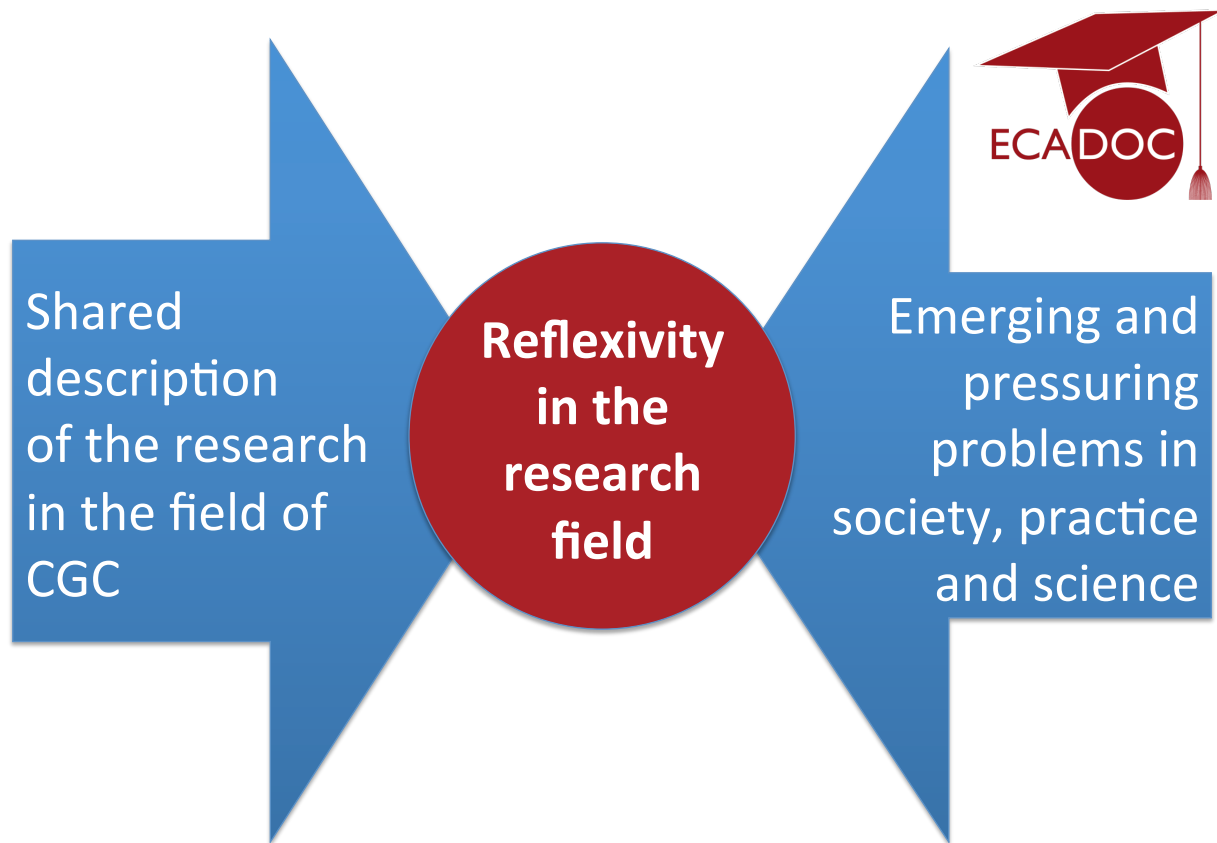


# Aims of the research agenda

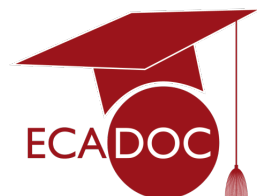
- ✧ Who defines what research shall focus on?
- ✧ Freedom of research – romantic or functional?
- ✧ Need of having a shared position?
- ✧ **Need for Reflexivity!**

## Goals of a research agenda

1. Providing a foundation for cooperation in innovative research
2. Promote research cooperation
3. Offering orientation for research-based training
4. Raising the profile of our discipline
5. Becoming more visible!



## Short introduction in the 6 subfields



- Based on the mapping of existing research and discussions in Padova (1<sup>st</sup> Summer School) and NICE Conference in Canterbury 2014
- Colleagues from the scientific board has written descriptions for **the 6 sub fields** of the research agenda
  - Individuals and Career (Laura Nota, Padova)
  - Counsellors and Professionalism (Valérie Cohen-Scali, Paris)
  - Evidence and Outcome (Jérôme Rossier, Lausanne)
  - Interventions and Processes (Peter Weber, Heidelberg & Rachel Mulvey, East London)
  - Organizational Context (Johannes Katsarov, Konstanz)
  - Societal Context (Rie Thomsen, Southern Denmark)

# A process to develop a research agenda

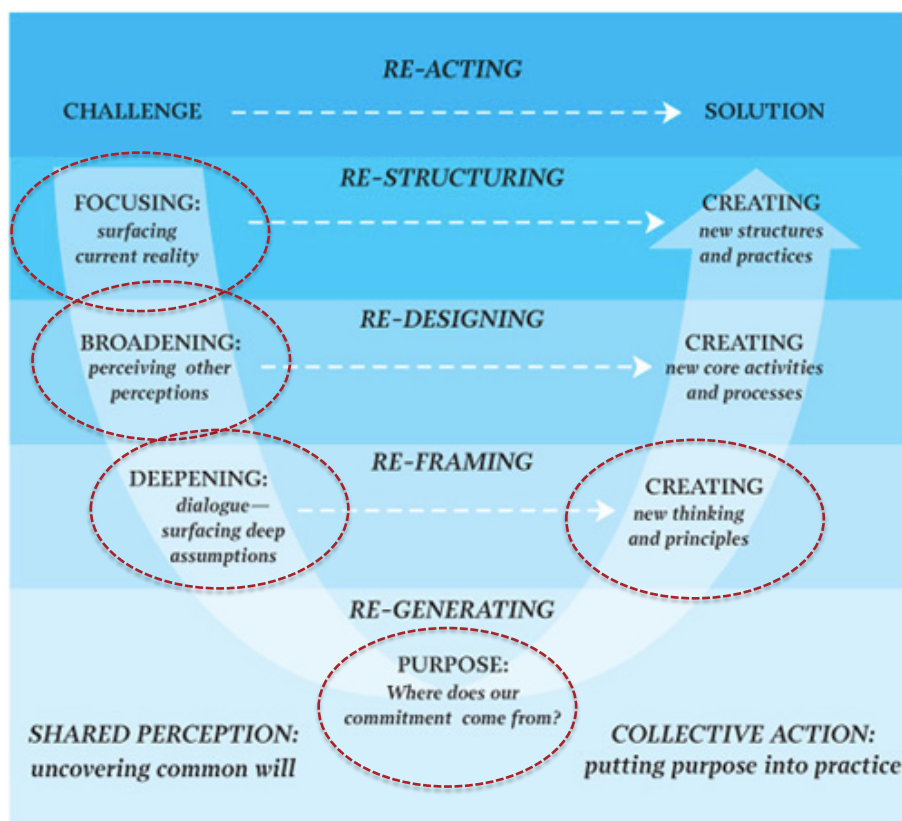
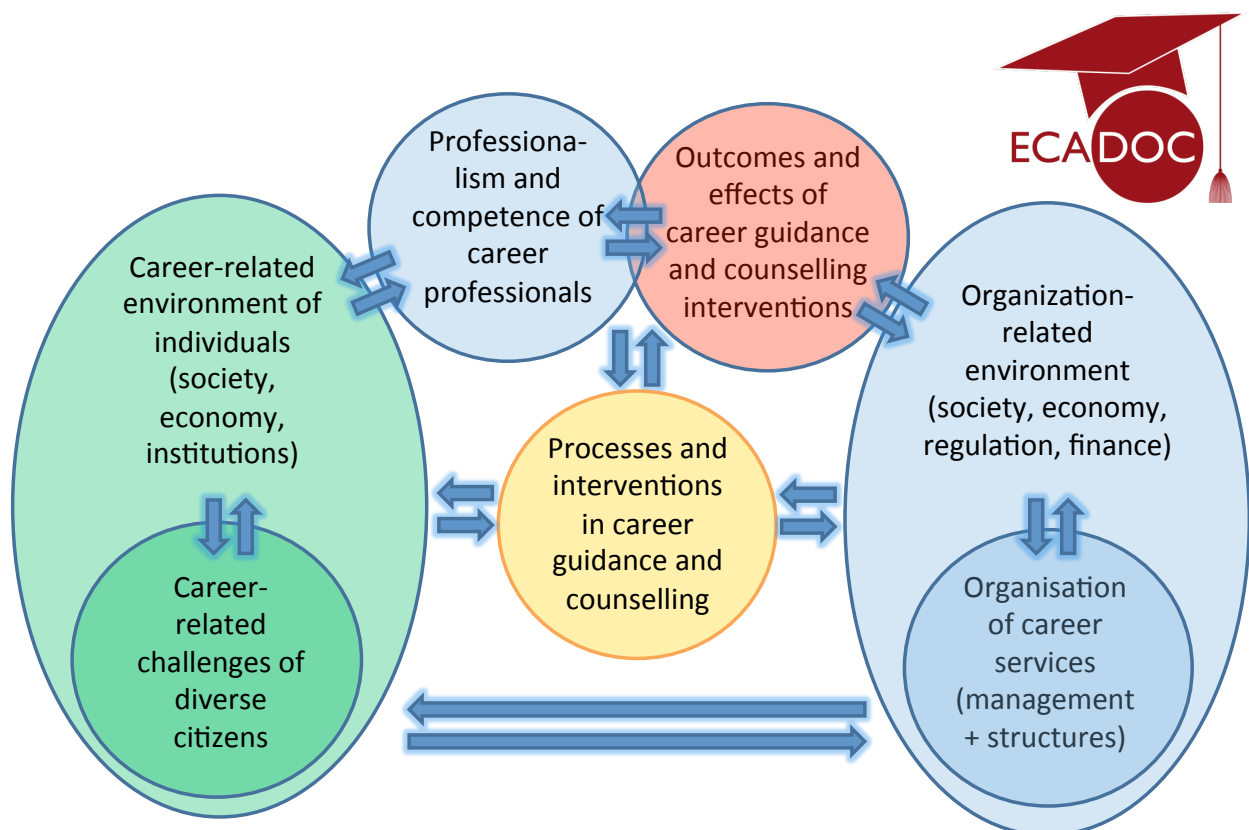


FIGURE 2.2 FIVE LEVELS OF CHANGE

# Identified research topics for the agenda



## Upcoming publication:

Weber, P./Nota, L./Rossier, J./Cohen-Scali, V., Thomsen, R., Mulvey, R., Katsarov, J. (2017). **European Research Agenda in Career Guidance and Counselling**, in Nota, L./Rossier, J./Cohen-Scali, V. (Eds.). *International Perspectives on Current Research in Career Counseling and Guidance*. New York (u.a.) Springer (in Preparation).

## Individuals and Career

Following aspects are highlighted:

- Individuals have to deal with **fast change** influencing their live and career (e.g. urbanization, aging population, migration, technology and fast change of knowledge, socio economic conditions)
- Relevance of theories that are able to capture **complexity** and multiple influences
- **Career theory** has to capture complexity and multiple changes in individuals lives including such integrating contextual knowledge into understanding of career problems
- **Specific problems** and challenges for individuals should be focuses (e.g. negative feelings, discomfort, depression)

## Individuals and career

- ✧ Further **development of career theories** and concepts for career interventions (e.g. life design, career construction, systemic approaches) have to recognize and build upon this situation.
- ✧ To challenge and deconstruct the career term itself - “**livelihood**” or “**decent work**” open up relevant perspectives for research.
- ✧ Research on career and work should not longer be isolated from other life **contexts** (e.g. in terms of work-life-balance or changing work-values of the next generation).
- ✧ To investigate about groups of vulnerable people with **special and often multiple needs**.
- ✧ **Technological aspects** and new media should be taken into account as very influencing factors for the individuals career & life planning.

## Counsellors and Professionalism

Following aspects are highlighted:

- ✧ Also the research question regarding professionalism and competence of practitioners is strongly linked to environmental change as
  - emerging „**liquid structures**“ of society
  - new demands for **individuals in the world of work**
  - development of internet and new **technological**
- This context causes a feeling of insecurity and uncertainty about the future and involves **to change research paradigms and guidance interventions**, and reconsider the skills and practices of career counselors.

## Counsellors and professionalism



- ✧ **The relevance of different paradigms in practice**, i.e. vocational guidance, career counselling, coaching, advocating, construction.
- ✧ The adaptation of practitioners **needs of diverse target groups** and their life and career-perspectives research should.
- ✧ Identification of **professional skills used/needed in diverse formats of practice** (e.g. online and in social media, in community work or companies).
- ✧ Understanding the components of the **counsellors professional identity** and representations (including different levels of professionalism and voluntary work).

## Evidence and Outcome



Following aspects are highlighted:

- Several meta-analyses have shown that vocational guidance, career counseling, and more generally **career interventions are effective**
- Very few studies can be found **about long-term effectiveness**, change processes, or with whom which type of intervention should be used, for example.
- Evidence and outcome research should **go deeper and broader into this issue**, e.g. measures for effects on psychological factors, on learning and behavior as well as for realized career steps are needed.



## Evidence and outcomes



- ✧ **Fit to use instruments** for valid outcome measurement in practice
- ✧ Development of **large-scale, multi-centric, controlled trials**.
- ✧ **Qualitative and mixed method** approaches for better understanding of the “why” of effective.
- ✧ Studies to **investigate how change is „induced“** during counselling interventions.
- ✧ **Monitoring of process and input-factors** within outcome studies.
- ✧ Awareness of **different interest-/targetgroups interpreting results** (e.g. (self) critical discussion of concepts like „evidence“).

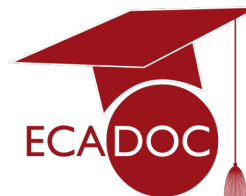
## Interventions and Processes



Following aspects are highlighted:

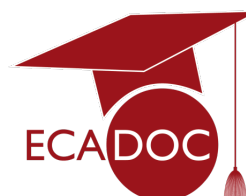
- Career Guidance and Counselling are **very diverse and complex *intervention processes*** realized in diverse formats, one to one, in groups, face to face, over distance or integrated in social media environments
- Process research is about **observing and understanding what is happening within an intervention**
- One specific and crucial point in career guidance/ counselling is the **interplay of career theory (what is a career, what is influencing careers) and appropriate interventions**
- In times of flexible, dynamic and risky and hybrid careers this question is **empirically crucial** for inventing new forms of interventions

# Interventions and Processes



- Process-oriented empirical research should comprises more - ***process-analyses*** – what is happening within interventions? – what is reaching the clients?
- ***Influencing factors on guidance and counselling processes*** – what works, what makes the difference, what disturbs?
- Examination how **methods like *assessment instruments, test and related measures, both qualitative and quantitative* are integrated** in the work
- Inventing and experimenting with **new forms**, e.g. more non-rational forms of guidance and counselling

# Organizational Context



Following aspects are highlighted:

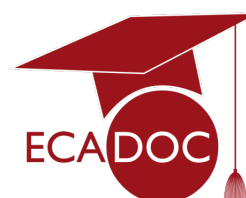
- The organisation of career services, including their immediate **cultural and physical environment**, the **organisational goals**, services and available resources, as well as the organisational procedures, culture and structures, **play an important role in determining the quality, outcome and meaning of career guidance and counselling.**
- There is a need for **meso-level research which considers the setup and impact of career services** and the way they are **organised and managed.**
- The interrelation of organisational questions with research on the **quality, effectiveness** and/or outcomes of career interventions is obvious.

## Organizational context



- ✧ Effectiveness of **organisational processes**, structures and leadership for different career interventions.
- ✧ The **context, culture and social embeddedness** of services (e.g. in different societies, political context, in companies or communities).
- ✧ Relevance and fit for purpose of **different organizational designs** (i.e. financial and legal conditions, privatization, social enterprises).
- ✧ Implementation of **media and technology used** for career interventions.
- ✧ **Cooperation and networking**, integration of services and conflicting interests within supplying organizations.

## Societal Context



Following aspects are highlighted:

- **C&G interventions are embedded** into **social contexts** in diverse ways. The **persons** as well as the **career guidance professionals, services** and **researchers** are situated in specific social context locally and globally.

Following aspects and research themes have been collected:

- How does **legislation** impact on change (e.g. of institutions) and vice versa how do change in practices impact the legislation and policy development?
- What are the **not intended effects** of policy choices (in CGC and/or other policy areas) e.g. to the CGC professions? And what are the ways to affect policy development and the assessments methods used?

## Societal context

- **Impact of political agendas**, economic drivers and political regulations/organization on guidance provision.
- Ways to **affect policy development** on regional, national, international level.
- **Professionalization strategies** for CGC by country, by regions, Europe and abroad, in parallel professions.
- Learning from contemporary **diagnosis of the societal context** – work and labour, different generations, lifestyles/milieus and life circumstances (for instance pre- and post-economic crises).
- Possibilities for **career interventions to impact on social change** (critically and understood as class, gender and race).

## Perspectives

### How can you use the research agenda?

- ✧ Inspiration – what can be **my focus** of research or practice?
- ✧ Reflection – how does „my own theme“ or “my practice” **contribute and interact** with the other perspectives?
- ✧ Reaction – debating of or **adding issues** to the agenda!



The agenda shall be open, dynamic, hybrid ...  
and hopefully evolving!



# Further perspectives? Your questions?

**Prof. Dr. Peter Weber**

Professor for Career Guidance&Counselling

University of Applied Labour Studies

68163 Mannheim/Germany

E-Mail: [peter.weber@hdba.de](mailto:peter.weber@hdba.de)