

SELF CONSTRUCTION OF DOCTORAL STUDENTS IN CAREER COUNSELING AND GUIDANCE

An exploratory study

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OBJECTIVE OF THE STUDY

- How do Doctoral Students in Career Guidance and Counseling construct their career and professional identity ?
 - Motives for a PhD in this field?
 - Expectations ?
 - Representations of their future ?
- Is their scientific knowledge useful for themselves ?

EMPIRICAL WORKS

- Auriol, L., Misu, M & Freeman, R. (2013)
 - Disparity in the inclusion of doctoral students in Europe
- Giret & Calmand (2010)
 - A high rate of unemployed among DS (10%), compared to others diplomas
- Bangali, (2011)
 - DS dont think of working in the private sector
- Ghanem (2007)

Most of the DS think they are not prepared to their future work

Piriou & Gadea (1999)

DS view themselves as researchers in the public sector

SOCIAL REPRESENTATIONS AND SELF CONSTRUCTION

- Self construction is based on SR in a given society.
- Three aspects of the SR (Moliner Rateau, Cohen-Scali, 2002)
 - A set of structural elements in interaction
 - Ideas, beliefs shared by individuals in the same group
 - communication
 - It has a social purpose
- 'To make oneself self model' (Guichard, 2009)

TO MAKE ONESELF SELF - GUICHARD

- **Social Representations** allow the existence of **Identity Frames** (SR related to occupations) : identity offer
- With experience, the individual construct **Subjective Identity forms** (perception of an Identity Frame for oneself, regarding certain activities).
- They are organized in system: **Subjective Identity Forms System** which contains identity forms related to the past, to the current situation and to the future (**anticipated subjective identity forms**).

TWO HYPOTHESIS

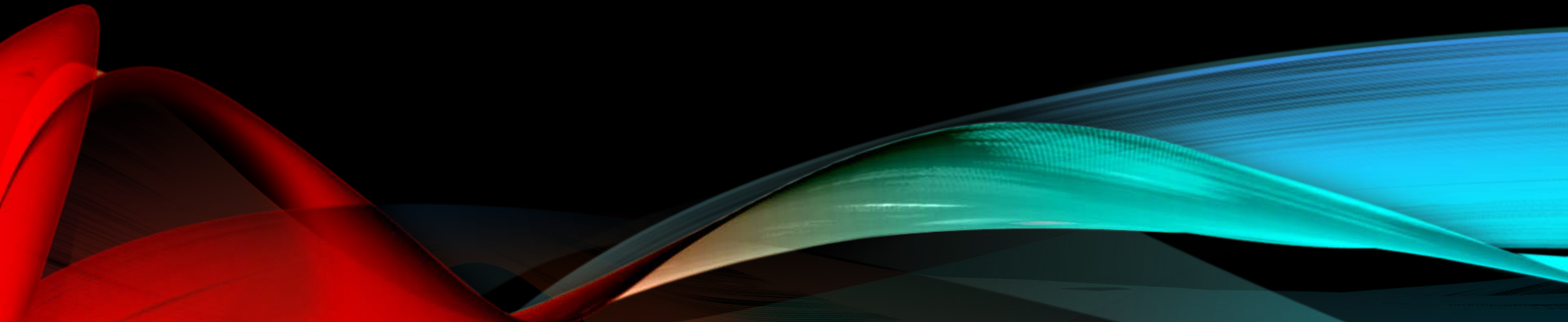
Doctoral Students come to know CGC as a SR before knowing it as a scientific knowledge. It appears as an identity frame.

Doct Stud in CGC use their scientific knowledge for their prospects and expect a diversity of plans. It will be a major dimension of the anticipated identity forms.

METHOD

- 23 doctoral students in the field of CGC, involved in the european project ECADOC ,have filled an 7 open questions document. It has been sent by e-mail and they answered anonymously.
- More over, 5 in depth interviews have been realised.
- A content thematic analysis of the data
- Results focus on the questions analysis.

RESULTS



Q1- DOCTORAL STUDENTS BACKGROUND

- 7 have studied two disciplines before beginning their PhD or more.
- -Education (7)
- -Psychology (7)
- -career counseling (5)
- -social work (5)
- Business and management (2)
- Humanities (1)

Q2 DO THEY WORK AT THE SAME TIME ?

- 21 work in parallel to their studies.
- 9 as researcher, assistant lecturer, lecturer
- 5 as career counselor, adviser
- 4 as teacher
- 3 as head or executive in the education sector

Q3 – HOW DO THEY COME TO KNOW CGC AS A SCIENTIFIC DISCIPLINE ?

- 9 had it in their academic program
- 8 knew it through professional or internship experiences
- 4 by meeting researchers, reading books and articles
- 2 through conversation with students in the field

HOW CAME THE IDEA TO COMMIT THEMSELVES IN A PHD IN THEIR FIELD?

- 14 : the idea came from professional or personal experience (know more about a population, discover social needs...)
- 4 mention they wanted to change career
- 5 said they had academic motives (encouragements from teachers...)

Q5 – HOW DID THEY COME TO DEFINE THEIR SUBJECT OF RESEARCH?

- 12 said it has been defined academically
- 11 said it came from their personal or professional experience (work emotional experiences, personal interests..)

Q6- WHAT DIFFICULTIES ARE THEY FACING WHILE DOING THEIR PHD?

- 16 mentioned the lack of time and difficulties to organize themselves
- 13 mentioned difficulties with the work of research
- 12 mentioned difficulties with the research context

Q7 HOW DO YOU HOPE YOUR PHD TO INFLUENCE NOW AND IN THE FUTURE ?

- 12: Hope to pursue academic career or work for the State
- 7 hope to work in an international context
- 6 hope to work as specialists, experts, have a private practice
- 3 have no particular hope.

DISCUSSION

- First hypothesis : partially confirmed. CGC as a social representation
- Q3: for 10 persons (on 23) it came from personal experience
- Q4: 14 persons : The subject came from their professional experience too.

- Second hypothesis : partially confirmed. The role of scientific knowledge for the building of Career.
- Q2: 9 are involved as reserachers and 5 as counselors.
- Q7: For the future, all see themselves as researchers though three aspects.
 - In the public sector, in an international context, as practionner-expert

CONCLUSION

- CGC is not very well known by the students, as a scientific discipline.
- The Doctoral Students interviewed in CGC are not different from the others: they develop Anticipated Identity Forms as researchers. Their knowledge doesn't help to diversify their prospects.
- Develop courses since the beginning of the studies
- Develop experiences in varied professional sectors
- Support them in building their own career.