sweden have worked with educational and career guidance initiatives, although it has taken different forms at different stages (e.g. Lpf 94; Lgy 70). Following the introduction of the most recent upper secondary school curriculum, GY 2011, career guidance and

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counselling from a broad perspective has come to the fore even more. Working from a broad perspective leads to pupils developing Career Management Skills (CMS), and involves teachers and career guidance counsellors developing knowledge, skills, approaches and competences as part of their teaching. These are areas that help develop the pupil's ability to reach well-founded decisions related to school and education. If pupils develop these capabilities, they are also equipped to cope with the transition between different forms of schooling, and between school and working life.

The GY 2011 reform not only highlighted career guidance and counselling, it also substantially reinforced the role of the professional sector. This has meant that representatives from the professional sector have an even greater influence on the content of school teaching and the work-based element of vocational education. The professional sector can therefore be regarded as an external impact factor with its own routines, i.e. a workplace curriculum that should be integrated into the school's educational remit. The result shows that this workplace curriculum, which is very much in keeping with the times in terms of the design of vocational training programmes, also influences the educational undertaking of vocational teachers. The professional sector thus has an impact on education and career guidance and counselling in a broad sense.

Paper 80

A strategic partnership to connect guidance services to key performance and impact indicators: Keyway Erasmus + project

Presenters: García-Murias, Rebeca, Doctor /PhD, University of Applied Labour Studies (HdBA). Mannheim, Germany
Prof. Dr. Weber, Peter. University of Applied Labour Studies (HdBA). Mannheim, Germany

Theme 1: A need for change in delivery and/or access to career guidance and counselling: What is needed to make the Lifelong Guidance a reality for everyone?

Language of presentation: English

Abstract

Career Guidance and Counselling (CGC) in a changing world focuses on individuals concerning how they face changes in today's society. Currently Guidance wants to be seen as an important tool in the lives of people, especially in a society where the job market is radically changing, making it harder to design one's career. Career competences help to lead our personal development, education and careers, and can also support with our adaptation to such changes.

Guidance Services encourage the development and mobilization of both personal and professional potential of clients and they should be accessible to all citizens of any age in our society. It is common to offer these services to clients in transition periods but CGC claim to be beneficial as a lifelong service. In turn, services are more often called or interested to measure, analyze and publish information about their results and effectiveness – not least to maintain the legitimation and the public support for it.

Accordingly, this research reflects on relevant key performance indicators for careers and on the need for evidence-based practice in times of social and political change. The result of this is the creation of a system of indicators. This might support guidance services to measure the performance and impact of their services, developing a methodology to gain evidence based on indicators related to the impact of guidance services.

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The measurement of impact will allow to valorize or improve the quality of guidance services and organizations as well as to support guidance practitioners in their effort to collect and provide evidence about their work having influence on decision makers and guidance policies.

Room J1 (Paper 111, 113 and 132)

Paper 111

Competency for social media - from delivering information to co-careering

Presenter: Jaana Kettunen, PhD, (corresponding contributor), Researcher, Finnish Institute for Educational Research, University of Jyväskylä, Finland

Theme 4: The role of ICT and social media in career guidance and counselling

Language of presentation: English

Abstract

Whether updating one's Facebook status, tweeting the latest news or joining a professional community on LinkedIn, social media has become central to our everyday life for both leisure and business purposes. As technological advances change how individuals explore and acquire information about education, training and work opportunities, there is a pressing need to align new technologies more closely with career services and associated professional practices. New technologies and social media offer important opportunities for improving career services. However, they also create demand for new competency among carer practitioners.

This presentation explores career practitioners' varying conceptions of social media and competency for social media in career services. How is social media used in career services? What skills and competences do practitioners need when using social media? Presented framework can serve as tool by enabling practitioners and trainers to ground and convert these new competences into the future practice and continuous professional development. Practical examples and strategies for developing the necessary skills and competencies for social media are discussed.

Paper 113

The Validity of Social Media-Based Career Information

Presenters: Jaana Kettunen, PhD, Researcher, Finnish Institute for Educational Research, University of Jyväskylä, Finland
James P. Sampson, Professor Emeritus, The Center for the Study of Technology in Counseling and Career Development, Florida State University

Theme 4: The role of ICT and social media in career guidance and counselling

Language of presentation: English

Abstract

The use of social media expands the availability and sources of career information. Over the past decades the authorship of this information has changed from traditional print media and multimedia sources created by experts to social media-based career information created by the users themselves. While variability in career information validity has been an issue for some time, rapid growth in the use of social media creates some unique challenges. This presentation examines the potential sources of social media-based career information invalidity and suggests implications for practice to help individuals make best use of such information.

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Paper 132

The matter with e-learning opportunities

Presenters: Holder, Lena, University of Applied Labour Studies, Mannheim, Germany
Enoch, Clinton, University of Applied Labour Studies, Mannheim, Germany
Ostwald, Marie, University of Applied Labour Studies, Mannheim, Germany

Theme 4: The role of ICT and social media in career guidance and counseling

Language of presentation: English

Abstract

In the past years, many e-learning opportunities have been adapted to the preconditions of easy comprehension and lack of time. By these means, a shift from didactically useful classrooms to entertaining supply of many e-learning possibilities took place, so called edutainment learning (Okan, 2003). As the term “supply of e-learning” indicates, this shift is service-oriented and seeks to satisfy user expectations. Unfortunately, it thereby disregards important components of educational psychology, which would promote advantageous cognitive elaboration. Besides traditional educational qualitative criteria, the quality of e-learning is primarily evaluated along the physical appearance of the platform, for instance usability and attractive online appearance (Furlonger & Budisa, 2016). These findings are equally transferable to the counseling field taking place via information and communication technology (ICT).

Furthermore, in the context of student dropout, it is necessary to ensure that affected students finalize a learning process (Sun, Tsai, Finger, Chen & Yeh, 2008) and receive adequate support. Specifically for this, prompt, transparent and individualized feedback is necessary (Kramarski & Gutman, 2006; McLoughlin & Lee, 2010). The new discipline Learning Analytics enhances e-learning classrooms and allows individualized support (Ifenthaler, 2017). Therefore, trainers and counselors face new activity areas, for which they need to be skilled up. Only then, e-learning and e-counseling can be successful, sustainable, and prevent student dropouts.

This paper is worked out as part of the Erasmus+ project SUnStAR (Supporting UNiversity STudents At Risk of dropping out), a collaboration between universities and organizations of Germany, Greece, Portugal and Serbia to prevent student dropout sustainably. This work provides a literature review of e-learning along the single phases of the instructional design model ADDIE (Morrison et al., 2010). The findings are related to the field of online counselling or with the use of ICT considering didactical and psychological elements in a sustainable and efficient manner.

Workshop sessions

Room J2

Paper 95

Norms in focus of the Career Guidance and Counselling context.

Presenters: Frida Wikstrand, Ph.D in work life studies, Senior lecturer, Malmö University, Sweden
Mia Lindberg, MA Social science/Educational Science, Projectleader, Lifelong Guidance, Fyrbodals Municipal Association, Sweden

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

Language of presentation: English

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Abstract

Issues related to social justice such as gender, functionality, social and cultural background are all on the political agenda. Norm Criticism is a way of analyzing how norms affect the structure of society and the individual's choices of lifestyle, studies and working life. Challenging educational and vocational choices based on gender, functionality and/or social and cultural background demand methods that include norm criticism.

In Career Guidance and Counselling services, there is a risk that conceptions based on gender and social background related to occupation are reproduced (Hedenus et.al 2015).

A well-known term in Career Guidance and Counselling is widening perspectives, another is asking and probing the individual's interests. The workshop will explore the perspectives and consequences of focusing on interests (Wikstrand & Hedenus 2015) from a norm creative perspective. Drawing on the idea of social justice (Sultana 2014) and of broadening the individual's perspective, the workshop investigates how norm criticism can be integrated into teaching and into the Career Guidance and Counselling context, to challenge the reproduction of socially constructed norms (Wikstrand & Lindberg, 2015).

Room R2

Paper 12

Technology is Changing the Way We Work. Online Counselling - New skills - Resilience

Presenters: Birgisdóttir, Björg, Director of Academic Affairs, Iceland University of the Arts
Sigurðardóttir, Anna, Educational and Vocational Counsellor, The Reykjavik School of Visual Arts

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

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

And 4: The role of ICT and social media in career guidance and counselling

Language of presentation: English

Abstract

In recent years, attention has been on the use of online counselling and social media for practitioners within guidance and counselling. Many therapists and counsellors still rely almost exclusively on traditional face-to-face interview techniques. Changing this way of working in counselling and therapy requires that practitioners examine new methods, training and technical solutions. The spectrum ranges "from the simple preparation of information for the website to the interactive forms of online counselling and therapy such as e-mail, chat, forums or even SMS." (Eichenberg & Kühne, 2014)

Resilience has become one of the core elements in number of fields including those within school, adult education and health care. According to Bengt Lindström (2012), resilience is defined as the ability to exercise constructive life skills to meet the challenges of life. The Personal Profile interview scheme is based on a theoretical framework using theories in career counselling, group counselling and psychotherapy (Birgisdóttir & Sigurðardóttir, 2014). The method focuses on enhancing resilience within the individual when facing challenges. A study was conducted about the Personal Profile to gain insight into the experience of career counsellors' usage of the method. Resilience seems to have increased and manifested in diverse ways among counselees, and the career counsellors were

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generally satisfied with the structure of the interviews (Fenger, 2017). The authors conclude that the Personal Profile can be adapted and used in online counselling because it is both structured and informative and could assist counsellors taking their first steps into online counselling.

Room R22/23

Paper 37

Learning about learning dimensions in the career counselling practice

Presenters: Langström, Christer, Lecturer, Stockholm University, Department of Education, Sweden
Sundelin, Åsa, Senior lecturer, Stockholm University, Department of Education, Sweden

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

Language of presentation: English

Abstract

This workshop addresses learning dimensions in the career guidance and counselling practice. Career counselling can be regarded as facilitation of an integrated decision-making and learning process that (often) is emotional and biographical. Developing clients career management skills and supporting career learning is regarded as central aspects in career counselling processes and consequently at the core of counsellors' competence. Nevertheless, studies imply that counsellors' language for learning dimensions in career counselling is limited and that counsellors don't regard themselves as enhancers for learning. This might limit counsellors' ability to pay attention to and to support client's learning processes. We mean that career guidance professionals need to develop both their understanding of learning and the professional language regarding learning dimensions in the counselling conversation. This workshop wants to draw the participants attention to these questions and to contribute to the development of the professional language.

Research and theories regarding learning in career transitions and counselling will be the starting point for the workshop. The workshop draws on the presenters results from empirical studies of career counselling conversations with young migrants and interviews with long-time unemployed clients. The situation of these groups elicit valuable knowledge about learning dimensions in career counselling and is thus an important source of knowledge for the field. Together with the participants we intend to explore counselling strategies, inspired by a narrative approach, that address emotional and biographical aspects of clients' learning processes. Also, analytical concepts to discern learning dimensions in career conversations will be used to reflect from. The participants are expected to engage actively in the workshop and to share their own experiences.

Room R24/25

Paper 63

Sustainable Employability and continuous career development; experiencing the value of Core Qualities

Presenters: Gert van Brussel, PhD, Open University of the Netherlands
Judith Semeijn, PhD, Open University of the Netherlands and Maastricht University, the Netherlands

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

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Language of presentation: English

Abstract

Sustainable employability of workers is an important issue for today's labour market. From research it is known that sustainable employability is affected by different factors, amongst others the personal characteristics of people. The development and stimulation of sustainable employability and labour participation can be supported by insights in and the awareness of the personality of individuals. After an introduction in the latest insights from research, this workshop will therefore offer exercises to get acquainted with the so-called Core Qualities as a method to work with personal characteristics that may be of importance for your behaviour and sustainable employability. We will experience and test the value of these personal characteristics that can be applied by every attendee. In addition, we will evaluate the practical value of the Core Qualities and its related concepts of Pitfalls, Challenges and Allergies for career counselling and guidance.

13:00 Parallel sessions

Auditorium (interpretation(EN/FR/SP/SW):

Symposium

Lifelong Guidance Practice and Policy Development in the Nordic Countries

Symposium chair: Vuorinen Raimo, Project Manager, Associate Professor, Finnish Institute for Educational Research/University of Jyväskylä, Finland

Presenters: Carlsen, Antra, Co-ordinator, Nordic Network for Adult Learning, NVL
Gaarder, Ingjerd Espolin, Head of section, National Unit for Lifelong Guidance, Skills Norway
Toni Anna, Senior expert, Unit for regional development and services for growth, Finnish Ministry of Employment and the Economy
Carla Tønder Jessing, President Danish Association of Career Professionals
Larusdottir Fjola Maria, Career expert, The Education and Training Service Centre Iceland
Vuorinen Raimo, Project Manager, Associate Professor, Finnish Institute for Educational Research/University of Jyväskylä
Zelmerlööv Mikaela, Senior adviser, Governments Offices of Sweden

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

Language of presentation: English

Abstract:

During the last decade the Nordic countries have to large extent been inspired by recent lifelong guidance (LLG) policy development in the European Union and other OECD countries. However, they have followed slightly different, yet complementary paths in terms of practice, research and policy development. The Nordic co-operation within the Nordic Network for Adult Learning (NVL) and within the European Lifelong Guidance Policy Network (ELGPN) has raised the awareness of the transversal nature of lifelong guidance policies and the common understanding of shared terminology and goals for a coherent national lifelong guidance system. In all the Nordic countries there seems to be a consensus on the importance of lifelong guidance as an important vehicle in

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promoting lifelong learning, labour force development as well as in social equity. Communication with national stakeholders have led to continuous processes of exchange of information on guidance-related initiatives and have resulted in developing measures which make co-operation between ministries more efficient.

This workshop examines success factors and challenges in the Nordic countries in promoting these sustainable foundations and operational preconditions for wider access to professional guidance as a citizen entitlement and an element of social contract. The workshop introduces concrete examples of national initiatives and policy measures from different countries such as integration of career education and acquisition of career management skills in education, integrated adult guidance services, cross-sectoral local one-stop-career centers, development of national quality frameworks and national online services as well as national and regional level co-operation and co-ordination mechanisms. Based on the Nordic examples, the workshop will discuss key questions for consideration in improving the consistency in local and regional policy developments by means of international or cross-boarder co-operation.

The Workshop will include short panel presentations from each Nordic country and the NVL on the above mentioned initiatives and policy measures as a catalyst for table discussions. The workshop participants are invited to reflect the feasibility of the presented measures in their own national and local conditions. They are also invited to examine options to establish or strengthen exiting regional or national representative structures for practice and policy dialogue. A third discussion topic would focus on cross-boarder co-operation in mutual policy learning.

Oral Sessions

[Room H1 \(Paper 36, 103 and 117\)](#)

[Paper 36](#)

Supervision of career counselors and practitioners

Presenter: Goodman, Jane, PhD, Professor Emerita, Oakland University, Michigan , USA

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

Language of presentation: English

Abstract:

Good vocational counseling requires learning and growth on the part of the practitioner/counselor, what is called in manufacturing 'continuous improvement.' There are many ways for vocational counselors to learn and grow – attending conferences, reading, participating in webinars and podcasts, and the like. An essential element of this learning and growth is clinical supervision. Clinical supervision is distinguished from administrative supervision by its focus on helping the practitioners improve their skills, expand their knowledge, and increase their understanding of student or client issues.

Supervision can come from peers or experts; both are valuable. Good supervision is intentional. It depends on developing a trusting relationship, shifting focus from the client to the supervisee, and effective use of listening and focusing skills. In this workshop you will learn about several supervision models including one adapted from the world of business and industry.

[Paper 103](#)

Self-governance as an objective of Career Counselling. Challenges, Risks and Discussions

Presenter: Højdal, Lisbeth, Consultant, Denmark

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Theme 1: A need for change in delivery of career guidance and counselling

Language of presentation: English

Abstract

During the recent decades Career Management and Self-governance has gained increased attention in the field of career research. The constructs mirror the objectives of career counselling described in the two currently dominating paradigms, represented by the Career Management Skills/CMS-approach and in the Life Design Paradigm. But does these two, apparently different paradigms just represent opposite sides of the same coin? This paper analyses and discuss how contemporary approaches to understanding careers are at risk of contributing to the individualization and de-contextualization of career related problems.

The handbook on Life Design (Nota et al, 2015) presents a model that concentrate on individuals themselves, considered as governors of their own career paths (ibid p. 11). It is assumed that each life is still influenced by environmental factors but to a large extent constructed by individuals (Savickas et al., 2009 p. 244). Accordingly, the authors suggest, that counsellors facilitate flexible adaptation to or re-construction of one's own eco-system (ibid p. 243). Understanding life and careers as the result of individual linguistic constructions have been contested by many researchers, for example Barbara Held (1995). Held argues that many postmodern theories represent a form 'antirealism', that tends to ignore the existence of an objective reality, that does not necessarily change because a person constructs a new narrative about it.

Likewise, the objective 'to produce self-governed individuals' could be viewed as an integrated part of the CMS approach. In accordance with the Handbook for Policymakers (OECD/EU, 2004) the foundations of career self-management skills are laid at an early age (ibid p. 12) and thus it's suggested that guidance systems focus on people's ability to manage their own careers (ibid p 64). This, in spite the fact that many researchers argue that this may only be an option for a small privileged elite (see: Castells,1996; Standing, 2014).

Paper 117

Learning counselling skills

Presenter: Suorsa, Teemu, Post-doctoral research fellow, University of Oulu, Faculty of Education, Finland

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

Language of presentation: English

Abstract

What counsellors think they are doing, and what they are actually doing, are different matters (Hamer, 1995; Schneider & Martin, 1992; Suorsa, Rantanen, Mäenpää & Soini, 2013). Also, the training of the counsellor, or her theoretical orientation, doesn't self-evidently lead to certain kind of practices (Hollanders & McLeod, 1998). In general, learning is not a clear cut effect of teaching (Holzkamp, 1993; Dreier, 2003). There is, however, evidence for certain kind of effectiveness of learning counselling skills in specific training programs (Rantanen & Soini, 2017). In this paper, I first (objectives) describe a way of training counselling that aims at developing participants' personal way of acting as a counsellor in relation to specific principles that have been suggested to have a positive effect on the client outcome in counselling and psychotherapy (Orlinsky et al., 2004; Rantanen & Soini, 2017; Suorsa, Rantanen, Mäenpää & Soini, 2013). The research question in this paper is: what

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makes the learning possible in the training program, from participants' point of view. Further, I ask, are there significant changes in the participants' learning objectives before and after the training. In the approaches section, I describe a sociocultural approach to learning research that focuses on 1) changes in participants' subjective grounds for action, as well as 2) preconditions and processes of this change (Holzkamp, 1993; Dreier, 2003; Suorsa et al. 2013; Suorsa, 2015). In the methodology section, I describe the collection of the data that is used in this study. Further, I describe our way of interpreting the collected data, and identifying and thematising participants' subjective grounds for action. The results, as well as the conclusions of the analysis will be presented in the conference.

Room H2 (Paper 19, 60 and 61)

Paper 19

“Counsellors of the world, unite!” or “Change what you can, accept what you can’t.” ?

Presenters: RUPPERT Jean-Jacques, Head of Unit, Applied Vocational Psychology and Policy research unit (AVOPP), Luxembourg
FREY Andreas, Professor Dr.; rector of the 'Hochschule der Bundesagentur für Arbeit' (HdBA), University of Applied Labour Studies of the Federal Employment Agency; Germany

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

Language of presentation: English

Abstract:

In "**Precarity, austerity and the social contract in a liquid world: career guidance mediating the citizen and the state**" Ronald Sultana acknowledges that on one hand "career guidance workers ... cannot be expected to address the overarching systemic problems that require political and economic resolve and action at macro levels, both national and supra-national". Yet on the other hand he stresses that "this does not absolve career guidance professionals from their responsibility to make a difference where a difference can be made". If we fully agree that career counsellors should strive to change what they can change, we nevertheless cannot help thinking that they also should accept what they cannot change.

Ronald Sultana emphasizes the importance of basing grand declarations such as "an acknowledgement of the absolute dignity of the human person; a commitment to the principle that all persons are entitled ... to live above a minimal poverty line and to conditions that safeguard their dignity; ..." in the everyday realities of those working in the field, and to explore the ways in which such values can be operationalized.

The authors had investigated the issue of career counselling and social justice in a previous paper focusing on what contribution career guidance professionals can realistically make in order to promote social justice. Now they wanted to find out what counsellors made of a number of statements put forth by Ronald Sultana such as to "critique precarious work, promote progressive agendas through participation in social movements ..., have zero tolerance for symbolic, moral and physical violence, including that perpetrated by the institutions delivering guidance services". In this paper they will present their findings and discuss whether Ronald Sultana's assertions exemplify the way forward or are no more than wishful thinking.

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Paper 60

Adult students' career narratives of in the general upper secondary school from the point of view of career theories.

Presenter: Vihtari, Kalle, EdD Candidate, University of Lapland, Finland

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

Language of presentation: English

Abstract:

This research explores the career narratives of adult students from the general upper secondary school in Finland. The background information of this research presents the current situation of general upper secondary schools in Finland. General upper secondary schools for adults can be described as a second chance schools. This thesis briefly provides information about guidance and career counselling services in Finland. Three career theories have been selected as the basis to this research as all of them take a holistic and life-span approach to careers. The three theories span from the mid-20th century through to the 21st century, with each theory having its roots in the specific era and society of its time. All of them have some specific approach for career and career development. The main research question is – what kind of career narratives do adult students of general upper secondary school have? The narrative data will be collected via a Webropol-survey as well as via email during the spring 2018. The data will consist of autobiographical data where the participants will recount their life history. The participants will be past students who have graduated from the general upper secondary school for adults in 2010-2016. A total of 300 request will be sent out. Data will first be analysed through content analyses where the voice of informants is strongest. A secondary analyses will then be conducted using theory directed content analyses where the collected career narratives will be discussed in view of the three selected career theories. I will present my preliminary findings in the conference.

Paper 61

Life design intervention with postgraduate students: A collaborative and systemic approach

Presenters: Romero Rodríguez Soledad. Dra/Profesora Titular de Universidad, University of Sevilla, Spain

Miranda Santana Cristina, University of Las Palmas de Gran Canaria, Spain

Figuera Gazo Pilar, University of Barcelona, Spain

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

Language of presentation: English

Abstract

The working paper that we submit considers that postgraduate students are a vulnerable population, given the difficulties they have to access the labour market in the current economic context (OCDE, 2010). This situation, together with the fact that we understand the guidance as a lifelong learning process, justifies the interest in developing guidance intervention at postgraduate levels.

The message we submit has its origin in a pilot-experience developed in postgraduate studies, involving twenty-one students with a guidance profile. This initiative meets the vocational and educational training objectives in a two-fold purpose. In one hand, the interest is focused in the design, development and evaluation guidance interventions from a transformative perspective committed to the personal development and social transformation. On the other hand, to study the

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confluence from different systematic and narrative perspectives from the guidance intervention, with the conceptual approach of social transformation and design thinking methodology.

(This research has been supported by The Government of Spain (National Research and Development Plan): Transitions and trajectories of Access to Master studies in the Spanish University: an analysis in the area of Social Sciences (EDU2016-80578-R AEI/FEDER.UE) )

Room J1 (Paper 30, 39 and 104)

Paper 30

Evaluation of career interventions. Short- and long-term outcomes for students finishing upper secondary school in Iceland.

Presenter: Björnsdóttir, María Dóra, Director of the University of Iceland Counselling and Career Centre, Iceland

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

Language of presentation: English.

Abstract

High dropout rate in the upper secondary level and the higher education (Blöndal et al., 2011; Ríkisendurskoðun, 2007; Statistics Iceland, 2016), and frequent changes of majors (Nemendaskrá Háskóla Íslands, 2014), suggest that a number of young people in Iceland are not managing transitions between school levels effectively. Therefore, we examined the effects of two short career interventions, Icelandic Developmental-focused Intervention (IDI) and Cognitive Information Processing-based intervention (CIP), on upper secondary school students' degree of career indecision (Brown et al., 2012), dysfunctional career thoughts (Sampson et al., 1996), career decision self-efficacy (Betz et al., 2005; Betz & Klein, 1996), and life satisfaction (Diener et al., 1985).

One week after the interventions, MANCOVA analysis showed a main effect for group ($p < .01$) with participants' gender, age, grades, and parents' education as covariates. Pairwise comparisons revealed larger difference scores for the CIP group in career decision self-efficacy as compared to the control group and in life satisfaction as compared to the IDI group. At the one-year follow-up, MANCOVA did not confirm a main effect for group and the career interventions did not affect participants' primary career choices. Figures 1 and 2 show the trends in the groups mean over the three time periods.

The results offer indications about effective career interventions for counselors, educational institutions, and authorities. First, upper secondary school students seem to need more structured career interventions than are presently available in graduation courses. 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. 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).

Paper 39

Educational Choice - a timetabled subject in Norwegian schools: From curriculum to teachers' experiences

Presenter: Røise, Petra, PhD candidate, University College of Southeast Norway

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

Language of presentation: English

Abstract

The timetabled curriculum subject of Educational Choice was introduced in lower secondary school in Norway in 2008 and revised in 2015 (Utdanningsdirektoratet, 2015). The curriculum states that the subject shall contribute to the pupils gaining competence in making career choices based on the pupils' wishes and prerequisites, give students an understanding of the importance of education and lifelong learning, and provide knowledge of what different educational trajectories can lead to and provide insight into a changing labor market (Utdanningsdirektoratet, 2015).

The main objective of this research is to critically investigate this curriculum with its intentions as they are described in the curriculum document and how teachers describe their experiences with teaching the curriculum. Data is gathered through methodological triangulation. A discourse analysis of the curriculum is applied. And an analysis is done of teachers' narratives focusing on perceived experiences with teaching the subject. The results of the WPR analysis and the analysis of the teachers' narratives were aligned to see which tensions, contradictions or common phenomena were emerging. The connection between curriculum and teachers experiences is of interest because it gives insight into what the teachers believe to be of value for their students and their teaching practice.

Paper 104

Students' needs for counselling in general upper secondary school. A subject-scientific research of dropouts

Presenter: Raetsaari Kirsi, MEd, Guidance counsellor in upper secondary school, PhD student in educational psychology, University of Oulu, Faculty of Education

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

Language of presentation: English

Abstract

This paper introduces the study in works concerning the actual need for guidance when student considers whether to continue or not his/her studies in general upper secondary school. The research asks (1) how professionals describe the students at risk in dropping out the general upper secondary school and (2) what kind of subjective grounds students describe and what is these grounds' relation to social conditions in terms of quitting or continuing studies in general upper secondary school. Following the principals of the subject-scientific orientation and the method of the educational psychological practise research, the study is conducted in co-operation with participants in studied practices, within 10 general upper secondary schools' network in Oulu Finland.

The data consists of three parts: facts about dropouts gathered by guidance counsellors during one school year, 7 group interviews of 32 professionals working in student counselling and welfare services and 24 interviews of students either newly graduated (12) or dropped out (12). The interview data is analysed by using fabrics of ground (FOG). How participant students act, feel or think under certain conditions and why is captured in FOGs. What kind of interpretations participant students give to those conditions, under which they make the decision whether to quit or not, are shown in further analysis.

Results show how professionals see the risk of dropping out and how students themselves experience it. They also show what kind of support is needed from students' point of view. Results

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are useful in creating new supportive activities in schools and also in creating support systems in new schools, in order to offer better possibilities for access to career guidance and counselling. In addition, the research brings new knowledge about possibilities to use FOG analysis.

Workshop sessions

Room J2

Paper 85

From Guidance to Happiness?

Presenter: Åsa Rindbäck, educational and vocational guidance counsellor City of Gothenburg, Sweden

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

Language of presentation: English

Abstract

Which are the connections between career counselling, lifelong learning and individual happiness? Can we get the conversation going on how we can improve our way of working with lifelong and equal guidance in our everyday work? Immanuel Kant's rule for happiness is: something to do, someone to love and something to hope for. Does our everyday work make people happier?

No matter the reasons, change is in our society as well as within ourselves. How does guidance have anything to do with happiness? How does change connect with happiness? Why does change occur?

The need for change has different ways of being constructed. Either because change is unavoidable or because you choose it yourself. We hope to participate in the flow of change as it occurs, both considering the needs of the individual and of society. Yang N.S writes that according to philosopher Kant happiness is a kind of ideal life everyone strives for (2014 ,65). Meaning that no matter the reason for change, the goal is happiness. Which brings us to question how or if guidance impacts the happiness of the individual? If so, how?

In our professionalism lies different tasks, we have one foot in the needs and changes in society and the other next to the individual seeking our guidance. No matter how we can help, the main goal for most people is to feel some kind of happiness and contentment in life. What role do we as guidance counsellors play in finding happiness? If the individuals feel happiness, they will most likely make choices that are beneficial for both themselves and society

Room R2

Paper 47

The learning outcome of structured career guidance through Career Management Skills - CMS

Presenters: Arulmani Gideon, The Promise Foundation, India, PhD, Director,
From the Career Guidance Center in the city of Gothenburg:
Kalin Björn, Head of Unit,
Pettersson Christina, Career Guidance Counsellor,
Gärde Axelsson Liselotte, Career Guidance Counsellor,
Bidefors Therese, Career Guidance Counsellor,
Forsberg Kenneth, Career Guidance Counsellor,
Gunnarsson Camilla, Career Guidance Counsellor,

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Oesterling Gabi, Career Guidance Counsellor.

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

Language of presentation: English

Abstract:

During the autumn of 2015 and spring of 2016 all the staff of the Careers Guidance Centre (Vägledningscentrum) in Gothenburg were trained in the Cultural Preparedness Approach to career guidance that draws upon Asian thought. Jiva (which means life in many Asian languages) is an application of this model and views career development as a spiral, a career spiral, rather than a linear process. Vägledningscentrum has tried to adjust parts of the model to the reality encountered by the career guidance counsellors in their everyday work in the schools of Gothenburg.

From the influences of Gideon Arulmani's Cultural Preparedness Approach and the Jiva concept, the career guidance counsellors in Gothenburg have developed a structure that works from compulsory school through upper secondary school to make sure that the students get the skills of career management. The structure is made to give students the same possibilities to equivalent guidance and teaching of the self, the alternatives and decision-making through lectures in school. The tools used in the structure are inspired by Howard Gardner's Multiple Intelligences (2011), and connected for us to see the progress of learning within the students after each grade in school. By building a structure the Career Guidance Center in Gothenburg creates the opportunity of lifelong learning through career management skills and gives access to career guidance and counselling a reality for everyone.

During the workshop, we will share these experiences and demonstrate the use of tools that are applied in the structure of career guidance in the city of Gothenburg.

Room R22/23

Paper 67

Individualized Human Resource Management & Career Counseling - Challenges for Companies and People

Presenters: Weber, Peter C, Professor Doctor /PhD, University of Applied Labour Studies (HdBA). Mannheim, Germany
García-Murias, Rebeca, Dr., Professor for Career Counselling, University of Applied Labour Studies (HdBA). Mannheim, Germany,

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

Language of workshop: English

Abstract:

What is needed to make the Lifelong Guidance a reality for everyone? Aside public services this paper argues, that company based services might play an important role in the future. In Europe 188,4 Mio people, in Germany more than 40 Mio people are employed in smaller or larger companies. For many people, the current occupation is potentially a relevant access point for maintaining and developing their career – however its direction. For a long period of time HRM (Human Resource Management) was in first hand understood as a service supporting the company with the human resources needed to realize the business. In times of demographic change, war for talents, brain drain, high mobility and change of work values in the younger generation and the individualization of career interests and patterns the scope for opportunistic behavior is larger than

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in former decades. This paper investigates if and how companies' pick up such trends and react with HR measures that take into account changes as described. While the literature and concepts already has realized the changing character of HR the reality in companies is investigated regarding these changes and particularly regarding new space and interest in company based career guidance and career services. Despite the empirical analyses this paper is also a contribution to reconsider the role of career counseling in the 21st century.

Room R24/25

Paper 108

Facilitation of groups and diversity appreciation in the training of career guidance professionals

Presenters: Gillo Nilsson, Catherine (M.Sc), Coordinator Educational Affairs, University of Gothenburg, Gothenburg, Sweden
Van Lingen, Hanna (Dr), Senior Student Counsellor, Student Counselling, Career and Development Centre, Nelson Mandela University, Port Elizabeth, South Africa

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

Language of presentation: English

Abstract

This 90-minute workshop proposes group facilitation skills and diversity appreciation as two necessary components in the training of career guidance practitioners who function in a multicultural context. Facilitation has recently been one of the key activities for trainers, educators, leaders, managers and consultants. The use of groups in career guidance counselling has also increased and group facilitation has become a common practice in the field.

Maintaining a facilitative focus and developing facilitation skills for effective group dynamics in meetings and learning situations are nowadays an essential part of, amongst others, pedagogical and leadership training. Moreover, societies, higher education institutions and organizations are becoming more and more diverse in varied aspects so that bridging intercultural gaps and facilitating positive interactions between individuals are key components in today's workplaces and learning environments. This workshop aims to present and discuss ways of training career guidance professionals in facilitation of groups whilst integrating diversity appreciation training modules in the process and strengthening their intercultural competences. The presenters had worked together for several years within the context of international development cooperation, and facilitated, amongst others, building communities and diversity appreciation workshops in both Sweden and South Africa. These experiential workshops focus mainly on the following themes and modules:

- learning what stereotyping is
- blurring category boundaries and discovering common, multi-group memberships
- expressing the content of outgroup stereotypes
- exploring the reactions of relevant outgroups to such stereotyping
- three steps to discrimination and sharing instances of hurtful discrimination
- discovering the complexity of social identity – e.g. negative aspects of identity which keep us apart from our own people; and positive aspects of identity which bind us to our own people
- building unity with outgroup members
- valuing intra- and intergroup diversity
- empowering ourselves to intervene effectively when stereotyping occurs

At the end of this session, participants will have:

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- increased knowledge of what is meant by facilitation and what the core skills of a facilitator are;
- experienced a practical example of a facilitation model applied to diversity training modules;
- increased insights in the pedagogical dimension of career guidance counselling.

This workshop relies strongly on interactive methods to maximise learning through experience.

15:00 Parallel sessions

Oral Sessions

Room H1 (Paper 11 and 114)

Paper 11

Transdisciplinary guidance work in the One-Stop Guidance Centres

Presenters: M. Ed. Pukkila, Päivi. Senior Lecturer, Häme University of Applied Sciences, Finland
M. Phil. Lilja, Taru. Project Researcher, Häme University of Applied Sciences, Finland
Ph.D. Helander, Jaakko. Principal Lecturer, Häme University of Applied Sciences, Finland
M. Ed. Uusinoka, Simo. Senior Lecturer, Häme University of Applied Sciences, Finland

Theme 1: Transdisciplinary guidance work in the One-Stop Guidance Centres

Language of presentation: English

Abstract

This is a study of transprofessional collaboration in One-Stop Guidance Centres in Finland, called Ohjaamo in Finnish. They provide young people with information, advice and guidance on a walk-in and easy-access basis. We study the work of the experts at these Guidance Centres who represent different fields of expertise as well as different administrative sectors, but at the Guidance Centres they work together as a group. This kind of activity is generally described as transdisciplinary cooperation, or sometimes as transprofessionalism. The shift from traditional, segmented client work to a transdisciplinary, low threshold guidance and counselling environment demands the acquisition of new skills and ways of working, and our research aims to survey the development of these skills and working methods. Transprofessional cooperation refers to cooperative activities carried out by representatives of different professions who belong to the same administrative or scientific field. As a concept, transdisciplinarity covers also the cooperation between more than one administrative field and the participation of private service providers, businesses and employers in the provision of guidance services. We will use the transdisciplinarity concept to refer to the Guidance Centre work community, and we consider this concept to include within itself the concept of transprofessional cooperation in a broad sense.

The purpose of our research is to examine what transdisciplinary cooperation looks like in reality in the guidance work carried out in Guidance Centres. We will examine transdisciplinary guidance in the centres using a semi-structured observation form and present the results of the observation data from five Guidance Centres. A number of overlapping levels and stages can be seen in the development process. We define these stages as follows: 1. Working alone 2. Working alongside each other 3. Working together 4. Generalised working together 5. Regulated and agreed ways of operating. The results indicate that transdisciplinary guidance work can be approached as a skill to be developed and learnt.

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Paper 114

The Identity Card (ID) connecting fast and slow thinking in career counseling.

Presenter: Schreiber Marc, Professor, Head of Centre for Vocational, College and Career Counseling, IAP Institute of Applied Psychology, Zurich University of Applied Sciences (ZHAW), Switzerland

Theme 1: A need for change in delivery of career guidance and counselling

Language of presentation: English

Abstract

Successful career development can be examined from different perspectives. In our paper, I introduce the Identity Card (ID) developed at the IAP Institute of Applied Psychology as a tool that integrates linguistical and visual representations of a career counseling client's identity. The ID serves primarily as a facilitator for career counseling through the life design perspective but easily connects to any other method. I especially want to refer to two approaches both focusing on career counseling clients' self and identity: 1) the Life Design perspective (Savickas, 2011b, 2012; Savickas et al., 2009) and 2) Kuhl's (2000) personality systems interaction theory (PSI). Relying to the Life Design paradigm the ID facilitates career counselling for people confronting an ever-changing labor market within the 21st century. In my paper I will present the theoretical background of the ID as well as a case study.

Room H2 (Paper 23, 57 and 75)

Paper 23

The advantages of group norms in measuring career adaptability: Measure in a national sample.

Presenter: Vilhjálmsdóttir, Guðbjörg. Professor in career guidance and counselling, University of Iceland.

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

Language of presentation: English.

Abstract

Research on career adaptability has shown statistical differences between age groups (Ambiel, Carvalho, Maartins, & Tofoli, 2016; Navaitienė, 2014) and gender (Coetzee & Harry, 2015; Yuen & Yau, 2015). These same researches conclude that there is no reason to develop separate career adaptability measures for either adults and youth or men and women. In this paper it is argued that these research results show that group norms are needed in order to fully understand individual career adaptability scores when presenting results to individuals. The aim of this study in a national sample was to provide group norms that would make interpretation of results easier and more accurate. Two case studies were used to show the usefulness of group norms.

The Icelandic version of the Career Adapt-Ability Scale (CAAS-I) (Einarsdóttir, Vilhjálmsdóttir, Smáradóttir & Kjartansdóttir, 2015) was administered in a national sample (N=1575, 15–65 years). The Icelandic Career Adapt-Ability Scale has two additional scales (co-operation and social contribution) to the four international scales (concern, control, curiosity and confidence). Results showed that the youngest age group (15–20 years) is higher on concern and curiosity. Older age groups are higher on control. The age group from 36-45 has lowest scores on four scales out of six. Gender differences revealed significant differences on the concern scale and the two Icelandic scales

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where women scored higher than men. In all effect sizes are small between age groups and gender. The case studies show that although raw scores can be close to the middle of the five-point scale, they can be very low when compared to the age group. This shows that group norms are an improvement in the implementation of the CAAS-I.

Paper 57

Reevaluation of Career Education Practices in the United States in the 1970s: Focusing on the School-Based Comprehensive Career Education Model

Presenter: Ashizawa Yuzuka, 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

Abstract

Competency-based educational reform is underway globally. The role of career education in this reform is becoming more important. In particular, it has been pointed out that "transfer of learning", in the aspect of utilizing what one has learned in actual society and actual life is important. On the other hand, "School-Based Comprehensive Career Education Model (CCEM hear in after)" that was practiced in the United States in the 1970s also focused on promoting transfer of learning. However, these practices were seriously criticized for causing academic achievement deterioration and declined rapidly since the late 1970s. To verify the validity of today's career education, it is necessary to reconsider the significance and the negative evaluation of CCEM that share the same theoretical foundation with current career education. However, there is no study analyzing CCEM from today's point of view. Therefore, this paper analyzed CCEM based on the concept of transfer of learning and revalued the practices in career education movement in the 1970s.

The author looks historical transition of transfer studies and classify various views of transfer into two types; "transfer by sharing common elements between learnings" and "transfer as knowledge reconstruction". Focusing on this difference, the author analyzes nine CCEM practices that Office of Education selected as the best cases from around the country. As the result, the existence of career education practices that have not received proper criticism and the appreciation was discovered. Furthermore, the author concludes that the view of transfer as the foundation of these practices was in parallel to those necessary in the competency-based education today. Therefore, it can be said that CCEM was the sprout of the contemporary competency-based educational reform. The largest achievement of this paper is pointing out that the rising tide of criticism towards CCEM has hidden and overlooked its true value.

Paper 75

Positive psychology and career counselling

Presenter: Dr Peter J. Robertson, Associate Professor, Edinburgh Napier University, Scotland, UK.

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

Language of presentation: English

Abstract

Positive psychology has been an influential movement within psychology in the early years of the twenty-first century. This paper seeks to provide a critical and balanced assessment of the

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contribution to career counselling of this perspective, based on a review of the literature (published as Robertson, 2017). Positive psychology is associated with a number of useful concepts including 'eudaimonia', 'flow', the 'broaden and build' theory, 'character strengths', and 'calling'. These give fresh insights into career development that can enrich practice. Positive psychology helps to reframe our understanding of the outcomes of career counselling, by focusing attention on what a 'good life' means. In doing so, it potentially helps to unify the goals of career counselling and personal counselling. It provides an empirical basis for some elements of practice. However, the application of approaches derived from positive psychology to career counselling is problematic if practice is individualistic in outlook, and thus neglects the socio-economic and institutional contexts in which careers are experienced and interventions take place. Furthermore, enthusiastic claims for its efficacy may sometimes go beyond a safe interpretation of the evidence base.

Room J1 (Paper 22, 27 and 41)

Paper 22

Developing career counselling competence in study counsellor education in Oulu School of Professional Teacher Education, Finland

Presenters: Pirjo-Liisa Lehtelä, D.Ed., Principal Lecturer, School of Professional Teacher Education, Oulu University of Applied Sciences, Oulu, Finland
Tiina Laajala, D.Ed., Senior Lecturer, School of Professional Teacher Education, Oulu University of Applied Sciences, Oulu, Finland

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

Language of presentation: English

Abstract

Vocational education in Finland has undergone changes during the last few years. Competence-based model of learning was implemented throughout the country in 2017-2018 to strengthen the relationship between education and the fast-changing world of work and to meet the needs of the multicultural society better. Self-assessment has become a central skill in recognizing competences acquired formally, informally or non-formally. The individual competence development and career plan form the foundation for students to pursue their study and career paths. This demands competent study counsellors to support students in their process, and consequently, it is essential to strengthen the area of career counselling in the study counsellors' curriculum.

In this article, we review the development of career counselling competence of study counsellor students in Oulu School of Professional Teacher Education. The education is implemented as competence-based where the students' former competence is recognized in the fields of educational and career counselling. Career counselling is considered within the systems theory framework. The qualitative material was collected from the starting and final self-assessments and analyzed by thematic analysis. Students' concept of themselves as career counsellors became stronger in the process. In their final self-assessments, the graduating study counsellors emphasized the meaning of happenstance on the study and career path. It is linked to the ability to see the chance events as richness and as opportunities worth seizing. Doubt, worry and uncertainty are normal in career planning.

In multicultural societies, it is important to invest in developing the career planning skills. This requires competent study counsellors who can structure career guidance and counselling theoretically and practically on the level of methods and tools.

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Paper 27

How to make Guidance Counselling Digital?

HAMK Guidance Counsellor Online Education Programme in Finland

Presenters: Parkkonen Vesa, senior lecturer, HAMK University of Applied Sciences, Finland
Pukkila Päivi, senior lecturer, HAMK University of Applied Sciences, Finland

Theme 4: The Role of ICT and Social Media in Career Guidance and Counselling
And 2: A need for change in the training of career guidance professionals

Language of presentation: English (discussions also possible in Swedish)

Abstract

Guidance and guidance counselling are in the process of change due to the phenomenon of digitalism in education. The pedagogical approach and methods in guidance and guidance counselling need updating. This is due to the rapid change of customer expectations and needs in the field of guidance. Digitalisation provides new tools for guidance and guidance counselling. The current trend of using individual study paths in education can also be supported by different digital solutions. The need and demand for creative thinking is ever present in guidance. Therefore, the guidance counsellor education must change in order to provide new knowledge and skills for future guidance counsellors.

HAMK University of Applied Sciences started an online, competence-based Guidance Counsellor Education Programme in 2016. The programme, in its own right, is very unique; it is the only online guidance counselling programme in Finland. The programme has been very popular among student applicants. Launching this online programme created vivid discussions among the other actors of educational institutes and among people working in the field of guidance and guidance counselling. Concerns were expressed regarding the programme content and its pedagogical practices. In order to ensure the programme's reliability, the programme was launched with a following assurance: a thorough research and investigation on the students' learning processes, acquired skills and competencies will be conducted.

In our research and investigation, we conducted a feedback survey and interviewed the graduating students, asking them to analyse and describe their own learning processes. Finally, the entire HAMK Guidance Counsellor Online Education Programme has been critically analysed and recommendations for further developing the programme have been put into practice.

Paper 41

Action Oriented Research on Creating a New Pathway to an Administrative Career in Teacher Education: Focusing on the Professional Graduate Schools of Teacher Education in Japan

Presenter: Mimura, Takao, Professor, Graduate School of Education, Waseda University, Japan
Fujiwara, Yoshimi, assistant professor, Ibaraki Christian University, Waseda University, Japan

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

Language of presentation: English

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Abstract

Research indicates that three-quarters of pre-service teachers of the graduate schools of teacher education show some intentionality to an administrative career. The questionnaire used in this study is comprised of four components, respondent profile, interest area in class and in teaching practices, intentionality to the administrative career, and description about the administrative career. The questionnaires were answered by 576(49.7%) respondents among 30 graduate schools. There were 348 male students and 226 female students. The questionnaire was distributed to the graduate school students in July of 2017. The result of Factor Analysis revealed that there are two factors. The first factor is an index of intention, which shows strong orientation to an administrative career. The second factor is an index of intentionality, which shows interest to an administrative career. There are two layer structures to an administrative career.

There had been 180 descriptions, which were analyzed with KJ method (Kawakita, 1967). These descriptions were classified into 3 groups. One is the positive intentionality group to the administrative career, and another is the negative intentionality group to the career. The number of the former is 139(77.2%), the latter is 26(14.4%), and others are 15(8.3%).

This research will contribute towards addressing the problem of decreasing number of educational administrative candidates in the metropolitan areas, which may be attributed to additional skill sets and advanced abilities for school management. Professional graduate schools of teacher education were established to provide more practical teacher training at the graduate school level in 2008. This initiative of creating a new pathway may become a model for teacher training at the undergraduate and graduate level.

Symposium

Room J2

Paper 24

Career Guidance for Social Justice: Contesting Neoliberalism

Symposium Chair: Tristram Hooley, PhD, Professor II, Inland Norway University of Applied Sciences, Norway

Presenters:

- 1) Tristram Hooley, PhD, Professor II, Inland Norway University of Applied Sciences, Norway,
Rie Thomsen, PhD, Associate Professor Danish School of Education, Aarhus university,
Ronald Sultana, PhD, professor, Euro-mediterranean Centre for Educational Research, University of Malta, Malta
- 2) Jenny Bimrose, PhD, Professor, Institute for Employment Research, University of Warwick, England,
Mary McMahan, Honorary Senior Lecturer, School of Education, The University of Queensland, Australia,
Mark Watson, Professor, Department of Psychology, Nelson Mandela University, South Africa
- 3) Victor Wong, PhD, Principal Investigator (Community), Career and Life Adventure Planning Project for Youth; Professor, Department of Social Work, Hong Kong Baptist University,

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Toby C.Y. Yip, Research Associate, Career and Life Adventure Planning Project for Youth, Department of Social Work, Hong Kong Baptist University

4) Frida Wikstrand, Associate Professor, Malmö University

5) Randi Skovhus, PhD, Associate Professor, Faculty of Continuing Education, VIA University College,
Bo Klindt Poulsen, Associate Professor, Faculty of Continuing Education, VIA University College

6) Jacques Pouyaud, PhD, Senior Lecturer, Laboratory of Psychology, Faculty of Human Sciences, University of Bordeaux

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

Language of presentation: English

Abstract

This interactive symposium will examine the intersections between career guidance, social justice and neoliberalism. Contributors will offer an original and global discussion of the role of career guidance in the struggle for social justice and evaluate the field from a diverse range of theoretical positions. Hooley, Sultana and Thomsen position career guidance within a neoliberal context and present theories to inform an emancipatory direction for the field. The symposium include interventions by Bimrose, McMahon & Watson, Wong & Yip, Wikstrand, Pouyaud and Skovhus & Poulsen will address five key strategies that emerge in the consideration of career guidance and social justice.

1. conscientisation
2. the naming of oppression
3. problematising norms, assumptions and power relations
4. building solidarity and collective action
5. working at a range of levels and scales from the individual to the global.

The symposium will explore this 'turn to social justice' and consider what are the next steps for policy, research and practice.

Workshop sessions

Room R2

Paper 135

Contemporary Theories of Human Development: Relevance for Work with Migrants and Refugees

Presenter: Dr. Anuradha J. Bakshi, Associate Professor & Head Department of Human Development Nirmala Niketan College of Home Science (A Grade), University of Mumbai, India. Co-Editor British Journal of Guidance & Counselling and Vice-President Indian Association for Careers and Livelihood Planning (IACLP)

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

Language of presentation: English

Abstract

In this workshop, key concepts selected from multiple contemporary theories of human behaviour and development will be outlined and their potential application to work with migrants and refugees will be illustrated. From life course theory (Elder & Shanahan, 2006), the key concepts of social pathways, life trajectories, and turning points will be included. As individuals build life trajectories on existing social pathways or create new pathways, migrants/refugees need to have knowledge of social pathways in their new context, and assistance with accessing social pathways. They can explore in a group along with peers and collaborative counsellors, how their knowledge/experience of, and access to, social pathways in their old contexts intersects or is different from their knowledge/(potential) experiences of and access to pathways in their new contexts. Reflection on turning points can be facilitated with drawing exercises. From life span theory (Baltes, Lindenberger, & Staudinger, 2006), the dovetailed key concepts will be that of development as a process of selective adaptation, development as a gain-loss dynamic, and SOC. We make our choices (with more or less freedom, within the constraints of social circumstance and historical context) and our choices make us. Each selection can lead to gains in the selected area and losses in the non-selected areas; each selection to yield gains requires optimisation and compensation. A gain-loss dynamic exercise will be illustrated. From systems theory (e.g., Thelen & Smith, 2006), the emphasis will be on two-way processes replacing one-way processes. Migrants/refugees amplify diversity: In fearing that such diversity leads to centrifugal forces, threatening established ways of being in an existing cultural context, migrants/refugees may be subjected to xenophobic stigmatisation or worse. Whereas refugee integration programs are generally focused on enabling the refugees to immerse and integrate into host country cultures, one-way processes are less optimal than two-way processes; the latter will be illustrated.

Room R22/23

Paper 59

Qualitative Approaches to Career Counselling - Themes and Methods

Presenter: Højdal, Lisbeth, Consultant, Denmark

Theme 1: A need for change in delivery of career guidance and counselling

Language of presentation: English

Abstract

Anthony Giddens (1991) has described how our changing societies call for a need for individuals to become more reflexive, self-reliant and able to organize and plan their life. He describes life-plans as a substantial content of *the reflexively organized* trajectory of the self and argue that individuals construct their lives as a part of the project of creating their identity (ibid p. 85). During the recent decades the Life Design Paradigm (Savickas et al, 2009) has gained increased attention in the field of career counselling accompanied by an enhanced focus of the individuals Career Management Skills (NVL, 2014). These two different approaches resonate well with Giddens and the assumption that learning a specific set of skills can enable individuals to manage or govern their life and career. But, in accordance with Manuel Castells (1996) reflexive life planning is only an option for 'the *elite inhabiting the timeless space of flows of global networks and their ancillary locales* (ibid p. 17) and he cautions about the risk of individualizing structural problems.

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This workshop invites participants to discuss what Donald Super (Super et al, 1996) describes as the content involved in career choices and how both individual and contextual factors potentially could influence choice processes (ibid p. 135). The different career theories consist of various numbers of key components, which reflect specific assumptions about factors influencing individuals career development and choices. Based on several of the major career theories these different key components will be presented in the form of overarching themes which can be relevant to include in career counselling. The participants will have the opportunity to discuss and try-out a selection of qualitative approaches to career counselling which are sensitive to both individual needs and contextual factors (Højdal, 2018).

Room R24/25

Paper 89

The Future of Work: Challenges and Opportunities for Career Development

Presenters: Sareena Hopkins, Executive Director, Canadian Career Development Foundation, Canada
Dr. Roberta Neault, President, Life Strategies Ltd, Canada
Donnalee Bell, Managing Director, Canadian Career Development Foundation, Canada

Theme 5: Career guidance and counselling and the ever-changing labour market and access to work. It will, however, also touch on the other 4 conference themes.

Language of presentation: English

Abstract

The labour market is evolving at an unprecedented rate, including changes to how work is organized, distributed and compensated. Indeed, the very structure of the labour market is shifting and, as a field, we are being challenged to consider how to ensure our services remain relevant, current, accessible and effective. This workshop draws on current research on emergent national and global labour market trends to explore their implications on labour market entry, attachment and progression. Comparing and contrasting the impact of these labour market changes across diverse parts of the world, this workshop will consider the effect of globalization, technology and other key trends on the aspiring and current workforce, on migrants and refugees and on other groups currently marginalized or under-represented in the labour market. The workshop will then delve into the implications of these significant labour market changes on the field of career development. Specifically, this workshop will explore how these changes in the labour market are calling for changes in our theories and approaches, our professional preparation and training and how we deliver our services to reach those who most need them. In this workshop, a panel of international experts will highlight important trends affecting our clients and affecting our field. This session will be an opportunity to consider recent research findings and contribute to generating new ideas, approaches and strategies that could extend the reach, relevance and impact of the career development field.