

INTERNATIONAL CONFERENCE

**Vocational designing
and Career counselling**

Challenges and new horizons

12-13-14 September 2011, Padova - Italy

ABSTRACTS

Saluti ai Partecipanti

Le sfide che il career counseling e il vocational guidance debbono essere in grado di raccogliere in un'epoca di marcata incertezza e di crisi socioeconomica come quella che stiamo vivendo sono decisamente numerose ed impegnative. Per chi si occupa del futuro è sempre più difficile e rischioso avanzare previsioni ed assumersi la responsabilità di indicare scenari futuri, prospettive ed opportunità.

Chi si occupa oggi di orientamento si trova sempre più frequentemente nella necessità di dover suggerire come gestire i rischi, come affrontare l'incertezza, come accettare la procrastinazione di rinforzi e gratificazioni, come trasformare l'indecisione e l'incertezza in opportunità e come procacciarsi nuovi ed efficaci strumenti culturali. Per la costruzione di un futuro professionale in grado di influenzare positivamente la qualità della vita delle persone, è necessario continuare ad ipotizzare come sia possibile, nonostante tutto, aiutare le persone a persistere, a lasciarsi guidare dai propri valori, interessi ed aspirazioni, a mantenersi ancorati ai propri desideri di autodeterminazione e di realizzazione personale. Si tratterà anche, però, di stimolare la rappresentazione di scenari professionali implicanti frequenti ed eterogenee interazioni, partecipando alle quali le persone saranno invitate a manifestare disponibilità al cambiamento e capacità di adattamento a situazioni diverse e sempre più multiculturali.

Tutto questo è e sarà richiesto a tutti a prescindere dalla formazione intrapresa o dal tipo di lavoro che sarà svolto, ma l'orientamento e il career counseling sono pronti a fornire supporti adeguati in presenza di queste nuove sfide?

Come si stanno attrezzando per farlo?

Quali, attualmente, sono le ipotesi che possono essere considerate maggiormente promettenti?

Quali procedure e strumenti si dovranno privilegiare?

Quali coinvolgimenti e partecipazioni dovranno essere stimolati e realizzati?

Quali competenze dovranno dimostrare di possedere i professionisti dell'orientamento e del career counseling?

Gli organizzatori e i sostenitori di questa Conferenza sono sicuri che gli studiosi, i ricercatori e i professionisti del vocational designing potranno, a Padova, intravedere nuove ipotesi di ricerca, nuovi ambiti e nuove strategie di intervento grazie al dibattito e al confronto internazionale che loro stessi certamente contribuiranno ad animare.

Salvatore Soresi

Welcome

Many and demanding are the challenges that career counseling and vocational guidance professionals must face at a time of *marked uncertainty* and deep *social and economic crisis*. Dealing with choice and professional planning with sufficient scientific and methodological rigour is becoming more and more difficult. Very few predictions can be made with high levels of certainty and it is increasingly risky to take on the responsibility of suggesting scenarios, perspectives and opportunities.

The new demanding challenges include unemployment and underemployment risks, job insecurity and mobility, increasingly high rates of flexibility and adaptability needed in today's world of work, and widespread experience of poverty. Thus, it becomes a challenge simply to have to suggest how to handle risks, how to cope with uncertainty, how to accept delayed reinforcements and gratifications, how to transform indecision and uncertainty into opportunities and how to access and utilize new up-to-date cultural instruments.

In order to build a professional future that can positively impact people's quality of life, we must continue to hypothesize *how*, in spite of everything, *people can be helped* to persist, to be guided by their own values, interests and aspirations, to persist in pursuit of their own self-determination and personal realization.

The same career adaptability demanded of those we wish to serve is also required of today's career professionals. We must be willing to change and able to adapt to different and increasingly multicultural situations.

All that is and will be expected of everyone, regardless of their training or line of work carried out.

Will Vocational designing or career counseling professionals be ready to provide supports in light of these new challenges?

How are they getting ready to do so?

Which models and practices are most promising today?

Which procedures and instruments ought to be prioritized?

Which involvements and participations should be encouraged and realized?

The organizers and the supporters of this Conference are confident that scholars, researchers, and the vocational design counselors that will come to Padua will be able to formulate new research hypotheses, new ambits and strategies of intervention, thanks to the fruitful international dialogue, debate, and reflection to which they themselves will contribute.

Salvatore Soresi

ABSTRACTS

MONDAY 12 SEPTEMBER, 2011

PLENARY SESSION

**CHANGING ROLES AND RESPONSIBILITIES FOR VOCATIONAL
PSYCHOLOGISTS: “RIGHT-SIZING” THE WORKFORCE**

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This presentation will highlight issues surrounding the changing workforce and the roles vocational psychologists can play in more directly contributing to the discourse on “right-sizing” the workforce. The discussion will focus on forces that cause economic distress and the subsequent effects on marginalized groups. Questions will be raised about the role vocational psychologists may play in helping others examine their lives after a disaster strikes because some people will most probably have to change work locations and career paths. Further, the most recent world-wide economic downturn may have disproportionately affected different racial/ethnic/gender groups. The presentation will raise issues about how such changes might affect the size of the workforce and the vocational outlook for such groups. The discussion will propose that vocational psychologists must expand their traditional study from that of career development to the role and definition of work and economic impact of work on society.

The presentation will also look at the role a vocational psychologist might play in shaping the educational development of individuals who could potentially change the vocational and economic world culture. Vocational psychologists will need to use vocational psychology training in ever expanding roles beyond that of direct services provider and/or instructor. In order to make systemic impacts on the vocational and economic cultures in societies it is essential that these psychologists take their training and serve larger roles in the community and in educational institutions. The presentation will offer details of the change in culture and focus in an educational institution as a result of the influence of a vocational psychologist.

The presentation will conclude with a set of concise and practical recommendations for vocational psychologists and educational administrators.

PARALLEL SYMPOSIA

OLDER WOMEN'S WORK AND LEARNING PATHWAYS: STORIES OF TRANSITION AND ADAPTABILITY

Chair: Jenny Bimrose, *University of Warwick, UK*
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Women continue to suffer from disadvantage and discrimination in multiple areas of their lives (United Nations, 2010), despite some progress towards equality having been achieved. Gender research to date has largely focused on women of child bearing age, thus less is known about the working lives of older women. Older women's participation in the labour market is of particular relevance to career development, because the consistent failure of women to sustain continuous, well-remunerated employment results in an impoverished old age, which is often characterized by social exclusion and reduced quality of life (Smeaton & Vegeris, 2009).

The proposed symposium explores the career development of older women (aged 45 - 65) across five nations (Australia, England, Germany, Italy and South Africa), using qualitative methodologies. Twelve women were interviewed in each country and initial results are reported here. The broad aims of the study were to use career stories to explore the nature of learning and work transitions experienced by this particular group and to examine adaptive strategies they used. This symposium reports on the stories told by sixty women across five countries of their career and learning trajectories to date, identifying key events, significant influencers, impediments to progression and successes, as well as the adaptations that they have made to overcome barriers and obstacles. Common themes emerged across both developed and developing countries that provide powerful insight into the impediments and facilitators of career development for this particular client group. Social equity emerged as a key issue, with findings highlighting the combined impact of gender, age and ethnicity on the lives of the women. The implications of the findings for career theory, research and practice are also discussed and provide evidence to support the arguments that a more holistic theoretical approach is appropriate for this career client group.

The key learning objectives of this symposium are to:

- a) develop an understanding of older women's career development in diverse countries
- b) identify global and local narratives of older women
- c) develop an understanding of research methodologies appropriate to investigating older women's careers
- d) consider issues and challenges facing research into older women's career development

References

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Combating occupational segregation: The role for careers guidance and counseling

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The strategic biographies of twelve women were constructed as they responded to the challenges of balancing the demands of formal employment whilst continuing to develop their work-related learning, careers and identities. A qualitative, case study approach was used for this small scale country study, since it encourages multiple methods of investigation and recognizes the importance of both context and social structure. In so doing, it combines elements of the psychological and social scientific approaches essential for investigating the career development of older women. Purposive sampling enabled the identification of participants from on-line questionnaires completed by a large (c 1,100) European sample of mid-career workers (2009) who had indicated their willingness to be interviewed. Data collected during in-depth telephone interviews supplemented the questionnaire data to provide rich and deep insights on the learning and career trajectories of older women. Discrimination and harassment emerged as crucial in both shaping career progression and also influencing personal and professional identities. A complex interaction of a number of variables in the development of older women's learning and career trajectories became evident as data analysis progressed. The focus of this paper relates to data collected on workplace discrimination, which emerged as an important factor. This was barely recognized by some participants and its formative influence marginalized by others. Yet its impact in structuring opportunities and aspirations is evident. Particularly striking is the way in which experiences of discrimination in the workplace tend to be systematically normalized by victims and how a range of strategies for coping are deployed. Embedded in these responses was the taken-for-granted assumption that this is how things are and simply have to be tolerated. Gender discrimination continues to act as a barrier to women's learning and career progression. Access to formal career guidance and counseling support is rare. Where informal networks were under-developed, individuals struggled to progress. This poses a set of challenges for the professional practice of careers guidance and counseling, together with ethical challenges for career practitioners working with this client group.

Older Australian women's careers: Learning from significant transitions

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Older women's career trajectories are more likely than those of men to include late entry to the workforce, interrupted workforce participation or substantial part-time employment. Older women therefore are likely to have experienced many learning and work transitions. The aim of the study was to examine how Australian women cope with learning and work transitions and adapt to the new situations brought about by such transitions.

Data were collected by semi-structured interviews. Participants were recruited by career counsellors who made project information supplied by the researcher available to women in the 45 to 65 year age group. Women interested in participating in the project contacted the researcher. The focus of the present paper is on the most significant work or learning transition experienced by participants. The interview included questions related to the process of the significant transition, emotions experienced during the transition period, issues faced (e.g., finance, family commitments), support accessed, strategies employed, and advice to others. Data analysis was conducted using a grounded theory approach. All of the participants had experienced numerous learning and work transitions during the course of their careers and all were able to identify their most significant transition. Findings confirmed the relational nature of the women's careers and provided insight into strategies employed by the participants in adapting to transition. A lack of professional support accessed by the women was evident as was their resourcefulness in adapting to transition. The need to consider both the subjective and objective experience of career transition is evident in the findings. Further, the findings suggest that providing opportunities for women to tell holistic career stories may be a useful strategy for career development practitioners. The challenge of encouraging women to access professional support is considered.

Socially embedded career identities: A voice-centred analysis of the career narratives of ten Black South African women

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Career theories, particularly in the post-modern context, have increasingly been challenged for their implicit (Western) assumption that autonomous individuals make internally driven career decisions. A recent article by Duffy and Dik (2009) highlight a number of sources 'beyond the self' that influence career development. While promising, this research continues in the realist tradition by reducing 'external sources' to variables that influence a pre-existing individual. This paper aims to challenge this view that reinforces the individual-social/agency-determinism dichotomy in relation to career development. The paper argues that there is a dialectical relationship between the individual and society. Rather than simply influencing the career choices of an individual social factors help create the socially embedded individual who is constantly negotiating her subjectivity and career identity within particular (and sometimes multiple) socio-political and cultural contexts.

Career research needs to start asking research questions that are framed by an understanding of individuals as socially-embedded. This study is informed by the theory of hermeneutics, which acknowledges the historical and social contexts that shape individuals' interpretations of their lives. Narrative interviews were used to collect the career development stories of ten Black South African women and the voice-centred method of analysis, based on the principal of relational ontology, was used to analyze the narratives.

The analysis powerfully demonstrates the social embeddedness of the women's career narratives. The study illustrates that the women's process of career development cannot be separated from the process through which they negotiated complex webs of interpersonal relationships and cultural scripts within a particular socio-political context. The analysis,

for example, illustrates how the women's career narratives are informed by wider apartheid legislation and, therefore, identity constructs such as race and gender. Cultural scripts around connectedness and personhood were also found to be integral to the career development of these women. Social factors cannot be seen as 'beyond the self', but should rather be seen as inextricable from the ongoing process of identity formation and, therefore, career development.

Reflexivity of older women in work and mobility paths: Issues from the Italian cases

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The Italian interviews have been carried out according to a life stories approach, which assumes that the lived, internal and subjective experience of participants will be examined through discursive and dialogic processes. The paper will provide some interpretations of participants' experiences trying to explain the reflexivity processes attached to such experiences. Two other constructs, identity and emotions, both conceptually linked to reflexivity, will be also put into play in order to grasp interesting aspects of subjective attitudes and, in parallel, to confront different theoretical stances about the issues at stake.

Several different concepts of reflexivity will also be taken into account, starting from the opposition between reflectivity (mostly objective e and synchronic) and reflexivity (mostly subjective e and diachronic). The emphasis will be placed on self-reflexivity, insofar as it questions the taken-for-granted rules and the ways of thinking about practices and relations with others. Another important notion of reflexivity will be also taken into account: the regular exercise of the mental ability, shared by all normal people, to consider themselves in relation to their (social) context and vice versa. This notion will be used for interpreting some interviews' outputs, together with the construct of internal conversation, which has been developed by the same author and which is related to the idea of "self-talk" and "talking to oneself" that from time to time appears in interviews. A comparison of the interviews will be also made using a classification of reflexive types.

As far as identity is concerned, this is always present in subjects' discourses. The ways in which the work mobility paths are perceived are highly dependent on more or less hidden questions such as "who am I?" or "who am I going to become". The idea of nested identities is used, whereby selfhood emerges from consciousness, personal identity from selfhood, and social identity from personal identity. Other concepts will be also taken into account, such as the idea of a narrative self in which two "landscapes" converge: the one of "action" (outlining the actor's agentic co-ordinates) and the one of "consciousness" (regarding the actor's mental states: beliefs, emotions). Finally, the paper will deal with emotions, which are omnipresent in subject's reflexive.

In conclusion, some gaps and bridges between different theoretical approaches will be identified. The need for a closer understanding of reflexive dynamics involved in mobility processes even for practical purposes will be stressed, related to emerging education needs of lifelong career guidance professionals.

Older women's labour market experiences: Emerging themes from the German participants

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A number of themes have emerged from the initial analysis of the German interview data that are similar to other countries and relevant to careers theory and practice. In the German context, there is, for example, a lack of access to information about support structures for re-directing individual careers (or even total lack of institutional support), even in critical situations like threat of redundancy or re-integration into the labour market. As the women cases illustrated not mainstream, but fairly individualized career pathways, they would need specific support structures and, overall, support structures that are targeted to the specific needs of female careers.

It was also apparent from the data that distinctly female careers existed and the women had difficulty in trying to accommodate family interests - the women who continued with their careers either were single mothers or had no children, or lived in a 'patchwork' family situation. This may indicate difficulty experienced in trying to pursue their own career interests and ambitions, in combination with a stable and demanding family life.

There was also the issue of career models: first, apparently career models for women of that age group for the German sample did not really exist, so the women either had fairly unusual careers, or radical career changes after having followed for a considerable period of time a career that was considered 'appropriate' for a woman. This leads to a fourth issue: discrimination - either in terms of being in a man's job, or having no career progression opportunities as a woman, or in terms of access to learning (not being allowed to or supported to study by the family), or in terms of effectively combining work and the family. Apparently, women seek a niche or just follow their own very strong ideals.

What became obvious in all the German cases is that in order to accomplish career changes successfully, women have to master a series of difficulties and overcome barriers and need to be very focused and strong-minded in order to reach their goals. One other issue that emerged related to the issue of careers levels or steps, i.e. that by the age of 50 or so some women felt they had reached the limits in terms of further career progression opportunities because of what would be required in terms of a leading position would be too much or not acceptable or not compatible with other commitments.

**THE CAREER ADAPT-ABILITIES SCALE:
CONSTRUCTION, RELIABILITY, AND MEASUREMENT**
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The Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries

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Researchers from 13 countries collaborated in constructing a psychometric scale to measure career adaptability. They defined career adaptability as a psychosocial construct that denotes an individual's resources for coping with current and anticipated tasks, transitions, traumas in their occupational roles that, to some degree large or small, alter their social integration. Career adaptability resources are the self-regulation capacities that a person may draw upon to solve the unfamiliar, complex, and ill-defined problems presented by developmental vocational tasks, occupational transitions, and work traumas. Based on four pilot tests, a research version of the proposed scale consisting of 55 items was field tested in 13 countries. The resulting Career Adapt-Abilities Scale (CAAS) consists of four scales, each with six items. The four scales measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. The CAAS demonstrates metric invariance across all the countries, but does not exhibit residual invariance or scalar invariance. The reliabilities of the CAAS subscales and the combined adaptability scale range from acceptable to excellent when computed with the combined data. As expected, the reliability estimates varied across countries. Nevertheless, the internal consistency estimates for the four subscales of concern, control, curiosity, and confidence were generally acceptable to excellent. The internal consistency estimates for the total score for the CAAS were excellent. Overall, we concluded that the CAAS is ready for further development, especially elaboration of career adaptability's nomological network and validity evidence for CAAS scores. The measure appears to have strong potential to be useful in the internationalization of career development research and intervention in the global economy of the 21st century.

Career Adapt-Abilities Scale: Construction, reliability, and initial validity of the USA form

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This presentation reports construction and initial validation of the United States form of the Career Adapt-Abilities Scale (CAAS). The CAAS-USA consists of four scales, each with six items, which measure concern, control, curiosity, and confidence as psychosocial

resources for managing occupational transitions, developmental tasks, and work traumas. Internal consistency estimates for the subscale and total scores ranged from good to excellent. The factor structure was quite similar to the one computed for combined data from 13 countries. An attempt to strengthen the subscale internal consistency estimates and coherence of the factor structure by adding additional items failed. In the end the USA Form is identical to the International Form.

Concurrent validity evidence was collected relative to career identity, given that adaptability and identity have been identified as meta-competencies for career construction in information societies. Relations between career adaptability and vocational identity-formation processes and status outcomes were as predicted. Career adaptability showed the strongest relations to in-depth career exploration and identification with career commitments. Higher levels of adaptability thus align with greater confidence in specifying career choices that implement one's identity. In contrast, lower levels of career adaptability are associated inversely with the two reconsidering dimensions of identity. The significant negative relation of adaptability to self-doubt suggests that lower levels of career adaptability resources align with higher levels of anxiety and uncertainty concerning one's career choices and commitments. The lack of an association between flexibility and adaptability was expected because the CAAS-USA measures adaptability resources rather than a willingness or motivation to adapt. The flexibility items pertain to the willingness to adapt to anticipated changes and transitions rather than currently available adaptability resources. Examining the scale mean scores for individuals assigned to identity statuses showed that career adaptability related strongly, consistently, and as expected to identity-status assignment. The adaptability scores decreased across the statuses arranged as diffused, moratorium, searching moratorium, foreclosed, and achieved. The results were even more striking when comparing just the achieved to the foreclosed. These two statuses are often difficult to distinguish using scores from career inventories because both statuses show strong commitment, one with more exploration and one with less exploration. The profile of career adaptability resources clearly distinguished the two groups with the achieved status scoring higher on each of the four subscales. Even more importantly, the largest difference occurred on the curiosity subscale with achieved scoring 4.15 and foreclosed scoring 3.85.

Career adaptability in Portugal

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Adaptability turned out a key issue in the domain of psychology of life construction.

Career adaptability is a psychosocial construct that denotes an individual's readiness and resources for coping with current and anticipated tasks, transitions, traumas in their occupational roles that, to some degree large or small, alter their social integration (Savickas, 1997, 2005). Portugal contributed along with other countries for the development of an international core measure of career adaptability.

Time 1. The Portuguese research version of the Career Adapt-Ability Inventory (CAAI) consists of five scales, each with five items (25 internationals and 25 nationals) arranged in

five dimensions of career construction theory: Concern, Control, Curiosity, Cooperation and Confidence. The CAAI was administered to different samples (University students, unemployed adults, and 9th grade pupils), and psychometric properties showed that validity evidence and confirmatory factor analysis support the model of the four “C”s. Internal consistency estimates for the total and subscale total scores ranged from good to excellent. Time 2. At this time, the CAAI is turned into Career Adapt-Abilities Scale – P(ortugal) (CAAS -P). The revised form consists of four scales - Concern, Control, Curiosity, and Confidence each with seven items (Cooperation scale was excluded). One national item per scale was added. The Portuguese revised form has been administered to a variety of Portuguese samples. A synthesis of the main psychometric properties and differential analysis are presented. Implications of the studies at inter- and intra-individual levels are discussed.

Concluding, the presentation and discussion of the results and its importance for career counseling illustrates the importance of an adaptability measure. Implications for practice and intervention on the field of career construction are discussed.

Career adaptability in Iceland

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The Icelandic version of the Career Adapt-Ability Scale included four steps: 1. An initial translation of the US instrument with 55 items and five scales (concern, control, curiosity, confidence and co-operation). This initial translated scale was administered to a sample of 491 adolescents. Factor analysis partly supported the five factor structure but the concern and confidence did not emerge as separate factors. 2. Experienced career counselors served as an expert panel and specific emic items that may reflect career adaptability in the Icelandic culture were developed to enhance the validity of the instrument in the Icelandic context. This was followed with an administration of a 90-item instrument (the original 55 items with 35 additional culture specific items) to a sample (N=1249) of college and university students. Factor analysis suggests that the instrument contains seven factors (the emic factors were named citizenship and destiny) and the psychometric quality of the four original scales (Concern, Control, Curiosity, Confidence) were similar to the one found in the international sample. (3) A total of 67 items were then selected on the basis of a confirmatory factor analysis (CFA) and item analysis, including 24 international items. The Icelandic abbreviated KANS, contains six scales: concern, control, curiosity, confidence, co-operation and citizenship. (4) This instrument was administered in a large national sample of 3000 participants (aged 15-65). As career adaptability is defined as the individual's readiness of coping with changes in occupational roles, a question on possible foreseeable changes in the respondents' career was included.

The interim report on developing the Japanese version of the Career Adaptability Scale for Japanese university students

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Purpose: A Japanese version of the Career Adaptability Scale (CA) by Savickas was developed and its reliability and validity were tested. In addition, we made comparable reviews of the following three points and examined the effect of career education. 1) The CA was carried out longitudinally with university students who took classes in career education, and the change of CA-score was inspected. 2) We compared with scores of CA between students who attended the class of career education for one semester and those who attend the class in whole year. 3) We examined relations between records of attendance at the class of career education and scores of CA.

Method: The subjects were 511 university students (392 females). Among them, 340 students took classes in career education during the first semester (spring semester) and the second semester (fall semester) (Group 1) and 171 students took classes only during the second semester (Group 2). Students were asked to rate CA at the end of each semester.

Results: As a result of exploratory factor analysis, the factor affiliations of the scale items were found to be different from the results by Savickas. However, as sufficient internal reliability was secured (Cronbach's alpha=0.63-0.88) even with the categorizations by Savickas, they were used in the further analysis. The CA scores of Group 1 became higher during the second semester than during the first semester. The score of 'curiosity' in Group 1 was significantly high than the score in Group 2. However, no significant difference was found between the other scores of Group 1 and Group 2 during the second semester. There was no clear relationship between the rate of class attendance and the CA score.

Discussion: Cultural differences may be considered to account for the differences of the factor affiliations of the scale items from that of the results of Savickas. Also, the original factors may have tendencies to not be reproduced because of the presence of positive correlations between the individual factors of the CA. From the longitudinal comparisons for G1, it was suggested that the CA scores of the university students who took the class of career education might improve during the second semester. However, any difference was not found in scores between G1 and G2 of the second semester. It was also unclear if attendance rates of the class were related to. Therefore, CA improved when the career education was completed in the fall semester while it was unknown whether its improvement was resulted from educational effects of the class or approaching of job hunting.

**THE ROLE OF NON COGNITIVE AND MOTIVATIONAL FACTORS IN COLLEGE
READINESS, ACADEMIC SUCCESS, AND PERSISTENCE**

Chair: Paul A. Gore, *University of Utah, USA*
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The societal and individual benefits associated with secondary and post-secondary academic success, persistence, and graduation are profound. Until recently, educational institutions had to rely on standardized cognitive measures to identify college readiness, student academic risk, and specific student academic and career needs. Today, it is possible to measure students' non cognitive/motivational strengths and weaknesses – factors that are strongly predictive of student and workplace outcomes – and to use those data to (a) improve the accuracy of predicting student academic milestones (persistence and graduation), (b) align student support services with the specific needs of individuals and cohorts, (c) further inform school-based personalized development plans, and (d) promote secondary and post-secondary persistence and academic and career success. In this series of presentations, we will describe the systematic effort of a team of researchers in the United States as they (a) evaluate the current state of non cognitive/motivational measurement, (b) develop and validate a new brief and customizable measure of non cognitive factors, (c) articulate non cognitive factor data-use models (or use-case scenarios), and then apply those data-use models in (d) college scholarship selection processes and support services, (e) high school based college access and readiness programs, and (f) college student risk management and support.

The development and validation of the Student Strengths Inventory: A brief measure of high school and college readiness

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High schools and post-secondary institutions across the U.S. continue to struggle with issues of premature departure, delayed graduation, and academic success. Between 20 and 30% of high school freshman never receive a high school diploma. Of those who do and who then attend a college or university, only approximately 50% will graduate within the next 6 years. (Consortium for Student Retention, 2001; ACT 2003). The cost of high school and college attrition is high. Students and their families are negatively affected by delays in graduation, institutional transfer, and student stop-out or dropout. Human capital theory clearly describes the relations between education and income and suggests that employers will pay a premium for more educated and skilled workers. These observations are reinforced by the U.S. Department of Labor. Similar income advantages are enjoyed by high school graduates and students with some college when compared to students who fail to obtain a high school degree. Not surprisingly, a great deal of theoretical and empirical attention focuses on the processes underlying student attrition and academic performance (for reviews see: Braxton, 2000). Research resulting from these theories has consistently identified predictors of student outcome that include non-cognitive/motivational factors, past academic performance, demographic/background variables, and parental support and

expectations among other factors. A recent meta-analysis of the relationship between non cognitive/motivational factors and college persistence and performance identified nine factors associated with student academic outcomes (Robbins, et al. 2004). More importantly, these non-cognitive factors were found to account for variance in academic performance and post-secondary persistence beyond that accounted for by past academic performance (high school GPA) and standardized test scores (ACT/SAT scores). Educational institutions increasingly are turning to measures of non cognitive/motivational strengths and weaknesses to (a) improve the accuracy of predicting student academic milestones (persistence and graduation), (b) align student support services with the specific needs of individuals and cohorts, (c) further inform school-based personalized development plans, and (d) promote post-secondary persistence and academic success. This first presentation will briefly review the current body of research on the role of non cognitive factors in educational performance and persistence, including a review of extant measures of these factors. We will then describe the development and preliminary validation of a new, brief, and customizable measure of non cognitive factors that is enjoying widespread use among high schools and colleges in the U.S. and abroad. This presentation will provide the theoretical and empirical foundation for the presentations to follow in this symposium.

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An overview of non cognitive factor intervention strategies and data use models

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Non-cognitive factors represent a critical new area of focus in promoting academic success and college readiness in high school students. These factors can be used identify potential academic risk and serve as a platform on which to build psycho-educational interventions that prepare students for the transition from school to work or from high school to college. Given recent concerns about high school graduation rates, college student persistence, and time to degree, and the potential personal, career, and economic advantages of successfully completing an educational program of study (whether that be high school or college; U.S. Department of Labor, 1999), it seems prudent to focus on all factors that relate to student academic success and not just the cognitive factors as has historically been the case. Colleges and universities in the U.S. are investing considerable resources in developing persistence and retention strategies. To date, most of these efforts to identify students at-risk for academic underperformance or attrition rely on data that is easily available through the standard college admissions process (e.g., standardized achievement tests scores and past academic performance). Research consistently demonstrates these two predictors account for 20 to 25% of the variance in student outcomes. Recent meta-analytic research (Robbins et al., 2006) suggests that non-cognitive factors such as academic engagement,

academic self-efficacy, resiliency, and educational commitment, among others, can account for an additional 5 to 15% of the variance (with larger incremental validity manifest in first-generation college students). This presentation will provide an overview of various strategies that can be adopted by high schools, colleges, and universities to use non-cognitive assessment data to promote student academic and career success. Specifically, we will describe models of data use at the aggregate or institutional level (e.g. predictive models and early warning systems), the group or classroom level, and the individual career and academic advising level. This presentation will include general data-use model templates and recommendations as well as real examples currently being implemented in high schools and colleges in the U.S for selection, prediction of retention, risk management, student support, and advising.

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The use of non cognitive assessment data in a scholarship program for first-generation college students: The First Scholars Program

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Non cognitive and motivational factors are strong predictors of academic success, particularly for first-generation college students and ethnic minority students (Sedlacek, 2005). Not surprisingly, these factors are receiving increased attention with respect to high stakes decisions, such as college admission and scholarship awards. For example, non cognitive factors play a key role in student selection and support services in the Gates Foundation Millennial Scholars Program (Ramsey, 2008). Similarly, the Student Strengths Inventory (SSI; Gore & Leuwerke, 2009) was adopted by the Suder Foundation's First Scholars Program for use in addition to other data (e.g., grade point average, standardized test scores) as a platform to drive support services to enhance the academic success and retention of first-generation college students. In the United States, first-generation college students are less likely to complete college compared to their peers (Seidman, 2005). In order to promote successful academic performance and retention in first-generation college students it is essential to consider non cognitive student characteristics (Ting, 1998, 2003). This presentation will describe the Suder Foundation's First Scholars Program which is currently being implemented across the U.S. at various public universities. First Scholars are required to complete the SSI; results are used to create an individualized student support plan. In addition, the student cohort takes a course together, participates in social activities and volunteers collectively. The program also includes a peer mentoring element. Individually, students meet with the program director on their campus to fine-tune their individualized academic and career success plans.

The presentation will describe the application of using non cognitive factors in the Suder Foundation's First Scholars Program with respect to scholar selection as well as college success and retention efforts. It will also describe the use of non cognitive assessment data from the Student Strengths Inventory and how it is utilized in identifying support resources

for scholars. Preliminary profile data will be presented as well as the program's data use model along with specific examples of Student Strengths Inventory data.

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High school-based college access and readiness programs

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Young people in the U.S. have exceedingly high academic and career expectations. For example, the National Center for Education Statistics (NCES), the primary entity for collecting, analyzing, and reporting data related to education in the U.S., found that 88% of 8th grade students expected to participate in some form of postsecondary education (U.S. Department of Education, 1996). Students seem to carry these high aspirations with them through high school. In a more recent nationally representative sample of 10th grade students, 79.3% expected to attain a Bachelor's degree and 39.7% expected to attain a graduate or professional degree (U.S. Department of Education, 2005). Moreover, expectations for postsecondary education were endorsed similarly based on gender and race/ethnicity. Although they have high expectations, many students drop out of high school prematurely, fail to demonstrate adequate achievement, decide not to attend college, or leave college before graduating. Estimates suggest that approximately 82% of 18-19 year olds have completed high school; of this number, 73% obtained a regular high school diploma and the rest obtained equivalency diplomas. Further, there are striking differences across racial, ethnic, and socio-economic groups (Cataldi, Laird, & Kewal Ramani, 2009). Recent estimates suggest that only approximately 63% of students who graduate from high school go on to participate in post-secondary education (NCES, 1996) and most of them (approximately 70%) fail to obtain a bachelor's degree or higher. Thus, there is a serious gap between students' educational aspirations and their reality. Clearly there exists a need for programs and services that promote college consideration, college readiness, and enhance high school to college transition. This presentation will describe several examples of how non-cognitive factors are being incorporated into college access, readiness, and transition programs at two different levels of implementation. Specifically we will describe "high touch" and integrated school-level implementation of the use of non-cognitive data as well as a recent statewide implementation of non-cognitive data in a computer-assisted career guidance system (Stevenson, 2010).

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Postsecondary applications of student non cognitive assessment results

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Although there is some suggestion that institutes of higher education continue to see overall increases in first-time college enrollment, colleges and universities continue to struggle with issues of premature post-secondary departure (drop out). Although attrition rates are highest among open admission (45%) and two-year colleges (47%), traditional 4-year, public institutions also report alarming rates of loss (25%). Robbins et al. (2004) examined the individual and combined capacity of traditional predictors of student outcomes (past performance and standardized achievement) and non cognitive/motivational predictors of college student GPA. They found that traditional predictors accounted for 25% of the variance in performance, a finding well-established in extant retention literature (e.g., Hezlett, Kuncel, Vey, Ahart, Ones, Campbell, & Camara, 2001). The variance accounted for by psychosocial factors was similar to that of the traditional predictors with 27% of the variance in performance explained. When all predictors were included in a model of performance, their combined effect accounted for 34% of the variance in GPA suggesting that psychosocial factors play an important role in predicting performance above and beyond that of traditional predictors. The fact that non cognitive and motivational factors are predictive of student outcomes is of little consolation to colleges and universities unless student non cognitive data can be provided to institutions in a timely and efficient fashion and unless the data can be used to shape outreach support service in an effort to help those students succeed academically and remain in school. This presentation will describe several operational models being used by colleges in the U.S. and Canada to accumulate non cognitive student data and use those data in student support and outreach platforms. We will present preliminary data on the effectiveness of several of these models in addition to providing an agenda for subsequent research and development.

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**GESTIRE LE TRANSIZIONI PSICO-SOCIALI:
DALL'UNIVERSITÀ AL MONDO DEL LAVORO**

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I modelli familiari come predittori del career decision making: Uno studio sulla transizione università-mondo del lavoro

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Gli studi sul *career decision making* nascono dall'analisi dei processi decisionali associati alla scelta professionale e le difficoltà che le persone possono a questo riguardo sperimentare. Le ragioni di tali difficoltà sono decisamente numerose: le difficoltà dipendono da una gamma ampia di opzioni alternative, da un'esigua o da un'eccessiva quantità di informazioni professionali da considerare, o, dalla necessità di misurarsi con barriere interne o esterne all'individuo, nonché con una scarsa motivazione, con la presenza di pensieri disfunzionali o con problemi di natura emozionale (Brown, 2008). Mutare questo tipo di modello nel contesto delle transizioni università-mondo del lavoro risulta estremamente vantaggioso in quanto, grazie alla complessità delle variabili considerate, consente di analizzare le difficoltà associate alla scelta universitaria, con le quali uno studente in procinto di laurearsi deve confrontarsi, e di approfondirne gli antecedenti ed i corsi d'azione prefigurati per il futuro. Negli ultimi anni, gli studi empirici che hanno preso in considerazione la rilevanza giocata dai modelli familiari nei processi di *career decision making* hanno consentito di evidenziare come la capacità di operare scelte formative e professionali adeguate al bagaglio di conoscenze, competenze ed alle aspirazioni dei giovani coinvolti possa essere direttamente condizionata dalla qualità delle interazioni, dei legami, delle interdipendenze sperimentate nel contesto familiare (Hargrove, Creagh, & Burgess, 2002; Hargrove, Inman, & Crane, 2005). In tal senso, la scelta vocazionale potrebbe essere frutto di una decisione maturata all'interno della famiglia e non esclusivamente l'esito di un processo decisionale individuale (Brachter, 1982). A tal proposito, già Zingaro (1983) aveva messo in luce come le scelte formative e professionali di individui con bassa capacità di *career decision-making* fossero molto vicine alle attese ed ai desideri della famiglia di origine. Similmente, Lopez e Andrews (1987) hanno sottolineato come le difficoltà sperimentate da alcuni giovani nel *career decision making* possano essere sintomatiche della difficoltà di prendere decisioni contrarie alle scelte familiari. Nonostante tali conclusioni siano sempre più diffuse nell'ambito della teoria sul *career development*, ancora una limitata mole di ricerca empirica consente di testarne la validità scientifica. Il presente contributo è dunque finalizzato ad esplorare la relazione tra la percezione delle relazioni familiari (qualità delle relazioni, supporto percepito in vista di obiettivi specifici, grado di controllo, ecc.) *vocational identity* e difficoltà nel *career decision-making*. I partecipanti allo studio sono 300 studenti universitari ai quali è stato chiesto di compilare un questionario semi-strutturato composto dalla scala sui pattern familiari (Moos, 1989), dalla scala sulle difficoltà nel *career decision making* (Gati et al.,

1996), dalla scala di *career self efficacy* (Betz, Klein, & Taylor, 1996) e da misure self report della *vocational identity* (Holland, Daiger, & Power, 1980). I risultati suggeriscono come i modelli familiari giochino un ruolo importante nella formulazione di obiettivi di carriera chiari e stabili nonché nella promozione della self-efficacy associata alle proprie capacità di operare una scelta formativa e/o professionale mirata. Tali risultati incoraggiano ulteriori approfondimenti empirici finalizzati a chiarire il ruolo della famiglia nello sviluppo della carriera dei giovani.

Propensione all'adattabilità di carriera e gestione delle transizioni occupazionali involontarie: Analisi esplorativa con lavoratori in mobilità

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Da qualche anno in Italia alcune aziende stanno offrendo programmi di *outplacement* per sostenere i propri lavoratori nelle transizioni occupazionali dovute a processi di *downsizing*. Tradizionalmente questi programmi sono stati rivolti ai dirigenti, ma recenti politiche di Welfare-to-Work ne hanno favorito la diffusione anche ad altre figure professionali. A fronte di un investimento di risorse sempre più cospicuo, la ricerca empirica sui fattori che contribuiscono a determinare il successo dei processi di *outplacement* è ridotta. Lo scopo della presentazione è di analizzare il ruolo delle differenze individuali nel processo di ricollocamento, basandosi sull'approccio psicosociale all'*employability* (Fugate & Kinicki, 2008). In generale il concetto di occupabilità (*employability*) indica la possibilità di sopravvivere e di muoversi nel mondo del lavoro, essendo pronti a usare e ampliare le opportunità di carriera. La letteratura presenta due principali filoni di studio. Il primo focalizza "l'orientamento disposizionale all'occupabilità" inteso come l'insieme di qualità e attitudini individuali che predispongono le persone a essere attivamente adattabili ai cambiamenti nel lavoro e influenzano la probabilità di ottenere e mantenere un lavoro. Il secondo fa riferimento alle percezioni degli individui circa la facilità di ottenere e mantenere un lavoro. La letteratura sull'orientamento disposizionale all'occupabilità riferita ai disoccupati è ancora limitata (McArdle et al., 2007). Il nostro contributo esplora, attraverso modelli di equazioni strutturali, la relazione tra orientamento all'occupabilità e i due più importanti esiti di un processo di *outplacement*, la salute psico-fisica e l'effettivo reimpiego, ipotizzando un ruolo di mediazione delle percezioni relative alla facilità di occupabilità e all'utilità dei servizi di outplacement. La ricerca ha coinvolto i lavoratori in mobilità del settore farmaceutico che hanno aderito a programmi di outplacement previsti dal progetto di Welfare-to-Work, denominato Welfarma. I risultati, raccolti attraverso un campione di 101 aderenti, mostrano che l'orientamento all'occupabilità è significativamente legato allo stato di salute psico-fisica, ma non al reimpiego. Inoltre la facilità percepita di occupabilità agisce da mediatore nella relazione tra orientamento all'occupabilità e credenze sull'utilità dei servizi di outplacement. Le implicazioni per la costruzione di interventi di sostegno ai lavoratori impegnati in transizioni involontarie saranno discusse.

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Il significato della carriera nel nuovo mercato del lavoro

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Nell'ambito delle teorie psicologico-organizzative il concetto di carriera viene definito come una sequenza di attività concernenti la sfera lavorativa dell'individuo legate ad atteggiamenti, attitudini, valori e aspirazioni individuali (Deutsch, 1984). Per il tradizionale mercato lavorativo vi è un continuo e reciproco scambio tra lavoratore ed organizzazione che contribuisce alla crescita e allo sviluppo sia di competenze e abilità dell'individuo, sia di innovazione e rinnovamento dell'organizzazione. Alla luce dei recenti mutamenti che hanno stravolto la fisionomia del mercato del lavoro, invece, il rapporto di scambio armonioso tra organizzazione e lavoratore svanisce per lasciare il posto a carriere frammentate e destrutturate ed a permanenze, all'interno dell'organizzazione, sempre più sterili. Le definizioni che meglio descrivono questi mutamenti sono quelle di *protean career* (Hall, 2004) e di *boundaryless career* ovvero di carriera versatile (Fraccaroli, 2005) e di carriera senza confini. L'obiettivo del presente contributo è quello di verificare se, in un campione di lavoratori flessibili, l'identificazione con la propria carriera, il sentimento di appartenenza verso una determinata professione possa contribuire ad influenzare i rapporti tra organizzazione e lavoratore. Il campione che ha partecipato alla ricerca è composto da 340 lavoratori flessibili della regione Puglia; per la rilevazione dei dati è stato utilizzato un questionario che prende in considerazione i costrutti di Career commitment (Carson & Bedeian, 1994), Organizational commitment (Pierro, Tanucci, Ricca, & Cavalieri, 1992), Percezione di supporto organizzativo (Battistelli & Mariani, 2010) e Intenzioni di Turnover (Moblely, 1978). I risultati evidenziano che i lavoratori flessibili, al pari di quelli tradizionali, sono condizionati nelle scelte e nei comportamenti dall'esperienza vissuta all'interno delle organizzazioni. Tuttavia, è stato riscontrato che anche una componente individuale influisce sul comportamento del lavoratore; infatti, l'identificazione con la carriera accresce il senso di obbligo del lavoratore a rimanere nell'organizzazione e a continuare il lavoro che si sta svolgendo.

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La transizione come compito professionale ed esistenziale

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La transizione al lavoro viene infine definita e riconosciuta, in particolare nei contributi di matrice psico-sociale, come cruciale *'compito di sviluppo'*, sia per l'individuo che per l'organizzazione nella quale egli si inserisce: ciò implica una dimensione *etica*, e configura uno spazio di azione per entrambi i protagonisti di questo *'incontro'*, ed anche per tutti i soggetti che a diverso titolo e con diversa intenzione e diverso ruolo si propongono di facilitarlo e di migliorarne la qualità degli esiti (insegnanti e formatori, orientatori, mediatori tra domanda e offerta di lavoro, consulenti di organizzazione, etc.).

Infatti, se si considera la transizione (anche) alla stregua di un *compito*, si può pensare ad essa con le stesse *'categorie'* di riferimento e con lo stesso approccio con la quale si considerano altri *'compiti'* di tipo professionale; si può quindi ipotizzare che le risorse mobilitabili per migliorare la possibilità dei soggetti di affrontarlo siano dello stesso genere di quelle che si rivelano utili in tali occasioni: ad esempio (oltre alle *'competenze in ingresso'*) informazioni adeguate, relazioni e/o gruppi di supporto, accesso a servizi, supporto di expertise (accompagnamento, consulenza, supervisione), spazio per sperimentare, feedback significativo, occasioni di rielaborazione e meta-cognizione, etc.

Come è stato osservato¹, l'analogia tra la transizione al lavoro e gli altri compiti professionali (per la quale si potrebbe quindi in un certo senso affermare che anche *'accedere al lavoro è un lavoro'*) rischierebbe tuttavia di risultare riduttiva, se per questa via si pervenisse ad assimilare la dimensione esistenziale a quella performativa e professionale.

In realtà, infatti, ad avviso dell'autore l'analogia è valida ma paradossalmente *'in senso contrario'*: e cioè nel senso che è il lavoro, per il significato che continua ad avere nella vita delle persone, con buona pace dei profeti della *'fine del lavoro'*, ad essere assimilabile alla dimensione esistenziale.

Con questa espressione si intende suggerire che percorrere le transizioni che la vita presenta di volta in volta agli individui (transizioni tra le diverse filiere formative; dalla formazione al lavoro; tra lavori diversi; dal lavoro al non lavoro) rappresenta il particolare *'mestiere di*

¹ Cfr. *Il 'mestiere di vivere' nella società delle transizioni*, in P. G. Bresciani, M. Franchi *Biografie in transizione. I progetti lavorativi nell'epoca della flessibilità*, Angeli 2006.

vivere dei nostri tempi, nei quali la transizione si è avviata a costituire una ‘cifra’ normale della esistenza, e non (più) un evento straordinario ed episodico.

La transizione è un *compito professionale* (come suggerisce l’approccio psico-sociale) che è tutt’uno, in realtà (per il posto che ancora il lavoro occupa nella vista delle persone, e per quello che realisticamente appare destinato ad occupare, come ho in precedenza argomentato), con il *compito esistenziale*.

Da tali riflessioni vengono tratte anche alcune implicazioni sul piano operativo per le strutture di istruzione e formazione, per i servizi di orientamento e per il lavoro, e per le imprese.

Supportare gli studenti universitari nella pianificazione della carriera: Progettare e valutare un intervento

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La transizione dall’università al lavoro richiede ai laureati la capacità di gestire la propria carriera in modo da rispondere alle richieste di un mercato del lavoro mutevole.

La pianificazione della carriera e la presa di decisione sono due processi alla base dello sviluppo della capacità di career self-management.

Un gruppo di 68 studenti (16% M; 84% F) (età media= 22,63; sd= 3, 43) frequentanti il corso di laurea triennale della Facoltà di Psicologia dell’Università di Bologna sono stati coinvolti in un intervento finalizzato a sostenere la progettazione della propria carriera. Prima dell’intervento il livello di autoefficacia dei partecipanti rispetto alle scelte di carriera è stato misurato attraverso la compilazione della career decision-making self-efficacy scale di Betz et al. (1996). Ciò ha permesso di rilevare gli specifici bisogni orientativi dei partecipanti. Sulla base di questi è stato costruito un intervento finalizzato al sostegno della ricerca di informazioni sugli sbocchi occupazionali della professione psicologica. Alla fine dell’intervento gli esiti sono stati misurati in termini di soddisfazione e percezione di utilità. I risultati dimostrano che la valutazione dell’intervento da parte dei partecipanti è influenzata dal livello iniziale di career decision-making self-efficacy.

COLLEGIALITÀ, ECCELLENZA E INTERNAZIONALITÀ
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La collegialità è un fattore critico di successo che connota i sistemi universitari del mondo anglosassone e più in generale la pressoché totalità dei paesi avanzati in fase di rapido sviluppo nel mondo. Ciò vale in minor misura per paesi come l'Italia e la Germania dove università-città (Padova, Perugia, Bologna) sono la forma prevalente di sistema formativo. Peraltro anche in queste città si configura una "collegialità naturale" indotta da un contesto territoriale dominabile e caratterizzato in misura prevalente nel contesto universitario. Peraltro anche in Italia sono significativi alcuni collegi di eccellenza preposte alla generazione di élite di potere (per esempio Pisa con l'Istituto Sant'Anna e la Scuola Normale Superiore e Pavia con l'Istituto Ghislieri). La mobilità internazionale degli studenti, dei giovani laureati impegnati in formazione di secondo livello (dottorati, masters) rappresentano un ulteriore fattore critico di successo per il posizionamento e gli interscambi a livello internazionale, la produzione accademica e il perseguimento dell'eccellenza. Internazionalità e collegialità si incrociano e si correlano al fine di favorire sia il successo accademico degli studenti, sia l'interscambio tra Università, sia l'intersezione tra i diversi livelli di istruzione (dottorati, ricercatori, ecc.), sia la produzione scientifica. La sessione quindi ipotizza una serie di contributi ibridi – scientifici ma anche di informazione e di riflessione – che nel loro insieme configurano una buona coerenza.

Indagine relativa agli effetti della collegialità sulle scelte e i percorsi di vita degli ex alunni del Collegio di Milano

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L'obiettivo generale di questa ricerca è quello di indagare la "collegialità" nell'ambito di un collegio di eccellenza e quindi quali sono i fattori che, nella percezione degli ex studenti (modalità *self-report*), hanno rappresentato o tuttora rappresentano fattori cruciali nella crescita e nello sviluppo personale e professionale.

In particolare, verranno indagati alcuni aspetti specifici: la partecipazione alla vita di campus, il programma culturale, fattori di socializzazione formale ed informale, metodo di studio e di apprendimento e, più in generale, lo stile cognitivo (*need for cognition vs need for affect*).

Si ricostruirà pertanto quanto le esperienze culturali e di socializzazione vissute all'interno del collegio abbiano giocato un ruolo fondamentale come variabili di contesto incidenti sulla qualità degli output accademici e delle performance future.

Il protocollo è in corso di somministrazione a tutti coloro (100%) che hanno frequentato il collegio da un semestre ad alcuni anni e prende in considerazione:

- Soddisfazione per l'esperienza di collegio, universitaria e nella attuale situazione lavorativa
- Collegialità: modello di Trigwell ed Ashwin (2003)
- Cinismo universitario: modello di Brokway (2002)

- Sistema di valori perseguiti nella propria attività: modello “Values driven” di Briscoe et altri (2006)
- Cinismo organizzativo nella attuale situazione professionale: modello di Naus, Van Iterson e Roe (2007).

Alcuni risultati di ricerca relativi alla collegialità in alcuni contesti universitari italiani

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La presentazione è finalizzata allo studio delle aspettative degli studenti universitari, i professionisti di domani, a partire dai recenti cambiamenti nei contesti lavorativi e all'interno della forza lavoro in termini di “boundaryless careers” (letteralmente carriere senza confini) (Arthur & Rousseau, 1996a; 1996b; Cortini et al., in press) e di carriere mutevoli (Hall, 1976; 2001).

In particolare si intende analizzare gli atteggiamenti degli studenti universitari verso le loro carriere future utilizzando diversi metodi di raccogliere e analizzare i dati.

Il campione è composto da 325 studenti universitari iscritti a tre diverse università italiane (una al nord Italia, una al centro e una al sud), i quali hanno compilato un questionario ad hoc riguardante l'autoefficacia in termini di carriera, il cinismo accademico e gli atteggiamenti futuri verso le carriere mutevoli e senza confini.

Inoltre abbiamo intervistato un sottocampione (121 partecipanti) con una serie di domande aperte riguardanti uno sforzo immaginativo circa la loro occupazione futura. Per quanto riguarda questa parte della nostra indagine, è stata condotta un'analisi del contenuto delle interviste trascritte attraverso il software T-Lab (Lancia, 2004).

La dimensione relazionale nell'apprendimento universitario

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Gli esiti della formazione universitaria sono funzione della qualità dell'offerta formativa e in generale alla qualità dell'esperienza vissuta dagli studenti e alla loro implicazione nella vita accademica. Biggs (1999) individua tre dimensioni significative per spiegare gli esiti di apprendimento in Università: il livello individuale, quello relazionale e quello contestuale. Oltre alla qualità delle persone e dell'offerta formativa l'esito della formazione universitaria, in termini di competenze e conoscenze sviluppate è mediata anche da fattori relazionali e contestuali, cioè dalla qualità dell'esperienza percepita del contesto universitario (Ashwin & Trigwell, 2003), dalla significatività delle relazioni orizzontali, dall'appartenenza a gruppi di studio o culturali, e dal grado di implicazione degli studenti nella vita dell'accademia.

L'ipotesi è che gli atenei di successo possano progettare ambienti universitari generativi di una qualità di relazioni positive per lo studente, tra le quali le dimensioni partecipative e relazionali che impattano sull'apprendimento dello studente e sulla costruzione dell'identità professionale.

La domanda di ricerca è di verificare: 1) Quali fattori relazionali sono significativamente connessi all'apprendimento in università?; 2) Quali aspetti delle dimensioni relazionali

generate nel contesto universitario sono indicati come funzionali allo sviluppo di identità professionali spendibili sul mercato del lavoro?; 3) Quali elementi sono rappresentati come indicatori di qualità relazionale?; 4) Che relazione c'è tra qualità relazionale nel contesto universitario e qualità dell'apprendimento sviluppato in università?

Nello specifico le aree di interesse sono indagate sia attraverso focus group sia in una successiva fase con un protocollo proposto a studenti, docenti e personale universitario.

La centralità della vita quotidiana di un collegio di eccellenza

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Il collegio di Milano è campus universitario di eccellenza inter-universitario dedicato alla formazione e al potenziamento del talento cento studenti fuori sede, italiani e stranieri, iscritti alla 7 università milanesi, ammessi in base al merito e alle motivazioni.

Fondato nel 2003, il Collegio di Milano offre un posto dove vivere e un programma culturale di alto livello che è parallelo e complementare al percorso accademico e alla carriera degli studenti. La vita del campus include inoltre altre attività, come sport, attività ricreative, workshops, laboratori, conferenze proposte artistiche e culturali. Inoltre, accanto all'interazione tra diverse discipline universitarie, la vita nel collegio ha favorito dinamiche creative di aggregazione tra le persone. Tuttavia l'interazione tra un numero crescente di studenti stranieri, la nascita del College Expo (una nuova residenza per studenti a Milano) e diversi viaggi oltreoceano, hanno caratterizzato l'atmosfera del collegio con un tocco di multiculturalismo e di melting pot. Questi fattori aiutano gli studenti a vivere un'esperienza di collegialità in un contesto di eccellenza.

L'ambiente e le dinamiche sociali sono state dimostrate essere i fattori chiave nello sviluppare una consapevolezza intellettuale del sé e nell'avanzamento professionale di future elite di potere in diversi campi sia professionali che accademici. Un inserimento lavorativo del 94% (di cui circa il 30% frequenta un dottorato e circa il 10% un master italiano e internazionale), conferma come i programmi del Collegio e le attività extra-curricolari abbiano aiutato gli studenti a sviluppare un pensiero critico e aperto, a cogliere il proprio campo professionale a livello internazionale, a stabilire una rete di contatti preziosi, a sviluppare il proprio atteggiamento di leadership e a perseguire le proprie specifiche potenzialità.

Nuove strategie per l'internazionalizzazione delle università italiane e l'attrazione degli studenti stranieri in Italia

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L'intervento è finalizzato all'illustrazione dei risultati che l'Associazione Uni-Italia ha raggiunto nel tempo nel favorire la cooperazione universitaria e gli scambi culturali fra l'Italia e gli altri Paesi. Nello specifico l'Associazione Uni-Italia ha sviluppato un ampio interscambio con le università cinesi: gli studenti cinesi iscritti presso le Università italiane sono passati da 1448 nell'anno 2006-2007 a 4642 nel 2009-2010, un aumento del 220% grazie alla collaborazione tra MIUR e molte università italiane.

Questa collaborazione ha dimostrato come fattori come l'accoglienza, la "collegialità" e un sistema di servizio di qualità siano fattori di successo per perseguire un interscambio produttivo ed efficace. L'eccellenza di questi servizi è quindi un fattore cruciale di successo.

L'Associazione ha cercato inoltre di favorire un incrocio virtuoso tra Università e sistemi produttivi: in questo scenario si vuole puntare ad una nuova fase del processo di internazionalizzazione delle Università italiane e del sistema Paese, basata sul trasferimento tecnologico e su una rete composta da Istituzioni-Università-Operatori.

L'Associazione Uni-Italia nasce dall'esperienza triennale del progetto Uni-Italia, nato nel 2008 e realizzato con la collaborazione del Ministero degli Affari Esteri, del Ministero dell'Istruzione, dell'Università e della Ricerca, dell'Ambasciata d'Italia a Pechino e dell'Ambasciata della R.P.C. in Italia.

Oggi l'Associazione ha la responsabilità non solo nello sviluppo del rapporto tra università italiane e cinesi, ma ha anche la delega per tutte le realtà universitarie e istituzionali nel mondo.

L'ORIENTAMENTO NELL'ATTUALE CONTESTO SOCIO-CULTURALE

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Orientamento ed ecologia sociale

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Le (auto)biografie e le traiettorie individuali si costruiscono anche nell'intreccio nell'arco di vita tra orientamento, educazione e società. In ottica sistemico-ecologica, le qualità co-evolutive di queste dimensioni e in particolare le loro interconnessioni originarie inducono psicologi, formatori, educatori e gli operatori dell'orientamento ad un continuo processo di analisi, critica e ridefinizione di concetti, modelli e metodi, trovandosi essi ad agire entro coordinate storico-sociali, quindi culturali e metodologiche sempre ricontestualizzate. La crisi degli approcci funzionalisti, attitudinali, lineari e quella contestuale del mercato del lavoro, può allora rappresentare l'occasione per ricomporre la separazione tra formazione, orientamento e sviluppo, cogliendoli, all'interno di una cornice evolutivo-sociale, come momenti differenti, ma interconnessi, di un medesimo processo marcato dalla rete di relazioni che il soggetto costituisce e da cui è costituito in una sorta di costruttivismo operativo. Senso, condizioni e direzioni di tale processo di soggettivazione/emancipazione, si ricostruiscono evolutivamente, invece, all'interno del percorso di orientamento quale momento critico, autoriflessivo e co-costruito. Non possono cioè essere demandati al "mercato", che, al contrario, nella maggior parte dei casi, limita l'orientamento a strumento di ingegneria sociale diretto a eliminare gli squilibri, le ridondanze e le resilienze generate dagli attori sociali quando i loro comportamenti e scelte, non corrispondono alle richieste tecniche, economiche e psicologiche delle imprese. Ma è proprio negli squilibri, ridondanze e resilienze che il soggetto emerge come tale, mostrando continuamente l'impossibilità di una sua riduzione funzionale. La "Career guidance" entra così nel terreno "storico" e concreto del cambiamento sociale e della sua ecologia.

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Le comunità orientative/orientanti alle scelte intenzionali e autogenerate della persona. Come cambia l'università: L'esperienza del modello OrientAzione

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La concezione di orientamento che si vuole proporre nel contributo si muove nella direzione di una cultura della partecipazione e della contaminazione Università/Territorio dove orientare significa accompagnare le persone nella costruzione di identità situate e strategicamente orientate, in grado di fronteggiare il cambiamento e di trasformare vincoli strutturali ed emergenti in valore positivo di risorsa. Il compito dell'Università non si esaurisce nella sollecitazione di saperi e competenze specialistiche, ma include l'accompagnamento dello/della studente nell'assegnare valore a quelle competenze trasversali che, nel corso della vita, potrà utilizzare come strumenti per costruire nuovi saperi/competenze, per individuare/consolidare/usare strategie di nuovo apprendimento, per mettere a frutto la propria esperienza (di studio e di lavoro, ma anche di vita quotidiana) attraverso la riflessione nel corso dell'azione e la disponibilità a confrontare le proprie "convinzioni" con le sollecitazioni provenienti dalla ricerca (il "triangolo della conoscenza": istruzione, ricerca, innovazione). È un'abitudine di pensiero e di auto-orientamento che nel corso degli studi universitari può trovare il contesto generativo più adeguato. Le Comunità Orientanti si propongono di costruire un sistema integrato di orientamento attraverso il raccordo fra Scuola, Università e mondo del lavoro, per favorire una gestione consapevole delle fasi di transizione e delle loro criticità, per sollecitare l'assunzione di una prospettiva in chiave di Lifelong Learning come indicato dalla strategia di Lisbona e dal Processo di Bologna. Le Comunità Orientanti interpretano l'Orientamento come un processo continuo, rivolto alla globalità della persona, finalizzato a sollecitare/accompagnare scelte autogenerate, in funzione dell'apprendimento lungo il corso della vita. In quest'ottica l'Università di Sassari ha sviluppato il modello OrientAzione che prevede fra le sue linee guida una concezione di orientamento come azione formativa e processo continuo (Patrizi, 2005); didattica attiva, orientante, mirata alla costruzione di competenze; docenza in chiave motivante e di facilitazione dei processi di auto-orientamento. Il servizio ha attivato percorsi progettuali con le scuole prevedendo gruppi di confronto e supervisione (laboratori di idee e di buone pratiche) con l'obiettivo di generare un pensiero condiviso in materia e di declinare i principi in azioni, consulenze di counseling psicologico e di coaching per studenti universitari e per quelli che devono ancora iscriversi, la realizzazione di gruppi esperienziali su temi legati alla gestione emotiva dell'esame e della carriera universitaria (assertività, ansia da esame, gestione dello stress etc.) e altri più pratici sul metodo di studio e sulla realizzazione di un piano d'azione nello studio; workshop (pianificazione del carriera, gestione di un colloquio di lavoro etc.); seminari e tavole rotonde con interventi di esperti su tematiche di rilevanza per le/gli studenti e manager coaching (Bonaiuto, De Gregorio, & Gentile, 2008) per imprese e istituzioni. Il processo orientativo vuole, quindi, stimolare nello/nella studente un efficace processo di ricerca e apertura alla dimensione creativa sostenendolo/a in un percorso personale di crescita e autonomia; allo stesso tempo, intende incentivare una cultura di promozione delle risorse dal punto di vista scientifico e operativo, che dovrebbe poter incidere su scelte di politica sociale e di metodologia degli interventi, orientando le scelte in

termini di riflessione sull'adeguato utilizzo di competenze e risorse per sperimentare interventi efficaci in favore delle/dei giovani (Patrizi & Bussu, 2010).

Rapporto Orientamento 2010: Dalla lettura dei principali dati alle prospettive future

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L'orientamento oggi può assolvere a una funzione di politica attiva e di fattore di sviluppo locale se punta a promuovere un migliore equilibrio tra l'istruzione, la formazione, la qualificazione professionale, il lavoro e gli altri settori di crescita. I dati del Rapporto Orientamento 2010 ci dicono che il 90,2% dei soggetti del campione ha conoscenza dei servizi di orientamento ma molto inferiore è la percentuale di coloro che ne fruiscono (valori inferiori al 50%). La fotografia fatta richiede riflessioni importanti su diversi fronti: - accessibilità e soddisfazione dei bisogni dei diversi target. Non si può più prescindere dalla necessità di predisporre efficaci sistemi di informazione che veicolino in modo chiaro ed esteso quanto viene dichiarato da chi eroga azioni di orientamento e da chi fruisce delle stesse; - bisogno di valorizzare e diffondere le tante buone esperienze di orientamento realizzate a livello locale: è interessante notare che l'impiego dei finanziamenti europei nella programmazione 2000-2006 ha svolto un ruolo di forte spinta alla innovazione in tema di orientamento. Molte sono le pratiche messe a punto e sperimentate, molte sono anche le sinergie messe in atto tra i vari sistemi. Se infatti è vero che l'eterogeneità è ricchezza, è altrettanto vero che la frammentazione può portare confusione; - frammentazione dell'orientamento: diversi gli ambiti di competenza, tanti gli ambiti di applicazione, tanti i professionisti, tanti i target di utenti. In questo quadro si delinea il bisogno di individuare spazi di dialogo strutturati, e ufficiali. Viene richiamato più volte il bisogno di sinergie tra i sistemi scuola, formazione, università e lavoro. Se però da un lato questo viene individuato come un bisogno ormai imprescindibile, dall'altro gli attori stesso evidenziano le difficoltà di un processo di questo tipo; - canali di scelta e di accesso alla formazione e al mercato del lavoro: i dati del rapporto evidenziano che ancora oggi la scelta del percorso scolastico sia fortemente sostenuta dalla famiglia (56,8%), in seconda battuta dagli insegnanti con il 31%, a seguire dagli amici e dai conoscenti (28,5%) e solo il 21,7% degli studenti fa o ha fatto ricorso ad opuscoli informativi. Questo dato merita una particolare attenzione in quanto i servizi dichiarano che i maggiori utenti sono i giovani e i giovani si dimenticano di indicare i servizi come i luoghi in cui trovare supporto nei momenti di scelta; - prevale ancora oggi una dimensione orientativa molto emergenziale finalizzata al sostegno piuttosto che preventiva e maturativa di educazione alla scelta. A usufruire dei servizi di orientamento sono prevalentemente i soggetti disoccupati, quelli in cerca di prima occupazione, quelli in mobilità o cassa integrazione e i soggetti attualmente in cerca di lavoro a prescindere dalla qualifica e dalla posizione lavorativa, ma anche le donne e i soggetti con un livello di istruzione elevata.

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La responsabilità sociale dell' università come fonte generatrice di progetti comunitari

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Questo lavoro cerca di analizzare la responsabilità sociale universitaria nelle istituzioni universitarie del Venezuela come fonte generatrice di progetti comunitari vista in una ottica gestionale. Questo studio si inquadra nell'approccio epistemologico positivista; a sua volta, è di tipo descrittivo, con un disegno non sperimentale transazionale di campo. Il campione è composto da ventiquattro (24) segretari aggiunti della rete di cooperazione interistituzionale, per il supporto, assieme al servizio comunitario, dello studente universitario a livello nazionale, campione con le caratteristiche di tipo censuale che ha permesso di studiare le variabili di caso. Per la raccolta delle informazioni si usa uno strumento con scala di Likert di 63 item, che fu sottoposto alla validazione del contenuto attraverso la tecnica del giudizio di dieci esperti e si misura la sua affidabilità applicando il coefficiente Alfa di Cronbach, ottenendo un risultato di 0,96, quindi altamente affidabile. Tra i risultati ottenuti troviamo un punteggio di 4.6 per la variabile responsabilità sociale universitaria che, in base alla scala per l'interpretazione delle medie, si situa nella categoria di livello molto alto, lo stesso accade con la variabile progetti comunitari che ottiene un punteggio di 4.61. Prendendo in considerazione i risultati si conclude che nei centri universitari si sviluppa la responsabilità sociale universitaria, che esiste la volontà di trasmettere alla collettività i punti di forza dell'educazione e di come condividerla con il cittadino non solo nelle aule, ma approfittare degli spazi disponibili per fertilizzare e seminare il futuro del paese, supportato da conoscenze, valori, etica, responsabilità e lavoro di squadra. Con queste conclusioni si procede a elaborare lineamenti teorici relazionati agli obiettivi della stessa.

Orientamento, formazione e contesti di crisi

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La recente crisi economica ha incrinato i costrutti teorici neoliberali entro cui è stato pensato il rapporto tra formazione e mercato del lavoro negli ultimi trent'anni. Le parole d'ordine di quello che potremmo definire il "pensiero unico" in ambito educativo e di orientamento (economia della conoscenza, occupabilità, competenze, capitale umano) hanno perso l'efficacia descrittiva e prescrittiva che è stata loro riconosciuta negli ultimi decenni. Secondo il nobel per l'economia P. Krugman, la formazione non rappresenta più la via maestra per raggiungere la stabilità occupazionale, economica e sociale; al contrario: «se quella che vogliamo è una società di benessere condiviso, l'istruzione non è la risposta: quel che dobbiamo fare è creare direttamente quella nuova società. Dobbiamo poter recuperare il potere contrattuale che la manodopera ha perduto nel corso degli ultimi 30 anni, così che sia i lavoratori ordinari, sia i super-bravi abbiano il potere di contrattare una buona retribuzione». Si apre così una fase di intenso dibattito attorno al senso, alla funzione, ai metodi e ai compiti dell'orientamento, che ci chiede di recuperare il senso del

contesto originario entro cui si è sviluppata la riflessione e la pratica della career education: la giustizia sociale e la possibilità della scelte come accresciuta possibilità di autodeterminazione del soggetto. È nostra intenzione partire da questi presupposti per esplorare un approccio all'orientamento che eviti la decontestualizzazione del soggetto e la sua collocazione in una generica relazione individuo-contesto che prescinda dalle determinazioni sociali, storiche ed economiche. Tale approccio critico intende infine riflettere su metodi e pratiche dell'orientamento, oltre la pretesa neutralità degli strumenti che ancora oggi caratterizza la rappresentazione degli interventi orientativi.

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COUNSELLING AS SUPPORT OF SELF-ORGANIZATION
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In this symposium a specific systemic approach to counselling will be introduced, that seems to be suitable to meet the complex challenges of the current individual and societal demands and the thereof derived topics and situations of counselling. There are mainly two reasons to favour this approach. On the one hand - looking from the perspective of the clients who are seeking support in vocational training, further training or career decisions, it is clear that the development of life design is more and more unpredictable and for this reason a theoretical approach is necessary, that does not rely on linear structures, but focuses on the interaction of different factors influencing decisions or problem solving strategies. On the other hand it is obvious, that in the professional discussion we find a trend to mix methods from different theoretical approaches – as there are e.g. person-centred, systemic or solution-focussed concepts – so far often without a theoretical basis for the combination of theories and tools. Referring to a meta-theory helps to establish a theoretical framework for the different approaches. For mainly these reasons a systemic approach seems to be adequate. The term “systemic” though by now has become an in-word and covers many different approaches. In this symposium the theory of synergetics (cf. Haken/Schiepek, 2010) is chosen, which focuses on the structure of self-organization processes and thereof derived so called generic principles in order to establish a common framework for different formats and target groups in counselling (cf. Schiersmann, 2010; Schiersmann/Thiel, 2009). Those generic principles structure the strategy of counsellors and can also be seen as criteria for good counselling. The counsellor is seen as a supporter of self-organization processes. The explication of the theoretical approach is underlined with examples for tools, empirical case studies and suggestions for further research strategies.

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Counselling as support of self-organization: The conceptional framework on the basis of synergetics

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In this presentation the conceptional framework of the theory of self-organization processes of social systems is presented. This theory views the forming and changing of structures

and patterns in complex, dynamic systems. It focuses on the question, of how elements within a system co-act showing self-organized behaviour resulting in specific patterns. Synergetics describes and analyzes the basic principles of this self-organized formation of orders. Thus, counselling is the procedural creation of conditions or opportunities for intrasystem processes.

For counseling processes the thereof derived so called generic principles are very important, for example “creating a stable environment” or “Identifying patterns of the relevant system” or “enabling fluctuations of patterns”. Those principles will be explained and illustrated by an example. The idea is that the continuous consideration of these principles substantially encourages and supports self-organizing development processes. This means that the counsellor’s job consists in creating these framework conditions that support self-organization.

Focusing on generic principles allows to use methods or procedures of different counselling concepts, taking into account different situations. The relation between methods/techniques and generic principles is ambiguous: one principle can be realized using different specific methods and one method can also serve the implementation of several principles. This will also be demonstrated.

The generic principles can also be seen as criteria for high-quality counselling and as ethical standards for responsible counselling as well.

Effectiveness of coaching – A qualitative study considering the generic principles

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The challenges and requirements of our daily business life are becoming more and more complex. The support of a coach is one opportunity to face these challenges in an individual and effective way. Coaching in this context is meant as process guiding counseling in an equal consultant relationship which facilitates the self-help of the coachee. As the Generic Principles of Haken/Schiepek (2010) build a framework for facilitating self organization in psychotherapy, they could probably also be used by a coach as orientation during the coaching process.

So, the first guiding question of this presentation is to what extent these Generic Principles are really useful to facilitate the self organization of a coachee. Besides, this empirical research focused on the resulting effects of a coaching within an organization which can be direct (relating to the coachee himself) or indirect (relating to the coachee’s environment).

To explore these questions a multidimensional research design was applied which considers three quality dimensions of coaching on the one hand and different target groups on the other hand to include as many perspectives as possible. So, two coachees, their coaches and in each case five persons of the coachee’s environment were interviewed. They are all working in a large-scale enterprise of the IT sector which established its own internal coaching pool.

A content analysis of the data collected from this qualitative approach gives a clear picture of the coaching effects. Both coachees feel more motivated and comfortable after the coaching. On a cognitive level the coaching opened up new perspectives, encouraged identifying own patterns and raised their ability of self reflection. Of course, these cognitive and emotional effects also provoked changes in the coachee’s behavior. These changes also

influenced indirectly people who worked closely to the coachees. That means coaching is not only effective for coachees but even for other employees of the organization. Especially if the coachee is a manager it can be assumed that these effects are even more multiplied within the company. Regarding the coaching process it is obvious that both coaches followed most of the Generic Principles although they have got a different theoretical background.

Thus, synergetic as systemic counseling approach can be also adopted for coaching to foster one counseling approach which guides the coach through a high quality coaching process and should be further investigated.

Counselling as support for self-organized human change in the context of occupational shift

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In the survey that will be presented the conditions for self-organized human change in the context of occupational shift were examined. This pilot study evaluates with a synergetics perspective the different parts of an existing concept which is used for thousands of people in the situation of occupational change.

Synergetics is the science for dynamic systems, a theory about self-organization. It has its roots in physics and has been transferred to psychology or nearby fields such as coaching, education and counseling.

Currently, one area of great importance in which vocational counselling and coaching is demanded is Outplacement. In Germany Outplacement also is applied in a special version, a so called interim employment society, regulated in the Code of Social Law. German companies use interim employment societies as an internal labor market tool for dismantling staff socially acceptable, which can be necessary during periods of economic turmoil or due to restructuring business areas of the company.

The people in interim employment societies make use of trainings and professional counselling and in many cases go through some very intense periods of learning and developing skills for their career change. In those periods of time shifts in the way of thinking, modifications on internal life concepts or changes in behaviour are necessary. This often brings significant challenges until crisis like strain. To the human bio-psycho system, the challenge is set to change some of the known patterns (order transitions), whereby unstable system situations occur. Especially under these circumstances synergetics, with its generic principles, are an appropriate theoretical model that describes the conditions under which self-organized development and change can occur.

With the pilot study results it was found that an approach, with the generic principles of synergetics, captures a wide view on the occupational change process and shows insights which can be applied for best practice of existing and new concepts in outplacement and interim employment societies.

COMPETENZE E PROFESSIONALITÀ EMERGENTI

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Dai dati del Rapporto alla valorizzazione delle competenze dei professionisti dell'orientamento

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Due le direzioni con le quali nel Rapporto Orientamento 2010 è stato approfondito il tema delle professionalità dedicate all'orientamento: a) la prima relativa ai numeri e alle caratteristiche dei professionisti dell'orientamento che operano nei diversi sistemi; b) la seconda relativa ad una riflessione sulle possibili piste future in tema di 'professionalizzazione' dell'orientamento.

Volendo sintetizzare i dati emersi è possibile individuare 3 elementi chiave: a) un universo importante in termini numerici di professionalità impegnate nei servizi di orientamento della scuola, dell'università, della formazione professionale e del lavoro; b) una forte eterogeneità delle figure professionali in relazione alla formazione iniziale, alle competenze possedute e alle funzioni, posizioni e ruoli lavorativi; c) una domanda esplicita e condivisa in tema di riconoscimento delle competenze e della professionalità praticata e acquisita.

Il bisogno di riconoscimento delle competenze degli operatori di orientamento oggi necessita di essere reso *pensabile* e quindi traducibile in azioni che possano dare valore e portare a sintesi gli sforzi fatti in tal senso nei diversi ambienti tecnico-scientifici e territoriali. Sembra ormai maturo il tempo per poter agire a livello politico-istituzionale centrale in sinergia con i molti attori che si occupano di questo processo in particolare definendo criteri per il riconoscimento e la certificazione delle competenze, per la formazione dei professionisti dell'orientamento con l'individuazione di parametri sia per la formazione iniziale delle nuove leve sia per l'implementazione di competenze dei professionisti già impiegati nel settore, per la definizione precisa di mission e funzioni degli specifici sistemi (scolastico, universitario, formativo, lavorativo) a cui ancorare la pratica orientativa.

Il raggiungimento di tali obiettivi è indispensabile per la costituzione di una rete tra soggetti organizzativamente autonomi (i portatori, di natura pubblica ma anche privata, di competenze istituzionali e deleghe normative in materia) che sappiano integrarsi tra loro e creare reciproci e significativi legami; che operino sul territorio in maniera inclusiva e partecipativa e che interagiscano, costruendo reti allargate, con i soggetti che sul territorio stesso sono portatori di competenze specifiche.

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I dispositivi per l'analisi e la validazione della competenza degli operatori di orientamento

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L'intervento presenta i contenuti dello *Study on Existing Frameworks to Validate Competence of CG Practitioners* realizzato nell'ambito del progetto europeo IMPROVE <http://orientamento.it/orientamento/8o.htm>. Vengono illustrati i diversi approcci per l'analisi e la validazione della competenza, e in particolare quello sviluppato da McClelland, Boyatzis e altri basato sull'analisi delle caratteristiche personali e quello sviluppato in Gran Bretagna nell'ambito del National Vocational Qualification basato sull'analisi della prestazione. Per ognuno dei due approcci viene presentata la filosofia di fondo e le modalità di assessment utilizzate. I due approcci vengono poi utilizzati per classificare ed esaminare vantaggi e svantaggi di alcuni dispositivi sviluppati per l'accreditamento degli operatori di orientamento, quali ad esempio EVGP, MEVOC, EAS/EAF, NVQ/QCF, la proposta delle tre associazioni di operatori italiani Asitor, Assipro, Cofir <http://orientamento.it/orientamento/7m.htm#1> e i dispositivi di alcune regioni italiane per la certificazione della competenza di figure professionali in genere.

Orientare al plurale: Profili e competenze professionali per le professionalità del consulente d'orientamento

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È ormai ampiamente riconosciuto come il processo di orientamento si sia dilatato secondo una logica multidimensionale declinabile in termini temporali, contestuali, e di livello del tutto differenzianti ed articolati rispetto alla molteplicità delle esigenze e delle domande espresse dalla pluralità degli utenti/clienti e degli stakeholder. Si tratta, quindi, di analizzare la ricca elaborazione sperimentale e divulgativa relativa alla tematica orientamento evidenziando le metodologie ed i modelli d'intervento, più o meno consolidati, che meglio rispondono alle domande espresse e di esplorare il vasto ambito di strategie e pratiche che, in diversa misura, concorrono alla progettazione, organizzazione e gestione della pluralità dei percorsi di carriera che interessano ampie platee di soggetti direttamente coinvolti nei processi formativi, professionali, lavorativi, di vita.

Le tematiche evidenziate rappresentano il quadro di riferimento per la realizzazione di un piano di ricognizione dei contesti e delle situazioni di realizzazione di pratiche di consulenza d'orientamento in risposta alle esigenze emergenti e, al tempo stesso, il modello generativo per lo sviluppo di percorsi di formazione e di professionalizzazione di operatori in grado di fronteggiare la complessità delle scelte e dei sentieri di carriera che interessano gli individui.

Orientamento e consulenza di carriera in un contesto organizzativo a dimensione multinazionale e multiculturale

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I sistemi organizzativi interpretano in maniera puntuale e tempestive le linee e le traiettorie di sviluppo che caratterizzano la società sempre più globalizzata, diversificata ed interessata ai processi di integrazione delle potenzialità disponibili. In questa logica, le organizzazioni che fanno sempre più riferimento nei loro processi di business alle competenze ed ai talenti delle risorse umane disponibili, implementano e sviluppano sistemi e strategie di consulenza e di supporto necessari per gestire e valorizzare le loro potenzialità di successo. I modelli e le pratiche di orientamento e di consulenza di carriera assumono sempre più un valore di differenziazione e di caratterizzazione della cultura organizzativa espressa e connotano in maniera distintiva lo stile di gestione delle risorse umane praticato. Il contributo presentato illustra le linee ispiratrici e le strategie operative adottate da una organizzazione multinazionale nella gestione delle carriere di target culturalmente, professionalmente ed organizzativamente differenziati.

Bilancio e portfolio delle competenze all'università: Un percorso per neo-laureati

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La presente ricerca è stata realizzata nell'ambito del progetto "MOIRC: Modello Operativo Integrato per il Riconoscimento e la Certificazione delle Competenze", finanziato dal Programma Operativo F.S.E. 2007/2013 Regione Veneto - Asse "Capitale Umano" e gestito dalla Facoltà di Scienze della Formazione dell'Università degli Studi di Padova in collaborazione con l'Ufficio Stage e Mondo del lavoro. Il progetto "MOIRC" si è dato l'obiettivo di analizzare alcune buone pratiche italiane ed europee al fine di progettare e sperimentare dispositivi e strumenti di identificazione, riconoscimento e certificazione delle competenze acquisite in ambiti non formali e informali e di delineare alcune linee guida per la costituzione di un Centro per l'Apprendimento Permanente dedicato alle procedure di validazione dei saperi esperienziali e di bilancio di competenze. Per quanto concerne la parte di progetto dedicata al bilancio delle competenze, l'attività di ricerca teorica ed empirica ha previsto tre fasi progettuali. Il punto d'avvio è stato, da un lato, la ricostruzione di una bibliografia ragionata internazionale ed italiana riguardante il bilancio e il portfolio di competenze (26 testi e 46 articoli) con un focus particolare sulle pratiche di bilancio e di portfolio di competenze sperimentate in Italia, per l'analisi delle quali è stato ideato un format unitario, e, dall'altro, lo studio del documento Tecnico sul bilancio di competenze dell'ISFOL e della Carta Qualità Europea Bilancio di Competenze della FECBOP. Da un solido ancoraggio teorico (Aubret 2001, 2005, 2009; Le Boterf, 2005; Boutinet, 2004; Desroche, 1984; Vermersch, 1994, 2005; Clot, 2000; Alberici, 2009; Di Fabio, 2009; Selvatici, 1999; Sansregret, 1984; Rossi, 2002) si è passati all'individuazione di elementi significativi di cui tener conto nella seconda fase, ossia la progettazione del modello: il percorso ha previsto un'alternanza di colloqui individuali svolti con un consulente di bilancio e laboratori di gruppo tenuti da esperti dell'equipe multidisciplinare di progetto e si è rivolto a neolaureati dell'Ateneo con almeno un anno di esperienza professionale e/o

extraprofessionale. Il lavoro di mappatura dei saperi maturati nel passato e di sintesi in un'ottica di progettualità futura è stato accompagnato dalla stesura di un portfolio di competenze secondo un modello appositamente creato, finalizzato ad aumentare la valenza sociale del bilancio: accanto infatti al valore formativo e orientativo a livello personale del percorso, dato dalla presa di consapevolezza da parte dei partecipanti delle proprie competenze e della loro spendibilità e trasferibilità in nuovi contesti, si è ritenuto importante l'utilizzo di uno strumento autovalutativo, il portfolio appunto, corredato di documenti a prova ed evidenza delle conoscenze e abilità descritte e propedeutico eventualmente ad un'attività eterovalutativa di validazione e riconoscimento dei saperi esperienziali così rintracciati ed esplicitati (anch'essa sperimentata all'interno di altre azioni progettuali del "MOIRC"). La ricerca empirica ha coinvolto 14 giovani laureati che hanno portato a termine il percorso; il processo è stato monitorato e valutato con metodologie qualitative volte a rilevare, dal punto di vista dei partecipanti e del consulente, il raggiungimento delle aspettative iniziali, il miglioramento delle conoscenze/capacità di analisi e sintesi delle proprie competenze, la soddisfazione rispetto all'utilità del percorso.

La valutazione dell'occupabilità e la valutazione dei servizi

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La modalità di costruzione di un profilo di occupabilità (Guglielmi & Natali, 2009) e il suo uso, inserito in un modello operativo di monitoraggio e valutazione nei Servizi (per l'impiego), è di evidente importanza per le persone, i servizi e per la loro valutazione. Dal punto di vista soggettivo degli utenti fruitori dei servizi avere una corretta percezione della propria occupabilità assume un ruolo centrale al fine di gestire la permanenza nel mercato del lavoro e mantenere attiva e spendibile la propria posizione. Per analizzare la problematica dal punto di vista dei servizi occorre considerare che questi si trovano ad agire in un mercato del lavoro con un elevato stock di disoccupati in un contesto sociale segnato più marcatamente da fenomeni di impoverimento. In questo scenario un'appropriata metodologia di allocazione degli interventi di aiuto alle persone contribuisce al recupero di margini di efficacia ed efficienza tramite un più rapido reinserimento lavorativo e/o l'indirizzamento ad altri servizi adatti per l'aiuto. In linea con questa prospettiva l'obiettivo di questo contributo è di presentare la modalità di costruzione di un profilo di occupabilità, inserito all'interno di un modello operativo di monitoraggio e valutazione nei Servizi (per l'impiego; Tassinari, Camillo, Freo, Guizzardi & Natali, 2010). Il dispositivo, di evidente importanza per le persone e i servizi, e per la valutazione degli stessi mette in luce e tiene conto dei diversi punti di partenza degli utenti fruitori dei servizi, ai fini di una corretta valutazione degli esiti attesi, in primis quelli occupazionali.

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Dal modello EQF all'orientamento professionale: Progetto "Analisi delle competenze dell'imprenditore". Modello di certificazione delle competenze dell'imprenditore

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La Commissione europea ha definito come apprendimento permanente qualsiasi attività realizzata nell'arco della vita, che contribuisce allo sviluppo di conoscenze, abilità/capacità e competenze per una crescita personale, occupazionale e di inclusione sociale. Diventano quindi necessari il riconoscimento e la valorizzazione degli apprendimenti per identificare e certificare le competenze professionali. Così, se per le competenze formali si fa riferimento ai diplomi, per gli apprendimenti in ambiti informali e non formali necessitano processi di riconoscimento, di validazione e di certificazione. L'obiettivo di questo lavoro è illustrare i primi risultati del progetto "Analisi delle competenze dell'imprenditore. Un progetto voluto dalla Regione Veneto, realizzato dall'Università degli studi di Verona con il partenariato di realtà quali: Servizio Nuova Impresa della Camera di Commercio di Verona, lo Sportello Placement dell'Università Cà Foscari di Venezia, Lavoro e Società, COSPES di Treviso, Comuni di Verona, Bussolengo, Vescovana ed ancora associazioni di categoria, società interinali, associazioni e quanti lavorano per l'orientamento e l'avvio d'impresa. I soggetti coinvolti: 350 imprenditori nella fase di analisi delle competenze imprenditoriali. Questa fase è realizzata attraverso la somministrazione di un questionario costruito ad hoc e la realizzazione di focus group. Più di 50 orientatori coinvolti nell'accompagnamento alla diffusione del modello di bilancio di competenze imprenditoriali da noi proposto e nella sua applicazione sperimentale a 100 utenti. Uno dei prodotti in uscita del progetto è un modello di analisi delle competenze imprenditoriali il cui obiettivo è migliorare degli strumenti di supporto all'orientamento. La ricaduta su territorio è collegata alla volontà di creare un più forte raccordo tra le realtà che si occupano di orientamento professionale e quanti si dedicano al supporto per l'avvio e lo sviluppo d'impresa. Il modello di bilancio di competenze imprenditoriali proposto si basa sul Quadro Europeo delle Qualifiche - EQF (COM, 2009) per descrivere gli 8 livelli di apprendimento ed i relativi descrittori che possono identificare le conoscenze, abilità/capacità e le competenze dell'imprenditore. Il suddetto modello nel riconoscere gli indicatori ed anche il grado di conoscenze relative alla professione che essi esercitano prevede due sessioni: il processo di Bilancio delle Competenze dell'imprenditore e la Validazione e Certificazione delle competenze Imprenditoriali. Tramite questo modello, si intendono migliorare gli strumenti di supporto all'inserimento e reinserimento lavorativo, permettendo lo sviluppo del mercato locale e di una figura imprenditoriale più preparata ai cambiamenti del lavoro.

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CAREER COUNSELING INTERVENTIONS
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Creating your self-portrait from a full palette: A group approach to enhancing career development through self-knowledge and awareness

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This presentation will describe a six-session group intervention to assist participants in exploring personality type, career interests, coping style, dispositional outlook, and self-awareness to better equip participants in the development a career path. The goal of the group is to assist undergraduate students and/or career changers to better understand themselves from a variety of perspectives and to increase awareness of possible career options that may match their personality type and interests. Group participants complete the Myers Briggs Type Indicator (Myers, 2004) and the Strong Interest Inventory (Strong, 2004) and receive the Strong MBTI Career Report. Participants also complete the Brief COPE (Carver, 1997), and the Attributional Style Questionnaire (Peterson, 1982). Group members also participate in creative/expressive exercises including the development and illustration of an emblematic story and the development and interpretation of a mandala. The group includes mini lectures on coping style, outlook, positive and negative attributions, self-awareness and interpretation of the Strong MBTI Career Report. The presentation will include a description of each assessment used and the creative/expressive exercises selected. Specific examples of emblematic stories and mandalas created will be provided. Participants who attend this presentation will learn how to implement this group in their counseling centers or practices, and how to administer and interpret the instruments completed by group members.

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The impact of educational counselling on candidates with vocational qualification for higher education

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Against the background that access to higher education for applicants with vocational qualification was widened in 2009 and 2010 in Baden-Wuerttemberg, Germany, a study was conducted surveying the impact of counselling on this group of applicants. By

combining an inductive and deductive approach the study was designed to create a counselling framework that is suitable to encourage potential learners and to appropriately support them in decision making and preparation for studying. For this purpose thirty-three vocationally qualified applicants for engineering sciences at the Duale Hochschule Baden-Wuerttemberg were surveyed; quantitative as well as qualitative data were collected from April 2010 until November 2010. Findings indicate that these applicants are ambiguous with respect to the value of their prior education and their potential deficiencies in knowledge. Despite this fact, however, they tend to stay away from counselling as well as from knowledge assessment or tests. This incongruity seems to be caused by two main factors: first, the fear to encounter facts that provide an unfavourable self-perception and, thus, may oppose the high motivation towards the aim of studying; second, counselling is not perceived to be relevant to them due to a wide range of professional experiences and mature personal strategies. Still, as findings confirm there are substantial deficiencies in knowledge for studying engineering sciences, particularly in mathematics. Thus, in fact staying away from counselling and especially from knowledge assessment implies the danger that applicants do not realize the impact of their deficiencies which again increases the risk of failure during studies later on. Thus, results of the study suggest that counselling will not serve as an appropriate steering tool within the context of lifelong learning as long as it is assumed to be actively sought for. As a solution, a wider framework for counselling was developed which closely interacts with marketing, provides required information, and actively approaches potential learners. For counselling interviews a guide was developed that helps to carefully lead through an individual evaluation of learners' motivational aspects and assessment of knowledge. Counselling should be conducted early enough to allow for sufficient time to appropriately prepare for studies if needed. Means for preparation have to be provided accordingly being both, reliable as well as affordable. Moreover, means should comply with specific learning styles and learning strategies of applicants. These measures seem to be central to enhance and foster motivation of potential learners on their way of self-actualization and to contribute to creating a homogenous group of first year students. This will add to prevent both, decline of quality and contents of curricula as well as misinvestments, frustration, and increase of drop out rates on the learners' side.

The influence of career services on institutional integration and intention to persist

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Retention is an increasing concern on university and college campuses. The average degree completion rate for public universities in the U.S.A. from 2004 to 2009 was between 40-43% (ACT, 2004, 2009) and student services need to be proactive in how to increase persistence to graduation. Tinto's (1975) groundbreaking work has paved the way for research that uses his model of institutional departure to explain and predict why students leave post-secondary institutions, and identify how institutions can work to increase retention by addressing the integration areas contained in the model. Student services and development theory have been largely informed by Tinto, Pascarella, and Terenzini's work, career services are included. One factor that helps to explain why students leave is that they

either do not know what their future vocational plans are, do not understand how their career plans and goals relate to their academic work, or both. This study examined an expanded definition of career maturity as an outcome measure, which we refer to as career competence. Career competence is defined as a readiness to engage in career exploration and realistic planning, which informs appropriate career choices and enables individuals to move confidently forward in their career search. Three constructs are contained in this definition of career competence: career decision self-efficacy, occupational engagement, and vocational identity. By helping to foster career competence in students, career services can help combat attrition by influencing institutional integration. This empirical study examined the effect of interventions using a career coaching model, which aims to increase career decision self-efficacy, occupational engagement, and vocational identity, and then to examine their collective and individual influence on institutional integration and confidence to complete a degree. Preliminary findings revealed that career decision self-efficacy and vocational identity increased and occupational engagement did not change significantly as a result of career coaching interventions. Collectively, all three outcomes accounted for significant variance in institutional integration scores but not for confidence in graduating from college. Institutional integration and career competence together accounted for a significant amount of variance in confidence in degree completion. The preliminary results of this study show that career coaching interventions that increase career decision self-efficacy and vocational identity may increase institutional integration and persistence to graduation. As such, career interventions targeted at fostering the development of these beliefs in students have the potential to increase student retention. The significant variance in institutional integration accounted for by career competence is a valid consideration for career services at post-secondary institutions seeking to actively increase students' degree completion. (Note: These results are preliminary, as data collection will continue through June 2011).

Interlinking the world through science: An Introduction to the JSPS Science Dialogue Program

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Mobility of human resources in science and technology (S&T) has become a central aspect of globalisation (OECD, 2008). Scientists could be the most talented and qualified individuals; to pool intellectual, technological, and financial resources; and to effectively address scientific questions (UNESCO, 1999). In Japan, the promotion of science and technology has been a key governmental policy, and we have administered various programs that would foster scientists in next generations. On the other hand, the results of several international tests of scientific knowledge (e.g. OECD/PISA) indicated that despite their stellar academic performances, Japanese students had the lowest attitudes towards, and interest in, scientific and technological enterprises. It was thus imperative that Japanese students be provided with career guidance regarding S&T fields. This paper describes the steps taken through the JSPS Science Dialogue Program towards the career guidance of Japanese secondary school children with regard to the fields of S&T. Having the slogan 'Interlinking the World through Science', the programme have provided these students with

an opportunity to attend certain lectures by overseas post-doctoral researchers. These English-based lectures comprised an introduction to the research activity in S&T fields and experiments or hands-on training as well as an introduction to a researcher's career and his/her home country and aimed to stimulate the students' interest in these fields. To glean the impact of the lectures on the students, they were administered questionnaires based upon the lectures' contents post every lecture. The results indicated that most of them had enjoyed the interaction; moreover, they had felt that event had given them a precious opportunity and wished to attend such an event again. On the other hand, they had faced these common difficulties: (1) lack of English proficiency and (2) insufficiency of scientific knowledge. These have since been overcome by the following measures: (1) the preparation of an abstract and list of key words; (2) adoption of a slow and clear manner of speech and the avoidance of technical terms; and (3) the presence of a Japanese researcher not merely as a translator but also as commentator on important points. The measures' effectiveness is evidenced by the increase every year in the number of lectures and the fact that half of the aforementioned students have repeatedly participated in these events.

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Evaluation of career education program for high-school students in Bosnia and Herzegovina

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After the 1992-95 war, the BiH education system lost the continuity in development of career counseling due to many factors including low school staff motivation, career counseling as low priority in agenda of education ministries and lack of financial support for model development. The most comprehensive report on situation of career counseling in BiH was written in 2005 (Sultana, R.G. Follow-up Report on Career Guidance Country Visit) and the situation have not changed much since then. One promising project mentioned in this report was the web site Moja Karijera, implemented by proMENTE social research (Sultana, 2005). Recognizing the great need for career guidance for high school students, especially in relation to their employability, GOPA consultants with support of ADA and SDC started a project called YEP (Youth Employment Project). This project had 4 components in which the Component 1 was aimed to help high school students. ProMENTE as implementing partner for Component 1 developed an experimental model of career guidance for high school students. The model included series of workshops in which the students had a chance to learn about themselves, the world of work and education and to practice techniques for active job search. This was also the first time in BiH in which a systematic evaluation was carried out of a career education model. The goal of the evaluation was to check if this new, interactive, workshop-based model is efficient

and feasible for wider use in education system. The quasi-experimental design with control and experimental group and two points of data collection – before and after the series of workshops - was prepared. The evaluation design included several measures: knowledge about personal characteristics and world of work and education; perception of self-efficacy in job search; locus of control, as well as the Career Decision Profile (Jones, 1989). The total number of students who attended the workshops was 924 in 6 BiH schools. From this group 246 students were sampled in experimental group. 169 students from equivalent schools were chosen to be a control group. The experimental and control group were equivalent in gender distribution, education and work status of parents, well-being of the family and average academic achievement between students nor in level of knowledge about personal characteristics and world of work, self-efficacy for job search, locus of control and level of career decisiveness. The comparison of the groups after the workshops reveals important improvement among students in the experimental group concerning level of understanding themselves, world of work, perception of self efficacy and level of career decisiveness. All results will be explained and discussed.

**Developing critical thinking skills in vocational & engineering technology curriculum:
Best practices applied**

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The purpose of this presentation is to identify and summarize the best practices associated with designing instruction that helps to build student critical and creative thinking skills. Selected literature related to building critical thinking skills in learning environments will be summarized. Participants attending this presentation will receive a summative list of best practices identified in current research. Furthermore, this report will provide at least two examples of instruction from industrial and technical education courses that reflect the best practices noted for developing critical thinking skills for undergraduate and/or graduate level courses. Critical thinking is at the center of many discussions on improving student learning. Accrediting agencies, legislators, and advisory boards often provide the impetus for examining the quality of instruction to improve student learning. The traditional model of classroom instruction encourages students to be passive recipients of knowledge. This type of instruction does not promote the transferability of learning that employers and teachers are seeking because true learning does not occur. This presentation will describe several engineering technology classes designed to maximize critical thinking to improve student learning through the “Understanding By Design” framework. Elements of syllabus design, student orientation to the course, assignments, engaged lecturing, and in-class activities will be discussed. These strategies may be applied to many courses throughout the curriculum of study. The presenters will demonstrate how a course, as well as a curriculum, can be focused on critical thinking and bring about the desired results that include appropriate assessment. This learning plan will help achieve the unmet need of qualified workers and thinkers in today’s global economy. Individuals attending this session will leave with templates for designing a course using the “Understanding By Design” method revolving around critical and creative thinkers.

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Effects of career counseling interventions for unemployed adults: A longitudinal study in Swiss public institutions

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This project aims to study the longitudinal effects of career counseling interventions for unemployed adults. Based on a population of 96 unemployed adults following a career counseling program in public institutions located in the french-speaking part of Switzerland, different outcome variables (Career decision difficulties, self-analysis, subjective well-being, self-esteem) were measured in a pré-post (T1 & T2) design with a 6 months follow-up (T3). The results show a decrease of career decision difficulties (Effect Size 0.78) and an increase of self-analysis (ES 0.63) and subjective well-being (ES 0.14), these effects being stable through time. There was no evolution of self-esteem during the intervention, but results showed an increase of this indicator at T3 (ES 0.40).

**L'ALBERO E LA FORESTA. METODOLOGIE, STRUMENTI E RELAZIONI
NELLA CONSULENZA DI CARRIERA**

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Nella metafora proposta dal titolo, 'l'albero' sono le metodologie e gli strumenti della consulenza, sui quali viene di norma concentrata l'attenzione, mentre 'la foresta' che si rischia di 'non vedere' è il processo di accompagnamento, e la relazione che li media e li sostiene. Il simposio presenta quattro esperienze diverse, che illustrano diverse modalità di 'fare consulenza' alle persone in momenti di transizione o di cambiamento e sviluppo professionale: dentro le organizzazioni ma anche fuori da esse; prevalentemente in forma individuale ma anche in forma di gruppo e collettiva; focalizzando un percorso-processo ma anche lo specifico strumento adottato per supportare tale percorso; etc. L'obiettivo del simposio è quello di proporre e offrire un doppio livello di analisi delle esperienze presentate. Da un lato, si propone l'analisi di ciascuna esperienza nella propria distintività, quale 'forma di consulenza' con le sue specificità (di approccio, di finalità, di contesto, di popolazione-target, di metodologia realizzativa):

- supporto e accompagnamento alla ricollocazione professionale per lavoratori in un contesto di crisi occupazionale (Ruffini)
- coaching e career counseling in una organizzazione pubblica (Sarchielli)
- consulenza e coaching per la progettazione professionale nei servizi sociali (Rossi)
- supporto e accompagnamento con utilizzo di uno strumento specifico (e-portfolio) per giovani e adulti in situazioni di transizione professionale (Rasello, Donato, Botto)

Dall'altro lato (ed è ciò che si intende suggerire con il titolo del simposio), si propone l'analisi congiunta delle quattro esperienze sotto il profilo dei loro fattori di efficacia (elementi distintivi di riuscita), con particolare attenzione al rapporto relativo tra metodologia e strumenti da un lato e 'dispositivo relazionale' dall'altro. L'assunto (e quindi, la proposta di riflessione) è che nel dibattito corrente (quello professionale e socio-istituzionale; ma forse anche quello tecnico-scientifico) si tenda a dare enfasi e ad attribuire importanza pressoché esclusiva alla dimensione tecnico-metodologica (lo strumento 'nuovo', finalmente 'giusto', oppure effettivamente 'valido' etc.), rischiando di lasciare paradossalmente 'sottotraccia' la crucialità della relazione tra il consulente e le persone coinvolte quale elemento fondamentale, se non decisivo, di riuscita dell'intervento. In particolare, le quattro esperienze consulenziali saranno analizzate e rilette alla luce dei rispettivi elementi di qualità rintracciati non solo sotto il profilo tecnico-metodologico ma nell'accompagnamento offerto, e dunque nella relazione consulenziale instaurata che il consulente riesce a praticare. Ciò rende ragione del titolo del simposio, che invita a ri-orientare lo sguardo dei consulenti e degli operatori (ma anche del management organizzativo ed istituzionale) verso 'la foresta' costituita dal processo di accompagnamento, evitando di mettere a fuoco soltanto 'l'albero' costituito di volta in volta dallo specifico metodo o strumento adottato.

L'e-Portfolio: Metodologia e strumento per la gestione delle transizioni professionali

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La carriera professionale si configura sempre meno come un rapporto stabile e continuativo all'interno di una stessa realtà aziendale e le scelte in campo lavorativo e professionale non sono più decisioni definitive, bensì fasi di un processo evolutivo destinato a mutare nel tempo; i lavoratori sono sempre più costretti a un percorso professionale discontinuo, caratterizzato da momenti di inattività o di aggiornamento/formazione, per affrontare il quale non dispongono di supporti adeguati. Il CIOFS-FP Piemonte ha sviluppato e sperimentato uno strumento per la gestione delle transizioni attraverso la capitalizzazione di esperienze passate e di competenze acquisite e la valutazione della loro trasferibilità in altri contesti professionali. Il presupposto è che per gestire le transizioni professionali sia necessario: riappropriarsi consapevolmente del patrimonio di competenze; essere in grado, nella logica dell'orientamento lungo tutto l'arco della vita, di anticipare meglio le nuove situazioni, ancor di più quando esse risultano frammentate, interrotte e riprese; essere in grado di mettere in atto strategie di ricerca lavoro in un mercato sempre più frammentato e complesso. L'e-Portfolio² è uno strumento informatico a supporto delle persone che intendono rendere maggiormente leggibile e coerente il percorso professionale di fronte al rischio della precarietà lavorativa e della frammentazione delle identità professionali e personali. L'e-Portfolio è uno strumento versatile che consente di rispondere a situazioni professionali differenti e a obiettivi orientativi diversificati. Nello specifico si propone come:

- un *processo di accompagnamento nei momenti di transizione professionale* lungo tutto l'arco della vita e non solo nei momenti di scelta più tradizionali (scuola-lavoro, università-lavoro, ecc.);
- una *memoria-archivio* del proprio percorso professionale;
- una *metodologia di valorizzazione* delle esperienze;
- un approccio che presuppone *l'implicazione attiva* degli utenti rispetto alla valutazione, validazione e certificazione delle competenze acquisite (queste tematiche dovrebbero coinvolgere anche organizzazioni sindacali, associazioni imprenditoriali, associazioni di categoria).

Dal punto di vista metodologico il dispositivo è integrato da un processo di accompagnamento che consente di progredire per livelli di approfondimento e di riflessione sempre più significativi nella logica di capitalizzazione delle esperienze e della loro 'tracciabilità'. Questa articolazione progressiva e modulare è funzione di due diversi fattori: da una parte le opportunità individuali (disposizione personale all'utilizzo delle tecnologie, motivazioni, obiettivi professionali, tempo a disposizione), dall'altra la valenza sociale e istituzionale (riconoscimento e validazione delle competenze acquisite in contesti formali, informali e non formali).

² Lo strumento, disponibile sul sito del CIOFS-FP Piemonte www.eportfoliobilco.it, è stato realizzato da un'équipe multidisciplinare composta da esperti di orientamento, esperti del mercato del lavoro e tecnici informatici. Lo strumento sarà on-line a partire dal mese di giugno 2011.

Supporti alla progettazione professionale nell'ambito dei servizi sociali

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Il progetto di intervento consulenziale, qui presentato, ha coinvolto i servizi sociali di un grande comune del Nord Italia. In particolare, si è rivolto a tre diversi ruoli organizzativi con specifiche attività di gestione e coordinamento: ai dirigenti dei servizi sociali circoscrizionali, ai funzionari (chiamati Posizioni Organizzative) delle aree Amministrativa, dei Minori e Disabili, degli Anziani, ai Responsabili dell'Assistenza Sociale (RAS) e ai Responsabili Amministrativi (RA). L'insieme di questi tre ruoli forma lo Staff Sociale, presente in ognuno dei 10 servizi sociali di cui si compone l'area metropolitana del comune in questione. Il progetto si è ispirato a un modello di ricerca-azione sia nella fase di definizione del problema, sia nella gestione della concreta attività sul campo. Il percorso di 'formazione-ricerca-consulenza' proposto ha adottato la logica tipica dei percorsi di accompagnamento e supervisione ai gruppi di lavoro, ovvero nel rispetto delle peculiarità di ogni realtà organizzativa si è lavorato sul funzionamento degli staff e dei ruoli basandosi sulle problematiche concrete che emergevano dal racconto e dal confronto tra le parti in gioco. Centrale in questo approccio è stato lo strumento degli 'auto-casi', raccolti e analizzati sotto forma di episodi significativi di lavoro. Ogni Staff sociale ha lavorato con una coppia di consulenti per sei incontri (all'incirca uno al mese) nel corso dei quali si sono utilizzate varie tecniche del Coaching di gruppo, o della consulenza ai gruppi di lavoro, anche seguendo le attività proprie degli incontri di ogni Staff e portando un contributo di metodo alla discussione e al processo decisionale. In particolare, si sono messe a fuoco le principali criticità attinenti al ruolo di responsabile di area che sono state analizzate sia alla luce del concetto di successo di carriera sia alla funzione che il gruppo di staff svolge sul piano del supporto sociale. In questa direzione si è collocato l'autocaso, oggetto di questa relazione, che descrive le difficoltà incontrate da una giovane responsabile durante la fase di 'assestamento' nella nuova posizione organizzativa.

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La consulenza nelle transizioni: "Accompagnare" chi perde il lavoro nel tempo della crisi

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L'intervento ha avuto luogo nell'ambito del progetto 'Competenze a supporto dell'adattabilità degli ex-lavoratori Klarius in CIGS', ed è nato come risposta a un'esigenza reale e urgente: far fronte alla situazione di crisi professionale e personale di adulti che stavano affrontando un difficile passaggio da lavoro a lavoro. Le azioni svolte hanno perseguito l'obiettivo di offrire un percorso di accompagnamento al reinserimento

lavorativo articolato in servizi a supporto della transizione e percorsi di sviluppo/consolidamento di competenze professionali e risorse personali. I contenuti dei percorsi sono stati inizialmente abbozzati in funzione delle abilità già acquisite dai lavoratori e delle loro aspettative, ma poi precisati o ridefiniti in itinere, collocandoli all'interno del piano d'azione che ciascuno di essi ha messo a punto, con il supporto adeguato, in relazione alle competenze acquisite, alle proprie aspettative/desideri, alle opportunità di ricollocazione e/o riconversione effettivamente offerte dal mercato del lavoro locale. L'assunto di base del progetto è che la consulenza (career counseling) e la formazione per la riqualificazione e lo sviluppo, soprattutto nel caso di soggetti adulti, rappresentino un 'investimento di senso' e siano efficaci solo se, da un lato, si connotano come servizi alla persona e, dall'altro, non sono percepite -né promosse- come azioni 'magiche' in grado di trasformare in tempi rapidi storie e percorsi di vita. Le persone non sono vuoti da riempire e il cambiamento si presenta per sua natura difficile, contraddittorio e ambivalente, a maggior ragione se si considera la attuale situazione di crisi strutturale. L'intervento, partendo dall'analisi delle dimensioni e funzioni dell'orientamento e riorientamento 'emergenti' in tempo di crisi, prima fra tutte la funzione di accompagnamento, ha privilegiato un approccio *empowering* alle attività di *career counseling* e formazione per lo sviluppo, volto a aumentare il senso di padronanza e controllo sulla propria vita e di favorire il processo di ampliamento delle possibilità praticabili e disponibili al soggetto, attraverso la partecipazione e l'impegno assunto in prima persona nel costruire e far evolvere la propria vicenda consulenziale e formativa. Nella realizzazione del progetto si è attribuita particolare rilevanza alla *resilience* (resilienza), ovvero alla capacità di adattarsi in modo flessibile agli stress interni ed esterni, di fronteggiare difficoltà e problemi, di mantenere un sufficiente livello di controllo in condizioni di rischio psicosociale. Il soggetto che riesce a superare le avversità, mantenendo un valore positivo di sé nonostante gli eventi negativi, crede nelle proprie capacità e le utilizza traendone il massimo dei benefici possibili: ciò gli consente di scegliere percorsi adeguati alle opportunità e ai vincoli personali ed ambientali e di sviluppare capacità di mutuo aiuto e sostegno, oltre a stimolarne la propositività, il protagonismo e l'attivazione, fornendo strumenti per risolvere i problemi e per assumere decisioni.

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Percorsi di sviluppo delle competenze manageriali nella pubblica amministrazione. Esperienze di coaching e di career counseling per dirigenti della Regione Emilia Romagna

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Nella P.A. l'adozione di metodologie individualizzate di formazione e/o *coaching* e l'introduzione di attività di *career counseling* per lo sviluppo delle competenze si sta consolidando. In tali percorsi si tende a restituire ai dirigenti la responsabilità e l'autorità nel decidere come affrontarne e regolarne lo sviluppo. Le esperienze di consulenza individualizzata rivolte ai dirigenti, sperimentate e oggetto del contributo, possono essere considerate come percorsi e luoghi di esplorazione e descrizione delle attività dirigenziali, di autovalutazione delle competenze e delle risorse psico-sociali disponibili in una specifica fase della carriera lavorativa/organizzativa, e contestualmente possono essere definite come opportunità di metariflessione sulle implicazioni che specifiche competenze manageriali e risorse personali possono generare nelle situazioni socio-organizzative concrete. Questa iniziativa sembra mettere in gioco una dimensione che può esser definita come progettazione intenzionale di sé e di un proprio sistema di competenze, e sembra riguardare soprattutto la costruzione di peculiari orizzonti di senso che trascendono la sola dimensione organizzativa e professionale, ma coinvolgono la totalità del sé e dell'esperienza sociale e personale dell'individuo. Le iniziative di *coaching* e *career counseling* dovrebbero essere considerate, da un lato, luoghi per ricostruire e analizzare la propria storia professionale e organizzativa, in funzione di una prefigurazione e progettazione di futuri percorsi di sviluppo e, dall'altro, spazi 'aperti' di riflessione su di sé e sul proprio agire professionale e manageriale e occasione per ripensare alle modalità di esercitare le responsabilità connesse al ruolo dirigenziale all'interno della propria organizzazione. Per i due percorsi realizzati sono stati intenzionalmente adottati due diversi tipi di approccio e di struttura. Il primo percorso si è ispirato ai principi dell'intervento psico-sociale, il secondo invece ha preso spunto e ispirazione da alcuni presupposti e principi metodologici della consulenza filosofica. I risultati prodotti nelle iniziative formative sembrano confermare che il coinvolgimento in attività di riflessione su di sé e sul proprio agire professionale e manageriale, e contestualmente la ricostruzione di una cornice di senso, permette di dare una direzione 'controllabile' alla propria azione professionale. Le esperienze inoltre sembrano contribuire a mettere in discussione molti dei presupposti impliciti relativi al management e all'esercizio della leadership in un'organizzazione pubblica, e contrastano idee e credenze, spesso assunte passivamente, ripensandole all'interno di un nuovo progetto personale e organizzativo.

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CHALLENGES FOR VOCATIONAL DESIGNING IN THE WORLD-1
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2014 World Cup and 2016 Olympic Games: Sustainable economic growth and the challenges to the career counseling brought about by the creation of new job opportunities in Brazil

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Brazil has a very poor historic of public policies concerning Career Counseling. Few projects have been implemented, and all of them referred to the Educational area. The Programs of Professional Information, an action directed to the high school students of São Paulo state, can be mentioned as an example. Many law projects about Career Counseling are currently being appreciated by Legislative Houses of 14 (out of 27) states of Brazil. Besides, there are proposals being examined by the National Congress. None of those initiatives were implemented yet. However, they signal a new concern about Career Counseling public policies. A novelty in the Career Counseling area in Brazil is a proposal submitted by the federal government according to which all the programs of professional qualification and re-qualification must include Career Counseling projects. Those projects are guaranteed by the National Plan of Qualification since 2005, but the initiatives actually carried into effect have been scarce. A factor that reinforces the importance of Career Counseling in Brazil is the fact that the country presents one of the most solid economic recovering from the crisis of 2008 in the world. In 2009, more than 1.100.000 new jobs were created. No other country created more jobs than Brazil in this period. It is expected that 1.200.000 more jobs will be created in 2010. This rhythm tends to maintain itself in the next years, mainly because of the opportunities that will be created by the 2014 World Cup and the 2016 Olympic Games. Some initiatives of the federal government are vitally linked with projects of Career Counseling. Three governmental programs can be emphasized:

- National Plan of Qualification [Plano Nacional de Qualificação – PNQ]: to make Career Counseling part of the curriculum of the courses and programs of social and professional qualification offered by the PNQ;
- Public System of Employment, Work and Income [Sistema Público de Emprego, Trabalho e Renda]: to help employed and unemployed workers to use the National System of Employment [Sistema Nacional de Emprego – SINE] to look for new job opportunities and to elaborate professional projects;
- Jovem Trabalhador [Young Worker]: to help young workers in search of a job and further qualification to find occupations and courses appropriate to their professional project. Those three fields of activity demand distinct Career Counseling proposals that would include disciplines in courses of professional qualification, individual and group accompaniment as well as actions that ensure that the poor population will have access to relevant information about educational and professional opportunities. The actual conjuncture brings about many challenges to everyone who works with Career Counseling in Brazil. It also demands the creation of new Career Counseling models that take into

account the poor population that constitute the great majority of the Brazilian citizens and that have been systematically excluded from the best work and educational opportunities. It is our belief that Career Counseling public policies can help to democratize the access to the new job opportunities that are being created in Brazil in the present.

The cultural and environmental challenges to professional career counselors in third world countries

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Counselling is a very useful profession in many societies and particularly third world countries. One of the areas where counselling is increasingly required is in career and vocational realm. However, with a limited knowledge and awareness about career counselling, there are a myriad challenges and obstacles that professional counsellors face in their endeavours to help people deal with their difficulties. The major two areas that constitute these challenges are cultural and environmental challenges third world countries. The purpose of this paper is to discuss these challenges in detail and propose some meaningful interventions for professionals who face the same kinds of challenges in their professional practices.

Challenges for career counseling in the network society

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The conditions arising out of the network society do not make every person comfortable. What is noticeable, the new order introduced by the network society of the information age seems to be perceived by most as a wide-spread social lack of order. The reality is regarded as automated, random sequence of events, which stem from the unpredictable logics of the market, technology, geopolitical order or are biologically conditioned. Trying to deal with the fluid, changeable, unforeseeable events, people look for various types of help. Among others, they attempt to organize “virtual communities”, which are unreal in opposition to “physical ones”, but they still become the space of personal support both material and emotional, where advice or gaining new qualifications is possible, to name just a few alternatives. This situation poses new challenges for career counselling. Besides the work undertaken by counsellors of the industrial times and counselling researchers of that time, new tasks are appearing which are connected to the necessity of conducting analyses aiming at understanding new society and new ways of coping with problems by people. The main focus appears to move towards the search for the possibilities which would explain the influence of new technologies and information on people’s lives and problems they experience. It is essential to learn how these problems are conditioned by culture and in what way counselling can solve them on the personal, regional, national, continent and worldwide scale. Additionally, more research should be performed into the efficiency of counselling both from the point of view of the needs represented by changeable industry, business, or politics and most importantly because of its part in fulfilling needs of an individual client, who should be satisfied with the opportunity for counsellor’s help, who, in turn, is also a disoriented member of the network society, deprived of an unequivocal code of conduct in this unpredictable world. Counselling in the network society as a fluid

framework of ephemeral structure created by counsellors, clients and their problems; advice transferred directly and by indirect means in institutions and everyday life; corporations of researchers of counselling and organizations which appoint the counseling institutions, demands a corporate effort of both researchers and reflective practitioners at observing, analysing and theorizing. The effort should adopt different approaches to the issue so we could attempt to understand our new reality basing on available data and preliminary theories. This paper discusses tasks laid before counselling in more detail as well as challenges for the counselling researchers.

Career guidance for individual, organizational and societal development: Critical analysis of two normative frameworks for career guidance improvement

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The conditions arising out of the network society do not make every person comfortable. What is noticeable, the new order introduced by the network society of the information age seems to be perceived by most as a wide-spread social lack of order. The reality is regarded as automated, random sequence of events, which stem from the unpredictable logics of the market, technology, geopolitical order or are biologically conditioned. Trying to deal with the fluid, changeable, unforeseeable events, people look for various types of help. Among others, they attempt to organize “virtual communities”, which are unreal in opposition to “physical ones”, but they still become the space of personal support both material and emotional, where advice or gaining new qualifications is possible, to name just a few alternatives. This situation poses new challenges for career counselling. Besides the work undertaken by counsellors of the industrial times and counselling researchers of that time, new tasks are appearing which are connected to the necessity of conducting analyses aiming at understanding new society and new ways of coping with problems by people. The main focus appears to move towards the search for the possibilities which would explain the influence of new technologies and information on people’s lives and problems they experience. It is essential to learn how these problems are conditioned by culture and in what way counselling can solve them on the personal, regional, national, continent and worldwide scale. Additionally, more research should be performed into the efficiency of counselling both from the point of view of the needs represented by changeable industry, business, or politics and most importantly because of its part in fulfilling needs of an individual client, who should be satisfied with the opportunity for counsellor’s help, who, in turn, is also a disoriented member of the network society, deprived of an unequivocal code of conduct in this unpredictable world. Counselling in the network society as a fluid framework of ephemeral structure created by counsellors, clients and their problems; advice transferred directly and by indirect means in institutions and everyday life; corporations of researchers of counselling and organizations which appoint the counseling institutions, demands a corporate effort of both researchers and reflective practitioners at observing, analysing and theorizing. The effort should adopt different approaches to the issue so we could attempt to understand our new reality basing on available data and preliminary theories. This paper discusses tasks laid before counselling in more detail as well as challenges for the counselling researchers.

The healing touch of mother-earth

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Meghalaya is the land of natural beauties known for its bio richness from time immemorial. The population of this tiny state, situated in the North Eastern parts of India is basically rural. The livelihood of the people is dependent mainly on their indigenous art and craft and traditions.

Plants and herbs constitute a major part of the cultural heritage of the people of the state. With the passage of time when the indigenous discovered the medicinal value of the plants and herbs found in the state, traditional medicine became an important means of livelihood for many.

There are about 300 medicinal plants of different kinds distributed accordingly to the topography of the land. Even today, about 80%-85% still depend on traditional medicines. Statistics tell us that there are about approximate 200 medicinal practitioners with 40 centres across the state. This number can definitely improve if proper guidance and livelihood planning is extended to the indigenous people.

Incidentally herbal treatment is a dying craft as nothing was recorded in writing and no attempts were made for codification of this ancient herbal heritage. It was passed orally within the family.

The good news is that the government is taking interest and introducing a bill entitled "the Khasi Hill Autonomous District Protection and Promotion of traditional medicine Bill, 2011". This bill seeks to protect and promote traditional medicine.

Hence we cannot deny the importance of this "tradition" as it is going to boost the economy of the state through eco-forestation, tourism, not forgetting the flourishing modern spas which use herbal products?

Understanding its importance the Martin Luther Christian University in collaboration with the society for promoting of Indigenous knowledge practices, is attempting to document the facts and encouraging the plantation of herbs and medicinal plants, this university is also offering a degree in Bachelor of Science (B.Sc) in traditional medicine.

Isn't it becoming a career option and not forgetting the importance it has as a means of livelihood for the indigenous people?

**IL COINVOLGIMENTO DEGLI INSEGNANTI
NELLE ATTIVITÀ DI ORIENTAMENTO**
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La formazione unitaria e continua nell'era della globalizzazione e della conoscenza

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Un nuovo modello di formazione iniziale e in servizio è necessario e non più differibile, ma deve trattarsi di una formazione unitaria e verticale che preveda la dimensione dell'orientamento formativo con alcuni moduli comuni per tutti i livelli e che sia attenta sia allo sviluppo dell'area cognitiva che delle aree, non meno importanti, emotivo-relazionale e tecnologica. Oggi la tecnologia, fortemente avanzata, offre opportunità e facilitazioni notevoli in ogni settore di apprendimento ed è peraltro flessibile e adattabile a qualunque esigenza e modalità formativa. Un'attenzione particolare va rivolta alla formazione dei docenti di scuola secondaria di 1° grado. La scuola media costituisce, infatti, uno dei momenti delicati della transizione e uno snodo importante per la scelta di tutti i percorsi scolastici e formativi. In essa si pongono le basi per lo sviluppo delle competenze fondamentali di tipo generale che ognuno dovrebbe acquisire entro il 16° anno di età. L'attuale momento richiede un investimento importante sulla formazione dei docenti di ogni ordine e grado di scuola. Non si tratta di intervenire con interventi sporadici e frammentari di aggiornamento, ma di intervenire con un piano sistematico di formazione. E' un investimento necessario e non più differibile, se vogliamo che i nostri ragazzi, futuri cittadini, sappiano intervenire in contesti di complessità crescente con un bagaglio di competenze solido e amplificabile in coerenza con i cambiamenti sociali, economici e del lavoro.

L'orientamento a scuola: il coinvolgimento e la formazione degli insegnanti

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Dato che alla scuola è stato spesso richiesto di svolgere un importante ruolo di promozione dello sviluppo e della formazione dei cittadini futuri, alcuni ritengono che, in quanto luogo di insegnamento ed apprendimento, possa diventare anche un luogo privilegiato per la realizzazione di programmi precoci e preventivi di orientamento (Nota, Soresi, Solberg, & Ferrari, 2005; Soresi, Nota & Lent, 2004; Soresi & Nota, 2007, 2009). Anch'io sono di questo avviso... ma tutto ciò, secondo me, potrà accadere solo a determinate condizioni! Da molto tempo vi è la tendenza a richiedere alla scuola di occuparsi anche di questioni diverse da quelle tradizionalmente ascrivibili all'ambito dell'istruzione: di salute, di educazione psicoaffettiva ed emozionale, di socializzazione, di disagio e di inclusione, ad esempio. Per il ridimensionamento di problemi di così vasta portata ed importanza agli insegnanti è stato chiesto di attivare iniziative funzionali al perseguimento di obiettivi non facilmente e direttamente in relazione alle loro competenze didattiche e ai loro pregressi percorsi formativi. In modo a volte superficiale e semplicistico si è detto che tutti gli operatori

scolastici dovrebbero farsi carico di dette tematiche che, non appartenendo a nessuna disciplina, e non volendone inserire di nuove nei diversi curricula, richiederebbero competenze ed abilità di tipo, è stato detto, “trasversale” come se esistessero abilità, competenze e conoscenze applicabili in ogni contesto, in ogni dove, in ogni quando e in ogni con chi. Questo ha rinforzato il convincimento che tutti gli insegnanti dovrebbero e potrebbero occuparsi di queste cose, che è sufficiente appellarsi alle loro sensibilità e disponibilità offrendo loro, nel migliori dei casi, la possibilità di frequentare non dei veri e propri corsi professionalizzanti, ma qualche incontro di aggiornamento che, generalmente, è stato realizzato senza prevedere operazioni approfondite di accertamento dei requisiti di accesso né, tanto meno, di valutazione delle effettive competenze acquisite. Si è trattato di operazioni a mio avviso superficiali, se non addirittura nocive, nella misura in cui hanno screditato la serietà, nel nostro caso, dell’orientamento consentendo, senza assegnare compiti e responsabilità specifiche, di affermare che la scuola si occupa anche di abilità e competenze ascrivibili alle tematiche della scelta e della progettazione professionale (Soresi e Nota, 2007). Agli insegnanti di ogni ordine e grado si è chiesto di utilizzare la propria disciplina anche a fini orientativi sorvolando sul fatto che ognuna di esse, come d’altra parte anche le discipline dell’orientamento, hanno senso e dignità solamente limitandosi a considerare i propri costrutti e le proprie strutture di riferimento, i propri linguaggi e i propri vocabolari. Se così non fosse dovremmo rifiutare le specificità disciplinari e ritornare a pensare al “maestro unico” e al “maestro di tutto”, al “maestro di vita” negando di fatto la legittimità dei diversi ambiti di studio e di ricerca che, come a quello dell’orientamento, vanno riconosciute proprie specificità, propri background culturali, metodologici e scientifici. Questo non significa ovviamente che a scuola non si possa o non si debba fare orientamento, o che gli insegnanti non possano essere considerati anche operatori di orientamento; ciò che lascia perplessi è il ritenere che tutti gli insegnanti debbano occuparsi di esso, anche in assenza di seri percorsi formativi e che a tutto ciò che viene realizzato a scuola possano o debbano essere riconosciute valenze di tipo orientativo. La scuola è luogo di insegnamento e apprendimento ... se desidera occuparsi di orientamento, dimenticando la superficiale e obsoleta dicotomia tra orientamento scolastico e professionale, dovrebbe dedicarsi a ciò che le è più congeniale ... insegnare a scegliere e progettare il futuro professionale, insegnare ad affrontare l’indecisione, a diventare maggiormente assertivi ed autodeterminati per quanto concerne le proprie aspirazioni e i propri progetti. Tutto questo richiede però formazione specifica, competenze professionali che andrebbero chiaramente definite e certificate per far sì che almeno le situazioni degli allievi maggiormente a rischio di insuccessi formativi e di scelte professionali per loro stessi poco vantaggiose e soddisfacenti siano oggetto di specifiche attenzioni (Nota e Soresi, 2004). Nel corso dell’intervento si farà riferimento al modello di formazione per gli insegnanti interessati all’orientamento che da anni, ormai, anche in seguito ad operazione di validazione e verifica in termini di efficacia, il La.R.I.O.S. dell’Università di Padova propone al mondo della scuola.

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Insegnare a scegliere e a decidere a scuola

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Nella nostra società occidentale si considera importante che gli adolescenti siano in grado di compiere delle decisioni in modo autonomo e a vantaggio del loro sviluppo adattivo, personale e professionale. Di fatto gli adolescenti sono chiamati a compiere delle scelte non sempre facili, come quelle relative al curriculum di studi da intraprendere, all'ambito professionale in cui inserirsi, alle amicizie da coltivare e ai comportamenti sessuali da assumere, che una volta prese possono influenzare in modo significativo la loro vita presente e futura. Alcune decisioni che si trovano ad affrontare gli adolescenti sono sicuramente impegnative ed importanti, e questo è anche il caso della scelta circa il proprio futuro. Le opzioni professionali che possono essere intraprese dai giovani sono numerose, così come sono numerosi i percorsi formativi che possono essere svolti. In Italia, come ben sappiamo, gli studenti di scuola media devono scegliere fra numerose scuole superiori, almeno una quindicina (istituti tecnici industriali, istituti tecnici per geometri, istituti professionali per diventare periti elettrici, elettronici, meccanici, istituti magistrali per diventare insegnanti; licei linguistici, scientifici, classici, ecc.), e quelli di scuola superiore, analogamente, si trovano 'di fronte' una gamma ampia e diversificata di possibilità. Non a caso il fenomeno dell'indecisione e la percezione di difficoltà di fronte al compito di scelta circa il futuro sono consistenti sia a livello di scuola media inferiore che superiore (Nota, 2000; Nota e Soresi, 2004). Per altro, per quanto riguarda le scelte scolastico-professionali, a partire dagli anni 70 i cambiamenti lavorativi sono diventati sempre più frequenti e fenomeni come la globalizzazione, il rapido avanzamento tecnologico, la minor definibilità e prevedibilità delle attività professionali, e la diffusione della percezione della 'instabilità del lavoro', caratterizzano sempre più il mondo del lavoro. Queste condizioni richiedono alle persone di costruire in modo più attivo la loro vita professionale (Ascione e Ferrari, 2007; Ascione, 2011) e l'adattabilità professionale, ovvero la propensione a gestire in modo adattivo i cambiamenti nel mondo del lavoro, con versatilità, flessibilità e capacità di operare efficacemente (Savickas, Nota, et al., 2009), acquista un valore essenziale, soprattutto per le persone che per condizione sociale, culturale o personale sono maggiormente a rischio di incontrare difficoltà professionali. Sono necessarie competenze decisionali, capacità di problem solving e capacità di pianificazione professionale. Va inoltre ricordato che la presenza di scarse competenze decisionali e la propensione ad utilizzare modalità di gestione di situazioni difficili meno efficaci si associano ad elevati livelli di disagio psicologico e all'attuazione di comportamenti a rischio (Soresi, Nota e Ferrari, 2005; Ferrari, Nota e Soresi, 2010). Nell'ambito della psicologia dell'orientamento

gli approcci che considerano importanti le capacità decisionali sono le teorie e modelli che si occupano di decision making, dei processi di risoluzione di situazioni difficili, dei processi di gestione delle situazioni sociali, dei processi di pianificazione professionale e di autodeterminazione. Considerando i diversi approcci, si può constatare che la letteratura è oramai molto ricca di indicazioni a proposito delle variabili che dovrebbero essere oggetto di attenzione se si è interessati ai processi decisionali degli adolescenti e a possibili azioni che a riguardo possono essere realizzate da parte degli operatori di orientamento. Particolarmente auspicata è la loro realizzazione nel contesto scolastico, da parte di insegnanti esperti di questi processi. Di fatto una delle condizioni per una buona riuscita di questi interventi riguarda il fatto che gli operatori intraprendano specifiche attività di formazione. Essi devono conoscere le teorie e i modelli più sopra descritti, devono saper analizzare le problematiche di scelta circa il futuro dei loro studenti grazie al ricorso alle procedure di assessment che vengono suggerite, in modo da poter mettere in evidenza le specifiche necessità e decidere interventi personalizzati che tengano conto di ciò che le persone hanno effettivamente bisogno (Brown e Rector, 2008; Nota e Soresi, 2010). E' necessaria la conoscenza dei basilari principi dei processi di insegnamento-apprendimento, affinché sia possibile effettuare degli adattamenti, e scegliere e utilizzare correttamente i supporti e le tecniche maggiormente efficaci. In tutto ciò, inoltre e certamente di non secondaria importanza, è il costante ricorso a procedure di monitoraggio e di valutazione dell'efficacia degli interventi di insegnamento ricorrendo a procedure sia normative che criteriali, quantitative e qualitative. La presentazione, dopo una breve introduzione, finalizzata a richiamare questi principi di riferimento, si prefigge di descrivere le azioni realizzate da insegnanti divenuti esperti di orientamento tramite la frequenza di Master e Corsi di Perfezionamento organizzati dal Laboratorio Larios dell'Università di Padova (Soresi e Nota, 2007).

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NETWORK FOR INNOVATION IN CAREER COUNSELING/CAREER GUIDANCE IN EUROPE (NICE)

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Supporting the European effort to foster lifelong learning and lifelong guidance, as well as developing quality and professionalism in career guidance and counselling, the NICE Network represents 41 higher education institutions from almost all European countries. Together, the network partners offer a large variety of degree programs in vocational and career guidance/ counselling (at BA, MA & PhD levels) and are tightly connected to national, regional and international agents in the field of career guidance & counselling (e.g. CEDEFOP, ETF, IEAVG, ICCDPP, ELGPN). NICE aims at sustaining and strengthening the cooperative efforts in research and education that have developed over the past decade between European HEI working on guidance topics. To foster more cooperation between the universities, which are leading in the field of interest in the different European countries, funding from the European Commission has been won from 11/2009-10/2012 in order to set up a strong organizational framework and encourage the development of multiple connections. So far, the NICE Network has held two conferences – one in Czestochowa (Poland) and another in Heidelberg (Germany). The coordinating partner is located at the Heidelberg University. The network is managed through a steering committee which involves the leading partners of the three central Work Packages dedicated to setting up the basis for a sustainable network. The different Work Groups have already progressed very far in achieving their goals – first results can be found at the Network homepage: www.nice-network.eu

The central goals of the network are:

- Learning from each other, e.g. regarding to curricula, competence development, combination of theory and practice and related research
- Promoting cooperation in future developments of curricula and new approaches to guidance and counselling and research
- Achieving common interests, e.g. European developments in terms of standards, quality and accreditation, or access to the European employment market for alumni of the diverse programs
- Encouraging higher European mobility among staff and students
- Discussing international and European issues, e.g. mobility, brain drain, employability, integration, lifelong counselling and lifelong learning, demographic change and networking among others
- Exchanging teaching and e-learning modules
- Developing a common competence framework for Bachelor and Master Programmes in counselling/guidance in Europe.

Transparency, quality and comparability of study programs

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The first work group (WP1) is working on a systematic overview (synopsis) of all existing study courses and programmes in Europe (target groups, structure, including work load and ECTS points, competence profiles, curricula, quality assurance systems, scientific base, research profile, linkage with practice, offers for student and staff mobility). Central objectives are to:

- Identify common core elements delivered by all programs, and recognize differences with regard to the requirements of lifelong career guidance, lifelong learning, employment, guidance for European mobility, and employability of students
- Publish important information to facilitate European student and staff mobility
- Describe the explicit and implicit competence profiles of the study courses and compare them in light of existing competence profiles
- Compare existing quality assurance systems of study courses in order to identify best practices and give impulses for further development (in correspondence to the Bologna process).

New themes, new challenges – Innovation in career counselling and guidance

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The second work group aims at generating research-based knowledge, identifying state-of-the-art counselling skills and appropriate training programmes and rapidly transferring “life-design” expertise to public and private practitioners in all the participating countries. “Life-design” refers to a new paradigm in the theory and practice of career guidance and counselling which respects the need for life-long learning as well as social and cultural realities, and integrates empirically won knowledge on counselling effectiveness. The actual challenge exceeds the resources of isolated researchers or teams at one university or even one country by its scope and its urgency, which is why a coordinated academic network is needed, including the leading groups all over Europe. Central objectives of the work group are to:

- Identify needs for innovation in career guidance and counselling
- Describe and elaborate the life-design paradigm for life-long and life-wide counselling through a systematic overview of counselling skills, tools and methodologies
- Collect and share examples of innovative research/theory and teaching/education, e.g. regarding self-organisation at individual and organisational level, the prevention and combating of social exclusion, and the use of ICT as an integrated factor of guidance, learning and career development.

Tools of impact for teaching and training in academic career counselling/ guidance study programs

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The third work group aims at identifying tools with high impact in teaching, training and assessment and supporting universities to develop students' skills, competences and professional habit. Through the exchange of innovative aspects, e.g. regarding the training of practitioners, the combination of theory and practice, the assessment and recognition of students' competences, the work group wants to reach very high levels of student satisfaction, highly employable graduates and graduates with potential for multiple role competences (practicing in guidance/counselling, concept development, management of services, researching). Central objectives of the work group are to:

- Exchange valuable practices and experiences with innovative learning/teaching techniques and approaches which focus on competence development and other new advances, e.g. the usage for ICT in learning and in career guidance itself
- Description of resources and basic conditions needed to implement innovative teaching and training methods, including the principles for shaping study cycles and curricula
- Collection and description of assessment tools which support the adequate development of competencies recognize former learning processes and complement traditional forms of examination
- Describe the challenges faced by educational staff when using the described tools of teaching, learning and assessment; describe necessary staff competencies and possible approaches for necessary personnel development and training activities.

WORK, TRANSITION AND COUNSELLING
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The meaning of work among Chinese college students: Findings from prototype research methodology

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Individuals' perception of the meaning of work is related to the reasons why people work, how people choose their occupation, and their attitude, emotions and behaviors in work. It also serves as the base for any theory related to work or career development. In recent years, many researchers (e.g. Stead, 2004; Watson and Stead, 2006; Leung, 2008; McMahon & Yuen, 2009) have pointed out that the basic assumptions underlying career theories in psychology were mainly embedded in Western culture and context, and were inadequate to address career development issues in other regions out of Western world. Indigenization of career theories is therefore needed for scholars and researchers to have culturally-relevant framework and solutions to resolve local and global problems (Leung, 2008; McMahon & Yuen, 2009). The present study aims to examine how Chinese college students conceptualize the meaning of work, and we hope our indigenous, culture-relevant findings could contribute to the the international knowledge of careervocational psychology, and could help to serve local students better. To fulfill this aim, the prototype research methodology (Li, 2001) was used, and 128 college students from Mainland China participated in the study. The important themes and issues revealed from prototype analysis were discussed, and future research and practice directions were suggested.

Career counseling in the second part of working life in Brazil

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The world of work has become more flexible, heterogeneous and complex during the last decades. By that, the investigation of the current strategies of career development has found out the need to analyze the context and the dynamics of work and the relationship between internal and external career, as well as the relational dynamics under a common development between social project and life project. In the Brazilian context, the traditional approach of the vocational guidance, based in helping people to make vocational choices, is being replaced by another one that focus on the building of a life project. This proposal aims to analyze the new directions of the career counseling practices in Brazil and introduces a strategy for people in the second part of their working lives. The Brazilian career counseling practices have been marked by two models: trait-factor and psychoanalytic model. In nowadays, the traditional models remain, however the models of the life design plan and the social constructionist have gained space. The proposed strategy, that has been developed based in the social constructionism, aims to assist persons in the

analysis of their working lives and in the construction of their lives projects at work. It is based on two steps: the life project, which is more directly related with the construction of identity and with the goals and expectations of life (development of subjective tools), and the action plan, which represents a set of actions for a purpose (development of objective tools). The subjective tools assist in the development of identity strategies allowing the intersubjective relationship. The objective tools assist in the development of operational strategies for entering and building projects in the world in terms of how to use their competencies, turning them into tools to plan their actions and act upon the world. It is not enough only the development of a life project, it's also essential the working up of an action plan that takes into account the psychosocial possibilities and the real conditions of existence, which may or may not enable the fulfillment of a project. The career counseling is performed in a group with a maximum of 12 people, with 8 meetings of 3 hours each, which is divided into two stages. A first step aims at the self-assessment of the career and the delineation of aspirations for the future, as well as reflections and reconstructions of identity (life project). A second step aims at the establishment of goals and strategies to accomplish the project of life in the world of work (action plan). Based on the career counseling developed, it can be concluded that, in today's world, it is important that counselors can be able to help persons in the building of the processes of continuous development of their careers, through the support for the development of subjective and objective tools, which will result in the possibility of construction of the life project at work and its reconstruction in the face of constant crises, that will have their careers during lifetime.

Counselling in the process of coping with transitions in the network society

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In the current world of fluid societies, flexible organizations and constantly transforming reality contemporary careers are more and more frequently interrupted by both predictable events, included in the life calendar of people at a given age, living in a particular society (e.g. education, starting work or getting married)) and casual ones like a loss of a significant person, a sudden illness, the necessity for updating one's qualifications or making a move associated with employment. More and more often people face the situations and events which transform the course of their careers. Numerous transitions make them develop their own ways of coping with their biographical discontinuities by learning to include in their lives and take advantage of both planned and unplanned events in order to construct and reconstruct their careers. The difficulties they may have to cope with not only result from the diversity of transitions but also from the contexts in which such transitions take place. In my speech I am going to present a sample of my biographical research concerning various transitions experienced by thirty year olds while constructing their own careers. I will focus my attention on three issues: 1. The ways of constructing and reconstructing careers in the context of the networked social reality. 2. The types of transitions experienced by members of the network society, which were not experienced by their parents or elder brothers and/or sisters. 3. The kinds of counselling used by my narrators as well as the counselling they expected to be provided with while constructing their own careers in the network society.

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HOW DO INDIVIDUALS FIND SUPPORT PERSONAL, INSTITUTIONAL AND INTERNAL DURING THESE TIMES OF DIFFICULT TRANSITIONS?

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Using the Schlossberg transition model, the first presenter (Jane Goodman) will discuss research related to support systems and describe how this can be applied to work with adult clients, in particular with those who are unemployed. The second presenter (Debra Osborn) will focus her remarks on the college/university population with particular attention to institutional supports. Finally, Filomena Parada, Joaquim Armando Ferreira & Eduardo Ribeiro Santos will focus on youth.

Applying the transition model: A technique for assisting clients to identify their supports

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Goodman will describe a technique for assisting clients to identify their supports, and distinguish them from their stressors. These are sometimes metaphorically described as nourishers and drainers. Many individuals, particularly in western cultures, believe in the virtue of independence to the extent that they often fail to reach out for help when they need it. This presentation will discuss the value of interdependence and the role of giving as well as receiving support. Goodman will center her discussion on personal and internal supports, including spirituality and faith. This portion of the session will include interactive and experiential components. When individuals hear the word *support*, they usually think of other people. Counselors, with judicious questioning, can find out the shape, size and range of a person's support system—who is in it and what function each person plays in the system. During times of transition, we often hear of great disruptions to a support system. An important first step in planning ways to enhance a system is to learn about its present status. A list of support needs might include acceptance, self-esteem, love and physical intimacy, personal and work connections, role models, and comfort and assistance. It can be helpful to assess who and how an individual is meeting those needs. We may also want to assess clients' abilities to add to their support system, to make connections. This skill has been identified with hardiness, as people who know how to access support are more able to

do so in times of stress. Getting a “reading” on clients’ abilities to make connections will help counselors decide what strategies they may need to teach. As counselors elicit the stories of their clients in transition, they can listen for support issues such as having very few people filling many functions, having areas with little or no support, or statements such as, “I don’t need support.” or “Grown men don’t depend on others.”

The supports that are offered by career centers and institution to the college students

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Building on Goodman’s focus on how to help clients identify personal supports, Osborn will focus on a specific group of clientele, i.e., college students, and the supports that are offered by career centers and institution. In this presentation, programs and services career centers in the United States are using to support various groups by helping them prepare for and navigate through their transitional experiences will be presented. Career center goals and activities tend to center on three main areas: self-assessment to aide in determining a major/field of study or career; experiential activities such as interning or summer work; and exposure to employers. To help individuals prepare for transitions, career centers must define and communicate what students must know and be able to do to succeed in the world of work, and then offer supports in ways that are useful. In addition to helping the traditionally-aged college student, other groups with their own unique transitional issues are setting a physical or virtual foot on college campuses. Three examples include first generation college students, alumni and veterans. In addition, many of today’s students are much more technologically skilled than in previous years. What support needs do today’s students and alumni have? What strengths do they bring? What are career centers and institutions doing to help support individuals as they prepare for their eventual transition into the world of work? What initiatives and opportunities are present, and how are these communicated? What strategies can career practitioners use to help with general transitions and with transitions for specific groups? What practical supports can we offer? During the presentation, Osborn will share specific examples of activities career centers use to help students find support as they prepare for and go through transitions. Some of these include the career clock or timeline, workshops to build job search skills, experiential activities such as shadowing, interning or co-op, and career fairs. Due to increasing comfort levels with technology, career centers are offering more of their services using online tools to meet students where they are. Examples of these include webinars, podcasts, online career fairs, social networking sites and online synchronous chats. Groups such as alumni and veterans have unique needs, and Osborn will also share some strategies career centers have used to help support these individuals. Throughout the presentation, participants will be invited to discuss services, programs and other supports they offer as a way to extend and enhance the conversation. At the conclusion of this portion of the presentation, participants should have a knowledge of a variety of tools and strategies that have been used to help support the college population prepare for and work through their unique transitions.

What a fool I am: A Portuguese, action theory informed perspective on hindering dimensions of youth's transitions to adulthood

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It is the aim of this presentation to discuss how youth's ongoing actions and projects are affected by the less predictable and more prolonged sequencing of the traditional adulthood markers, especially by the absence or lack of consistency of the different kinds of support (institutional, relational) at their disposal. In order to do so, we will place individuals in their wholeness in context, thus acknowledging, in accordance to action theory, that context is what allows people to make sense of all the goals, plans and intentions filling in the progression and sequencing of life encompassing projects and actions – i.e., their career. A career (encompasses all of one's life significant commitment areas), without reference to context, is “virtually meaningless”. It is through actions that people's connection to larger social contexts and culture is construed and becomes apparent, thus allowing to understand which resources are at their disposal and can be used to support their actions and projects. The recently released song *What a fool I am* [Que parva sou] is a good example. In it the Portuguese band Deolinda expresses the country's overall perception and feelings about today's youth life circumstances, in particular the need to get by in a world with no assurances mainly in the work domain. The following aspects might help to better understand such discontent with present state of (economic, social...) affairs: (a) latest data on unemployment in Portugal place it over 11%, which means that about 600.000 people (in a country with about 10 million inhabitants) are without a job, and many more face labour market integration difficulties; (b) data from a recent survey on Portuguese youth signals the emergence and/or reinforcement of several social and cultural trends in line with the ones just described, although, as some cross-national research showed, Portuguese youth are among the less socially visible young Europeans. Clearly, such contradictory trends impact on individuals' lives, particularly their actions and projects facilitating the achievement of some but hindering the accomplishment of others. Which? How? These are some of the questions we will be looking at in further detail, always having in mind the kinds of support they might require and how the absence or lack of consistency of such (psychosocial) support might hinder their ongoing life and career projects. Ample time will be allowed for discussion and questions with a focus on applying the information to clientele.

**STUDENTS WITH DISABILITIES IN HIGHER EDUCATION: PERSPECTIVES AND
EMPOWERMENT FOR FUTURE PROFESSIONAL LIFE**

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How disability support office of the University of Padova supports students with disabilities to step out from university into a professional future

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The University of Padova Disability Support Office was established in 1996 with the aim of: a) Enabling students with disabilities to achieve their educational and vocational goals in an inclusive teaching environment; b) Including students with disabilities in all areas of University life; raising awareness of the rights and needs of people with disabilities throughout the University and the local community; c) Supporting students with disabilities to make a successful transition to employment. The office is open to any student with a disability including foreign students based temporarily at the University as part of an international mobility program (Erasmus, bilateral agreements etc).

To encourage student enrolment the Disability Support Office provides information to secondary school students about the services it offers to help them in the, sometimes difficult, transition to enter University studies. For each student requiring assistance, an assessment meeting is held with teachers and, if necessary, with families, to agree required supports. The Office also discusses potential obstacles to the student's chosen career with the pertinent Faculty academic staff member in charge of disability. If assessment is done properly with due consideration of the student's wishes, his or her experience of life at University will be greatly enhanced, will be reduced the risk of failure in the study and graduation attained more easily with far brighter prospects for the professional future.

The support to our students is tailored on person's needs and disability through a wide range of services offered in close collaboration with University student's support services, academic staff and Departments. Two types of support are available: specific, depending on the disability of the student, and general, open to all students with disabilities. In both we focus attention on helping students growing or increasing self-confidence and becoming "active managers" of their university academic and social life, aware of the positive outcome it could have in their future professional development. In particular the role of international mobility and job placement (supports included within the general ones), has to be underlined not only as *capacity building* but also as an important way to challenge own abilities and autonomy. Disability Support Office activities has than another important task with an indirect impact on student's activities, more focused on improving an inclusive and accessible university environment where a person could study and move independently experiencing the highest level of possible autonomy. The Disability Support Office promotes and participates to projects (local, national and international) on a wide range of areas all connected with the removal of barriers: physical, educational (e.g. experimental usage of IT and assistive technologies in educational setting) and cultural. Some of the

most recent one will be briefly illustrated during the workshop to give a general overview and to reflect on the positive impact on students' with disabilities future.

The Higher Education Accessibility Guide (HEAG) – Supporting student mobility

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The European Agency for Development in Special Needs Education is an independent and self-governing organization established by our member countries to act as their platform for collaboration regarding the development of provision for learners with special educational needs. In this presentation we will present the Higher Education Accessibility Guide (HEAG) – a unique guide to disability support services in Higher Education Institutions across Europe.

The ultimate aim of the Agency is to promote educational policy and practice that works to meet a diverse range of learners' needs – including those who have special educational needs. This aim is achieved through the facilitation of sharing experiences including the provision of information from and to countries, provision of opportunities for personal exchanges during meetings and establishing tools and resources to support mobility.

In collaboration with 26 Agency member countries in addition to Croatia and Slovakia, the Agency has collected information to help students with disabilities who are considering Higher Education opportunities abroad. This information can be accessed via country pages, offering general information on study opportunities and contact information on key people and via a database offering searchable information on the availability of support services within Higher Education Institutions across Europe.

The goal of the presentation will be to introduce and demonstrate the information collected for HEAG, share information on its usage and give an outlook on the HEAG update project.

Time perspective, future goals and intervening conditions in university students with sensory or motor disability: Patterns and suggestions for career guidance programs

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Time perspective refers to the temporal orientation that guides and influences individuals' actions and goals (Henson, Carey, Carey, & Maisto, 2006). Individuals could be characterized as future or present-oriented and this has implications on psychosocial functioning and well-being. In the first case they set goals and plan strategies for achieving them in the long term (Lens & Tsuzuki, 2007); are more successful both academically and in their careers (Simons et al., 2004). In the second case, they are inclined to form short term goals; are unable to plan a realistic life path and to see themselves as active agents (D'Alessio et al., 2003; Zimbardo & Boyd, 1999).

Youth with disabilities more frequently experience difficulties in setting future goals (Mercer, 1997; Smith, 1998), are afraid of failure or resort to external locus of control.

Aims. The aim of this study was to characterize time perspective and future goals of university students with sensory or motor disability and to detail their beliefs about barriers and facilitating conditions. This may provide suggestions for career guidance programs.

Participants. Thirty-five university students with sensory (7 visual, 8 auditory) or motor (20) disability were involved. A group of students without the mentioned disabilities and comparable for age, sex and courses attended was also included in the study.

Instruments. Answers provided to three questions drawn from the interview *My present and my future* (Soresi & Nota, 2007) were analyzed. Participants were asked to focus on and to describe what they expected they will be doing in ten years; to list situations which may interfere with and those which may facilitate the realization of their future plans.

Results. Chi square analyses have been conducted on frequencies of answers provided by the students. A high proportion of students is future oriented, i.e. refer specific plans, although the proportion of disabled students who are present-oriented is higher (21% vs 5%). Work is the primary goal for 45% of disabled students and for 75.6% of non disabled. Absence of specific plans characterizes 17.5% of students with disabilities while 35% of them refer generic wellbeing goals. Lack of motivation, limited interests or wrong choices may interfere with realization of future plans for both groups (respectively 32.4% and 24.2% for non disabled); health problems and social attitudes are perceived as the most frequent external barriers. Students with disability ascribed a similar relevance to both personal abilities (20%) and to external supports, mainly expected from services (19%), while nearly half of the non disabled students mentioned personal abilities as facilitating conditions (54.05%).

Conclusions. This study highlights similarities and differences on time perspective in students with sensory/motor disabilities. It underlines the relevance for both groups of career guidance programs aimed to increase abilities facilitating realization of life projects and providing means for achieving their true potentials (Gysberg, et al., 2003; Soresi & Nota, 2000; Wehmeyer, et al., 2003; Szymanski & Parker, 2003). Specific dimensions for trainings are also suggested by students' answers which may positively affect time perspective.

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CHALLENGES FOR VOCATIONAL DESIGNING IN THE WORLD-2

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Preparing for the future: An analysis of educational and vocational identity in Romanian adolescents

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Adolescence is a period marked by identity work, with identity processes and statuses encountering differential dynamics for distinctive developmental domains. To date, few researches focused on comparatively analyzing identity development for particular identity domains in adolescents. Considering developmental tasks in late adolescence, educational and vocational identity represent two cornerstones to harmonious growth. In the Romanian context the two identity domains are closely linked, as high-school students have almost no work experience and draw information for future career development from educational experiences. Our research aimed at investigating: (a) the dynamics of vocational and educational identities; and (b) educational identity process predictors for the six vocational identity processes. Hence, 254 Romanian high-school students (46.1% males; M age=18.28, SD age=0.64) filled in the Utrecht-Management of Identity Commitments Scale (Crocetti, Rubini, & Meeus, 2008) and the Vocational Identity Status Assessment (Porfeli, 2009; Porfeli, Lee, Vondracek, & Weigold, in press). For the educational domain, mean scores indicated that participants reported high levels of commitment (M=4.19, SD=0.76), moderately high levels of in-depth exploration (M=3.34, SD=0.79), and low levels of reconsideration of commitment (M=2.35, SD=1.07). For the vocational domain adolescents reported moderately high levels of career commitment (M=3.57, SD=0.91), identification with career commitment (M=3.96, SD=0.97), and in-depth career exploration (M=3.88, SD=0.81). In this identity domain, most students were represented in the achieved (20.1%), searching moratorium (20.5%), and moratorium statuses (21.7%); a large percent had an undifferentiated vocational identity status (24%). Regression analyses brought forward interesting aspects on the relation between educational and vocational identity. From the two career exploration processes, in-depth exploration was the one closely linked to educational identity processes ($R^2=.06$, $p=.001$); educational commitment and exploration positively and significantly predicted this process. Students high in career commitment ($R^2=.07$, $p<.001$) and identification with career commitment ($R^2=.11$, $p<.001$) also had strong educational commitments and did not reconsider their educational choices. While high career self-doubt and career commitment flexibility were significantly predicted by an increased reconsideration of educational commitments, only for career self-doubt educational commitment was a strong negative predictor ($\beta=-.22$, $p=.001$). This may indicate the maladaptive dimension of this vocational identity process. The findings point out the relation between educational and vocational identity development in late adolescence, and indicate the importance of integrating the two identity domains, in research and applied interventions.

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Challenges and possibilities - What can we change?

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The paper is focused on two questions: What does change in career counseling practice that it will be answer on contemporaneousness' expectations? And How can change career counseling institutions? Author presents conclusions from Polish contemporary career counseling's organization research, observation and him experiences from activities as an expert in the counseling cooperation team.

Innovative career counseling practice of an education network in Pakistan

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Innovative Career Counseling practice of an Education Network in Pakistan Innovative Career Counseling (CC) practice of an Education Network in Pakistan is analyzed in this paper. The network caters to more than 3000 students from Early Childhood Education to Graduation that belong to the middle and lower income strata of the society. CC services in this Education Network is available for Secondary, Higher Secondary, Graduation, community and society at large. A complete model of CC services for students and professionals has been developed by the Network. CC support that students are having in the network has many forms. Students are provided with occupational information through inspirational career seminars, career counselling (individual and group), career publications, career outreach programmes, internships, universities and corporate sector field visits etc. Moreover student's financial need in pursuit of higher education is being addressed through financial assistance. Benefits of CC services to students towards their career development and challenging factors towards implementation of CC services in the Education Network has been highlighted in the paper. CC services, not being part of the school, college and university systems in many of the underdeveloped countries including Pakistan is due to the cost of it. CC services are expensive with regards to time, money and resources. Lack of human resources in the field is also a constraint. However, the Education Network is able to address cost effective challenge of CC services by involving philanthropist. Findings of the paper identified some major challenges students are facing in making career decision like Education system, family career stereotypes and lack of occupational information. The Education Network services found to be significant in addressing needs of the students contextually and culturally which is one of the key findings of the paper. Qualitative case study method was employed in writing this paper. Multiple sources of data generation tools were used in the study i.e. semi-structured

interviews, observations and document analysis. Management of Education Network emerged as the key factor enabling CC services in an education system possible in an underdeveloped country like Pakistan which will ensure socio economic prosperity of the country.

A comparison of carrier development in Iranian graduate students of the University of Isfahan and University of Waterloo

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This paper investigates the career development in Iranian graduate student. Two set of students are chosen and the results are evaluated and compared. The first examination group are studying at the University of Isfahan, Iran, and the next are studying at the University of Waterloo, Canada. This research investigates the effect of environment on students with same culture and ethical background, but studying at in different academic and social environment. Key parameters accessed include career self awareness, career exploration and effective career planning. The results are indicative of a considerable impact from the environment on the career development in graduate students. (Detailed results to be submitted in near future, after final analysis).

HELPING PEOPLE NAVIGATE THEIR CAREERS THROUGH PROBLEM SOLVING

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This symposium will examine the construct of personal problem solving appraisal, its critical role in the career development process, and how interventions can be created and evaluated which help promote problem solving appraisal in youth.

The first presenter, who developed the most widely used problem solving inventory, the Problem Solving Inventory (Heppner, 1988: PSI) will introduce the PSI, including its factor structure and construct validity, including a brief summary of the extensive empirical literature developed over the past 30 years which supports psychometric properties and validity of the inventory. He will also discuss the critical issue of cultural validity in relation to the PSI.

The second presenter will discuss the literature related to career development and the PSI. This literature indicates strong relations between problem solving appraisal and career decidedness, clarity, vocational maturity, and career satisfaction. It has also been demonstrated that five sessions of career counseling can promote positive problem solving appraisal at a rate similar to specifically designed problem solving training.

Since problem solving appraisal is a malleable variable that can greatly enhance a number of human adjustment indices including one's career development, it is critical to develop high quality training interventions to strengthen problem solving appraisal in individuals. Thus, the third presenter will discuss an innovative training program that she conducted with high school students in Italy. She will highlight critical aspects of the intervention as well as the results of data collected on the intervention. One of the most promising findings of which are that the intervention was able to produce positive change in the worst problem solvers which is a very hopeful finding.

The role of problem solving appraisal and career planning

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This presentation will highlight the relationship between problem solving appraisal as measured by the Problem Solving Inventory (PSI: Heppner, 1988) and various aspects of career planning and vocational behavior. First, a review of the existing studies in this area will be provided. Specifically, since career decision making has been conceptualized as a specific instance of problem solving, it has been an empirical question whether how one perceives their problem solving would impact their career development. Over the last three decades there have been over a dozen published studies demonstrating this important relationship. Their combined results suggest that problem solving appraisal related in conceptually expected ways to: career indecision and stress, personality consistency in ways predicted by Holland's theory, differentiating among subtypes of undecided students, career decision making styles such as approaching career related problems, high levels of knowledge and certainty when approaching career related problems, and less occupational burnout. Taken together, it is clear that problem solving appraisal has an

important role to play in many vocational aspects of behavior. In addition, a process and outcome study conducted by the author in this area will then be presented. This study found that client's pre-counseling problem solving appraisal predicted post-counseling psychological and career outcomes, clients who experienced positive changes in problems solving appraisal during counseling were more likely to have positive career resources to use in their career transitions as well as greater goal directedness, participation in career counseling related to positive change in problem solving appraisal scores at a level similar to problem solving training workshops and clients' changes in problem solving appraisal related to changes in the working alliance over time.

Problem solving appraisal: A small construct with broad impact

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Aim: The first presentation will provide an historical background of the development of the PSI as well as overview of the PSI research literature from the last 28 years; most importantly, this presentation provides the context for the following presentations.

Literature Review. The research will be summarized in four major categories: psychosocial adjustment, physical adjustment, coping strategies, and career development. For example, over 80 studies have examined relations between the PSI and psychological adjustment; a broad range of studies have suggested that problem-solving appraisal is associated with general psychological and social adjustment, depression, hopelessness and suicide potential, anxiety and worry, alcohol use and abuse, eating disorders, childhood adjustment, and childhood trauma. Over 35 studies have found that a positive problem-solving appraisal is associated with lower levels of depression; a negative appraisal of one's problem solving abilities is strongly predictive of depression for individuals experiencing high levels of stress, but not for those experiencing low levels of stress. A negative problem-solving appraisal is associated with feelings of hopelessness and suicidal ideation. A person's problem-solving confidence, in particular, is a relatively strong predictor of their feelings of hopelessness.

Conclusions: Several conclusions from the research literature will be highlighted and discussed. For example, the research clearly suggests that people's appraisal of their problem-solving ability is related to a wide range of psychological adjustment and physical health indices, to the approach they use in coping with stressful problems, and to their resolution of educational and vocational issues. In essence, how people evaluate their problem-solving capabilities is in general consistent with the implementation of their problem-solving skills across a range of stressful personal problems. However, there are some exceptions. For instance, some people overestimate or underestimate their problem-solving abilities for a variety of reasons (e.g., sociopathic personality styles), resulting in a mismatch between their problem-solving appraisal and performance. Thus, problem-solving appraisal should not always be considered as synonymous with problem-solving skills. Several recommendations will be made for both clinical applications and future research, such as calling for investigations across different cultural contexts to understand the similarities and differences in applied problem solving across cultures.

Increasing problem solving skills whit the training “Difficulties? No problem! I can solve it”

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Fifteen-to-20% of 15- to 19-year-old adolescents in Italy experience poor problem solving abilities, poor self-efficacy beliefs, poor social skills, tend to use not highly effective coping strategies (Soresi, Nota, & Ferrari, 2005) and experiment career indecision and perceived difficulties in career problem solving (Nota & Soresi, 2003). These conditions are also frequently associated with recourse to at-risk behaviors and include low school achievement and high drop out (Soresi, Nota, & Ferrari, 2005; Bonino, Cattelino, & Ciairano, 2005).

At-risk behaviors are higher in students that attend vocational schools, medium in students that attend technical school or teachers’ training schools and lower in students that attend Lycee (Berti et al., 2008). Research also show girls are more at risk than boys in numerous adaptive variables and present higher depression, less positive self-perceptions, lower expectation for success in life (Ciairano, Bonino, Kliewer, Miceli, & Jackson, 2006).

We devised the 10 weekly sessions training “Difficulties? No problem! I can solve it”, which aims to encourage adolescents with low problem solving skills and decision making difficulties to improve these skills and to learn to react with a greater number of adaptive responses in their life situations.

To verify the efficacy of the intervention we selected 86 adolescents form a group of 740, according to their levels of problem solving skills and academic/career decidedness. They were randomly assigned to either the experimental or control group and 43 took part of the training program. Educational outcomes allows us to say that our goal was reached overall for most of the involved adolescents. Empirical outcomes highlight that the experimental group show higher self efficacy and self control during their problem solving activities, higher career decidedness, higher locus of control and higher abilities in gathering information at post-test than the control group. Moreover participants with lower levels of problem solving skills benefited of the intervention similarly to participants with higher problem solving skills.

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CAREER THEORIES

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A story telling approach to career counselling: Strategies for story crafting

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Grounded in the Systems Theory Framework (STF) of career development, the story telling approach to career counselling is an emerging narrative in the field of career psychology. While the theoretical constructs of the STF are well defined, their translation into narrative career counselling practice now offers career counsellors an innovative set of strategies for engaging clients in story telling processes. Specifically, story crafting questions related to the core STF constructs of connectedness, meaning making, agency, reflection and learning will be described in this presentation. Such questions facilitate the construction of thick and rich stories. Strategies such as mapping the content and process of career stories with clients and scaffolding the construction of future stories offer career counsellors practical ways to conceptualise this narrative approach to career counselling. The application of story crafting questions, mapping and scaffolding will be illustrated by means of a research based case study.

Encouragement strategies in career counseling

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Adolescents and adults can feel somewhat overwhelmed when confronting the significant challenges of designing or re-designing careers in an ever-changing world of work. Change is so constant and fast-paced in today's world that the whole process of trying to figure out what kind of work one wants to do, and where and with whom one might do that work, can become quite discouraging. Identifying interests provides a solid base for building work skills and knowledge, but increasingly competencies required for effective work performance no longer can be "learned once-and-for-all". Moreover, in today's tough economic times when fewer and fewer workers are doing more and more, it is often quite difficult to find a healthy balance in handling the range of life's roles, relationships and responsibilities. Effective career counseling requires more than just gimmicks or the latest "technique-of-the-day". There's a need for a deeper understanding of self, and a more "fluid" grasp of the world of work. The magnitude and breadth of challenges facing today's entry-level, mid-level, or "retiring" workers call for more than mere good intentions or one-size fits all types of interventions. Theory-based intervention strategies and tools are available for career counselors. The key is to base a system of interventions on a rich, comprehensive theory of life/career development. Career counseling interventions should be parts of an integrated whole. This presentation will introduce participants to a series of

theory-based intervention strategies and tools that collectively comprise the Encouragement Approach to Career Counseling. This approach is built upon Adler's Individual Psychology theory, and Savickas' CareerStyle interpretation of that theory. Included in the presentation will be a cursory overview of basic theoretical constructs, and then a more substantive introduction to (1) assessment tools with both quantitative and qualitative intervention values (The Courage Factor; Primary Life Tasks Scale, The Vocational Genogram, and the Life Style Card Sort), (2) counseling strategies (Intimacy Sculpture) and (3.) small group exercises (Courage Boosters; Myths, Misconceptions and Mistakes in Decision-Making) directed toward helping career designers and re-designers develop a deeper understanding of their preferred strategies and goals. The Encouragement approach rests on the belief that career counseling clients want to achieve a sense of belonging by making a positive contribution to the collective community through work and other important life roles.

Intentionality in vocational life: Rational calculation, adaptation to coincidental opportunity or mindful orientation?

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Counseling, particularly vocational counselling, has freed itself from the personality disposition driven conception of vocational development by proposing intentional concepts of decision and choice in advancing vocational career. However, some (Blustein, 2006) suggested that many school leavers as well as other entering or already in work forces do not have such a free choice and their vocational possibilities are substantially restricted. Yet others indicate (Krumboltz, 2009) that there still are some windows of chance that should be used. The notion of optimistic planning of a vocational career is opposed by the notion of no choice situation in which at most a chance could be utilized. The contextual action theory (Young, Valach & Collin, 2002) proposes another notion of using intentional approach without including assumption about the amount possible vocational options. We hold with many others that people use an action theory view to understand others' and their own behaviour. Consequently, we all participate in goal-directed, either individual or joint, actions with different degree of conscious involvement. We propose, that people also engage in destructive goal-directed actions and can be a part of joint actions without being aware of the joint goal and their own role in that process. Additionally, we know that we also pursue actions and particularly projects of which we are not aware. However, the most important difference to these two described views is, that the goal directedness or the lack of is not a pre-meditated frame of mind but a mindful stance practiced here and now and allowing us to directed our attention and energy to pursue certain process and end state goals be it either in actions, projects or career. This presentation will specify these three views in details and will outline some of the main points supporting the view of the contextual action theory. Conceptual as well as empirical reasoning will be used.

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Life-designing or the meaning of life for ants and ... for grasshoppers

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In Aesop's fable "The Ants and the Grasshopper" we are taught that industriousness is a virtue and that the lazy often go without their supper. Hence it is hardly surprising that in Western culture, vocational counseling, in its noblest expression, is expected to do nothing less than assist an individual in his or her search for the professional occupation that will constitute a pivotal role in that person's existence and thus give essential meaning to his or her life.

With the recent ascent of life-designing as a new concept for counseling, the author speculates as to whether the emphasis has shifted from what used to be the search for a meaningful professional occupation to the quest for a meaningful life.

This idea was borne out during three workshops organized in Luxembourg in 2010, where a majority of counselors perceived life-designing to be more a tool for aiding individuals with life-style issues rather than for managing existential life orientations. Even so, the fact is that the life-designing concept has the undeniable merit of raising crucial questions on the meaning of life and therefore on the meaning of work in life.

So, who are today's ants and grasshoppers and to what extent are their lives predetermined by a possibly cruel fate i.e. merciless genetic predisposition or unfavorable environmental conditions? Can there be a Dr. Jekyll and Mr. Hyde syndrome in both ants and grasshoppers i.e. can an ant have a streak of a grasshopper in its character and vice-versa? Should life-designing counselors be ants or could grasshoppers possibly be better suited for the job? And if there exist both ant and grasshopper life-designing counselors, who should an ant or a grasshopper counselee go and see? Can a grasshopper counselor really support an ant counselee in its life-designing, and the other way round? Or should life-designing counselors, be they ants or grasshoppers, stick to helping people in their search for a professional occupation that will give meaning to the counselees' lives? Or on the contrary, should a life-designing counselor be some kind of magical Jack of all trades and put an end to the often "rocambolesque" circus of psycho-social tourism?

The author will discuss these issues and attempt to unearth the "true" meaning of life-designing and its implications for ants as well as for grasshoppers in a seriously light-hearted manner.

CAREER CHOICE AND FAMILY INFLUENCES

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The role of interpersonal relations in the family on Portuguese students vocational development and decision-making process

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Vocational development entails a series of developmental tasks whose resolution, throughout the developmental stages (Super, 1953, 1990; Super, Savickas & Super, 1996), will shape our vocational identity, interests, preferences, and consequently our career as a whole. Based on a developmental and ecological perspective, we consider essential to analyze to what degree and how interpersonal dynamics in the family system relate to vocational development and processes. The focus of our investigation deals with the question of how does the family promotes or helps children or adolescents to develop and restructure personal skills and competences that will enable them to explore different vocationally rich contexts, face developmental tasks or make career choices when necessary. Thus, using the Parental Acceptance-Rejection Theory (PARTheory) (Rohner, 1986, 2004) framework as a background, it is our belief that the way by which children/adolescents perceive themselves accepted or rejected by their parental figures is associated with their dispositions or attitudes towards the developmental tasks inherent to vocational development. Accordingly, the main objective of our investigation is to evaluate and analyze possible connections between the way Portuguese students perceive themselves as accepted or rejected by their parental figures and their dispositions and attitudes towards career planning. In order to achieve our objective, 110 Portuguese high school students were evaluated using Parental Acceptance-Rejection Questionnaire (PARQ-short version, Rohner, 2004), Career Attitude Scale (Silva & Paixão, 2006) and Rosenberg Self-Esteem Scale (Portuguese version by Santos, 1999). Results show that mother's and father's hostility, indifference and undifferentiated rejection towards their children is associated with negative attitudes towards career decision making, and warmth expression or acceptance was associated with positive attitudes towards career decision-making. Results suggest that a bigger attention must be given to interpersonal and emotional expression variables inherent to interpersonal relations in family systems, in research as well as in clinical practice, as our results have shown that they are important variable in the students dispositions and attitudes towards their vocational development.

The relationship between parental attachment style and career decision-making difficulties is mediated by depression and anxiety symptoms

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It has been reported in the literature that the internalized relationships of individuals who had experienced little or no emotional security from their parents (i.e., insecure parental attachment style) may lead to career decision problems. However, is the linkage between

parental attachment style and career-decision difficulties a direct one? We expected it to be mainly indirect and to depend on the degree to which the developmental consequences of insecurity were adaptive. In the present study, we examined whether anxiety and depression symptoms (both trait and state [career-related]) mediate the relationship between insecure attachment style (manifested by anxious [ANXA] and avoidant [AVDA] attachment) and career indecision (CINON) and career indecisiveness (CINES). CINON refers to a temporary-state career decision-making difficulty, and CINES to chronic difficulties in making career decisions. Two-hundred first-year behavioral science students completed the following questionnaires: 1. Experience in Close Relationships (Brennan, Clark & Shaver, 1998), comprising ANXA and AVDA sub-scales; 2. A depression inventory based on Beck et al. (1961); 3. The Trait Anxiety Inventory (Spielberger, Gorsuch & Lushene, 1970); 4. The career-anxiety and career-pessimism-views sub-scales of the Emotional and Personality Career Difficulties Scale (Saka & Gati, 2007); 5. The Indecisiveness Scale (Frost & Shows, 1993); 6. The Career Indecision Scale (Osipow, 1987). Structural equation modeling analysis was used to test for mediation. The analysis with indecisiveness as the dependent variable revealed that CINES was only indirectly related to ANXA and AVDA: ANXA increased depression and trait-anxiety, which in turn increased CINES (β s for the mediating paths were; .22* and .17**, respectively); AVDA increased depression, which in turn increased CINES (β =.09*). Career-anxiety and career pessimism did not play any role in predicting indecisiveness. The analysis with indecision as the dependent variable revealed that the relationship of ANXA with CINON was both direct (β =.20*) and indirect, and with AVDA only indirect: ANXA increased career anxiety, which in turn increased CINON (β =.12**); AVDA increased career-pessimism, which in turn increased CINON (β =.10*). Trait-anxiety and depression did not play a role in predicting indecision. We concluded that the relationship between parental attachment and career decision-making difficulties is mainly indirect, mediated by anxiety and depression symptoms. Additionally, "state" aspects of decision-making (indecision) are linked to attachment via the mediation of state-personality variables, while trait aspects (indecisiveness) by trait-personality variables. Finally, paths from ANXA to career decision problems depended mainly on anxiety, while paths from AVDA depended on depression and pessimism. Theoretical and practical implications with regard to career development and counseling are discussed.

Pursuing a science career since high school: Which differences among boys and girls?
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Over the last decades, researchers have attempted to explain the reason of the lack of interest that students, particularly girls, show toward science college degrees and careers. According to Social Cognitive Career Theory (Lent, Brown & Hackett, 1994), the career interests are strongly predicted by self-efficacy beliefs and self-efficacy beliefs may be influenced by different sources (mastery experience, vicarious experience, social persuasion and physiological states). Previous researches demonstrated that students who have a strong belief that they can succeed in science tasks and activities will be more likely to select such tasks and activities, work hard to complete them successfully, and persevere in the face of difficulty (Lent et al., 2008). In addition, these researches showed that mastery experience

in studying science subjects and may promote the sense of science self-efficacy. The purpose of this study was to investigate if there are any differences among boys and girls in the degree to which two kind of sources of self-efficacy (science classroom experiences and social support from family, teachers and peers) predict the science self-efficacy beliefs and the science career interest. The survey involved 151 students (52% males; 48% females) aged between 16 and 19 ($M=16.80$; $ds=.96$). The questionnaire included six subscales developed and validated in previous studies. They were: Family Encouragement (4 items by Stake e Mares, 2001) ($\alpha=.68$); Peer Attitudes Toward Science (4 items by Talton e Simpson, 1985) ($\alpha=.60$); Teacher Influence (4 items by Simpson e Troost, 1982) ($\alpha=.68$); Science Classroom Experiences (4 items by Meldrum, 2006) ($\alpha=.60$); Science self-efficacy (three items by Witt-Rose, 2003) ($\alpha=.84$); Science Career Interest (3 items by Stake e Mares, 2001) ($\alpha=.97$). The results confirm that the science self-efficacy is very important to predict the science career interest both for boys and girls like so the family support influences both self-efficacy and science career interest. The main difference between boys and girls regards firstly the influence of science classroom experiences on the science self-efficacy and career interest that is significant only for the females and secondarily the influence of the teachers' support on the science self-efficacy that is significant only for the males.

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Student career choices in the US: Parents' influence and cultural paradigm

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The necessity of this research arises from the practical need for career counselors to address challenges in counseling students of diverse backgrounds. Our office is responsible for developing career education and career counseling for 23,000 students at Stony Brook University. Our student body is a population of unparalleled diversity: 31% of our student body is Asian, 37% is European, 5% is African American, and 10% is Hispanic. Stony Brook University also attracts the poorest segment of the US student population. Because of Stony Brook's strong academic reputation, a low tuition, and proximity to NYC, we have become the school of choice for Chinese, Korean, Vietnamese, Caribbean, and Latino immigrant families from New York City. All these factors make us a unique "laboratory" for studying cultural and familial influences on career choices of college students. During our more than 10 years of experience, we have observed that, typically, the family's attitude towards college and career has a tremendous effect on a student's career behavior and vocational design, especially among immigrant and certain ethnic groups. These attitudes, however, are not always based on accurate knowledge, especially for first generation college students. Many immigrant families do not fully understand the educational system and career options in the US, and the pressure they exert on their children's education and

career choices is as intense as it is misguided. Our counseling efforts are sometimes met with resistance which seem to be rooted in the family's influence. Some students appear to have internalized their parents' rigid career expectations, while others perceive the pressure as external, which can lead to hopelessness and depression. Despite the fact that family and cultural values are widely acknowledged to affect students' academic and career choices by practitioners, parental influence has not been the focus of scientific research until recently. However, the western view of independence and self-fulfillment does not work while counseling students from non-western cultures that emphasize a filial piety. It is clear that in certain ethnic and cultural groups, parental opinion is a main component of career development. In an extremely interesting study by Heppner and Wang (2002), parents' expectations were the powerful source of for students. All these considerations led us to design a research project examining the relationship between the students' family culture and their career development, with the hope of laying a foundation for developing a new approach to counseling challenges. We have chosen a mixed methods approach for our research design. A 15 minute survey was distributed to all incoming freshmen and their parents. Key measures included Perceived Parents Expectations (Heppner & Wang, 2002), a specially developed Career Beliefs Scale and Academic and Career Plans, along with questions verifying immigration generation and acculturation, and demographics. More than 1800 student responses and 800 parent responses were collected; including 580 student-parent matched pairs. Currently we are conducting semi-structured interviews with students from the same subject pool. Our ambitious goal is to carry a longitudinal study and follow our students' career development throughout their college years. Our presentation will present exciting results from quantitative analysis of survey data enriched by qualitative findings from the interviews.

CHALLENGES FOR VOCATIONAL DESIGNING IN THE WORLD-3

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Paradigm shift of career structure in Japan. Forced to change the concept of career due to disaster in 2011

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The earthquake with magnitude of 9.0 suddenly appeared to the Eastern of Japan at 2'46"18 P.M., March 11th in 2011, which was historically the biggest scale magnitude in Japan. This terrible disaster had been known all over the world rapidly, and we received a lot of grateful support from many countries very soon. The number of 14,517 dead bodies was found, the number of missing persons is 11,432, and the number of refugees from stricken areas is 130,229, as of April 27th in 2011. No Japanese prepares for accepting sudden environmental changes such as his or her personal and familial lives as well as industrial and political structure of whole Japan. As a result, many people, from the young to the elder, are forced to give up or change their current life-career styles and their future dreams, so that they can hardly find the meaning of life, even if most of them began to recognise that the Japanese must face the paradigm shift, in order to overcome this reality to a new brighter world. We assume that it is the time when we introduce and practice "career construction", and reconsider shifting the concept of career of 20th century to the value of "work" in 21 century, in order to have this paradigm shift in reality. The most important thing is to think over and over again about the new meaning of work, rather than trying to find the best suitable job for self-realization, or to plan our own lifetime career. We had been dealing with the collapse of seniority wage system and lifetime employment this decade in Japan. It seems that this time is just a good chance for us to reframe the concept of career. We are so sure we will be able to reconstruct stronger and brighter our future of Japan, if we have career support system which shows new meanings of work.

Information about the Association of Counselling Science

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1.Mission of the Association of Counselling Science: a.research activity in the area of counselling, b.bringing innovations into counselling, c.working out and giving our opinions on educational or helping programmes, d.organizing and conducting various educational courses for students and counselors. 2.The Association's goals are: a.the integration of counselling researchers, b.the popularization of knowledge about counselling, c.the initiation of counselling research, d.the diffusion of advances in counselling, e.international cooperation with academic and research centres conducting counselling research. 3.The Association accomplishes its goals by: a.publishing a bilingual periodical, b.preparing and conducting research studies, as well as disseminating their results, c.organizing educational gatherings, seminars, conferences and training sessions, d.cooperating with national and local governmental organs, institutions of higher education, academic institutions, non-governmental organizations and other domestic and international institutions, e.conducting

commercial activities in accordance with relevant legislation in order to ensure the financial means to accomplish the Association's statutory goals, f.undertaking other forms of activity serving to accomplish statutory goals in lawful forms. 4.Membership of the Association of Counselling Science: a regular member may be a physical person possessing full legal capacity and full civil rights, holding an academic rank of at least PhD or involved in academic work, identifying with the goals of the Association, as well as declaring readiness to assist in the realization of its statutory goals. 5.Thematic sections: a.Publishing section, b.Foreign collaboration section, c.Researching and educational projects section, d.Cooperation with counselling services, e.Promotion section.

Career guidance for university students in China: A literature review

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This presentation reviews the literature covering the current situation in career guidance for university students in research and practice in the Chinese mainland. The authors reviewed studies with a focus on career guidance in Chinese mainland from 2001 to 2010. Current research and practice in China still remain at the initial stage of development, seemingly without a sound base of theory, and still learning from foreign experiences and methods to a large extent. Most papers and articles found on the Internet were written after 2004. Key words searched in the Chinese journal data-base were 'career guidance', 'employment guidance' and 'career planning'. The significance and necessity of career guidance are obvious for universities, students, and for society; and new practices in career guidance have been attempted in some universities. The content of career guidance programs tends to focus on the promotion and interpretation of specific employment policies and the provision of employment information. There is a lack of well-structured and purposeful guidance to assist students' career planning in a practical and individualized way. Many practitioners consider that this traditional model usually fails to satisfy many students' needs for career guidance. Day-to-day experiences in institutions where dedicated practitioners are now designing and implementing innovative models are helping to speed the process, and rapid progress is being made with some positive results. In view of unique educational and social situations in China, foreign experiences and models of career planning are not fully applicable. There is a need for more research on the localization of career guidance theory, embedded within the actual situation of education and society in the Chinese context. Researchers should also endeavour to identify the different characteristics and needs of students in different regions in China, different types of schools or colleges, and studying different major subjects. Through exchanges and dialogue, program designers, researchers and career guidance practitioners in Chinese mainland can gain many useful insights from other parts of the world.

Career and talent development in primary students in Hong Kong: Relations to gender, grade, academic achievement and connectedness

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This paper reports results from a survey of Grade 3 and Grade 5 primary school students in Hong Kong. The purpose of the study was to assess primary students' levels of self-efficacy in applying life skills across the domains of future career exploration, work habits and talent development as well as their connectedness to parents, school, teachers and peers. Level of self-efficacy in applying career and talent development life skills were then analysed in relation to salient student characteristics. Findings indicated that the students perceive themselves to possess positive efficacy in applying life skills across the three domains. Girls appeared slightly more confident than boys in their own ability to develop positive work habits, explore potential career choices, and to acquire other skills necessary to foster their talent development. Students with high academic achievement reported more confidence in applying career and talent development. The findings also indicated that students' connectedness to school, parents, peers and teachers is associated significantly with their self-efficacy in career and talent development. Implications for career guidance professionals in primary schools are discussed.

MIGRATION, IMMIGRATION AND VOCATIONAL DESIGNING
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From expatriation to repatriation: Toward career transition counselling

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Trade globalisation has greatly boosted international career mobility. Therefore, many studies explore these issues. However, very few researches have been made on this specific career transition which is repatriation although 80% of expatriates suffer what they call “culture shock” during their return (Black, Gregersen & Mendenhall, 1992). Former expatriates or their spouses, human resources experts in international mobility agree all about the employee’s return difficulties working in his country of origin after a significant period of expatriation. They recommend a specific coaching to help returnee to find its feet. To the feeling like “a foreigner at home” is sometimes added a frustration about the inability of sharing the international experience and a job autonomy reduction. Only 50% of the expatriates would have a promotion after returning, 65% feel a negative impact on their career, 50% find their local job less interesting, and 20% declare their intention to quit (Adler, 1997).

- Perception of person-environment fit and promotional and preventives strategies: The person-environment fit and more specifically the demand-capacity fit (Muchinsky et Monahan, 1987) target the ability of individual capacities to achieve environment requirements. Fit perception focus individual on reaching success from a present self to an ideal self. A strong feeling of job fit can be correlated with a promotional strategy rather than a preventive strategy (Angel & Steiner, 2010).
- Professional Self-Efficacy development during international mobility: Job Self-Efficacy has a major impact on organizational socialization (Bauer, Bodner, Erdogan, Truxillo & Tucker, 2007). We suggest that job repatriation is a situation which consists in an organizational re-socialization. Furthermore expatriation experience seems to have a major impact on employee’s identity dynamic. It seems to be usual that successful job expatriation reinforce professional capacity beliefs. So Professional Self-Efficacy concept will earn to be examined in further repatriation researches. A research design will be tested among repatriate employees. The design will take into account:
 - Professional Self-Efficacy and dynamic of repatriate identity issues;
 - Person-environment fit perception face to repatriation situation;
 - Promotional and preventive strategies settings during reinsertion;
 - Adjustment dimensions to job repatriation situation.Research results will be precious to examine psychological mechanisms leading to the new situation fit success. This research also aims to elaborate methods and tools for consultant in charge of professional repatriation counselling.

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Crime perception and victimization in Europe: Does immigration matter?

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We present an empirical analysis of the consequences of the recent immigration waves in Western European regions in terms of crime victimization and perception. To our knowledge this is the first comprehensive analysis on the topic using European data. Our research strategy is twofold. We first estimate a linear probability model of the likelihood of being a crime victim (and of feeling unsafe) on immigration by region (variously defined) using individual data and a set of regional fixed effects and country specific time effects plus controls. Our individual data come from the European Social Survey and cover 17 Western European countries from 2002 to 2008, a period characterized by large immigration inflows for most countries. The individual data is matched with other data sources such as the European Labour Force Survey and a set of measures of immigration by European regions are calculated using different data sources and definitions. Our empirical results suggest that immigration does not have any significant impact on criminality in destination regions once we control for unobservable regional characteristics. Immigration is positively and significantly correlated with crime only when we exclude the regional fixed effects from the linear probability model. In other words, the correlation between immigration and crime is likely to be induced by third unobservable factors at the regional level. This result suggests that the frequently debated relationship between immigration and crime in western Europe maybe originated by a wrong interpretation of the empirical evidence available to the public. The observation by some commentators that criminality is higher where immigrants are more present may be biased by the omission of relevant elements at the regional level that may influence both immigration and crime. Our fixed effects analysis provides some evidence that immigration may induce an increase in crime perception (or crime fear), but the result is not robust across alternative definitions of immigration. When instrumented, we do not find any significant effect of regional immigration on crime perception. These results are at odds with our finding that crime perception is an important driver of the attitude of European citizens towards immigration. In order to account for possible measurement errors of regional immigration and possible regional specific time varying unobservable factors, we instrument regional immigration in a model in differences using an exogenous measure of immigration flows induced by push factors in world areas of origin. Our empirical results suggest that immigration does not have any significant impact on criminality in destination regions. We find some effects on crime perception that disappear when immigration is instrumented. We provide also some tentative analysis of the drivers of the relationship between immigration and crime

perception. When allowing an heterogeneous effect of immigration on crime perception, we find significant effects of the interactions with educational attainment and media consumption. In general, our regressions point to a lower effect of immigration on fear for higher levels of education and for lower level of television consumption, although the results are not significant for all definitions of immigration. Despite being hard to assess as causal effects, these findings seem promising in indicating that the effect of immigration patterns on crime perception is heterogeneous across different social groups and that media consumption may play a role in shaping the individual perception of the consequences of immigration flows. Finally, we estimate whether crime victimization and perception affect the attitude of European citizens versus immigration using our panel of European regions. The attitude versus immigration is measured by a general judgment about immigrants making the country a worse or better place to live, and by the individual opinion versus the country being more or less open to migration inflows from poor non-European countries. Our findings suggest that crime perception is an important driver of the attitude towards immigration, with higher crime fear being related to a worse evaluation of the immigration phenomenon by European citizens.

Life space mapping as an innovative method in career guidance and career counseling for refugees, asylum seekers and migrants

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Migration is likely to be seen as an everyday decision which does not require any preparation. It can be taken without any reflection and plan. Nowadays people believe that it is possible to choose where and when they would like to live. An impression of being mobile and able to construct a career in a flexible space is without doubt the one of major problems of a contemporary society. This situation is an opportunity for people to develop their personalities, professional skills and actively construct their life-long careers. On the other hand, it provokes on a wide scale their psychological ambiguity which includes under-employment risks, job insecurity and an experience of poverty. According to these changes, a new paradigm for career construction in the 21st century proposes new approaches towards people's work lives. The Life-Design framework endorses five presuppositions such as: contextual possibilities, dynamic processes, non - linear progression, multiple perspectives and personal patterns (Savickas, et al., 2009, p. 239). The principal aims of that concept are to increase clients': 'adaptability, narrability, activity, and intentionality' (p. 245). Additionally, the Life-Design framework implements the theories of self - constructing (Guichard, 2005) and career construction (Savickas, 2005) which view people's work lives as a life - long, holistic, contextual and depends on 'social processes' (Nota, 2010). In order to help human being to construct his career and respect a new paradigm for career construction, I proposed for career counsellors an innovative method called 'life space mapping'. This method is based on multicultural counselling which respects life experiences and cultural values of the client. In a friendly atmosphere, career counsellor work with client based on principles such as: a cooperation and communication through dialogue, comprehensive and metaphorical thinking, meaning-making and active participation of the help-seeker. As a qualified career counsellor, I had an opportunity to use 'life space mapping' in career guidance and biographical counselling

with refugees, asylum-seekers and migrants to accompany them in valuing their biographical and professional experience (formal, non - formal and informal) for constructing their careers. As an academic lecturer, I am teaching this method to post-graduates students of counselling who appreciate in that method an implication of not only clients` behaviour but their meaning, retrospective reflection and a co-construction through personal discourse in a social environment. During my address, I would like to present a theoretical framework of 'life space mapping'. Then, practically I explain the way and procedure to work with clients. Finally, I propose to show some examples of work done by migrants with an assistance of career counsellors.

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The effect of immigration on the school performance of natives: Cross country evidence using PISA Test Scores

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Immigration flows have changed the composition of students in schools and classes. The integration of immigrants is often problematic, and these flows have triggered in some countries the flight of natives from public to private schools. A key question is whether the increased share of immigrants in schools and classes has affected the school performance of natives. In spite of the importance of this question for education policy, and of the abundance of research investigating the labour market effects of immigrants, relatively little is known about the impact of immigration on the education system (see Gould, Lavy & Paserman, 2009). To our knowledge, this paper is the first to address this important question using cross – country data covering European and Anglo-Saxon countries. Measuring the effect of immigrants on the school performance of natives is complicated by the fact that immigrants sort across countries and both immigrant and native students self-select into schools and classes. For example, the share of immigrants in the total population is typically higher in more developed countries, where economic opportunities are more abundant. At the same time, students in these countries tend to have a better performance, because their schooling systems are more effective. Therefore, the average test scores of native students and the share of immigrants tend to be positively correlated across countries, but this correlation is spurious and driven by cross-country differences in economic development. Due to economic conditions, immigrants usually concentrate in less affluent neighbourhoods, where housing prices are lower. Typically, the schools of these neighbourhoods are attended both by immigrant students with limited language

proficiency and by native students with a relatively poor parental background. By virtue of this sorting, a negative correlation between the test scores of natives and the share of immigrants in the school is likely to emerge within each country quite independently of whether immigrants have or have not any impact on the school performance of native students. Non random allocation of students to schools implies that it is difficult to tell whether the correlation between the performance of natives and the share of immigrants in a school can be treated as a causal relationship. In this paper, we address sorting within countries by aggregating at the country level the key information on the test scores of natives and the shares of immigrant students. By virtue of aggregation, we remove the sorting of individuals across schools¹. However, immigrants can sort also among different countries. Using data that vary by country and time, we control for between - country migration flows by conditioning on country fixed effects and on the stock of immigrants in a given country at a given time. Conditional on this stock, the share of immigrant pupils in each country depends mainly on demographic factors and is as good as random, as pointed out by Gould, Lavy and Paserman, 2009, in their study of the effects of immigration in Israel schools. We find that a higher share of immigrant pupils reduces the school performance of 15-years old natives. The marginal effect, however, is small and varies with the gender and the parental background of natives. Our evidence suggests that doubling the share of immigrant students from the current average 5 percent to 10 percent would reduce the average school performance of natives by 1.32 to 1.96 percent. The highest negative effect is found for natives with relatively poor parental background, who typically concentrate in schools with a high proportion of immigrants. We also find that the estimated effect of immigrant pupils on the school performance of natives is higher in countries where the segregation of immigrants in schools is higher. However, the quantitative impact of desegregation policies suggested by our estimates is small, as we find that halving the index of segregation would increase the test performance of natives by only 0.86 to 1.28 percent.

DIMENSIONS AND INSTRUMENTS FOR VOCATIONAL DESIGNING
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The role of emotional intelligence in Greek-Cypriot adolescents' career decision making

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Personality has long been acknowledged as a factor influencing career decision making (Jin, Watkins & Yuen, 2009). A relatively new construct within the broad personality domain that is recently gaining research attention is trait emotional intelligence (EI), since emotions as well as cognition seem to affect career behaviour (Emmerling & Cherniss, 2003). Until now the significance of EI in career decision making has been identified mostly in young adult populations (e.g., Di Fabio & Pallazzeschi, 2009). The purpose of the present study was to examine the role of EI and personality traits to adolescents' career decision making. The Greek version of Bar On (2002) Emotional Quotient Inventory – S (Maridaki-Kassotaki & Koumoundourou, 2004), the Traits Personality Questionnaire assessing the Five Factor Model of Personality (Tsaousis & Kerpelis, 2004), and the Greek version of Career Decision Making scale of the Career Development Inventory-A (Creed & Patton, 2004; in Greek Koumoundourou & Kassotakis, 2004) were administered to 194 Greek-Cypriot high school students. The results of the hierarchical regression showed that apart from extraversion ($\beta = 0.18$, $p < .05$) and conscientiousness ($\beta = 0.33$, $p = .001$) personality traits, which accounted for 16% of the variance concerning career decision making, the interpersonal dimension of EI ($\beta = 0.27$, $p < .05$) explained an additional 7%. The results of the study indicated that EI could serve as an additive facilitator in adolescents' career decision making. Given that EI can be increased through specific training, implications in relation to adolescents' career counselling are discussed.

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The relationship between motivation to serve others, values system, and personality traits

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Some recent investigations have focused on the relationships between pro-social work motivation to serve others through one's future career and vocational outcomes. The three major lines of ongoing research suggest that (1) eudaimonic activities are related to higher levels of life satisfaction, meaning in life and self-esteem (Steger et al., 2008), (2) the service learning activities within an academic context have positive effects on the improvement of vocational development in terms of self-efficacy and self knowledge (Payne, 2000; Simons & Cleary, 2006); and (3) pro-social work motivation has effects not only on work-related outcomes, such as persistence, satisfaction, performance and productivity (Grant, 2008), but also on the development of an individual's future career in terms of life meaning, career decision self-efficacy and intrinsic work motivation (Dik, Sargent & Steger, 2008). In Italy, however, there has been a lack of research into valid ways of assessing service motivation and analysing in depth a number of variables concerning both personality traits and needs/values, according to Schwartz's Values Model and therefore dealing with vocational identity, that may precede, follow or relate to this career development. The present study aims to: 1. Provide a contribution to both the reliability and the construct validity of the Service Motivation Scale (SMS); 2. Explore the relationship between motivation to serve others and a values system with other individual characteristics, such as personality traits. 312 adolescents and young people living in Apulia were asked to fill in a questionnaire made up of four sections: socio-demographic data, SMS, PVQ and a Big Five Questionnaire. Causal analysis is applied to data to infer the structure of the interconnection between variables of interest.

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The trend of learning transition in architectural design based on personality of students

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Nowadays in architectural subjects, one of the important challenges is between educational methods and amount of learning. Although the final mark is one of the criteria in learning but it cannot show the complete gradation of learning in student, especially in practical and project base field studies such as architecture, so criterion in educational methods is needed to understand plans have sufficient output. Therefore, the purpose of this research is about the connection between personality type of students and their learning transition in architectural design.

The main questions in this research are:

- How much the process of learning transition in students happens?
- Which changes are necessary in educational method, if it does not have sufficient output?
- How much effective relationship between students and their project's progress is happened?

Research steps:

1. In this step, researcher has unobtrusive role, so techniques such as photography, note down, make specific documents for every student and record discussion in class are used to collect these items:

- All stage of progress design in each student.
- Educational method of teachers.
- Presented solution by teachers for education.

2. Based on "Carl Gustav Jung" theory, students are divided in 16 groups by Myers Briggs Test" because personality type is included interests and characteristics of students. So it could help teachers in process of education transition.

This questionnaire includes four bipolar scales:

- Introversion (I) – (E) Extraversion
- Sensing (S) – (N) Intuiting
- Thinking (T) – (F) Feeling
- Judgement (J) – (P) Perception

3. In the next step, student's learning is checked with these items:

- "Student Burnout test"

In this questionnaire amount of exhaustion, cynicism, reduced efficacy of students are evaluated.

- "Academic Engagement test"

To become sure that questionnaire is corresponded to original one, "Back Translate" technique is used.

- "Academic Achievement Evaluation"
- This evaluation is based on explained subject in class that is shown as a graph.
- Class activity
- based on presented activity, homework and sketch in term time.
- Final marks.
4. At the end, the evaluation between personality and trend of learning in students can lead researchers to understand:
- Educational method has acceptable function in which type of personality
 - Changing educational method is necessary for which personality type.
- It is worth mentioning that we have many obtrusive factors such as:
- The interest of student to architecture.
 - The ability of student for studying architecture.
 - The architectural presentation of project by student.
 - The connection between IQ and learning transition in students.

Executive functioning and dimensions of school and career guidance in early adolescence

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Introduction. Adolescence is a period of development both for dimensions relevant in school and career guidance and for cognitive functioning. A component of cognitive development which is interested by development during adolescence is executive functioning (see for instance Crone, 2009) which subserves goal-directed conscious behavior and self-regulated functioning (Luria, 1966; Shallice, 1982; Zelazo, Muller, Frye, Marcovitch, 2003).

Aims. The aim of the study was to investigate the role of self-rated executive functioning, and of specific executive components, on dimensions relevant for school and career guidance in early adolescence, i.e. problem solving and social skills.

Participants. 96 students (34 girls and 62 boys) attending the 8th grade in secondary schools in the Northeast of Italy. Their mean age was 13.08 (SD = 0.57).

Instruments. Three self-rated scales were used: the Italian version of the *Executive Function Index* (EFI, Sgaramella et al., 2009; Carrieri et al., 2011) which includes five scales (organization, strategic planning, motivation, empathy and impulse control); *Do I know how to tackle my problems?* (Soresi, Nota, 2001) which includes three scales (problem solving style, strategy control and confidence in problem solving ability) and *How do I behave with others* (Soresi, Nota, 2001) which includes three scales (ability to adjust to school life, to express personal strengths and feelings, to develop positive relationship with classmates).

Results. Three groups, based on total EFI score (high, medium and low level) were identified. A series of ANOVAs showed significant differences on problem solving perception, in all scales ($p < .01$) and on total score ($p < .01$). Post hoc analysis (Bonferroni's method) showed significant differences between the lowest and highest group ($p < .01$).

With respect to social skills a significant effect was found on school adjustment ($p < .01$) and on total score ($p < .01$). Post hoc analysis showed significant difference when comparing the three groups ($p < .01$).

Two multiple regressions analyses were carried out in order to analyze specific executive predictors of problem solving perception and social skills. For each model total scores were used as dependent variables and EFI factors' scores were entered as independent variables. Executive functioning predicted problem solving perception [$F(5,90) = 20.03, p = .000$]; the model accounted for 53% of total variance and strategic planning ($p = .000$), organization ($p = .001$) and motivational drive ($p = .014$) were significant predictors. Finally, with respect to social skills the model was significant [$F(5,89) = 8.76, p = .000$], accounted for 33% of total variance and in this case empathy ($p = .002$), motivational drive ($p = .035$) and organization ($p = .045$) were significant predictors.

Conclusions. These findings demonstrate that executive functioning may specifically impact problem solving perception and social skills; more cognitive and/or affective components may play a differential role on the dimensions investigated. This suggests also the need of assessing executive functioning during school and career guidance.

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ORIENTAMENTO E BENESSERE

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Rituale di iniziazione nelle relazioni sociali di adolescenti Wayuù

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Il presente lavoro vuole spiegare come gli adolescenti possano aiutare a salvare l'identità wayuú. In primo luogo si descriverà questa fase della vita, per prendere in esame di seguito la cultura e i rituali utili a conoscere e decifrare la realtà del mondo che i wayuú costruiscono durante l'adolescenza. Saranno considerati inoltre una serie di stimoli pedagogici per i professionisti che lavorano con gli adolescenti di questa felice etnia, utili al fine di individuare i bisogni nell'area sociale e alcuni aspetti culturali che caratterizzano le differenze tra gli adolescenti. È stato utilizzato il metodo etnografico che include l'interpretazione e la riflessione sul significato e sul senso delle azioni praticate dall'etnia wayuú e dei suoi costumi secondo la prospettiva dei partecipanti: come sono espressi dal loro stessi. Questa ricerca si può considerare uno studio qualitativo a disegno misto. Le informazioni sono state raccolte nel contesto municipale San Rafael of They Wet, Tamare, Luis de Vicente, tramite un'intervista semistrutturata e la costituzione di focus group. Grazie ai focus group si è potuto prendere in esame la prospettiva, i sentimenti e le esperienze delle persone della comunità coinvolte.

Sentirsi bene a scuola: Il ruolo del genere e del contesto

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Il benessere scolastico comprende molteplici argomenti trattati in questi anni dall'orientamento scolastico-professionale, in quanto tale settore ha come finalità anche quella di accrescere le probabilità che gli individui sperimentino una soddisfacente qualità della vita (Nota, Soresi, 2003). Sempre più gran parte della recente ricerca sulla soddisfazione dominio-specifica, che può essere vista come un settore particolare di inchiesta nell'area del benessere generale delle persone (Heller, Judge, Watson, 2002; Judge, Heller, Mount, 2002), ha indicato alcune variabili, sia individuali che sociali, in grado di promuovere o limitare il benessere delle persone. Tali variabili, quali ad esempio gli elementi ambientali che supportano oppure ostacolano il raggiungimento degli obiettivi, sono state recentemente sistematizzate nel modello di well-being proposto da Lent e Brown (2008). Il presente intervento analizza il ruolo di alcuni fattori che, secondo il modello degli autori, dovrebbero promuovere la soddisfazione dominio-specifica ed il benessere globale degli studenti di scuola media superiore, ovvero le barriere ed i supporti percepiti nel contesto alle proprie scelte di carriera. L'obiettivo è quello di comprendere se, come previsto da Lent (2005) anche alcune variabili di tipo socio-demografico, quali il genere e la tipologia di scuola frequentata, e la percezione della propria scuola in termini di punti di forza e di debolezza possano influire sui livelli di benessere degli studenti. A tal fine è stato

adattato al contesto italiano il test di Lent (2005) che valuta supporti e barriere percepiti nel contesto alle proprie scelte professionali, strumento che in linea con la versione originale ha prodotto buoni valori di consistenza interna (alfa di Cronbach = .83 per la scala dei supporti e .90 per la scala delle barriere). I partecipanti sono 858 studenti di scuola media superiore (età media 16,29; d.s. 1,50) equamente distribuiti per genere, età e tipologia di scuola (36% Licei, 33% Tecnici, 31% Professionali). I risultati, ottenuti attraverso una serie di regressioni multiple, sembrano comprovare a livello empirico il ruolo svolto dalle variabili previste dal modello teorico di Lent e Brown (2008), con differenze significative rilevate per quanto riguarda il genere e la tipologia di scuola frequentata. In particolare le femmine sembrano più soddisfatte in merito alle variabili di tipo "relazionale", quali la soddisfazione per il supporto percepito e per i riconoscimenti ricevuti ai propri sforzi, oltre a sentire più supporti e meno barriere nel contesto di riferimento in merito alle proprie scelte di carriera. Inoltre, i livelli di soddisfazione dominio-specifica e soddisfazione alla vita in generale si mostrano tra loro correlati ($r=.485$; $p<.001$), in linea con alcuni autori che affermano che i due campi si influenzano quasi per osmosi (Judge, Locke, 1993; Heller et al., 2004).

Dimensioni dell'educazione informale e efficacia dell'azione orientativa

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Ogni individuo riceve informazioni e, soprattutto, assorbe cultura dal contesto familiare e sociale nel quale è cresciuto e vissuto. E tale contesto esercita un'influenza per nulla secondaria anche sulla scelta degli studi e della professione. Per questi motivi la ricerca condotta si è mossa su due versanti strettamente collegati: conoscere i caratteri e i meccanismi dei transiti nei preadolescenti e delineare un percorso orientante decondizionante. Il primo obiettivo è stato perseguito prendendo in esame un campione di studenti di entrambi i sessi, frequentanti la scuola media di primo grado. Ai fini del secondo obiettivo, sulla base dei riscontri ottenuti sul campo, è stato progettato un percorso orientante, di durata triennale, comprendente strumenti metodologico didattici appositamente ideati e costruiti.

Sfide degli orientatori che si occupano di intercultura nel Venezuela

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Questo intervento ha lo scopo di riflettere sulle sfide che hanno i professionisti dell'orientamento in Venezuela, dipendenti dal Ministero del Potere Popolare per l'Educazione e che lavorano all'interno delle scuole superiori dove la popolazione maggioritaria è indigena. Venezuela è un paese multi etnico e pluriculturale, con 44 popoli e comunità indigene riconosciute, ricco di processi storici, politici e culturali propri, che richiedono a questi orientatori di offrire servizi, programmi e attenzioni con una visione interculturale, considerando le particolarità degli utenti che si rivolgono ai servizi di orientamento. Si prendono in considerazione quali sono le competenze che devono avere questi professionisti così come le raccomandazioni da dare agli attori coinvolti in questa sfida.

THE SCCT MODEL OF VOCATIONAL HOPE

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The purposes of this symposium will be to introduce a social cognitive model of vocational hope and discuss its implications for vocational guidance practice in the 21st century. Several lines of evidence have converged in recent years on two rather inescapable findings. First, it has become clear that adolescents with positive outlooks about their futures are more stress resistant and resilient, engage in fewer risky antisocial behaviors, have higher educational aspirations, and complete schooling at higher rates than do students whose futures look bleak to them. Second, it has also become increasingly evident that students who see a connection between their schooling and their future occupational attainment and life satisfaction are more actively engaged in school and complete their education at higher rates than those who see a disconnect between school achievement and occupational attainment.

Unfortunately, the mechanisms by which positive future expectations can be promoted and school engagement achieved are not well articulated. We propose vocational hope as an important type of positive future expectation that is amenable to vocational guidance interventions and that may sustain students' school and work persistence even in the face of economic and other types of adversity. We will also articulate how, from a social cognitive career theory perspective, vocational hope can be achieved and how guidance efforts can be designed to promote it.

Dr. Steven D. Brown, of Loyola University of Chicago, will present the SCCT model of vocational hope and Drs. Mary Heppner (University of Missouri—Columbia) and Laura Nota (University of Padova) will critique the model and discuss its implications for vocational guidance interventions in their respective countries. Audience input will be sought during the final 10 to 15 minutes of the symposium.

DISCUSSANT: Mary J. Heppner* & Laura Nota^o

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EMPLOYABILITY, SATISFACTION AND TRANSITION
Chair: Pierre-Yves Gilles, *Aix-Marseille Université, France*
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Influence of person-environment fit and regulatory focus on attitudes toward job search of unemployed people

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Recent articles on Person-Environment (P-E) Fit propose a dynamic approach taking into account theories on self-regulation (Johnson, Taing, Chang, & Kawamoto, submitted). This paper presents an empirical test of the link between P-E Fit and self-regulation, based on Regulatory Focus Theory (Higgins, 1998). P-E fit refers to the correspondence between the person and the environment. Recently, it was clarified that in general, P-E fit is assessed by three different approaches (Edwards, Cable, Williamson, Lambert, & Shipp, 2006): molar, molecular, and atomic. We propose that an "a priori" feeling of fit (i.e., a general, first impression using the molar approach) should influence people's behaviours and attitudes in their attempts to match with the environment's requirements and offers. Regulatory focus theory addresses the way in which people respond to their environment and posits that there are two motivational principles (Higgins, 1998) that govern behaviours and strategies for achieving goals. The first one relates to the achievement of ideals and personal fulfilment, and is called the promotional focus. People guided by this focus should consider their job search as an opportunity to approach the ideal job. The second one relates to concerns for obligations and responsibilities and seeking preservation and security, and is called the preventive focus. People guided by this focus should consider their job search as an obligation or a responsibility. These orientations should influence alternative ways of thinking about jobs and of actions to get a job. Participants were 130 (78 men, 5 did not report sex) unemployed persons aged between 18 and 63 years ($M = 35.9$; $SD = 11.00$). They filled out all the questionnaires during small group meetings for a presentation of a counselling program for unemployed people. Person-environment fit correlated positively with motivation and attitudes toward the job search. Promotion focus had a positive correlation with the perceived possibility of alternatives jobs. Prevention focus correlated positively with perceived job search obligation. These variables also correlated with actions to get a job. We will discuss the relevancy of PE Fit and Regulatory Focus for studies of the behaviours of unemployed people and practical implications of these findings for career transitions counselling.

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The role of employability in quality labor market placement: A longitudinal study

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In the last decade, educational policies have been centered on improving and promoting the employability of university students to facilitate the quality of their transition to the labor market. Human Capital Theory (Becker, 1964) considers education as an investment improving employability. In addition, the Dual Market Theory (Doeringer & Piore, 1971) holds that people with higher employability will obtain better jobs. Taking the aforesaid into account, the aim of the present study is to explain the effect of employability on the quality of labor market transition, thereby testing the psycho-social model of employability proposed by Fugate, Kinicki and Ashforth (2004) composed by three dimensions: adaptability, career identity and human and social capital. Specifically, we explore the relation between employability and five indicators of job placement quality (income, job satisfaction, hierarchical status, horizontal match and vertical match or over qualification) using a representative and longitudinal sample of 790 graduates of the University of Valencia (Spain). The results obtained through hierarchical regression showed that employability predicts transition quality, although the results vary according to the different indicators and dimensions of employability. Theoretical implications for the psycho-social model of employability and practical implications for both transition quality to the labor market and the educational system are then discussed.

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Not an outgroup, not yet an ingroup: Professions in the Stereotype Content Model

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Several studies demonstrate that stereotypes of people in different jobs exist and that particular constellations of traits are deemed more suitable for some jobs than for others. Although certain jobs do require certain skills, there are also strong cultural expectations about jobs as well proposed by media. In recent years interest has shifted from documenting stereotypes of people in occupations to discussions of how gender interacts with occupation. Are some jobs perceived to be “for women” and others “for men”? To

which extent some occupations seem require specific characteristics more related to gender traits? To which extent the differentiation of occupations related to gender is connected to prestige and status dimension? The paper is expected to present and discuss some research data about the structure and organizations of work stereotypes in a group of participants near to the university choice. Professional representations more frequently appearing on the Italian TV scenario will be considered: The participant judgments will be analyzed and discussed with reference to the Stereotype Content Model (Fiske et al., 2002) in order to verify the relative importance of the warmth and competence dimensions.

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The importance of metacognition in constructing a career

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In the todays postmodern World the Labour market is constantly changing (education does not guarantee employment, some occupations perish, others are replaced) also the work service is shifting (telework, employment on projects not at the company etc). Consequently, the way in which we perceive career is altered – it is impossible to consider it a one-time choice, neither can it be perceived as road of development or acquisition of competence, but, as proposed by B. Wojtasik, rather as a mosaic of life events (2003). Constructing your career path seems to be a requirement posed more and more categorically to the individual. It is however, a requirement difficult to fulfill—finding one’s way in the midst of this “vibrating” reality requires certain specific traits, such as competence or skillfulness; in general, skills that are associated with uncertainty, world perception and self understanding. In our highly individualized world the individual must demonstrate the ability of autoreflection; as self understanding is the necessary condition, that has to be adjusted though, to one’s abilities as well as, to the requirements of the environment, to construct a successful career (Wojtasik, 2003). In my study self knowledge which is the result of autoreflection is of key importance as, in my opinion, it has a regulative quality for activities associated with career. Consequently, what does our self knowledge depend on? Can we develop it? To answer these questions I would like to venture into the field of metacognition, researched by cognitive psychologists. According to Flavell (1979), the author of the term, metacognition is the ability to recognize and research one’s own thoughts. He believed that through analysis and insight into our own cognitive processes we can correct and improve them. Highly interesting implications for career building can be drawn from the metacognitive construct “I”. According to its researchers (Brycz, Karasiewicz, 2010), people differ according to the intensity of their metacognitive “I” (MI), which denotes different levels of their ability to recognize the partiality of their actions. Moreover those with a strong MI not only have a high awareness of their own susceptibility to social processes, but also perform better in problematic situations. They have better concentration skills and can postpone gratification, they are

also characterized by high moral standards. It appears, therefore, that support for individuals in the construction of a career in today's postmodern reality, should also take into account the level of meta-cognition, because it can increase the chances for a better understanding of both the world and itself in this world, and thus reduce the fear and insecurity increasing at the same time its effectiveness.

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TUESDAY 13 SEPTEMBER
PLENARY SESSION - INTERNATIONAL SYMPOSIUM

**DESIGNING RESEARCH BASED CAREER DEVELOPMENTS SYSTEM THAT
PROMOTE OPTIMAL DEVELOPMENT FOR YOUTH AND YOUNG ADULTS**

Chair: Scott Solberg *University of Wisconsin-Madison, USA*
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DISCUSSANT: Hardin Coleman, Boston University, USA. hardin@bu.edu

Internationally, it has been recognized that achieving and maintaining a competitive, adaptive workforce within knowledge-based economies begins with career development efforts helping all youth graduate from secondary institutions with a lifelong commitment to engaging in career planning and management skills while offering adults access to quality career development services throughout the lifespan (OECD, 2006). These calls were instrumental to policy making efforts that established the European Lifelong Guidance Network Partnership to encourage and communicate promising career guidance practice strategies in EU member countries (CEDEFOP, 2011). This session will describe three research-based strategies for designing and implementing career development services to youth and young adults. Dr. Rachel Gali Cinamon will describe efforts to provide access to career development services to Israeli young adults. Their program trains paraprofessionals to offer community-based career services throughout the country. In addition to describing the training model and curriculum outline, Dr. Cinamon will describe the history and background of the project including how they managed to overcome a number of challenges to successfully implement the program. Dr. V. Scott Solberg (Session Chair and Participant) will describe efforts in the United States to provide access to career development services through the implementation of “individualized learning plans” (Solberg et al., in press). The presentation will describe the results of a three-year study of promising practices and offer future research questions that need to be addressed. Mr. Curtis Richards will describe the five qualities of effective learning environments that support college and career readiness development for youth with and without disabilities as well as strategies for helping parents support their child’s career exploration and engagement. His presentation is based on a review of 35 years of youth development research that was published in a reported titled “Guideposts for Success” and a soon to be released report titled “Family Guideposts for Success”. Mr. Richards is Director of the National Collaborative on Workforce and Disability for Youth in Washington DC. The National Collaborative is one of the leading organizations offering technical assistance to schools and youth serving organizations. Dr. Hardin Coleman will serve as discussant for the session. As Dean of Boston University, his remarks will be informed by his extensive experiences in working with schools and organizations in China and the United States.

Expanding access to quality career guidance services: A community based approach in Israel

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If today's adults are to become employable and maintain their employability, they must have access to quality career guidance services throughout the lifespan (OECD, 2006). As a result of technology and globalization, Israel like all knowledge-based economies is experiencing rapidly changing work environments and job opportunities (DeBell, 2005; Friedman, 2005; Hall, 1996; Niles, Herr, & Hartung, 2001). In order to support young adults effectively manage constant job and labor market uncertainty and the emergence of new and varied career opportunities, they must receive access to quality career guidance services that can help them effectively plan and manage their career. As a national effort, Israel has embarked on a paraprofessional training program and outreach service deployment that provides young adults with access to the career development resources they need to engage in effective career planning and management. The presentation will describe the curriculum used and service delivery model being employed. Evidence of the success of the project will also be provided.

Characteristics of effective learning environments that promote career and workforce readiness skills: Introducing the *Guideposts for Success* and the *Family Guideposts for Success*

Curtis R., *Center for Workforce Development, Institute for Educational Leadership, USA*
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Curtis Richards is the Director of the Center on Workforce Development and the National Collaborative on Workforce and Disability for Youth in Washington DC. The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) assists workforce development systems to better serve all youth, including youth with disabilities and other vulnerable youth. The NCWD/Youth, created in 2001, is composed of partners with expertise in education, youth development, disability, employment, workforce development and family issues. Funded by a grant from the U.S. Department of Labor's Office of Disability Employment Policy (ODEP), the NCWD/Youth is housed at the Institute for Educational Leadership in Washington, D.C. NCWD/Youth offers a range of technical assistance services to state and local workforce investment boards, youth councils and other workforce development system youth programs. The focus of this presentation is to describe the *Guideposts for Success* and *Family Guideposts for Success*, including sample implementation strategies being used throughout the United States. The *Guideposts for Success* was generated from an extensive review of research that included intervention studies as well as effective research on effective practices for supporting optimal youth development, quality education, and workforce development. Specific recommendations for designing effective learning environments to promote career and workforce skill development among youth with and without disabilities are organized according to five critical areas: School preparation, career and work-based learning, connecting activities, youth development and leadership, and family involvement in career development. Sample practices related to the *Guideposts* will be shared from around the United States from

school and youth serving organizations. The *Family Guideposts for Success* will soon be released. The Family Guideposts for Success is intended to be inclusive of the issues that all youth, including those with disabilities, face as they transition to adulthood. The goal of Family Guideposts is to help families focus their energy and take specific actions to address the priorities of their transition-age sons and daughters. Depending on the individual youth, these might include graduating from high school, going to college, finding a first job, building a circle of friends, participating in community recreation programs, connecting to the adult health care system, or a mixture of these experiences. Using the framework of the Guideposts for Success, *Family Guideposts* highlight proactive roles families may play within each Guidepost. For families of youth with disabilities, *Family Guideposts* serve as a tool to incorporate research-based strategies into their young adult's secondary education and transition plans. For professionals who work with youth and their families, *Family Guideposts* will provide a framework as they empower families to contribute to successful adult outcomes for youth. *Family Guideposts* will enable them to tap into family support more effectively and work more collaboratively and intentionally with both individual parents and organized parent groups. While *Family Guideposts* is intended to empower families to support their own adolescents as they emerge into adult roles, families are encouraged to move beyond their own parenting responsibilities to advisory and influential roles at the local school level and even district or state advisory boards. Each family brings unique needs and perspectives to the table. While some must spend their time, energy and resources dealing with basic survival needs; others have the capacity to form a partnership with organizations at the system level and contribute to increased effectiveness of policies and practices. Schools and community organizations are increasingly recognizing the potential of parents as partners in their own youth's development as well as in systemic accountability. Examples of Family Guideposts activities in schools and youth serving organizations will be described.

Nature and promise of individualized learning plans as an effective strategy for promoting college and career readiness skills

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Pressure continues on secondary educators to prepare students with the knowledge, dispositions, and skills needed to make successful post-secondary transitions. Establishing transition readiness skills is imperative with regard to being able to successfully enter and complete college (Milsom & Dietz, 2009; Goldrick-Rab, Carter, Wagner, & Winkle, 2007) or directly enter the world of work and maintain employability (Blustein, 2006; States' Career Clusters, 2009; Partnership for 21st Century Skills, 2009; Resnick & Wirt, 1996). Within the United States, the Individuals with Disabilities Education Act of 2004 (IDEA) addressed this important issue by expanding the Individualized Education Program (IEP) scope of activity to include strategies for preparing youth with disabilities to make successful post-secondary transitions (Johnson, 2005). Recently, over 20 states have mandated that all students develop individualized learning plans (ILPs) that help prepare students for making successful post-secondary transitions (Education Commission of the States, 2007). According to the Education Commission of the States report, ILPs essentially consist of a plan that students generate that aligns high school courses with career aspirations. Some states require students to develop post-secondary action plans, and some

use the ILP to identify early graduation strategies. To successfully engage students in actively designing their ILPs, career exploration opportunities are assumed to be necessary, and therefore, ILPs can be considered as both a document that is created and maintained as well as a process that helps students engage in the career development activities necessary for them to define their own career goals and aspirations. Using funding provided by the U.S. Department of Labor's Office of Disability Employment Policy and in collaboration with the National Collaboration on Workforce and Disability for Youth, a number of research studies have been conducted with 14 schools from four states to determine identify the nature of ILPs and whether there is promise in supporting youth preparation for making effective post-secondary transitions. This presentation will provide an overview of the key findings of this research to date which includes feedback from parents, teachers, and students, identification of promising strategies for implementing ILPs, and empirical support linking engagement in ILPs with academic performance, career decision-making readiness, and stress and health management.

LIFE DESIGN COUNSELING: FROM PRACTICE TO THEORY

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This presentation will concentrate on the practical methods used in life-design counseling that seeks to help clients shape their identities, construct their careers and plan their lives. The life designing model did not arise from theory and become transformed into practice. Instead, it is based on decades of practice that a research team synthesized into an effective model that has now been turned into theory. Life-design counseling turns the best practices in career intervention into theory. The paradigm for life-design interventions constructs career through small stories, reconstructs the stories into a life portrait, and co-constructs intentions that advance the career story into a new episode. Clients leave life-designing having experienced a process of transformative learning that has brought them into contact with their deepest sense of vitality. They are able to narrate a more comprehensible, coherent, and continuous identity narrative. Buoyed by biographical agency and ripe with intention, they should be ready for action in the real world and prepared to deal with new questions that will emerge. So empowered, they begin to write a new chapter in their life stories, narratives that extend an occupational plot with a meaningful career theme.

INTERNATIONAL SYMPOSIUM

VOCATIONAL GUIDANCE AND CAREER CHOICE INTERVENTIONS: AN INTERNATIONAL PERSPECTIVE

Chair: Robert W. Lent, *University of Maryland, USA*
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These are exciting and challenging times for the practice of vocational guidance and career counseling. Meta-analysts have calculated the overall effects of career choice counseling and identified specific techniques that can enhance its effects. New models of career counseling and career development are arising. Economic downturns have put many people out of work, swelling the ranks of those seeking career services. Technological advances, particularly the internet, have increased access to career assessment and intervention, though the multitude of websites offering career assistance vary greatly in quality, cost, and research validation. The field of career counseling has, increasingly, become an international enterprise, with many cross-national as well as culture-specific efforts to enhance both the access to, and effectiveness of, vocational guidance and counseling. This symposium will present three perspectives on guidance and counseling for career choice within an international context. Eminent scholars from three different countries will each present their views on vocational interventions, based on their theoretical, research, and practical experiences. In addition to describing their work and its practical implications, each presenter will discuss needed directions for future work on vocational guidance and choice interventions. The presenters will include Professors Steven Brown, United States; Itamar Gati, Israel; and Salvatore Soresi, Italy. Professor Brown will summarize meta-analytic research findings on the efficacy of career choice counseling, highlight particular techniques that may improve the effectiveness of counseling, and overview an emerging diagnostic system aimed at tailoring intervention to the source of clients' choice difficulties. Professor Gati will focus on the problems and challenges of internet-based self-help vocational guidance systems, demonstrate a set of free, evidence-based assessment and intervention systems, and discuss how such systems can be incorporated into face-to-face counseling. Professor Soresi will overview the vocational guidance programs developed and offered by the Laboratory for Research and Intervention in Vocational Guidance at the University of Padova. These programs, aimed at a diverse audience of teachers, parents, counseling practitioners, and vocational clients, are focused primarily on preventing choice difficulties and promoting career development.

Each panelist will provide a 20-minute presentation, which will be followed by a 30-minute question and answer period with the audience. The session will be chaired by Professor Bob Lent, United States, who will introduce the panelists and the topic and facilitate the question and answer period.

Career indecision and career choice counseling: Research findings and implications for vocational guidance

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Two meta-analyses published in the past decade revealed two very consistent findings; namely, that (a) career interventions for choice-making difficulties are demonstrably effective, but (b) the magnitude of their effects is modest (i.e., persons receiving career assistance achieve about a third of a standard deviation better outcome than persons who receive no career help; Brown & Ryan Krane, 2000; Whiston, Brecheisen, & Stephens, 2003). Much of my research over the ensuing decade has focused on how career and vocational guidance interventions can be improved—how, for example, interventions can achieve more than modest effects across diverse students and clientele. Specifically, we have investigated counseling strategies and techniques that seem to be critically related to outcome effects and developed a beginning diagnostic system (and assessment tool) that can be used to identify the sources of clients' choice difficulties. We have also become interested in the role of vocational hope in the career development of diverse students and clients and have developed a tentative Social Cognitive Career Theory (SCCT) model of vocational hope to direct future guidance efforts.

The purposes of this presentation are to summarize our research in the first two areas and suggest how attention to critical ingredients and sources of clients difficulties can improve the effectiveness of vocational guidance activities. We will present our SCCT model of vocational hope and discuss its implications in another symposium at this conference.

Internet self-help career guidance: Does it really work? When? For whom?

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The Internet serves today as a basic means to accessing information around the clock and around the globe. This includes information that is often used to help make decisions about various life domains, including dining, shows, housing, and also for making career decisions – what training or major to select, what job to choose. Indeed, Internet self-help career interventions are flourishing; some are provided by public, not-for-profit organizations, in comparison to others which are provided by commercial companies. There are sites that focus on career assessments; others focus on direct interventions aimed at helping clients advance in their career decision-making process.

Problems and challenges related to such stand-alone self-help systems will be reviewed. These include the quality of the information and service, monitoring the quality of the assessments (including the feedback and recommendations), and the lack of immediate access to human experts. Nevertheless, the advantages exceed the problems. Adopting an evidence-based approach, I will review ways to evaluate the benefits of using Internet-self-help systems. Next, I will demonstrate a set of free, Internet-based self-help career process-related assessments that provide not just descriptive feedback, but also recommendations (www.cddq.org). These recommendations were validated using career counselors' expert judgment. Then, I will describe and demonstrate one system that provides direct intervention, *Making Better Career Decisions (MBCD)*; *MBCD* is a unique combination of

career information, decision-support, and expert system offered free online. I will demonstrate its positive effects on client's career decision-making process, highlighting potential individual differences.

Many clients report positive reactions to the *MBCD*, though few report only moderate satisfaction. *MBCD* reduces certain career decision making difficulties but not all; it helps to advance towards actually making a decision. In addition, it was found to reduce the effect of gender stereotypes on career decisions. I will conclude by outlining the desirable features of a comprehensive career self-help site: (a) discuss the role of career counselors in ensuring the quality of self help sites, and (b) end by suggesting ways of incorporating self-help assessments and interventions into face-to-face career counseling.

Preventive vocational guidance: Considerations on some programs devised by LaR.I.O.S., University of Padova

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For some decades several career counseling and vocational guidance researchers have been wondering whether our profession could have a future, and at what conditions, given that the challenges before us are becoming more and more numerous. More recently, the same issue was addressed by many other psychologists, as well as economic, political, and social science scholars (Olson, 2007, 2009; Savickas, Nota, Rossier, et al., 2009; Guichard, 2011). Albeit using different tones and words, they all seem to agree that there will be a future for us only if we can prove the social importance of our research and our ability to successfully help people cope with new challenges. We have to maximize our efforts to: a) facilitate as much as possible people's well-being and professional satisfaction (Lent, Nota, Soresi, et al., 2011) and influence the choices of policy makers involved in training, youth policies, and employment; b) implement efficacious and early prevention programs, also by providing low-cost treatments (distance interventions, small- and large-group administration, above all) for the benefit of large portions of the population and, first of all, for those more greatly at risk of marginalization.

The La.R.I.O.S. (Laboratory for Research and Intervention in Vocational Guidance) has long been engaged in this direction while devising programs of vocational guidance training and prevention. The vocational programs that will be presented envisage a number of collaborations and, above all, the active involvement of those that we think are most sincerely interested in client well-being (for example, parents, teachers).

It goes without saying that many are the things that need to be done, planned and experimented. The challenges we will have to face are, and will continue to be, arduous and demanding: thinking of how to help people build their own professional projects to make it more likely for them to achieve well-being and happiness is stimulating and exciting. In addition, if we manage to do it while at the same time encouraging the birth of sustainable forms of development in markedly inclusive contexts, we will certainly be able to rejoice at having contributed to consolidating the importance that also in the future will have to be recognized to vocational psychology and career counseling.

Career choice interventions as life designing: A social cognitive perspective

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Social cognitive career theory (SCCT; Lent, Brown, & Hackett, 1994) and its research base offer a variety of implications for vocational guidance and counseling. Like earlier approaches to choice counseling, SCCT aims to help clients select from an array of occupations that correspond reasonably well with important aspects of their work personalities (e.g., interests, values, skills). Under ideal conditions, these earlier approaches work reasonably well. SCCT-oriented counseling is focused on how to aid clients under less than ideal conditions, such as when their work personalities are poorly differentiated (e.g., measured interests produce a low, flat profile), when they are stifled by a constricted range of career options, when their significant others fail to support their occupational goals, or when financial needs compromise their personal preferences. This presentation will overview targets and methods of choice counseling derived from SCCT's tenets. The focus will be on aiding clients to (a) consider options based on realistic and positive self-efficacy and outcome expectations, (b) frame their goals in maximally facilitative terms, (c) prepare for barriers to their choices, and (d) build effective support systems.

Consistent with the current focus on adaptability and life-designing in the career literature, SCCT is concerned with preparing clients to take a proactive, resilient approach to career planning and to view work behavior in the context of other life roles. It also views career/life development as an ongoing, socially constructed process that is energized by personal agency. However, from an SCCT perspective, it is crucial to acknowledge the many factors that can limit (as well as those that enable) agency. Given such constraints, the metaphor of counseling as a "life designing" process may promise more than we can deliver. Potential problems with this metaphor will be considered, along with alternative metaphors that, while somewhat more modest, may convey an empirically supportable image of what modern (and postmodern) career/life counselors can truly offer.

STRUMENTI E DIMENSIONI PER L'ORIENTAMENTO

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Strumenti per l'orientamento precoce: Studi di validazione del Questionario per la Valutazione dell'Immagine di Sé (VIS)

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Ancora oggi, ad oltre un decennio di distanza dalla legge che in Italia ha "mosso le acque dell'orientamento" (DM 487/97), decretando ufficialmente l'obbligatorietà delle azioni di orientamento in tutte le istituzioni scolastiche e formative, compresa la scuola dell'infanzia, quando si parla di orientamento il richiamo immediato è verso l'azione di supporto nel momento decisionale. La dimensione orientativa – intesa come processo prima che come azione – permea inevitabilmente il processo educativo, sin dalla scuola dell'infanzia, in termini trasversali impegnando specificatamente tutte le discipline. Lavorare precocemente sulle dimensioni coinvolte nella dinamica della scelta significa occuparsi innanzitutto del concetto di Sé. Da queste considerazioni nasce l'idea di costruire uno strumento – dedicato ai bambini del secondo triennio di scuola primaria – per l'autovalutazione dell'Immagine di Sé, considerata dimensione fondamentale per un efficace adattamento scolastico presente e per le future scelte scolastiche e formative. Lo strumento proposto nel presente contributo è un questionario strutturato che sostituisce i tradizionali item verbali con stimoli iconografici. La creazione della forma pilota del Questionario per la Valutazione dell'Immagine di Sé (VIS), per i bambini di età compresa tra 8 e 10 anni prende le mosse dal Differenziale Semantico per la valutazione dell'Immagine di sé (Di Nuovo, 1990), già utilizzato negli interventi di orientamento con studenti delle scuole superiori. La versione definitiva dello strumento è costituita da 26 aggettivi a ciascuno dei quali è stata associata un'immagine-qualificatore; per ogni aggettivo viene chiesto al bambino di indicare, su una scala Likert a 5 livelli, quanto si percepisce simile ad esso. Le procedure di costruzione e di analisi dell'attendibilità dello strumento sono già state presentate in occasione dell'11° Congresso Nazionale di Orientamento. Il campione della ricerca è costituito da 304 bambini (M= 153; F= 151) frequentanti le classi quarta e quinta elementare, ai quali è stato somministrato la forma definitiva del VIS. Verranno pertanto presentati i risultati della validazione esterna ottenuta attraverso il confronto tra il VIS, il Test Multidimensionale dell'Autostima (Bracken, 1992), il Questionario sull'Autoefficacia Sociale Percepita (Pastorelli, Picconi, in Caprara, 2001) e la scala External Locus of Control tratta dal Questionario di Adattamento Interpersonale (Di Nuovo, 2000).

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La flessibilità cognitiva come competenza strategica per l'era planetaria

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La dimensione della planetarizzazione, una prospettiva sistemica che pone l'accento sulla consapevolezza del rapporto simbiotico dell'uomo non solo con la biosfera, ma anche con l'entità planetaria, indicata da Morin quale possibile, e auspicabile, scenario futuro, arricchisce il concetto di complessità di variabili, implicanze e significati nuovi, che ne renderanno prevedibilmente ancora più difficoltosa la gestione in futuro. La chiave euristica per governare il processo potrebbe risiedere nello sviluppo di un modo nuovo di essere competenti, di usare, cioè, consapevolmente ed efficacemente le conoscenze all'interno di contesti significativi, che insista sul valore orientativo in sé della conoscenza e sulla necessità che il soggetto venga messo nelle condizioni di potere disporre delle proprie conoscenze nell'immediato: alla luce di questo complesso quadro epistemologico, nella competenza non rientrerebbe più soltanto la padronanza di un modello mentale adeguato e la capacità di una sua ristrutturazione in relazione ad eventi contingenti, ma, anche, l'attitudine a servirsi rapidamente delle conoscenze anche in contesti diversi da quello iniziale, nota come flessibilità cognitiva. Scopo del contributo è riflettere sulla possibilità di acquisire la flessibilità, che concerne primariamente l'uso flessibile, specifico per situazione, di conoscenze pre-esistenti estratte da diversi 'luoghi', come competenza strategica rispetto alle emergenze del tempo storico, che richiedono che il soggetto divenga particolarmente abile nell'individuare e perseguire in tempi ridottissimi i modi e i mezzi più opportuni per raggiungere uno scopo, per risolvere un problema. Ma perché la conoscenza sia usata in un gran numero di modi, è necessario che essa venga acquisita e rappresentata mentalmente in molti modi differenti e che si possa disporre di ambienti euristici adeguati al compito, elementi nei quali sembra si possano ravvisare le direttrici sulle quali investire per il futuro e che verranno presi in analisi criticamente.

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CON.D.OR. - Consiglio di orientamento: Il contesto e gli obiettivi di un nuovo strumento

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Secondo i recenti sviluppi della ricerca psicologica, l'orientamento non è più considerato come un unico momento di supporto in vista della scelta del percorso scolastico, ma va

configurandosi come un percorso didattico e formativo in cui ogni ragazzo viene accompagnato nel processo di conoscenza di sé, delle proprie attitudini, capacità e interessi, in vista di una presa di decisione consapevole e ragionata del proprio futuro scolastico. Nell'ottica di un percorso "che si sviluppa su tutto l'arco di vita che consente alla persona di sostenere le scelte e transizioni da una condizione all'altra, facendo riferimento alle dimensioni specifiche cognitive, motivazionali e progettuali" (Bandura e Soresi, 2000), si inserisce il progetto Con.D.Or. 2010. Tale progetto che ha coinvolto il Centro Orientamento dell'Università di Pavia e le scuole medie inferiori e superiori del territorio di Voghera, nasce dalla necessità di ideare un intervento di orientamento in grado di supportare i ragazzi delle classi III delle scuole medie inferiori nel delicato processo di presa di decisione rispetto alla tipologia e agli indirizzi della scuola superiore. È stato quindi ideato un questionario composto da tre sezioni (Interessi e decisioni, Attitudini e Competenze) il cui obiettivo è aiutare i ragazzi nella scoperta delle proprie capacità e inclinazioni in vista della scelta della scuola secondaria superiore. Il contributo intende illustrare come, in una visione lifelong sempre maggiormente condivisa e vissuta da parte degli operatori del Centro orientamento di Pavia, le azioni di supporto alla scelta devono necessariamente coinvolgere i ragazzi nei loro momenti di transizione, nel corso di ogni livello di istruzione. Inoltre, la sinergia creata sul territorio fra più enti formativi ha messo in risalto la buona riuscita di progetti innovativi attraverso la condivisione di risorse e competenze diverse ma complementari.

Abilità e motivazione allo studio: Aspetti strategici, interessi professionali e immagine di sé. Una ricerca tra gli studenti degli istituti primari e secondari della provincia di Catania

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Le abilità di studio costituiscono delle competenze indispensabili ai fini dell'apprendimento, si sviluppano in relazione all'esperienza e si modificano nel tempo, con ricadute importanti sulle prestazioni cognitive e sui significati emotivi attribuiti allo studio. Tali abilità si riferiscono alle strategie utilizzate dallo studente per apprendere, agli stili cognitivi adottati, alle conoscenze meta-cognitive, ai processi di autoregolazione, al livello di coerenza tra questi ultimi (Moè, Cornoldi e De Beni, 2001) e alla motivazione ad apprendere. In tale ottica, l'insegnamento degli aspetti metacognitivi e motivazionali determinerebbe un miglioramento della qualità degli apprendimenti, promuovendo un vero e proprio processo di empowerment (Rappaport, 1977), in cui il soggetto acquisisce capacità di pianificare, organizzare e gestire attivamente l'attività di studio prima (Moè e De Beni, 1995), e la costruzione del proprio progetto di vita sociale e professionale poi. La ricerca-azione presentata ha coinvolto 16 Istituti Scolastici suddivisi per ciclo scolastico con l'obiettivo di rilevare alcune dimensioni psicologiche e competenze trasversali coinvolte nei processi di orientamento e apprendimento e individuare ipotesi di intervento successivo. Nello specifico le variabili oggetto di ricerca sono: approccio allo studio, utilità e uso delle strategie di studio, convinzioni e attribuzioni circa l'apprendimento, interessi

professionali, stili decisionali e immagine di sé. I risultati emersi permettono di predisporre successivi interventi di sviluppo e potenziamento di tali dimensioni per un più efficace adattamento scolastico degli studenti e per una progettazione consapevole del proprio Sé scolastico, formativo e/o lavorativo futuro.

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SALLO - Questionario multidimensionale di orientamento alla scelta

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Il processo di presa di decisione in vista dell'iscrizione all'Università è un processo complesso, che coinvolge diverse tipologie di informazioni che ogni ragazzo dovrebbe avere di sé stesso e del mondo che lo circonda: le proprie attitudini e capacità, i propri interessi, le caratteristiche di ogni corso di laurea delle offerte formative universitarie, le caratteristiche degli sbocchi professionali tipici di ogni percorso. Le attività di orientamento per poter essere efficaci ed essere in grado di aiutare e rendere protagonista ogni ragazzo nei momenti della scelta, deve tenere in considerazione tutti gli aspetti, critici e non, che descrivono il soggetto chiamato a decidere. Il progetto, ideato dal Centro Orientamento Universitario, si pone il complesso obiettivo di costruire uno strumento multidimensionale, e di agevole utilizzo e lettura da parte dei ragazzi, capace di fornire il maggior numero di "indizi" necessari alla riflessione personale e alla definizione del proprio progetto di vita. Il questionario si compone di 3 moduli, indipendenti ma integrati l'uno con l'altro: a) Interessi, la cui prima parte cerca di definire la macroarea didattica di interesse del soggetto e la cui seconda parte si riferisce specificatamente all'area emersa e ne analizza l'interesse per gli specifici percorsi; b) Competenze e Attitudini - principali conoscenze e competenze di base richieste in ingresso dai differenti corsi di laurea; c) Immagini professionali - riflessione sulle attività e sulle caratteristiche delle principali figure professionali confrontate con le proprie rappresentazioni e aspettative. Lo strumento è attualmente nelle ultime fasi di definizione e sarà somministrato agli studenti interessati alle attività di orientamento del C.Or. e quindi possibili future matricole dell'Università di Pavia.

LA VALUTAZIONE NEI PROCESSI DI ORIENTAMENTO
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Stili di apprendimento, metodo di studio e successo accademico

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Introduzione. Le riforme che nell'ultimo decennio hanno interessato l'assetto formativo degli Atenei italiani hanno messo in luce la necessità di pensare a percorsi integrati e continui nel passaggio fra scuola media superiore e università. Per raggiungere questo obiettivo, appare utile quindi esplorare alcune dimensioni cruciali per garantire il successo formativo ed evitare il rischio di abbandoni. Obiettivi. Scopo del presente studio è stato quello di valutare come gruppi di studenti con caratteristiche socio-demografiche e percorsi d'istruzione differenti possano distinguersi in relazione allo stile di apprendimento, alla percezione della propria motivazione e del metodo di studio utilizzato e all'autovalutazione delle proprie competenze e convinzioni. Metodo. Partecipanti: hanno preso parte alla ricerca 408 studenti dell'ateneo di Palermo (M = 157; F = 251) di età compresa fra i 17 e i 36 anni (M = 19.16; DS = 1.66), frequentanti i corsi per il recupero del debito formativo. Misure: per la rilevazione dei dati socio-demografici, di quelli sulla carriera scolastica, sulla scelta universitaria e sulle aspettative è stato costruito un questionario ad hoc. Per la valutazione degli stili di apprendimento è stato somministrato il Questionario sugli stili di apprendimento (Mariani, 2000), per la motivazione allo studio e del metodo di studio utilizzato è stato somministrato il Questionario sulla Motivazione e Metodo di Studio (MMS; Mancinelli, 2002), per le competenze e le convinzioni percepite è stato somministrato il Questionario di Percezione delle proprie Competenze e Convinzioni (QPCC; Pellerey & Orio, 2001). Procedura: le scale auto-valutative sono state somministrate collettivamente in aula durante i corsi di recupero. Analisi dei dati e risultati: in funzione dell'obiettivo della ricerca è stata effettuata una cluster analysis, inserendo quali variabili categoriali il genere, la classe sociale (da bassa ad alta) ed il tipo di scuola superiore frequentata (licei o istituti tecnico-professionali); per il resto, le variabili derivanti dai questionari sopracitati sono state inserite come continue. Ne sono scaturiti tre differenti cluster principalmente caratterizzati come segue: il Cluster I individua un gruppo di studentesse provenienti da istituti tecnico-professionali e di classe sociale media, che mostrano elevati livelli motivazionali; il Cluster II un gruppo di studenti (genere non significativo) provenienti dai licei e di classe sociale alta; infine, il Cluster III un gruppo di studenti (maschi) di classe sociale media e con bassi livelli motivazionali. Simili risultati vengono commentati alla luce della letteratura sull'argomento.

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Riflessività e sviluppo della professionalità

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Nello scenario contemporaneo i modelli neoprofessionali pongono al centro delle competenze professionali la riflessività. Orientamenti attuali nel campo del career counseling (Savickas et al., 2009; Guichard, 2005) confermano che il lavoro di costruzione professionale è una dimensione processuale dinamica di costruzione di significati sviluppati entro la sfera dell'intersoggettività. Se l'educazione alla riflessività appare centrale per i professionisti e per la loro formazione, tuttavia non sono condivisi i metodi per valutarla. In questo contributo intendiamo presentare una metodologia per analizzare come la pratica riflessiva si caratterizza e come cambia all'interno di un contesto educativo con obiettivi professionalizzanti, attraverso l'esame di diari narrativi. Riferendoci alle tradizioni della teoria della mente (Antonietti, Liverta Sempio & Marchetti, 2006) e con riferimento al contributo psicoanalitico (Fonagy & Target, 1996), definiamo la pratica riflessiva come processo situato di mentalizzazione che può essere, o meno, attivato in funzione delle caratteristiche relazionali del contesto formativo e lavorativo. In base alla prospettiva culturale della teoria della mente, consideriamo l'uso del linguaggio mentale come indicatore di riflessività. Il contesto della ricerca è un Corso di laurea Magistrale in Psicologia: a 59 studenti di un corso è stato proposto di scrivere un diario riflessivo sull'esperienza formativa. A seguito di una prima fase di analisi del vocabolario mentale (Bruno, Galuppo, Gilardi, in press), il corpus di 40 diari è stato codificato utilizzando uno strumento atto a rilevare 4 livelli di pratica riflessiva. I risultati indicano che i testi narrativi possono essere utilizzati per evidenziare la presenza o l'assenza di pratiche riflessive, riducendo le ambiguità presenti in altri modelli; inoltre l'analisi del linguaggio mentale consente di distinguere le diverse forme di riflessività, mostrando quali condizioni favoriscono negli studenti l'esplorazione attiva e la riflessione critica sui valori e sugli assunti in base a cui stanno costruendo la loro identità professionale. In conclusione saranno discusse le possibili applicazioni della metodologia proposta al fine di valutare interventi di counseling che impegnano i partecipanti in un processo riflessivo sui percorsi di sviluppo professionale.

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Orientamento e carriera universitaria: Tra strategie e mitologia

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L'Università del Piemonte Orientale ha intrapreso un progetto di riorientamento e riallineamento per gli studenti dell'Ateneo, in particolare le matricole, svolto dagli operatori del Servizio di Counseling, riguardante le difficoltà di studio e l'efficacia del percorso curriculare, dove l'obiettivo generale è fornire competenze di qualità superiore per quanto riguarda la metodologia di studio, al fine di fronteggiare le difficoltà che possono insorgere e contrastare i fenomeni di rallentamento e/o abbandono del percorso di studio. La rilevazione dei bisogni svolta tramite questionario, di cui si presentano i risultati, pone l'attenzione anche sulle questioni relazionali, intese come capacità adulte di fronteggiamento dei rapporti con figure istituzionali (quali i docenti) oltre che di realizzazione delle performance previste dalla vita universitaria. Gli aspetti rilevanti che emergono da questo lavoro suggeriscono che il fenomeno della motivazione, correlabile all'orientamento come al metodo di studio, non sembra essere tanto modificabile tramite chiarificazione, e quindi un intervento sulle abilità di fronteggiamento, quanto invece attraverso un rimodellamento dei pregiudizi, su di sé ed il proprio mondo. Tutto questo richiama la figura del Briccone Divino, archetipo che secondo la cultura della psicologia analitica permette di sorprendere facendo girare la testa, pungolare la pigrizia e paradossalmente disorientare. La riflessione su questo punto si spinge fino a considerare che forse gli orientatori stessi potrebbero trarre giovamento proprio da questa azione psichica, che cioè possa determinare in loro una modificazione del punto di vista, che forse è esso stesso causa dei "difetti" di carriera rilevabili negli studenti, quasi come se, come ricorda Platone nel mito della caverna, non si fosse in grado di vedere altro che le proprie proiezioni ombrose, spesso contraddistinte da attese volte a confermare la propria necessità di orientare. Ne consegue che risulterebbe maggiormente rilevante porre attenzione alla formazione degli orientatori, non tanto dal punto di vista delle capacità osservative e di implementazione delle abilità, ma per svolgere in loro un compito di propria trasformazione degli aspetti pregiudiziali che impediscono un autentico incontro d'aiuto con gli studenti e le questioni per ognuno rilevanti, al di là di quanto misurabile tramite scale tanto oggettive quanto spesso semplificative e di semplice conforto alle teorie sulle quali sono state costruite.

Orientamento e capitale umano universitario: Un'analisi delle traiettorie latenti

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La ricerca di un modello di accumulazione del capitale di apprendimento degli studenti (definito come *Academic Human Capital*, AHC) durante la frequenza di un Corso di Laurea è oggetto dello studio. L' AHC può essere considerato come un elemento molto importante per la scelta e la progettazione dell'orientamento poiché collega l'Università, che prepara

figure professionali, e il mercato del lavoro che le richiede candidandosi a rappresentare il collegamento tra laureati, università e aziende. In sintesi, mentre gli studenti mirano ad accumulare i crediti necessari per laurearsi in tempo, l'Università si propone di fornire servizi educativi efficaci per la formazione di figure professionali qualificate per soddisfare la domanda di lavoro. Da questo punto di vista, l'AHC potrebbe rappresentare un elemento chiave durante il processo di selezione aziendale poiché non solo richiama il concetto di capitale umano (Becker, 1964), basato sulle qualità della formazione e, di conseguenza, sulla conoscenza individuale, abilità e competenze, ma lo riferisce al periodo universitario. Probabilmente a causa della sua difficile concettualizzazione, l'accumulazione delle conoscenze è stata poco considerata nei contesti decisionali come ad esempio la valutazione sulla progettazione dell'offerta formativa dell'Università, i processi di reclutamento delle risorse umane e gli avanzamenti di carriera. In questo studio, si concentra l'attenzione non solo sull'identificazione dell'AHC ma anche sul confronto delle velocità di apprendimento della coorte di studenti immatricolati (anno accademico 2002-2003) in una Facoltà di Economia e laureatasi entro dicembre 2007. Tale approccio potrebbe offrire un contributo valido al settore dell'orientamento universitario attraverso la possibilità di misurare in modo sintetico le informazioni sia sulle caratteristiche dei diversi Corsi di Laurea, data l'offerta formativa del periodo, sia sull'efficacia delle nuove offerte formative, ad esempio in caso di una riforma.

Metodologia: Si propone un approccio alternativo per individuare e poi classificare le traiettorie di accumulazione dell'AHC, applicando la metodologia delle componenti principali dinamiche (Zeli e Mariani, 2009) attraverso il *piano compromesso*. Tale tecnica consente una migliore comprensione delle traiettorie di possibile accumulo di AHC.

Risultati preliminari: La traiettoria globale dei laureati appartenenti alla coorte 2002-2003 conferma quanto rilevato in studi precedenti (Civardi e Zavarrone, 2006): l'accumulo di conoscenza medio segue un percorso non lineare. In dettaglio, per i quattro anni di studio emerge che l'accumulo medio di AHC è più veloce negli ultimi due trimestri rispetto ai primi due. Questo sembra suggerire la presenza di un effetto *learning by doing*.

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Valutazione partecipata degli interventi di orientamento per giovani realizzati dalle reti territoriali della Regione Veneto

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La comunicazione presenterà i risultati del progetto Pro.val.or. – progetto di monitoraggio e valutazione degli interventi di orientamento, finanziato dalla Regione Veneto e curato dalla Facoltà di Scienze della Formazione. Tale intervento si è inserito in una strategia di

miglioramento delle azioni politico-sociali, educative e comunicative, con il fine specifico di elevare la qualità dei servizi di orientamento. La logica che guida la scelta fatta in Veneto in materia di orientamento è quella di costruire un sistema integrato che garantisca una diffusione capillare dei servizi di orientamento a livello territoriale. L'uso del termine "sistema" indica in questo caso un'azione di raccordo tra sistemi, infatti lo scopo è quello di valorizzare ed integrare le risorse esistenti nei sistemi di istruzione, formazione, lavoro e sociale. Tale scopo è stato ottenuto attraverso il finanziamento di progetti annuali per la realizzazione di reti territoriali per l'orientamento a favore di giovani in diritto-dovere di istruzione e formazione. Le reti rappresentano un luogo di reciproco scambio di risorse - non solo finanziarie ma anche didattiche e professionali - di condivisione e di collaborazione per affrontare il complesso problema dell'orientamento dei giovani, intervenendo nella riduzione della dispersione scolastica e favorendo il successo formativo. Tale "sistema" di orientamento territoriale vede attive 47 reti su aree sub provinciali, che coinvolgono all'incirca 800 partner e più di 100.000 utenti l'anno. La valutazione di tale "sistema" è stata realizzata attraverso un approccio partecipativo e formativo della valutazione mirando a far emergere i punti di forza e le criticità dei progetti, al miglioramento di azioni e relazioni, all'apprendimento e all'empowerment degli attori. Le dimensioni indagate sono state: la rete, la dimensione educativa e formativa dell'orientamento, il coinvolgimento delle famiglie, la valorizzazione delle risorse del territorio, la professionalità degli operatori, la qualità percepita del servizio erogato, i materiali prodotti, le buone pratiche realizzate. È stata applicata una metodologica di ricerca integrata che ha comportato la scelta di strumenti sia quantitativi (schede e questionari) che qualitativi (focus group). I risultati della valutazione si concentrano sulle seguenti dimensioni valutative/interpretative: la rete e l'integrazione territoriale (considerando la tipologia di partner che compongono la rete, stabilità e ruoli svolti); le attività e le proposte formative (le reti realizzano un'ampia gamma di azioni: incontri con le famiglie per la sensibilizzazione e l'informazione, percorsi di orientamento per facilitare il passaggio tra il primo ed il secondo ciclo; attività di orientamento e ri-orientamento, attività per giovani svantaggiati e a rischio, attività per giovani in uscita dal percorso scolastico; sono previste inoltre attività di coordinamento e monitoraggio tra le reti a livello provinciale); innovatività, criticità e buone pratiche realizzate; la professionalità degli operatori; il monitoraggio e la valutazione interna delle attività.

**UNIVERSITY CAREER CENTERS IN THE 21ST CENTURY:
CHALLENGES E INNOVATIONS**
Chair: Joseph A. Johnston, *University of Missouri, USA*
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Career Center for the 21st Century: A new paradigm

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The provision of career services for the population now attending the University of Missouri has meant attending to services that need be packaged in new and innovative ways. It is no longer “come see us at the Career Center--one-on-one”, but rather connect with us online, by computer, by Skype, on campus, or from anywhere across the globe! In addition, the University of Missouri Career Center is now serving a wide array of clientele other than University students including faculty and staff, children, adolescents and adults locally and across the state of Missouri. How has the Career Center changed to meet the challenges it faced? Forty years ago the Career Center was a part of the University Counseling Center. It initially served students in the usual manner, i.e. one-on-one and by appointment. It was staffed mostly with full-time Ph.D. types who saw those with career concerns as well as those in midst of major crisis. While those with career concerns described most who came for help, they received the least attention. That changed when the Career Center moved out of the Counseling Center and assumed an identity and place of its own. The Career Center became a standalone Center where staffing changed, services were provided in different ways and we reached out to serve a much broader clientele. We can fast forward forty years and describe a staff largely connected with academic departments, i.e. four full professors who oversee a vast array of the services: career courses, a career practicum, a coaching practicum, online career courses, a standalone array of services for international students, distinctive graduate programs at the master’s and doctoral levels including one now with an emphasis on Sports Psychology. All the basic services are now provided by well trained undergraduate paraprofessionals. To bring our services in line with current professional trends, we have adopted a "strength based approach" to training and the provision of career services. We are moving toward having all clients leave us knowing better their strengths and how to use them. We are adopting Seligman’s notion of helping clients “flourish” and improve their well-being. We are committed to advancing "career coaching" as a compliment to our traditional approach to "career counseling". We connect these changes to how we see serving our new and changing clientele-international students, athletes, veterans, students with disabilities, minorities and other groups who may prefer being coached rather than counseled. We are developing a new master’s program designed around strengths, well-being, positive psychology, career coaching, performance enhancement and goal setting. It is designed to meet the needs of service providers in a variety of professions. It is increasingly obvious that all clients have career concerns; our Career Center is working to provide for them in new and creative ways. In short, this presentation will highlight some of our history, our staffing, and new areas of emphasis, i.e., positive psychology, career coaching, performance enhancement, goal setting, and our commitment to serving a very diverse group of students now on our campus.

Innovative and inclusive career services at the University of Missouri Career Center

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The program of innovative and inclusive career services for students, faculty, staff, and community members at the University of Missouri Career Center is based on traditional theories of career development as well as newer postmodern ones. The Career Center features strengths-based career services using positive psychology as a foundation. John L. Holland's Typology of Vocational Personalities and Work Environments is used as the organizer for the extensive collection of career literature in the Center. One of the services provided is individual career counseling for students, faculty, staff, and community members. Clients cut across age, race, and socio-economic levels. Career counseling is approached from a holistic perspective. Client concerns are not compartmentalized into dichotomized categories such as career concerns and personal-social-emotional concerns. The counselors who provide career counseling are masters and doctoral students enrolled in a counseling psychology practicum class in the Department of Educational, School, and Counseling Psychology. They are supervised by the course instructor and advanced counseling psychology doctoral students. The career counselors use a variety of qualitative and quantitative career assessments in their work with clients. The qualitative career assessments used in the Career Center include the Life Career Assessment, the Career Genogram, an occupational card sort, and a majors card sort. The quantitative career assessments used include the Self-Directed Search, the Insight Inventory, and the Clifton Strengths Finder. Career counselors also use a computerized information system called Discover. The paraprofessionals (Career Specialists) who provide direct services to drop-ins are trained to use the card sorts and Discover. In broadening the role and mission of the traditional Career Center to both meet the career development needs of students, while at the same time supporting literacy in our community, the Center provides tutors for preschool through eighth grade students in Columbia, Missouri. One of the tutoring programs is called A Way with Words and Numbers. It uses the skills and resources of graduate and undergraduate students at the University of Missouri to help students master the basic skills of literacy and math. Teams of tutors consisting of volunteers, service-learning students and work study students work at 25 sites including all 19 elementary schools, all three middle schools, the Boys & Girls Club, Moving Ahead and the Columbia Public Library. The other program is called Jumpstart. It recruits, trains, and supports graduate and undergraduate students to deliver an innovative early learning program via a yearlong mentoring relationship with low-income, at-risk preschool children. More than 100 Jumpstart tutors from the University of Missouri, Columbia College, and Stephens College spend approximately 35,000 hours serving approximately 250+ children.

Making career centers more culturally inclusive: The development of international students' career services

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Given increasing globalization, there is a need to change delivery of career services to reach a broader array of students on college campuses. Moreover, career center staffs need to acquire new cultural competencies to deliver such services. It is within this context that this presentation will discuss the development of an innovative program for international

students on the University of Missouri campus which has become a model for other universities across the United States. The International Students' Career Services (ISCS) is a career service tailored for the international student population. ISCS started in the winter of 2005 as a collaborative venture between the MU Career Center in Student Affairs and the Center for Multicultural Research, Training and Consultation (CMRTC) housed with the Department of Educational, School, and Counseling Psychology. ISCS's main focus is to serve the unique vocational needs of international students and assist with the training of the graduate student staff in becoming culturally sensitive service providers. It has been documented that international students tend to under-utilize career services on college campuses, this was true on the MU campus as well. A focus group of international students was conducted and it was revealed that distrust in career services, staff competencies, as well as cultural stigmas were key barriers in utilizing services. Therefore a need to provide appropriate interventions, culturally competent staff, and relevant career information was necessary for this increasingly important campus group. In response, ISCS offers a variety of customized services for the diverse international population, such as: individual career consultation, career planning workshops on a multitude of vocational and academic adjustment topics, practice interviewing services, alumni panels, job search clubs, outreach presentations, etiquette dinners, library resources, and website and resources for both American and international students seeking work abroad. The ISCS staff consists of primarily trained graduate student career consultants. Career consultants work 10 hours at ISCS and provide all services offered. They are also required to enroll in a course designed to enhance an array of multicultural competencies, and receive supervised experience assisting students from various backgrounds. Therefore the goal of this experiential and academic learning experience is to better prepare staff to become culturally sensitive service providers or researchers. Since its' opening in 2005, ISCS provided services for one-third of the current international student population within one academic year, thereby reaching a large percentage of this population. The international students who utilize the services come from a wide array of departments, all colleges on campus, as well as all major racial ethnic groups. Moreover, the student utilization pattern continues to increase as the service matures. ISCS collects quantitative and qualitative evaluation data from the beginning of their service delivery which will also be presented. Specifically, this presentation will highlight the services provided including: (a) individual consultations which includes walk-in services, website and e-mail consultations; (b) career exploration classes for international students, (c) a global career preparation class offered through the College of Business, (d) career related workshops on such topics as working with your academic advisor; job hunting in the US or in the student's home country; (e) a job club for international students who are looking for full time employment and (f) East meets West, a seminar designed to promote interactions and knowledge between American students and international students.

Providing more inclusive career services through innovative staffing, classes, and workshops

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The Career Center at the University of Missouri was created with the philosophy that career planning should be highly accessible to anyone who wants to receive services, (students, community adults, rural residents in surrounding countryside, faculty, staff) and thus the Center was created with an open, drop in arrangement where individuals could come by at any time and see a staff member who was trained to assist with their needs. The physical environment of the center was designed to be welcoming to diverse individuals. Open files, computers, round tables to sit and talk with a staff person, diverse staff, resources that emphasize the Center's sensitivity to diverse individuals (GLBT, racial/ethnic minorities, international students etc.) are reflected in the environment.

Consistent with this philosophy, the Career Center has a long history of using a paraprofessional staff of diverse and talented undergraduates to deliver 80 per cent of the services the Center provides. Created nearly 40 years ago, the paraprofessional program selects talented undergraduates to reflect the diversity of the campus including gender, race, age, academic major, ability status, etc.; these paraprofessionals are then trained in over 100 hours of didactic and experiential training to provide a range of services from help with deciding on a major (administering the Self-Directed Search, the Missouri card Sort, The Strengths Finder, etc), to helping critique resumes, conduct simulated job interviews, and assist with the myriad of programs and services the Center provides.

In addition to one on one service, the Career Center also provides career planning assistance through an academic course called Career Explorations. Each semester approximately 100 students register for this 16 week course in career planning. Students in the course learn take self assessments (Discover, Strengths Finder, Self-Directed Search etc.), research occupations, conduct informational interviews, learn about the impact of race, gender, class on their career development, participate in experiential learning related to their careers etc. The class which is co-taught by a graduate and undergraduate student meets once a week for the semester. These instructors are also part of an innovative Teaching Practicum, where best practices of teaching are discussed and debriefing occurs related to the previous weeks class and plans for the upcoming week are fine tuned. In addition on line courses in career planning and positive psychology have been created and are graded by graduated assistance employed and supervised at the Center.

Specific tailored workshops are designed to meet specific needs of individuals in our environment. For example, when farmers and farm families were losing their farms and thus livelihoods in the late 1980's the Career Center staff took our resources and staff on the road to visit small communities and work with the career planning needs of these individuals. This presentation will highlight these diverse services and provide the audience with information about how they were created, administered and evaluated.

**FOSTERING CAREER DEVELOPMENT AMONG YOUTH:
DEVELOPMENTAL-CONTEXTUAL PERSPECTIVES**

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Youth unemployment is a serious problem world-wide. This symposium addresses issues related to youth unemployment by examining developmental processes and socialization experiences in contemporary contexts. Moreover, specific interventions designed to promote positive career development among youth are described and evaluated. Although the transition from school to work has quite appropriately received the lion's share of attention among scholars and professionals who deal with career development among youth, it is clear that the foundation for a successful transition to work is laid long before the end of schooling. Accordingly, the first presentation, by Porfeli and Ferrari, examines the role of parents in shaping children's positive and negative views about work. This research has the potential to enhance our understanding of how children and adolescence think about their potential future work experiences, and it may open the way for the design of interventions to promote positive attitudes toward work among youth. The second presentation, by Martin Obschonka, focuses on findings from longitudinal studies conducted in the UK and in Germany by a team led by Kathryn Duckworth. Specifically, this research focused on the role of adolescent competence and interests as precursors of successful entrepreneurial activity in adulthood. Particular attention was given to developmental processes and to the role of socio-historical contexts in the etiology of entrepreneurial success. Petri Koivisto makes the third presentation, reporting results of longitudinal analyses of two in-school counseling programs designed to enhance career development and adaptive functioning among adolescents. Both programs were based on social-cognitive theory and aimed to enhance career choice readiness and employment preparedness, respectively. Beneficial effects on career development and adaptive functioning were demonstrated with both methods. Careful selection of target groups and optimal timing of intervention are discussed as important considerations in future applications of these methods. The final presentation is made by Joaquim Armando Ferreira who discusses the theoretical background and preliminary design of a planned intervention to motivate discouraged and marginalized youth through application of Ford & Smith's (2007) "Thriving with Social Purpose" framework. Specific features of the intervention involve goal-setting, strengthening capability and context beliefs, fostering positive emotions, and promoting social purpose through community engagement.

The role of parents in shaping children's' views about work

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Career counselors and vocational psychologists over the past century have begun to recognize that childhood is the period when career development begins (Hartung, Porfeli, & Vondracek, 2005). Porfeli, Wang, and Hartung (2008) asserted that one of the important

tasks of this period includes establishing a general work valence, which reflects a child's relative degree of attraction and aversion to work and serves to promote or inhibit vocational tasks moving the child from the student to the worker role. This work valence is believed to be composed of positive and negative perceptions about work experiences and work emotions which lead to general impressions ranging from "work is good" to "work is bad". Work valences formed during childhood are believed to serve as a foundation for promoting and/or inhibiting vocational behavior and development thereafter. Porfeli, et al. began by testing the viability of the conceptual model of work valence and its potential transmission from adult family members to grade school children. Children were asked to report their expected work experiences and emotions and to report those of adults within their family. This study found that children's *perceptions* of family members' work valences (combined experiences and emotions) were moderately associated with children's reported work valences (expected future work experiences and emotions). This research did not, however, include a measurement model that could account for a more generalized one-dimensional work valence construct that is indicated by positive and negative work experience and emotion constructs. This research was also restricted to children's perceptions of themselves and adult family members and did not include a direct assessment of the family members' work valences. The present study explored a new hierarchical measurement model and a proposed mediated relationship between parents' and their children's' self-reported work valences. The measurement model employs work experience and emotion latent constructs as indicators of a latent one-dimensional work valence construct and is tested across parents and children to discern the degree of measurement equivalence across the two groups. With the measurement model established, the association between children's work valences, children's perceptions of their parents' work valences, and the parents' report of their work valences are tested. We predict that children's perception of their parents' work valence mediates the relationship between parents' self-reported work valence and children's self-reported work valence. This measurement model and mediational hypothesis were tested with a sample of 195 Italian children and their parents who provided complete data pertaining to work valence. The results supported the hierarchical measurement model and the proposed mediation model. The magnitude of the associations suggested that parents' work valences influenced children's work valences, but that parents' work valences may have been filtered, edited, or misunderstood as they were perceived and incorporated into children's conceptions of work. Future research could explore factors that contribute to a stronger positive association between children's perceptions of their parents' work valences and parents' self-reported work valences.

Productive youth development and entrepreneurship in adulthood: Early entrepreneurial competence and interests in adolescence

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What channels a person's vocational development towards successful entrepreneurship in adulthood? According to theories on vocational development and longitudinal research on

entrepreneurial development, productive adolescent development seems to play a crucial role here. This paper thus focuses on the role of adolescent competence and interests as precursors of successful entrepreneurial activity in adulthood and our central aim is to better understand the mechanisms involved in the competence growth processes and development of vocational interests and examine whether they differ across two European countries.

To achieve this aim, we analyze two datasets, one from the UK and one from Germany, each consisting of lifespan data on vocational development. The first dataset, the 1970 British Cohort Study (BCS70), comprises data collected from a large sample of individuals born in a single week in 1970 in the UK who have been followed from birth to adulthood. The second dataset stems from the Thuringian Founder Study, an interdisciplinary German research project conducted by economists and psychologists. This dataset focuses on the venture creation process as prototypical entrepreneurial behavior in adulthood and further includes retrospective information on adolescent development and career patterns.

Our study draws on shared properties of both datasets: i) socio-demographic background of the two samples; ii) early vocational competencies and interests; and iii) entrepreneurial success outcomes in adulthood, and will implement common analytic procedures across the two studies in order to compare the development of early entrepreneurship. Comparing the two country datasets in this way provides a unique opportunity to investigate pathways towards successful entrepreneurship in adulthood by drawing from both prospective lifespan data (normal population) that allows for more causal interpretations of developmental processes and elaborate economic outcomes of a person's entrepreneurial activity (selected samples of [potential] entrepreneurs). This methodological component to our paper will help further advance theories of entrepreneurship which have been built largely on cross-sectional associations or on longitudinal data sets with very limited information on entrepreneurial activity in adulthood. Moreover, we also focus on socio-historical contexts surrounding both samples by targeting differences and similarities in the roles early entrepreneurial competence and interests play in adolescence in Germany and the UK with respect to entrepreneurship in adulthood.

Group counseling to enhance career development and adaptive functioning in adolescents

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The presentation focuses on results of two randomly assigned effectiveness trials of a social cognitive theory-driven, school-based and highly structured workshop program designed to enhance career preparedness as a proximal goal.

The first trial (N=1034) examined the effectiveness of the Towards Working Life (TWL) intervention (designed to enhance educational choice among Finnish ninth graders facing transition from junior high school to secondary education). Participants were assessed at baseline (T1), immediately after the intervention (T2), five months later (T3) and twelve months later (T4). The results of the first trial showed that the intervention directly improved students' career choice preparedness (T2). Career choice preparedness improved significantly more among those experimental group participants who exhibited low level

values at T1 than among those who originally exhibited high level values. Although this immediate beneficial effect on career choice preparedness faded within five months (T3), the one-year follow-up (T4) showed that the intervention prevented symptoms of depression among those who initially had elevated symptoms of depression. For students who had elevated symptoms of depression and learning difficulties, the intervention prevented school burnout (T4).

The second field trial (N = 416) examined the effectiveness of the School-to-Work (STW) intervention (designed to enhance transition to working life among Finnish vocational school graduates). Participants were assessed at baseline (T1), immediately after the intervention (T2), and ten months later (T3). The results showed that the STW intervention enhanced participants' employment and implementation of vocational choice at the ten-month follow-up (T3). In addition, the intervention increased participants' construction of personal goals related to working life at the same time point. The group method also prevented depressive symptoms and psychological distress at T3 among those who initially had elevated symptoms of psychological distress. Analysis of mediating variables showed that the intervention increased graduates' employment preparedness at T2. Those who constructed work-life goals at T1 seemingly had stronger motivation to participate in the intervention, which produced better results in terms of employment preparedness at T2 compared with those who did not have work-life goals at T1. Employment preparedness at T2 in turn increased employment at T3. Finally, employment at T3 increased the construction of working life-related personal goals and lowered financial strain, which in turn was associated with lower depressive symptoms at the same time.

In conclusion, the results support the assumption that beneficial long-term effects on career development and adaptive functioning can be achieved with counseling methods. However, optimal timing of this type of interventions should be considered carefully. Results suggest that the long-term effects of career counseling are relatively small but significant, and some of these effects appear only among sub-groups. Consequently, a cost-effective approach would involve targeting career counseling carefully at those who benefit most.

Motivating discouraged youth: Enhancing capability and context beliefs

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The welcome current focus on an inclusive career counseling (cf. Blustein, 2001, 2006) has served to enhance the desire of career counselors to serve not only middle-class individuals who have a wide variety of options for optimizing their careers, but also to attend to those who are less fortunate and thus socially excluded by virtue of who they are, where they are, or some combination thereof. If one accepts the notion that the large majority of the socially excluded are, in principle, capable of functioning as well as others who are socially included, it makes sense to address the problem from all vantage points, including (but by no means limited to) a focus on positive development through enhancing individual competence and achievement (Vondracek, 1995, 2001; Vondracek, Ferreira, & Santos, 2010; Vondracek, & Porfeli, 2008).

The purpose of this presentation is to describe a program designed to promote optimal human functioning in discouraged youth attending the 9th grade in a public school in Portugal. Such program can be timely and relevant as students make important educational decisions in the transition from the 9th to the 10th grade. We propose the “Thriving with Social Purpose” (TSP) framework (Ford & Smith, 2007) as a means to accomplish this goal.

The conceptual foundation of TSP is represented by Motivational Systems Theory (MST), first presented by M. E. Ford in 1992 and applied to adolescent vocational development by Vondracek and Kawasaki (1995). The basic idea in MST is that three sets of psychological processes make up the concept of motivation: *personal goals*; *personal agency beliefs* (made up of *capability beliefs* and *context beliefs*); and *emotions*. These processes work together in cognitive-emotional patterns designed to help people imagine future possibilities and decide whether to pursue or try to avoid those imagined futures. It should be recognized however, that “effective functioning” or “optimal functioning” also requires knowledge and skills, a responsive environment, and supportive biological functioning (M. E. Ford & Smith, 2007, p. 156).

Ford and Smith’s proposed that optimal functioning can be promoted by enhancing or reconfiguring the person-in-context system in such a way as to transform motivational patterns that are developmentally limiting and effective for only a limited range of goals and contexts into motivational patterns that generatively fuel exploration and competence development, and are thus effective for a much broader range of goals and contexts (M. E. Ford & Smith, 2007, p. 160). Within this framework, optimal human functioning can be promoted in multiple ways, including facilitating gains in knowledge and skills and making meaningful improvements in the available opportunities and resources. However, the most efficient and powerful pathway to optimal human functioning, according to M. E. Ford (1992), is through the *integrated amplification* of personal goals, emotions, and personal agency beliefs. It is our intention to enhance capability and context beliefs through school, family, and community engagement of discouraged youth, using action-reflexion-action processes and techniques, within a person-context framework. The theoretical foundations and the preliminary design of the program will be presented.

ADAPTABILITY: RESEARCH CONTRIBUTIONS
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Career adaptability in France: Adaptation, motivation and anxiety in school context

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The French participation to the international career adaptability project consisted first in the translation of the US instrument with 55 items and five scales (concern, control, curiosity, confidence and co-operation). This french version of the Career Adapt-abilities Inventory (named Cady in French) were then used with populations of senior high-school and college students (650 adolescents) in order to validate the five factor model and to explore the links between these adapting competencies and more classical dimensions related to students' adaptation to their current academic conditions. Two dimensions were more specifically explored: motivation, and anxiety in school context.

Two complementary scales were used simultaneously with the Career Adapt-abilities Inventory: Motivation is approached with a French questionnaire (QMF- Forner, 2006) that explores three main dimensions: time perspective, fear of failure and locus of control. Perceived anxiety in school context is tackled with the Future School and Career Anxiety Inventory (ANSSP- Mallet & Vignoli, 2005). We will, first, present the results of a principal components analysis that aims to determine how well the factor structure fits the theoretical model of five capacities. Second, we will present the principal links between career adaptation, motivation and anxiety and discuss the relevance of career adaptability perspective (Savickas, 1997, 2005) in academic and school contexts.

Career adaptability in Switzerland: Relationships between personality factors, affect regulation and career adaptability abilities

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Career adaptability abilities allow the individual to face vocational and professional tasks as well as, life transitions and traumas (Savickas, 2005). These abilities may be considered as self-regulatory abilities and could be related to affect regulation or coping strategies. Moreover, these abilities could be influenced by stable tendencies to feel, think and behave such as personality traits and/or the tendency to feel positive and negative emotions. As a consequence, the development of high career adaptability abilities could be related to the usage of functional coping and emotion regulation strategies, as well as, specific

personality characteristics. For example, it has been suggested that task-oriented coping was more functional over time than emotion- and avoidant-oriented copings (Endler & Parker, 1990). Concerning emotion regulation, cognitive reappraisal of emotion-eliciting situations has been reported to be more adaptive than emotional suppression (Gross, 2009). Thus, the purpose of our study was to analyze the relationship between personality, coping (task-, emotion- and avoidant-oriented), emotion regulation (suppression and reappraisal) and career adaptability in two samples of employed people. Personality was assessed using the Zuckerman-Kuhlman-Aluja Personality Questionnaire (ZKA-PQ; Aluja, Kuhlman, & Zuckerman, 2010) and the NEO Five-Factor Inventory (NEO-FFI; McCrae & Costa, 2004). Positive and negative emotions were measured by the Positive and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988). Coping and emotion regulation were measured respectively by the Coping Inventory for Stressful Situations (CISS; Endler & Parker, 1990) and by the Emotion Regulation Questionnaire (ERQ; Gross & John, 2003). Career Adaptability was measured by the Career Adapt-Abilities Scale. Preliminary analyzes based on a sample of 167 subjects ($M = 41.49$, $SD = 10.36$) indicate that career adaptability abilities are linked with the two PANAS scales: Concern correlates negatively with the tendency to live negative emotions ($r = -.35$, $p < .05$) and positively with the tendency to live positive emotions ($r = .54$, $p < .05$). Furthermore, multiple linear regressions indicate that there is some overlap between personality traits, measured by the ZKA-PQ, and career adaptability capacities. For example, 30.5% of the variability of Concern ($F[3,166] = 25.31$, $p < .05$) can be explained by Neuroticism ($\beta = -.40$, $t[165] = -5.56$, $p < .05$), Extraversion ($\beta = .21$, $t[165] = 2.91$, $p < .05$), and Activity ($\beta = .13$, $t[165] = 1.98$, $p < .05$). These results underline coherent relations between career adaptability, personality traits and emotional processes. Moreover, as a large part of the variability of adaptability is not entirely explained by personality, this construct supplies supplementary information. Our results also suggest that difficulties in regulating negative emotions and stress could be related to an impairment in the development of career adaptability abilities by reducing the range of possible thoughts and actions useful when one is facing a life transition. Conversely, tendencies to easily activate positive emotions could be related with an improvement of such abilities: broadening the range of possible thoughts and actions. Further longitudinal studies should be carried out in order to investigate how adaptability abilities, personality and affect processes influence each other.

Adaptability, professional interests, career barriers and QoL

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This new century seems to be increasingly characterized in terms of globalization, internationalization and rapid technological advances, which are destined to significantly influence the ways in which jobs are carried out. Compared with the past, occupations now appear much less defined and predictable, while work transitions seem much more common and difficult to tackle and deal with (Savickas et al., 2009; Soresi & Nota, 2009). On this background, the idea of a linear professional career, with initial training, a brief period devoted to work inclusion, and the subsequent attainment of a stable position with an open ended contract, becomes if not unrealistic at least very difficult to realize (Kuijpers, Schyns, & Scheerens, 2006). People have to accept flexibility rather than stability and need to create

their own opportunities rather than wait for them to be proposed or offered. What is increasingly required is personal initiative and career adaptability (Frese, 2001; van Vianen, De Pater, & Preenen, 2009). To construct their professional life people need to have greater adaptability, that is ability to project into the future, curiosity, self-efficacy, and collaboration ability. Career adaptability is defined as the propensity to suitably deal with developmental tasks to get ready to and participate in a working role as well as adapt to the unexpected requests due to changes in the world of work and in working conditions (Savickas, 2005). Adaptability seems to play a crucial role in adolescence and characterize youth's professional development (Hartung, Porfeli, & Vondracek, 2008). In consideration of the most recent features of the work market, extreme instability and marked flexibility, which may be associated with stronger feelings of vulnerability (Lowe & Krahn, 2000), adaptability is an essential instrument for planning for the future (van Vianen, De Pater, & Preenen, 2009). Hirschi (2009) has shown that, among adolescents, levels of career adaptability can predict levels of perceived well-being and of control on one's own life. Ferrari, Nota and Soresi (2010) studied time perspective, one component of adaptability, and found that youth with higher levels of time perspective were more greatly involved in the decisional process and more committed in school. Examining a group of adolescents carrying out vocational guidance activities, we hypothesized that higher levels of adaptability could predict a higher range of interests, low level of perceived career barriers, and quality of life. About 700 adolescents attending high school were involved. They were asked to fill in questionnaires to assess adaptability, the *Career Adapt-Ability Inventory* (CAAI), professional interests, *What I Like to Do* (Tracey, 2007), career barriers, *Perception of Educational Barriers* (McWhirter et al., 2000), and quality of life, *My Life as a Student* (Soresi & Nota, 2003). We observed that the higher the adolescents' adaptability, the higher their range of interests, the lower their career barriers, the higher their quality of life. Results obtained confirm the importance of aiming to strengthen adolescents' adaptability with early vocational guidance interventions (Savickas, Nota, et al., 2009; Ferrari, Nota & Soresi, 2010).

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Career Adapt-Abilities Inventory in Brazil: Correlations with Big Five factors, work satisfaction, and life satisfaction

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Career adaptability is conceptualized as the amount of resources an individual has to cope with tasks and transitions in his or her career, and according to the Career Construction Theory, is a multidimensional construct composed by four domains: Concern, Control, Curiosity, and Confidence. These competencies shape the adaptive behaviour of the individual, and have effects on outcomes such as occupational satisfaction and success. Although career adaptability is a construct distinct from personality, some personality traits are related to the concept of adaptability, especially those of Conscientiousness and Openness to experience, from the Big Five model of personality. The aim of this study was to investigate possible correlations of career adaptability dimensions with the Big Five personality traits, work satisfaction and life satisfaction. Life satisfaction was included as a possible outcome associated with adaptability because the adaptive competencies may help adapting in other life domains than career, promoting satisfaction with life in general. This study is an extension of the efforts being made to adapt to Brazilian Portuguese the Career Adapt-Abilities Inventory, based on the work of the Portuguese team of the Adaptability Research Collaborative Group. Participants were 450 university students and 511 adult workers (not students). The mean age was 28.4 years (71% females). The instruments employed were the Brazilian version of the Career Adapt-Abilities Inventory (international items only), a measure of the Big Five traits of personality (Brazilian adjective markers for the Big Five), the Satisfaction with Life Scale (applied only to university students) and a single item measuring work satisfaction (on a 5 point Likert scale, applied to non-student workers). Results showed that all adaptability dimensions correlated significantly with all personality traits (correlations between -.18 and .54). Concern correlated more strongly with Conscientiousness (.44) and Openness (.26); Control with Extroversion (.33) and Neuroticism (-.33); Curiosity with Openness (.42) and Conscientiousness (.36); and Confidence with Conscientiousness (.54) and Openness (.38). All adaptability dimensions also showed significant correlations with life satisfaction (correlations between .26 and .32) and work satisfaction (correlations between .16 and .19). These results are congruent with expectations, revealing that Conscientiousness and Openness to experience are personality dispositions consistently associated with career adaptability. Future studies may explore how personality influences the adaptive competencies of adaptability. Finally, the positive correlations between adaptability and life and work satisfaction were also in accordance with theoretical hypothesis, thus indicating the importance of assessing and focusing on career adaptability when counseling clients that are unsatisfied with their work or even life in general.

**NEW APPROACHES, NEW PRACTICES IN CAREER COUNSELING AND
GUIDANCE FOR YOUNG ADULTS**

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Adolescents and young adults have today to face important changes related to the world of work: new occupations appear regularly, new training programs and diplomas are created... At the same time, they have to deal with a school and career counseling and a guidance system that in Europe is into a phase of restructuring which increases its lack of clarity and complexity. This symposium aims, first of all, to identify how adolescents and young adults perceive these evolutions. In that objective, speakers will present different social representations analysis related to different social objects directly involved in the career counseling and guidance process: the work, the counselor, training, the occupations... Qualitative approaches have generally been chosen for these researches. These presentations show that young adults build a perception of their professional future from a set of daily scattered experiences. The construction of the connections between these kinds of experiences appears as a key activity in the career counseling and guidance process. Another objective of this symposium is to gather more or less formalized methods and tools allowing the evolution of these representations. These evolutions can be developed through collective discussions, training, or, for example, self-assessment. Finally, this symposium will constitute an opportunity to think about different ways for integrating these methods, tools and experiences to more innovative guidance interventions and systems. Three European countries will be involved within this symposium: France, Poland and Italy.

The model of good counsellor – the contemporary career guidance in the dialogic perspective

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The identity of an individual is a reflective project in the world of late modernity, for that it is fully responsible (Giddens, 2001, p. 105). However the equivocalness, fragmentation and episodic nature of daily life cause that the construction of identity is extremely complicated, that generates the increased demand for the advisory services and at the same time issues new challenges to the counsellors. Therefore at present the career guidance, the objectives of that are not limited to the planning of professional way only, has to look for new theoretical background for its activity at the time of crisis and uncertainty. The identity of individuals in the culture of individualism is built not only around the professional role, but also with reference to the other life functions, in that the individual expresses itself. Therefore the tasks of counsellor exceed the standard diagnostic and information procedures. One of theoretical proposals, useful for the understanding of the new tasks of career guidance, can be the dialogic point of view. The *dialogue* becomes appreciated in its context, both as the fundamental work method and the essential *existential event*. The guidance in its essence requires the meeting of people and building of interpersonal relationship, and thus enables the development and co-creation of identity, definition of

subjectivity, giving the senses and meanings, that in turn leads to the personalization. This way the dialogue initiates the formation of specific space between the counsellor and the client, that – according to J. Tischner – is defined by the agatologic horizon (that means referring to the good, derived from Greek *agatos* - good). Consequently it seems justified to ask the question for the model of good counsellor in the career guidance, that will be ready to help in the writing of many alternative scenarios, in the preparation for the numerous transitions, as well as in the face of the necessary shifting between the life roles. The present paper shows the results of studies on the conceptions about the good counsellor. The studies were performed using the interpretative paradigm, and for the analysis of collected material there was used the dialogic idea, that enabled to notice the agatologic dimension in the interpersonal relationship between the counsellor and the client. There were distinguished the various categories of the good with reference to the counsellor and the client. There were also marked the significant displacements in the tasks of career guidance, that can be situated along the following continua: from the analysis of reasons to the construction of solutions; from the focussing on the problem to the focussing on the client's person; from the looking for deficiencies to the looking for the possibilities and gifts; from the art of speaking to the art of listening; from the risk calculation to the stressing of individual's strengths and resources; from the analysis of defeats to the anticipation of successes.

Working experiences of students and career guidance

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Many researchers in career counseling psychology have underlined the role of social and familiar contexts on the construction of work's representations and occupations. Social representations can be defined as social beliefs or socially structured knowledge. These contexts contribute to the socialization of the young adult who will soon become a worker. However, few researches have consisted in identifying the effects of the direct experiences of work on vocational choices. A recent report of the OECD (2010) has pinpointed that many and many young people are working while studying in all the European countries. Even if France belong to a group of countries where the youth tend to study first and work after, this situation is increasing too particularly by the fact of the development of apprenticeship. Our main hypothesis is that the experience of work appears as major situations contributing to reconsider the future perspectives. These experiences can be defined as *social practices*, that say "Systems of action structured socially and established in connection with social roles" (Jodelet & Moscovici, 1990, p.287). Now, the practices can lead to the evolution or restructuration of representations (Moliner, 2001). The representations have the ability to generate new behaviors related to others and to oneself (Moscovici, 1986).

45 first year students from 18 to 24 years old belonging to 5 training programs have been interviewed about their working experiences. The issues tackled objective dimensions such as age of the first experience, number of experience, vocational sectors in which they took place. More subjective dimensions were also concerned: assessment of the experience, motives of this evaluation, vocational prospects. The content analysis allowed identifying four types of students regarding their working experience. The results drove to confirm an

impact of these experiences for half of the young adults. These results led to pinpoint some interventions able to take into account this working experience and more generally the informal learning developed in the daily life that is often important for the young adults' vocational development. Many European countries try to implement systems allowing the valuing of knowledge developed in other contexts than training or educative organizations. France can be perceived as an innovative country thanks to the "bilan de competence" or "Accreditation for Work Experience". Nevertheless, these tools are offered to workers to get totally or part of a diploma. So, this presentation will end by an overview of some valuing of experience systems existing in Europe for young people, like for example the "recreational activity studybook" of Finland allowing to all young Finn from the age of 13 the recognition of their learning in diverse situations of everyday life. These kinds of innovative actions may support vocational guidance for several reasons:

- They urge the young people to reconsider certain experiences of daily life by valuing them.
- They favor the reflexive activities on these experiences.
- They participate in self-training activities allowing the identification of the leanings carried out.

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Argued debate: An aid to personal and professional development, that encourages co-working of the meaning of life experiences. The example of French pre-apprentices

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According *Life Designing paradigm*, each one of us (student, employee, casual worker, unemployed, etc.) should initiate a reflexive activity concentrated on the various spheres of his life in order to build the next episode of his life (Savickas & al. 2009, Savickas, 2010). This work on identity development, based on the assimilation of significant new experiences (new job, career transition, school failure, etc.) requires, in most cases, the intervention of a professional, especially for groups dealing with a specific problem: disabled employees, unqualified young people ...Thus, the latest models of intervention, presented in the *Life Designing Counseling* (Savickas, 2010, Guichard 2008, for example), involve a joint activity of counselor and counselee, which facilitates the questioning of academic and social positions and the consideration of foreclosed options.

First of all, the communication aims at presenting a model of intervention which shares the same goals of individual emancipation, with a work on the meaning of academic and professional experiences, but which is based on the setting-up of an argued debate between young adults, led by a counselor (Soidet & al. 2010). In addition, this model refers to the results of studies conducted in a Vygotskian socio-constructivist perspective, indicating that the argumentative dimension of social interactions is a potential leverage for development

of thinking. Finally, it conforms to the pattern of philosophical works (Kant, Bachelard, Habermas), which oppose reason to belief. In the philosophical debate, perception is not supposed to guide the judgment, only a close and meticulous examination of the topic is in our study “freedom in work, freedom in training”. The debate is conventionally defined as the act of debating an issue, examining it, in a contradictive way, with one or more people, in a managed and controlled environment. For quality debates, a professional should provide an untroubled and constructive environment. To do that, the operation includes, in addition to the debate session, a preparatory session to discover the context and rules of debate through an analysis of televised debates extracts, and a session of use of the debate, centered on the co-construction of an argumentative diagram as a source of cognitive restructuring (Séjourné et al. 2004). The personal views are collected at different times. Their analysis (Soidet, 2010) shows the evolution of the thinking of each participant. Then we'll see, using the analysis of an extract of debate, how the reflexive process appears throughout the debate via the confrontation of arguments but also via the narration of past, present or anticipated personal experiences, thus allowing the reappraisal of some current positioning and the vision of young adults in their future apprenticeship/training. The role of the professional, facilitator of the debate, will also be discussed.

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Evaluation of guidance actions: A model based on different assessors and change across time

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Young people are asked to handle and actively manage their own career path. The implementation of high quality guidance actions is essential to support youngsters through transitions. Without a body of research that tests theories and establishes the efficacy and cost-effectiveness of guidance interventions, we can only make assumptions that guidance actions are actually useful to develop the skills young people need (Bernes, Bardick, Orr, 2007). In order to move forward by promoting the benefits of guidance interventions, improving intervention methods, and developing resources, the field of guidance needs research on outcomes to show its effectiveness. Quality standards need to be defined by means of an effective evaluation system. The large number of positive results of guidance programmes found in the scientific literature (e.g. Brown, Krane, Brecheisen, Castelino, Budisin, Milles Edens, 2003) should not be regarded as the finishing line, but rather as the starting point to invest in the promotion of a system that identifies quality standards and

monitors the services compliance with standards. Evaluation should be regarded as a continuous process aimed at improving the guidance programme

Aim - The current study is part of a broader research project on the evaluation of guidance practices (GIANT – Guidance Innovations and New Tools-Project). The aim of this project is to develop an evaluation model based on different assessors (users, practitioners, parents) and change across time (input, process, output, and follow up). Even though there are many different approaches to the evaluation of guidance services, we find a general agreement in studies on guidance actions: the evaluation of quality is based on the evaluation of inputs, processes and outcomes. In particular, the aim of this study is to verify the efficacy of a guidance path integrating objective and subjective measures and evaluating the changes that take place between input and output.

Methodology - An appropriate integration of subjective and objective perspective is guaranteed by the participation of the different stakeholders involved in the evaluation process: the user whom the path is addressed to, the teacher/practitioner who developed it. Data were collected from 21 operators (83% female) and 317 (67% female) users by means of structured questionnaire. The tool is centered on the affective (e.g. decision related anxiety) and cognitive components (e.g. self guidance competences, learning) involved in the transition and choice process. A longitudinal evaluation model is implemented. Practitioners and users fulfilled the questionnaire at the beginning (T1), along the way, that is at the end of each day of activity (T2), and at the end of the process (T3).

Results and discussion - By considering the general framework of evaluation, this study provides more evidences for the role played by different components (e.g., expectations) in the transition process. Results show that some of the dimensions investigated change along the path. Regarding the users, for example, several skills related to the exploration of choices, search for information and planning ability significantly change while others remain unvaried. Negative results are interesting since they underline the need for modifications in the guidance activities. Practitioners report positive evaluations of the general suitability of the process, while their evaluation of students' abilities significantly differ from the students' self-report. Once completed the path, the teachers consider the students much more able to find information regarding work and more capable of evaluating themselves (interests, skills) and plan their future. Overall, results can be interpreted as two-way: positive results confirm the usefulness of guidance interventions and encourage its use to promote students' abilities and skills; negative results underline issues to be addressed to improve the guidance process. As stated by Plant (2004), career guidance is a key factor to foster "efficiency in the allocation of human resources and social equity in access to educational and vocational opportunities" as well as improve the functioning of labour market and reducing social exclusion.

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QUALITATIVE CAREER ASSESSMENT: INNOVATIVE APPLICATIONS

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Qualitative career assessment has a long history of assisting individuals to tell their career stories. Its own story, however, has been somewhat hidden or silenced by the dominant story of quantitative career assessment which has been pervasive in the field. Qualitative career assessment processes are informal forms of assessment that elicit stories from various life contexts. Genograms, for example, elicit stories from family settings and timelines, another commonly used process, elicit stories of the past, present and future. One of the most widely used qualitative career assessment processes, card sorts, assists individuals to consider and prioritise influences on career development such as values or work interests. In so doing, card sorts demonstrate elements of both the quantitative and qualitative traditions, but it is their emphasis on investing the process with story and meaning that sees them most commonly described as qualitative. Through the telling of stories, career counsellors and clients gain access to the life themes that pervade the lives of individuals through meaning making conversations where the emphasis is on stories rather than scores. As the field has moved to embrace narrative approaches to career counseling that emphasise story telling and the role of clients as story tellers, qualitative career assessment instruments are receiving more attention and assuming a higher profile in the field. Some qualitative career assessment instruments such as genograms and timelines have been adopted from other fields of counseling and applied in career counseling. Other qualitative career assessment instruments such as My System of Career Influences have been specifically developed to complement frameworks, models or theories of career development or approaches to career counseling. This symposium focuses specifically on recent innovations in qualitative career assessment. In particular, the symposium explores Life Design Counseling, the My System of Career Influences qualitative career assessment process, and the Integrative Structured Interview process. Each of these processes extends the range of qualitative career assessment instruments on offer to career counsellors and provides examples of innovative applications that may be used in individual or group counseling settings that foster story telling. In so doing, these qualitative career assessment processes reflect recent calls in the field to offer practical applications that complement the growing emphasis on narrative approaches to career counseling.

The effectiveness of group-based life design counseling in an Italian context

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Introduction. The present work underlines the importance of the new paradigm Life Designing for career counseling interventions (Savickas et al., 2009). In the postmodern era career counseling intervention require a narrative or life story (storied) approach to counseling (Maree, 2007; Guichard & Di Fabio, 2010). In this perspective, this study examined the effectiveness of group-based Life Design Counseling using the Career-Story Interview (Savickas, 2010). Method. Written exercises were used to implement the seven

topics in the Career-Story Interview. The present study employed an experimental design that involved two groups of Italian entrepreneurs from the agricultural and trade sectors, namely an experimental group (38 participants) who received Life Design Counseling (Savickas, 2010) and a control group (34 participants). Results. The results showed a decrease in career decision-making difficulties (Lack of Information and Inconsistent Information) defined according to the model by Gati, Krausz, and Osipow (1996) and an increase in career decision-making self-efficacy (Betz & Taylor, 2000) in the experimental group thus suggesting the value of group-based Life Design Counseling. Conclusions. Group-based Life Design Counseling using the Career-Story Interview offers counselors an innovative way of using the audience to help clients choose appropriate careers and design successful lives.

Understanding Chinese female college students' career construction: The use of My System of Career Influences (MSCI) in Hong Kong

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The author explores the career construction stories of three Chinese female college students in Hong Kong. A qualitative career development assessment tool titled *My System of Career Influences (MSCI)* was translated into Chinese and used in interviews with the three students. These individuals were interviewed again one year after the first meeting. The narratives from the three participants were recorded and analysed on both occasions. The concerns, influences on, management strategies and purposes of these high-ability female college students were identified and will be discussed within the Hong Kong Chinese cultural context.

Adolescent career development: Listening to the voices of adolescents and parents

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This presentation explores the perceptions of adolescents and their parents of systemic influences that may impact on adolescent career development. While the influence of family and the significant roles of parents have been acknowledged internationally as critical influences in adolescent career development, there is little research in South Africa on this topic. Furthermore, current theoretical conceptualisations of influences on adolescent career development have been largely international and western in their perspectives. Despite such theories taking a more ethnocentric approach in recent times, they remain essentially decontextualised for South Africa, particularly its black population group. The present qualitative research was conceptualised within the Systems Theory Framework (STF) of career development and used its derivative instrument, the My Systems of Career Influences (MSCI, Adolescent). Answers derived from the MSCI (Adolescent) booklets were used to inform semi-structured interviews conducted with both Black middle-class South African Grade 11 learners and their parents. The data analysis

procedure included the use of Interpretive Phenomenological Analysis to qualitatively analyse the content of the semi-structured interviews. The findings revealed a number of systemic influences within the three systems of the STF on the career development of South African Black middle class adolescents: the individual system (personality, values, and abilities), the social system (adolescents' parents and teachers) and the societal-environmental system (financial support, the opportunity to work overseas, geographical location, job availability, and the location of universities). Each of these findings are discussed under four identified Interpretive Phenomenological Analysis (IPA) superordinate themes of *Family Dynamics*, *Great Expectations*, *The Ghost of Apartheid* and *Cultural Transitions*. The implications of the findings in terms of career developmental theory and education are discussed.

The integrative structured interview process: Telling stories of career assessment scores

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The relatively recent move towards greater emphasis on narrative career counseling has posed several challenges for career counsellors and counsellor educators. In addition to the long standing issue of stimulating interest in career counseling in counsellor education programs, questions have been raised about how to put narrative career theory into practice and the perceived uneasy relationship between narrative approaches and quantitative career assessment. This presentation describes a qualitative Integrative Structured Interview (ISI) Process that facilitates the construction of stories based on Holland's Self-Directed Search. Using story crafting questions, the ISI process provides career counsellors with a guided narrative approach that includes career assessment scores in career stories and thus invests them with meaning. In this way the ISI process moves from thin descriptions and interpretations of career assessment results to a more rich, meaningful and integrative story of the results within the context of individuals' lives. The use of stories and scores in the same career counseling process illustrates the complementarity possible between two philosophically different forms of assessment, those of qualitative and quantitative forms of career assessment.

CRISIS AND CREATIVITY: BUILDING ON WHAT WORKS FOR EFFECTIVE AND REFLEXIVE CAREER COUNSELING

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This symposium focuses on research undertaken by colleagues associated with Canterbury Christ Church University in the UK. The conference themes addressed in this symposium are:

- Theories and Approaches to Vocational Design and Career Counseling at a Time of Crisis and Marked Uncertainty
- New Forms of Counseling to Support Personal and Professional Development

The need for high quality career counseling has never been greater. At a time when the UK, like many other countries in Europe, is facing economic uncertainty and challenges, the British Government is implementing a range of austerity measures in order to address the economic deficit. The consequences of this policy are that people's choices about education, training, work and life in general appear limited and, in many cases, complex. In this climate, career counsellors are looking for new and innovative ways to engage with clients and support them in their decision making. Far from rejecting tried and trusted career counseling theories, the presenters in this symposium have sought to build on what is already 'known' in order to develop meaningful alternative approaches to the work. In addition, the symposium investigates the impact of crisis and uncertainty on the workers themselves.

The symposium comprises four presentations:

- Reid and Bassot share their research which examines the significance of providing a reflective space in career counseling interventions in order to assist clients to construct and give meaning to their future life/career plans. They draw on constructivist approaches to career counseling in their work and share the results of their research, presenting and analysing a reflective career thinking interview model.
- Likewise, Cregeen-Cook acknowledges the significance of traditional approaches to career counseling interventions, whilst at the same time offering an alternative perspective on the use of visual tools in career counseling. She suggests that the use of creative resources within career counseling is an under-researched area and not widely used in practice. She seeks to address this by identifying creative and visual tools and techniques that might be useful to career practitioners and meaningful to their clients. Cregeen-Cook's presentation, as part of this symposium, uses photographic evidence of a range of visual aids which can be used to support more creative career counseling methods.
- Westergaard continues the theme of theories and approaches to career counseling by drawing on research undertaken with counsellors working with young people. Westergaard examines 'what works' in counseling relationships and offers an integrative model for career counseling in which no approach is 'ruled out' but rather the role of the career counsellor focuses on the accurate assessment of the needs of the client with whom they are working. This assessment, coupled with knowledge of a range of counseling approaches, informs the way in which the counsellor and client work together. It is the responsibility of the counsellor,

drawing on their professional knowledge, to make an informed decision about which approach/es might be integrated to meet the needs of the individual best.

- Finally, Oliver moves away from focusing on a specific approach to career counseling and looks more widely at the impact of the austerity measures on those who work to support young people in the voluntary and community sectors. Oliver's research centres on the stories that workers in these sectors have to tell about the ways in which their own career decision making has been shaped by the recent changes in the UK economic situation. Oliver makes the point that human capital and specifically resilience, is essential currency in meeting the challenges of contemporary vocational design and career counseling.

The symposium aims to provide an opportunity to share ideas, stimulate discussion and consider positive and purposeful ways forward in career counseling practice. At the same time, it pays attention to the challenges faced by those who work in the 'helping professions' of which career counseling is one.

Reflective career thinking: A constructive space for career development

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Many developments in career counseling approaches can be categorized under the heading of constructivist. Although they use different terms and focus on particular aspects, such approaches and their associated theories pay attention to wider cultural forms of understanding. This requires a broader awareness of the person's historical and socio-cultural milieu and acknowledges their capacity to make meaningful career choices. Within that context, we have undertaken a pilot study to explore how career counseling can provide a reflective space for clients to elaborate their stories when constructing their future life/career plans. The research will also be disseminated within the ERASMUS 'NICE' University network for educators of career counsellors, as part of designing and testing innovative methods for career counseling practice. The paper to be presented at this conference will draw on a chapter (Reid & Bassott, 2011) written for McMahon and Watson in *Career Counseling and Constructivism* where these ideas were first introduced. Drawing on the literature, it will define the term reflection and considers critiques of the concept, before moving to discuss reflectivity and reflexivity. The paper will then outline models that can be used for reflective career counseling practice. The aim of the conference presentation will be to demonstrate how reflective practice benefits the work of career counsellors; thus enhancing their own professional development and the career thinking of their clients. In relation to the latter, we will present an example of the use of a 'reflective career thinking' interview for working with clients and offer an initial evaluation of the model derived from research interviews with four participants.

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Blank canvas: Innovative approaches to career guidance practice, dialogue promotion and self-discovery

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Traditional approaches to the guidance interview, presuppose that a verbal exchange take place between counsellor and client. However, it is generally accepted that some people are better able to express their thoughts, feelings and emotions through the use of visual images or artefacts, and the use of such an approach is already accepted in other therapeutic settings (Dunne, 1992; Freeman, Epston and Lobovits, 1997; Sutherland, 2010). It seems reasonable to suggest therefore, that the use of visual tools (Cregeen-Cook, 2011) and 'making' techniques may have a potential role to play in career counseling settings and in doing so enhance accessibility to career services.

The use of creative resources within career guidance is a comparatively under researched area. Whilst some tangible career learning techniques using visual means have been developed e.g. Storyboarding (Law, 2009), further study could offer a potential 'voice' to those that might otherwise struggle to engage in a verbal narrative. The aim of this paper therefore is to identify which tools and techniques might be useful to practitioners whilst being meaningful to their clients, and to consider the practical implications of their use, including possible limitations.

This presentation provides photographic evidence of visual tools in use, 'recipe' examples and artefacts for consideration within a creative career counseling approach.

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Human capital as currency in austere times: An auto/biographical perspective

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In austere circumstances, vocational and life long development require a greater sense of agency, creativity and enterprise and in a climate of devolution within the United Kingdom, the role of the community seems inevitable. Drawing on an auto/biographical doctoral study about collaborative approaches between statutory and non-statutory provision in services for children and young people, this paper illustrates the value of human capital, in a time when economic capital is challenged. The research has uncovered that some practitioners are faced with reconstructing and reframing their careers and some are using the opportunity of imposed change to reconsider the direction of their career trajectory. In particular, collaborators in the study who are working within the voluntary and community (not-for-profit) sector, convey their stories via narratives rooted in experiences of triumph over tribulation and in how this informs their career decision making. Rather than to crumble under the pressure of redundancy and in some instances, the demise of their employing organisations, collaborators perceive an opportunity for re-creation, as one collaborator described '*the Phoenix rising out of the flames*'. The interviews were non-prescriptive, with just one initial question and no interview questioning schedule, thus contributing to open and reflective discussion, offering an opportunity for collaborators to reflect on their careers and consider the turning points that have contributed to their career decision making. In this paper, the narratives of the researcher and research collaborators are explored alongside discourse related to social capital, cultural competence and community capital and in how these interrelate with and also inform human capital. Within this, the paper promotes that human capital and specifically, resilience, is essential currency in meeting the challenges of contemporary vocational design and career counseling.

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Career counseling: The case for integrating a range of counseling approaches to enhance career guidance outcomes for clients

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Many young people in the UK (and across other areas of Europe, where austerity measures are biting deep) find themselves at a time of crisis and uncertainty in their lives. The assumptions previously held of clear and straightforward career paths are being challenged and 'career' has come to mean more than simply 'work' or 'employment'. Career counsellors may find themselves engaging increasingly with young people for whom a conversation about 'career' involves focusing on a range of issues related to broader life-management skills. For example, factors such as housing, relationships, finances, drug and alcohol abuse, sexual health, gangs, anger management, self-harm and others are often central to young people's lives and are frequently the barriers that stand in the way of achieving any traditionally career-related goals. At times of economic difficulty these problems become manifest. If the issues young people bring to counsellors are complex, challenging and varied, then approaches to working with them should be flexible, adhering to the core conditions of empathy, congruence and unconditional positive regard (Rogers, 1967), whilst integrating other theoretical concepts where relevant. An integrative approach to counseling does not describe a 'pick and mix' or 'lucky dip' activity whereby the career counsellor reaches into their 'tool kit' and selects the first theory, concept or technique that comes to hand. Rather, it suggests that career counsellors should have professional knowledge of a range of counseling approaches (and their application) and use these appropriately. This presentation centres on research undertaken with counsellors who work with young people into 'what makes counseling effective.' It offers career counsellors the opportunity to reflect on the professional knowledge which underpins their career counseling practice and consider its relevance and effectiveness in the current challenging climate. The presentation focuses on an 'integrative approach' to working with young people (Reid and Westergaard, 2011) which could provide career counsellors with greater flexibility in responding to the needs of every young person with whom they engage.

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ORIENTAMENTO E SVILUPPO DI NUOVE ABILITÀ

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La formazione universitaria nell'orientamento e realizzazione delle competenze: Aspetti metacognitivi e motivazionali nelle prospettive dell'inclusione

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La peculiarità della mente umana è di agire con minor precisione ma con grande rapidità, ponderando in senso emotivo il valore delle esperienze precedenti, in tal senso “l'errore di Cartesio” è di concepire una razionalità disgiunta dalla biologia umana, dalle emozioni e dai sentimenti (Damasio, 1994). Oltre ad una “conoscenza formalizzata” mediante il pensiero razionale, esistono forme di “comprensione” che nascono da esperienze di natura emotiva non mediata dalla razionalità, una pluralità di forme di conoscenza che deve poter corrispondere ad una pluralità di linguaggi diversi, di modalità d'attuazione e orientamento del percorso formativo (Cini, 1999). La complessità del *processo di attribuzione* coinvolge la dimensione culturale ed emotiva della persona, gli apprendimenti e il grado di consapevolezza, connettendo le sue esperienze alle variabili della personalità ed alla motivazione che riesce a manifestare nelle sue diverse modalità d'interazione. Le attribuzioni personali sono importanti per le persone proprio perché connesse alla percezione di controllo degli eventi e all'autorappresentazione, pertanto, in senso educativo, è di grande interesse cercare di *comprendere il comportamento orientato* al successo o al fallimento, anche in rapporto alle aspettative di performance e ai risultati motivazionali e comportamentali. Gli studi sui processi di attribuzione hanno visto un progressivo spostamento dell'attenzione dei ricercatori verso indagini volte ad individuare i diversi costrutti motivazionali in vari ambiti di apprendimento. Le attenzioni della ricerca cercano di comprendere in che termini il percorso formativo universitario e i diversi ambiti disciplinari possano influire sulle strategie di autoregolazione e in senso ampio sull'organizzazione degli apprendimenti, verificando l'ipotesi di un cambiamento significativo nelle convinzioni personali, nelle strategie metacognitive e nella percezione dell'efficacia personale nella ricerca di obiettivi determinati.

Stereotipi e pregiudizi sulla figura dell'allenatore in ambito sportivo: Nuovi orientamenti e sfide professionali

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Nell'immaginario collettivo la parola Allenatore rimanda subito ai grandi nomi degli sport più popolari (calcio, basket), dimenticando tutti quegli allenatori che quotidianamente si adoperano sui campi di gioco nelle città, nelle periferie e che hanno a che fare non con l'universo dei campioni, ma con quello di tutte le persone che si dedicano con passione e fatica allo sport.

Esiste una differenza tra questi allenatori? Esiste un Allenatore di *serie a* ed un allenatore di *serie b*? Il ruolo e le competenze dell'Allenatore devono cambiare a seconda della popolazione sportiva a cui si rivolge la sua attività? Partendo da queste domande ed analizzando gli stereotipi culturali ed i pregiudizi che da sempre hanno accompagnato, storicamente e teoricamente, la figura dell'Allenatore in ambito sportivo, il presente intervento cercherà di tracciare percorsi di orientamento e linee formative per la messa a punto di una nuova figura professionale, pedagogicamente orientata, competente e capace di costruire, al di là degli aspetti tecnici, relazioni educative efficaci, momenti di accoglienza e di ascolto dei bisogni, disegnando nuove direzioni professionali, aprendo lo stesso mondo sportivo a nuovi approcci e a nuove sfide culturali. Quando lo sport diventa davvero per tutti (modello dello sport integrato), l'Allenatore deve essere pronto e preparato per tutti, nessuno escluso, contribuendo a dare vita ad un paradigma culturale in cui il corpo diviene il momento privilegiato dell'esserci, dell'esprimersi, dell'essere attivi protagonisti della propria esistenza.

Il Progetto del Sistema Nazionale di Orientamento in Venezuela. Una proposta di Orientamento Includente

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Questo progetto è il risultato di 3 anni di lavoro del tavolo tecnico nazionale venezuelano integrato da specialisti dell'orientamento e rappresentanti del governo bolivariano, che hanno costruito una proposta includente di orientamento da sviluppare durante tutto l'arco di vita; detto progetto è stato proposto ai subsistemi scolare, educativo universitario, comunità e istituzioni di produzione sociale. Lo stesso progetto è incorniciato nella realtà e nella attualità dei processi di cambiamento che sta vivendo la società venezuelana. Viene presentata la struttura di questo progetto, la sua portata e i suoi limiti.

Consulenza al ruolo e career counseling

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Riferimenti teorici: La consulenza al ruolo è una prassi consulenziale nelle relazioni di aiuto e di auto-sviluppo, ad orientamento clinico rivolta a soggetti adulti che si interrogano sul proprio lavoro e/o progetto professionale nella tensione del superamento di disagio e/o incertezza e nella riprogettazione personale e professionale. I riferimenti teorici sono la psicosocioanalisi: dal "Dizionario di Psicologia" di U. Galimberti, UTET, Torino, 1999: Corrente psicoanalitica che assume come struttura di base della vita psichica l'aspetto relazionale che W. Bion aveva evidenziato ... l'indagine psicosocioanalitica prende in considerazione l'individuo nel suo aspetto di soggetto generato (genitus) e di soggetto operante (faber), in relazione al gruppo, di qualsiasi dimensione e natura considerato nel suo aspetto affettivo (globus) e nel suo aspetto operativo (officina). ... una teoria

psicodinamica che elettivamente tende a tenere compresenti i molteplici aspetti dell'esperienza umana, da quelli più intimi connessi col mondo affettivo a quelli più pubblici connessi con l'esperienza professionale e organizzativa. Pagliarani definisce il lavoro come "momento di connessione tra mondo interno ed esterno, attraverso la mediazione del principio di realtà". Tale assunto, che sta alla base della teoria psicosocioanalitica, è rappresentato in tutte le sue possibili prospettive di ricerca e operatività dalla "finestra psicosocioanalitica".

(<http://www.psicosocioanalisi.it/navigazione/la-psicosocioanalisi-psoa>). La "Consulenza al ruolo" si focalizza nell'area del *faber* per affrontare i temi che dalla dimensione professionale agita e progettata emergono. Destinatari: L'esperienza individuale e collettiva del lavoro con le incertezze e i disagi che in esso si generano, non agisce in modo esclusivo sulla dimensione professionale, ma inevitabilmente interagisce con le diverse dimensioni della vita. L'approccio a tali problematiche deve sapere tener conto del quadro complessivo e sapere ricondurre i diversi elementi emergenti al giusto quadro di riferimento dell'esperienza individuale. La "Consulenza al ruolo" si rivolge ad individui adulti con esperienza lavorativa o in fase progettuale, inseriti o meno in organizzazioni. Obiettivi e strumenti: Il percorso consulenziale si sviluppa lungo la narrazione e le dimensioni emotive del "qui e ora" attraverso le quali è possibile ricostruire l'esperienza del cliente rintracciando le molteplici connessioni del mondo esterno con il mondo interno, luogo d'indagine del disagio. L'obiettivo è portare il soggetto alla scoperta del proprio *télos*, della propria vocazione, alla verifica della convergenza o della divergenza tra obiettivi perseguiti e progetto professionale/personale. Il cliente approda in modo autonomo al proprio progetto e alla forza realizzativa che lo sostiene. A una dimensione progettuale che favorisca lo sviluppo del proprio potenziale attraverso l'autonomia, l'assunzione di responsabilità, per ottenere un comportamento personale e professionale più efficace che si realizza attraverso la verifica dell'equilibrio tra "obiettivi – bisogni – risorse (esterne ed interne)".

Presentazione di un caso.

Riferimenti bibliografici

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QUANTITATIVE INSTRUMENTS IN VOCATIONAL AND CAREER ASSESSMENT
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Quantitative instruments constitute an important part in the vocational and career assessment processes. The aim of this symposium is to present different quantitative instruments, mainly new, constructed for vocational assessment, career assessment and work psychology. The first instrument is a big five personality questionnaire to be used in work psychology and to predict academic career (Balsamo, M., Lauriola, M., Saggino, A., Tommasi, M.: The use of the Five Factor Professional Questionnaire for predicting academic career choices). The second presentation is about a new questionnaire aimed at evaluating the self-determination and the influence in the academic decision making (Brasselet, C., Guerrin, A.: Chosen or influenced academic planning: Development and preliminary validation of a measure of the self-determination and influence in the academic decision-making). The third presentation is about the development of a new fluid intelligence test based on item response theory to be used in vocational assessment (Romanelli, R., Saggino, A., Weiss, D., Tommasi, M.: A new fluid intelligence test: an item response theory perspective). In the fourth and last presentation the authors introduce the Reputational Academic Map for Enrolling, that is a measure of academic reputation (Zavarrone, E., Vezzoli, M.: MARE: Map of Academic Reputation for Enrolling). All the presented instruments are potentially useful means of evaluation in the respective areas.

A new fluid intelligence test: An item response theory perspective

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The general cognitive ability is scientifically considered as the best predictor of successful academic and job performance (Brand, 1987, Gottfredson, 1997, Lubinski, 2000, Ree & Caretta, 2002). Specifically in personnel selection and orientation process, the main purpose would be to evaluate the ability to learn and to solve new problematic situations. This one is known as Fluid Intelligence (gF), which is independent of education, known as Crystallized Intelligence (Guichard, Huteau, 2001).

The aim of this research is to study the psychometric characteristics of a new Fluid Intelligence test. Starting from Carroll's "three stratum theory" (1993), we identified the four main factors in the third stratum which load on the second stratum factor gF: Induction, Quantitative Reasoning, Spatial Relation and Visualization.

This test was administered to a sample of 2723 Italian undergraduate students and workers (male = 1275; female = 2864). All items (n=220) in the item bank were divided into two parallel forms, that were administered to two groups: one was administered form 1 (n=1420), while the other one form 2 (n = 1303). A subsample (n = 460) was also administered the Raven's Advanced Progressive Matrices (APM, 1969), in a counterbalanced order.

Our findings showed that the two forms of the Fluid Intelligence test had good internal consistencies ($KR20_1=.98$; $KR20_2=.97$). We conducted a Full Information Factor Analysis through Microfact 2.0 software. For each item were computed IRT parameters according to the 3-parameter logistic model. Simulation studies showed that this new Fluid Intelligence Test could be administered as Computerized Adaptive Testing using as termination rules: standard error of theta estimate less than or equal to 0,35 and Item Information in administered item less than or equal to 0,1.

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The use of the Five Factor Professional Questionnaire for predicting academic career choices

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Introduction: As it regards the role of personality in the college major choice, empirical investigations who were carried out before the 90's lacked of a common framework to measure basic personality differences. Different studies not only were focused on specific groups of students but also were carried out by currently out of use personality assessments (e.g., Downey, 1978). Since the 90's a growing consensus on the Big-Five factor model of personality (Goldberg, 1990; John, 1990) stimulated a renewed interest in the study of personality factors in education and in vocational settings (e.g., De Raad & Schouwenburg, 1996). The *Five Factor Professional Questionnaire* (FFPQ; Saggino, Lauriola & Laicardi, 1997) was a 85-item questionnaire, originally developed to measure the fitness between

personality traits and environmental characteristics of own ideal work. In the present study, we verified whether the personality factors, as measured by this instrument, and working values, as measured by the Work Importance Study (WIS; Super & Nevill, 1989), were associated with the academic major choices.

Methods: The Big-Five factors and the five value orientations were considered as explanatory variables in a set of regression models aimed at predicting high-school students' expressed choice for their perspective academic major. A sample of 886 students at the last high-school year (495 females and 391 males) aged 17 to 20 years old ($M=18.11$; $SD= 0.58$) were surveyed from different parts of Italy. As to the attended school type, the surveys were collected from 493 students in college preparing high-schools and from 393 students in job preparing high-schools.

Results: Extraversion and Conscientiousness, as measured by FFPQ, were among the Big-Factors which differentiated expressed college major choices of high school students, particularly separating perspective Applied-Science majors from other groups of students. Challenge and Self-development value orientation were among the value orientations who differentiated expressed college major choices of high school students, particularly separating perspective Military majors from other groups of students. As regards the prediction of academic career choices by personality traits, our results were in accordance to the current literature (Lievens *et al.*, 2002; De Fruyt & Mervielde, 1996), confirming that the FFPQ appears to discriminate sensitively between personality traits of groups of students who expressed different college major choices for their perspective academic major. Thus, it could be particularly useful also in educational settings.

A story telling approach to career counseling: Strategies for story crafting

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This research focuses on the context in which the academic planning progresses. Some students perceive their academic planning as self-determined. They feel at the origin of their choice. Others feel it as a constraint. The causes of an unchosen academic planning are varied. There may be pressure from parents, teachers, and the influence of school friends. Sometimes, these influences lead some to follow an academic pathway that does not match their interests and aspirations. A recent study (Brasselet & Guerrien, 2010) relates an academic planning not chosen (or influenced by parents and professors) and subsequent academic motivation, according to the self-determination theory (Deci & Ryan, 2002). It appears that the influence of teachers and the sense of freedom in the academic decision-making are the main predictors of the subsequent autonomous motivation. Parental influence is itself associated with the controlled academic motivation. These results led us to develop a new questionnaire aimed at evaluate the self-determination and the influence in the academic decision-making. The questionnaire includes three parts. The first (7 items) evaluates the self-determined academic decision-making (I felt free to choose the academic planning I wanted). In the second part, students have to estimate the perceived influence in their school choices: that of parents, family, friends, teachers, the class council and guidance counselor. Each sub-scale contained six items evaluating the positive (my parents

gave me their advice and it helped me) and the negative influences (my parents forced me to follow this academic pathway). Finally, the last section analyzes the degree of internalization of the academic choice today, through measures of self-determination (If it all over again, I (re) choose this academic pathway), perceived competence (I feel competent in the various academic disciplines) and intrinsic motivation (I have the pleasure and satisfaction to follow this academic pathway). For each item, students have to estimate their degree of agreement on a 5-point scale (1: “not at all” to 5: “completely”). The questionnaire was completed by 656 11th grade students. The voluntary students completed the questionnaires during school time, one year after having made their choice. The preliminary analyses indicate an acceptable internal consistency of the subscales. The Cronbach alpha values were .74 for the self-determination subscale, .85 for the influence subscale and .77 for the internalization dimension. The questionnaire could prove very useful in term of remediation for the practice of career counseling professionals, insofar as it will make it possible to better determine the reasons of certain academic difficulties of the students in link with the topic of academic planning.

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MARE: Map of Academic Reputation for Enrolling

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In this paper we introduce the Reputational Academic Map for Enrolling conceived as a synthetic measure of the different facets of the reputation. First, we extract the dominant reputation dimensions, then constituting a mosaic map based on the single latent dimensions. In doing this we offer a new way to better inspect the inner structure of the overall reputation, in particular relative to the Italian University system. The Italian universities changed considerably over the last years exhibiting structures similar to private firms. In such a context they developed practices and procedures used within corporates in order to better inspect and manage the overall relations among the subjects involved in the university. In such a new and more competitive scenario, reputation could play the key element underlying the university selection process made by the students. In general, reputation can be defined as a long-run evaluation process based on measurements and adjustments with the end to meet the clients' needs. Academic reputation is a more specific and complex concept, which relies upon the common perception of the university, together with the trust that families, students, firms, instructors and government place on the university. Recently, [1] pointed out that “... the academic reputation is representation of past success and psychological status”, hence opening the door to latent methodologies. In this view, [2] have just proposed a reputation academic scale (named RepAC) for

measuring the perceptions of the students relative to their universities. To realize the RepAC scale they used the reflective approach by identifying the four dimensions governing the academic reputation. In detail, these are: (i) communication (COM), (ii) fame of teachers (NOTCOM), (iii) student orientation (STUDOR), (iv) job orientation (JOBOR). These four dimensions are estimated through the covariance structure methodology (RMSE=0.00, CFI=1) (first-order factor model). Moreover, the structural links among the latent variables allow to identify a model for the academic reputation (second-order factor model). We use these dimensions for the development of MARE. The idea underlying MARE came up by the mosaic displays [3], which are based on the graphical representation of the contingency tables, in which each cell of the table can be represented by a rectangle whose color is proportional to the cell frequency. Instead, here we compute a contingency table for each latent variable involved in the model, to be represented by the mosaic display. Since each dimension is a linear combination of two or more items, we compute two- or multi-way contingency tables. For a synthetic representation of the Overall Reputation, we plot the results on a single graph, modulating the item scales relative to each dimension. In so doing, the highest scores converge altogether at the same point. For the sake of simplicity, let us suppose that the second-order factor model is defined by two dimensions, each one composed by two items. We combine the two mosaic displays modulating the item scales in order to obtain the highest scores in correspondence of a common region of the plan. As a result, we conclude that, conditionally on the specific dimensions extracted by the model, a large number of respondents has a good reputation of the university investigated.

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DIMENSIONS AND CAREER COUNSELING TOOLS
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Social and cultural differences in career counseling: American vs. German model

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The idea of this presentation arises from a series of exchanges between German and American career counselors. Numerous hours were spent in just clarifying the difference in terminology, untangling errors caused by translation and learning each other systems. We believe that in order to establish a true international collaboration, we have to reach a clear understanding of how societal realities shape career counseling models. We are going to compare and contrast the distinct dynamics of vocational development for college students in both countries– choosing college, major and career. We'll show that interrelations between these choices are determined by educational systems and society expectations. We'll describe critical differences in the educational systems as they relate to vocational design. We will elaborate on effects of a rigid system v. a flexible system and identify strengths and weaknesses in both as it relates to vocational identity development. We'll analyze how academic (major) choice v. career choice unfold within each model. Different vocational design and development in two countries dictate the difference in counseling approach. We analyze American ("idealistic") and German ("pragmatic") traditions of career counseling for university/college students and show various professional roles of career counselors as perceived by their constituencies. We'll discuss career counseling competencies as reflecting social-cultural traditions and unique students' needs.

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A new approach to vocational designing and career counseling with post-secondary students using the Values in Action Inventory of Strengths (VIA-IS)

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During these times of economic challenges and uncertainty, post-secondary students have been searching for a career path that will lead to stability and fulfillment. Through the incorporation of an approach that uses the tenets of positive psychology (e.g., Lopez, Magyar-Moe, Petersen, Ryder, Krieshok, Byrne, Lichtenberg & Fry, 2006; Seligman & Csikszentmihalyi, 2000; Duckworth, Steen, & Seligman, 2005), post-secondary counsellors in Canada have had success in teaching students to connect with their inner virtues, values, interests and talents to succeed in their career aspirations in spite of the current challenges.

A case study will be used to illustrate a new way of working in career and vocational design using the Values in Action Inventory of Strengths (VIA-IS; Peterson & Seligman, 2001) along with the traditionally used Strong Interest Inventory (SII; Donnay, Morris, Schaubhut, & Thompson, 2005). We will also introduce a study in progress that will enhance a traditional approach to vocational design, broaden our understanding of how values can guide the career counseling process and enhance the career adaptability of post-secondary students.

Examining the impact of gender specific barriers on the career development of marginalized youth: Findings from the G.I.R.L.S. project

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The G.I.R.L.S. Project (Gaining Insight into Relationships for Lifelong success) was created in 1999 to address the specific needs of female adolescents involved in juvenile court (Calhoun, Bartolomucci & McLean, 2005). The number of detained juvenile female offenders has increased over 50% between 1991 and 2003, and the number of incarcerated females rose nearly 90% during this same time period (Snyder and Sickmund 2006). This increasing number of female adolescents engaged in offending behaviors calls for a specialized approach to addressing their gender specific, developmental issues. Female juvenile offenders are a marginalized group of girls. Girls involved in juvenile court often share common contextual factors such as poverty, violent neighborhoods, and a lack of resources. In recognizing such a context the relational/cultural theoretical lens emphasizes the need to "...acknowledge and attend to the roles of race, gender, ethnicity, and culture as well as internal and external events that shape identity development, relational development, and socio-emotional development (Jenkins, 1999). Additionally, the female juvenile population is often labeled as pathological and many of the strengths and survival techniques found in this population go ignored (Calhoun, 2001). This ecology in which these girls find themselves provides a context for considering the barriers to healthy career development (Calhoun, Glaser, & Bartolomucci, 2001). While it is well documented in the career literature that women perceive fewer options than men, it is not surprising that female juvenile offenders see even fewer options available. The G.I.R.L.S. Project utilizes a group format to provide an ideal environment for the identification and exploration of career strengths and interests of group members. Bringing together a group of young women who have come to the attention of the juvenile authorities provides an opportunity for group members to publicly recognize their strengths, identify and recognize goals, and discuss common barriers to the achievement of their goals. Group members discuss common issues such as the gender role expectations and discrimination they have experienced or expect to experience in the workplace. The commonality of life experiences provides the opportunity for problem solving and the creation of new options for the future. This presentation will provide an overview of the G.I.R.L.S. Project intervention with its focus on career and vocational exploration. Both empirical and quantitative data will be presented.

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Uncertainty, helping relationship, and cognitive dissonance. The example of the confrontation in career counseling with high school students

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Globalization and greater integration of economies put people face a gap between representations, values and standards, which they have internalized during the education, and those imposed by not anticipated and fast changes. The theory of cognitive dissonance, born from an interrogation on the unconfirmed expectations, supplies a frame to understand how the uneasiness which those changes engender can be reduced. In the modeling of the counseling that this theory had contributed to develop during more than thirty years (Strong, Welsh, Corcoran, & Hoyt, 1992), the communication, under diverse forms, of messages discrepant from views of the clients leads to a state of dissonance that motivates the change. One of these forms, the confrontation or challenge, consists in pointing at a difference between words and behavior of the client, between two parts of his or her speech or between the perceptions of consultant and counselor, but without supplying with explanation of this difference. The confrontation is followed either by defensive modes of reduction of dissonance, e.g trivialization, external justification, directed to the reinforcement of the initial attitude (Hill, 2001), or by non defensive modes, e.g. behavioral intentions, directed to put into perspective this initial point of view. This research examines the link existing between these modes after a confrontation. We know that in the case of an important attitude, after the arousal of dissonance and its reduction by reinforcement of this attitude, a complementary mode of reduction can take place by cognitive restructuring (Hardyck & Kardush, 1968) of attitudes connected to the initial attitude if we leave time to subjects (Leippe & Eisenstadt, 1994, 1999). Applied to the study, the hypothesis was that, after the confrontation, the utilization of defensive modes would be more important in the first part of the interview (rather than in the second part), resulting in the preservation of the initial attitude by avoidance of the problem raised by the confrontation. On the contrary, the utilization of non defensives modes would be more important in the second part of the interview (rather than in the first part), resulting in a cognitive restructuring by exploration of the submitted problem. The study analyzes 20 interviews, recorded with high school students of 10th grade (6F/1M), with school problems, and of 12th grade (12F/1M),

with career counseling needs, by two experimented counseling psychologists using the confrontation as in their usual practice. Both categories of modes of reduction were compared according to the moment of their use. The results show, in first part of the interview, the usage of 74 modes of reduction among which 44 defensive and 30 non defensive, while in the second part of the interview, we observe 85 modes among which 68 non defensive and 17 defensive. The interaction is significant, $\chi^2 = 26,02$, $p < .001$. The hypothesis is thus confirmed: the majority of defensive modes of reduction (72%) are used in first part of the interview, and the majority of non defensive modes (69%) in second part. A second result, also significant, strengthens the first: the first used mode is defensive in 80% of the interviews and the last mode is non defensive in 75%. These results supply a new lighting on the confrontation. We indeed notice here more non defensive modes of reduction and an evolution in the course of the interview towards such modes. Doubtless, it is not without link with the quality of the working alliance or socio-emotional climate, or more generally with the helping skills qualities of the counselors (Hill & Lent, 2006) like other elements of this research suggest it.

**ATTIVITÀ DI ORIENTAMENTO E SISTEMI DI DIFFUSIONE DELLE
CONOSCENZE**

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International Careers Advice Software (ICAS): the career matching system. Il sistema di orientamento alle professioni

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Il sistema ICAS – International Careers Advice Software è una metodologia di orientamento che utilizza un innovativo modello di abbinamento tra interessi e profili professionali, sviluppato da CASCAiD Ltd, società consociata della Loughborough University (UK), come applicazione informatica per diversi partner internazionali. CASCAiD ha un'esperienza affermata e di successo nel fornire strumenti personalizzati e software di informazione e orientamento sui profili professionali, sia su CD sia attraverso applicazioni web, a livello internazionale, per organizzazioni nazionali o locali in Italia, Scozia, Nord Irlanda, Repubblica d'Irlanda, Belgio, Slovenia, Croazia, Danimarca, Svezia, Canada e Stati Uniti.

Il presente contributo si propone di presentare le modalità con le quali il software ICAS sviluppa ed organizza dettagliate informazioni sulle professioni, che sono state analizzate in base ai criteri di valutazione del sistema, all'interno del processo di abbinamento che prende in considerazione 4 aspetti per la selezione dei profili professionali: interessi, abilità, livello professionale e fattori relativi alla salute. L'utente utilizza lo strumento in modo semplice, seguendo un processo esplorativo che simula un reale processo di orientamento, per generare il proprio profilo personale in relazione alle figure professionali presenti nel database. L'utente può vedere e valutare come i diversi fattori vengono interpretati dal software e può cambiare le proprie risposte in base alle informazioni che apprende dal sistema. Questa metodologia è stata sperimentata e adattata da Cascaid in oltre 25 anni, con il feedback dei consulenti di orientamento e degli utenti finali.

Sarà anche presentata l'applicazione di ICAS per l'Italia, denominata S.OR.PRENDO. Dal 2002, CASCAiD ha lavorato con la regione Friuli Venezia Giulia per sviluppare la prima versione di S.OR.PRENDO, un pacchetto software di orientamento, in CD ROM, centrato sul mercato del lavoro e i settori professionali regionali, in lingua italiana. Nel 2005, S.OR.PRENDO è stato distribuito come strumento per l'orientamento alle professioni ai consulenti di orientamento per essere usato con studenti e utenti adulti. Nel 2008, con la collaborazione delle regioni Friuli Venezia Giulia e Marche, il CIOFS-FP Piemonte e il Centro Studi Pluriversum (società italiana di consulenza specializzata nel campo dell'orientamento), è stata avviata una nuova fase di sviluppo di S.OR.PRENDO Italia, che ha portato all'inclusione di contenuti di livello nazionale e alla diffusione nelle altre regioni, anche attraverso la sperimentazione realizzata nel quadro del progetto Career Guidelines.

Il progetto europeo Career Guidelines: Trasferimento e diffusione dell'innovazione nell'orientamento alle professioni

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L'esigenza di dotare il sistema nazionale di orientamento di adeguati strumenti a supporto delle azioni di consulenza rappresenta una priorità comune per molti enti chiamati a garantire standard adeguati di qualità ai propri servizi territoriali. Questa riflessione comune è alla base del progetto europeo "Career Guidelines - Information and guidance on new careers and training pathways", promosso dalla Provincia di Grosseto, in collaborazione con la Regione Friuli Venezia Giulia, la Regione Marche, la Provincia di Lecce, l'Ente Bilaterale Turismo Toscano, CIOFS/FP Piemonte, Centro Studi Pluriversum di Siena, Accademia Europea di Firenze, la società di ricerca spagnola DEP di Barcellona, lo University Capital College di Copenhagen e la società inglese Cascaid ltd. dell'Università di Loughborough. Si tratta di un progetto per il Trasferimento dell'Innovazione, realizzato attraverso il programma Lifelong Learning - Leonardo da Vinci, con l'obiettivo di adattare al contesto nazionale una versione aggiornata del software S.Or.Prendo, ampliandone le funzioni e la base dati sulle professioni. La fase centrale del progetto coincide con la sperimentazione nazionale dello strumento nell'ambito dei Servizi per l'Impiego, contesto divenuto strategico nell'ambito delle azioni di prevenzione delle dispersione formativa e di monitoraggio dei passaggi dei giovani dal sistema scolastico al sistema della formazione professionale e dell'apprendistato. Proprio in riferimento a questo specifico ruolo di orientamento svolto dai servizi per l'impiego, all'interno delle politiche europee per il Lifelong Learning, e all'esigenza di garantire adeguati standard di servizio a livello nazionale, il progetto ha previsto la sperimentazione dello strumento in venti Centri per l'Impiego in cinque diverse aree regionali. La sperimentazione nazionale consentirà a molti operatori dei Centri per l'Impiego di valutare questo strumento, ma anche di riflettere ed eventualmente rimodulare le proprie prassi di lavoro. S.Or.Prendo infatti consente agli operatori di dotarsi di un database informativo sulle professioni, organizzato con precise finalità orientative, e di uno strumento effettivamente in grado di accompagnare il processo interattivo di esplorazione delle professioni durante il colloquio con la persona. Questo percorso di riflessione e di aggiornamento professionale sarà sostenuto anche dalla possibilità, garantita dal progetto Career Guidelines, per gli operatori di accedere ad uno dei cinque seminari di formazione che saranno organizzati a livello regionale. Inoltre sarà attivata anche una piattaforma on line per garantire a tutti i partecipanti un'azione di supporto tecnico e la possibilità di accedere ad un percorso di e-learning, con la possibilità di interazione a distanza con tutor ed esperti del Centro Studi Pluriversum di Siena, partner referente per questa fase sperimentale del progetto.

S.Or.Prendo nel sistema di orientamento universitario: L'esperienza dell'Università di Camerino

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La funzione dell'Orientamento, in un Ateneo che da sempre mette in primo piano la condizione dello studente, rappresenta parte integrante e fondamentale nel processo di formazione dello studente stesso. L'Università di Camerino, dunque, da molti anni, ha fatto propria la concezione dell'Orientamento come strumento di fondamentale importanza per lo sviluppo di alcune capacità indispensabili nella crescita di ogni individuo, mettendo in atto iniziative volte a valorizzarne l'importante funzione sociale. Nel complesso processo di formazione che riguarda ogni studente, l'Orientamento diviene indispensabile, in particolare modo, in alcuni momenti di transizione, come quello dalla scuola superiore all'Università. E' in quest'ottica che il nostro Ateneo ha ritenuto fondamentale inserirsi in una rete, composta dagli enti territoriali che fanno parte dell'apparato formativo, come la Regione Marche, contribuendo al consolidamento di un sistema sempre più integrato. La possibilità di utilizzare S.Or.prendo, per il nostro servizio Orientamento, ha rappresentato un'occasione importante da questo punto di vista, soprattutto perché basata sugli stessi principi che guidano le attività del servizio stesso, in particolare sulla partecipazione attiva dello studente e sulla presa di consapevolezza di se stesso e del contesto socio-culturale in cui è inserito. Ancora una volta il nostro punto di partenza è stato lo studente, tanto che proprio sulla centralità della sua condizione si è basato il nostro approccio metodologico nell'utilizzo di S.Or.prendo: gli operatori del servizio orientamento di Unicam hanno raggiunto, nell'arco di 5 mesi, oltre 25 istituti superiori della Regione Marche, facendo sperimentare il software a circa 1.000 studenti, e fornendo a ciascuno di loro una consulenza sui risultati ottenuti. L'importante valenza sociale dello strumento utilizzato, ha rafforzato in noi la convinzione che sia necessario un definitivo passaggio dalla concezione di Orientamento universitario come mera promozione dell'offerta formativa di un ateneo, alla concezione di Orientamento come strumento indispensabile nel passaggio dalla scuola superiore all'università; del resto le valutazioni, estremamente positive, riportate nei questionari di gradimento raccolti, non fanno che confermare tale convinzione.

Il catalogo regionale dell'offerta orientativa in Friuli Venezia Giulia: Valorizzare e disseminare esperienze di qualità per promuovere il benessere a scuola e supportare la transizione tra i sistemi

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Il "Catalogo regionale dell'offerta orientativa" nasce con la finalità di fornire delle risposte di qualità ad una serie di bisogni e di richieste presenti sul territorio, che non trovano un riscontro nelle situazioni educative e orientative "tradizionali". Ricostruire il proprio percorso scolastico/formativo per dare senso e significato all'esperienza vissuta, in vista della permanenza nel sistema e della transizione a un nuovo ciclo di studi, oppure superare

alcuni stereotipi rispetto alle professioni per trovare nuove e realistiche opportunità nel mercato del lavoro sono bisogni molto diffusi tra i giovani e spesso risposte elaborate solo in ambito cognitivo non sono sufficienti. Modelli d'intervento di tipo esperienziale e laboratoriale, l'utilizzo di strumenti innovativi, quali ad esempio il software S.OR.PRENDO, e un'organizzazione delle azioni a livello di sistema con una forte integrazione territoriale sono, invece, le principali caratteristiche dei percorsi di orientamento presenti nel "Catalogo", i quali, grazie al finanziamento previsto nel POR-FVG Ob.2 del FSE 2007-13, vanno ad integrare l'offerta di servizi orientativi a disposizione dei giovani del Friuli Venezia Giulia. Attraverso il Catalogo è stato possibile, per la prima volta, raccogliere, valorizzare e disseminare i molti interventi positivi, che in FVG erano stati progettati e sperimentati attraverso una collaborazione pluriennale tra i sistemi scolastico, formativo ed i centri regionali di orientamento, ma che spesso erano rimasti ancorati solo a pochi contesti, i quali erano stati in grado di sviluppare una progettazione ad hoc che rispondeva in maniera innovativa ai diversificati bisogni degli utenti e del territorio. In altri territori, dove la progettazione non era stata possibile, tali percorsi di qualità non erano diffusi. Con l'intervento del "Catalogo", le esperienze più avanzate, sviluppatesi in gruppi ristretti, sono state portate a sistema: sono stati forniti strumenti operativi e finanziari per permettere la loro diffusione in contesti più ampi, così da offrire al maggior numero possibile di studenti un insieme di percorsi orientativi coerenti dal punto di vista metodologico e con contenuti di buona qualità. L'elaborazione/implementazione del Catalogo e la realizzazione dei percorsi in esso contenuti è un processo che vede coinvolti contemporaneamente i sistemi della scuola, della formazione professionale e i servizi di orientamento regionali. Pur con le prevedibili difficoltà iniziali, questo processo assume le caratteristiche di un'iniziativa integrata dove i diversi attori, nell'ambito dei loro ruoli e delle loro specifiche competenze, concorrono a migliorare e a diversificare l'offerta complessiva di servizi orientativi. Al fine di mantenere alta l'attenzione sulla qualità dei prodotti/servizi offerti è stato, inoltre, previsto che il processo di diffusione delle esperienze sia accompagnato da un monitoraggio costante degli interventi, per consentire l'eventuale revisione dei contenuti o l'inserimento di correttivi nel processo e da un'azione di formazione dei docenti per migliorare le loro competenze nella gestione dei percorsi proposti.

INCREASING ADAPTABILITY

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Training career adaptability among university graduates: Short-term and long-term effects

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The labor shortage caused by the current economic crisis is especially troublesome for newcomers to the labor market, for whom it can take twice as long to find a suitable job than in economical better times (SEO, 2010). They may therefore feel discouraged, ending up with no job or a job below their qualifications (Feldman & Leana, 2000). However, the threat of unemployment can also trigger people to examine more options and plan their careers (i.e. career adaptability), fostering job-search and increasing the odds on finding suitable employment (Zikic & Klehe, 2006). Career adaptability prevents negative consequences of unemployment and helps people to manage career transitions from school to work (Savickas, 2005). It comprises looking ahead to one's future (planning), knowing what career to pursue (decision making), looking around at options (exploration), and having the self-efficacy to undertake activities needed to achieve career goals (confidence). Engaging in these adaptive behaviors before career transitions serves as a preparation that positively affects career success (Hirschi, 2010) and is useful for predicting employment quality (Koen et al., 2010). Promoting career adaptability might thus help university graduates to find a suitable job, even during labor shortage. In this study, we developed a training aimed at enhancing career adaptability, following the recommendations of Savickas (2005). The training was tested with a field experiment among university graduates, by comparing the development (T2 - T1) in career adaptability of an experimental group (n = 49) with a control group (n = 52). A follow-up will be conducted in November 2010, assessing job-seekers' career adaptability, job-search behavior and job status to draw conclusions on the long-term effects of the training.

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The role of career adaptability in skills supply

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This research presentation examines the potential of career adaptability for increasing the quality of careers support services; enabling individuals to become self-sufficient by supporting themselves; and enhancing high performance working in the UK. An explicitly qualitative evaluation was undertaken of the career biographies of 64 adults across two different country contexts, the UK and Norway (32 in each), to identify how adaptive individuals had navigated their career pathways over time and across occupations and sectors. For this study, interview data from 32 interviews with adults in the Norwegian labour market previously undertaken for a European study have been analysed and compared with data from 32 interviews with adults in transition in the UK labour market, undertaken specifically for this study. The research complements and extends an ongoing international study into career adaptability, which is developing a quantitative measurement of this concept (Savickas et al., 2009; Savickas & Porfeli, 2010). Findings indicate that adopting a competency approach to developing career adaptive behaviour could provide a useful framework to promote the need for individuals to adopt certain behaviours to help them to realise their career aspirations. Additionally, this approach offers a potentially constructive framework for raising awareness of self-defeating behaviours in which individuals may be inclined to engage. Individuals have a wide range of goals, aspirations, achievements and identities, which emerge in a variety of community contexts, institutions, qualification structures and labour markets. Those who do not engage in substantive up-skilling or re-skilling through either formal learning or learning through work, for periods of five to ten years, run the risk of being 'locked into' a particular way of working. They become more vulnerable in the labour market, especially where there is a significant change in their job or their circumstances, because their ability to be adaptable with regard their career progression can decay. The need for a stronger policy framework that helps motivate and inspire individuals to take action at different ages and stages in the life course (that is, new ways of combining learning, earning and active citizenship) is strongly highlighted by the study.

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The effect of parental career training on career adaptability in Isfahan elementary school children (in third grade)

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Introduction: Many parents would like to assist in their children's career planning but do not how (Lea, 1967). Much has been written studied and research about career adaptability but there is little research showing how the parents can help in their children's career adaptability. This study tested the effectiveness of a program for parents to help their children in career adaptability In a pretest-posttest control group design involving 30 families in the experimental group and 30 families in the control group. Each family have a child in grade three. In addition, all parents will interview after the program to gain a qualitative assessment of program effectiveness.

Purpose of study: The aim of this study is to determine the extent to which a program designed for parents to assist their children in career adaptability.

Definitions of terms: *Career:* The course of events which constitute a life. Super (1957) defines career as a sequence of work related positions or occupations, paid or unpaid, that people have during their lives. *Career adaptability:* Career adaptability is a psychological construct for coping with current and imminent vocational development tasks, occupational transitions and personal traumas. Adaptability shapes self-extension in to the social environment (Yousefi, 2011). *Career concern:* Career concern deals with issues of orienting to the future and feeling optimistic about it. Experiences, opportunities, and activities afford children a growing sense of hopefulness and a planfull attitude about the future. Children must initially develop a dependence on parents, caretakers, teachers, and others for support as they develop the ability to chart and prepare for the future. The lack of career concern leads to a problem of indifference toward and pessimism about the future. Insufficient attention to or hope for the future often precipitates negative emotions and troublesome behaviors. Career counselors in schools and other settings use time perspective interventions to increase career concern by heightening awareness, fostering optimism, and increasing future planning orientation and behaviors (Savickas, 1991). *Career control:* Career control involves increasing self-regulation through career decision making and taking responsibility for the future. The security of a child's relationship with responsible adults permits a growing sense of self-direction and personal ownership of the future along with a decisive attitude and an ability to make decisions about educational and vocational pursuits. Assertive behavior and willful acts nurture the child's autonomy and self-reliance. Underdeveloped career control creates a problem of indecision, wavering, and uncertainty about the future. Career counselors use decision-making interventions to increase career control by clarifying self-concept, decreasing anxiety, and empowering clients to deal with opposition from parents and significant others (e.g., Brown & Brooks, 1991; Savickas, 1995). *Career curiosity:* Career curiosity reflects an inquisitive attitude that leads to productive career exploration, which permits an adolescent to realistically explore educational and vocational options and approach the future realistically (Blustein, 1992; Flum & Blustein, 2000; Patton & Porfeli, 2007). Risk-taking and inquiring behaviors foster the child's development of a foundational sense of inquisitiveness and interest in the world of work. Lack of career curiosity limits exploration and prompts unrealism and unrealistic aspirations and expectations about the future. Career counselors use reality testing and

information-based interventions to prompt and reinforce exploration and ultimately increase knowledge about the world of work and foster exploratory behavior (Hartung, Porfeli & Vondracek, 2008). *Career confidence*: Career confidence deals with acquiring problem-solving ability and self-efficacy beliefs. The child develops an efficacious attitude and an ability to solve problems and effectively navigate obstacles to constructing the future. Persistence and industrious behavior nurture the child's sense of self-assurance and equality in relation to others. The lack of career confidence leads to inhibition, self-consciousness, and timidity in approaching the future. Career counselors use role play, social modeling, and cognitive-behavioral interventions to increase self-efficacy beliefs and foster self-esteem (Hartung, Porfeli & Vondracek, 2008).

Methods: Participants are 30 parents of primary school students in grade three in the experimental group and 30 parents of primary school students in grade three in the control group.

Instrument: The Career Adaptability Questionnaire is author-made and measuring career adaptability (career concern, career confidence, career curiosity, career control) in children. Validity and Reliability data for the Career Adaptability Questionnaire obtained by carry out on 30 parents. The validity for the career concern scale was $r=0.74$, career curiosity scale was $r=.82$, career confidence scale $r=.82$, career control $r=.774$ and Cronbach's Alpha=.91.

Procedure: All of parents in experimental and control group fill out the Career Children Adaptability questionnaire then the parents in experimental group participate in eight sessions parental education program and counsellors informed the parents about the career adaptability theory of Savickas (career concern, career confidence, career curiosity, career control).

When the program completed the parents in both group fill out the Career Children Adaptability questionnaire again.

Results: This part will fill out when the study complete.

Discussion: This part will fill out when the study complete.

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Does career group counseling modify career abilities? An action research

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Career group counseling requires organizational and methodological specificities. This paper presents an original group career counseling approach in order to help students to improve decision-making for attending high education. Empirical data on the hypothetical impact of this program on students' vocational abilities based on a test-retest of the French-speaking version of the experimental Career Adapt-Abilities Inventory are presented. Limitations of the results of this action-research are discussed.

NEW INSTRUMENTS FOR VOCATIONAL DESIGNING

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Vocational maturity and its correlates in a sample of young adolescents

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In Croatia primary school students have to make their first serious career decisions at the age of 14, when they have to choose their subsequent secondary school program. Although at that age students are still very young and not fully mature, the decision they have to make could easily direct their life-long career paths. Therefore we wanted to explore whether young adolescents are mature enough to make such serious career decisions and to examine which behaviors could serve as warnings of potential career immaturity. As a measure of vocational maturity the Test of Occupational Knowledge (Babarovic & Sverko, 2006) was applied on a sample of 1266 primary school students aged 11-14 years. The Test of Occupational Knowledge measures cognitive component of vocational maturity and reflects six aspects of occupational knowledge: main job duties, typical working conditions, required education, preferred characteristics of employees, fields of work, and principles for choosing occupations. According to our results, vocational maturity in our sample is quite low, as at the age of 14 the majority of students know the exact answers to approximately just half of the questions in test. Girls achieve higher scores than boys, and the vocational maturity increases with the age of respondents. School achievement and educational aspirations are moderately related to occupational knowledge, as well as level of parents' occupation. Therefore we suggest the application of Test of Occupational Knowledge as a probing tool for identification of vocationally immature pupils that lack information about world of work and that cannot make mature career decisions. Also, particular attention should be focused on pupils with low school achievement and low educational aspirations. The developmental school programs for uplifting the vocational maturity are beneficial for all pupils at the age of 11-13 years, while congruence-based

vocational counseling should be offered to insufficiently informed pupils at the age of 14 (last grade of primary school). Particular examples of possible career interventions are also mentioned.

Understanding motivation and career aspirations: Integrating Self-Determination Theory into vocational psychology

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Self-Determination Theory (SDT; Deci & Ryan, 2000) is a motivational theory that elaborates on the origins and consequences of different types of motivation, and as such, it has considerable potential to advance vocational research. However, SDT has been infrequently incorporated in career-related research despite its increasing influence in educational, social, and industrial/organizational psychology (Blustein, 2006). The core proposition of SDT is that self-regulation that arises within a person to satisfy his or her fundamental needs for competence, relatedness, and autonomy (i.e., intrinsic or autonomous motivation) is likely to result in greater well-being and more successful goal pursuit relative to self-regulation that arises externally in response to rewards and punishments (i.e., external or controlled motivation). Within the vocational literature, two recent studies (Close & Solberg, 2008; Kenny et al., 2010) used SDT to investigate the distinction between controlled and autonomous regulation and the different consequences associated with these general motivational orientations. We extend this work by exploring how students with different motivations take different routes to setting aspirations for prestigious Investigative-type careers. Data from the U.S. indicate that Investigative-type careers (e.g., doctors, scientists) are the highest-paid RIASEC career area (Reardon, Bullock, & Meyer, 2007), and these careers may attract students for a mix of intrinsic and extrinsic reasons. Our results in a sample of 191 college students in the sciences supported the hypothesized path model. Intrinsic motivation predicted occupational aspirations via enhanced career decision-making self-efficacy, expected career satisfaction, and investigative interests. In contrast, extrinsic motivation predicted only aspirations without the attendant growth in self-efficacy, expected satisfaction, or interests that would make attaining these aspirations feasible. We conclude that students who enter the sciences for intrinsic reasons are more likely to be successful than those who enter for extrinsic reasons. Our results show that SDT can make important contributions to our understanding of career decision-making, aspirations, and outcomes. Based on these findings, vocational psychologists should begin to attend to differences in autonomous and controlled motivation; assisting individuals in developing autonomous motivation for academic and career-related pursuits may be a useful point of intervention for career practitioners.

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Development of Indigenous Basic Interest Scales: Re-structuring the Icelandic interest space

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In international studies of vocational interests researchers have typically used models and measures developed in the US (e.g. Long & Tracey, 2006; Nagy, Trautwein & Lüdtke, 2010). These so-called etic approaches obscure the possibility of detecting culture specific constructs (van de Vijver & Leung, 1997). The main problem lies in the restricted item pool usually imported along with the measures or models. The development of items that reflects the domain of vocational interests in any culture is an important step in moving towards more emic approaches in vocational interest research (Einarsdóttir, Rounds & Su, 2010). The present study reports on the development of a set of indigenous basic interest scales. This method of test adaptation has the added advantage of not assuming cross-cultural construct equivalence. We used the indigenous scales to explore the structure of vocational interests in Iceland from the perspective of basic interest units (Rounds, 1995). Two representative samples of upper-secondary school students (N = 1043 and 1368) and a sample of university students (N = 2218) were used in the study. The students indicated their likes and dislikes on a 5-point scale, to a pool of up to 354 work-task and occupational title items that reflects the range of occupations in Iceland. Series of data reduction methods and psychometric analysis applied to the responses of students in the different samples resulted in the identification of 35 indigenous basic interests scales (I-BIS). As expected the majority (70%) of the scales are similar to known basic interests in the US but some reflect culture specific characteristics of the labor market and the education system. Structural exploration using the 35 I-BIS, shows that a hierarchical model with six to eight broad context bound categories rather than personality types (Holland, 1997) may best represent the general structure of vocational interests in Iceland. This study indicates that basic interest are very useful in cross-cultural research because they manage to pick up interests constructs that seem to be common to different cultures and possibly universal, and culturally specific constructs at the same time. Emic approaches using an item pool that reflects the interest domain in any culture along with the flexible but unidimensional basic interests gives a more accurate view of the structure and use of vocational interests in cross-cultural context than imported measures and models.

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Perception of educational barriers: A first contribution to its validation

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Introduction. Identifying the factors that hinder the career development process is crucial to career researchers and career counselors who wish to help adolescents overcome these obstacles. One of these factors is youth's perceptions of barriers to making career and educational choices and putting them into action (McWhirter, 1997). Swanson and Woitke (1997) defined career and educational barriers as "events or conditions, within the person or in his or her environment, that make career progress difficult" (p. 434). Career barriers are divided in two major categories: internal conflicts (e.g., self-concept, motivation to achieve) and external frustrations (e.g., discrimination in the workplace, wages; Ginevra & Nota, 2011, in press). Recent studies have consistently revealed that adolescents perceive a substantial number of obstacles to career and educational goal attainment, including for example gender discrimination, financial problems, lack of social support (Lent, Brown, & Hackett, 2000; Luzzo & McWhirter, 2001). Therefore, understanding the educational barriers that adolescents perceive is crucial, because perceived barriers are likely to influence such critical decisions as whether to finish with high school or to pursue higher education (Ginevra, Nota, & Soresi, in press). The goal of the current study was to test the Italian version of the Perception of Educational Barriers (PEB; McWhirter, Rasheed & Crothers, 2000). The study involved 695 students, aged from 15 to 18 years ($M = 16.7$, $SD = .84$). In addition to the PEB, the measures of Problem Solving Inventory for adolescents (Heppner et al., in press), The Career Locus of Control Scale (Millar & Shevlin, 2007), and How much confidence do I have in myself? (Soresi & Nota, 2001) were used. The exploratory factor analysis conducted yielded a two-factor structure, which accounted for 34.13% of the total variance: 'Perception of vulnerability and personal inadequacy' and 'Perception of external barriers'. The first-order confirmatory factorial analysis performed showed acceptable fit indices. The Cronbach's alpha values are respectively .82, .72 for the two factors. Regarding the concurrent validity of the instrument, results suggest that the PEB is associated in conceptually expected ways with a measure of self efficacy and internal locus of control. Regarding the discriminant validity, most correlations show values of less than .30, a finding that allows us to say that the instrument measures domains that are theoretically distinct from those of problem solving. As regards gender differences, the analysis of variance showed that the girls' scores were higher than boys' on Perception of vulnerability and personal inadequacy.

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CAREER COUNSELING PROCESS

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Career coaching: New horizon

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The unprecedented economic and political climate will put career guidance under the microscope and as a profession we need to be confident that we are using the most effective tools and techniques that best serve the needs of our clients. This paper looks at career coaching as a new direction for the career guidance profession. Although the professional debate around the value of career coaching has been active within the guidance profession for some time and has stirred up strong views, the academic research that focuses on guidance and career coaching in the UK is limited, and many of us are still unclear as to whether, and in what ways, guidance is distinguishable from coaching. We will unpick the evidence available and will conclude that whilst there are great overlaps between the two professions, there are significant differences too.

The areas of similarity lie in the focus and intent of the two types of professional conversations, the skills most commonly used and the structure of the one to one interactions. The areas of difference are in large part a result of the different academic disciplines in which the two fields have traditionally been situated. There are overlaps in the theoretical approaches that the two professions draw from, but because career coaching has tended to be situated within psychology departments, it draws heavily from psychological approaches, such as positive psychology and cognitive behavioural therapy, which are less common within the guidance tradition. Many of the coaching approaches that have emerged from psychological research have a range of associated tools and techniques. The paper will illustrate some of the most common and most useful tools used within career coaching sessions that are not widely practiced within the professional career guidance community. The third area that this paper addresses is that of perceptions of the differences between coaching and guidance, both within the community of guidance professionals and within our clients and potential clients. The paper will suggest that the brands of the two disciplines are quite distinct in the eyes of our clients, but that the perceived differences do not tend to reflect the actual differences.

In the current climate, the survival of the career guidance profession may depend on our ability to be flexible and effective and we must to consider some of the dominant cultural stereotypes and prejudices around these different strands to our profession. This paper recommends that career professionals from all sides should work collaboratively to ensure that we are basing our practice on comprehensive conceptual frameworks and maximising synergies across allied professionals.

Is the impact of career counseling measurable?

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Is the impact of career counseling measurable? Study of efficiency or impact analysis is an evaluative process designed to provide scientifically credible information to legitimise the existence of a service or use of an intervention. Impact analysis highlights the direct benefits and effects of an intervention which would otherwise not have been reached without it. In the present pilot study we have set out to describe the effects of career counseling on individual level. In our research we think of career development from a systems approach perspective. The individual is viewed as someone affected by his/her social surrounding and environment, the given social-economical system and network of individual connections, yet is capable of actively changing these systems as an agent. As part of the analysis we looked at the theoretical aspects of the Heidelberg career counseling model's (Schiersmann et al. 2008) and the effect of counseling services on the career development of clients, like Savickas (2005) describes in his constructivist career theory. Various outcome variables or indicators could be determined for impact analysis. The economic indicators of career guidance activities are very hardly measurable. There is no one single research or research method available yet, what is strongly supported or accepted by the experts. This is definitely not the case with the measurement of the end-users competencies (learning outcomes, e.g. career management skills CMS, see Hughes et al, 2002) and the effectiveness of the career counsellors (counsellor competencies). On individual level as an input indicator the investigation of clients' problem complexity can be recommended. With the help of the indicator client needs can be mapped and demand for the appropriate service can be identified. In our pilot study 45 client interviews were analyzed using some parts of the Career Style Interview (Rehfuss, 2009), and four main categories of clients could be identified based on their career development strategies. Based on the findings of the qualitative research we compiled a questionnaire, which even in its present form containing 94 items is suitable for use with clients during a counseling process. It can be used to collect indicators identifiable at the beginning, during and the end of the counseling process, together with the follow-up phase.

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Training evaluation in ICT competencies for career

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The purpose of this communication is to present the analysis of a pilot experience based on the European Project ICT Skills 2: Tools and Training for the e-Counselors, which purpose seeks to achieve a wide professional development for a large community of training and guidance professionals throughout life and develop a standard profile of e-professional (e-Counselor), sharing in transnational area and flexible to adapt to different national and international contexts. In this communication, we present the design and outputs of the module number 23 of the training curriculum for Guidance professionals to focus on ICT and whose title is: "Apply safeguards to protect clients using ICT for guidance purposes" and which consists of one ECTS credit (25 hours). The pilot Seminar was performed at the Faculty of Education Sciences at the University of Santiago de Compostela in the two months and attended by 18 Educational and Professional Counselors. 1. Objectives Were the following one: a) Develop skills, knowledge and understanding in the use of ICT media and software to satisfy the customer's needs in the guidance process. b) Use safety measures to protect the users in the use of ICT to the Guidance. c) Identify ethical principles associated with the use of ICT in guidance. 2. Competences Specifies that expressed below: a) Knowledge of systems and basic safety measures in the use of ICT in the guidance processes. b) Information of quality standards on the ICT use in guidance action. c) Understanding and application of the ethical principles of the ICT use in the guidance function. 3. Assessment of methods that enable to participants show the learning outcomes in the module Consists essentially in design and implement the evaluation based on quality standards of principles and ethical procedures and security measures and data protection in the use of ICT resources that are used by participants in the guidance process (knowledge, skills, attitudes ...). 4. Results analysis of training experience: Conclusions: The initial evaluation questionnaire was common to all participants on the training course. The final evaluation of the module consisted of a questionnaire of 22 items with 4 rating options (the lowest to the highest and one open question). The average score on the course organization was 3.64 points; the contents and teaching methodology was 3.59; the duration and schedule was 3.59; the trainers/tutors actions was 3.62 and the teaching resources was 3.48 points. The average general evaluation of the course was 3.77 and the grade for general satisfaction with the course was 3.66 points. The evaluation of the module was completed by group discussion and debate with all the participants which showed similar results with higher levels of satisfaction and effectiveness. It is necessary to have more tutors (one for five students). This would also be desirable for standardizing as much as possible of the final objective assessment of each Course's module as the same as in initial to have reference common elements of the various modules of it.

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“What am I to do?” – On career counsellor’s dilemmas

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This research examines the main dilemmas faced by psychologists when doing career counseling in employment and educational settings. Counselors’ dilemmas include doubts or conflicts about what to say or do when all of the possible alternatives are equally unsatisfactory (Scaturo, 2005). In these situations, the intensity of the anxiety involved in choosing between two mutually exclusive courses of action depends, at least, on the degree of difficulty in evaluating the best alternative and on the severity of the consequences associated with a poor decision (Scaturo, 2002). The experience of dilemma is transtheoretical because it occurs in different modalities of counseling or psychotherapy, regardless the theoretical orientation of the counselor or therapist (Scaturo, 2005). Despite the importance of counselors’ and psychotherapists’ dilemmas for reflection on counseling and psychotherapy process and psychologists’ training, very little is known regarding the dilemmas that counselors face in career counseling. Indeed, there are few approaches to the subject and there has been no study to date on career counselors’ dilemmas. The participants included 24 experienced psychologists, 14 working in employment settings and 10 working in educational settings. Each participant responded to a semi-structured interview designed for the purpose of this study. The psychologists’ accounts of their dilemmas were examined using consensual qualitative research method (Hill, Thompson & Williams, 1997). Results confirm the transtheoretical nature of dilemmas: the dilemma domains we identified coincide with those in psychotherapy, business and industry and computer-assisted career counseling. The results reveal that the more frequent dilemmas of career counseling are related to the domain of Neutrality. The analysis by setting, whether educational or employment, shows that the two most frequent categories - give or no to give more time to this client (Dual Loyalty) and whether or not to intervene in the client’s emotional problems (Role Boundary) – are almost exclusive to the employment setting. The findings provide new insight into the career counseling process and are discussed in terms of their research implications and practical applications.

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NEW INSTRUMENTS FOR VOCATIONAL DESIGNING
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E-guidance: Tools and training for e-counsellors

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The Università Cattolica del Sacro Cuore of Milan, by means of its Research centre CROSS, in the past has been one of the first organizations to study the role of ICT in vocational guidance and recently, more than ten years later, it has been again involved in this matter in a pilot course within the framework of the project ICT Skills 2: Tools and Training for ePractitioners jointly with Melius srl, the project transnational coordinator. The general objectives of the course was to test, through the pilot, both the training model, the ICT-based tools and the platform developed within the ICT Skills 2 project according to what was envisaged in the project proposal. In addition, there was the intention to create contacts with national training providers able to mainstream the training within their system according to the approach of a future exploitation of the project results. The idea was also to find any training provider that could recognize the learning in terms of credits and that such credits could be accepted also by other university level courses developed by other project partners (i.e. University of Santiago and UEL). The pilot course has been very successful: all competences detailed within the map of guidance-related ICT competences of the ICT Skills 2 project were tested within the pilot course (i.e. 30 competences) and the University recognised 30 credits ECTS (European Credit Transfer and Accumulation System), in Italy CFU (Crediti Formativi Univesitari), which are valid at a European level. The pilot course, called Corso di aggiornamento post-lauream (a specialisation course), tested different training instruments according a blended learning approach: lessons; simulations; demonstrations; workgroups and homework. At the beginning and at the end of the course, the students were asked to self-assess their competences though the use of an on-line self-assessment tool based on the map of guidance-related ICT competences developed within the ICT Skills 2 project. Results were stored in their own e-portfolio, also containing the results of all tests/exercises given during the course length. Results in terms of in-coming and out-going (after the training) competences were measured and the gap between the in-coming competences and the out-going ones was very positive. At the end, participants carried out a test developed within the ECGC - European Career Guidance Certificate project and based on the map of guidance-related ICT competences. The e-portfolio of participants was used to evaluate their learning outcomes.

Get a life project – The online simulation tool and holistic career counseling for university students

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The challenges for study guidance have increased in Finland during the past few years. The main reasons are the multicultural diversity of students, the growing number of learning problems, individual study paths and unclear future perspectives. The ongoing (1/9/2008–31/12/2011) Get a Life project aims to stimulate future-oriented, optimistic and proactive thinking among university students. The project provides a future-oriented online simulation tool for the students as well as a holistic counseling model for counseling personnel. Nowadays there are individual students with different needs in various stages of studying. Therefore, there are some key principles that should be taken into account in career counseling. Career counseling should be holistic, that is, considering a student's whole situation in life, individual and student-oriented and future-oriented. Furthermore, it should support a student's self-efficacy. The students, as well as the career counselors and other counseling professionals in universities, need tools for career planning in order to anticipate and assess the future paths of work life and the role of the students in future work life and society. Get a Life project's main objective is to create an online simulation tool, on the basis of the long-term future scenarios on the development and changes in working life for students in the career-planning process. Another object is to create a holistic counseling model and a virtual handbook for guidance personnel. Get a Life simulation on the web is designed to complement the existing guidance online and off-line materials and tools for career counseling. With the simulation tool the student can map and try future scenarios and create various paths for him or herself. The idea is to activate the thinking around the choices made on the future work, study and life paths. The career counselors will be able to utilize the simulation in their counseling sessions with the guidance model developed in the project. Career counselors can adopt a holistic approach from it. The simulation tool is going to have built-in guiding elements and references. Accordingly, students can use it independently too. One of the main approaches behind the model is the study "Parallel work and career paths in the future" (Takanen-Körperich 2008). The key findings of the study are: • Besides the education, many life situations affect the achieved career. • Working tasks, occupations and different working forms vary and alternate. • Very seldom the work and career path is a linear process. • Various career models and their changes are positive experiences. There are several other studies behind the model. For example, we have studied the core tasks and competences of the student counselors according to DACUM method, and made a quantitative inquiry to university students. Get a Life project is carried out by five Finnish universities: HAAGA-HELIA University of Applied Sciences, HAMK University of Applied Sciences, Laurea University of Applied Sciences, University of Turku/Finland Futures Research Centre (co-coordinator) and Career Services of the University of Turku. We also have some business partners such as Lemminkäinen, Provoke and Monster. The project is mainly funded by the European Social Fund (ESF).

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The prospects and challenges of internet-based self-help career guidance

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This presentation demonstrates how quality, evidence-based, non-commercial Internet tools could be incorporated into the counseling process in order to facilitate clients' career decision-making and thereby making the counseling process more effective. Assessing clients' needs is among the first stages of career counseling. Four free, evidence-based needs-assessment tools will be reviewed: (a) the CDDQ – career decision-making difficulties questionnaire (the goal of which is to locate the focuses of clients' difficulties), (b) the CDMP – career decision-making profile questionnaire (which characterizes the way clients' make their career decisions), (c) the PC – preferences crystallization questionnaire (which assesses the degree to which clients' career preferences are differentiated, consistent, and coherent), and (d) the EPCD – emotional and personality-related career difficulties questionnaire (which reveals the sources of clients' indecisiveness). Each of these tools will be described briefly in terms of its theoretical rationale, basic features, psychometric properties, validity, and possible uses. Thereafter, the PIC (Prescreening, In-depth exploration, and Choice) model, which presents a systematic, three-stage career decision-making process, will be reviewed. Next, Making Better Career Decisions, a free, Internet-based interactive career planning system, the implements the PIC model, will be presented, and evidence about its effectiveness in reducing career-decision making difficulties will be reviewed. The www.cddq.org, a free, anonymous website in which these tools are incorporated will be presented. The presentation will be concluded by discussing the advantages and disadvantages of Internet-based self-help tools, and by exploring ways for an effective incorporation of these tools into individual face-to-face career counseling process.

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The equivalence of liking and competence interest measures: The appropriateness of their combined use in the assessment of RIASEC types

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From Holland's years on, main measures of RIASEC types integrate estimates of liking and competence in various activities in an overall vocational interest measure. The grounds for such a decision can be found in the fact that both endorsement for particular activities and the perceived competencies in those activities motivate people to choose some particular occupation or career. However, although administration of both measures can be informative, it is also a burdening process as it always lengthens the instrument. Therefore we wanted to analyze whether the application of both measures really improves the career decision-making process. The new Pictorial and Descriptive Interest Inventory (PDII, Babarović and Sverko, 2010) has been administered to a sample of 641 secondary school students, along with a measure of Big five personality types (International Personality Item Pool, IPIP). The PDII inventory is an Internet-based measure of RIASEC interests, intended to be used as a self-evaluation tool in the career decision-making process. To estimate the RIASEC types, the respondents evaluate both liking and competence in 48 different occupations, which are represented with job title, short job description and a photograph of a person involved in a typical job activity. For each respondent two series of RIASEC scores have been formulated: one on the basis of liking-estimates, and the other on the basis of competency-estimates. The similarity among the two types of measures has been studied by testing the invariance of their hexagonal structure and its underlying dimensions. Also the relation among the two types of RIASEC scores and the Big five personality types was also calculated. At last, the accuracy of the prediction of students' occupational profile was calculated on the basis of the two different RIASEC measures. Results suggest that the liking-scales show slightly better structure, more logical relation to the Big five personality types and somewhat better prediction of the respondents' occupational profile than the competency-scales. However, the results obtained on the total RIASEC scores are very close to the ones obtained on liking estimates solely. The supposed advantages and disadvantages of the joint measurement are discussed.

FAMILY AND VOCATIONAL DEVELOPMENT

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Parents' perceptions of their son's interests

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Several researchers have hypothesized that parents influence the development of vocational interests (Lapan et al., 1999; DeWinne et al., 1978; Grandy, Stahmann, 1974). The Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994) provides a model for understanding the moderating effect of parents, considered “distal factors”, primarily on self-efficacy and outcome expectations, which determine the development of specific vocational interests, and secondly on goals, actions, and choices. Parents can be a support or barrier to their sons' vocational development, in part depending on their perceptions of their sons' interests. Marshall and Mowrer (1968) asked how well people who continually interact with a youngster can interpret his interests. They administered the Strong Vocational Interest Blank (Strong, 1959) to a sample of students and their parents and determined that there is a significant relationship between the interests of male high school seniors and their parents' perceptions of these interests. Their results may be affected by the age of the sample: 18 year old students have more defined interests and are more independent from their parents. The aim of this research is to verify the degree of agreement between the interests of a sample of 315 middle school students (age 13) and their parents (280 mothers and 68 fathers). It has been used an Italian interest questionnaire (Bonelli, Mancinelli, in press) that assesses the interests of students on 21 fields. The results, as hypothesized, describe a weaker relation: the correlations' mean son-mother is .38 and son-father is .36 (respectively .78 and .74 in Marshall and Mowrer). According to Marshall and Mowrer, son-mother agreement on a son's interests is generally higher than son-father agreement. Correlations are higher in fields like aesthetics, mechanics, electronics and is lower in fields like graphics, tourism, chemicals.

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Attachment to parents and career identity development in Portuguese adolescents

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The quality of parent-child relationships, along child's development, fosters the construction of internal models of the self and others that will influence the progressive development of vocational behavior over the lifespan. A secure attachment to caregivers promotes a secure self that can explore the world with confidence. Indeed, the quality of attachment to parents has consistently been related with the pace and breadth of both adolescents and adults career development, namely in what concerns the main vocational identity processes of exploration and commitment. Using attachment theory (Bretherton & Munholland, 2008), we analyzed, in a sample of 339 adolescents attending secondary education in a group of schools located in the Portuguese region of Porto, the relationships between attachment to parents and vocational processes. Attachment representations and vocational process of exploration and commitment were assessed through self-reports measures – Portuguese adaptations of the IPPA (Armsden & Greenberg, 1987 - Machado & Oliveira, 2007), and Portuguese adaptation of PIP-GIDS (Bosma, 1985 - Franco-Borges, 2001). The relations between attachment representations to parents (total IPPA score), and its dimensions (communication, trust and alienation), correlate significantly with vocational exploration and commitment. A more secure representation of attachment to parents is correlated with higher scores of vocational exploration and commitment, as expected. The data supports our theoretical predictions, and the results are discussed under the adaptability framework proposed by the life-design theory of career and human development.

Vocational development, perceived parental acceptance-rejection, implicit theories of intelligence and self-esteem: A study on Portuguese students' career construction

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Theoretical perspectives like Donald Super's life-span and life-space model of career development (Super, 1953, 1990; Super, Savickas & Super, 1996) or Savickas's (2000, 2002, 2005) Career Construction Theory, among other authors, have already greatly underlined the important role that family plays in vocational development and career construction. Whether by providing feedback on their children vocational role-playing and validating certain vocational preferences, or by reinforcing their children's self-concept and self-esteem amongst other competences, which enable the fulfillment of fundamental developmental tasks like vocational exploration, the interpersonal dynamics in family systems greatly influence career construction. Thus, using the Parental Acceptance-Rejection Theory (PARTheory) (Rohner, 1986, 2004) framework as a background, it is our belief that the way by which children/adolescents perceived their parents behavior of acceptance or rejection towards them, namely in relation to career development, influences the way they think and act their vocational development. The main objective of our

investigation is to evaluate and analyze the way by which the expression of parental warmth or lack of it (rejection) is related or interferes, either directly or indirectly, with several important dimensions of the process of career construction in a group of Portuguese high school students. In agreement with our objective, our study focuses on the relationships between vocational development, perceived parental acceptance-rejection, implicit theories of intelligence and self-esteem. A group of 139 students (75 9th graders and 64 12th graders, which are considered transition years in the Portuguese schooling system) were assessed using the Parental Acceptance-Rejection Questionnaire (PARQ-short version, Rohner, 2004), Vocational Exploration and Investment Scale (Gonçalves & Coimbra, 2003), Rosenberg Self-Esteem Scale (Portuguese version by Santos, 1999) and Implicit Theories of Intelligence Scale (ECPI, Faria, 2003). Results indicate that vocational investment is positively correlated with self-esteem, perceived parental warmth and incremental theory of intelligence, and negatively correlated with mother's and father's indifference. Also, vocational diffusion is negatively correlated with parental warmth, Entity theories of intelligence and incremental theory of intelligence, and positively correlated with father's hostility and indifference. Our results stress the importance of emotional variables and not only cognitive ones pertaining the impact of family in vocational development. Results also suggest that interpersonal dynamics in the family, specially the expression of warmth are an important dimension to consider in terms of promoting an effective vocational development and career guidance in children and adolescents.

A contemporary approach concerning the basic variables that influence proper career choices

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The present paper introduces a contemporary approach concerning the basic variables that influence the proper choices of studies, occupations and careers. It is argued that, the most important and constant variable, that of self knowledge and the matching of each personality with occupations, should be combined with basic variables such as: a) personal performance and will, b) occupational perspectives, c) family and financial factors and d) random events. Also introduced is the original theory of the "golden rule" that elaborates and combines these variables and supports that, people with high performances and strong will can choose from a wider range of professions that match with their personality type, even from those professions that do not include other positive factors of the aforementioned criteria. On the contrary, people with low performances and weak will, is better to choose studies and professions that first of all match with their personality and secondly, include other positive elements of these criteria. The higher student performances and level of will is, the wider is the possibility that the "risk" of selecting professions represented by negative mixture of the so-mentioned critical factors. The above arguments are the result of many years of research and practice in career counseling and the implementation of career guidance tests.

**RESILIENZA: STRUMENTO PER L'ORIENTAMENTO DI SOGGETTI
APPARTENENTI A FASCE DEBOLI**

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**Studenti immigrati e orientamento alla luce della Social Cognitive Career Theory:
Un'opportunità di integrazione sociale**

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Per i giovani immigrati, l'istruzione può costituire un valido strumento di integrazione solo nella misura in cui si riesca a garantire condizioni minime di scelta formativa e professionale. Gli studenti stranieri, infatti, tendono a preferire percorsi formativi più semplici, sottostimati rispetto alle proprie potenzialità, fenomeno che secondo alcuni autori non può essere spiegato solo in termini di difficile integrazione. Ulloa e Herrera (2006), ad esempio, sottolineano il ruolo della conoscenza degli obiettivi e delle procedure per ottenere un titolo di laurea, il tempo dedicato alla propria comunità etnica di appartenenza a scapito di quello passato con la comunità accademica di riferimento, ed altri elementi che possono influire negativamente sulle loro scelte scolastiche. La comprensione dei motivi che spingono uno studente immigrato, o figlio di immigrati, a non considerare l'opportunità di fare scelte in merito al proprio futuro scolastico e professionale con la stessa libertà con cui lo fa la maggior parte degli studenti italiani richiede di utilizzare un modello sufficientemente complesso da poter comprendere buona parte degli elementi che entrano in gioco. L'obiettivo di questo intervento è quello di analizzare il ruolo che può giocare il modello della Social Cognitive Career Theory (SCCT) (Lent, Brown, Hackett, 1994) sulla maturazione, da parte di studenti stranieri, di una scelta congrua con le proprie potenzialità, aprendo la mente verso opportunità che, altrimenti, non avrebbero nemmeno considerato. La scelta di riferirsi a questo modello è legata ad una serie di motivi: innanzitutto, nei suoi assunti è presente il riferimento al ruolo che l'etnia ha nel determinare le scelte degli studenti; inoltre, la letteratura scientifica che fa riferimento all'orientamento di studenti immigrati in gran parte si riferisce a questo modello dimostrando, in qualche modo, la sua efficacia nel comprenderne le dinamiche (Ulloa, Herrera, 2006; Gushue, 2005; Hackett et al., 1992); infine, esso fornisce un framework facilmente comprensibile e direttamente trasformabile in modelli di intervento efficaci.

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Consulenza alla carriera e resilienza: Studio di casi sul disadattamento lavorativo

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Il costrutto di resilienza, inteso come ponte concettuale tra strategie di coping e sviluppo lungo l'arco di vita (Leipold, Greve, 2009), è uno strumento concettuale ed operativo utile a collegare interventi strettamente clinici in casi di disadattamento lavorativo (es. mobbing, Schwickerath, Zapf, 2011) e interventi di consulenza alla carriera fortemente orientati ad una prospettiva di sviluppo lungo l'arco di vita e di life design (Boerchi, De Ambrogi, 2011). Evidenze empiriche della rilevanza di questo costrutto, come capacità sia di resistere alle avversità sia di trovare soluzioni alternative, sono da tempo note ma allo stesso tempo poco indagate. Dai risultati preliminari di questo filone di ricerca, emerge come alcuni aspetti della resilienza abbiano un effetto protettivo non solo sulla capacità di resistere e superare eventi lavorativi avversativi come il mobbing (es. Matthiesen et al., 2003), ma anche riducendo la probabilità che se ne verifichino in futuro favorendo scelte professionali e di vita più adattive. Lo studio di casi che verrà presentato avrà come oggetto d'analisi la storia di vita di persone, vittime di mobbing o di altre situazioni lavorative avversative, che hanno deciso di intentare una causa di lavoro per ottenere un risarcimento danni. Dalle analisi dei dati emerge una forte correlazione tra esiti psicopatologici e generale capacità di superamento dell'evento da una parte, e caratteristiche di personalità, capacità di coping e resilienza dall'altra. Questi risultati sottolineano l'importanza di porre la resilienza al centro di interventi rivolti a individui che si trovano ad affrontare una situazione lavorativa avversativa (mobbing, stress, disoccupazione, ecc.) per finalità sia riabilitative che preventive. In particolare, l'orientamento può assumere un ruolo centrale quale strumento di empowerment che faciliti lo sviluppo di caratteristiche personali che possono portare a sviluppare resilienza.

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Integrazione e inclusione per i giovani a rischio. Risultati di una sperimentazione di orientamento

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Il contributo che si vuole proporre, finalizzato all'educazione e integrazione formativa degli allievi con difficoltà di apprendimento e/o di origine migrante, parte dal presupposto che certe condizioni sociali, come il basso livello di scolarità e/o di qualificazione, lo scarso

rendimento scolastico, la disoccupazione, il lavoro precario, le difficoltà di inserimento lavorativo, l'instabilità familiare, le cattive condizioni di vita, la condizione di soggetto immigrato e non integrato nel tessuto sociale, possono diventare un veicolo di immissione in un processo di emarginazione e costituiscono quindi un vero e proprio rischio di esclusione sociale. Obiettivo prioritario della sperimentazione condotta all'interno di un'importante organizzazione regionale di formazione professionale del Lazio è stata il recupero e la valorizzazione delle capacità personali dei soggetti con particolari difficoltà, offrendo loro un supporto all'attività formativa attraverso dei percorsi di personalizzazione con l'impiego del "Metodo Feuerstein" , incentivando il basso senso di autostima e autoefficacia, che impedisce di valutare le proprie capacità/potenzialità, eliminare la tendenza ad interpretare gli eventi come se fossero al di fuori del proprio controllo, da cui il senso di inadeguatezza nel progettare/effettuare scelte future. Altro obiettivo della sperimentazione è stata di favorire l'integrazione/educazione degli alunni extracomunitari. La classe interculturale si presenta come un luogo di scambio con l'esterno, uno spazio di costruzione identitaria di tutti gli alunni, ed in particolare di quelli immigrati, dove compito del formatore è stato quello di favorire l'ascolto, il dialogo, la comprensione nel senso più profondo del termine. Si è trattato di fare della classe un luogo di comunicazione e cooperazione. In questo senso, sono state sviluppate le strategie di cooperative learning che, in un contesto di pluralismo, hanno favorito la partecipazione di tutti ai processi di costruzione delle conoscenze. Le aree di intervento su cui si è sviluppata la sperimentazione riguardano: 1. Applicazione del Metodo Feuerstein per intervenire sui soggetti "deboli" nei processi di apprendimento; 2. Attivazione di un servizio di counseling per gli alunni e le famiglie per far fronte a situazioni di disagio che minano il successo formativo; 3. Attivazione di uno Sportello Polifunzionale per l'erogazione di informazioni e consulenza orientativa. Nella sede del convegno saranno presentati i risultati della ricerca/azione.

Il PSL profilo psico socio lavorativo nelle attività d'orientamento e d'inserimento delle persone con disabilità

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La legge 68 del 1999 sul diritto al lavoro delle persone con disabilità, all'articolo 8 della comma A, prevede che gli uffici competenti (le regioni, le province e i centri per l'impiego) debbano "annotare in una apposita scheda le capacità lavorative, le abilità, le competenze e le inclinazioni, nonché la natura e il grado della minorazione e analizza le caratteristiche dei posti da assegnare ai lavoratori disabili, favorendo l'incontro tra domanda e offerta di lavoro". Tale documento chiamato PSL profilo psico socio lavorativo, oltre a rispondere agli obblighi di legge, costituisce uno strumento all'erogazione di servizi per il lavoro delle persone con disabilità, organizzati nelle due attività di: 1) Orientamento inteso come supporto alle scelte della persona in situazione di disabilità e del contesto familiare, riguardanti l'educazione e formazione, del tempo libero e lavoro (Soresi, Nota, 2007), per la costruzione della vita professionale con le competenze lavorative (Savickas 2005). 2) Inserimento che riguarda la gestione del progetto integrato della persona con disabilità sul posto di lavoro, per lo sviluppo e l'utilizzo di competenze professionali nello svolgimento di mansioni lavorative in contesti produttivi, in base alle esigenze aziendali (Riessner,

Shrey, Zimmermann, 1997). Nel PSL devono essere presenti i seguenti elementi: a) Dati anagrafici del cittadino e informazioni inerenti il collocamento, con tutte le informazioni per la presa in carica della persona e del bisogno da parte del servizio. b) Le informazioni della disabilità e la valutazione delle risorse lavorative, utilizzando la check list prevista dal DCPM 13/01/200 oppure un'apposita codifica del ICF/OMS 2001, con la possibilità di trovare delle soluzioni combinate tra i due strumenti. c) La ricostruzione del percorso formativo e professionale della persona, con la valutazione della storia personale e dell'attuale bisogno di lavoro della persona con disabilità. d) La valutazione delle competenze e degli interessi professionali della persona, tenendo presente la valutazione della disabilità e il percorso formativo professionale, riteniamo utile l'utilizzo di strumenti secondo il modello RIASEC (Holland 1970), al fine d'analizzare le competenze in base agli ambienti di lavoro. e) La valutazione di tutti gli elementi della persona e del suo bisogno d'orientamento o d'inserimento, con la realizzazione di un progetto personale integrato. Nel PSL il servizio del lavoro definisce il percorso d'orientamento o d'inserimento secondo tre modalità (Benini, Pietrangeli, 2003): 1) Socio lavorativo, percorsi per lo sviluppo di abilità sociali e capacità relazionali, con il supporto scolastico e la supervisione educativa in contesti lavorativi. 2) Formativo, lo sviluppo di competenze professionali attraverso la formazione e momenti lavorativi. 3) Professionale, utilizzo delle competenze nello svolgimento di mansioni lavorative, con la modifica dell'ambiente e dell'organizzazione di lavoro. Il CSL di Quartu Sant'Elena della Provincia di Cagliari, nell'erogazione del servizio d'inclusione lavorativa, ha sviluppato uno specifico PSL profilo psico socio lavorativo, per le attività d'orientamento e d'inserimento al lavoro delle persone con disabilità.

Il "mediatore lavorativo" un professionista che favorisce l'incontro tra azienda e lavoratore disabile

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Riferimenti teorici e ambito di riferimento - L'orientamento principale del nostro lavoro prende spunto dalla necessità di migliorare la qualità dell'inserimento lavorativo delle persone disabili cercando di mantenere costantemente l'attenzione sulle esigenze e caratteristiche di domanda e offerta. Alcuni studi hanno sviluppato il concetto di disability management (Cuomo, Mapelli, 2007; D'Amato, 2009) indicando nell'azienda l'unica variabile dipendente che dovrebbe modificarsi in funzione dell'accoglienza di una persona disabile. Altri studi della psicologia delle organizzazioni e della psicologia vocazionale hanno evidenziato il ruolo lavorativo come aspetto cruciale dell'identità dell'individuo (Blustein, 2006; Oyserman, Bybee e Terry, 2006). Emerge dunque la necessità di operare un cambiamento di metodo finalizzato a coordinare le traiettorie di vita (Di Fabio, 2009) di tutti gli attori coinvolti: soggetti disabili, datori di lavoro in primis, ma anche tutta la rete di operatori del sistema. L'obiettivo è di arrivare alla soddisfazione di tutte le parti. E' all'interno di questa cornice che si sviluppa la proposta di disegnare la figura del "mediatore del lavoro", un ruolo complesso e denso di saperi tecnici e relazionali che lavora sul territorio con funzioni di tipo gestionale, valutativa e manageriale. Ipotesi di lavoro - La nostra presunzione è quella di rivoluzionare l'incontro tra lavoratore disabile ed

azienda attraverso una maggiore conoscenza e un maggiore coinvolgimento di tutto il sistema. Diventa importante sapere leggere la dinamica realtà territoriale con una visione che tiene conto dell'andamento del mercato e degli strumenti che lo stesso si dà, per mantenersi in equilibrio. Una lettura che è in grado di decifrare "figura e sfondo": lo sfondo del territorio accanto alla figura rappresentata da aziende e lavoratori ognuno con le proprie necessità e con il proprio bisogno di incontrarsi in modo positivo. Lo sfondo è fatto anche delle contraddizioni insite nel sistema, attraversato da fenomeni di contrazione del mercato, decentramento produttivo, specializzazione dei ruoli, che richiedono personale flessibile e capace di adattamenti costanti, caratteristiche che mal si addicono al mondo della disabilità (Angeloni, 2010). E' proprio in risposta a questo tessuto complesso che si giocherà l'aspetto più visibile ed operativo del ruolo del mediatore: creare opportunità di matching tra lavoratore e impresa attraverso un'attività di marketing particolare. Si tratta, nello specifico, di implementare uno spazio metodologico che metta in relazione lavoratore disabile e sistema produttivo. Il lavoro della figura che vorremmo validare è dunque destinato, in particolare, alle realtà lavorative che devono ottemperare agli obblighi previsti dalla L68/99, in materia di assunzione di personale disabile. Tuttavia la stessa metodologia riteniamo possa essere applicata anche per avvicinare le aziende in assenza di obbligo.

DIMENSIONS, SCHOOL LEARNING CONTEXT AND VOCATIONAL DESIGNING
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Reliability and correlation of interest inventories: Strong Interest Inventory (SII) and Self-Directed Search (SDS)

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The study examined the reliability and correlation of the Strong Interest Inventory (SII) and Self-Directed Search (SDS). In Iran this two instrument is relevant to assessment of interest thus college students in university of Isfahan in Iran was taken by participants in university to examine the reliability and correlation. The mean internal consistency coefficient for the SII and SDS was .90 and .86, and mean test-retest reliability for SDS subscales was high. Mean correlation between the same SII and SDS scales of participants who took both versions was high. For this group, the Realistic, Social, Investigative, Artistic, conventional and enterprising was subscales that produced the configuration of a RIASEC-order hexagon. These results highly support the further use of the SII and SDS.

Development and initial validation of the “Horizon”, a Greek Career Interests Inventory

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The purpose of the study was the development and initial validation of Horizon, an inventory assessing career interests of Greek high school students. Drawing on Holland's theory of Vocational Personalities (1997) an initial pool of more than 2.000 items was developed based on occupational descriptions. A group of experts (i.e., academics in Psychometrics and career counsellors) selected 694 of these items to be empirically tested. The 694-item version was administered to 1.100 Greek senior high school students. A series of item and factor analytic techniques were employed (e.g., via the development of marker scales for each Occupational Category and each of the intended six Occupational Themes) in order to select the best items. The final version of the HORIZON was concluded with 190 statements representing the six Occupational Themes (i.e., Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) and 38 Occupational Categories. The inventory was administered to a sample of 133 Greek High School students in order to examine its reliability and validity. The internal consistency coefficients for the 38 Occupational Categories ranged from .82 (Tourism) to .96 (Military) having a median of .90. The alpha values for the six Occupational Themes were .92 for the Realistic and Investigative, .86 for the Artistic, .88 for the Social and .90 for the Enterprising and the Conventional. The test-retest reliability coefficients (with an interval of 4 weeks between

the two administrations) were found to be above the minimum requirement of .70 ($p < 0.001$), indicating a high degree of stability in what each scale measured. The construct validity of the inventory was supported via expected correlations with the six personality types of the Greek version of the Self-Directed Search (SDS; Holland, 1994), the Self-Perception Profile for Adolescents (SPPA; Harter, 1988), and the Big Five Personality Questionnaire (Profiler; Tsaoasis, 2009). Convergent and discriminant validity evidence is also provided by HORIZON itself. In general, most of the inventory's 38 Occupational Categories were correlated highly with their corresponding Occupational Themes and low with the non corresponding ones. Finally, the validity of the questionnaire was further supported by the expected gender differences found. On the basis of these findings the Horizon is evaluated as a potentially useful research and diagnostic instrument for the assessment of career interests.

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Future time perspective, goal content and their joint impact on career and well-being dimensions

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The representations people have about their personal future (both from a process and content perspective) have a strong impact on their development in nuclear life contexts, namely achievement contexts throughout adolescence and adulthood, and this fact has been highlighted from the point of view of organismic as well as cognitive theories of motivation (de Bilde et al, 2011; Simmons et al, 2004; Van den Broeck et al, 2009). Using Husman & Shell (2008) and Kasser & Ryan (1996) Portuguese adaptations of, respectively, the FTP scale and the Aspiration Index, we assessed the relations between FTP dimensions (connectedness, distance, velocity, value) and the importance ascribed to both intrinsic and extrinsic aspirations in a sample of 180 high school students attending a large secondary school in Coimbra, Portugal. We next analyzed the impact these dimensions bear on students' vitality (both trait and state), life satisfaction and career exploration and commitment processes (using the Vocational Exploration and Commitment Scale by Blustein, Ellis & Devenis, 1989). The results obtained, which validated our main hypotheses, are discussed under the comprehensive conceptual lens offered by the life-design theory of career and human development.

**PROJECTS AS CONTEXTUALLY EMBEDDED CONSTRUCTIONS:
AN INTERNATIONAL DISCUSSION**

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Project is a construct that has been used for a long time in the psychological literature. It is of particular interest to recent developments in life design and career counseling because of the goal-directed and intentional nature of these processes across time. However, its use in the literature is not always consistent, as contributors to this symposium, representing five different countries, show. For example, project is used in reference to personal as well as joint projects. Thus, the purpose of this symposium is to examine the range and use of the project construct in vocational psychology internationally, particularly as it pertains to life design and self-construction. A well-known example of the project construct is presented in contextual action theory (e.g., Young & Valach, 1996, 2008). Using this conceptual integrative framework, Parada, Santos and Young unpack the joint projects of youth who self-identify as struggling. These projects reveal constructed meaning about resolving feelings of being disempowered, defining who they are, and negotiating the nature of close relationships, intimacy, security, and integrity. As well, these projects contribute to the construction of a personal sense of meaningfulness. Another example is Guichard's (e.g., 2005) notion of subjective identity form, a system ruled by the tension between two kinds of reflexivity anchored in self-anticipations. Poyaud, de Calan and Guichard's presentation, using a set of empirical observations, illustrates how adolescent participants in their education and adults moving to the not-for-profit sector engage in (de)construction processes of their vocational figures of self-anticipation, an issue deemed essential for the central vocational issue of project-making within a holistic life design. In turn, in their paper, Salmela-Aro (e.g., Salmela-Aro & Little, 2007) and Vuori, provide a particular example of how project is used in an intervention program for high school students in transition to university. Their empirical findings suggest the link between project, goals, motivations and concerns. Finally, Young and Valach, using specific case examples from their body of empirical research, pay particular attention to the dynamic nature of joint projects. They illustrate how ongoing joint actions coalesce to form meaningful projects between persons, and how these contribute to the construction of the self and long-term career. A corresponding research method suggests that joint projects can be identified and described. In summary, this symposium examines the extent to which the project construct is heuristic for life design and career counseling practice and research and how it provides a conceptual and temporal link between goal-directed, intentional action and career.

Becoming adults: What does the analysis of youth's transition projects tell us about their meaning-making processes?

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During the transition to adulthood, the literature consensually considers that, at stake, is the development of a sense of meaningfulness attached to a specific set of goal-directed actions, intentionally interconnected – that is, the project-making of who one wants or wishes to become. What kinds of meanings do young people going through the transition to adulthood attach to their everyday actions and projects through which their inner sense of meaningfulness is being constructed? To study these processes, we used action theory (e.g., Young & Valach, 2000, 2008), which offers both a conceptual and a methodological framework for understanding such processes over time. Findings from a study using the Qualitative Action Project method are reported and discussed. Data was obtained from youth aged 19-29 years, who self-identified as *struggling* and met at least two of the following criteria: unemployed, not in school, and not living at home. Findings indicate that feelings are the main way through which these youth make sense of the transition to adulthood, their need for control and independence, and their fight against injustice and the system are among their most salient projects. Participants' projects can be understood as contextually embedded construction processes through which they become acquainted with their current location and expected movement through events and relationships. This finding reflects action theory, according to which actions, projects, and career are the means through which people organize their everyday processes; they function as organizing frameworks (cognitive and social) for life experiences, and as a means of (re)presenting their life and their involvement with it. The description and understanding of projects as contextually embedded construction processes can enhance our knowledge of the differences between those able to develop a self-enhancing career and those in situation of a self-defeating career.

Identity and project construction in life and career orientation with adolescents, and adults undergoing vocational turns

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The subjective identity forms model, or SIF, (Guichard, 2000, 2005, 2008, 2009) provides an approach to self-construction as a dynamic system, referring to the constructivist and social constructionist epistemologies. A SIF is defined as a set of ways of being, acting and interacting in relation to a specific representation of oneself in a given context. The synthesis and the dynamism of this system originate in the tension between two kinds of reflexivity anchored in self-anticipations. The first reflexivity is a stabilizing factor, the second a sense-making process, during which individuals reflect upon the multiple possible interpretations of their past and present commitments and those they anticipate. This model appears particularly stimulating to design life and career development interventions suited to our post-modern society's challenges. In this framework, the central vocational issue of

project-making is considered as a self-construction activity of the subject, forming part of a holistic life-design (Savickas et al., 2009). Additionally the contextual action theory (Young & Valach, 2004) provides further insight into the processes involved in this activity. Action as a “vehicle for the engagement with the world” contributes to a constant drive to self-renegotiation which generates project.

Empirical observations made with adolescents engaged in various life areas and adults moving to the not-for-profit sector illustrate the construction and deconstruction processes of their self-anticipations in vocational figures, as well as the development of meaning-making through action.

Changes in adolescents' future education-related personal goals, concerns, and internal motivation during the “Towards Working Life” group intervention

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The transition from comprehensive school to post-comprehensive education is one of the most important transitions for adolescents. Future-related personal goals, projects and concerns are assumed to play a key role in a successful transition. The “Towards work life” group intervention was developed to enhance future education-related projects and concerns, internal motivation towards education-related goals and preparedness for career. Moreover, the distal aim was to prevent school burnout and enhance school engagement. A total of 1034 ninth graders from comprehensive school were randomized into 25 intervention and control groups. A week-long school based intervention showed that intervention increased the number of future-education related goals and concerns, increased internal motivation and preparedness and later on decreased school-related burnout.

The notion of project in Contextual Action Theory

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Little’s (1983) classic definition of “personal projects” incorporates notions of planned actions, goals, and a finite time period. It emphasizes the individual nature of project. Recent challenges to Little’s approach call for making the study of project more contextually sensitive, addressing the more tacit and experiential nature of projects that in some cases could even be unconscious. Contextual action theory addresses these challenges by articulating a dynamic conceptualization of joint projects, monitoring and studying them through methods such as observation, and particularly, through the self-confrontation interview. The latter is well suited for obtaining reports on ongoing subjective processes. Additionally, projects are seen within other goal-directed systems of subordinate actions and super-ordinate careers. This approach has been found to be useful for understanding a range of on-going actions between persons that coalesce to form meaningful projects between them. Data from several studies, reviewed in detail for this paper, suggest that joint projects can be identified and described in domains such as recovery from addiction,

parental grieving the death of a child, immigration, transition to adulthood, career development in families, and counseling. These projects include and operate simultaneously at the levels of meaning (goals), cognitive and affective processes and well as communication processes, and behavioral, structural, resource, and unconscious elements. Across a number of these studies, the primacy of relationship and identity projects has been revealed. In addition, these project reflect a range of processes including communication, coordination and compatibility, steering, control and regulation, and monitoring. Specific case examples provide the basis for illustrating how joint projects contribute to the construction of the self and long-term career. Implications for practice are suggested.

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Il cambiamento degli indirizzi scolastici ha cambiato l'indirizzo degli interessi?

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Uno degli argomenti fondamentali dell'orientamento è quello relativo alla dinamica degli interessi scolastici e professionali nei momenti di transizione da un ciclo di studi all'altro o dalla formazione al lavoro. Questo tema, che continua ad essere oggetto di ricerca in ambito nazionale e internazionale (Lippa, 1998; Darcy e Tracy 2007; Lent e altri, 2006, Nota, Soresi, 2000) ha suscitato particolare attenzione in seguito alla riforma della scuola superiore italiana, entrata in vigore nell'anno scolastico 2010-2011, che ha determinato l'introduzione di nuovi indirizzi scolastici e cambiamenti nei piani di studi. In questa prospettiva abbiamo indagato i vari aspetti connessi alla rilevazione degli interessi espressi verso i nuovi indirizzi scolastici, proponendoci i seguenti obiettivi. 1) Verificare se, nonostante le trasformazioni sociali e culturali dell'ultimo decennio, si riscontrano ancora rilevanti differenze di genere, con indicazioni precise in relazione ai nuovi indirizzi scolastici e professionali valutati tramite questionari standardizzati. 2) Analizzare come si distribuiscono le scelte manifestate spontaneamente tramite un questionario a risposte aperte. 3) Individuare se esiste e come si differenzia la tipologia delle scelte spontanee da quelle inventariate, confrontando i risultati al test di interessi con le preferenze manifestate dai ragazzi. 4) Valutare in quale misura la scelta degli indirizzi scolastici dei ragazzi sia influenzata dai vari fattori esterni come il livello socio-culturale dei genitori e il rendimento scolastico. 5) Determinare quali, secondo i ragazzi stessi, sono i fattori esterni che intervengono nel momento della decisione. Il campione in oggetto risulta composto da 612 soggetti (330 maschi e 282 femmine), frequentanti il terzo anno della scuola dell'obbligo di Milano e provincia. Da questo gruppo è stato estratto un sottogruppo di 162 soggetti (77 maschi e 85 femmine) per dimostrare le varie ipotesi. Gli strumenti utilizzati nella ricerca sono due: il questionario "PSP3 – Preferenze Scolastiche e Professionali" di E. Bonelli, M. Mancinelli (2011) e un questionario informativo creato ad hoc per approfondire alcuni aspetti nelle modalità di scelta dei ragazzi. I numerosi risultati evidenziati hanno in parte confermato quanto emerso dalla letteratura di riferimento e in parte hanno indicato nuove tendenze da considerare necessariamente nella pratica orientativa.

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Decisione scolastico-professionale e benessere psicologico

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Introduzione. Un consistente numero di studi ha indagato le relazioni tra la decisione circa il proprio futuro scolastico-professionale e benessere psicologico. In generale, legami positivi e significativi sono stati dimostrati tra i due costrutti (ad es. Arnold, 1989; Uthayakumar, Schimmack, Hartung, & Rogers, 2010). Particolarmente Uthayakumar et al.(2010) hanno avanzato riserve sulla solidità di tali risultati in considerazione delle caratteristiche degli strumenti impiegati che spesso consistevano sia in misure di benessere psicologico non del tutto attendibili e poco comprensive sia in classificazioni categoriali delle decisioni raggiunte. A ciò si può aggiungere che il processo psicologico che conduce a decidere, in maniera più o meno definita e fondata, del proprio futuro scolastico-professionale è operazione complessa ove intervengono sia cognizioni e motivazioni personali sia informazioni e influenze socio-ambientali. Nelle indagini in proposito di Soresi e Nota (2003) raccolte nel "Portfolio per l'orientamento", vengono esaminate varie caratteristiche e aspetti psicologici in grado di influire sul percorso e sull'esito decisionale. Ci riferiamo all'auto-efficacia percepita e alla internalità, all'evitamento difensivo e alla vigilanza, alla procrastinazione e alla raccolta delle informazioni. Obiettivi. L'indagine mira ad esaminare, impiegando misure di riconosciuta attendibilità, le possibili relazioni tra benessere soggettivo e decisione scolastico-professionale, nonché eventuali associazioni tra questa e aspetti psicologici di cui la ricerca in materia ha indicato la rilevanza. Metodo e tecniche. Hanno partecipato 150 studenti, maschi e femmine, delle classi IV e V di scuole di secondo grado del Lazio. La raccolta dei dati, effettuata in gruppo in orario scolastico, ha impiegato come strumenti: a) un breve questionario socio-anagrafico; b) Idee e atteggiamenti sul futuro scolastico-professionale (Soresi & Nota, 2003); c) Quanta fiducia ho in me? (Nota & Soresi, 2003); d) MDMQ-Melbourne Decision Making Questionnaire (Nota, Mann, & Soresi, 2003); e) PWB-Psychological Well-Being Scales (Ryff,1989; Ruini et al.,2003; Sirigatti et al., 2009). I dati sono stati sottoposti ad analisi descrittive uni e multivariate. Risultati. All'esame delle associazioni tra variabili segue la valutazione dell'adeguatezza di modelli ove diverse equazioni strutturali vengono saggiate per appurare quale tra di esse risulti maggiormente esplicativa dei livelli di benessere psicologico osservati.

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Il ri-orientamento nell'anno della riforma della scuola superiore

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Il momento della scelta della scuola superiore ha da sempre rappresentato un evento particolarmente impegnativo per i ragazzi e le famiglie in quanto ai problemi già di per sé complessi inerenti al processo di scelta, vanno a sommarsi le problematiche proprie del periodo adolescenziale. Nonostante nell'ultimo decennio sia cresciuta la sensibilità nei riguardi del problema orientativo e siano aumentate le iniziative in questo ambito, restano ancora ampi spazi di incertezze, dubbi, ansie, disinformazione, indecisione. Attività di orientamento che favoriscono un passaggio dalla scuola secondaria di primo grado a quella di secondo, sono spesso insufficienti o non del tutto adeguate; questo aumenta la possibilità che i ragazzi facciano scelte poco adatte a sostenerli nel percorso scolastico e professionale, con il rischio di disperdere capacità ed energie e generare sentimenti di delusione, disinteresse e senso di fallimento. D'altra parte, anche nell'ipotesi che la scelta sia stata effettuata correttamente, possono subentrare, nel corso del primo anno di scuola superiore, ulteriori elementi che causano difficoltà o abbandono degli studi (indagine del Ministero 2006: il 14,7% del primo e il 15,8% del secondo anno sono bocciati). In tutti questi casi è necessario che gli studenti siano aiutati nel duplice compito di prendere consapevolezza dei fattori che hanno determinato l'insuccesso scolastico e soprattutto di ridefinire e riorganizzare le risorse personali necessarie ad effettuare una "seconda scelta" e riprendere così il percorso interrotto. Sulla base di esperienze e ricerche effettuate presso il CROSS (Centro di Ricerche sull'Orientamento) dell'Università Cattolica riguardanti la tipologia dei ragazzi che negli anni hanno chiesto una consulenza di ri-orientamento, abbiamo ritenuto opportuno rivedere il nostro modello di intervento tenendo conto sia delle dimensioni personali di ognuno sia del fatto contingente che devono reinserirsi in un corso di studi modificato dalla riforma del 2010-2011. Per realizzare un servizio di consulenza mirato al

ri-orientamento sono stati utilizzati una serie di strumenti ad hoc quali: • un questionario informativo a risposte aperte; • una batteria di test comprendente: Abilità Cognitive (AC 4) di Mancinelli e Ramella; Preferenze Scolastiche e Professionali (PSP 3) di Bonelli e Mancinelli; Autodescrizione (A 4) di Mancinelli; Reattivo di Realizzazione Grafica (RRG) di Scarpellini; • un colloquio iniziale con i genitori e uno finale di restituzione. Nel corso del convegno saranno presentati gli strumenti e i profili dei ragazzi e discussi i punti di validità o di criticità dell'intervento.

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Esperienze di bilancio di competenze con l'uso di tecniche funzionali dirette a studenti delle scuole superiori del Comune di Padova

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L'esperienza maturata dal Centro Studi di Psicologia e Psicoterapia Funzionale-Istituto SIF di Padova nel corso degli ultimi 10 anni nell'ambito dell'orientamento ha permesso di proporre un dispositivo metodologico e strumentale al target degli adolescenti, capace di integrare le potenzialità del Bilancio di Competenze con l'efficacia delle tecniche psico-corporee messe a punto dall'approccio Funzionale. Il bilancio di Competenze (Selvatici, 2010) ha tre finalità: di esplicitazione e formalizzazione delle competenze; formativa e orientativa. Rispetto a quest'ultima, l'analisi delle esperienze e delle attività lavorative svolte nel passato permette una maggiore consapevolezza nella scelta degli ambiti e dei progetti professionali futuri dove le competenze acquisite possano essere trasferite e messe in gioco fruttuosamente e, nel caso di verifica della debolezza di alcune competenze, acquisirle attraverso forme, modalità e tempi opportuni di formazione. Esito di un percorso di Bilancio è la costruzione da parte della persona di un progetto di sviluppo personale e professionale, realistico e fattibile, che permetta di mobilitare le risorse personali, le proprie competenze, le risorse e le opportunità del contesto. L'approccio Funzionale Le tecniche psico-corporee sono condotte secondo l'approccio di riferimento della Psicologia Funzionale (Rispoli 1993, Rispoli 2003). La Psicologia Funzionale ritiene importante guardare alla persona nella sua unitarietà, complessità e, nello stesso tempo, concretezza e pluralità di piani e livelli su cui operare: il mondo affettivo e cognitivo, la fisiologia delle emozioni, i ricordi, il simbolico, l'immaginario, il linguaggio dei movimenti e delle posture, i sistemi psicofisiologici sono Piani grazie ai quali il Sè si organizza in Funzionamenti di Fondo, e interviene con un'operatività capace di soddisfare i bisogni del

Sè della persona in modo integrato ed armonioso. La Psicologia Funzionale permette di approfondire il concetto di Risorsa personale (Le Boterf, 1995, che oltre a quelle più specificatamente cognitive, inserisce anche quelle emotive, posturali e fisiologiche), all'interno del più ampio concetto di competenza, come capacità di saper consapevolmente organizzare e mobilitare i propri Funzionamenti di Fondo al fine di realizzare un'attività specifica capace di rispondere ad una richiesta, ad un bisogno interno o ad un'esigenza del contesto. Le fasi del Bilancio 1.Ricostruzione della propria storia: i fili di sviluppo dei bisogni, desideri, immaginarsi nel futuro (possibilità) 2.Analisi delle capacità e competenze di esperienza o più di successo 3.Trasferimento delle capacità verso i possibili progetti per il futuro: quali progetti possibili? 4.Scelta del progetto da perseguire Attività Le attività svolte sono state di varie modalità: •attività di valutazione all'inizio e alla fine del percorso con la somministrazione dei seguenti strumenti: -un colloquio iniziale sulle motivazioni ad intraprendere il percorso -Entusiasmometro di Rizzi G. -Test sul benessere percepito di Rizzi L. -Tests standardizzati: -Melbourne Decision Making Questionnaire versione 15-19 anni, adattamento italiano a cura di L.Nota, L. Mann e S. Soresi, -Quanta fiducia ho in me di S. Soresi, L.Nota •attività esperienziale in gruppo (4 incontri di tre ore ciascuno) •compilazione di schede di approfondimento come compiti per casa •costruzione di un report finale individuale, con le osservazioni sui cambiamenti rilevati tra prima e dopo. Le attività si sono svolte in un intervallo di tre mesi, con una frequenza di un incontro circa ogni 15 gg dal 2009 al 2011.

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Tendenze che indicano uno sviluppo costruttivo della persona e possibili deviazioni da tale sviluppo

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1. Introduzione. Nello sviluppo psicosociale della persona sono rilevabili tre aree fondamentali che vi influiscono in modo positivo o negativo. Nella presente ricerca, effettuata nell'ambito del processo di orientamento in un liceo romano, abbiamo inteso rilevare le tendenze che indicano uno sviluppo psicosociale sano e quelle che indicano una deviazione dallo sviluppo 'normale' e quindi anche da un apprendimento costruttivo. Abbiamo conseguentemente analizzato le seguenti tre aree:

A) Benessere Psicologico attraverso

B) Valutazione di una possibile deviazione dallo sviluppo 'normale' attraverso la somministrazione del Millon Clinical Multiaxial Inventory-III (MCMI-III)

C) Tra i due poli precedentemente illustrati è stata valutata la qualità e la modalità di utilizzo dei meccanismi di difesa attraverso la somministrazione del Defense Mechanisms Inventory (DMI), di D. Ihilevich e G. Gleser (1992).

2. Metodologia. Sono stati somministrati i seguenti mezzi psicodiagnostici strutturati:

Psychological Well-being Scales (PWB) di C. Ryff PWB per rilevare il benessere psicologico soggettivo; Millon Clinical Multiaxial Inventory-III (MCMI-III) di T. Millon; per rilevare undici stili di personalità tra cui: evitante, depressivo, dipendente, narcisistico, auto frustrante; Defense Mechanisms Inventory (DMI) di Ihlavich e G. Gleser (1992) che permette di identificare meccanismi di difesa predominanti in un individuo per mezzo di cinque stili difensivi.

3. Ipotesi. Sono state scelte due vaste aree della personalità dalle quali possono essere dedotte logicamente delle ipotesi basate sulle singole scale dei tre strumenti descritti. È stato ipotizzato che le scale del PWB si sarebbero contrapposte alle scale del MCMI-III essendo le prime favorevoli allo sviluppo, mentre le seconde lo contrastano. Le scale del DMI si sarebbero collocate tra le scale dei due questionari in quanto i meccanismi difensivi risultano di tre tipi: maturi, nevrotici e immaturi. Secondo la loro qualità avrebbero teso verso le scale dei due questionari e precisamente i meccanismi maturi verso le scale del PWB e quelli immaturi verso le scale del MCMI-III. In quanto ai meccanismi nevrotici, essi si sarebbero situati nel mezzo delle scale degli altri due questionari.

4. Risultati. I tre questionari sono stati somministrati a oltre 200 studenti della scuola secondaria di II grado della capitale. I dati rilevati sono stati poi elaborati con l'analisi fattoriale completati con l'analisi della varianza.

5. Utilizzazione. I risultati hanno confermato le ipotesi formulate e pertanto l'utilizzo combinato dei tre strumenti potrà essere utile, anche in ambito del processo di orientamento, in quanto offre all'operatore tre tipi di informazioni importanti (benessere psicologico, stili di personalità (evitante, depressivo, ecc.) e stili difensivi. Lo sviluppo psicosociale dello studente può pertanto essere in alcuni casi potenziato oppure corretto.

EMPLOYABILITY SATISFACTION AND TRANSITION
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The effect of work-family conflict management training on job satisfaction and decreases in work-family conflict, family work-conflict in Isfahan worker females at Iran

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Work-family conflict has many negative outcomes for organization and career and family life of each person. Whereas many research have been done for study work-family conflict, family-work-conflict, antecedents and outcomes and effect of conflict on member's society and organizations, but a little research have been done for study effect of work-family, family-work conflict management on career and family life. Thus aim of this research is survey effect of work-family conflict, family-work conflict management training on job satisfaction in Isfahan worker females. Research is quasi-experimental design with control group. The sample research consist of 62 worker females from Isfahan university that selected randomly and have been randomized between experiment 31 member and control group with 31 member. At start of research, work-family conflict, family-work conflict, job satisfaction, between experiment and control group had been examined. Data collected with work-family conflict Netmaier scale, Smith job-satisfaction inventory. Data analyzed with SPSS. For 6 meeting, work-family and family-work conflict management training program between experiment group have been done and in the end of training program for again work-family conflict, family-work conflict, job satisfaction, have been examined. Result showed that there is meaningful difference between two group in filed of work-family conflict, family-work conflict, job satisfaction. There for, work-family conflict, family-work conflict management training program in increasing job-satisfaction, and decreasing work-family conflict and family-work-conflict is effective. ($p < 0/01$).

Career self-management: From links between professional self-efficacy and job insecurity to volunteer turnover

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Employment flexibility is a great characteristic of current job contexts. Most employed people experience job insecurity feelings. The sense of job insecurity is considered one of the major employee stressors. Numerous researches have shown the job insecurity feelings consequences on health or job attitudes and organizational behaviors (Sverke et al., 2002; Cheng & Chan, 2008). High levels of perceived job insecurity would be able to explain volunteer turnover intentions (Probst, 2002) but the strength of this effect varies according

to individual characteristics and psychological dimensions. On one hand, studies have established that professional self-efficacy is a main psychological dimension operating into vocational decisions or career self-management processes. On the other hand, it is defined as an internal causality for job maintenance in stressful contexts or in situations characterized by low quality of work life. Moreover it is considered a personal resource protecting against stressors such as job insecurity. However, the effects of job self-efficacy on job insecurity sense and its harmful consequences could not be confirmed with a heterogeneous sample of 1368 Belgian workers (Schreurs et al., 2010). We hypothesize that the specific experience of flexible employment during the work life lead employees to react differently in terms of links between job self-efficacy and job insecurity, also with regard to self-manage their career. This assumption is in line with research by De Cuyper et al. (2008) on employability (objective and subjective), employees' well-being and their relationships with the feeling of job insecurity. A survey by standardized questionnaire was conducted among male and female French workers who hold their current job for two years or less after the end of a long-term training. The sample included 2517 respondents (age, job tenure, occupational status, profession, and firm size were varied); 17,3% of them reported they were doing currently looking for another job, at the same time they were employed. Two Step Cluster (TSC) analysis has identified four workers' groups based on their different experience of employment flexibility. The results indicate that the strength of the relationships between job self-efficacy and job insecurity, and between job insecurity and reported behavior of career self-management, varies depending on employment trajectory experienced by the worker.

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Psychological resources and career outcomes: A comparison between career anchors' effects in self-employed and contractual workers

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Technological advancement combined with the free market economy expansion has introduced restructuring of working world. While organizational responsibility for individual careers is decreasing, the psychological need for a clear internal career guideline

is growing. A possible solution to this state, supported by the EU policies, is self-employment (SE), in 2009 chose by one EU citizen on seven (European Commission, 2010). However, little is known on self-employed motivation (Feldman & Bolino, 2000) and compatibility with their work settings. Moreover, some results reporting negative psychological outcomes of SE (e.g. Andersson, 2008) question its status of a universal receipt. Thus, identifying factors relevant to SE outcomes has particular importance. Feldman and Bolino (2000) studied SE referring to Schein Career Anchor Theory and focusing on security, autonomy and independence, and entrepreneurship creativity anchors. Their research assume these as important anchors for SE and reported diversity of outcomes according to the anchor hold. The aim of current research is further analyzing this issue, studying all types of anchors and their effect on psychological outcomes, comparing self-employed with contractual employees. Following Feldman and Bolino's results it is assumed that creativity, autonomous and security anchors (and not the others) predict better outcomes for SE, but not for contractual workers (moderation effects are predicted). The participants were 170 Italian workers (80 self-employed and 90 contractual employees of private sector). They filled the Career Orientation Inventory (COI), and additional scales measuring: work satisfaction, career satisfaction, performance efficiency and affective well-being. Results showed that, as expected, those holding autonomy, security or creativity anchors indicated better psychological outcomes when working as self-employed. There were also reported interactions for the technical anchor, maybe because of the type of the SE considered (freelancers). These findings confirm importance of career anchors in development of personal career insights. They also enrich the state of art suggesting that SE shouldn't be treated as a unique environment, but rather seen as a variety of possibilities in expression of different anchors.

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Entrepreneurial competences of scientists in research labs

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Universities are called upon to contribute to economic development; work on patenting, licensing, and support in the spin-off of scientists is a way of doing this. At the University of Verona, two centres are present that operate in this direction (the Young Entrepreneurs Centre and the Liaison Office) through different initiatives: we describe the first step of an action/research. The setting of our research is the third edition of the business plan competition called Start Cup Veneto (related to the Global Startup Workshop). The

objectives of the first phase of the research are: to detect the different roles that are held by lab researchers; to identify acquired competencies and professional achievements during research experiences; to measure entrepreneurial aptitude and level of entrepreneurial intention of the scientist; to define the image of the entrepreneurial/self-employed job in research labs; to identify which variables have effects on researchers' entrepreneurial potential. The research instrument is an on-line questionnaire created ad hoc to understand selected relevant factors of the entrepreneurial potential of scientists (entrepreneurial aptitude; attitude toward entrepreneurship, competencies, networking); 40 scientists/researchers that work in research labs of University of Verona-Italy (Medical, Biotechnology, Computer Science...) are involved. Significant results for researchers with entrepreneurial intentions are: a higher entrepreneurial aptitude score (Goal Orientation and Leadership in particular), a more positive attitude toward self-employment, the perception of having more managerial competencies, and more focus on the desire to achieve. We also found interesting effects regarding entrepreneurial networks of acquaintances (relatives, friends, ...) on perceived managerial competencies and on attitude. We consider these results the first step in understanding the human capital of scientific entrepreneurship in university labs, and this data permits us to identify those characteristics that may influence the choice of becoming an entrepreneur during or after an academic experience.

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INTERVENTI E VALUTAZIONE DELL'EFFICACIA
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Applicazione di un training sulla pianificazione professionale e la prospettiva temporale. L'esperienza dell'Istituto Tecnico "L. & V. Pasini" di Schio (VI)

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La prospettiva temporale è la capacità di una persona di guardare oltre l'immediato, di pianificare nel lungo termine, di individuare risultati che si otterranno in futuro e di prendere via via decisioni che permettano di raggiungere tali risultati. Insieme alla pianificazione professionale, rappresenta una delle abilità fondamentali dell'adattabilità professionale e quindi del fronteggiare in modo adeguato i rapidi cambiamenti dell'attuale mondo del lavoro. Il pensare a se stessi come a persone coinvolte in un processo di sviluppo professionale e di avanzamento di carriera, e quindi di progressione professionale, richiede una prospettiva temporale che lega il passato ed il presente, di cui si è fatta l'esperienza, verso il futuro ipotizzato. Da recenti studi è emerso che i giovani che manifestano maggiori livelli di prospettiva temporale sembrano essere anche quelli che considerano importante il loro presente, lo vedono in relazione al loro passato, si impegnano in ciò che stanno studiando e, così facendo, aumentano le probabilità di avere successo nello studio. Sono anche quelli che si interrogano sul proprio futuro come lavoratori, che cercano di assumere un ruolo attivo nel loro processo di sviluppo professionale, esplorano i possibili sé e gli scenari futuri e si considerano fiduciosi nei confronti della possibilità di riuscire a soddisfare le proprie aspirazioni. I giovani che hanno un maggior senso di "continuità", che considerano il loro futuro non in modo frammentato, che vi si proiettano positivamente, che lo percepiscono come più "reale", sono più propensi a delineare obiettivi professionali, a pianificare, a considerarsi responsabili dello stesso e a creare delle condizioni per la riuscita dandosi da fare anche a scuola (S. Soresi, L. Nota, L. Ferrari, T. M. Sgaramea, M. C. Ginevra, L. Carrieri, 2009). Considerata tale premessa, si è voluto realizzare un training sulla pianificazione professionale, messo a punto da L. Nota e S. Soresi e rivolto ad un gruppo selezionato di studenti della terza classe dell'ITCG Pasini di Schio (VI). Nella presentazione verranno illustrati il programma seguito e i risultati ottenuti, con particolare attenzione ai dati sull'efficacia del training.

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Progetto "Dalla 3^a è meglio" - dati scientifici su un intervento strutturato del Servizio Orientamento dell'Università di Padova con studenti, famiglie e docenti di una rete di scuole di Schio

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In un'ottica di orientamento preventivo, promosso dal pro rettore all'Orientamento Daniela Lucangeli, il Servizio Orientamento di Ateneo ha voluto incrementare le proprie competenze in materia di interventi di orientamento. Con la supervisione del Laboratorio di Ricerca e Intervento per l'Orientamento alle Scelte (Larios) ha quindi svolto e approfondito tutte le fasi di questo progetto, rivolto ad una rete di scuole di Schio, con l'obiettivo di diffondere una cultura dell'orientamento come individuazione e sviluppo di abilità implicate nei processi di scelta e di adattamento all'ambiente di vita e di lavoro. Il progetto risponde allo scopo di delineare un modello metodologico di orientamento, supportato da solide competenze scientifiche, sperimentando inoltre strumenti di valutazione dell'efficacia degli interventi, per una possibile diffusione graduale nel contesto territoriale nazionale. L'eventuale diffusione del modello potrebbe coinvolgere enti territoriali nell'ottica di una sinergia di sistema già presente in Ateneo. Riferimenti scientifici: il progetto prende in considerazione, principalmente, gli obiettivi degli interventi del *Life Design*: adattabilità, narrabilità, attività e intenzionalità, con particolare *focus* sul primo (2009). Altro ancoraggio teorico è il concetto di flessibilità di Gregory Bateson (1972); ripreso più recentemente, tra gli altri, da T.H. Eriksen (2005). Obiettivi: 1) sensibilizzare precocemente i ragazzi alle tematiche dell'orientamento; 2) portare un gruppo di 30 ragazzi selezionati ad anticipare il momento di riflessione sul loro futuro scolastico/professionale approfondendo alcune dimensioni personali implicate nell'orientamento; 3) diffondere una cultura dell'orientamento presso gli studenti, i docenti e i genitori. Il progetto si sviluppa da settembre 2010 e si concluderà, presumibilmente, a dicembre 2011 ed ha previsto la somministrazione di questionari e la predisposizione di referti personalizzati a circa 280 ragazzi di 2 scuole diverse. Gli strumenti sono: 1) Career and work adaptability (Laura Nota, Mark L. Savickas, Salvatore Soresi & International Life-Design Research Group); 2) Quanta fiducia ho in me (S. Soresi e L. Nota); 3) Idee ed atteggiamenti (S. Soresi e L. Nota); 4) La mia vita da studente (S. Soresi e L. Nota); 5) Scheda anagrafica; 6) Personal Globe Inventory (Tracey); 7) Career Decision Making Profile (Itamar Gati, 2010, Hebrew University, Israele). Sono stati quindi realizzati percorsi di approfondimento a circa 30 ragazzi con l'obiettivo di potenziare le abilità, in particolare l'adattabilità professionale, per supportare gli studenti nel mettere a fuoco il loro obiettivo scolastico/professionale. Vengono quindi presentati i pre e post test effettuati e alcune considerazioni conclusive del personale del Servizio sul ciclo di esperienza effettuato. L'azione di sensibilizzazione ai temi dell'orientamento rivolta ai ragazzi va possibilmente accompagnata da un'eguale azione informativa e formativa nei confronti dei docenti. Sono in corso valutazioni con le scuole coinvolte per la prosecuzione della collaborazione con i docenti iniziata a marzo 2010. Prevediamo la realizzazione di incontri mensili di tre ore ciascuno. Come per i

docenti, l'azione nei confronti dei ragazzi può risultare più incisiva se accompagnata ad interventi nei confronti dei genitori. Anche questi interventi, bene accolti ad aprile 2011, saranno concordati con le direzioni scolastiche interessate.

"Progetti ponte" e cultura dell' orientamento. Nodi salienti di una rilevazione nazionale

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Il contributo presenta i dati salienti emersi da una rilevazione nazionale finanziata dal MIUR relativa agli esiti dell'esperienza dei cosiddetti "Progetti ponte" e, nello specifico qui indagato, relativa ai modelli di orientamento praticati dalle scuole superiori, nonché alle competenze specifiche dei docenti impegnati. Scopo dell'indagine è evidenziare, dal punto di vista delle scuole, i problemi concettuali, metodologici e professionali che hanno reso insoddisfacente l'esperienza dei "Progetti ponte". L'indagine è stata condotta attraverso un questionario originale costruito sull'analisi tematica e comparativa della recente letteratura critica sull'orientamento (ad es. Duarte, 2009; Guichard, 2003; Van Esbroek, 2009) e diffuso via rete ad un campione nazionale di 182 scuole superiori tipologicamente differenti. Le macrocategorie indagate riguardano: la professionalità docente in orientamento come tratto caratteristico, la progettualità espressa dalle scuole, i modelli di riferimento, le differenze di genere, le culture di provenienza, le disabilità, le necessità formative specifiche dei docenti. Il questionario, per esigenze informatiche e semplicità di compilazione, è stato predisposto sul modello a scala Likert a 7 punti e redatto dai referenti di orientamento delle scuole. I dati essenziali che verranno presentati fanno emergere un quadro connotato da elementi di stereotipia concettuale, di indifferenziato metodologico, di ancoraggio delle pratiche e dei progetti ad approcci usuali e di insufficiente formazione specifica dei docenti. Ciò, confermando precedenti lavori (ad es. Grimaldi, 2002), rimanda, da un punto di vista delle scelte generali, all'urgente necessità di una più incisiva e diffusa cultura dell'orientare come atteggiamento preventivo alla dispersione universitaria iniziale, come pure, nei docenti, ad una imprescindibile consapevolezza della funzione "orientante" della formazione. Da un punto di vista metodologico la rilevazione spinge ad ulteriori approfondimenti di tipo qualitativo al fine di comprendere la densità di alcuni dati emersi per coglierne gli aspetti impliciti di problematicità che sembrano connotare la distanza tra il profilo emerso dalle scuole intervistate e il cambiamento di prospettiva presente invece nella recente letteratura sull'orientamento inteso come progetto di vita e non solo come transizione al lavoro.

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Dal 2007 al 2010: Scelte e riflessioni sui progetti di orientamento per le matricole dell'Università di Milano-Bicocca

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A partire dal 2007, all'interno dei servizi di orientamento di Ateneo, sulla base di dati raccolti dal 2001 e di riflessioni teoriche, il nostro gruppo di ricerca ha elaborato e proposto agli studenti del primo anno di Università alcuni interventi con l'obiettivo di supportarli nella riflessione dei processi implicati nell'attività di studio, nella presa di consapevolezza di eventuali aspetti carenti, nella condivisione di possibili difficoltà e nello sviluppo di competenze autoregolative a differenti livelli: cognitivo (processare l'informazione, memorizzare, ripetere, elaborare, riassumere e ragionare sui contenuti), metacognitivo (pianificare e monitorare le attività, riflettere sull'adeguatezza delle strategie applicate), motivazionale (obiettivi di studio funzionali, motivazione e senso di autoefficacia) ed affettivo (gestire le emozioni negative e sostenere quelle positive) (Albanese, 2003; De Beni, Moè e Cornoldi, 2003; Elliott e McGregor, 2001; Mega, Moè, Pazzaglia, Rizzato e De Beni, 2007; Pekrun, Goetz, Titz e Perry, 2002). A questo scopo, abbiamo attuato ricerche-intervento con modalità differenti (in presenza e on-line) ed utilizzato strumenti di ricerca diversi (questionari, forum, attività di problem solving e di utilizzo di strategie specifiche). I risultati di queste ricerche mostrano che la modalità di intervento online favorisce la partecipazione alle attività ed il confronto con i compagni senza vincoli di spazio e tempo. Per quanto concerne i risultati relativi agli aspetti del metodo di studio, emerge che l'uso di strategie di autoregolazione è legato ad obiettivi volti al raggiungimento della padronanza dei contenuti, al provare emozioni positive e ad una concezione incrementale dell'intelligenza. Supportare tali aspetti può significare aumentare la possibilità di successo accademico. Il presente lavoro ha dunque la finalità di presentare gli interventi attuati e i dati di ricerca, proponendo possibili progettazioni future che possano integrare gli elementi positivi ed efficaci delle precedenti esperienze, evidenziando l'utilità di fornire un appropriato sostegno agli studenti fin dall'inizio della propria carriera universitaria.

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ORIENTAMENTO E LAVORO

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Una procedura di assessment per la valutazione delle competenze manageriali

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Il lavoro si riferisce ad un percorso di valutazione delle competenze al quale volontariamente si è sottoposto un gruppo di Temporary Manager con l'obiettivo di conoscere meglio i propri punti di forza e di debolezza e di rinforzare la propria presenza sul mercato attraverso una sorta di qualificazione professionale. Le competenze oggetto dell'assessment sono state discusse e concordate col gruppo e si riferiscono a dimensioni certamente di notevole interesse in ambito organizzativo, quali, ad esempio: change management, autoefficacia, problem solving, vision, apertura mentale, ... La procedura d'esame, svolta in tre sedute distinte e successivamente alla compilazione da parte dei manager di un questionario autodescrittivo delle proprie esperienze professionali, ha previsto sia la somministrazione di test a livello individuale, sia la discussione di gruppo (LGD), sia un colloquio individuale svolto da valutatori esperti. A tutti i soggetti è stato restituito, nel corso di un colloquio di counselling, un report individuale quantitativo e narrativo. La procedura ha mostrato una buona capacità di discriminare tra i diversi soggetti fornendo agli stessi, rispetto alle dimensioni oggetto dell'assessment, informazioni ritenute utili in termini professionali. Uno studio successivo condotto sull'insieme dei soggetti partecipanti al percorso (22) ha consentito, oltre ad una valutazione complessiva delle competenze possedute dal gruppo di riferimento ($M=74/100$ Dev.St. =5) ed ad alcuni suggerimenti in ordine ad alcune possibili iniziative formative, alcuni approfondimenti relativi alla validità ed alla affidabilità dell'assessment.

Soddisfazione lavorativa, career guidance e lavori atipici

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L'attuale mercato del lavoro, sebbene ancora prevalentemente caratterizzato da rapporti di lavoro tradizionali, ha visto crescere in maniera esponenziale le forme di lavoro "atipico" (L.30/2003; D. Lgs. 276/2003) ossia tutte quelle modalità lavorative che non sono riconducibili, per vari aspetti, al modello standard di lavoro caratterizzante la struttura occupazionale della cosiddetta "società fordista" (Accornero, 2001; Gallino, 2005; Mandrone, 2006). Parallelamente al diffondersi del lavoro atipico in Europa (Brewster, Mayne, & Tregaskis, 1997), un corpo crescente di letteratura psicologica ha focalizzato l'attenzione sugli effetti di queste nuove forme di lavoro su individuo e organizzazione (Parker, Griffin, Sprigg & Wall, 2002; Sverke, Hellgren, & Näswall, 2002; Palmonari & Sarchielli, 2004; De Cuyper & De Witte, 2006) con particolare attenzione alle conseguenze sulla *job satisfaction* (Sparks, Faragher, & Cooper, 2001; De Cuyper & De Witte, 2006;

Theodossiou & Vasileiou, 2007; De Cuyper, Notelaers, & De Witte, 2009; Origo & Pagani, 2009; Sarchielli, Toderi, & Zamboni, 2009; Emberland & Rundmo, 2010; Giannikis & Mihail, 2011). Pertanto, il conseguente aumento di transizioni e cambiamenti, non sempre volontari (Fouad & Bynner, 2008; Sangiorgi, 2008), comporta l'esigenza di un supporto orientativo finalizzato ad incrementare una maggiore adattabilità professionale (Savickas, 1997, 2005, 2007; Ferrari, 2010) anche in relazione a contesti lavorativi diversi. E' stato esaminato un campione costituito da 213 lavoratori di genere maschile, appartenenti a due organizzazioni pubbliche (una Società Marittima ed una Università pubblica) che stanno attraversando un periodo di ristrutturazione organizzativa. Ai lavoratori è stata somministrata una scala volta a valutare la soddisfazione in ambito lavorativo (Judge, Thoresen, Bono, & Patton, 2001) e una scheda di rilevazione delle caratteristiche socio anagrafiche e professionali. E' stato applicato un modello di regressione lineare gerarchica, al fine di esplorare l'effetto esercitato sulla soddisfazione lavorativa da specifici predittori. In un primo blocco sono state prese in esame le caratteristiche socio anagrafiche dei soggetti (età e titolo di studio) ed in un secondo blocco le caratteristiche dell'organizzazione (tipo di contratto, tipologia dell'organizzazione e anzianità di servizio). Il modello ha mostrato degli indici significativi e nello specifico si evidenzia che, mantenendo fissi i valori dei restanti predittori, i dipendenti della Società Marittima tendono ad essere maggiormente soddisfatti della loro condizione professionale rispetto ai lavoratori dell'Università. Inoltre all'incremento dell'anzianità di servizio si osserva un decremento della soddisfazione lavorativa ed ancora i lavoratori con diversa tipologia contrattuale (tipico/atipico) presentano differenti livelli di soddisfazione lavorativa in rapporto agli anni di anzianità professionale.

Decidere tra ambiguità e incertezza: Quali competenze per il management?

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Motivazioni. Lo scenario su cui si collocano le organizzazioni del lavoro attuali, si caratterizza per alcuni elementi che richiedono al management nuovi modelli interpretativi e nuove forme di pensarsi e di agire all'interno dei diversi contesti: -la crisi del paradigma fordista, di stampo riduzionista, - la globalizzazione con la rottura dei confini territoriali, culturali ed economici - la liberalizzazione del commercio mondiale che ha comportato il crescere di poteri diversi sganciati dalla dimensione territoriale e, quale effetto indesiderato - l'ipercompetitività, che spinge continuamente le organizzazioni a mettere in discussione tradizioni e abitudini radicate - il dogma della performance che spinge all'individualizzazione e sfida continuamente il soggetto all'espressività - una posizione del soggetto in bilico tra crescita della libertà individuale da un lato, e restringimento dei margini di sicurezza dall'altro. Problema. In un ambiente esterno relativamente stabile, le organizzazioni erano in grado di contenere le ansie primarie, agendo come meccanismi di difesa attraverso la formalizzazione di strutture e di regole di funzionamento; l'esercizio del management era connotato dalla certezza: razionalità delle scelte, pianificazione a lungo termine, linearità dell'azione, relativa semplicità ed efficacia dei meccanismi di controllo.

Nella “Società del rischio” alla maggior libertà individuale si accompagna ambiguità ed una diffusa insicurezza. L’incertezza endemica è la caratteristica che contraddistingue la contemporaneità e le organizzazioni diventano esse stesse fonti generative di ansia. Ai manager di oggi vengono richieste nuove modalità di pensarsi, di vivere ed agire e di elaborare l’incertezza all’interno di processi relazionali di apprendimento continuo. Obiettivi. – Identificare vincoli e possibilità che i manager hanno per elaborare e gestire ambiguità e incertezza; le caratteristiche e le competenze che definiscono un’azione manageriale capace di ripensarsi e riprogettare sé stessa ri-collocandosi continuamente in relazione al contesto – Riconoscere le competenze che definiscono l’attuale profilo del manager in relazione alla gestione e alla elaborazione dell’incertezza e del rischio – Far emergere ambiti e dimensioni significative di intervento per i professionisti dell’orientamento e del career counseling. Metodo. Modello di ricerca quali-quantitativa 1. realizzazione di interviste individuali audio registrate della durata di un’ora e mezza circa, ad un panel selezionato per approfondire i temi della ricerca ed elaborare un insieme organico di ipotesi 2. somministrazione di questionario elaborato sulla base dei dati qualitativi emersi dalle interviste e da contributi presenti in letteratura, per la verifica delle ipotesi e l’identificazione delle capacità da sviluppare per affrontare i momenti di incertezza e le aspettative rispetto a ruoli di orientamento e counseling.

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Career management skills: L’esperienza ELGPN in Italia

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L’ELGPN (European Lifelong Guidance Policy Network) nasce per fornire assistenza agli Stati membri dell’Ue e alla Commissione europea nello sviluppo della cooperazione europea per l’orientamento permanente nei settori istruzione e lavoro. Come identificato dalle priorità delle Risoluzioni dell’UE sull’Orientamento lungo tutto l’arco della vita (2004, 2008), le aree tematiche in cui ogni Stato membro, grazie al supporto dell’ELGPN, dovrebbe compiere progressi sono: accesso ai servizi di orientamento, qualità nell’offerta di tali servizi, meccanismi e strutture di cooperazione e coordinamento, maggiori e migliori capacità di orientamento al lavoro. In particolare, per le capacità di orientamento al lavoro (Career Management Skills, CMS), l’ELGPN ha individuato la seguente definizione: “insieme di competenze che forniscono, a individui e gruppi, modalità strutturate per raccogliere, analizzare, sintetizzare e organizzare autonomamente informazioni in materia di istruzione e lavoro, nonché per prendere decisioni e affrontare i momenti di transizione”

ed ha avviato i lavori per la messa a punto di politiche di CMS sia a livello nazionale che europeo. Il gruppo di lavoro ISFOL – ELGPN, con l'obiettivo di favorire lo sviluppo delle CMS in Italia ed incoraggiare l'acquisizione continua di capacità di orientamento al lavoro, intende collaborare con la rete ELGPN per: creare un quadro nazionale di CMS in quei paesi che ancora non hanno tale framework, articolare una politica chiara relativa al collocamento delle CMS all'interno del curriculum nazionale, definire una strategia di formazione per coloro che dovranno erogare le CMS, lavorare sui meccanismi di valutazione delle CMS più adeguati e contribuire allo sviluppo di un quadro europeo delle CMS. Scopo del paper è comunicare alle guidance community, a livello nazionale ed europeo, i risultati e i progressi raggiunti dall'ELGPN in tema di capacità di orientamento al lavoro (Career Management Skills, CMS) e dalla rete ELGPN in generale ma, soprattutto, fornire spunti di riflessione sulla rilevanza delle CMS all'interno del curriculum nazionale e sulle possibili risposte alle sfide comuni nell'implementazione delle CMS e nella loro erogazione a livello nazionale, regionale e locale.

DISABILITY, VOCATIONAL DESIGNING AND CAREER COUNSELING

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Work, self-determination and quality of life in persons with intellectual impairment

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People with a high level of self-determination are more successful because they are goal-oriented, self-regulate their behaviour, solve problems that extricate them from undesirable situations, amongst other things (Wehmeyer, 2005). It is important to focus on self-determination because people with disabilities continue to struggle for more control and choice in their lives in order to improve their quality of life (Ward, 1996), as they experience limited self-determination and few opportunities to make choices and take decisions (Stancliffe & Wehmeyer, 1995). This quantitative study researches: 1. The effects of work on persons with intellectual impairment in relation to their level of self-determination and quality of life; 2. The perceptions of parents of youngsters with intellectual impairment with regard to quality of life and self-determination and its relationship to whether the young adult works or not. The primary aim is to focus on the parents' concerns, their enthusiasm or lack of it with regard to encouraging their sons/daughters to find and maintain a job. The parents are seen as having an critical role on their children's development of self-determination (Wehmeyer, 1996). The hypothesis researched is that persons with intellectual impairment, who are in employment, have a higher level of self-determination and quality of life as perceived by themselves and by their parents as compared to those who are not in employment. This quantitative, non-experimental, correlational design research makes use of the following standardised questionnaires: 1. The Self – Determination for people with mild intellectual impairment (SVAarm - Scala di valutazione dell'autodeterminazione per adulti con lieve ritardo mentale (Ferrari, L., Soresi, S., & Nota, L., 2007) administered to the parents/carers. 2. The Self – Determination for people with mild intellectual impairment (SVAarm – L1 - Scala di valutazione dell'autodeterminazione per adulti con lieve ritardo mentale (Ferrari, L., Soresi, S., & Nota, 2007) administered to the participants with intellectual impairment. 3. The Questionnaire on the Quality of Life for adults with disabilities (QdV – Laura Nota and Salvatore Soresi, 2007) administered to both participants with intellectual impairment and their parents. Sample size: 30 adults, 15 females and 16 males (aged between 18 and 30) with intellectual impairment which include 15 in employment and 15 not in employment and their parents participate in this study forming a convenient and criterion sample. The data was analyzed through SPSS - 12 using statistical tests including One-Way ANOVA. The project was approved by both Faculty and University Research Ethics Boards. The results show that those youngsters who are employed tend to perceive themselves as being more self-determined and have a better quality of life than those youngsters who are not in employment although there are some domains which do not indicate any differences. There are also interesting divergences between the youngsters answers and that of their parents. These results, although not representative, provide insight into the development of support

for parents to facilitate their understanding of the importance of the world of work for their children's development.

Leisure activity and work-family expectations: Do learning disabilities make a difference?

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Future relations between work and family roles are one of the issues that young adults explore during the period of emerging adulthood. Research indicates that anticipated work-family relations ("WFR"), both conflict and facilitation, affect the career planning and choices of young adults (Cinamon, 2006). Thus, there is substantial scientific and practical value in investigating young adult's perceptions of anticipated WFR to better understand how they construct future plans. Self efficacy is a proven powerful variable in explaining adolescents and young adults' career choices and behavior (Lent & Brown, 2008). Recent studies demonstrated the importance of self efficacy in the management of expectations for future work-family conflict and their blending (Cinamon, 2006; Hanssen & Lent, 2008). The contribution of self efficacy to work-family facilitation expectations has rarely been investigated and is one focus of this study. The contribution of leisure activity to adolescent development has been a topic challenging researchers for many years. Results of this research indicate positive effects of leisure activities on academic achievement (Eccles & Barber, 1999), life satisfaction (Gilman, 2001), and student positive development (Fredricks & Eccles, 2006) among others. The contribution of leisure activity to the career development of young adults has not been examined yet despite the positive role leisure activities may play in adolescent identity and career development. Career development of students with learning disabilities (LD) got relatively little attention compare to the intensive research on their academic performance. The existing literature indicate on the inferiority of students with LD in different aspects of career development like career decision making self-efficacy (Hitching et al., 2001). Anticipating future relations between work and family among students with LD was not examined yet. Hence, the goals of the current studies were: 1. to examine the contribution of SE to future WFR expectations among LD young adults. 2. to examine the contribution of leisure activities during adolescence to WFR expectations among LD young adults. Method Participants were 187 (112 female) single Israeli BA students, mean age =26 (sd=2.12). Ninety five (55 female) participants were diagnosed with learning disabilities. Measures: 1. Cinamon's Anticipated WF conflict (2006) questionnaire. Alpha = .76. 2. Cinamon and Rich's Anticipated WF facilitation (2005) scale. Alpha = .70. 3. Cinamon's Self-efficacy to manage future conflict (2006) questionnaire. Alpha =.85 A demographic questionnaire included questions about age, gender, family status, and participation in leisure activities during adolescence. Result: Analysis of variance demonstrated significant differences between the two groups of students in anticipated WFR, $F(4, 181)=2.32$; $p<.05$, $\eta^2=.09$). Significant differences emerged only in anticipating family to work facilitation. Students with LD anticipated higher levels of enrichment from family to work ($M=4.26$; $sd=.06$) compared to their peers without LD ($M=4.00$; $sd=.06$). Self-efficacy was significant negatively correlated with conflict expectations. The two groups of students did not differ in levels of efficacy to

manage future conflict. Analysis of variance indicated a significant interaction between LD and leisure activity in anticipating future conflict of work to family, $F(1, 175)=11.68$; $p<.05$ and in anticipating future family to work conflict, $F(1, 175)=3.644$; $p<.05$. Students with LD who participated in leisure activities during adolescence anticipated higher levels of conflict between roles as compared to students with LD who did not participate in leisure activities. Results for students without LD were in the opposite direction i.e., participation in leisure activities during adolescence raised lower expectations for work-family conflict in the future. Discussion: Results suggest that individuals with learning disabilities may experience an exploration process during adolescence that differs meaningfully from that typical youngsters without LD. Furthermore, the results regarding higher family-work facilitation expectations among students with LD are of special interest. It can be speculated that since these young people succeeded overcoming their learning difficulties and entered higher education, they may have developed a more optimistic point of view, especially regarding the family's contribution to positive development. The fact that leisure activities during adolescence affected students with or without LD differently may be explained by referring to the difficulties encountered by students with LD in organizing and managing multiple tasks. Since they may have experienced difficulties handling simultaneously leisure activities, school and other roles during adolescence, they have reason to expect more conflict. In contrast, their peers without LD who have fewer impediments to managing multiple roles are more able to focus on the potentially enriching aspects of multiple roles.

Regional network in field of guiding students with special needs

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In this presentation we will describe the process of creating a strategy for guiding special needs students in a regional network. The starting point for the process is that there are several actors in the field of vocational education in Pirkanmaa region: there are nine vocational institutes and four vocational institutes in the special education sector. This sets a huge challenge for guiding and information: there is a plenty of information available for youngsters and a lot of choices for education but how to choose the most suitable one. The quality of guiding varies also a lot according to the tradition of the institutes. To make the work done by the educational actors more transparent and also strengthen the networks in this special needs education area was the reason for doing the strategy work regionally, together. In the background lies the theory of "A School for All" (see e.g. Saloviita 2009, Väyrynen 2001) where there is a possibility for a student to study according to his/her capability in the nearest possible vocational education institute. To accept this thought needs a lot of change in the attitudes among the vocational educators and directors. The strategy work bases on this, to change the attitudes by giving possibilities to discuss the theme in several thematic groups. In the strategy process there were arranged network – forums, meetings for specialists and also regional group meetings where the themes of the strategy were discussed and evaluated. The main clauses of the regional strategy are: 1. There is a regenerable, high-quality and high-level supply of education for every student with special needs in Pirkanmaa region. 2. The Pirkanmaa region is an innovative

developer for special needs students' guiding methods. 3. The educational institutes will develop their operations towards "A School for All". 4. There is a functional, coordinated and strong network between the education organizers in Pirkanmaa region. One focus of this network is the regional responsibility for special needs students. 5. In Pirkanmaa region there is a multi-professional and developing network between the specialists. This network focuses on educational, career and guiding services. 6. To organize the support for special needs students helps the economic life in Pirkanmaa region and also the individually employment opportunities. These main clauses are subdivided as steps and also they are developed, discussed and evaluated in networks and groups. All partners have signed up the strategy agreement and by this committed themselves to it. In this presentation we will discuss the strategy process and evaluate how effective this kind of work was. As a data we will use the documentation of the several meetings during the process, the experiences of our own but also the information collected from the partners via questionnaire. Also to predict how the strategy will survive in normal life is an interesting point: by this participating process we have tried to commit the educational actors with the process all the time so it should be easier for them to implement it as a part of their everyday action.

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Knowledge about jobs, interests and self efficacy beliefs in young adults with intellectual disability

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Introduction. In the last 10 years interest on knowledge about work is increased. Knowledge about information such as training time, earnings, physical demands, mental requirements, prestige and personal liking are influenced by direct experience (Walls et al., 1996) and seem to influence vocational interests (Fives, 2008). A limited attention had been devoted to the study of level and organization of knowledge about work in persons with disability and the instruments that specifically address these topics. *Aims.* The aim of this study was to analyze job knowledge in a group of adults with intellectual disability and to study the relation between occupational knowledge, interests and self-efficacy beliefs. *Participants.* 35 adults (22 males and 13 females) with a diagnosis of mild or moderate intellectual disability took part to this study. Their mean age was 31.77 years (SD= 7.74) and mean level of education was 10.43 years (SD= 1.72). *Instruments.* Participants were administered an adapted version of the *Job Knowledge Interview* (Nota & Soresi, 2009). Knowledge about 12 different occupations, grouped according to Holland's code was examined along several dimensions: knowledge perception, familiarity with occupation, training time, earnings and skills required. In addition, several questions were added about work environment, instruments and tasks. *My Future Preferences Scale* (Soresi & Nota, 2007) was also used in order to examine career interests and self-efficacy beliefs. *Results.*

Level of knowledge was analyzed with a repeated-measure Multivariate Analysis of Variance (MANOVA). A significant effect of job type was found on perception of knowledge [Wilks' $\lambda = .072$; $F(9,26) = 35.97$; $p = .000$]. The educator is the best known profession, while engraver and private investigator are the less known job. A principal effect of type of occupation was also found for the amount of information provided [Wilks' $\lambda = .146$; $F(9,26) = 16.92$; $p = .000$]. Jobs characterized for a larger number of information were those personally experienced (gardener and photographer). Participants are able to differentiate specific skills required by jobs grouped in the same Holland's code, but overestimated the training time needed and the salary. With respect to interests a MANOVA showed a main effect of the type of vocational interests [Wilks' $\lambda = .414$; $F(5,29) = 8.214$; $p = .000$] and self-efficacy beliefs [Wilks' $\lambda = .395$; $F(5,29) = 8.90$; $p = .000$]. An analysis of correlations on single occupations showed significant positive correlations between level of knowledge and interests for the less known occupations (e.g. the greaver; $r = .45$, $p < .05$) and between level of knowledge and self-efficacy beliefs for the best known occupations (e.g. gardener; $r = .36$; $p < .05$). *Discussion.* As suggested in the literature, knowledge about jobs differs along the dimensions analyzed and direct experience is relevant (Walls et al. 1996). Job analysis is useful in providing information about specific job context. Together with interests and self-efficacy beliefs knowledge about jobs could be systematically analyzed during vocational assessment of persons with disabilities and during interventions supporting professional choices.

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ORIENTAMENTO UNIVERSITARIO

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Un sistema “web assisted” a supporto della definizione delle competenze per competere

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Il principale obiettivo del lavoro è l'identificazione delle competenze maggiormente richieste dal mercato del lavoro attraverso l'implementazione di un sistema web assisted. Secondo Boyatzis (2008) la competenza si traduce in un comportamento che determina la prestazione individuale, misurabile e confrontabile attraverso valutazioni con indicatori numerici. Come segnalato da Kaneklin et al. (2008) la formazione universitaria dovrebbe essere funzionale a quella professionale al fine di facilitare l'interazione tra azienda e candidato (Bosio, 2004). In altri termini, si tratta di valutare l'efficacia esterna della formazione universitaria, partendo dal confronto con il mercato del lavoro. In questa direzione si propone l'implementazione di un sistema web la valutazione dell'efficacia esterna della formazione universitaria basata sulle competenze trasversali nell'accezione di Goleman (2006). L'architettura del sistema web prevede cinque livelli gerarchici e correlati tra loro. In dettaglio, il primo livello fa riferimento alla verifica delle competenze trasversali acquisite dagli studenti durante la permanenza in Università. Il secondo livello si riferisce alla identificazione delle competenze richieste ai neo laureati dal mercato del lavoro. Il terzo livello, si innesta sui precedenti e si caratterizza per lo sviluppo di un test di competenze attese basato sull'incontro delle competenze erogate dal sistema formativo e quella selezionate dalle imprese. Il quarto livello riguarda lo sviluppo di un sistema di matching tra candidato e aziende basato su attività di coaching e di empowerment individuale mirato. L'ultimo livello riguarda il processo di aggiustamento tra offerta formativa accademica ed esigenze professionali, realizzato attraverso la costruzione di una serie di indicatori. Il primo livello è il cardine di tutto il sistema ed è caratterizzato dallo sviluppo del test delle competenze emotive somministrato sia al momento dell'immatricolazione che a quello della laurea. Questo test, opportunamente validato (analisi degli item, analisi fattoriale esplorativa, analisi fattoriale confermativa) è stato somministrato alle coorte degli immatricolati presso l'Università IULM di Milano per gli anni accademici: 2010-2011 e 2010-11. I principali risultati riportati sugli immatricolati evidenziano una propensione degli immatricolati all'incremento di specifiche competenze trasversali.

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Performing: Percorsi formativi in orientamento

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In questi anni, grazie anche alle leggi regionali in materia, gli Enti Locali del territorio hanno investito parecchie energie e risorse per valorizzare appieno il mondo giovanile, anche attraverso l'apertura di centri di aggregazione e servizi informagiovani. Gli operatori che lavorano in queste strutture si occupano da sempre di orientamento; il loro impegno nel tempo si è rivolto soprattutto ad acquisire una professionalità, spesso autoformandosi sul campo in quanto, provenendo da settori non sempre coincidenti con l'orientamento, non erano in possesso di adeguati strumenti e competenze. Le sempre nuove e crescenti esigenze ed aspettative dell'utenza obbligano gli operatori ad essere puntuali ed attenti alle loro richieste, ad essere professionalmente preparati. Da ciò è nata la necessità di promuovere momenti formativi e di aggiornamento, sia per implementare le conoscenze degli operatori che, di conseguenza, alzare il livello qualitativo dei progetti a favore sia degli utenti che di coloro che li devono gestire. All'interno di questo panorama, peraltro comune a più realtà del territorio nazionale, l'università di Pavia ha risposto accettando la proposta della Provincia di Cremona di attuare un percorso formativo rivolto agli operatori del centro informagiovani del capoluogo. L'obiettivo principale è sembrato fin da subito il miglioramento/potenziamento delle capacità relative alla gestione dei servizi, delle azioni e degli operatori di orientamento. Il corso è stato realizzato prevedendo momenti seminariali, laboratoriali, di tutoraggio (on-line e in presenza) e monitoraggio, al fine di constatare il reale sviluppo di nuove o migliori competenze da parte dei partecipanti. I principali spunti e momenti di riflessioni hanno dunque riguardato: a) la condivisione del significato e dell'utilità delle azioni di orientamento rivolte ai giovani – sia per la formazione che per il lavoro; b) la riflessione sulle competenze personali degli operatori e sulle risorse del territorio; c) le capacità ideative e progettuali, attraverso l'elaborazione di possibili nuove azioni inerenti ai bisogni dell'utenza, stimolando la creatività individuale e del gruppo di lavoro. I moduli hanno perlopiù toccato tematiche quali la normativa e la professionalità degli operatori nell'orientamento, la concezione e lo sviluppo di competenze professionale, gli strumenti e le risorse a disposizione, la necessità di riprogettare l'esistente per rispondere alle richieste reali dell'utenza. Il presente contributo vuole ancora una volta riportare alla luce le necessità, peraltro oggi di attuale interesse anche per la SIO, di formazione da parte di operatori che non si riconoscono orientatori, e di quadri di riferimento nazionali da parte degli orientatori circa le comuni competenze ascrivibili al loro profilo in quanto professionisti.

Passaggi di corso e orientamento universitario: Un'indagine sull'Università Sapienza di Roma

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Nell'università italiana l'introduzione del sistema dei crediti (DM 509/99) e la possibilità di cambiare percorso con il riconoscimento di parte o della totalità dei crediti potrebbero

consentire agli studenti di raggiungere con minor tempo gli obiettivi educativi. In questa ricerca si analizzano le caratteristiche della mobilità studentesca (passaggi di corso e/o trasferimenti di ateneo), il suo impatto sulla carriera accademica dello studente e le condizioni che favoriscono i “passaggi di successo”, attraverso un’analisi longitudinale delle carriere dei 407.239 immatricolati alla Sapienza dall’a.a. 1991/1992 all’a.a. 2006-2007. I risultati mostrano la mobilità, concentrata soprattutto nei primi due anni di corso, è legata all’inattività dopo il primo anno e rappresenta un ri-orientamento: si laurea il 21% degli inattivi che effettuano un passaggio, rispetto al 9% degli inattivi che rimangono nello stesso corso. Partendo dai risultati emersi nelle presente ricerca è possibile individuare, infine, alcune prospettive di ricerca e di intervento. Innanzitutto appare prioritario realizzare studi e monitoraggi sui percorsi di studio universitari, attraverso una metodologia longitudinale, che consentano di rilevare per tempo i fenomeni dispersivi che caratterizzano la carriera della maggioranza degli studenti universitari. Andrebbe rivolta una maggiore attenzione al momento di passaggio tra I e II anno, nel quale si concentrano le maggiori criticità per molti studenti (abbandoni e inattività), attraverso l’attivazione, per esempio, di iniziative di orientamento e di tutoraggio mirate agli studenti inattivi nel primo di anno, che consentano di condurre gli studenti verso esiti più efficaci, nello stesso o in altri corsi di studio. Infine i risultati emersi nelle presente ricerca possono essere utilizzati come base per ricerche future sul tema, in particolare per lavori che intendano approfondire lo studio di questi fenomeni, legati alle tematiche del career counseling e del vocational guidance, includendo variabili legate anche alle motivazioni del passaggio e alle condizioni che lo hanno favorito e che hanno determinato il successo accademico in altri contesti di studio.

Training cognitivo-comportamentali tradizionali e di terza generazione in ambito universitario: Nuove tecnologie a supporto dell’integrazione universitaria

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I dati sull’abbandono universitario in Italia mostrano percentuali molto più alte che negli altri paesi industrializzati. A questi si somma quel sommerso rappresentato dagli studenti fuori corso. Il problema interessa particolarmente gli studenti che frequentano il primo e il secondo anno di università. Alcune variabili non modificabili sembrano caratterizzare coloro che abbandonano come la scuola superiore frequentata e il livello socio-culturale delle famiglie di origine. Tuttavia, queste spiegano solo una parte delle differenze con altri paesi nelle percentuali di abbandono universitario. La presente ricerca mira alla costruzione di interventi di sostegno per gli studenti nel passaggio dalla scuola superiore alla vita sociale e accademica universitaria, finalizzati alla costruzione di strategie personali, interpersonali e di studio efficaci e adeguate al nuovo contesto accademico. Tali strumenti sono stati realizzati con un duplice obiettivo: (i) avvicinare le abitudini e il linguaggio dei giovani utilizzando come mezzo dell’intervento file-audio interattivi scaricabili su dispositivi portatili, (ii) verificare l’efficacia dei nuovi interventi cognitivo comportamentali di terza generazione, che mirano al coinvolgimento esperienziale dei soggetti più che alla trasmissione psicoeducativa di informazioni. A questo scopo sono stati costruiti due set di sei lezioni audio interattive, uno basato su contenuti cognitivo-comportamentali tradizionali

(problem-solving, decision-making, tecniche di comunicazione efficace, ecc) e uno basato sui principi indicati da un modello di intervento cognitivo-comportamentale di terza generazione, quello dell'Acceptance and Commitment Therapy (spiegazioni teoriche ed esercizi esperienziali mirati allo sviluppo di una buona flessibilità psicologica) (Hayes et. al, 1999, Hayes, 2010, Harris, 2011). I due set di lezioni audio, sono stati somministrati a due gruppi di studenti i quali sono stati valutati con alcuni strumenti psicometrici self-report prima e dopo l'ascolto del programma di e-learning. Un terzo gruppo di controllo è stato valutato nelle medesime variabili senza ricevere alcuno specifico intervento. La struttura dei due programmi di audio e-learning e i dati relativi alla loro efficacia saranno presentati e discussi nel corso dell'intervento.

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Sistema nazionale per l'educazione universitaria (SOEU)

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Negli ultimi anni si sono vissuti in Venezuela diversi processi di cambiamento, processi che hanno come premessa lo sviluppo integrale dell'individuo attraverso politiche pubbliche in relazione ai suoi bisogni reali e in linea con la visione di paese disegnata nel Progetto Nazionale Simon Bolivar. In questo senso il Ministero del Potere Popolare per la Educazione Universitaria (MPPEU), cerca di rafforzare l'universalizzazione dell'educazione universitaria, migliorando le prestazioni e la qualità della vita studentesca, la partecipazione comunitaria e la solidarietà, attraverso un Sistema di Orientamento per l'Educazione Universitaria. La proposta nasce dal bisogno di fortificare e generare nuovi scenari che possano favorire l'assistenza integrale degli studenti mediante un processo orientatore continuo che favorisca la scelta, valutando le capacità e potenzialità, con la maggiore quantità d'informazione disponibile e in corrispondenza con i bisogni propri e comuni. Tutto questo con la consapevolezza che l'entrata, la prosecuzione e l'uscita del percorso universitario si trovano indissolubilmente legati a processi personali, familiari, comunitari, oltre che al bisogno di un sistema educativo pertinente e in grado di rispondere ai requisiti dei nuovi tempi.

WEDNESDAY 14 SEPTEMBER
PLENARY SESSION - INTERNATIONAL SYMPOSIUM

**LIFE DESIGNING:
NEW DEVELOPMENTS AND APPLICATIONS OF THE PARADIGM**
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In 2009 the Life design International Research Group published its position paper on “Life designing: A paradigm for career construction in the 21st century” in the *Journal of Vocational Behavior*. This paper was very fast translated and published in several other languages as French, Greek, Italian, and Portuguese. These translations were sometimes accompanied by extensive and interesting reflections from authors outside the original research group. These new ideas pushed the research group to continue their work in order to find responses to the reflections. Additions and more detailed explanations on the original views resulted from it. Also examples and cases on how a life designing counselling could be applied appeared. Some of these were presented in 2010 at the IAAP conference in Melbourne. In this symposium new reflections and developments will be highlighted.

Life-designing and theories of career counseling

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This presentation is intended to achieve four things. The first objective is an attempt to demonstrate the existence of a gap between career counseling theories and reality: the realities of change, including the significant changes in the nature of work and employment, lead to a conclusion that the traditional career counseling theories failed because fundamental elements within it were being ignored. These changes signal many important transitions in the territory in which career counselors work or will work. The second goal is to introduce some of the theoretical considerations that are currently being debated around the new paradigm of Life-Designing, and its relationship with counseling interventions. Life-Designing – the paradigm for career construction – require reflection on the self and the environment, receptivity to feedback, and the imagination of possible selves. The nature of the changes that are taking place and the demands of intervention (counseling process) imply a new relationship process based on individual narratives and stories, the establishment of a dialogue that permit the expression of emotion, that seek to discover and reveal one’s own lives, and allow the identification of the salient elements of the selves. The third objective is focused on the process of counseling according Life-Designing perspectives: the process of constructing and conducting a counseling process, in which each part acts upon and reacts to the other. The success of that kind of relationship relied upon a specific counselors training. The most important difference, against traditional approaches, is that individuals are people that construct their selves of how they perceive

others reacting to them, and these “others” are not separate and out there (Markus & Kitayama, 1991); in that way the individual use the notion of his/her self to organize his/her understanding of the life including the work life (Guichard, 2009). The fourth objective is to consider some of the challenges that this creates for career counselors concerned with these issues.

Life-designing a bridging framework

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The life designing paradigm is based on five fundamental shifts compared to traditional approaches in career counselling: restores the important role of context, give more weight to the importance of process of construction rather than to content and correct information, recognize that the client’s development is based on a non-linear dynamic process, accept that objective facts do not always reflect the client’s own multiple subjective realities, and modelling is based on chaotic and fractal patterns. These shifts makes that life designing is more than a reorganisation of existing ideas. Life designing is a re-ordering of career support (Savickas, in print). Life designing is targeting the clients who need to discover or clarify their subjective view on career and life. It starts from the premise that counselling is based on the uniqueness of the individual. The life designing practice starts from the perspective that the clients have to construct their career through mini-stories from the past and deconstruct these stories to give different and new meaning to them. This is followed by the re-construction of the mini-stories and new meanings into a larger story that includes an identity narrative or a life portrait. At that moment the client and counsellor engage in a co-construction process of revising the macro-story leading to a situation where the client can recognise new possibilities and make their expectations and intentions more clear to themselves. Under the influence of a good insight in the self the client becomes ready and able to face new future challenges coming from the environment. At the end the process the action can start. The life designing intervention can use many techniques. Savickas (2011) builds his approach around the Career Story Interview. But other approaches from constructivist and narrative interventions can occur. This means that elements from it can be integrated into the designing model such as the Social Dynamic Career Counselling (Peavy, 1998), the goal directed action (Young & Valach, 2004), STF (McMahon & Patton, 2006) and chaos theory (Pryor & Bright, 2011) and many others. The intervention can make use of card sorts a “constructivist instrument tool” (Parker, 2006), genograms, early recollections, TAT, etc. The life designing paradigm, however, does not fit the traditional P-E fit and psychometric approach. It does not use the process of defining how much a client resembles some normative groups. This has been explained by some that life designing opposes to or even rejects objective vocational guidance and quantitative methods (Bujold & Gingras, 2010). This is incorrect. Life designing counsellors recognize the importance and role of this approach. Even more, at some stage in the counselling process the objectifying the subjective self can occur. At such moments comparisons with normative profiles and using psychometric instruments can play a role as a method for clarification and understanding the constructed self and life portrait. It can be concluded that the life designing paradigm can serve as a framework for integration of many other

existing models and techniques. It is only a question of giving them a format and a place in the life designing process.

Life-designing and its effects on methods and tools for counseling

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Overall, methods and tools developed for vocational counseling so far are not wrong, but most of the time still too weak, if one adopts the life-designing perspective. Our contribution to the symposium aims at discussing four challenges.

First, some myths and paradoxes have to be overcome, if counsellors will practice life-designing. Instead of myths, such as client's free choice, stable 'professions', linear and planified careers or standardized instruments and statistical norms, we need to describe and understand client's eco-system, changing and multiple identity forms, story-telling and modelling complex and non-linear dynamics.

Second, different attempts to re-define common international standards for counsellor's competencies have been developed recently (IAEVG, CEDEFOP, NICE). Instead of exhaustive catalogs developed by committees of 'experts', we need more of a 'bottom-up' approach to guarantee the diversity and ecological validity of locally differentiated profiles. A small common denominator of a few necessary and sufficient competencies for counsellors might then emerge.

Third, the ongoing changes in industrialized societies (e.g. generation 'Y' at work) indicate an urgent need for methods and tools of life-design counseling as one or more 'meta-competencies'. Instead of standardized procedures, methods and tools, we need polyvalent counsellors, who are able to assess client's needs, choose and adapt their interventions from several differentiated sets of techniques and evaluate the effectiveness of their own work objectively from a meta-perspective.

Finally, we should address some ethical concerns. What are the advantages and limits of the frequently used procedures of self-evaluation to assess counsellor's competencies? Another question arises from the recruitment of counsellors: What about a 'validation des acquis' for colleagues having had divergent pathways before? How to facilitate interdisciplinary team-work? What are the changes and limits of international exchanges and mobility among counsellors?

Training practitioners for vocational designing and career counseling

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Huge challenges confront vocational guidance in the 21st century. Practitioners must be ready to deal with them if they are to succeed in supporting and helping especially those individuals who more than others risk making inadequate choices or having unsatisfactory prospects. We should start to take into consideration the notion of 'life pathways' on which people project and gradually build their own life, included their professional one. Adolescents will not be the only ones to answer the question "What am I going to do in my life?" This question will be asked of all those that will need to handle transitions associated

with changes in their health, work and personal relationships. In order for counselors to pursue significant aims their training must be carefully planned and assessed. Emphasis should be placed on (a) future counselors' active participation during their training; (b) reduction of the gap so often existing between the world of research and that of training and application; (c) ensuring that graduates model what they will advocate; and (d) preparing counselors for collaborative projects (Savickas, Nota, et al., 2009).

Training that takes that into account should favor a re-examination of the ideas practitioners have on vocational guidance, how it should be carried out, and the activities that characterize it. Based on that we have hypothesized that a specific training activity would shift the representation of vocational guidance from the traditionally centered perspective on the person-environment fit processes and the decrease of indecision to a more complex vision, including a number of issues, and more in line with what proposed by the Life Design approach.

Forty career counselors and career services providers (mean age 40 years; 40% male; 60% female) who worked in diverse contexts (vocational guidance centers, school services, private practice) were involved in the training. Efficacy of intervention was verified through both qualitative and quantitative procedures.

In the training special emphasis was devoted to the themes proposed in the Life Design model. It consisted of 15 eight-hour modules for a total of 120 hours of training. Distance learning procedures were also used and, in between modules as 'homework', participants were encouraged to apply what was presented in the training to their professional context. Results point out that after the intervention practitioners showed a higher number of more specific professional goals and also tended to consider vocational guidance as a "discipline of change" and counselors as change agents rather than professionals that deal mainly with diagnoses or with more or less accurate predictions. These results will be discussed in light of our belief that counselors themselves should show clear identity and strong adaptability.

Role of dialogic processes in the (re)designing of future expectations

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In France, each year more than 10000 students get a Doctoral degree (11400 in 2008). When they wrote their thesis, almost all of them pictured themselves in the future role of researcher in a university research unit or of university professor. But employment in these domains is scarce. Therefore, about 4/5 of these young doctors must redesign their future expectations when they have got their degree. To say it with the vocabulary of the "self-constructing model", they have to enter in a process of mourning for this expected subjective identity form (ESIF: "researcher") and of designing a new one. This model postulates that this process of designing a new ESIF implies mainly a triadic form of reflexivity that relies on intrapersonal and interpersonal dialogues. A specific device was developed and used during two meetings in a series of career counselling sessions with two young doctors both to help them design a new ESIF and to create a mean to observe these dialogical processes. This tool was an adaptation of the methodology of giving instruction to a double invented by Ivar Odonne & al. (1981). Concretely they were asked: "Imagine,

tomorrow you have an interview for a job you had applied for. But you cannot be present. I'm your double. Please give me all instructions I need to replace you during this interview so as to the recruiter does not notice the substitution". These "giving instruction" processes were taped. Young doctors were then asked to listen to them and transcribe them for the following meeting. Observations were analyzed in the framework of the linguistic theory of Emile Benveniste (1966, 1974).

Results show that:

- Both these two young doctors relied on different dialogic processes. For example: "I says to I (myself)", "I says to I (my double)", "I say to you (counsellor), etc.;
- These dialogic processes were related, on the one hand, to some specific linguistic markers of influence (and of self-influence) processes: interrogation, assertion, summons, and also some formal modalities;
- They were related, in the other hand, to some specific acts of thought: creation a critical distance to oneself, decentring, becoming aware of, restructuring, creation of a future prospect, etc;
- Each of these two doctors tended to rely mainly on some of these dialogic processes and acts of thought and, in relation to that, evolved differently. One of them re-read her whole life and created a new ESIF, the other one transformed his previous one "researcher in an important university research unit" in a specific one "researcher in this SANOFY company laboratory".

PLENARY SESSION - INTERNATIONAL SYMPOSIUM

**THE WORK AND FAMILY INTERFACE WITHIN SOCIOCULTURAL AND
ECONOMIC CONTEXTS**

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In spite of a growing literature on work and family integration over the past three decades, this research has predominantly focused on the study of white middle-class workers from North America and Europe - people who share fairly similar cultural values and economic conditions. This literature affords minimal consideration of the global economy, cultural norms, values, and gender ideology – thereby essentially ignoring the degree to which work and family systems operate within, influence, and are influenced by, their sociocultural and economic context. This limited focus ignores the complexity of sociocultural and economic contexts within the global society in which people live and work. This topic will be explored across three presentations in this symposium. The first presentation will focus on gender differences in three aspects of the work-family interface during unemployment in Israel: attribution of importance to work and family roles, types of activities, and the anticipation of work-family conflict after returning to work. In the second presentation, the work and family literature is critiqued from the perspective of goal-directed action, a perspective that embeds an understanding of the work-family interface in how goals, projects, and careers are jointly constructed. The third presentation will report on a qualitative investigation of the work and family integration experiences of Turkish couples who recently immigrated to the United States. These presentations will be followed by a discussion from Jenny Bimrose, an international scholar in career research.

Understanding the work-family interface from the perspective of goal-directed action

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The research literature on the interface between work and family is extensive. In much of this literature, the combination of work and family expectations is seen as a stressor that affects workplace variables such as performance, commitment, and employment status, family variables such as conflict, marital estrangement, and family disruption, and personal variables such as sleep. This literature is often embedded in discourse practices that marginalize aspects of personal and family life as well as unpaid work. In this presentation, this literature is critiqued from the perspective of goal-directed action. Specifically, embedding an understanding of the work-family interface in how goals, projects, and careers are jointly constructed enables researchers and practitioners to understand the life-enhancing as well as life-limiting aspects of this interface at the levels of meaning, functional steps, and elements such as manifest behaviors, resources, and unconscious processes.

Interface between work and family during unemployment: Are there gender differences?

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The Work-family interface is considered as an important issue in the individual's career development. Special theoretical and empirical attention has been given to gender differences in various facets of this interface, especially due to the mass participation of women in the labor market.

Unemployment has become a major social, economic and political issue in many Western countries, and it is perceived as a major stressful crisis for the individual and for the family. Gender differences during unemployment are the focus of many studies, with the main focal point on coping strategies during unemployment. However, neither the interface between work and family during unemployment, nor gender differences in this context, received much empirical attention. The current presentation will center at gender differences in three aspects of the work-family interface during unemployment: attribution of importance to work and family roles, types of activities and the anticipation of work-family conflict after the return to work.

Participants were 150 unemployed workers with academic education (93 females) between the age of 25-45 (M=35.6). Eighty six percent of the participants were married, and of them 94% were parents. Participants were recruited in employment bureaus in the central area of Israel.

Significant gender differences emerged in role salience, in daily activities, and in the anticipation of future conflict following a return to work. Men demonstrated higher commitment to work values ($F(2, 296)=6.56; p<.01$). Women were more engaged with family and leisure activities, while men reported being engaged more in job search ($F(3, 444)= 3.07; p<.05$). Women expected to experience higher level of family to work conflict ($F(1, 123)=3.44; p<.01$). Implications for research and practice will be discussed.

Work and family integration: Turkish immigrants in the United States

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Considering the magnitude of the immigration experience that is typically accompanied by drastic changes in one's physical, cultural and social environment, it is inevitable that the work and family interface would be affected. Despite this, the extant literature affords minimal consideration of individual differences, cultural norms, values, and gender ideology – thereby essentially ignoring the degree to which work and family systems operate within, influence, and are influenced by, their sociocultural context. To better serve

the needs of an increasingly diverse and globally mobile workforce, research is needed to enrich our understanding of how immigrants from not only similar, but also diverse cultures manage the demands, responsibilities, and rewards of work and family life. This presentation reports on a qualitative investigation of the work and family integration experiences of Turkish couples who recently immigrated to the United States.

The sample consisted of seven married Turkish couples who immigrated between 1999 and 2008 (Mean age for husbands and wives, respectively, $M = 37.71, 32.11$ years; $SD = 5.22, 3.95$). Couples were married a mean of 9.50 years ($SD = 3.53$), and the number of children per family ranged from 1-3 (Mean age = 6.05 years, $SD = 3.94$). Interviews were conducted in English, audiotaped, and transcribed. Husbands and wives were interviewed separately.

Findings revealed the following thematic domains: immigration experiences, work influences family, family influences work, intertwined work and family experiences, managing work and family, gender expectations, and acculturation stress. Narratives addressed the meaning of work, high self expectations and standards, personal and cultural expectations and standards, family and social support vs. isolation, role of extended family in providing a secure and supportive home environment in Turkey and the lack of this in the US, responsibility for others, emotion, and religion. Implications for theory, research, and practice will be provided.

DISCUSSANT: Jenny Bimrose

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MONDAY 12 SEPTEMBER

POSTER SESSION A

Community learning: Dallo sviluppo delle competenze accademiche all'orientamento al lavoro

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Le community learning rappresentano uno degli strumenti utilizzati nelle università Americane ed Europee per promuovere il successo accademico e la retention, migliorare l'integrazione accademica e prevenire le intenzioni di abbandono attraverso metodologie di apprendimento attivo e collaborativo (Smith, et al., 2004; Tinto, 1997). L'Università degli Studi di Bari ha iniziato da diversi anni una sperimentazione implementando un programma di community learning progressivo che segua la naturale crescita delle competenze dello studente universitario durante il suo percorso di studi. Lo scopo della ricerca è di verificare l'efficacia delle community learning nell'incremento delle competenze accademiche, nel miglioramento dell'integrazione accademica e sociale e nella prevenzione del dropout. In quest'ottica le community learning rappresentano inoltre uno strumento precoce di orientamento in quanto permettono agli studenti di sperimentarsi in diverse competenze e pongono l'accento sulla trasferibilità di tali competenze in contesti diversi, soprattutto lavorativi. Il campione è formato da 227 matricole del corso di laurea in scienze e tecniche psicologiche, il quale è stato diviso in due sub campioni di cui uno solo ha partecipato alle community learning, mentre l'altro ha seguito lezioni frontali dove la partecipazione degli studenti è stata inibita. È stato somministrato un questionario all'inizio, alla fine delle community learning e dopo sei mesi. Le scale utilizzate sono state: integrazione accademica e sociale (Pascarella, Terenzini, 1980), competenze accademiche (Cottrell, 2003), commitment (Meyer, Allen, 1991), intenzioni di persistenza (Meyer, Allen, 1991), consapevolezza della trasferibilità delle competenze apprese (Sarchielli, 2008; Cottrell, 2003). Dai risultati sono emerse variazioni fra i gruppi in termini di commitment ed integrazione accademica. Saranno discussi gli ulteriori risultati e le prospettive di ricerca e di intervento correlate.

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Autoefficacia nel successo scolastico e autoefficacia sociale: Analisi di alcuni correlati e predittori nella preadolescenza

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Gli studi sull' autoefficacia degli adolescenti dimostrano la stretta relazione esistente fra autoefficacia e sviluppo scolastico e personale (Bandura et al. 1996; Bandura et al. 2001). Il presente studio analizza le correlazioni esistenti fra le componenti dell'autoefficacia a scuola (Pastorelli et al. 1998) ed evidenzia, fra tali componenti, quali sono i principali predittori. Si somministra a studenti preadolescenti frequentanti la scuola secondaria di primo grado, nell'anno scolastico 2009-2010, il Questionario di Autovalutazione Scolastica di Pastorelli, Caprara e Bandura (1998), composto da 7 scale, che valutano: l'Autoefficacia nel successo scolastico, l'Autoefficacia nella regolazione dell'apprendimento; l'Autoefficacia nelle attività ricreative; l'Autoefficacia nel resistere alle pressioni del gruppo; l'Autoefficacia nel soddisfare le aspettative altrui; l'Autoefficacia sociale e l'Autoefficacia nell'esercizio dell'assertività. Partecipano alla ricerca 60 studenti tra gli 11 e i 15 anni, frequentanti la classe prima (30%), la seconda (33%) e la terza media (36%), di cui 51,7% maschi e 48,3% femmine. I risultati della ricerca evidenziano elevate correlazioni dirette significative fra Autoefficacia nel successo scolastico e Autoefficacia nella regolazione dell'apprendimento ($r=0,816$), Autoefficacia nel soddisfare le aspettative altrui ($r=0,516$) e Autoefficacia sociale ($r=0,461$). Si osservano inoltre delle correlazioni dirette significative fra Autoefficacia sociale e Autoefficacia nello svolgimento delle attività ricreative ($r=0,557$), Autoefficacia nel soddisfare le aspettative altrui ($r=0,554$), Autoefficacia nella regolazione dell'apprendimento ($r=0,553$) e Autoefficacia nel successo scolastico ($r=0,461$). Dall'analisi della regressione lineare multipla risulta che il principale predittore dell'Autoefficacia nel successo scolastico è l'Autoefficacia nella regolazione dell'apprendimento ($R^2=,703$; $F=19,730$; $gdl=6$; $sig<.05$) e che il principale predittore dell'autoefficacia sociale è l'Autoefficacia nello svolgimento delle attività ricreative ($R^2=,515$; $F=8,834$; $gdl=6$; $sig<.05$). I risultati di questa ricerca confermano la presenza di una relazione generale fra autoefficacia scolastica e autoefficacia sociale e suggeriscono alcune modalità formative e orientative tese allo sviluppo di queste importanti competenze.

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L'orientamento come clausola sociale per l'inclusione

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CeTrans, in collaborazione con Forma-azione in rete di Piazza Grande, ha contribuito a progettare, promuovere e realizzare un dispositivo di orientamento di gruppo volto ad avvicinare e/o inserire al lavoro donne e uomini a rischio di marginalità sociale. Tale dispositivo si è integrato in un più ampio progetto sostenuto dalla Regione Emilia-Romagna denominato "SIID 4. Strategia Itinerante di Rete per la Sostenibilità dell'Inclusione Sociale in Emilia Romagna". Obiettivi: - offrire un'azione orientativa specifica per persone che, seppure in condizione di marginalità, siano in grado di corrispondere a ipotesi di avvicinamento e reinserimento lavorativo; - attuare relazioni di aiuto investendo sull'approccio integrato e sulle risorse relazionali della rete locale dei servizi pubblici e privati rafforzando il mainstreaming e lo sviluppo dell'empowerment delle persone destinatarie. Destinatari: donne e uomini in condizione di svantaggio sociale, povertà estrema, senza fissa dimora e persone appartenenti a gruppi vulnerabili: migranti, minoranze e soggetti svantaggiati. Il progetto si è sviluppato su cinque fasi: 1. Si è dato avvio ad un'attività di assistenza tecnica finalizzata a ricostruire le tipologie di bisogni orientativi che incrociano la variabile genere con alcuni indicatori significativi: - criticità del percorso professionale (difficoltà ad entrare o rientrare nel mercato del lavoro) - stili di socializzazione al lavoro (culture e rappresentazioni del lavoro, investimento sulla formazione) - progettualità di vita (rapporto tra progettualità formativa/lavorativa e investimento in altre sfere di vita) - potenziamento delle competenze propedeutiche all'orientamento (competenze orientative di base) Tale ricostruzione, scaturita da una meta-lettura delle indagini già disponibili a livello regionale, è stata funzionale ad una più strutturata definizione delle azioni di orientamento di gruppo da diffondere nel sistema socio-istituzionale. Prodotto della meta-lettura è stato un REPORT contenente la descrizione delle tipologie di profili e la modellizzazione operativa di DUE PERCORSI DI ORIENTAMENTO uno per gli uomini (sperimentale) e uno per le donne (tarato sulle precedenti esperienze regionali). 2. Si sono costituiti dei gruppi integrati a livello locale finalizzati a creare le basi per la realizzazione di azioni di orientamento che tenessero conto dello sviluppo complesso ed articolato di un percorso di orientamento a partire dai bisogni orientativi della persona nelle diverse fasi della vita e in particolare nei momenti di rischio di esclusione sociale. Esito di questa fase è stata la realizzazione di sei laboratori focali rivolti agli operatori dei servizi finalizzati alla socializzazione e verifica del dispositivo e all'individuazione dei destinatari degli interventi. 3. Si sono individuate la metodologia, le azioni e gli strumenti per il monitoraggio e la valutazione dei percorsi di orientamento di gruppo da parte di operatori, orientatori e destinatari finali delle azioni. Esito di questa fase è stata la produzione di un report intermedio di monitoraggio e di un report finale di valutazione. 4. Realizzazione di quattro percorsi rivolti ai gruppi target dedicati ai due generi.

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Il modello RIASEC: Relazioni con attitudini e caratteristiche di personalità

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La valutazione degli interessi è di innegabile rilevanza nella pratica orientativa poiché consente di prevedere la ipotetica scelta operata dall'individuo e il conseguente grado di soddisfacimento per l'attività intrapresa. Le esperienze di successo direttamente esperite o vicarie ed il livello di benessere sperimentato dall'individuo lo conducono al rafforzamento dei propri interessi e all'innalzamento dell'autostima e dell'autoefficacia (Soresi e Nota, 2000). Il modello RIASEC proposto da Holland lega gli interessi alle caratteristiche di personalità e alla selezione di determinati ambiti professionali (Hulleman, Durik, Schweigert, e Harackiewicz, 2008). L'obiettivo del presente studio è stato indagare la relazione tra gli interessi, le caratteristiche di personalità e le attitudini. Sono stati inoltre individuati quali fattori della personalità e quali attitudini hanno un peso significativo nella predizione degli interessi. Ultimo obiettivo è stato indagare come i soggetti, distinti in 3 gruppi in base al grado alto, medio o basso di concordanza degli interessi, si differenziano fra loro in relazione agli interessi. Alla ricerca hanno preso parte 300 studenti, 151 femmine e 149 maschi, con un'età media di 17,4 (ds=0,60), frequentanti l'ultimo anno di alcune scuole secondarie di Roma e provincia. Sono stati somministrati il Self-directed Search Forma R (SDS; Holland, Powell e Fritzsche, 1994) per la rilevazione degli interessi, il 16 PF di Cattell (16 PF; Cattell e Cattell, 1995; Sirigatti e Stefanile, 2001) per l'individuazione delle caratteristiche non patologiche di personalità e l'IST-2000 (Poláček, 2000) al fine di valutare le attitudini. Il coefficiente di correlazione di Pearson ha permesso di individuare le relazioni tra gli interessi, le caratteristiche di personalità e le attitudini, mentre l'analisi della regressione multipla ha reso possibile l'individuazione dei predittori più significativi degli interessi. Ma la specificità dello studio presentato riguarda la consistenza, ossia il grado di vicinanza tra gli interessi posseduti da ciascun soggetto. In particolare, gli studenti con interessi opposti nella sequenza RIASEC, e quindi con una bassa consistenza, hanno maggiori difficoltà, rispetto ai coetanei con una consistenza moderata o alta, nelle prove attitudinali. Inoltre, tali studenti sono caratterizzati da più alti livelli di ansia e di instabilità emotiva, non mettono in discussione le proprie capacità e sono poco espansivi. La mancata consapevolezza dei propri interessi o la convivenza di interessi opposti potrebbero giocare un ruolo nelle difficoltà scolastiche.

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Una scelta consapevole. Interessi e stili decisionali in un campione di studenti siciliani

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La ricerca nasce contestualmente all'avvio del progetto Orientakore 2010 promosso dal servizio Orientamento dell'Università Kore di Enna. Gli obiettivi della ricerca vertono sullo studio e l'analisi degli interessi scolastico-professionali e degli stili decisionali, esplorando inoltre le correlazioni esistenti tra l'area di interesse predominante e lo stile di decisione adottato e approfondendo le differenze statisticamente significative all'interno dei gruppi genere e indirizzo di studio. Il campione comprende 2010 studenti diplomandi di sei province siciliane, provenienti da molteplici indirizzi di studio (licei, istituti tecnici e professionali). Gli strumenti utilizzati sono il Questionario di Interessi Professionali (Di Nuovo et al., 2009) che valuta l'attrazione nei confronti di una serie di aree di interessi scolastici e professionali e il General Decision Making Style-Revised (Scott e Bruce, 1995) che consente di identificare il proprio stile decisionale su una scala di cinque categorie di stili: Razionale, Intuitivo, Dipendente, Evitante e Spontaneo. Dall'analisi dei dati emerge che l'Area di interesse più rappresentata dal campione risulta essere l'area psico-educativa. Analizzando le preferenze degli interessi per genere si scorgono predilezioni tipiche (o meglio, stereotipiche) del genere di riferimento ampiamente riscontrati in letteratura: lo standard di interesse perseguito dal campione femminile verte infatti verso professioni collegate all'area umanistica. Lo stesso principio ha guidato gli interessi maschili che invece vertono verso le aree tecnico-pratiche. L'ambito di studio e di indirizzo di diploma del campione coincide con la preferenza delle aree di interesse manifestate dagli studenti nel questionario. Lo stile di presa di decisione maggiormente utilizzato è lo stile razionale e dall'analisi delle differenze di genere emerge la tendenza, nelle ragazze, ad utilizzare stili decisionali dipendenti. Negli studenti di sesso maschile si riscontra, invece, una notevole predilezione per lo stile spontaneo (caratterizzato dal desiderio di concludere prima possibile il processo decisionale). L'Analisi delle correlazioni dei dati forniti dai due strumenti rivela che ad uno stile razionale correlano positivamente tutte le aree di interesse, eccetto che le aree psico-educativa e militare. Nello stile dipendente si riscontrano tutte le aree di interesse caratteristiche del campione femminile. È in corso di svolgimento la comparazione tra interessi rilevati e scelte effettuate nel corrente anno accademico, per verificare la dimensione della congruenza/incongruenza tra interessi e scelte.

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Socializzazione accademica e comportamenti pro attivi: Uno studio sulle matricole della Facoltà di Scienze della Formazione dell'Università degli Studi di Bari

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La socializzazione è definita come un processo formale e informale che permette all'individuo di acquisire capacità, valori, credenze e atteggiamenti utili per partecipare come membro attivo di un gruppo sociale e/o in una organizzazione (Moreland and Levine, 2000). Importanti studi sottolineano che la socializzazione ha un grande impatto sia sull'apprendimento, inteso come l'acquisizione di conoscenze sul nuovo contesto che sull'adattamento degli individui al nuovo contesto (Ashforth, Sluss, & Harrison, 2007; Moreland & Levine, 2001; Bauer, Morrison & Callister, 1998; Fisher, 1986; Van Maanen & Schein, 1979). L'adattamento può essere considerato come un risultato secondario della socializzazione (Haueter, Macan, & Winter, 2003; Saks & Ashforth, 1997a); invece l'apprendimento dei neofiti, cioè ciò che un individuo impara o potrebbe imparare (acquisizione di conoscenze) è un risultato primario, immediato della socializzazione. Lo scopo di questo studio è stato quello di esaminare come il processo di socializzazione, che è dato dalle tattiche di socializzazione e dai comportamenti proattivi, influenzi i contenuti della socializzazione (l'apprendimento dei neofiti) e l'adattamento dei neofiti (inteso come risultati di performance, identificazione organizzativa, soddisfazione, commitment organizzativo, ecc.) nel contesto universitario. Gli obiettivi specifici sono stati quelli di indagare: • Come la percezione delle tattiche di socializzazione da parte delle matricole ed i loro comportamenti pro attivi influenzino l'apprendimento, inteso come i contenuti della socializzazione. • Come il processo di socializzazione (tattiche di socializzazione + comportamenti pro attivi) ed i contenuti della socializzazione influenzino l'adattamento delle matricole al nuovo contesto. I partecipanti sono le matricole della Facoltà di Scienze della Formazione dell'Università degli Studi di Bari, A.A. 2010/2011. Ad essi è stato somministrato un questionario il primo giorno di lezione (T1) ed un altro questionario 6 mesi dopo il primo giorno di lezione (T2). Con la prima somministrazione sono state rilevate alcune variabili di controllo come le aspettative rispetto all'università, le motivazioni che li hanno orientati a fare un tipo di scelta piuttosto che un altro; con la seconda somministrazione invece si sono volute rilevare variabili indipendenti (tattiche di socializzazione e comportamenti pro attivi delle matricole) e variabili dipendenti (apprendimento delle matricole ed il loro adattamento). Saranno presentati e discussi i principali risultati e le future prospettive di ricerca.

Project, vocation and motivation to go to the university: Development of a questionnaire for high school student counselling

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Aim. The adaptation and success to the university is a societal challenge around the world. In France for example, public policies aim to reach 50% of an age class which obtain a university degree. Academic success at university is the subject of a considerable number of works in the humanities, including psychology. One core issue concerns the number and

nature of disruptive or facilitative dimensions of this adjustment (see the questionnaires of Syrik and Baker, 1999, and of Wintre and his colleagues, 2008, 2009). The purpose of this communication is to present a questionnaire whose originality is to translate into psychological concepts the theory of the sociologist Dubet (1994): he proposes two fundamental dimensions predictive of academic success, project and integration. These two concepts seems to share similarities with extrinsic and intrinsic motivation (Deci & Ryan, 2002). So we'll also study the relation between Dubet's theory and Deci and Ryan's theory to test convergent and divergent validities of our tool. Method. 535 high school students responded to the questionnaire during a visit to the university (mean age 17 years). The proposed questionnaire includes 24 items based on models and tools within each field: 12 on project (e.g. «I have a clear idea of the job I want to do»), and 12 for the vocation (e.g. «My studies helped me to better understand the world in which I live»). Participants have to respond on a Likert scale on 7 points (from “doesn't correspond to me at all” at “correspond me perfectly”). Motivation is measured with the EME-C scale (Vallerand, Blais, Brière & Pelletier, 1989). Participants have to indicate why they project to go to the university on 7 points Likert's scales. This questionnaire is composed of 24 items, 12 on extrinsic motivation (e.g; “To get a prestigious job later”), with 3 degrees of regulation processes (external, introjected and identified); the others 12 items evaluate intrinsic motivation (e.g. “For the pleasure to learn more in the matters I am interested in”), in 3 topics (knowledge, achieving, stimulation). Results. Sensitivity of each item will be tested. Factor analysis (principal components, varimax rotation) aims to verify the bi dimensional structure of the questionnaire, namely the project and the vocation. The reliabilities (alpha Cronbach) of subscales will be verified. These two factors will be correlate with extrinsic and intrinsic motivation, and with the facets of these two dimensions. Discussion and Conclusion. These results are compared to previous versions of the questionnaire (Rouyer, Gilles, Hadab and Mangard, 2010). The dimensions found will be confronted with Dubet's model (1994), with the model of Syrik and Baker's (1999) and with the broader model of Wintre and Bowers (2007). The applications for the vocational guidance and school counseling are exposed in the discussion, particularly about the academic and career planning with students in transition.

Management career counselling: A transpersonal approach. From individual vocation to social responsibility

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Career counselling is defined as a psychological help focused to job related problems. Work environment has been studied by organizational psychology since the beginning of the XX century (1). Many models have been formulated to describe job social environment and psychological development in workplace (2). Career counselling at the beginning was mainly focused on job orientation, using psychometric tests to asses abilities and interests (3). In more recent years there has been a shift toward career development (4). In this respect clients may need help for many different reason, such as decision about job

relocation, managing work responsibilities, they may feel discomfort for emotional issues related to relationship with people in authority, conflicting relationships with peers, confidence on managerial roles. In this presentation we will focus on middle age people. Career counselling in this case might be considered from the psychological developmental stages described by Erickson, Levinson and Vaillant (5). At this age a change may be perceived as a threat to the internal sense of continuity, in such a way that personal identity may come at risk when a job change is required. Moreover all these issues must be considered in the actual economical and social situation dominated by globalization and job uncertainty on one side and ecological and social concern on the other. In these latest years there has been a change in occupational situation which changed from long-term employment to short-term employment, so that a higher degree of mobility and increasing adaptability are required. With the shift to mass higher education, credential inflation is leading employers of graduates to adjust their selection criteria favouring those with particular types of social and cultural capital, i.e. membership of interpersonal network, interpersonal skills and social confidence (6). Many authors have shown as nowadays careers are becoming increasingly independent from organization, they are becoming more protean (or person driven) at the expense of the social context (6). It is therefore necessary to focus more on subjective careers and how people experience their more fragmented working lives, it is important to attend more to the interface between work and non-work. This observation leads to the paradigm of "life designing", which considers the knowledge needed to look at the professional future considering its effects on many existential dimensions. As far as the second point is concerned for organizations is now important to address ecological sustainability and social responsibility. Since the first RE Freeman's publication "Strategic Management: a Stakeholder Approach"(7), in which he discussed the social and ethic organization's impact, there have been many elaborations with the development of parameters measuring the degree of social responsibility (8). This implies that when considering career counselling to help clients with managerial responsibilities in the process of personal development it is important to consider not only personal dimension and job relationships but also the potential impact of their decisions on the global system that they could influence. As we know, manager have to handle organizational processes, others' work, money and information and have to focused on business issues but with ethics consciousness. In other words, the manager has to be considered in connection not only with other people at work but with the local community and the entire humanity as a whole. The search of meaning and purpose must encompass responsibility for the planet and human development. There is an increasing attention to spirituality not only in psychology but even in career counselling as described Savickas, 1997 (9). Spirituality is defined as an awareness of something, either a being or a force that transcends the material aspects of life giving a deep sense of wholeness and connectedness to the universe. From this argument comes the concept of vocation in career counselling, meaning a call to do something in life, without reference to economic, educational or social factors, having a strong spiritual and religious overtones. Here we propose a basic model following the mainstream of the transpersonal psychology, as defined by many scientific and academic publications. Transpersonal psychology is a form of psychology that studies the transpersonal, self-transcendent or spiritual aspects of the human experience (10). A short definition from the Journal of Transpersonal Psychology suggests that transpersonal psychology "is concerned with the study of humanity's highest potential, and with the

recognition, understanding, and realization of unitive, spiritual, and transcendent states of consciousness" (11). In the model we propose here we follow the ideas discussed by Wilber's philosophy (12, 13), in which transcendence does not have a religious characteristics and the vocation relates more towards a sense of social responsibility even towards future generations.

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Career situation as a challenge for subject's self-determination and subjective well-being

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When nothing is taken for granted in contemporary economic crisis, and the increasing risk of poverty takes place in subject's horizons, it is challenging to study how subjects deal with their job perspectives and career opportunities. We intend to present data from an exploratory study concerning Portuguese subject's career situation, their self-determination and subjective well-being. Data are actually being collected near subjects aging over 18 years old and living heterogeneous career situations, in order to further exploration of some

previous results (Amaral, 2008) near a sample of 200 Portuguese emerging adults (Arnett, 1998, 2000, 2001, 2007) aging between 20-35 years old. Considering the previous significant relationships between each psychological need satisfaction degree conceptualized by the Self-Determination Theory (Deci & Ryan, 2002) - namely the autonomy, competence and relatedness - with the life project goals and some life conditions (career situation, economic situation, and so on), the actual research aims to analyse how subject's career situation is related with their self-determination and subjective well-being. The Self-determination's level is being evaluated by the Basic Psychological Need Scale – General - BNS-G (Deci & Ryan, 2000), proceeding previous research with the first Portuguese adaptation of this scale (Amaral, 2008; Amaral & Franco Borges, 2010). The subjective well-being is being evaluated through the Satisfaction With Life Scale – SWLS (Diner, 1984; Simões, 1992) and we are also using a sociobiographical questionnaire and an open questionnaire to gather information about main perceived obstacles and satisfaction sources. Data from this study will allow for the identification of some underlying career subject's processes, with implications for career adaptability and for further research about the vocational hope (Diemer & Blustein, 2007) role nowadays.

Navigation towards university studies and working life - counseling group for computer science (CS) beginners

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Entering university is for the students a change situation, which includes much uncertainty in questions of studying. Many beginners feel themselves lonely in this new situation. In Finland it is quite easy to entrance to CS university studies. From the university viewpoint the problem is that many students have limited academic qualifications and low commitment to the CS studies. According to the statistics more than 50% of students who began CS studies interrupt and do not graduate. The counseling group named Navigation to the university studies and working life was designed for first-year CS students. This group counseling was an application of the structured group-counseling model developed by William Borgen and Norman Amundson. The model has clearly defined aims, a structured working environment, and learning tasks to support the learning process (Borgen, Pollard, Amundson & Westwood, 1989). This group was a pilot and a part of the research project Group counselling in entering uncertainty and change, Navigating forward, where group counseling and its practices are studied and developed in different contexts. The purpose of the project is to study, how group counseling act as cultural and relational tool to promote agency and career construction of the participants (Vanhalakka-Ruoho et al., 2009). The goal of the group was to clarify and strengthen the participants' images of themselves as students and future professionals. Other goals included the developing of interaction skills and making plans for the future. The themes were challenges of studying, studying skills and self confidence as a student, assessment and development of the strengths and abilities, and views of future work. The group had five meetings of three hours and a follow-up meeting. The participants (N = 11) were interviewed before and after the group. The research question is how group counseling can be used to advance the students' agency in

relation to their studies. The participants considered the Navigation group helpful particularly for opening the new views of the working life and strengthening interaction between the students. Effectiveness has often been evaluated in the group level but in this study effectiveness was evaluated individually. We evaluated the students' position to their studies and themselves as students, and changes in these positions. In these evaluations a new method dialogical sequence analysis (DSA) was used (Leiman, 2004). The results show that group counseling can promote students' agency in relation to their studies. In our poster the individual effects of group counseling are presented.

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The development of middle school occupational aspirations and expectations in Iran

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Introduction: In recent years, many of career development theories have explained the relevance of career exploration, awareness, aspiration and interest during childhood (Hartung et al., 2005; Watson & McMahon, 2005). Although these theories have recognized the importance of childhood in shaping of career aspirations, but Gottfredson's theory (1981-2002) focused on career aspiration, circumscription and compromise. Career aspiration is an attempt on happening a preferred self-image (Care et al., 2007). In the other hands, an individual's orientation toward a particular career goal is represented career aspirations (Domenico & Jones, 2007). The present study examined and explored occupational aspirations and expectations among middle-school student in Iran.

Methods. These research questions were examined with data gathered from structured interviews with 100 students in two school. During completion interview's form, students were asked 9 questions about meaning of work, their occupational aspirations, occupational expectations, their perception of their parent's occupational expectation for them and level of knowledge of work and their parent's job (Helwig, 2001; Creed et al., 2007).

Each occupation reported by the students was assigned a DOT code (US Department of Labor, 1991). Responded occupations to the research questions, were categorized based on whether they were sex-type or prestigious, whether they were specific or non-specific or fantasy. Also occupations were assigned one of the three gender categories. Prestige level was measured by the socio-economic status of the occupation based on a combination of the average years of education and the average salary (Blishen et al., 1987). In additional the prestige level of occupations was measured broadly using Tracy and Rounds' spherical

model of interests (Tracy, 2002). Results: In response to the questions 1-4 about work and student's perception of their parent's job, the large majority of student, have occupational information highly. In response to the question 5 when asked what they wanted to be as an adult, a higher proportion of students provided specific occupations. Although again the differences between girls and boys were not statistically significant. All children in this study were significantly provided a sex-type career aspirations and expectations.

A majority of students desired to aspire prestigious occupations. In response to the questions 7,8, 39% children aspired to the same occupation that their mothers aspired and 23% children aspired to the same occupation that their fathers aspired them. Also, in response to the question 9, children's nominations of occupations that they would not want. All students had rejected occupations by prestige. Discussion: The results of this study are consistent with previous examination of career aspirations in childhood by demonstrating that middle school children are regarding career directions (Auger et al., 2005; Walls, 2000). The popularity of professional job, did not decline with grade and age, but actually increased. The results are also consistent with antecedent studies (Usinger, 2005) showed that parents not only want their children to do well, but they very often have specific career aspirations for them. In the current study, there was a similarity between the father and mother, although parents were more likely to hold higher aspirations. This reflects previous researches, that parents especially mother are influential in their children's occupation aspirations (Trice et al., 1995; Helwig, 1998; Helwig, 2001; Wahl & Blachhurst, 2000). Most children in this sample had realistic occupational aspirations, a finding consistent with L.S.Gottfredson's theory.

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Career construction and life design: A new method for career counseling

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With globalization, changes in the working environment are greater than ever and more difficult to foresee. The majority of working population is compelled to often change their jobs, and needs retraining, perhaps more than once in the course of their professional life. As a result, support provided by career advisors during these various transitions should evolve and take into account all the areas related to the professional sphere (familial,

personal and social) as well as the individual's situation and development (Savickas et al., 2009). However, the methods to achieve this remain to be defined (Dauwalder, 2010). Therefore, in the present work, we aim to suggest some possible methodological solutions to meet the goals of lifelong guidance (Gysbers, Heppner & Johnston, 2000). To this end, we propose to use a constructionist career counseling method based on the Multistage Investigator of Social Identity (Zavalloni & Louis-Guérin, 1984), which is a tool used in social psychology. This method has been adapted for the context of professionals in career transition and computerized as the Multistage Investigator of Social Identity for counseling (MISI-c). The MISI-c which has been developed during my PhD thesis through a research-industry collaboration (CIFRE - Convention Industrielle de Formation par la Recherche) with the company Performanse. The method was tested on recipients of a career review (Bilan de compétences). The use of the MISI-c made it possible to have a grasp of the information required for a comprehensive understanding of the issues affecting professionals in retraining and responded to the methodological recommendations offered by the Life Design International Research Group (Savickas et al., 2010).

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Personality and interest model accounting for life-goals and aspirations

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Vocational interests have taken a central stage in career counseling, based in person-environment fit theory (Holland, 1997). Values and motives reflect what people think is desirable or important in life are also considered important for vocational choice. Major life-goals are based on fundamental values in people's lives and research shows that big five personality traits predict major life-goals (Roberts & Robin, 2000). Low and Rounds (2006) argue that interests and personality are better understood in terms of different motivational processes and that their relationship needs to be explained through their role in individual goal-striving. People are motivated by their interests when they explore and choose environments that fulfill their goals and the role of personality may involve adaptive functioning in these environments (McCrae & Costa, 1999). The purpose of this study is to use mediation analysis to start building models that describe the complex relationship between personality, interests and life-goals. Sample of 1368 Icelandic upper secondary students responded to the Icelandic Interests Inventory (Einarsdóttir & Rounds, 2007)

capturing the six RIASEC types. Big Five personality traits were measured using the translated 60-item NEO_FFI (Costa & McCrae, 1992). Finally the participants rated the importance of 29 life goals, (Roberts & Robins, 2000) forming six major life-goals (Economic, Aesthetic, Social, Relationship, Hedonistic, and Educational). The mediation role of interests between personality traits and major life goals were tested using series of multiple regression analysis based on Baron and Kenny (1986). The results show that vocational interests mediate the relationship between specific personality traits and life-goals supporting the view that interests form a closer link between the person and the environment than personality. Personality traits have a direct relation to corresponding life-goals indicating that personality and interests may be acting on life-goals through different motivational processes.

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An emerging tool for career exploration: P-E fit between individuals' cognitive information processing capacities and environmental demands of occupations

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Individuals engaged in career exploration are encouraged to identify their vocational interests, often by completing an inventory that assesses their preferences for particular occupations. Rooted in a Person-Environment Fit paradigm, the typical purpose of this exploration is to help individuals match their career interests to those of the occupational environment (Holland, 1997). An emerging construct that shows promise as an additional source of information about the self that may be useful in career exploration is the individual's capacity for cognitively processing stimuli that are characteristic of different environments. Haase et al. (1979) developed a 5-factor measure of individual differences in

the capacity to tolerate informational demands of the environment. These five dimensions assess an individual's capacity for tolerating (a) information load demands, (b) interpersonal demands, (c) demands for change, (d) demands for time structure, and (e) demands for activity structure. More recently, Haase and colleagues (2008; 2011) quantified the demand characteristic profiles of 42 occupations and 6 Holland RIASEC types. They demonstrated that occupational environments also vary in their characteristic informational demands on the same constructs as the individual capacities. For example, Social occupations place the greatest demands on individuals for processing interpersonal stimuli, while Investigative occupations are characterized by high demands for information processing and rapid change. The purpose of this poster is to show how this emerging construct of P-E fit between individual capacities and characteristic environmental demands can be used with individuals engaged in career exploration. We will describe the steps by which this version of P-E fit could be incorporated into career exploration. The first step involves assessing an individual's capacities for tolerating various environmental demands as well as obtaining a Holland code for the individual. Next, the individual's capacity for information load profile scores can be compared to the profiles of magnitude estimated scales values of 42 different occupations and the RIASEC types, leading to profile matching graphs to aid individuals in exploring how well their individual capacities for coping with environmental demands match the demand characteristics of various occupations and occupational groups. Given the current economic climate, it will be important for career deciders to be knowledgeable about themselves and the world of work, while also being flexible and adaptable in their career decision-making (van Vianen et al., 2009). From that perspective, it is helpful for deciders to explore multiple factors about themselves and the world of work. Exploring the match between individuals' cognitive information processing capacities and environmental demands of different occupations may be another useful perspective in the career exploration process.

Career counseling for the 21st century: Integrating emotions and cross-cultural knowledge

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With the recent economic turmoil occurring worldwide, new approaches to career counseling and theory are needed to address the growing diversity in clients' counseling needs. Not only are clients now seeking these services to explore their career interests and options, they also often need to cope with distressing life events such as unemployment, and its resulting influence on one's finances, intimate relationships, and overall mental health. Recently, there has been an increased interest in how emotional experiences can contribute to a relational approach to career theory, development, and counseling to address these needs (Kidd, 2004). This poster will demonstrate how cultural display rules, emotional expressivity, and emotion recognition research can assist practitioners, researchers, and consumers of career counseling services. Display rules, often called feeling rules in the career counseling literature, affect the degree to which persons are able to express their emotions at work. These norms and expectations also may have a role in what

evolves over the course of a career counseling session (Kidd, 2004). Often, a display rule may cause persons to “mask” their true emotions at work, resulting in ‘emotional labor’ (Hochschild, 1983). This masking can lead to internal tension and external stress reactions, requiring attention through counseling (Pugliesi, 1999). Further, display rules affect an individual’s emotional expressivity, which may dictate client and counselor interactions. Depending on one’s cultural background, these rules differ (Matsumoto, 2009). For example, if clients’ cultural display rules suggest they must deemphasize negative emotions (e.g., anger), they may not verbally display these ‘true’ feelings to the career counselor. The counselor may then misinterpret the degree of distress clients are in, which could potentially damage the client-counselor relationship, or leave clients feeling as if their needs were not met. One way to systematically assess a client’s feelings or levels of distress is through facial expressions. For example, clients in cultures that consider expressing negative emotions inappropriate may non-verbally (e.g., through facial expressions) express negative emotions. If career counselors are able to attend to these non-verbals, they may have an increased likelihood of successfully helping clients. It is critical for career counselors to develop the skills to identify non-verbal cues of emotion and to recognize differences of emotional expression between cultures. This poster focuses on integrating the literature on emotion expressivity and recognition, and cultural display rules to provide career counselors with the needed tools to respond effectively to their client’s emotional concerns.

Un percorso di orientamento alla scelta post-diploma: Coerenza tra personalità e ipotesi di scelte formative e professionali

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La legge di riforma universitaria (DM 270/04) pare abbia creato uno scenario di disorientamento per gli studenti prossimi alla scelta post-diploma in quanto quest'ultima sembrerebbe fortemente condizionata dall'insicurezza di riuscire ad intraprendere il percorso di studi desiderato a causa dell'introduzione generalizzata delle limitazioni degli accessi. Recenti ricerche hanno mostrato, infatti, la riduzione della coerenza tra gli interessi professionali e le ipotesi di scelta post-diploma; da qui si evince la necessità di lavorare sulle aspettative legate ai percorsi di studio e alle professioni (Di Nuovo et al., 2010). Sulla base di questa premessa emerge il bisogno di un percorso di orientamento volto all'acquisizione della flessibilità nelle scelte ed alla prevenzione di esperienze di insuccesso formativo, lavorativo e del drop-out. Dal 1997 il Ministero ricorda che l'orientamento “si esplica in un insieme di attività che mirano a formare e a potenziare le capacità delle studentesse e degli studenti di conoscere se stessi, l'ambiente in cui vivono, i mutamenti culturali e socio-economici, le offerte formative – affinché possano essere protagonisti di un personale progetto di vita – e a partecipare allo studio e alla vita familiare e sociale in modo attivo, paritario e responsabile” (Art. 1, Direttiva mpi 487/97). L'azione di orientamento relativa al presente contributo di ricerca è stata condotta nell'anno scolastico 2010/2011: essa ha coinvolto circa 150 studenti siciliani frequentanti il quarto anno del liceo classico e scientifico, con la finalità di educare alla scelta universitaria, identificando

le competenze e le risorse degli studenti. Lo scopo della ricerca è quello di rilevare il livello di congruenza/incongruenza tra la personalità, gli interessi e le ipotesi di scelta professionali al fine di programmare le successive azioni di orientamento che verranno sviluppate durante l'anno scolastico 2011/2012. Lo strumento utilizzato è il Questionario di Orientamento, il quale fornisce indicazioni in merito alle dimensioni psicologiche coinvolte nei processi di scelta - adattamento interpersonale e immagine di sé - e alle ipotesi post-diploma.

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Dimensione emotiva, vissuti familiari e counseling

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Non vi è dubbio che il clima emotivo e affettivo, presente all'interno della famiglia d'origine, possa esercitare sotteraneamente una certa influenza nell'indirizzare il soggetto verso la scelta della professione e, soprattutto, nel delineare un'immagine del mondo del lavoro. Infatti, la presenza di atteggiamenti ricorrenti di apprensività, timori al riguardo del futuro, insicurezza, incapacità di proiettarsi al di là delle situazioni al momento vissute, vissuti negativi vengono a essere veicolati circolarmente tra tutti i membri di uno stesso nucleo familiare, producendo effetti talvolta incontrollabili e soprattutto producendo nei soggetti un profondo senso di sfiducia nelle proprie possibilità e rendendo assai difficoltose e insicure le scelte di vita. L'indagine condotta su quattro casi di adolescenti dimostra come una corretta ed efficace relazione d'aiuto, instaurata tra l'operatore e il soggetto, possa ovviare agli inconvenienti descritti rimuovendo, in una certa misura, le difficoltà emotive e dei vissuti familiari.

Fattori preventivi nel mobbing e formazione nei contesti aziendali

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L'indagine condotta è stata indirizzata a individuare la presenza e l'incidenza di fattori esistenziali affettivi e emotivi sui comportamenti asociali in azienda, sulla base dell'esame di un campione di soggetti di entrambi i sessi. Gli esiti riscontrati hanno rappresentato la base per la progettazione di percorsi di formazione, indirizzati alla prevenzione dei comportamenti asociali evidenziati.

Descrizione di un intervento di orientamento svolto nella transizione scuola-università

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Presupposti teorici. Considerati gli odierni scenari che nell'ambito dell'orientamento devono tenere conto sempre di più dei vincoli e delle barriere interne ed esterne con cui gli studenti si trovano a convivere nell'effettuare le loro scelte, il presente contributo illustra i presupposti teorici, metodologici ed applicativi di un intervento di orientamento scolastico-professionale, svolto in Sardegna e finalizzato a supportare gli studenti nella transizione scuola-università. La finalità del progetto è stata quella di aiutare gli studenti nel compimento di scelte ragionate, svolte tenendo conto di una maggiore consapevolezza di sé e della realtà del post-diploma nei seguenti ambiti: – atteggiamenti e rappresentazioni verso il futuro; – ricerca autonoma di informazioni; – internalità nelle scelte. Contesto e metodo dell'intervento. L'attività orientativa si è realizzata negli anni scolastici 2008-2009 e 2009-2010, nell'ambito di due progetti di orientamento svolti dal Dipartimento di Psicologia dell'Università di Cagliari (settore sviluppo e educazione) in collaborazione con la Provincia di Cagliari e con la direzione di Orientamento dell'Ateneo, che ha consentito di coinvolgere circa 1000 studenti di quinta superiore di Cagliari, Oristano e provincia. L'impianto metodologico dell'attività orientativa di self-assessment si è avvalsa sia di questionari tesi ad una maggiore conoscenza del proprio comportamento di scelta, sia di strumenti psicosociali (discussioni di gruppo, colloqui individuali ed esercitazioni), volti ad integrare le attività informative svolte dall'Università sul territorio. L'intervento si è articolato in una fase preliminare di analisi della situazione (questionari di autovalutazione), una fase di intervento tesa allo sviluppo della conoscenza di sé circa le dimensioni psicologiche indagate e una fase finale di valutazione. All'intervento si è associata una ricerca, condotta su un sotto-campione di studenti, con criteri quasi-sperimentali, tesa a valutare l'efficacia dell'intervento (con test-retest su due gruppi sperimentali e di controllo e successiva ANOVA a misure ripetute). Strumenti. I questionari utilizzati per l'attività di autovalutazione entrano a far parte del pacchetto per l'orientamento "Clipper" di Soresi e Nota (2003) e analizzano diverse dimensioni del Career Decision Making. Per la valutazione dell'efficacia dell'intervento si è utilizzato il questionario "Idee e atteggiamenti sul futuro scolastico e professionale" di Soresi e Nota (2003). Risultati. I risultati della ricerca confermano lo sviluppo, all'interno del gruppo sperimentale, di una maggiore competenza nella ricerca autonoma di informazioni ($F=32,08$; $gdl=1$; $sig<.05$), nella sicurezza e decisionalità sul futuro ($F=25,84$; $gdl=1$; $sig<.05$) e nell'internalità relativa alle scelte ($F=34,94$; $gdl=1$; $sig<.05$).

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Career adaptability and its relation with time perspective in a sample of Brazilian adolescents

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According to the Career Construction Theory, an important aspect of vocational development is the coping resources individuals have to face career or life tasks and transitions. These resources are defined as career adaptability and are composed by four main dimensions: Concern, Control, Curiosity, and Confidence. Literature in vocational area shows positive effects of adaptability in several career outcomes such as occupational satisfaction, perceived career opportunities, career decision and others, especially in adult samples. It is reasonable to suppose that adaptability dimensions would also positively impact in early stages of one's career development. Thus, the aim of this study was to investigate possible correlations between career adaptability and time perspective in adolescents. The time perspective can be understood as a relatively stable tendency to emphasize the past, present or future in the analysis of everyday situations, creating a temporal bias that impact individual's cognitions and behaviors. In the school and career domain, future orientation appears to contribute to a positive school integration and facilitates personal development and career planning in the long term. Participants were 460 adolescents studying in both private and public schools in Brazil. The mean age was 15.9 years (55,3% females). The instruments employed were the Brazilian version of the Career Adapt-Abilities Inventory (international items only), and the Brazilian version of the Portuguese Time Perspective Inventory. Results showed different patterns of relations between adaptability and time perspective dimensions in this sample. Orientation to the future correlated positively with all dimensions of adaptability: .53 (Concern), .34 (Curiosity), .31 (Control), and .31 (Confidence). Concern also correlated with orientation to the present ($r=-.37$) and anxious view about the future ($r=-.27$). All other correlations were nonsignificant or negligible in magnitude ($<.15$). These results confirm the theoretical expectation that time orientation (future x present) is an important aspect of adaptability, mainly with respect to the Concern dimension. That is, in order to develop a concern about the career one has to envision the possibility of a future. This psychological movement of projecting oneself into the future, however, involves exploring possible selves (Curiosity), assuming responsibility and initiative (Control), and putting efforts to reach the desired future (Confidence). These findings point to the importance of considering how adolescents think and feel about their futures when they look for career counseling. Exploring the subjective time perspective, anxieties and possible dysfunctional beliefs about the controllability of the future may be necessary with some clients in order to promote an effective counseling.

Applicazione di un training per incrementare l'adattabilità professionale. L'esperienza all'istituto professionale "A. Scotton" di Breganze (VI)

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Sempre più i cambiamenti del mondo del lavoro richiedono alle persone di possedere abilità che rientrano nell'adattabilità professionale, che viene definita come "la propensione ad affrontare in modo adeguato i compiti evolutivi per prepararsi a partecipare al ruolo lavorativo e ad adattarsi alle richieste imprevedute dovute ai cambiamenti del mondo del lavoro e delle condizioni lavorative" (Savickas, 1997). Ciò presuppone, quindi, il possedere una serie di abilità che riguardano l'ottimismo, la propensione a pensare e a pianificare il futuro professionale, la tendenza ad adattarsi alle situazioni e alle richieste imprevedute, la curiosità e l'esplorazione professionale unite ad un senso di efficacia nei confronti delle proprie capacità e possibilità (Savickas, 2007). Le capacità di adattabilità professionale, che concorrono a formare lo sviluppo professionale nell'arco della vita, si consolidano nell'adolescenza ed assumono particolare rilevanza nei momenti in cui si devono affrontare le transizioni scuola-lavoro o lavoro-lavoro. Considerata l'importanza e la centralità che la ricerca scientifica riconosce a questo costrutto e le ricadute che esso ha negli individui, è nata l'idea di intervenire per promuovere lo sviluppo dell'adattabilità su un gruppo di studenti selezionati che si affacciano sul mondo del lavoro o che stanno maturando l'ipotesi di interrompere precocemente il percorso di studi. Nella presentazione verrà illustrata l'applicazione del training sull'adattabilità professionale messo a punto da L. Nota e S. Soresi, su un gruppo selezionato di studenti del secondo anno dell'IPSIA Scotton di Breganze (VI), evidenziando il programma seguito e i risultati ottenuti.

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L'erogazione via internet di consulenza di orientamento a distanza: L'esempio di www.supportolavoro.it

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L'intervento presenta il sito Supporto Lavoro www.supportolavoro.it realizzato nell'ambito del progetto WBS Web Based Job Search Support <http://jobsearchsupport.net/it>, cofinanziato dall'Unione Europea. Il sito è stato realizzato per fornire supporto alle persone in cerca di consulenza di orientamento e alle agenzie che erogano servizi di orientamento e centri per l'impiego. Il sito è infatti strutturato in tre sezioni che attraverso un percorso guidato da esercizi aiutano i visitatori a identificare il proprio obiettivo professionale,

migliorare la propria impiegabilità, mettere a punto una ricerca di lavoro efficace. È presente inoltre una sezione dove gli utenti possono chiedere consiglio a un esperto e interagire con altri visitatori del sito. Il sito è stato strutturato secondo i principi del Web 2.0, in particolare ogni utente può registrarsi con un proprio profilo, caricare i propri dati (CV, lettere di accompagnamento, altri documenti) in un archivio personale, pubblicare un proprio blog, partecipare a un job club virtuale. Le agenzie che erogano servizi di orientamento e i centri per l'impiego possono utilizzare il sito per fornire orientamento ai propri utenti A) rimandandoli al sito e B) utilizzando i forum e le altre funzionalità per erogare consulenza a distanza. L'intervento illustrerà la struttura del sito e i principi relativi all'erogazione di consulenza di orientamento a distanza che ne hanno ispirato la struttura.

Uno strumento d'analisi delle competenze e dei posti di lavoro per l'orientamento finalizzato all'inserimento delle persone con disabilità

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Il diritto al lavoro delle persone con disabilità finalizzato all'inclusione sociale è previsto dalla convenzione ONU (2006). Si contrappone al dovere di svolgere un lavoro secondo le proprie possibilità e scelte, sancito dell'articolo 4 della costituzione Italiana (1948). La direttiva Europea 78 (2000) sulla parità di trattamento in materia d'occupazione e lavoro, da un lato non garantisce il lavoro o il suo mantenimento, la promozione o la formazione, di un individuo non competente, non capace o non disponibile ad effettuare le funzioni essenziali di un lavoro specifico. Dall'altro impone alle aziende o ai servizi pubblici quando il costo risulta eccessivo, l'onere di mettere in atto delle azioni per consentire ai disabili l'accesso al sistema del lavoro, in funzione delle esigenze della persona e delle aziende nelle situazioni concrete. In questo scenario i servizi pubblici per il lavoro sono chiamati a realizzare dei percorsi e dei progetti per lo sviluppo delle risorse lavorative finalizzato all'inserimento lavorativo, sviluppando le attività di: 1) Orientamento s'intende come supporto alle scelte della persona in situazione di disabilità e del contesto familiare, riguardanti educazione e formazione, tempo libero e lavoro, per la costruzione della vita professionale con lo sviluppo di competenze lavorative. Facendo riferimento alla teoria socio cognitiva (Lent, 2001) e della costruzione della carriera (Savickas, 2005), con l'analisi degli interessi (Holand, 1970) e la presa di decisioni finalizzate all'inclusione sociale (Soresi & Nota, 2000, 2007). 2) L'inserimento riguarda la gestione del progetto d'inserimento della persona con disabilità sul posto di lavoro, per lo svolgimento di mansioni lavorative in contesti produttivi, in base alle esigenze aziendali. Tenendo presente la teoria sulla disabilità nei processi produttivi (Riessner, Shrey & Zimmermann, 1997) e quella delle competenze (Rey, 2005), con la progettazione di percorsi formativi (Quaglino, 2003) e la valutazione della prestazione lavorativa (Spencer & Spencer, 1995) si rende opportuno l'utilizzo di uno strumento d'analisi delle risorse lavorative per la costruzione del percorso d'inserimento, in modo da prendere in considerazione i seguenti elementi: a) La valutazione delle persone con disabilità di tipo bio-psico-sociale ICF/OMS, mettendo in evidenza la menomazione fisica o psichica, il tipo di funzione coinvolta dalla disabilità, le attività che la persona può svolgere, la risposta con l'ambiente esterno. L'analisi permette di prendere coscienza dei limiti e delle opportunità della persona con

disabilità; b) L'analisi delle risorse lavorative e degli interessi professionali della persona, in base al percorso personale formativo professionale, mettendo in evidenza le competenze possedute ed acquisibili, in base agli interessi personali secondo il modello RIASEC, al fine d'analizzare le risorse lavorative in base agli ambienti di lavoro. Il Centro Servizi Lavoro di Quartu Sant'Elena della provincia di Cagliari ha predisposto uno strumento per l'orientamento finalizzato all'inserimento delle persone con disabilità, con l'analisi delle competenze della persona con disabilità e l'analisi dei posti di lavoro, al fine di permettere la presa di decisione nella costruzione dell'inserimento lavorativo.

Fase preliminare dello sviluppo di uno strumento iconografico di indagine degli interessi professionali

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Gli strumenti psicometrici possono contribuire ad arricchire la conoscenza che la persona ha di sé e, quindi, consentono di valorizzare le proprie potenzialità o di modificare atteggiamenti, comportamenti, convinzioni che potrebbero interferire con il successo scolastico e professionale (Mancinelli, 1998). La prassi indica come gli strumenti di rilevazione degli interessi professionali siano tra i più diffusi, a sottolineare l'importanza del costruito in una scelta scolastico-professionale e la necessità di poter contare su una valutazione oggettiva dei settori di studio e di lavoro che risultano più attraenti per le persone. Se numerosi sono i contributi sul ruolo degli interessi professionali nell'orientamento, altrettanto numerosi sono gli strumenti, anche italiani, che sono stati sviluppati per la pratica e la ricerca nel campo dell'orientamento. Ben noto è il questionario di Holland (1997) che identifica sei tipologie personologiche a partire dall'interesse dei soggetti su un numero ampio di professioni, o altri strumenti più specificatamente indirizzati a rilevare l'interesse delle persone su un predefinito numero di settori professionali, quali lo Strong Vocational Interest Blank (Strong, 1943) o il Questionario di Preferenze Accademiche e Professionali (Mancinelli & Bonelli, 2002). Ai più tradizionali test psicologici, col tempo si sono affiancate altre modalità di indagine, a volte meno strutturate e, a volte, meno legate all'uso della parola scritta. Il presente contributo di ricerca presenta le fasi preliminari della costruzione di uno strumento di rilevazione degli interessi professionali, nella scuola primaria e secondaria di primo grado, attraverso l'uso di immagini: gli item iconografici consentono di superare i limiti dei tradizionali item verbali, che vincolano l'utilizzo di strumenti psicologici solo a soggetti in grado di comprendere appieno la lingua. La fase di pre-test ha permesso, utilizzando item verbali, di identificare un numero ridotto di professioni considerate come le più rappresentative di 21 aree di studio (desunte dalle aree ministeriali degli istituti secondari di secondo grado) da parte di un campione di 100 studenti di scuole primarie (classi quinte) e secondarie di primo grado (classi seconde) pareggiati per genere. La fase successiva è consistita nella costruzione di uno strumento per il pre-test, composto da 84 vignette che rappresentano altrettante professioni, che è stato somministrato ad un campione di circa 200 soggetti e le cui caratteristiche psicometriche verranno presentate in anteprima durante il convegno.

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Career counseling at the university: The experience of a career center in Brazil

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The purpose of this work is to report the experience of a career counseling center in a large university located in the South region of Brazil (Federal University at Rio Grande do Sul – UFRGS). Contrasting with other countries where career counseling services in higher education institutions are well established, in Brazil few universities or colleges offer this kind of service. Nonetheless, Brazilian students face academic and career concerns similar to other students around the world, like the need to adapt to the university context, coping with academic demands, deciding on a career path, preparing to enter the labor market, among others. The career counseling center at UFRGS started its activities in 2006, aiming to foster the career and psychosocial development of students. Three kinds of interventions are directed to students: thematic workshops, individual counseling, and group counseling. Workshops are designed to develop skills and promote reflexion related to specific topics like job search strategies, resume writing, networking, interpersonal communication, time management, study methods, and others. Individual counseling is customized according to the needs of the clients. The most common reasons that bring students to individual counseling are: dissatisfaction with the course choice, learning and time management difficulties, and need for planning the school-to-work transition. Group counseling is a new strategy being implemented, and is offered with two foci: for students who are dissatisfied with their courses and are thinking to dropout; and for students who are planning the transition to the labor market. Group counseling appears to be an effective counseling strategy, since students have the opportunity to share their feelings, concerns and experiences, which reduces anxiety and facilitates exploration. Besides these interventions targeted at students, the counseling center also offers training and consulting for staff and faculty. The objective of this training is to sensitize these professionals to understand the concerns and psychosocial needs of the students, which is expected to revert in a more supportive attention to them. Although the career counseling center is relatively new, the search for its services has grown during the last years, suggesting that career and academic counseling is slowly becoming part of the university's culture. Students participating in workshops and individual and group counseling have highlighted the importance of these interventions, mentioning gains specially in their reflexive skills and in their confidence to make decisions about their careers. The challenge faced by the career counseling center now is the need to develop a more structured strategy to evaluate the effectivity of its interventions. In this poster, a more detailed description of the interventions will be presented, as well as data showing the demands for the service.

Workplace experience and vocational development

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The provision of workplace-based experiences (internship/placement) is an important component of the training program of students attending technological and professional courses, in secondary education. Regarding the effect of such experiences in vocational development, research results are not conclusive enough, mostly, if we consider the theoretical expectation that work experiences clearly affects the vocational development of adolescents (e.g., Dawis, 2002, 2005; Lent, Brown & Hackett, 1994; Mitchell & Krumboltz, 1996; Savickas, 2005; Super, 1957; Super, Savickas & Super, 1996; Vondracek, Lerner & Schulenberg, 1986). As a corollary of this observation, the main purpose of this study is to clarify the relationship between work experience quality and students vocational development. Using a longitudinal design (pre and post - internship), we conducted a study (N = 346) that explores the relationship between perceived qualities of the training experience (IQE - autonomy, colleagues feedback, social support, task variety, learning opportunities, instructions clarity, training, supervisor feedback and support) and career exploration (CES – Stumpf et al., 1983; Taveira, 1997), career decision-making (CDS - Osipow, Carney, Winer, Yanico & Koschier, 1976; Silva, 1997) and career commitment (CCCS - Blustein, Ellis & Devenis, 1989; Silva, 1997). The results suggest that the quality of work experience is relevant for the vocational development of students, mainly, in what concerns the process of career exploration.

L'approccio narrativo all'orientamento: L'uso delle autopresentazioni

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La narrazione agisce su almeno tre livelli: come costruzione di significati, come strutturante dell'identità, come narrazione di sé; le narrazioni contribuiscono a strutturare l'identità culturale, sociale e, di riflesso, quella personale, creando le basi dell'identità professionale. L'orientamento è interessato a tutti questi aspetti (Batini, 2005) in quanto è un processo che si configura come irripetibile lavoro sull'identità: è evidente la stretta relazione che c'è con le identità sociali e professionali e, non da ultimo, sull'identità personale, dalla quale le precedenti non possono essere slegate. Nella ricerca qui presentata, all'interno di un progetto di orientamento rivolto agli studenti delle classi III di una scuola primaria di secondo grado (tot. 54 studenti), si è scelto di utilizzare una metodologia d'intervento di tipo narrativo: è stato utilizzato un questionario di autopresentazione Zuczkowski, 1976; Nicolini, 1999) anziché i più frequenti sull'esplorazione degli interessi. Il questionario intende far emergere sia l'immagine diretta che quella riflessa (Cooley, 1902). Per quest'ultima è stata richiesta una riflessione relativamente a insegnanti, familiari, amici e compagni di classe, ritenuti soggetti significativi nell'ambito del processo di orientamento. I testi raccolti sono stati trattati mediante un software di analisi lessicale e testuale (TalTac2) che consente di condurre un esame di tipo statistico/lessicometrico. In questo contributo viene riportata l'analisi condotta sulla rilevazione di verbi ed espressioni

costitutivi di mondo utilizzati nella risposta all'item che riguarda la sola immagine diretta. L'analisi condotta sui testi raccolti fa riferimento alla teoria del testo-teoria del mondo di J.S.Petöfi (1973, 1980) secondo cui ogni enunciato è scomponibile in almeno tre proposizioni: la proposizione descrittiva, la proposizione performativa e la costitutiva di mondo. Quest'ultima indica le modalità di accesso del parlante all'esperienza o alla conoscenza che costituisce il contenuto tematico dell'enunciato (o proposizione descrittiva) ed quindi strettamente correlata al mondo interno. Attraverso il riferimento a una lista di verbi italiani costitutivi di mondo (Nicolini, 2000), si è stati in grado di rivenire quali e quanti tra questi siano utilizzati dagli adolescenti nella narrazione di sé. Dai primi risultati è possibile notare che sono citati verbi facenti riferimento alla dimensione delle speranze, illusioni e fantasie pur restando prevalente l'uso di verbi riferiti al mondo dei pensieri e in particolare alla regione del giudizio e della valutazione. L'analisi di genere evidenzia che i maschi fanno maggiore riferimento a stati o processi di pensiero (es.: considerare, preferire, appurare, ...) mentre sono le femmine che si riferiscono con più frequenza a percezioni (es.: sentirsi, accorgersi).

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Quali sfide e quali strumenti per sviluppare il proprio progetto imprenditoriale nella realtà lavorativa attuale

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L'attuale realtà professionale implica un sempre maggiore impegno nell'affrontare una realtà fluida che spinge a mettere in campo la capacità di esprimere appieno tutte le potenzialità dell'individuo secondo una visione olistica, in cui non si dà separazione netta tra individuo e società, pubblico e privato. L'ambito professionale è un ponte progettuale tra le diverse sfere dell'individuo, in cui è fondamentale la capacità di fronteggiare il cambiamento e gestire l'instabilità, in modo pro-attivo. E' quindi sempre più utile, porsi l'obiettivo di far germogliare fermenti di inquietudine o criticità, per la realizzazione di nuove forme di progettualità individuale che si inseriscano in una visione reticolare della realtà, in cui lo scambio è un elemento primario. La ricerca ha lo scopo di analizzare quali capacità, professionali e non, vengono attivate e quali fatiche/investimenti esse implicano, da coloro che nella loro attività professionale si trovano nella condizione di affrontare

momenti di incertezza e complessità, per lo sviluppo di carriera come progetto individuale di “imprenditorialità”. Ciò s’inserisce nell’ambito del tema del career management in un’ottica di gestione responsabile del proprio percorso di crescita e di carriera. Metodologia: analisi di tipo qualitativo, attraverso la realizzazione di dialoghi in profondità con una numerosità di 4 case histories, con imprenditori/manager di successo. Attraverso i colloqui individuali sarà possibile la raccolta di informazioni/dati legati all’obiettivo della analisi. Ciascuna case history analizzata, è trattata come idealtipica per il differente approccio al tema principale in oggetto. Un focus particolare è stato posto su: 1. contesto organizzativo di appartenenza; 2. caratteristiche di ruolo: identità professionale–personale; 3. percorso di sviluppo realizzato; 4. capacità di auto-imprenditorialità “messe in campo”; 5. difficoltà/criticità. Nella ricerca vengono considerati settori professionali diversi, nella convinzione che lo sviluppo di ogni ruolo è anche legato al contesto di appartenenza che contribuisce a definire sia i vincoli che le opportunità per la realizzazione del proprio progetto professionale. Nello specifico, vengono indagate figure legate all’imprenditoria, alla managerialità nelle sue sfaccettature e alla libera professione, che si distinguono per potere decisionale e specificità della mission. In particolare: la modalità di gestione dell’incertezza basta sul calcolo delle potenzialità dell’imprenditore, concertativa perché centrata sulla governance del manager sociale, legata alla polis come organizzazione interna, di gestione e motivazione del personale del manager aziendale, dove l’identità personale e quella professionale sono più interconnessi di quelle del free lance. Le riflessioni emerse costituiscono la base per teorizzare una matrice sui tratti comuni e che fotografa lo scenario concettuale del tema della auto-progettualità.

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The transition to a major in higher education: Decision-making profiles as predictors of the quality of choice implementation

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Each year many adolescents are confronted with the issue of choosing a major in higher education. This educational transition usually implies a decision-making process during which adolescents are faced with decisional tasks such as exploring different alternatives, reflecting on interests and skills, comparing suitable alternatives, and choosing one option. Adolescents may differ in the way they deal with these decisional tasks. For example, some adolescents may be highly committed to their choice without having explored several alternatives, whereas others may show high levels of exploration but are still uncertain about their educational choice. The current study investigated adolescents’ process of choosing a major by examining their coping with educational decisional tasks (i.e.,

orientation, self-exploration, environmental exploration, decisional status, and commitment). We tested longitudinally whether differences in combinations of addressing decisional tasks (i.e., educational decision-making profiles) are predictive for the quality of subsequent choice implementation (i.e., academic functioning) in higher education. In all, 665 students (300 boys, 365 girls; mean age 18 years) participated in the study. Using latent class clustering analysis on adolescents' scores for coping with decisional tasks four decision-making profiles were revealed which paralleled the four identity statuses of Marcia: the achievement cluster (i.e., high on all decisional tasks), the foreclosure cluster (i.e., high on decisional status and commitment, but intermediate on exploration), the moratorium cluster (i.e., low on decisional status and commitment, but high on exploration), and the diffusion cluster (i.e., low on all decisional tasks). As expected, students in the achievement cluster showed the most adaptive pattern during higher education. The achievement cluster scored higher on academic adjustment, social adjustment, and commitment than the moratorium and diffusion cluster. In addition, students in the achievement cluster scored higher on social adjustment than students in the foreclosure cluster. The two clusters with relatively low scores on commitment to their choice (i.e., the moratorium and diffusion clusters) did not differ on choice implementation. The results of the study do not only indicate that the differentiation between decided and undecided students is a relevant one, but that the type of decidedness is important as well.

Vocational counselling interviews and confidence sharing

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Counselling practitioners who are used to helping clients speak about themselves may consider that confidence sharing is perfectly normal or obvious. However, there has been very little work on the discourse analysis of confidences in vocational counselling interviews. And yet, analysis of a large corpus of vocational counselling interviews to see how previously defined confidence-sharing activities emerge and are handled by the client and counsellor can shed new light on the linguistic aspect of the counselling activity. This analysis reveals: a) that confidence sharing can take many forms and occupy different positions in the exchange, and b) that the counsellor always plays an active role, in that the confidence is never one-sided but is the result of a shared activity that develops within and through the interaction. Confidence sharing is an asymmetrical dialogic episode to which both parties consent, in which one reveals something personal to the other who participates in the emergence and unfolding of the confidence. We describe how this is achieved at a discursive level within vocational counselling interviews. Based on a corpus of 64 interviews, we analyse the disclosure of confidences and the discursive procedures allowing their expression, the way the interactants manage the situation and the repercussions on the counselling interview. How are confidences accomplished in the vocational counselling interview? In this situation, the counsellor implicitly expects the client to produce the confidential material with which to identify a career-related problem that they can work on together, while the client expects the counsellor to help him/her identify and express the problem. Interaction with the counsellor may trigger a critical reflective process in the client, raising doubts about ideas that previously seemed true. Secondly, the vocational

counselling session takes place in a socio-discursive setting conducive to making confidences, in other words, an enclosed, private space where the confidential nature of the conversation is explicit. We aim to show that confidences can be expected in vocational counselling interviews and how they can contribute to the outcome. After defining the markers of the confidence, we select some of these sequences for detailed conversation analysis to describe the patterns observed and the variations to which they give rise. We examine the interactional and enunciatory functioning of the sequences in order to identify specific patterns in the way the confidences are articulated, as well as any differences related to particular situations. We look particularly at the way the confidence was introduced and expressed by the client and how it was handled by the counsellor.

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School-to-work transition among university students: Understanding career adaptability and the construction of work role identity

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The transition from university to the labor market represents a challenge to students. New career choices need to be done, as well as projects for the future. Furthermore, it is socially expected that students start showing a professional attitude in their internships and other work experiences, transitioning from the student role to the worker role. The aim of this study was to investigate how university students prepare for this transition and identify personal resources and academic experiences considered important to this process. Career construction theory and role identity theory were used as frameworks to understand the phenomenon. Two studies were carried out. Study 1 was a quantitative survey with 62 senior Civil Engineering students from a university situated in the South of Brazil. The instrument used was a questionnaire that assessed students' perceptions about their academic experiences and expectations about the school-to-work transition. Main results suggested that most students had an optimistic view about the transition to the labor market, influenced by a favorable context for insertion into the job market for civil engineers at the moment of the research. Study 2 was a qualitative investigation conducted with six students from Study 1 that agreed to participate in a continuation of the study. The purpose was to deepen the understanding of the phenomenon, by taking into account the subjective experiences of the students. Semi-structured interviews were conducted individually with each participant, and the interviews were later content analyzed. The analysis used a priori categories based on career adaptability dimensions (concern, control, curiosity and confidence) and role identity processes to describe each case. Internships were cited as important experiences that help to develop a professional identity, to explore the self and the world of work, and to become more confident as a worker. Students that reported behaviors compatible with the concept of career adaptability (like anticipating and planning the future, assuming control over choices and study trajectories, exploring the self and

occupational possibilities, and feeling confident to perform the professional tasks) mentioned as well to feel prepared for assuming the worker role. In addition, students that expected to become professionally and personally fulfilled through work also reported trying to actively manage their careers, by exploring opportunities and assuming responsibility for their decisions and actions, which was not mentioned by students that expected work to be only a source of income. Results suggest that career adaptability and the construction of work role identity are related processes. Employing these theoretical approaches together makes possible to understand in a complex and complementary way the theme of career transitions. Conclusions set directions for future research and practice in the field of university students counseling.

Adjustment to higher education: The influence of academic experiences and academic the quality of academic life in positive affect of the first-year students

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The transition from secondary school to higher education is a period of many changes, which are associated with the modifications of the entry into adulthood. If the students do not feel well adjusted to this level of education they may suffer numerous consequences, which could range from academic failure to several psychological disorders. Several studies that aim to investigate the origins of the adjustment to higher education and subjective well-being showed that the most important for students to feel happy are the experiences that they live throughout their academic career. On the other hand, it also begins to emerge evidence that the assessment that the student makes of his living conditions their affections. In this particular case we focus on the concept of academic quality of life, assuming that student's perception about their life according to the characteristics of the institution attended influence, positively or negatively, their mood. The present work aims to deepen the knowledge about the relationship between positive emotions, academic experiences and quality of academic life for students who just enter on higher education. By resorting to a sample of 183 first-year college students from the University of Algarve it was possible to observe a significant influence of gender, birthplace, university's surroundings and experiences related to the course on the student's positive affect.

Internet self-efficacy and career exploration: A study of the impact of a career intervention

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In the current conceptions, career exploration embodied in a fundamental process of decision-making and in the field of career planning (e.g., Blustein, 1997; Flum & Blustein, 2000; Taveira, 2001). In this context, all the career interventions have as a main role, to foster the skills of research and collection of occupational information over the Internet

(e.g., Offer & Sampson, 1999; Sampson, Kolodinsky & Greeno, 1997; Stevens & Lundberg, 1998; Tricot, 2002). The main goal of this study is to analyze the impact of a vocational intervention on the quality of vocational exploratory behavior and self-efficacy, in using the Internet to research career information, in a sample of students from the 9th grade. Resorted to a quasi-experimental design with two phases of data collection (pre and post-test), and the participants were organized into three conditions: a) experimental group subject to an information session with further reflection, b) subject to experimental group information session without reflection, and c) control group. The main objective of the intervention, which was organized in the mode program, was to provide tools, to develop the skills of research and to increase the frequency and the quality of student's career exploration. The program includes ten sessions, during 8 hours and 30 minutes, based on leisure and information activities to young people. In this study, 120 students from the 9th grade, distributed by six different classes, were analyzed. Two classes are part of the control group, while the rest are divided between the two experimental groups. Data evaluation was based on the use of the following measures: Career Exploration Survey (CES; Stumpf, Colarelli & Hartman, 1983; adaptation Taveira, 1997), to evaluate the process of career exploration; and the scale to evaluate the Self –Efficacy to Research, Educational and Professional Information, on the internet (Inácio & Gamboa, 2008). With this study it is possible to conclude that the vocational intervention actually produces a positive impact on the exploratory behavior of the students. There are differences between the experimental and control groups, in regard to the timing of intervention.

Keywords: Internet, Self-efficacy, Vocational intervention, Career Information.

Vita attiva, vita sedentaria e scelte di studio e professionali

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La ricerca muove dal presupposto che la condotta, il comportamento motorio e lo stile di vita di un soggetto possano, in qualche modo incidere sulle sue scelte di studi e professionali. A tal fine è stato preso in considerazione un campione di studenti, di entrambi i sessi, frequentanti rispettivamente la seconda e la terza media e il primo biennio di scuola secondaria di secondo grado. Degli stessi studenti sono stati ricostruiti i comportamenti, la condotta e le attività esercitate nelle ore extrascolastiche, riconducendoli a sette profili principali, in corrispondenza dei quali sono state ipotizzate le scelte e le propensioni più probabili al riguardo delle scelte scolastiche e professionali e, soprattutto, al riguardo del progetto di vita.

L'orientamento alla scelta in soggetti con disturbi specifici dell'apprendimento

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La ricerca, condotta su un campione di soggetti frequentanti l'ultimo triennio della scuola superiore ha comportato una difficoltà preliminare, dovuta alla necessità di individuare soggetti con disturbi specifici. A tal fine sono stati somministrati tre test, miranti a individuare, rispettivamente: le difficoltà di scrittura, di organizzazione logica, di

comportamento motorio. Sulla base degli esiti raccolti e interpretati si è proceduto a stilare una serie di livelli di compatibilità tra le scelte dei corsi di studio universitario e gli indici di difficoltà riscontrati, conseguenti ai disturbi di apprendimento.

Career issues of Korean students in the United States: Needs and resources for vocational design

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The study assessed the career needs of Korean international students at a university in the U.S.. The study involved 1) a survey to investigate students' needs for counseling services, 2) two focus groups, and 3) an interview with a Ghanaian international student for initial comparison purposes. The study also explored resources for vocational design by interviewing university staff members. Seven of 59 possible Korean students replied to an email survey. While students indicated needing counseling services (e.g., how to make friends in the U.S., coping with home sickness & loneliness, learning about transportation, time management and note taking skills, writing papers, engaging in class discussion), 5 students said they would like to be part of a career development program. Six undergraduate and 4 graduate students attended a two-hour focus group. Before attending, students were given 11 questions about their motivation and barriers to pursue studies in the U.S. and career aspiration and challenges. Several themes emerged from the groups. Possibly the most significant was language barriers. Both groups stated the challenges of language were more than they had expected. They reported only having time for daily tasks and could expend no energy on future planning. They also expressed a desire for work experience in the U.S. after graduation, regardless of if they stayed or returned to Korea. Further, they conveyed Korean professors at their university inspired them, though they did not consider them role models. Compared to undergraduates, graduate students had a clear and specific goal for their career. Further, undergraduates reported a more positive perspective about pursuing their career in the U.S. They said in the U.S. they would have greater opportunities because the job market is larger. Neither group of students indicated concerns about legal issues as barriers. Finally, both groups reported a belief that if they were academically successful or spoke fluent English, all their pertinent issues would be addressed. They did not report, however, any concerns of possible racial discrimination, whereas the Ghanaian student reported greater concerns and an impression of an unwelcoming environment for international students. The interviews with university staff members suggested international students needed to be more active when seeking jobs. Many staff emphasized the importance of extra curricula activities including learning the culture of the U.S. and developing a network. For instance, the Counseling Center Counselor stated not one single international student had participated in her career groups or workshops. This suggests it may be beneficial to offer career workshops or individual and group counseling tailored to the needs of international students. In particular, the Career Center Director stated the greatest obstacles for international students were networking and legal issues. Recall, the students did not mention such challenges. There were challenges tied to conducting this project. For instance, when recruiting students, most were reluctant to participate because they did not want to discuss their career concerns with other Koreans in a focus group. Some did report, however, they would express their

concerns if it were a one-to-one dialogue. Since the main source of recruitment was through a Korean Church, there was a potential response bias. Other challenges when performing research with Korean students in the U.S. will be addressed in this poster.

Design Based Research as a framework for promoting formative guidance by means of subject related problem solving in teacher formation

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A method based on problem solving (PSO) for formative guidance in classroom activities related to the different subjects in secondary school was experimented in many contexts and proposed to teachers as specific contribution for guidance in teaching/learning activities. Since from 2005, the Italian Universities activated initiatives for school-university cooperation in the framework of the national plan (*Progetto Lauree Scientifiche - PLS*) to face the problems of a substantial scientific illiteracy in young people and a worrying decreasing interest in physics emerging from OCSE-PISA data. The project PLS is financed by Ministry for Education and University and coordinate 65 university local projects on mathematics, physics, chemistry and material science. The collaboration of University with teachers in the PLS physics section is an important goal realized with different modalities. The Italian university Physics Education Research Units (IPERU), cooperating in national research projects on physics education in the last 15 years, joint in a proposal for PLS consisting in a national II level Master (post Master Degree) for in-service teacher formation on modern physics and problem solving for guidance (PSO) and innovation on teaching/learning physics in secondary school. The biannual Master (Master IDIFO) is realized two times by the cooperation of 18 IPERU, being Udine the responsible. The Physics Education Research (PER) is present in Master IDIFO in different dimensions: the material used for teacher formation are research products, the activity proposed include research based school experimentations (teaching experiments), the formation processes in the framework of pedagogical content knowledge (PCK) is monitored in the perspective to individuate elements for a model of in-service teacher formation on modern physics and guidance. In this contribution the characteristics of Master IDIFO and significant aspects of its realization are discussed, in terms of a community where a fruitful interaction between school teachers and researchers produce a research based Model for teacher formation were guidance is an integrated topic with subject related innovation. Design Based Research is integrated in the framework for co-planning with teachers for problem solving activities on physics for formative guidance. From the data analysis on the formative guidance proposals of teachers for secondary school student in physics emerge the guidance conceptions of teachers and their need of formation in the field.

TUESDAY 13 SEPTEMBER

POSTER SESSION B

Stili decisionali: i risultati preliminari di una ricerca longitudinale

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In un periodo di notevoli cambiamenti che hanno investito il mondo del lavoro, l'orientamento acquisisce una funzione fondamentale, non soltanto come momento di supporto nelle fasi critiche della scelta e della transizione, ma come strumento di sviluppo di conoscenze, capacità e abilità personali durante tutto l'arco della vita. Infatti, questo, e non solo, viene espresso nella C.M. 43 del 15/04/09 nella quale è sancito il "passaggio da una prassi di orientamento di tipo quasi esclusivamente informativo e limitata ai momenti di transizione e decisione, ad un approccio olistico e formativo per cui l'orientamento investe il processo globale di crescita della persona, si estende lungo tutto l'arco della vita, è presente nel processo educativo sin dalla scuola primaria ed è trasversale a tutte le discipline". Ed è proprio per quanto precedentemente detto che il processo orientativo rappresenta un percorso educativo che dura tutta la vita e che mette al centro di tale percorso l'individuo fornendogli strumenti e aumentando le proprie competenze personali per un auto-orientamento che lo sosterrà in ogni momento evolutivo e non solo nelle scelte scolastiche o professionali. La ricerca svolta presso scuole medie di Enna (EN), Catania (CT), Caltanissetta (CL) ed Acate (RG), ha l'obiettivo di verificare l'efficacia delle scelte degli alunni di terza media, monitorandone il percorso scolastico fino al primo anno di scuola secondaria di secondo grado. A tale scopo si procederà alla somministrazione di una batteria di strumenti per la rilevazione degli stili decisionali (QSD, Magnano, Di Nuovo, in corso di validazione), dell'immagine di sé (VIS, Magnano, Di Nuovo, in corso di validazione), del locus of control (n. 4 item tratti dal QAI, Di Nuovo, 1998) e del senso di autoefficacia sociale percepita (ASP-G, Caprara, 2001) negli alunni delle classi terze. Il protocollo di ricerca, inoltre, prevede il monitoraggio del rendimento scolastico attuale, il confronto tra scelta ipotizzata (desunta dalle pre-iscrizioni) e scelta effettiva (verificata nel corso del prossimo anno scolastico) e l'efficacia di tale scelta, attraverso l'analisi del rendimento scolastico rilevato nell'istituto di afferenza. Nel presente contributo verranno presentati i risultati preliminari dello studio longitudinale, tramite l'analisi delle relazioni esistenti immagine di sé, locus of control, senso di autoefficacia e stili decisionali.

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Immagine dell'università negli adolescenti

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La ricerca è stata condotta su un campione di adolescenti, frequentanti gli ultimi due anni di scuola secondaria, allo scopo di conoscere le competenze che gli adolescenti stessi prefigurano necessarie per affrontare gli studi universitari, le metacompetenze di cui gli stessi dispongono e gli strumenti e le modalità di organizzazione dello studio che ritengono necessari per conseguire un buon profitto scolastico all'università. In particolare, si è cercato di comprendere quali fattori non cognitivi incidano prioritariamente nella scelta del corso di studi universitari, prendendone in considerazione prevalentemente tre: la motivazione, l'autostima, l'autoefficacia.

Intelligenza emotiva, stili decisionali e autoefficacia: Un'indagine esplorativa sui ragazzi in uscita dalla scuola secondaria di primo grado

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Negli ultimi anni molti studi hanno documentato l'importanza dell'intelligenza emotiva sia per il benessere e la qualità della vita degli individui sia per il loro successo professionale (Di Fabio, 2010). Il nostro lavoro si concentra sulla fascia dei giovani in uscita dalla scuola secondaria di primo grado, analizzando stili decisionali ed autoefficacia, costrutti ampiamente studiati ed utilizzati per la loro importanza nel processo decisionale, in relazione all'intelligenza emotiva, variabile recentemente introdotta nell'ambito della psicologia dell'orientamento con risultati incoraggianti (Di Fabio e Palazzeschi, 2010). In particolare, ci si chiede quale ruolo e peso l'intelligenza emotiva possa avere nel processo di scelta della scuola secondaria in relazione alle variabili già esplicitate. L'obiettivo è chiarire l'esistenza, il tipo e il peso della relazione tra le tre variabili. Esplicitare la relazione può definire ulteriormente il ruolo dell'intelligenza emotiva e permettere l'utilizzo di quest'ultima nel processo di orientamento scolastico sia nello studio dei modelli di scelta sia nell'applicazione in programmi specifici. Come da ricerche simili (Di Fabio e Palazzeschi, 2010) e in accordo con i primi dati ottenuti ci si attende che l'intelligenza emotiva correli positivamente con stile decisionale adattivo e autoefficacia, mentre gli stili decisionali disadattivi correlino negativamente con l'intelligenza emotiva. Il campione è di 300 ragazzi frequentanti la classe terza della scuola secondaria di primo grado in Torino e provincia. Sono stati proposti i questionari: EIS - Emotional intelligence scale (Schutte et al., 1998, versione italiana Grazzani, Gavazzi et al., 2009), "Quanta fiducia ho in me?" (Soresi & Nota, 2001) e ADMQ - Adolescent Decision Making Questionnaire (Mann et al., 1988, standardizz. italiana a cura di Soresi et al., 2001) che sono stati somministrati al gruppo classe alla presenza di un ricercatore. Le analisi fin qui condotte su un campione di 32 soggetti (età media=13,88, d.s.=0,41) di due scuole differenti attestano la presenza delle correlazioni attese. Se tali risultati saranno confermati il costrutto di intelligenza emotiva potrebbe essere inserito, come anche suggerito da Di Fabio e Palazzeschi (2010), e integrato nell'attuale panorama operativo dell'orientamento, aprendo a nuove ipotesi di lavoro.

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Motivazione scolastica e dinamica della scelta: Un'indagine sugli studenti siciliani di scuola secondaria di primo grado

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Nella scuola media il percorso d'orientamento e il percorso educativo confluiscono in un'unica istanza di sviluppo delle potenzialità psicologiche e sociali degli alunni, attraverso interventi che favoriscono il successo formativo e le scelte adeguate ai propri interessi (Legge n.53/2003). L'obiettivo della ricerca è quello d'indagare le dinamiche emotivo-motivazionali connesse all'apprendimento, verificando il tipo di relazione esistente tra fattori cognitivi, aspetti emotivo-motivazionali, componente sociale e il ruolo che tali dimensioni assumono nel successo scolastico. La ricerca ha coinvolto 100 studenti (50 maschi e 50 femmine) di età compresa fra i 12 e i 14 anni ($M= 13.98$, $ds= .60$), frequentanti la terza classe di scuola secondaria di primo grado, ai quali sono stati somministrati i seguenti strumenti: il "Questionario di adattamento interpersonale" (QAI; Di Nuovo, 1998); il "Differenziale semantico" (DS; Di Nuovo & Licciardello, 1997); il "Questionario sull'autoefficacia" (Schwarzer, 1993); "il Questionario sull'ansia da prestazione" (Liebert & Morris, 1967); 4 scale (QAS; QC1I; QC2F; QC3O) estrapolate dal "Test di abilità e motivazione allo studio: prove di valutazione e orientamento" (AMOS; De Beni, Moè & Cornoldi, 2003). Dai dati ottenuti emerge che studenti organizzati con un approccio adeguato allo studio basano le proprie scelte sulla fiducia nella propria intelligenza. La motivazione alla scelta legata alla propria competenza nello studio risulta correlata ad una tipologia d'intelligenza incrementale. Coloro i quali mostrano una stima di sé elevata sono consapevoli di poter migliorare, attribuendo i propri successi all'impegno e sperimentando un forte senso di autoefficacia. Un atteggiamento positivo verso la scuola sostiene, infatti, scelte fondate sulle proprie risorse personali, senza influenze di tipo esterno. I risultati della ricerca confermano l'esigenza di promuovere un modello d'intervento che valorizzi la dimensione socio-motivazionale dell'apprendimento, portando allo scoperto i personali repertori di pensiero dell'allievo, quale predittore di scelte future efficaci.

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Parents and children share work and basic values? A preliminary investigation among Italian adolescents

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Many authors (Phalet & Schonpflug, 2001; Roest et al., 2010; Schwartz & Rubel, 2005; Weisgram et al., 2010) examined values transmission as a function of parents' and children's gender. According to Roe et al. (2010) cross-sectional studies examining the role of gender in values similarity have found mixed results and ascribe the incongruence between studies also to the content of the value under investigation. The influence of the content of values on their transmission is also related to their salience, because transmitted values are salient for parents and children (Pinquart & Silbereisen, 2004). The goal of the present study was to investigate the roles gender and the content of basic and work values play in the values similarity between parents and adolescents. 160 high school Italian adolescents, age ranging from 17 to 19, from the center of Italy (Lazio) and their parents (mean age = 17.36 y, SD= 0.9) had to respond to Work Values Inventory for Adolescents (WVI-A). The Work Values Inventory for Adolescents is designed to measure six dimensions: conservation, exploration, individuality, sociability, hedonistic values and self-actualization. They were also asked to respond to the Portrait Values Questionnaire (PVQ), which is designed to measure ten-dimensions: self-direction, stimulation, hedonism, achievement, power, security, conformity, tradition, benevolence, and universalism. Significant correlations were obtained between mother-father's values. Basic values (Security, Conformity and self direction) and work values (Self-actualization, and Individuality) were more closely related between fathers and sons, while basic values (Tradition and Benevolence), and work values (Self-actualization, conservation, exploration and Individuality) were related between fathers and daughters. Self direction and achievement (basic values), and exploration and individuality (work values) were more closely related between mothers and sons. There was no relationship between mothers' values and their daughters'.

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La relazione tra comportamento assertivo, stili decisionali e interessi scolastico-professionali nel turning-point della scelta del proprio futuro scolastico e/o lavorativo
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Il transito dalla scuola secondaria superiore ai nuovi ambiti esperienziali, che siano universitari o professionali, assume le vesti di un passaggio evolutivo di sviluppo e implica sovente una riconfigurazione del sistema identitario e dei sistemi relazionali. Le pratiche di Orientamento diventano occasione di esame dell’esperienza personale attuale e futura, in cui la consapevolezza dei propri interessi rispetto ad una o più aree professionali è riconosciuta come una delle variabili nodali. Essi influiscono notevolmente sulla stabilità e sulla costanza delle scelte, sulla perseveranza e sull’impegno nello svolgimento dei compiti richiesti dall’esercizio di una determinata professione o dalla frequenza di un determinato corso di studi (Amenta G. in Di Nuovo S., 2009). La ricerca nasce contestualmente al progetto di Orientamento denominato “OrientaKore” promosso dal S.I.O.T. (Servizio Interfacoltà Orientamento e Tirocinio) dell’Università degli Studi di Enna Kore e rivolto ai giovani diplomandi siciliani in procinto di scelta. Il presente lavoro di ricerca prende le mosse dai seguenti interrogativi: una buona considerazione di sé espressa nei termini di riconoscimento ed espressione delle proprie emozioni, un’alta competenza sociale e il possesso di social skills (tutti processi espressione della competenza assertiva), influenzano le dinamiche decisionali nel turning-point della scelta del proprio futuro scolastico e/o lavorativo e dirigono gli interessi? L’assertività di iniziativa ovvero l’abilità nel risolvere i problemi e soddisfare bisogni personali, in che modo incide sulle capacità di fronteggiamento adattivo dei processi di scelta dei “decisori” in un contesto di career decision-making? Il campione è costituito da 132 studenti diplomandi siciliani, pareggiati per genere e appartenenti ai tre principali indirizzi di studio (licei, istituti tecnici ed istituti professionali). Gli strumenti utilizzati sono il Questionario di Interessi Professionali (Di Nuovo et al., 2009), il General Decision Making Style-Revised (Scott & Bruce, 1995) e la Scale for Interpersonal Behavior, nella versione italiana di Arrindel e al. (2004). L’analisi dei dati metterà in evidenza le differenze negli interessi professionali legate al genere e all’istituto scolastico di appartenenza, la relazione tra interessi professionali e stili decisionali e le relazioni tra queste dimensioni e la competenza assertiva.

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CON.D.OR. - Consiglio di orientamento: I dati di/per un nuovo strumento

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Orientarsi nel passaggio tra un ordine scolastico e l'altro è un'operazione complessa; significa infatti: essere capaci di pensare a diverse alternative per il proprio futuro, capire le conseguenze di ciascuna scelta possibile; comprendere quale sia la migliore alternativa, procedere alla messa in atto del progetto. Durante il percorso di orientamento degli studenti di scuola media il Centro Orientamento dell'Università di Pavia, collaborando con le scuole del territorio pavese, ha ideato un nuovo strumento di orientamento: Con.D.Or. Le prime fasi del progetto hanno riguardato la creazione di un nuovo strumento di orientamento: il questionario di Orientamento "Con.D.Or. 2010", un questionario on-line a più sezioni da proporre alle classi dell'ultimo anno degli Istituti di Scuola Superiore di I grado. Il questionario è stato pensato in modo che il profilo personalizzato per ciascuno studente potesse offrire un quadro dello studente in termini di conoscenze dell'offerta formativa presente sul territorio, di se stesso in quanto studente (e non solo) e di alcuni aspetti relativi alla decisione del nuovo percorso formativo. Il questionario, e il profilo che ne consegue, si compone di tre sezioni principali – Interessi e decisioni, Attitudini e Competenze – declinate in contenuti specifici. La prima versione del questionario è stata somministrata a 564 studenti delle classi III in formato elettronico nel mese di novembre 2010. Successivamente sono stati consegnati i profili di orientamento individualizzati, tramite un incontro di restituzione di gruppo a cura di una psicologa del Centro Orientamento. Durante questi incontri, è stato spiegato ai ragazzi l'obiettivo del questionario e la modalità di lettura dei dati ricevuti. I dati raccolti dalla somministrazione sono stati elaborati statisticamente (Excel, SPSS) e i risultati hanno confermato buoni indici di validità interna e di attendibilità. Sulla base delle analisi dei dati svolte, il questionario è stato modificato sostituendo gli item con meno capacità predittiva. La seconda sperimentazione Con.D.Or. 2011 in formato elettronico è attualmente in fase di implementazione.

L'Università alla terza età: I processi motivazionali e metacognitivi in un campione di studenti adulti e anziani

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Il calo della natalità, da un lato, e un incremento nella longevità media, dall'altro, stanno progressivamente modificando il profilo demografico della nostra società (Luppi, 2009). La crescita della popolazione anziana ha portato all'aumento di una specifica popolazione, i cosiddetti "giovani anziani" (Minguzzi, 2003), individui che sono ancora attivi, che godono di salute relativamente buona e che si definiscono anziani soprattutto perché sono pensionati o nonni, due ruoli che sono stati tradizionalmente associati con la vecchiaia. Questo si riflette in un crescente numero di anziani che si iscrivono a corsi di laurea, così come di adulti che frequentano programmi di formazione continua (Romaniuk e Romaniuk,

1982). L'aumento nell'iscrizione di adulti e anziani ai corsi formativi negli ultimi venti anni ha stimolato la ricerca e il confronto sull'importanza di percorsi formativi destinati ai soggetti in età avanzata.

Tre le premesse fondamentali al fine di delineare gli approcci educativi per gli anziani (Luppi, 2009). La prima premessa è che esiste una predisposizione di base ad imparare nell'essere umano. La seconda premessa è legata alla teoria di Baltes et al. (1980), secondo cui lo sviluppo è un fenomeno che si estende a tutta la vita di un individuo e non si ferma alla soglia dell'adolescenza. La terza premessa assegna un ruolo centrale alla persona anziana nel processo di apprendimento, il quale elabora e crea soggettivamente le sue esperienze all'interno del suo ambiente di apprendimento.

Partendo da queste premesse, obiettivo del presente lavoro è stato indagare "come" il processo di apprendimento si diversifica e si connota in questa popolazione. L'apprendimento, secondo la teoria dell'autoregolazione, coinvolge specifici processi, differenti ma comuni nel determinare l'apprendimento (Zimmerman, 1986; 2002): questi processi sono di tipo metacognitivo, set di obiettivi, automonitoraggio e autovalutazione, ai quali si uniscono processi motivazionali.

Attraverso la somministrazione del Motivated Strategies for Learning Questionnaire (Pintrich & DeGroot, 1990) e strumenti costruiti ad hoc, dimensioni metacognitive e motivazionali sono state indagate su 85 studenti, iscritti presso le Università della Terza Età, d'età compresa tra i 51 e 78 anni. Sono state trovate correlazioni tra le variabili prese in considerazione. Attraverso l'analisi della varianza, effettuata sul campione distinto per fasce d'età, emerge che le performance mnestiche, l'uso di strategie cognitive e la percezione di efficacia della propria memoria sono significativamente più alte nel gruppo di soggetti più giovani (51-65 anni), mentre per le altre dimensioni non si osservano punteggi significativamente diversi dovuti all'influenza della variabile età. Questi risultati ci permettono di concludere che chi si dedica alla formazione nella Terza Età deve far leva principalmente su quegli aspetti che tendono a mantenersi costanti nonostante l'aumentare dell'età, ed in particolare sulla motivazione e autoefficacia che, a loro volta, si ripercuotono sui processi di autoregolazione messi in atto durante l'apprendimento.

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Work-family relations among mothers of children with learning disabilities versus mothers of typically developing children and their relations to attachment pattern and maternal involvement

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The current study focused on the conflictual and facilitatory work-family relations and family outcomes: Maternal involvement and type of attachment among mothers of children with learning disabilities (LD) and mothers of typically developing children. The study is a response to the paucity of research-based knowledge of the occupational aspects of mothers of children with LD and to the small corpus of studies on the effect of work-family relations on the family unit. The results indicated that mothers of children with LD – more than mothers of typically developing children – experience higher levels of family-work conflict, as well as higher levels of work-family facilitation. Differences were found between the two groups of mothers regarding work-family relations and the family variables; these relationships were stronger among mothers of typically developing children. The findings of this study contribute to a broader understanding of the realm of work-family relations among women, and emphasize the need to distinguish between various populations of mothers according to their unique needs. Theoretical and practical implications regarding intervention for the integration of work and family roles for mother of children with LD were discussed.

Parental acceptance/rejection and identity vocational development

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We pretend to present data from a study near 72 students from 9th grade, aimed to analyze the relationship between the parental acceptance-rejection perception and the vocational exploratory and commitment level. This research departed from the Parental Acceptance/Rejection Theory (PARTheory; Rohner, 2005; Rohner et al., 2009) for a further exploration of the processes underlying the parental influence over the vocational identity development. The PARTheory departs from the same attachment theory assumption, considering the relationship with the caregivers as the depart point for the idiosyncratic interaction with the context, but it uses a different methodology to evaluate the outcomes from that early bond. The PARTheory considers the warmth dimension of parenting as a continuum resulted from the experience of more or less love at the hands of major caregivers, having to do with the perception of have been more or less accepted. Our research evaluate the level of parental rejection perception trough the PARQ (Parental Acceptance/Rejection Questionnaire, Rohner, 2004) and the vocational exploration and commitment level trough the PIP-GIDS (Franco-Borges, 2001; Bosma, 1985). The data points to a negative association between the father and mother rejection perception with the vocational exploration and commitment, as well to differences associated to gender. This exploratory research allows for the discussion of strategies directed to the enhancement of parental resources for the adolescents' vocational designing.

Analisi delle percezioni sul mercato del lavoro regionale e sulle competenze d'accesso necessarie in laureandi in Scienze motorie della Sicilia

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Premessa. Il lavoro che si presenta è l'approfondimento di una parte della tesi di dottorato in Scienze dell'Orientamento - XXIV ciclo - Università di Cassino in convenzione con l'Università di Enna "Kore". Presso la Facoltà di Scienze motorie e del benessere di Enna è stata sviluppata una ricerca con l'obiettivo di studiare le percezioni degli studenti laureandi sul mercato del lavoro in Sicilia. Campione della ricerca. La ricerca ha coinvolto 150 studenti: 120 del terzo anno del corso di laurea triennale (60 maschi e 60 femmine) e 30 del secondo anno del corso di laurea magistrale (15 maschi e 15 femmine). Strumenti utilizzati. Dall'intero strumento utilizzato per lo sviluppo della tesi, sono state estrapolate e messe in correlazione due parti: la Scala di percezione del mercato del lavoro che rileva l'insieme delle rappresentazioni che le persone hanno del mercato del lavoro, e la Scala di percezione delle competenze per l'ingresso nel mercato del lavoro che rileva le modalità di rappresentazione dei requisiti ritenuti importanti per l'ingresso nel mondo del lavoro. Gli autori di entrambe le scale sono Avallone, Grimaldi e Pepe. Metodologia di lavoro. Il questionario è stato somministrato alla totalità del campione adottando le prescrizioni previste. Per entrambe le scale sono state prese in considerazione le seguenti categorie: il totale degli studenti coinvolti, il totale degli studenti del corso di laurea triennale, il totale degli studenti del corso di laurea magistrale, il totale dei maschi e il totale delle femmine. Tutti i risultati sono stati riportati in due tabelle riassuntive rapportate alle sei dimensioni analizzate e ai valori medi indicati dagli autori. I risultati dell'analisi dei dati nella Scala di percezione del mercato del lavoro, per ognuna delle dimensioni e per tutte le categorie sono inferiori alla media. Nello specifico, in particolare dagli studenti della triennale e dal totale delle femmine, la realtà siciliana è percepita preoccupante riguardo la sicurezza e la stabilità del mercato del lavoro. Meno allarmante la percezione di ingiustizia e di discriminazioni, specie per le femmine e nella magistrale. Molto omogenea la percezione del mercato del lavoro come fonte di stress o di frustrazioni. Per quanto riguarda la Scala di percezione delle competenze per l'ingresso nel mercato del lavoro, il campione coinvolto percepisce come molto importante il possesso di competenze relazionali, in particolare le femmine e gli studenti della magistrale. Omogenee e di particolare interesse le indicazioni relative al possesso di competenze specifiche. Sicuramente meno importanti le variabili estetiche, la fortuna o la disponibilità ai compromessi. Conclusioni. Interessante il rapporto tra i risultati delle due Scale. Ad un diffuso atteggiamento critico rispetto al mercato del lavoro regionale, si contrappone una evidente percezione di valore per le competenze personali, come elemento prioritario per realizzare il proprio percorso professionale.

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Autopresentazione efficace e caratteristiche di personalità

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Introduzione. L'autopresentazione è il processo attraverso il quale le persone manipolano la propria immagine ed il proprio comportamento all'interno delle interazioni sociali al fine di determinare le impressioni volute nell'interlocutore (Lennox, 1984; Arkin, 1981). La maggior parte delle ricerche sull'autopresentazione ha posto poca rilevanza sugli aspetti che riguardano l'immagine del proprio corpo, l'abilità sociale e l'abilità di modificare tale immagine. L'obiettivo dello studio è analizzare tali aspetti e verificare quali dimensioni di personalità abbiano un peso significativo nella predizione dell'utilizzo di strategie di autopresentazione difensive o assertive. **Metodo.** Partecipanti. 420 maschi e 360 femmine (età media=17.4; d.s.=0.92). **Strumenti.** La scala Mi Presento (Laghi, D'Alessio e Pallini, 2005), che valuta cinque dimensioni: l'Abilità di modificare l'immagine di sé, la Sensibilità al comportamento altrui, l'Apertura verso gli altri, l'Immagine di sé corporea e l'Immagine di sé sociale; il Big Five Questionnaire (BFQ; Caprara & Barbaranelli, 1993), che valuta i cinque grandi fattori di personalità, e la Self-Presentation Tactic Scale (adattamento italiano a cura di Laghi, Baiocco e D'Alessio, 2007), che valuta le strategie assertive e difensive di autopresentazione. **Risultati.** I maschi utilizzano, maggiormente rispetto alle femmine, strategie assertive di autopresentazione ($F(1,698)=24,10; p<.05$). L'utilizzo di strategie difensive risulta correlato positivamente alla capacità di modificare la propria immagine ($r=.13, p<.05$) e negativamente alla rappresentazione che il soggetto ha della propria immagine nei diversi contesti sociali ($r=-.19, p<.05$); mentre l'utilizzo di strategie assertive è correlato positivamente all'abilità di modificare l'immagine di sé ($r=.24, p<.05$) e ad una buona immagine di sé sociale ($r=.15, p<.05$). Due analisi della regressione multipla hanno mostrato che bassi punteggi di Amicalità, Energia e Apertura Mentale e alti punteggi di Stabilità Emotiva predicono l'utilizzo di tecniche di autopresentazione assertive; mentre alti punteggi di Amicalità e bassi di Stabilità Emotiva e di Energia predicono l'utilizzo di tecniche difensive. **Conclusioni.** Dai risultati è emerso che i ragazzi utilizzano diversi stili di presentazione di sé rispetto alle ragazze e che alcune caratteristiche di personalità più di altre hanno un peso maggiore nel predire l'utilizzo delle diverse strategie di autopresentazione. Ricerche future potrebbero approfondire ulteriormente l'aspetto corporeo in studenti con disturbi alimentari o in vittime di bullismo.

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Il ruolo delle relazioni di attaccamento ai genitori e ai personaggi mass-mediatici nella formazione degli interessi in adolescenza secondo la Social Cognitive Career Theory

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Il presente contributo intende indagare il ruolo delle relazioni di attaccamento ai genitori e quelle mass-mediatiche, definite parasociali, nel modello degli interessi della SCCT (Lent et al., 1994). Oltre alla verifica delle ipotesi che costituiscono il nucleo del meccanismo socio-cognitivo della teoria di Lent (1. l'auto-efficacia influenza le aspettative di risultato; 2. gli interessi sono predetti dall'auto-efficacia e dalle aspettative di risultato e 3. dalla combinazione di auto-efficacia e aspettative di risultato; 4. l'auto-efficacia e le aspettative di risultato sono predette dalle esperienze d'apprendimento), si intende esplorare i possibili rami causali attraverso cui le dimensioni relative al coinvolgimento cognitivo e affettivo con i personaggi mass-mediatici e la fiducia di attaccamento ai genitori possono influenzare l'auto-efficacia e le aspettative di risultato. Rispetto a questo tratto del modello, le ipotesi formulate sono le seguenti: le relazioni di fiducia di attaccamento ai genitori e quelle parasociali dovrebbero avere un effetto diretto sulle esperienze d'apprendimento e sull'auto-efficacia. Soggetti: Hanno partecipato alla ricerca 200 adolescenti iscritti a diverse scuole secondarie di II grado di Roma e provincia. Strumenti: Le credenze di auto-efficacia, le aspettative di risultato e gli interessi vocazionali nelle aree RIASEC sono state misurate con lo strumento "Preferenze per il futuro", adattato per il contesto italiano da Nota e Soresi (2003). Le esperienze d'apprendimento sono state misurate con il Learning Experiences Questionnaire di Shoub (2003), costituito da 120 item che misurano per ciascuna area di interesse RIASEC le quattro fonti dell'auto-efficacia: esperienze dirette, esperienze vicarie, persuasione verbale, stati emotivi o fisiologici. Le relazioni di fiducia di attaccamento ai genitori sono state indagate con l'Inventory of Parent Attachment (Armsden & Greenberg, 1987) che analizza il legame affettivo e le dimensioni cognitive dell'attaccamento, considerando anche il contenuto esplicito della percezione e dei punti di vista che gli adolescenti hanno riguardo a sé e ai propri partner relazionali. Le relazioni parasociali sono state indagate con la Celebrity Attitude Scale (McCutcheon et al., 2002). Sono stati testati sei modelli separati, uno per ciascuna area RIASEC di Holland. Sono state pertanto condotte sei path analysis per testare il grado di adattamento dei dati ai modelli. I sei modelli sono stati analizzati con il software statistico LISREL 8.30 (Joreskog & Sorbom, 1999) utilizzando le procedure di massima verosimiglianza per la stima dei parametri. Per ogni modello come indici di adattamento sono riportati: il Chi-quadro, i due indici incrementali NNFI (Non-normed fit index) e CFI (Comparative fit index) e l'RMSEA (Root mean square error of approximation). I dati sono interessanti in quanto evidenziano come alcune esperienze vicarie, tra cui quelle parasociali, contribuiscono alla formazione degli interessi nelle sei aree RIASEC.

Two career interventions for upper secondary school students in Iceland: An outcome evaluation

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Moving from upper secondary education to university calls for a career decision that implies a major life transition for young adults (Parker, Austin, Hogan, Wood, & Bond, 2005). In addition, choosing an academic major and career is a complex process with variety of educational options and constantly evolving occupations (Sampson, Reardon, Peterson, & Lenz, 2004). Research on the influence of counseling on career decision making have shown that these interventions are indeed effective (e.g., Brown & Ryan Krane, 2000; Folsom & Reardon, 2003). The main purpose of this study is to test the effectiveness of the cognitive information processing approach (CIP, Sampson et al., 2004) and a multitheoretical approach based also on the “five active ingredients” (Brown & Ryan Krane, 2000). The two types of interventions, that both consist of four 60 minute weekly sessions, were delivered to students at four upper secondary schools in Iceland (N = 108 and N = 95). Students from other two schools were selected to serve as a control group (N = 89). The Career Thoughts Inventory (CTI; Sampson, Peterson, Lenz, Reardon, & Saunders, 1996) was used to assess the type and extent of career decision making problems before and after the intervention and the Career Decision Self Efficacy-SF (CDSE-SF; Betz, Hammond, & Multon, 2005) was used to assess the career related self-efficacy of the students. Preliminary results indicate that students’ career decision-making process is improving in all the groups. The effect sizes between time 1 and time 2 as measured by Cohens d where .15 for the CTI and .11 for the CDSE-SF in the control group, .19 for the CTI and .37 for the CDSE-SF in the CIP intervention group, and -.05 and .16 respectively in the intervention group with the five active ingredients. The results show that the group receiving intervention based on the CIP approach shows most changes both regarding students’ thoughts about their career decision-making and their career decision making self-efficacy. This has implications for the counseling methods offered to upper secondary school students choosing their university major and future field of occupation.

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Le aspettative dei miei genitori sul mio futuro: Un' indagine empirica sugli adolescenti

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La percezione che hanno i figli delle aspettative dei propri genitori influenza le loro scelte scolastico-professionali (Manganelli-Rattazzi & Canova, 1995). Le attese, le ambizioni e i desideri dei genitori, se anteposti ai propri interessi, concorrono ad allontanare la costruzione dei Sé possibili desiderati (Markus, Nurius, 1986), oltre a produrre cambiamenti nelle dinamiche relazionali familiari, ridefinendo ruoli e progetti di vita. L'obiettivo del presente lavoro è stato quello di analizzare, in un campione di adolescenti, la rappresentazione delle aspettative dei genitori sulle scelte scolastiche e professionali dei figli. Sono state analizzate, quindi, le variabili connesse ai processi di scelta e l'influenza percepita delle aspettative dei genitori sulle proprie decisioni. Hanno partecipato alla ricerca 180 soggetti (50% femmine), di età compresa fra i 16 e i 21 anni, frequentanti le quarte classi di 6 Scuole Superiori di Enna (Sicilia). I partecipanti sono stati distinti in 3 sottogruppi, relativi alle aree disciplinari degli studi attuali (aree Umanistica, Scientifico-tecnica e Professionale). Gli strumenti utilizzati comprendono: un questionario composto da 25 item a risposta aperta, per valutare gli interessi e la percezione dei ragazzi delle aspettative dei genitori; il Questionario sull'Autostima di Rosemberg (1965); il Questionario sull'Autoefficacia di Schwarzer (1993); il mini Locus of Control di Perussia e Viano (2008) e il Differenziale Semantico sul Concetto di Sé reale di Di Nuovo (2000). I risultati confermano l'iniziale ipotesi di Manganelli-Rattazzi e Canova (1995). Si rilevano evidenze statisticamente significative che confermano una distanza rilevabile tra interessi personali attuali e lavoro futuro, mediato dalle aspettative dei genitori. Risultato che si contrappone, ma solo nei ragazzi, alla sostanziale coerenza tra gli interessi rilevati nel periodo scolastico precedente ($p=0,005$) e il lavoro ideale. Vi sono inoltre differenze relative alla coerenza tra lavoro desiderato e tipologia di studi intrapresa.

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Do international students study too much? Perceptions of and commitment to different life roles between international and U.S. students

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Do international students study too much? Perceptions of and commitment to different life roles between international and U.S. students. The purpose of the study was to assess international students' perceptions of and commitment to different activities or life roles. Super's (1982) life-span theory provided a theoretical framework for the present study. According to Super, life roles include: Student, Worker, Citizen, Homemaker, and Leisurite. Super argued that it is imperative to acknowledge all life roles and change level of involvement in each over time. Considering the unique position of international students being away from their home country, their awareness of and commitment to the life roles may differ from domestic students. This study evaluated how international students define their life roles according to Super (1982). Nevill and Super (1986) developed the Salience Inventory to measure how much individuals commit to, participate in, and value each life role. In a pilot study, we modified the Salience Inventory to determine the importance of each life activity among U.S. and International students such as: studying, working, community service, home and family, and leisure activities. Fifteen international students and sixteen U.S. students participated in the pilot study. Both international and U.S. students indicated studying was the most important and working was the least important of their life roles. Also, both groups reported most of their time was spent studying, followed by leisure and home and family activities. However, on average, international students noted spending nearly 50% of their week studying. In contrast, U.S. students reported committing approximately 30% of their week studying. Both groups also preferred devoting time to leisure activities. Although, international students expressed a greater preference spending time studying than did U.S. students. Furthermore, international students conveyed a need for additional information about studying compared to U.S. students, who relayed little need for studying information. Thus, international students heavily emphasized the life role of a student. This demonstrates the potential need to communicate the importance of all the life roles for optimal career development among international students. We are currently conducting the next step in this study, which is to explore students' awareness of the different life roles, priorities, and overall life role satisfaction. This research will provide a better understanding for international students' career development and specific needs for career counseling professionals.

Immagine dell'università negli adolescenti

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La ricerca è stata condotta su un campione di adolescenti, frequentanti gli ultimi due anni di scuola secondaria, allo scopo di conoscere le competenze che gli adolescenti stessi prefigurano necessarie per affrontare gli studi universitari, le metacompetenze di cui gli stessi dispongono e gli strumenti e le modalità di organizzazione dello studio che ritengono necessari per conseguire un buon profitto scolastico all'università. In particolare, si è cercato di comprendere quali fattori non cognitivi incidano prioritariamente nella scelta del

corso di studi universitari, prendendone in considerazione prevalentemente tre: la motivazione, l'autostima, l'autoefficacia.

The survey of essential career skills in Iran

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The aim of this study is the survey of essential career skills in Iran. It collected a great deal of information about career skills that is useful in career choice. We find 3 skills that applied in career choice that in follow is described: 1- basic skills; 2- job specific; 3- transferable basic (adabtive) skills such as reading, writing and getting to work on time, self-management, critical thinking, decision making. Job specific such as the ability to use power tools and other related skills. Transferable skills such as ability to organize and schedule, to research to solve problems and other related skill.

Adjustment to engineering by women and minority students: Test of SCCT

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Social cognitive career theory (SCCT; Lent, Brown, & Hackett, 1994) is designed to aid understanding of academic and career choices and performance behavior. In studies applying the theory to science, technology, engineering, and mathematics (STEM) majors, social cognitive variables have been found to be good predictors of students' interests, persistence goals, and performance (e.g. Lent et al., 2003; 2005). However, relatively few SCCT-based studies of STEM students have focused specifically on women or racial/ethnic minority students or have used longitudinal designs to examine the process of adjustment to STEM majors over time. This presentation will overview the findings of the first two years of a 3-year longitudinal study of 1390 engineering students (33% women, 42% students of color). The study's theoretical base incorporated elements of SCCT's interest, choice, and performance models, along with the recently developed SCCT model of satisfaction in educational and occupational environments (Lent & Brown, 2006). Students completed an online survey near the end of each academic semester over a two-year period. The survey consisted of SCCT predictors (e.g., self-efficacy) and adjustment criteria (e.g., academic satisfaction, intended persistence in engineering). Findings indicated that the predictive model fit the data well and that particular variables usefully predicted change in the adjustment criteria. The presentation will describe the findings, with emphasis on (a) the adequacy of model-data fit within particular sub-samples (e.g., women, minority students) and (b) the contribution of particular variables to the prediction of adjustment outcomes. It will also consider the implications of the findings for further longitudinal research on SCCT and for theory-based efforts to facilitate the adjustment and retention of women and minority students within engineering and other STEM fields.

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The vocational interests profile of Portuguese teachers and the impact of the congruence in positive affect

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The term interests is one of the central concept in the Vocational Psychology (Savickas & Spokane, 1999). Several studies prove the significant validity of the hexagonal model, once the interests differ of individuals of different professions are similar in several cultures (Ferreira & Hood, 1995), but the challenge in this work, went by evaluating the people's interests of different scientific areas but inside of the same profession (teacher), that is, for knowing where they resemble each other and what differentiates them. In this work we examined the structure of the teachers' interests according to the RIASEC model (Holland, 1997), in the sample of the 526 teachers of the basic and the secondary level, distributed by the following scientific areas: economics and social sciences, humanities, arts and sport, basic sciences and biology, and technologies. Finally, we focus on the impact of congruence in teachers' positive affect. We applied different measures of congruence, for example, the agreement between the Holland interest code and the dominant type of the scientific field in which the teacher teaching or the Zener-Schnuelle Index. To assess the vocational interests we applied the short version of the Vocational Interest Inventory (Ferreira & Hood, 1995), and the Positive Affect and Negative Affect Schedule (PANAS; Watson, Clark & Tellegen, 1988; Simões, 1993) to measure the positive affect. The results suggest that the educational profession integrates a heterogeneous group of professionals with different vocational interests. The results also suggest that Portuguese teachers tend to show more positive affect reactions when the levels of congruence between their vocational interests and scientific domain that teaching are higher.

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Una ricerca intervento: Più' abili socialmente più' autodeterminati

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Introduzione. Il presente contributo si propone di studiare la relazione esistente tra l'autodeterminazione e le abilità sociali, ipotizzando che soggetti con maggiori abilità sociali, incrementate anche attraverso programmi ed attività specifiche, siano caratterizzati da livelli più alti di autodeterminazione. Metodo. Il campione è costituito da 20 soggetti, 10 maschi e 10 femmine, età media pari a 36,15 anni, con disabilità intellettiva, categorizzabile come ritardo mentale di tipo medio. La ricerca presenta un disegno sperimentale classico su due gruppi, uno sperimentale (n=10; età media= 36,60 anni) ed uno di controllo (n=10; età media=35,70 anni). I soggetti sono stati esaminati relativamente ai livelli di autodeterminazione e alle abilità sociali, attraverso la somministrazione di test standardizzati. Il gruppo sperimentale è stato sottoposto all'intervento finalizzato ad incrementare le abilità sociali, mentre il gruppo di controllo ha svolto le normali attività didattiche, riabilitative e di recupero. Alla fine dell'intervento i gruppi sono stati nuovamente esaminati relativamente ai livelli di autodeterminazione e alle abilità sociali. Risultati. Il test statistico t di Student ha evidenziato, dopo l'intervento, un elevamento dei livelli di autodeterminazione e delle abilità sociali nei soggetti del gruppo sperimentale in tutte le sottoscale della SVAarm (Scala di Valutazione dell'Autodeterminazione per adulti con ritardo mentale; Ferrari, Nota, & Soresi, 2007) e VASarm (Scala di Valutazione delle Abilità Sociali per adulti con ritardo mentale; Nota, Ferrari & Soresi, 2007) rispetto ai punteggi medi iniziali. Il calcolo del coefficiente non parametrico Rho di Spearman, ha evidenziato correlazioni significative ($p = 0.01$) alte e positive tra le variabili della VASarm e tutte e quattro le variabili della SVAarm. Pertanto, i risultati ottenuti suggeriscono la presenza di un'associazione positiva tra le variabili autodeterminazione e abilità sociali. Il confronto preliminare tra i gruppi in esame rispetto ai punteggi medi ottenuti al pre-test, non ha evidenziato per nessuna delle sottoscale relative alla SVAarm e alla VASarm differenze significative tra i due gruppi rispetto ai punteggi medi di autodeterminazione e di abilità sociali. Pertanto, il confronto tra gruppi rispetto alle medie post test delle sottoscale di entrambi gli strumenti, indicano che il gruppo sperimentale mostra rispetto al gruppo di controllo punteggi medi significativamente più alti in tutte le sottoscale di entrambi gli strumenti.

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Il tirocinio di Psicologia pre e post laurea al Centro di Psicologia e Psicoterapia Funzionale di Padova: Un percorso verso la professione con attenzione alla persona

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L'obiettivo che il Centro si prefigge nella gestione dei tirocini pre e post laurea in Psicologia è quello di permettere ai giovani psicologi in tirocinio dell'Università di Padova di fare esperienza nelle attività professionali cliniche, formative e organizzative del Centro inserendosi, con un progetto formativo individualizzato, all'interno delle attività professionali portate avanti dai soci professionisti. La Psicologia Funzionale (Rispoli, 1993) può fornire uno strumento altamente specifico per approfondire il concetto di competenza professionale (Pacquola & Rizzi, 2010), come capacità della persona di saper consapevolmente organizzare e mobilitare i propri Funzionamenti di Fondo, integrando tutte le Funzioni necessarie, al fine di realizzare un'attività specifica capace di rispondere ad una richiesta, ad un bisogno interno o ad un'esigenza del contesto. Il mondo affettivo e cognitivo, la fisiologia delle emozioni, i ricordi, il simbolico, l'immaginario, il linguaggio dei movimenti e delle posture, i sistemi psicofisiologici sono Piani in cui il Sè si organizza, ciascuno di essi è caratterizzato da un preciso quadro di Funzioni che si modula in interazione con gli altri affinché l'organismo possa esprimere ciascuno dei suoi Funzionamenti di Fondo. Se le Esperienze della vita, anche quelle formative e professionalizzanti, fornite dall'ambiente vengono attraversate in modo pieno e positivo, i Funzionamenti di Fondo diventano capacità di base; grazie ad esse, da adulti, si può consapevolmente entrare nelle esperienze sociali, di lavoro o personali ed espanderle, attivando strategie sempre più articolate e consapevoli, calibrando le sue capacità e utilizzando risorse esterne sempre più articolate, scelte progettualmente e consapevolmente, per adattarsi meglio all'ambiente in cui si trova, per attraversare con successo una prova della vita e/o professionale per soddisfare un suo bisogno o un suo desiderio. Il Centro ritiene importante guardare quindi al giovane psicologo in tirocinio nella sua unitarietà, complessità, concretezza: le Esperienze di Base cruciali da attraversare in questa fase di transizione formazione-lavoro, in cui si sviluppano e si mettono in atto i rispettivi Funzionamenti di Fondo, sono: Essere Tenuti e Protetti, Essere Portati, Benessere, Sensazioni e Percezione, Contatto Attivo, Mostrarsi, Essere Considerati, Autonomia, Forza Consistenza, Progettualità e Controllo, Appartenenza, Stupore. Dal 2003 il Centro ha accolto annualmente una media di 16 tirocinanti, numero aumentato a 20 con l'introduzione del nuovo ordinamento. Le attività di tirocinio prevedono un livello di gruppo un livello individuale. Dal 2003, ogni settimana si svolgono attività in gruppo, condotte da soci del Centro: supervisione sulle attività individuali, corsi di formazione sulle tecniche Funzionali di Contatto, con una parte esperienziale e una teorica. Nel corso degli anni, il Centro ha ripensato e riorganizzato le attività formative dirette al gruppo dei tirocinanti introducendo progressivi elementi di innovazione: dal 2005 - sensibilizzazione e formazione alla gestione della Privacy nel Centro e Tutoraggio e gestione organizzativa dei tirocini; dal 2009 - monitoraggio delle attività formative attraverso la costruzione di un questionario sullo sviluppo delle Capacità di Base da compilare prima e dopo il tirocinio e una Formazione specifica sulla teoria, glossario e ambiti di applicazione della Psicologia Funzionale; dal 2010 - percorso di Orientamento e Bilancio di competenze a durata semestrale.

La decisione/indecisione e l'alleanza di lavoro: Ipotesi e verifica dell'influenza tra i due fattori nel career counseling

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Il career counseling, visto come strumento che stimola l'autonomia della persona che acquisisce una graduale consapevolezza di sé, con l'obiettivo di aiutarla a prendere un'adeguata decisione lavorativa, è stato utilizzato e proposto a giovani a rischio di insuccesso e abbandono scolastico che manifestavano il desiderio di superare la loro indecisione e di definire o ridefinire un personale progetto professionale. La consulenza condotta ha seguito i principi teorici di riferimento proposti dalla letteratura di settore, prevedendo una prima parte dedicata alla rilevazione della diagnosi del problema di orientamento e proponendo sessioni di lavoro specifiche con l'obiettivo di ridurre l'indecisione. A conclusione di ogni singola consulenza è stata verificata l'efficacia dell'attività, ponendo l'accento sulla variazione del livello di decisione/indecisione. Durante il career counseling si è puntato anche a rilevare l'alleanza di lavoro che si instaura tra consulente e cliente. Secondo alcuni autori, il concetto di alleanza di lavoro, noto nella psicoterapia, è rilevante per una grande quantità di problemi quotidiani, tra cui anche l'indecisione professionale: è per questo che si ritiene possa essere proficuamente inserita nella pratica del career counseling. Si stima che l'alleanza di lavoro incida dal 30% al 50% sugli esiti del career counseling e che fornisca qualità e forza nella prima fase di orientamento, caratteristiche fondamentali per la riuscita della consulenza e per favorire il portare a conclusione il percorso da parte del cliente. Inoltre, l'alleanza di lavoro favorisce il cambiamento e la soddisfazione percepita sia dal cliente che dal consulente. A questo proposito sembra che il cliente soddisfatto implementi maggiormente le scelte definite durante il career counseling. Nella presentazione verranno riportati i dati risultanti dall'attività di career counseling associati con quelli relativi all'alleanza di lavoro.

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Bilancio di competenze agli psicologi in tirocinio presso il Centro di Psicologia e Psicoterapia Funzionale-Istituto SIF di Padova

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Obiettivi: Il Centro di Psicologia e Psicoterapia Funzionale di Padova dal 2010 ha inserito tra le attività formative rivolte ai giovani psicologi in tirocinio (pre e post lauream) presso il Centro un percorso di Bilancio di Competenze. L'obiettivo è quello di dotare i giovani psicologi di uno strumento professionale, utile ad acquisire maggiore consapevolezza sulla modalità con cui ciascuno attua una scelta professionale: per sostenere e rafforzare la presenza attiva nelle attività professionalizzanti in cui il tirocinante è coinvolto, favorire la percezione di sé e delle proprie azioni nelle attività e la riflessione sulla propria progettualità professionale in costruzione. Fasi: 1. Sentirsi e Percepirsi maggiormente rispetto ai propri Desideri di sviluppo personale e professionale, e distinguere tra bisogno e desiderio. 2. Ricostruire le esperienze di vita e di tirocinio in cui hanno messo in atto con soddisfazione le loro risorse, capacità e le loro competenze 3. Riconoscere e identificare le proprie Risorse 4. Progettare in maniera concreta i propri Desideri per il futuro identificando le proprie risorse personali e esterne, utili al proprio progetto. Attività: 5 incontri, durata 2/3 ore, il martedì mattina, giorno delle attività di gruppo con i tirocinanti. Metodologia: Il Bilancio di Competenze integrato con tecniche esperienziali funzionali (Rispoli, 2003, Pacquola e Rizzi, 2007) ha due finalità, formativa e orientativa (Selvatici, 2010): • Bilancio come forma di apprendimento per valorizzare e dare significato alle proprie esperienze scolastiche ed extra-scolastiche • Bilancio come mezzo per una maggiore consapevolezza nella scelta degli ambiti e dei progetti personali e professionali futuri. L'attività viene condotta attraverso: Il lavoro esperienziale per espandere e rafforzare alcune capacità fondamentali per prepararsi alla Scelta: – Sentirsi e Riconoscersi nella continuità tra passato e futuro (Senso di sé) – Consistenza e Forza – Immaginazione Progettuale • La riflessione, attraverso strumenti di autovalutazione per casa, per la riconnessione tra vissuto e l'area cognitiva (ragionamenti, conoscenze, valori) • Il lavoro in gruppo (Essere Visti, Considerati, Mostrarsi attivamente). Agli incontri esperienziali sono stati aggiunti incontri di informazione orientativa sul mondo delle professioni e ambiti di lavoro per lo psicologo, in cui il gruppo di tirocinanti è chiamato attivamente a ricercare, condividere e discutere su informazioni acquisite circa gli ambiti di lavoro, organizzazioni, percorsi formativi di professionalizzazione.

Inserimento lavorativo e differenze individuali: Una questione di competenze o di opportunità?

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Le attuali teorie di career development sono incentrate sulla persona, chiamata a farsi carico del proprio sviluppo professionale e, in un'ottica proattiva, in grado di cogliere le opportunità e di migliorare la propria occupabilità. Nelle problematiche analizzate in merito

alle transizioni lavorative non può essere trascurato il ruolo dei fattori ambientali che possono ostacolare lo sviluppo di carriera: la diversità di opportunità, le barriere professionali, le condizioni individuali e contestuali. Il presente contributo di ricerca si propone di indagare le relazioni tra caratteristiche personali e processi di inserimento occupazionale in un campione di 291 soggetti (M= 105, F= 212) suddiviso in due categorie principali: disoccupati, che comprende disoccupati, inoccupati (che non hanno mai lavorato) e occupati in attività precarie; occupati, costituita da lavoratori utenti e non utenti dei Servizi all'impiego. Sono stati utilizzati i seguenti strumenti: Questionario sulla condizione lavorativa, appositamente costruito e validato per gli scopi della ricerca; Questionario "Io di fronte le situazioni di lavoro" (ISFOL, 2004); Portrait Values Questionnaire di Schwartz (ad. it. di Capanna, Vecchione & Schwartz, 2005); Questionario di Adattamento Interpersonale (Di Nuovo, 2000); Differenziale Semantico (Di Nuovo & Licciardello, 1997); General Self Efficacy Scale (Schwarzer, 1993). Le ipotesi della ricerca possono essere sintetizzate in alcuni punti di domanda: i soggetti che hanno più alti livelli di metacompetenze si inseriscono con maggiore soddisfazione nel mercato del lavoro? Se ciò non avviene, è la diversità di opportunità, d'istruzione e di condizione sociale che li emargina? La progettualità influisce sul successo lavorativo? In che modo è collegata alle risorse cognitive e affettive del soggetto? Proattività e senso di agency rendono più efficace la ricerca del lavoro tanto da compensare anche le scarse opportunità dovute alla crisi in atto nel mercato del lavoro del mezzogiorno?

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Exploring the meaning of work transitions in men's working lives

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Super (1957) purported that career development is an on-going process that occurs throughout an individual's working life, and individuals continue to make career decisions throughout their working lives in middle adulthood. Pulling from career construction (Savickas, 2005; 2009), relational decision-making (Phillips et al., 2001), and chaos theories (Bright & Pryor, 2005), this study explored the progressions, transitions, and meanings of the working lives of a highly-educated group of retirement aged men from the U.S. The focus of this poster presentation is on the data pertaining to the work transitions in the working lives of the men in the sample. The major research questions that guided this

inquiry were: what kinds of work-related transitions were reported by the men during their working lives? To what degree did other people populate the work transition narratives, and what roles did those others play in the decision? To what extent were external forces and chance events appearing in the narratives of the work transitions, and what, if any, influence did they have in the decision? How did the men construct the meaning of these work transitions in the context of their working lives? The 26 participants in this study are a subsample of a larger group of men who participated in a longitudinal study of their vocational, psychological, and social development beginning their freshman year of college (1955), with follow-up surveys in 1965, 1979, 1984, and 2009. Participants graduated from a small, liberal arts college in Massachusetts, United States in 1959, and at the time of the interviews they were an average of 71 years old, and about half had formally retired from the workforce. The interview protocol asked participants to provide a narrative of their work path after college. They then were asked to choose three significant decision or transition points in their working lives and for each decision point they were asked how other people, external forces (e.g., Vietnam War, Feminist Movement), and chance events or encounters were influential in the work decision. Finally, they were asked to provide a “newspaper headline” describing how they had made meaning of that transition point in their work lives. The narrative data is currently being analyzed; however, some preliminary findings are emerging. The most commonly mentioned work transition was the decision to move to a different job within the same occupational field, although the transition often required additional skill sets. Interestingly, when asked directly, most participants denied that other people or external events, including chance encounters, influenced the work transitions in their lives; however, when discussing the transitions, the majority of participants mention other people, particularly work mentors and spouses, who were influential in the decision to make the work transition or supportive in the decision-making process.

The contribution of parental support to the career self-efficacy of deaf, hard of hearing, and hearing adolescents

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Persons who are deaf or hard of hearing (HH) face various challenges during the process of their career development. They tend to suffer from higher rates of unemployment and underemployment (e.g., Schroedel & Geyer, 2000) and often earn less money and have fewer promotion opportunities than their hearing colleagues (Luft, 2000). In order to help persons with hearing impairments to overcome their career-related difficulties, the identification of their resilient factors and resources is much needed. One of these factors is parental support. Research has shown the importance of parental behaviors for the development of children with disabilities (e.g. Bennett & Hay, 2007). However, the exact impact parents have on the career development of their child remains unclear (Keller & Whiston, 2004). This study examined the contribution of parental support to career self-efficacy – one of the key factors of career development processes (Lent, Brown & Hackett, 2002) – among normal hearing (NH), HH and deaf adolescents. Study participants were 160 11th and 12th grade students: 66 with hearing loss (23 HH and 43 deaf) and 94 with NH. They completed the Career-Related Parent Support Scale, the Career Decision-Making

Self-Efficacy (CDMSE) scale, and the self-efficacy for the management of Work-Family Conflict (WFC) questionnaire. Manova analysis indicated that different aspects of parental support predicted different types of career self-efficacy across the three study's groups (HH, deaf, and NH). Regressions analysis showed that CDMSE was explained by career-related parental support only among the deaf participants and only in relation to two of its sub-scales - instrumental assistance ($\beta=.44$, $p<.05$) and verbal encouragement ($\beta=.42$, $p<.05$). WFC self-efficacy management was predicted in all three groups by parental support, but by different sub-scales - verbal encouragement in the deaf group ($\beta=.51$, $p<.01$), instrumental assistance in the HH group ($\beta=.60$, $p<.05$), and career-related modeling in the NH group ($\beta=.33$, $p<.01$). Differences among research's groups were also found when levels of parental support were compared [$F(8, 158)=7.25$, $p<.001$, $\eta^2=.16$]. The deaf group perceived lower levels of parental career-related modeling and verbal encouragement in comparison to the HH, and higher levels of parental emotional support compared to the NH participants. Participants with hearing loss reported higher levels of parental instrumental assistance and emotional support compared to participants with NH. The current study's results emphasize the relationships between career-related parental support and adolescents' career self-efficacy. However, parents' contribution to their child's self-efficacy may vary in accordance to different characters and needs of the child (e.g., hearing status). In light of this, we suggest that career interventions should take into account the extent and nature of parental support individuals receive along with specific characteristics and needs such as hearing status.

Pianificazione del futuro: Livello decisionale e interessi di giovani adolescenti

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Introduzione: In generale i fattori che stanno alla base delle differenti scelte scolastiche e professionali degli uomini e delle donne sono: la motivazione, cioè una configurazione organizzata di esperienze soggettive che consente di spiegare l'inizio, la direzione, l'intensità e la persistenza di un comportamento diretto ad uno scopo (De Beni & Moè, 2000), e gli obiettivi vocazionali, ovvero gli obiettivi che si cerca di raggiungere attraverso la scelta degli studi e della carriera (Guichard e Huteau, 2003). Ipotesi: Si ipotizza una differenza di genere sul livello di decisione e nella scelta degli interessi professionali dei ragazzi. Partecipanti: 608 studenti dell'ultimo anno di scuole superiori (Maschi: età media=18.50, d.s.=.842; femmine: età media=18.47, d.s.=.775). Materiali e procedure: *I miei interessi* (D'Alessio, Laghi & Baiocco, 2006) per verificare il tipo di carriera che intendono intraprendere i ragazzi; *Ho deciso* (D'Alessio, Laghi & Pallini, 2005) per verificare il livello di decisione rispetto alla scelta da effettuare. Risultati: I maschi ottengono punteggi maggiori nell'assenza di decisione rispetto al futuro ($F(1,605)=21.34$; $p<0.001$), mentre le femmine hanno punteggi più elevati nella riflessione critica ($F(1,605)=7.16$; $p<0.05$). Per quanto riguarda la differenza di genere negli interessi professionali sono i maschi ad avere maggiori punteggi alle attività fisiche ($F(1,605)=51.030$; $p<0.001$), interessi aziendali ($F(1,605)=6.820$; $p<0.05$), economici ($F(1,605)=32.79$; $p<0.001$), politico-sociali ($F(1,605)=19.27$; $p<0.001$), realistici-tecnici

($F(1,605)=58.27$; $p<0.001$) e scientifici ($F(1,605)=7.30$; $p<0.05$); mentre le femmine hanno maggiori interessi artistici ($F(1,605)=8.85$; $p<0.05$), medici ($F(1,605)=6.01$; $p<0.05$) e prosociali-educativi ($F(1,605)=15.38$; $p<0.001$). Discussione: I risultati di questo studio convergono con i dati presenti in letteratura (Fernandez, Castro, Otero, Foltz & Lorenzo, 2006; D'Alessio, Laghi, Gurrieri & Baiocco, 2006), nei quali sono i ragazzi che scelgono maggiormente gli interessi tecnici-scientifici e le ragazze quelli sociali ed umanistici. I maschi sono meno decisi rispetto al futuro delle coetanee che si trovano, per lo più, nella fase della riflessione critica (D'Alessio, Laghi, Gurrieri & Baiocco, 2006).

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Mathematics course selection in the transition to grade 9: Social-cognitive predictors of students' choice behavior

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Social Cognitive Career Theory (SCCT; Lent, Brown & Hackett, 1994) is one of the 'Big Five' theories guiding career research and practice and is considered an important framework for understanding differences in academic and career development. The central assumption in SCCT is that two social-cognitive factors, namely self-efficacy beliefs (i.e., judgments of one's capabilities to perform particular behaviours) and outcome expectations (i.e., beliefs about the consequences of performing particular behaviours) affect the formation of interests, career-related choice goals, and actions. SCCT posits that four learning experiences (i.e., performance accomplishments, vicarious learning, social persuasion, and physiological states) play a crucial role in explaining differential career decision-making: the four learning experiences contribute to differences in self-efficacy and outcome expectations, which in turn affect career-related interests, choices, and performance. Most research based on SCCT has focused on interests, choice goals, choice intentions, and performance as outcomes and not on choice behaviour or choice actions. In addition, this research has mostly been conducted with students in the final years of high school or college students. The present study was aimed at extending the study of SCCT's hypotheses by investigating antecedents of choice behaviour in a group of early adolescents (i.e., grade 8). In the country where the present study was conducted (i.e., Belgium) students have to choose between different levels of math courses (corresponding to more or less teaching hours in that subject) when they make the transition to grade 9. We tested longitudinally the effect of the four learning experiences in grade 8 on the selection of mathematics courses in grade 9 and examined the mediating role of math self-efficacy and math self-concept in this effect. In all, 214 students (73 boys, 144 girls) from Grade 8 participated in the study. Results showed that after controlling for students' mathematics

achievement in grade 8, several learning experiences (i.e., vicarious learning and social persuasion) in grade 8 turned out to be predictive for the chosen level of math courses in grade 9. Mediation analyses showed that math self-concept is a more important mediator for the effect of learning experiences on choice behaviour than math self-efficacy.

Work-family conflict mediates the relationship between personal resources and well-being in young mothers

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Objectives: Work-family conflict (WFC) is bidirectional: work may interfere with family (WIF) and family with work (FIW). Previous findings have indicated that WIF is decreased by organizational resources and FIW by familial support. The purpose of the present study was to assess whether personal resources elevate general resistance to stress, by reducing both WIF and FIW, which in turn enhance well-being (measured by degree of burnout and life satisfaction). Person-environment (P-E) congruence, the degree of fit between personality and work environment, and the big-5 personality factors, were defined in the present study as the personal resources. **Methods:** Participants were 146 mothers with a mean age of 34.4 years who held at least a 75% position, and came from dual-career families. They completed five questionnaires: I. WFC Questionnaire, consisting of WIF and FIW sub-scales; II. The Self-Directed search, measuring the degree of P-E congruence; III. NEO-FFI, assessing the 5 personality factors; IV. The Burnout Measure Inventory; V. The SWL scale. **Results:** A cluster analysis of the big 5 factors, that applied a two-step procedure, indicated that the best solution was that of three clusters, which were labeled according to personality types that are described in the literature, namely, overcontrollers, undercontrollers, and resilient. Several ANOVAs were conducted, with personality type as the independent variable, and with WIF, FIW, burnout and life satisfaction, as the dependent variables. In general, the analyses yielded a significant main effect of personality type for all four dependent variables. Additionally, post-hoc Scheffe tests indicated that the overcontrollers, undercontrollers, and resilient significantly differed from each other ($p < .05$) in all the above four variables, and in the expected direction: overcontrollers had shown the highest level of distress, whereas resilient had shown the lowest one (Ms for overcontrollers and resilient were: WIF [2.59, 2.02]; FIW [2.40, 1.92]; burnout [3.90, 2.66]; life satisfaction [4.36, 5.65]). To test whether WIF and FIW mediate the relationship of congruence and personality with burnout and life satisfaction, several regressions were conducted. As expected, the regression model of burnout on PE congruence and personality, controlling for WIF and FIW, was significant ($R^2 = .65$, $p < .0001$). Congruence was only indirectly related to burnout ($\beta = -.05$, $p < .05$), whereas personality and burnout were directly ($\beta = -.25$, $p < .001$) as well as indirectly ($\beta = -.15$, $p < .0001$) related. With respect to life satisfaction, congruence was omitted from the mediating model because it was not related to life satisfaction, whereas personality was both directly ($\beta = .37$, $p < .001$) and indirectly ($\beta = -.06$, $p < .05$) related, indicating partial mediation. **Implications:** P-E congruence and resilience may be viewed as personal resources for coping with work-family conflict. Empowering these personal resources during vocational counseling and organizational interventions might prevent negative outcomes and consequences of WFC,

and enhance the well-being of women employees that have young children. Practical implications for the organization and for the individual are discussed.

Inter-relationships among adolescents' career exploration, career indecision and anxiety

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Career exploration and decision processes play an important role in adolescent's career development, particularly during late adolescence, before individuals are crystallizing their career choice. Some of earlier studies have focused on identifying psychological correlates of career indecision (e.g. Newman, Gray & Fuqua et al., 1999) and to a lesser extent of career exploration (e.g. Blustein, & Phillips, 1988). One of these correlates is anxiety. Yet the relations between anxiety, career exploration and career indecision remain unclear. A first purpose of this study was to examine the relation between on one hand two forms of adolescent's anxiety, namely general trait anxiety and future school and career anxiety, and on the other hand career exploration and indecision processes. A second purpose was to test how well future school and career anxiety predicted adolescent's career exploration and career indecision, after controlling for general trait anxiety effect. A third purpose was to clarify the possible mediating role of anxiety (general trait anxiety or future school and career anxiety) on the relationship between adolescents' career exploration and career indecision. Two hundred and forty-two adolescents (49.17% of girls) with a mean age of 18.17 years ($SD = 1.00$) participated in the study. Most of the adolescents (56.61%) were middle or upper class. They completed a self-report questionnaire that measured (a) difficulties to take decisions about their future academic and vocational careers (b) frequency of their exploration of educational and vocational environments during the preceding height months (c) general trait anxiety and (d) future school and career anxiety. Regression analyses were calculated. Results showed that adolescent's career indecision was positively and significantly related with general trait anxiety and future school and career anxiety ($p < .0001$). Adolescent's career exploration was positively and significantly related with general trait anxiety ($p < .05$) and school and career anxiety ($p < .001$). In addition, when entered after general trait anxiety factor, the school and career anxiety accounted for an additional part of variance of career indecision and exploration. Finally, the results confirm that general anxiety and fear of failing mediate the relationship between adolescents' career indecision and career exploration. The discussion will focus on the relations between cognitive hypervigilance and attention focus (e.g. Eysenck, 1992), career development during adolescence, and the relevance of these results for improving vocational practices with adolescents as well as adults.

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Military leaders-officers training in Argentinian army. Research, action and transference to other populations, both military and civilian

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In Argentina, officers training is being updated, seeking to increase their competences in solving problems in a most creative and innovative way, when occurring in non-safe environments such as war and disasters.

We show 6 different research studies, all supported by the Research Secretary of the Military College of Argentina, performed following two different approaches: 1) Education and Leadership 2) Health, Culture and Leadership.

Each study has different objectives and the following methods: empirical, qualitative-quantitative, linear and with pre and post intervention evaluations.

Their results lead to actions such as: a) Workshops with teachers and cadets, for their institutional inclusion and vocational-occupational health, b) Action strategies for the training of officers for pacific missions, c) Psychopedagogical tools for the inclusion of emotional intelligence, d) Directions for training in decision making and leadership in situations of uncertainty, e) Constitution of groups for research-actions involving teachers in military training and nursing.

The transference of these results to an university civilian population is taking place in University Del Salvador and Museo Social Argentino.

Among the new products created as a result to these studies are: the MAAR method (affective-reflexive association method), the Operative Leadership Questionnaire and a version of the Future Test for a work environment. All of them are to be used as tools for psychological and educational interventions to promote and sustain vocational and occupational health among students and increase teachers' potential for the training of leaders in the diversity of institutional cultures.

Attachment to parents, peers and teachers in Portuguese school aged children: A suggestion for the study of vocational development

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Vocational behavior, as says Savickas (2004), is the responses an individual makes in choosing and adapting progressively to an occupation. But, through development, the dreams, aspirations and projections that children will make along their life about the job they will master, are influenced (mainly) by people – namely those that become significant to them. It is maybe fair to say that the firsts jobs in which children will think about (with a sort of aspiration and admiration) are determined not by the work itself, but by whom the child knows that do it. The social expectations pertain to the work role, and vocational self-concepts develop in social situations (Savickas, 2004), and significant people are determinant (though not consciously) to shaping them. We present in this paper preliminary studies of translation and adaptation of the IPPA-R – Inventory of Parent and Peer Attachment (Armsden & Greenberg, 1987; Gullone & Robinson, 2005); and a new version

for Teachers Attachment. These self-report measures – each composed by 25 items – assessed attachment representations of a sample of 254 children, aged 9 to 11 years old, from public and private schools from Aveiro and Viseu municipality. The data suggests significantly correlations between attachment to parents and attachment to teachers – more secure representations to parents correlate with more secure attachment representations to teachers and peers. View that previous studies has suggested that more secure attachment to parents are correlated with higher scores of vocational processes (e.g., exploration and commitment) (Valente, 2010) – we suggest the exploration of the relations between attachment to teachers and the development of vocational tasks in school aged children. Attitudes of concern, curiosity, confidence and trust are foster by secure attachment relationships, and they are fundamental attitudes to vocational development.

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Scelte di vita e condizionamenti sociali conseguenti agli effetti della globalizzazione

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La veicolazione mediatica di modelli di vita e culturali originari di Paesi lontani, di status simbol ormai consolidati, di costumi e comportamenti sociali assai diffusi, di abitudini avvaloriali, o assai difformi dai valori tradizionali, l'edonismo e il materialismo possono indurre i giovani ad assumere scelte di vita in ampia misura, accumulabili o simili a quelle compiute da giovani che vivono in contesti geografici e culturali fisicamente assai distanti. Da qui la necessità di offrire ai giovani strumenti che, lungi dall'ostacolare una loro adeguata collocazione nel mondo, li spinga ad assumere piena consapevolezza dei valori culturali di cui sono portatori, operando scelte di vita conseguenti. A tal fine, è stata condotta un'indagine su un campione di preadolescenti e adolescenti di entrambi i sessi, allo scopo d'individuare valori e comportamenti globalizzati e valori e comportamenti originati del contesto culturale nazionale e ambientale. Infine, sono stati delineati itinerari e strumenti didattico – metodologici adatti agli scopi.

Fattori che inducono al volontariato come scelta

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La ricerca è stata condotta su un campione di circa trecento soggetti che effettuano attività di volontariato nell'ambito socio-sanitario. Degli stessi sono state prese in considerazione le

seguenti variabili indipendenti: età, sesso, livello d'istruzione. Inoltre, sono stati presi in considerazione l'età della scelta e i precedenti contatti con altri soggetti praticanti attività di volontariato (familiari, conoscenti, ecc), nonché il livello di motivazione, la professione esercitata, lo stile di vita. I dati raccolti hanno evidenziato la presenza di taluni fattori ricorrenti.

Perceived importance of career factors and preferred occupations: A comparison between Arab adolescents' preferences and their perceptions of their parents' preferences

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Arab adolescents face various difficulties in the career decision-making process. The career preferences and career decisions made by adolescents are influenced by various factors; among them are gender, culture, and their parents' opinions, especially in the Arab society (Otto, 2000; Brown, 2002). The current study focuses on gender differences in the preferences related to career factors and aspects (e.g., team-work, work environment) and preferred occupations and preferences of occupations of Arab adolescents in Israel, in comparison to their perceptions of their parents' respective preferences. The participants were 123 students, K-11 and K-12, from three high schools in two Arab towns in the center of Israel. The students were asked to rank the relative importance of 34 career related aspects based on Gati, Garty, and Fassa (1996), and 3 occupations they were considering; then they were asked to repeat these judgments but according to their perception of their parents preferences for them. We found that the students rated as important the aspects of "high professional advancement", "high income", "high personal responsibility", "high prestige" and "working with computers". The aspects of "work with plants and animals", "physical environment", "taking care of people" and "physical assistance" received the lowest importance ratings. The most preferred and in the low ranked career related aspects preferences of boys and girls were generally similar, although difference was found in a few aspects like "demand" that was ranked higher by boys and "level of income" by girls. A similar but not identical picture was observed for the adolescents' perceptions of their parents' preferences. Boys perceived their parents attributing higher importance, than the importance they give, to a few practical aspects, as "personal responsibility", "level of management and supervision", "use of management and supervision skills", "use of organizational and technical skills", "physical environment", and "conventional working hours". A gender interaction was found for 3 aspects ("office work", "use of artistic skills", "verbal ability"), when girls attributed to their parents giving higher importance than themselves to these aspects. For boys the pattern was opposite, they reported that they attribute higher importance to these aspects than they parents do. Additionally, we examined the adolescents' preferences of occupations and their perceptions of career choices their parents wish they would make. The most preferred occupation for both boys and girls was physician and they attributed this choice also to their parents. For computer programmer differences between genders emerged, when boys and their perception of their parents' choice show a clear preference of this occupation. Girls perceive that their parents tend to choose for them be a teacher whereas boys did not refer to this occupation as an option their parents will choose for them. Boys choices show a very narrow range of

occupations whereas girls considered a wider range of choices. Finally, an external conflict emerged – there was a gap between the adolescents' desires and their perceptions of their parents' desires, alongside the influence the parents have on their career decisions. We discuss the implications of our findings on the career decision-making process of Israeli Arab adolescents and their transition from high school into the world of work.

Misurare la resilienza: una meta lettura degli strumenti disponibili

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In termini generali, la resilienza è la capacità di un sistema di recuperare a seguito di un evento che ne ha turbato o modificato lo stato. In ambito psicologico, la resilienza fa riferimento a quanto un individuo è in grado di recuperare in seguito ad un evento traumatico. In passato, la resilienza era spesso spiegata come la capacità di ripristino dell'omeostasi, mentre - attualmente - è più frequentemente associata al concetto di allostasi. L'allostasi è la capacità dei sistemi fisiologici di mantenere una forma di stabilità per mezzo del cambiamento; avviene in risposta alle pressioni ambientali, rispetto alle quali, attraverso dei cambiamenti su se stesso il sistema fisiologico è in grado di adeguarsi, modificandosi. Nonostante la complessità definitoria del costrutto e della sua multidimensionalità, la resilienza è oggetto di numerosi interventi di ricerca e la dimensione centrale di alcuni strumenti psicometrici di misurazione. In letteratura sono disponibili 13 strumenti (dal 1993 al 2010) per la misurazione della resilienza di cui 10 multidimensionali e 3 monodimensionali. Dei 13 strumenti disponibili in letteratura di 8 è disponibili un adattamento italiano, mentre uno di questi strumenti è stato proprio ideato e validato da ricercatori italiani. Gli strumenti sono eterogeni e differiscono molto per le dimensioni che li costituiscono, considerando che le dimensioni più ricorrenti (Competenze personali e Supporto sociale) sono presenti solo in 4 strumenti su 10, mentre oltre la metà delle dimensioni ricorre soltanto in uno strumento. Questo è dovuto al fatto che la quasi totalità degli strumenti ha utilizzato come criteri per generare gli item le caratteristiche proprie e specifiche degli individui resilienti, ispirandosi a diversi e disparati elenchi e modelli. L'obiettivo del presente contributo è di presentare una meta-analisi di 6 di questi strumenti. A un campione di 1270 studenti di scuola superiore, con una età media di 17 anni e 2 mesi (d.s. 11 mesi) sono stati somministrati (in successione casuale) sei strumenti di misurazione della resilienza, nello specifico: la Ego Resiliency Scale di Block e Kremen (1996) nell'adattamento italiano di Alessandri et al. (2007), la Resilience Scale (Wagnild e Young, 1993) nell'adattamento italiano di Girtler et al. (in press), la Resiliency Attitudes and Skills Profile di Hurtes e Allen (2001), l'Adolescent Resilience Scale di Oshio, Kaneko, Nagamine e Nakaya (2002) e la Brief Resilience Scale di Smith, Dalen, Wiggins, Tooley e Christopher (2008) - questi ultimi tre strumenti nell'adattamento italiano di Laudadio, Mazzocchetti e Fiz (2011) e il Resilience Process Questionnaire di Laudadio, Fiz e Mazzocchetti (2011). I punteggi di scala di ciascuno strumento sono stati elaborati tramite analisi multivariate per identificare delle dimensioni di secondo livello sulla base del complesso quadro correlazionale emerso. Nel corso dell'intervento saranno presentati gli strumenti e i risultati dello studio.

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