



NATIONAL CAREER DEVELOPMENT ASSOCIATION
SPECIAL SYMPOSIUM PUBLICATION

The 2010 NCDA-IAEVG-SVP International Symposium

Bridging International Perspectives of Career Development

June 28-29, 2010

SPONSORED BY:

National Career Development Association
International Association for Educational and Vocational Guidance
Society of Vocational Psychologists

EDITOR:

Jerry Trusty

THE NATIONAL CAREER DEVELOPMENT ASSOCIATION

National Career Development Association

Special Symposium Publication

**The 2010 NCDA-IAEVG-SVP International Symposium
Bridging International Perspectives of Career Development**
June 28-29, 2010



National Career Development Association

Copyright 2012 by the National Career Development Association
305 N Beech Circle
Broken Arrow, OK 74012
Phone: 866-367-6232; Fax: 918-663-7058

No part of this book may be reproduced, stored in a retrieval system or transmitted by any form or by any means, electronic, mechanical, or photocopying, recording, or otherwise, without the prior permission of the National Career Development Association.

ISBN10: 1-885333-34-X
ISBN13: 978-1-885333-34-6

ISBN: 978-1-885333-34-6



9 781885 333346

The 2010 NCDA-IAEVG-SVP International Symposium
Bridging International Perspectives of Career Development
June 28-29, 2010

Association Presidents/Chairs:

- Pat Schwallie-Giddis, President, National Career Development Association
- Lester Oakes, President, International Association for Educational and Vocational Guidance
- Donna Schultheiss, Chair, Society of Vocational Psychologists

Symposium Organizing Committee:

Spencer Niles, The Pennsylvania State University, representing NCDA
Raoul Van Esbroeck, Vrije Universiteit Brussel, representing IAEVG
Donna Schultheiss, Cleveland State University, representing SVP

Editor of this Publication and Editor of *Career Development Quarterly*:

Jerry Trusty, The Pennsylvania State University

Editorial Assistant:

Michael D. Hannon

Production Staff:

Melanie Reinersman, NCDA copy editor
Deneen Pennington, NCDA Executive Director

Table of Contents

<i>Editorial Statement</i>	iv
Jerry Trusty, CDQ Editor and Jérôme Rossier, IAEVG Editor	
<i>Introduction: 2010 NCDA-IAEVG-SVP International Symposium</i>	vii
Jane Goodman	
<i>Group 1: Public Policy and Career Development:</i>	1
<i>An International Symposium Discussion</i>	
Sylvia C. Nassar-McMillan, Raimo Vuorinen	
<i>Group 2: Career Techniques and Assessments</i>	12
<i>from an International Perspective</i>	
Debra S. Osborn, Janet G. Lenz	
<i>Group 3: Interventions in Times of Economic Hardship.....</i>	23
Ellen Hawley McWhirter, Rebecca Toporek, Rich Feller,	
David L. Blustein, Charles Lehman	
<i>Group 4: Career Development for Diverse and</i>	33
<i>Underserved Populations</i>	
Alberto Puertas, Rachel Gali Cinamon, Roberta Neault,	
Mark Pope, and Jérôme Rossier	
<i>Group 5: International Collaborations for Research</i>	47
Donna E. Palladino Schultheiss, Neeta Kantamneni	
<i>Group 6: New International Constructs for the 21st Century</i>	54
Mary L. Anderson, Jane Goodman	
<i>Group 7: The Worldwide Use of Technology for</i>	62
<i>Delivery of Career Guidance Services</i>	
JoAnn Harris-Bowlsbey	
<i>Summary of the 2010 San Francisco International Symposium</i>	69
Jane Goodman	

Editorial

CDQ and IJEVG Editors' Joint Statement on the Third Special International Issue-Section

Jerry Trusty: CDQ Editor
Jérôme Rossier: IJEVG Editor

The first special international issues of the *Career Development Quarterly* (CDQ) and the *International Journal for Educational and Vocational Guidance* (IJEVG) were published in 2005. These companion issues presented products from the First International Association for Educational and Vocational Guidance (IAEVG) and National Career Development Association (NCDA) Symposium held in San Francisco in 2004. The CDQ and IJEVG issues included selected papers presented at the Symposium and a summary of the results from the discussions. The CDQ and IJEVG issues, in essence, served as the Symposium proceedings. Editors were Van Esbroeck, Herr, and Savickas (2005) for CDQ and Savickas, Van Esbroeck, and Herr (2005) for IJEVG.

Inspired by successes from the First IAEVG-NCDA Symposium, the boards of both associations considered organizing a second symposium. At the 2005 Society for Vocational Psychology (SVP) biennial conference held in Vancouver, Canada, the then presidents of NCDA, Janet Lenz, and SVP, David Blustein and Paul Gore, together with the IAEVG chair of the first joint Symposium, Raoul Van Esbroeck, discussed a new joint symposium sponsored by all three organizations. The boards of the three organizations appointed a Joint Planning Committee. The Planning Committee received strong support from Italian colleagues of the University of Padua under the leadership of Salvatore Soresi and Laura Nota, who chaired the local Organizing Committee. Together, these groups organized the 2007 IAEVG-SVP-NCDA International Symposium on *Vocational Psychology and Career Guidance Practice: An International Partnership*. This symposium was held in September, 2007, in Padua, Italy, alongside the annual IAEVG International Conference.

The Planning Committee used a format for the proceedings similar to that of the 2004 Symposium, and again proposed the publication of companion issues of CDQ and the IJEVG. The boards of both journals/organizations supported this option and appointed a guest editorial team representing the three collaborating associations, including Jerry Trusty (NCDA), Raoul Van Esbroeck (IAEVG), and Paul Gore (SVP). These editors published companion CDQ and IJEVG issues (CDQ, Trusty, Van Esbroeck & Gore, 2009; IJEVG, Van Esbroeck, Trusty, & Gore, 2009). The *Career Development Quarterly* presented the keynote contribution, the outcomes of the activities in the discussion groups, and the general conclusions; whereas the *International Journal for Educational and Vocational Guidance* published a selection of papers presented in these groups. Also, our Italian

colleagues published a conference book on the IAEVG conference and included a number of the Symposium papers.

In 2009, leaders from SVP, NCDA, and IAEVG discussed the possibility of a Third International Symposium to be held in conjunction with the 2010 NCDA Conference in San Francisco. The Planning Committee for this effort included Donna Schultheiss (SVP), Spencer Niles (NCDA), and Raoul Van Esbroeck (IAEVG). In organizing the Third International Symposium, the Planning Committee considered recurring themes from previous symposia, and emerging themes in international career development. The result was seven identified themes and seven corresponding Symposium Discussion Groups. The charge of the Discussion Groups was to examine issues and develop action plans around the seven themes.

At the 2010 NCDA-IAEVG-SVP International Symposium, *Building International Perspectives of Career Development*, the Planning Committee and the editors of CDQ (Jerry Trusty) and IJEVG (Jérôme Rossier) planned for a third companion publication. The CDQ Special Issue includes articles from each of the seven Discussion Groups at the Symposium: Group 1, Public Policy and Career Development; Group 2, Techniques and Assessments; Group 3, Interventions During Economic Hardships; Group 4, Career Development for Underserved Populations; Group 5, International Collaborations for Research; Group 6, New International Constructs for the 21st Century; and Group 7, Techniques and Technologies. It also includes an introduction and a summary article by Jane Goodman. The IJEVG issue includes a Special Section of three selected articles connected to the 2010 Symposium. The three articles emerged from Symposium activities in Group 2, Group 4, and Group 6.

We, the Editors of CDQ and IJEVG hope that the products contained within the two journals are useful for career development professionals and clients-students-workers around the world. We thank the Symposium Planning Committee, the authors of the articles, the Symposium attendees, and publication production staffs for their contributions to this effort.

References

- Savickas, M. L., Van Esbroeck, R., & Herr, E. L. (2005). Global perspectives on vocational guidance [Special Issue]. *International Journal for Educational and Vocational Guidance*, 5(2).
- Trusty, J., Van Esbroeck, R. & Gore, P. A., Jr. (2009). Vocational psychology and career guidance practice: An international partnership [Special Issue]. *The Career Development Quarterly*, 57(4).
- Van Esbroeck, R., Herr, E. L., & Savickas, M. L. (2005). Global perspectives on vocational guidance [Special Issue]. *The Career Development Quarterly*, 54(1).



Van Esbroeck, R., Trusty, J., & Gore, P. A., Jr. (2009). Vocational psychology and career guidance practice: An international partnership [Special Issue]. *International Journal for Educational and Vocational Guidance*, 9(2).

Introduction

2010 NCDA-IAEVG-SVP International Symposium

Jane Goodman, Oakland University

At the 2009 National Career Development Association (NCDA) Conference in St. Louis, Missouri, USA, a small group of career development professionals discussed the format of a proposed international symposium to be held in San Francisco in the summer of 2010. These people represented three organizations, IAEVG (the International Association of Educational and Vocational Guidance), SVP (the Society for Vocational Psychology), and NCDA. The plan was to build on the symposium held in San Francisco in 2004 (with NCDA and IAEVG) and on the Padua Symposium held in 2007, which was sponsored by all three organizations. The people at the meeting were Raoul Van Esbroeck, Spencer Niles, Deneen Pennington, Alberto Puertas, Mark Savickas, Donna Schultheiss, Pat Schwallie-Giddes, and Jane Goodman. The final organizing committee was composed of Van Esbroeck, Schultheiss, and Niles. The group considered themes that had been of interest in the previous symposia. They also considered what new issues have arisen since the last symposium and then brainstormed themes which were to become the subjects of the planned workgroups. The seven identified themes, with Discussion Group Chairs and Invited Experts, whose work group results are described in detail in this special issue, were:

Group 1: Public Policy and Career Development – Chair, Raimo Vuorinen—Finland; Recorder, Sylvia C. Nassar-McMillan—U.S.; Invited Experts, Lynne Bezanson—Canada, Sareena Hopkins—Canada, Edwin Herr—U.S., Karen Schober—Germany.

Group 2: Techniques and Assessment – Chair, Debra Osborn—U.S.; Recorder, Janet Lenz—U.S.; Invited Experts, Itamar Gati—Israel, Mary McMahon—Australia, Gudbjorg Vilhjalmsdottir—Iceland.

Group 3: Interventions during Economic Hardships – Chair, Ellen Hawley McWhirter—U.S.; Recorder, Charles Lehman—U.S.; Invited Experts, Rich Feller—U.S., Rebecca Toporek—U.S., David L. Blustein, U.S.

Group 4: Career Development for Underserved Populations – Chair, Jérôme Rossier—Switzerland; Recorder, Alberto Puertas—U.S.; Invited Experts, Rachel Gali Cinamon—Israel, Mark Pope—U.S., Roberta Neault—Canada.

Group 5: International Collaborations for Research Chair, Donna E. Palladino Schultheiss—U.S.; Recorder, Neeta Kantamneni—U.S.; Invited Experts, Jenny Bimrose—U.K., Jerry Trusty—U.S., Richard Young—Canada.

Group 6: New International Constructs for the 21st Century, Chair, Jane Goodman—U.S.; Recorder, Mary Anderson—U.S.; Invited Experts, Peter McIlveen—Australia, Filomena Parada—Brazil, Jean-Jacques Ruppert—Luxembourg.

Group 7: Techniques and Technologies for Career Development, Chair, JoAnn Harris-Bowlsbey—U.S.; Recorder, Cheri Butler—U.S.; Invited Experts, Anna Maria DiFabio—Italy, Kevin Glavin—U.S., James Sampson—U.S.

In June of 2010 in San Francisco, California, twenty-eight countries were represented in the 123 attendees. They ranged from A, Australia, to U, the United Kingdom, and included career development experts from Eastern and Western Europe, North and South America, Asia, the Middle East, and Africa.

Each group was given the assignment of developing action plans, which were to result from the presentations and discussions during their work time. The purpose of this was to ensure that the good ideas generated did not end with the seminar, but would have a chance to be carried forward by the sponsoring organizations. The action plans were collected and sent to all the participants for ranking. Thirty-three people returned the survey, and ranked on a five point scale the 14 action items (one or two for each group). The items are as follows, with the percent of respondents who ranked the item ‘Critical Priority –Immediate Action Required’ or ‘High Priority.’

Group 1: Public Policy and Career Development

- a. Develop a framework for identifying indicators of success in career development. 71 %
- b. Update OECD (2003) Study on Guidance Policies. 47 %.

Group 2: Techniques and Assessment

- a. Create a joint statement on the use of assessments, (including but not limited to narrative, standardized, information assessments, etc.) in the career decision making/vocational guidance processes and the importance of linking interventions to the client characteristics that are revealed from those assessments. 37%
- b. Identify best practices related to types of assessments, including their use in both print and online applications, interpretation of assessments, integration with practice in multinational, multicultural contexts, and so forth. 61%

Group 3: Interventions during Economic Hardship

Produce a written document highlighting best practices in intervention programs to foster, enhance, and achieve employment success; provide services to people who face significant contextual barriers. 66%

Group 4: Career Development for Underserved Populations

- a. Develop interventions for underserved, at-risk populations to take into account culture, ethnicity, nationality, social class, gender, religion, disabilities, age, and sexual orientation. 61%
- b. Exchange about the best practices concerning interventions with underrepresented populations. Find out about programs in different nations that have rendered results. 70%

Group 5: International Collaborations for Research

- a. Develop sustainable research networks to develop international research proposals to disseminate research findings, provide research resources, provide a support network, and assist in the development of research capacities. 57%
- b. Create a feedback loop for planning of next conference, for example, have groups submit international research proposals for work groups that would be held all day the second day. 55%

Group 6: New International Constructs for the 21st Century

- a. Give theory a chance. Make theory more prominent. 57%
- b. Make theory practical by understanding its complexity and paradoxes. 42%

Group 7: Techniques and Technologies for Career Development

- a. Create a list of innovations using technology to put on all three organizations' websites. 51%
- b. Explore current models that assess career needs of clients and their readiness and how they might be connected using technology. 30%

These brief action statements cannot capture the richness of the two days of discussions. The articles which follow in this special issue provide a fuller explication of each group's events. Articles are included from each of the seven groups, and following those, a summary of the articles is presented, and broad conclusions are provided.

Group 1: Public Policy and Career Development: An International Symposium Discussion

Sylvia C. Nassar-McMillan
Professor and Program Coordinator
Counselor Education
North Carolina State University

Raimo Vuorinen
Project Manager/Coordinator
European Lifelong Guidance Policy Network
University of Jyvaskyla, Finland

Abstract

In recent years, there has been increasing attention across the globe paid to policy issues, particularly toward lifelong guidance. Career guidance practitioners and researchers are becoming more aware of the influence of international, national, and regional policy makers on their roles and activities. This article summarizes the proceedings of a discussion group held during the June, 2010 NCDA – IAEVG – SVP International Symposium in San Francisco, CA (USA). Discussion centered on the presentations of three Invited Experts and the Discussion Group Chair. Presenters and discussants represented various regions and countries of the world. Goals, implementation strategies, and relevant resources were identified and are provided here.

Public Policy and Career Development: An International Symposium Discussion

With the increasing global attention to policy issues, particularly toward lifelong guidance, career guidance practitioners and researchers have become correspondingly more aware of the influence of international, national, or regional policy makers on their respective roles and activities. Concurrently, policy makers are recognizing career development services as critical to achieving their goals in relation to education, work, and employment issues. As cases in point, major review projects supported by the Office of Education and Career Development (OECD), the European Union (EU), and the World Bank (WB) have resulted from this growing awareness.

A key rationale for this recent policy interest is the notion that lifelong guidance represents both private and public good (Watts, 2009). The current wider paradigm of guidance is recognized as a crucial dimension of lifelong learning, promoting both social and economic goals: in particular, improving the efficiency and effectiveness of education, training, and the labor market through its contribution to reducing drop-out, preventing skill mismatches and boosting economic productivity.

A second major change relates to the concept of *lifelong guidance* and its linkages to lifelong learning. The move from *education and training* to *learning* moves the focus from structures and institutions to development of individual lifelong career management skills (Watts, Sultana, & McCarthy 2010). This emerging paradigm shift is reflected in a number of lifelong guidance policy reviews and international symposia conducted by many influential international organizations.

Over the course of the past decade, collaborative initiatives between organizations such as the Canadian Career Development Foundation (CCDF), the British National Institute for Careers Education and Counselling (NICEC), and the OECD yielded an international platform for discussing the necessary links between career guidance and public policy, beginning in 1999 with the *First International Symposium on Career Development and Public Policy* hosted by the Canadian Career Development Foundation (CCDF) in Vancouver. By 2010, four additional International Symposia (IS) had been carried out (in Canada, Australia, Scotland, and New Zealand) and the number of countries participating had substantially increased. And, in 2010, a sixth IS, jointly sponsored by the National Career Development Association (NCDA), the International Association for Educational and Vocational Guidance (IAEVG), and the Society for Vocational Psychology (SVP), was held in San Francisco, CA (USA). In this article, we summarize one of seven discussion groups hosted during the most recent of these symposia.

Public Policy and Career Development Discussion Group

The Public Policy and Career Development (Discussion Group One) was facilitated by Discussion Group Chair, Raimo Vuorinen, representing the European Lifelong Guidance Policy Network, University of Jyvaskyla, Finland. Invited Experts included Lynne Bezanson and Sareena Hopkins of the Canadian Career Development Foundation (presenting *New International Directions for Action in Career Development – Hot off the International Symposium Press*; Bezanson & Hopkins, 2010); Dr. Edwin Herr, Distinguished Professor Emeritus and Associate Dean Emeritus of the Pennsylvania State University, U.S. (presenting *Public Policy Perspectives and Challenges in Career Development in the U.S. and Beyond*; Herr, 2010); and Karen Schober of the International Association of Educational and Vocational Guidance, Germany (presenting *Growing Awareness of Career Development and Career Guidance Role in Public Policy: The European and German Experience*; Schober, 2010). In addition, Discussion Group Chair Vuorinen gave an additional presentation (*Emerging Trends of Lifelong Guidance in the European Union – Reflections from the ELGPN*; Vuorinen, 2010). Discussants included researcher-academicians at multiple career levels, Global Career Development Facilitators (GCDFs) and other career practitioners, and policy makers. Countries of representation included Canada, Denmark, Finland, Germany, India, Japan, the Netherlands, and the U.S. Discussion syntheses included identified themes for actions, indicators of success, and proposed goals and implementation strategies. Overviewed here are the four presentations in brief, followed by key discussion points and an overarching Discussion Group synthesis. Finally,

implications and conclusions are presented.

New International Directions for Action in Career Development Policy: Hot off the International Symposium Press

This presentation sought to present the results of the deliberations at the 5th International Symposium (i.e., New Zealand), all of which include policy implications and suggested directions; provide a forum for participants to consider how these results might apply to and shape career development initiatives in their own countries; and explore the vision of the ELGPN with a view toward identifying how elements of this model might support career development initiatives in participants' own respective countries.

Contextually, this presentation highlighted the collective and significant momentum and growing national and international commitment to the importance of career development as an instrument for advancing lifelong learning policies. Despite the lack of uniformity across countries around the relationships between career development, lifelong learning, and public policy, this momentum will ultimately transcend the challenges and contribute to a movement of social and economic growth. Countries in which this agenda is more advanced clearly have much to contribute to those where career development is still not high on public policy agendas.

Presenters reviewed the 5th International Symposium on Career Development and Public Policy in New Zealand in November, 2009, which included respective participation from 23 country teams. Four themes were addressed in depth in this IS, and directions for action plans and policy development were articulated on each theme. The current presentation provided an in-depth application case example of two particular themes – *prove it works*, focusing on the need for evidence-based tools and practices, and *culture counts*, articulating the need for appropriate cultural contexts of interventions. The policy directions identified and articulated were further expanded upon for discussion in the current Discussion Group venue. To that end, a career development leadership structure emergent in Canada was overviewed: the Forum of Labour Market Ministers Career Development Services Working Group, focusing on a career development and government policy agenda; and the Canadian Council of Career Development Associations, a collaboration of professional career development associations with recognized ethical and other professional standards. Additionally, the European Lifelong Guidance Policy Network (ELGPN) model was profiled, including an overview of the instruments utilized by the CCDF in policy coordination and cooperation and advancing the vision of integrating lifelong career development into national lifelong learning strategies.

Post presentation discussion. Discussants were invited to identify key features of this model which could prove advantageous in their own countries. It was noted that these developments are shaping career development services in many countries and are a direct result of the international reviews of career development polices in 55 countries.

Post presentation comments yielded discussion about the policy handbook published in 2004 jointly by the OECD and the EU. This publication summarizes the results of the international studies, addresses key strategic questions for consideration and provides different policy options for countries in different stages in their guidance policy development. An additional point of conversation focused on the need to educate policy makers and other stakeholders about the long-term returns on the short-term cost investments relative to training guidance practitioners.

Public Policy Perspectives and Challenges in Career Development in the U.S. and Beyond

This paper overviewed the evolution of public policy in career development in the U.S.; the interactions between public policy and legislation; the settings and processes by which public policy is created and implemented; the current critical nature of public policy on behalf of career development as a response to the transformation of work and the meaning of career in a constantly transitioning environment; and the challenges potentially affecting public policy and corresponding needs for future evaluation. Three recommendations were presented and discussed.

Recommendation One. Recommendation One advocates for the depoliticization of career development policy and legislation. In the context of the fragmented and inconsistent administration of past career development-related legislative efforts, this Invited Expert's recommendations are in favor of the creation and implementation of a comprehensive policy of career development and career intervention, with more localized efforts aimed at addressing the constant fluidity within demographic and occupational structures, increased portability of professional training and credentialing within the global economy, and swift response to ongoing technological advancements.

Recommendation Two. Recommendation Two focuses on the need for a life-cycle approach to career counseling and career guidance policy. Like the fragmented history of a highly politicized career development agenda, so too has the attention to career development interventions at discreet life stages yielded a series of uncoordinated efforts, rather than a wraparound, developmentally progressive, and altogether more synergistic impact.

Recommendation Three. Finally, Recommendation Three purports to evaluate cost-benefit equations relative to career development. While concepts such as accountability and evidence-based have become more frequently occurring aspects of public policy agendas, measuring actual costs and benefits and developing formulae for assessing their relative impacts have not yet been fully explicated.

Post-presentation discussion. Comments from the Discussion Group Chair included reflections from the EU, such as the concept of "flexicurity," or adapting oneself to various aspects of career change in order to insure economic survival, particularly given that training funds often exclude transitional positions or scenarios. In policy discourse, flexicurity refers to the combination of flexible labor markets and a high level of employment and income security and is viewed within the EU as the

answer to the dilemma of how to maintain and improve competitiveness while, at the same time, preserving the European social model. Its overall emphasis is upon ensuring continued access to employment opportunities and the income it provides, by using employment, training, and social security systems in a reciprocally beneficial way, as opposed to seeking just to maintain or protect existing jobs. In a sense, creating this infrastructure facilitates individuals' development of career management, or personal agency skills (Alphametrics, 2009).

The need for more proactive, or *impact* oriented language, also was reflected. A lively post-presentation discussion ensued, debating the merits of politicization and centralization on the one hand, with de-politicization and de-centralization, on the other. Proponents of depoliticization suggested that over-politicization distorts the view of public policy and that regional leaders should and do influence the relative status of guidance within their localized realms of citizenry. Others offered the views that depoliticization could lead to marginalization and inhibit equal access, and that the relative views of sub-cultures could lead to conflicting agendas, even within overlapping geographic boundaries (i.e., conflicting agendas of social inclusion versus exclusion). This discussion concluded with the notion that all guidance professionals and trainees need to become statespersons, and that, although a need for broader theoretical and interactive *counselor* competencies was noted, indeed, their current skills in relationship building and communications should stand them in good stead to that end.

Growing Awareness of Career Development and Career Guidance Role in Public Policy and the Impact of International Studies: The European and German Experience

The impact and implications of empirical guidance policy studies on most of the EU within the last decade cannot be underestimated. Their timing was strategically *just in time*, in a political context in which EU political leaders, in 2000, had agreed on multiple areas of improvement: educational systems, educational and vocational attainment and achievement, labor market functioning, and work force employability enhancement (European Commission, 2000). These main EU strategies implied a key role of guidance within national lifelong learning strategies. The European Commission set up an Expert Group on Lifelong Guidance which established close links with the international reviews of guidance Policies (OECD, 2004a; Sultana, 2002; 2004; Watts & Fretwell, 2004). Based on the evaluation findings, the Expert Group contributed to the joint OECD/EU policy handbook (OECD, 2004) and the development of the *European Common Reference Tools for Lifelong Guidance* document (Cedefop, 2005). The Expert Group also played an important role in ensuring that Lifelong Guidance was referenced in relevant EU policy documents.

During the 2004 Irish EU Presidency, the Council of Ministers adopted a first EU- level Resolution on strengthening policies, systems, and practices in the field of guidance throughout life. It recommended to all member states a series of measures:

- The development of lifelong guidance systems
- The broadening of access to guidance across the lifespan
- The strengthening of quality-assurance mechanisms for guidance services, information, and products, especially from a citizen/user perspective
- The refocusing of guidance provision to develop citizens' career management skills
- The strengthening of structures for policy and systems development at national and regional levels.

It was also agreed that every two years a European Conference on Lifelong Guidance should be organized by the country that holds the European Presidency to follow up and examine the status of progress toward the recommendation of the 2004 Resolution. These have taken place, to date, in Finland (2006), France (2008), and Spain (2010). Under the French Presidency, a second *Council Resolution on Better Integrating Lifelong Guidance into Lifelong Learning Strategies* was adopted by the EU Education Ministers, focusing on four priority issues in career guidance and an action plan for implementation.

Establishing the European Lifelong Guidance Policy Network (ELGPN): Emerging Trends of Lifelong Guidance in the European Union

The workshop conclusions from the Finnish 2006 EU Presidency-based conference on lifelong guidance policies stressed the fragility of lifelong guidance policies at national levels, and called for a strong and stable mechanism at the EU level to encourage more sustainable development at national levels and to support both policy development and implementation. The Commission indicated a willingness to support the development of a voluntary European Lifelong Guidance Policy Network (ELGPN) which would be led by the member-states themselves and would also be open to candidates and European Economic Area countries. The network was established in 2007 and is coordinated by one of the Member States (Finland) and funded under the *European Lifelong Learning Programme 2007-2013*.

ELGPN in brief. The Member States have agreed that the ultimate aim of the ELGPN is to provide added value to the participating countries for the development and implementation of their lifelong guidance policies, systems, and services. These inherently synergistically added values include:

- Sharing of ideas on common problems
- Opportunities to test ideas and showcase best practices
- Basing new program and service implementation on relevant prior practices, along with examining corresponding prior cost-benefit data and issues.

Moving into 2011, the ELGPN has 29 member countries and two countries with observer status. The working assumptions are that each member country establishes a national delegation including both relevant governmental and non-governmental representatives. Through appropriate liaison arrangements, the network ensures regular contact with other relevant bodies or networks at national,

European, and international levels; such as the International Centre for Career Development and Public Policy (ICCDPP), IAEVG and NCDA.

Because EU Member States are responsible for their own lifelong guidance policies and systems, the network members jointly identify and define the objectives to be achieved, with the Council Resolutions 2004 and 2008 and other EU policy documents as a basis. In addition, the *ELGPN 2009-10 Work Programme* examined European education, training, and employment policies from a lifelong guidance perspective as well as the synergy between EU-funded projects and their links with lifelong guidance policies.

ELGPN current outcomes. As an outcome of the first years, members report that participation in the ELGPN has enriched their awareness of possible responses to common challenges and given them a fresh perspective and new insights into their national provision. Specific issues in which progress is considered to have been made include:

- Support for improved coordination of services (currently all 30 countries have either set up or are in the process of developing a guidance forum or other similar mechanism)
- Emergence of a common understanding of career management skills
- Appreciation of the potential of new technologies to broaden access to services by complementing face-to-face provision with telephone and interactive internet-based services
- Understanding of the need for a stronger evidence base, linked to quality assurance.

The catalytic role of the ELGPN was particularly evident during the national seminars which were arranged in conjunction with network activities. These events provided opportunities for policy makers and stakeholders to be updated on international developments, as well as allowed the host countries to showcase their national policies and practices and reflect different traditions in the member states. The ELGPN has also helped to convince national policy makers that “European guidance policy” is not some abstract metaphorical construct by showing concrete examples of policies and practices from other member countries.

ELGPN priorities. In March of 2010, the European Commission adapted the *Europe 2020* strategy with the aim of responding to the recent economic crisis with European and national responsibility relative to three priority areas:

- *Smart* growth – developing an economy based on knowledge and innovation
- *Sustainable* growth – promoting a more resource efficient, greener and more competitive economy
- *Inclusive* growth – fostering a high-employment economy delivering economic, social and territorial cohesion.

These three priorities constitute the policy framework for European cooperation in the fields of economics, employment, education and training, and research and

social inclusion to span the next ten years. Each priority area includes initiatives with strong references to the importance of Lifelong Learning and Lifelong Guidance in the implementation of these strategies, as well as the active role of citizens through the acquisition of individual lifelong learning and lifelong career management skills.

The *ELGPN 2011-12 Work Programme* will examine how guidance as an integral element contributes to EU guidance policy development in at least six areas: schools, VET, higher education, adult education, employment, and social inclusion. The aim is to deepen the interfaces between the policy areas and shift the ELGPN activities from conceptual work to policy implementation with more structured co-operation with other sectors.

Discussant Based Issues

In addition to the brief post-presentation comments mentioned after the Invited Expert contributions, an initial brainstorming session among Discussion Group One participants yielded the following top priority questions and topics:

- Need for early developmental/ Educational infrastructure – e.g., ASCA (American School Counselor Association) guidelines
- Social equity/access issues (noted as not necessarily developmental in nature)
- Terminology issues around career counseling/development – tension between different practitioners utilizing their own frameworks/reference (in efforts to protect their own *turf* or respective perspectives) vs. synergizing through collaboration and shared definitions
- Career development in organizations and schools – how to better teach personal agency
- Career development across the lifespan – need better cost – benefit measures to capture impact matrices
- Need for standardized paraprofessional (e.g., teachers) career development terminology, curricula, and training
- Common indicators to determine impact (especially financial)
- Impact analysis – need effective communications across stakeholders
- Career development policy for whom? Needs to be specified
- How to communicate this policy with various stakeholders
- Career development as a profession – where would these newly trained professionals be employed?

Themes for action. Taken together, a group analysis of these comments, coupled with the Invited Expert contributions and their corresponding post-presentation discussion points, Discussion Group One identified the following Themes for Action:

- Cost – benefit indices and practices
- Social equity
- Common guidelines – definitions, terminology, and best practices
- Communication among stakeholders; marketing
- Career development from lifelong perspective
- Professionalism: competencies, qualifications, and employability.

Indicators of success. Moreover, discussants identified the following Indicators of Success:

- Evidence based practices relative to cost-benefit analyses and proven returns on investments
- What exists – building on the work from International Symposium 2009 and other relevant initiatives
- Guidance interface to key policy areas – how guidance contributes to policy goals
- Communications to stakeholders (i.e., policy makers and general public).

Goals, Implementation Strategies, and Relevant Resources

One charge of the symposium organizers was for each Discussion Group to establish actions steps, to include goals, implementation strategies, and relevant resources. In keeping with this directive, Group One participants identified the following action steps:

- *Goal One:* To develop frameworks for identifying indicators of success in career development
- *Goal Two:* To update OECD (2003) Study on Guidance Policies
- *Implementation Strategy One:* To build on the outcomes of NZ 2009 initiatives and the work of the ELGPN
- *Implementation Strategy Two:* To invite other countries to contribute their own respective research and data
- *Implementation Strategy Three:* To address OECD studies (to integrate LLG in their regular reporting on educational and economic performance, e.g., Education at a Glance)
- *Relevant Resources:* All documents and other representative products and services of existing working groups.

Conclusions

A follow up survey was administered by NCDA one month following the NCDA-IAEVG-SVP participants in an effort to prioritize symposium goal outcomes. Thirty-five percent of respondents rated the goal, *Develop framework of identifying indicators of success in career development*, as *needs immediate attention*, while an additional 35 percent ranked it as a *high priority*. A lesser 20 percent ranked the goal to *Update OECD (2003) Study on Guidance Policies* as *needs immediate attention*, 26 percent as a *high priority*, and 46 percent as a *medium priority*. Only one other item on the survey received a higher percentage of *Needs Immediate Attention* priority. This other item, receiving 37 percent *Needs Immediate Attention* priority (with a larger variability across alternative priority responses than the Discussion Group One item of *Developing framework of identifying indicators of success in career development*), was *Produce a written document highlighting best practices in intervention programs to foster, enhance, achieve employment success, services to people who face significant contextual barriers*. Moreover, a review of other survey items suggests that across most discussion groups, the need for developing documents and other resources to reflect commonalities across parameters such as: best practices, indices of success, cost-benefit and other empirical inquiry, and

terminology and curriculum, was a clearly emergent theme of the IS. Thus, the goal of Discussion Group One, *Develop framework of identifying indicators of success in career development*, appears to mirror the priorities of the participant membership of the respective sponsoring organizations (i.e., NCDA-IAEVG-SVP), as well as parallel the goals emergent across multiple IS discussion groups.

Next Steps

As a concrete step forward, one of the Thematic Activities within the ELGPN Work Programme identified key elements for developing effective national quality-assurance frameworks, such as citizen and user involvement, practitioner competence, service improvement, coherence, and outcomes and impact assessment. The ELGPN identified further work toward defining indicators and on data to be included in pilot testing of these potential indicators within volunteer countries in 2011-12. A next step would be to determine strategies for insuring that national policies adopt these indicators. Secondly, the ICCDPP has already begun to update the progress on this topic within its web site and relevant documents, such as various reports from Canada and other countries as well as its *Prove It Works* discussion forum. The ICCDPP participating countries have earmarked this topic as a primary focus of the next IS, preliminarily scheduled for Hungary in December 2011.

References

- Alphametrics Ltd. (2009). *Flexicurity: Indicators on the coverage of certain social protection benefits for persons in flexible employment in the European Union* (VC-2007-0780 Final Report). Brussels: European Commission: Employment, Social Affairs, and Inclusion. Retrieved February 11, 2011, from <http://ec.europa.eu/social/main.jsp?catId=102&langId=en>
- Bezanson, L. & Hopkins, S. (2010, June). *New international directions for action in career development policy: Hot off the international symposium press*. Paper presented at the joint meeting of the National Career Development Association, International Association for Educational and Vocational Guidance, and Society for Vocational Psychology, San Francisco, CA, USA.
- Cedefop (2005). *Improving lifelong guidance policies and systems: Using common European reference tools*. Luxembourg: Publications Office.
- European Commission (2010) *EUROPE 2020: A strategy for smart, sustainable and inclusive growth*. COM(2010) 2020. 3 March 2010, Brussels.
- European Commission (2000). *A Memorandum on lifelong learning*. SEC (2000) 1832. Brussels: EC.
- Herr, E. (2010, June). *Public policy perspectives and challenges in career development in the US and beyond*. Paper presented at the joint meeting of the National Career Development Association, International Association for

Educational and Vocational Guidance, and Society for Vocational Psychology, San Francisco, CA, USA.

Organisation for Economic Co-operation and Development & European Commission (2004b). *Career Guidance: a Handbook for Policy Makers*. Paris: OECD.

Schober, K. (2010, June). *Growing awareness of career development and career guidance role in public policy: The European and German experience*. Paper presented at the joint meeting of the National Career Development Association, International Association for Educational and Vocational Guidance, and Society for Vocational Psychology, San Francisco, CA, USA.

Sultana, R. G. (2002). *Review of Career Guidance Policies in 11 Acceding and Candidate Countries: Synthesis Report*. Luxembourg: Office for Official Publications of the European Communities.

Sultana, R. G. (2004). *Guidance Policies in the Knowledge Society*. Thessaloniki: CEDEFOP.

Vuorinen, R. (2010, June). *Emerging trends of lifelong guidance in the European Union: Reflections from the ELGPN*. Paper presented at the joint meeting of the National Career Development Association, International Association for Educational and Vocational Guidance, and Society for Vocational Psychology, San Francisco, CA, USA.

Watts, A. G. (2009). Career guidance and public policy. In J. A. Athanasou & R. Van Esbroeck (Eds.), *International Handbook of Career Guidance* (pp. 341–353). Berlin: Springer.

Watts, A. G. & Fretwell, D. (2004). *Public Policies for Career Development: Case Studies and Emerging Issues for Designing Career Information and Guidance Systems in Developing and Transition Economies*. Washington, DC: World Bank.

Watts, A. G., Sultana, R. & McCarthy, J. (2010). The involvement of the European Union in career guidance policy: A brief history. *International Journal for Educational and Vocational Guidance*, 10, 89–107.

Group 2: Career Techniques and Assessments from an International Perspective

Debra S. Osborn
Assistant Professor
College of Education
Florida State University

Janet G. Lenz
Program Director for Instruction, Research, and Evaluation
Florida State University Career Center
Co-Director, Center for the Study of Technology in
Counseling and Career Development
Florida State University

Abstract

Career assessments are a primary tool of career counselors. This article summarizes three expert presentations and comments from a discussant group from several countries on the theme “Techniques and Assessment,” which were part of the 2010 NCDA/IAEVG/SVP International Symposium in San Francisco, California. Group participants identified two goals related to the topic, including: a) creating a joint statement on the use of assessments and b) to identify the best practices related to career assessments. In addition, group members identified relevant resources and strategies for addressing these two goals.

Career Techniques and Assessments from an International Perspective

Career assessment has had a central place in the practice of career counseling since the earliest history of the field. As an early practitioner in the field Frank Parsons (1909) used a variety of assessment techniques to develop clients' self-knowledge. Today, career practitioners use a variety of quantitative tests and questionnaires, measuring constructs such as interests, competencies, decision-making status, career maturity, personality, and dysfunctional career thinking in an effort to assist clients in the career decision-making process. Other assessments and techniques are qualitative, such as card sorts (Osborn & Bethell, 2009-2010), story telling, or the Career Style Interview (Rehfuss, 2009). Many career inventories and tools are available online, and some inventories such as the Self-Directed Search (SDS), Career Decision-Making Difficulties Questionnaire (CDDQ; Gati & Saka, 2001), or the Career Thoughts Inventory (CTI; Sampson, Peterson, Lenz, Reardon, & Saunders, 1996) have been translated to different languages and adapted for use with individuals from different cultures and countries. Further, as Herr (2009) has noted, “career assessments are regarded by policy makers, theorists, and counselors as important instruments to achieve social, economic, and political goals, both at national and individual levels” (p. 13).

Culturally competent career counselors promote and advocate for the career development of all individuals regardless of “age, culture, disability, ethnicity, race, religion/spirituality, creed, gender, gender identity and expression, sexual orientation, marital/partnership status, language preference, socioeconomic status, or any other personal characteristic not specifically relevant to job performance” (NCDA, 2011). With respect to culturally appropriate career assessment, the following components are recommended:

“the assessment integrates culturally relevant information about the client; attempts to understand the client in his or her cultural, personal and career contextual realities; and takes into account the limitations of traditional assessment and assessment tools” (Flores, Spanierman, & Obasi, 2003, p. 80).

Are these recommendations for cultural competence with respect to assessments specific to the United States, or do they extend past national boundaries? Are there other recommendations that should be considered? These questions were the topic of discussion at 2010 International Symposium.

The symposium presenters included Itamar Gati of Israel, Mary McMahon of Australia, and Gudbjörg Vilhjamsdottir of Iceland. Discussants were faculty, counselors, career service providers and directors from Canada, Hong Kong, Romania, Taiwan, and the United States. The general question posed to symposium attendees was “Are we getting more services, of high quality, to more people?” and further, to examine this question within an international context. The next sections will highlight content covered by the expert presenters, and share several concerns voiced during the group discussion related to the use of career assessments, including client welfare, costs, quality, research, and training. The article closes with a focus on possible action steps related to the topic of career assessment and strategies for reaching those steps.

International Considerations with Career Assessments

The 2010 International Symposium was the third shared collaborative among NCDA, SVP and IAVEG, with the purpose of fostering an international discussion on mutual topics of interest and to establish shared goals. An emphasis of the current symposium group was on cross-cultural assessment, and specifically emphasizing nomothetic and idiographic perspectives of career assessment, themes that were similar to the international assessment group in the previous symposium (Diemer & Gore, 2009). The 2010 presenters addressed online career assessment (Gati, 2010), qualitative career assessment (McMahon, 2010), and translating career assessments for use with another culture (Vilhjalmsdottir, 2010). Across the presentations and subsequent discussions, five key considerations seemed to emerge with respect to the use of career assessments: (1) client welfare, (2) assessment costs, (3) quality, (4) research with assessments, and (5) training practitioners to use assessments.

Client Welfare

Client welfare is of utmost importance when considering any intervention, assessment, or technique. This theme ran across each of the presentations, as a key motivation for each presenter's topic. For example, Gati (2010) noted that the first question he considers is why a person is seeking services, why she or he is having difficulty making the decision without assistance from a professional. One of his aims in creating the Career Decision-Making Profile, a quantitative online instrument, was to help individuals identify and then take steps to remove barriers to career decision making prior to engaging in self-exploration of interests, skills and other traits or conducting research on occupations. McMahon (2010) discussed the value of using qualitative assessments, and specifically storytelling, as a means to get a fuller picture of the client's story, or between the lines of a standardized career assessment. Vilhjalmssdottir (2010) discussed the rationale behind adapting the Career Adaptability Inventory to the Icelandic context. In her explanation of the difficulties encountered and the process for validation, she explained that the goal was to produce an instrument that would be valid, reliable, and ultimately useful to Icelanders in their career decision-making.

The use of online assessments, and the degree to which a career practitioner needs to "protect" clients from misinterpreting their assessment results, was discussed. Concerns with online assessments included the likelihood of there being no preliminary screening by a professional of a client's readiness to use and properly interpret specific websites, the questionable psychometric properties of many online assessments, the unknown motives of individuals and groups posting career tests online, a possibility of online cultural bias, and the possible improper uses of assessments by individuals who are not trained in administration and interpretation (Barak, 2003). In addition, career practitioners should remember that educational systems, occupational structures and options that are available in one country may be different or non-existent in other countries, and that using these inventories in a culturally inappropriate way may raise false hopes and expectations, or increase career confusion (Osborn & Zunker, 2006). Sampson, Carr, Lumsden, Smissen, and Dozier (2009) provide additional information on the limitations of computer-based career assessments that may impact client welfare.

Costs

With widespread access to the Internet and thousands of "career tests" available online, clients and counselors may be tempted to choose an inventory that is free over one that costs money. In a tight economy, career centers, practitioners and agencies will be considering multiple costs and may choose to use free or less costly inventories. Not all free inventories or tools are invalid or unreliable. The Career Decision -Making Tool (Gati, 2010), the Virtual Card Sort (Osborn & Bethell, 2009), and the Career Resources Page (Osborn & Zalaquett, 2005; Zalaquett & Osborn, 2007) are examples of free career tools that have been supported by research. Glavin and Savickas (2010) describe a resource called Vocopher: The Career Collaboratory, which was designed as an Internet site that provides free access to a variety of career assessment instruments. While some test developers

may have the support and motivation to develop free, high quality online resources, this may in turn discourage other potential test developers due to the time and costs associated with the process of instrument development and validation, if there is little to no financial benefit. Cost may also be a consideration in relation to the quality of career assessments since, in an ideal world, the investment of sufficient resources can insure that a career assessment has been through a rigorous development process, and therefore meets the highest standards with regard to psychometric properties. Issues related to quality are discussed further in the section that follows.

Quality

A great deal of discussion focused on the quality of quantitative and qualitative career assessments. Issues of reliability and validity were noted as the main concern, especially for the thousands of online assessments readily available. A common concern with qualitative instruments is the establishment of validity and concern about the practitioner's inherent bias when making interpretations (Whiston & Rahardja, 2005). When assessments are used by individuals who are members of cultural groups not included in test norms, there are ethical concerns regarding the validity of the tool for selected client populations (Schwiebert, 2009). In addition, career practitioners need to be aware that adapting career assessments in a culturally competent way requires more than a linguistic translation. Specifically, cultural equivalence of items, constructs, interpretations and resulting interventions are primary concerns. If individuals are making career and life decisions based off of an inventory that has not been shown to have validity and reliability, it is possible that they will make career and training decisions off of unreliable information (Herr, 2009). This scenario would cost the individual money and time, and is likely an ethical violation for a career practitioner who is encouraging use of an instrument of questionable quality.

Research

There is a need for cross-cultural research on the topic of career assessment (Marsella & Leong, 1995), especially with online career assessments (Jencius & Rainy, 2009), qualitative approaches to assessment, and how test interpretation approaches impacts the counseling relationship (Whiston & Rahardia, 2005). Other research could focus on the characteristics of online users seeking career information or assessments, the issue of using anonymous users to determine the reliability and validity of online assessments, and cultural equivalence. Vilhjalmsson (2010) noted the difficulty of maintaining conceptual consistency, or the stability of item meanings on inventories across cultures, which then impacts the interpretability of scales and total scores. Marsella and Leong (1995) noted that many personality constructs created in the US have a different meaning for non-Western cultures. They suggested that prior to proceeding into cross-cultural studies with assessment tools, the first step should be an ethno-semantic analysis, where key components can be defined, compared, and understood. Herr (2009) noted that despite the research that supports the efficacy of career interventions, there is a lack of data about the role of career assessments related to accountability, empirically supported treatments, and evidenced-based practice.

Training

Another critical need that was identified was for increased training opportunities for cross-cultural assessments and techniques. Multicultural training has been found to predict multicultural competence (Vespa, Fitzpatrick, Fouad, Kantamneni, & Chen, 2010). Specific training topics suggested by the discussants included general assessment concepts; issues related to testing online; qualitative design and analysis; cross-cultural assessment; and practical considerations such as travel costs.

First, with respect to general assessment training, the 2010 Symposium group recommended the foci as including traditional and online career assessments, qualitative assessments and adapting assessments for use with other cultures than the culture for which the assessment was created. This list is similar to a list in Wood's (2005) article on preparing career practitioners to use assessments, in which he stated that career assessment training should cover basic assessment principles (Wood, 2005), specific inventories and approaches, multicultural competencies as related to using career inventories with diverse populations, and ethical considerations.

Second, career practitioners need to have training related specifically to the online environment (Barak, 2003). Training with respect to online assessments and tools might include how to critically evaluate career development websites (Zalaquett & Osborn, 2007), experiential activities that require trainees to locate appropriate online tools for specific clients (McCarthy, Moller & Beard, 2003), and ethical concerns specific to online assessments (Barak, 2003).

Third, training in assessments should be extended to qualitative approaches. Training in qualitative approaches requires training in the philosophy of constructivism if a practitioner is to utilize various tools and techniques appropriately (Whiston & Rahardia, 2005), as the goals, outcomes, and interventions of these approaches differ dramatically. An example of teaching a qualitative approach is provided by Rehfuss (2009). To teach the concept of career constructivism and the career style interview, Rehfuss gave an experiential assignment. Students reflected that the application of the model increased their confidence in using the approach, answered concerns they initially had about the approach, and to see what worked and didn't work with the approach. Another qualitative approach is described by Glavin, Smal and Vandermeeren (2009), who combined a qualitative approach and technology, requiring students to locate three YouTube videos that "represented ideas and concepts that held personal meaning for them" (p. 162). Descriptions of qualitative approaches such as these, as well as research on their effectiveness with clients, is needed.

Fourth, training should integrate cultural considerations. Some topics for training might include: basic assessment training (Wood, 2005), the role of cultural context (Capuzzi & Stauffer, 2006) issues of cultural validity and specificity when selecting career assessments (Leong & Hartung, 1997); potential barriers for career development (Rush, 2009); and recommended steps for adapting existing inventories for a specific group. In determining cultural competence, career practitioners should read articles, attend trainings and regularly evaluate their cultural competence. One idea for evaluation would be a checklist, such as provide

by Krieshok and Black (2009) for use in evaluating competencies and responsibilities related to the use of a variety of assessment tools.

Finally, discussants noted that there are often limited funds to travel to conferences for training, and a lack of in-depth training on using career assessments (whether general or specific) as a part of the training provided to career practitioners. This may necessitate test developers and professional associations offering trainings in different ways and at reduced costs, such as through webinars, recorded sessions and regularly updated newsletters or websites about their tools. Directors of career services and private practitioners may need to be more proactive and seek out the training opportunities, contacting tool developers to discuss synchronous (real time online) training opportunities, or making their training needs known to their associations.

Goals

During the discussion on the topics above, it became apparent that there were many similarities among nations with respect to these issues. As we focused on our task of answering how career service providers might provide more quality services internationally, two main goals emerged. Specifically, the two goals included (1) creating a joint statement on the use of assessments and (2) the identification of best practices with respect to career assessments.

Goal 1: Creating a Joint Statement on the Use of Career Assessments

During our discussions, we heard common themes related to beliefs about assessments. Some of these beliefs included: a recognition that career assessment plays an important role in career counseling, that both quantitative and qualitative approaches have value in meeting the diverse needs of clients in various contexts, and that as professionals with advanced training and experience with career assessments, we have a responsibility to clients and career practitioners to share that knowledge. First, we should be providing clients with information about the effective use of assessments as well as the tools for critically evaluating career resources. Second, we have a responsibility to continue supporting career practitioners in their use of career assessments by providing guides, resources, research and training on specific assessments and issues related to online assessments, qualitative and quantitative approaches, interventions based on assessment results, and using cross-cultural career assessments.

In our reflection on these beliefs, we realized that a united statement from professional career associations is currently missing and is now desirable. The benefit of such a goal would be a shared understanding regarding career assessments. We discussed if it was naive to assume a one-size fits all approach to creating such a statement. Despite that reservation, we had confidence from our discussion that a general statement about the ethical use of career assessments could be developed.

A consensus derived from our discussions was that a collective statement, agreed upon by our respective associations, should speak to the aspects of career assessment listed below as a way of shaping not only practice, but what is taught, and to shape policies related to the use of assessments:

- Assessment as one component of the career decision-making process
- Value of qualitative and quantitative assessments
- Evaluating assessments
- Selecting assessments
- Administrating assessments
- Interpreting assessments
- Developing assessments
- Training practitioners to use assessments appropriately all considered within a personal and cultural context.

To achieve this outcome, each professional organization would need to include this goal in their strategic planning for their organization, with discussion among executive committees. Once the goal of creating a joint statement is included in the strategic plan for individual organizations, an inter-association team could be charged with creating that statement and submitting it for approval. In designing a joint statement, associations should reference relevant resources on career assessments, including ethical guidelines, statements related to use of assessments, outcome research on career assessments, and books on career assessments such as *NCDA Counselor's Guide to Assessments* (Whitfield, Feller, & Wood, 2009). While it is possible that the statement could evolve into something larger, such as a white paper or even a code of ethics for career practitioners using assessments across national and cultural lines, the starting place would be a simple statement acknowledging the value of assessments.

Goal 2: The Identification of Best Practices With Respect to Career Assessments

Our second goal emerged from the realization that (a) career practitioners are using traditional, quantitative, qualitative, online and cross-cultural career assessments in a myriad of ways, and (b) we do not have a collective resource that showcases best practices with respect to career assessments. Thus, our second goal was to identify best practices related to career assessments. These best practices should address the topics identified within Goal One.

One can argue that best practices are demonstrated regularly through conference presentations and published scholarly works. The issue is that each article and presentation provides one piece of the picture, and the process for obtaining a comprehensive look at best practices with career assessment would be extremely time intensive. Thus, a practical implementation strategy of Goal Two is to create some type of repository for these best practices. Some ideas we discussed included:

- Suggesting a companion piece (or a dedicated chapter) to NCDA's *Counselor's Guide to Career Assessments* (Whitfield, et al., 2009) that highlights less "traditional" assessments
- Creating an annotated bibliography that addresses the topics above
- Creating an "experts list" with contact person(s) for various assessments
- Highlighting research that documents good practice in the use of assessments

- Surveying members of the respective organizations to determine most commonly used career assessments.

Resources that might aid in the accomplishment of this goal would first involve professional associations agreeing to cross-survey members on their assessment choices and rationale for using specific assessments. Other relevant resources would include existing books on career assessments, outcome research on career assessments, guides for evaluating research, and technological recommendations on how to best manage and deliver the information that would be housed in such a repository.

Summary

The topic of cross-cultural career assessment was addressed by this 2010 Symposium discussion group. Specific concerns noted included: the benefits and risks of online career assessments, the intuitive appeal of qualitative approaches along with a need for more research for qualitative career assessments, and issues with adapting instruments internationally. General concerns related to client welfare, costs, quality, research, and training in a cross-cultural world led to specific goals for a general statement across associations about career assessments, and the identification of known best practices. Our end goal is ultimately an improvement in the way career practitioners across the globe select and use assessments to help clients achieve their goals.

References

- Barak, A. (2003). Ethical and professional issues in career assessment on the Internet. *Journal of Career Assessment*, 11, 3-21. doi: 10.1177/106907202237457
- Capuzzi, D., & Stauffer, M. (2006). Career counseling: Foundations, perspectives, and applications. Boston, MA: Pearson Education, Inc.
- Diemer, M. A., & Gore, P. A., Jr. (2009). Culture and assessment: Nomothetic and idiographic considerations. *Career Development Quarterly*, 57, 342-347.
- Flores, L. Y., Spanierman, L. B., & Obasi, E. M. (2003). Ethical and professional issues in career assessment with diverse racial and ethnic groups. *Journal of Career Assessment*, 11, 76-95.
- Gati, I. (2010, June). Challenges in assessing client's career decision making needs: spotlight on career decision-making profiles. In L. Oakes, Schwallie-Giddis, & D. Schultheiss (Co-chairs), *Bridging international perspectives of career development*. Symposium conducted at the joint meeting of the International Association for Educational and Vocational Guidance, Society for Vocational Psychology, and National Career Development Association: San Francisco, California, USA.

- Gati, I., & Saka, N. (2001). Internet-based versus paper-and-pencil assessment: Measuring career decision-making difficulties. *Journal of Career Assessment*, 9, 397-416. doi: 10.1177/106907270100900406
- Glavin, K., & Savickas, M. (2010). Vocopher: The Career Collaboratory. *Journal of Career Assessment*, 18, 345-354. doi: 10.1177/1069072710374568
- Glavin, K., Smal, P., & Vandermeeren, N. (2009). Integrating career counseling and technology. *Career Planning and Adult Development Journal*, 25, 160-176.
- Herr, E. L. (2009). Career assessment: Perspectives on trends and issues. In E. A. Whitfield, R. W. Feller, & C. Wood, (Eds.), *A counselor's guide to career assessment instruments* (5th ed., pp. 13-25). Broken Arrow, OK: NCDA.
- Jencius, M., & Rainy, S. (2009). Current online career counseling practices and future trends. *Career Planning and Adult Development Journal*, 25, 17-28.
- Krieshok, T., & Black, M. D. (2009). Assessment and counseling competencies and responsibilities: A checklist for counselors. In E. A. Whitfield, R. W. Feller, & C. Wood, (Eds.), *A counselor's guide to career assessment instruments* (5th ed., pp. 61-68). Broken Arrow, OK: NCDA.
- Leong, F., & Hartung, P. (1997). Career assessment with culturally different clients: Proposing an integrative-sequential conceptual framework for cross-cultural career counseling research and practice. *Journal of Career Assessment*, 5, 183-202.
- Marsella, A. J., & Leong, F. T. L. (1995). Cross-cultural issues in personality and career assessment. *Journal of Career Assessment*, 3, 202-218. doi: 10.1177/106907279500300207
- McCarthy, C. J., Moller, N., & Beard, L. M. (2003). Suggestions for training students in using the Internet for career counseling. *Career Development Quarterly*, 51, 368-382.
- McMahon, M. (2010, June). Qualitative career assessment: A bridge between career assessment and career counselling. In L. Oakes, P. Schwallie-Giddis, & D. Schultheiss (Co-chairs), *Bridging international perspectives of career development*. Symposium conducted at the joint meeting of the International Association for Educational and Vocational Guidance, Society for Vocational Psychology, and National Career Development Association: San Francisco, California, USA. .
- National Career Development Association. (2009). *Minimum competencies for multicultural career counseling and development*. Retrieved from http://www.associationdatabase.com/aws/NCDA/asset_manager/get_file/991

4/minimum competencies for multi-cultural career counseling.pdf

- Osborn, D. S., & Bethell, D. B. (2009-2010). Using cards sorts in career assessment. *Career Planning and Adult Development Journal*, 25, 101-114.
- Osborn, D. S., & Zalaquett, C. (2005). Seeing career counseling-related websites through the eyes of counselor education students. *Journal of Technology in Counseling*. Retrieved from http://jtc.colstate.edu/Vol4_1/osborn/osborn.htm.
- Osborn, D. S., & Zunker, V. G. (2006). *Using assessment results for career development*. (7th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Parsons, F. (1909). *Choosing a vocation*. Boston: Houghton Mifflin.
- Rehfuss, M. C. (2009). Teaching career construction and the career style interview. *Career Planning and Adult Development Journal*, 25, 58-71.
- Rush, L. C. (2009). Multicultural career counseling strategies: an update for 21st century career professionals. *Career Planning and Adult Development Journal*, 25, 82-96.
- Sampson, J. P., Jr., Carr, D. L., Lumsden, J. A., Smissen, C., & Dozier, C. (2009). Computer-assisted career assessment: State of the art. In E. A. Whitfield, R. W. Feller, & C. Wood, (Eds.), *A counselor's guide to career assessment instruments* (5th ed., pp. 43-60). Broken Arrow, OK: NCDA.
- Sampson, J. P., Jr., Peterson, G. W., Lenz, J. G., Reardon, R. C., & Saunders, D. E. (1996). *Career Thoughts Inventory: Professional manual*. Odessa, FL: Psychological Assessment Resources.
- Schwiebert, V. L. (2009). Selecting a career assessment instrument. In E. A. Whitfield, R. W. Feller, & C. Wood, (Eds.), *A counselor's guide to career assessment instruments* (5th ed., pp. 27-33). Broken Arrow, OK: NCDA.
- Vespa, K. M., Fitzpatrick, M. E., Fouad, N. A., Kantamneni, N., Chen, Y-L. (2010). Multicultural career counseling: A national survey of competencies and practices. *Career Development Quarterly*, 59, 54-71.
- Vilhjamsdottir, G. (2010, June). *Adapting the Career Adaptability Inventory to the Icelandic context*. In L. Oakes, P. Schwallie-Giddis, & D. Schultheiss (Co-chairs), *Bridging international perspectives of career development*. Symposium conducted at the joint meeting of the International Association for Educational and Vocational Guidance, Society for Vocational Psychology, and National Career Development Association: San Francisco, California, USA.

- Whiston, S. C., & Rahardja, D. (2005). Qualitative career assessment: An overview and analysis. *Journal of Career Assessment*, 13, 371-380. doi: 10.1177/1069072705277910
- Whitfield, E. A., Feller, R. W., & C. Wood, (Eds.). (2009). *A counselor's guide to career assessment instruments* (5th ed.). Broken Arrow, OK: NCDA.
- Wood, C. (2005). Building dreams and deeds: A pedagogy for preparing practitioners to use career assessments. *Career Planning and Adult Development Journal*, 25, 72-81.
- Zalaquett, C., & Osborn, D. S. (2007). Fostering counseling students' career information literacy through a comprehensive career website. *Counselor Education and Supervision*, 46, 162-171.

Group 3: Interventions in Times of Economic Hardship

Ellen Hawley McWhirter
Professor Counseling Psychology
University of Oregon

Abstract

The current deep global recession that most countries are now experiencing exacerbates the difficulties faced by workers, with rapid restructuring of industries accompanied by layoffs and poor prospects for re-employment. As a result, countries face major short term employment issues and long term career development challenges that affect individuals and communities across all occupations and skills. Those with fewer skills and resources are more likely to experience adversity. In this article we describe the presentations and discussions of a working group that met during the IAEVG-NCDA-SVP Joint International Symposium in San Francisco in June of 2010. Themes emerging from group discussion of presentations by three invited experts are described, with each expert focused on the topic of interventions in times of economic hardship. We also present two goals that emerged from our discussion.

Introduction

The purpose of this article is to summarize the presentations and discussions of a working group conducted during the 2010 NCDA-IAEVG-SVP International Symposium. The title of our working group was “Interventions in Times of Economic Hardship.” The structure of our meetings consisted of three presentations by experts in this area: Drs. Rich Feller, Rebecca Toporek, and David Blustein. Each presentation was followed by a discussion. In a final working session, we discussed possible actions emerging from our discussion. We developed two goals designed to translate our learning and discussion into concrete outcomes. This manuscript is organized chronologically in order of the respective presentations and discussions.

Rationale

Around the world, the nature of work and careers is changing (Friedman, 2006). Massive and irreversible economic and technological forces are driving an increasingly interrelated world economy in which labor markets are no longer just local, regional or national, but global in scope. Due to automation, digitization, migration, international trade, cheap transportation, outsourcing, distance learning, economic development and many other factors, workers must now compete internationally, and at an accelerating pace, as jobs restructure and skills become obsolete. The transitional abilities to re-train and adapt are much more important than one-time learning of technical skills.

The current deep global recession that most countries are now experiencing is exacerbating the difficulties faced by workers as industries rapidly undergo major restructuring and lay off workers who will never be recalled. As a result, countries face major short term employment issues and long term career development challenges that affect individuals and communities across all occupations and skills. These challenges are not equally distributed, however, and those with fewer skills and resources are more likely to experience adversity. Blustein illustrated this point in the U.S. context, noting that unemployment among those with salaries of \$150,000 or more was at 3%, compared with 40% unemployment among those with salaries of \$20,000 and below. New career development programs and practices must be developed to address the challenges of this new worldwide labor market in the global economy.

Learning Agile in the Knowledge Economy

Rich Feller of Colorado State University presented “Learning Agile in the Knowledge Economy” (Feller, 2010), opening with a critique of the constructions of learning in the context of the knowledge economy. He argued that the notion of “more learning” typically is defined in terms of increasing depth of content, breadth of content, “3R” skills, and the ability to create and innovate. These definitions of learning, Feller contended, fail to give sufficient attention to the acquisition of learning strategies that promote learning agility needed by both “knowledge nomads” and the “nervously employed” (Feller & Whichard, 2005) trying to navigate economic hard times.

Feller drew from the work of Eichinger, Lombardo, and Raymond (2004) to define learning agility in terms of the ability to adjust and adapt to change, being able to respond to changing situations by bringing resources to bear on the new situation. Further, he characterized learning agility as the ability to respond well to new, first time situations by applying prior learning, knowledge, and skills to the new situation. Feller characterized people high in learning agility as those who learn to act and adapt differently, have active and numerous learning strategies, are more open to what they don’t know, and are energized by learning to do something better and differently (Eichinger, Lombardo, & Raymond, 2004; Lombardo & Eichinger, 2002). Learning agility also includes capitalizing on strengths, thus, it is critical that workers understand how to maximize their strengths to expand career options.

Feller noted that learning agility is more predictive of career achievement in an organization than intelligence, because while IQ is associated with analytical skill and knowledge acquisition, it is not associated with developing and trying out new behaviors, which is essential for advancement. Those with more learning strategies can alter what they are doing to get better results when something is not working. According to Eichinger, Lombardo, and Raymond (2004), learning agility can be characterized as consisting of several components including mental agility (e.g., curiosity, comfort with complexity and ambiguity, finding parallels, solution seeking, questioning assumptions), people agility (e.g., open mindedness, self awareness, communication skills, comfort with diversity, ability to change roles), change agility (experimentation, adapting new perspectives, coping with pressure), and results agility (flexibility, drive, ability to perform under pressure, team leadership skills). In a

nutshell, in a time of downsizing and layoffs, learning agility can make a critical difference in preserving a job or finding a new one.

Next, drawing from the work of Kelley (1999), Feller described “star competencies” or qualities that increase employees’ value to and success in organizations. Kelley’s premise is that it is not *what* individuals bring to work, but *what they do with* what they bring, that makes the critical difference. Star competencies include: going above and beyond expectations in the job while first ensuring that the job is being done well; contributing to and helping others on the job; taking initiative based on the core mission of the organization; finding experts in that job area and learning from them; and increasing organizational savvy, such as the ability to negotiate conflict and navigate competing interests, to promote cooperation, and to accomplish tasks (Kelley, 1999). Feller argued that one focus of our work with clients can be to develop and enhance their star competencies.

Feller also dedicated time to describing the importance of stimulating and supporting local economies during economic hardship. He described Shuman’s “Small Mart Revolution” as a way to contribute to improving local economies (<http://small-mart.org/home>). He concluded by noting that we need to move beyond conceptualizing career counseling predominantly as a matching process, and focus on preparing people to make continuous learning, competency development and work-related decisions, and to respond to continuously changing demands and expectations. By fostering learning agility, we better prepare people at all stages of vocational and career development to meet contemporary challenges of today’s economy.

Discussion of Learning Agility

A number of key themes emerged in the discussion that followed Feller’s presentation. One pervasive theme was recognition of the role of privilege in people’s access to career counseling and career development resources. Those hit hardest in times of economic downturns are often those with the fewest skills resources, and least access to training and information related to their situation. For example, promoting star competencies is an important notion but must be translated to familiar concepts and tailored to the groups to which it is applied. Those newest to the system, such as adolescents and immigrants, will need different opportunities for accessing information than will U.S. born, college educated corporate employees. A bottom line was that we have to carefully attend to accessibility, language, and privilege and make interventions for times of economic hardship accessible to those who need it most.

Another theme of the discussion was on the changing nature of work in the U.S. and around the world, and how important it is to educate workers and prospective workers about this changing landscape. The reduction in the demand of unskilled labor and the increasing demand for highly skilled and creative labor presents challenges in helping people transition to and from satisfactory employment. The new paradigm is less linear, less predictable, and less stable. Hope and self-efficacy are important qualities to nurture along with learning agility. Larger scale solutions will involve community efforts such as promoting support for

local economies and increasing awareness of possibilities for bartering services or goods.

Downsizing, Repurposing and Social Justice: Sorting the Trash from the Compost

The goals of this presentation by Rebecca Toporek (2010) included posing questions, exploring paradigm shifts regarding our relationship to employment, discussing changes in work cultures, considering the implications of such changes on people at both ends of the privilege and power spectrum, and exploring ways of working with clients to differentiate opportunities (compost) from hazards (trash). Toporek described how differences in people's social capital and temperament influence the extent to which they adapt to the new paradigms of work. These new paradigms are characterized by lower importance of loyalty and commitment to a company or to employees, greater demand for entrepreneurial skills, less permanence, and increased dependence on social capital. She noted that at the same time there is decreased availability of a social net or support networks. Toporek highlighted the necessity that we consider possibilities for both individual and systemic interventions in times of economic hardship.

At the individual level, Toporek noted the importance of engaging clients in the "re-purposing." She presented various definitions of re-purposing, each centered on the re-directing or re-use of something originally intended for another purpose. Skills, characteristics, materials, or other resources that we might consider "trash" in one context can be salvaged and used for another purpose rather than discarded. She noted that even materials considered hazardous might have beneficial uses if used differently. Toporek offered a model for individual interventions with clients facing economic hardship, including: Understanding the clients' contextual cultural framework; developing a plan for increasing and accessing contextual cultural support, including the support provided by affiliation and support for meeting basic needs; identifying life goals and career options; identifying mentors, role models and allies that might have access to important resources and knowledge from which clients can draw; developing strategies for increasing opportunities and decreasing barriers to employment; and developing strategies for strengthening resilience in the face of unemployment, poverty, and other challenges associated with economic hardship (Toporek & Chope, 2006).

At the community/systemic level, Toporek suggested that career counseling professionals can begin by increasing awareness of existing community interventions that directly address career development issues for marginalized people. We often fail to recognize such programs as they fall outside the scope of what typically is considered "career counseling." To illustrate, Toporek described three programs that contribute to altering the life trajectories of those they serve, while simultaneously improving quality of life in the communities in which the program is located. For example, she described the Delancey Street Foundation (<http://www.delanceystreetfoundation.org/>), a residential self help program for those who have "hit bottom," such as those experiencing drug and alcohol addiction, those recently released from incarceration, and those experiencing homelessness. Participants obtain training, further their education, and gain employment

experiences and skills in the context of support, challenge, and caring. A unique aspect of this program is that within two weeks of entering the program, participants become mentors and leaders for new arrivals. A second aspect of the program is that the participants manage and run the program, producing products and services that support the program. The slogan of Delancey Street Foundation is “Come with a history, leave with a future”. The Seven Tepees program (<http://www.7tepees.org/>) serves inner city youth from sixth grade through high school graduation, providing seven years of consistent support for the development of social and academic competencies, the enhancement of self esteem, and for increasing participants’ investment in and possibilities for their futures. The program emphasizes integrating environmental experiences for youth who may have never left the city. Seven Tepees has also started two college and career programs in two local high schools identified as having low graduation and college attendance rates. Finally, the Ella Baker Center for Human Rights in Oakland, CA (<http://www.ellabakercenter.org/page.php?pageid=19&contentid=152>) is dedicated to promoting systemic justice, opportunities, and peace through advocacy. For example, the *Books not Bars* campaign to reform California’s juvenile justice system galvanized actions that led to significantly decreasing the number of incarcerated youth, with a long term goal of transforming the system to one that rehabilitates rather than warehouses youth. A more recent initiative called *Heal the Streets* provides youths aged 15 to 18 with a ten-month paid fellowship. Fellows are trained to develop and advocate for social justice policies that increase community peace. Last year, fellows identified teen joblessness as a prime factor in community violence. In response, the fellows conducted research on the issue and made a series of policy recommendations to city officials and school boards. Toporek suggested that programs such as these are essential, but often unrecognized, allies of the mission of career counselors and vocational psychologists.

Finally, Toporek described the critical importance of advocacy competencies in responding to the needs of clients and communities in times of economic hardship. She distinguished between skills for “acting with clients” such as fostering empowerment, community collaboration, and engaging in public education and awareness raising, and skills for “acting on behalf of clients”, such as advocating on behalf of individuals, advocating for change in local systems and process, and advocacy for changing policies and structures in the broader public arena (Lewis, Arnold, House & Toporek, 2002 as cited in Toporek, Lewis, & Crethar, 2009). Toporek closed with acknowledging the urgency of some people’s need for immediate services and solutions. Career counselors should not presuppose that clients have adequate shelter or food, and in times of economic hardship it is especially important to know the community resources that are available for meeting basic needs, and to include advocacy in our roles as appropriate.

Discussion of Re-purposing

We opened this discussion noting our tendency to use dichotomies of winning and losing, hope and hardship. We noted the importance of resisting such dichotomies so as to be able to identify opportunities within hardship and loss.

Another theme of this discussion was the importance of learning more about organizations and programs such as those described by Toporek. We discussed the importance of infusing a community mental health perspective into career interventions, the benefits of raising awareness of these critical resources throughout our profession, and possibilities for encouraging more support and participation by career professionals. This might be considered the re-purposing of career counselors. Two examples illustrate the infusion of community mental health perspectives with career counseling by our own discussion group members. One group member began providing group work for a homeless shelter program for families via a contract; he has continued pro bono for the past 14 years, infusing career counseling and development content into these support groups. Toporek's ongoing involvement with Project Homeless Connect of San Francisco was another example of bringing career counseling skills to community members who otherwise would not have access to such services. Group members noted that by collaborating with community partners, especially those with street credibility, we can extend the reach of career counseling. The importance of involving our state organizations in such partnerships was also highlighted.

We discussed the skills and strengths required to survive poverty, abuse, drug dependence, prison, and unemployment. These skills (including learning agility) often go unrecognized, yet recognizing and reinforcing them is an important part of increasing hope and self-efficacy. We noted that finding existing career interventions for marginalized groups can be challenging, and that we need to look beyond vocational psychology and career education literature to the vocational rehabilitation and employment counseling literature and beyond. We also noted that across levels of privilege there are many common elements of interventions that can be used to serve more broadly. While the current economic and labor situation means that we may more often serve people in crisis, we also have to preserve a developmental focus and attend to longer term needs for career management skills. Finally, we acknowledged that the fundamental lack of jobs is a stark reality and one with significant social justice implications.

We summarized noting that we need more specific interventions that connect people directly with resources, and that engage people in challenging tasks that foster learning. We need to re-purpose career counselors to provide viable, effective services in the new economy, partner with organizations engaged in providing services that support career development and workforce preparation, and to broaden the spectrum of people that we reach with career development interventions.

Economic Hardship and Career Development: Our Most Compelling Challenge

The goals of David Blustein's (2010) presentation were to discuss some of the difficult issues associated with the field of career counseling in the context of economic hardship, critique existing discourses in career development, and engage in dialogue focused on increasing the inclusiveness of our field. With respect to critique, Blustein identified the following typical assumptions of traditional career development: People prefer to have work lives that are congruent with their interests, abilities, values, etc.; people seek to implement their self-concepts in the

world of work; greater levels of self-efficacy help us to achieve a satisfying work life; and writing our story can provide a means of having a fulfilling work life (cf. Brown & Lent, 2005). Themes in conjunction with these assumptions are that people have choices, that with some degree of effort and other intrapersonal attributes, anyone can succeed, and that the focus typically is, and should be, on the individual. Against this backdrop Blustein argued that the dominant practice of intervening at the individual level is not enough. He contended that career counselors can make major contributions as helping professionals who focus on the role of work in people's lives. We should not leave the agenda for fixing America in the hands of macro-level social scientists and policy makers; rather, career development professionals should be actively engaged in policy making.

Next, Blustein discussed the psychology-of-working perspective (Blustein, 2006, 2008; in press) and some of the implications of such a perspective for individual and systemic interventions. The psychology-of-working perspective offers a broad and inclusive view of work, encompassing everyone who works or who wants to work. This new perspective also seeks to understand the impact of work in other life roles. In addition, the psychology of working encourages scholars and practitioners to understand how the theatre of work functions as a location for the distribution (and maldistribution) of resources and affordances.

Another important component of the psychology of working is the importance of attending to relationship and community (Blustein, in press). Relationships provide emotional support, instrumental support (such as connections, access to training), and help people organize and mobilize to challenge their lack of equal access to resources. Surviving and thriving in economic hardship can be facilitated by assisting clients to develop and access relational resources. Blustein also warned that individual interventions are not enough, and noted how individual approaches can reinforce a "blame the victim" ideology. Thus, including communitarian notions is also vital to a psychology-of- working approach to career development. A communitarian view recognizes that we have responsibilities and obligations to each other (Prilleltensky, 1997). Career counselors can contribute to systemic change and the enactment of a communitarian view by promoting greater knowledge about how economic hardship affects members of our communities. For example, we can document stories about the impact of poverty on work and relationships, writing and presenting on our experiences for the popular media, and detailing the impact of poverty via qualitative and quantitative research for professional audiences.

Discussion of Compelling Challenges

In this discussion, we noted the extent to which change seems to be the only constant, requiring that we, too, must demonstrate learning agility and flexibility. We need to explore promising vistas in career development practice, adapt career counseling to contemporary realities, and collaborate across disciplines, organizations, and communities. Micro credit programs were suggested as an example of an innovative type of programming that creates career opportunities for marginalized groups. We discussed how career counseling professionals can increase the reach and success of existing programs, and add breadth and depth to our practice, through connecting with programs such as these. Repeatedly, the

importance of collaborating with others engaged in the work of career development (via support of micro credit programs, involvement in organizations such as the Delancey Street Foundation, etc.) was stressed. Identification of common intervention elements that are working well for a variety of groups is especially important.

Summary and Goals

Themes across the three presentations and discussions included the need for language that bridges gaps between academics, practitioners, clients, communities, and industry/ employers. Also important is the recognition of how privilege and accompanying differences in access to opportunities and resources must be attended to in all aspects of interventions and practices. We affirmed the need to engage in the re-purposing of career counseling so that we continue to serve the needs of the public. Finally, across all presentations and discussions, we advocated for interventions in times of economic hardship to extend beyond individual interventions with clients and to include community level interventions and systemic interventions such as policy change.

Based on these discussions, we developed two goals or potential actions that could translate our learning and reflections into action. Our first goal was to produce a written document highlighting best practices in intervention programs to foster, enhance, and achieve employment success, and in particular, services to people who face significant contextual barriers. Interventions that might be particularly salient to our interests would be those that foster hope, raise self-efficacy, promote learning agility, increase awareness of and access to resources, and contribute to the welfare and well-being of individuals and communities. Such a document would include specific interventions, but also collaborations, partnerships, and advocacy efforts dedicated to these goals. We envision a document that is international in scope, drawing examples from multiple regions, countries, and settings. This document would: bring together interventions and collaborations that are innovative, outside of the box, even revolutionizing; present ideas that move beyond traditional concepts and practices to incorporate systemic influences; and highlight innovations in which diversity, multiple perspectives, and collaborative practices are valued. We brainstormed potential titles in an effort to increase the clarity our idea, arriving at the following: Bridging Trench and Tower across Disciplines: Outside of the Box Practices that can Inform and Revolutionize Our Work in Times of Economic Hardship.

Our second goal was to form an interdisciplinary group to increase dialogue, awareness, and solution-posing around problems of the economy, the increasing divide between haves and have-nots, and the discrepancy between work to do and jobs that pay living wage. Such a group would seek solutions that involve a communitarian mentality, reflect community responsibility, and provide a long term focus and multi-level response. We believe it is essential to look outside field and include disciplines that have already given attention to issues. This goal emerged from the recognition that we are in a critical time, and want to contribute expertise to solving concrete problems that adversely affect so many individuals and communities around the world.

These two goals are complementary and aspirational. Proceeding with the written document would begin with establishment of an ongoing project committee, development and refinement of the scope of the document, as well as inclusion criteria and timelines. Mechanisms for seeking input and participation would be pursued via our state, national, and international organizations. Similarly, proceeding with the second goal would begin with establishing an organizing committee, followed by development of an agenda, a timeline, a plan for recruiting and including participants, and a plan for broadly disseminating the fruits of the dialogue.

In closing, this working group engaged in thoughtful and critical discussion and reflection on career counseling interventions in times of economic hardship. Each of the three presentations raised challenging questions and provided stimulating ideas. In response to contemporary challenges, career counseling professionals can promote the design, implementation, and evaluation of new career development strategies, and contribute to increasing awareness of and engagement with existing programs that effectively serve those most affected by economic hardship.

References

- Blustein, D. L. (2006). *The psychology of working: A new perspective for career development, counseling, and public policy*. Mahwah, NJ: Lawrence Erlbaum.
- Blustein, D. L. (2008). The role of work in psychological health and well-being: A conceptual, historical, and public policy perspective. *American Psychologist*, 63, 228-240. doi: [10.1037/0003-066X.63.4.228](https://doi.org/10.1037/0003-066X.63.4.228)
- Blustein, D. L. (2010, June). *Economic hardship and career development: Our most compelling challenge*. Paper presented at IAEVG-NCDA-SVP Joint International Symposium, San Francisco, CA, USA.
- Blustein, D. L. (in press). A relational theory of work. *Journal of Vocational Behavior*. doi: [10.1016/j.jvb.2010.10.004](https://doi.org/10.1016/j.jvb.2010.10.004)
- Brown, S. D., & Lent, R. W. (Eds.). (2005). *Career development and counseling: Putting theory and research to work*. Hoboken, NJ: John Wiley & Sons.
- Eichinger, R. W., Lombardo, M. M., & Raymond, C. C. (2004). *FYI for talent management*. The talent development handbook. Minneapolis: Lominger Limited.
- Feller, R. (2010, June). *Learning agile and the knowledge economy*. Paper presented at IAEVG-NCDA-SVP Joint International Symposium, San Francisco, CA, USA.
- Feller, R., & Whichard, J. (2005). *Knowledge nomads and the nervously employed: Workplace change and courageous career choices*. Austin, TX: PRO-ED.

- Friedman, T. L. (2006). *The world is flat: A brief history of the twenty-first century updated and expanded*. New York, NY: Farrar, Straus and Giroux.
- Kelley, R. E. (1999). *How to be a star at work: Nine breakthrough strategies you need to succeed*. New York: Three Rivers Press.
- Lombardo, M. M., & Eichinger, R. W. (2002). *The leadership machine*. Minneapolis: Lominger.
- Prilleltensky, I. (1997). Values, assumptions, and practices: Assessing the moral implications of psychological discourse and action. *American Psychologist*, 52, 517-535. doi: [10.1037/0003-066X.52.5.517](https://doi.org/10.1037/0003-066X.52.5.517)
- Toporek, R. L. (2010, June). *Downsizing, repurposing and social justice: Sorting the trash from the compost*. Paper presented at IAEVG-NCDA-SVP Joint International Symposium, San Francisco, CA, USA.
- Toporek, R. L., & Chope, R. (2006). Individual, programmatic, and entrepreneurial approaches to social justice: Counseling psychologists in vocational and career counseling. In R.L. Toporek, L.H. Gerstein, N.A. Fouad, G.S. Roysircar, & T. Israel (Eds.) *Handbook for social justice in counseling psychology: Leadership, vision, & action* (pp. 276-293). Thousand Oaks, CA: Sage.
- Toporek, R. L., Lewis, J., & Crether, H. C. (2009). Promoting systemic change through the advocacy competencies. Special Section on ACA Advocacy Competencies. *Journal of Counseling and Development*, 87, 260-268.

Group 4: Career Development for Diverse and Underserved Populations

Alberto Puertas
University Advisement Center
Brigham Young University USA

Rachel Gali Cinamon
School of Education
Tel Aviv University, Israel

Roberta Neault
Life Strategies Ltd., Canada

Mark Pope
Division of Counseling and Family Therapy
University of Missouri at St. Louis, USA

Jérôme Rossier
Institute of Psychology
University of Lausanne, Switzerland

Abstract

Globalization and diverse populations due to migration imply that counselors are expected to deliver career services to populations from a large array of cultural settings. Moreover, individuals belonging to minority or non-dominant groups may be underserved or miserved, thus decreasing their chances of finding employment opportunities through career counseling. To develop specific interventions for minority or non-dominant groups, it seems important to understand their strengths and weaknesses. These strengths and weaknesses will be presented in terms of risk and resilience factors, such as low future orientation and social support, respectively. In the last two decades, several authors have made contributions to adapt and improve career services in order to best meet these minority groups' needs. A review of this literature identified thirteen keys to effective practice. For example, one key is to take responsibility for one's own biases and prejudices. Nonetheless, some underserved groups remain difficult to identify. Comparing some basic national demographic data with data from our counseling centers may be helpful in this context in identifying specific groups and assessing needs. One solution, in order to promote social justice across (all) cultural groups, is to encourage multiculturalism in both career counseling and society as a whole. A more inclusive society would allow each person in a minority or non-dominant group to contribute more effectively to the development and growth of this society.

Introduction

Globalization is diversifying society across cultures and in every region of the world. It presents us with tremendous challenges and unique opportunities to deliver career services to different populations with distinct characteristics and needs (Cheung, 2009). Inclusion and a sense of social justice are objectives worth considering regarding the career development needs of underserved populations (Irving, 2010). Diversity allows us to confront and enhance our worldview. We need to take into account that the world of work cannot function at its optimum if we are ignoring the crucial participation of those who are different or belong to a non-dominant or a minority group (Pope, 2009).

It is desirable that there be a consensus on the part of career service providers that we need a unifying voice to allow us to act and advocate on the public policy, workforce, and educational fronts. A unified approach to the challenges of diversity includes societal and individual accountability to begin to address these important issues at hand (Arthur, 2005). Many countries recognize the importance of inclusive and wise policies that involve cooperation across the board in order to serve these unique groups in our societies. The underserved populations come to us with distinct characteristics. An understanding of the differences and uniqueness of each population is paramount in order to serve their needs better. When diverse groups participate and collaborate for the national well-being, it contributes to the betterment of the whole and, as a result, the many social ills we confront may diminish.

As we navigate life in the daily activities of our professions and confront the demands of the 21st century, we should remember the plight of those who are not being taken into account and feel marginalized in our respective geographical regions (Savickas et al., 2009). Providing successful remedies and solutions are part of our responsibilities and tasks for the years to come. This contribution will present our work and thoughts about this issue as a discussion group in the NCDA-IAEVG-SVP International Symposium in July 2010. In the first section, risk and resilience factors in the career development of at-risk youths in Israel will be presented. More generally, this section emphasizes the importance of taking into account both strengths and weaknesses in order to understand the specific needs of diverse or underserved populations. A second section will present some keys, which can help improve our practice with diverse populations. Finally, in the last section, the importance of promoting and supporting workplace diversity will be discussed.

Risk and resilience factors in the career development of Israeli at-risk youths

Theoretical models and empirical studies in the field of career development often neglected to address the needs of deprived populations (e.g., at-risk adolescents and young adults, people with disabilities, minorities) while primarily focusing on populations from dominant groups (Hering, 1998). Because of this gap, the ability to develop career interventions and career counseling specific to the needs of deprived populations is limited (Shahnasarian, 2001). Several empirical studies of at-risk Israeli populations and four years of intensive field work with at-risk adolescents in a special high school in central Israel were conducted by the second author and her colleagues in order to better understand different career development facets of at-risk populations. The current section refers to accumulated evidence

from these studies, insights drawn from them, and organized risk resilience factors.

Risk Factors

Risk factors are defined by the presence of one or more factors or influences that can increase probability of negative outcome on youths (Fraser, Richman & Galinsky, 1999; Kraemer et al. 2001). Within the context of career development, risk factors are factors and influences that decrease probability that individuals will establish and maintain a meaningful career through his/her life span (Cinamon, 2010). These risk factors can have genetic or biological etiology (e.g., ADHD, learning disabilities, physical disabilities), an ecological basis (e.g., loss of parents, poverty, unemployment), or a combined biosocial origin. There is a differentiation between specific versus non-specific risk factors (Fraser, Richman & Galinsky, 1999). Some risk factors are clearly associated with specific aspects of career development, such as some kind of physical infirmities that may prevent the person from acquiring wanted occupations. Non-specific risk factors can be familial and extra-familial factors that may prevent the individual from setting career goals and achieving them (e.g., parents' education and occupation status; Cinamon, 2001), discrimination, or racism (Kirby & Fraser, 1997). The number of risk factors may be more important than the specific nature of the risk factor (whether it is poverty or physical disability). In this contribution, we will focus on six important risk factors identified in this series of empirical studies conducted in Israel.

Risk factors specific to Israelis

Low future orientation is one of the important specific risk factors that were identified from accumulative research and practice experience (Cinamon & Hasson, 2009). For example, the results of a mixed-method study on career development of 353 at-risk Israeli youths in grades 10-12 (Cinamon & Rich, submitted), showed that female and male adolescents who rarely think about their future are unclear about what occupation they might consider, do not make the connection between school achievements and future goals, and demonstrate lower efficacy in blending work and family roles.

Low value attributed to education is another risk factor for Israeli youth. Drawing on the stories relayed to us by 50 female and male adolescents in different studies, it can be concluded that further education, beyond high school, is a rare option. Almost all the participants hoped to find a job without any consideration of additional learning or training for that job (Cinamon & Hasson, 2009; Cinamon & Rich, submitted; Cinamon, Rich & Ayash, 2009). Education is perceived by many deprived populations as a main value that is relevant to high socioeconomic status groups but not an integral part of their own values and culture. Study and higher education might not be perceived as an option for students who are exposed to non-specific risk factors such as poverty, crime, and unemployment (Cinamon & Hasson, 2009; Cinamon & Rich, submitted; Cinamon, Rich & Ayash, 2009). This finding emphasizes the key role that discussion with at-risk youths regarding the relevancy and importance of education may have in career counseling and intervention.

Salience of family roles, especially among females, can be considered as a third risk factor for Israeli youths. For many of the female participants in our studies

and career interventions, family roles are perceived in a way which completely diminishes any possibility of advancing or enjoying work (Cinamon & Rich, submitted; Cinamon, Rich & Ayash, 2009). All the female adolescents describe their future with an emphasis on their family roles and the importance of stopping full-time work when they become mothers. Male participants emphasize their “provider” role, while work is perceived as a mean to support the family (Cinamon & Hasson, 2009; Cinamon & Rich, submitted).

Minimal knowledge about the world of work limits the future horizons of many deprived populations in Israel, and can therefore be considered a risk factor. Their future plans are usually based upon a few familiar examples taken from their close environment, such as opening small shops, working in unskilled occupations, and changing jobs on a regular basis (Cinamon & Hasson, 2009; Weizel & Cinamon, 2005).

A tendency to break the rules can also be considered as a risk factor among at-risk Israeli youths. Actual or future conflicts with bosses or friends end up with the person leaving work or ending relationships, being unable to manage and resolve conflicts (Cinamon & Rich, submitted). This behavior, referred to by the schoolteachers as being typical of at-risk students, may prevent these young people from being able to deal successfully with the complexities of the world of work.

Low levels of social support were mentioned by many of our Israeli research participants as being a barrier that prevents Israeli youth from achieving academic success (Cinamon & Hasson, 2009). A study conducted on at-risk working students found a negative correlation between social support and satisfaction, and school engagement and enrichment between the roles (Cinamon, 2010).

Resilience factors

Resilience factors are defined as individual characteristics or environmental conditions that help youths resist or otherwise counteract risks to which they are exposed (Fraser, Richman & Galinsky, 1999). These factors may delay, supersede or neutralize negative outcomes. Resilience can also be viewed as a successful response to adversity that emerges in the dynamic interaction between individual characteristics and environmental resources (Fraser, Richman & Galinsky, 1999). Within the context of career development resilience, these factors can be perceived as resource factors that facilitate career development and career adaptability. Here, three important resilience factors will be described.

Optimistic future orientation is an important individual characteristic that can be considered a resilience factor. This orientation is demonstrated by statements such as, “It will be OK. It will be fine. God will help” which are common in male and female at-risk youth narratives (Cinamon & Rich, submitted). Optimistic attitudes towards the future were dominant in the interviews held and led to more details and clear stories.

Social support and close and supportive relations with teachers, counselors, peers, and family members were dominant in many stories which described positive expectations from the future and coping strategies that may help them to achieve their career plans. Social support correlated positively with satisfaction, anticipating enrichment relations, enrichment between work and study roles, and self-efficacy

(Cinamon & Hasson, 2009).

Engagement with career interventions can be perceived as an environmental condition that promotes resilience. Our four years of fieldwork with a special high school for at-risk adolescents in central Israel indicates the positive potential of career interventions (Cinamon & Rich, 2008). Those who participated in career lessons or career interventions demonstrated clearer future plans, a higher awareness of self and environment barriers and resources, and the ability to maintain jobs for longer periods. They also demonstrated ambition to advance in their professions and/or jobs. Similar results were also found in other studies with at-risk adolescents (e.g., Fleming, Woods & Barkin, 2006).

The integration of our studies and fieldwork with Israeli at-risk youths suggests some implications for research, practice, and policy. The first suggestion is to focus on at-risk populations in research and practice. Special attention should be given to youths who dropout from schools and have very low academic skills and problems with reading (Cinamon & Rich, submitted). The known and accepted measurements often used by career researchers are not appropriate methods to study this group due to their difficulties in reading and responding to questionnaires. From a practical perspective, more sensitive interventions, as well as long-term interventions, are needed. Following recent recommendations, the focus of such interventions should be on several life roles and not only on the work role due to the importance of family roles among some at-risk populations (Cinamon & Rich, 2004). Early interventions, as early as kindergarten, may increase resilience (Cinamon & Dan, 2010). Implications for policy include the need to develop career education as an integral part of the school curriculum in Israel. These implications call for close cooperation between research, practice, and policy.

Embracing and Harnessing Diversity in the US Workforce: What Have We Learned

The career development needs and issues of culturally diverse Americans are growing in importance as their numbers in the US workforce continue to grow and as they find their social, political, and economic voices. Diversity in the US context includes race, ethnicity, gender, disability, age, sexual orientation, and other aspects of our culture (Pope, 1995b; US Office of Personnel Management, 2000). For example, the number of Americans who belong to ethnic and racial minority groups in the United States has grown tremendously during the last decade, and these individuals currently account for 31% of the US population.

The most important career development issues for diverse groups in US society are the various barriers that such groups regularly encounter, such as discrimination (in jobs, housing, employee benefits, etc.); inequitable access to resources (such as high quality basic education including early and consistent career counseling); language, religious, and cultural differences, including conflicts between the values of their culture of origin and the dominant US culture (for example, cultural values that do not support appropriate individual/familial responsibility or cultural differences in the value and definition of work or career).

Career counselors and vocational psychologists in the US have been actively studying these issues for many years now (Chung, 2003; Flores, Berkel, Nilsson,

Ojeda, Jordan, Lynn, et al., 2006; Pope, 1999; Young, Marshall, & Valach, 2007) and have some successes to report that are reflected in this article. Although the foundation of providing career counseling to culturally diverse individuals is similar to helping those from majority cultures, the nuances that lead to effectively assisting these individuals in mastering their career issues are quite important and can be determinant in achieving successful outcomes. The following identifies the keys to developing an approach to these important career counseling issues based on the research in this emerging literature.

Keys to Effective Practice

For the career practitioner who is seeking practical advice on how to provide culturally appropriate career services, there is now a growing body of research-based information about how to do this (e.g., Flores, Navarro, & Ojeda, 2006; Leong & Pope, 2002; Pope et al., 2004; Rivera, Chen, Flores, Blumberg, & Ponterotto, 2007). Here is what we have learned about effective practice with ethnic, racial, and sexual/gender minorities in the US (Pope, submitted).

Take responsibility for your own biases and prejudices. This a critical step for a career practitioner. This is the foundational key on which all the others are built. Bias can impact the interventions which are chosen as well as how such interventions are used.

Know the process of cultural identity development and use it. Those who work with culturally diverse adults must understand the process of developing a cultural identity, as this is a critical component in successful career counseling. This is the one element that is consistently recommended in the research literature (e.g., Hartung, et al., 1998; Ponterotto & Park-Taylor, 2007).

Know the special issues of specific cultures. Career practitioners must also become knowledgeable and aware of the special issues of a culture in order to provide effective career counseling.

Directly address issues of discrimination. Openly addressing these issues and preparing clients to cope with the more overt manifestations of racism, sexism, heterosexism, ableism, ageism, and other forms of discrimination is an important and primary role of the career counselor.

Group career counseling has a strong appeal to many racial and ethnic minority clients. Several characteristics of group-oriented or collectivist cultures – primacy of group survival over individual survival, interdependency, connectedness – make them especially suited to group career counseling.

Pay particular attention to the role of the family. The role of the family, defined as broad and extended, is exceptionally important in the provision of career counseling services to individuals from collectivist cultures.

Pay attention to the special issues of dual-career couples. The issue of dual career couples has been explored more in the sexual minority career development literature than in the ethnic and racial minority literature, where the focus has been more on the special role of the family in career decisions.

Be aware of the special issues when using career assessment inventories with individuals from various cultural communities. Special procedures have been recommended for using formal assessment with individuals from the various cultural

communities (e.g., Duarte & Rossier, 2008; Fouad, 1993; Pope & Barret, 2002).

Help clients overcome internalized negative stereotypes or internalized oppression. This is certainly another task of the career counselor.

Pay attention to coming out issues with clients for whom their cultural membership is not obvious. The issue of whether to disclose one's culture to others is a unique issue for clients whose cultural membership may not be obvious (gay/lesbian/bisexual/transgender, multiple race/ethnicity, political affiliation, religion, some [dis]abilities, and others). In the sexual minority counseling literature, this is termed "coming out" and has been central for gay men and lesbian women who are seeking career counseling (Croteau & Bieschke, 1996; Pope, 1995a).

To overcome societal stereotyping as a limitation on occupational choice, use occupational role model and networking interventions. Occupational role model and networking interventions are very important for special populations that have historically been limited in their occupational choices by some type of societal stereotyping.

Maintain a supportive atmosphere in your office. At the programmatic level, one simple and concrete way to inform others that a career counselor or vocational psychologist is supportive of the struggles of culturally diverse persons who are seeking career counseling is to create a supportive atmosphere in the office.

Provide positive social advocacy for your culturally diverse clients. Career counselors working with any special culture group must be affirming of that group and go beyond the "do no harm" admonition to encompass a positive advocacy for their clients and their rights.

The career development of a diverse workforce is a critical component of social progress in the US. Career practitioners play an important role in preparing workers for the workforce and helping governments and other institutions understand and address the many career development issues of this new workforce. As a result of over 30 years of research, we now have some knowledge of how to proceed with career counseling clients from a culture or cultures different than our own. Armed with such knowledge, career practitioners can have a more nuanced approach that can lead to more effectively assisting these individuals in mastering their career issues and can be determinant in achieving successful outcomes.

Supporting Workplace Diversity

As illustrated in the previous sections, underserved populations are not a homogenous group. Some, like members of racial or ethnic minorities, may be under-represented in the workplace (i.e., a disproportionate number of potential workers from a specific group may be unemployed). Others, like many skilled immigrants, may be underemployed (i.e., working in survival jobs but not contributing at their pre-immigration levels). Ironically, people who are working full-time may have the least access to career development support. Although there is an emerging recognition within the career development sector of the importance of lifelong access to learning and career services (Watts, 2010), the primary targets of most publicly-funded career services continue to be students and the unemployed.

Career services often focus on supporting individuals as they choose a career direction, identify work opportunities, and successfully secure employment.

Research has long confirmed that such services can be provided effectively within groups, often at less expense than one-to-one counseling and with added benefits from interaction with others at a similar stage of career development (Amundson, Borgen, & Westwood, 1990). However, funding decisions for such services are made at a policy level, impacting which career services will be offered, when, and to whom. A group underserved in one region of the country, for example, may have access to an abundance of services somewhere else. Access to age-related services also shifts across time and space, theoretically related to regional demographics but sometimes based on funding initiatives that seem to have limited local relevance.

Career practitioners have the potential to play important roles in facilitating the career development of underserved populations. One role, of course, is to work directly with members of the underserved groups, using a culture-infused approach (Arthur & Collins, 2010) to equip them to effectively manage their careers. Arthur and Collins defined culture-infused counseling as “the conscious and purposeful infusion of cultural awareness and sensitivity into all aspects of the counseling process and all other roles assumed by the counselor” (p. 18). There are several ways to access underserved clients – the approach to, and marketing of, career services will need to be targeted based on the reasons the group has been underserved. For example, some groups are technically not excluded from access to community-based services – they simply are not on the radar screens of service providers (or, perhaps, of local employers). To identify potentially underserved populations, career practitioners could make lists based on community demographics (e.g., if census data and casual observation indicates a large population of South Asian immigrants but there are few members of this population accessing community-based career services, this group might be considered underserved; if a community is known as a retirement destination, and local labour market information indicates an increase in seniors returning to the workplace, yet there are few older adults accessing career services, this group could also be considered underserved). Focus groups with representatives from the underserved populations may help to surface reasons that group members are not accessing available services.

Once underserved groups have been identified, career practitioners could raise awareness within these groups of the benefits of career services and/or becoming attached to the workforce. This may require community outreach (i.e., meeting potential clients where they typically gather, perhaps in their group homes, spiritual communities, parenting programs, or food banks). Amundson (2009) challenged traditional career counseling conventions such as only providing career services within office settings; perhaps more effective services can be offered by meeting with clients in their natural settings rather than insisting that they come into a career centre to access support. This may be particularly important for members of collective cultures, where career decisions are more typically made within the context of extended family.

Some groups, however, are underserved because they are not eligible for available services (e.g., if funding is targeted toward serving the unemployed, members of the working poor may be the most underserved population in the

community). In such cases, creative solutions may include use of paraprofessionals to reach out into the community (Lenz, 1998) or career practitioners playing an advocacy role to expand the focus of community-based career services. This increasing attention to advocacy was noted by Chope (2008). In a review of recent research, Chope highlighted “a palpable increase . . . in the exploration of social justice issues in consort with career counseling and career development” (p. 107).

Another point of intervention may be employers or employer groups (e.g., professional associations or sector councils). To stimulate employment for underserved populations, employers need to understand and embrace the advantages of a diverse workforce; these include creativity and innovation, reaching out to new markets, and strengthened community relationships (S.U.C.C.E.S.S., 2009). Providing career development services to individuals will have limited long-term effectiveness if the workplace is not ready to welcome members of previously under-represented groups. For example, although there may be a large supply of unemployed Native American youth, simply providing career programs for those youth may not lead to their employment (Martin, 1991). Instead, an intervention targeting employers (e.g., a wage subsidy in exchange for on-the-job training and ongoing employment) may open up opportunities.

Many workplaces, however, are not ready to welcome previously under-represented populations (S.U.C.C.E.S.S., 2009). Organizations staffed traditionally by older workers, for example, may struggle to attract and retain youth; organizations with a predominantly male workforce may not be welcoming to women. Equity targets may impact hiring but it will take cultural competence at all levels of the organization to positively impact retention.

Discussion

As we concluded our work as a discussion group in the NCDA-IAEVG-SVP International Symposium in July 2010, there was a strong call for action among the different participants. There was unanimity when it came to the realization that there is work to be done to better and more efficiently reach out to the underserved populations in any given region of the world. There were two main goals with corresponding recommendations for implementation and possible resources to rely on for each. As a group, we were in accordance concerning possible objectives to consider in this important issue.

The first goal was that underserved populations that might be considered as at-risk populations deserve specific interventions. These interventions have to take into account culture, ethnicity, nationality, social class, gender, religion, disabilities, age, and sexual orientation. In order to implement this goal, more specific interventions, cooperation with employers (the realization that diversity is positive), training of career counselors, and lobbying proper organizations in order to promote social justice should also be present. In order to reach this goal, we might take advantage of the expertise of all colleagues working in the field, governmental and educational organizations, the world of work, and associations such as NCDA and IAEVG.

The second goal was to increase the integration of the underserved populations into society in general. One possible implementation would be to promote an atmosphere of mutual respect during interventions, because we know

the crucial importance of the relational aspects for the effectiveness of career counseling (Masdonati, Massoudi, & Rossier, 2009; Rossier & Massoudi, 2010). A positive relationship with clients can be facilitated by paying attention to the development of an uplifting interaction and ensuring the transition of marginalized populations to work within their respective communities. In order to reach this second goal, exchange of the best practices among colleagues in our profession concerning interventions with underrepresented populations might be a first option. This could also emulate programs in different nations that have rendered positive results.

In each of the three main paper presentations during our group discussion, there were highlights that need to be acknowledged. In her presentation entitled "Risk and resilience factors in the career development of at-risk youth," R. Gali Cinamon pointed out the importance of taking into account identity when working with at-risk youth population (risk and resilience factors), that multiculturalism must be part of the intervention because of its implication on identity processes, and that society should take some responsibility for the existing discrimination and lack of social justice. In the presentation by Mark Pope, entitled "Embracing and harnessing diversity in the US workforce: What have we learned," he noted that a great number of underserved populations are potentially miserved; that it is a very complex issue, implying social, educational, career, and other interventions; and that the counselors have an educational role to play in order to increase self-knowledge, sensitivity, cultural awareness, and as a result increase clients' coping skills. Finally, Roberta Neault, in her presentation entitled "Supporting employers embracing diversity," noted that dealing with diversity implies a cooperation between the market and the underserved population, that persuading the top managers that diversity is a plus to business, and that presentation of different strategies to assist the corporate world to promote multiculturalism is certainly necessary.

In conclusion, the task ahead of us is challenging and at times overwhelming. However, as world citizens we can no longer remain on the sidelines of those whose voices are not being heard and validated. Let's make the 21st century an inclusive one, in which every human being counts for the greater good.

References

- Amundson, N. E. (2009). *Active engagement* (3rd ed.). Richmond, BC: Ergon.
- Amundson, N. E., Borgen, W. A., & Westwood, M. (1990). Group employment counseling in Canada. *Journal of Employment Counseling*, 27, 181-190.
- Arthur, N. (2005). Building from diversity to social justice competencies in international standards for career development practitioners. *International Journal for Educational and Vocational Guidance*, 5, 137-148.
- Arthur, N., & Collins, S. (Eds.). (2010). *Culture-infused counselling* (2nd ed.). Calgary, AB: Counselling Concepts.
- Cheung, R. (2009). Internationalization of career counseling: Reflections on

professional dynamism and advancement. *Asian Journal of Counselling*, 16, 227-248.

Chope, R. C. (2008). Annual review: Practice and research in career counseling and development – 2007. *Career Development Quarterly*, 57, 98-173.

Chung, Y. B. (2003). Ethical and professional issues in career assessment with lesbian, gay, and bisexual persons. *Journal of Career Assessment*, 11, 96-112.

Cinamon, R. G. (2001). Father's unemployment and career related variables of his adolescent child. *International Journal for the Advancement of Counseling*, 23, 295-309.

Cinamon, R. G. (2010). Risk and resilience factors in the career development of at risk youth.

Paper presented at the Annual Meeting of the Society of Vocational Psychology, San Francisco, CA, USA.

Cinamon, R. G. (2010, August). *Working students: Aspects of conflict and enrichment*. Paper presented at the annual meeting of the American Psychology Association, San Diego, CA, USA.

Cinamon, R. G., & Dan, O. (2010). Parents attitudes toward career education in kindergarten- A mixed method study. *Journal of Career Development*, 37, 519-540.

Cinamon, R. G., & Hasson, I. (2009). Facing the future: Barriers and resources in work and family plans of at-risk Israeli youths. *Youth and Society*, 40, 502-525.

Cinamon, R.G., & Rich, Y. (2004). Model counseling interventions program to prepare adolescents for coping with work-family conflict. In E. Frydenberg (Ed.), *Thriving, surviving or going under: Coping with everyday lives* (pp 227-254). Australia: Information Age Publishing.

Cinamon, R. G., & Rich, Y. (2008). The role of teachers in promoting at risk's career development. Paper presented at the International Counseling Psychology Conference, Chicago, IL, USA.

Cinamon, R. G., & Rich, Y. (submitted). A mixed methods study of work and family plans among at-risk adolescents.

Cinamon, R. G., Rich, Y., & Ayash, A. (2009). At risk females facing their future. Poster presented at the American Psychology Association Convention, Toronto, Canada.

- Croteau, J. M., & Bieschke, K. J. (Eds.). (1996). The vocational issues of lesbian women and gay men [Special issue]. *Journal of Vocational Behavior*, 48, 119-255.
- Duarte, M.E., & Rossier, J. (2008). Testing and assessment in an international context: Cross- and multi-cultural issues. In J. Athanasou & R. Van Esbroeck (Eds.), *International handbook of career guidance* (pp. 489-510). New York/Heidelberg: Springer Science.
- Fleming, C., Woods, C., & Barkin, S. L. (2006). Career goals in high risk adolescents. *Clinical Pediatrics*, 45, 757-764.
- Flores, L. Y., Berkel, L. A., Nilsson, J. E., Ojeda, L., Jordan, S. E., Lynn, G. I., & Leal, V. M. (2006). Racial/ethnic minority vocational research: A content and trend analysis across 36 years. *Career Development Quarterly*, 55, 2-21.
- Flores, L. Y., Navarro, R. L., & Ojeda, L. (2006). Career counseling with Latinas. In W. B. Walsh & M. J. Heppner (Eds.), *Handbook of career counseling for women* (2nd ed.) (pp. 271-313). Mahwah, NJ: Lawrence Erlbaum Associates.
- Fouad, N. A. (1993). Cross-cultural vocational assessment. *Career Development Quarterly*, 42, 4-13.
- Fraser, M. W., Richman, J. M., & Galinsky, M. J. (1999). Risk, protection, and resilience: Toward a conceptual framework for social work practice. *Social Work Research* 23, 131-143.
- Hartung, P. J., Vandiver, B. J., Leong, F. T. L., Pope, M., Niles, S. G., & Farrow, B. (1998). Appraising cultural identity in career-development assessment and counseling. *Career Development Quarterly*, 46, 276-293.
- Hering, R.D. (1998). *Career counseling in schools: Multicultural and developmental perspectives*. Alexandria: American Counseling Association.
- Irving, B. A. (2010). (Re)constructing career education as a socially just practice: An antipodean reflection. *International Journal for Educational and Vocational Guidance*, 10, 49-63.
- Kirby, L. D., & Fraser, M. W. (1997). Risk and resilience in childhood. In M. W. Fraser (Ed), *Risk and resilience in childhood: An ecological perspective* (pp.10-33). Washington, DC: NASW Press.
- Kraemer, H.C., Stice, E., Kazdin, A., Offord, D., & Kupfer, D. (2001). How do risk factors work together? Mediators, moderators, and independent, overlapping, and proxy risk factors. *American Journal of Psychiatry*, 158, 848-856.

- Leong, F. T. L., & Pope, M. (Eds.). (2002). Challenges for career counseling in Asia [Special section]. *Career Development Quarterly*, 50, 209-284.
- Lenz, J. G. (1998). A career center's community connection. *Australian Journal of Career Development*, 7, 3-4.
- Martin, W. E. (1991). Career development and American Indians living on reservations: Cross-cultural factors to consider. *Career Development Quarterly*, 39, 273-283.
- Masdonati, J., Massoudi, K., & Rossier, J. (2009). Effectiveness of face-to-face career counseling and the working alliance. *Journal of Career Development*, 36, 183-203.
- Ponterotto, J. G., & Park-Taylor, J. (2007). Racial and ethnic identity theory, measurement, and research in counseling psychology: Present status and future directions. *Journal of Counseling Psychology*, 54, 282-294.
- Pope, M. (Ed.). (1995a). Gay/lesbian career development [Special section]. *Career Development Quarterly*, 44, 146-203.
- Pope, M. (1995b). The "salad bowl" is big enough for us all: An argument for the inclusion of lesbians and gays in any definition of multiculturalism. *Journal of Counseling & Development*, 73, 301-304.
- Pope, M. (1999). Applications of group career counseling techniques in Asian cultures. *Journal for Multicultural Counseling and Development*, 27, 18-30.
- Pope, M. (2009). Career counseling with diverse adults. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. Alexander (Eds), *Handbook of multicultural counseling* (3rd ed.). Thousand Oaks, CA: Sage.
- Pope, M. (submitted). Embracing and harnessing diversity in the US workforce: What have we learned.
- Pope, M., & Barret, B. (2002). Providing career counseling services to gay and lesbian clients. In S. G. Niles (Ed.), *Adult career development: Concepts, issues, and practices* (3rd ed.), (pp. 215-232). Tulsa, OK: National Career Development Association.
- Pope, M., Barret, B., Szymanski, D. M, Chung, Y. B., Singaravelu, H., McLean, R., & Sanabria, S. (2004). Culturally appropriate career counseling with gay and lesbian clients. *Career Development Quarterly*, 53, 158-177.
- Rivera, L. M., Chen, E. C., Flores, L. Y., Blumberg, F., & Ponterotto, J. G. (2007). The effects of perceived barriers, role models, and acculturation on the career

self-efficacy and career considerations of Hispanic women. *Career Development Quarterly*, 56, 47-61.

Rossier, J., & Massoudi, K. (2010). L'efficacia delle attività di orientamento: l'importanza di prendere in considerazione gli aspetti relazionali e i fattori di mediazone. In L. Nota & S. Soresi (Eds.), *Sfide e nuovi orizzonti per l'orientamento: 1. Metodologie e buone pratiche* (pp. 318-326). Firenze: Giunti O.S. Organizzazioni Speciali.

Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J.-P., Duarte, M., Guichard, J., Soresi, S., Van Esbroeck, R., & van Vianen, A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, 75, 239-250.

Shahnasarian, M. (2001). Career rehabilitation: Integration of vocational rehabilitation and career development in the twenty-first century. *Career Development Quarterly*, 49, 275-283.

S.U.C.C.E.S.S. Employment Services. (2009). *Supporting employers embracing diversity (S.E.E.D) toolkit*. Retrieved from <http://www.embracingdiversity.ca/>

Watts, A. G. (2010). National all-age career guidance services. *British Journal of Guidance and Counselling*, 38(1), 31-44.

Weisel, A., & Cinamon, R. G. (2005). Evaluation of occupational competence of deaf men and deaf women by hearing impaired and hearing adolescents. *Journal of Deaf Studies and Deaf Education*, 10, 376-389.

Young, R. A., Marshall, S. K., & Valach, L. (2007). Making career theories more culturally sensitive: Implications for counseling. *Career Development Quarterly*, 56, 4-18.

Group 5: International Collaborations for Research

Donna E. Palladino Schultheiss
Cleveland State University

Neeta Kantamneni
University of Nebraska-Lincoln

Abstract

The need to conduct international career research is great, yet the means for scholars and practitioners to share perspectives across nations has been a challenge. Given the growing international nature of work, there is a great need to add to our knowledge of the factors that support international collaborations for research and to create a network with the capacity to engage resources to form borderless models of international research. This article summarizes the collaborative dialogue of a discussion group conducted at the 2010 NCDA-IAEVG-SVP International Symposium held in San Francisco, CA. Discussion centered around the presentations of three Invited Experts, the Discussion Group Chair, and a diverse group of international scholars, practitioners, and graduate students from eight countries (Canada, China, Denmark, Switzerland, South Korea, Turkey, United Kingdom, and the United States). With the intention of moving from ideas to action, this article summarizes group discussions that led to three action steps: (1) develop sustainable research networks, (2) disseminate research findings, and (3) create a feedback loop for future symposium planning, including a call for international research teams to submit proposals for work groups to be held on the second day of the symposium.

International Collaborations for Research

In a climate of accelerating globalization, internationalization, and global mobility, the need to conduct international career research is great. Yet, the means for scholars and practitioners to share perspectives across nations has been a challenge. To meet this challenge, a diverse group of international scholars, practitioners, and graduate students from eight countries (Canada, China, Denmark, Switzerland, South Korea, Turkey, United Kingdom, and the United States) engaged in a collaborative dialogue at the 2010 National Career Development Association, International Association of Educational and Vocational Guidance, and Society for Vocational Psychology International Symposium held in San Francisco, CA. Three Invited Experts, Richard Young, Jennifer Bimrose, and Jerry Trusty, presented papers to stimulate discussion. The purpose of this working discussion group was to add to our knowledge of the factors that support international collaborations for research and to create a network with the capacity for long-term mechanisms for engaging resources across institutions to form borderless models of international research. With the intention of moving from ideas to action, this article summarizes

group discussions that led to the formulation of three action steps: (1) develop sustainable research networks, (2) disseminate research findings, and (3) create a feedback loop for future symposium planning, including a call for international research teams to submit proposals for work groups to be held on the second day of the symposium. Prior to discussing these action steps, a brief introduction is provided to frame our conclusions.

As discussion ensued, it became evident that problem solving in the global age must include collaborative efforts that are largely a relational process. Collaborative research is about developing relationships to establish and maintain cooperative ventures that are relevant not only to local and global challenges, but also to our individual careers as career scholars and practitioners. The research we engage in must be relevant to our professional identity and long-term career objectives. It also became apparent that in international research, collaboration is in and of itself a product. Therefore, the development and sustainability of research networks become a core element of successful international research. Collaborative international research contributes to a lifelong learning perspective wherein participants not only learn about other national contexts, they learn more about themselves and their own national and local perspectives. Exposure to alternative viewpoints, priorities, and ways of doing things invites researchers to reconsider why they are doing things the way they are, and their typical ways of thinking and behaving. The importance of building a culture in which all researchers can learn from and support each other was paramount in our discussions. Also apparent in our discussions was the acknowledgment that relationships are even more critical when working with interdisciplinary groups. Unique, yet planful, pairings of multidisciplinary professionals require learning the culture of the group, sensitivity to cultural differences, and the development of trust and cooperation.

It seemed apparent from our discussions that researchers develop connections through shared interests. The essence of this was captured by a definition of international collaborative research offered by one of the Invited Experts, Richard Young (2010): an emergent and systematic inquiry process embedded in a true partnership between international researchers and members of living systems for the purpose of generating actionable scientific knowledge. Young noted a presumption in our scholarship that the career experience continues to be a "national" experience. Although he acknowledged that there may be some career constructs that are bounded nationally, there are also many career information areas that are not bounded nationally. Thus, he called for a shift from the structure of nations to the relationality of social networks. This would mean a shift from individualism to relationships and networks for collaborative international research, the focus of which would be to help people live and work within and across cultures and increasingly, national borders. Thus, we discussed thinking about career research as a dynamic rather than a bounded and structured process.

Develop Sustainable Research Networks

The first action step emerged from discussion emphasizing the need to develop and support sustainable research networks with an international focus. The creation of research networks that are both collaborative and sustainable is a

necessary requisite for vocational scholars. The focus of our discussions was on creating an international research forum that would nurture scholars, practitioners and students to collaborate on research projects.

Jennifer Brimrose (2010), an invited expert, reflected on ways to build research collaborations at an international level. As Brimrose aptly stated, international research is often the most difficult research to conduct due to operational issues, the self-regulating nature of research, as well as the multiple hats the researcher wears throughout the research process. She outlined four main principles of conducting strong international research including (1) completing the research in an ethical manner, (2) handling research ideas and data in a safe and ethical way, (3) clearly stating publication and intellectual property rights at the onset of the research process, and (4) ensuring researcher safety during the research process. Further, Brimrose described three stages of the international research process including (1) the preparation stage during which research collaborators ensure equity in the treatment of their colleagues, (2) the research stage during which all participating members feel a sense of ownership to the project, and (3) the completion stage during which the researchers set milestones to ensure timely and satisfactory completion of the research project. In her concluding remarks, she provided four strategies to promote the development of international research networks including placing importance on how research capacities are developed and supported at an international level, building strong themes for joint research projects, creating a culture in which all participants can learn from and support one another, and developing networks of research based on the thematic interests of scholars.

Group discussion following Brimrose's (2010) remarks turned to generating ideas to begin international research. Several suggestions were proposed including specific suggestions on beginning the process of international research collaboration. To develop and sustain successful international collaborations, we need to be willing to identify scholars with similar research interests and begin to create a research network with these scholars. Further, we need to find common themes in our scholarly work and be mindful and aware of agendas and scholarly ideas that may be similar, if not exactly, related to our interests. Specifically stated, we need to strategically link our scholarly interests with those of other scholars to build and sustain these research collaborations. A key point that surfaced during this discussion highlighted the excellent position vocational scholars are in to build global collaborations for research because of the internationalization of the world of work.

Although we often view collaborative research in relation to outcomes (e.g., what are the research findings), Young (2010) highlighted that in joint projects, developing relationships that are cooperative is central to cultivating collaborative research. In collaborating with international colleagues, we are creating a forum to genuinely share our experiences, offer our expertise, and provide support. This, alone, can be an outcome and aligns strongly with developing sustainable research networks.

In summary, the goal of this action step is to develop sustainable research networks by building strong collaborations with vocational scholars at an international level. Despite the various challenges associated with developing

international research, several promising suggestions were made to facilitate the collaborative process. Further, the thought-provoking discussions that emerged from our group highlighted the need to look more holistically at research, moving away from simply viewing research in relation to outcomes and towards viewing research in a relational manner.

Disseminate Research Findings

The second action step emerged from discussions emphasizing the need for better dissemination of research. The necessity for an effective framework for a global forum on vocational psychology and career guidance research became paramount. A particular emphasis was to find avenues to disseminate research to others across disciplines to cultivate interdisciplinary dialogues in which we can gain knowledge from fields other than our own. Thus, our focus was on dissemination that allows scholars, practitioners, and graduate students to both contribute to - and benefit from - the sharing of information.

Jerry Trusty (2010), an Invited Expert, highlighted the issues and opportunities that arise with efforts to disseminate international research through journal publication, including: language issues, publication styles, generalization of findings, varying educational systems, and geography. He noted that many U.S. career and vocational journals do not receive many manuscript submissions from Africa and Eastern Europe. This calls to question whether what we publish is really representative of what is occurring around the world.

Group discussion then turned to generating a means to augment the primary mechanisms for dissemination of research (i.e., journal publications, professional presentations). Several ideas were proposed including the creation of an international listserv to facilitate communication about our research studies and interests, and the development of a social media website or blog to discuss international research ideas. The focus of these efforts would be to disseminate research findings and to collaborate with others on research ideas through an interactive medium. It would create a space to pose questions, make comments, network, and form international research teams with researchers with common interests. These means of dissemination and communication would allow researchers to identify thematic groups so that they could gain momentum in their work. Thus, in a manner similar to how writers use blogs to elicit feedback, career professionals could use social media to further their research. A suggestion was made to link these listservs or social media sites to respective professional organizations so that they are easily accessible to researchers, practitioners, and students. Similarly, discussion focused on asking our respective professional organizations and communities for aid in creating these methods of communication in both the short-term (e.g., listserv) and in the long-term (e.g., social networking site).

Dissemination could also include marketing career and vocational research to important stakeholders and funding sources. We discussed the importance of communicating how our research addresses the needs, concerns and priorities of those who may be interested in our findings. We discussed how to build a research agenda in a strategic way to match stakeholders' interests and priorities. Career

progression and workforce development was offered as one area of research relevant to career development that may be of interest to funding sources. Partnerships with businesses, philanthropic foundations, and other organizations can facilitate the pooling of resources.

Several challenges to the use of social media were also discussed. Primary among these were confidentiality and security related issues concerning access and use of the listserv and social media website. We discussed who would have access, intellectual property rights, and copyright issues. We questioned how we could feel confident that someone was not going to exploit our ideas, particularly with regard to research grant proposals. The possibility of restricted access for membership was considered, although this may limit the interdisciplinarity that was desired. At a minimum, ground rules and guiding principles would have to be established to help assure an element of trust. Although these issues would have to be addressed, the potential for using social media to disseminate information and cultivate collaborative international research teams is immense.

Create a Feedback Loop for Future International Symposium Planning

The development and sustainability of international research teams has been a topic of discussion at past international symposia (Schultheiss & Van Esbroeck, 2009), and this one was no exception. Thus, the third action step emerged directly from acknowledgment of the persistent unmet need to develop and support research capacity. The need to identify and pool resources and knowledge to address common problems, needs, and concerns in our global economy and marketplace continued to emerge as a priority in the field for participants in this group. To this end, we proposed the creation of a feedback loop for future international symposium planning. The goal would be to gain consensus around how this unmet need could be addressed by developing a plan to utilize time at the symposium more effectively. To meet this objective, we proposed a means to move to the next level of implementation - actually having time during the symposium to write a research proposal and leave with a tangible product.

To accomplish this, programming for the second day of the symposium could stem from the submission of competitive proposals for international research teams. The merit of the proposals could be reviewed by a program committee in a manner similar to how poster and presentation proposals are reviewed for acceptance at a conference. A set of measurable criteria could be developed to assist in the review process such that work groups selected for participation would identify a specific topic or problem to be studied, demonstrate the international importance of the problem, propose a research plan to address the problem, identify research team members with the expertise to bring the project to completion, suggest potential resources and funding sources, and describe a plan for dissemination of the findings. Research teams could then make presentations at forthcoming symposia, thereby moving from ideas to action and creating continuity across meetings.

In summary, the goal of this action step is to develop and support research capacity directly by building a culture of learning and supportive networks by utilizing the international symposium as an intellectual breeding ground for the development

of sustainable research networks. This is one idea, but many others could emerge through a feedback loop that informs future symposium programming.

Conclusions

The purpose of our working discussion group was to address ways to facilitate international collaborations for vocational research. The primary goal of the discussion group was to understand factors that support international collaborations for research and to create sustainable research networks in hopes that they will mature into long-term collaborations and mechanisms for sharing resources and ideas in an international capacity. Based on the intention of moving our ideas into actions, we developed three actions steps that summarize the group discussion: (1) develop sustainable research networks, (2) disseminate research findings, and (3) create a feedback loop for future symposium planning. The first action step focused on developing sustainable research networks and highlighted promising suggestions that can help facilitate international research collaborations. The second action step highlighted ways in which research findings can be disseminated to vocational scholars around the world and discussed specific suggestions (e.g., international listserv, social media website) to disseminate findings. The third action step highlighted the creation of a feedback loop for future symposium planning so that we can build upon our previous work and sanction time during the symposium to write a research proposal and leave with a tangible product.

Perhaps one of the most salient topics addressed within the discussion was the relational aspect of collaborative research. Collaborative research requires developing relationships to facilitate cooperative ventures that are relevant at the individual and societal level. Beyond simply looking at research from an outcome perspective, it became evident that international collaboration is in and of itself an outcome. Therefore, the creation of sustainable research networks may be the foundation for implementing successful international research. Further, it was clear through discussions that vocational scholars are in a unique position to conduct global research due to the international nature of work. As the world of work becomes increasingly globalized, it is important for vocational scholars to re-conceptualize their view of work to one that is now an “international” experience rather than a “national” experience. With this shift in conceptualization, it is imperative that international research be conducted to understand career phenomena across nationalities and across cultures. This research can only be comprehensively examined through international collaborations. The creation of collaborative and sustainable international research networks is a necessary prerequisite for these collaborations.

References

- Bimrose, J. (2010, June). Developing international research capacity for careers: Lessons learned from practice. In D. Schultheiss (Discussion Group Chair), *International collaborations for research*. Discussion group conducted at the National Career Development Association, International Association of Educational and Vocational Guidance, and Society for Vocational Psychology International Symposium, San Francisco, CA, USA.
- Schultheiss, D., & VanEsbroeck, R. (2009). Vocational psychology and career guidance practice: An international partnership. *Career Development Quarterly*, 57, 366-377.
- Trusty, J. (2010, June). Publication from an international perspective. In D. Schultheiss(Discussion Group Chair), *International collaborations for research*. Discussion group conducted at the National Career Development Association, International Association of Educational and Vocational Guidance, and Society for Vocational Psychology International Symposium, San Francisco, CA, USA.
- Young, R. (2010, June). A conceptual framework and application of international collaborative research in Career. In D. Schultheiss (Discussion Group Chair), *International collaborations for research*. Discussion group conducted at the National Career Development Association, International Association of Educational and Vocational Guidance, and Society for Vocational Psychology International Symposium, San Francisco, CA, USA.

Group 6: New International Constructs for the 21st Century

Mary L. Anderson
Assistant Professor
Counselor Education and Counseling Psychology
Western Michigan University, USA

Jane Goodman
Professor Emerita
Department of Counseling
Oakland University, Michigan, USA

Abstract

Recently, career practitioners have been challenged to meet the unique needs of diverse clients in the current international context. This article summarizes the presentations and discussions of the group who considered “New International Constructs for the 21st Century” as part of the International Symposium on Career in San Francisco, California (USA). Three papers were presented by Invited Experts, and a central theme emerged across the presentations – there is a convergence/emergence of theories that are evolving from traditional theories and models towards a complex emphasis on constructivism and post-modern approaches. It was generally agreed that, as practitioners, we need to know how we know what we know, and be intentional in choosing which theories to keep as well as staying attuned to emerging theories. A central theme across the presentations and discussions was meeting the needs of clients in the complex world of the 21st century with theoretical constructs that fit people’s realities today.

New International Constructs for the 21st Century

The focus of Group 6 of the NCDA/IAEVG/SVP International Symposium was on theoretical constructs that are emerging in the field of career counseling, and how these theories relate to actual practice internationally, across diverse cultures. Three experts, Jean-Jacques Ruppert, Dr. Peter McIlveen, and Dr. Filomena Parada presented to the discussion group, which included representatives from seven countries: The United Kingdom, Australia, Canada, China, Brazil, Montenegro, and the United States. The discussion was facilitated by Dr. Jane Goodman and recorded by Dr. Mary L. Anderson, and the members of this group represented international experts and renowned theorists in the field of career counseling. The discourses among these group members were thought provoking and lively, with many perspectives shared and discussed throughout the day. Despite the many different areas of expertise and diverse theoretical perspectives, key themes of agreement emerged across the discussions.

Central Themes

A key theme was that theory matters, and that it is crucial to examine how theory relates to practical interventions in meeting clients' needs in the 21st century's increasingly complex world of work. The group agreed that it is imperative to be grounded in theory so that we can be intentional as we work with our clients, especially with the pressing needs of people across diverse cultural contexts. A theme that ran throughout the presentations and resulting discussions was that theory needs to be both prominent and practical, and that practitioners need to "give theory a chance". Both of these themes became recommended goals for the professions of career counseling and vocational psychology and for the Boards of Directors of the three sponsoring organizations. A shared concern of this group related to the many practitioners working with clients without a theoretical basis, or implementing theory without being sensitive to the client's cultural context.

The discussion led to considering the most recent theories, which tend to fall within the postmodern, social constructivist domains. It was agreed that, while many traditional theories no longer adequately meet the needs of our clients in an increasingly complex and diverse socio-cultural context, we do not need to reject them outright in order to embrace the newer theoretical constructs. Rather, group members agreed that what is needed is a critical reflection on the convergence/emergence of theory. Group members concurred that as our profession moves forward, it is crucial to examine the epistemologies of emerging theories. In other words, how do we know what we know? And how does our theory inform our practice with clients in a practical, meaningful way?

Life Design: Here to Stay or Just a Fad?

The first presenter was Jean-Jacques Ruppert, head of the Applied Vocational Psychology and Policy Research Unit (AVOPP) in Luxembourg, Germany. His presentation was entitled, "Life Design: Here to Stay or Just a Fad?" The key message of Mr. Ruppert's presentation was that good guidance needs good theory with clearly defined conceptual truths. He stated that most rational decision models are not aligned with people's realities. He presented a new theoretical approach called Life Design, which he described as a shift away from traditional paradigms in that it focuses on nothing less than the design of lives and includes an emphasis on transitions. Mr. Ruppert discussed the five presuppositions of Life Design, which describe change from existing theoretical constructs as follows: 1) from traits and states to contexts, 2) from prescription to process, 3) from linear causality to non-linear dynamics, 4) from scientific facts to narrative realities, and 5) from prescriptive to descriptive.

Mr. Ruppert stated that a challenge for theory is that counselors have increasingly grown disillusioned over the last decades regarding what theoretical models have to offer. The main criticism he shared regarding theories is that they fail to provide practitioners and their clients with the conceptual tools they need for today's world. He asserted that recently a number of scholars have begun investigating new theoretical avenues, and in his opinion, life designing provides a most promising new approach. However, he cautioned that the resulting paradigms

of this approach are bound to meet with opposition from counselors and clients, in that their traditional roles are being challenged. He also warned that an approach that claims to assist people, not only in their careers, but with the design of their lives, will inevitably run the risk of being appropriated by all types of charlatans. He stated that another issue that arises is an emphasis on transitions, and he noted that people do not simply want to “pass through” their lives, but would first and foremost want to arrive at their destinations.

Mr. Ruppert’s presentation related to a key theme of this discussion group – theory needs to meet people’s needs in a practical way. It also paid attention to the supposition that counselors are in need of theory that relates to the realities of the world today. Life Design theory is congruent, as well, with the emerging theories within social constructivism and the postmodern revisions of career counseling theory and practice. The presuppositions of Life Design were discussed in terms of modern theories vs. post-modern constructs and paradigms needed to meet the realities of clients’ lives in today’s increasingly complex social-cultural context. Also, it was noted in the group how Life Design Theory is related to earlier theories that recognize the complex inter-related and inseparable patterns that connect peoples’ lives and careers, such as Super’s (1980) rainbow and Sunny Hansen’s (2001) Integrative Life Planning theory. Dr. Hansen was a member of this group and agreed that the foundations of her theory were, in fact, similar to the concepts presented on Life Design. This, in fact, represents the keeping of established theories, while integrating and extending into a social constructivist, postmodern view of career counseling.

Building the Foundations of Social Constructionism

The second expert presenter was Dr. Peter McIlveen of the University of Southern Queensland, Australia, and he continued the theme in his discussion of the foundations of vocational psychology and career development from the social constructionist perspective. The title of his presentation was “Building the Foundations of Social Constructionism: An Insider’s Perspective”. His expressed central goal of the presentation was to stimulate critical thinking and debate regarding the epistemology of social constructionist vocational psychology. He stated that challenging social constructionism on its own epistemological grounds will move the science away from the current arguments regarding the differences from the traditional science, and toward a movement of establishing these scientific constructs in terms of vocational psychology. In his paper, he set a challenge to review social constructionist vocational psychology in terms of its internal and external validity as it is applied to career development and work in people’s lives. He asserted that it is by critically challenging social constructionist science on its own epistemological grounds that the theory may advance beyond the arguments regarding traditional science. This, in turn, could result in a social constructionist science foundation for theory built on its own terms and knowledge.

A specific aspect of postmodern career counseling discussed by Dr. McIlveen was Narrative Career Counseling, with an emphasis on how all people hold story (narrative) as a central construct. He referred to Savickas (2005) in stating that, “Career construction, at any given stage, can be fostered by conversations that

explain vocational developmental tasks and occupational transitions, exercises that strengthen adaptive fitness and activities that clarify and validate vocational self-concepts” (p. 205). He also discussed the tenets of Contextual Action Theory that views both narrative and action as an inseparable dynamic relationship which leads toward self creation. Another related theory he presented was Systems Theory Framework (STF), which views career as a “decentered phenomenon” in that career is subjectively or objectively considered. Within this theoretical perspective, it is through story that individuals construct their own meaning about experiences and their own reality (Patton & McMahon, 2006). Though the emphasis is on the individual construction, the STF decenters career and meanings by considering the individual within the field of influences.

Another key focus of Dr. McIlveen’s presentation was the Theory of Dialogical Self, with the core assumption that a person is his/her story and how he/she stories is based in the process of “I”, a psycho-social process made in discourses. Within this approach, a person can take multiple authorial perspectives and generate dialogue among the perspectives, whether real or imagined. These “I positions” may include differing forms, and all influences, taken as I-positions, contribute to the ongoing production of narrative that creates the self across past, present, and future time frames. This dialogical self is the narrative process of storying self and represents a lifelong construction of storied self, by self-in-discursive context with self and others – real and imagined. These stories are forever in editorial review, as the authorial process continues at any place in time, written from multiple “I states” and spoken from multiple “Me states”.

Dr. McIlveen posed the several empirical questions regarding the theory, yet stated that before we can address empirical problems in social constructionism, we must agree on what can constitute the subject and conventions of ways of knowing. He asked conceptual questions regarding the theory and went on to ask how can we understand amongst ourselves when we talk and write about story? How do we agree regarding the rhetorical conventions using story, and how do we agree on the limits of our rhetoric? He described the edges of conventional rhetoric and asked the group to respond to questions, such as “Is story regressive to hermeneutic phenomenology?” and “Is story occult to Social Constructionist psychological science?”

A lively in-depth discussion followed Dr. McIlveen’s presentation, regarding ways of knowing, social constructivism of reality, and how these concepts apply to working with clients. Dr. McIlveen’s presentation strongly influenced the emerging theme of this discussion group with his focus on social constructionism as a vehicle for a culturally-sensitive psychology of work in peoples’ lives. He stated that, due to the internationalization of vocational psychology constructs, the theory must be examined in terms of epistemological rules, in order to prevent charges of intellectual imperialism that have been attributed to other disciplines because of their apparent irrelevance of their theoretical frameworks to other cultures. His presentation also related to the themes in that, by challenging and examining our theoretical constructs and their applications we can make theory more prominent in working intentionally with our clients.

Reinterpreting Career Constructs for the 21st Century

The third presentation was given by Dr. Filomena Parada, from the University of Porto (Portugal). The title of her presentation was “Reinterpreting Career Constructs for the 21st Century: A Postmodernist, Action Theoretical Approach”. She expressed two main goals of her presentation: 1) To suggest a postmodernist, action theoretical epistemology as a means of (re)thinking current vocational constructs and their epistemological frameworks – that is, to (re)interpret current career constructs based on the ways in which people today construct and resolve problems in their daily lives; and 2) To look at some recent sociological trends revealed by the field of youth studies and discuss their implications for 21st century international career constructs. The expressed aim of her presentation was, through a postmodernist, action theoretical approach, to explore ways of “opening our mind to new dimensions of our problems” (Collin & Young, 1986, p. 842), that is, to think about current vocational constructs and their corresponding epistemological frameworks, reinterpreting them as a means to provide the basis for action in today’s (real) world.

Dr. Parada began her presentation with a semantic constellation of words that speak to the world today. These words included: uncertainty, insecurity, fragmentation, non-linearity, instability, precariousness, de-standardization, unpredictability, turbulence, and risk. She went on to describe some main features of today’s environment that include the guiding principles of hypercapitalism, hypertecnicism, hyperindividualism, and hyperconsumerism (Lipovetsky & Serroy, 2008). She stated that the challenge faced by this discussion group lies at the heart of the very postmodernist perspective, and that any given theory or paradigm always arises as a by-product of its culture (Hansen, 2006). Dr. Parada pointed out that the perspectives endorsed by constructionist, contextualist, and narrative-hermeneutical theoretical orientations, all coalesce in the action theoretical approach which is used in her presentation. Therefore, she asserted that the epistemological point of view adopted by her presentation not only goes straight to some of the core issues under discussion by this group, but also addresses the complex and multidimensional nature of career phenomena.

Dr. Parada stated that today, many of the old, traditional ways of doing things are becoming less and less consistent with some of (young) people’s current ways of thinking, feeling, and acting (Bauman, 2001; Collin, 2000). Thus, there emerges the need to reinterpret the ways in which daily-life problems are constructed and resolved, specifically the ones concerning topics such as future time perspective or employment uncertainty. She went on to discuss youth transitions in the post 1970 generation, and she cited current research on this cohort regarding the youth life ethic, lifestyle, and alienation from employment (Ball, Maguire, & Macrae, 2000, Brooks, 2006, & MacDonald, 1998). She cited studies indicating that youth today have longer education and training paths, with an extended present (Leccardi, 2006) and youth who are job-shopping without settling down (Vaughan, 2005). A key challenge, according to Dr. Parada, is addressing the intrinsic dimensions that express what work *should* be, along with the gap between this generation with multidimensional subjective transition experiences, and a one-dimensional

institutional approach. She suggested that Action Theory provides a valuable means of addressing the trends and the associated problems regarding career.

Dr. Parada described the assumptions of Action Theory as they relate to constructivism and contextualism. The theory is holistic, open-ended, and career is viewed as a fluid process, which she described as “weaving”. Action is the central construct of this theory which, according to Dr. Parada, is a break with traditional career conceptions and models. She emphasized that interpretation, i.e., meaning-making, is central to construction of career, and that this process draws attention to the relationships between all those involved including theorists, practitioners, participants, and clients. Dr. Parada made it clear that Action Theory does not suggest a causal explanation of behavior, in that action is both practical and symbolic. A key assumption is that a person brings to any event or action a constructed system reflective of his or her own experiences and history. The interpretation is a process by which people make sense of action in context, and she stated that Action Theory can be described as interpretative conceptualization for practical purposes.

She went on to define career as a way to put into practice intentions that can be used in meaningful ways to organize behavior and to construct and resolve problems in people’s daily lives. Career, therefore, is understood tacitly, and is personally and socially constructed. Dr. Parada emphasized that this process reflects involvement across a number of domains, and a key shift in paradigm is from “what a person *does*” to “what a person *is*”, with the key question to be addressed “Who am I?” Within this theoretical perspective, actions are constructed and understood out of retrospective and prospective meaning-making, and career is in the process of construction. Action involves *intentional* action in context, which relates directly to adaptability and creativity in responses in “real time”, along with goal setting and the commitment to reach meaningful goals.

Dr. Parada concluded her presentation by discussing some current theories, which include Narratability (Savickas, 2010), and Positive Uncertainty (Gelatt, 1989). These theories address the construction, reconstruction, and co-construction of career, along with the positive attitudes and paradoxical thinking regarding an uncertain future. She stated that a multidisciplinary approach can be bridge building, and that vocational psychology has much to bring to organizational issues and practices pertinent to a fuller understanding of the nature and experience of career.

The discussion following Dr. Parada’s presentation centered on tying together the unifying themes across the presentations. Her presentation was congruent with the other presentations in addressing the need for theory to meet the needs of clients in an increasingly complex context. Her presentation provided valuable information in relation to research on the younger generation, with their diverse needs and perspectives regarding career that have emerged from their lived experience. Each presentation represented a theoretical shift towards constructivism, whether this included an emphasis on life designing, narrative (storied), or action orientated approaches. Each fit into the unifying themes of the discussion group regarding new ways of approaching career counseling with clients in meaningful and practical ways. The participants agreed that the current challenge for career practitioners is the convergence and emergence of theories, and being

grounded in how we know what we know, and which theories to integrate and keep and which new theories to embrace. All agreed that theory, indeed, *matters* in meeting the challenges of increasingly diverse populations living in an ever increasingly complex reality.

Central Goals

Two central goals emerged from the discussion group. The first goal, *give theory a chance -- make theory more prominent*, relates to the convergence and emergence of multiple perspectives. The second goal, *make theory practical*, relates to understanding theory with all the complexity and paradox, yet meeting the challenges of working with people in the current global context. It is interesting that these goals defined by Group Six have already been implemented by National Career Development Association (NCDA) in their newest publication of the Experiential Activities book (Lara, Pope & Minor, 2011). The editors, at the suggestion of the NCDA Publications Development Committee (many of whom attended the symposium), will include theory basis in each of their activities. We believe this is a first step towards attaining the goals of this group.

References

- Ball, S.J., Maguire, M. & Macrae, S. (2000). Space, work and the “new urban economies”. *Journal of Youth Studies*, 3(3), 279-300. doi: 10.1080/713684377
- Brooks, R. (2006). Learning and work in the lives of young adults. *International Journal of Lifelong Education*, 25(3), 271-289. doi: 10.1080/02601370600697144
- Bauman, Z. (2001). The individualized society. Cambridge: Polity Press.
- Collin, A. (2000). Dancing to the music of time. In A. Collin & R. Young (Eds.), *The future of career* (pp. 83-97). Cambridge: Cambridge University Press. doi: 10.1177/001872678603900904
- Collin, A. & Young, R. A. (1986). New directions for theories of career. *Human Relations*, 39, 837 -853. doi: 10.1177/001872678603900904
- Gelatt, H.B. (1989). Positive uncertainty: A new decision-making framework for counseling. *Journal of Counseling Psychology*, 36(2), 252-256. doi: [10.1037/0022-0167.36.2.252](https://doi.org/10.1037/0022-0167.36.2.252)
- Hansen, S. (2001). Integrating work, family, and community through holistic life planning. *The Career Development Quarterly*, 49, 261-274.
- Hansen, J.T. (2006). Counseling theories within a postmodernist epistemology: New roles for theories in counseling practice. *Journal of Counseling & Development*, 84, 291-297.

- Lara, T., Pope, M., & Minor, C.W. (Eds.). (2011). Experiential activities for teaching career counseling classes and for facilitating career groups, Volume III. Broken Arrow: National Career Development Association.
- Leccardi, C. (2006). Redefining the future: Youthful biographical constructions in the 21st century. *New Directions for Child and Adolescent Development*, 113, 37-48. doi: 10.1002/cd.167
- Lipovetsky, G. & Serroy, J. (2008). A cultura-mundo: Resposta a uma sociedade desorientada [La Culture-Monde. Réponse à une Société Désorientée]. Lisboa: Edições 70.
- MacDonald, R. (1998). Youth, transitions and social exclusion: Some issues for youth research in the UK. *Journal of Youth Studies*, 1(2), 163-176.
- Patton, W.,& McMahon, M. (2006). *Career development and systems theory: Connecting theory and practice*. Rotterdam: Sense Publishers.
- Savickas, M. (2005). The theory and practice of career construction. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 42-70). Hoboken, NJ: John Wiley & Sons.
- Savickas, M. L. (2010). Life Design: *A general model for career intervention in the 21st century*. Paper presented at the Colloque International INETOP-CNAM.
- Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16, 282-298. [doi: 10.1016/0001-8791\(80\)90056-1](https://doi.org/10.1016/0001-8791(80)90056-1)
- Vaughan, K. (2005). The pathways framework meets the consumer culture: Young people, careers, and commitment. *Journal of Youth Studies*, 8(2), 173-186.doi: 10.1080/13676260500149261

Group 7: The Worldwide Use of Technology for Delivery of Career Guidance Services

JoAnn Harris-Bowlsbey
Vice President of Development
Kuder, Inc., Adel, Iowa, USA

Abstract

Though technology has played an important role in the delivery of career planning services since the late 1960's, the age of the Internet has expanded such services exponentially. Web sites are currently administering assessments, providing an abundant range of career and educational information, storing personal career planning e-Portfolios, delivering integrated career planning systems, hosting job interviews, and delivering career counseling globally. This article summarizes the proceedings of a discussion group held during the June, 2010 NCDA – IAEVG – SVP International Symposium in San Francisco, CA (USA), in which participants shared information about how Web and phone technologies are being used in their various countries to deliver career planning services. Papers presented by three experts in this field provided further examples of best practice.

The Worldwide Use of Technology for Delivery of Career Guidance Services

In the forty-five years since the initial efforts to harness the computer to deliver career planning services, the use of technology for this purpose has grown exponentially throughout the world. From the question posed in the author's 1970 article "*Can a Computer Counsel?*" the profession has moved to an entirely different question, namely "*Is there any way to reach the world's population with career guidance services other than through the use of Web-enabled technology?*" This shift represents both weighty challenges and marvelous promise.

The countries represented by the attendees of the NCDA-IAEVG International Symposium in San Francisco in July, 2010, illustrate this worldwide movement to provide career services to astoundingly more people through Web-based delivery. These services range from and include assessment, gaming, career information, job-seeking documents and instruction, and career advising. They are delivered via the conventional telephone, smart phones with Web access, and computer. Most Web-enabled services offer no or minimal related human support. Participants in the symposium described their services, and these are summarized in the section that follows.

Representative Web-enabled Services

In Canada, a country long involved in the use of technology to support career planning, using Web-based activities plus human delivery of curriculum in classroom settings is a relatively new development. Web-enabled versions of the *Real Game*

have been developed in the past two years, and these appear to hold promise as a mode of career service delivery. Whether totally classroom-based or partially Web-based, this series of games offers users of all age ranges the opportunity to experience life in an occupation much more realistically than simply reading its description. Users assume an occupational role, develop and modify a budget (which includes selection of a home, a vehicle, and leisure activities, based on the expected income in that occupation), and determine how they need to modify their career choices related to the lifestyle they hope to acquire. Emphasis is also placed on how individuals in a community need to collaborate to form and maintain a functioning entity. Filling a different need, Training Innovations, a government-funded initiative, assists adults with career management tasks and acquiring needed training through e-learning, often customized to an employer's needs. *Choices*, a well-known career information and guidance system, also continues to be strong. This system offers a user an electronic portfolio, extensive occupational information, assistance with selection of post-secondary majors, and guides for planning for high school and college.

At the University of Florence In Italy, a Web-based system is being developed for university students that, combined with distance counseling, seek to move beyond the assessment and information-giving functions to assisting students to recognize that creating one's career is creating one's life. The system seeks to motivate students to have active engagement in designing this life, to develop the skills needed to implement such engagement, and to recognize the process as lifelong. The system also features the use of social networking as a part of the process.

In New Zealand, career services have been delivered to approximately 45,000 persons per year since 2000 via telephone staffed by trained staff. Services offered by telephone include assistance with occupational choice and selection of appropriate post-secondary education, both university-level and trade-level. Individuals who are assessed as needing one-on-one services are referred to local career centers for face-to-face counseling. Access to the Internet is widespread, and career information is also provided in this mode via a government-supported website that offers extensive information to students, parents, and educators about such topics as choosing school subjects, selecting an occupation, entering tertiary education, getting a job, and options after leaving school. This service also offers the capability for the user to call, e-mail, or chat online for further information, or to share information with others by tweeting.

In Australia, there are many sources of Web-based information to assist youth and adults with career planning, Chief among them is the government-funded National Career Information System, a collaborative effort between state and Commonwealth governments to provide a comprehensive career exploration and information system for all Australians. Career information and guidance is also provided through a variety of telephone-based services and through career centers. Individual universities, such as the University of Melbourne, offer an array of career services via the Web, meeting the needs of a large proportion of their student population in this mode.

The United Kingdom has a long history of development and delivery of computer-based and now Web-based and telephone-based systems. Systems such as CASCAiD, Prospect, and the National Health Service (for medical personnel) provide comprehensive educational and career guidance to schools and adults via the Web, including Web chat and other social media capabilities. The government-funded expansive *LearnDirect* Web-based system provides hundreds of online courses to individuals who need to acquire new skills in order to enter the workplace. As in Australia and New Zealand, career services by telephone are also widely available.

The United States continues to offer a wide selection of Web-based systems, including ACT's *DISCOVER* and Kuder, Inc.'s *Navigator* (for middle and high school students) and *Journey* (for college students and adults). Customized versions of the state career information delivery systems are still in vibrant operation in many states. Many colleges, universities, and publishers offer free Web-based educational and career information to their constituencies. Telephone-based services, though in existent, are less prominent than in other countries represented at this symposium. As with all other countries, developers are seeking the best ways to make use of social media as a part of their systems.

Many other countries, including Egypt and India, are awakening to the need to assist their population with career planning services, largely centered at this time around the choice of majors and tertiary education options. Egypt is beginning by training a cadre of career development facilitators. In India, the need and market for Web-based services is just now being recognized. The number of homes receiving Web service is rapidly increasing as is the use of the cellular phone with Web access. Connectivity to the Web is also increasingly available through small learning centers that have been established throughout the country. It is being recognized that students, their parents, and adults need assistance in finding their way through a complex educational system, identifying universities in other countries, and make realistic career choices that may be less influenced by parents than in the past. Given the current trends in this country, it appears that the cellular phone may become a primary source of information and guidance.

Delivery Modes and Theoretical Bases

From the reports provided by representatives of these nations, it is obvious that the advent and rapid expansion of worldwide Web capability as well as of the cellular phone has made it possible to provide career planning support services to an infinitely larger population at very reasonable cost. These services are being provided over land lines, cellular phones, and Web servers. The content of these services is comprised of long-term career counseling, just-in-time information, resume-writing instruction and review, skill-building courses, and is sometimes accompanied by encouragement, coaching, and advising. In some systems, self-assessment is included as a precursor to the suggestion of career options and information about them. As needed, some modicum of human support is added to pure information delivery by phone conversation, online chat, participation in blogs, and use of Skype.

Most past technology-driven services have been based on either the theory that information itself is sufficient to inform decision making, or on a broader Parsonian (Parsons, 1909) model that involved learning about yourself (usually through formal assessment), learning about occupations, and then making a rational match between the two. Some of the more recent uses of technology are incorporating newer approaches to career counseling, such as the Savickas (2005) "career as story" approach which was described elegantly in this symposium by Dr. Kevin Glavin of Nova Southeastern University. In this approach Glavin asks his students and clients to choose one or more You Tube videos that have some specific meaning for them. He then uses the content of those selected videos to assist clients to identify themes that attracted them to the video. Through skillful interviewing, he is able to assist clients to recognize the predominant themes that they may want to play out in their occupational careers. The website described by Dr. Annamaria DeFabio of Florence University, Italy, also illustrates the trend to apply newer theoretical models to these sites, taking them beyond the Parsons model.

Benefits and Limitations

Clearly there are immense benefits related to the fact that telephones and the World Wide Web have become an ever-increasing source of career planning information, guidance, and support. The trends noted in this international symposium seem to underscore the prediction that this trend will continue at a rapid pace and that most members of the world population will receive whatever assistance they are able to get either through a server on the World Wide Web or a mobile phone, or a combination of the two. What are the benefits of this phenomenon?

First and foremost, these technologies are capable of reaching an almost infinite number of youth and adults as access to the Web, and especially to mobile telephone services, becomes more and more available and cost-feasible, even in developing countries. Thus, this technological advancement creates a low-cost and efficient pipeline through which to deliver the content of career guidance.

Second, these services are available in all kinds of locations on a 24/7 basis. The barriers of distance, time, space, and disability are removed, making it possible for individuals in remote places to receive assistance, despite handicapping conditions that would challenge their travel to a specific physical location, or those who might find it uncomfortable or impossible to meet with someone face to face. Though access to the Web is still not accessible in many homes, it is increasingly accessible in public places such as libraries, community centers, and one-stop shops.

Third, given that technology-based services are developed by a few for distribution to many, it is possible to determine and control their quality. Given that competent career professionals design the content and methods of service delivery and those who provide supportive services are well chosen and trained, high quality services can be delivered in a standard way to a very large number of people.

Of course, there are shortfalls as well. The collection of research available to date on technology-delivered services is quite consistent. The data indicate that receiving some service in whatever form is better than receiving no service at all. The data also indicate that the most ideal treatment is a combination of human and technology-based services. That combination is most likely more ideal because a human can both customize information and determine the readiness of an individual to receive it. Web- and telephone-based services are often capable of some degree of customization for a given type of user or for a user with a specified need for information. They are much less likely to readily determine a user's readiness for their use or putting it another way, the need for counseling prior to dealing with information. So, one significant shortfall is the lack of capability to determine the client's readiness for information (Sampson, 2010), and therefore capability to profit from it.

A second shortfall is the lack of capability to develop a human relationship, whether that be for encouragement, support, advice, diagnosis, or role modeling. This shortfall is somewhat diminished by use of Skype (where the client and counselor can see each other) for distance counseling, the capability to chat online with Web-delivered services, and the capability to ask specific questions in a telephone conversation. Yet, none of these approaches builds the kind of supportive relationship which face-to-face or even group counseling or guidance can engender.

A third shortfall is that there is currently no standard way of monitoring and quality-assuring the myriad of websites and telephone services that offer some form of career guidance or information. Many sites provide informal assessments that have no proven reliability or validity. Many others provide information that is outdated or inaccurate. Many individuals who provide telephone services or online chat have no training or credentials in the career counseling field. Some of this need has been met by the worldwide dissemination of the U.S. Career Development Facilitator training (in customized form) and certification, but agencies and sites offering career services are not required to hire individuals who have this minimum training or professional counselor education.

What the Future May Hold

It seems clear that the use of the World Wide Web and of mobile phones will continue to grow exponentially all over the world, thus offering an ever-expanding platform on which career services can be delivered. Developing countries will increasingly recognize their people's need for career planning services as the global economy continues to expand. Yet, those countries do not have the legacy of career development theory that the United States enjoys, and it is likely that these theories will not fit the cultural background and history of those countries. Neither do most of these countries have research-based assessment tools – so central to the delivery of career planning services in the United States -- developed in and for their countries. Though some American theories, such as Holland's and Super's, have been used universally, there is research evidence (Bullock, Andrews, Braud, & Reardon, 1998) that Holland's hexagon, for example, has a somewhat different shape with different correlation coefficients, in other cultures. Even more importantly, developing countries do not have trained counselors who specialize in assisting

individuals and groups with career planning and management. Doubtless this is the reason that the American Career Development Facilitator curriculum is being adopted, and with assistance of American consultants, being adapted to other cultures. To date, the curriculum has been adapted for use in Canada, New Zealand, Japan, China, Romania, Bulgaria, and Germany; and there is rising interest in India and the Arab Republic.

The result of all this may be that, as is often the case, technology is well ahead of content in many of the countries to which Web-based services could be expanded. Besides the lack of suitable assessments, there is also a woeful lack of accurate, up-to-date information about occupations, intricate pathways of tertiary education, universities and training opportunities, and employers and job openings. The meticulously-collected labor market information available in the United States is lacking in most countries, especially the developing nations.

The implications of these conditions are many, and they will introduce many additional ethical issues. Even more than in the developed countries, the ethical issue of equal access by all citizens to Web-enabled services will be present for a long time in developing countries. Also, due to the greater lack of career guidance services of any kind in developing countries, there will be less readiness on the part of users to be able to make good use of information. Add to that the fact that the information being supplied is likely to be incomplete, inaccurate, or in best case, not updated. Further, as most developing countries do not have assessments of interests, skills, and work values nor research-based adaptations of American versions of these assessments, there will be little opportunity for individuals to measure in any valid way their self-attributes or to link them in any way with occupational characteristics. Further, none of these activities will find a home in a well-developed theoretical foundation.

Two of the organizations – IAEVG and NCDA – that sponsored this symposium hold a wealth of knowledge and experience that could be harnessed to provide invaluable professional consultation to developing nations as they begin the long path of developing appropriate career development theory, developing assessments, training professionals, developing databases, and placing relevant content into the world's most pervasive method for delivering career planning and job placement services. These organizations have the potential to assist with the research effort needed to develop theory and tools; the design of training programs to prepare those who will support Web-based services by telephone, live chat, or videoconferencing; and the experience gained in the past forty-five years as we have traveled this path. If we can get the basic tools together – theoretical models, assessment, databases, and training of support personnel – worldwide, we will have the potential through the Web and smart phones to reach infinitely more people with the career planning information and support that they need to compete in this global economy,

Consensus Goals

The group formulated two goals for the future. The first goal was to write articles or white papers for publications, virtual or otherwise, that would share information about the innovations in technology being developed in our respective

countries. One implementation strategy was for the editors of these publications to choose, and distribute more broadly, summaries of the most innovative uses of technology described in these articles.

The second goal was to identify existing models that assess the career needs of clients and their readiness for assistance and information in order to conceptualize how to incorporate these models into technology-based interventions. This groundwork research could assist all developers to cope better within their systems with the problem of non-readiness.

References

- Bullock, E.E., Andrews, L., Braud, J., & Reardon, R.C. (1998). *Holland theory in an international context*. (Technical Report No. 50). Tallahassee, FL: Florida State University Center for the Study of Technology in Counseling and Career Development.
- Harris, J. (1970, March). Can a Computer Counsel? *Vocational Guidance Quarterly*, 162-164.
- Parsons, F. (1909). *Choosing a Vocation*. Boston: Houghton-Mifflin.
- Sampson, J.P., Jr. (2010, June). *Quality, Innovation, and Social Justice in Career Assessment*. Paper presented at the IAEVG-NCDA-SVP International Symposium, San Francisco, CA, USA.
- Savickas, M.L. (2005). The theory and practice of career construction. In S.D. Brown & R.W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 42-70). Hoboken, NJ: Wiley.

Summary of the 2010 San Francisco International Symposium

Jane Goodman
Professor Emerita, Counseling
Oakland University Rochester, Michigan, USA

Themes

Physicists search for a unified theory; Medical researchers search for one cure for all cancers; Career development professionals search for an overarching theory that describes and predicts work-related behaviors. This last, at least, seems bound to fail. What stood out for me as I read the articles in this issue, which describe the seven work groups of the International Symposium held in the summer of 2010 in San Francisco, is that career behavior is extraordinarily complex, eluding simple descriptions; and I was struck by how globalization has increased this complexity. The 123 individuals, representing 28 countries, engaged in two days of serious discussion about the current state and future needs of career development. On occasion, the discussion seemed like the proverbial blind man describing the elephant. But this disparateness of perspective was married to a richness of understanding formed by the widely divergent and different experiential bases of the participants. Furthermore, it became clear as I read the reports of the work groups, that there cannot be static plans and programs. The world is changing rapidly, the world of work is changing similarly rapidly, and different nations and regions are developing at different rates and in differing directions. So, those charged with providing career development services must, in Gelatt's (1991) positive uncertainty terminology, be focused and flexible, that is "decide and be prepared to change." (p. 6).

Another theme that emerged from the discussions was a deep and pervasive concern for equity, social justice, equality of opportunity, and attention to people who are most in need of help. Work is often, maybe usually, either a determinant of or a result of social class, creature comforts, power and influence, and those that help people choose, find, and manage their work lives can be mediators of a situation that can be literally life and death. In the balance of this article, I will summarize the reports of each group and then again pull out what I see to be the threads that bind them. All direct quotes, unless otherwise attributed, are from the article being discussed.

Summary of seven groups' discussions

The first article in this series was based on the group: **Public Policy and Career Development**. This group (Nassar-McMillan & Vuorinen, 2012) addressed the role that career development specialists can and should play in the public policy arena. Citing Watts (2009) they stated that, "A key rationale for this recent policy interest is the notion that lifelong guidance represents both private and public good."

This group sees career professionals as the experts who can assist policy makers (or be policy makers themselves) in improving education, training, including life-long learning, and labor markets by “reducing drop-out, preventing skill mismatches and boosting economic productivity.” Career practitioners’ expertise is crucial in helping policy makers understand “the long-term returns on the short-term cost investments” of training guidance practitioners and providing guidance and career services.

Invited Expert Herr stated that it was important to separate politics from career development policy and legislation. He advocated for a comprehensive policy with local flexibility. This flexibility will allow for swift accommodation to the constant changes described above, such as technological advancements and demographic shifts. Herr also recommended looking at career counseling and policy development from a lifelong perspective, stating according to Nassar-McMillan and Vuorinen (2012) that, “The attention to career development interventions at discreet life stages [has] yielded a series of uncoordinated efforts, rather than [having] a wraparound, developmentally progressive, and altogether more synergistic impact.”

Vuorinen followed this discussion by introducing the concept of “flexicurity,” similar to Gelatt’s (1991) aforementioned positive uncertainty. Translated from the individual to the policy arena, “flexicurity refers to the combination of flexible labor markets and a high level of employment and income security and is viewed within the EU as the answer to the dilemma of how to maintain and improve competitiveness while, at the same time, preserving the European social model.” The EU goals of smart, sustainable, and inclusive growth are all related to comprehensive career/guidance services.

Group 2 was asked to address **Techniques and Assessment** (Osborn and Lenz, 2012). They chose to focus on the assessment portion of the topic, looking at both individual events and general truths, from a cross-cultural perspective. The expert presentations looked at online assessments, qualitative assessments, and the issues involved in translation of assessments. The complexity and social justice considerations described earlier were reflected in this group by their concern for client welfare and assessment costs, as well issues of validity and reliability, particularly in an assessment that has been imported from another culture. This group advocated for a consensus statement addressing a multiplicity of assessment issues, and one that considered both personal and cultural contexts.

Group 3 addressed **Interventions in Times of Economic Hardship** (McWhirter, Lehman, Toporek, Feller, and Blustein, 2012). There was general agreement that economic, social, and technological forces are transforming the global economy, leading to an unprecedented connectedness of nations and individuals. Dislocation due to political instability and voluntary immigration are also influences on the global work force. As the nature of work and of careers changes, career development experts must also change. Group 3 discussed lifelong learning and ability to make transitions in terms of learning agility, “the ability to adjust and adapt to change, being able to respond to changing situations by bringing resources to bear on the new situation” (Eichinger, Lombardo, & Raymond, 2004). Those in greatest need of this skill may have the least ability to use it and fewest resources

for accessing it. Career practitioners must pay attention to those who need our help the most, both advocating for and teaching them to advocate for themselves.

A number of other suggestions for helping disadvantaged clients were mentioned. Chief among them was an understanding of the context of clients' lives, including the support available both from individuals and institutions, including providing for immediate needs such as food and shelter. Discrimination was acknowledged, as well as the need for "developing strategies for strengthening resilience in the face of unemployment, poverty, and other challenges associated with economic hardship" (Toporek & Chope, 2006). Interestingly, this group concluded that career development practitioners must engage in policy work, because equity will not be achieved by focusing solely on individual clients. Furthermore, the assumptions behind some career theories, for example, that individuals can *choose* work based on interests, skills, and so forth, may be incomplete in the face of poverty, isolation, and discrimination.

Group 4, Career Development for Diverse and Underserved Populations (Puertas, Cinamon, Neault, Pope, and Rossier, 2012), agreed that underserved populations may be so for a variety of reasons. They may be the people discussed in Group 3, who are not served due to their social condition. And they may have personal and cultural characteristics that make them at higher risk of failure than the general population. Gati described Israeli empirical studies that found that many underserved individuals had low future orientation and attached low value to education. Many individuals, especially females, saw their role in the family as precluding success or satisfaction at work. Others had minimal knowledge about the world of work, and a tendency to break the rules, as well as poor conflict management skills. Many others also had low levels of social support, which was seen as another component of difficulty in being successful in education or making successful school to work transitions. Looking at those students who were successful, three resilience factors were seen.

Resilient students had an optimistic future orientation, had close and supportive relations with teachers, counselors, peers, and family members and were open to involvement in career interventions. Effective practice with ethnic, racial, and sexual/gender minorities were discussed in this group, with special attention to cultural identity development, discrimination, internalized oppression, having diverse role models and 'positive social advocacy' (Pope, submitted). Advocacy may also be required for another subset of the underserved, those who fall through the proverbial cracks in funding, for example, the working poor.

Group 5 undertook to explore **International Collaborations for Research** (Schultheiss and Kantamneni, 2012). They asserted that research as seen from an international perspective provides exposure to other ways of thinking, other ways of viewing problems and other ways of behaving. It "invites researchers to reconsider why they are doing things the way they are, and their typical ways of thinking and behaving." The richness thereof is expanded through international collaborations -- a valuable product for the reasons outlined above. Developing the trust necessary for planful and successful collaboration requires cultural sensitivity and cooperation.

The goal is to build, “a culture in which all researchers can learn from and support each other.” It was stated that the vocational arena is a prime one to lead to international collaborations because the world of work is so global in its nature. It was also emphasized that an international viewpoint would assist in research being seen holistically and relationally rather than linearly and hierarchically.

Group 6 was asked to address **New International Constructs for the 21st century** (Anderson & Goodman, 2012). Intentionality has been emphasized by many of those who train counselors; it has even been included in at least one book title (Ivey, 2010). However, Group 6 discussed their mutual impression that many practitioners work with clients without a theoretical basis, or apply their favorite theory without paying attention to the client’s culture, especially problematic if it is different from their own. The need for career development theories that address clients from a wide array of cultural and socio-political contexts was agreed on by the group. It was also asserted by many that there is a need to maintain what is useful from past theoretical approaches, while embracing newer constructs. What was seen as paramount, however, was the aforementioned intentionality, that is, having a useful and culturally relevant theory behind career development policies and practice.

The basic question to ask was seen as, “How does our theory inform our practice with clients in a practical, meaningful way?” The presentations addressing this issue ranged from a specific theory, Life Design (Ruppert), a theoretical approach to looking at how a postmodern epistemology can address existing career constructs to make them relevant to the current world (Parada), to addressing how we know what we know about theories, and how we evaluate them in 21st century terms (McIlveen).

Group 7 undertook to analyze **The Worldwide Use of Technology for Delivery of Career Guidance Services** (Harris-Bowlsbey, 2012). This technology-focused group heard about representative web-enabled services, then considered delivery modes and theoretical bases, and finally discussed the benefits and limitations of services provided in some distance format. They concluded that, “The data indicate that receiving some service in whatever form is better than receiving no service at all. The data also indicate that the most ideal treatment is a combination of human and technology-based services.” They also concluded that, “The result of all this may be that, as is often the case, technology is well ahead of content in many of the countries to which Web-based services could be expanded.”

Summary

Applying a global perspective to a range of career development issues underlined the need to continue this kind of analysis and collaboration. As the seven groups shared expertise and problems through the day and a half of meetings, it became clear that while much is known about how to effectively and appropriately deliver career services, much is yet to learn. Most participants shared the challenge of delivering those services to widely divergent populations, delivering them fairly and equitably, and delivering them often with inadequate funding and political

support. Many effective approaches were also offered, but it also became evident that there is no ‘one size fits all’ approach. It also was evident that there was a wealth of experience and expertise gathered in one room, and that each participating individual could gain much from the discussions and sharing of knowledge.

References

- Anderson, M. L., & Goodman, J. (2012). New international constructs for the 21st Century. *The 2010 NCDA-IAEVG-SVP International Symposium: Building International Perspectives on Career Development*, page 54.
- Eichinger, R. W., Lombardo, M. M., & Raymond, C. C. (2004). *FYI for talent management*. The talent development handbook. Minneapolis: Lominger Limited.
- Gelatt, H. B. (1991). *Creative decision making: Using positive uncertainty*. Los Altos, CA: Crisp.
- Harris-Bowlsbey, J. (2012). The worldwide use of technology for delivery of career guidance services. *The 2010 NCDA-IAEVG-SVP International Symposium: Building International Perspectives on Career Development*, page 62.
- Ivey, A. Ivey, M. & Zalaquett, C. (2010) *Intentional interviewing and counseling: Facilitating client development in a multicultural society*, (7th ed.) Belmont, CA: Brooks Cole, Cengage Learning.
- McWhirter, E. H., Lehman, C., Toporek, R., Feller, R., & Blustein, D. L. (2012). Interventions in times of economic hardship. *The 2010 NCDA-IAEVG-SVP International Symposium: Building International Perspectives on Career Development*, page 23.
- Nassar-McMillan, S. C., & Vuorinen, R. (2012). Public policy and career development: An international symposium Discussion. *The 2010 NCDA-IAEVG-SVP International Symposium: Building International Perspectives on Career Development*, page 1.
- Osborn, D. S., & Lenz, J. G. (2012). Career techniques and assessments from an international perspective. *The 2010 NCDA-IAEVG-SVP International Symposium: Building International Perspectives on Career Development*, page 12.
- Puertas, A., Cinamon, R. G., Neault, R., Pope, M., & Rossier, J. (2012). Career development for diverse and underserved populations. *The 2010 NCDA-IAEVG-SVP International Symposium: Building International Perspectives on Career Development*, page 33.

Schultheiss, D. E. P., & Kantamneni, N. (2012). International collaborations for research. *The 2010 NCDA-IAEVG-SVP International Symposium: Building International Perspectives on Career Development*, page 47.

Pope, M. (submitted). Embracing and harnessing diversity in the US workforce: What have we learned.

Watts, A. G. (2009). Career guidance and public policy. In J. A. Athanasou & R. Van Esbroeck (Eds.), *International handbook of career guidance* (pp. 341–353). Berlin: Springer.

ISBN: 978-1-885333-34-6



9 781885 333346 9 0 0 0 0