

Valérie Cohen-Scali · Jérôme Rossier  
Laura Nota *Editors*

# New Perspectives on Career Counseling and Guidance in Europe

Building Careers in Changing and  
Diverse Societies



 Springer

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*Editors*

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# Chapter 1

## Introduction: Building an International Community of Research in Career Guidance and Counseling

Valérie Cohen-Scali, Jérôme Rossier and Laura Nota

This multiauthor volume has come to fruition within the framework of the European Doctoral Programme in Career Guidance and Counseling (ECADOC). The aim of ECADOC is to train doctoral students and to build a community of research in the field of career guidance and counseling (CGC) all over the world. This book introduces recent or current studies implemented by the young researchers who have participated in ECADOC projects. The research presented reflects current streams of thought and paradigms in this field while drawing on significant past works. The CGC field carries out work that responds to the major problems of current societies with the aim of helping individuals and groups to face these new challenges, and forms part of a vast domain of research that first appeared early in the twentieth century. This introduction commences by delineating the main steps of the field's development from its beginning. It then proceeds to present the main current topics and paradigms that directly inspired the young participating researchers. This presentation is followed by a detailed description of the ECADOC program, including its principal contents and partnerships. Finally, a summary of this background material and overview of the 13 chapters of the book are provided to help readers locate content related to their main interests.

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# 1 Development of the Field and Main Challenges of Career Guidance and Counseling

Industrialization, the diversification and transformation of professional activities, rural exodus, and migratory flows generated the need for the field of career guidance and counseling (CGC) in the late 19th and early 20th centuries in many Western countries (Pope, 2000, 2015). Initially, CGC essentially focused on vocational guidance, defined as “[assisting young people] through expert counsel and guidance, in the selection of a vocation, the preparation for it, and the transition from school to work” (Parsons, 1909, p. 4). The increasing need for vocational guidance and the growing number of practitioners led to the creation of national associations, such as the National Vocational Guidance Association in the United States in 1913 and the Swiss Association for Career Guidance in 1916. The International Labor Office (ILO), with the aim of promoting social justice and human and labor rights, was founded in 1918. The first international conference on Psychotechnology, organized by Claparède in Geneva in 1920 (Viteles, 1968), offered a favorable context for the development of the career counseling field. During these early years the growth of applied psychology, and in particular psychometrics, sustained the development of CGC.

## 1.1 *An Evolution Parallel to the Evolution of Society*

Initially the main function of vocational guidance was to help young people or newcomers choose a profession or an occupation. Parsons (1909) specified from the outset that “in a wise choice of vocation there are three broad factors: (1) a clear understanding of yourself; (2) a knowledge of the requirements in different lines of work; (3) true reasoning on the relations of these two groups of facts” (p. 5). During the first half of the twentieth century, much effort was made to improve the ability of counselors to understand and describe counselees and recognize the diversity of skills required for various occupations. This was achieved in part by developing sophisticated psychometric tools to assess intelligence, interests, and other attributes, and by defining prototypical profiles for each occupation. An important effort was also to conceptualize and operationalize the link between personal and professional characteristics. Parsons presented 10 principles of good practice, some of which are still valid nowadays, such as the importance of written exercises (Brown & Krane, 2000), the fact that counselees have to be the authors of their choices (Rossier, Ginevra, Bollmann, & Nota, in press), and the importance for counselors to be authentic (Rogers, 1977). Authenticity in general, and in a counseling relationship in particular, promotes empowerment and self-directedness. During this period, changing one’s vocation was seen as “a sign of inadequate ability, and consequently of a mistake in the original choice of occupation” (Claparède, 1922, p. 11). At that time, vocational guidance was the core activity of the field, which is to help people select their vocational training. As we will discuss later, this



reasoning holds only if the development of the individual does not affect his or her profile of characteristics and aspirations, and if the professional context is stable over time.

After this early influence from research on individual differences and psychological assessment, the field of CGC benefited from the contributions of social and developmental psychology (e.g., Super, 1957). According to this approach, individuals evolve over their entire life course and face a succession of different environments (at work, at home, during leisure time). For this reason, interactions with their environments also continually evolve. This developmental perspective contributed to a new psychoeducational approach in the field, which conceived peoples' life as following a succession of predefined, temporally ordered stages. Given knowledge of the different transitions an individual will have to manage it becomes possible to design preventive psychoeducational programs, for example, to help schoolchildren prepare for entry into the world of work, or to help individuals who are soon to lose their jobs to develop effective job search strategies. Over time, people reach a stage of career maturity, defined as a "... readiness to cope with vocational developmental tasks [... which] are societal expectations that characterize each stage of vocational life. For instance, parents and teachers expect adolescents to crystallize, specify, and implement a vocational choice" (Savickas, 1984, p. 222). This development includes peoples' identity, which in its structured and differentiated nature can both account for this maturity, but also guarantee the peoples' integrity (Erikson, 1956/1980). This integrity and continuity of identity, or of self-concept and the perspective of oneself as an author of one's life, contributes to a sense of meaning in people's lives and careers. For this reason, the self-concept can also be considered as a meta-competency (Rossier, Maggiori, & Zimmermann, 2015). Psychosocial approaches are also increasingly useful in CGC, in particular regarding the huge changes experienced in the different contexts of life. For instance, meaning at work is an important aspect of the relationship between the individual and his or her professional context, as has been supported by many empirical studies (e.g., Kahn, 1990). Thus, these developments led the career counseling field to provide not only vocational guidance but also educational guidance interventions and to pave the way for CGC or the more recent life design interventions. Together with proponents of work adjustment and person-job fit (i.e., Dawis & Lofquist, 1984; Holland, 1985), the new theoretical perspective developed in the CGC field shares concern for the issue of adaptation to the professional context. This adaptation is always conceived as being dynamic, and not something permanent once achieved (e.g., Super & Knasel, 1981).

The contemporary world is characterized by an acceleration of change in social, political, and economic structures and by a marked increase in economic exchange and migratory flow. These dynamics generate more diffuse, unstable social structures and norms. Such changes offer increased freedom, as individuals can now more easily change roles, places, or social positions, but they also require people to manage by themselves matters that could previously have been prescribed by social norms. Moreover, states appear to have less ability to offer a secure social environment. Recent events in the Western world, such as "Brexit", seem to

confirm people's anxiety about the future, their lack of confidence in political elites, and their longing for security. Social disparities have also increased and larger numbers of people face social difficulties, especially people not in employment, education, or training (NEET; e.g., Yates, Harris, Sabates, & Staff, 2011). These trends may seem to be especially salient in individualistic Western cultures even if individualism seems to be associated with more social support and a higher level of social capital, as shown by several studies (e.g., Allik & Realo, 2004; Krim, Sherman, & Taylor, 2008). Nevertheless, it is extremely important that the field of CGC, as both a discipline and a community of professionals, takes a stand and puts forward its proposals to promote well-being and access to decent work and life, in part by supporting the work of the ILO. The communiqués on social justice and migration from the International Association for Educational and Vocational Guidance provide a strong example of how to express this conviction in the future. The European Society for Vocational Designing and Career Counseling (ESVDC) has also addressed these topics in conferences and study days, with symposia and workshops. In these events, many discussions were about the emergent problems that society faces: from lack of energy to insufficient food for all; from pollution to finding sustainable ways of development; and from migration to super-diversity. For ESVDC, education, training, and work must become first-rate and decent for everyone.

The political acts of CGC professionals are complemented and supported by research grounded in practice, which makes it possible to recommend interventions relevant to the current social context. Most contemporary theories in the field of CGC emphasize the importance of social context and its dynamic aspect, of people's affectivity and identity, and of the resources they can mobilize. Thus, contemporary approaches, such as life design interventions, aim to develop counselees' cognitive and emotional skills to help those who are most disadvantaged to better cope with the challenges of this postmodern world. Individuals must now manage a succession of transitions, so it is crucial that members of the entire population can benefit from CGC throughout their lives if needed.

## ***1.2 Linking Theory, Research, and Practice in CGC***

Professional and social integration is a complex phenomenon that is influenced by personal, social, and interpersonal attributes, as well as by the organizational and political environment. This complexity is highlighted when considering the definition of a multidimensional construct like employability (Guilbert, Beraud, Gouvernet, & Rossier, 2016). Research on such phenomena has to take many variables into consideration. In this context, promoting more multidisciplinary, interdisciplinary, and transdisciplinary research is certainly needed, in order to better understand individuals in their social, political, and economical contexts. Interdisciplinary approaches that span political sciences, comparative politics, social sciences, socioeconomics, economics, psychology, and other fields are necessary to best understand peoples' life courses in this postmodern world.

The life-course approach aims to encompass a variety of perspectives to describe human development (Levy & Pavie Team, 2005). When considering development throughout the life span, one can observe a whole series of phenomena that are extremely interesting and relevant for the CGC field, such as virtuous circles, negative spirals, non-linear accumulations of resources or vulnerabilities, and spillover effects.

A theory is a representation of reality that allows us to give meaning to an action or observation. This action or observation in turn raises questions about the associated conceptualization, which in some cases may have to be revised or expanded. Consequently, a counseling activity, empirical research on the activity, conceptualizations of the activity should always be linked to the results of such research. Moreover, these three aspects should influence each other in a varying sequence. In some cases practice inspires research, while in other situations basic research generates new practical applications. As counseling is a subtle activity, research ideally uses a diversity of methods to describe the dynamic and non-linear events that occur during practice. On the other side, practice should include ongoing reflection, fed, in part, by research data. Finally, theories should offer an evolving, and, if possible, integrative framework that takes into consideration new clinical observations or research results. In our view, the linking of theory, research, and practice is necessary to further develop the field of CGC and to increase its visibility and impact on the international political scene. This is crucial if the profession as a whole wants to more effectively promote human well-being, social justice, and access to a decent life for all.

## 2 Current Research and Emerging Methods in CGC

CGC is a very active field of research. For over a century, this field has examined multiple research questions so as to develop new concepts and theoretical models that allow a more effective approach to the varied situations individuals encounter during their professional lives. The following sections highlight the most recent paradigms and new themes of research that have contributed to or inspired the doctoral students' research described in this book.

### 2.1 *Evolution of Paradigms and New Models of CGC*

Savickas (2015) reminds us that a paradigm denotes distinct concepts and thought patterns. He summarizes Kuhn's definition of a paradigm, which is "universally recognized scientific achievements that, for a time, provide model problems and solutions for a community of researchers" (Savickas, 2015, p. 129–130). Researchers into the history of CGC have identified three periods that correspond to the emergence of three successive paradigms: vocational guidance, career education, and life design (Pope, 2015). The vocational guidance model was based on

the principle of searching for a person-environment fit. It aimed at increasing self-knowledge and information on occupations and professional fields, with the objective of finding an optimal correspondence between self and an occupation. However, as societies moved from the industrial era to the information era, the model appeared gradually less adapted to the new forms of work organization. This model was applicable to industrial societies of the twentieth century (Savickas & Baker, 2005) with organizations focusing on standardized production and long-term employment of workers. Following this, the more process-oriented approach of career education was initiated after the Second World War. This approach aims to understand the manner in which individuals make career decisions and develop their abilities in order to adapt to the variety and complexity of professional situations. It is supposed to provide answers to workers who want to know how they can advance through the professional hierarchy of bureaucratic organizations (Pope, 2015). Interventions are built on the analysis of career based on the development stages of Super (1957) and on the vocational interest patterns of the six-factor structure of Holland (Savickas & Spokane, 1999). These interventions involved taking into account attitudes to work, beliefs, and the skills capable of facilitating career decision-making. These two sets of approaches coexisted at the end of the twentieth century and are still of great interest when analyzing situations for the most stable part of the population, such as employees of large firms or certain categories of young graduates. Nevertheless, at the end of the twentieth century, careers transformed at a faster pace because organizations were forced to evolve more rapidly in more volatile markets. These emerging, protean, and “boundaryless” careers correspond to the continuous development of individuals who are forced to manage their career by themselves. Transitions and “at risk” situations are more numerous than in the past and more holistic approaches are required, integrating new concerns such as the meaning-of-work, relationships between different contexts, and the variety of social interactions (Richardson, Constantine & Washburn, 2005). The life design paradigm is the newest approach and offers the new, radically innovative design of individuals constructing their career and life by themselves:

A major consequence of the interconnectedness between the different life domains is that we can no longer speak confidently of “career development” nor of “vocational guidance”. Rather, we should envision life trajectories in which individuals progressively design and build their own life. (Savickas et al., 2009, p. 3)

Life design involves the mobilization of two psychological processes (Savickas, 2013): adaptation and identity. On one hand, more than before, it is necessary to adapt to a highly changeable and at-risk society, and to become responsible for the conception and direction of one’s life as a whole (and not only of one’s professional life). On the other, each individual has to clarify, deconstruct, and reconstruct his or her identity and thus to design it so that it is more in conformity with the person he or she wishes to become.

Life design also aims to help individuals maintain a balance in their lives, accompanying them, and helping them to integrate change harmoniously and

satisfactorily. This new paradigm has given rise to new forms of career counseling interventions based on social constructivism and social constructionism that place great emphasis on narrative and dialog-based approaches, such as the theory of career construction (Savickas, 2005) and the self-constructing model (Guichard, 2009). Other approaches (e.g., Nota & Rossier, 2015) are also based on this conceptual framework.

## ***2.2 Emerging Topics of Research in CGC***

CGC research is closely linked to societal evolutions and social issues. In the past 10 years, society, the labor market and career paths have changed substantially. In the CGC field, this situation has resulted in a greater depth of research on some older topics (such as transitions) but also in a concentration on the differentiating factors of the individual and of social attitudes. Finally, recent years have allowed the study and conceptualization of new notions referring to psychological processes involved in the construction of self and career development. The research carried out by the doctoral students of the European Doctoral Programme in Career Guidance and Counselling (ECADOC) program also reflects these evolutions. They also discuss topics in line with the current challenges encountered in very diverse societies.

### **2.2.1 Strategies to Deal with Unexpected Situations and Changes**

The term “transitioning” is increasingly used in the literature on career development (Hartung, Savickas, & Walsh, 2015a), reflecting the greater attention paid by researchers to the strategies developed by individuals to cope with changes in their lives. The scholarly literature has pointed to the specific need for career interventions to assist increasingly distinct groups of people.

Indeed, if personal and professional disruptions affect the lives of the vast majority of individuals, at the same time research shows it is essential to build devices and interventions able to meet the specific needs of groups of people. School-to-work transition issues take into account the needs and resources of young people, both to explore their environment and their interests and to define ways for them to integrate into the labor market (e.g., Domene, Landine, & Stewart, 2015). This activity mobilizes both a certain relationship to the environment, with some supportive people (parents, tutors, mentors, etc.) and some identity processes, such as roles, self-efficacy, emotions, and behaviors (Jaensch, Hirschi, & Freund, 2015; Valero & Hirschi, 2016). Research also focuses on the transition to retirement. This passage is indeed becoming more and more complex, with intermediate periods of reduction in working time, a reorganization of activities and a focus on maintaining health and well-being. Between professional integration and retirement, research focuses on

singular but increasingly numerous situations, such as: expatriate employees (Benson & Pattie, 2008; Presbitero & Quita, 2017); repatriates (Furuya, Stevens, Bird, Oddou & Mendenhall, 2009); and career changes of top-level athletes, trade unionists (Cohen-Scali, 2016), and elected officials, to name a few. This reflects the variety of career paths that span professional spaces, trade unions, and associations, allowing individuals to enrich their skills and rethink their professional identity.

### **2.2.2 The Role of Life Contexts, Spaces, and Territories for Vulnerable Individuals**

The globalization of the economy and social and professional exchanges are becoming more and more prevalent. Exchanges can indeed be more numerous than before, with wider networks of people and organizations due to efficient transport and new communication technologies. This could imply a movement towards the homogenization of working and living environments, which is true to some extent, particularly for the part of the population that is able to travel and access those technologies. However, the majority of the world's population continues to dedicate most of their resources to train, work, communicate, and live in their immediate environment. Some researchers in career counseling are interested in the effects of this globalization process on the most deprived, vulnerable, or discriminated-against individuals. Some of this research aims to identify the effects of living and working environments on the empowerment or disempowerment of individuals. The current stream of research on the role of CGC to protect health at work and promote decent work (Blustein, Olle, Connors-Kellgren & Diamonti, 2016; Duffy, Blustein, Diemer & Autin, 2016; Pouyaud, 2016) is among the most innovative. Another line of research examines the influence on career paths of relationships at work, such as the key role of players as mentors (Mitchell, Eby & Ragins, 2015), of the quality of living and working environments, and of learning opportunities.

### **2.2.3 Individuals' Attitudes Toward their Lives**

The context of chaotic career paths and fragmentation of work and life experiences has in recent years led researchers in CGC to develop many studies aimed at understanding how individuals can find meaning in their work and lives (Cardoso et al., 2016). Part of the research aims to identify how people use certain principles to organize their life and give it meaning, for example, referring to values or to a sense of morality or justice (Jeon & New Man, 2016). Another line of research concerns the study of the new attitudes of individuals towards the events that occur in their lives. Inspired by positive psychology, many works aim at analyzing and promoting attitudes favoring the management of unexpected events such as planned happenstance or serendipity approaches (Hartung et al., 2015a). The management of difficult events has mobilized research on notions of hope, courage,

enthusiasm (Ginevra et al., 2016; Nota & Rossier, 2015), and optimism (Garcia, Restubog, Bordia, Bordia & Roxas, 2015), gradually conceptualized and integrated as psychological processes. As a continuation of this work, mention should also be made of increasingly numerous studies relating to happiness, well-being, and fun as a set of attitudes towards life, associated with a personal philosophy and reflecting the ability of individuals to influence their perception of themselves and their environment (Sovet, 2014).

### 2.2.4 Emerging Methods

In addition to these themes, it is necessary to refer to the methods of research, which are also being rapidly renewed. Since the situations studied are often more complex than in the past, research is aimed at approaching a phenomenon by observing it from different angles and taking into account changes over time. Thus, it becomes more common for research to adopt mixed methods, integrating both a qualitative and a quantitative approach. Nevertheless, it is often difficult to report such comprehensive research in scientific journals that impose short formats. Researchers focusing on qualitative approaches have also developed their methods of discourse/speech collection and of conducting interviews and observations. Longitudinal methods are more numerous than in the past despite the difficulties of implementation. These approaches allow for follow-up of populations over several years and for reports of individual strategies over the medium or long term.

In addition to semi-directive interviews, researchers use life-story approaches, narratives, and dialogs to study the transformations of individuals in certain situations. Action research methodologies or collective interventions are also used. In terms of quantitative methods, a more varied use of complex statistical models is observed (e.g., latent growth modeling, cross-lagged models, etc.). Similarly, given the amount of research conducted in CGC today, many researchers perform meta-analysis, enabling them to identify the main effects of certain variables they are studying as identified by empirical sets of work. All these evolutions appear in diverse ways in the research introduced in this book.

## 3 Constructing a Community of Researchers in CGC

Those involved in research and training are aware of the complexity of conducting comprehensive and generalizable analyses because of the enormous variability among individuals and the numerous conditions that determine the level of individual access to different life contexts and the quality of their existence. Beyond the economic conditions, we believe that the future of the next generations and the quality of their existence will mainly depend on their ability to live together. In this regard, universities have the obligation to provide clear direction.

Scholars, researchers, and practitioners in this field are invited to engage more effectively in relevant research and development activities, to support individuals

in co-constructing their lives, and to expand innovation and the evidence basis for employment and social inclusion, especially of at-risk individuals (low skilled youth, immigrants, individuals with disability, etc.). This also requires investment in building research communities that share the same vision and collaborate together on these projects. In the context of globalization and internationalization of CGC practices—and to provide significant contributions, answers, ideas and actions that can help society to face the challenges of these times—the ability to develop networks and international collaborations is particularly encouraged by researchers, practitioners, and European policies (Bengtsson et al., 2015; Lyall & Meagher, 2012).

This perspective led to the creation of the ECADOC, on the initiative of a group of European scholars and researchers and funded by the European Commission for 2014–2016. The program is a joint venture of the ESDC and the Network for Innovation in Career Guidance and Counselling in Europe (NICE), which was funded by the Erasmus program from 2009–2015. The program includes a Scientific Coordinator, Laura Nota from the University of Padova, a Program Manager, Johannes Katsarov, Coordinator of NICE, and three committees: the Scientific Committee, the Advisory Board, and a consortium of experts in quality management and evaluation.

The Scientific Committee includes Laura Nota, Johannes Katsarov, Valérie Cohen-Scali from Cnam-Inetop in Paris, Rachel Mulvey from the University of East London, Jérôme Rossier from the University of Lausanne, Rie Thomsen from Aarhus University in Copenhagen, and Peter Weber from Heidelberg University. The members of the scientific committee are in charge of developing the central concepts, organizing the summer schools, stimulating joint research projects, and maintaining community involvement.

The members of the advisory board and the consortium of experts in quality management and evaluation equally represent the different general research perspectives and influential European institutions of research in CGC. They collaborate with the scientific committee to make strategic decisions, produce concepts, and organize high-level summer schools. The partners of the advisory board and of this consortium are listed in Table 1.

The ECADOC program aims to attract and train the next generation of academic leaders and researchers needed for the CGC field. It offers a unique opportunity to senior and young scholars in the field from all over Europe to create collaborative networks and run a program at a European scale. To this end, three summer schools were organized to provide international training and networking opportunities to about 25 doctoral researchers each year. The first summer school was hosted by the University of Padova in 2014 and attended by 26 doctoral researchers and 2 guests from Italy and the UK; the second summer school was organized by INETOP (Institut National d'Étude du Travail et d'Orientation Professionnelle) of France's Conservatoire National des Arts et Métiers (CNAM), and involved 26 doctoral researchers from different European countries, and 2 guests from Japan and Brazil; the third was held in Lausanne in September 2016 and involved 26 doctoral researchers from different countries, and 2 guests from Singapore and Greece.



**Table 1** Partners of the advisory board and consortium of experts in quality management and evaluation

Name and Surname	Affiliation
<i>Advisory Board</i>	
Jean-Pierre Dauwalder	University of Lausanne
M. Eduarda Duarte	University of Lisbon
Jean Guichard	Cnam-Inetop/University of Wroclaw
Christiane Schiersmann	University of Heidelberg
Salvatore Soresi	University of Padova
Raoul Van Esbroeck	Vrije Universiteit Brussel
Annelies E.M. van Vianen	University of Amsterdam
Alicja Kargulowa	University of Wroclaw
<i>Experts in quality management and evaluation</i>	
Nikos Drosos	University of Athens
Sif Einarsdóttir	University of Iceland
Bernd-Joachim Ertelt	University of Heidelberg
Ole Henckel	Aarhus University
István Kiss	University ELTE
Kestutis Pukelis	University of Kaunas
Hazel Reid	Canterbury Christ Church University
Despina Sidiropoulou-Dimakakou	University of Athens
Ronald Sultana	University of Malta
Seija Koskela	JAMK University of Applied Sciences

The priority of each summer school was to support the development of research competences, transversal and conceptual skills, especially those related to networking, innovation skills (how to identify, develop, and realize innovative ideas), intercultural competence (understanding diversity, exchanging values, etc.), all of which are needed for a successful career in this academic field.

As regards research competences, interactive methodological training sessions were provided, raising important questions concerning qualitative and quantitative research in the field of CGC, and highlighting the richness and methodological challenges related to relevant research approaches, including international projects. Table 2 presents the workshops organized in the three ECADOC summer schools.

As regards transversal and innovation skills, emphasis was focused on the issues relating to policy, practice, and science in the CGC field in order to prepare young researchers to identify grand research themes for the future and to develop innovative research strategies for large-scale international projects. Attention was also given to positive attitudes, such as optimism, hope, courage, curiosity, creativity, exploration, investment in education and training, willingness to develop interdisciplinary and multidisciplinary research projects, and to reflective practice. Of these qualities, reflexivity appears necessary for developing collaborative research projects

**Table 2** Workshops of the ECADOC summer schools

Workshop	Speakers
<i>Qualitative workshops</i>	
Qualitative Research Methodology	<i>Jenny Bimrose</i> , University of Warwick
Explicitation interview	<i>Anne Cazemajou</i> , Blaise Pascal University, Clermont University
Assessment of career counseling change: An idiographic approach	<i>Paulo Cardoso</i> , University of Évora
Supervision in career counseling: Challenges, strategies, and models	<i>Susan Whiston</i> , Indiana University
Consensual qualitative research in vocational psychology	<i>Jonas Masdonati</i> , University of Lausanne
What is interpretive and biographical research and how do we assure quality?	<i>Hazel Reid</i> , Canterbury Christ Church University
How can we use sociological theories for qualitative research?	<i>Anna Bilon, Alicja Kargulowa, Michal Mielczarek, Joanna Minta</i> , University of Lower Silesia
Participatory approaches to research: Research circles and practice portrait methodologies	<i>Rie Thomsen</i> , University of Southern Denmark
<i>Quantitative workshops</i>	
Meta-Analysis	<i>Wolfgang Viechtbauer</i> , Maastricht University
Cross-Cultural Research methodologies	<i>Fons van de Vijver</i> , University of Tilburg
Ensuring quality in survey research	<i>Caroline Roberts</i> , University of Lausanne
Challenges to causal inference in longitudinal surveys	<i>Grégoire Bollmann</i> , University of Lausanne,
Cross-cultural assessment in CGC	<i>Sif Einarsdóttir</i> , University of Iceland

and taking into account the perspectives of all the researchers involved. It can contribute significantly to sense-making in cross-cultural research teams conducting collaborative studies, especially when there is a need to combine insider and outsider perspectives (Coldwell & Fried, 2014; Easterby-Smith & Malina, 1999).

During the summer schools, research collaboration among young participants was strongly encouraged, as several studies in the diversity management field clearly highlight the advantages of building strategic alliances (Bell & Berry, 2007; Bodla, Tang, Jiang, & Tian, 2016). Indeed, it is well documented that heterogeneous groups in terms of ethnicity, country of origin, gender, age, backgrounds, and so on, develop more and higher quality solutions to problems than homogeneous groups (Mach & Baruch, 2015; Richard, Kirby, & Chadwick, 2013). The following joint projects were developed during the summer schools or are in progress:

- A. The first international collaboration started in 2012, and involved Sara Santilli (University of Padova), Jenny Marcionetti (University of Lausanne),

Shékina Rochat (University of Lausanne), and their senior researchers, with the main goal of studying the relationship between career adaptability, orientation toward the future, and life satisfaction in Italian and Swiss adolescents.

- B. Another project was started at the end of the first summer school that aims at examining the relationship between career adaptability, courage, and other positive resources in French, Greek, and Italian adolescents. It involves Chiara Annovazzi (University of Milano-Bicocca), Andronikos Kaliris (University of Athens), Ernesto Lodi (University of Sassari), Laurent Sovet (University René Descartes), and a member of the ECADOC organizing committee, Maria Cristina Ginevra.
- C. At the end of the second summer school, two additional projects were developed: one involving Sara Santilli (University of Padova) and Silke Grossen (Catholic University of Leuven), with the aim of studying the relationship between career adaptability, resilience, and life satisfaction in Italian, Belgian, and South African adolescents; and the other, involving Yuliya Lipshits-Braziler (The Hebrew University of Jerusalem), Marc Abessolo (University of Lausanne), and Sara Santilli and Ilaria Di Maggio (University of Padova), with the aim of testing the validity of a meaning-of-work model across Israel, Switzerland, and Italy.
- D. During the third summer school, two other projects were developed: The first involves Didem Kepir-Sávoly (Hacettepe University) and Ilaria Di Maggio (University of Padova) and aims at studying positive resources in life and career design among immigrants. The second, involving Anouk Albien (Stellenbosch University) and Ilaria Di Maggio (University of Padova), aims at examining the relationship between career adaptability and other positive resources among Italian and South African adolescents.

The work performed over the past years convinced us of the need to capitalize our efforts as a community, collecting in this volume numerous stimuli, reflections, and studies realized due to the many exchanges among us and with experts in the field. The European Research Agenda was developed by the ECADOC scientific committee with the aim of continuing to pursue common goals into the future. Our strength comes to us also through doctoral students' voices, especially those of Caroline Arnoux and Marie-Line Robinet who—at the international scientific conference, “Career and Life Design interventions for sustainable development and decent work” (June 6–8, 2016 Wroclaw) held by the UNESCO CHAIR on Life Long Guidance and Counseling—emphasized that ECADOC summer schools gave them the opportunity to acquire methodological skills (qualitative and quantitative methods and use of statistical packages), to overcome personal challenges in presenting their research projects, to reflect on important research questions for the future, and to start international research collaborations with scholars and colleagues from other European countries.

## 4 Presentation of the Book

The ECADOC program has brought together doctoral students working on topical issues in the field of CGC, using various theoretical references and methodologies. The aim of the current volume is to disseminate this research to students and researchers all over the world, as well as informing practitioners about this very current work to support them in developing innovative interventions. To prepare this compilation, a call for contributing authors was addressed to the teams of researchers (doctoral students, researchers, and academics) who have participated in one of the ECADOC summer schools. The objectives of the volume are:

- to present the current questions and preoccupations of young researchers all around the world in the field of CGC;
- to gradually develop a community of researchers who publish together;
- to offer the opportunity to doctoral students and collaborators to present their research to a larger audience than that reached by scientific articles; and
- to provide a concrete product that will persist beyond the end of ECADOC program.

ECADOC researchers (doctoral students, scientists, and academics) were asked to make chapter proposals alone or as a team. Proposals could be related to doctoral research or to another study in which they participated, with or without the involvement of a doctoral supervisor. The editors of this book received many proposals leading to an initial selection based on a set of criteria, including the scientific quality of the proposal and its empirical foundation. The selection was then refined to underline the diversity of student profiles and of the territories in which the research was conducted. We also wanted to show the diversity of the research topics, of the theoretical frameworks, and of the methods used by the doctoral students. At that point, each selected proposal was peer-reviewed by two experts in the field of career counseling and guidance, most of whom were involved in the ECADOC program. The final decision was made by the editors based on these reviews. The editors of this book also asked some senior researchers to write a chapter to share their perception of the evolution of research in the field and to provide some direction for the future. Jean Guichard, as director of the UNESCO Chair on Life Long Guidance and Counseling and professor at Cnam-Inetop proposed one chapter, and Lea Ferrari, Teresa Maria Sgaramella, and Salvatore Soresi, as professors at the University of Padova and organization head of the ECADOC program proposed another. The seven members of the Scientific Committee worked together to contribute to the final chapter, which proposes a European Research Agenda for the future of career counseling and research. These three additional chapters were also thoroughly reviewed. As an ensemble, the book provides a broad overview of the research interests, theoretical frameworks, methodologies, and career counseling devices that are useful in analyzing the variety of career counseling and guidance situations for individuals living in different parts of the world.

The book is divided into five parts. The first is entitled “Key psychological processes involved in the career construction of young adults” and highlights the role of the psychological resources that adolescents and young adults may mobilize to make career choices and to define their future. Two chapters provide comparative data between different European countries and are the results of collaborations between participants of the ECADOC summer schools. These chapters focus on what the authors call “positive variables”, which are derived from concepts anchored in positive psychology and correspond to sets of psychological resources that support the development of positive attitudes and optimistic behaviors regarding life. A European team of researchers from three countries has studied the role of two key psychological processes for the development of adolescents in those countries, namely, career adaptability and courage. Both processes appear to be determinative support resources for the young people to face the challenges of different social contexts (Chapter 2). Another team of young researchers from four countries has made a comparison between adolescents of three European countries. Through two studies, they analyze the relationships between several positive variables (hope, optimism, future orientation, and resilience) and career adaptability. They underline that these different psychological constructs are involved in the perception of life satisfaction (Chapter 3). Other psychological constructs that have been studied for a long time for their important role in career development of young adults have also been analyzed. Career maturity as a representation of an individual’s ability to cope with career construction tasks has been studied in relation with some dimensions of the Holland model (Chapter 4). This research questions the usefulness and the relevance of Holland’s approach to measuring career maturity. The difficulty in choosing a career path is a situation shared by many adolescents. Anxiety and psychological distress may result in career indecision and career counselors must be aware of this issue. One study focuses on this specific situation and on strategies that are used by adolescents to face career indecision (Chapter 5). This chapter presents a career-specific coping model and a corresponding measure for assessing individual’s strategies for coping with career indecision. To summarize, the first part of the book focuses on supportive psychological resources that could be useful in drawing lines for the future while at the same time underlining some difficulties that young adults may face in making plans.

The second part of the book deals with situations of transition faced by individuals of different ages and focuses on identity and currently implemented social strategies. The initial chapter presents a study on the transition from work to retirement using a life design perspective. It underlines the identity changes in the process, and particularly how subjective identity forms are articulated between individual’s salient roles in different life domains and through time. Through a case study, it shows how meaning is provided by the fulfillment of individuals’ key goods and perception of mattering (Chapter 6). The transition from university to the labor market is also analyzed through interviews with young graduates in different fields (Chapter 7). It shows the different strategies of career construction implemented by the individuals while entering the labor market for the vocational field they have chosen. The last chapter of this part introduces a comparative

analysis of the labor market integration of young adults living in two peripheral coastal locations in England, and underlines the importance of geography in career development (Chapter 8).

The third part introduces different types of guidance devices or structures that favor positive career counseling outcomes and reflection about the work and career of young adults. These devices allow young people to involve themselves in social interactions and activities that contribute to in-depth thinking about the self and the future. A career counseling device based on an existential perspective has been implemented with the aim to evoke the meaning of life and the meaning of work in a population of college students (Chapter 9). This intervention, comprised of several steps, supports the development of vocational projects through reflection and action. Self-reflection is also a key process of another device based on a systemic career counseling approach, which was introduced and implemented among marginalized South African youth (Chapter 10). Using qualitative assessment, this research identifies the main enablers and barriers that these adolescents perceive in their environment and in themselves. Such information allows for the highlighting of some practical concerns for career counselors. Young adults who are also in difficult situations are studied in the research presented in the subsequent chapter (Chapter 11). These young adults are all outside the education system and unemployed, and participate in a guidance center. The research examines the interactions with peers and counselors that take place in this center, using a narrative positioning approach. It underlines the importance of these local collective contexts for the self-construction of youth.

The last part consists of works written by more experienced researchers. The initial chapter (Chapter 12) proposes a broad reflection on whether the life-and-career design interventions provided to citizens in current societies prepare them to cope with the challenges now faced by the planet and by mankind. Some major lines are drawn concerning the role of career counselors and the importance of developing new kinds of career counseling interventions to support people in facing the crucial challenges in today's societies. The subsequent chapter (Chapter 13) reflects on the attitudes and competences that should be promoted among doctoral students in CGC to help them become successful scholars, given the principal challenges and current research questions in the field. Guiding principles for research and practice are described, which include the acquisition of an interdisciplinary perspective and the necessity of valuing diversity, developing cultural competence, and promoting social responsibility for an inclusive society. The last chapter (Chapter 14) is the product of collaboration among the members of the ECADOC scientific committee and presents a European Research Agenda (ERA) for the CGC field. It discusses the main current challenges for the field, and identifies how research should develop in the future. Six main themes are presented: the career-related challenges of citizens, processes and interventions of CGC, outcomes and effects of CGC interventions, professionalism and competences of career practitioners, organization of career services, and societal contexts of career services. This ERA must be considered as a basis for discussions, exchanges, and reflections among researchers, students, and practitioners to support the development of

research and practices and their adaptation to the increasing uncertainty in the evolution of current societies.

Thus, the ECADOC program has given many doctoral students and young researchers the opportunity to deepen their research, to put it into perspective, to be confronted with the viewpoints of others, and to discuss their work with more experienced researchers. This book is the result of these activities of reflection and international collaborations as well as the starting point of new research perspectives for the CGC field. It is also the result of our partnerships with other European networks such as NICE and ESVDC, as well as international networks including the UNESCO Chair on Life Long Guidance and Counseling (Institute of Pedagogy, University of Wrocław, Poland).

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