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**La.R.I.O.S.**

Laboratorio di Ricerca ed Intervento  
per l'Orientamento alle scelte

# **LIFE DESIGNING: NEW DEVELOPMENTS AND APPLICATIONS OF THE PARADIGM**

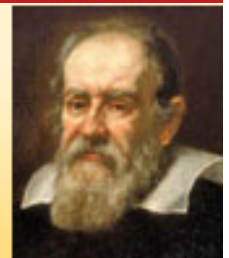
**Training practitioners for vocational  
designing and career counseling**

**Laura Nota & Salvatore Soresi**

**Vocational Designing and Career Counseling**

*Challenges and New Horizons*

12, 13 and 14 September 2011 - Padova, Italy





## **I. From traits and states to context**

- The individual client and his or her ecosystem form a complex dynamic entity, resulting from mutually adaptive self-organization over time. Professional identity is shaped by self-organization of the multiple experiences of daily life





***Parental influences*** (Whiston et al., 2004; Schultheiss, 2003; Soresi & Nota, 2010;)

***Peer influences*** (Betz & Hackett, 2006; Lent, Brown, et al., 2003, 2005; Howard, Ferrari et al., 2009)

***Media influences*** (Lawson, 2010)





**“We develop feelings, for example, warmth or hostility toward others depending on our observations of their behavior and on our generalizations based on the group to which we think they belong” (Krumboltz, 2009, p. 137)**





## **2. From prescription to process**

- Today, clients seek help in coping with rapidly changing requirements for their own employability, enhancing their social competencies, facing psychological traps such as their 'bounded rationality' in their decision making (Kahnemann, 2003), and managing complex constraints





- **Social skills training**
- **Time perspective training**
- **Decision making training**
- **Problem solving training**
- **Training to increase hope and adaptability**



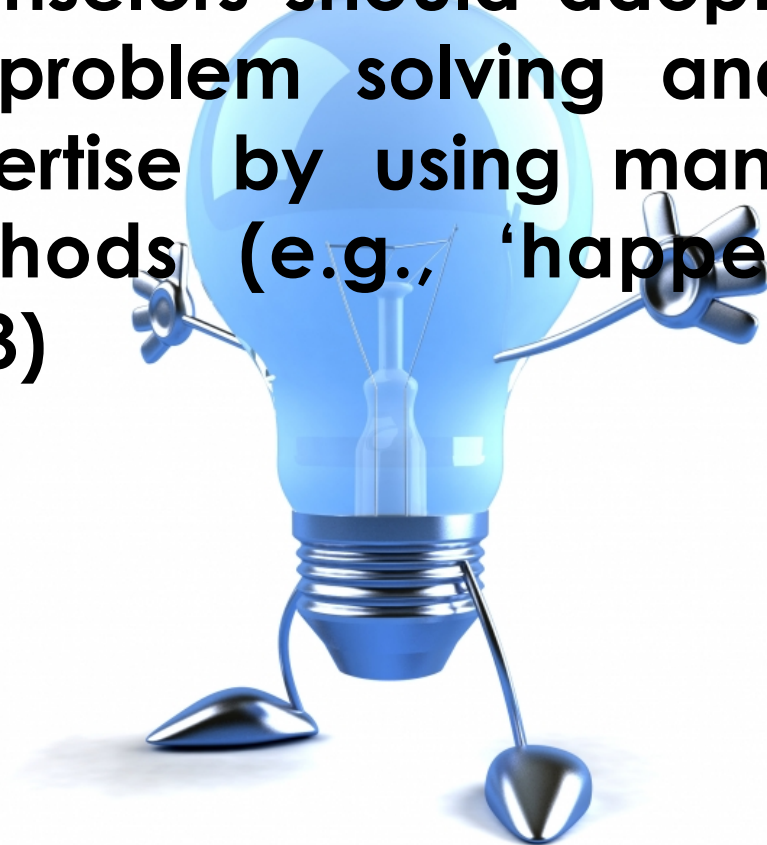
(Gysbers, 2008; Mann, 2002; Gati et al., 2008; Heppner et al., 1984; Solberg, 2008; Ferrari, Nota, & Soresi, 2010; Marko & Savickas, 2001)





## **3. From linear causality to non-linear dynamics**

- Counselors should adopt interactive strategies for problem solving and acquire polyvalent expertise by using many different tools and methods (e.g., 'happenstance', Krumboltz, 2003)





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# Non linearity

**“Counselors are educators” (Krumboltz, 2009, p. 142)**

**“Work is really multifaceted... I am getting used to the idea that I will have to change a few jobs and so I will have to keep an open mind on the changes and opportunities that will come my way”**

(Marco, our student; Ferrari, Nota & Soresi, 2010).



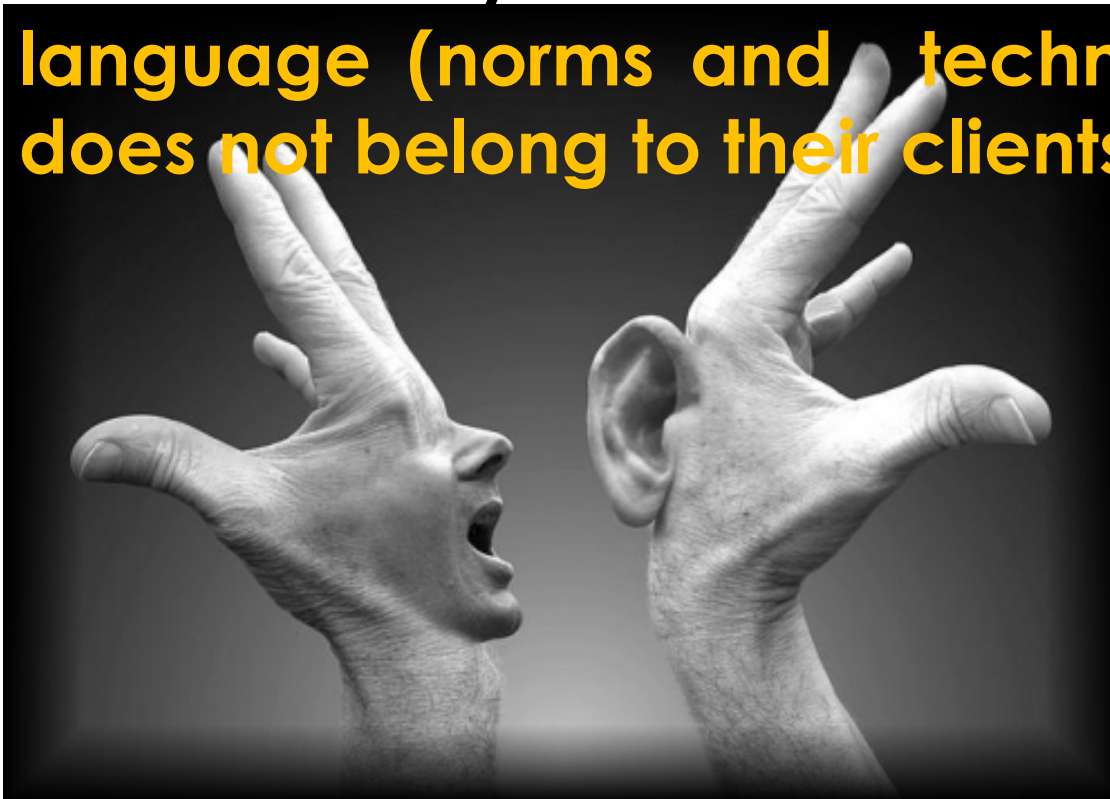
***Heterogeneous formal languages*** (Rullani, 2007)





## 4. From scientific facts to narrative realities

- The fundamental paradox here is that counselors try to understand clients by using a **language (norms and technical terms) that does not belong to their clients' vocabulary**





- ***Holistic view:*** it is necessary to know the role of the cultural context to which people belong to be able to approach them and try to understand them properly (Heppner M.J. et al., 2006)





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# Change vocational designer

(Herr, 1974; Gysbers, 1984; Lent, 2000)



- ▶ **Foster positive development** (Danish & Forneris, 2008)
- ▶ **Influence “policymakers”** (Moss, 2008)
- ▶ **Stimulate cultural sensitivity and promote culturally valid practice** (Heppner & Gerstein, 2009)
- ▶ **Make educational and work environments more inclusive** (Soresi & Nota, 2001)
- ▶ **Favor social solidarity and new values** (Speight & Vera, 2008; Schultheiss, 2005)



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# To concretize: Italian Network



## University Training in Vocational Guidance

- Public and at university level
- Access to people with diverse university degrees
- Multidisciplinary
- Deontological code of the SIO (NCDA, APA)
- Developing of competencies (SIO, NICE)
- Personalized training planning
- Trained tutors (SIO, Larios)
- Check on requisites on entry
- Competence testing at the end (SIO)



Associazione

**SIO**

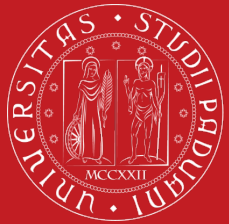
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## To concretize: Post-graduated course

- ↗ **Forty career counselors and career services providers** (mean age 40 years; 40% male; 60% female)
- ↗ **Diverse work contexts** (vocational guidance centers, school services, private practice)
- ↗ **Diverse degrees**



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# Methodologies



- On-line didactics
- On-line activities for adolescents
- Exercises and activities to be carried out in work contexts
- Supervision
- Congress attendance
- Involvement in research projects



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Categorie di corso

<u>Discipline della Ricerca Psicologico Sociale a.a. 2009-2010 (Archivio)</u>	17
<u>Discipline della Ricerca Psicologico Sociale a.a. 2010-2011</u>	13
<u>Discipline della Ricerca Psicologico Sociale - Nettuno</u>	14
<u>Familiarizzazione tecnologica Moodle</u>	2
<u>Test CCA</u>	2

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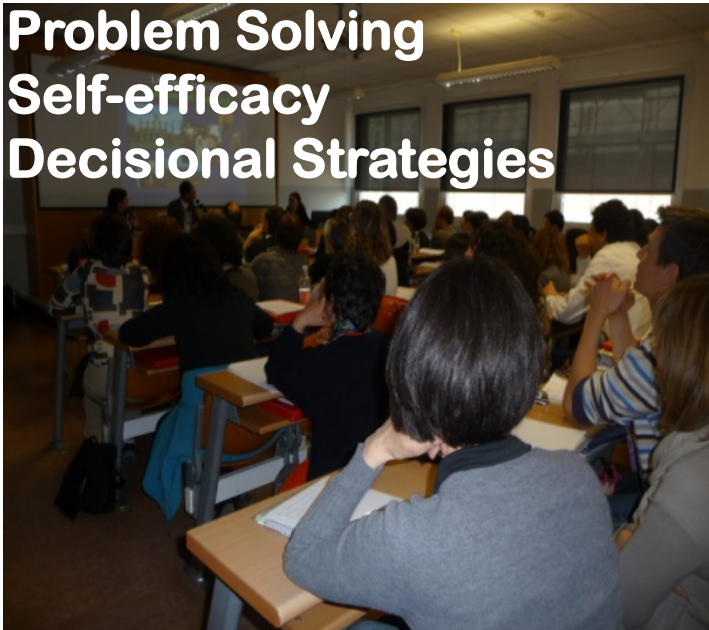




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# Didactic Units

- ▀ Theories and approaches
- ▀ Life Design approach
- ▀ Procedures and instruments for Vocational Designing and Career counseling
- ▀ Prevention and Vocational Designing
- ▀ Vocational Designing at school
- ▀ Problem Solving
- ▀ Self-efficacy
- ▀ Decisional Strategies

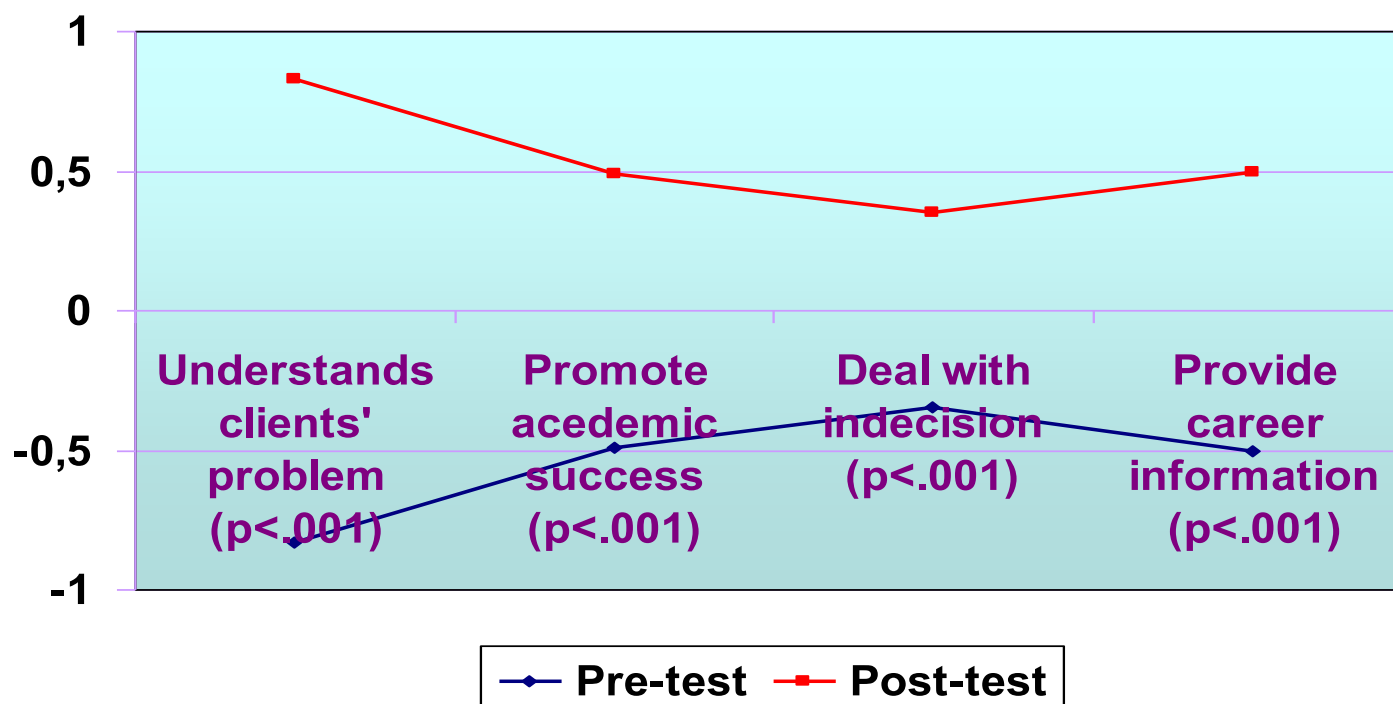


- ▀ Adaptability
- ▀ Vocational Designing and multiculturalism
- ▀ Vocational Designing and disability
- ▀ Vocational Designing and vulnerable persons
- ▀ Outcome evaluation
- ▀ Career counseling
- ▀ Qualitative procedure
- ▀ Economy and Vocational Designing
- ▀ Social skills for the practitioner and for Vocational Designing
- ▀ Competencies and deontological code (SIO)





## ***“Professional self-efficacy of career counselors” (Nota & Soresi, 2000)***





## Qualitative procedures: **Hopes** and goals

- ***I think Vocational Guidance is .....***
- ***Could you please write down a few lines or a brief paragraph about what you hope for your future?***
- ***Across the lifespan people have to set different goals for their future. Some may be short-term, like saving money to buy something that is needed or longed for. Some others may be long-term, like choosing a study course, training for a new job, starting a family, and so on.***

***What is currently your most important goal?***

***.....***

(Reh fuss, 2009; McAdams, 1995)



## ***I think Vocational Guidance is.....***

### **Before**

	<b>Pre</b>	<b>Post</b>
• <b>A support to career decisions</b> (“Helping a person with his or her future choices”)	<b>70%</b>	<b>60%</b>
• <b>A support to self-awareness</b> (“Making people aware of their possibilities”)	<b>48%</b>	<b>26%</b>
• <b>A support to the match between interests, attitudes and work possibilities</b> (“Finding the right way by taking into account interests and personality”)	<b>17%</b>	<b>0%</b>



## After

- **Supports career and life construction** (“Vocational guidance is an art...whose aim is to shape and strengthen people’s abilities so they can become the protagonists of their personal life project”) **22%**
- **Means long-life actions** (“A set of interventions based on the analysis of some constructs, their measurement, and the realization of an action plan that can increase people’s abilities”) **30%**
- **Aims at increasing Quality of Life** (“Vocational Guidance aims at increasing people’s well-being”) **26%**



## After

- **Means personalized relationships** (“Vocational Guidance cannot be handed out indiscriminately; it is person-specific and must be directed toward those that need it most”) **43%**
- **Aims at increasing abilities, knowledge and possibilities in a preventive way** (“Vocational Guidance must start to enhance people’s ‘strengths’ as early as possible”) **52%**
- **Must be based on empirical evidence** (“Vocational Guidance can be carried out after studying and learning the various theories, after understanding the different approaches, and mastering the use of instruments”) **40%**





## **Hope - before**

	<b>Pre</b>	<b>Post</b>
• <b>Professional development</b> (“I feel the need for strong reference points and theories”)	<b>65%</b>	<b>17%</b>
• <b>Having/keeping a job as a counselor</b> (“I would like to work in the field to which I have so far devoted time, energies and a lot of hopes”)	<b>56%</b>	<b>15%</b>
• <b>Combining personal and working life</b> (“I would like to balance work and leisure”)	<b>30%</b>	<b>13%</b>
• <b>Having professional satisfaction</b> (“I would like to be satisfied about what I do”)	<b>30%</b>	<b>0</b>



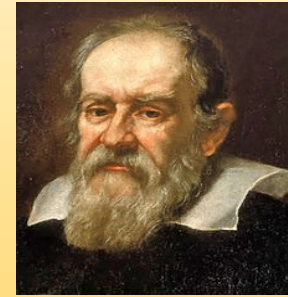
## Hope - after

- **Becoming a change agent** (“Working in a setting where demotivation and dropping out are high, I would like to involve teachers, the school, and other institutions to set up vocational guidance projects to enhance quality of life”) **56%**
- **Carrying out high quality vocational guidance actions** (“I hope to be able to realize quality interventions by cutting down on more administrative and secretarial tasks”) **22%**
- **Using new ‘qualities’ and ‘abilities’** (“I hope to be able to grasp all opportunities and above all to create conditions for these to happen”) **38%**

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**THANK YOU FOR YOUR  
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