

Programme

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

Abstracts day 3 – 4 October

Abstracts covering day 3 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 Thursday 4 October 2018

09:00 Key-note session

Auditorium (interpretation English/French/Spanish/Swedish)

Social Media and the Evolving Role of the Counselor: Opportunities and Challenges

Speaker: James P. Sampson, Jr., Professor Emeritus, Department of Educational Psychology and Learning Systems, Senior Research Associate, Center for the Study of Technology in Counseling and Career Development, Florida State University, USA

With Commentary by

Raimo Vuorinen, Senior Researcher, Finnish Institute for Educational Research, University of Jyväskylä, Finland

Jaana Kettunen, Researcher, Finnish Institute for Educational Research, University of Jyväskylä, Finland

Abstract:

The 2018 Conference of the International Association of Educational and Vocational Guidance focuses on “A Need for Change” in five thematic areas. This keynote presentation addresses four of the five thematic areas. The main theme for this presentation is Theme 4 - The role of ICT and social media in career guidance and counselling. The theme is examined by focusing specifically on the role of practitioners in promoting effective client use of social media. Theme 1 - A need for change in delivery and/or access to career guidance and counselling is explored in terms of the outcomes that are possible through the use of ICT in career interventions. Theme 2 - A need for change in the training of career guidance professionals is examined in terms of the type training practitioners will need to make effective use of ICT and social media. Theme 3 - New theories, models and strategies in career guidance and counselling for migrants and refugees is considered related to the ethical issue of equality of access for migrants and refugees who often have limited financial resources to devote to mobile devices and wireless connectivity.

Information and communication technology (ICT) has promoted change in the delivery of career interventions for over fifty years. The role of counselors and other practitioners has been key in helping persons make effective use of ICT in career interventions. Given our long experience with ICT and the delivery of career interventions, it seems to be an appropriate time to reexamine the role of practitioners in helping persons make effective use of ICT. With changes in technology, which practitioner roles remain relevant today? Which practitioner roles are no longer needed? What new practitioner roles have emerged as a result of developments in social media?

The presentation begins with a review of the assumptions that underpin the roles of ICT and practitioners in service delivery. The presentation then examines five potential benefits in using ICT in career interventions, including: 1) increased access to career services, 2) increased access to assessment, 3) increased access to information, 4) the availability of distance counseling, and 5)

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improved cost-effectiveness. Eight potential limitations in using ICT in career interventions will then be explored that include: 1) assessment quality, 2) information quality, 3) practitioner support for clients when needed, 4) distance counselling, 5) confidentiality and security of client records, 6) equality of access, 7) practitioner competencies and credentials, and 8) implementation of ICT in organizations. Given the potential benefits and limitations in using ICT, ten specific roles of the practitioner in promoting effective use of ICT in career interventions will be described, including: 1) assessment, 2) information, 3) practitioner support for clients when needed, 4) distance counselling, 5) confidentiality and security of client records, 6) ensuring equality of access, 7) ensuring adequacy of practitioner competencies, 8) implementation of ICT in organizations, 9) contributing to the design and evaluation of ICT applications, and 10) educating the consumer to recognize quality ICT resources and services.

Recent developments in social media are having an important impact on the role of the practitioner in delivering career interventions. The presentation goes on to examine: 1) the emergence of social media in career interventions, 2) social media and interaction among clients and practitioners, 3) career information in a social media context, 4) the evolving role of the practitioner related to social media, 5) emerging practitioner competencies related to social media, and 6) specific practitioner strategies for social media participation with clients. The presentation concludes with implications for theory, research, training, supervision, and policy.

10:45 Parallel sessions

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

Symposium

Integrating ICT in career practice: Shaping the directions

Symposium chair: Jaana Kettunen, PhD, Researcher, Finnish Institute for Educational Research, University of Jyväskylä, Finland

Presenters: Jaana Kettunen, PhD, Researcher, Finnish Institute for Educational Research, University of Jyväskylä, Finland
Jenny Bimrose, Professor, University of Warwick, UK
James. P. Sampson, Jr., Professor Emeritus, Florida State University, USA
Raimo Vuorinen, Dr., University of Jyväskylä, Finland
Mia Lindberg, MSc, Fyrbodals Kommunalförbund

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

Language of presentation: English

Abstract:

Rapid advances in information and communication technology (ICT) have fundamentally transformed society over the past two decades. 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. This symposium draws on current research into the process of integrating new technologies into career practice.

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It presents an overview of the practitioners' approaches to social media and competency for social media, explores the experiences of International summer course on ICT in guidance and counseling and introduces the use of on-line collaborative learning on supporting the continuing professional development of career practitioners. In this symposium, a panel of international experts shares their experiences and discusses key questions relating the integration of ICT in career practice. This session will be an opportunity to get acquainted with recent research and strategies that may facilitate the integration of technology into organizations, and subsequent implications for workforce and their professional preparation and training.

Oral Sessions

Room H1 (Paper 1, 66 and 125)

Paper 1

Out of Office: Workplace Guidance

Presenter: Plant, Peter, Professor Dr, University of South-East Norway

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

Language of presentation: English

Abstract

Guidance in the workplace creates access to career guidance on the spot. Guidance is so much more than a face-to-face interview. However, the standard format of guidance is: two (or sometimes a group of) people sit and talk. In an office. This is the convention. It is surprising how often guidance closes itself in, where it should open up and reach out to those who actually need guidance, in the workplace. This implies that guidance would have to move out of the office, and enter into new arenas, such as the workplace itself: on the shop floor. This presentation draws on scholarly work by Plant (2008), on EU workplace guidance projects, such as the Helsinki-awarded Workplace Guidance projects 1 & 2 dating back a decade, and on the current TRIAS Workplace Guidance project.

Paper 66

"The role of individual and organizational career management in employability chain outcomes: Perceptions of employees, supervisors, and career professionals."

Presenters: Daniel Kooistra, Open University of the Netherlands
Judith Semeijn, Open University of the Netherlands, Research Centre for Education and the Labor Market (ROA), Maastricht University, the Netherlands
Sara De Hauw, Open University of the Netherlands
Beatrice Van der Heijden, Radboud University, Institute for Management Research, Nijmegen, the Netherlands, Open University of the Netherlands and Kingston University, London, UK

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

This study aims to unravel the impact of individual and organizational career management practices on the employability chain (i.e., a dynamic chain, wherein movement capital affects perceived internal and external employability, which in turn affects internal and external job transitions). It incorporates the perspective of not only employees and their direct supervisors, but also the career professionals involved.

The design consists of a longitudinal quantitative survey at three measurement moments over a 6-month period. and allows us to explain the impact of career management on organizational and individual outcomes over time. Data will be collected from two large public service organizations and one health service organization, all three of them situated in the Netherlands. The survey will include context-specific measures on the organizational career management practices, career self-management, movement capital, perceived internal and external employability and measures for internal and external job transitions.

The results will offer insights in the impact of career management practices on sustainable careers in a comprehensive way, as we include the perspective from three different type of stakeholders (employees, their direct supervisors and career professionals), in explaining important outcomes. Results will be presented based on the first data wave, gathered in the spring of 2018.

Paper 125

The use of Early Recollections in career counseling - a way to prepare young people and adults for a changing working life?

Presenter: Kirsten Marie Norendal, PhD candidate in Career Counseling, University College of Southeast Norway

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

Language of presentation: English.

Abstract

This conceptual paper intends to discuss the use of early recollections (ERs) in career counseling, related to the way they are used in Mark Savickas' intervention Life Design Counseling (LDC). Is it useful to apply ERs in career counseling, or is it out of place? Will the use of ERs in career counseling contribute to prepare individuals for a changing working life? According to Savickas (2011), to be useful to clients and prepare them for work in the 21st century, career counselors must assist them in "actively master what they have passively suffered" (p. 34). In their recent review, Stoltz and Apodaca (2017) claim that career counseling is experiencing a re-emergence in the use of ERs based on their application to narrative approaches, also beyond LDC. What is the reason for this?

Life Design Counseling is a narrative approach based on social constructionism, originated under the auspices of vocational psychology (Savickas, 2015a). However, career counseling does not originate from psychology in all countries, in Norway the tradition is more educational based (Norendal, 2018). Lately, several career counselors in Norway have become acquainted with LDC, through literature, workshops and seminars. Based on my own preliminary questionnaires with students in career counseling, some seem to be fascinated, others seem skeptical about the use of ERs in career

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counseling and worry about the close relationship with therapy, and if their own competence is sufficient.

The discussion in this paper is based on relevant literature, international research and my own preliminary data. The paper is connected with my ongoing PhD work – an action research project together with career counselors about the possible use and development of Life Design Counseling in Norway.

Room H2 (Paper 32, 65 and 102)

Paper 32

Enabling Environment and Career Development for Disadvantaged Youth: A Glimpse into the Local-level Practice and Research in Hong Kong, China

Presenters: Victor Wong, PhD, Principal Investigator (Community), Career and Life Adventure Planning Project for Youth; Professor, Department of Social Work, Hong Kong Baptist University

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

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

Language of presentation: English

Abstract

What is needed to make de-motivated young people NEET (not in education, employment or training) engage in flexible forms of career learning? Past studies point out that career services for motivating disadvantaged youth in career transition have limited effects as long as the context reproducing their disempowerment and marginalisation remains unaddressed (e.g. McWhirter, 1997; Roberts & Atherton, 2011; Wong & Yip, forthcoming). Although some previous works have suggested that career practitioners could expand their sole focus from individual guidance to community-based approaches (e.g. Thomsen, 2012 & 2017), little is known about the intervention strategies and actual practices that mediate the expected career outcomes in Chinese societies. Inspired by community-interaction theory (Law, 1981), relational theory (Blustein, 2011; Schultheiss, 2003) and the ecological perspective of career development (Cook, et al., 2002), we propose that supporting disadvantaged youth in building readiness for a variety of careers (work, education, and leisure) that can be sustained in local communities is enhanced by stakeholder collaboration (Bowen, 2009), with special attention to the sensitizing concept “enabling environment”.

Our paper addresses the social exclusion issue of NEET through a case study analysis which explores the impact of a community-based youth career development initiative conducted in a remote new town in Lantau Island of Hong Kong, China. A survey of youngsters’ leisure activity patterns, practitioners’ community walks, participatory observations, and interviews with stakeholders were used to provide a critical glimpse into the complexity of how career barriers and enablers are intertwined in the context of marginality (Pelc, 2017). Our research based on the CLAP Project funded by the Hong Kong Jockey Club Charities Trust thus answers the recent call for a “collective turn” to prevent youth exclusion and unemployment. It fits with current trends of understanding the intricate interplay between individual and environmental factors shaping youth career development.

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We discuss the strategic benefits through stakeholder engagement in establishing new collaborative modes of delivery. (314 words)

Paper 65

Students Engagement and High School Flexibility: Preventing High School Dropouts

Presenters: Atsushi Okabe (PhD.), Associate Professor, Sapporo Otani University, Japan
Nancy Arthur (PhD.), Professor, University of Calgary, Canada

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

Language of presentation: English

Abstract

In the context of global competitiveness, issues of youth unemployment and underemployment are getting serious around the world. Those issues are created by the lack of skills required in the world of work. In this aspect, high school education plays an important role for youth's transition from school to work. However the issue of the high school dropout still remains in high school. Sometimes it is considered as an behavioural or motivation problem of youth but it is the matter of social justice. Once youth leave school, it would be difficult to contact them to provide effective support or intervention. And they may lose their access to the lifelong guidance. The purpose of this presentation is to discuss 1) what educational programs or career initiatives encourage youth to be engaged in school and learning and 2) how can career practitioners play more active roles in schools to support youth. These questions will be explored through a case study of schools in Calgary and a brief comparison with the situation of Japanese high schools. Data of this research was collected by interviewing to 12 high school students in an alternative style high schools in Calgary. One of the findings of this research is that the students' engagement to the high school and personalization of the curriculum is the key factors to help youth to keep studying in school until receiving diploma or certificate. And key factors of these initiatives are the flexibility of high school system and community involvement in high school education.

Paper 102

Adolescents' turning to and away from vocational education and training – the role of social influences and career orientation

Presenters: Schnitzler, Annalisa; research associate, German Federal Institute for Vocational Education and Training (BIBB)

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

Language of presentation: English

Abstract

Germany lately has seen a huge increase in young people choosing an academic track instead of entering vocational education and training, which used to be the educational path of choice after compulsory education for many years. Although recent changes in skill demands call for higher

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qualified workers in some domains, the labour market also relies on a sufficient supply of workers with vocational qualifications. Therefore, this contribution investigates which personal, social and institutional attributes characterise those pupils at the end of compulsory education who plan to begin an apprenticeship in the dual system of vocational education and training right away. In a second step, the focus will be on those pupils who change their initial plan for an apprenticeship in favour of continuing with school for at least another year to identify characteristics that distinguish those adolescents from their peers who stick with their original plan for an apprenticeship. Group comparisons and logistic regressions will be used to establish these characteristics. The data used stems from the German National Educational Panel Study (NEPS) and the sample consists of more than 7,000 15-year-old pupils in Year 9, the last year of compulsory education. The results demonstrate the relevance of all categories of variables considered, with a strong influence resulting from parents' own educational background and their aspirations towards their child's professional future. Additionally, early engagement in vocational orientation is associated with maintaining one's plan for an apprenticeship. Implications for career guidance and counselling are discussed.

Room J1 (Paper 94, 97 and 128)

Paper 94

Cultural influence on the performance character of 'perantau' minangkabau ethnic

Presenters: Ismira, STKIP Adzkie, Padang, Indonesia
Ahman, PPS, Universitas Pendidikan Indonesia, Bandung, Indonesia
Mamat Supriatna, PPS, Universitas Pendidikan Indonesia, Bandung, Indonesia

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

Language of presentation: English

Abstract

Performance character can be defined as the tendency of individual choice behavior as a manifestation of aspects of knowledge, attitudes and skills that give effect to the quality of the work. Performance character development is necessary for an individual's can overcome the various problems faced in carrying out its responsibility job. One approach that can be used to develop the performance character is through the cultural approach. This study aims to reveal the wisdom of Minangkabau culture of the performance character of Minangkabau people. This study uses a qualitative method with etnopedagogik approach. The results showed that the wisdom of Minangkabau culture positive influence on the performance character of perantau Minangkabau in achieving career success.

Paper 97

Career hope for the future

(A study on the teacher training students' need for career counseling service in Indonesia)

Presenters: Dody Hartanto, 1Universitas Ahmad Dahlan, Universitas Pendidikan Indonesia
Ahman, Universitas Pendidikan Indonesia, Bandung, Indonesia
Sunaryo Kartadinata, Universitas Pendidikan Indonesia, Bandung, Indonesia
Ilfiandra, Universitas Pendidikan Indonesia, Bandung, Indonesia

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

Language of presentation: English

Abstract

Hope emerges as an essential aspect of an individual's career development. It has been an object of the studies in many countries. However, there is still a limited number of study related to the future career hope and the need for guidance and counseling service in Indonesia. This study was aimed at discovering the career hope of students of teacher training in Indonesia, especially in Special Region of Yogyakarta. The participants of this study consisted of 385 students of the Teacher Training and Education comprising 94 males and 264 females. Their age ranged from nineteen up to twenty-two years old. Hope Scale was employed as the instrument of the study. It was in the form of differential semantic scale that provides 1-8 answer option (1= strongly disagree and 8= strongly agree). The data obtained in this study were analyzed by using descriptive statistic. The result of the study indicated that the hope of the male students was higher than that of the female students. Based on the hope component, it was found that agency component is higher than pathways component. The highest hope comes from the students whose parents work as farmers, while the lowest hope comes from the students whose parents were as an entrepreneur. The qualitative data demonstrated that the future career hope of the teacher training students tends to be more collectivist since it was directed by other people, namely the students' parents. Moreover, the qualitative data of this study showed that the students need a guidance and counseling service, especially in assisting them to solve academic problems and preparing their career in the future.

Paper 128

Decent Jobs for Youth: Winning Strategies from Canada, USA, Pakistan and Azerbaijan

Presenters: Maze, Marilyn, Executive Director, Asia Pacific Career Development Association
Neault, Roberta, President Life Strategies Ltd.
Abbas, Raza; CEO, Pathway Global Career Institute
Gulnur Ismayil, Director, Career Management Center, Baku University, Azerbaijan,

Theme 1: A need for change in delivery and/or access to career guidance and counselling
and 5: Career guidance and counselling and the ever-changing labour market and access to work

Language of presentation: English

Abstract

The fourth industrial revolution has changed the labor market, widening the gap between the wealthy and the poor. Decent jobs are increasingly beyond the reach for large segments of the population. How can youth be helped to enter and move up in the workforce? Career professionals from 3 countries will each share ways of facilitating this process so that more youth can find a ladder to success.

Canada has focused on competency frameworks to facilitate effective school-to-work (and lifelong) transitions. The frameworks include competencies related to technological fluency, global citizenship, and social emotional learning. Pakistan has focused on entrepreneurship, rapid growth of business incubation, and awareness of cultural intelligence for recent graduates to thrive in a multi-

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cultural world. The USA has focused on employer-community initiatives, helping schools, government agencies, and NGOs prepare youth for local workforce needs, with special focus on low-income or minority youth and those with disabilities. Azerbaijan is working closely with corporations to be sure graduates are job-ready.

Workshop sessions

Room J2

Paper 118

Broadening perspectives through interdisciplinary thinking: Chaos theory of careers, Mathematics and Agile methods

Presenter: Gillo Nilsson, Catherine (M.Sc), Coordinator, Educational Affairs, University of Gothenburg, Gothenburg, Sweden

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

Language of presentation: English

Abstract

What do theory of careers, mathematics and agile methods have in common? This 90-minute workshop proposes experiential learning activities wherein mathematical concepts and agile project management methodology will be used to broaden the participants' perspectives in existing theories of careers, e.g. chaos theory of careers.

Interdisciplinary knowledge and interdisciplinary thinking is a core skill that needs to be further developed in training professionals, considering the complexity of the context and the world in which we live and operate. Developing continuously one's capacity to see both the trees and the forest is crucial in career guidance and lifelong learning. Three disciplines that echo similar concepts, but seen from different scientific perspectives, will be the points of departure for experiential learning exercises that aim to provide an extra dimension to one's own field of study. The workshop presenter/facilitator has broad experience and knowledge within the three fields mentioned above, as well as in group facilitation and training of trainers. This workshop relies strongly on interactive methods and the participants' openness to maximise learning through experience.

Room R2

Paper 99

Measuring Essential Career Competencies: Insights, Suggestions and Potential Pitfalls Learned Through an International Comparative Study

Presenters: Fujita Teruyuki, Ph.D., Professor, Institute of Education, Faculty of Human Sciences, University of Tsukuba, Japan
Kyomen Tetsuo, Ph.D., Assistant Professor, Faculty of Education, Aichi University of Education, Japan
Ishimine Chizuru, M.A., Assistant Professor, Faculty of Education, Kochi University, Japan
Shibanuma Shunsuke, Ph.D., Researcher, Faculty of Education, Tokyo Gakugei University, Japan

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

Language of presentation: English

Abstract

Today, we no longer can tell how things will unfold in the society. Conventional occupational skills alone will not be the "laissez passer" for young people we support through career guidance and counselling. In almost every country, educators are taking sincere actions and endeavours to nurture wide variety of knowledge, skills, attitudes, values and ethics.

Here, we are facing a challenging task. How can we measure career competencies necessary in the society today? As for the established academic knowledge and occupational/technical skills, there are many tools for assessment in place. TIMSS and PISA would be the good examples for academic knowledge. Many national and international occupational skill tests are utilized to recognize the vocational qualifications. However, how do we assess and evaluate what we often call "social/soft skills" such as creativity, collaboration, curiosity, resilience, self-esteem, etc.?

In the world of researchers, there have been good accumulation of discussions related to the measurement of such competencies, and many professional assessment tools and inventories have already been developed. Nonetheless, in reality, are the educators at school sites adequately perceiving the students' growth, and utilizing the result of evaluation/assessment for improving their practices?

In this workshop, four contributors from Japan will be presenting the results of their international comparative research supported by JSPS KAKENHI Grant Number JP16H03791. The contributors visited actual schools, educational administrative authorities such as boards of education, and other related professional organizations in Denmark, France, Japan, Korea, Malaysia and United States in 2016, 2017 and 2018. After summarizing the analytical result on the facts in individual countries, they will discuss the insights, suggestions and potential pitfalls learned through their study. Based on the discussion, the participants in the workshop will have the opportunity to exchange views and thoughts on the implementable ways for perceiving and measuring the essential career competencies.

Room R22/23

Paper 86

A Nordic Perspective on career competence and Guidance and coordination in the Nordic Region. An introduction to NVL Guidance Network.

Presenters: Oddsdottir, Hildur- NVL Coordinator, Nordisk Nätverk för vuxnas lärande. Education and Training Service Center (ETSC), Iceland.

From the NVL Guidance Network:

Gudmundsdottir, Arnheidur;

Oddsdottir, Hildur;

Rumander, Anette;

Werner Rasmusen, Mette;

Lindblom, Jan;

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Bryggman, Carola;
Lorange, Ingjerd;
Hanne

Theme 5: Career Guidance and Counselling and the ever changing labour market and access to work.

Language of presentation: English

Abstract

The main aim of this workshop is to present NVL network that works in the field of career guidance for adults in the Nordic region. In this workshop the NVL guidance team will present recent reports and recommendations on how cooperation in the field of *career guidance can help in the ever changing labour market*. These reports are:

- Guidance in Validation within the Nordic Region – Challenges and recommendations.
- A Nordic Perspective on career competence and guidance.
- Coordination in guidance in the Nordic region. Samordning av vägledningen i de nordiska länderna.

NVL is a meeting place for Nordic adult learning, supports Nordic cooperation in LLL (Life long learning) perspective, disseminates experience and innovations, highlights Nordic expertise and creates new co-operations models.

The Guidance network was established 2007 and main purpose of the network has been to promote cooperation and systems development at member country level in implementing the four priorities identified in EU 2020 strategies and four priorities of the EU Resolutions on Lifelong Guidance (2004; 2008): career management skills; access, including accreditation of prior experiential learning (APEL); cooperation and coordination mechanisms in guidance policy and systems development; and quality assurance and evidence base for policy and systems development.

Room R24/25

Paper 14

Digital career guidance and counselling for all age groups

Presenters: Kasper Hein, eGuidance Denmark, The Danish Ministry of Education
Anette Jochumsen, eGuidance Denmark, The Danish Ministry of Education

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

Language of presentation: English

Abstract

2011 was a landmark in Danish counselling history. As part of the Danish strategy for lifelong learning, the Danish Ministry of Education expanded the counselling spectrum available to citizens with the National Digital Counselling Centre eVejledning (eGuidance), placed in the Ministry's National Agency for IT and Learning.

eGuidance offers:

- personal and individual career guidance and counselling via telephone, chat and e-mail

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- collective career guidance and counselling via webinars and live-chat
- personal and collective career guidance and counselling via Facebook

In the workshop we will present our eight years of experience in digitally mediated career guidance and counselling for all age groups, and sketch the outline of eGuidance 2.0 in a discussion of how the newest technology can be used to continue the development of the career guidance and counselling services.

We will include the following:

- establishment and practical organisation of the digital counselling centre
- the counselling theory approach and the counselling potential of the various media
- demand and the counselees' choice of media
- practical experience from digitally based counselling
- potential advances in career guidance and counselling services utilizing new technologies

It will be possible for participants to share experiences and ideas, and to work in small groups.

13:15 Parallel sessions

Oral Sessions

Auditorium (Paper 45 and 46)

Paper 45

Integrated Model of Career Change in Light of Transitions of International Graduates from Study to Employment

Presenter: Zeltner Erik, Independent Careers Consultant, Austria

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

Language of presentation: English

Abstract

For international tertiary graduates from European higher education institutions, their increasing numbers and the attempts to utilize their international experience in a globalized labor market after graduation results in an increasingly challenging transition period. This development is accompanied by a change of motives for studying abroad. The intention of staying in the respective host country after graduation is consistently above 60% throughout various European countries, and there is a discrepancy between this intention to stay and the actual stay rates of various European host countries. While there is compelling evidence of quantitative and qualitative data regarding career motives, expectations, and aspirations of international prospective and current students, research results and data with a special focus on international and especially non-European graduates and their transition from campus to work are often weak, do not exist, or are unpublished. Therefore, I became motivated to gain an overview and more in-depth knowledge regarding the transition of non-European master's graduates from study to employment. In light of the results of the study, I present an integrated model of career change, which comprises classical Western-oriented career development theories and theoretical approaches that are new to the context of career-related theories and enable the integration of cross-cultural concepts to career-related learning and theory.

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Subsequently, conclusions about the applicability of the model for career guidance sessions and workshops are drawn and discussed with the audience.

Paper 46

Young students' expectations of future lives. Changes over time?

Presenter: Ann-Sofie Holm, Associate Professor in Education, Department of Education and Special Education, University of Gothenburg, Sweden

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

Language of presentation: English

Abstract

The society as well as the education system in Sweden has undergone major changes during recent decades. This has, of course, also influenced the everyday life of teenagers and presumably implied changes in boys' and girls' expectations of future lives. This paper aims to shed light on such potential changes during recent decades according to young students in the position to make their post 16-educational/career choice. The empirical data is based on three questionnaires among grade 9 students (age 15-16) from 1992 (N=538), 2005 (N=3535) and 2017 (N=1400). From these questionnaires, one comparable question was selected and analyzed: 'How important do you think that the following aspects are for your future life?', followed by a range of alternatives concerning aspects of family/ private life (e.g. lead a safe life, having children, geographic mobility) as well as working life (e.g. having a high level of education, well paid job, a leading position). The answers were assessed on a four-point attitude scale with the extremes 'not important at all' and 'very important'. Even though the material may be flawed in terms of selection grounds, nevertheless it can be used as a rough measure to discuss the matter of young students' perceptions of their futures and potential changes of patterns over time from a gender perspective. The analysis indicates both stable and changed patterns over the last 25 years, both at a general level and concerning boys' and girls' response patterns. The findings might have implications for career guidance and counselling at schools regarding how to prepare young students for their futures and for a changing working life. Young people of today need support to prepare for occupations and a labour market that still does not exist.

Room H1 (Paper 31 and 109)

Paper 31

"And we see that we don't have all the options available, ergo they choose the second-best."
– *The intermix of individual aspirations, urbanity, rurality and cultural context as confounding factor for teenagers' career choices in Norway.*

Presenter: Ingrid Bårdsdatter Bakke, PhD-fellow, The Inland Norway University of Applied Sciences, campus Lillehammer, Norway

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

This study explores how geography and culture intervene with career decisions, giving unequal access to opportunities for education and work for young people in Norway.

For Norwegian stakeholders and policymakers education ensures prosperity and equality, and completing upper secondary education is especially important. Choosing the right program thus becomes a task of major importance, and career education and guidance in lower secondary target this.

However, in addition to the effect of competence standards and organisation of career education and guidance, the context is also important for opportunities for learning and experimenting. Cultural values mediated by parents, peers, school and immediate surroundings, provide especially important clues for the teenagers, and they make their choice in the tension between individual aspirations and contextual influence.

This qualitative study shows that geography and culture intervene with tenth-graders career choices. The findings show that career choices for the rural sample are affected by lack of upper secondary provision and limited local opportunity structure because they often have to travel far or live outside their homes both for education and for employment. Also, sometimes specialized competence in education is irrelevant in the rural context because various skills for multiple jobs can be necessary to secure income.

The urban tenth -graders make their choice in a context heavily prejudiced against vocational education, where only teenagers with either clear-cut vocational aspirations and identity or low-achievers are expected to choose VET programs. For other teenagers, choosing vocational education is subject to scrutiny and pressure, and must be negotiated with parents, peers and local culture, where parents' lack of updated knowledge is an especially important factor.

The implications for career counsellors and teachers in Norwegian lower secondary is that guidance and education must be sensitive to how the narrative about the need for education affect rural and urban teenagers differently and provide context-sensitive career education and guidance with a higher degree of parental involvement to avoid prejudice and faulty advice.

Paper 109

Improving adolescent's emotional literacy as the 21st century's life and career skills

Presenter: Karsih, Universitas Negeri Jakarta, Indonesia
Prof. Dr. Ahman, M.Pd., Universitas Pendidikan Indonesia,
Dr. Mamat Supriatna, M.Pd., Universitas Pendidikan Indonesia

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

Language of presentation: English

Abstract

This paper discusses issues related to the 21st-century life and career skills. Developments in ICT require that educational systems equip young people with new skills and competencies--often

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referred to as 21st-century skills and competencies which allow them to benefit from the emerging new forms of socialization and to contribute actively to economic development. The 21st-century skills and competencies is a set of skills to collaborate, communicate, and solve problems. These skills often developed through social and emotional learning. This skills embodied in the concept of emotional literacy, which is the concept based on values that combine not only the knowledge and skills of individuals but also the processes and practices within a community that show and develop relational values, such as respect, inclusion, compassion, and justice. These values were developed in educational practices, primarily through guidance and counseling services. The finding of this study describes that emotional literacy referred to the individual adaptive condition as a part of 21st-century life and career skills. This is an individual's ability to recognize, understand, giving labels, express and regulating his/her emotions appropriately (RULER).

Room H2 (Paper 38 and 82)

Paper 38

In search of a value- and skill-based CV for working with disadvantaged young people

Presenters: Victor Wong, PhD, Principal Investigator (Community), Career and Life Adventure Planning Project for Youth; Professor, Department of Social Work, Hong Kong Baptist University.

Xuebing Su, PhD, Postdoctoral Research Fellow, Career and Life Adventure Planning Project for Youth, Department of Social Work, Hong Kong Baptist University.

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

Language of presentation: English

Abstract

Writing an impressive curriculum vitae is important for young people to enter into the world of employment. Writing up a value- and skill-based CV as a career intervention tool is particularly important for those young people who are not in education, employment or training (NEET) or who are at risk of becoming NEET, as they are largely lack of academic and vocational qualifications and paid-work experience. Informed by the expanded notion of work (ENOW), a more all-rounded CV360 is designed to capture the values, attitudes, skills and knowledge (VASK) of youth, which are identified from a wide spectrum of paid and unpaid work experience. CV360 is used as a career intervention tool for a career and life adventure planning project (CLAP Project funded by the Hong Kong Jockey Club Charities Trust), which is targeted at youth aged 15-21 characterized by the lack of credentials. By using a case study on a workplace learning programme designed for a group of disadvantaged youth, either NEET or at-risk of becoming NEET, this paper examines the impact of CV360 by means of conducting qualitative interviews with the involved stakeholders, including youth participants, social workers, and human resources management (HRM) personnel. It was argued that CV360 as a new template for writing up an all-rounded CV can play an effective role in working with youth and making a change with the HRM practice that can make a win-win solution with regard to talent-job matching. (239 words)

Paper 82

A Study on the Local Network for Supporting the Transition of School Non-attendees in Japan

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Presenter: Yoshikawa Miki, 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:

Recently in many countries, early school leaving is a serious problem as linked to their future transition problems and in order to tackle with this, the need of providing effective supports for youth by networking among various stakeholders. Also in Japan, after 2003, school non-attendees' "problems in career transitions" have been focused and the constructions of local supporting network for them have been sought. Moreover recently, the new regional network, "Regional Councils for Youth Support" have been expected to take a role to provide them comprehensive and continuous supports.

The purpose of this paper is to analyze and clarify the actual condition of the Council's network and supports for school non-attendees and obtain some suggestions for considering effective way to provide comprehensive and continuous supports to them with the "problems in career transitions", such as dropout of upper secondary schools, difficulty in entering higher education, difficulty in obtaining regular employment, being unemployment, NEET or Hikikomori. In order to achieve this objective, this paper compared and analyzed between two actual cases of supporting network for school non-attendees, the one in City A, which don't have the Council, and the other in City B, which have already established the Council, by conducting semi-structured interviews with the staffs in related institutions.

As a result, this paper clarified that the Council in City B relatively succeeded in constructing the effective supporting network. However, some lacks, such as less connection with upper secondary schools, were still remained in the network, and these lacks caused the difficulties in their providing continuous supports for school non-attendees.

Considering the relatively low rate of early school leavers in Japan, the supporting network like Councils, as investigated in this paper are suggestive when comparing the policies internationally.

Room J1

Cancelled (Paper 31 moved to room H1)

Room J2 (Paper 5 and 34)

Paper 5

Using career guidance to address the 'changing world of work' and technological panic

Presenter: Tristram Hooley, Professor of Career Education, University of Derby, Professor II, Inland Norway University of Applied Science, Director of Research, The Careers & Enterprise Company.

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

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

Language of presentation: English

Abstract

We are currently assailed with images of automation, big data, 3D printing and a host of other technological innovations. Some have welcomed this, with varying degrees of criticality, as ushering in a new utopia. However, the prevailing discourse has been more pessimistic. A narrative has emerged which is often referred to as *'the changing world of work'*. This narrative emphasises that radical labour market changes will be brought about by new technologies and calls on individuals to redouble their efforts and build up their resilience for the new world.

In 2016 the Executive Office of the President in the USA produced a report highlighting this change and arguing that the state needed to provide workers with career guidance and support for retraining to allow them to manage these changes. Career guidance is an educational practice which supports individuals and groups to discover more about work, leisure and learning and to consider their place in the world and plan for their futures. It has the potential to facilitate adaptability to technological change, but also to foster criticality about the nature of this change. This chapter will explore how career guidance can be used to help both individuals and communities to analyse and problematise assumptions about the changing world of work and build individual and collective responses to these changes.

Paper 34

Between career choice and vocational integration. Key subjects and counselling types in career guidance.

Presenters: Prof. Dr. Matthias Rübner, Professor of Vocational Integration, University of Applied Labour Studies, Mannheim, Germany

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

Language of presentation: English

Abstract

The Career Guidance Service as part of the Federal Employment Agency of Germany, is responsible for supporting young people in questions of career choice and vocational integration. A personal counselling session focusing on these issues plays a particularly important role in this regard. The majority of research barely touches on the contents and spectrum of subjects of educational and career counselling; at best, they are assigned a derived function as compared to the prevalent orientation towards interactive-procedural events in counselling. The present study hence focuses its research interest on this rather neglected aspect of counselling. Its central questions are: Which topics and key subjects characterise career counselling? To what extent do individual counselling types emerge? To what extent are the topics discussed guided by the counselling requirement of the clients? The study is based on a sample of 54 counselling sessions and a standardised interview of clients regarding the status of their career choice. It methodically links a qualitative content-analytical procedure with type-forming and quantitative statistical procedures. The results show a spectrum of subjects varying along counselling types and the clients' status of career choice. Overall, the counselling sessions show a decidedly solution-oriented and vocational-oriented structure, guided by the two poles of career choice and vocational integration in regard to subject matter.

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Finally, these results are discussed in the context of the research findings of educational and career counselling.

Room R2 (Paper 18 and 77)

Paper 18

Policy discourse on youth transition: An analysis of Ontario K-12 policy documents

Presenter: Godden, Lorraine, Dr., Assistant Professor, Queen's University, Canada

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

Language of presentation: English

Abstract

The Ontario Ministry of Education launched two policy documents aimed at supporting students in the public education system with transitions through school and into initial post-secondary destinations, including work. The first policy, *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools* (hereafter referred to as CPS), promotes “opportunities and support for all students to plan their individual pathways through school and for each to make a successful transition to his or her initial postsecondary destination” (Ministry of Education, 2013). The second policy (which is currently under consultation), *Community Connected Experiential Learning: A Policy Framework for Ontario Schools, Kindergarten to Grade 12* (hereafter referred to as CCEL), introduces “policy, procedures, and mechanisms for deepening and broadening the role of experiential learning for students from Kindergarten to Grade 12” (Ministry of Education, 2016). Both policies emphasize the value of experiential and/or work-based learning to effectively prepare students for successful transition into the workplace. Through my analysis, I denote alignments between policy statements, mandates, and programs with the four characteristics of supportive STW transition models as based on previous research (DeLuca et al., 2015). Specifically, these two policies articulate various strategies that attend to: (a) agency and self-advocacy within contexts of school, family and peers; (b) tracking of student progress and enable differentiated pathways into school and work; (c) ‘built in’ partnerships between school and work (e.g., cooperative education placements); and (d) purposefully built to provide students with meaningful skills/knowledge intended for meaningful work. In this paper, I review these policies in an effort to identify common messages and underlying assumptions that shape the policy discourse on youth transition in Ontario. Accordingly, this analysis serves to articulate the current discourse aimed at addressing youth disengagement from work, and the efforts to promote greater workforce attachment.

Paper 77

Vocational identity of high school students: The role of vocational identity status in career development of adolescents

Presenters: Iva Šverko, senior research associate, the Ivo Pilar Institute of Social Sciences, Zagreb, Croatia
Toni Babarović, senior research associate, the Ivo Pilar Institute of Social Sciences, Zagreb, Croatia

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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

This study explores validity of Vocational Identity Status Assessment (VISA, Porfeli, Lee, Vondracek & Weigold, 2011) in a sample of adolescents, by focusing on structural validity and on personal and contextual characteristics related to different vocational identity statuses. On a sample of 582 Croatian high-school students we have applied the Vocational Identity Status Assessment (VISA, Porfeli, Lee, Vondracek & Weigold, 2011), along with career adaptability and decision-making (Career Adapt-Abilities Scale, CAAS, Savickas & Porfeli, 2012a, 2012b; Career Decision-Making Difficulties Questionnaire, CDDQ, Gati, Krausz, & Osipow, 1996; Career Decision-Making Profile, CDMP, Gati, Gadassi, & Mashiah-Cohen, 2012; Student Career Construction Inventory, SCCI, Savickas & Porfeli, 2012c, Savickas, Porfeli, Lara Hilton, & Savickas, 2018), general career-related traits (Values Scale, Super & Šverko, 1995; HEXACO-60, Ashton & Lee, 2009; and Core Self-evaluations Scale; Judge, Erez, Bono, & Thoresen, 2003), and contextual circumstances (Career-Related Parent Support Scale, Turner, Alliman-Brissett, Lapan, Udipi, & Ergun, 2003; Family functioning scale, Bloom, 1985; and indicators of students school satisfaction, academic achievement, parental educational level, and family socio-economic status. Confirmatory factor analysis confirmed the adequacy of three-dimensional hierarchical structure while reliability coefficients mainly indicated good reliability of all six identity formation dimensions. Adolescents grouped in VISA clusters expressed expected differences in personal characteristics (work values, personality and core self-evaluations), in contextual circumstances (parental support, socio-economic status, satisfaction with high school and academic achievement), and in career construction traits and competencies (career adaptability, career decision making difficulties and career decision making profile). The observed results supported the validity of VISA scale and are discussed in the realm of cultural differences in identity formation and theoretical conceptualizations of identity types.

Room R22/23 (Paper 28 and 87)

Paper 28

Career change: A multiform phenomenon behind a common trend

Presenter: Koorosh Massoudi, Senior lecturer, Institute of Psychology, University of Lausanne, Switzerland
Cecilia Toscanelli
Jonas Masdonati

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

Language of presentation: English

Abstract

In a labour market characterized by constant and unpredictable changes, individuals must prepare for multiple transitions and shifts throughout their careers. Career changes, i.e. shifts from an occupation to a new, different one (Ibarra, 2006), represent a particularly complex and challenging form of transition. Therefore, an increasing number of clients turn to career counselling services to

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seek help identifying desirable directions, and adapting to the challenges of a new occupation and a new professional identity.

Building on the existing literature and our previous work (Masdonati, Fournier & Lahrizi, 2017), we identified 4 dimensions that may help to better understand the fundamental characteristics, the multiple forms and the resulting demands of career change. A first dimension evaluates the degree to which the change is voluntary or imposed (due for instance to health impairment or layoff). A second dimension aims to understand the perception of the planned change as controllable or risky. A third dimension aims to grasp the underlying challenges and adjustments in terms of personal identity. Finally, a fourth dimension helps to understand to which extent the change is experienced as in continuity of previous career course, or as a significant rupture. In order to test the viability of these dimensions and illustrate them through subjective experiences, qualitative interviews were conducted with 17 adults engaged in a career change and undergoing career counselling. Using content analysis to identify the different combinations of the proposed dimensions, our results show the complexity of career change as a multiform phenomenon, and the variety of specific situations, needs and resources of those engaged in it. Integrating video-taped excerpts of counselling sessions, this presentation will aim to build a bridge between research and practice, proposing a new exploration approach that may help counsellors tailor their interventions to better address their clients' needs.

Paper 87

Recruiting the new careers workforce: loads of excellent experience and skills, but too many middle-aged white women!

Presenter: Dr Neary, Siobhan, Associate Professor and Head of the International Centre for Guidance Studies (iCeGS), University of Derby, UK

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

Language of presentation: English

Abstract

This paper presents the findings from a research project recently undertaken in the UK. The study examined the motivations, expectations and experiences of career changers transitioning into a new career within career guidance and counselling. The research comprised of a cross sectional mixed methods design, utilising an online self-completed survey attracting 453 responses, supported by semi-structured interviews. The survey was distributed using the professional associations, the authors organisations' contacts database and through a snowball approach and was aimed at practitioners who had transitioned into the field during the last five years.

The initial findings from the research present several important issues for the careers field in the UK but which will also have resonance for the international context. Respondents joined the careers field from a diverse range of professional backgrounds including HR, education, social work and TV production, respondents were motivated to enter the careers field for altruist reasons of 'wanting to help'. Despite general satisfaction concerning respondents' expectations and experiences of their new role, there was concern toward poor salaries and low social value. Additionally, there was a troubling homogeneity identified within the demographics of the respondents as the careers practitioners were predominantly white, female and between the age of 45 and 64 years old. These observations raise a number of interesting and concerning issues; from a positive perspective the

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sector is attracting high quality candidates bringing broad and extensive skills sets but it raises some systemic questions concerning the extent to which the sector can recruit and attract a more diverse workforce and meet the needs of a multi-cultural client group.