International Conference
«Life Designing and Career Counseling: Building Hope and Resilience»
June 20-21-22, 2013, Padova-Italy

ABSTRACTS

Thursday 20 June 2013 - Plenary session
Fiera di Padova, Via Niccolò Tommaseo 59 – Sala Carraresi (10.30-11.10)
Lecture – *Chair: Wehmeyer Michael L., Kansas University, USA*

Hope for Tomorrow: Pays off Today
Lopez Shane J.
Clifton Strengths Institute, USA
Have you ever washed a rental car? No. You don't own it; washing it does not make your priority list. Many people don't own the goal they are pursuing. The goals most salient to people are shared by us all. Specifically, we all want a good job and a happy family. By chasing these goals, people learn that investing in your future pays off today. This is the secret of millions of hopeful people. They know that when they are excited about tomorrow, today is easier.

(11.30-13.00)
Lectures – *Chair: Watson Mark, Nelson Mandela Metropolitan University, South Africa*

Forms of reflexivity and transformations of systems of subjective identity forms during life designing dialogues
Guichard Jean
INETOP-Institut National d'Etude du Travail et d'Orientation Professionnelle & CNAM-Conservatoire National des Arts et Métiers, France
The economic and cultural globalization that has taken place over the last decades has led to some important transformations both in societies (e.g., "liquid modernity") and in the organization of work (e.g., "flexible jobs"). This, in turn, has produced a reformulation of the major vocational and life designing issues that people face. Now counsellors can offer to help them either through career guidance interventions or life designing dialogues (according to the type of problem a person has to deal with). The "Se faire soi" ["To make oneself"] model (Guichard, 2004; Guichard, 2005) is a synthesis of current research on self-construction, intended to serve as a basis for life designing dialogues. This model describes an individual's identity as an evolving system of subjective identity forms (SSIF). It posits that the dynamism of a SSIF, therefore of self-construction, originates both in an individual's life experiences and in the tensions and diverse combinations of two types of reflexivity – ternary and dual – by which he/she relates to his/her experiences. This presentation intends to (1) clarify the notions of "system of subjective identity forms", "dual reflexivity" and "ternary reflexivity" and to (2) give some empirical examples of the transformations of some individuals' systems of subjective identity forms during life designing dialogues.

Helping people build their future
Soresi Salvatore
University of Padova, Italy
It is well known that globalization, technological progress and economic crisis, which concern increasingly broader sections of the population, present us with new challenges and pose new questions to individuals who have to choose and design their future and also to practitioners aiming at helping them. Today, when defining and describing characteristics and needs of persons asking for help in vocational guidance, career education or career counseling, we usually refer to new theoretical models and to constructs different from traditional ones. More and more often in our research and in our work we devote time to carefully addressing: 1) adaptability, conceptualized as a self-regulation process characterized by the willingness to care about the future and consider it as at least controllable, confidence in one's own ability to face the challenges, curiosity towards economic and social reality; 2) career-life preparedness, envisaged as a vigilance condition useful to manage threats to personal working life and as the capacity to use proactive strategies in dealing with barriers and in finding supports; 3) resilience, or one's ability to rebound or "bounce back" from a setback or failure and quickly regain resources when facing challenges significantly threatening stability, vitality and development. Resilience, traditionally analyzed when confronting with traumatic but unique events, adequately applies to threats which concern those who are required to deal with work and social uncertainties so that we could speak about work resilience. More opportunities for

overcoming uncertainty and threats about the future will be available to individuals who will be equipped and ready not only to answer uncertain situations and unexpected events, but also to fully use their personal resources, to seize every situation and casual opportunity, and to promptly react to difficult situations. A central role should also be ascribed to other positive components, such as optimism and hope. Additionally, we should also consider that we are still lacking sufficiently validated theoretical models, able to assert the role these variables may play in increasing probability of realizing professional identity and successful work inclusion. There is the crucial need to address these issues with increasing interest and frequency. However, are practitioners currently requested to increase adaptability, career preparedness and work resilience and asked to instil confidence and hope, sufficiently equipped to do it? Are they able to "testify" and serve as models for those aspects and characteristics nowadays considered crucial, important and facilitating both work inclusion and the realization of individuals searching for decent work participation? In the presentation, results from some research studies conducted by the IHR*Team* of the University of Padova will be described and some thoughts will be shared in an attempt to detail competencies and characteristics which should be essential for those practitioners who are concerned with helping individuals facing the uncertainty and the challenges of the future.

Aiutare le persone a costruire il loro futuro
Soresi Salvatore
Università di Padova, Italia

È ormai noto a tutti che la globalizzazione, il rapido avanzamento tecnologico e la crisi economica, che interessa fasce sempre più estese della popolazione, stanno ponendo nuove sfide e nuovi interrogativi a coloro che si trovano a dover scegliere e progettare il proprio futuro e ai professionisti che si propongono di aiutarli. Oggi, nel definire e descrivere le caratteristiche e le necessità delle persone che richiedono aiuti in materia di vocational guidance, di career education o di career counseling, si fa in effetti riferimento a nuovi modelli interpretativi e si utilizzano costrutti diversi da quelli tradizionali. Sempre più spesso, con le nostre ricerche e con il nostro lavoro, ci soffermiamo infatti a considerare con attenzione: 1) l'adaptability, intesa come la propensione ad occuparsi del futuro, senso di efficacia, curiosità nei confronti della realtà economica e sociale, e autoregolazione; 2) la prontezza professionale, intesa come uno stato di vigilanza nei confronti delle minacce alla propria vita lavorativa e l'utilizzo di strategie proattive per gestire le barriere e individuare supporti; 3) la resilienza, intesa come la capacità di resistere e recuperare in fretta le risorse, in presenza di sfide consistenti che minacciano la stabilità, la vitalità, o lo sviluppo. Il costrutto della resilienza, studiata in passato soprattutto in presenza di eventi traumatici ma straordinari, si applica molto bene alle minacce che interessano coloro che sono chiamati oggi ad accettare le generalizzate incertezze lavorative e sociali, tanto che potremmo parlare di resilienza professionale. Avranno maggiori probabilità di affrontare l'incertezza e le minacce del futuro soprattutto quelle persone che risulteranno "attrezzate" per farlo, che saranno cioè pronte a rispondere a situazioni incerte ed eventi imprevisti, ma, anche, a sfruttare appieno le proprie risorse e a saper cogliere occasioni ed opportunità casuali, reagendo tempestivamente alle situazioni difficili. In tutto questo, inoltre, un ruolo importante dovrebbe essere riservato anche ad altre componenti positive che ruotano attorno a costrutti quali quelli dell'ottimismo e della speranza. Anche in considerazione del fatto che a riguardo non esistono ancora modelli teorici sufficientemente validati in grado di affermare il ruolo che tali variabili ricoprono nell'incrementare la probabilità di realizzazione dell'identità professionale e di una inclusione lavorativa di successo, appare evidente che sarà necessario occuparci di essi con maggior interesse e frequenza. Ma i professionisti che si trovano oggi a potenziare l'adaptability, la prontezza e resilienza professionale e a dover instillare e sostenere fiducia e speranza sono sufficientemente attrezzati per farlo? Sono in grado di "testimoniare" e di fungere da modello anche a proposito di quegli aspetti e di quelle caratteristiche che oggi si considerano cruciali, importanti e facilitanti l'inserimento e la realizzazione professionale di coloro che ricercano un'inclusione lavorativa decente? Nel corso della relazione, facendo riferimento ad alcuni lavori di ricerca che sono stati condotti all'interno dell'IHR*Team* dell'Università di Padova, si proporranno alcune riflessioni nel tentativo di precisare le competenze e le caratteristiche che dovrebbero dimostrare di possedere coloro che si propongono di aiutare gli altri ad affrontare le incertezze e le sfide del futuro.

Thursday 20 June 2013 - Afternoon
School of Psychology, Via Venezia 12 - Floor 2 (14.30-16.00 – Room A)
Self and Vocational Identity – *Chair: Pouyaud Jacques, University of Bordeaux Segalen, France*

Accessing Career Dreams and the Motivation to Develop Our Selves and Career

Richardson Alan[1] & Kelly Dearbhla[2]
[1]*Psychologist, Brisbane, Australia*
[2]*Guidance Counsellor, Adult Guidance Donegal, Ireland*

Personal motivation in difficult times relies mostly on intrinsic emotional and psychological factors than on social opportunities and economic buoyancy as in the boom times. These factors are pivotal in career development whereby personal dreams and passions are the essential motivation toward professional goals. A career based intervention developed from process oriented psychology has been evaluated with unemployed people in an Adult Guidance Centre in Ireland. This intervention is used to address reservations and resistance to exploring career potential and life goal dreams. The interaction between the Guidance Counsellor and the client facilitates a process where the client locates the answers to their hesitations within themselves and their sense of their vocational self. Client feedback has shown increased motivation and greater clarity of career goals and dreams and a sense of hope following this single session intervention.

Phenomenology and Typology of Possible Selves

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Since the early days of psychology the "self" has been an important psychological concept. Examining individuals developing sense of self as a future-oriented process contributes significantly to understanding the nature of individuals behaviour and feelings. This study concentrates on the construct of possible selves, which can be described as "personalized representations of goals as well as images of what people hope to become, expect to become or fear becoming"(Markus, Nurius, 1986). The research explores the following hypothesis: as far as possible selves are based on some previous experience, there is a relation between possible selves of the past and appearance of possible selves of the future. According to this hypothesis, four types of possible selves can be proposed: lost, fulfilled, feasible and future possible selves. This research is intended to discover whether these types of possible selves are somehow connected and how this relation is subjectively experienced. While previous studies tend to concentrate on listing, categorizing and comparing possible selves of different groups, the aim of the proposed study is to reveal the inner structure and criteria for typology of experiencing possible selves. To reach the aims of the study semi-structured phenomenological interviews were conducted: two interviewees (1 male & 1 female) participated in the pilot study based on the qualitative case study methodology. The following results were obtained: content analysis of interviews and meaning condensation method show that possible selves serve diverse functions: self-regulation, self-projecting, protection, self-verification, self-presentation, meaningfulness. Several criteria were defined for typology of experiencing possible selves: valence, feasibility, modality, content, temporal orientation, personal activity in implementing possible selves. Description of possible selves as connected and explanation of how this bond is experienced relates to higher subjective well-being. Practical significance in counseling can be explained as follows: better knowledge of possible selves increases self-regulation level which provides opportunity to deeper self-understanding as well as developing positive possible selves can raise subjective well-being.

Recollections of inclinations: tool for navigating self-development process to nascent vocational identity

Pukelis Kestutis
Vytautas Magnus University, Lithuania

In the article following "genetic compass" paradigm a concept of inclination and its role in navigating "Self" development process to vocational identity is presented. Types of valid and invalid inclinations, based on affective and psychomotor dimensions are discussed. Role of inclinations as manifestation of creativity in a priori" (genetic compass) by accepting or declining by individual appropriate activities which are coming from outside world (creativity in a posteriori) is revealed. Influence of accepted activities (creativity in a posteriori) for shaping of interaction between "Self" as "agent" and "Self" as an "object" in "Self"

development process in different stages of personal development and possible emergence of appropriate vocational identity is discussed. Complementary role of "recollections of inclinations" to "early recollections" is presented. Different stages of personal development (education, "adolescent self-education" and "adult self education) significant for emergence of appropriate quality of vocational identity, ascribed by such descriptors as "meaning, "mattering, "fitting" (matching), "prestige" (social status) etc. are discussed and presented. Discussions, conclusions and recommendations for use of "recollections of inclinations" in different stages of "Self" development process is presented to achieve vocational identity more related to "genetic compass.

The assessment of Emotional Intelligence and its relationship with personality and intelligence
Sergi Maria Rita, Picconi Laura, Romanelli Roberta & Saggino Aristide
Dipartimento di Scienze Psicologiche, Umanistiche e del Territorio, Università di Chieti-Pescara, Italia
Emotional intelligence (IE) is the ability to perceive emotions, to access and to generate emotions, to understand and to regulate emotions and to promote emotional and intellectual growth (Salovey and Mayer, 1997). The recent literature highlights the need to use valid and reliable instruments for the measurement of IE, in order to ensure a good assessment of the individual. IE is a critical variable to explain the process of career exploration and career decision making (Emmerling and Cherniss, 2003). The Emotional Quotient Inventory (EQi, Bar-On, 1997), although is one of the most used instruments in the scientific research, presents problems in its factor structure. Recent studies show that the reliability and validity of this instrument are poor and the EQi includes dimensions not always related to the definition of IE (Matthews et al., 2002; Mayer et al., 2004). Finally, the relationship between IE, fluid intelligence and the five factors of personality is unclear (Matthews et al 2002). The study examined the dimensionality of the Italian version of the EQi. The research explored the relationship between IE, personality and fluid intelligence, through a new computerized test, built on the basis of the Item Response Theory (CAT-FIT; Romanelli, 2009). A total of 600 subjects (309 Females; Mean Age = 28.04 years, SD = 12.96 years) completed the EQi, the CAT-FIT and the Big Five Questionnaire - 2 (BFQ-2; Caprara et al., 2007). The results evidenced that the EQi was composed by five factors. The instrument showed positive and significant correlations with the five factors of personality and it was independent from cognitive skills. The IE seems to be a construct afferent to the area of the personality and not to the area of intelligence (Derksen et al, 2002; Roberts et al., 2001; Van Rooy et al. 2004).

School of Psychology, Via Venezia 12 - Floor 2 (14.30-16.00 – Room B)
Symposium: **How Do the Individuals Succeed in Redirecting Their Careers?**
Chair: Cohen-Scali Valérie, Conservatoire National des Arts et Métiers, France

Presentation. The aim of this symposium is to study how the individuals succeed in reorientating their career whatever their motivation to quit their professional situation. The analyses will focus on the main environmental and individual factors favoring the career reorientation of persons in varied situations: unemployment, training programs, or work. How do the persons disengage of their previous professional activity? How is this transition negotiated? How can the individuals draw possible scenarios for the future? The different studies use developmental as well as constructivist psychological approaches. They investigate the conditions in which the self-projections can appear and are implemented within the framework of specific activities. They deal with situations of individuals that are situated at different stages of transition: before starting the transition, in the middle of the transition, just after the transition and after having made a professional reorientation for several years. In addition, this symposium investigates a variety of populations: young adults in training and developing their first working experiences, older persons strongly involved in certain activities (high-level sporstmen and union activists) and unemployed persons in midst transition. The studies are qualitative or quantitative and present situations of career changes observed in France, in Canada and in United States. Among the analyses of the results, another aim of the symposium is to try to identify the main psychosocial processes that are implemented by the different populations to succeed in their career reorientation.

Cohen-Scali Valérie

Committing in a vocational and technical training as a reorientation project
Masdonati Jonas & Fournier Geneviève
Laval University, CRIEVAT, Québec city, Canada
In Canada as in other Western countries, a large number of young adults take part in a vocational or a technical training program after having undertaken, successfully or not, other programs or projects, in order to switch to a new professional field (Doray, 2010). The Life Course (Elder & Giele, 2009) and Life Design (Savickas et al., 2009) approaches help to understand the complexity of this process. Particularly, they invite to question the interplay of contextual and individual factors in the reorientation process, to analyze the turning points that characterize it and to focus on the subjective manner in which young adults construct their pathways. Based on these approaches and on data from an ongoing study, this communication explores the reasons and results of a reorientation through vocational and technical training. About 30 young adults in Quebec City area were interviewed twice: before the end of their training program and 12-15 months after graduation. The content analysis of these interviews showed firstly that this reorientation is associated both with individual reasons –an interest in a specific vocational domain– and with contextual reasons –the choice of a working domain offering good employment prospects. Furthermore, the analysis of their professional integration pathways indicates the existence of a relatively flexible link between education and employment: some young people work in the occupation they were trained for, others explore areas apparently not related to their domain, others return to the project they had before reorienting. Finally, the objective quality of the education-employment link does not systematically determine young adults' satisfaction with their pathways. The latter also depends on their relationship to work, i.e. the importance and the values they attach to work. Overall, results confirm a diversification of youth pathways and indicate that the success of a reorientation process mostly depend on how young adults design and subjectively perceive their pathway. They also highlight the importance, for career counseling, to focus on the subjective goals that young adults are actually seeking to achieve when committing themselves in a reorientation project.
References:

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Career redirections in high-level sportspersons
Szejnok Erwan, Pouliot Manon & Guichard Jean
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High-level sportspersons seek "to make a podium" (as they say) in sports they practice for. This implies they get deeply involved in such sports activities. In the mean time, they know that sport careers are short and that quite early in their lives they'll have to think of redirecting their career. How do they combine in their minds their strong involvement in activities that make their current lives meaningful with the awareness they must think about other ways to self-actualize? What is the impact of this initial major commitment on their further career? These issues were approached from the theoretical perspective of the selves' construction model (Guichard, 2005, 2009). Accordingly, the hypotheses were that (1) a certain "subjective identity form" (SIF) (e.g. the self-concept of "sportsperson") would be a core one in each of these individuals' "system of subjective identity forms" when he/she expects to self-actualize as such, that (2) different ways of combining this core SIF with other SIF (more or less peripheral ones) would be observed depending on each person's life stories and that, (3) later in these persons' lives, their past SIF of "sportsperson" would still play a certain role in the organisation of their current systems of SIF. A series of interviews with 8 high-level sportspersons (4 current ones and 4 past ones) tend to confirm these hypotheses.

Career Counseling and the Kaleidoscope Career Model: A New Way of Considering Career Transition
Mainiero Lisa
Fairfield University Dolan School of Business, USA

Careers have grown more flexible and diverse over time since Parsons (1909) began his study of the practice of vocational guidance. Developmental theories, such as the ones articulated by Super (1957) in his original formulation of career stage theory, suggest a linear approach to careers that no longer is applicable to individuals in the midst of transitions in their lives and careers. Career counselors who take a developmental approach try to develop a comprehensive picture of their clients, encouraging them to move toward greater awareness of themselves and their situations and develop decision making skills (Kidd, 2008). Kidd (2003) offers a model of career counseling that examines the stages and tasks associated with the career counseling process. In the first stage, called, "building the relationship", the main task is to establish the working alliance between career counselor and client. The second stage, "enabling client's self-understanding", helps clients assess their attributes and their situation. The third stage, "exploring new perspectives", involves challenging client assumptions and providing information. The fourth stage, "forming strategies and plans", reviewing progress and setting goals are the priorities to spur action. In this context, this paper will introduce a new model, the Kaleidoscope Career Model (Mainiero & Sullivan, 2005, 2006), that serves as a way to capture some of the dynamism of changing career patterns in a postmodern world. The Kaleidoscope Career Model (the KCM) proposes three parameters- authenticity, balance, and challenge – that change and shift priority over time as individuals make career transitions over the course of their lifetimes. These parameters can be used for career counseling purposes to help individuals clarify the reasons behind their transitions. In this presentation, two cases will illustrate how the KCM model operates in the context of these four stages of Kidd's (2008) career counseling process. In addition, selected results will be provided from a study of over 700 unemployed participants to articulate how the parameters of authenticity, balance, and challenge shift over the course of individual's careers as they make career transitions. Results from the study on unemployed individuals show that the strength of the three parameters vary by career stage, and individuals make choices to shift their career identities based on their priority of each parameter at a given time over the course of their careers.

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What possible career after long-term labor-union responsibilities?
Cohen-Scali Valérie
Conservatoire National des Arts et Métiers, France

Numerous employees are concerned by changes in their professional life today. These situations can be defined as professional transitions. The professional transitions are discontinuities due to expected or unexpected events which affect the life course and take place according to certain stages (Schlossberg, Waters & Goodman, 1993).. In some cases, transitions end in professional redirections, in particular when these situations gather certain criteria (Négroni, 2005). The presented research deals with the analysis of careers of persons who have had high-level labor-union responsibilities and who had to reenter in the labor market. The population gathers 23 persons who have been interviewed about their experience of transition, their past professional trajectory and their expectations for future. The research brings to light the role of certain determining factors of the environment for the realization of a successful career redirection: the representations that companies have of union activists, the supports supplied by the labor union, the first job that is found and which appears as a starting point followed by a succession of professional situations and training leading a part of them them towards a satisfactory job. On the individuals side, the research shows the role of professional expectations and values on the forms of self-anticipations (Guichard, 2005)

that constitute important criteria allowing the persons for choosing their future professional activities. The research brings to light 4 types of occupational career redirections. These types underline the role of these self-anticipations and social supports coming from the different contexts in which the person evolves. The results show that the systemic approaches are particularly relevant to understand how people face mid-life career changes (Patton & Mc Mahon, 2006).

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School of Psychology, Via Venezia 12 - Floor 2 (14.30-16.00 – Room C)
Vocational Designing and Satisfaction in Adolescence
Chair: Gore Paul A., University of Utah, USA

Predictors of students satisfaction of the school

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University St. Cyril and Methodius, Skopje Faculty of philosophy Department of psychology, Macedonia

The question we tend to answer in this study was whether family and peer relations influence students satisfaction of the school. The variable satisfaction of the school was measured with questionnaire by Ladd and Price, constructed 1987. The group of family variables was consisted of acceptance, emotionality, rejection and control by the mother and by the father. Peer variables were: quality of friendship with best friend, quality of friendship with three friends in the class, satisfaction of the friendship and acceptance or rejection of the class. These variables are measured with appropriate standardized questionnaires. The assumption is that positive relations in the family as parental acceptance and emotionality, and positive relations with the friends (perception of the high quality of friendships with best friends and acceptance of the class) causes higher satisfaction of the child of the school. Participants in the research were 194 students from one elementary school in Skopje (85 third grade and 109 seventh grade students). The applied regressive analyses on the data of third grade students shows that predicted variables of satisfaction of the school are: quality of family interaction (ß= 0.230, p< 0.05) control by the mother (ß= -0.266, p<0.05) and quality of friendship with the best friend (ß=0.304, p<0.01). They all explain satisfaction of the school 29% (R^2=0.293). The results of seven grade students shows that significant factor of satisfaction of the student (young adolescent) of the school were: quality of family interaction (ß=0.310, p<0.05), rejection of the mother (ß= -0.239, p<0.05) and quality of friendship with best friend (ß=0.198, p<0.05). They all explain dependent variable 37% (R^2=0.372). It is interesting that the results of seventh grade students shows that peer variable (separated from family variables) were not significant correlated with satisfaction of the school, unlike family variables which are significant correlated. With the other words, family play important roll for the satisfaction of the young adolescent of the school, even sometimes is strongest predictor than peer interaction. But their mutual participation (positive family and peer interaction) is the most influential factor for the student's satisfaction of the school.

The Role of Attachment and Social Support in Career Development

Motamei Fatemeh[1], Nilfroshan Parisa[2] & Dayarian Mohamad Msuod[1]
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This paper presents try to study whether or not a significant relationship exists between attachment, social support and all dimensions of career development in 9 grade student sample (190 women, 173 men) in Iran. Results indicated that secure attachment was significantly related to World of work information and

Decision Making. Results showed social support is a mediator in relation between Career Exploration and Career Planning.

Attachment to parents and peer, Time perspective, and Satisfaction with life among Italian adolescents

Pallini Susanna[1] & Laghi Fiorenzo[2]
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Attachment theory plays an important role in the study of the emotional adjustment of adolescents because it reflects the core aspects of the ways through which they process affects, cognitions and behaviours, associated with qualities of past memories, present representations and future expectations regarding attachment and affective bonds (Laghi et al.,2009). For this reason, time categories play a leading-connective role in the relationship between personal and social experiences that help to give meaning and order to everyday life events (Laghi et al.,2013). Therefore, considering the relevant impact that temporal frames and parent and peer attachment may have on life satisfaction, the present study was aimed at analyzing the relationship between these constructs during adolescence. The sample consisted of 1.211 adolescents (489 boys and 722 girls). The average age of the students was 17.17 (SD=1.31). Time Perspective. The Time Perspective was measured using the Zimbardo Time Perspective Inventory (ZTPI; Zimbardo and Boyd, 1999) in its Italian validated version for adolescents (Laghi et al., 2009; 2013). Attachment to parents and Peer. The Inventory of Parent and Peer Attachment (IPPA; Armsden and Greenberg, 1987) was used to measure the quality of parent and peer attachment in adolescence and the affective-cognitive dimension of attachment. The Satisfaction with Life Scale (Diener et al., 1985) composed by 5 items (α = .85) rated on a 7-point Likert-type scale ranging from 1 (Strongly disagree) to 7 (Strongly agree). Using hierarchical multiple regression, we further examined the associations between parent, peer attachment, TP, and satisfaction with life. We entered age and gender in the first step. The IPPA Parent and Peer dimensions were entered in the second step, and TP dimensions in the third step. The inclusion of the Alienation dimension (IPPA-Parents), Communication (IPPA-Peers), Negative Past, Hedonistic Present, and Future in the model increased the variance accounted for by 33%. The findings of the present study support the conclusion that secure attachment with both parents and peers, and TP dimensions are related to satisfaction with life, confirming the protective role for adolescent's adjustment.

Emotion regulation and adaptive learning strategies in Portuguese adolescents: a study of relations to satisfaction with life

Machado Teresa Sousa & Pardal Ana
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The main goal of this work was the translation and validation of the Regulation Emotion Questionnaire 2 (Philips & Power, 2007) to Portuguese samples. Recent literature on emotion regulation has emphasized the need to create assessment tools for emotion regulation during adolescence (Gullone & Taffe, 2011), and, particularly, in Portugal, we have few instruments adequate to our adolescents. A second goal was to analyze the relations between the awareness of regulating emotions and the perception of academic self-efficacy self-justification strategies of failure (assessed by the some of the Patterns of Adaptive Learning Scales). The capacity to regulate own emotions is an essential prerequisite for adaptive development and behavior; and several improvements should be accomplished throughout adolescence in order to make face to developmental tasks, namely, self-control at school, self-awareness and adaptive learning skills. Phillips and Power (2007) developed a self-report instrument designed to assess perceptions of adolescent's use of both functional and dysfunctional emotions regulation strategies. This communication report on Portuguese translation and validation on Regulation Emotion Questionnaire-2, (with a sample of 241 adolescents, aged 12 to 15 years old, from public schools of Coimbra municipality); and analyzes relations between adolescent's use of functional and dysfunctional emotion regulation strategies, and academic self-efficacy (assessed by some of the Patterns of Adaptive Learning Scales – PALS, Midgley, Maehr, Hruda et al., 2000). Factor analysis replicates the internal structure of REQ-2 four factors (total 21 items), relating to functional emotion regulation strategies (internal/external) and dysfunctional (internal/external), explaining 48.7% of variance. Correlational studies suggest that higher scores in functional strategies are related to a greater awareness of academic self-efficacy. Girls reported more frequent use of functional emotion regulation

strategies, and older adolescents reported more dysfunctional emotion regulation strategies. A developmental approach of emotion regulation seems to be useful to guide adolescent's intervention programs; and the REQ-2 seems to be an easy instrument to provoke adolescents' awareness about their own processes of emotion regulation.

School of Psychology, Via Venezia 12 - Floor 2 (14.30-16.00 – Aula D)
E-counseling in Vocational Designing
Chair: Marjatta Vanhalakka-Ruoho & Helena Kasurinen, University of Eastern Finland

Three steps into the future. An on-line intervention program for life designing

Santilli Sara & Soresi Salvatore
University of Padova, Italy

The traditional theoretical models on career guidance which emphasized the matching paradigm, namely the principle of the persons in relation to expectations, demands and needs of different educational and occupational contexts, currently are no longer able to allow an exhaustive understanding of the reality, globalization and uncertainty that are characterizing, in particular, the western countries world of work and training. Actually flexibility, adaptability, and lifelong learning are becoming more and more important to consider, instead of focusing on adaptation person-environment model,, whereas most likely, people should be prepared to deal with different transition from school to work and work to work. On this basis Larios Laboratory (Laboratory of Research and Intervention in Vocational Guidance) developed the program "Three steps into the future" (*Tre passi verso il futuro*) which is inspired by Life Design Research Group career guidance and professional design viewing (Savickas, Nota, et al., 2009). The program is divided into three sessions, each introduced by a video that provides opportunity to think about world of work features, the training pathways and favorable attitudes to be undertaken towards difficult and unexpected situations. The program also helps participants to highlight their strengths, identify, on the basis of them, their professional goals and reflect on their decision-making processes thanks to the use of questionnaires and materials developed and tested by the Larios Laboratory of the University of Padova. During this presentation after a brief description of the program, some data on its efficacy will be provided. Following the positive results achieved in the testing phase of "Three Steps Towards the Future", after some reviews, this career education program has been published by Hogrefe Italy (Soresi & Nota, 2013).

Computer assisted career guidance: Comparison of different career decision making models

Babarovic Toni & Sverko Iva
Ivo Pilar Institute of Social Sciences, Zagreb, Croatia

The research is focused on empirical comparison of career advices (e-advices) given by different computer-assisted career decision making models. For this purpose a new computer-assisted career guidance system (CACGS) was developed with built-in algorithms for Expected Utility Model (EUM), Sequential Elimination Model (SEM), Mixed Model, and Mathematical Model. The EUM and Mathematical Model are by their nature compensatory models, while SEM and Mixed Model are based on non-compensatory algorithms. The adequacy of models was validated by pragmatic validity of their e-advices, measured by clients' satisfaction with e-advice, congruence with their actual occupation or educational profile, and congruence with their Holland's interest types. Respondents were high school students (n=229), university students (n=625), and employees (n=130), all diverse by their educational or occupational profiles, and equally distributed by gender. Results show that clients were most satisfied with e-advice by Mathematical Model, then by EUM, while least satisfied with e-advice by SEM (F=69.58; p<0.01). The congruence of e-advice and clients' occupational or educational profile was highest for EUM and lowest for SEM (F=9.52; p<0.01). The congruence between RIASEC interests and e-advice was highest for EUM and significantly lower for Mixed Model and SEM (F=16.42; p<0.01). Moreover, the reported differences in models validity were mainly consistent in different subsamples. It was concluded that EUM and Mathematical Model offer better career advice to different groups of clients than SEM. It seems that computer career advice provided by compensatory decision making models are to some extent better than e-advice given by non-compensatory

models, and that issue of compensation process in career decision making should be seriously taken into consideration.

Adult online learners' retention and achievement: the roles of motivational factors and training commitment

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Université Paris Ouest Nanterre la Défense, Nanterre CEDEX, France

For few years in France, online learning has progressively spread through educative and training spheres. The emergence of e-learning constitutes one of the contemporary indicators of changes in the workplace and often implies the intention to encourage employees to become flexible, independent and equipped to face personal and professional challenges (Bonk, 2001, 2002). While work transitions seem much more common and difficult to tackle and deal with (Savickas & al., 2009), Internet is considered as an appropriate tool to learn throughout life and stimulate career development (Depover & Marchand, 2002). In spite of the growth in online learning, high dropout and failure rates have been of concern to many higher education institutions (Park, 2007; Park & Choi, 2009). According to empirical research and theoretical frameworks, motivation, self-efficacy and academic commitment are significant (direct or indirect) predictors of students' retention and achievement in face-to-face learning environments (Bandura, 2003; Brault-Labbé & Dubé, 2010; Close & Solberg, 2008; Deci & al., 1991; Vonthron & al., 2007; etc). Nevertheless, the effects of these factors are less investigated in online settings. Subsequently, the main goal of this study is to clarify and model the relationships between intra-psychological processes and e-learners' success. On the basis of our literature review, we assume that training commitment is a moderator between training motivation / self-efficacy and retention/achievement. To test this hypothesis, a study consisted of two parts was designed. The first part (mid-training) was an online survey administered to 255 adult learners enrolled in French university online courses. In the second part (end-training) data from final examination were collected. As hypothesized, logistic regression analyses show that self-efficacy and motivation promote training commitment and exert indirect influence on retention and achievement (commitment moderator effect). Moreover, they reveal that commitment is a positive predictor of retention and achievement. Thus, our results were consistent with a number of past studies focused on face-to-face environments and shed light on the importance of students' motivational and commitment dynamics in online context. Finally, the study findings offer a precious information source for scientists and practitioners who are concerned by the use, development and success of e-learning systems.

The seven C's of digital career literacy

Hooley Tristram
University of Derby, UK

The internet has radically reshaped the context within which career is conducted and the skills that individuals need to pursue their careers within this context. While much discussion in the field of career development has focused on the role that new technologies can play in the delivery of careers services there has been little discussion about how the internet reshapes the objectives of career development by introducing new career management skills and reshaping existing ones. New competencies are developing around the ability to build an online profile, to manage interactions and networks online and to create career relevant content. It is possible to describe the attributes and competencies that enable an individual to utilise the online environment to build their career as "digital career literacy". This session will introduce the 7 C's framework of digital career literacy and outline how it can be used by careers worker with their clients. The 7 C's have been synthesised from existing career management, information literacy and digital literacy frameworks and can be summarised as follows: • Changing describes the ability to understand and adapt to changing online career contexts and to learn to use new technologies for the purpose of career building. • Collecting describes the ability to source, manage and retrieve career information and resources. • Critiquing describes the ability to understand the nature of online career information and resources, to analyse its provenance and to consider its usefulness for a career. • Connecting describes the ability to build relationships and networks online that can support career development. • Communicating describes the ability to interact effectively across a range of different platforms, to understand the genre and netiquette of different interactions and to use them in the context of career. • Creating describes the ability to create

online content that effectively represents the individual, their interests and their career history. • Curating describes the ability of an individual to reflect on and develop their digital footprint and online networks as part of their career building.

School of Psychology, Via Venezia 12 - Floor 2 (14.30-16.00 – Aula E)
Perspectives on Counseling – *Chair: Broonen Jean-Paul, Université Libre de Bruxelles, Belgium*

Homo consultans – the active man living life to the fullest or the helpless man 'drifting through life'?
Kargul Jozef & Bilon Anna
University of Lower Silesia, Wroclaw, Poland
The noticeable 'counselling boom' within western societies has resulted in the appearance of modern man that cannot dispense with the help provided by counsellors. Making use of John Holt's statement, we could say that more and more frequently, the individual experiences the situation that could be labeled as 'The Helping Hand Strikes Again!'. Trying to deal with contemporary reality, the individual encounters many 'advisers' – business advisers, tax advisers, diet advisers, spiritual advisers etc. Almost no spheres of human activity is free from 'helping hands' and the individual has less and less rights to deal with the problems without any help. The complexity of contemporary reality causes also the situation that, contrary to appearances, the individual becomes less and less competent to make his/her own (and relevant) decisions. Therefore, such individual can be denominated as homo consultans. In order to deal with the problems of daily reality s/he has to seek advises. Thus, s/he meets up with the counsellor. Most frequently this meeting has the educational or therapeutic purposes. The counselee wants to gain some knowledge, reduce the emotional distress or solve the problems of technical character. If s/he seeks advise too frequently, there is a threat of being 'dependent on counsellors' advices' and/or the 'syndrome of learned helplessness'. The questions appear: 1) How the individual can protect his/her own identity while making use of counsellors' help? 2) Can the modern man deal with reality without any help provided by counsellors? 3) Does the modern man need to defend himself against advisers? In our paper we would like to raise an issues of the dangers and threats that have appeared together with the 'counselling boom'. This boom has created not only the growing importance of professional counselling (psychological, pedagogical, career counselling etc.) but also the appearance of the 'vogue for counselling'. Taking a critical perspective of counselling analyzing and recognizing that some of today's counselling activities are of the market-based nature we would like to discuss the homo consultans condition. Therefore, we also will focus on the consequences of 'counselling boom', including the consequences for career counselling.

Argued debate: a resource reflexive activity for counseling and guidance professionals
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The argued debate is conventionally defined as the action of contradictorily examine an issue with one or more partners in a regulated and directed framework. Based on the co-construction of a reflection bringing the participants to become reflexive about their initial positions, this practice fits easily into new emancipative and constructivist approaches of guidance (Soidet, 2010). As a guidance and counseling activity, it seeks essentially to put individuals in a situation in which they can question prejudices and stereotypes that format their intentions and thus facilitate the emergence of barred options. From the side of the recipients, we see immediately the value of integrating such practices in guidance programs: co-work on representations of oneself, work, training, and development of listening skills, assertiveness or verbal reasoning. Furthermore, the debate seems well suited to mass guidance, with which our societies in crisis have to cope (Cohen-Scali and Kokosowski, 2010). On the professionals side, the practice of debate seems to us, on the one hand, a good opportunity to promote the development of skills related to group facilitation and, secondly, a way to question their profession within the organization through a collective work around some strong professional issues. This communication develops the last two points. It will

present, at first, an original training method created to develop facilitation skills of future counseling and guidance professionals, from different debate situations (case study, video analysis, simulations). Some elements of validation will be displayed, for example in terms of the evolution of self-efficacy to facilitate groups and observe their functioning. It will then focus on the interest to implement this practice in collectives of guidance and counseling practitioners. In addition to a discussion on the types of topics that may be discussed, illustrated by the presentation of some burning questions chosen by future professionals who have participated in our training for three years, we will analyze their representations (questionnaires) about the usefulness of establishing debates within a work collective.

Counseling plan inspired by Life Designing and Empowerment approaches

Chauvet André

André Chauvet Conseil, Auriol, France

Lifelong guidance issues, both individual and collective, are central. In France, the 2009 law about «Lifelong Guidance and Vocational Training» makes them a prior concern. Skills-Assessment Test ("bilan de compétences"), as established by the law in 1991, already integrated this question. Currently in preparation, a new legislation provides a service named «Career Development Counseling». If everyone in France agrees on the need for such services, aims and methodologies are far from consensual. Several studies show that these services are very heterogeneous in terms of purposes, attitudes and methods. Moreover, current disruptions in professional lives (more transitions and re-negotiations, multiform uncertainties, incessant questioning, spreading vulnerability and helplessness feeling) lead to reconsider the very nature of such services, but also their content, the assumptions on which they are based, and the required professionalism to provide them to people. Life Designing approaches have greatly inspired many counseling plans that we have developed and tested. They offer a less chronological, more iterative approach, based upon a supportive attitude which focuses on mediation more than on data interpretation, and on empowerment. They are based upon several principles that are declined in interventional methodology: a holistic regard on the individual; an extensive work upon environment resources, enabling strategic opportunities; a use of the concept of scenario including alternatives that take vagaries into account; a collective support system for individuals to join a benevolent and motivating group; a mediative professional attitude; a step-by-step sense-making process, simultaneously with sensible micro-actions («Act is to start»). We present these experiments, in particular our work on «Skills Assessment Test 2.0» ("bilan de competences 2.00"), which includes, while being compliant with legislation requirements, all these innovations, and also several empowerment-based plans that have been tested in a Leonardo Project with partners from several european countries.

Application of positive attitude at workplace: performance improvement

Abdolshah Mohammad[1], Akbari Eisa[2] & Abdolshah Majid[3]

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[3]Amir Kabir University, Iran

In the past, psychological studies were focused on application of positivism, but now positivism research has also been noted in the field of organizational behavior. In this paper, at first, the role of human resources in organizations as development perspectives in terms of capital has been investigated and then in order to express the positive psychology of business-oriented capitals, positive psychology of the enterprise oriented organizations and positive oriented organizational topic have been studied. Finally positive effects in the organization expression were studied which indicated the capabilities of employees to create a positive work environment in such a way that managers can expect a better performance of their employees.

School of Psychology, Via Venezia 12 - Floor 3 (14.30-16.00 – Aula F)
Adulthood and career construction – *Chair: Vilhjálmsdóttir Guðbjörg, University of Iceland*

Understanding Common Themes of Motivation and Coping as a Function of Resiliency: Insight into Career Development Assessment
Falkoski Jennifer
Realizing Aptitudes Foundation, USA
This presentation will provide career development professionals and educators with more information on the content overlap between motivational and coping assessments used in the field. Additionally, this presentation will discuss the constructs of motivation and coping and the discrepancies between some of the components of motivational theory and the way this construct is measured or assessed in an adolescent and adult population. Additionally, this presentation emphasizes the common themes between these two constructs in the assessment arena as identified through qualitative content analysis. The importance of type of coping (adaptive vs. maladaptive) will also be conveyed both in terms of promoting insight into the role this construct plays in shaping adolescent and adult resilience trajectories and the relevance this has to career development, but also, how this type of assessment is best used in career development. Finally, this presentation provides overall recommendations to career development practitioners, educators and other related professionals as to which class of assessment, motivation or coping, could be the most useful based on the specific population(s) these professionals are working with.

A sense of adulthood of young adults and their life satisfaction. Mediation role of time perspective
Paszkowska-Rogacz Anna
University of Lodz, Poland
The study sought to investigate the relationship between two dimension of the sens of adulthood (Coping with Tasks and Building Relationships) and the life satisfaction (LS) of young adults with the mediating role of six time perspectives (TP). The study involved 208 people aged 19 - 35 years who filled out the Sens of Adulthood Scale (Zagorska, 2004), The Satisfaction with Life Scale (Juczyński, 2009), and the Zimbardo Time Perspective Inventory (Zimbardo, Boyd, 1999). As was predicted one dimension of the sens of adulthood – Coping with Tasks - correlated with the high LS. On the contrary the second dimension – Building Relationships correlated with the low LS. These effects were mediated by Past-negative, Past-positive and Present-fatalist time perspectives. Other TP showed no mediation effect. Results partly support the research by Zimbardo and Boniwell (2004). Referring to studies by Phan (2009), one can speculate why the mediation role of present positive and future time perspective on the LS was absent in the model.

Inventing the Future: Sustaining Hope, Searching for Purpose in the Transition from Adolescence to Adulthood
San Antonio Donna Marie
Lesley University, USA
The Lives in Transition Project is a longitudinal study that explores the ways young people navigate transitions in community, school, family, and peer group, from elementary school through the age of 25. Through an ecological, developmental, and phenomenological lens, the study listens for the "invention of oneself" in the narratives of the 20 research participants, now young adults. A thread of hope and aspiration runs through the various stories of success, contentment, resolution, disappointment, depression, substance abuse, and relationship violence. The evolving case studies are interpreted within a socio-cultural, political, and economic context. The case studies find common and divergent experiences for research participants from a wide range of social class backgrounds, family support, and employment and educational opportunities. In this 20-minute presentation, I will use the longitudinal case studies and the words of research participants to explore these questions: How do young adults enact a search for exigent purpose in their lives? What do we learn about the milieu that supports or constrains imagination, hope, optimism, self-authorship, and possibility development? In what ways do backgrounds of affluence and poverty play a role in opportunity, access, and success and how do young people make meaning of these possibilities and constraints? Finally, what can we as counselors do to attend to the interpersonal, social, emotional, and practical concerns of young adults as they work to "invent the future"? In my work with

these research participants over the last 14 years, I have witnessed struggle and strength, despair and determination, injustice and liberation. What is most striking, however, is an underlying resilience – a driving persistence to find a place and a purpose in life. During these tender years of emerging adulthood, when suicide is a leading cause of death, the counselor is called upon to enter the world of the young adult, often marked by deep loneliness and unbounded, creative passion. This presentation will help us think about how to provide a secure base, open a space for understanding, and respond in a way that sustains hope and resilience.

Fertility intentions of highly educated men and women and the rush hour of life
Buber-Ennser Isabella[1], Panova Ralina[2] & Dorbritz Jürgen[2]
[1]*Vienna Institute of Demography, Austrian Academy of Sciences, Austria*
[2]*Federal Institute for Population Research, Wiesbaden, Germany*
Based on the Generations and Gender Survey (GGS) we study fertility intentions of highly educated women and men. More specifically, we concentrate on 2.187 university degree holders aged 27 to 40 years in Germany, Austria, France, the Netherlands and Norway. The life span between the mid twenties and the late thirties is characterized by multiple demands, especially among highly educated persons. In recent years, the expression "rush hour of life" has been used to describe periods of time when conflicting demands are felt most pressing. We operationalize the "rush hour of life" in a multivariate framework by taking into consideration both status and duration of partnership and employment. Further employment related aspects like type of contract or satisfaction with job security, quality of partnership as well as demographic characteristics (age, parity, country) are included. Using probit regressions, the central variable is the intention to have a child within the next three years. Analyses are carried out for men and women as well as for both sexes separately to detect possible gender-specific differences in the association between fertility intentions and partnership and employment related aspects. We find that especially among childless university degree holders part-time work is associated with lower fertility intentions which might be explained by a not yet successful integration into the labor market. An excessive amount of working hours is associated with lower fertility intentions among women, but higher intentions among men, indicating on the one hand difficulties in combing family and work for women and on the other hand sufficient economic resources for family formation for men. A recent change in the job is associated with low fertility intentions. Country specific analyses reveal that temporary contracts are associated with decreased fertility intentions in Germany, especially among childless, but not in Austria, France or the Netherlands.

School of Psychology, Via Venezia 12 - Floor 3 (14.30-16.00 – Aula G)
Resilienza, speranza e prospettiva temporale all'università
Chair: Magnano Paola, Università Kore di Enna, Italia

Resilienza e successo accademico. Risultati da un'indagine sugli studenti patavini
Mega Carolina[1], Visentin Elisa[1], Da Re Lorenza[1], Clerici Renata[2] & Giraldo Anna[2]
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Quali sono le principali cause che incidono sull'abbandono, sul ritardo e sul cambio di percorso negli studi universitari? Quali atteggiamenti e quali risorse personali mettono in campo gli studenti che riescono a superare le difficoltà? Un maggiore successo accademico è legato ad un approccio autoregolato verso lo studio (Abar & Loken, 2010; Greene & Azevedo, 2010), alti obiettivi di padronanza e alta percezione di abilità (Ferla et al., 2008; Senko et al., 2011) ed alte emozioni positive verso lo studio (Pekrun et al., 2011; Schutz & Pekrun, 2007). Recenti ricerche hanno dimostrato che gli studenti resilienti tendono ad impegnarsi maggiormente nella risoluzione delle difficoltà, dimostrandosi più flessibili nell'affrontare le sfide cui vanno incontro (Gayles, 2005; Sharkey, 2008). Scopo principale di questo studio è quello di valutare come la resilienza legata allo studio contribuisca al successo accademico. I dati della ricerca provengono da un'indagine CAWI condotta nel 2012 su una coorte di immatricolati ai corsi triennali dell'Università di Padova, integrati con informazioni sulle carriere accademiche provenienti dagli archivi amministrativi

dell'Ateneo. La popolazione di riferimento è la coorte di studenti immatricolati nell'a.a. 2006/07 ad un Corso di Laurea triennale dell'Ateneo. Il questionario, somministrato on-line, è composto da cinque parti che indagano: il background personale e familiare degli studenti; la loro carriera scolastica ed universitaria; gli aspetti strategici, motivazionali, emotivi e di resilienza legati allo studio; la conoscenza e l'utilizzo di alcuni servizi di supporto agli studenti dell'Ateneo di Padova. Vengono condotte analisi statistiche attraverso modelli multivariati per indagare il legame tra resilienza e successo accademico, e la sua relazione con altri aspetti psicologici, caratteristiche personali e di contesto. I risultati della ricerca permettono di individuare i fattori che influiscono sulle carriere degli studenti, in particolare sul rallentamento e l'abbandono degli studi universitari. Interesse particolare viene dedicato al ruolo svolto dalla resilienza legata allo studio. I risultati emersi suggeriscono alcuni interessanti spunti di riflessione sugli interventi che possono essere progettati per supportare gli studenti ad utilizzare al meglio le proprie abilità e competenze, al fine di controllare attivamente la propria carriera universitaria.

Orientamento per il processo decisionale in periodi di transizione accademici
Pol Asmarats Cristina, Figuera Gazo Pilar & Alvárez González Manuel
Università di Barcellona, Spagna
Il gruppo di ricerca TRALS (Transizioni accademiche e di lavoro) dell'Università di Barcellona, sta attualmente sviluppando una ricerca sulla persistenza e l'abbandono nel primo anno di Università, in Scienze Sociali. Ha lo scopo di approfondire lo studio dei fattori esplicativi che portano all'abbandono e, a sua volta, a quei fattori che influenzano nelle transizioni di successo in questi studi. I risultati di questa ricerca mostrano che ci sono misure scarse in materia di orientamento professionale nel sistema d'istruzione e, in particolare, grosse carenze rispetto al processo decisionale implicito nello sviluppo del progetto accademico-professionale. Questi risultati giustificano un intervento incentrato sul orientamento nel processo decisionale. Pertanto, la tesi dottorale "l'orientamento nella transizione all'università" —attualmente in corso— si propone di mostrare se l'orientamento contribuisce alla qualità della transizione all'università e favorisce nella comprensione dei processi decisionali che realizzano gli studenti dalla tappa d'istruzione scolastica fino all'università. Questo articolo ha come fine determinare la conoscenza che gli studenti hanno sul loro processo decisionale nella scelta universitaria. Per fare ciò, si è progettato, sviluppato e realizzato un questionario ad hoc nominato "il processo decisionale degli studenti nel primo anno universitario nel campo della scienza della formazione e della psicologia". Il campione è composto degli studenti di primo anno di diverse Lauree (ad esempio scienze dell'educazione, psicologia o scienze della formazione primaria). Lo strumento presentato è strutturato in quattro aree principali, con le loro rispettive dimensioni: (1) Caratteristiche delle persone che iniziano il processo decisionale —dati d'identificazione, profilo degli studenti e background accademico precedente; (2) Processo che segue lo studente per decidere —stile decisionale, influenze nel processo e azioni (personali o contestuali); (3) Scelta degli studi universitari —aspettative e dimensioni cognitiva, emotiva e sociale; e (4) Valutazione prospettiva del grado di soddisfazione —rendimento accademico, gestione dello studio e soddisfazione personale.

L'Apprendimento Servizio come risposta alla mancanza di speranza degli universitari dinanzi al loro futuro professionale
Araceli del Pozo Armentia, Fontana Abad Mónica, Carpintero Molina Elvira & Avila Zhara
Università Complutense di Madrid, Spagna
Oggi viviamo in un momento di oggettiva crisi socio-economica che sta generando un senso di grande pessimismo riguardo al futuro del lavoro e questo pessimismo è tangibile e si sente nelle aule universitarie. A questa situazione si aggiunge una completa assenza di orizzonti e di aspettative che ostacolano la creatività e la capacità imprenditoriali tra gli studenti nei loro ultimi anni di carriera. L'obiettivo di questo studio è quello di presentare i vantaggi di una metodologia alternativa come è l'apprendimento servizio, sia per gli studenti universitari sia per il contesto sociale circostante. L'Apprendimento Servizio è definito come un insieme di attività e programmi di servizio e di supporto portati avanti dagli studenti. Lo scopo e di rispondere efficacemente ai bisogni di una comunità, la comunità circondante. Le attività organizzate in modo di poter anche integrare il contenuto del curriculum, fa si che alla fine si trova un modo efficace di ottimizzare l'apprendimento. Dal punto di vista metodologico, lo scopo consiste nell'osservazione e ulteriore studio dei vantaggi dell'apprendimento servizio. Si propone di conseguenza, un disegno descrittivo

esplorativo, con un gruppo pilota costituito da 10 studenti. Per analizzare questi benefici si ha lavorato in uno strumento sviluppato ad hoc, che viene applicato sia alle istituzioni sociali che agli studenti. Per quanto riguarda i risultati, si può affermare l'incremento nel grado di soddisfazione riguardo l'apprendimento percepito e, quindi, un aumento anche dell'ottimismo in relazione alla futura carriera professionale degli studenti. Le diverse istituzioni, nel frattempo, hanno confermato che questo nuovo modo di apprendimento risponde alle reali esigenze che si presentano nel loro lavoro quotidiano.

Positivitá/negativitá di fronte al futuro professionale di studenti universitari e il loro rapporto con la motivazione della scelta di carriera e la tradizione dei loro genitori

Fontana Abad Mónica, Carpintero Molina Elvira, Araceli del Pozo Armentia, Biencinto Chantal & Avila Zhara
Facultad de Educación, Università Complutense di Madrid, Spagna

Negli ultimi anni, il numero di studenti che si iscrivono all'università è notevolmente aumentato. Questa situazione, che può essere interpretata come positiva, ha creato uno squilibrio nel mercato di lavoro, in cui domanda e offerta sono sbilanciati. A loro volta, ci troviamo con un alto numero di giovani eccessivamente qualificati che si trovano senza lavoro. La domanda che nasce davanti a questa realtà è la seguente: È veramente questa la scena attuale o ci sono delle circostanze, altre variabili, che accrescono il pessimismo palpabile nell'ambiente universitario? L'obiettivo di questa ricerca è quello di esplorare il livello di positività/negatività verso il futuro professionale (scopo e motivazioni) di studenti universitari e il rapporto di ciò con le seguenti variabili: i motivi di scelta degli studi, il sesso e la professione dei genitori. Dal punto di vista del Metodo si ha realizzato uno studio descrittivo-correlazionale attraverso il quale viene illustrata il rapporto tra le motivazioni della scelta degli studi, la professione dei genitori e l'atteggiamento per la futura occupazione, in un campione di studenti universitari di diverse Facoltà. A questo scopo è stato sviluppato un questionario sociodemografico per esplorare le ragioni per la scelta degli studi e le tradizione professionale dei genitori. Inoltre, per studiare gli atteggiamenti e le aspettative del futuro, è stato applicato il Test de Orientación Vital-Revisado (LOT-R) di Scheier, Varver e Bridges (1994) nella sua versione spagnola (Otero, Luengo, Romero, Gómez-Fraguela e Castro, 1998).

School of Psychology, Via Venezia 12 - Floor 3 (14.30-16.00 – Aula H)
Adolescents in transition – *Chair: Leong Frederick T.L. , Michigan State University, USA*

Transfers and transitions: Increasing opportunities of development. An evaluation of public "Instituts-Escola" in Catalonia

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Universitat Autònoma de Barcelona1, Spain

After the approval of the Catalan Education Act (2009) 18 public educational institutions became "Instituts – Escola" (I-E) institutions covering education from 3 to 16 (bringing together primary and secondary compulsory education; ISCED1, ISCED2 altogether) a model quite generalized in private institutions but lost in the public sector (which represents 65% of the offer) after the civil war. The Catalan Evaluation Agency promoted an evaluation of those institutions considering curricular, organizational and guidance issues. In this paper those guidance and counselling issues are considered giving a special attention to transitions and transfers (as defined by Galton, Morrisson and Pell, 2000). Those two types of changes are crucial when trying to understand the difficulties and also the opportunities of those more vulnerable, trying to build a fruitful educational and vocational itinerary. The sample, composed by 11 of those institutions and 17 public primary and 11 secondary schools in the same area with a certain degree of coordination between primary and secondary education, brought answers by 361 professionals (teachers, managers, tutors) and 124 representatives of families. The evaluation was conducted through a questionnaire delivered to managers, those with guidance responsibilities a sample of teachers and a sample of families. The questionnaire had two forms on the response: with the same items, respondents were asked to show (rank) their perceptions about the present situation and to show their desired situations concerning organizational, curricular, guidance issues. Field visits and interviews were also held both in the "institus Escola" and in some separate institutions. Comparisons were made between types of institutions and also within I-E. The evaluation has identified 50 practices of reference and key issues to take into account when guiding pupils from pre

primary to secondary and beyond It has also shown that perceptions vary significatively between parents, managers, teachers and families according to their adscription to I-E or to separate institutions. In most of the dimensions the highest perceptions were held by those belonging to I-E. This paper focuses on the results of the survey specially on guidance issues and underlines the importance of some findings when taking educational decisions in vulnerable contexts.

At-risk College Students, Educational Pathways and Resilience: How and When Do These Students Overcome Hurdles?

Picard France[1], Canisius Kamanzi Pierre[1] & Labrosse Julie[2]
[1]Université Laval, Québec, Canada
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Terrisse and Lefebvre (2007) define resilience as the ability to adapt to adverse conditions when a student is exposed to risk factors and protective factors in his or her environment. Our longitudinal study was conducted in Québec (Canada) among a group of at-risk students struggling academically and/or with career indecision during the transition from high school to the start of college (the first level of a two-tiered higher education system in Québec), as well as issues related to college integration and persistence. At the start of college, this group appears to share several distinguishing characteristics: greater socioeconomic heterogeneity, high school education paths interspersed with hurdles and detours (e.g. failed courses, repeated academic years, interrupted studies, adult education), as well as more pronounced academic and career indecision (Picard, Boutin & Skakni, 2010). Many of these students—for whom uncertainty over persisting in college looms large—were enrolled in a transition program (Session d'accueil et d'intégration [SAI]). Our sample included two cohorts and used two waves of data collection for each. The cohorts comprised two groups: students enrolled in an SAI and those enrolled in a regular program (either pre-university or career or technical). In the first cohort, 920 first-year college students (SAI = 481; regular programs = 439) took part in this study. The second cohort included 966 freshmen (SAI = 520; regular programs = 446). Each cohort was tracked for a period of 18 months. What happens to these youth when the promises of a higher education are far from certain? To what extent does implementing a transition program such as the SAI foster successful integration in college, encourage persistence and/or fulfill career or education goals? What events shape these students' educational pathways (e.g. switching programs or institutions, interrupting studies)? Which protective factors in a college environment can they count on? Focusing on the SAI, the survey in our study enabled us to define a morphology of student pathways by identifying specific hurdles along the path as well as their diminishing impact over time.

Analysis of the factors involved in applying to university and the construction of a personal formative project

Álvarez Pérez Pedro R., Pérez-Jorge David & López Aguilar David
Universidad de La Laguna, Spain

New university students encounter many different difficulties which make them fail when adapting to this new formative stage which should lead them to the world of work. The concern produced by university students abandoning their courses, in Spain, becomes evident from the moment there is evidence saying that the numbers in many cases double the European average. The study on the reasons behind this reality reveals that abandonment is a multifactorial problem in which, besides the variables present in the context, the variables present in the subject and the personal characteristics intervene and thus this influence can determine the possibilities of adaptation and of success at university. Within the latter, the ability to set goals and to plan the steps to follow in one's vocational development is one of the key factors which should be improved so as to stop students leaving. With the aim of assessing how university students plan and manage their formative and professional project, a study with a sample of 115 students taken from the first years of the Degree in Infant and Primary Education at La Laguna University (Spain) was undertaken. Starting from the hypothesis that many students apply for a course without having any information on the characteristics of the current formative model and that they have not established the steps or the path to follow to reach the goals which will guide them to the job world. The results show that the information with which students applied to university was very little, that the expectations set on the courses had changed and that only half of the participants had thought about future decisions when finishing their learning

process. These results should be used to plan programmes that which could enhance those capacities which are considered decisive to guarantee an adaptation, to keep students from leaving and promote a project for the future, leading towards one's professional performance.

My life as a movie, my future as a short story: Portuguese adolescents understanding of career choices and transitions

Soares Diana[1] & Parada Filomena[2]
[1]*Instituto de Educação, Universidade do Minho, Portugal*
[2]*Instituto de Psicologia Cognitiva, Desenvolvimento Vocacional e Social da Universidade de Coimbra, Portugal*

It is the aim of this presentation to weigh in and discuss how Portuguese adolescents construct career choices and transitions, and to derive some practice implications. Participants are 50 9th grade students, coming from a school located in Porto's great area. All participants, either in small groups or as a class, discussed Marco's vocational dilemma, which was presented to them as an activity in their career counselling sessions. Marco is a 9th grade student that, like study participants, needs to choose a secondary education track and is extremely confused about what to do. Participants, while discussing the dilemma, were asked to answer 4 questions: 2 questions focused on how they conceptualized Marco's problem and 2 on the types of strategies they identified or suggested for solving it. Based on a thematic analysis of participants' answers, it is possible to conclude that rather consistent views prevail between students conception of Marco's problem and the strategies they propose for dealing with it. For example, some participants understand career choices as irreversible. For those participants, the best way in which Marco can deal with the his dilemma is to avoid making a definite compromise or decision (e.g., to pursue his studies so that he might know what to choose later on), or to be extremely pragmatic on his approach of the situation (e.g., to invest in his education and training because this will open him doors when attempting to access the labour market). We believe that practitioners, in order to effectively address such complexity, should adopt a more comprehensive perspective on vocational events and transitions, embracing not only their non-linearity but also the high likelihood of occurrence of non-events. Furthermore, the temporality underlying youths' projects seems to be dislocated from the future to the extended present, something requiring individuals highly complex cognitive and behavioral skills to manage their daily lives and the uncertainty that comes with it.

School of Psychology, Via Venezia 12 - Floor 3 (14.30-16.00 – Aula I)
Positive psychology and employability – *Chair: Robusto Egidio, University of Padova, Italy*

A Case Study of Resilience in Clients of a Public Employment Service (PES) in the Republic of Ireland

Keogh Siobhan[1] & Hearne Lucy[2]
[1]*Local Employment Service, Republic of Ireland*
[2]*University of Limerick, Republic of Ireland*

A specific focus of the research was to examine individual client's experiences of being unemployed in Ireland in 2012 and the factors that affect their levels of resilience. It also aims to contribute to good practice by informing career practitioners on the nurturing and development of resilience in their clients. In the context of unemployment resilience has been identified as an important factor in the ability of individuals to manage transitions, and career practitioners need to support and encourage resiliency in their clients (Borgen et al, 2004; Fleig-Palmer, 2009; Bimrose & Hearne, 2012). Fostering resilience is influenced by a number of personal and environmental factors including social support (family, friends, and community), cognitive skills (coping style, personal control, intelligence) and psychological resources (internal locus of control, empathy, and self-efficacy) (Holaday & McPhearson, 1997; Masten, 2001; Hermann et al, 2011). The constructivist paradigm involved a case study analysis of ten clients' experiences in an Irish Local Employment Service (LES). A narrative inquiry approach gathered the narratives of the clients (McLeod, 1997; Savickas, 2005; McMahon and Watson, 2012). The empirical findings elucidate that unemployment affects individuals at a psychological, emotional and financial level, but there is individual variation in the experience of unemployment with some clients coping better than others. Client's resilience

appears to be dependent on a combination of personal and environmental factors. The Irish PES/LES has a central role in developing resilience in their clients during challenging economic times. Interventions include emotional exploration of the client's experience of unemployment, increasing knowledge and skills, building and maintaining a supportive network and increasing personal awareness. The research findings emphasize the importance of supportive relationships, staying connected to the world of work and training, having a personal action plan and maintaining physical and psychological wellbeing. Furthermore, in terms of employment policy, the emphasis on the achievement of targets should not negate the very real need for appropriate state interventions to support clients' mental health.

Adaptability and cooperation: the importance of connectedness in career construction
Pereira Teixeira Marco Antônio[1], Patta Bardagi Marucia[2] & Pacheco Lassance Maria Célia[1]
[1]Federal University of Rio Grande do Sul, Brazil
[2]Federal University of Santa Catarina, Brazil
Career adaptability can be defined as a set of coping resources someone has to deal with career tasks and transitions. Recently, researchers from several countries refined the conceptual definition of the construct and developed an international instrument to assess career adaptability called Career Adapt-Abilities Scale (CAAS), comprised of four dimensions: Concern, Control, Curiosity, and Confidence. Items for a fifth dimension, named Cooperation, were also included in the development of the instrument, but this dimension was later excluded from the international scale. Cooperation can be understood as a disposition to work with others in a collaborative manner, aligned with a concern for the needs of others. In this study we investigated the relationship of Cooperation with the proposed four dimensions of adaptability. Participants were 908 adults aged between 18 and 68 years (71.5% female). The instruments employed were the Brazilian version of the CAAS and a subset of the items originally included to evaluate Cooperation, forming a Cooperation Scale (8 items; alpha=0.83). Correlational analyses showed small to moderate correlations between Cooperation and the adaptability dimensions: .24 (Concern), .35 (Control), .45 (Curiosity), and .44 (Confidence). Cooperation was also more clearly correlated with the personality factors Agreeableness (.51) and Neuroticism (-.36). These results suggest that Cooperation, although can be considered distinct from career adaptability as operationalized in CAAS, is an important personal competence associated with the adaptive processes involved in career construction, as well as with positive psychological functioning. Conceptually, Cooperation is related to the Adlerian concept of social interest which is considered a psychological characteristic that enables people to find meaning in life as they connect to others and the social life. Although career adaptation may require intrapersonal abilities such as concern, curiosity, confidence and control, the meaning of the experiences may be dependent on the way someone feels committed to the social context. As such, Cooperation is an aspect that should be evaluated and even promoted during career counseling, in order to help clients reflect about how they want to connect to others and society through work, thus constructing a more meaningful career.

The relationship between unemployment and coping resources: A longitudinal perspective
Maslić Seršić Darja[1] & Canetto Silvia Sara[2]
[1]University of Zagreb, Croatia
[2]Colorado State University, USA
Employment provides benefits that are critical to well-being. Because of that, employed persons have better mental and physical health than unemployed persons. Also, persons who are unemployed for an extended period of time experience deterioration of physical, social and psychological health. Consequently, the coping resources of persons who are unemployed for an extended period of time decrease as well, and it becomes more and more difficult for them to be re-employed. Reemployment breaks this vicious circle, placing persons in situations where resources for psychosocial growth are accessible again. Given these premises, it is predicted that individual with better coping resources will be re-employed sooner than individuals with worse coping resources, and also that prolonged unemployment will be followed by decreases, and reemployment by increases in coping resources. In this longitudinal study we examined the coping resources of recently unemployed persons. The individual and situational resources assessed in this study were: perceived financial strain, core self-evaluation, social support, and job valuation. Two waves of data-collection (second wave after 6 months) were conducted with a sample

(N=274) of persons who recently became unemployed, and who had various demographic and employment profiles. The results of 2x2 repeated-measures ANCOVAs showed different trajectories of coping resources during prolonged unemployment and after re-employment. Perceived social support decreased during unemployment. Core self-evaluation predicted employment status six months after job loss, with its variability during the study's period being moderated by employment status—specifically, unemployed individuals showed decreased social support. Financial deprivation was a significant predictor of reemployment but did not change during the study's period and did not depend on employment status. Finally, job valuation was not a predictor of reemployment, with individual changes in job valuation during the study's period depending on employment status—specifically job valuation increased among reemployed individuals and decreased in the still unemployed. The findings of this study will be discussed in light of their implications for psychosocial interventions aimed at supporting successful coping during unemployment as well as fast re-employment.

Life satisfaction and self-esteem of unemployed adults: Effects of gender and motivational pattern
Ferreira Joaquim Armando, Azevedo Freitas Raquel & Santos Eduardo R.
University of Coimbra, Portugal
Unemployment has been related to mental health problems, and other forms of disturbances, and to well-being and quality of life (e.g., Flatau, Galea, & Petridis, 2000; Kentikelenis et al., 2011; Osipow, & Fitzgerald, 1993; Paul, & Moser, 2009). Although for many decades, researchers have been aware of this phenomenon (e.g., Bakke, 1933; Gallie, 2004; Wacquant, 2007), there is still a lack of research on unemployment and its impact on the life of people and society (Santos et al., 2010). The purpose of the present study is to investigate single and interaction effects of gender and motivational pattern on life satisfaction and self-esteem of unemployed adults in Portugal. Participants consisted of 900 unemployed adults, 450 females and 450 males, who responded to the Assessment of Personal Agency Beliefs Patterns (APP), Rosenberg Self-Esteem Scale, Satisfaction with Life Scale, and a Demographic Questionnaire. According to the results on the APP, participants were grouped in 3 levels. 302 (33.6%) were considered high motivational patterns (Tenacious, Robust, and Encouraged patterns), 576 (64%) as moderate motivational patterns (Cautious and Discouraged), and 22 participants (2.4%) as low motivational patterns (Hopeless and Insecure). Results revealed a significant main effect of the motivational pattern on life satisfaction (F=9.877; p=.000), with higher motivational patterns showing higher levels of satisfaction with life. An interaction effect (gender X motivational pattern) was found for self-esteem (F=5.919; p=.003), suggesting that females tend to stabilize self-esteem from moderate to low motivational patterns, and male participants drop considerably on self-esteem from moderate to low motivational patterns. Implications for counseling interventions with unemployed persons will be addressed.

School of Psychology, Via Venezia 12 - Floor 3 (14.30-15.00 – Aula L)
Hope: What is it, how do we measure it, and how do we promote it?
Chair: Brown Steven D., Loyola University Chicago, USA

Hope as a resource for self-directed career management: investigating mediating effects on proactive career behaviors
Hirschi Andreas
University of Lausanne, Switzerland
Hope is increasingly recognized as an important psychological resource for career development yet empirical research is on its functioning in this domain is sparse. The present paper investigated among two independent samples of working professionals (N=242) and university students (N=1,309) how dispositional hope in terms of agency and pathways thinking is related to career decidedness, planning, and self-efficacy beliefs and whether these more proximal career attitudes would mediate the effects of hope on proactive career behaviors. The results showed that within both samples both dimensions of hope were positively correlated with all career variables. However, the mediation model was only confirmed among students. The results suggest that hope-agency has stronger direct effects on proactive career behaviors than hope-pathways and that hope affects career development differently among students and employees.

The role of hope on adolescents career construction
Ferrari Lea & Nota Laura
University of Padova, Italy
The actual social and economic changes underscore that future is now unforeseeable, unstable, uncertain and threatening as ever in the past. Many data in Western countries shows career and life of youth are highly impacted by the consequences of liquid modernity (Bauman, 2013). In many EU countries youth become a category at risk of marginalization and poverty, with an unemployment rate that in Italy is around 29% (ISTAT, 2013). In this conditions hope could have a protective role in prevent form work and life dissatisfaction (Brown et al., 2012). Empirical evidence shows people with higher levels of hope typically are more optimistic, more resilient, have a greater perceived purpose in life, have more positive thoughts, higher self-esteem, higher academic achievement (Valle, Heubner,& Suldo, 2004; Day, Hanson, et al., 2010; Ferrari, 2012; Nota & Soresi, 2012). The Larios Laboratory launched at the beginning of 2012 the IHRT research team, a group of practitioners and scholars of many Italian universities interested in studying the role of hope and also optimism, time perspective and resilience in career and life construction of youth and adults. In this contribution we will present the first results of the project focused on adolescents. The project aimed to measures levels of hope in adolescents using the Hope Scale (Snyder et al., 1996) and the questionnaire Pro.Spera (Soresi, Ferrari, Nota, & Sgaramella, 2012) and their relations with other career construction dimensions. In the first part of the talk the instruments will be presented and in the second part the relations of hope with other variables as for example career preferences, career expectations, school grades will be discussed.

Construct redundancy in career guidance and counseling: The case of hope
Brown Steven D.
Loyola University Chicago, USA
In the process of developing and selecting measures to be used in our initial tests of a social cognitive model of vocational hope (see Brown et al., 2012) it became quickly apparent that there were a variety of remarkably similar future-oriented constructs in the vocational psychology and career guidance literatures that went by different names (e.g., career concern, work volition, career optimism, career pessimism, future time perspective, vocational hope, and hope)—a clear potential example of construct redundancy. In an attempt to avoid adding another redundant construct to the literature, we administered measures a variety of future-oriented constructs to a sample of 168 adolescents. We also included measures of dispositional optimism and mastery beliefs to explore the degree to which the measures of future-oriented constructs may be saturated by these two dispositional variables. Results of an exploratory factor analysis suggested a clear three-factor solution, with one of the factors potentially representing vocational hope—a positive motivational state associated with envisioning a future in which meaningful work is attainable. The rational for undertaking the study will be more fully developed in this presentation as will the results and implications of the analyses.

Fiera di Padova, Via Niccolò Tommaseo 59 (14.30-16.00 – Sala Carraresi)
Symposium: **Contemporary Intersectional Perspectives in Understanding Women's Work: Time for Something New** – *Chair: Schultheiss Donna E., Cleveland State University, USA*

Presentation. Second half of the twentieth century saw a rise in attention to the concerns of working women. Early discussions of women's occupational behavior focused on traditional and non-traditional career choices, career salience, gender role socialization, and barriers to women's career progress. Theories of women's career development then emerged that were similar to emerging feminist standpoint theories, in that they relied on gender differences as a critical organizing principle for understanding career. A critiques of feminist standpoint theory raised serious reservations about how one voice could speak for all women, attention was drawn to the career development of racial and sexual minorities, and great strides were made in integrating multicultural perspectives into women's career development. At the turn of the century when postmodern intersectional perspectives began to gain ground in feminist theory, vocational psychology took a turn away from career theories specific to women, in favor of theories applicable to both

sexes. A contemporary alternative to this split is offered by intersectional perspectives that acknowledge differences among women. Following calls for research that reveals deeper understandings of women's work by including the meaning women make of their own experiences, we present something new in each of the four papers presented in this symposium. The first presentation brings the ethical principles of beneficence and autonomy into sharp focus. It is argued that practice recommendations that encourage girls and women to enter non-traditional jobs as a means of balancing gender inequalities, may be instrumental in encouraging clients to enter occupational environments that run a high risk of sexual harassment. The second presentation explores the personal meaning of study and work for Israeli Arab female students. Qualitative data suggests that as women, and as Arabs, these participants are cultural and political minorities who demonstrate remarkable motivation to overcome difficulties to achieve their aspirations. The third presentation addresses how older women conceptualize their current career development and barriers. An in-depth understanding of the issues facing older women is presented. The final presentation advances relational perspectives by viewing intersectionality through a relational cultural lens to reveal the complexity of work and family integration for immigrant Turkish women. These presentations will be followed by a discussion led by an internationally prominent vocational scholar in women's careers.

Schultheiss Donna E.

Workplace sexual harassment: an ethical dilemma for career counselling and guidance?
Bimrose Jenny
Institute for Employment Research, The University of Warwick, UK
Occupational segregation is a characteristic of labour markets around the world. One important mechanism for creating and maintaining occupational segregation is sexual harassment, since its impact can discourage women, and men, from entering some areas of employment. While sexual harassment is suffered by men as well as women, the deleterious effects of discrimination and sexual harassment are particularly important inhibitors of women's career progression. They have been identified as major stressors in the lives of working women, alongside home conflicts, child-care responsibility, office politics, lack of career progression and sexism. Various studies testify to the high levels of sexual harassment experienced by women. In England, the Equal Opportunities Commission estimated that this happens to about half of all women in the workforce at some stage of their working lives. Consequences for both individual victims and organizations include: humiliation, self-blame, anger, loss of self-confidence, reduction in the ability to perform in the job, resignation, transfer, demotion, loss of jobs, decreased job satisfaction, decreased morale, damage to interpersonal relations at work and various economic losses. The frequency and consequences of sexual harassment highlight the importance of effective career counselling and guidance for girls and women. However, recommendations from studies into gender inequalities in the UK have often exhorted career practitioners to encourage women into non-traditional vocational education and occupational areas. Research into sexual harassment in the workplace raises questions around the ethics of career counselling and guidance practice, where practitioners embrace such recommendations since, in so doing, they may be instrumental in encouraging clients to enter occupational environments that run a high risk of sexual harassment. Four widely accepted principles underpinning codes of ethical practice, to which career professionals are asked to sign up as a condition of membership of professional associations are: beneficence, non-malfeasance, autonomy and justice. Two of these principles (beneficence and autonomy) are thrown into sharp focus for practice, where girls and women are encouraged into non-traditional jobs. This paper will discuss the implications of sexual harassment for ethical practice, drawing on empirical material from an on-going research study into the career development of women.

The meaning of work and studies among Israeli Arab women
Gali Cinamon Rachel & Margalit Ziv Halla Habib
Tel Aviv University, Israel
Many countries around the world have made significant progress in recent years toward gender equality in education (OECD 2012). Unfortunately, gender equality in the labor market is much less developed, and women continue to earn less than men, are less likely to hold managerial positions and are more likely to end their lives in poverty (Abele & Spurk, 2011). These discrepancies in the evolution of equality are

especially glaring among minorities. The current study use Social Cognitive Career theory to learn about the personal meaning of study and work of Israeli Arab female students who study early education in a Arabic academic college. Arabs in Israel comprise a minority population, consisting of 20% of the general population. The Arab culture is more traditional, homogenous, patriarchal-hierarchical and collective-oriented than the Israeli Jewish population. The current status of Israeli Arab women who live in a culture in transition as a culture and political minority, and as doubly discriminated against (as Arabs and as women) emphasizes the importance of exploring the process of their learning and work development. Ten Muslim Israeli women between the ages of 21-30 participated in this qualitative study. Six of the women are married. All of the participants are students of early education. An in-depth, semi-structured interview was developed for the current and focus on their personal meaning of study and work. The interviews (90-120 min each) were conducted in Arabic. The interviews were analyzed according to an adaptation of the CQR method (Rich and Cinamon, 2007). Six domains were identified through team discussions: studies, interpersonal relations, conflicts and difficulties, resources, decision-making processes, and future perceptions. Their stories indicate inner tensions and dilemmas, as well as inter-personal conflicts resulting from their efforts to study and to participate in the labor market. All the women demonstrated a remarkable level of motivation to overcome the difficulties and to achieve their aspirations, and at the same time, continue to be an integral part of their family and social environment. Theoretical and practical implications will be discussed.

The career development of older women workers: A qualitative analysis
Whiston Susan C.
Indiana University, USA
There is increasing interest in the career development of older workers as this population is growing (Bureau of Labor Statistics, 2012). In fact, in the United States, older workers have become the fastest growing sector of the labor market. Furthermore, according to Heppner (2013), one of the most salient predicators of virtually all aspects of an individual's career development is his or her gender and women have not achieved career equity with men. This paper is designed to examine the intersectionality of age and gender by examining the career development issues of older adult female workers. The affects of age-related changes on older workers' job performance is not very well documented (Sanders & McCready, 2009) and even less is known about the career development of older women workers. This paper will summarize the findings of a qualitative study of the work issues of women between the ages of 55 to 65. More specifically, the study will address how older women conceptualize their current career development and the barriers they experience in their daily work. The results will be compiled from the interviews of six women with the major themes being identified using consensual qualitative research (CQR) analysis. It is anticipated that this study will contribute to a better understanding of women's career development across the life-span by providing a rich and in depth understanding of the issues facing older women.

A feminist intersectional Perspective on the Relational Cultural Paradigm: Turkish Immigrant Women Negotiating Work and Family
Schultheiss Donna E.
Cleveland State University, USA
A feminist perspective on the relational cultural paradigm for vocational psychology provides a contemporary framework for understanding how gender and culture are experienced and practiced in relationship, and in turn, how from these relational cultural practices emerge identities, work-family integration, and life satisfaction. Embracing a feminist perspective that recognizes difference as an essential part of commonality (Glen, 1985), this framework to conceptualizes women's work as mutually constructed and influenced by gender, race, culture, class, nation, religion, sexual orientation, and the many other identities that women may embody. With a more complex and integrated conceptualization of women's work, psychologists could minimize the risk of making assumptions that homogenize women's work experiences. This presentation will respond to the current challenge for career theorists and practitioners to recognize broad-based conceptions of women's work, and work and family integration. The perspective set forth in this presentation supports an holistic integrative approach that recognizes and supports the value of relational connection as an opportunity to enrich work and relational lives. Answering a call for

research that explores the complex and contradicting realities of immigrants' adjustment to a new culture (Yakushko & Morgan, 2012), this presentation advances relational perspectives by viewing intersectionality through a relational cultural lens to reveal the complexity of work and family integration for immigrant women. Vignettes from interviews with Turkish immigrant women will illustrate the challenges and reward associated with intersecting identities. Implications for research and practice will be offered.

Discussant: Mary McMahon, *School of Education, The University of Queensland, Australia*

Fiera di Padova, Via Niccolò Tommaseo 59 (16.30-18.20 – Sala Carraresi)
Positive psychology and career counselors
Chair: Schiersmann Christiane, University of Heidelberg, Germany

The Role of Hope and Optimism in Career Counseling: An Overview of Research
Whiston Susan C.
Indiana University, USA
This presentation will explore the research related to hope and optimism in career counseling. In particular, the presentation will explore the role of hope and optimism in psychotherapy and determine what can be extrapolated to career counseling. The presenter will also summarize the research related specifically to career counseling and the role of hope and optimism in the process. This presentation will conclude with a brief overview of directions for future research concerning hope and optimism in career counseling.

Formation of Optimism as Counselor's Professionally Important Quality
Chebotareva Elena & Dmitrieva Ludmila
Peoples' Friendship University of Russia, Moscow, Russia
One of the main issues in vocational guidance and career education are professionally important qualities (PIQ) that should an expert in a certain professional field have. For the profession of psychologist this question is particularly relevant because "The primary and the main instrument here is the psychologist himself» (Bugental J., 1987, p. 265); Many researchers have noted the importance of qualities, correlated with the concept of optimism, in particular, such as cheerfulness, gaiety, stress and uncertainty resistance, risk taking, enthusiasm, etc. Our empirical study involved 135 people. There were four groups of subjects: junior students, master students, practicing psychologists with experience up to 3 years and experienced psychologists with experience more than 5 years. We applied the test for optimism (Fetiskin, Kozlov, Manuilov) for assessing the level of optimism, as well as nine other psychodiagnostic methods for evaluating the development of a psychologist's basic professionally important qualities. In a comparative study of the optimism in the four considered groups we see its gradual increase, but at every stage it remains at the level of "sober realism". Significant differences between master students and experienced professionals were revealed. The latter show joyous worldview, belief in yourself and in the people, in the human possibilities, belief in the progress of society. Analysis of the other qualities' dynamics suggest that the growing optimism may be due to self-actualization, self-assertion, increased knowledge and understanding of human nature, the growth of authenticity and creativity, the emergence of the holistic person. At all levels of professional development optimism is associated with such professional qualities as self-actualization, positive self-attitude, emotional intelligence. But there are correlations, specific for each stage of professionalization: for junior students optimism is also associated with self-confidence and altruistic orientation; for muster students - with the romantic orientation and social support getting; for young professionals - with self-management, self-worth; for the experienced psychologists – with the positive presentation of the human nature. Thus, emotional maturity, optimism are important factors in the professional self-fulfillment. For the successful formation of the quality it is necessary to consider the specific mechanisms of its functioning at different stages of professionalization.

Hope and Frustration in Finnish School Counsellor's Work

Silvonen Jussi & Puhakka Helena

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According to PISA research Finnish educational system is an obvious success-story. But behind the PISA scores there is a school reality becoming more and more complicated. The economic crisis in Europe and in Finland effects the school system, at the same time the resources of schools are decreasing and the demands of out-put are growing. A school counsellor is facing a basic dilemma: should she work for economic demands of labour markets or should she defend individual student's, some times non-rational, hopes and desires? How do a counsellor solve this dilemma? What are the sources of hope in counsellor's work? The questions above are investigated based on an ongoing research project about the work well-being of Finnish school counsellors. As a first round of the research, in spring 2010, an e-questionnaire was sent to all members of the Counsellor's Union (N=1751) with 751 responses (=43 %). The works conditions of school counsellors were investigated with a modification of Euroteach Scale. The work engagement was measured with a short version of Utrecht Work Engagement Scale (UWES). The results of the survey are interpreted in the perspective of positive psychology. We are interested in the hope creating aspects and conditions in the work of the counsellor. In the first step of the analysis we found out that counsellor's work engagement level is higher than the level of school teachers, or even school principals, in general. This finding will be evaluated in detail in the presentation. The differences in work engagement between sexes and between different school levels will be described. Further empirical results and theoretical interpretations of the findings of the first round of the research will be discussed in detail. The research project will continue with a new survey in spring 2013. Preliminary results of this survey will also be discussed.

A Critical Consideration of the Professional Resilience of Adult Guidance Practitioners in Challenging Times

Hearne Lucy

University of Limerick, Republic of Ireland

This paper will consider the nature of professional resilience for adult guidance practitioners from a critical perspective. It will refer to findings of an Irish exploratory study of adult guidance practitioners engaged in high-touch work in challenging contexts (Hearne, 2012). High touch work is "highly skilled professional attachment, involvement, and separation over and over again with one person after another" (Skovholt & Trotter-Mathison, 2011, p.106). In recessionary times, greater attention needs to be given to the concept of resiliency in career counselling theory and policy to help individuals cope with volatile labour markets (Bimrose et al, 2011; Fleig-Palmer et al, 2009; Kidd, 2006; Savickas et al, 2009). However, the concepts of developing resilience and managing adversity are questionned as there is an underlying assumption that it is the responsibility of the individual and a lack of resilience is a form of weakness (McLeod, 2007; Price et al, 2012). Furthermore, from a labour process perspective the intensification of control and casaulisation in employment practices has to be considered (Douglas, 2011; Price et al, 2012). The proposition of this paper is that an understanding of the complexities of maintaining professional resilience for career practitioners of adult careers services experiencing an expotential increase in client numbers is also important and requires critical analysis. Critical pedagogy rejects naturalism, rationality, neutrality and individualism and argues for a dialectic between individual agency and structural determinism (Kincheloe, 2008; Rogers, 2004). Specifically, within the context of tightened resources and increased demands for services, a critical psychology perspective challenges the dominant technical-rational approach underpinning the delivery of national careers services in Ireland (Bimrose & Hearne, 2012; Habermas, 1987; Prilleltensky & Stead, 2012; Rogers, 2004). It would appear that the proliferation of specific top-down regulatory practices within such services, e.g., complex administrative tasks, cost-benefit analysis, specified targets, imposition of new client groups, and economic value measurement places considerable pressure on practitioners (Hearne, 2012). The impact of such oppressive practices on the practitioner's identity, agency and individual, relational and organisational well-being requires a critique of the current system if we are to remain optimistic for the future of the profession.

A critical examination of Resilience and Resiliency in Guidance Counsellors in the Irish Post-Primary Sector

McDonnell Eimear & Hearne Lucy

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This paper will discuss a current research study positioned in the Irish post-primary sector. The aim of the study is to critically examine the nature of resilience for Guidance Counsellors during a time of radical changes to provision in the sector. In particular, it is focusing on the impact of the Irish Government Budget 2012 policy decisions to cut the ex-quota hours in the delivery of a wholeschool approach (WSA) of 'appropriate guidance'. From September 2012 guidance counselling provision in secondary schools is being managed by schools themselves from within their standard staffing schedule allocation (DES 2012). Initial evidence highlights the negative impact of this newly evolving method of service delivery. Results of a recent study conducted by the Institute of Guidance Counsellors (IGC) in Ireland indicates a 21.4% reduction in the overall provision of guidance counselling services and a 51.4% reduction in one-to-one counselling time (IGC 2013). Similarly, a Joint Managerial Body (representing the management of almost 400 voluntary secondary schools) survey of Principals clearly points to a serious undermining of the school experience for all students (JMB 2012). Therefore, an investigation of the professional and personal resilience of Guidance Counsellors and an understanding of what "appropriate guidance" actually means has never been more important (McCarthy 2012). Specifically with regards to the struggle to maintain a frontline service with fewer resources. Resilience is defined in the literature as "the motivational force within everyone that drives them to pursue wisdom, self-actualization and altruism and to be in harmony with a spiritual source of strength" (Richardson 2002, p.309). An interpretive methodological framework is being employed to gain insights into the professional and personal resilience of a sample of qualified guidance counsellors working in the sector (Thomas, 2009). This will involve a combination of semi-structured interviews and focus group interviews. It is anticipated that the findings will contribute significantly to the discourse on the resilience of guidance counsellors in the sector. It will also elucidate the key issues that have emerged as a consequence of such radical policy changes during a time of economic turbulence in Ireland.

School of Psychology, Via Venezia 12 - Floor 2 (16.10-18.00 – Aula A)
Managing difficult events – *Chair: Paixão Maria Paula, University of Coimbra, Portugal*

Social withdrawn children as young adults: Are they at higher risk of social and emotional (mal)adjustment?

Castro Fonseca António, Moreira André, Coelho Sofia, Paiva Joana & da Silva José Tomás

Faculty of Psychology and Educational Sciences, University of Coimbra, Portugal

The authors of the shootings that recently have taken place at high schools, universities and other public settings have often been described withdrawn and rejected children or adolescents. These descriptions reflect the assumption that such early stressing experiences, if unaddressed, lead to murder and suicide later in life. Generally, the evidence supporting this hypothesis comes from retrospective evaluations of people who performed such extreme acts of violence. A criticism of those one-off retrospective or life-time reports is that they are contaminated by errors of reminiscence. However, this risk can be greatly reduced or eliminated in the context of longitudinal designs with repeated assessments of the same subjects over time. Adopting this approach, the present study aims to examine whether social withdrawal in late childhood is linked to emotional problems and antisocial behavior in young adulthood, and whether this relationship are persist, when controlled for other confounding variables (e.g. low self-control)? Data were collected from a large cohort of Portuguese children first assessed, when they attended the second grade in public schools of Coimbra (wave 1) and subsequently interviewed 4 more times, the last one at the ages of 26-28 (wave 5). Information on children´s withdrawal was obtained from the participants who at the age of 11 years (wave 2) answered one question of the Youth Self-Report (Achenbach, 1991) related to this issue. Data on the young adult outcomes (wave 5) were gathered by self-report measures of antisocial behavior and aggression as well as of internalizing problems and general psychopathology. Results showed that, as young adults, social withdrawn children received significantly higher scores in aggression and antisocial behavior as well on internalizing problems (including anxiety and depression) than their non-isolated counterparts. However, the differences in aggression and antisocial behavior (but not in the internalizing

problems) disappeared when we controlled for low self-control. To a large extent, these findings are at odds with the conclusions of previous studies carried out in other countries, and suggest that the impact of children´s social withdrawal may not be so widespread across domains of mental health as previously believed.

The multiple faces of hope in Palliative Care
Draper Ana
Hertfordshire Community NHS Trust, The Isbister Centre, England
Therapeutic work with people who are dying and with their families is often seen as difficult because the outcome is fixed. Death is inevitably going to happen and no amount of therapy is going to change this. So, what can we hope for as therapists, and how can our work make a difference to families who are in the process of experiencing a death? The paper explores the dilemma of death talk with the family and gives examples of this dilemma in therapeutic conversations which focus on the co-creation of hopeful conversations about the death taking place.

A new paradigm in counseling and dealing with negative emotions, stress and work violence
Nabakka Mukasa Bbosa Susan, Nakagwa Ritah & Mugerwa Moses
YCWU-Youth Crime Watch Uganda, Kampala, Uganda
Stress has been linked to all the leading causes of death, such as cardiovascular disease, cancer, accidents and suicide. Almost 90 percent of all visits to primary health care providers are due to stress-related problems. Nearly one-half of all adults suffer adverse effects from stress. This paper highlights on the effects of stress on leadership and management. It provides a detailed analysis of the situation and provides some intervention tips. It is estimated that 1 million people in America only miss work due to stress-related complaints. Workplace violence has been attributed to stress. Homicide is the second leading cause of fatal occupational injury. Stress is unavoidable especially at work with some simple steps to follow in this presentation. You can manage stress and you would feel better at work and at home. Work/life balance reflects concerns about Quality of Working Life (QWL), Job Satisfaction, the home-work interface, and Organizational Stress. All of which impact on the bottom line through lost productivity, increased sickness absence and labour turnover, low morale and poor quality and customer service. And of course stress can impact on you personally, as well as those close to you. Counseling can play a very vital role is helping people who often experience stress in their daily lives. A very real, clear and present danger lurks just beyond the consciousness of people who work together eight to ten hours a day, five to seven days a week. It is the potential for violence to occur in your workplace. Increasingly, the Human Resources function is both the target of these threats of workplace violence and the organization's first line of defense for the prevention of workplace violence.

Representations of death, religion and coping strategies in volunteers working in the end of life
Testoni Ines & Falletti Stefano
University of Padova, Italy
The paper presents the results of a survey conducted within 72 subjects (F: 72%, M: 28%; < 50 age: 17%, > 50 age; l'83%; helping 1/week: > 60% >; > 2 helping years: 83%; believers: 74%) from three different groups of volunteers working in Emilia Romagna and Lombardia as support in cancer diseases treatments, i.e., helping patients and their families even in the period of end of life. The general goal of the research was to identify some of the psychological strengths supporting volunteers; the specific goal was to detect the level of anxiety concerning the representation of death, identify coping strategies in order to consider the relationship among them explicit, and identify also the implicit cognition on the religious dimension considered as a factor of resilience. The study then measured relations of these variables: death anxiety and representation, coping strategies, dehumanization, stress, burnout (Collett-Lester Fear of Death Scale, Coping Orientation of Problem Experienced, Attribution of Uniquely and Non Uniquely Human Scale, Burnout Inventory General Survey, Psycologist Strain Scale, Death Representation Scale). Specifically, the research was aimed at considering how religion was functional to coping strategies and in particular the role played by implicit representations of God. All participants responded to the items contained in the paper questionnaire and a portion (72%) of them also participated in the Single Category Implicit Association Test

(SC-IAT) (Karpinski & Steinman, 2008) to investigate the implicit representations of God. The results are mixed. The difference between believers and non-believers in the subjective representation of death, death anxiety, coping strategies and perceptions of God (verified with T Test) showed significant effects only partly dependent on the element of faith. Volunteers who showed greater anxiety about their own and other death occurred most frequently among social coping type, have a higher level of exhaustion, stress and burnout, and more frequently use dehumanizing traits. The multivariate variance analysis including the factors of time dedicated to the activity and the seniority in the course of the levels of stress and burnout showed no significant interaction. Upcoming developments of the research will investigate motivational aspects that support the work of the volunteers in this area, in order to enhance the initial training courses and counseling supervision that supports volunteers in their work.
Keywords: Volunteering, Death representations, Family cancer support, End of life, Religion, Counseling.

Empower people trough media to fight AIDS: the adoption and maintenance of health behaviors
Carniato Simona
Studioo Onlus, Italy
AIDS education, the only immediate solution to containment of AIDS, encourages active health beaviours among populations. The study investigate psychosocial impact of Cinemarena project on self-beliefs among people in the rural North Western areas of Mozambico. CinemArena has 2 main components: entertainment as a vehicle for education (films and theatre propose positive models) and social learning throught new social norms and modeling. Randomised study. Interviews investigate HAPA constructs: risk perception, outcome expantancies and self efficacy. Ante and post analisys. For a conceptual framework, the study used constructs from the Health Action Process Approach (HAPA) and Social Learning Theory (SLT). Increase in the percentage of the population who perceive that they may be at risk of HIV infection. - An increase in positive outcome expantancies of preventive condom use. -Increase in people's belief that they can take effective action to prevent HIV/AIDS and an increase in interpersonal communication self efficacy about HIV/AIDS. -Increase in the comtemplation to change own behavior to avoid HIV infection, through condom use. Behavior change communication and Social Learning are a key component of HIV prevention programs. We used the social cognitive model to identify cognitive factors associated with condom use: many of these factors are modifiable and suggest potential ways to improve self-efficacy and reduce HIV sexual risk behavior. It is important to underline the efficacy of entertainment as a vehicle for education and prevention. This report demonstrates the value of promoting condoms to a broad population including young people and female and not only to high risk groups.
References:
Bandura A., (2009) Social cognitive theory goes global, *The Psychologist, 22,* 504-506.
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School of Psychology, Via Venezia 12 - Floor 2 (16.10-18.00 – Aula B)
Symposium: **Career development in childhood: Theoretical, research, practice and policy perspectives**
Chair: Watson Mark, Nelson Mandela Metropolitan University, South Africa

Presentation. There has been consistent criticism that international literature on lifespan career development does not sufficiently consider the foundational stages of such career development. In recent decades, however, there has been a greater focus on children's career development which has resulted in three substantive literature reviews, a special section of The Career Development Quarterly and a book. Despite this renewed focus, there is some consensus that the literature remains fragmented, disparate and lacking in practical and policy implementation. The present symposium brings together international scholars in this field in order to consider theoretical, research, practice and policy issues in children's career development. Howard proposes a model of the development of children's vocational reasoning and considers the practical implications for career activities in children's education. The influence of parents on their children's career development is recognised in the career literature. Quinn and Schultheiss consider the topical issue of parental unemployment on children's career development and the subsequent

implications for both future research and practice. McMahon and Baker's presentation focuses on the development of interests, values and occupational aspirations in children, as well as differences between parental and children's perceptions. Watson, McMahon and Crause report on the development and impact of a computer-based career exploration tool on children's career development. Barnes and McGowan consider theory and research into careers education and guidance for children in relation to political and policy approaches. The symposium panel will consider the implications of these presentations in terms of a future agenda for children's career development.

Watson Mark

When I grow up: Children's understanding of career choice and attainment
Howard Kimberly A.S.
Boston University, USA
This presentation describes a model of children's conceptions of two key career development processes: career choice and career attainment. The Concepts of Career Choice and Attainment (CCCA) model was constructed with developmental research and theory into children's understanding of allied phenomena such as their understanding of illness, violence, and ethnicity. The model describes six levels of development of vocational reasoning, ranging from magical, association-based thinking to reasoning that involves the dynamic interaction of influences at the individual, relational, and systemic levels. Empirical evidence for the model will be described and implications for career development activities in elementary and middle school will be offered.

Childhood and adolescent career development in the context of parental unemployment
Quinn Keelan & Schultheiss Donna E.
Department of Counseling, Administration, Supervision and Adult Learning, Cleveland State University, USA
The consequences of the worst economic recession since the Great Depression continue to be felt deeply across the globe. Unemployment remains high, with recent estimates at 7.8 % for the United States and United Kingdom, 10.1% in France, and 10.9% in Italy (U.S. Bureau of Statistics, 2012). Rates for unemployed youth in Europe far exceed these estimates, with rates approaching 50% in Greece and Spain, and 30% in Italy, Portugal, Slovakia, and Latvia (European Commission Eurostat, 2012). Evidence suggests that unemployment contributes to significant physical and mental health problems, and has major consequences for families - such as the disruption of life activities, social status, and relationships among family members. Consequently, difficulties in the development and adjustment of children of unemployed parents have been observed. Despite research suggesting that family and parental influence strongly impact the career development of childhood and adolescents (Schultheiss, 2008; Whiston & Keller, 2004), we know little about how parental unemployment influences youths' career development (e.g., Bryant, Avonkovid, Reynolds, 2006; Cinamon, 2002; Zhao, Lim, & Loo, 2003). Given extremely high estimates of unemployment among youth, and that 11.5% of all families in the United States alone have at least one unemployed parent (U.S. Bureau of Labor Statistics, 2012), a sizable number of youth are effected by unemployment in the midst of the current economic situation. This presentation will present an overview of current knowledge of childhood and adolescent career development in the context of parental unemployment, and offer suggestions for expanding our knowledge through future research and practice.

When I grow up: Designing careers in childhood
McMahon Mary & Baker Lynne
School of Education, University of Queensland, Australia
Childhood is a foundational period for career development during which children develop career interests, values and aspirations based on their life experiences. During childhood children begin to eliminate career options on the basis of gender and perceived social status. Parents are an important influence in the career development of children. Less research attention has been focused of the career development of children than that of adolescents or adults. A focus of children's career development research has been on occupational aspirations and not on how they formed such aspirations. Little research has investigated parents' perceptions of their children's career development. This small scale exploratory research investigated the career development of children from the perspectives of children and also of their parents.

Data were gathered through semi-structured interviews conducted with a sample of Australian primary school children in grades 4 and 5 and also with their parents. This presentation reports on the life experiences that influence the formation of the children's interests, values and occupational aspirations. Differences between the perceptions of children and their parents are also reported. The presentation concludes with recommendations for practice.

The impact of a career exploration program on children's career development
Watson Mark[1], McMahon Mary[2] & Crause Ewald[1]
[1]*Department of Psychology, Nelson Mandela Metropolitan University, South Africa*
[2]*School of Education, University of Queensland, Australia*
This presentation describes the development and trialling of a research-based computerized career exploration tool, Growing-up: Children Building Careers (GCBG™). The GCBG™ is designed for use in early intervention in children's career development and it focuses on developing age appropriate career developmental skills. The research utilized a mixed method research design that combined both quantitative and qualitative approaches. The presentation reports on the quantitative and qualitative evaluation of the GCBG™ in a pre- and post-test design. There were statistically significant variations between the control and experimental groups, suggesting a consistent theme that children exposed to the GCBG™ indicated greater levels of career awareness during the post-test stage. The qualitative evaluation suggested that the GCBC™ was relevant and beneficial in facilitating the development of age appropriate career skills in elementary school children. The presentation considers the implications of the research for career education in the elementary school years, as well as suggested future directions for such research.

In search of a consistent policy: Successive governments and careers education in primary schools in England
Barnes Anthony & McGowan Barbara
National Institute for Career Education and Counselling, UK
Each new government in England since the late 1980s has eventually got round to realizing the importance of career-related learning for primary school children. In this presentation, we will trace the ups and downs of policy support for careers work in the primary school from the *Working Together for a Better Future* initiative in 1987 to the *Key Stage 2 Career-related learning Pathfinder Project* in 2010 and on to the present day. We will find that the initial enthusiasm of governments is not often followed up with consistent, determined and well-funded support for curriculum-based action. The presentation will examine how far the rationale for starting careers work earlier reflects the government of the day's wider political priorities but misses other compelling reasons for doing this work. Policy support, for example, has been a reaction to the alleged anti-industry ethos of schools, a response to economic recession, a way of promoting children's wellbeing and a means of raising aspirations among economically and socially-disadvantaged children. Critically, we will evaluate how far theory and research into careers education and guidance for children supports what English governments have tried to do or merely exposes shortcomings in their approaches.

School of Psychology, Via Venezia 12 - Floor 2 (16.10-18.00 – Aula C)
Resilience and hope in diverse situations – *Chair: Kiss Istvan, Eötvös Loránd University, Hungary*

Resilience, professional growth and employability
Kasurinen Helena[1] & Saloranta Arto[2]
[1]*University of Eastern Finland*
[2]*Laurea University of Applied Sciences, Finland*
The aim of this paper is to discuss the concept of employability. We claim that employability is connected with resilience of an individual. Moreover, we will discuss how we can take into account the factors influencing resilience and employability during career counselling process and professional growth. In the educational and career path crucial elements are individuals' positive attitudes towards their future and high self-efficacy beliefs. Besides developing professional skills and competences during studies we believe that also these other capabilities can be trained. The term employability has been connected to labour

market policies and economic strategies in many studies. McQuaid and Lindsay (2005) presented a broader approach for the concept of employability. They illustrated a holistic framework that consisted of three factors that influence a person's employability. These factors are: individual factors, personal circumstances and external factors. In the session we will introduce a research project in which it is studied how we can promote students' resilience and employability skills. First, it will be explored what kind of abilities students have when they are designing their future career in the early phase of their studies. During the project different activities and interventions will be developed. These activities help students to improve their attributes that increase their resilience. Interventions help students to study the employability factors and explore how the factors influence their possibilities to plan their future and get employed. Besides practices and tasks, workshops dealing with different themes will be organized. The research project will conducted in Laurea University of Applied Sciences in 2013–2015. The target group will consist of students who started their studies in January 2013. In the first phase a questionnaire dealing with career management skills and future employment perspectives of students will be developed. The inquiry will be launched in spring 2013.
Keywords: Resilience, Employability, Higher Education, Professional Growth, Career Management Skills.

Adolescents' adaptive outcomes and resilience. The importance of a comprehensive, multidimensional assessment of assets and competencies

Gianesini Giovanna
University of Padova, Italy

Social-emotional assessment has been historically tied to adolescents psychopathology, often neglecting the assessment of positive social-emotional assets or competencies (Merrell & Bailey 2012). Today strength-based assessment of adolescents is an important emerging area as the measurement of assets, resources and factors increasing positive outcomes offer the advantage of empowering individuals and families, promote optimism while enhancing resilience (Merrel, Felver-Gant & Tom, 2011). The aim of this empirical research was a better understanding of the actual relationship between life events and dysfunctional outcomes weighting both the potential stress derived from the events and their perceived subjective impact. Specifically, we investigated the influence of resilience, emotion regulation (positive and negative) and coping flexibility on substance abuse and its characteristics (onset, latency, gravity) and treatment (type, length, outcome) in a clinical sample of 180 drug addicts under treatment, age 16-30 (M = 23; SD = 2.97) recruited at an Italian drug treatment center (Ser.T) and a control group of 249 participants, age 14-30 (M = 22; SD = 3.19) recruited in high school. The theoretical model (Bonanno, 2011; L'Abate, 2010,2011; L'Abate & Cusinato, 2012; Tugade & Fredrickson, 2007; Zautra, 1986, 2002, 2005) applied considered life events as potentially stressful and traumatic, depending on the individual's experience and life context, and requiring life adjustments that, if not met, can lead to dysfunction. Results showed that the most frequent life events reported in both clinical and control sample were not the most traumatic in term of change unit and mostly referred to what are considered normative life events in late adolescence and young adulthood, such as breaking up with partner, failing a grade, or increased arguments with parents. Nevertheless, the clinical and control group differed in terms of life events appraisal, coping flexibility, emotion regulation, and resilience. In fact, in the control group, both negative and positive events were handled with positive emotions and a forward focus coping style, which decreased post-traumatic symptoms. In the clinical group, on the other hand, the use of negative emotions and a trauma focus coping style were prevalent, further facilitated by family risk factors. This study confirmed the importance of simultaneously assessing actual, subjectively evaluated, not only potential, age relevant stressors and traumatic events, as well as assets such as emotion regulation skills, coping flexibility, generational and relational processes and competences (Hooper et al, in press). None of these components, in fact, alone could explain the complex process that lead adolescents and young adults to adaptive outcomes and resilience.

Improve Resilience in PTSD patients and their family

Haghighatgoo Marjan & Alipour Mohammad Esmaiel
Mental Health Center in Veterans Medical and Engineering Research Center, Iran

Resilience refers to the ability of an individual, family, organization, or community to cope with adversity and adapt to challenges or change. It is an ongoing process that requires time and effort and engages people in taking a number of steps to enhance their response to adverse circumstances. Resilience implies

that after an event, a person or community may not only be able to cope and recover, but also change to reflect different priorities arising from the experience and prepare for the next stressful situation. In this study we (as a review study) have investigated the skills which could improve resilience in PTSD patients and their families as persons who have second PTSD. In our review we understood that Self-efficacy, psychological flexibility, problem solving, Humor and praying (spirituality) are skills which could improve resilience. So we made a handbook contains some definitions of these skills with some practical ways to improve them in a simple language with examples in their daily life.

Keywords: Resilience, Skills, PTSD.

Indices of resilience and well being

Comunian Anna Laura

University of Padova, Italy

In the field of positive psychology rests the assumption that certain psychological traits and processes are inherently beneficial for well being. We review evidence that challenge this assumption. Recent research reveals that whether ostensibly positive psychology traits and processes benefit or harm well-being depends on the context. The extant literature includes very few studies in which researchers have directly examined the particular context. There is a large literature on the development of a) general emotional dispositions and b) personality traits. It is interesting that these bodies of research support two general principles: the positivity principle and the maturity principle. An understanding of the complete human condition requires recognizing that psychological trait and processes are not inherently positive or negative - whether they have positive or negative implications depends on the context in which they operate. The purpose of the present study was to compare some measures of resilience, courage, hope and optimism in order to examine the relation between maturity and positivity. Maturity and positivity can be assessed. We review evidence from resilience independent studies revealing that resilience factors can either benefit or arm well being depending on the context. Finally we conclude by arguing that any movement to promote well-being may be more successful to the extent that it examines the complete human conditions.

Keywords: Positive Psychology, Resilience, Context.

A Comprehensive Measure of Hope

Scioli Anthony

Keene State College, University System of New Hampshire, USA

Comprehensive state (40 item) and trait (56 item) measures of hope were derived from an integrative theory (Scioli & Biller, 2009). *Item and Scale Development.* A review of the hope literature revealed four relevant domains: attachment, mastery, survival, and spirituality. These were further deconstructed, yielding 10 state and 14 trait sub-domains. (four State Hope Scale examples are Ultimate Gains, Trust Experiences, Fear Reduction, and Spiritual Presence; four Trait Hope Scale examples are Openness, Supported Mastery, Personal Terror Management, and Spiritual Empowerment). Pools of 78 state and 126 trait items were generated to map the (10 or 14) sub-domains. For state hope, a 5 point Likert scale was constructed. For trait hope, a 4-point Likert scale was used. *State Hope: Reliability and Validity.* In a sample of 524 adults, the alphas for the total State Hope Scale and the four subscales were between .85 and .98. A four-factor solution was verified via Principal Component Analysis and SEM. The attachment subscale was inversely correlated with the Russell (1996) Loneliness Scale ($r = -.58$, $p < .01$), the mastery scale was correlated with Steger et al.'s (2006) Meaning in Life ($r = .46$, $p < .01$), and the survival scale was inversely correlated with the Spielberger (2005) State Anxiety Inventory ($r = -.59$, $p < .01$). *Trait Hope: Reliability and Validity.* In a sample of 225 adults, the alpha values for the total Trait Hope Scale and the four subscales were between .73 and .95. A six-factor solution was verified via Principal Component Analysis and SEM. *Personalized Mastery* was correlated with NEO Achievement ($r = .51$, $p < .01$); *Attached Mastery* was correlated with NEO Achievement ($r = .42$, $p < .05$); *Basic Trust* was correlated with NEO Trust ($r = .24$, $p < .05$); *Attached Survival* was inversely with NEO Vulnerability ($r = -.33$, $p < .05$); *Self-generated Survival-Hope* was inversely correlated with NEO Vulnerability ($r = -.49$, $p < .01$). *Spiritual Hope* was correlated with the Universality ($r = .41$, $p < .01$) and Connectedness ($r = .31$, $p < .01$) scales of the Piedmont (1999) Spiritual Transcendence Scale.

School of Psychology, Via Venezia 12 - Floor 2 (16.10-18.00 – Aula D)
Interventions for career construction
Chair: Hammond Marie S., Psychology Department Nashville, USA

Personal Learning and Development in the Group Context: Building hope and resilience through group interventions with young people – an exploratory study
Westergaard Jane
Canterbury Christ Church University, UK
Hope can flourish and resilience can be built when young people are enabled to explore their lives, develop their self-awareness and make decisions about their future through personal learning and development in a group context. Working with their peers to share thoughts, feelings and experiences in a focused, facilitated setting, young people are encouraged to take a more positive and proactive approach to understanding and designing their lives. Career counsellors are familiar with working with young people in one-to-one interventions, but the use of group work to generate positive career-related outcomes is less established, and, in many cases, avoided. This paper focuses on a recent research project with youth support workers employed in a range of roles in schools and the community in the UK. These practitioners undertake both group work and one- to- one interventions with young people as part of their professional role. The study examined the research participants' reflections on their use of Personal Learning and Development group work (PLD) with young people. In particular, participants were encouraged to share their views about the efficacy of PLD group work as a career counselling tool, and its application in enabling young people to work towards career counselling and life designing outcomes. Participants in the study were also invited to use, reflect on and evaluate the FAAST model (Focus, Aim, Activities, Structure and Techniques, (Westergaard, 2009)) as a means of planning, preparing and delivering PLD sessions effectively. The findings of the project will be discussed in the paper and presented to colleagues at the conference. It is hoped that the value of PLD group work with young people in relation to generating hope and developing resilience can be explored and acknowledged, encouraging career counsellors to feel more confident to engage with this method to work towards career-related outcomes with their clients.

Widening the future: improving guidance intervention at school
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The problem of Early School Leaving (ESL) is a complex issue with negative consequences for students and families, especially for those who come from low socioeconomic environments and vulnerable groups. Because young people coming from immigrated families are often concentrated in the lower socio-economic groups, their school drop-out rate is twice as high as the one amongst other young people (26,4% compared to 13,1% in 2009) (LFS, Eurostat, 2010). Most negative factors of ESL are already present in primary school and they affecting pupils in their choices and in their commitment of schooling and learning. Primary school should be a place where pupils learn to know and to explore the world, as well as to develop their career and life dreams, also in spite of the cultural and social backgrounds of their families. Schools and teachers sometimes have not enough guidance skills and training resources to support all pupils in the delicate process of expanding their "horizons" and of following their career wishes about future. "Widening the future" is an international project, supported by the European Programme Comenius and leaded by the Education Department of the Province of Siena, aimed at collecting, evaluating and sharing the best experiences and education resources within effective guidance interventions at primary school. This initiative intends to provide teachers with innovative guidance models and tools in order to carry out activities aimed at preventing uneasiness and disorientation (the main causes of early school leaving), also through a coherent and consistent use of modern ICT and multimedia resources. Starting from some positive experiences already tested by the project consortium, the international research group is going to develop a cooperative learning framework for improving the guidance skills of teachers and for developing tools and resources in this specific field. This paper will present the key elements of this work, promoting at the same a participatory reflection within the guidance community on the priorities and needs of guidance intervention at primary school.

Career plans and vocational training for the least literate: Functional literacy as a first step

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Two key challenges faced by Morocco are low growth and high unemployment. Therefore, the Moroccan Compact signed on August 13, 2007 between the Government of Morocco and the Millennium Challenge Corporation (MCC) of the Government of the United States of America, was designed to stimulate economic growth by increasing productivity and improving employment in high potential sectors, including agriculture, handicrafts and fisheries. The Agency of Partnership for Progress (APP), a Moroccan public institution created February 26, 2008 was charged to implement and execute the Compact." Rules of good governance combining social and environmental responsibility, public participation, gender analysis and a rigorous monitoring and evaluation process distinguish APP's practices, which aim, beyond Compact objectives, to ensure sustainability of program results The Compact's Functional Literacy and Vocational Training project, valued at $32.8 million, aims to improve the livelihood and/or revenues of men, women, and youth in three priority sectors - agriculture, traditional craftsmanship, and fisheries. It develops both the basic skills and professional capacities of beneficiaries in order to improve their employment and earnings prospects. The functional literacy component reinforces Morocco's national literacy program by introducing practical, professional elements to the curriculum as well as certification, and provides some 69,000 beneficiaries from the agricultural, artisan, and fisheries sectors with the skills required improving their employability and generating income. Increasing the basic capacities of these beneficiaries will contribute to increased returns on the Compact Projects in these sectors. Our main challenge is achieving functional in literacy, which in our opinion, is the key element that improves the [quality and] relevance of literacy and contributes to the beneficiaries' motivation to lifelong learning and to improve their performance. Our observation is that literacy programs do not encourage independent thinking or personal initiative, nor do they promote self-esteem or respect for oneself and others. These are some of the key attributes and values that the program is introducing. Mastering these attributes represents the very first step in Career planning for our young adult beneficiaries. The program aims to increase artisans', farmers' and fishers' autonomy, responsibility and productivity through literacy skills, life skills, cross-cutting job-related skills and general access to knowledge. The functional literacy concept introduced by this sub-Activity will not replace the literacy programs already delivered by two of the three departments, but rather strengthen their respective contents, delivery methodologies (andragogy), testing and certification, while keeping in mind each sector's specific needs. The concept consists of two levels: basic literacy, life skills and cross-cutting job-related skills for a total of 450 hours. Increasing workers' access to functional literacy skills can prepare them for the adoption of new technology and innovations, including those introduced through the Compact programs, leading to productivity improvements and eventually to income growth in all three sectors. Moreover, completion of functional literacy is likely to open opportunities for further learning through apprenticeship programs and/or pre- service training, which might be considered as the second step. Developed in concert with the Minister for Artisan, this second sub-Activity will target some 26,000 male and female artisans by establishing a standardized national training system adhering to the "Competency Based Approach". The road to a career plan.

The scripts of good life in families of ninth-graders designing their future

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Educational transitions are critical moments, which activate the relational network of individuals, families, educational institutions, and the families' educational and cultural ideals of a good life. The research aims at studying the scripts of good life in the interplay amongst the adolescents' life designing, the family, social class, and gender. The participants of the study are ninth-graders and families living in a medium-sized town in Eastern Finland. The town is presently in the midst of structural changes that influence the employment situation, the labor market and educational opportunities. Data were collected by a survey and an ethnographic life-history interviews (n=14). The first interview was a discussion interview with the parents and the ninth-grader in which the choices of educational routes and future prospects are discussed. The

second interview was the life-space interview with the adolescent. The themes of this interview were the transition from comprehensive school to upper secondary education as a life-situation and the future prospects and ideas about the good life. In the life-history interview of parents their ideas of good life were discussed in the contexts of their life-histories. The interviews have been audiotaped. The results are presented from the thematic analysis of the scripts of good life and from the analysis of interconnections of adolescent's and parents' ideas of good life.

Promoting critical thinking as a way to use effective feedback in the classroom
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It is widely recognized that feedback is among the most powerful influences on how people learn (Hattie, 2012). Using effective feedback has an important role in self-regulation and lifelong learning. Particularly in the classroom, if teachers provide their students "(…) just-in-time, just-for-each one information delivered when and where it can do the most good" (Brookhart, 2008, p.1), the chances of learning can be improved. Feedback is defined by Wiggins (2012) as "information about we are doing in our efforts to reach a goal". Unfortunately, feedback is frequently misunderstood. Teachers rarely tell students what they need to improve to get from their starting points to the intended goals. How many times have students been faced with advice, evaluation and grades usefulness for what they are learning? It urges to change this situation. How feedback is given by teachers is a matter that cannot be neglected in education. An exploratory study was outlined to find out ways that facilitate giving and using effective feedback in the classroom. The study was developed by the University of Lisbon in a context of a teachers' workshop with 14 teachers of 7th grade pupils. A problem solving activity was implemented. This activity was developed as promoter of critical thinking skills, as these skills can be a facilitator of students' autonomy. It was also intended to be open, appealing, creative, easily implemented and related to simple concepts dealing with the everyday human experience. Teachers worked in group in a role playing session; some performed as pupils, while others gave them feedback as teachers. The interactions between them when working were recorded in a check list and observational notes were taken by an external observer. A reliable activity that promotes critical thinking was developed that can be implemented by teachers in their classes, in the future. The instrument that was also designed especially for the study can be useful for other research studies. Yet, the outcomes and conclusions can help to describe the ways this activity seems to help teachers to give and use effective feedback. Some implications for educational effectiveness can be drawn.

School of Psychology, Via Venezia 12 - Floor 2 (16.10-18.00 – Aula E)
Career counseling approaches – *Chair: Arthur Nancy, University of Calgary, Canada*

Effectiveness of a constructivist method for career counseling: a longitudinal study
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With the rise of globalization, changes in the working environment are greater than ever and more difficult to foresee. As a result, the majority of working population is compelled to change jobs often, necessitating retraining, perhaps more than once, in the course of professional life. We aimed to suggest some possible methodological solutions to meet the goals of the life designing approach (Savickas et al., 2009). To this end, we proposed to use a career counseling method based on the Multistage Investigator of Social Identity (Zavalloni & Louis-Guérin, 1984). This method has been adapted, computerized and tested on career counseling clients (Jacquin & Juhel, in press). The use of the MISI for counseling (MISI-c) made it possible to have a grasp of the information required for a comprehensive understanding of the issues affecting

professionals in retraining and responded to the methodological recommendations offered by the constructionist approach (Savickas, 2012). Then, a longitudinal design with six measurements was then used to evaluate the performance of the MISI-c on professionals in career transition (N=28). This study reveals that the use of MISI-c has an effect on the ability to develop a career plan during a career review.

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Quality and professionalism as a way to tackle uncertainty: reflections on the German quality development process and its results with reference to Life Designing and current challenges

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National Guidance Forum in Education, Career and Employment, Berlin, Germany

In times of uncertainty and crisis concerns for dependability, trustworthiness, effectiveness and efficiency of counseling interventions are growing. Quality and professionalism provide security of action and reliability to clients, counselors, providers as well as to policy-makers through defined norms and standards. This security is a basis for hope and optimism. Following a bottom-up coordination process, led by the German National Guidance Forum in cooperation with the Institute for Educational Research at the University of Heidelberg, and involving all actors and stakeholders in the guidance field, a quality model has been developed and tested in Germany including quality criteria, a competence profile for counselors and a Quality Development Framework for guidance providers. The presentation considers the discourses of quality assurance and Life Designing contrasting and combining the systemic approach to quality assurance with the rather narrative, constructivist approach of Life Designing. Following an introduction into the quality model developed in Germany, the contribution discusses the underlying tenets of both concepts and their implications for career guidance practice. It debates the common grounds as well as the theoretical differences examining issues of client-centeredness, role of context and environment, holism and reductionism, flexibility and standardization.

A Psychodynamic Approach on Group Career Counseling: A Brazilian Experience of 40 Years

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Vocational Guidance and Career Counseling have traditionally been conducted in an individualized fashion focused on the counselor-client relationship. Specialized literature, however, points to the potential use of group strategies. This proposal seeks to contribute to the advancement of studies in Group Career Counseling practices, by introducing and discussing the theoretical-technical Group Career Counseling model that was developed, evaluated and consolidated in Brazil as the result of 40 years of experience obtained through research and interventions with career counseling group practices conducted by a specialized service of the University of Sao Paulo's Institute of Psychology in Brazil. This service has been serving an average of 600 people a year, 80 percent of whom are attended in career counseling groups with a psychodynamic focus. Approximately 19,000 people have been attended and 1,600 groups have been held. The fundamental conceptual bases of the proposed group technique are the psychoanalytic´s contributions of D. Anzieu, R. Bohoslavsky, R. Käes and D. Winnicott. This practice is characterized by a non-structured group intervention model with a therapeutic objective based on a psychodynamic approach. The group process is composed of six encounters of two to three hours each and the number of participants ranges from five to fifteen. The groups' coordinators have a non-directive and intermediate function using

the listening model as their main strategy. A non-structured group technique opens the possibility to new experiences, non-programmed situations and to learn how to deal with what is different and unexpected, emerging from the other unknown person, which is essential to face social instability, precarious employment and high levels of informality in the labor market. It is a model used for several different populations in terms of age, gender, socio-economic condition, education and moment in life, including temporary, unemployed and underemployed workers. From this perspective, career counseling is a clinical-operative method that involves exploration of self and basic psychosocial issues (clinical method), and the ways to elaborate them as actions in the world (operative method) via constant choices within the construction of career life project. Worldwide, this is unusual in the Career Counseling field. Limitations and potentialities are discussed.

Pathway's Institutionalized Career Counseling Model: Creating Hope
Abbas Raza
Pathway-Global Training & Consulting Company, Karachi, Pakistan
Pathway- A Global Training and Consulting Company has initiated to institutionalized career counseling in Pakistan. A newly developed model of institutionalized career counseling has been strategically developed keeping in view the country's youth social economic challenges. Pathway's model of institutionalized career counseling highlights the key competencies of career counseling: hope, self-actualization, self-clarity, visualization, goal setting and execution which is integrated in its teacher training counseling programs. The session will introduce Pathway's institutionalized career counseling model. Research data highlighting the importance of creating hope in career counseling case studies will also be shared. According to research studies on career guidance and counseling practices in public and private education set-up in Pakistan, career guidance and counseling is taught at a very introductory level to teachers in Pakistan and did not impart the requisite skill set to become an effective and trained career counselor. Difficulties were found with the lack of career counseling knowledge and resources to direct youth. Furthermore, teachers and counselors are faced with increasing demands; they need to identify the hidden competencies of the youth in order to consistently provide a support system of career guidance and counseling. By offering a holistic model of institutionalized career counseling and by educating and developing competent career counselors we are instilling and creating hope amongst the teacher and youth community. As the need for career counseling increases, so does the requirement for skilled career practitioners. Pathway has involved the relevant stakeholders i.e. schools, colleges, universities, employers, parents and most significantly the youth in its model and counseling training programs. The institutionalized model caters to educators of schools, colleges, universities that enrolled themselves in a strategically and culturally relevant 40 hour career counselor training program spilt in 20 hours each with a two week interval of implementing career counseling at their respective organizations. However, the teacher trainings alone are not enough to meet the increasing need of career practitioners in the country. Global career counseling certifications are in consideration. The impact of these creative teacher training career counseling programs has a sustainable impact on the respective organizations to create hope amongst the youth.

School of Psychology, Via Venezia 12 - Floor 3 (16.10-18.00 – Aula F)
Symposium: **La valutazione dell'orientamento: la necessità di integrare ricerca e pratica professionale**
Chair: Segatti Ketty & Guglielmi Dina, Regione Friuli Venezia Giulia & Ce.Trans, Università di Bologna, Italia

Presentation. La valutazione dell'orientamento è un tema estremamente attuale e l'Accordo per la definizione del sistema nazionale sull'orientamento permanente, sottoscritto recentemente in sede di Conferenza Unificata Stato Regioni, ribadisce la necessità di predisporre delle linee guida per definire i criteri di valutazione e monitoraggio degli interventi orientativi La natura stessa, però, delle diverse azioni orientative rende complessa una misurazione affidabile degli esiti e difficile la definizione dell'oggetto della valutazione. Nel fornire le direzioni sugli sviluppi futuri della ricerca in ambito orientativo e sull'efficacia dell'orientamento, Bernes e colleghi (2007) segnalano la necessità di sviluppare un sostanziale corpus di studi, anche con disegni di ricerca longitudinali, relativi all'efficacia dell'orientamento in contesti educativi e organizzativi al fine di garantire lo sviluppo e la crescita delle pratiche orientative nel tempo. Questi aspetti

di rigore metodologico non sempre si accompagnano però alle necessità/possibilità dei servizi dove le diverse azioni vengono erogate. L'obiettivo del presente simposio è quello di presentare differenti lavori che hanno cercato di definire attraverso metodologie qualitative e quantitative dispositivi e strumenti di valutazione fruibili dagli operatori dei servizi ma costruiti sulla base di sperimentazioni e disegni di ricerca adeguati. Data la difficoltà già richiamata nel definire l'oggetto della valutazione nelle diverse azioni orientative, la presente proposta presenta esperienze inerenti diverse azioni orientative, dal counseling con una tradizione di valutazione più consolidata, alla valutazione delle nuove azioni di placement delle Università dove sono in atto le prime sperimentazioni, ad azioni di supporto alla transizione dalla scuola all'Università. Oltre a queste esperienze di ricerca-intervento che hanno approfondito diversi ambiti di intervento orientativo il dispositivo presentato dalla Regione FVG mostra il tentativo di integrare le diverse prospettive in un sistema regionale di valutazione dell'orientamento.

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Segatti Ketty & Guglielmi Dina

Il Sistema di monitoraggio e valutazione degli interventi di orientamento della Regione Friuli Venezia Giulia: modello e sperimentazione

Segatti Ketty, Pellegrini Maria Graziella, Saffi Francesca & De Lorenzo Marco
Regione Friuli Venezia Giulia, Italia

Il "Sistema di monitoraggio e valutazione degli interventi orientativi" si colloca nell'ambito delle azioni di sistema, che la Regione Friuli Venezia Giulia promuove per favorire l'innovazione e l'integrazione nei servizi di orientamento, con l'obiettivo di offrire ai servizi del territorio un modello di monitoraggio e valutazione e la relativa strumentazione con caratteristiche di solidità scientifica e funzionalità tali da consentire un agevole uso negli interventi operativi. A regime, il sistema consentirà di perfezionare a livello centrale le azioni di governance tecnica del sistema regionale di orientamento e, in una prospettiva di costante miglioramento della qualità, di garantire a livello periferico alle strutture operative i necessari feedback sui servizi attivati. Il modello, elaborato per descrivere e monitorare le prestazioni orientative, si configura come una "matrice, che viene generata dall'incrocio tra la finalità che l'intervento orientativo si propone di perseguire e la tipologia di azione che viene utilizzata. Al momento i principali bisogni orientativi sono tradotti in sei finalità orientative sviluppate mediante quattro tipologie di azioni orientative. Le finalità orientative vengono specificate in aree di contenuto, utilizzate quali indicatori per il monitoraggio dell'intervento. A partire dal 2011, il sistema è disponibile on line per utenti registrati ed è stato sperimentato per monitorare azioni orientative a finanziamento regionale in contesti educativi di gruppo. La sperimentazione è stata impostata con un disegno di ricerca longitudinale e ha previsto la raccolta dati attraverso diverse fonti (utenti e operatori). Nello specifico ha riguardato 465 percorsi di orientamento, con 4270 questionari compilati dagli studenti e 827 questionari compilati dai conduttori degli interventi, con rilevazioni sia in input che in output. I risultati hanno mostrato l'adeguatezza degli strumenti di rilevazione e la capacità del dispositivo di valutazione di cogliere le variazioni nel tempo dovute all'intervento. Attualmente è in corso un allargamento del sistema alle azioni individuali di consulenza e placement.

Valutazione e monitoraggio nell'ambito del placement universitario: il caso delle Università di Trieste e Udine

Marangon Francesco[1], Rega Lorenza[2], Disint Cristina[1] & Portosi Giovanni[2]
[1]Università di Udine, Italia
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L'ingresso nel mondo del lavoro al termine degli studi universitari è un momento di transizione psicosociale cruciale per la maturazione personale e per la costruzione della propria carriera professionale, ma le condizioni attuali del mercato rendono determinante un bagaglio di risorse personali e di contesto per il successo nel passaggio dalla formazione al lavoro. Il legislatore ha rimarcato in più occasioni il ruolo di intermediazione delle Università, in particolare rispetto alle finalità di placement. Ciò comporta la necessità di interrogarsi sull'efficacia delle attività di orientamento al lavoro proposte dagli atenei. La valutazione e il monitoraggio sono infatti strumenti fondamentali per il raggiungimento della qualità nel complesso mosaico

dei servizi del mondo universitario. Le Università di Trieste e Udine hanno costruito un processo di valutazione dei servizi di orientamento al lavoro offerti a laureandi e neolaureati, partendo dallo strumento di monitoraggio approntato dalla Regione FVG con la collaborazione di Ce.trans. Lo strumento viene compilato sia dall'utente che dall'operatore al termine della fruizione del servizio in caso di attività di sportello informativo, e prima (T1) e dopo (T2) l'erogazione del servizio in caso di tirocini extracurriculari. Nel caso dello sportello informativo viene rilevato il grado di soddisfazione delle aspettative dell'utente, mentre nel caso di tirocini extracurriculari a T1 e a T2 oltre alle aspettative verso il servizio e alla loro soddisfazione viene misurata la percezione di occupabilità dell'utente. Le risposte degli utenti e degli operatori degli sportelli di placement/orientamento al lavoro fanno emergere un quadro estremamente interessante, dal quale possono essere tratte utili riflessioni per migliorare ulteriormente i servizi. A tale iniziativa si abbinano ulteriori esperienze di valutazione dei due atenei, in particolare la collaborazione dell'Università di Trieste con gli uffici Placement di Almalaurea e la partecipazione dell'Università di Udine ad una sperimentazione dell'ANVUR. È dal complesso delle iniziative di valutazione che emergeranno gli elementi che potranno contribuire a migliorare il tasso di un'occupazione efficace e coerente al titolo di studio ed agli interessi personali dei laureati.

Compensare il gap: un strumento per la valutazione del counseling

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Alcuni studi (Daniel e McLeod, 2006; Tracey, McElearney, Adamson & Shevlin, 2009) evidenziano una certa resistenza dei consulenti ad una valutazione dei risultati del counseling basata sulle evidenze empiriche, sostenendo che gli esiti della valutazione potrebbero restituire una visione troppo semplificata della relazione consulenziale. Anche alla luce delle sollecitazioni dell'Unione Europea (2009) ci si è indirizzati verso il modello teorico di Lim e Patton (2006), che consente una valutazione dal punto di vista del consulente ma anche del cliente in base a: 1) bisogni, credenze e aspettative dei clienti, 2) caratteristiche dei servizi di counseling, 3) percezioni e ruolo del consulente e quindi del relativo gap. Il presente studio ha l'obiettivo di costruire uno strumento di valutazione del counseling basato sull'adattamento di tale modello teorico e predisposto sulla base delle prestazioni consulenziali erogate presso i Centri Regionali di Orientamento (COR) della Regione Friuli Venezia Giulia. Lo strumento è parte di un dispositivo di monitoraggio e valutazione focalizzato sui bisogni e le aspettative del cliente e del consulente all'inizio del counseling nonché il loro soddisfacimento al termine. Sono stati coinvolti 19 operatori dei COR attraverso un'intervista semi-strutturata della durata di un'ora, che ha permesso di ricostruire le prestazioni erogate rispetto alle 4 aree del modello di riferimento. L'analisi del contenuto delle interviste ha permesso di identificare diverse categorie all'interno di ciascuna delle aree approfondite, portando a differenziare i contenuti tra le seguenti condizioni di transizione: formazione-formazione, formazione-lavoro e lavoro-lavoro. All'interno di esse, con l'utilizzo di esperti i diversi contenuti (aspettative, bisogni ecc.) sono stati trasformati in indicatori ed item per tre versioni del questionario, riferite alle azioni di counseling per ciascuna situazione di transizione. Vi sono infatti un nucleo comune di contenuti (e relativi item) trasversali (ad esempio: "promuovere lo sviluppo personale) e contenuti specifici per ciascuna versione (ad esempio: Sostenere la transizione tra cicli o indirizzi di studio, Sostenere la transizione dalla formazione al lavoro, Accompagnare la transizione da lavoro a lavoro). Lo strumento può rappresentare un'integrazione tra ricerca e pratica valutativa all'interno dei servizi e oltre alla presentazione verranno discusse anche le modalità di applicazione.

Valutazione delle attività di orientamento agli studi universitari: il percorso ALMAORIÈNTATI

Cammelli Andrea & Camillo Furio
AlmaLaurea, Italia

Il percorso AlmaOrièntati, promosso dal Consorzio AlmaLaurea a partire dal 2006, ha operato per orientare alla scelta universitaria i giovani prossimi al diploma (ma sta estendendo l'area di attività anche verso l'inserimento lavorativo e la formazione non universitaria). L'apprezzamento del percorso AlmaOrièntati – che è integralmente implementato in modalità on-line – è reso evidente dal consistente numero di

questionari compilati, anche grazie all'ampia adesione all'iniziativa degli istituti secondari superiori di secondo grado che partecipano al progetto AlmaDiploma. Questo successo ha consigliato lo sviluppo di uno strumento di monitoraggio delle attività di orientamento compiute attraverso AlmaOriéntati. Il monitoraggio viene realizzato con un questionario on-line di feedback e si propone di verificare la chiarezza, l'utilità percepita e l'efficacia del percorso di orientamento. Mediante il progetto AlmaDiploma, le valutazioni espresse con questo monitoraggio sono integrate dalle informazioni relative al profilo anagrafico del diplomando, alla sua riuscita scolastica e al suo background familiare e consentono di delineare le caratteristiche più rilevanti dei diplomandi. Le risposte al questionario di feedback oggetto dello studio proposto sono circa 5.000 e sono relative ai diplomandi degli a.s. 2011/12 e 2012/13. Il contributo qui proposto, oltre ad accertare l'utilità percepita del percorso di orientamento (AlmaOriéntati), si pone l'obiettivo di stimarne la sua efficacia per mezzo: a) della variazione intervenuta, tra il periodo precedente e successivo all'esperienza del percorso, nelle intenzioni post-diploma, b) dell'effetto dichiarato sul proprio stato di incertezza decisionale. Queste variabili verranno prese in esame non solo nelle loro relazioni reciproche, ma anche alla luce della condizione socio-economica della famiglia di origine, del tipo d'istituto frequentato, delle modalità di compilazione del percorso, ecc. L'analisi dei risultati verrà condotta con modalità scientificamente avanzate (modelli statistici standard di natura parametrica e tecniche multivariate inquadrabili nell'approccio del potential outcome per la impact evaluation, finalizzato ad eliminare i chiari e prevedibili effetti di autoselezione dei rispondenti).

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AlmaOriéntati, www.almalaurea.it/lau/orientamento/

La valutazione delle attività di orientamento degli Atenei

Fantoni Stefano

ANVUR-Agenzia Nazionale di Valutazione del sistema Universitario e della Ricerca, Italia

L'attività di 'orientamento prima, durante e dopo gli studi universitari è da considerarsi uno dei principali strumenti di contenimento della dispersione scolastica. L'orientamento degli studenti in entrata, assume anche la forma di sistema di informazioni strutturate che aiutano lo studente (e la sua famiglia) a scegliere il corso di studi e l'Ateneo più conformi alle proprie attese. Il ri-orientamento durante gli studi, mira invece a correggere le decisioni che si dimostrino inadeguate. L'orientamento in uscita consiste nel supporto – informativo e formativo alle decisioni che il laureato prenderà verso e nel mondo del lavoro. Queste tre attività di orientamento verranno monitorate dall'ANVUR e la presenza o meno di strutture adeguate per il loro svolgimento costituirà elemento di valutazione degli Atenei. In particolare, l'Agenzia sta guardando con molto interesse ad un progetto legato all'anagrafe degli studenti, che può essere strumento importante per monitorare gli esiti occupazionali degli studenti universitari.

School of Psychology, Via Venezia 12 - Floor 3 (16.10-18.00 – Aula G)
Narrative approach in career counseling – *Chair: Capozza Dora, University of Padova, Italy*

Dynamics of identity and professional project: A social constructionist approach

Ghislain Mary, Costalat-Founeau Anne-Marie & Faurie Isabelle

Epsylon laboratory, University of Montpellier, France

The evolution of protean careers (Hall, 1976) in this postmodern era have led to a renewal of the paradigms of career counselling practices and research. Among the core elements of these new approaches are the emphasis on personal values, meaning of life, development of agency, adaptability and responsibility (Savickas, 2008). Not everyone is equally prepared for facing those new challenges and this statement applies as well for counselors who must develop new ways of helping out their clients. To help address these issues, an epistemological change has been initiated toward constructionism and systems theory, some authors pointing out the lack of qualitative research instruments (Patton, 2008 ; MacMahon, 2008). In this context, the concept of identity has regained some interest, as a mean to realize the subjective processes by which individuals build a sense of Self, of their values, capacities and aims. Guichard (2008)

proposed his own technique of "constructivist interview", heavily relying on the concept of identity to help people make important choices for their future careers. Acknowledging what had been done and written, our exploratory research aimed at investigating what ties could there exist between construction of one's professional project and his or her social identity. We used an existing method for the investigation of identity dynamics called the MISI (Zavalloni, 2007), which to our knowledge hasn't much, if ever, been translated to English language. Five participants currently engaged in a three months process of individual career guidance accepted to be part of our research. Each of them went through the 3 stages of the MISI, producing an average of 3,36 hours of recorded interview. The corpus was then analyzed as required by the authors of the MISI. Results illustrate the relevance of an interview focused on exploration of social identity in the process of helping one to elaborate both personal and professional projects. Especially as subjective definitions of the environment give meaning to the project, which in turn modifies how the individual considers himself, the world, and values his chances of achieving his goals. The important roles of action and socialization are also stressed and discussed.

Reflexivity and Community Spirit: Collective Narrative Practice in Career Guidance

Valgreen Helene

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Collective Narrative Practice is intended to support people in discovering or rediscovering the community. It is about strengthening positive relationships in their immediate circle of acquaintances as well as in larger groups and the local environment – and ultimately collective relationships; that is, to strengthen ties to the people with whom one shares something in common without actually having a personal relationship. These could be people from other parts of a country or from other countries. Getting Collective Narrative Practice to work places great demands on the counselor, whose role – in addition to facilitating group processes – entails actively establishing and maintaining their own professional network across national borders. The source of Collective Narrative Practice is Narrative Therapy. One of the fundamental characteristics of Narrative Therapy is the externalization of concrete problems. Michael White expressed this method in concentrated form when he said, 'The person is not the problem, the problem is the problem.' In my PhD-dissertation I have investigated how we can apply Collective Narrative Practice to career counselling in order to develop Danish counselling with a focus on the phenomenon of youth vulnerability. The purpose of my research is to develop and analyze new counselling methods that are well suited to vulnerable youth, and within this context, to seek out opportunities for drawing on narrative approaches to counselling that are capable of contributing to the development of holistic counselling practices. The empirical data presented in the dissertation makes use of two methods within Collective Narrative Practice: Collective Narrative Timelines and the Tree of Life. My analysis has shown that Collective Narrative Practice in career counselling is an inclusive method. According to the counsellors, even the most vulnerable students in my empirical data reflect on their lives and opportunities – even those who find Collective Narrative Practice difficult or useless. They learn something from listening to the others' stories and re-retelling their own stories. Even when the words are few or insufficient. The stories thus attain significance for all of the participants regardless of the individual's degree of vulnerability.

Pulling the pieces together. Literary theory and narrative counseling

Vilhjálmsdóttir Guðbjörg & Tulinius Torfi H.

University of Iceland

Career construction theory opens up opportunities for using concepts and approaches from literary theory to understand better what goes on in narrative counselling. The aim of this paper is to show how practitioners of narrative counselling can benefit from knowledge of these concepts and approaches, especially the study of narrative, to which not only literary scholars but also philosophers and psychoanalysts have contributed substantially over the last decades. These concepts and insights will enhance the counsellors' capacity to understand better counselees' narratives and improve their ability to help them. Among relevant theoretical concepts are A.J. Greimas's actantial model and semiotic square, Julia Kristeva's intertextuality, Jacques Lacan's "mirror stage" as well as concepts that have come out of Ricoeur's study of "narrative identity". A demonstration will be made of how these conceptual tools can help the counsellor enhance his perception of the fragmentary information the counselee gives him, and

help him build these parts into a meaningful whole. We will focus on a method developed by Professor Mark Savickas in narrative counselling. Analysis of recordings of his sessions with his counselees will show how literary theory can add substantially to the understanding of what happens in the session, giving counsellors opportunities to enhance their perception and identification of important themes in their clients' lives.

Adaptability, time perspective, hope and optimism in unemployment
Ginevra Maria Cristina
University of Padua, Italy
In Europe we are living in a period of economic uncertainty generated by 'global financial crisis' and in order to increase the flexibility of labour markets and improve their overall economic performance, European countries have implemented policies to enhance the use of temporary contracts (Chou et al., 2011; O'Reilly, et al., 2011; Soresi, Nota, Ferrari & Ginevra, in press). Young adults can more easily become temporary workers and therefore experience more work disadvantages, such as greater instability, fewer (or no) benefits, and therefore higher on-the-job injury rates and lower fertility rates. To cope with the demands of today's labour market is important taking a positive attitude towards change and the implementation of a series of actions that enable workers to be more adaptable, tolerant toward diversity and uncertainty (Fouad & Bynner, 2008). Career adaptability is an crucial characteristic of workers, because comprises the ability to take up career roles, to deal with career transition (Savickas, 2008). A core component of career adaptability is time perspective. It seems particularly significant for temporary workers that face transition periods more often than in the past and to be ready for future requests. The construct is characterized by a sense of continuity among the past, present, and future as well as optimism and hope about the achievability of goals, and it is denoted by a sense of connectedness among events across time zones (Savickas, 1997). In the context of HIRT (Hope International Research Team) research project, the present work therefore aimed to examine time perspective, career adaptability, hope and optimism in Italian unemployed young adults, using a temporary work agency to find a job. Specifically, from a qualitative perspective, we examined the thoughts concerning the future of a group of young adults. From a quantitative perspective, we expected that participants with higher career adaptability were more frequently future-oriented, and with higher levels of hope and optimism. The results, in line with the hypothesis, highlight the importance of career adaptability and time perspective in young adults, and the need to carefully consider these constructs during the career counseling sessions with young adults that are looking for a job. Based on this, the need to plan vocational guidance intervention that focus on both time perspective and career adaptability is recommended.

Innovative moments and change in career construction counseling
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[2]School of Psychology, University of Minho, Portugal
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This communication presents an intensive analysis of a case of career counseling—the case of Michael—using the Innovative Moments Coding System (IMCS). IMCS, influenced by narrative therapy, conceptualizes narrative change as resulting from the elaboration and expansion of narrative exceptions or unique outcomes to a client's core problematic self-narrative. IMCS identifies and tracks the occurrence of five different types of narrative change: action, reflection, protest, reconceptualization, and performing change. This is the first attempt to use the IMCS in career counseling. We discuss the results, emphasizing the process of change in career counseling with clients in which maladaptive repetition underlies career decision-making difficulties.

School of Psychology, Via Venezia 12 - Floor 3 (16.10-18.00 – Aula H)
Transition in time of crisis – *Chair: Cohen-Scali Valérie, Conservatoire National des Arts et Métiers, France*

Subjective job mobility among industrial workers engaged in a transition program of voluntary turnover
Vonthron Anne-Marie[1], Vayre Emilie[1], Van Den Berghe Sylvie[2] & Mireux Audrey[2]
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Currently, extra-organizational mobility is more and more frequent. Employees are sometimes accompanied throughout their job termination in counseling for career pursuit. Many authors suggest that it is relevant to distinguish outplacement and re-employment transitions for the "job-leavers" (those who quit) and for the "job-losers" (Leana & Feldman, 1992; Miller & Hoppe, 1994). Waters (2007) showed that involuntarily redundant and voluntarily redundant employees did not react in the same way during a period of unemployment and upon the re-employment after job exit. Effectiveness evaluation of organizational plans for voluntary rather illuminates objective mobility (number of accesses to new jobs or projects for employability development).This research aims to analyze psychological processes that operate on subjective mobility of voluntary turnover. The study was conducted by standardized questionnaires with two groups of workers in an automotive industrial company, enrolled in an organizational voluntary turnover plan. Two stages of the transition are studied: during the course of counseling for career pursuit (38 participants in the Time 1 group: volunteers to quit, no longer assigned to a job role for at least 4 months but still employed by the company) and during a new employment situation (38 participants in the Time 2 group: job-leavers out of the company for about 7 months). We hypothesize that the perception of the voluntary turnover transition impacts self-assessment of the new work situation experienced at T1 and T2. Dimensions of perceived transition taken into account at T1 and T2 are: perception of this change in working life (according to Schlossberg, 1995) and identity repercussions caused by the transition (according to perspective of identity and life event perception : Perron & Massonat, 1990; Lagabrielle, 1999). Dimensions of the new work situation self-assessment are: satisfaction with the course of career counseling and strength of expectations for the counseling course at T1; sense of loss/gain in new employment situation and job self-efficacy at T2. Results indicate that dimensions of perceived transition interact in complex ways to explain self-assessment of the new work situation for both groups (T1 and T2).

Labour market transitions in policy and in everyday life: living the lean life
Thomsen Rie & Cort Pia
Aarhus University, Copenhagen, Denmark
In a time where transitions between jobs and in and out of the labour market are likely to become more frequent the way we conceptualise and experience ' transitions' becomes equally important. In EU policy, Denmark is often referred to as a model country in terms of the flexicurity model and its aim of securing unemployed people through financial support and access to training and competence development during redundancies i.e. during transitional phases in a working life. Hereby the flexicurity model ensures both a flexible labour market and a flexible and adaptable workforce. However, since the 1990s focus in the employment policy has shifted gradually and introduced the ideas of activation and the duty of the unemployed to pursue employment. Unemployment has been individualized as a problem and focus has moved from upskilling to rapid re-integration into the labour market, hereby conceptualizing transitions as un-wanted and at the best something which could be minimized and made smooth through the right activation measures of primarily sticks and less carrots. This presentation investigates transitions from the perspective of the citizens and present the result of an analysis of 21 narrative interviews with employed or newly un-employed Danish citizens between the age of 35 and 45. The analysis points to a conceptualization of transitions in the political discourse based on assumptions of transitions as wasteful and in need of lean and time management in order to be minimized. This discourse has effect on the micro level where at the same time citizens are struggling to make radical changes to their working life. Changes that could be supported by recognizing pauses as productive and in line with the ideas and values that flexicurity was built upon.

Self-efficacy, perception of career transition and dynamics of identity after professional repatriation

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Trade globalisation has greatly boosted international career mobility. Therefore, many studies explore these expatriation issues. However, very few researches have been made on this specific career transition which is repatriation although 80 % of expatriates suffer what they call "culture shock" during their return (Black, Gregersen & Mendenhall 1992). Former expatriates or their spouses, human resources experts in international mobility agree all about the employee's return difficulties working in his country of origin after a significant period of expatriation. They recommend a specific coaching to help returnee to find its feet. To the feeling like "a foreigner at home" is sometimes added a frustration about the inability of sharing the international experience and a job autonomy reduction. Only 50% of the expatriates would have a promotion after returning, 65% feel a negative impact on their career, 50% find their local job less interesting, and 20% declare their intention to quit (Adler 1997). A quantitative study has been conducted in 2012 with 65 repatriates (26 women and 39 men aged respectively 30 years and 40 years on average) belonging to the same French Governmental Organization specialized in international economic development. These employees were surveyed by a questionnaire upon their return to France. Our research design intends to describe how the dynamic of repatriate's identity is influenced by the interaction between Self Efficacy and the transition context. Professional Self-Efficacy has a major impact on organizational socialization (Bauer, Bodner, Erdogan, Truxillo & Tucker, 2007). We suggest that job repatriation is a situation which consists in an organizational re-socialization. It seems to be usual that successful job expatriation reinforce professional capacity beliefs. Such a career crisis can have serious ramifications for family members. And personal life transitions can also disrupt work performance. Transition management programmes need to take account of these interactions. Schlossberg's (1995) 4S approach (situation, support, self and strategies) is relevant to this. Research results reveal psychological mechanisms leading to a better understanding of this specific career transition management.
Keywords: Career Transition, Repatriation, Self-Efficacy, Identity Dynamic, Counseling.

Researchers' career transitions and counseling

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The aim of this paper is to study how researchers are negotiating career transitions in a complex and dynamic academic world. Nowadays academic careers are seen as flexible, dynamic and fluid, including also many transitions from work to work, or from organization to organization. The data of the study is gathered through open-ended narrative interviews of the doctoral students and postdoctoral researchers. Through these career stories interviewees make their experiences meaningful and express on the other hand hope and optimism and on the other loss and exclusion. Narrative approach is used in analyzing and describing what they are telling about their agency, experiences of work and different work communities. Moreover, narrative analysis is illustrating the role of discourses and perceptions in positioning interviewees in work organizations. The research findings highlight the ways in which researchers are not only being positioned, but are positioning within discourse. How researchers are becoming active agents and what kind of subtle bonds can be identified and how they become attached to the different communities. Narratives of the researchers of their work and communities reveal storylines through which their agency and career transitions are constructed in the academic world.

Acquired Experience Validation: individual and organizational positive impacts

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Initiated in France 10 years ago, VAE (Acquired Experience Validation) is a program which is addressed to any person engaged in working life for at least 3 years. Its principle consists in relating the knowledge acquired in personal and occupational experiences and contents of degrees or certifications inquired. Specifically, the person must prepare a dossier submitted to a jury, and, in some cases, an interview. According to Pinte (2012), this program represents a "new laboratory" on learning processes and

assessment of different forms of knowledge. Furthermore, based on self-analysis of activities and skills, it is a special time for reflexivity, self-valorization and recognition (Astier, 2004; Aubret & Gilbert, 2002; Cuvillier, 2004; Lenoir, 2002; Leplâtre, 2005; Mayen, 2008; Renault, 2007). Although the process is generally considered long and arduous, it is also regarded as a significant tool of motivation and career development, particularly during periods of uncertain employment conditions. Another important point, the process can be initiated by the very person or proposed by the organization. VAE can be included in a prevention policy of employment in so far as, in a threatened by restructuring or layoffs context, this access to a degree or certification can facilitate transitions and improve employability or opportunities for redeployment of staff (Personnaz, Qintero & Séchaud, 2005). Thus, the aim of our study was to consider the possible positive and constructive effects of VAE for low-skilled workers in an employment insecurity period. A sample of 93 French labourers working in an industrial organization completed a questionnaire and 20 of them participated to two interview groups. Questionnaires were about VAE perception, perceived changes in work, training motivation and self-efficacy. As expected, VAE appears as a source of learning but also as a recognition of previously inaccessible experience, a way out of conditioned behaviors and a tool to make visible invisible activity. Moreover, quantitative results show the importance of the confidence in one's abilities aroused by this approach. They underline the new will for professional development and training. These findings will be discussed in an individual and organizational perspective.

School of Psychology, Via Venezia 12 - Floor 3 (16.10-18.00 – Aula I)
Parenting and family in career construction – *Chair: Costabile Angela, University of Calabria, Italy*

Parenting styles, coping styles and resilience in families with children with ADHD
Greeff Abraham & Tancred Elise-Marie
University of Stellenbosch, South Africa
The aim of this study was to determine the association between parenting styles, coping styles and the adaptation of families with children with ADHD. A cross-sectional research design was used to collect data from parents representing 102 families with previously diagnosed children with ADHD. Participants completed a biographical questionnaire and three self-report questionnaires. Results from the biographical data supported previous findings suggesting a genetic link between parents and children with ADHD. The ANOVA results showed that mothers obtained higher scores for connection, autonomy granting and authoritative parenting than fathers. Significant positive correlations were found between dimensions of the authoritative parenting style (connection, autonomy granting and regulation) and the re-evaluation and mobilization coping strategies. The three dimensions of the authoritarian parenting style (physical coercion, verbal hostility, and non-reasoning) had a significant negative correlation with family adaptation, and the permissive parenting style correlated negatively with the coping strategy re-evaluation and passivity, while it also correlated negatively with family adaptation. A regression analysis further revealed medication, connection and regulation (as dimensions of the authoritative parenting style) as the best-subset predictor variables for family adaptation. In order to improve outcomes for parents and children with ADHD, parent behavior training – teaching authoritative parenting skills like regulation, autonomy granting and connection – is strongly recommended. The use of medication to help control core ADHD symptoms can benefit parents and children.

Parents' Occupational and Family Expectations from their Deaf and Hard of Hearing Adolescents: Relations to Career-Related Parental Support
Rinat Michael, Most Tova & Gali Cinamon Rachel
Tel-Aviv University, Israel
Parents' beliefs and ambitions for their children have a significant impact on their child's career and educational choices (Rashmi, Kauppi, Lewko, & Urajnik, 2002). The investigation of parents' expectations seems especially important when dealing with children with disabilities that may suffer from difficulties in functioning in different life domains. Parental support is considered an important variable in adolescents' career development (e.g., Phillips, Blustein, Jobin-Davis, & White, 2002). However, the knowledge about the specific types of support that help shape adolescents' career choices is limited. Moreover, not much is

known regarding the variables which impact parents' support. The present study focused on the contribution of parents' occupational and family expectations to their career-related support for their deaf / hard of hearing (HH) adolescent. 38 parents of deaf/ HH adolescents aged 40-57 participated in the study. They completed the Evaluation of Occupational Competence scale, the Evaluation of Family Competence scale, the Career-Related Parent Support Scale, and a background information questionnaire. Certain parental expectations predicted different types of their career-related support. Parents' occupational expectations in relation to the competence of deaf persons in occupations with high levels of communication explained 19% of the variance of their verbal encouragement [F(2,36)=3.50, p<.05]. As for family expectations, expectations regarding deaf persons' general parental competence [F(2,36)=4.10, p<.05] and marital and parental competence in regards to a deaf partner / child [F(2,36)=4.15, p<.05] each explained 31% of the variance of their instrumental assistance. In addition, parents' expectations regarding general marital competence of deaf persons explained 23% of the variance of their instrumental assistance [F(2,36)=4.05, p<.05], 27% of the variance of their career-related modeling [F(2,36)=4.90, p<.05], and 31% of the variance of their emotional support [F(2,36)=5.77, p<.01] towards their deaf/HH child. The above results emphasize the relationships between different types of parental expectations and their unique contribution to parents' career-related support. Theoretical and practical implications will be discussed.

Parental influence in adolescents' career adaptability
da Conceição Soares Maria[1] & Duarte Maria Eduarda[2]
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Family context, and more specifically, parents are major influencers of their children's career results and career development. Benefiting from new constructs and instruments proposed within the perspective of the career/life construction and of the life design paradigm (Duarte, 2009; Savickas 2002, 2005; 2011; Savickas et al., 2009), this research explores how the concept of adaptability can inform the study of parental influence. 403 adolescents and their parents answered the Career Adapt-Abilities Inventory (CAAI – version 1.0) with 50 items arranged in five dimensions or ''C's'': concern, control, curiosity, cooperation and confidence. They also have made hetero-evaluation for each other adaptability. Main results: (1) the typical responses were the two highest alternatives in the answer scale: strong and strongest, both in self and hetero perception; (2) considering children's answers to CAAI: good indices for reliability (alpha's Cronbach from .77 in cooperation, to .82 in confidence); moderate fit indices when performing CFA for the 5 C's adaptability model, which improved to good fit indices ($\chi2/df=2.09$; RMSEA=.05; CFI=.97; GFI=.86) when 14 items that didn't perform so well were removed, creating an adapted version used in subsequent results' analysis; (3) significant Pearson coefficients were found between children's adaptability and both the hetero perceptions measured: the one they have about their own parents adaptability, as well as the one their parents have about their own children's adaptability. Children and parents' self perceived adaptability were not correlated; (4) using multiple linear regression, children's adaptability total score was found to be significantly explained by the following variables: children's perception of their father adaptability, father perception of their children's adaptability, mother perception of their children's adaptability, mother adaptability. Sex, SES, parental educational attainment, parent's age, family configuration, father adaptability, and children perception of their mother adaptability were found to have no significant effect. Discussion will address the: (1) explanatory role of psychological variables over socio demographic ones; (2) main role played by the perceptions that parents and children have of each others; (3) concept of adaptability as one that captures and informs the parental influence, and in turn, how this may operate to prompt or constrain children's life/career adaptability.

P.I.P.P.I.: Program of Intervention for Prevention of Institutionalization. Ways to foster resilience in vulnerable families

Milani Paola, Serbati Sara, Ius Marco, Di Masi Diego & Zanon Ombretta
FISPPA-Dipartimento di Filosofia, Sociologia, Pedagogia, Psicologia Applicata, Università di Padova, Italia

P.I.P.P.I. is a research-training-intervention program developed as an intensive care program for vulnerable families, funded by Italian Ministry of Welfare (2011-2012). It aims at preventing child placement out of home by balancing risk and protective factors, and focuses on supporting parenting through multi-professional and resilient based intervention. P.I.P.P.I. stands for Program of Intervention for Prevention of Institutionalization and it is inspired by Pippi Longstocking, a creatively amazing resilient girl known all over the world. P.I.P.P.I. involved more than 200 practitioners working in 10 Italian cities with 91 families in care each city (136 children, 0-11 years old). The first months focused on sharing with practitioners the framework and goal of the program and on training them about actions and tools. Afterwards the program was implemented with families, setting three times of data collection (t0-t1-t2: October 2011, April and November 2012), in which different questionnaires were used to measure parents' satisfaction, child behaviour (SDQ), families' social support (MsPSS), and family functioning (Assessment Framework). For each child the team of professionals used R.P.M.online, a web-tool based on the Italian adaptation of the Assessment Framework. R.P.M.online is meant to foster all the process of the care plan (assessing risk and protective factors, planning and evaluating intervention) and aims at empowering the participation of all the actors involved in the intervention (firstly children and parents, and then practitioners, teachers, etc.) giving them voice, collecting their point of view and using their resources. Participation is measured through Social Network Analysis and text analysis of care plans. The paper will present the structure of program and its main results. Furthermore it will discuss how data and the process of reflective practice was used to collectively design the extension of P.I.P.P.I. for 2013 and 2014.

A narrative Study of Gender Interaction in Parent-Child Career Development Co-Construction

Pizzorno Maria Chiara
Università della Valle d'Aosta, Italia

Nine families composed of mother and father, one son and one daughter were involved in this study to examine the role played by family of origin on career development from a gender perspective. In particular, the paper addresses questions of how the interaction between the parent's gender and that of the child affects the child's career development, and what are the similarities within, and the differences between, same-sex dyad versus opposite-sex dyad in relation to career as a joint development. The narrative method was used as it lends itself to capturing family members' representations of children's career paths. A semi-structured interview was administered to 36 participants, and data were analyzed using the adaptation of a tried-and-tested narrative analysis procedure. Findings show the importance of same sex dyads, and differences within these dyads, such as father-son educational and occupational transmission and mother-daughter alliance in facilitating girl's autonomy. Results also highlight how family structural dimensions differently affect daughter and son careers through parents' expectations. The level of congruence between dyad members' narratives was also related to the quality of the experience of career co-construction. Implications for practice and future research are discussed.

Keywords: Career Development, Family Influence, Gender.

School of Psychology, Via Venezia 12 - Floor 3 (15.40-16.40 – Aula L)
Symposium: **Career counseling in the sense of life designing for temporary, unemployed and underemployed workers, and for drop-outs** – *Chair: Ertelt Bernd-Joachim, University of Czestochowa, Poland*

Career counseling in the sense of life designing for temporary, unemployed and underemployed workers, and for drop-outs
Ertelt Bernd-Joachim
University of Czestochowa, Poland
The moderator will also address the vital issue of how life-designing could possibly contribute to an individual's employability which goes beyond the mere utility for labour market. This is very important as the concepts of employability and professional/vocational identity could be seen as conflictual. There is a danger that a "vocation" in the sense of "calling" is not intended for workers on the periphery.

Workers on the periphery of the employment market: bad career choice or bad life-designing?
Frey Andreas[1] & Ruppert Jean-Jacques[2]
[1]*University of the Federal Employment Agency, Germany*
[2]*Applied Vocational Psychology & Policy Research Unit, Luxembourg*
How does an individual end up being a marginal, a peripheral worker? Do the assumptions made about the challenges of present and future work environments as well as about career planning really apply to these target groups? If we accept that "people's careers are constructed as individuals make choices that express their self-concepts." and that "The self-concept also is constructed through the specific experiences that people have had in environments that they have experienced" (M. L. Savickas et al.), what about those individuals whose professional experiences have exclusively or almost exclusively been on the periphery? Can these experiences really constitute a sound basis for life designing? Finally, does life designing not put too heavy a burden on the individual? The authors will discuss these issues in a constructive manner.

Action-research as a strategy in counselling to support autonomous life-designing
Piazza Roberta & Di Nuovo Santo
University of Catania, Italy
Within career counselling and guidance settings, the problem of supporting "vulnerable" workers (disabled, immigrants, disadvantaged, unemployed) on a scientific basis to identify their motivation for career choices and enhance the potential for achieving them is increasingly emerging. We believe that the adoption of the methodology of action research applied to individual cases could be a solution to this problem. If the goal is to focus on the level and the quality of the worker's abilities and skills compared to their peculiar motivation, in order to establish a counselling intervention emphasizing the strengths and filling the gaps, assessment is one of the areas in which psychology and experimental pedagogy can find successful integration. Assessment to which reference is made is able to investigate changes "in progress" - and not just in a reductive way, "before-after": as it happens, to what extent, why it isn't happened as hypothesized, what are the factors, which intervention favours even more change, what are the effects of the intervention. In action research change is caused by active intervention conducted by the researcher, who is directly involved in the process. This raises some problems with the methodology of the research (the inability to simplify the complexity of the research based on both the variables involved and the time of detection of changes). However, researchers can become instrument of better monitoring and understanding the dynamics underlying the career choices of individuals at risk. The more counselling is aimed to sustain vulnerable people, the more it need to be supported by highly individualized interventions, and therefore, by correct evaluation on a methodological basis, able to generalize effectiveness and efficiency of the intervention. At the same time, the assumption of action research methodology is offered as a space for reflection for workers who, stimulated to take part to a research context, may become more aware of the existence of different career paths and of educational potential unexplored. Our contribution, with reference to some case studies, will discuss the importance of the strategy of action research within the guidance interventions with disadvantaged people, in order to support pathways of change (for workers) and greater understanding and awareness of the role (for operators).

School of Psychology, Via Venezia 12 - Floor 3 (16.50-18.20 – Aula L)
L'International Hope Research Team: alcuni preliminari risultati di ricerca
Chair: Soresi Salvatore, Università di Padova, Italia

Progetti e risultati dell'International Hope Research Team - IHRT
La.R.I.O.S. Team
Laboratorio La.R.I.O.S., Università di Padova, Italia
Nel gennaio 2012 ha preso vita presso il Laboratorio Larios dell'Università di Padova il gruppo di ricerca International Hope Research Team-IHRT che vede la partecipazione di numerosi ricercatori e professionisti. L'analisi della letteratura, il constante confronto tra ricercatori e operatori, e il fervente interesse dimostrato da tutti i partecipanti hanno consentito di mettere a punto diversi progetti di ricerca finalizzati ad individuare il ruolo giocato da dimensioni positive come la speranza, l'ottimismo, la resilienza e la prospettiva temporale in questi tempi di crisi economica e sociale. A tal fine i protocolli di ricerca predisposti sono stati applicati a diversi gruppi di partecipanti tra cui esperti di orientamento, operatori che lavorano con la disabilità, insegnanti, genitori, adolescenti e bambini, persone con disabilità, adulti che stanno sperimentando periodi di disoccupazione. Nel corso della presentazione verranno discussi i primi risultati di alcune delle sperimentazioni condotte e forniti suggerimenti per il proseguo della ricerca.

Indagine su speranza, ottimismo, resilienza. Alcune considerazioni in margine alla rilevazione in Umbria

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La rilevazione in Umbria ha coinvolto circa 250 studenti della scuola media di primo e secondo grado della provincia di Perugia e Terni ed è stata resa possibile dagli orientatori (CPI di Perugia, CPI di Terni, Informagiovani Comune di Perugia, Istituto Professionale Orfini di Foligno) che hanno gestito la somministrazione dei questionari nelle scuole che hanno aderito al progetto. L'interesse espresso relativamente al tema oggetto di indagine è stato molto alto da parte degli insegnanti e da parte dei ragazzi e ragazze direttamente interessati, con alcune differenze tra le fasce di età. L'attenzione alle dimensioni oggetto di indagine (speranza, ottimismo, resilienza) si colloca in Umbria in un contesto economico e sociale segnato fortemente dalla crisi e dal più generale processo di declino, in atto da alcuni anni, di un territorio che sembra faticare a ritrovare una propria identità e posizionamento competitivo e che si trova a subire, in maniera amplificata, i cicli economici di segno negativo. Specie nei territori più marginali, chi lavora a contatto con i giovani deve registrare o un drastico restringimento dell'orizzonte temporale di riferimento e dentro il quale fare progetti – per vivere in una sorta di eterno *presente* - o un forte senso di sfiducia e preoccupazione rispetto alle prospettive future. In questo contesto, l'intreccio, il format tipico delle storie di formazione incentrate intorno al tema dell'autorealizzazione - ovvero del soggetto che si impegna, lotta contro le ostilità del suo ambiente, non si arrende di fronte agli ostacoli al fine di dare piena espressione alle proprie potenzialità e realizzare i propri desideri - appare non più adeguato a raccontare le aspirazioni e i progetti delle nuove generazioni. Dal punto di vista del lavoro dell'orientatore, ascoltare la domanda che scaturisce dalla crisi del senso di speranza e fiducia verso il futuro e il conseguente indebolimento della capacità di progettare e perseguire con costanza i propri obiettivi, non può non avere importanti conseguenze. In particolare, sembra basilare dotarsi, in quanto orientatori, di competenze professionali e strumenti utili a promuovere un approccio resiliente. Il ruolo dell'orientatore è sempre più quello di mantenere viva la speranza delle persone verso "soluzioni possibili". Il focus orientativo sta mutando in relazione al mutamento dei bisogni orientativi, in relazione ad una temporalità schiacciata sul presente e sull'immediato futuro, in relazione anche della scarsa prevedibilità dei fenomeni e alla velocità dei mutamenti del mercato del lavoro. A volte parlare di progetto professionale così come lo si faceva appena cinque anni fa sembra anacronistico. L'esigenza che gli orientatori avvertono è quella di agire ad un livello sempre più vicino al sostegno e alla formazione di competenze anche trasversali quali la resilienza. Allo stesso tempo, se si vuole contribuire ad accrescere la capacità di resilienza delle persone, è necessario

sviluppare una maggiore attenzione rispetto a tutte le dimensioni dell'orientamento, superando una certa tendenza allo schiacciamento, specie nei momenti di crisi, sui territori più noti e praticati che fanno riferimento alla sola dimensione del *che cosa* (le professioni, i settori produttivi, i percorsi di istruzione o formazione professionale, verso cui indirizzare la nostra attenzione, i nostri sforzi ed investimenti). Investendo invece maggiormente sia sulla dimensione del *come* (tutto ciò che Savickas riassume sotto la voce "career adaptability", ovvero quelle abilità, comportamenti, competenze, stili di pensiero che è utile attivare e sviluppare per migliorare la nostra capacità sia di fissare degli obiettivi ai nostri percorsi di carriera sia di gestire in modo efficace le nostre carriere) sia sulla dimensione del *perché* delle scelte, ovvero delle motivazioni, dei criteri, non sempre pienamente consapevoli o solo razionali, che ci guidano, dei *temi guida* delle storie personali e professionali.

Come speranzosità e ottimismo dei genitori intervengono nella scelta universitaria: dati preliminari del Servizio di Consulenza Psicosociale per l'Orientamento di Milano-Bicocca

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Una delle caratteristiche specifiche della contemporaneità occidentale è che al decrescere della natalità corrisponde un aumento delle aspettative che i genitori veicolano sui figli: non più riferite alla prole come possibile fonte di sostentamento nella vecchiaia, ma al desiderio che i figli abbiano una vita 'buona', ossia soddisfacente dal punto di vista materiale, emotivo, esistenziale. Il che spesso si traduce in una sempre più massiccia presenza dei genitori nelle situazioni di Orientamento universitario dedicate agli studenti: Open Day, Servizi e Uffici Orientamento, incontri di accompagnamento alla scelta. In linea con questa tendenza, a partire dal 2010, il Servizio di Consulenza Psicosociale per l'Orientamento di Milano-Bicocca ha esplicitato i bisogni sottostanti l'affluenza dei genitori, costruendo azioni di risposta sia internamente al Servizio (F.A.Q. e consulenza telematica) che in collegamento con la Rete dei Servizi di Orientamento di Ateneo (Giornate di incontro dedicate). Dal data base che registra gli accessi è stato possibile individuare le motivazioni che più frequentemente spingono i genitori, spesso in sostituzione dei propri figli/e considerati ancora troppo inesperti e dunque non affidabili, a rivolgersi a questi servizi: aumentare le proprie conoscenze sull'attuale funzionamento universitario, acquisire informazioni sui corsi ed esplorare dubbi e paure. Inoltre, data la crisi attuale del mondo del lavoro, è stato rilevato un aumento (comprensibile) del bisogno da parte dei genitori di indirizzare i figli verso una strada *sicura.* In tutto questo, sempre più rilevanza assumono e vanno indagate nei genitori le dimensioni come la resilienza, la speranza, l'ottimismo, la fiducia nelle proprie capacità, il grado di soddisfazione sulla propria vita e la conoscenza di se ('Essere genitori oggi', La.R.I.O.S, 2012), in relazione all'esperienza professionale e personale e le ricadute che tutto questo ha sulle scelte di studio e lavoro dei figli. Il contributo presenta i dati preliminari raccolti con questa popolazione all'interno del progetto I.H.R.T.

Verso un modello di Diversity Management

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Una delle criticità che le organizzazioni si trovano ad affrontare oggi è la conciliazione tra esigenze di sostenibilità e turbolenza degli ambienti. Questo nodo critico è reso ancora più complesso dalle frequenti richieste di maggiore "qualità della democrazia gestionale". Da questo punto di vista, il Diversity Management si rivela un approccio teorico-pratico utile per indagare i processi che, nei contesti lavorativi, generano conflitti sulla base della percezione della reciproca diversità. Obiettivo dello studio è quello di individuare quei comportamenti resilienti in grado di favorire la promozione ed il sostegno delle diversità in ambito organizzativo. Il modello utilizzato ed applicato su di un campione di 400 lavoratori/lavoratrici di organizzazioni del settore pubblico e privato, è quello del Diversity Endorsement (Avery, 2011) secondo cui la tipologia di endorsement (attivo o passivo) è individuata attraverso il concorso di fattori individuali (pregiudizio, status, egualitarismo) e fattori contestuali (diversity climate, tipologia di endorsement). Inoltre, gli autori di questo studio hanno individuato altri fattori che rappresenterebbero validi predittori del DM. I primi risultati pongono le basi per proseguire, su più ampia scala, il processo di validazione del modello di Avery (2011) verificandone gli effetti sui costrutti di efficacia organizzativa, engagement e soddisfazione

lavorativa. Partendo dalle premesse di questo studio ci si aspetta di pervenire alla pianificazione di pratiche di gestione e sviluppo della persona nelle organizzazioni pienamente aderenti ai principi di sostenibilità organizzativa e di rispetto e riconoscimento della diversità.

Orientamento alla transizione nel sistema d'istruzione, di formazione superiore e nel lavoro
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Gli strumenti del gruppo di Ricerca HIRT "Speranza, ottimismo, prospettiva temporale e resilienza in età evolutiva", sono stati adottati nell'ambito del Progetto di orientamento svolto dall'Apof-il (Agenzia in house della Provincia di Potenza) nella Scuola secondaria di I e II grado. I percorsi di "orientamento alla transizione" si sono basati sulle seguenti tipologie di interventi: • Orientamento in entrata verso il sistema di istruzione della scuola secondaria di II grado, rivolto agli studenti delle classi dell'ultimo anno ed agli studenti del primo e del secondo anno della scuola media inferiore. • Orientamento in uscita dalla scuola secondaria di II grado. Orientamento alle professioni ed all'istruzione superiore rivolto agli studenti delle classi finali (IV e V) degli Istituti Statali di Istruzione Superiore (ISIS). • Orientamento in uscita dalla scuola secondaria di II grado. Orientamento al lavoro rivolto a studenti delle classi finali degli Istituti di II grado e interessati all'intrapresa del lavoro. Le dimensioni orientative ed i costrutti del Progetto concernono le seguenti aree di analisi: 1. area dei vissuti scolastici e del "life design"; 2. area delle attitudini; 3. area degli interessi professionali; 4. area dell'apprendimento; 5. area della progettualità. Gli obiettivi generali del progetto sono stati: ▪ sostenere un organico processo di orientamento nell'ambito della scuola; ▪ preparare gli studenti alla scelta dei percorsi successivi al ciclo di studio in corso; ▪ favorire lo sviluppo di processi di auto-orientamento degli studenti; ▪ favorire nella persona la maturazione di un atteggiamento ed uno stile di comportamento proattivo nella transizione scolastica e professionale; ▪ garantire a tutti gli studenti pari opportunità di orientamento e condizioni favorevoli al fronteggiamento della transizione; ▪ socializzare gli studenti al lavoro attraverso contatti con il mondo produttivo e la promozione di occasioni di pre-socializzazione lavorativa; ▪ promuovere la conoscenza attiva di specifiche professioni e di tutti gli elementi utili alla scelta; ▪ facilitare la conoscenza dei sistemi formativi e dei contesti produttivi e sviluppare la capacità di acquisire informazioni sulle opportunità di studio, formazione e lavoro; ▪ favorire una riflessione critica sull'andamento del proprio percorso di studio; ▪ favorire la maturazione di progetti personali formativi e lavorativi. Le attività si sono svolte sulla base di moduli di orientamento della durata di 20 ore per classe con attività di gruppo e colloqui di orientamento individuali. Gli interventi di orientamento nella Scuola secondaria di I° grado hanno coinvolto: 62 Istituti Scolastici; 102 classi; 2.344 studenti. Nella Scuola secondaria di II° grado: 50 Istituti Scolastici; 133 classi. 2.394 studenti.

La speranza e l'ottimismo nell'ambito delle relazioni di aiuto: un'analisi cross culturale
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Nell'ambito dei progetti proposti dall'IHRteam grazie ad un protocollo di collaborazione tra il Larios e la Fondazione Paoletti abbiamo avuto la possibilità di raccogliere le autovalutazioni a proposito di alcune dimensioni care alla psicologia positiva in tre gruppi di operatori impegnati, in paesi diversi (Italia, Congo e Perù), in azioni di educazione e supporto sociale. A tal fine è stata tradotta e applicata una "batteria" di questionari comprendente: - Alcuni item a completamento finalizzati all'analisi della rappresentazione che i diversi partecipanti possedevano a proposito del proprio futuro e del lavoro da essi stessi svolto; - Un questionario sulle credenze di efficacia professionale (competenze professionali, abilità di attivare relazioni collaborative con altri colleghi, e capacità di fronteggiamento delle difficoltà delle persone dei propri utenti); - Un questionario sulla speranza e l'ottimismo professionale; - Un questionario di autovalutazione della qualità della propria vita; - Un questionario di valutazione dei livelli di soddisfazione professionale. Nel corso della presentazione saranno proposte alcuni preliminari commenti ai seguenti interrogativi: 1) Gli operatori che sono impegnati in attività educative in contesti svantaggiati da un punto di vista economico e sociosanitario, in confronto a coloro che svolgono analoghe attività in Italia, presentano livelli più elevati di speranza, ottimismo e resilienza? 2) Esistono differenze cross culturali a carico della rappresentazione del lavoro che questi partecipanti posseggono? 3) In questi operatori i livelli di speranza posseduti fanno

registrare differenze significative a proposito della qualità della vita sperimentata e dei livelli di soddisfazione professionale?

Speranza, resilienza e prospettiva temporale in un gruppo di studenti universitari
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All'interno dell'ampio progetto internazionale coordinato dal gruppo IHRT, l'Università degli Studi di Pavia ha portate a termine le prime fasi di realizzazione dell'indagine. *Campione: gruppo sperimentale,* si basa sulle difficoltà accademiche, ed è composto da 27 studenti, (15 maschi e 12 femmine) di età compresa tra i 21 e i 31 anni regolarmente iscritti in posizione attiva al III anno o fuori corso con un basso numero di CFU (tra i 9 e 60 crediti). Il campione si diversifica in quanto gli studenti appartengono a 5 corsi di laurea con diversa specificità e area formativa: Scienze e Tecniche Psicologiche (11%) Scienze Filosofiche (7%), Ingegneria (56%), Scienze biologiche (11%), e Giurisprudenza (15%); *gruppo di controllo* è composto da 46 studenti (12 maschi e 34 femmine) di età compresa tra i 21 e i 41 anni e si caratterizza per un adeguato livello di CFU raggiunti all'inizio del secondo semestre del III anno di frequenza ai corsi (tra 120 e 170). Le facoltà di provenienza del campione di controllo sono: Scienze e Tecniche Psicologiche (67%), Scienze Filosofiche (4%), Ingegneria Informatica (7%), Scienze biologiche (22%). *Metodologia:* Partecipazione volontaria, tramite invio mail, alla compilazione di una batteria di 10 questionari inseriti in piattaforma Poldaddy on-line: The Hope Scale, Pro.spera, Life Orientation Test, Hope Centered Career Inventory, Career Adapt-abilities Inventory, Io sono così… almeno così pare a me, Designing my future, Satisfaction with life scale, Resilience scale for adults, Resilience scale ridotta. *Analisi:* I risultati relativi alle dieci scale per la misurazione del livello di resilienza, ottimismo e speranza sono stati analizzati con l'ausilio dei softwares SPSS 15. 1. Confronto dei livelli di speranza, ottimismo e resilienza fra i due gruppi di studenti. È stata condotta un'Analisi ANOVA univariata considerando come variabile indipendente il gruppo (sperimentale e controllo) e come variabile dipendente i punteggi ottenuti nelle diverse scale. Ipotesi di significatività per: le sottoscale di ogni singolo questionario in relazione all'appartenenza al gruppo; l'insieme dei risultati che indagano un preciso costrutto (resilienza o ottimismo o speranza); relazioni fra i risultati dei test di un preciso costrutto (es: resilienza) e i risultati di un altro test con un altro costrutto (es: ottimismo). 2. Individuazione delle possibili differenze dovute alla tipologia del corso di laurea e/o al genere. È stato usato lo stesso metodo di analisi con la differenza che è stata modificata la variabile indipendente che nel primo caso è la tipologia di facoltà (Umanistica-giuridica e Scientifica-tecnologica) e nel secondo il genere (maschio e femmina). La ricerca è attualmente in corso e i dati sono in fase di analisi e verranno pertanto discussi in sede di presentazione.

Esplorazione della speranza, dell'ottimismo e dell'adaptability in studenti di Psicologia dell'Università di Malta
Tanti Burlò Elena, Camilleri Liberato, Azzopardi Angela, Azzopardi Jessica F., Borg Rachel, Cassar Leona & Vella Selene
Università di Malta
L'insegnamento della psicologia è relativamente recente a Malta; si è cominciato nel 1986 nell'ambito del corso di laurea in Scienze Sociali fuori dal università Statale. L'Università di Malta ha costituito il Dipartimento di Psicologia nel 1988. È sorto inizialmente all'interno di una facoltà artistica, per essere poi spostato presso la Facoltà di Scienze dell'Educazione; ora finalmente è divenuto uno dei dipartimenti fondanti della Facoltà di Benessere sociale. E lo studio del benessere è ciò su cui si basa questo progetto. Gli studenti di Psicologia, finora, in un periodo economico favorevole, hanno trovato relativamente facile inserirsi nel mondo del lavoro, con una quota di giovani disoccupati pari al 13.1 % (Eurostat, 2011). I laureati triennali in psicologia ritengono che il corso di laurea ha potenziato flessibilità ed adattabilità per il mercato del lavoro; essi sono principalmente impiegati in ambito educativo, sociale e delle risorse umane (Tanti Burlò & Mifsud, 2011). Il corso di laurea in psicologia è formulato in accordo al Processo di Bologna (3 + 2 con un tirocinio formativo da svolgere). Il corso di laurea magistrale in psicologia è molto selettivo e soltanto 15 studenti vengono accettati ogni biennio. La quota di studenti che vuole studiare psicologia è in costante

aumento e quasi tutti coloro che iniziano il corso hanno l'intenzione di diventare psicologo. Come nuovi membri dell'International Hope Research Team abbiamo somministrato ad un gruppo di studenti di psicologia dell'Università di Malta i seguenti strumenti: Designing My Future (Soresi, Nota, Ferrari & Sgaramella, 2012); Career Adaptabilities Scale (Savickas & Porfeli, 2012); Revised Life Orientation Test (lot-r) (Scheier, Carver, Bridges, 1994); Adult Dispositional Hope Scale (Snyder et al., 1991); Optimism & Hope (Soresi, Ferrari, Nota & Sgaramella, 2012); Hope Centered Career Inventory (Spencer, Niles, Joon Yoon & Amundson, 2010). 46 studenti hanno risposto ai questionari (9 maschi e 37 femmine). Nonostante la piccola dimensione del campione, sono state analizzate le differenze tra maschi e femmine. I maschi hanno punteggi più elevanti rispetto alle femmine pressoché in tutte le dimensioni sebbene non tutte le differenze siano significative. Il ruolo dello psicologo sta cambiando (Soresi, 2012) e gli studenti devono adattarsi a questo cambiamento. Gli studenti maltesi hanno già cominciato ad adattarsi a questo cambiamento poiché la maggior parte ha soltanto la laurea in psicologia di primo livello e molti stanno lavorando nella comunità adattandosi ad uno scenario in cui l'accettazione della diversità (studenti e adulti disabili nella scuola e nella comunità; persone con problemi di salute mentale; immigrati, ecc.) e la facilitazione delle pratiche inclusive sono all'ordine del giorno. Siamo molto desiderosi di mettere i nostri risultati a confronto con quelli di altri paesi.

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School of Psychology, Via Venezia 12 - Floor 2 (18.10-19.40 – Aula A)
Symposium: **Circling the globe: Advances in international career assessment**
Chair: Hassert Silvia M.C., Arizona State University, USA

Presentation. Career choice reflects an individual's self-concept and her or his unique personality traits (Anastasi & Urbina, 1997). In the counseling field, career decision-making has gained considerable attention, as tools for assessing occupational interest have been developed. The focus of this symposium is on the Personal Globe Inventory (PGI; Tracey, 1997; Tracey & Rounds, 1996) a specific interest and self-efficacy inventory that has received strong psychometric support in the United States as well as internationally (Tracey, 2002; Tracey, Watanabe, & Schneider, 1997). The PGI enables individuals to explore their preference for certain activities, perceptions of competence in these activities, and preference for different occupations. It is unique in that it also considers prestige as an important factor in assessing occupational interest. A key reason for this presentation is that French and Italian versions of the PGI will be released this year and this symposium can help those attending see some of the benefits. The different topics that will be covered by each presenter in this symposium include: a background of interest assessments; theoretical underpinnings of the PGI as well as an overview of its development and structure; utility of the PGI as a computer-assisted assessment via the Internet; international validity of the PGI and discussion of its release in French and Italian. The development of the PGI has yielded a useful career tool that has, over time, become easily accessible to many people via the Internet and is available in several languages. It provides users with an individualized profile that is easily interpretable, allowing for an in-depth exploration of interests that helps them to make more informed career and educational decisions.

Hassert Silvia M.C.

Examining the Importance of Interest Structure and Considerations for Utilizing Interest Assessments

Chong Stephanie Shiqin
Arizona State University, USA

This presentation provides an overview of interest structure and addresses potential issues with interest measurements. Interest development which is a challenging process to study involves complex ways of testing vocational structure or interest. Two main models proposed for differentiating interests is the person-environmental fit model i.e., interest are views as traits matched onto an environment, or the developmental model - life-designing, career construction theory (Tracey & Sodano, 2008). Even though many models for the structure of vocational interest have been presented, the most typical way to conceptualize interest is through Holland's (1985) theory of vocational interest based on a hexagonal structure which classifies people and work environment meaningfully into six interest types - realistic, investigative, artistic, social, enterprising, and conventional. Outcomes related to person-environment fit include job satisfaction, stability, persistence, and performance. Yet, the validity of Holland's model which focuses on the six interest types have been questioned by researchers. Tracey and Rounds (1995) found that Holland's 6 RIASEC types fit the data as well as 8-type model of vocational interest. In fact, the basic interest circle is arbitrary and 10, 12 or 16 types of vocational interest can also fit the data. Hence, the precision of the basic circle to represent interest depends on need. Some contexts demand simpler models, whereas others require more complex differentiation of interest types. Additionally, prestige, an important component, is often overlooked in interest models and interest measurement. Prestige is the preference for working hard at challenging tasks that require talent and hard work. Individuals with high prestige desire to work harder than others at difficult tasks and individuals with low prestige tend to have interests that are not as difficult and do not need much work. Hence, prestige needs to be incorporated in all interest assessment because it has been found to be related to scores on the RIASEC scales, and failure to do so may result in inaccurate profiles (Tracey & Rounds, 1996). So the model of interests is more complex yet variable than previously demonstrated and applied. This symposium will focus on various means of representing and presenting this expanded model.

Personal Globe Inventory: An Individualized Career Guidance Tool

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The Personal Globe Inventory (PGI, Tracey, 2002) is a measure of occupational interests, activity preferences, and perceived competence that will be released in both Italian and French this year. The PGI is grounded in Holland's theory of people and work environment fit across six types, realistic (R), investigative (I), artistic (A), social (S), enterprising (E), and conventional (C). However, these types have been found to be arbitrary (Tracey & Rounds, 1995) and better explained as spherical representation of eight basic interests types along two dimensions, people/things and data/ideas (Prediger, 1982); a third dimension of prestige, or status is differentiated by this assessment if applicable items of varying prestige levels are selected by the individual. The PGI consists of two parts, occupational titles and activities; the latter requires that individuals respond to 113 activity descriptions with respect to liking and competence. Both liking and competence contribute uniquely to the prediction of occupationally related outcomes, namely major choice among a college-aged population (Tracey & Hopkins, 2001). The individual profile produces norm referenced composite scores (T scores) across 31 scales. Scales demonstrate high internal consistency reliability, with alphas > .80. Individual profile data is presented by a liking-competence difference index score, a circular graph with a vector score to indicate summed preferences, and a list of occupational matches based on similarities between the individuals' profile and the O*Net). Each profile report is generated to fit the unique needs of the individual respondent; for example, individuals with less differentiated interests are present a simpler graphical structure. Conversely, respondents with greater differentiation in their interests are presented with more specific information along all three dimensions. Ways this tool has been used in career education and career counseling, as well as its usefulness in promoting a new outlook on career reentry will be discussed. Additional implications for cross-cultural administration and utility will be presented.

Web-Based Adaptations of the Personal Globe Inventory
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Computer-assisted assessments are common and well known in terms of interest assessments (Tracey, 2010). Through online assessments, individuals have access to a wealth of information regarding their careers and majors (Tracey, 2010). In addition, computer based assessments can offer a unique assessment experience for each individual with personalized results (Tracey, 2010). This has almost exclusively been done through the alteration of the test items presented, however, the common practice remains to give each individual the same output in terms of test results (Tracey, 2010). Providing all of the results for each individual can result in an overabundance of information that is not examined or understood by the client (Tracey, 2010). The Personal Globe Inventory (Tracey, 2002) will be introduced as an example of how online assessments can be utilized to tailor the results presented to each individual (Tracey, 2010). The PGI is a no cost instrument, which is available online at the Virtual Counselor Training Canter (VCC; http://vcc.asu.edu). The PGI is more inclusive than other typical interest scales, as it includes Holland's RIASEC scales, Prediger's dimensions as well as the addition of the prestige dimension and greater specification of the RIASEC types including both interests and self-efficacy for each scale (Tracey, 2010). The benefit is a vast amount of information, but with this comes the liability to present only the salient information, enabling the test-taker to comprehend the results. There are several ways the PGI results are modified for each individual. If an individual is undifferentiated in response to the eight different interest types (indicating that he or she responds similarly to different types of items), a more general model is presented based on the dimensions of people versus things and data versus ideas (Tracey, 2010). In addition, when people score in the middle on the prestige scale this indicates prestige does not matter much to them, therefore the prestige scales are not presented (Tracey, 2010). Lastly, only when only when interest and competency scores differ are these components of the test introduced as two separate scores (Tracey, 2010). Presenting the relevant information facilitates understanding and links to possible interventions.

Cross-Cultural Applicability of the Personal Globe Inventory
Wilkins Kerrie G.
Arizona State University, USA
Over the last decade Vocational Psychology has seen a significant increase in the number of cross-cultural studies conducted. A common approach to cross cultural assessment is developing a measure in one culture, then translating it into the language of another culture, and administering it in that second culture. Analysis of the results then entails comparing the scores of the second culture to those of the first culture and drawing conclusions about the similarities and differences. However, applying models and measures generated on one population to another is ill advised. Such measures may have different underlying meanings and structures, rendering any mean comparisons irrelevant. Given this, it is imperative to examine the construct equivalence (Hambleton, 2005), more specifically, the structural similarity of measures across cultures prior to any application. The Personal Globe Inventory (PGI, Tracey, 2002) is an example of an interest assessment that has been extensively cross-culturally examined. This presentation will offer a review of the studies conducted to assess the cross-cultural validity of the PGI. The fit of the PGI's three models, which includes Holland's six-type RIASEC, the PGI eight-type model and the PGI spherical structure, have been examined in a number of samples. Among them, it has been examined in an Irish sample of 307 high school students (Darcy, 2005), in two Chinese samples of 721 high school and 943 college students (Long, Adams, Tracey, 2005), in a Caribbean sample of 103 Jamaican and 118 Trinidadian college students (Wilkins & Tracey, 2011), Iran, Coratia, and Serbia, as well as in a Japanese sample of students (Tracey, Watanabe, &, Schneider, 1997). The results indicated that each model generally fit the samples well. Moreover, no structural differences were found between gender groups or ethnic groups. These and other results support the use of the PGI when examining career interests cross-culturally. This presentation will expand on the aforementioned findings and discuss the importance of assessing the cross-cultural validity of measures prior to using them in cross-cultural studies.

School of Psychology, Via Venezia 12 - Floor 2 (18.10-19.40 – Aula B)
Career adaptability and positive characteristics across the world
Chair: Masdonati Jonas, Laval University Québec, Canada

Time perspective and career adaptability in a sample of Brazilian adolescents: Implications for practice

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Time perspective can be defined as a relatively stable individual tendency to emphasize past, present or future when evaluating daily events, creating a time bias that impacts the person's cognitions and behavior. The time perspective has been systematically associated with various psychological constructs. Within the literature on career development in adolescence, several authors and studies indicate future time perspective as a predictor of young student's career maturity, especially future goals planning, career decision, and exploratory behavior. This study aimed to investigate the relationships between time perspective and career adaptability in a sample of Brazilian adolescents, since no studies have been conducted in Brazil evaluating these variables. Participants were 699 adolescents (51.3% female), aged between 13 and 22 years (M=16.0; SD=1.27), from private and public high schools of southern Brazil. The instruments employed were the Brazilian versions of the Career Adapt-Abilities Scale (CAAS, which evaluates the dimensions of control, curiosity, confidence and concern) and of the Time Perspective Inventory (TPI, originally created in Portugal, which measures the dimensions of future orientation, present orientation, past orientation and negative view of future). Future orientation correlated positively with Concern (r=.48), Control (r=.29), Curiosity (r=.34), and Confidence (r=.32). Past orientation showed a negative correlation with Confidence (r=-.08). Present orientation correlated negatively with Concern (r=-.30) and Confidence (r=-.11). Finally, Negative view of future had negative correlations with Concern (r=-.21), Control (r=-.09), and Confidence (r=-.12). These results emphasize the importance of taking time perspective into account in the career counseling process with adolescents and young adults, once it may enhance the capacity of coping with career tasks and identifying opportunities, barriers and resources that may not be yet present. Considering liquid modernity paradigm and the right here right now focus that seems to define relations and preferences in modern society, it is important to investigate and discuss with clients how they think about future and in what way future impacts their decisions.

Optimism and adaptability in career choices

de Palo Valeria[1], Tanucci Giancarlo[2] & Traetta Luigi[3]
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In the light of the questions posed by the current job market whether individuals are able to cope with job changes without fragmenting their self and social identity, career construction theory tends to answer by analyzing the process of psychosocial adaptation and the development of vocational tasks. This paper aimed to examine the influence of readiness for making occupational choices on career-related optimism and the role of occupational identity considered as a critical development task within the relationship between the above mentioned variables. 253 undergraduate students with a mean age of 22,59 years (SD = 3.33 years; M = 46,8%, F = 53,2%) from four Universities of Southern Italy were asked to complete a questionnaire composed by the following scales: 1. Socio-anagraphic section; 2. Career Optimism (CO) (a subscale of the Career Futures Inventory); 3. Career Adapt-Abilities Scale (CAAS); 4. Occupational Identity Scale (OIS). Optimism resulted positively related to three dimensions of the CAAS, i.e., concern, curiosity, confidence, and to one dimension of the Occupational Identity, i.e., achievement, and negatively related to two dimensions of the Occupational Identity, i.e., moratorium and diffusion. Moreover, concern and curiosity were positively related to achievement and negatively to moratorium, diffusion, and foreclosure. Causal analysis showed that the students with higher levels of career optimism were more oriented to and involved in the process of making career decisions and were more committed to self-chosen occupational goals and values obtained through occupational exploration. Finally, boys resulted more optimistic than girls. The present research supported the idea that optimists likely adapt better to new situations. To provide

additional evidence for our findings, future research is needed to collect data from a larger sample size and to better explore the nature of these relationships and the role of further latent variables.

Hope, Optimism, and Career Adaptability among Turkish Undergraduate Students: The Mediator Role of Resilience

Buyukgoze-Kavas Aysenur
Department of Psychology, Ondokuz Mayıs University, Turkey

The aim of the current study is to investigate the some potential factors that contribute to career adaptability of undergraduate students. In accordance with that, a meditational causal model was proposed to test; a) the direct and indirect relationships of hope, optimism, and resilience with career adaptability and b) to what extend the combination of these variables explain career adaptability. Participants of the study were 415 undergraduate students from a large public university in Turkey. Of them, 230 (55%) were female and 185 (45%) were male. Their mean age was 21.06 (SD = 2.15). Career Adaptability subscale of the Career Futures Inventory, Ego Resiliency Scale, Dispositional Hope Scale, and Life Orientation Test were used to collect data. Results of the study suggested that the hypothesized mediated model revealed a good fit to the data, x^2 (84, N = 415) = 155.48, p < .001, CFI = .97, IFI = .97, RMSEA = .045, and SRMR = .042. Accordingly, 63% of the variance in career adaptability and 59% of the variance in resilience was accounted in the model.

Fostering Hope and Resilience among Canadian University Students through Positive Psychology Research and Practice in Career Counselling

Ciccocioppo Anna-Lisa[1], Miller Janet[2] & Flessati Sonya[2]
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This presentation will illustrate how Positive Psychology practices have been integrated into career counseling within the context of two Canadian universities. Over the past several years, the authors have infused a Positive Psychology approach into their individual interventions, group counselling practices, and team building strategies. Through case illustrations the authors will describe interventions designed to foster happiness and resiliency, hope and optimism, flexibility and adaptability, which support career transition and vocational satisfaction with post-secondary students. Recently, researchers have investigated the relationship between character strengths and vocational interests among adolescents (Proyer, Sidler, Weber & Ruch, 2012). The authors will describe their study, currently in progress, which extends this work to a young adult population. Their research aims to investigate the connection between the Strong Interest Inventory (SII; Donnay, Morris, Schaubhut, & Thompson, 2005), and the Values in Action, Inventory of Strengths (VIA-IS; Peterson & Park, 2009; Peterson & Seligman, 2004), with the hope of furthering our understanding of how career satisfaction is related to character strengths. Results will inform career counselling practice by providing direction on how an exploration of values and character strengths can foster hope and resilience in university students and therefore enhance successful vocational planning.

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School of Psychology, Via Venezia 12 - Floor 2 (18.10-19.40 – Aula C)
Gender issues, work and career construction – *Chair: Whiston Susan C., Indiana University, USA*

Gender Differences in Career Preferences from 1990 to 2010: Gaps Reduced but Not Eliminated
Gati Itamar & Perez Maya
Hebrew University, Israel
Observed gender differences in men's and women's career choices can be attributed to gender differences in career preferences (e.g., using verbal ability, counseling, work environment, teamwork). The present study explored changes in gender differences in career preferences in the last two decades. We investigated the differences in women's and men's career preferences in 2010, and compared them to those found in 1990 by Gati et.al (1995). We tested the hypothesis tested that gender differences in aspect-based career preferences would be smaller in the 21st century than two decades earlier. We analyzed the career preferences of 21,767 women and 15,532 men, collected in 2010, when they used an Internet-based career guidance system for career decision-making, and compared them to the preferences of 2,003 young adult women and men who had used a previous version of the system in 1990. As hypothesized, the gender differences decreased in the majority of the aspects, especially those associated with the occupations' social status (e.g., authoritativeness, professional advancement, management), a change which reflects women's increased tendency to insist on better work conditions and more job-related responsibilities. However, there were several aspects, mainly involving STEM (Science, Technology, Engineering and Mathematics), in which gender differences persisted (e.g., working with tools and instruments, using technical ability, working with computers), and others in which gender differences even increased (e.g., community service, reception, working hours). These findings suggest that women are still influenced by gender-role stereotypes when choosing a career. Reducing gender differences in career decisions and choices is important for increasing social equality and social justice. Mapping the aspects in which gender differences still exist can help us understand the reasons for men's and women's different career choices. Making career counselors aware of the persistent gender differences can help them empower their clients to make career decisions that are less affected by gender stereotypes, and thus more suited to their individual abilities and interests.

Gender and Work Experience Effects on Young Adults' Exploration Processes
Gali Cinamon Rachel[1], Rinat Michael[1], Gross Spector Michal[1] & Rich Yisrael[2]
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Exploration processes are an important mechanism involved in identity construction during emerging adulthood. Young adults' life experiences and the meanings they attribute to them are crucial elements in their exploration (Flum & Kaplan, 2006). Research indicates that certain experiences encourage exploration more than others (Cote & Bynner, 2008; Schwartz, Cote & Arnett, 2005), however knowledge regarding these variables is limited. This study focused on the contribution of work experiences to exploration processes among young male and female adults. Contrary to much previous research which focused only on vocational exploration, this study examined exploration as it occurred simultaneously in several life domains similar to what transpires in real life. Participants were 152 male and 367 female Arab and Jewish Israelis aged 19-30. They completed Cinamon and Rich's (2012) new inventory which examines exploration in nine domains: work, multiple role management, education, intimate relationships, leisure, finances, religion, politics and society, and family of origin. Work, multiple role management, relations with family of origin, and finances were the most dominant areas of exploration, whereas politics and religion were least explored. Significant moderate correlations emerged between exploration of multiple role management and work exploration (r=.56; p<.01), finances (r=.40, p<.01), and family of origin (r=.38, p<.01). Work exploration was also related to exploration of finances (r=.52, p<.01), education (r=.49, p<.01), and leisure (r=.40, p<.01). Significant gender differences, $F_{(9,467)}=4.39$; p<.01; μ=.08, were found Women were more concerned than men regarding multiple role management, $F_{(1,467)}=8.65$; p<.01; μ=.02, and relations with family of origin, $F_{(1,467)}=24.46$, p<.01; μ=.05. Additionally, a significant interaction was found between work experience and gender regarding exploration of intimate relations [$F_{(1,465)}=1.92$; p<.05; μ=.09]. Working men explore this domain less than unemployed men whereas working women report more exploration than their

unemployed counterparts. Results suggest systematic patterns of exploration based on relations between different life domains (Grotevant, 1987) and the prominence of gender effects on exploration processes during emerging adulthood. They also highlight the importance of addressing a broad range of issues, especially work-family relations, when providing career counseling to young adults.

EmPOWering Women in The Job Search
Law Heather
Harvard University, USA
Often times women can make missteps when interviewing & networking without even realizing it. This can ultimately lead to losing job offers, and job leads. This presentation would discuss the background and importance of women's positive self-esteem when job searching, the inadvertant non-verbal communication that occurs in the job search process, common mistakes that can hurt women's career success in the united states and how to build a positive career self-esteem to help develop one's career.

Life and Career Designing among Men in STEM Higher Education
Canetto Silvia Sara, Trott Carlie & Ogle Andrew
Colorado State University, USA
Work-family (WF) commitment conflicts have been investigated for their negative role in women's interest, retention, and success in science, technology, engineering, and mathematics (STEM) education and careers. Less attention has been given to STEM men's WF commitment issues. What are STEM men's WF issues and how do STEM men manage them? Married male STEM doctoral students were interviewed about current and anticipated WF commitment conflicts, as well as the personal values that influenced their approach to WF commitments. These male students did not report nor anticipate tensions between work and family. Some said that their wives took care of family and home. Several mentioned being responsive to their wives' needs as their main source of WF conflict. Many simply viewed being the financial provider as their primary family responsibility. These men also found affirmation in being surrounded by male peers and professors with children. This study suggests that work and family responsibilities are experienced as mostly synergistic rather than in conflict by STEM men, for a variety of reasons, including that some men still view investing in work as their contribution to family. This study's findings will be discussed with attention to the role of gender ideologies, practices and institutions in shaping men's and women's life and career design.

School of Psychology, Via Venezia 12 - Floor 2 (18.10-19.40 – Aula D)
Symposium: **How to develop hope, resiliency, and passion in the midst of uncertainty**
Chair: Vecchio Carol A., Centerpoint Institute for Life and Career Renewal, Washington, USA

Presentation. This symposium shares post-modern and holistic approaches to life design and career development that have been successfully used in practice over the past 20 years. The presenters foresee a bright future where theory and practice can inform, support, and enlighten each other, thus providing a structural model for others to follow suit in this practice. By sharing with a larger and international audience the Natural Cycles of Change model, a way to teach others how to access intuition, a constructivist method of Passion Search, and tools to assess and suppost clients quickly and effectively, the presenters hope to share insights on its universal application (both to individuals and within global contexts). In doing so, this may help to advance the field and to act as a bridge to a futuristic vision of career development and spark the fire of inspiration in other career practitioners and theorists who are seeking to explain the processes with a larger inclusive population.

Vecchio Carol A., Waller Byron, Zeng Heather

A Map for Navigating Uncertainty and Change

Vecchio Carol A.[1], Waller Byron[2] & Zeng Heather[3]
[1]*Centerpoint Institute for Life and Career Renewal, Washington, USA*
[2]*Governors State University, Chicago, USA*
[3]*Capella University, Fremont, USA*

The 2010 IAVEG-NCDA-SVP International Symposium was an opportunity to share the Centerpoint Natural Cycles of Change™ Model with global participants. Individuals responded and easily interpreted this visual, naturalistic model with little prompt. This observation provided impetus for the sharing of this approach in the U.S. and globally. The model overcomes ethnocentric limitations affirmed in a number of other approaches; balances emic and etic client interaction; and aligns with the zeitgeist modern constructivism in career theory. This session is based on a paper [Vecchio, C. A., Waller, B., & Zeng, H. (2011). Returning to the fire: A universal model of career development and cyclical Weltanschauung] accepted and evaluated exemplary by the VISTAS publication raters. It reviews the theoretical basis of this unique and effective approach and shares a practical tool for participants to add to their professional "toolbox." Strategies will be taught on how to navigate and normalize change in every aspect of life and work, what it takes to define life and career visions that are meaningful and heart-based, and the most effective steps to take with clients when they feel confused and stuck. The postmodern era provokes thought as to whether current models adequately meet the needs of the global environment presently in much flux. This session provides an introduction to a model that uncovers ways of examining universal approaches to working with clients in transition. The presenters will share this model and suggest that affirming the collective views in the current literature gathered here is essential. It is a cyclical and holistic approach to life and career transitions that has helped tens of thousands of people navigate change and find their passion, purpose and life view. This model has widespread application to a variety of cultural, social, and geographic contexts. Learning Objectives: Learn the theoretical underpinnings to transition, career development, self-discovery, and transformation. • Understand and apply a unique, holistic, and practical model for change and transition. • What to expect from each phase of the change process. • How to have more patience with clients, yourself and everyone around you as you/they move through change. • Look at uncertainty as necessary and see it in a much more positive way. • Define effective next steps for working with change instead of against it. • Activities which are essential at each stage of the process and the value of internal vs. external movement.

The Importance of Intuition: A Long Overlooked Career Counseling Competency

Waller Byron[1], Zeng Heather[2] & Vecchio Carol A.[3]
[1]*Governors State University, Chicago, USA*
[2]*Capella University, Fremont, USA*
[3]*Centerpoint Institute for Life and Career Renewal, Washington, USA*

Through reviewing the literature, revisiting the NCDA/ACA competencies, and experiencing an exercise to build your intuitive "muscles," this session will examine the essential role that intuition plays in counseling theory, practice and interventions. In focusing this session on intuition as an essential (and teachable) skill in counseling, we suggest that it is a major conduit for tapping into each person's creativity, ability to dream, and capacity to see in novel ways. Jung (1968) confirmed that dreams have a sacred quality; unless they are treated with transpersonal respect, they may well end up undervalued and not given the attention to develop into reality. In furthering this capacity in counselors, this can ultimately lead to empowering them and developing their abilities to see and listen to client's stories and assuredly their dreams. Learning Objectives: • Share academic resources and literature on the role of intuition and decision making science as they relate to career counseling competencies. • Communicate NCDA/ACA competencies and link how intuitive processes complement these. • Using an experiential exercise, deepen one's understanding and define one's comfort level with accessing intuition. • Examine how this relates to future development of career theory, career models and interventions in the postmodern era. • Relate creativity, intuition, and imagination to clients' processing of career issues. Counseling competencies are widely known and shared by educational institutions and counselor educators; NCDA and ACA have identified distinct counseling competencies that have provided the standard for sound practice in the field. However, one competency that is often overlooked and rarely even mentioned relates to counselor intuition. Have you ever met that counselor who was able to gather information and construct examination, outlets, or connections that you

hadn't thought about? Rowan (2002) affirms that this transpersonal approach can be cultivated and developed both consciously and deliberately. The presenters suggest that this is more than merely counselor presence. Within the growth of postmodern and constructivist career counseling theories and interventions this is a topic that counselor educators and practitioners would benefit from examining.

Passion Search: How to Help Others Create a Clear, Enthusiastic Vision for the Future
Zeng Heather[1], Vecchio Carol A.[2] & Waller Byron[3]
[1]*Capella University, Fremont, USA*
[2]*Centerpoint Institute for Life and Career Renewal, Washington, USA*
[3]*Governors State University, Chicago, USA*
Career construction and the career story interview are used effectively in career counseling. A similar and effective approach to uncovering people's passions and purpose that has been in practice for over 20 years will be presented. Learn how this can be successfully accomplished in group settings as well as one-on-one.

What to Do When You Only Have Ten Minutes to Assess a Client/Student
Vecchio Carol A.[1], Zeng Heather[2] & Waller Byron[3]
[1]*Centerpoint Institute for Life and Career Renewal, Washington, USA*
[2]*Capella University, Fremont, USA*
[3]*Governors State University, Chicago, USA*
Learn an expedient approach you can immediately add to your toolbox of skills: 1) a short Life/Career Self-Test that gives a snapshot of current life and work situations, 2) How the Career Process Really Works to use in conjunction with the Self-Test, and 3) a list of activities that are helpful at different phases. Leave with some helpful worksheets and exercises that you'll want to use with your clients and students as soon as you get back to the office. The Life/Career Self-Test is a simple five-question survey. And, while simple, it reveals much about where we are in the Career Process. How the Career Process Really Works is a cyclical framework for understanding how our careers unfold and grow. When we're immersed in our vision and have the energy to build it, we're in the Career Management phase. There we learn new skills to keep us on track and understand the role that mini-course corrections can play. At some point, when we begin to question our direction and find that we have less energy to give it, we enter the Reevaluation phase. Until we can fully let go of whatever it is we've been building and reach an ending point, we will feel stuck and out of sorts. The goal of this phase is to learn how to most gracefully close out this chapter of our career and get ready to learn more about ourselves and what we want next. If this is a major shift in career vision, then we need to create time for ourselves to walk through the next two phases, Renewal and Self-Assessment, and the uncertainty that that stage brings. This is the most important support that we can give our clients. How do we do this and help them develop the patience needed to not jump too quickly to the next step until the vision is fully formed? And, how do we know when the vision is on target and real? Only then can we move into the next phases of Exploration and Marketing and have them really be effective. When the energy has returned our clients will be successful in these two steps. How do we help them see this entire process as non-linear and creative? This workshop will answer all of these questions.

School of Psychology, Via Venezia 12 - Floor 2 (18.10-19.40 – Aula E)
Career actions in diverse situations
Chair: Young Richard A., University of British Columbia, Canada

Fostering flexible thinking skills, self-efficacy and optimism in searching for a job: an intervention addressed to unemployed adults

Andolfi Valentina Rita & Antonietti Alessandro
Università Cattolica di Milano, Italia

The intervention was addressed to those people who have become the protagonists of a growing social phenomenon: discouragement. Discouraged persons have lost their job and their confidence in their own abilities to deal with a new work environment constantly changing. The annual report of the Italian national central institute of statistics stressed that in recent years the phenomenon reached peaks ever recorded: there are about 3 million discouraged persons in Italy and more than 8 million in Europe. This picture is alarming because, in a crisis like the one that is going through the European economy, the failure to find work could weigh further on the economic and psycho-social problems. The intervention which is reported was aimed at motivating people actively seeking a new work. Some focus groups were conducted in the exploratory phase with discouraged persons to investigate what are the possible motivations to give up the search for work. Two obstacles emerged as the principal ones: the loss of the feeling of self-efficacy (the belief that they have the resources to cope with a critical situation) and distrust of atypical jobs. On the basis of what emerged in the focus groups, a training was devised with the goals to enhance the perceived self-efficacy while searching for a new job, to stimulate flexible thinking and to improve the market perception of atypical work. The training, which was attended by 28 people, was divided into two sessions, with 4 activities each. A set of tests were administered to 28 participants and 28 paired subjects which constituted the control group. Tests measured: general self-efficacy, self-efficacy in job search, perception of the labor market and flexible thinking (meant as: creativity, cognitive flexibility and skill transfer). The intervention allowed trainees to achieve the expected outcomes. Discouraged adults who took part to the training resulted to be more flexible than the controls, positively changed their perception of the work market and obtained higher scores on the scale of perceived self-efficacy in finding a job.

Assertiveness Training (AT) as a Means of Engendering Optimism among Migrants

Korem Anat
The Hebrew University of Jerusalem, Israel

One of the AT participants: "I learned that you can say what you think and not be ashamed. I learned that you don't have to remain silent." Due to cultural and social gaps, migrants risk developing a sense of frustration regarding the feasibility of improving their living conditions in the host society. One of the relevant variables that can help them develop a more optimistic perception is assertiveness, known in the literature as an adaptive resource. The present research, which was conducted in Israel (essentially a migrant society with extensive absorption experience), sought to examine two questions: (1) Can migrant adolescents' assertiveness be reinforced by training? (2) If so, would it affect their assertiveness toward the hosts, toward their co-migrants, or both? The separate examination of the two reference groups constitutes an innovation. An experimental procedure, consisting of four experimental and four control groups of adolescents from Ethiopia (N=113), was performed. The former underwent assertiveness training (AT); the latter engaged in their regular activities. The skills emphasized in the training were social initiative, requesting assistance, standing up for one's rights, and dealing with criticism, prejudice, and discrimination. Participants' assertiveness was measured prior to and after training (or after a similar number of sessions in the control groups), and was adjudicated by two experts. Assertiveness toward the hosts was found to increase in the experimental groups (but decreased in the control groups), while assertiveness toward co-migrants increased only among the girls in the experimental groups. These findings yield several conclusions. First, when planning AT for migrants, the various reference groups must be taken into account. Second, migrant adolescents' assertiveness can be reinforced via training. Third, more attention must be devoted to fostering it among the boys. In conclusion, AT constitutes an effective means of reinforcing migrants' sense of controlling their lives, of fitting into the host society, and of insisting on opening doors in their personal lives and careers. The new skills that can be imparted to the adolescents would gradually

filter down into the adult population, thereby engendering optimism among the entire migrant population and benefiting society at large.

Effects of career interventions on students with different Career coping styles
Janeiro Isabel N., Mota Luísa & Ribas Ana Maria
Faculty of Psychology, University of Lisbon, Portugal
Career construction theory (Savickas, 2005) assumes that dimensions such as career concern, control, curiosity and confidence are important for dealing successfully with career tasks. Prior studies show that students display different styles of dealing with career tasks that are consistent over time. These styles seem determined by the sense of control one has about the future, his/her self-esteem and his/her time perspective. The present study analyses the effect of six week career interventions on students with different career coping styles. The study involved 250 students from grade 9 and grade 12 of different Portuguese public schools. The results yet to be completed will allow a better understanding about the effects of career interventions in different students.

Navigating the Transition to Employment and Immigration
Arthur Nancy[1] & Popadiuk Natalee[2]
[1]University of Calgary, Canada
[2]University of Victoria, Canada
The literature on international students has primarily focused on issues of adjustment and the initial stage of transition to the host country culture. However, growing opportunities for international students to pursue permanent immigration suggest that more attention needs to be paid to their experiences of securing employment and transitioning from student to employee roles. This presentation will focus on the key influences reported by successful international students who were navigating their goals of working and living permanently in Canada. Although they were focused on setting up their lives in Canada, their decision-making patterns show the interconnections of home and host country influences. International students emphasized the importance of relationships, perceived career opportunities, and gaining access to meaningful employment. Their reference points showed an ongoing comparison and integration of life experience from their home country and from their experience of living and learning in Canada. . The presentation will elaborate on interviews with international students and the key considerations involved in their decision-making and actions. International students' views of what helped, what hindered, and what advice might be helpful for other international students provide important directions for the provision of career services.

School of Psychology, Via Venezia 12 - Floor 3 (18.10-19.40 – Aula F)
Symposium: **Building Blocks for Career Self-management by students: Six products for teachers and career guidance counselors in secondary vocational education. The products are the result of a recently finalized European Development of Innovation Project with partners from Austria, Belgium, Finland, Germany, Poland, Scotland, Spain, and The Netherlands. The project was funded with the support of the European Commission by the sub-programme Leonardo**
Chair: van Geffen Theo, Landstede, The Netherlands

Presentation. In this symposium we would like to present to you the results from a two year international project with the title 'Career Learning as a Success Factor for Lifelong Learning' (CLLL). In the four presentations we will give you an overview of the theoretical basis of our project, the process and results, and finally sketch our future plans. After the overview we will introduce you to three of the six products.

van Geffen Theo

The CLLL Project: an overview
van Geffen Theo
Landstede, Zwolle, The Netherlands
The basis for this project was the European Union (EU) policy on Life Long Learning and Career Guidance. For this project, practitioners from eight different countries have formed an expertise group. Among the project group members were teachers working in a wide range of vocational disciplines and levels, managers and policy makers with a long career in education, and specialists on career guidance and on research and development. In accordance with the EU policy, the project group wanted to deliver a contribution to a reform of career guidance provision. Core to this reform is the idea of a continuous support for all students to learn career self-management skills. This ability is essential to enable students to enlarge their personal agency to cope with a complex, global, and above all rapidly changing labour market. The project group started to work with local student and teacher panels. Parallel, the project group mapped the way vocational education is organised in the partner countries. The group had in this phase of the project concurrently discussed relevant (scientific) research/literature on the subject. The article of Savickas et al. (2009) titled 'Life Designing' had been adopted to form our new paradigm for career learning. The analysis of this article together with the rest of the literature gave the project group the common vocabulary to design questionnaires for the panels. These questionnaires were centered on the following three themes: making choices, work identity, and self-efficacy. Subsequently, every partner, organised and facilitated three work sessions for both the teachers as well as the student panels. From all these sessions, a report has been composed, after which the results were sorted by theme in a local report. Finally, the project group analysed the outcomes and wrote a comprehensive report. Based on this report we defined six subprojects The student and teacher panels were actively included and consulted during the realisation of these products, the teacher materials: 1) Positive Pictures: Successful Goals! 2) Networking Skills, 3) Resilience, 4) Coaching Skills, 5) Facilitating Peer-groups, and 6) Work Exploration/Guided Reflection. These six sets of teacher materials have been widely disseminated, and received positive feedback in relation to the necessity of 'career learning', and potential of the teacher materials in this respect. Hence, the project realizes the objective to contribute to a continuous support for all students to learn career self-management skills.

Positive pictures: Successful Goals. A Mental-Top approach for secondary vocational students
Neuhauser Monika
SAB Schul und Ausbildungsberatung, Graz, Austria
During their education, most students experience some, and at times even severe, motivational problems. Indeed, they experience that it is difficult to stay focused on their education and their career path. From professional sports it is known that the technique of visualisation is often very successful in helping sportsmen to remain focused and motivated. Therefore, these visualisation techniques are adapted and adopted for students. To realize this, learning and teaching resources are developed and teachers /coaches / counselors trained. The 'Positive pictures – successful goals material' has been tested during an extensive training for teachers in both Austria and the Netherlands. From the test it appeared that the material produced is clear on objectives, contents, and perspectives. It gives an outline for possible training for teachers. Moreover, it describes what Mental-TOP could be in the field of education. Nevertheless, it does need supplementary training for teachers. Intervision for trained teachers/guidance counsellors is strongly recommended.

Facilitating Peer Groups: conversations on career
Biebaut Tanja[1], van Geffen Theo[2] & Neuhauser Monika[3]
[1]Dienst Beroepsopleiding, Brussels, Belgium
[2]Landstede, Zwolle, The Netherlands
[3]SAB Schul und Ausbildungsberatung, Graz, Austria
During the student panels, especially the ones in the Netherlands, students reported that they liked these panels, especially the opportunity to converse amongst each other, i.e. to peers. At the same time the students stated that they were not able to organise and execute these panels on their own. Therefore, the project group decided to develop a working method for these peer groups together with students and

teachers/coaches. The materials for peer groups can be easily worked with. The material eloquently describes how to use it and possible ways to organise peer groups on career learning; it provides a practical framework that is easy to transfer. No additional training is needed.

Coaching for Career Learning
Budzinska Grażyna & Klimka Małgorzata
Społeczna Akademia Nauk, Łódź, Poland
Coaching is an umbrella concept that needs clarification. The so called 4SFC model derived from Solution focused coaching looks promising. This model developed for counselors and teachers describes four different types of situations requiring different solution-focused roles. These roles adequately match with teacher roles.

School of Psychology, Via Venezia 12 - Floor 3 (18.10-19.40 – Aula G)
Building the future: Early interventions with children
Chair: Piazza Roberta, University of Catania, Italy

Subjective well-being of primary schoolchildren
Saxe Alicia & Vieira Luís Sérgio
University of Algarve, Portugal
The main purpose of this study is to evaluate whether increased positive thinking in the school context can contribute to increased levels of well-being in children. The sample consisted of students from four elementary school classrooms in Portugal (n=90). Adopting a quasi-experimental design, subjective well-being (life satisfaction, positive affect, and negative affect) was measured in an experimental and control group, before and after a two-month positive psychology-based intervention that increases the amount of time children spend thinking positively within the classroom. Analysis of variance (ANOVA) was used to analyze the data. The results reinforce the benefits of modifying traditional education to incorporate a positive psychology framework, since the methodologies do seem to increase childhood well-being which, in turn, is associated with more creative thinking, better learning (Seligman et al., 2009), more adaptive characteristics, better physical health, more fulfilling relationships, high salaries, superior professional performance, involvement with the community, a longer life, and increased satisfaction with life in the future (Diener & Biswas-Diener, 2008; Seligman, 2011).

Assessment of children's career exploration: Construction of the Childhood Career Exploration Inventory (CCEI)
Oliveira Íris & do Céu Taveira Maria
Centre for Research in Psychology, School of Psychology, University of Minho, Portugal
The conceptions of career exploration have evolved from an initial focus on instrumental behaviors to a current emphasis on related attitudes, cognitions, actions and affections. A developmental conception of career exploration sustains its definition as an adaptive process intrinsically or instrumentally directed to career goals, one that includes self- and environmental-exploration, as well as cognitive and affective inputs or feedbacks. Despite career exploration has been mostly studied in adolescence, a growing body of literature highlights the antecedents, dynamics and consequents of career exploration during childhood. In addition, some researchers have developed scales to assess middle-school children's career exploration. Nonetheless, most of these measures do not explicitly refer the conception of career exploration they adopt. Given the latter limitation, this research domain could benefit from a measure that explicitly refers its conception of career exploration and that integrates previous contributions to assess this process. In order to contribute for the fulfillment of that goal, this study presents the Childhood Career Exploration Inventory (CCEI), which derives from a developmental conception of career exploration. In particular, the CCEI incorporates Jordaan's (1963) definition of career exploration as a person's physical or mental activity, intentionally or unconsciously performed to get self- and environmental information, to be stimulated, or to test hypothesis about him/herself in a specific role. The CCEI contextualizes career exploration in children's primary life theaters, namely the family, school, peer group and extracurricular settings. Seventy-two items

were constructed and submitted to independent experts' examination and to think-aloud tryout. The scale was then applied to 313 Portuguese children (Mage = 10.80, SD = .86). The exploratory factor analysis revealed a three-factor structure of the CCEI – (i) identification, utilization and evaluation of exploratory resources (Cronbach's alpha = .92), (ii) curiosity (Cronbach's alpha = .89), and (iii) the self in occupational and non-occupational life roles (Cronbach's alpha = .88) – accounting for 40.66% of the variance. Further studies addressing the invariance of the factor structure and the concurrent or predictive validity of this measure are needed. The CCEI is also a promising tool to sustain psychological assessment and early career interventions.

Keywords: Career Exploration, Childhood, Career Development.

Seeds of tolerance: an early childhood educational syllabus aimed at building a brighter future for suceeding generations

Sansone Carmela, Iatesta Michael, Mc Conkey Sarah & Pacelli Gene-Paul
Italian-American Psychological Association, USA

Seeds of Tolerance is an educational program which combines the traditional early childhood syllabus with an emotional and social literacy curriculum with an emphasis on teaching justice and acceptance of diversity. The uniqueness of this course is that it captures the prescribed areas of child development and fits them into lessons which promote the distinctiveness of each individual and enables children to: identify and express their emotions, develop positive relationships, problem solve, control anger and unwanted impulses, understand the concepts of fairness and cooperation, define prejudice and avert bullying. It is an all inclusive program to develop a new generation of children who longer define others by their race, ethnicity, creed or sexual orientation while safeguarding values such as tolerance, justice and peace. This program was piloted in three Daycare Centers in the borough of Brooklyn NY. Brooklyn was chosen to maximize the cultural, racial and ethnic diversity of our population. Since this borough is known for its large number of distinct ethnic and racial neighborhoods and has a population where more than forty-five percent of its populace report speaking a language other than English at home, it was determined to be a suitable place to conduct this study. A Kindergarten (5-6 year olds) class and a Preschool (3-4 year olds) class from The Hanover School in Brooklyn, NY were part of a twelve (12) week pilot program. Pretest and post were administered to assess their awareness of similarities and differences; preferences, inclusiveness, empathy and attitudes towards race. In an analysis of the preliminary data, the Kindergarten children showed noteworthy improvement in the areas of inclusiveness, empathy and attitudes towards race. For the younger children, these concepts were more difficult to comprehend and their progress was less impressive. However, the seeds have been planted and hopeful will flower as these children mature. Based on the merit of this program and the initial data, CURE (Community Understanding for Racial and Ethnic Equality) a nonprofit organization in Brooklyn, NY has accepted a proposal to open a Kindergarten class in that Borough based on The Seeds of Tolerance Syllabus.

Optimism, hope and decisional status in Swiss and Italian middle school students

Santilli Sara[1] & Marcionetti Jenny[2]
[1]*La.R.I.O.S. Laboratory, University of Padova, Italy*
[2]*University of Lausanne & University of Applied Sciences and Arts of Southern Switzerland, Switzerland*

In contemporary society, where both people and contexts change quickly, it becomes more and more hard to imagine a stable, secure and reassuring future. Therefore, professional's choice becomes a more complex task (Savickas et al. 2009) and wider personal initiatives are required: professional adaptability, attitudes and skills related to optimism, propensity to think and plan for career future, the tendency to adapt to unplanned situations and job demands, curiosity and career exploration; all of this combines with career self-efficacy and hope for the future (Savickas, 2007). In fact, the propensity to design the future, make individual decisions, explore career opportunities and strengthen self-efficacy in addressing the challenges, help to characterize the adaptability during preadolescence and adolescence age (Hartung et al., 2008). Nota, Ginevra, Santilli and Soresi (in press) assert that young people characterized by higher levels of adaptability, feel more confident and optimistic, more projected toward the future, and capable of interacting with others. They are also better able to build their career goals, carry out goal-oriented behaviors, give meaning to the past experiences to plan the future. The present work considers some

variables dear to career counseling literature and the life design model, including career adaptability, optimism, hope, resilience and time perspective. Results of a study carried out with 420 Swiss and Italian adolescents of a mean age of 13 years old engaged in the task of choosing their future profession will be discussed. Participants completed the *Career Adapt-Abilities Scale* (Savickas, 2012) and a series of questionnaires developed by the International Hope Research Team - IHRT among which *Hope and Optimism* (Soresi, Ferrari, Nota, & Sgaramella, 2012) and *About the future* (Soresi, Nota, Ferrari, & Sgaramella, 2012) in order to assess how indecision, career adaptability, hope and optimism affect life satisfaction and the decisional level of young people.

School of Psychology, Via Venezia 12 - Floor 3 (18.10-19.40 – Aula H)
Vocational designing and disability – *Chair: Wehmeyer Michael L., Kansas University, USA*

Constructing futures: Investigating the aspirations of young adults with an intellectual disability and their parents
McMahon Mary, Moni Karen, Cuskelly Monica & Jobling Anne
University of Queensland, Australia
Many individuals with an intellectual disability are socially isolated because of a lack of engagement in productive community life. Living a productive life is a basic human need that is met primarily through employment, volunteering, education and focused leisure. Engagement in productive activities, such as paid employment and volunteer work, is likely to be protective against ill health, especially mental illness. Social participation through work is recognized as being an important contributor to a good quality of life. Governments and community organisations are committed to addressing quality of life issues facing this group and enhancing their access to the economic life of the community by improving their transitions from school. Currently a substantial gap between this commitment and what has been achieved. Despite efforts to assist individuals with a disability to successfully transition from school into paid employment, there has not yet been an appreciable change to the circumstances of adults with an intellectual disability This Australian small scale project investigated the aspirations, expectations, and transition experiences of young people with an intellectual disability regarding their futures. The aims of this project were to develop an understanding of the aspirations regarding the future that are held by young adults with an ID and their parents; to identify enablers and barriers to the fulfilment of these aspirations; and to provide information that will assist service providers to offer programs that support their clients in achieving their personal and career goals. Semi-structured interviews were conducted with four young people with intellectual disabilities in the age range 16-30 and their mothers. Data were analysed thematically. Results provide a nuanced understanding of the issues facing people with intellectual disabilities and their families in constructing their futures that may inform practice and policy to improve their social and economic participation in the community.

Challenging literate invisibility for young adults with intellectual disabilities: From advocacy to evidence-based literacy programs
Moni Karen & Jobling Anne
University of Queensland, Australia
UNESCO (2001) designated 2003 to 2012 as the Decade of Literacy. During this period, in many countries, government policies have supported the advancement of literacy learning, recognising that all citizens have the motivation and capability to continue learning and developing literacy throughout life (Ehrens, Lenz & Deshler, 2004; Erickson, 2005; Kearns, 2005). However, despite this broader social policy context, the role of literacy in the lives of young people with intellectual disabilities has been marginalised and neglected. Kliewer, Biklen and Kas-Hendrickson (2006) coined the term "literate invisibility" to explain the denial of both literacy education and literate citizenship for individuals with intellectual disabilities. The major outcomes of literacy invisibility are twofold. First, there is an absence of suitable educational programs in the community, and second, there is the denial of any literate competence of individuals with intellectual disabilities. The challenge for professionals, families and individuals is to create educational and social contexts where literacy becomes more visible and educational barriers can be broken down. This paper

reports results from a fourteen year research and teaching project that has challenged the literate invisibility of young adults with intellectual disabilities through the development, implementation and evaluation of a literacy program designed to meet the needs of these young adults with an intellectual disability. Data related to receptive language, vocabulary, and reading comprehension have been collected from participants enrolled in the program in each two year cycle since 1998, using a range of standardised instruments. The findings showed significant differences in receptive language, vocabulary, and reading comprehension across three data collection points. These results demonstrate that when young adults with intellectual disabilities are provided with opportunities to broaden their literacy education through appropriate teaching and learning strategies, they continue to develop and improve their language and literacy skills. The implications of these findings for the development of evidence-based literacy programs will be discussed.

Success in the workplace: from the voice of 'disabled' to the voice of 'enabled'
Marsay Gloria
Career Ahead, South Africa
The intention of this paper is twofold; first to encourage a shift in seeing "the disabled" not as people with disabilities but rather as people with unique abilities, and, second to explore ways of facilitating gainful employment for these uniquely abled people. The term "disability" is examined against a backdrop of definitions including the definition postulated by the International Classification of Functioning. In the past, the medical model (Laing 1971) focused on the individual's physical impairment. The social model (Oliver 1983) focused on limitations and social perception. Whilst both these models have merit, they may exclude people from participating in the world of work. If the focus is shifted from limitations, to identifying unique abilities, and from exclusion to optimal interaction between the individual and his/her unique abilities within the work environment, then some of the difficulties faced in the South African context can be addressed. The National Skills Development Strategy outlined in 2001, provides new legislation in an attempt to facilitate gainful employment for people with disabilities. However, despite this legislation, 95% of people with a disability are unemployed. The Council on Higher Education (CHE) also describes a very high dropout rate of learners with disabilities. Previous research has not focused on the soft skills and resilience factors that are essential for people with disabilities to participate successfully in the world of work. In this paper, the life experiences of several people with disabilities (purposive sample) who have been successful in the world of work are explored. A narrative approach gives voice to the views of the disabled on how to achieve success in the world of work. Personal quotes from case studies are used to illustrate the common themes identified which lead to success. These themes are resonated against various theories of resilience (Oliver, 1996; Ungar, 2008). A shift in attitude may lead to improved outcomes for people with disabilities. If disabled people are enabled to recognize and use their unique abilities, as well as develop various resilience factors, imagine the endless possibilities which could arise for them and society in general.

Vocational and life design in adults living with intellectual disability: goals, determinants and profiles
Carrieri Loredana, Sgaramella Teresa Maria & Soresi Salvatore
University of Padova, Italy
Current times require individuals to deal with several uncertainties, with new questions when designing their future. This poses additional challenges to individuals experiencing disability in everyday life. Across the last decade some research studies have analysed difficulties in life and vocational design experienced by adults with disabilities. Frequently they experience difficulties in setting goals (Mercer, 1997; Smith, 1998; Sivaraman & Wade, 2003; Sgaramella & Carrieri, in press), they are afraid of failure (Neter, Litvak & Miller, 2009; Sgaramella, Carrieri, 2013) and may have shortened time horizons (Bechara, Dolan & Hindes, 2002; Bechara, Bar-On, Cacioppo, 2006). Most of these studies refer to individuals with an acquired condition of disability. Recent researches have shown the relevance of addressing dimensions such as adaptability, work readiness and resilience when defining and describing characteristics and needs of persons asking for some help in vocational guidance, career education or career counseling. Taking into account constructs suggested by recent literature, the aim of our study was, then, to described goals, determinants and profiles in life and, more specifically, vocational designing in adults with intellectual disability. Thirty young adults with mild to moderate intellectual disability and a group of individuals with

acquired cognitive disability, comparable for demographic characteristics and severity of disability, were involved in the study. Participants were given two questionnaires addressing general and domain specific hope (family, work, leisure time goals and so on). They were also interviewed on their future goals. First of all the role of type and severity of underlying disability, here conceived in terms of cognitive and/or functional independence, was analyzed. Answers produced by both groups were then coded and the following dimensions were analyzed: number of goals across life domains, time horizon, engagement, confidence and positive attitude toward the possibility to realize future goals. Finally, according to general hope level profiles evidenced along dimensions were described. Results showed that severity of cognitive and functional limitations differently influenced future goals content and time horizons. Across life domains, different levels of hope, resilience and self-efficacy about future goals were found. It also asserts a role of sense of self-efficacy (adaptability), strategies in dealing with barriers and in finding supports (readiness) and resilience in successful vocational and life design for our study participants. These dimensions should then be seen as relevant components in the assessment and as specific targets for career education interventions in adults with intellectual disability.

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School of Psychology, Via Venezia 12 - Floor 3 (18.10-19.10 – Aula I)
How Can Researchers Shape Career Development Policy: UK and United States Perspectives
Chair: Solberg V. Scott, Boston University, USA

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Presentation. This symposium will address the important topic of how to translate career development research in ways the influence policy making and support resource allocations to fund career development activities. With financial conditions remaining uncertain, countries are investing in resources in activities that lead to stronger economic gains. While the EU has made the case for lifelong access to career development as economic driver, research based support must continue to make this case if funding levels are to remain. These presentations will describe research/policy strategies and challenges from two country perspectives: England and the United States.

<div align="right">

Solberg V. Scott

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It's all over now, baby blue?
Hooley Tristram
University of Derby, UK
In the UK and England in particular careers work stands at a crossroad in public policy terms. On one hand it is possible to argue that it has a critical role to play in a highly individualised and marketised society: underpinning the individual, providing them with both knowledge to support participation in the market and a safety net to address severe market failure. On the other hand it would be possible to argue that the current policy environment is unlikely to ever be conducive to the development of a lifelong universal career development system. In this case a question remains as to whether those involved in careers should be more overtly supporting political alternatives and what this might mean for policy, research and practice in the field. As career researchers, we have a critical role to play both in diagnosing and analysing the policy direction taken by government. They also have a role to play in articulating alternatives and supporting social and political movements for change. This presentation will therefore try and balance its somewhat gloomy description of current policy with an argument about the necessity and possibility of change.

Mobilizing Youth to Drive Their Own Career Development Pathways
Solberg V. Scott
Boston University, USA
Increasing access to quality career development services is beginning to gather momentum in the United States. More states are realizing the economic development is predicated on youth leaving both college ready and career ready and a number of states are mandating all youth create and maintain and individualize learning plan. Policy makers who are enacting career development related legislation are increasingly relying on evidence based practice from which to make such recommendations. This presentation will draw from a policy recommendations report that was created following a five year analysis

of career development policies. This presentation will describe the recommendations for career development professional organizations and highlight data that can be used by researchers to demonstrate the value of career development services to policy makers.

Critical Pre-College Career Development Indicators: Identifying Career Readiness Markers Using the Longitudinal Study of American Youth
Sommerfeld Amanda
College of Education, Wayne State University, USA
This presentation will use results generated from the Longitudinal Study of American Youth (LSAY) to investigate what middle and high school career development makers are associated with college matriculation and eventual career attainment. LSAY is the longest running study if its kind and is continuing to track adults who began the study in middle and high school and are now in their mid-thirties. Using Social Cognitive Career Theory and models of Motivation and self-regulation, this presentation will highlight key career development constructs and how they relate to whether youth successfully matriculate into college and predict future occupations. The presentation will highlight policy implications for designing precollege career development systems.

School of Psychology, Via Venezia 12 - Floor 3 (19.15-20.15 – Aula I)
ESVDC overview: Aims and projects – *Chair: Dauwalder Jean-Pierre & Schiersmann Christiane, University of Lausanne, Switzerland & University of Heidelberg, Germany*

The European Society for Vocational Designing and Career Counseling ESVDC was founded in 2011. *Aims:* ESVDC aims to stimulate and promote European and international collaboration in research and development in the fields of life-designing, vocational guidance and career counseling. *Means:* ESVDC brings together existing networks of researchers and networks of academic teachers in these fields, in order to facilitate the emergence of a new generation of specialists all over Europe. *Actions:* ESVDC reinforces the identity of European scientists, by sharing informations, ideas and projects, by creating a program of post-doc exchanges, by offering access to high quality expert resources and by enhancing sustainable long term developments in life-designing and career counseling. *Members:* ESVDC members are well known researchers, working in an academic environment. They have proved through their commitment or actions their attachment to the aims of ESVDC.

Dauwalder Jean-Pierre[1] & Schiersmann Christiane[2]
[1]*President ESVDC*
[2]*Vice-President ESVDC*

School of Psychology, Via Venezia 12 - Floor 3 (18.30-19.30 – Aula L)
Symposium: **Building career resilience in young people**
Chair: Bassot Barbara, Canterbury Christ Church University, UK

Presentation. This symposium will focus on the concept of Career Resilience and how career development professionals can enable young people to develop this vital aspect of their lives. The metaphor of career as a journey involving travel through unknown landscapes strikes a chord with many people (Inkson & Elkin, 2008). Today, the landscapes people move through are virtual as well as 'real' (Hooley, 2012); and discovery, delight, danger and disappointment are as much features of the online world as the physical world. The concept of Career Resilience helps us understand what it takes for individuals to realise their aspirations and succeed on their career journeys.
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Hooley, T. (2012) 'How the internet changed career: framing the relationship between career development and online technologies', *Journal of the National Institute for Career Education and Counselling* 29: 1-3.

Inkson, K. and Elkin, G. (2008) 'Landscape with travellers: the context of careers in developed nations', in Athanasou, J.A. and Van Esbroek, R. (eds) *International Handbook of Career Guidance.* Springer Science Business Media B.V.

Bassot Barbara

Career Learning and Development: career resilience for 21st century labour markets
Bassot Barbara
Centre for Career and Personal Development, Canterbury Christ Church University, UK
In the first session, the model of the Career Learning and Development (CLD) Bridge (Bassot, 2009; Barnes, Bassot and Chant, 2011) will be presented. This model brings together recent theoretical approaches that seek to explain how people make career decisions in changing and turbulent labour markets and a globalised economy. Based on the principles of social constructivism (Bruner, 1996: Vygotsky, 1978; Wood, 1998), the model is articulated through the metaphor of a suspension bridge, which is used throughout to explore and explain the dilemmas and tensions experienced by career guidance practitioners and their clients. Bassot (2009) asserts that at various points in their career journey, individuals will need to traverse the Bridge in both directions. The model itself includes three key aspects: Career Resilience, Career Happiness and Career Growth. Each of these will be explained in brief, with a particular focus on Career Resilience.

References:

Barnes, A., Bassot, B. and Chant, A. (2011) *An Introduction to Career Learning and Development 11-19,* Abingdon: Routledge.

Bassot, B. (2009) 'Career learning and development: a bridge to the future' in *Constructing the Future V: Career Guidance for Changing Contexts,* Stourbridge: Institute of Career Guidance.

Bruner, J. (1996) *The Culture of Education.* London: Harvard University Press.

Vygotsky, L.S. (1978) *Mind in Society*, US: Harvard College.

Wood, D. (1998) *How Children Think and Learn*, (2nd edition). Oxford: Blackwell.

Planning to teach resilience in your school's careers programme
Barnes Anthony
Centre for Career and Personal Development, Canterbury Christ Church University, UK
In the second session, the term Career Resilience will be defined, in particular the idea that people build resilience by learning to cope with difficulties and disappointments by developing protective factors. The development of ideas about career resilience since the 1990s will be traced linked to the debate about changing paradigms of careers and work (Offer, 2005). The concept of Career Resilience will be critiqued (for example, is it a personality trait, a competency or a combination of the two?) and its relationship with concepts such as Career Happiness and Career Adaptability will be considered (Van Vuuren & Fourie, 2000). The risk factors associated with career vulnerability will also be explored. Flouri and Panourgia (2012), for example, have investigated the risks associated with family poverty, family disruption and peer victimisation in schools on very young children's career aspirations and resilience.

References:

Flouri, E. and Panourgia, C. (2012). *Do primary school children's career aspirations matter? The relationship between family poverty, career aspirations, and emotional and behavioural problems.* London: Institute of Education, University of London.

Offer, M. (2005). 'The Future of Work and Career: An Overview of the Debate'. *Career Research and Development – The NICEC Journal.* (13) 2-5.

Van Vuuren, L.J. and Fourie, C. (2000). Career anchors and career resilience: Supplementary constructs?. *Journal of Industrial Psychology.* 26(3) 15-20.

Practical approaches to developing resilience in young people

Chant Anne

Centre for Career and Personal Development, Canterbury Christ Church University, UK

In the final part of this session, the practical application of teaching Career Resilience in the classroom will be explored and explained. For example, in 2007, the Canadian Career Development Foundation identified a range of activities and interventions to develop Career Resilience in individuals. Examples from our own work (Bassot, Barnes & Chant – forthcoming) will be presented, giving delegates the opportunity to experience firsthand some activities that can help young people to understand the nature and importance of Career Resilience and to begin to develop the relevant protective factors, such as assertiveness, negotiation skills and stress management. These activities will include the use of narrative, case studies and practical approaches to risk taking and will enable career development professionals begin to design school and college careers education programmes around the CLD Bridge model (Bassot, 2009, Barnes, Bassot and Chant, 2011).

References:

Barnes, A., Bassot, B. and Chant, A. (2011) *An Introduction to Career Learning and Development 11-19,* Abingdon: Routledge.

Bassot, B. (2009) Career learning and development: a bridge to the future. In *Constructing the Future V: Career Guidance for Changing Contexts,* Stourbridge: Institute of Career Guidance.

Bassot, B., Barnes, A. and Chant, A. (NYP). *A Practical Guide to Teaching for Career Learning and Development: Building Bridges* (London: Routledge).

Canadian Career Development Foundation (2007). Applying the Construct of Resilience to Career Development Lessons in Curriculum Development.

Friday 21 June 2013 - Plenary session
Fiera di Padova, Via Niccolò Tommaseo 59 – Sala Carraresi (9.00-11.10)
Lectures – *Chair: Richardson Mary Sue, New York University, USA*

Creating and Conserving Resources for Career Self-regulation
van Vianen Annelies E.M.
University of Amsterdam, The Netherlands
Volatile economic and labor market circumstances have significant effects on the development of people's work careers, and thus, recent literature on careers has started to take into account the reality of increasingly unpredictable, nonlinear and inherently uncertain careers. People may, therefore, need to change their mental models of careers. Whereas job insecurity and job loss are currently treated as major life events that threaten to disrupt one's progress of career stages, and as signals of career failure, people may commence to view job insecurity and job loss as normal events in the course of their careers, and as not necessarily welcome but possibly enriching opportunities to reorient themselves. In my talk, I will address two themes that I consider at the core of people's mental model of their career and thus the way in which they tend to frame job loss and unemployment, namely people's (work-related) identities and their conceptualization of career and life success. I propose that the more career interruptions are accepted as 'normal', the more self-referent focused people need to be, and the more they may perceive the interruption as an opportunity to reconstruct their identities. Yet, prospective career interruptions call for timely acts of self-regulation, that is, the setting and pursuit of goals, the regulation of emotion and behavior, and the ability to persist when things get difficult. These acts of goal generation and goal striving, in turn, require adaptability resources: concern, control, curiosity, and confidence. Concern and control are important resources for goal generation since they trigger internal discrepancies that are necessary for anticipating future changes. Curiosity and confidence are necessary resources for goal striving and persistence. All four career adaptability resources are key to designing a prosperous career and, according to the conservation of resources theory, these resources should be created and conserved.

What makes the young unemployable and why businesses continue to believe in Taylorism
Zamagni Stefano
University of Bologna, Italy
1. The main causes of unemployability: monotasking due to excessive specialization; lack of social skills due to the supine acceptance of the individualistic canon; less consideration paid to working than to studying, due to the upholding of an obsolete school system that sets studying against working; too much calculative thinking rather than reasoning thinking, which clips the wings of innovation. 2. Why does the Taylorist model of work organization continue to dominate the scene? Why do businesses continue to support individual competition rather than intergroup competition? Why don't businesses invest enough in connective capital? Why do we continue to consider knowledge a private rather than a common good?

Cosa rende inoccupabili i giovani e perché le imprese continuano a credere nel taylorismo
Zamagni Stefano
Dipartimento di Scienze Economiche, Alma Mater Studiorum – Università di Bologna, Italia
1. Le cause principali di inoccupabilità: monotasking dovuto alla eccessiva specializzazione; carenza di abilità relazionali dovuta all'accettazione supina del canone individualista; bassa considerazione del lavoro rispetto allo studio, per via della permanenza di un modello scolastico da tempo obsoleto che contrappone studio a lavoro; eccesso di pensiero calcolante rispetto al pensiero pensante, il che tarpa le ali alla innovatività. 2. Perché il modello tayloristico di organizzazione del lavoro continua a dominare la scena? Perché le imprese continuano ad applicare la competizione individuale anziché la competizione intergruppo? Perché le imprese non investono a sufficienza sul capitale di connessione (*connective capital*)? Perché si continua a considerare la conoscenza come bene privato, anziché come bene comune?

(11.30-13.00)
Lectures – *Chair: Brown Steven D., Loyola University Chicago, USA*

Beyond Pathology: Positive Psychology and Disability
Wehmeyer Michael L.
University of Kansas, USA
Historically, disability has been seen only through a lens of disease, disorder, and deficit. Recent advances in the science of positive psychology and changes in the way disability is understood, however, have moved the field toward a strengths-based focus in research and practice. This session will provide an overview of the state of the field with regard to positive psychology and disability, drawing from a newly released reference handbook on the topic, The Handbook of Positive Psychology and Disability (Oxford University Press, 2013). The presenter, editor of the Handbook, will synthesize the literature and knowledge in the application of positive psychology to disability, with a particular focus on self-determination and the application of positive psychology to career and vocational decision making for people with disability.

The Future is Now: Online Interventions are here to stay and to grow
L'Abate Luciano
Georgia State University, USA
The growth of online interventions is inevitable and the sooner counselors understand the need to change, the better. From a ears-mouth oral-verbal culture we are now changing to a eyes-fingers, visual-digital culture. Whether we like it or not, counselors will have to learn to work through remote writing and homework assignments, at a distance from participants, without ever seeing them face-to-face or talking with them. The challenge of the future lies in whether counselors want to continue practicing as artists, without any internal or external controls, or whether they want to change to practice as professionals, using replicable standard operating procedures in evaluation and in practice.

Friday 21 June 2013 - Afternoon
School of Psychology, Via Venezia 12 - Floor 2 (14.30-16.00 – Room A)
Hope, optimism and resilience – *Chair: Di Nuovo Santo, University of Catania, Italy*

'Hope and optimism' - '6 Ps career management skills' as a tool for emigrants used by a multicultural counsellor in a Career Counselling and Life Designing practice
Slowik Aneta
Unit of Social Pedagogy and Counselling Studies, University of Lower Silesia, Poland
'Managing the career' is understood as a learnt ability to assess one's own experiences and analysis regarding the construction of the career and the search for prospects of changes to it in 'the liquid modernity' (Bauman 2006). The similar view on the subject of life designing is suggested by researchers belonging to the Life Design International Research Group (Mark Savickas, Laura Note, Jean Guichard, Solvatore Soresi, Raoul Van Esbroeck, Maria-Eduarda Duarte, Annelies Van Vlanen), (Savickas et al. 2009). They are not only creators of this research perspective but also furtherers constantly striving for widening the understanding of modern mechanisms and processes present in life designing. These scholars, in their research, also look for the areas, ways and strategies commonly used that influence specificity and dynamics featuring the emergence of highly individualistic and amazingly plastic structures of careers. Difficulties stemming from the freedom of being a creator (designer) of your own life, cause the need of searching for help from counsellors – institutional or informal, those 'immersed' in everyday life (see Siarkiewicz 2010:153-181). For this reason I provided a practical use of '6 Ps career management skills', a tool which helps counsellees (emigrants) to recognise the most important areas of their activities, where the development of ability to construct their careers becomes the lifelong task undertaken by them independently or with support of counsellors. I invited counsellees (emigrants) to reflect on their former achievements in organising their own career paths. Through analysing their own lifelong past, present and future areas of activities (Słowik 2012) the counsellees learned how to reflectively develop the career management skills in creating consistent and, at the same time, open to changes the biographical structure of life. They became reflective researchers and active practitioners. The main task of the counsellees was to construct their own individual forecast of career progress taking into account a social and cultural context from their home and host culture. The counsellor invited the counsellee not only to re-design a complex and multidimensional identity but also to consider or perhaps plan-for the continuous process of re-location of re-designed life in the misty and liquid reality.
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Monitoring of Counseling as Support of Self-Organization and Resilience
Schiersmann Christiane
Ruppercht Karls University of Heidelberg, Germany
The concept of the presentation is based on a specific systemic approach for counseling. It refers to the theory of synergetics (cf. Haken/Schiepek 2010) that focuses on the dynamic of counseling processes. The focus of this presentation lies on a software program to report on the change process. The clients are asked to fill in a questionnaire daily or in regular intervals concerning the change of their problem and their cognitive, emotional and behavioral feeling. This helps to strengthen the self-esteem, to reflect on the situation regularly and thus to strengthen resilience.

Optimism: An Idea too Big to Fail?

Ruppert Jean-Jacques[1], Frey Andreas[2] & Ruppert Annie[1]
[1]*Applied Vocational Psychology & Policy Research Unit, Luxembourg*
[2]*University of the Federal Employment Agency, Germany*

In 2009 Barbara Ehrenreich published a book entitled "Smile or Die - How Positive Thinking Fooled America and The World". In this book she confronts the cult of positive thinking and the resulting pressure on people in all kinds of adverse circumstances to "put on a happy face". The present crisis, frequently "positivised" as an economic downturn, was initially not expected to last nearly as long as it has. Nevertheless, here we are in 2013, still in crisis and the general outlook has not improved, indeed quite the opposite is true. And yet, despite (or perhaps because of) this situation, many have adopted a "head in the sand" attitude whereby they filter out the negative in their lives, seeing only the more positive. A similar approach can be witnessed in the areas of guidance and vocational counselling where it sometimes seems as if a blind faith in the powers of positive thinking, hope and sheer optimism have become the new mantra. Of course, even in times of crisis, there will still be opportunities available and clearly counsellors should always encourage their clients to adapt their behaviours to changing conditions. However, wishful thinking relabelled as positive thinking will in itself not increase the chances of a counselee getting a job; hope is not a substitute for real policies and optimism cannot be the basis for sustainable counselling. Rest assured though, the authors do not advocate that counsellors simply advise their clients to "grin and bear it". On the contrary, we encourage a new realism in counselling, one that is based on "telling it like it is". And if such an approach might seem harsh or even cynical to the so-called positive thinkers, we argue that this approach will better equip counselees to deal with the unfiltered reality, thus providing grounds for genuine optimism.

Measuring self-regulatory types and self-efficacy in the school setting: a longitudinal study

Faurie Isabelle, Ghislain Mary, Sauvezon Celine & Costalat-Founeau Anne-Marie
Universite Montpellier 3, France

Self Determination Theory (SDT, Ryan & Deci, 2002, 2007) posits that human beings can be proactive and engaged or, alternatively, passive and alienated, largely as a function of the contextual conditions that facilitate versus forestall the natural processes of self-motivation and healthy psychological development. This assumption seems quite consistent with the concerns of positive psychology (Sarrazin & al., 2011). In educational context, a lot of studies (Connell & Klem, 2000; Guay, Ratelle, & Chanal, 2008; Reeve, 2009; Tessier, Sarrazin, & Trouilloud, 2006; Vansteenkiste & al., 2004) have focused first, on the linkages between students' motivation types and behavioral, affect and cognitive outcomes, second, on how learning contexts contribute to motivational resources of students. In comparison, we observe less studies which focused on the development of motivations. With a longitudinal design, our study aims to better understand the development of motivations during a year and the role played by self-efficacy in the differences observed in the development of motivations. With this objective, we consider the entrance at the university as a career' transition which implies some adjustments of self. Methodology Self-efficacy and motivations were assessed at the beginning of the first semester (Time 1), at the end of the first semester (Time 2) and at the end of the second semester (Time 3). A sample of 125 first-year and second-year College students took part to data collection. There were students enrolled in a psychology program in university of Montpellier (France). The motivations of the students were assessed with the academic motivation scale (higher education version, Vallerand, Blais, Brière, & Pelletier, 1989). This multifaceted tool examines 3 types of intrinsic motivation (motivation to know, to accomplish, to experience); 3 types of extrinsic motivation (identified regulation, introjected regulation, external regulation); and amotivation with a 7-point Likert scale ranging from 1 "not agree at all" to 7 "completely agree". The self-efficacy was assessed with the French version of the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995), which comprises 10 items with a 4-point scale ranging from "not at all true" to "completely true". Results The repeated measures anova showed a significant difference among the means at each times. The results showed the dynamics of motivations during the year. Furthermore, self-efficacy' profile has an impact on the dynamics of motivations. Results indicated that individuals with low self-efficacy score at the beginning of the academic school year did not develop their motivations in the same way as individuals with high self-efficacy. The practical utility of these results and the benefits of self-motivation for learning will be discussed.

School of Psychology, Via Venezia 12 - Floor 2 (14.30-16.00 – Room B)
Symposium: **Promoting educational and career attainment of at-risk and underserved high school and college students: The role of non-cognitive and psychosocial factors**
Chair: Gore Paul A., University of Utah, USA

Presentation. The educational achievement of our youth is an important determinant of the future growth and prosperity of our nation. Growing concern over the high rate of student high school attrition 20 to 30%) and the relatively low rate of participation in post-secondary educational programs has led states and our federal government to call for increased efforts to promote student success. Recent efforts to understand and predict student success have focused heavily on the role non-cognitive and psychosocial factors play in student engagement, performance, and persistence. Factors such as academic engagement, self-efficacy, campus engagement, resiliency, and educational commitment predict important outcomes beyond that predicted by more traditional academic factors such as past grades and standardized achievement test scores. Not surprisingly, this research has generated efforts to promote student success using data from a growing number of non-cognitive assessment platforms. The series of presentations proposed below will (a) review recent research (including data on the role non-cognitive factors play in predicting student academic and career success and (b) describe comprehensive efforts to develop and deploy programs to make use of non-cognitive data to promote success among high school and college students. Our presentations will showcase not only our own efforts in the U.S. but those of our colleagues from France and Togo.

<div align="right">Gore Paul A.</div>

The role of non-cognitive factors in predicting and promoting college student success
Gore Paul A.
University of Utah, USA
Between 2008 and 2018, projected growth for occupations requiring an Associate degree or higher in the United States is twice that of jobs requiring on-the-job training or related work experience (Bureau of Labor Statistics, 2010). Education beyond high school has numerous benefits including economic gain, improved health, lower rates of unemployment, and greater life satisfaction. At odds with these projections is the fact that educational attainment in the U.S. continues to disappoint educators, legislators, and employers (Lumina Foundation, 2012) and efforts to promote high school graduation and post-secondary aspirations and success have not proven successful. This presentation will review literature on the measurement and use of non-cognitive and psychosocial factors in educational settings (e.g., resiliency, self-efficacy, academic engagement, social comfort, and educational commitment). These factors have the potential to provide secondary and post-secondary institutions with additional data that can be used to (a) identify at-risk students, (b) target those students with individually tailored interventions, and (c) increase post-secondary considerations among students who may not have considered attending college. Following a review of the literature, we will present a series of models and assessment/intervention systems that are currently being used by colleges and universities in the United States to identify at-risk students and promote their academic success and persistence. The second presentation in this symposium will address the use of non-cognitive and psychosocial factors in secondary educational settings.

The role of non-cognitive factors in predicting and promoting high school student success
Metz A.J. & Kelly Alex
University of Utah, USA
The role of non-cognitive and psychosocial factors in promoting high school success and post-secondary consideration is receiving increased attention in the U.S. as states continue to struggle with high school drop-out rates and underwhelming college participation rates among high school graduates. This presentation will (a) present data from a large statewide study of the relationship between high school students' highest target level of educational attainment and several predictors of academic success, (high school GPA and six noncognitive factors as measured by the Student Strengths Inventory and (b) discuss how these results can be used to develop and implement system-wide programs to promote high school success and post-secondary aspirations among both traditional and first-generation students. Results from the study suggest that noncognitive factors – particularly Academic Self-Efficacy and Educational

Commitment – account for variance in educational aspirations over and above that accounted for by parental educational attainment and academic performance, and that GPA and noncognitive factors may be more influential in first generation students' college-going considerations than for multi-generation students. The intervention models proposed in the second portion of this presentation derive from our experience working with local high schools and incorporate key features of the American School Counseling Association's Comprehensive Guidance model.

An examination of the moderating role of race/ethnicity in the relationship between non-cognitive factors and student success in a college population

Hu Qin & Gore Paul A.
University of Utah, USA

Efforts to promote postsecondary participation and success are growing but so too are concerns among colleges and universities regarding student academic success, persistence, and graduation rates. For example, recent statistics suggest that the average six-year graduation rate of bachelor's students in the United States is 56% and the average three-year graduation rate for two-year college students is 34% (NCHEMS, 2009). Concerns about college performance and persistence have led to the development of models and institutional processes to promote student success. Many of these efforts use assessment information to identify students most likely to benefit from interventions designed to promote academic success and persistence and rely on the use of non-cognitive assessment data. To date, few studies have systematically evaluated whether predictive models of student success using non-cognitive data are equivalent across dominant racial-ethnic groups in the U.S., a seeming precursor to the use of these data in programs and services established based those predictive assumptions. This presentation will describe results from a large sample (N=3079) study designed to examine the validity of the Student Strength Inventory (SSI) across different racial-ethnic groups in an archival sample of students from different universities. Results echo past research suggesting that GPA is a dominant predictor of student outcomes. Our results further suggest, however, that non-cognitive factors such as Academic and Campus Engagement offer incremental validity in predicting student outcomes but that these relations are moderated by race and ethnicity. We will describe these results in more detail and explore the research and practical applications of our findings.

Effects of perceived educational and career supports on academic outcomes among Togolese college students: An exploratory study

Sovet Laurent[1], Atitsogbe Kokou A.[2] & Pari Paboussoum[2]
[1]Work & Development Research Centre, National Conservatory of Arts & Crafts, Paris, France
[2]National Institute for Educational Sciences, University of Lomé, Togo

Since the beginning of higher education in the early 70s and throughout the emergence of the University of Lomé (UL), Togo has been providing new educational opportunities to students to develop higher competencies in a large number of academic disciplines. Despite all these efforts, Togolese students are still encountering many barriers in their educational progress. According to Chitou (2011), between 42 and 56% college students failed at university and the level of unemployment among graduate students is between 80 and 90%. In this context, the purpose of our exploratory study was to evaluate the impacts of educational and career supports perceived by Togolese students on their academic outcomes using an indigenous approach. 331 Togolese college students filled out a questionnaire including measurement of career and educational support and several academic outcomes including academic satisfaction, regret to enroll at college, intention to pursue university studies, and career decisional status. Three types of support (encouragement, family support, and academic support) were identified through an exploratory factor analysis. Excepted for academic satisfaction, results showed significant relationships between educational and career supports and academic outcomes with correlations ranged from .13 to .22 (p < .05). Students with high perceived academic success reported more supports than students with low perceived academic success. Implications of those findings for research and career counseling interventions in Togo are discussed.

School of Psychology, Via Venezia 12 - Floor 2 (14.30-16.00 – Room C)
Psychological characteristics, career choice and successful outcomes
Chair: Solberg V. Scott, Boston University, USA

Psychopathology, Personality and Theory of Mind in a Sample of University Students
Gramaglia Carla, Antona Maria, Gili Sabrina, Gogliani Andrea, Ponzetti Daniela, Torre Eugenio & Zeppegno Patrizia
Department of Translational Medicine, Institute of Psychiatry, University of Eastern Piedmont "Amedeo Avogadro", Italy
Background: Recently, psychopathological distress and mental health problems in college students have been the focus of increasing attention and the evidence indicates that a more accurate prediction of academic performance may be achieved accounting for individual differences beyond past achievement and cognitive capacity. The construct of Theory of Mind (ToM) places itself halfway between cognitive skills and personal variables. The investigation of the possible correlation between ToM and academic achievement may help to shed light on ToM issues. Objective: To assess psychopathology, personality and ToM in a sample of University students; to analyse these variables in relation to sociodemographic and academic factors. Methods: The project was approved by the Institutional Review Board of our University as a part of the research duties of the Counselling Service of the University. A total of 228 students were recruited. Socio-demographic and academic data were collected. Students were asked to fill in the Eysenck Personality Questionnaire-R (EPQ-R); Symptom Checklist-90-R (SCL-90-R); Test of ToM - Strange Stories. Results: An elevated overall psychological distress was found in 38.6% of students, and 30.3% of them had an abnormal ToM test score. An abnormal ToM test score, not being married and receiving psychiatric care were found to significantly influence a worse performance on some indicators of academic achievement. Conclusions: The correlation found among ToM and some indicators of academic performance is intriguing, considering that it is still unclear whether ToM deficits are primary or depend somehow on deficits in intellectual/cognitive ability and executive function. According to our results a good performance on the ToM may be helpful as far as empathic skills are concerned, but may render students more distracted from their academic goals and duties, similarly to what described for extraversion. On the contrary, less ToM skills may allow students to be more focused on study, less distracted or emotionally involved by what/who surrounds them. According to our results, which are preliminary and should be considered with caution, ToM deficits seem to be primary and independent of cognitive ability. Further studies should investigate whether they are more likely to be related to an alexithymic dimension.

The relationship between time perspective and Career Adapt-Abilities
Sadeghi Ahmad & Mazaheri Zahra
University of Isfahan, Iran
The main aim of this study was to investigate the occurrence of possible differences in the time perspective and career adapt-ability for student and academic performance. 283 university students (156 male and 133 female) completed Career Adapt-Abilities Scale and time perspective inventory. The findings indicated that differences do exist in time perspective and career adapt-ability students for different gender. It was found that successful students are most focused on the future, while Probation students are least focused on the future. It was also found that time perspective can be used to predict a significant percentage of variance in the career adapt-ability of university student.

RIASEC and HEXACO: Is there something new in the interest-personality relation?
Sverko Iva & Babarovic Toni
Ivo Pilar Institute of Social Sciences, Zagreb, Croatia
This paper explores the relation between RIASEC model of interests and new HEXACO model of personality (Lee & Ashton, 2004). Six HEXACO personality traits – Honesty/humility, Emotionality, Extraversion, Agreeableness, Conscientiousness and Openness to experience – were recovered in a number of cross-cultural lexical studies of personality structure and represent a reorganization of well-known Five-Factor model of personality. The main departure from Five Factor model is the inclusion of additional personality dimension of Honesty/Humility and a bit different meaning of Emotionality and Agreeableness dimensions.

Therefore we were interested to explore the predictive value of newly introduced personality dimensions for RIASEC types. We applied measures of interests and personality to samples of university students (N=339) and employed adults (N=263). As a measure of six RIASEC types we used Occupational Preference Scale OPS, a shorter form of Pictorial and Descriptive Interest Inventory (PDII, Šverko & Babarović, 2010) in which respondents estimate liking of 48 presented occupations. As a measure of HEXACO personality traits we used HEXACO-PI-(R), the 100-item version (Ashton & Lee, 2008) in which each personality dimension is represented with 4 personality facets. We also applied The International Personality Item Pool IPIP (50-item version) as a measure of the Big Five personality domains. All instruments showed good psychometric properties. We found interesting pattern of relations among RIASEC types and HEXACO traits and facets. On the trait level, we found Honesty/humility positively related to Social interests and negatively to Enterprising, as well as Openness to experience positively related to Investigative and Artistic interests, and Emotionality to Social. We also explored predictive value of both HEXACO and IPIP personality traits for RIASEC types. We observed that Artistic, Social, Enterprising and Investigative types were better accounted for with personality dimensions than Realistic and Conventional types, and that HEXACO traits explained greater percent of variance of RIASEC types than IPIP traits did. As these results were mostly invariable across two different subsamples, we comment the possibility of HEXACO usage in the field of vocational counseling.

Iconographic Professional Interests Inventory (3IP): an innovative instrument to assess professional interests for vocational guidance

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There are many contributions on the role of professional interests on vocational guidance and many psychometric tools have been developed for practice and research, like Strong Vocational Interest Blank (Strong, 1943) and Self-Directed Search (SDS) (Holland, 1997). In our research, we present a new instrument for professional interests' assessment, the "Iconographic Professional Interests Inventory (3IP)", in which a graphical method is used to represent jobs with images in order to reduce the bias depending on gender and cultural differences. The purpose of this inventory is to facilitate the assessment of the interests in pre-adolescence and in particular categories of students, such as students from foreign origin for whom might result difficult to answer to a verbal questionnaire. Methodology A first pre-test step, conducted on 143 students from different part of Italy (Lombardy and Sicily), allowed to identify 22 professional areas, using 75 cartoons associated to the name of a specific job. Cartoons symbolize stylized human figures with a blank face, in order to minimize the finding of a gender connotation in a job or the influence of the physiognomy of the face. The interest of students was analyzed counting their preference for each job on a 4-point Likert scale (None - A little - Some - A lot). A secondary pre-test step was conducted on 537 students using a second version of 3IP with 68 items. The latest version of the inventory is finally constructed on 65 items to value 19 professional areas: Agriculture, Hospitality, Artistic, Automotive, Classics, Economics, Building, Aesthetics, Law, Computer Science, Linguistics, Military, Music, Health, Scientific, Social, Technology, Transportation, Travel. The scales, with 2 to 5 items, checked on a sample of standardization of 865 students, have obtained reliabilities between .73 and .89 (from .62 to .88 without correction "Prophecy of Sperman-Brown" on 4 items). The instrument is suitable to be easily translated in other languages and to be used for transnational research.

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School of Psychology, Via Venezia 12 - Floor 2 (14.30-16.00 – Room D)
Positive psychology and coaching – *Chair: Duarte Maria Eduarda, University of Lisbon, Portugal*

Career, Coaching, and Counseling Needs of Older Workers
Cooney Margaret
California State University San Bernardino, USA
This presentation will discuss career, social and psychological issues which mature clients bring to counseling and coaching. Clients have special needs in the aging process which usually begins around the age of 50. The world population as a whole is aging. Currently there are close to seven billion people in the world, 7.9% are believed to be 65 years and older. All over the world baby boomers are turning 60 every day. The baby boomer generation is constantly increasing the number of older workers. One special area of concern with older workers is that they may experience difficulties in the areas of employment and finances due to unexpected or early retirement, being laid off from their job or needing to find a job. Negative stereotypes often prevent older workers from being hired. Workers may have developed disabilities as adults which may be part of the reason for being unemployed. Psychological problems such as depression and poor self- concept associated with disabilities may develop. Older worker deserve the opportunity to be taken seriously for job openings. Accommodations and assistive technology will assist clients with disabilities to make creative changes in their lives and be employable. Work in life designing enables people to be independent, have hope in the future, increase self-esteem and be active in their communities. This presentation will discuss ways that career counseling and coaching will help clients be resilient to the psychological and physical stressors of work and life. Differences between career counseling and coaching will be presented. Coaching is often more effective to use with older workers in need of occupational change than traditional therapy. To be effective with older workers counselors and coaches need to have special insight into aging, life design interventions, vocational guidance, disability issues and the psychology of work and change. New paradigms are being developed to meet changing career opportunities in the 21st century. Counselors and coaches are encouraged to work with older workers to design positive revisions to their career within existing environments.

Hope as an effect of coaching session
Ulanovsky Alexey
Higher School of Economics, Moscow, Russia
As it can be concluded from existing research data, there is no one single effect of coaching. There are, probably, many effects and they are concerned with different areas of experience (cognitive, emotional, behavioral). It is also clear that there can be different conceptual frameworks and ways of understanding these effects. We may apply R. Snyder's hope theory, which is a good description of one of the phenomena of successful coaching session - a subjective experience of "inspired" by clients. According to the theory, hope implies capacities to (1) clearly conceptualize goals, (2) develop the specific strategies to reach them (pathways thinking), and (3) initiate and sustain the motivation (agency thinking) (Lopez, Snyder et al., 2004). In other words, we experience the hope, if a) we know what we want, and b) we can find many ways to get it, and c) begin to act in the direction of the goal (Bonivell, 2006). Any typical coaching session usually contains all of these components. For example, it is a content of well-known GROW model. As coaches we strive for help 1) to clarify client's goals together with him/her, linking them with his/her deeper needs, values, life meanings and thereby increasing the achievement motivation; 2) to find several solutions for one purpose, to extend a variability of vision, strategies and actions, and thereby to increase a chance of success; 3) to clarify and to admit concrete steps and deadlines for their performance; 4) to think together how to insure against possible obstacles and defeats on the way. Based on these ideas, we could say that one of the effects of coaching is a hope-enhancing. This is confirmed by subjective reports of people, who just got coaching session and by empirical research. For instance, the research conducted by S.Green, L.Oades and A. Grant, in which they show that solution-focused life coaching produced appreciable gains in hope, happiness, and goal striving (Green et al., 2006).

Coaching for Students: An Example of Positive Prospective Career Counselling

Podgórna Violetta & Podgórny Marek
Instytut Pedagogiki, Uniwersytet Wrocławski, Poland

Vigorously developing positive psychology proves an inspiration to career counselling researchers who recognize fundamental changes and shifts that have occurred both in the counselling theory and in the counselling practice. With its reflective focus on man conceptualised as a resilient being, positive psychology concentrates on the human aptitudes, skills and capacity for happiness as well as on the more effective coping with life difficulties. Positive counselling eschews the traditional, directive advice-giving model for the sake of accompanying a counselee on the life-design path. Thereby, it strives to optimise the functioning of individuals and communities, to enhance the quality of life and to build as well as to develop people's personal potential. Instead of deciding for the clients, the counsellor supports them in expanding their consciousness and assuming responsibility for their lives. Instead of analysing the causes of prior failures and disappointments, the counsellor analyses the future options and possibilities. And finally, instead of concentrating on a problem, the counsellor concentrates on the individual. In this way, career counselling becomes fortological counselling (Latin fortis – strong), agathological counselling (Greek agatos – good) and prospective (future-oriented) counselling. Gravitating in this direction, contemporary career counselling more and more frequently aligns with coaching (and in particular its variety labelled life coaching). Coaching is conceived of as supporting a person's change, sustaining his/her development, and fostering his/her mental resilience by stimulating profound self-reflection, a prerequisite for discovering one's resources and overcoming one's self-limitations. Both forms of helping (i.e. positive counselling and coaching) are rooted in the paradigm of positive psychology. They offer support in coping with challenges by foregrounding the good and the effective in individuals rather than identifying the defective and the faulty in them. In other words, they aim to improve rather than to "mend". In this paper, I presents the results of the research carried out as part of the Coaching dla studentów (Coaching for students) project implemented at the Institute of Pedagogy of the University of Wroclaw. The research aimed to identify the meanings that the clients invested in the coaching process, in terms of their personal development, career design and attainment of well-being.

A Positive Approach to Career Coaching

Yates Julia
University of East London, UK

Seligman and Csikszentmihalyi took the psychology research community by storm in 2000 with their paper on positive psychology, introducing it as an academically rigorous antidote to the pathology-driven paradigm that had dominated the discipline for nearly a century. Positive psychology was to focus on the things that make life worth living, and was to examine 'positive subjective experience, positive individual traits and positive institutions' (Seligman and Csikszentmihalyi 2000:5).Since then the number of studies and papers published on the topic has grown exponentially, and the growing body of evidence around both theory and practice is making the links between positive psychology, career development and career coaching, increasingly clear. Coaching has been described as a natural home for positive psychology (Grant and Cavanagh 2007) and the synergies are not hard to find. Positive psychology and coaching both strive to inspire growth and change by focusing on the positive aspects of human nature, and supporting optimal functioning. Much of the research within positive psychology focuses on a career context. The literature provides empirical evidence of the links between career satisfaction and well being in life, and between meaning in life and meaning in work. This presentation will explore the evidence, the processes and the tools of positive psychology career coaching. It will describe the contribution that positive psychology research has made to our understanding of the career context, looking specifically at the links between career and subjective well being, the antecedents of job satisfaction and the notion of a vocation and the importance of meaning at work. The presentation will then explore how positive psychology can inform and enhance both the process and content of career coaching interventions, discussing specific techniques from positive psychology which support clients in identifying and using their strengths and enhancing their career self-efficacy, and boosting their overall resilience and well-being.

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School of Psychology, Via Venezia 12 - Floor 2 (14.30-16.00 – Room E)
Symposium: **Professional interests: new perspectives, new instruments**
Chair: Soidet Isabelle & Vrignaud Pierre, University of Paris West Nanterre La Defense & Centre de Recherche sur le Travail et le Développement (CRTD/INETOP), France

Presentation. While early researches on professional interests are quite old, the assessment of vocational interest is still practiced by professionals from many countries in the field of counseling psychology, work and education. In nomothetic, idiosyncratic, or mixed approaches, the professional seeks to engage people in a work of reflexive self-exploration, potentially constructive of new schemes of themselves. If some educational methods have been developed, the assessment format by questionnaire is still widespread, probably because it allows rich interpretations and an easy communication of results. Currently, the traditional paper / pencil inventories, are often replaced by instruments from relying on new technologies (software, off and online questionnaire), which the reliability have often been discussed. Moreover, the presentation of the results can sometimes reinforce the idea of a miracle match "person * profession," parasitizing the reflexivity of the consultant. The review of the main instruments available in French (Vrignaud & Bernaud, 2005) emphasizes, on the one hand on a lack of instruments intended for adult audiences, and secondly on some recurrence and generality of the stimuli used (verbal list of leisure activities, professions, and more seldom qualities). There is a real lack of item, that could be more contextualized for need of adult audiences. In addition, we can blame the poverty of the general usage of new technologies in the context of the assessment of interests (inventories on the same model as those type paper/pencil). A more dynamic use of new technologies would create instruments, like serious game, particularly well suited to teenagers. Two presentations will focus on these practical considerations: construction of a questionnaire for adults seeking employment, creation of a serious game. Another will focus on the developmental aspects, rarely discussed in research. This study will also be an opportunity to present the results on the structure of interest according to the model of Holland, rarely obtained on a large (30, 000) and a representative sample of the national population. The last presentation, based on the analysis of data from an international survey (PISA), will examine the impact of national contexts (more than 50 countries participating) on the understanding of the construction of professional projects. All studies presented refer to the model of Holland.

<div align="right">Soidet Isabelle & Vrignaud Pierre</div>

Some results about vocational interest development gained from the analysis of a follow up from sixth to ninth grade study of a representative sample of French pupils

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A follow up study of a representative sample (more than 30,000) of secondary school pupils from sixth to ninth grade has been designed and carried out by the DEPP (service of French Ministry of National Education in charge of national and international surveys on pupils' assessment). We introduced in this survey, several questionnaires aiming at gathering information on pupils' interests: vocational aspiration in the future, leisure activities. The pupils responded to these questionnaires at both data collection points (2007 and 2011). This information allows to have a rarely obtained, on such a representative sample, description of the pupils vocational aspirations and the popularity of the main leisure activities both at sixth and ninth grade. Above all, the longitudinal design of the study gives precious results on the intra-individual changes during the fourth years of secondary school. For example, more than three quarter of the sample are quoting a different vocational domain at sixth and ninth grade. The analyze of these changes in the light

of the informations collected on the pupil characteristics, her/his family and her/his school history gives the opportunity to test hypothesis on the effect of main characteristics (gender, SES, academic performance…) on stability and changes in interest during secondary school and in the vocational project. Moreover, at the ninth grade, we introduced a vocational interest blank (based on Holland's typology). The analysis of the data structure gives precious insights on Holland's model. The structure is fitting the data better than in most of previous French (and at our knowledge other European and American) studies.

Construction of a new inventory of professional interests for job seekers

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This presentation is about a new inventory of interests for adults and job-seekers based on the typology of Holland. It will describe the methodologically innovative principles, the choices which were made, and the stages of construction of the tool. The originality of this work is the fact that the expressions used to construct the items of the inventory were extracted from the job descriptions of the R.O.M.E. (Jobs and positions operational directory) issued by the governmental employment services in France. The present study is part of a larger project having the objective to attribute the main types of Holland to the activities of the R.O.M.E. job descriptions. Two methods of textual analysis - the first using the software SPAD (textmining of Lebart and Salem, 1988), the second the software Alceste (Reinhart) – were applied to find the most frequently used terms to describe the skills from the R.O.M.E. job descriptions. The most characteristic expressions of each Holland type were used in the items construction. Considering the population of respondents, it seemed sensible to choose questions which were consistent with the situation of an adult searching for a job. We therefore opted for situations which were close to the professional life. Every such situation begins with an initial sentence suggesting a choice between six proposals (one for every Holland type). The expected answers consisted in indicating among the six proposals which one "suits best" and which one "suits least". A beta version of the tool was then tested: 243 questionnaires were passed with job-seekers. According to standard psychometric methods, the data were analysed at the level of the scale and at the level of each item (corrected correlation item/test). Latter information allowed to retain the best items for the final version and to remove those of lesser quality. The stages of construction and of validation of the tool and the results of its testing will be presented and discussed during the oral communication.

Are serious games a reliable and reflexive approach to assessment? A pilot study of a serious game to assess vocational interests

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In the area of training, the use of games opens up new opportunities to develop training tools. Do they also offer opportunities for psychological assessment to help people to get a better knowledge of themselves? The present study aimed to design and build a serious game to evaluate vocational interests for purposes of vocational guidance. The hexagonal model of Holland, based on six types of vocational interests is retained as a theoretical framework. The game is located in a village (10 buildings). The player must complete six mini-games, each corresponding to one of Holland types (RIASEC). Five kinds of information are recorded for each subject: the number of times s(he) played the mini-game, the score obtained to the mini-game, the length of the play, a mark expressing how s(he) liked or disliked this mini-game and the order of preference for every mini-game s(he) gave at the end of each day. The use of this serious game approach raises very fundamental and heuristic questions: 1) Does this game situation allow a reliable assessment? 2) Does the subject's behaviour in the game reflect his or her behaviour in real life ? 3) Does the game situation support a reflexive activity on himself? To answer these questions, we collected data on several samples of subjects (high school pupils (n=228), university students (n=103), adults (n=41)) who have played the game and answered a classical vocational interest blank. Psychometric and statistical analysis aims at estimating the

validity and reliability of the game. The results of this study provide several recommendations to build serious games whose goal is to produce self-knowledge for career guidance.

15-year-old students vocational interests in 65 countries using the PISA surveys: Cross-national and between gender differences

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The PISA surveys assessing 15 year-old pupils' literacy are conducted in more than 50 countries (OCDE and countries wishing to participate) on representative national samples. In the background questionnaire, there are several questions on the expectations of the pupils in terms of jobs particularly the profession they are planning to do at 30. This information allows us to gain some insight on the popularity of the main vocational domain among the 15 years pupils and the differences according to gender and nationality. To analyze these data in a more general frame, Holland's RIASEC typology was used to code the professions quoted. We analyzed these data using several statistical methods (ACP, hierarchical clustering). The results highlight the existence of differences in popularity of the six RIASEC types between countries. Moreover the study of the interaction between gender and countries show contrasting profiles of interest and popularity. These kinds of results on representative samples and so many countries has, to our knowledge, never been published before. We discuss the possibility of interpreting these differences in relation to the pupils' background and show their heuristic nature to test hypothesis on the effect of national context on vocational development to test the universality of Holland's model.

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School of Psychology, Via Venezia 12 - Floor 3 (14.30-16.00 – Room F)
Positive dimensions and career choices – *Chair: Thomsen Rie, Aarhus University, Denmark*

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Hope and the Tripartite Model of Career Indecision: Exploring the relationship between career indecision and hope

Hammond Marie S.
Psychology Department Nashville, USA

Brown and Ryan-Krane's (2000) Tripartite Model of Career Indecision (TMCI) provides an effective mechanism for exploring the origins and consequences of indecision in college students. Studies have begun to examine the utility of this model (e.g., Hammond, Lockman, & Boling, 2010). One area that has been less examined is the relationship of hope to the components of this model. The current study will report on a study of 444 undergraduate college students (70% Caucasian, 30% Minority) who completed a battery of assessments measuring the components of the TMCI. The results suggest that clarity of vocational identity, goal instability, positive affect, and self-efficacy for both self-appraisal and problem-solving are significantly predictive of levels of hope, accounting for 45% of the change in levels of hope. The implications of the results for theory improvement and practice will be presented.

Relation of career indecision, openess to experience and conscientiousness to phases of career decision making

Blazhevska Stoilkovska Biljana & Shurbanovska Orhideja
Institute of Psychology, Faculty of Philosophy, University St. Cyril and Methodius, Macedonia

The aim of this study was to explore how career indecision sources (lack of career choice readiness, lack of information and inconsistent information), as well as, openness to experience and conscientiousness relate to phases of career decision making (CDM). On a sample of 235 secondary school students three measures were applied to assess research variables. One-way ANOVA showed that students in later phases of CDM are faced with lower career indecision, i.e. their career choice readiness is higher ($F(3, 231)=4.53$, $p=.004$), they are more informed about the career decision process ($F(3, 231)=14.76$, $p=.000$) and they possess fewer inconsistent information ($F(3, 231)=11.81$, $p=000$). MANOVA revealed that sub-dimensions of openness to experience and conscientiousness differ significantly between phases of CDM (Roy's Ѳ=.071, $F(6, 228)=2.71$, $p=.015$ and Roy's Ѳ=.085, $F(6, 228)=3.25$, $p=.004$, respectively). Follow-up ANOVA indicated that students in

different phases of CDM differ significantly in aesthetic ($F_{(3, 231)}=2.60$, $p=.053$), intellectual curiosity ($F_{(3, 231)}=2.79$, $p=.042$), values ($F_{(3, 231)}=2.75$, $p=.043$) as openness to experience sub-dimensions and in dutifulness ($F_{(3, 231)}=3.48$, $p=.017$), achievement striving ($F_{(3, 231)}=3.43$, $p=.018$) as conscientiousness sub-dimensions. Career choice readiness and clear information, as well as openness to experience and conscientiousness sub-dimensions seem to be important to progress in CDM process.

How statistics can support career decision taking. The results of Istat-Isfol survey on occupations
Gallo Francesca & Lorè Barbara
ISTAT, Italy
The aim of the paper is to present the results of the second edition of Istat-Isfol survey on occupations and to highlight its usefulness in supporting people asking for career guidance. The survey, carried out by Istat along with ISFOL and granted by the Ministry of Labour, offers an important contribution to understand work contents and to measure the human capital required to adequately perform the occupational tasks, as it describes occupations in the perspective both of the organizational/work context and of the workers' characteristics and requirements. The chosen model, derived from the one adopted by the U.S. Labour Department (O*NET - Occupational Information Network), allows to collect detailed information on more than 150 attributes, covering different areas such as knowledge, skills, abilities, interests, work styles and values. In addition, a set of items is specifically intended to investigate educational and training paths required by all the occupations performed in the Italian labour market. For each of the 800 occupational units defined by the Italian classification of occupations, the survey questionnaire enables to quantify the occupational descriptors in terms of importance and complexity level needed to perform a specific job. The main choice that inspired Istat survey design on occupations was to collect information through the actual experiences of people who normally perform the occupation under investigation (16,000 sampling units), inviting workers to describe and quantify the contents of their current occupation. Information stemming from the survey provides the users with an important tool to understand the actual characteristics and requirements of the occupation they are interested in and to compare their own profile with the one required by the labour market. Users are given a comprehensive set of data that can help them in taking an 'informed' decision about their career, highlighting the occupations which adequately match with their educational, skills and interests profile. Moreover, users are given a support in planning their investment in training or education needed to fill the gap between their profile and the one required by the market.

Optimism, well-being and satisfaction with work: interplay with socio-demographic variables of Lithuanian national representative sample
Kairys Antanas, Bagdonas Albinas, Liniauskaite Audrone & Zamalijeva Olga
Vilnius University, Lithuania
Over the past several decades Lithuanian society faced extreme challenges: the end of Soviet occupation, political transformations, and immense emigration and during the last couple of years – economic crisis. These and other events influenced changes in the structure of society, its values, career paths and probably – well-being of Lithuanian citizens. Therefore the aim of this study is to analyze whether and how socio-demographic factors are related to overall well-being and three of its components (optimism and satisfaction with work, as well as satisfaction with living in Lithuania). Methods: National representative sample was constructed according to Population and Housing Census by Lithuanian Department of Statistics. 1202 subjects aged 16 - 89 years were enrolled in the research. Pivotal socio-demographic variables (e.g. age, gender, place of residence, educational level, occupational status, family incomes, etc.) were recorded. 45% of participants were males. Well-being was evaluated using Lithuanian Well-being Scale (LPGS-S), that measures overall well-being as well as eight well-being subcomponents (e.g. optimism, satisfaction with work, and satisfaction with living in Lithuania). The scale consisted of 59 items, the internal consistency of LPGS-S was high (no less than 0.8). Using one-way, two-way ANOVA and T-tests, significant differences were found between age, gender, income, occupational status and other groups, moreover significant interactions were established between some socio-demographic variables. Effect size analysis showed that occupational status and income level were the most significant socio-demographical variables in our study. To recapitulate, research results identified the most important socio-demographic variables related to well-being, which can provide practitioners with valuable guidelines for targeted interventions.

What is more, LPGS-59 showed to be a useful instrument in analyzing individual profile of well-being and planning a counseling strategy.

School of Psychology, Via Venezia 12 - Floor 3 (14.30-15.30 – Room G)
Symposium: **Women's career progression: stories of change, resilience and adaptation from Canada, China and Portugal** – *Chair: Bimrose Jenny*, *University of Warwick, UK*

Presentation. Institutionalized discrimination continues to perpetuate deep rooted social divisions, with gender inequality persisting as a pervasive feature of labour markets across the world. Women's career pathways, bedevilled by systemic disadvantage related to their gender, are made even more complex by the intersection of gender with other factors associated with inequality, like age, race and class. Yet there is limited acknowledgement in traditional career theory that the career support needs of women are distinctively different. An international comparative study into the career development of older women (aged 45 to 65) has been carried out across nine countries using qualitative methodologies. The broad aims of the study were to use career stories to explore the nature of learning and work transitions experienced by this particular group and to examine adaptive strategies they used. This symposium reports on the stories told by thirty six women across three counties, Canada, China and Portugal, of their career and learning trajectories. The importance of social context emerges as significant. Despite grappling with disadvantages like occupational segregation, pay differentials and discrimination, the stories of the older women in this study testify to their potential (often unrealized), their resilience, their tenacity and their adaptability. The research provides a powerful comparison across three diverse cultures and socio-economic systems, with the women's stories providing powerful insights to the potential (often unrealized) of the women, their resilience, their tenacity and their adaptability. Social equity has emerged as a key issue, with findings highlighting the combined impact of gender, age and ethnicity on the lives of the women. The consequences for career counselling and guidance practice is examined, with a more subtly nuanced and differentiated approach required for more effective support of women's career progression. This Symposium builds on the success of a previous symposium presented at the Life Designing and Career Counselling conference held in Padua in 2009, with papers relating to the earlier phase of the research.

Bimrose Jenny

Portuguese Women Work and Learning Pathways: Twelve Stories of Change and Adaptation
Parada Filomena, Correia Carolina & Gomes Isabel
University of Coimbra, Portugal
It is the aim of the study, through the use of a qualitative, interview-based approach, to present and discuss the work and learning stories of 12 Portuguese women, specifically the changes and adaptations they went through as adults. Study participants come from the Porto area, and their age ranges from 45 (minimum) to 65 (maximum) years. They have diverse work and learning pathways: they are unemployed, employed and retired; while some completed up to 6 years schooling, others have either a secondary or a tertiary degree . Although data collection is in progress, we observed that the work and learning pathways constructed by these women cannot be dissociated from the last 60 years or so of Portuguese history. For 41 years (from 1933 to 1974), Portugal had a non-democratic political regime named Estado Novo, largely accounting for what, even nowadays, is one of the main features of the Portuguese workforce: its low levels of formal qualification (e.g., in 1960, 4 years of schooling became compulsory for both men and women; in 1986, 9 years of schooling became compulsory). The regime also legitimized the discrimination of women, also in the labour market. Since 1974, huge progress was made. However, even today, Portugal is one of the EU countries with higher levels of workforce discrimination, namely according to gender (e.g., prevails the definition of occupational categories for men and women, being both attributed the same functions but different salaries). Furthermore, women keep on being the primary caretakers, often accumulating paid with unpaid work - a survival need for most Portuguese families, given their average low income levels. Naturally, the stories told by interviewees mirror all this and their accounts will be used to derive some practice and policy implications concerning women's career.

Immigrant Professional Women's Views of Learning and Career Transitions
Arthur Nancy
University of Calgary, Canada
The career development literature on immigrants has often treated all newcomers as if they had the same circumstances. This generalization obscures important cultural and systemic influences on career development such as age, gender, ethnicity, socioeconomic circumstances, and the availability of employment in the new country. In this session, the focus will be placed on older immigrant women, ages 45-65 and their stories of transition to working in a Canadian context. The presentation will focus on how immigrant women's motivation to make a better life is bounded by comparisons between home and host cultures and relative gains and losses. Their stories of integration into the workplace are more than about securing jobs; they contain insights into the importance that immigrant women place on a better life for their children and families through their determination to navigate new cultural norms and ways of working. Three key themes will be discussed in terms of how older immigrant women view their career transitions: learning as intervention, hope for the future, and resiliency in their actions. Examples from interviews with immigrant professional women will highlight how these three themes are connected to participants' views of positive integration.

Discussant: Donna E. Schultheiss, *Cleveland State University, USA*

School of Psychology, Via Venezia 12 - Floor 3 (14.30-16.00 – Room H)
Life Design and adaptability – *Chair: Cardoso Paulo, University of Évora, Portugal*

Career adaptability: relationships with career decision and vocational identity
Pereira Teixeira Marco Antônio & Audibert Silveira Alyane
Federal University of Rio Grande do Sul, Brazil
Career adaptability can be understood as the resources someone has to cope with career transitions, including developmental vocational tasks and unanticipated events related to career. A current theoretical model of career adaptability defines it as a multidimensional construct composed by four dimensions: Concern, Control, Curiosity, and Confidence. Based on this model, an international measure of career adaptability was developed, called Career Adapt-Abilities Scale (CAAS). This instrument has potential for use in career development research and intervention, but more evidences of validity for its scores are still necessary. The purpose of this study was to obtain validity evidences for a Brazilian version of the CAAS, and also expand the nomological network of career adaptability construct. We selected three measures to correlate with CAAS: career decision (level of certainty about occupational plans), vocational identity (level of satisfaction and identification with career choice), and perception of satisfactory job/work opportunities related to career choice. We expected positive correlations between these measures and the four dimensions of CAAS, since career adaptability is considered a characteristic that facilitates career development and transitions, like crystallizing a vocational self-concept and establishing occupational plans. As career adaptability also involves a positive attitude about the future, it should be related to positive expectations about employment. Participants were 620 university students (68.1% female), aged between 18 and 60 years (M=25.1; SD=7.26). The instruments employed were the CAAS - Brazilian version and three scales designed to measure career decision (alpha=0.91), vocational identity (alpha=0.93) and perception of job/work opportunities (alpha=0.78). The four dimensions of career adaptability correlated positively with both career decision and vocational identity, with correlations ranging from .27 to .52. Perception of job/work opportunities also correlated with the four dimensions of adaptability, although the magnitude of the effects was smaller (between .22 and .28). These results provide validity evidences for the CAAS scores and highlight the importance of career adaptability resources as an essential component in career development.

The relationship between the dimensions of adaptability with life satisfaction, time perspective e coping strategies: a measure of vulnerability/potentiality?

Cabras Cristina, Nicotra Eraldo, Mondo Marina & Parodo Isabella
Department of Pedagogy, Psychology, Philosophy, University of Cagliari, Italy

The phases of transition university-work that the new generation has to face today, are becoming increasingly more complex and have a huge impact on the career of each individual. A number of expectations weigh on those people that are making these transitions, which require the adaptation of a plan and course of action that is in continuous transformation. It is therefore necessary to develop a high level of adaptability that in turn, imply the learning of new strategies and the development of each person's potential. According to the approach Life Design (Savickas et al., 2009), the development of career adaptability has a key role in the process of constructing and consolidating the concept of self in a professional environment (Savickas, 2008). A significant number of studies have shown that subjects with a high level of adaptability have more success in the management of transitions (Germeijs & Verschueren, 2007; Neuenschwander & Garrett, 2008), more positive quality of life (Hirischi, 2009; Diener, Suh, Lucas, & Smith, 1999), problem-focused coping positively correlated to academic achievement and to career achievement (MacCann, Fogarty, Zeidner, Roberts, 2011; Briscoe, Henagan, Burton, Murphy, 2012) and hight levels of time perspective (De Bilde, Vansteenkiste, & Lens, 2011; Peetsma & Van der Veen, 2011). As a starting point, the present research proposes to analyze the dependence relationships between the dimensions of adaptability with life satisfaction, time perspective e coping strategies. Structural equation models with latent and observed variables will be used for data analysis. Through the results obtained, it is intended to compose a measure of vulnerability that identifies risk subjects groups. The participants have been identified through a simple random sample. Our sample is composed of 500 university students in their final year of study. The instruments used were: Career Adapt-Abilities Scale (CAAS) (Soresi, Nota e Ferrari 2012), Satisfaction With Life Scale (SWLS-Diener,et al., 1985), COPE Scale (Carver, et al. 1989), Achievability of Future Goals Scale (Heimberg, 1961) Long-Term Personal Direction Scale (Wessman,1973).

Validation study of a French version of the self-determination scale of Soresi and Nota (2011)

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[2]*University of Padova, Italy*

According to the theory of self-determined motivation (Deci and Rayan, 2002), the concept of self-determination is a general psychological theoretical construct that refers to the ability of each individual to feel actor of his actions and more broadly, to be the causal agent of his or her life. Savickas (1997, 2010) in turn, defines the ability to manage his career mostly as the ability to construct the meaning from his activities. The aim of this study is to validate a French version of the self-determination scale created by Soresi & Nota (2011) in a population of 17- 55 years old. Data were collected from a diverse samples: young high school students, collègues students and unemployed adults. In total, 900 subjects are participating to this study. Validation of this scale is based on a factor analysis of the internal structure of dimensions and sub-dimensions that compose it .We examine also the relationships between this scale and and the career adaptability scale proposed by Savickas (1997, 2010). We consider, in particular, moderating variables that are age, sex and educational level of the subjects. Our hypothesis is that there are positive correlations between these two scales and between their various sub dimensions.

Life Designing under rapidly changing conditions. In vivo experiment in Hungary

Kiss Istvan
Eötvös Loránd University, Hungary

The Life-Designing model (Savickas, 2005) summarizes the most important motivational factors related to career decisions: the meta-cognitive abilities of clients to develop their career, together with critical thinking about themselves and their situation, and the ability to create and implement action plans. The career-adaptability construct has been verified in several countries (e.g. Savickas, Porfeli 2012, Vilhjálmsdóttir , Einarsdóttir at al. 2011, Van-Vianen 2011). The career adaptability dimensions (career-) concern, curiosity, control and confidence could be obtained in all the international studies. This is not the case in the

Hungarian sample. Rapidly changing social-political environment, educational setting in transition and baffling labour-market processes create an in-vivo experiment stressing hungarian youth's career management skills, creating conditions that hardly can be conquered. The presentation is based on data, gathered with the CAAS (SCCI version, Savickas, Porfeli).

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School of Psychology, Via Venezia 12 - Floor 3 (14.30-16.20 – Room I)
Symposium: **Qualitative Career Assessment: Innovative Applications**
Chair: McMahon Mary, University of Queensland, Australia

Presentation. For much of the history of career development, qualitative career assessment has existed in the shadows of the more dominant standardized quantitative career assessment. In 2008, McMahon questioned whether qualitative career assessment would have a higher profile in the 21st century given the move towards narrative approaches to career guidance and counselling that encourage more active participation by clients in the telling of their career stories and in the construction of future stories. Five years on, there is some evidence that qualitative career assessment, although still in the shadows, is receiving more research attention and that its potential contribution to the field is becoming clearer. This symposium considers innovative applications of qualitative career assessment processes in the context of its history and potential future direction. The first presentation outlines the use of qualitative career assessment in idiographic career counselling processes. It emphasizes the subjective process inherent in narrative career counselling as meanings, themes and preferences are sought in client stories. The second presentation describes the use of a qualitative career assessment, the Revised Career Awareness Survey (RCAS), to investigate the career awareness of children. The future use of the RCAS as a qualitative career assessment instrument for stimulating a storied approach to career development in childhood is considered. The third presentation describes the use of qualitative career assessment with traditionally neglected groups. It demonstrates how, through participating in qualitative career assessment, individuals with limited personal resources can make sense of their previous transitions, identify strengths and weaknesses, and consider the life design construction of their futures. The fourth presentation describes the use of a qualitative career assessment process, the Career Thinking Session (CTS) to provide a reflective space in which clients may reframe assumptions which potentially limit their career development. The use of the CTS is illustrated through a case study. The fifth presentation traces the history of qualitative career assessment and overviews recent developments. A future agenda for qualitative career assessment is considered.

McMahon Mary

Qualitative Assessments in Career Counselling: The Client Career Story as an Idiographic Process
Brott Pamelia E.
Virginia Tech, USA
Using qualitative assessments in an idiographic career counselling process emphasizes the individual as being unique and distinctive. The subjective becomes the point of reference. Qualitative career assessments engage the client and counsellor in a collaborative process to explore the client's story for meanings, themes, and preferences. The career story is more than one's working role; it is a narrative of living a life across various life roles (relating, learning, pleasuring, working, valuing). We author our narratives based on experiences, people, interests, abilities, and passions that guide our approach to life. The lifeline, career genogram, résumé analysis, ideal day, card sorts, life roles circles, and goal map are just a few examples of qualitative assessments that can be an integral part of the career counselling process. Qualitative assessments are tools that provide rich information for developing a more holistic and integrated client story. These tools actively engage the client in the counselling process as the story is visualized and detailed. Space can be opened up in the story for different perspectives and for understanding one's motivations and needs. As the client begins to write future chapters in the life story, qualitative assessments can be used to organize the information and provide the client with a tangible plan.

Qualitative assessment in children's career development: Revisiting the Revised Career Awareness Survey
Watson Mark
Department of Psychology, Faculty of Health Sciences, Nelson Mandela Metropolitan University, South Africa
This presentation re-examines the Revised Career Awareness Survey (RCAS; McMahon & Watson, 2001), a qualitative measure that can be used in the conceptual understanding of children's career development. The RCAS is an example of a self-report questionnaire and is an adaptation of the Career Awareness Survey (CAS) originally developed by Gillies et al. (1998). The RCAS (McMahon & Watson, 2001) is designed to gather information about children's knowledge and understanding of the world of work and has five sections which have been described in the literature (McMahon & Watson, 2001; Watson & McMahon, 2004). Form 1 includes a series of open-ended questions about different aspects of children's personal-social knowledge such as their career interests, career influences, and sources of career information. Using open-ended questions, Form 2 focuses on career gender stereotypes and asks what careers children believe are more or less suitable for men or women. Form 3 explores career gender stereotyping by providing participants with a list of prescribed occupations which they must indicate as being suitable for either males, females or both. Form 4 explores the ability of children to recognize similarities between different types of careers by asking them to name a feature common to listed careers. Finally, Form 5 invites children to describe the link between a list of careers and what they have learned at school. The presentation describes research conducted in South African and Australian elementary schools that suggests that the RCAS is a reliable method of collecting qualitative data and of quantifying such qualitative data. In addition, the use of the RCAS for the evaluation of career interventions at the elementary school level is considered. Finally, the RCAS's potential use for stimulating a storied approach to career development in childhood is considered.

Qualitative assessment in complex situations: designing the future in case of reduced personal resources and uncertain future time perspective
Sgaramella Teresa Maria
University of Padova, Italy
This presentation describes the results of a qualitative career assessment with adults who experience complex situations and expect several transitions and changes. Transitions are evident in the career of individuals who repeatedly move into and out of the paid workforce such as, for instance, adults with history of substance abuse. On the other hand, there are individuals experiencing a chronic and unpredictable progressive neurological disease. Future perspectives and life design in both cases can be characterized by recurring changes and expected transitions in their personal and work life. Twenty-four adults in the 30 to 45 age range participated in the study; 16 were females. Their formal education ranged from 11 to 18 years. Data were gathered by means of interviews approaching both past, present and future life. A narrative approach was used to collect data, which were analyzed on the basis of grounded theory. Several themes were identified. Data analysis of the future themes was also conducted. Qualitative

descriptors were used in order to analyze the five dimensions as well as of three levels of career adaptability proposed by Savickas (2002; 2008; Savickas et al., 2009) and recently used in qualitative assessment of career adaptability (McMahon, et al., 2012). Hopes and future goals were also addressed during the interview. Nature and frequency of transitions, strategies used to respond to transitions and to adapt to new situations, relevance and direction of career adaptability dimensions, as well as personal and work hopes, differed in the two groups. A differential contribution emerged from the analysis of career adaptability levels, in particular when analyzing external (contextual) and internal (cognitive and motivational) level. A qualitative assessment of career seems to be useful not only for making a meaning of previously experienced transitions but also for describing individual strengths and weaknesses, providing space for specific interventions helping life design construction in individuals with limited personal resources and experiencing highly unpredictable and/or complex future time perspective.

"There was magic in that question": Challenging limiting assumptions in the Career Thinking Session
Bassot Barbara
Centre for Career and Personal Development, Canterbury Christ Church University, UK
Many developments in career counselling approaches can be described as constructivist. In 2011-12 a pilot study was undertaken to explore how career counselling can provide a reflective space for clients to begin to challenge their limiting assumptions when constructing their future life/career plans. The research was developed within the ERASMUS 'NICE' University network for educators of career counsellors, in order to design and test innovative methods for career counselling practice. Dr Barbara Bassot will present the findings from a pilot study that trialled a thinking approach derived from the work of Kline (1999), which was adapted for career counselling interviews. The study involved four participants at various stages of their career development. The presentation will report on the theoretical background to the study, in particular focusing on how individuals make assumptions that can sometimes limit their career development. The Career Thinking Session (CTS) model will be described and explained and the case of one of the participants will be used to demonstrate how the model helped them to begin to think about themselves differently. The presentation will conclude by looking at implications for career counselling practice and the challenges practitioners face when trying to use innovative models in practice.
References:
Kline, N. (1999). *Time to Think*, London: Ward Lock.
Schiersmann, C., Ertelt, B-.J, Katsarov, J., Mulvey, R., Reid, H. & Weber, P. (Eds.). (2012). *NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals,* [online] http://www.nice-network.eu/fileadmin/erasmus/inhalte/bilder/meine_Dateien/NICE_Handbook/NICE_Handbook_full_version_online.pdf

Qualitative career assessment: Where to from here?
McMahon Mary
School of Education, University of Queensland, Australia
Career assessment has been an integral part of career guidance and counselling since the inception of the field. However, for much of the history of career guidance and counselling, quantitative career assessment has had a dominant position in the field founded on a rigorous and extensive research base. By contrast, qualitative career assessment has had a less visible profile and has received much less research attention. This could potentially be that qualitative career assessment is viewed as less formal, more open-ended, more flexible, and less statistical. Qualitative career assessment encourages and facilitates active participation by clients in the telling of their career stories and in the construction of future stories. Thus qualitative career assessment is in harmony with narrative approaches to career guidance and counselling that emphasize life design and career construction because of their shared underpinning philosophies. There is some recent evidence that qualitative career assessment is beginning to receive more research attention. Thus its potential to make a greater contribution to the field could be strengthened. The presentation traces the history of qualitative career assessment and overviews recent developments. It considers the potential complementarity of qualitative career assessment with quantitative career assessment and narrative career counselling, life design and career construction. Strengths and weaknesses

of qualitative career assessment are considered along with the challenges it faces. A future agenda for qualitative career assessment is considered.

School of Psychology, Via Venezia 12 - Floor 3 (14.30-16.00 – Room L)
Career pathways and university students – *Chair: Rossier Jérôme, University of Lausanne, Switzerland*

Educational and Vocational guidance with Psychology Mature Students: the group as a means of pragmatist and mutual empowerment
Camussi Elisabetta, Gritti Alice, Annovazzi Chiara, Frasca Cristina & Scaringi Silvia
University of Milano-Bicocca, Italy
In the Academic year 2010/11 nearly 36% of the students enrolled in one of the Psychology Courses of the University of Milano-Bicocca were over the age of 25, with a 14,3% over the age of 30. This large and diverse mature students population is made of: people that already hold a Degree interested in a second Degree in Psychology; full time workers/part time workers interested in developing a new career; unemployed; retired people with "a dream". Coming from a whole array of backgrounds, with a variety of qualifications and work-related experience, mature students are a part of the lifelong learning perspective. From the existing literature we know that these students, despite the high risk of dropping out, seem to succeed academically even better than their younger peers and often achieve a better than average degree result. To support mature students planning skills and at the same time to explore the peculiarity of their needs (adjustment factors in transition to University; juggling different roles –work, study, family; short-term time perspective; etc.) and the resources available (internal and external), in academic year 2011/12 the University - Career Counselling Service "Consulenza psicosociale per l'orientamento formativo" started an action research in the form of a "mature students Guidance Group". During the group meetings (6 monthly meetings), based on voluntary participation, a quali-quantitative methodology was used: Academic Self efficacy (Steca et. alii, 'undergoing validation') was measured before and after participation, and personalized career counselling focused on planning skills was held by a career psychologist (both in the group and individual - available on request) . Results show that the group seemed to be the needed environment for consciousness-raising and for the identification of strategies to prevent failures. Moreover, sharing common problems strengthened the participants feeling of belonging to the University environment. The empowerment process in such a group becomes a mutual empowerment (Kieffer, 1984) because it includes the influence of the peer group within a collective-organizational structure; furthermore, for the counsellor's role in keeping the focus on the "actions" to take, the group can be considered also a means of pragmatist empowerment (Cornish, 2004).

Building Hope and Resilience in Students to Pursue a Career in International Psychology
McCormick Mercedes A.
Pace University, Eastern Region VP Psi Chi International, USA
The purpose of this presentation is to illuminate the positive psychology concepts of Hope and Resilience in relationship to students' motivation to pursue a career in International Psychology. A dialogue with participants about Hope and Resilience in regard to student achievement and barriers will be presented. Small groups will be form according to the number of session participants to discuss how to enhance student motivation for future psychology career advancement. Also participants -faculty and students will learn about joining the Padua Psi Chi Chapter to become a member of Psi Chi International Honor Psychology in Padua Chapter (Chapter application in progress as of 01/23/2013).

Developing and Evaluating a Five-Week Skills-Based Career-Planning Course for Psychology Majors Featuring "The Big Three Skills" Set

Carducci Bernardo J.[1] & Van Kirk Jaye F.[2]
[1]*Indiana University Southeast, USA*
[2]*Department of Behavioral Sciences, San Diego Mesa College, USA*

This five-week career-planning course for undergraduate psychology majors provides a skills-based focus to help students formulate strategies for acquiring the necessary knowledge, experiences, and skills to facilitate the university-to-career transition. The course content focuses on the acquisition and utilization of "The Big Three Skills" set (i.e., analytical, communication, and intrapersonal skills) as the basis of career planning and preparation for psychology majors. Week 1 addresses the discrepancy between student perceptions of career preparedness and employment and post-graduate opportunities for psychology majors. Week 2 highlights the value and breadth of the skills (i.e., The Big Three Skills set) acquired during undergraduate psychology coursework for career planning and preparation. Week 3 focuses on identifying resources within the psychology department, within other departments and offices on campus, and in the community for acquiring The Big Three Skills set. Week 4 focuses on utilizing the Campus Career Center and other online career websites for identifying employment or postgraduate educational opportunities and resources consistent with each student's career objective. Week 5 features students preparing a "Career-Planning Timeline." This timeline requires students to outline what actions they need to take (e.g., acquire research experience; enroll in science and communication courses; seek leadership opportunities) and when during their course of study they plan to take these actions in order to achieve their career objectives. In an effort to develop communications skills, each weekly assignment also requires the students to make a brief presentation in front of the class. Student evaluations of the course are highly favorable.

Cultural Value Orientation, Vocational Identity and Hope among Chinese College Students in Beijing

Jin Qiuping & Cheung Raysen
Department of applied social studies, City University of Hong Kong, China

This study aims to examine the validity and correlates of the newly developed Vocational Identity Status Assessment (VISA; Porfeli et.al, 2011) for the first time in China and specifically among Chinese college students in Beijing. VISA measures identity development in the career domain and identifies six vocational identity statuses instead of four in Marcia's paradigm (Marcia, 1983). It is developed in the United States to advance the study and measurement of vocational identity, and it will be interesting to explore how far the classification of vocational identity statuses will be applicable in the Chinese context. In addition, to get a better understanding of vocational identity development in the Chinese context, this study will explore if the construct of modernity-traditionality cultural orientation in indigenous Chinese psychology affects their vocational identity development and how different vocational identity statues in turn contribute to well-being of students. Data are to be collected from about 200 college students both from science and humanity majors in two different universities in Beijing. Endorsements of higher modern cultural values and lower traditional cultural values of individuals in this study are proposed to have an impact on the achievement of vocational identity status. Moreover, the achievement of a vocational identity gives people a sense of purpose and goal in life, which leads them into more persistent endeavors in achieving their self identified goals. As a result, a higher vocational identity status supposedly instills students with higher level of agency and more pathways, which are conceptualized to be two aspects of hope in the literature. Taken together, this study serves as the starting point for the authors to validate the assessment of Vocational Identity in China and further develop a more comprehensive framework of vocational identity in the Chinese context.

Fiera di Padova, Via Tommaseo 59 (14.30-16.20 – Sala Carraresi)
Symposium: **Promuovere benessere all'università: Esperienze tra tutorato, metodi di studio e counseling individuale** – *Chair: Zanetti Maria Assunta, Università di Pavia, Italia*

Presentation. Il presente simposio ha lo scopo di approfondire e riflettere sul ruolo che l'Università riveste, oggi, nell'accompagnare il percorso accademico dei propri studenti per promuovere azioni contro la dispersione universitaria e la possibile disaffezione allo studio. La letteratura mette, infatti, sempre più in evidenza come il percorso universitario degli studenti italiani sia spesso costellato da difficoltà, spesso legate a variabili personali, ma anche a difficoltà nella gestione e pianificazione di un percorso articolato e che richiede l'acquisizione di una autonomia e di buone abilità di problem solving. Verranno, quindi, presentate una serie di esperienze accomunate dall'obiettivo di promuovere benessere all'Università, favorendo un processo di promozione di empowerment personale, con l'acquisizione di utili strategie di studio e di organizzazione, il successo nello studio e un buon adattamento alla vita accademico. Saranno descritti progetti di accompagnamento alla vita accademica dello studente attraverso la strutturazione di percorsi di tutorato, non solo disciplinari, ma anche trasversali, volti a promuovere l'acquisizione di competenze utili per vivere, organizzare e gestire, in modo funzionale al successo, la vita accademica: laboratori specifici sul metodo di studio, accompagnamento e counseling psicologico, gruppi di studio, e-learning, sportelli di orientamento di facoltà gestiti dai pari. Lavorare in ottica della promozione del benessere, così come definito dalla World Health Organization (2004), permette la realizzazione delle potenzialità dell'individuo, sostiene la sua capacità di fronteggiare le normali difficoltà della vita e lo rende capace di lavorare produttivamente e di offrire un contributo significativo alla sua comunità. Questi interventi, pertanto, contribuendo a sviluppare benessere in Università, rendono lo studente maggiormente in grado di essere soggetto attivo nel proprio processo di formazione, acquisendo competenze utili per fronteggiare le possibili difficoltà del percorso accademico e attivando le proprie risorse personali.

<div align="right">Zanetti Maria Assunta</div>

A lezione di studio: una piattaforma on line per la promozione del metodo di studio tra atenei
Percivalle Valentina, Ferrari Paola Roberta & Zanetti Maria Assunta
Dipartimento di Studi Umanistici, Sezione Psicologia, Università di Pavia, Italia
Promuovere il successo formativo significa strutturare percorsi di accompagnamento al fine di supportare lo studente nell'affrontare le possibili difficoltà disciplinari e legate allo studio e alla sua vita accademica. Accompagnare lo studente significa non solo progettare percorsi di tutorato disciplinari prettamente legati alla didattica e ai contenuti, ma anche strutturare momenti di confronto e riflessione su quelle dimensioni e processi che influenzano il successo nello studio. Alla base di un buon esito del percorso accademico vi sono, infatti, diverse variabili, sia personali che contestuali, che interagiscono fra loro. L'acquisizione e l'utilizzo di un buon metodo di studio sembra essere una delle variabili che più possono influenzare la capacità del soggetto di studiare. In quest'ottica il Centro Orientamento dell'Università degli Studi di Pavia ha istituito un progetto pilota di tutorato, trasversale non disciplinare, sul metodo di studio, gestito attraverso laboratori on line, rivolto a tutti gli studenti, inizialmente dell'Ateneo pavese e, ora, anche da studenti di altri Atenei. Quest'azione è parte integrante di un progetto che prevede di realizzare azioni condivise fra istituzioni e Università, in modo da permettere la sperimentazione e la trasferibilità di buone prassi formative e di accompagnamento alla carriera accademica. L'obiettivo è quindi quello di mettere in rete le Università per garantire una piena realizzazione del diritto allo studio dello studente e, soprattutto, una presa in carico dello studente, attraverso azioni che permettano di ridurre il rischio della dispersione universitaria e del drop out. Il progetto prevede la creazione di classi virtuali che lavorano insieme ad uno psicologo tutor su specifiche prove di studio atte a promuovere l'acquisizione di precise strategie di studio e la riflessione sul proprio metodo (nella memorizzazione, comprensione e rievocazione dei contenuti, nell'organizzazione e nel controllo dell'apprendimento). Per ogni laboratorio sostenuto, ogni partecipante riceve due differenti tipi di feedback dal tutor: - feedback immediato generale: segnalazione dell'esito del compito svolto con brevi materiali di sintesi delle strategie maggiormente efficaci per affrontare la prova di studio - Feedback privato: un profilo specifico per studente, consigli tarati sullo studente specifico e specificazioni rispetto al materiale offerto Attraverso il processo di feedback è possibile creare un rapporto uno ad uno, psicologo-studente, funzionale alla valutazione della presenza di altre aree di criticità, oltre alle difficoltà nel metodo

di studio, che rendano necessaria una possibile presa in carico del soggetto per un percorso di consultazione psicologica. Si concretizza, quindi, un percorso di accompagnamento su più livelli, che permette una presa in carico articolata delle varie fragilità che si possono presentare durante il percorso accademico: - Accompagnamento allo studio con la promozione di un atteggiamento meta cognitivo e strategico; - Percorso di consultazione e counseling per l'attivazione delle capacità di problem solving e delle risorse dello studente rispetto a specifiche aree di criticità.

Percorsi di gruppo sulle Metodologie di studio
Costabile Angela, Manfredi Paola, Spina Maria Francesca & Toscano Rosaria
Università della Calabria, Italia
Il Servizio Orientamento dell'Università della Calabria propone agli studenti, percorsi esperienziali sulle metodologie di studio, organizzati e realizzati dal Counselling Psicologico e dal Peer tutoring. I due servizi coniugano gli interventi di supporto e affiancamento tra pari con quelli di sostegno psicologico e metacognitivo, al fine di incrementare o attivare strategie di studio valide e proficue. I laboratori proposti agli studenti che incontrano difficoltà nello studio costituiscono un'occasione di confronto tra loro e di incontro con psicologi e con tutor alla pari, tesa a favorire la sperimentazione di strategie di studio auto-regolato e degli aspetti metacognitivi ed emotivo-motivazionali che caratterizzano un corretto atteggiamento strategico verso lo studio. Qualora, nel corso degli incontri emergano dubbi e difficoltà legate all'organizzazione di uno specifico corso di studi o ad una particolare disciplina, viene coinvolto un referente didattico del corso di laurea specifico che fornisce agli studenti interessati indicazioni, suggerimenti e consigli utili per affrontare la criticità. Ogni anno vengono proposti agli studenti uno o più laboratori in periodi differenti dell'anno. A seguito di una fase di programmazione, organizzazione e pubblicizzazione delle attività, nelle quali sono coinvolti anche referenti della didattica delle facoltà/dipartimenti, si accolgono le adesioni degli studenti e si avviano le attività. Si propone un ciclo di laboratori di gruppo che coinvolge un massimo di 20 studenti, articolato in 6 incontri, ognuno dei quali coinvolge gli studenti in riflessioni ed attività esperienziali ed auto-valutative, finalizzate a favorire un confronto diretto con le proprie abitudini di studio, le proprie motivazioni e difficoltà nonché con metodologie e abilità da sperimentare. Gli studenti compilano una scheda iniziale da cui emergono le loro motivazioni e aspettative ed una a fine percorso da cui si evidenzia il livello di soddisfazione. A distanza di due-tre mesi dalla fine del laboratorio gli studenti che hanno concluso il percorso, svolgono un colloquio individuale di follow up nell'ambito del Counselling psicologico per verificare l'andamento delle attività di studio e gli esiti del percorso effettuato. Gli studenti che inoltrano la richiesta di partecipazione generalmente sono circa 50, la maggior parte iscritti ai corsi di laurea scientifici ed economici e per lo più fuori corso; quelli che realmente iniziano e seguono il percorso sono circa 20. Degli studenti che hanno partecipato agli incontri sulle metodologie di studio, alcuni hanno richiesto di effettuare un percorso di consultazione psicologica, per affrontare difficoltà personali relative alla sfera emotivo-relazionale. Ciò dà ulteriore valore all'esperienza che può rappresentare per coloro che ne hanno bisogno una prima presa di coscienza dell'opportunità di uno spazio d'ascolto e d'aiuto significativo ed utile per se stessi.

Il ruolo della didattica on-line quale motivatore in ambito accademico
Mascia Maria Lidia[1], Sechi Cristina[1], Penna Maria Pietronilla[1] & Pessa Eliano[2]
[1]*Dipartimento di Pedagogia, Psicologia, Filosofia, Università di Cagliari, Italia*
[2]*Dipartimento di Studi Umanistici, Università di Pavia, Italia*
Con il termine e-learning ci si riferisce in letteratura all'impiego di strumenti multimediali e di Internet nelle attività di formazione e a supporto delle stesse (Lopez-Fernandez & Rodriguez-Illera, 2009). Non bisogna però pensare che trasformare un corso tradizionale in un corso online significhi, soltanto trasferire i contenuti, così come sono stati creati all'interno dello strumento tecnologico. Come cambia dunque la formazione nell'e-learning? Quali sono le figure professionali coinvolte e qual è la loro funzione? Qual è il ruolo del tutor all'interno di tali percorsi formativi? L'obiettivo generale della presente ricerca è stato quello di valutare l'efficacia della somministrazione dei corsi online di Psicologia Generale in diversi corsi di laurea dell'Ateneo cagliaritano. Nello specifico la ricerca è stata guidata dai seguenti obiettivi specifici: individuazione della tipologia di formazione online più adatta al contesto universitario analizzato; ricerca di metodi efficaci che se supportati dalla tecnologia incoraggiano il contatto tra studenti e professori,

sviluppano reciprocità e collaborazione tra gli studenti, incoraggiano l'apprendimento effettivo, forniscono agli studenti dei feedback immediati, valutano diversi metodi di apprendimento (Nkonge & Gueldenzoph, 2006); individuazione delle principali barriere che impediscono o riducono l'utilizzo e l'efficacia di tali strumenti; individuazione delle linee guida che possano essere estese ad altri insegnamenti dell'Ateneo. I partecipanti sono stati 520 matricole (età M = 18.5; SD: 1.3). Il campione così composto è stato suddiviso in due gruppi di 260 soggetti ciascuno: un gruppo ha seguito il laboratorio online durante tutto il semestre mentre l'altro ha seguito solo le lezioni frontali del corso. I risultati hanno evidenziato delle correlazioni positive tra fattori di apprendimento online, interesse e autoregolazione (r = .454, p < .01). Un altro dato significativo si è avuto nella comparazione dei risultati ottenuti in prova d'esame tra gli studenti frequentanti il laboratorio e quelli non frequentanti; gli studenti frequentanti il laboratorio online hanno ottenuti punteggi medi significativamente superiori rispetto agli altri studenti ((F(1;519)=6.221, p<.05). Il supporto online e la figura del tutor quale mediatore e facilitatore ha agito su più livelli motivando l'utente finale ad intraprendere e portare avanti percorsi didattici erogati in modalità non tradizionale.

Esperienze di tutorato presso l'Ateneo di Palermo

Lo Coco Alida, Giardina Ermenegilda, Catania Vincenzo, Zaffuto Rosanna & Mulè Ignazio
Università di Palermo, Italia

Nonostante le trasformazioni avvenute negli ultimi anni, il sistema formativo universitario italiano continua a mostrare lacune. L'abbandono è uno dei nodi cruciali da affrontare. Una matricola su quattro non sostiene esami al termine del primo anno di università. Il 21,3% degli studenti del primo anno non si iscrive all'anno successivo. Mediamente, uno studente italiano conclude l'università dopo sette anni, con un ritardo di circa due o tre anni rispetto alla durata legale del corso. Tenendo conto della complessità della natura del fenomeno e della varietà delle potenziali cause implicate, una chiave interpretativa dei numerosi fallimenti nel percorso universitario può essere individuata nelle difficoltà dovute alla pianificazione e gestione autonoma di tempi, spazi e metodo di studio, e negli ostacoli incontrati nel processo di integrazione all'interno della struttura universitaria. Le attività orientative e le diverse forme di tutorato e assistenza agli studenti, sono una straordinaria risorsa strategica, capace di arginare la dispersione studentesca, e, di conseguenza, di rilanciare la produttività e la competitività dell'istituzione stessa nei confronti del mercato e della società. È in quest'ottica che all'interno del Centro di Orientamento e Tutorato dell'Ateneo di Palermo, si è sviluppato un progetto di tutorato, i cui obiettivi principali possono essere sintetizzati come segue: - agevolare l'inserimento nella realtà universitaria facilitando il processo di conoscenza di strutture e tempi; - facilitare lo sviluppo di abilità di autoregolazione e autodeterminazione; - fornire gli strumenti idonei per una partecipazione attiva e proficua al percorso di formazione scelto. Parte di tale progetto ha previsto la costituzione di sportelli di Orientamento di Facoltà interamente gestiti da studenti dell'ultimo anno, opportunamente selezionati nelle varie aree scientifico-disciplinari, che svolgono quotidianamente attività di tutorato. Al fine di garantire un servizio di qualità, offerto ed erogato da operatori abili nel comprendere il bisogno espresso dall'utenza e competenti nel rispondere adeguatamente alle richieste manifestate, è stato delineato un appropriato percorso di formazione costituito da un corso intensivo di 25 ore, comprendente sia lezioni frontali che esercitazioni pratiche, da due incontri mensili di supervisione e dalla valutazione dell'efficacia del corso. Identificando nel tutorato un servizio trasversale che accompagna lo studente nel corso dell'intero processo di apprendimento, le attività del corso di formazione si focalizzano su tre aspetti fondamentali, quali: - l'ambito delle competenze comunicative e sociali, per trasmettere all'utente le informazioni con una modalità di interazione adeguata; - l'ambito emotivo-relazionale, riguardante la conoscenza e la gestioni di tutti quei fattori attivati nel processo di apprendimento che se non canalizzati nel modo giusto, potrebbero creare disfunzioni nell'approccio allo studio; - l'ambito della progettualità, inerente la pianificazione dell'attività da svolgere secondo precisi obiettivi legati alle esigenze dell'utenza e le modalità ottimali per realizzarli. Sebbene il servizio di tutorato sia attivo solo da tre anni, l'utenza registrata agli sportelli di orientamento di Facoltà, dimostra come il tutorato tra pari si sia rilevato "vincente" e come gli operatori siano diventati figure di riferimento sia per gli studenti che per i docenti titolari dei corsi di base. Tale risultato conferma l'idea che il miglior modo per comunicare sia quello di lasciare parlare gli studenti stessi e che la comunicazione *face-to-face*, soprattutto tra i pari, sia uno degli ambiti in cui incrementare in maniera più cospicua gli investimenti universitari nell'immediato futuro.

Gruppi per Imparare a Studiare in un Servizio Clinico Metacognitivo: Il SAP dell'Ateneo di Padova

De Beni Rossana, Fabris Mara & Zamperlin Claudia

Università di Padova, Italia

Sin dalla nascita del servizio si è affiancato al lavoro individuale anche un lavoro con gruppi sia perché alcuni casi non avevano bisogno di un lavoro individuale ma soprattutto perché gli studenti sembrano risentire maggiormente dell'influenza dei pari, più che dell'autorità dell'adulto. I punti di forza dei nostri gruppi sono stati: 1) essere all'interno di una struttura universitaria, basata sulla ricerca scientifica, trasparente e sottoposta ad un controllo sociale e scientifico continuo, 2) essere guidati da psicoterapeuti esperti non solo in dinamiche relazionali, ma anche in processi di apprendimento, 3) essere guidati meta cognitivamente all'autoregolazione e allo studio strategico, 4) sfruttare le risorse del gruppo. Le specifiche modalità di svolgimento dei gruppi sono state in continua evoluzione. La modalità che nel tempo si è dimostrata ottimale prevede cinque incontri, che coinvolgono di solito una decina di studenti di diverse Facoltà, con un conduttore esperto, un osservatore con funzione di raccolta e elaborazione dei dati e con materiali molto specifici da noi preparati. I gruppi di studio vengono attivati più volte nel corso dell'anno con annuncio nella pagina web dell'Ateneo. A seconda del numero di studenti interessati vengono attivati uno o più gruppi. - Molti studenti vengono per passaparola. La tipologia di problematiche è varia. C'è chi ha sperimentato insuccesso, chi procrastinazione, ci sono matricole che rendendosi conto delle differenti richieste dello studio universitario- vogliono iniziare l'Università col piede giusto. Il gruppo assolve quindi la duplice funzione di aiuto e potenziamento. Si tratta in ogni caso, per tutti gli studenti, di operare un cambiamento nelle proprie abitudini di studio, un rimodellamento che è costoso perché viene a toccare pratiche consolidatesi per un arco temporale di almeno 13 anni! Nell'ottica meta cognitiva le modalità del cambiamento non vengono proposte, ma sono il risultato di un percorso personale. I risultati, solitamente positivi, documentano ripercussioni non solo sul piano degli esiti scolastici, ma anche sul piano emotivo e meta cognitivo. Vengono utilizzati come indicatori del cambiamento il numero di esami fatti e il conseguimento della laurea oltre che ad indici quali i miglioramenti riguardanti: modalità di studio, emozioni, attribuzioni, gestione dell'ansia, strategie di coping, aumento di utilizzo di strategie orientate al problema e nella diminuzione di quelle potenzialmente negative, quali la procrastinazione e l'evitamento.

Fiera di Padova, Via Tommaseo 59 (16.30-18.40 – Sala Carraresi)
Vocational designing in adolescenti e giovani adulti
Chair: Lo Coco Alida, Università di Palermo, Italia

Scelte ottimistiche e processi di influenza nel gruppo: un modello integrato

Bellini Diego

Università di Verona, Italia

Introduzione e Obiettivi. A partire dal modello di Sonstroem (1976), che evidenzia come l'attrazione verso il gruppo favorisca una aumento irrealistico della propria autostima e delle competenze percepite; e dalla self determination theory (Decy e Ryan, 2000), l'obiettivo della ricerca esplorativa, è quello di identificare nelle scuole superiori l'età dove prevalgono le future scelte professionali "personali" (costanti per direzione e intensità e non influenzate dall'attrazione verso il gruppo di appartenenza) e costruire un modello integrato che permetta di comprendere il processo di influenza. Facendo riferimento ai modelli citati in precedenza si ipotizza che le scelte "personali" siano legate a motivazioni personali (costanti per direzione ed intensità), ad un livello di attrazione\coesione verso il gruppo "adeguato" e ad un locus of control interno. Campione 105 studenti delle cinque classi delle scuole secondarie. 90 lavoratori divisi per livelli professionali (alto, medio, basso). *Metodologia/Strumenti.* È stato costruito un questionario di motivazione al lavoro tramite una intervista strutturata ai lavoratori, realizzata con la tecnica del "Repertory Grid" (Kelly, 1955). È stato somministrato il questionario di motivazione al lavoro agli studenti per comprendere la motivazione verso la scelta professionale, al fine di validare il modello di Sonstroem, il questionario di coesione GEQ, Carron et al. (1985); la scala dell'autostima (Marini, 2000); e il locus of control (Di Fabio, 1998). Agli studenti viene richiesto, per comprendere la direzione della scelta (basso profilo, medio e alto), quale professione vorrebbero svolgere. *Risultati.* I risultati sono significativi per $p < .05$. Gli studenti, 102 su 105 scelgono professioni di alto profilo differenti dalla reali motivazioni descritte dai lavoratori. La correlazione parziale

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tra coesione e autostima in relazione al locus con un test a due code è stata confermata r= .214 p= .30 alfa= .05). La correlazione tra autostima e coesione ha evidenziato una relazione positiva (r= .196 p= .45 alfa= .05). Nella seconda e nella quarta classe le motivazioni sono "personali" ma il livello di coesione risulta minore nella quarta. L'analisi della varianza conferma tali differenze per p<.05. Conclusioni La quarta classe sembrerebbe il periodo delle scelte personali.

Formazione superiore e immagine di sé. Una raccolta di mappe concettuali di studenti di scuola superiore
Fornasa Walter, Fumagalli Francesco & Crotti Serena
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Le mappe sono state lette attraverso l'impiego di un modello qualitativo di analisi testuale basata su indicatori e descrittori costruiti ad hoc ponendo particolare attenzione alla presenza e ricorrenza di rappresentazioni di sé significative sul piano del progetto di vita e della prospettiva lavorativa e sociale. L'analisi evidenzia un importante senso di incertezza sul proprio futuro unito alla difficoltà di immaginarsi in una qualche dimensione identitaria professionale, ciò in particolare nelle prospettive degli studenti dei corsi tecnici e professionali legata alla provenienza culturale e geografica (cfr. Hall D.,2002) Particolare interesse riveste la dimensione di quella che si potrebbe definire come "solitudine generazionale".
Riferimenti bibliografici:

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Van Esbroek R. & Athanasou J. A., (2008), *International Handbook of Career Guidance,* Preston, LAN, United Kingdom.

Strategie di promozione del benessere e supporto alla scelta: esperienze di ricerca tra scuola e università
Patrizi Patrizia, Bussu Anna, Lepri Gian Luigi, Lodi Ernesto & Raga Manuela
Università di Sassari, Italia
Il contributo si colloca in una concezione di orientamento fondata sulla cultura della partecipazione e della contaminazione Università/Territorio, dove il compito dell'Università non si esaurisce nella sollecitazione di saperi e competenze specialistiche, ma include l'accompagnamento di ogni studente nell'assegnare valore a quelle competenze trasversali che, nel corso della vita, potrà utilizzare come strumenti per costruire nuovi saperi/competenze. In quest'ottica l'Università di Sassari ha attivato, nell'ambito delle attività del Centro Orientamento Studenti, il Servizio OrientAzione, finalizzato ad accrescere le prestazioni della persona e a sviluppare le sue competenze per affrontare e superare le difficoltà legate al percorso formativo, motivazioni della consulenza e risultati raggiunti. Il contributo, oltre a presentare il modello del Servizio, illustrerà i primi risultati di due ricerche-intervento: "OrientAzione va in Dipartimento" e "OrientAzione va a scuola". Relativamente a "OrientAzione va in Dipartimento" è stata svolta una sperimentazione con il Dipartimento Pol.Com.Ing dell'Università di Sassari finalizzata a comprendere motivazioni, difficoltà e criticità che hanno determinato il ritardo nel percorso universitario degli/delle studenti/studentesse fuori corso e proponendo loro un colloquio di supporto con i/le consulenti del Servizio OrientAzione. La ricerca analizza alcune delle variabili indicate da Lent (2008) quali precursori del benessere accademico. Per quanto riguarda "OrientAzione va scuola", realizzato in collaborazione con il Consorzio Interuniversitario AlmaLaurea, la Provincia di Sassari e l'Ufficio Scolastico Provinciale, l'obiettivo del progetto è quello di mettere in rete università e mondo della scuola ai fini di un accompagnamento della scelta formativa universitaria sin dall'ultimo anno delle scuole superiori. Sono stati somministrati nelle classi quinte di 7 istituti di scuole secondarie di secondo grado (licei, istituti tecnici, professionali) "Il mio lavoro futuro", una scala sugli interessi professionali presente nel portfolio Clipper (Nota & Soresi, 2003), e il questionario di soddisfazione per l'intervento. I risultati dell'indagine sono stati discussi in ogni classe e condivisi con il supporto di un esperto del Servizio.

Riferimenti bibliografici:
Lent R.W. & Brown, S. D. (2008), Social Cognitive Career Theory and Subjective Well-Being in the Context of Work, *Journal of Career Assessment, 16, 1,* 6-21.
Nota, L., Soresi, S. (2003), *Clipper. Portfolio per l'orientamento dai 15 ai 19 anni*. Giunti O.S., Firenze.

Studenti resilienti: ruolo dei fattori speranza, ottimismo e prospettiva temporale

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Il presente contributo si inserisce all'interno di un'ampia indagine che, a livello internazionale, il gruppo di ricerca IHRT ha progettato al fine di indagare il ruolo della resilienza nella ridefinizione di percorsi di sviluppo e di prospettiva di vita di giovani studenti universitari. Lo studio si occupa di analizzare il ruolo della speranza, dell'ottimismo e della resilienza in studenti universitari con difficoltà nella carriera accademica e di indagare la presenza di fattori e dimensioni legate alla struttura di personalità ed eventuali differenze tra diversi corsi di laurea. Gli studenti interessati, regolarmente iscritti in posizione attiva, individuati attraverso il sistema di monitoraggio e valutazione delle carriere (MITO) dell'Università di Pavia, sono stati scelti in quanto appartenenti a 4 corsi di laurea con diversa specificità e area formativa (Scienze e Tecniche Psicologiche, Scienze Filosofiche, Ingegneria Informatica, Scienze biologiche): - Soggetti in difficoltà: sulla base del basso numero di CFU riportati all'inizio del III anno di frequenza ai corsi, ovvero con un numero di crediti che va da 9 a 60, rispetto al numero ipotetico regolare che dovrebbe essere di 120; - Campione di controllo: sulla base dell'adeguato livello di CFU raggiunti all'inizio del III anno di frequenza ai corsi, ovvero con più di 90-120 crediti. È stato effettuato un ulteriore controllo per verificare che i soggetti appartenenti al primo gruppo non avessero precedentemente richiesto colloqui presso lo sportello di counseling del Centro di orientamento. Tutti gli studenti sono stati quindi invitati, tramite invio mail, a compilare una batteria di strumenti relativi ai costrutti indagati (la batteria è la stessa utilizzata in tutti i gruppi di ricerca in tutta Italia). La partecipazione è volontaria. Il nostro obiettivo è rilevare i diversi livelli di speranza, ottimismo e resilienza di questi studenti in relazione alla popolazione universitaria. Lavorare su questi costrutti di ridefinizione del sé oggi trova un ampio consenso nelle ricerche internazionali che si pongono l'obiettivo non solo di rilevare la grandezza del fenomeno, ma soprattutto di indagare le aree di sviluppo individuali da potenziare direttamente all'interno dei contesti di vita quotidiana. La ricerca è attualmente in corso e i dati sono in fase di raccolta, verranno pertanto discussi in sede di presentazione alla luce delle ipotesi formulate.

Resilienza e abbandono del percorso universitario: la relazione tra indicatori di successo universitario e la CYRM – Child and Youth Resilience Measure

Boerchi Diego, Castelli Cristina, Giordano Francesca, Bertetti Bianca & Bracaglia Edoardo
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Le situazioni di orientamento classico (es. passaggio da un ciclo di studio ad un altro o verso il mondo del lavoro) sono sempre più affiancate da nuovi bisogni accomunati dall'esigenza di superare una criticità. Per gli adulti, questi sono legati alla disoccupazione, alla difficoltà nel gestire carriere senza confini e identità professionali deboli, a criticità piuttosto gravi quali il burnout e il mobbing. Riguardo agli studenti, sono sempre più frequenti richieste di ri-orientamento e di supporto alla scelta in presenza di Disturbi Specifici dell'Apprendimento o di altre difficoltà di tipo cognitivo, emotivo e relazionale. Il concetto di resilienza, che nelle scienze sociali indica la capacità di sviluppare fattori protettivi in grado di contrastare le conseguenze negative di situazioni difficili mantenendo l'integrità psicologica, risulta essere particolarmente utile a coloro che fanno ricerca e si occupano di fornire consulenze di orientamento in situazioni quali quelle appena descritte. La ricerca che verrà presentata intende affrontare il fenomeno dell'abbandono universitario ponendosi la domanda in merito al ruolo che capacità resilienti possono avere nel determinare la tenuta o meno del percorso degli studenti. Lo strumento utilizzato è il CYRM – Child and Youth Resilience Measure (Liebenberg, Ungar, Van, 2012), che per l'occasione è stato tradotto e per la prima volta utilizzato in Italia. La versione qui utilizzata, composta dai 28 item originari tradotti tramite la procedura della "backtranslation", è stata integrata con alcuni item specificatamente costruiti attraverso alcuni focus group

realizzati con ex studenti universitari ai quali è stato chiesto di identificare momenti di difficoltà incontrati durante il loro percorso di studio e le risorse utilizzate per poterli superare. I risultati del questionario sono stati messi in relazione ad indicatori di successo universitario (numero medio esami superati in un anno; media degli esami) e gli atteggiamenti verso lo studio e il futuro lavorativo.

Riferimenti bibliografici:

Liebenberg, L., Ungar, M., & Van, d. V. (2012). Validation of the child and youth resilience measure-28 (CYRM-28) among canadian youth. *Research on Social Work Practice, 22(2),* 219-226.

Famiglia, speranza e resilienza nella costruzione del futuro di giovani studenti brasiliani

Albanese Valore Luciana

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In uno scenario professionale di instabilità ed incertezza, la costruzione di un progetto di vita costituisce un compito impegnativo. La difficoltà di occupabilità, soprattutto per la popolazione giovanile, limita notevolmente le possibilità di pianificazione a lungo termine. Presente in diversi Paesi, tale difficoltà si verifica anche in Brasile. Specialmente per i giovani provenienti da gruppi svantaggiati, aggiunge un'altra difficoltà: l'incredulità sociale rispetto al loro successo futuro. Questa ricerca, condotta con 20 studenti di un liceo pubblico di una piccola e povera comunità costiera, ha avuto come obiettivo investigare i loro progetti di vita, allo scopo di raccogliere sussidi per future azioni di orientamento. Sono state condotte interviste individuali, analizzate secondo l'Analisi del Discorso e, tra i dati ottenuti, abbiamo evidenziato una grande importanza attribuita alla famiglia: come un fattore protettivo per il successo nella vita futura, come principale referenza identitaria nella costruzione dell'autoimmagine e come un elemento importante nella composizione del progetto di vita. Questi risultati sorprendono nel dimostrare l'assunzione di valori tradizionali ed il rifiuto delle "profezie" contenute nel discorso dei loro insegnanti, secondo il quale, in vista della (presunta) mancanza di sostegno e d'incentivo famigliare, questi studenti sarebbero destinati alla criminalità o, nella migliore ipotesi, alla ripetizione della storia di povertà dei loro genitori. Concludiamo che, per questi studenti, l'esempio di vita e il sostegno della famiglia negli studi sono fattori chiave per la resilienza e per la costruzione di progetti di vita e d'immagini di se stessi piuttosto ottimiste.

School of Psychology, Via Venezia 12 - floor 2 (16.10-18.00 – Room A)
University students and counseling – *Chair: Gati Itamar, Hebrew University, Israel*

How to identify and prevent academic attrition risk: the role of counseling and tutoring for fostering coping and resilience

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A significant amount of drop-out and delay is a permanent characteristic of our academic system. The presentation deals with the factors determining risks for possible attrition outcomes in academic career, and the strategies available for effective coping with stress. Some empirical analyses have been carried out regarding factors producing delays before graduating and strategies used for coping with them. Courses of degree specific for contents and methods have been differentiated for the analysis. It was hypothesized that difficulties in method of study, but also in integrative and socialization processes involved in academic context, can activate stressors influencing a regular career and predicting delay or drop-out. A capacity of resilience, which moderates negative effects of stress and promotes adaptation, resuming optimism and hope, can be fostered by personality qualities like as motivation, self-evaluation, internal locus of control, flexibility, perseveration, capacity of correct appraisal of stressors and of coping. The aim of our study is to evaluate how stressing and frustrating events encountered at University are perceived by students showing a prolonged delay in academic career, and what cognitive and emotive strategies have been activated to cope with these events. These perceptions and coping strategies have to be compared with a control group composed of students with regular career. In both groups, academic success will be correlated with personal variables: self-esteem and self-efficacy, locus of control, interpersonal adaptation, coping strategies. Instruments used for assessment are: Questionnaire of Interpersonal Adjustment, Semantic

Differential for self-evaluation, Resilience Process Questionnaire. Variables such as gender, type of degree (first or second level, humanistic or technical-scientific) are taken into account as mediators. The sample is chosen among students frequenting the last years of their course, differentiating subgroups for gender, type of degree, regularity or prolonged delay of career. Fifty students for each subgroup are recruited for the study. The analysis of data, performed by means of ANOVAs and correlation-based statistics, offers suggestions for counseling "in itinere" indicating teaching and/or tutoring strategies more useful for enhancing the capacities for effective coping and fostering a proper "resilience" process, avoiding delays and drop-out in academic career.

Cultural effects on the exploration process among Israeli emerging adults
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Exploration is a crucial mechanism involved in decision-making process. Scholars agree that cultural and religious factors affect individuals' experiences of emerging adulthood and exploration processes (Bosma & Kunnen, 2008). Yet, most research focuses on middle-class young adults while neglecting individuals from non-Western cultures and from lower SES backgrounds. Accordingly, little is known about how emerging adults' exploration is affected by cultural factors. This study aimed to enhance our understanding by investigating exploration processes among Israeli Jewish and Arab young adults. The study addressed three main questions: 1. What areas do these young adults typically explore? 2. What modes (behavioral, cognitive and affective) do they use to explore the different areas? 3. How do cultural elements affect exploration? Participants were 36 Israeli young adults aged 20-30; 16 Arabs (12 female, 4 male; 11 middle-SES, five lower SES) and 20 Jews (13 female, 7 male; 12 middle-SES, 8 lower SES). Interviewers were Arab and Jewish young adult counseling graduate students. Interviews took 60-90 minutes and were taped and transcribed. They were analyzed using the CQR method (Hill, 2011). Protocol analysis yielded three main domains: exploration areas, exploration modes and cultural influences. Seven exploration categories emerged: work and studies, family of origin, finances, romantic relations, personal ideology, managing multiple roles and leisure. All participants mentioned work and studies, romantic relations, family of origin and multiple role management. Culture, religion and gender affected areas and modes of exploration. All participants explored relationships with family of origin. Jews generally viewed family members as models to be emulated or rejected; Arabs were more concerned about differences from parents and making decisions contradicting their parents' views. Religious Arabs and Jews explored ideology more than non-religious individuals. Females were more concerned about blending motherhood and career. Arabs and females perceived greater interdependence among areas of exploration (e.g., marriage and career) than did Jews and males. Jews explored options with friends while Arabs, more than Jews, consulted with significant adults. Results support the claim for cultural influences on areas and modes of exploration and highlight the need for cultural sensitivity when developing research measures and interventions for emerging adults.

Creating new narratives to Give Hope and Optimism to At Risk Students in Singapore: A case for vocational guidance and career counseling intervention
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In many meritocratic Asian societies like Singapore, academic excellence is a very important factor in determining the success of a person. Unfortunately, the failure to meet this academic standard may also devalue the self worth of a youngster and may cause him or her to be at risk of dropping out of the school system. Seen in this context, it is therefore important for career educators and career counselors to work with at risk students to explore new career narratives in the context that they function in and in the process provide hope and optimism to them. This presentation provides a working model for helping career educators and career counselors help their students create the new narratives. Based on the Selective Optimisation and Compensation model (SOC) developed by Baltes and his colleagues (Baltes et al, 2006), career educators and counselors can help the student create three interdependent narratives. These narratives are: • Selection narrative – where the educators and counsellors collaborate with the client to co-

create their desired narratives and explore various actions and pathways that they can take to bring about the realization of the selected narrative. • Optimization narrative – where the educators and counsellors explore with the client the knowledge, skills and attitudes needed to make the desired selective narrative a reality and the actions needed to attain these strengths or optimize these strengths that exist within them and • Compensation narrative – where educators and counsellors explore with the clients potential obstacles that prevents them from building their desired selected narrative and how they explore alternative adaptive strategies to overcome the obstacles or modify their selected desired narratives. In helping the students create the new narratives, career educators and counsellors can in the process help them to see that there is life beyond the paper chase and thus provide hope and optimism to them. This presentation will also share with the participants experiences and challenges of helping the students create the new narratives in Singapore.

Intrinsic and extrinsic academic motivation: the effects on study behaviors and the satisfaction with the university course

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Self-determination theory distinguishes the intrinsic academic motivation from extrinsic academic motivation: the former is defined as the doing of an activity for its inherent satisfactions, the latter refers to doing an activity for its instrumental value (Ryan & Deci, 2000). Whereas there has been much attention paid to the relationships between motivation and academic performance in general, there has been less emphasis on research studying the relationship between intrinsic and extrinsic motivation and deep and surface study behaviors. The aim of this study is to investigate the effects of intrinsic and extrinsic academic motivation on deep and surface study behaviors and on satisfaction with the university course. We hypothesize that, on one hand, the intrinsic academic motivation increases the deep study behaviors and the satisfaction with the university course, and, on the other hand, the extrinsic academic motivation and amotivation increase the surface study behaviors and decrease the satisfaction with the university course. The questionnaire was filled in by 109 students attending the second year of the Psychology bachelor course of the University of Bologna. The results indicate that the positive effect of intrinsic motivation- in particular, intrinsic motivation to know- on satisfaction with university course is mediated by deep study behaviors, while extrinsic motivation-in particular, external regulation- and amotivation have a negative direct effect on satisfaction with course university. No effects were found of academic motivation on surface study behaviors. The study suggests that the Psychology bachelor course is more appreciated by intrinsically motivated students than extrinsically motivated students. Longitudinal research could be interesting in order to understand if the intrinsic motivation activates a virtual circle between motivation, deep approach to the study and satisfaction with the attending course. Practical implication will be discussed.

Personality Traits Determining Success in Career Development. Positive Perspectives in Vocational Psychology

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Academy of Management, Lodz University of Technology, Poland

Applying positive psychology approach to the framework of vocational psychology seems to be justified for the creation of action models that would be based upon strengthening positive individual resources and used by both young people preparing to enter the labour market and by those who have been already active on the job market. Today, the model may contribute to higher effectiveness in vocational decision making by pupils and students, in the future it might contribute to the development of positive personnel management methods. Operating in the context of virtues and character strengths designed by Martin Seligman and the concept of human well-being, it seems necessary to address the correlation between life satisfaction and its impact on career choices. The essence of the analysis is based on self perceptions in the groups of students and employees in reference to personality strengths, traits and values and subjective satisfaction derived from the choice of a specific career path.

School of Psychology, Via Venezia 12 - floor 2 (16.10-18.00 – Room B)
Career counseling per lavoratori e disoccupati
Chair: De Carlo Nicola & Dal Corso Laura, Università di Padova, Italia

Resilienza e self efficacy per affrontare la perdita del lavoro
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Il presente contributo si propone di affrontare le conseguenze della disoccupazione nell'ottica della psicologia positiva. La mancanza di lavoro può portare le persone a uno stato di disagio profondo. Il disagio psicologico non è solo una questione individuale: l'impatto negativo può estendersi all'intera famiglia danneggiando il rapporto che il disoccupato ha con gli altri e il modo di affrontare i problemi comuni. La disoccupazione comporta uno stato di abbattimento generale che produce un progressivo senso di impotenza; si crea così un circolo vizioso tra ridotte opportunità e diminuito livello di aspirazione. Nella seconda meta del '900 a seguito della diffusione di nuovi approcci quali la psicologia umanistica prima e la psicologia positiva poi, si è assistito all'instaurarsi di un nuovo paradigma che ha portato gli psicologi a focalizzare le proprie ricerche sulle risorse dell'individuo e a elaborare metodologie per svilupparle. Uno degli scopi della psicologia positiva è quello di arrivare ad una migliore comprensione di come l'individuo negozia, risolve e cresce di fronte agli eventi stressanti e alle sfide della vita. La letteratura sulla resilienza ha cercato con successo di individuare cosa caratterizza gli esseri umani resilienti, quali sono i fattori protettivi e i percorsi che permettono l'avvio di processi positivi quando si incontrano condizioni di vita eccezionalmente critiche o si è messi di fronte ai difficili problemi della quotidianità e la perdita del lavoro ne costituisce sicuramente un evento rilevante. Emiliani (Emiliani, 1995) presenta la resilienza come una competenza che si sviluppa all'interno della dimensione relazionale e viene accresciuta e fortificata da tutte le esperienze in grado di favorire un sentimento di efficacia personale e di valorizzazione del Sé. L'attenzione è rivolta ai processi psicologici che, prendendo l'avvio dalle qualità resilienti, consentono la risoluzione positiva dell'evento critico o per usare le parole di Richardson (2000) consentono una "integrazione resiliente". In particolare il nostro studio riguarda i costrutti di resilienza e self efficacy: verranno presentati e discussi i dati relativi ad un campione di disoccupati che si rivolgono ad un Centro per l'impiego.

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Emiliani, F.(1995), Processi di crescita tra protezione e rischio, in P. Di Blasio (Ed.) *Contesti relazionali e processi di sviluppo,* Raffaello Cortina Editore, Milano.
Richardson, G.E.(2002), The metatheory of resilience and resiliency, *Journal of Clinical Psychology, 58 (3),* 307-321.

Progetto Empowerment dei Centri per l'impiego della Provincia di Ravenna: migliorare il senso di fiducia nelle proprie potenzialità, rafforzare la motivazione per affrontare la ricerca del lavoro
Baldissera Monica, Lanzoni Anna Maria, Bolognesi Susanna, Viroli Elisabetta & Zannoni Silvia
Servizi per l'impiego, Provincia di Ravenna, Italia

Le persone che si rivolgono ai servizi per l'impiego, in una fase profondamente critica del mercato del lavoro locale e globale, si mostrano sempre più sfiduciate e demotivate rispetto al proprio futuro professionale. Per questo motivo abbiamo progettato percorsi di empowerment volti a rinforzare le risorse psico-sociali attraverso la condivisione, la comunanza di una situazione problematica e la possibilità di superarla anche tramite l'appartenenza a un gruppo. Questi percorsi offrono l'opportunità di rompere l'isolamento e scambiare proficuamente esperienze, di riflettere sulla propria condizione, di rendersi consapevoli che il problema non è solo individuale, di migliorare la conoscenza di sè, l'analisi delle proprie risorse, l'autostima, la capacità di pensare al futuro, di definire obiettivi e di pianificare le azioni per raggiungerli. Si cerca di individuare la vera motivazione che fa leva sui desideri oltre che sui bisogni. Il risultato che si vuole ottenere è quello di favorire un potenziamento individuale che permette di utilizzare al meglio le proprie capacità, risorse, energie, per essere protagonisti della propria vita e del proprio lavoro. Si tratta di percorsi di 27 ore, organizzati in 9 incontri da 3 ore ciascuno, a cadenza settimanale per dare un tempo e uno spazio ben strutturato ai partecipanti. Il percorso è fortemente esperienziale, si basa sull'alternarsi di fasi di analisi ed

introspezione individuale a fasi di condivisione col gruppo, che avrà l'importante funzione di confermare e valorizzare le scoperte individuali. Ogni percorso viene gestito da un orientatore con il supporto di un tutor d'aula. Le metodologie didattiche sono attive, interattive e privilegiano la dimensione del gruppo, poiché il gruppo, attraverso la condivisione dei vissuti, delle esperienze, delle aspirazioni dei partecipanti, rende più fluidi i processi di analisi e di esplorazione di sé, così come la progettazione degli obiettivi professionali e l'apprendimento di comportamenti attivi. L'assunto di base è che il gruppo, in quanto luogo privilegiato di elaborazione, di confronto, sia in grado di influire positivamente sul processo di cambiamento individuale. Le attività previste dal progetto mirano a fornire un sostegno concreto nella gestione delle relazioni a livello interpersonale, nella costruzione di reti di supporto e nella ricerca del lavoro.

Resilienza e Intelligenza Emotiva: quale ruolo nella motivazione al lavoro?
Magnano Paola, Craparo Giuseppe & Zapparrata Maria Valentina
Università Kore di Enna, Italia
In un contesto sociale ed economico caratterizzato da una marcata discontinuità del lavoro, la nuova organizzazione sociale del lavoro prevede incarichi temporanei e progetti limitati nel tempo in sostituzione di posti di lavoro permanenti. I cambiamenti continui richiedono, inevitabilmente, una nuova organizzazione interna delle dinamiche intrapersonali che sostengono l'efficienza e l'efficacia della performance. Il costrutto di motivazione è l'insieme dei processi psicologici che provocano la nascita, la direzione e la persistenza di azioni volontarie dirette verso un obiettivo. La motivazione al lavoro è il processo che attiva, dà energia, dirige e sostiene il comportamento e la performance lavorativa (Luthans, 1998). Tuttavia la motivazione non spiega, da sola, la globalità del comportamento lavorativo, ma agisce ed interagisce con altri processi cognitivi. L'Intelligenza emotiva è la capacità di monitorare i sentimenti e le emozioni proprie e altrui, di discriminare tra di loro e di utilizzare queste informazioni per guidare il proprio comportamento (Salovey & Mayer, 1990). Concettualmente, l'intelligenza emotiva integra efficacemente l'intelligenza cognitiva e può considerarsi predittore di prestazioni superiori grazie alle sue componenti di auto-valutazione, auto-regolazione, motivazione, empatia e abilità sociali. Gran parte della letteratura sull'intelligenza emotiva nelle organizzazioni (Abraham, 2003, 2004) sostiene che essa è coinvolta anche in dimensioni organizzative complesse, quali impegno organizzativo, cittadinanza organizzativa, e la leadership trasformazionale (Higgs, 2002). La Resilienza, considerata come un processo (Vaillant, 1993), piuttosto che come condizione o uno stato, si riferisce ad un processo dinamico che comprende l'adattamento positivo all'interno di un contesto significativamente avverso. Implica due presupposti fondamentali: l'esposizione ad un rischio significativo; un adattamento positivo malgrado l'importante minaccia cui è sottoposto lo sviluppo del soggetto (Luthar, Zigler, 1991; Masten e al., 1990; Rutter, 1980). Secondo il modello proposto da Friborg, che ipotizza una dimensione relazionale della resilienza, se ne rintracciano tre fattori: competenze sociali, coesione familiare e risorse sociali. Obiettivo del presente contributo è verificare quale ruolo di mediazione l'intelligenza emotiva e la resilienza svolgono nella motivazione al lavoro. I partecipanti allo studio sono circa 458 lavoratori adulti (maschi = 205; femmine = 213) di età compresa tra 18 e 55 anni. Gli strumenti utilizzati sono: WOMI-Work and Organizational Motivation Inventory (Giorgi, Majer, 2010); RSA-Resilience Scale for Adult (Friborg et al., 2005; ad. it. Laudadio et al., 2011); SREIT-Self-Report Emotional Intelligence Test (Schutte et al., 1998). L'analisi dei dati metterà in evidenza l'eventuale relazione esistente tra i tre costrutti e se i fattori personali (resilienza e intelligenza emotiva) hanno una funzione predittiva rispetto a specifiche dimensioni motivazionali.

Un tram chiamato desiderio... analisi retrospettiva della soddisfazione dei giovani trentenni sulle loro scelte formative e professionali
Cattaneo Angela
Università Professionale della Svizzera Italiana, Svizzera
Questo studio sta a conclusione di una ricerca longitudinale che per quindici anni ha seguito i percorsi formativi e scolastici della metà dei giovani che avevano concluso la scuola dell'obbligo in Ticino. Molte sono state le pubblicazioni durante questo periodo, tutte centrate ad evidenziare gli elementi che potessero spiegare i diversi percorsi formativi, per alcuni lineari per altri decisamente irregolari e instabili. Durante l'ultimo questionario ai giovani, ormai trentenni, è stato di nuovo chiesto "Se le fosse data la possibilità di tornare indietro nel tempo, rifarebbe le stesse scelte scolastiche o professionali?" A questa domanda la

metà di loro aveva risposto positivamente, un terzo invece avrebbe rifatto solo in parte le stesse scelte mentre il 20% affermava non le avrebbe più rifatte. L'obiettivo di questo studio è stato di rilevare quali fossero gli elementi preponderanti a spiegazione della soddisfazione e dell'insoddisfazione di questi giovani. Per rispondere a questo interrogativo si è proceduto a delle: • Analisi statistiche dei dati raccolti durante quindici anni. • Analisi di segmentazione detta anche ad albero, per definire dei profili che caratterizzano i giovani contenti delle loro scelte dagli scontenti. • Analisi delle spiegazioni date alla domanda di base L'insieme di queste analisi ha portato ad un cammino a ritroso negli anni evidenziando quanto i fattori intrapersonali siano preponderanti su quelli interpersonali o di tipo sociale. La visione statica o dinamica della propria esistenza e come l'individuo si posiziona nei confronti delle delusioni e delle difficoltà incontrate, sono altrettanti elementi di risposta emersi da questo lavoro.

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Career counseling e life designing per persone adulte in Venezuela. Una proposta formativa basata sul Bilancio e portfolio di competenze

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La capacità di mettersi (e ri-mettersi) in gioco alla luce dei continui cambiamenti ai quali si è sottoposti nella vita contemporanea, è la chiave per comprendere l'importanza di fornire adeguati strumenti alle persone che si trovano di fronte a questa sfida; in particolare, alcune fasce della popolazione più deboli (inoccupati, alla ricerca del primo lavoro, mobilità lavorativa, neopensionati, donne migranti, reinserimento lavorativo, etc.) risultano essere più sensibili ad accogliere le proposte di progettare una nuova traiettoria personale (life designing) in grado di dare loro una risposta che non sia solo professionale, ma anche personale e sociale. La persona è il centro del processo trasformandosi nel protagonista principale del percorso di auto analisi della propria vita e della autovalutazione delle proprie competenze. La presa di coscienza e consapevolezza delle proprie conoscenze, abilità, competenze, può generare un senso di ottimismo e positività verso il proprio futuro. Lo scopo di questa ricerca è realizzare una proposta di bilancio e portfolio delle competenze per la popolazione adulta del Venezuela; per generare questi strumenti si partirà dall'analisi delle esperienze più virtuose a livello internazionale. Verrà sottoposto un questionario ex ante e ex post con domande chiuse a due gruppi di circa 10 studenti, iscritti alla laurea magistrale in Scienze della Formazione Continua dell'Università di Padova partecipanti al laboratorio di orientamento professionale e bilancio di competenze in due anni accademici consecutivi 2011/2012 e 2012/2013. Oggetto dei questionari è verificare se ritengono che gli strumenti studiati abbiano permesso loro di acquisire capacità di progettazione personale e professionale valutando il modello di bilancio e portfolio percorso; con questi gruppi si andrà a realizzare due focus group per indagare quali considerano siano i punti positivi, critici e il valore formativo degli strumenti proposti. Inoltre verrà sottoposto un questionario con domande aperte a 10 esperti dell'orientamento in Venezuela, dove si chiederà quali considerino siano i punti di forza, critici e suggerimenti da considerare. Verranno illustrati i risultati preliminari della ricerca elaborati fino a questo momento.

Keywords: Orientamento, Adulti, Bilancio, Portfolio, Competenza, Venezuela.

School of Psychology, Via Venezia 12 - floor 2 (16.10-18.00 – Room C)
Symposium: **Transitions in adolescence and early adulthood in Portugal and Brazil**
Chair: Paixão Maria Paula & da Silva José Tomás, University of Coimbra, Portugal

Presentation. Personal development in current mobile and "liquid" societies (Guichard, 2012) is expected to be mostly dependent upon psychosocial characteristics promoting healthy patterns of career and life/personal management and resilience (future time perspective, planning behavior, hope, adaptability), as well as on life events and contexts which are able to play a "holding" function and to provide a "secure basis" in the face of perceived threats and challenges (e.g. marriage or a committed romantic relationship). Eventually these two dimensions interact in diverse ways in both promoting growth and preventing psychological maladjustment and mental health impairment. In this symposium we address these complex issues by presenting a set of papers encompassing different developmental stages (namely adolescence and young adults), different methodological designs (cross-sectional and longitudinal) and multiple theoretical indicators addressing strengths and resources, such as several individual positive characteristics (e.g. optimism, hope, future time perspective, career adaptability, planning behavior) as well as a still traditional marker of the transition from adolescence to adulthood, as is the case of marriage (e.g. Reitzle, 2007). A distinctive facet of one of the presentations relies on the fact that it assembles and compares data from an international point of view, in this case Portugal and Brazil, both Portuguese speaking countries. In times of economical turmoil, and fast and unpredictable changes, the presenting authors, accepting the challenge made by the Internal Conference organizers, focused on the opportunities afforded by a set of human dimensions for fostering positive development . Aligning with the life design tenet, the authors will discuss the major axes around which comprehensive counseling strategies can be built in order to promote healthy and adaptive life trajectories.

Paixão Maria Paula & da Silva José Tomás

Future time perspective (FTP) and school instrumentality in a sample of Portuguese and Brazilian high school students
Paixão Maria Paula, Bayma Hilda & Teles Leão Maria
University of Coimbra, Portugal
Adolescence and emergent adulthood are critical periods for the development of present and future identity and by then students' mental representation of the future influences their academic motivation, as well as their overall behaviour. FTP can be characterized by its content (i.e., what are people striving for) and extension or depth (i.e. how far into the future do individuals set their goals). Individuals with a longer FTP can more easily anticipate the implications of their present activities for the more distant future and elaborate longer behavioral plans or projects, and, as a consequence, the utility value (perceived instrumentality or connectedness) of present actions (e.g., studying, saving money, refraining from risky sexual behavior, healthy behavior) increases. In this study we analyzed the relation between FTP and the perceived instrumentality of core school subjects (e.g. mathematics, natural sciences, Portuguese, English, etc.) and their joint impact in the type of study strategies used by two samples of students (Portuguese, n=100, and Brazilian, n=250) attending secondary education. The results will be discussed considering their implications within a comprehensive model for psychological intervention in school contexts.

Dynamics of career plans in their relation with the training experience of VET students in secondary education
Gamboa Vítor[1] & Paixão Maria Paula[2]
[1]*University of Algarve, Portugal*
[2]*University of Coimbra, Portugal*
The main purpose of this study is to clarify the relationship between work experience quality and vocational development, considering the nature of student's career plans. Using a longitudinal design (pre and post - internship), we conducted a study (12º grade; N = 346) that explores the relationship between perceived qualities of the training experience (autonomy, colleagues feedback, social support, learning opportunities, supervisor training, supervisor and supervisor support) and career exploration, career decision-making and career commitment processes. Analysis of Variance (ANOVA) and of Covariance (ANCOVA), with repeated

measures, were used to analyze the data. The results reinforce the importance of career plans, since they seem to have a differentiating effect on how the quality of the work experience interacts with student's vocational development, mainly, in what concerns the process of career exploration and the self-efficacy in the decision making domain. Finally, we discuss the implications of these findings for career interventions and for future investigation in this area.

Transitions to adulthood, life satisfaction and social (mal)adjustment: Does early marriage make a difference?

Machado Teresa Sousa, Castro Fonseca António, da Silva José Tomás, Moreira André, Coelho Sofia, Paiva Joana & Oliveira Marta

University of Coimbra, Portugal

Successful transitions to adulthood are generally defined in function of criteria such as graduating from school, getting married, entering a paid job, starting an independent living or having children. In many societies, these transitions are now achieved later than some years ago, giving young people better choices over the course of their lives, and protecting them against mental health problems, psychological distress and antisocial behavior or crime. Conversely, it is often believed that early transitions to adulthood are linked with an increased risk of poor outcomes in a broad range of personal and social domains. However, research on these issues is scarce and often produces inconsistent findings. In particular, little is known about the ways that gender, personality and cultural factors may influence those outcomes. Against this background, the present paper examines the effects of early marriage on young adults' life satisfaction, psychological distress and interpersonal adjustment. This important life transition is one that, during the last three or four decades, has been protracted in many western countries, including Portugal. Yet the full range of its consequences remains, to a large extent, unexplored. Addressing these issues, the present study will contribute to understand the consequences of life course transitions in early adulthood. Data come from a longitudinal study ongoing at the University of Coimbra, in which a large sample of pupils, boys and girls from public schools, has been followed up from ages 7 -8 years until 26-28 years. Participants who got married before age 26 (early marriage) were compared with those who never married until the time of the last evaluation (5th wave) in a broad range of self-reported measures, including life satisfaction, internalizing problems, substance use and delinquency. Results indicated that married young adults did no differ from their non-married counterparts in measures of life satisfaction, but they displayed more psychological malaise and less antisocial behavior or substance use, regardless of gender. Interestingly, many of these differences between the two groups disappeared when we controlled for the effects of low self- control or socio-economic status. Several hypotheses were put forward to explain such results.

Can Time Perspective predict Hope? A SEM approach

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Hope is defined as a cognitive set that is based on a reciprocally derived sense of successful agency and pathways both highly associated with goal related activities. Also, the association between subjective temporal variables (e.g.: time perspective) to goal oriented behaviors is well-known. A structural equation model is therefore proposed in order to explore the predictive power of seven time perspectives (past positive, past negative, present hedonist, present fatalist, future, future negative and transcendental-future) of the two dimensions model of Hope proposed by Snyder (1991). The sample is composed by 235 Portuguese college students, which 216 are female and 19 male; ages ranged between 17 and 45 years old (M = 19.4, SD = 2.9). Four temporal dimensions predicted both agency (R^2 = .41) and pathways (R^2 = .26) subscales in the final model (x^2/df = 1.74, CFI = .77, PCFI = .73, GFI = .75, PGFI = .68, RMSEA = .06). Results will be discussed concerning their implications for psychological intervention in nuclear life contexts.

Young adults' meaning of life and its relationship with career adaptability and optimism in times of economic upheaval
da Silva José Tomás
University of Coimbra, Portugal

After the global financial crisis of 2008 many countries in the world have entered a long period of economic recession and social crisis. In particular, several European countries (including Greece, Ireland and Portugal) in order to avoid bankruptcy had to negotiate with the international organizations (IMF, EU, ECB) a financial assistance program. This program required that the government officials in each country had to put into practice stringent measures to control public spending and launch several austerity policies (e.g., wage cuts, generalized increase of direct and indirect taxes) that inevitably led, in the short and medium term, to economic recession and the rising of rates of unemployment. According with recent estimates of Eurozone entities the unemployment in Greece reached an high record. The numbers show that the country now has an unemployment rate of nearly 27%, but the numbers are even more dramatic among young workers, those between the ages of 15 and 34, with a rate now reaching an impressive rate of almost 57%. In Portugal recent estimates show that 16.3% of all Portuguese people are now unemployed and that 38.7% of young workers are also out of the workforce. Admittedly, these are rough times for young people looking for a first job, but certainly it can also have an impact in those persons who are still studying but that soon will face the transition to the world of work. This study addresses this broad question by focusing on the positive strengths that young adults can deploy to cope with an adverse environment. In particular we envisioned a study to collect evidence about the role that the metacompetency of career adaptability and of an optimistic future outlook could have in the meaning of life, defined as a core component of wellbeing, in a sample of Portuguese university students. In particular this exploratory study was designed in order to disentangle the hypothetical contributions, individual and combined, of both positive dimensions (adaptability and optimism) on the several facets of the meaning of life construct. Finally, the implications of the results for fostering young adult's sense of wellbeing and resiliency are synthetically discussed.

School of Psychology, Via Venezia 12 - floor 2 (16.10-18.00 – Room D)
Symposium: **Vocational Guidance for University Students in Times of Economic Crisis: the University Career Services Network at the public University of Milano-Bicocca**
Chair: Camussi Elisabetta, Università di Milano-Bicocca, Italia

Presentation. Data about the total amounts of students in Italian universities show a steady decline over the past 10 years (ISTAT), with a more rapid slope since 2010, following the worsening global economic crisis. In the meantime, EU2020 requires to increase the number of graduates up to reach 40% of the population by the age of 34: an unrealistic goal for Italy, which actually has re-negotiated this threshold to 27%. A notably lower target but still considerable in absolute terms, as the current figure for Italy is 21%. (EU-LFS). In the context of EU2020, the increase of the number of graduates is intended as a crucial step to develop an economy based on knowledge and innovation. The knowledge society is in turn essential for the inclusive growth, i.e. a growth that delivers social and territorial cohesion. In this scenario, the University Career Services Network plays a central role in fostering more conscious choices among students and their families: choices that adhere to their wishes but that are also rooted to the available resources (at individual, familiar or social level), and that are fundamental to face future scenarios, uncertain and insecure as they appear. In this perspective, the orientation activities of the University of Milano-Bicocca (which has about 32,000 students) must take into account some additional constraints: the recent establishment of the University (1998), which means innovation but also lack of traditions; the gradual reduction of State funding; the cultural background of its population, with an high percentage of students representing the first generation ever of graduates in their respective families. The Symposium reconstructs the activities on Vocational Guidance carried out since the founding of the University MIlano-Bicocca. It outlining initiatives and Services which over the years have been established and constantly re-designed on the basis of the results, up to implement the present 'University Career Services Network': a 'systemic' approach that aims at meeting the needs and the desires of the students with the available choices: at the beginning and all long their university life, also through the involvement of secondary school teachers and parents.

Camussi Elisabetta

The History of Guidance Activities and Services at Milano-Bicocca: How to provide Guidance Services in a work-in-progress University

Garlati Loredana & Milani Stefania

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The University of Milano-Bicocca was officially founded in 1998. In the global strategy of the University, the Guidance Services had an important task to perform: promoting the educational offer, services and opportunities that the new University offered its students and to facilitate the connections between universities and the education sector in general. The two main objectives in the initial phase were the increase of student intake and at the same time the reduction of the dropping out phenomenon. Over the time, the University Guidance strategies have been modified and improved through the careful identification of the different needs and requirements of an ever changing society. The University has therefore implemented a wide range of information, training and support activities addressed to students in their last year of high school and to their teachers, with the primary purpose of assisting prospective students in their educational choice, in order to achieve a training compatible with their own aspirations, which could be addressed with a reasonable chance of success. The University of Milano-Bicocca appointed a specific administrative structure – the Guidance Service - and a University Commission chaired by a Pro-Rector for the definition of institutional strategies. This Commission worked on multiple fronts simultaneously: - Guidance initiatives (on campus and outside: open days, orientation days, fairs and exhibitions for students, conferences and seminars) to promote the University and to introduce its educational programs; - Guidance projects aiming at identifying the students' needs and requirements in order to support their success and persistence at university. These projects have highlighted the necessity to provide educational guidance and counseling not only to students but also to their main interlocutors (especially teachers and parents) when they are asked to choose their university path; - University Guidance Services: over the years it has been set up a network of free guidance services, expressly conceived for the assistance and support of the students during their academic career. The service provides exhaustive information and qualified advice to meet the students' requirements.

Learning from Uncertainty: Educating Self-orientation in Groups ("Let's talk about it")

Formenti Laura & Vitale Alessia

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Future has shifted in our times, from a notion of progress and/or repetition, to an open and unpredictable idea (Morin, 2001). The prevailing feeling of uncertainty demands a revision of the purposes and methods of guidance for incoming students at university; we need to overcome the traditional view of guidance as external action by an expert, a punctual form of intervention whose main aim is the choice of a specific course, to gain a wider educational perspective, a "space to think", where choice is seen as a continuous, dynamic process, beyond the present, involving the student's identity and life story (West et al., 2007; Reid, Scott, 2010). The notion of self-orientation, or learning to orient oneself (Vitale, 2012) has been implemented since 2006 in the university service "Gruppi Parliamone" ("Let's talk about it"), where incoming students learn how (besides what) to choose, and understand that choice is never the ultimate one. They appear to be storied by myths and dominant discourses (in society, media, and families) that nurture the illusion of "the good choice", once and for all. They have to learn about the necessity for lifelong and lifewide self-orientation, as a constant of learning and working life. As a new form of guidance, avoiding the traps of "advice", and enforcing an education-oriented intervention, this service enacts reflexive action, focused on the participants' present experience, presuppositions and criteria. A device that educates to uncertainty (Formenti, 2009), by offering a space where action and meaning can be re-oriented through a group setting, facilitated by senior students (from a master degree program on Pedagogical Counseling). Technically, peer-to-peer group orientation. The participants are invited to talk, draw, reflect, dialogue, in a surprising and appealing way, since it breaks "the rule" of asking/giving information and focuses on self-knowledge, life experience and "dreams". During meetings (2-3 hours long), narration is used to connect past, present ad future choices, as well as reflexivity (also in relation to the proximal system of influence, i.e. family, friends, schoolmates and teachers). The group develops a conversation around each of the stories, their interrelations, and emerging meanings.

Setting University Career Goals, Gaining Awareness: the Psychosocial Career Counselling Service

Camussi Elisabetta, Gritti Alice, Schadee Hans, Frasca Cristina, Scaringi Silvia & Annovazzi Chiara
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The Psychosocial Career Counselling Service "Consulenza Psicosociale per l'Orientamento formativo" is a Career Service established in 2001 within the Psychology Faculty of the University of Milano-Bicocca. In the academic year 2008/09 it joined the "University Career Services Network" and started to work together with other University Services (Students Secretaries, Front Office, "Groups: Let's talk about it!", Clinical Counselling). The Service developed through a theoretical framework based on a pragmatist approach to empowerment (Cornish, 2004) and following a Life Design perspective (Savickas, 2012) offers educational and vocational guidance across the various stages in students' career planning (before matriculation, during the studies, after graduation) and is free not only for matriculated students, but also for high school students, students enrolled in other universities, out-of-town students, adults, workers, and unemployed people. In order to reduce the number of university drop-outs the Service offers guidance and support on a wide variety of career concerns (e.g. "I don't know where to start!";"Is this the right choice?"; "Will I ever find a job?") and helps students in setting and maintaining career goals, gaining self-awareness and in making informed career choices. Career counsellors are available to meet students through every step in their career exploration, in several different ways: personalized individual psychosocial career counselling, telephone and online career counselling or guidance groups. Counsellors help students to explore their thoughts, desires, motivations, interests, and to focus on internal and external resources. The Service can be considered an "observatory of change", because thanks to a dedicated database developed and improved over the years, it registers emergent phenomena: the increasing fragility of students, arising both from subjective factors and from the current socio-economic climate; an increasingly diverse student population including mature students; the strong presence of the parents of future students. Starting from this information, together with the other University Career Services, specific actions to respond to these needs have been build up (F.A.Q. and Open day for parents; mature students guidance groups).

Statistical analysis of the University Career Services' users profiles

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In this work, the information collected in the last years through the Psychosocial Career Counselling Service "Consulenza Psicosociale per l'Orientamento Formativo", promoted and managed by colleagues of the Psychology Department, will be presented. The statistical analysis of the data collected through a recently improved database highlights the main socio-demographic characteristics of the users that access the Psychosocial Career Counselling Service and allows to focus on the motivations that drive their help demand. The majority of the users are female (more than 78%) which is not surprising because females represents the majority of students matriculated at the University of Milano-Bicocca; the average age is 27.5, more specifically, 69% of the users are aged between 19 and 30, while the other 31% is over the age of 30. This means that not only high school students (21%) need vocational guidance, but also high school graduate – independently from their age (34%) - and even people that already hold a degree, interested in a second degree (45%). Indeed, after the introduction of the Italian University reform, many difficulties have derived not only for the students already enrolled, but also for prospective students, that even nowadays can find hard to understand how to deal with the important changes within the University system. 45% of the users are students matriculated at the University of Milano-Bicocca; 15% are matriculated at other Universities, while 40% are people not enrolled. Even though these categories of Career Service users express different and specific requests, they all seem to be worried about "making the right choice", that is, to choose the Course that could guarantee better employment opportunities, but also the Course more respondent to their personal interests and attitudes. Interesting are the keywords used during the personalized individual psychosocial career counselling: "job" and "work" are the most common, followed by a range of emotional and psychological words such as "choice", "possibilities", "indecision", "confusion", "desires", "fear"; and a range of words that underline pragmatic career concerns like "time", "admission test", and "examinations".

The Bicocca Psychological Clinical Counselling Service
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University students during their academic career are easily confronted with several difficult situations – academic anxiety, exams avoidance, mild general anxiety or depression – directly stemming from the challenges of that life period. For a more helpful intervention, it is better to describe their difficulties as critical developmental issues rather than true psychopathological symptoms. Enhancing resilience, reducing the vulnerability sources, enabling the students to move to the adult life, are some of the main goals of university counselling services. In Bicocca University, the first counselling and tutoring service [SACSUM] was open in 2004 for medical students only. The theoretical background of the counselling intervention was cognitive-relational (Rezzonico, Meier, 2010; Strepparava, Rezzonico, 2010). In march 2009 another counselling service [CCPSU] was open for psychology student; its approach was brief psychodynamic (Adamo, Giusti, Valerio, 2003; Adamo, Fontana, Preti, Prunas, Riffaldi, Sarno, 2012). After the task-force work for the foundation of University Career Services Network, the two services coordinated their activity from 2009 to January 2013, when the unified Bicocca Counselling Service was born. The current structure is as follows: students from the different faculties are addressed to one of the two section (one at the school of medicine, one at the psychology department) according to criteria agreed upon by the chiefs of the two sections. Even if the two sections have different clinical background - cognitive relational and brief psychodynamic – they share the same general not-pathologizing attitude in doing the intervention, they are problem-oriented, they try to support the maturation of the students, helping them, by focussing on the meaning of the current impasse, to identify alternative developmental routes, better suited to their own personal aspirations and inclinations. Counsellors – psychologist, cognitive or psychodynamic psychotherapist - are well trained (and regularly supervised) to identify at risk situations: these are addressed to the Adult Psychology Services of the Medical School Teaching Hospital for psychotherapy. The counselling cycle is short (4 to 8 sessions), and can be repeated once; the two services offer both individual and group interventions. The volume of clients is good and adequate to the total number of students. Satisfaction measures and intervention efficacy are routinely assessed.

School of Psychology, Via Venezia 12 - floor 2 (16.10-18.00 – Room E)
Career education pathways – *Chair: Carducci Bernardo J., Indiana University Southeast, USA*

The validation of non formal and informal learning as an inclusive pathway to lifelong learning
Piazza Roberta
University of Catania, Italy
The contribution explores the role of recognizing non formal and informal learning as a critical component not only in ensuring a highly skilled workforce but also as a challenge for most individuals to give visibility to their learning. The psychological aspect related to the recognition of the people's learning is definitely important, especially for the lesser qualified individuals (OECD, 2003, 2005). As a result, recognition systems – usually seen as a tool able to procure economic and social benefits – can be considered as a way to make individuals aware of the knowledge, skills and competences they possess. This psychological aspect can be extremely interesting for lower skilled individuals, who have scant knowledge of themselves, who are not very inclined to national and international mobility, and have little knowledge of foreign languages.

Life story and photos: a rich tool for career development of students in Higher Education and Vocational Education and Training (VET)
Romero-Rodríguez Soledad & Pascual García Leticia
University of Seville, Spain
This paper shows some findings of a research project supported by the Spanish Ministry of Innovation (R+D National Program, 2010' Call). The project aim is developing pedagogical resources to facilitate the career development of a specific group of pupils, the Vocational Training and Pre-Technical Education' students. We have extended the study to higher education students as we are working as professor/researcher and counselor at the University. The aim of this paper is to analyze the potential of life story through

photography (fotobiografia) as a tool for the development of career plans. We are in a constructivist-systemic approach for career development. From this perspective, we believe it is very important that people become aware of the relationship between the past and the present to project him/herself to the future. On the other hand, recent works suggest that our current understanding of career development would be enriched by research and intervention approaches that go beyond the scientific positivist paradigms that have dominated traditional theories. Through fotobiografia you develop skills of self-knowledge. In addition, through the reflective process that it involves, students become aware of social and personal factors that affect their career development and life design. We present the results obtained through a research process conducted with students at Higher education and VET.

'SOARing to Success' - a pedagogy and personalised development process for life designing
Kumar Arti
University of Bedfordshire (emeritus status), UK
'SOARing to Success/SOARing for Employability' approaches and resources have been developed and authored (Kumar, 2008) in the context of UK higher education, to enable staff to integrate the personal, social, academic and career development of all students within their curriculum. The SOAR model animates the universal-personal recursive inter-relationships between Self, Opportunity, Aspirations and Results. The main Result intended through SOAR pedagogy is to give students a greater sense of personal agency, direction and destination – empowering them to deal effectively with life, work and lifelong learning in today's competitive global economy. SOAR is underpinned by positive psychology theories of education and career development. It applies the philosophy of Appreciative Inquiry (Watkins & Cooperrider, 2000), enabling individuals to: o undertake 'appreciative inquiries' into Self, identifying and developing their personal strengths in relation to behavioural competencies generically required in today's complex world; o critically appreciate that strengths and development needs arise from the interlinked dimensions of Motivation, Ability and Personality (a Self-MAP) and not just intellectual skills, o build a dynamic Self-MAP to guide decisions through their life-career journeys; o engage developmentally with available options and chosen Opportunities; o generate, test, clarify and implement soundly-informed Aspirations; o be(come) more pro-active, resilient and self-managed; o record, articulate and demonstrate evidence of relevant Results to tutors and employers. SOAR as a formative process of personalised development has been contextualised in many different subject disciplines and embedded across a revised institutional curriculum across one UK university. It has also been implemented in other UK and overseas contexts, e.g. Denmark, the Netherlands and South Africa. Evaluations broadly confirm SOAR is a transferable meta-model that develops portable graduate attributes, applicable in 'a borderless workplace'. This presentation will show how participants can adopt or adapt SOAR pedagogy, with reference to associated empowering tools, positioning students and clients for more effective and productive life designing.
References:

Kumar, A. (2008) Personal, *Academic and Career Development in Higher Education – SOARing to Success*, London & New York: Routledge Taylor and Francis.

Watkins, J. and Cooperrider, D. (2000) 'Appreciative inquiry: a transformative paradigm. *Journal of the Organization Development Network, 32,* 6–12.

Determining the meaning of education, searching for hope and optimism through educational tutoring
Pereświet-Sołtan Anetta
Dolnośląska Szkoła Wyższa, Długołęka, Poland
In the modern world we are experiencing serious social changes. The functions within a family are changing, the ways and forms of communication and leisure. Researchers observe the loosening of relationships. This is not indifferent to the well-being and mental health of the young generation. What do teenagers need in the field of social contact? What is important to them? How can the school take care of their needs, not only cognitive, but also emotional - social? The Author is looking for answers to questions based on the results of the study conducted on 13-16 year olds, as well as by making a scientific reflection on the process of educational tutoring, which is the method of working with the individual student. Building a tutor-student relationship, which is the basis of this method, may be important in building the meaning of self-awareness, giving hope and creating the better functioning of youth in the field of education and social development.

Developing the youth narrative competences in the process of career co-constructing
Minta Joanna
The University of Lower Silesia, Poland
Phenomena such as an extended period of education, difficulties young people have when entering the job market, more "discontinuous" and de-stabilized character of contemporary career create for many people a sense of educational and vocational drifting. They unreflectively and passively submit to what happens in their lives, without undertaking any efforts to plan the nearest future. Only some of the young Poles attempt to control the constantly changing life by setting goals and sketching visions of the future. Such attempts are a critical activity to which only few seem today well-prepared, necessary for everyone who consciously wishes (or even will have to) to create and transform his/her own career. More importantly, since nowadays the transition from education to the job market demands to young people a lot more efforts, deeper self-consciousness, trust and courage than ever before. Since creating one's own career becomes not as much a crucial task, but a condition of survival in contemporary world, there is an increasing focus on developing skills enabling an independent creation and transformation of career which is adequate to one's own needs and conditions of life. For the last couple of years I have been using methods and techniques helping young people to develop competences that are vital in the process of creation and actualization of career: self-observation, abilities of self-interpretation, of interpretation of undertaken (or abandoned) choices and of past events, and above all, of ability of creating the story of one's own past and future career. In making use of narrative approach in counseling I am trying to focus on educational and counseling potential inscribed in the story of one's career. My goal is to make young people more sensitive to opportunities brought by creating their own life story and by knowledge they can develop in the process of constructing their life story in the context of the lived past, experienced present and imagined future. In my paper I wish to share my reflections as a counselor and, simultaneously, as a career counseling researcher, reflections concerning the use of narrative counseling methods and techniques when working with polish young people.

School of Psychology, Via Venezia 12 - floor 3 (16.10-18.00 – Room F)
Narrative, life Design and counseling of young people
Chair: Young Richard A., University of British Columbia, Canada

Presentation. Narratability is identified as one of the five goals of the life design model of counselling (Savickas et al., 2009). It refers to the construction and use of stories that help clients understand themselves and take action in the short and long-term. The ability of young people to narrate a past, present and future contributes to their hope and resilience (the conference theme), as previous research has shown that adolescents unable to do so are more prone to depression and suicidal ideation. In this symposium, narratability is examined as both a process and an outcome in the lives of young people as it relates to their career development. Studies from three countries, Australia, Canada, and Italy, incorporating the use of narrative as an intervention, are presented. Mary McMahon reports on study on transition from secondary school in rural Australia in which adolescent narratives were an important part of the career guidance methods for girls for whom the transition may involve leaving home. A similar theme is taken up in an Italian study reported in two papers. Paola Gatti and Chiara Ghisleri report on the quantitative evaluation of narrative guidance project of 403 Italian students (experimental and control groups). Maria Chiara Pizzorno, Caterina Corapi, and Alessia Rossi report on the qualitative evaluation of the same project, in which the narrative intervention is described and illustrative cases provided. Natalee Podadiuk provides a detailed examination of the narratives of two international students studying in Canada from the perspective of intersectionality theory. Finally, Richard Young using data from several Canadian studies demonstrates how narrative is constructed in conversation between young people and parents, friends, and counsellors, and how they can be facilitated further by a variety of counselling processes.

Young Richard A.

Transition from school: Stories of rural adolescents
McMahon Mary
University of Queensland, Australia
The transition from school marks an important and challenging milestone in the life of adolescents. Factors such as limited employment and study opportunities in the local area and the need to move away from home may exacerbate the challenge of transition for some young people. For girls living in rural locations, opportunities may be even more limited than those for boys. Access to career guidance may be limited in rural areas. This presentation focuses on a small scale qualitative study that investigated influences on the career decision making of secondary school students who were considering their post-school options and their transition from school. Data was collected through the My System of Career Influences (MSCI) qualitative career assessment instrument which provides an opportunity for students to reflect on their present career situation and the systemic influences that are impacting their career decisions. The students participated in three career guidance lessons with their class during which they prepared for and completed the MSCI. Students represented their career influences on a System of Career Influences diagram that became the focus of a narrative career interview during which they told stories about their diagrams. Results related to the aspirations of these rural adolescents and the influences on their career decision making will be presented along with examples of their diagrams. The use of narrative career guidance methods with rural students will be considered and suggestions about the provision of career guidance in rural locations will be offered.

Evaluation of a narrative guidance project: research design and first data
Gatti Paola, Martini Mara & Ghislieri Chiara
Dipartimento di Psicologia, Università di Torino, Italia
The evaluation of guidance practices is a crucial topic for guidance literature (Guichard and Huteau, 2003; Walsh and Savickas, 2005), in two principal ways: 1) it is useful in gaining a better understanding of the impact of a project on its expected outcomes (Lalande et al., 2005); 2) it is useful in detecting specific aspects (e.g. procedures, tools, etc.) that make the projects satisfactory and/or effective (Whiston and Oliver, 2005). This kind of evaluation is more essential for narrative guidance projects: while they can take advantage of the storytelling capacity to shape meanings and to deepen personal reflection (Amundson and Thrift, 2008; Reid and West, 2011), at the same time they are less structured and more difficult to assess. This study describes the evaluation of the initiative "Dedalus - Meno dispersione, più occupazione. Innovare l'orientamento scolastico" (funded by the Interreg Italy-Switzerland 2007-2013 Program), aimed at assisting school students to develop self-awareness and manage transition. The evaluation entails a quasi-experiment research design, with a participant group (N = 246, females = 50.8%) and a control group (N = 157, females = 51.4%). A self-report questionnaire was administered before the beginning of the class intervention (T1) and at the end (T2). The questionnaire measures several dimensions on which the project intends to intervene, for example: career indecision (4 items, α .71), success expectation (5 items, α .68), self-awareness (9 items, α .80), self-reflection (3 items, α .75) and other control variables. The T2 questionnaire is made up of the same scales as the first tool, so that it will detect possible changes in participants' self-perceptions. Moreover, a number of questions about satisfaction with the intervention have been added. Data analysis was performed with PASW 18 (descriptives, EFA, Cronbach's alpha, t-test and Anova). During the symposium the main results of the study will be presented. The comparisons between T1 and T2 (as well as between participant and control groups) will describe the impact of the project on the considered dimensions. The results about satisfaction will provide useful information to design a new project.

Career counselling and storytelling: How stories can bridge the transition from lower to upper secondary school

Pizzorno Maria Chiara[1], Corapi Caterina[2] & Rossi Alessia[3]
[1]Università della Valle d'Aosta, Italia
[2]Scuola Holden, Italia
[3]Polis2000, Italia

In Italy 18% of students leave school without obtaining an upper secondary education. Most drop-out students are male, enrolled in vocational education and training, and leave school during the first year of upper secondary school. The transition from lower to upper secondary level has been shown to be critical for the students, who must choose between an academic and a vocational track. Family and social background have a considerable effect on the transition process and results, reproducing inequalities in the Italian educational system. The present study illustrates the project "Dedalus - Meno dispersione, più occupazione. Innovare l'orientamento scolastico" (funded by the Program Interreg Italy-Switzerland 2007-2013) intended to guide students through the transition to upper secondary school. The action purpose was to assist students to develop self-awareness and cope with the transition. Another goal was to improve guidance practices by developing a method of intervention that combines storytelling and career counseling, having novelists and counselors working together. The participants involved in the project were 251 Italian and 73 Swiss students, attending lower secondary school. The intervention consisted of 7 sessions with each class group, followed by an interview with each student and his/her parents. Four class sessions were conducted by a novelist who supported the children in telling their stories. Stories were plotted around themes such as self-portrait, dreams, interests and skills, resources and obstacles, along the career path. Several short stories were written by the students on the basis of which a counselor, over three class sessions, addressed students' questions concerning the next educational cycle. Focusing a school choice was the class's final task. There followed the counselor-family interview devised to involve parents in career decision making. The project evaluation was performed using a quantitative method, while a qualitative evaluation was conducted through the analysis of students' stories and counselors' self-reports of family interviews. Some tentative findings of the qualitative analysis are presented. In particular, three cases are illustrated in order to show how the sequence of the students' stories reveal a progressive self-awareness and stories might become, with guidance from counselors, a bridge in this career transition.

Exploring the Shifting Narratives of Two International Students: Intersectionality Theory and Multiple, Intersecting Social Identities

Popadiuk Natalee
Faculty of Education, University of Victoria, Canada

When international students decide to live and study in another country, they necessarily go through a process of renegotiating their identities in the new social and global location. Examining this process of change through the lens of intersectionality theory, can provide us the opportunity to learn how multiple and intersecting social identities (e.g., gender and social class) are constituted, claimed, practiced, and experienced. In this session, I will use intersectionality theory to compare and contrast the in-depth narratives of two international students from Latin cultures who studied in Canada. The findings of this research highlight how the changing constellation of intersecting and diverse social locations (e.g., gender, social class, ethnicity, age, sexual orientation) influenced their sense of self within embedded circles of social relationships. The findings also point to the ways in which these identities provided opportunities (e.g., access, status, social capital), as well as disadvantages (e.g., discrimination, prejudice, lack of access). Through these narratives, I will demonstrate how identity is neither static nor finite, but rather shifts and changes depending on the power relations of a given time, space, and context. I will highlight how social stratification or differential valuing of these intersecting social identities change in relation to and among social groups (e.g., a young woman academic experiences status and power in her family, but not at faculty meetings). Specifically, I will provide evidence from these narratives that show how despite significant differences between the two students in terms of social class (e.g. rich, educated family and poor, uneducated family), they both actively engaged in using their personal and social power to overcome unique disadvantages and oppression related to gender and sexual orientation in the first instance, and gender and social class in the second. Finally, I will discuss implications for using intersectionality theory in

career counselling with international students as a way of increasing their resilience, hope, and optimism in the face of disadvantage and challenge.

Jointly constructing narratives in life and in counselling
Young Richard A.
University of British Columbia, Canada
Using data from conversations between young people and their parents, friends, and counselors, this presentation explores how narratives are constructed. Specifically, based on these data, the process of narrative construction is presented as a joint process involving a conversation between two or more people that is facilitated in a variety of ways. The data suggest that young people construct narratives in their conversations by referring to short-term actions, mid-term projects, and long-term career. Narratives are also the vehicles for the expressions of goals, meaning, emotion, emotional memory, and refer to skills and resources. The illustration of narrative construction in conversation points to several counselling processes that can be used to facilitate the client's narrative construction. As appropriate, these processes include facilitating an undisturbed narrative in the counselling session, focusing on internal processes in the narrative or in the narration, helping the client make the narrative more conscious, and linking short-term narratives. Finally, the use of the video playback is proposed as a means of allowing clients to see themselves in the process of narrative construction.

School of Psychology, Via Venezia 12 - floor 3 (15.40-17.30 – Room G)
Symposium: **Resilienza, speranza ed ottimismo nell'ambito dei servizi universitari**
Chair: Fulcheri Mario, Università "G. D'Annunzio" di Chieti-Pescara, Italia

Presentation. I mutamenti socio-culturali degli ultimi decenni hanno comportato una modificazione significativa del sistema universitario, attraverso un processo di tecnologizzazione, frammentazione delle competenze, moltiplicazione delle specializzazioni, al quale si è sempre più andata contrapponendo una formazione universitaria non sempre appropriata, caratterizzata da una diffusa incapacità a fornire strumenti e risposte adeguate ai quesiti che la pratica professionale e il mondo del lavoro attualmente richiedono. Iscriversi all'università, decidere di frequentare un particolare Corso di Laurea, vivere il ruolo di studente, non sono solo motivazioni personali e percorsi funzionali al raggiungimento di un titolo di studio e poi di una professione, ma rappresentano soprattutto il *coraggio* di una scelta che racchiude un mondo di significati, di aspetti vocazionali, di esperienze personali e interpersonali che, oltre a definire l'identità del soggetto, rappresentano una potenziale risorsa sociale che la comunità odierna rischia di scotomizzare. Orientare lo studente nella scelta di un percorso universitario, sostenerlo durante l'iter formativo, guidarlo nei suoi interessi professionali, in una prospettiva *lifelong* e *lifewide*, richiede la necessaria implementazione di nuovi servizi e la ri-strutturazione di quelli preesistenti. Nello specifico, all'interno dei *Servizi di Orientamento, Tutoraggio, Counseling, Disabilità, Disturbi Specifici dell'Apprendimento e Job Placement* che i vari Atenei hanno istituito o intendono ridefinire, si focalizza l'attenzione sull'obiettivo di intervenire trasversalmente sul disagio psicologico degli studenti universitari (con lo scopo di diminuire il tasso di abbandoni e ritiri e conseguentemente di promuovere una migliore qualità di vita) attraverso un paradigma di intervento basato sui costrutti della resilienza, dell'ottimismo e della speranza. La resilienza è un fattore psicologico protettivo, identificabile nei meccanismi di autostima, autoefficacia percepita, benessere soggettivo, autodeterminazione, che permette all'individuo di fronteggiare con successo le diverse difficoltà e criticità della sua esistenza. L'ottimismo e la speranza sono due costrutti psicologici che si riferiscono alle aspettative positive di un individuo circa il suo futuro. Generalmente, in letteratura, entrambi i concetti vengono considerati caratteristiche di personalità. In particolare, se l'ottimismo può essere definibile come un pensiero positivo generalizzato, la speranza, invece, può essere declinabile in un atteggiamento mentale basato su un'idea di "successo", derivata sia dalla determinazione soggettiva nel perseguire i propri obiettivi, sia dalla capacità di pianificare percorsi adeguati per raggiungerli.

Fulcheri Mario

Il servizio di counseling psicologico universitario come strumento per la resilienza

Battista Barbara, Sorgi Karola, Carrozzino Danilo, Di Nardo Maria & Fulcheri Mario
Dipartimento di Scienze Psicologiche, Umanistiche e del Territorio, Università "G. D'Annunzio" di Chieti-Pescara, Italia

In questi ultimi anni le Università italiane hanno rivolto un'attenzione sempre maggiore alle difficoltà, alle problematicità e ai bisogni degli studenti universitari promuovendo appositi servizi che hanno l'obiettivo di offrire ascolto, sostegno e chiarificazione attraverso una relazione professionale d'aiuto. Le caratteristiche del sistema universitario italiano evidenziano alcune criticità (quali il ritardo nel conseguimento della laurea, l'alto tasso di abbandoni) che riguardano l'ingresso nell'università e la vita universitaria stessa, come possibili indici nello sviluppo di disagio da parte degli studenti. Sulla base di queste considerazioni ci si è posti l'obiettivo, attraverso il servizio di counseling universitario attivato dall'Ateneo "G. d'Annunzio" di Chieti, di fornire sostegno nelle situazioni problematiche, offrire la possibilità di far fonte a problemi di crescita sia individuali sia relazionali e soprattutto instillare speranza, ottimismo e resilienza dinanzi a particolari momenti critici dell'esistenza, cui lo studente può andare incontro durante il suo iter formativo, con potenziali ricadute positive sul raggiungimento degli obiettivi accademici. La resilienza comprende una serie di fattori psicologici protettivi, quali l' autostima, l'autoefficacia percepita, il benessere soggettivo e l'autodeterminazione; l'ottimismo e la speranza, invece, sono due costrutti psicologici che si riferiscono alle aspettative positive di un individuo riguardo il suo futuro. Generalmente, in letteratura, entrambi i concetti vengono considerati come due distinti tratti di personalità; nello specifico, l'ottimismo è definito come un insieme di aspettative positive rispetto ai risultati, mentre la speranza è una condizione cognitiva che si basa sul senso di successo e che deriva sia dall'*agentività* (capacità di agire attivamente e trasformativamente nel contesto in cui si è inseriti) sia dalla capacità di pianificare i possibili interventi. Alla luce di tali considerazioni teoriche, ci si è posti l'obiettivo di operazionalizzare i costrutti della resilienza, dell'ottimismo e della speranza, attraverso gli strumenti di ascolto-sostegno, chiarificazione-confrontazione propri di un intervento di counseling; tale finalità viene perseguita attraverso gli aspetti sia espliciti del linguaggio sia impliciti della relazione interpersonale tra counselor e cliente.

Resilienza e bilancio di competenze per gli studenti universitari: sperimentazione nel corso di laurea in Scienze della formazione primaria e nel Master Esperto nei processi educativi in adolescenza

Torre Emanuela
Dipartimento di Filosofia e Scienze dell'Educazione, Università di Torino, Italia

Il bilancio di competenze è un utile strumento da utilizzare in ingresso, in itinere e in uscita da percorsi formativi professionalizzanti, anche a livello universitario. Grazie ad alcune sue caratteristiche peculiari (come l'accento sulla dimensione biografico narrativa, che favorisce il percorso di costruzione dell'identità personale; la valorizzazione dei momenti di riflessione sulle esperienze vissute, riconosciute come tappe fondamentali di sviluppo e apprendimento; la centralità attribuita alle attività di autovalutazione delle proprie competenze e di riflessione sulle proprie motivazioni), esso favorisce infatti la costruzione, da parte dello studente, di una più realistica rappresentazione di sé e delle proprie potenzialità e di una più chiara definizione di un progetto di studio e di sviluppo professionale. Le attività di bilancio volte in contesti formativi mostrano, di fatto, effetti positivi su alcuni fattori centrali di resilienza: a) l'attivazione e la determinazione a portare a termine il proprio progetto formativo, che sarebbe favorita dall'intervento di bilancio poiché esso aiuta a prefigurarsi le prospettive possibili, fornisce i mezzi per agire meglio, consente di compiere azioni mirate con conseguente maggiore possibilità di riuscita; b) l'influenza positiva sulla motivazione e sul sentimento di autoefficacia; c) la conoscenza di sé e delle proprie competenze, che diventa più puntuale, ricca, precisa, e si accompagna all'evoluzione delle capacità di autovalutazione e di comunicazione (intesa come saper parlare di sé agli altri); d) l'autostima e la capacità di riflessione su di sé, che aumentano in misura lieve ma positiva. Sulla base di queste riflessioni si propongono gli esiti di sperimentazioni condotte utilizzando il bilancio di competenze in percorsi formativi universitari, quali il corso di laurea in Scienze della formazione primaria (I e IV anno) e il Master in Esperto nei processi educativi in adolescenza. Tali esperienze, in linea con la letteratura, mostrano l'efficacia di tale pratica nel favorire la persistenza dello studente nei diversi momenti del percorso formativo. Si evidenziano, tra l'altro, una percezione più realistica dei propri punti di forza e delle lacune, l'incremento della fiducia nelle proprie

possibilità di riuscita e della motivazione intrinseca, la definizione di un progetto di sviluppo formativo e professionale pertinente e fattibile.

Servizio Accoglienza, Orientamento, Riorientamento e Tutorato per Studenti Disabili

Sorgi Karola, Sforza Valentina, Napolitano Romilda Pia, Digennaro Maria Ida & Di Iullo Tancredi
Dipartimento di Scienze Psicologiche, Umanistiche e del Territorio, Università "G. D'Annunzio" di Chieti-Pescara, Italia

In seguito alla recente normativa in tema di Disabilità e all'attuale fase di revisione delle Linee guida ad opera della CNUDD, le istituzioni accademiche rivolgeranno sempre più attenzione alle problematiche della disabilità. La piena inclusione degli studenti con disabilità è un obiettivo che l'Università persegue attraverso un'intensa ed articolata progettualità, valorizzando sia le professionalità interne, sia le risorse offerte dal territorio. L'Università "G. D'Annunzio" di Chieti-Pescara, nel ridefinire i propri servizi, propone uno specifico "Servizio Accoglienza, Orientamento, Riorientamento e Tutorato per studenti disabili". Sono preposti psicologi esperti in tematiche della disabilità con il compito primario di valutare in prima istanza i bisogni dello studente disabile, descriverne la disabilità, valorizzarne le risorse, favorire la relazione d'aiuto e predisporre la progettazione. L'attività del servizio si caratterizza come un intervento psicologico clinico, didattico – educativo finalizzato sia al riconoscimento, sia alla libera espressione delle diverse abilità, nonché al miglioramento delle condizioni di apprendimento e dello studio universitario affrontando i problemi di inserimento nel contesto universitario, onde ridurre il rischio di drop-out precoce. Questi obiettivi vengono concretizzati attraverso: - lettura funzionale della disabilità; - la valutazione psicologico clinica; - l'elaborazione di strategie didattiche individualizzate. Perseguire e raggiungere questi obiettivi allo scopo principale di consentire allo studente una piena autonomia e una migliore qualità di vita (garantendo la sua piena inclusione nell'ambito universitario) sia attraverso una nuova visione positiva della disabilità che possa garantire un ingresso attivo e partecipativo in un sistema, sia ottimizzando le capacità di resilienza indispensabile per convertire le barriere in punti di forza.

Relazione d'Aiuto e Counseling Sessuologico all'Università: applicazioni ed interventi in una prospettiva bio-psico-sociale

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Il counseling sessuologico, come "funzione" d'intervento clinico in ambito delle relazioni d'aiuto, si rivela essere un concetto delicato e di difficile interpretazione tra gli esperti del settore. I contesti d'intervento possono essere visti in una prospettiva consequienziale dove l'applicazione clinica è definita come processo informativo, diagnostico, supportivo ed educativo. Il presente contributo, dopo un'esposizione introduttiva sul tema del counseling sessuologico e sui vari campi di applicazione quali: a) i contesti di tipo medico-sanitario dove si osservano prevalentemente i settori specialistici di tipo uro-andrologico, ginecologico, ma anche cardiologico, gastroenterologico, dermatologico, consultoriale, adolescenziale, ostetrico; b) i contesti rivolti ad un pubblico prevalentemente adulto di tipo ludico-ricreativo e infine c) i contesti tipici delle nuove tecnologie (internet, social network etc.), si focalizzerà sulle sue modalità applicative nel contesto dei servizi per studenti universitari, compresa l'area della disabilità. In modo particolare si approfondiranno i concetti di ottimismo e speranza in relazione alla resilienza degli studenti che, durante il periodo di vita universitaria si trovano ad attraversare momenti critici inerenti la sfera affettiva e/o situazioni di impasse psico-emotivo attraverso l'integrazione dei vari saperi (medico, psicologico, sociologico, antropologico, educativo e sanitario).

Resilienza, benessere e DSA: l'università si dedica ai suoi studenti

Paoloni Giulia, Sborlini Irene, Scorza Maristella, Guzzo Francesca, Ghidoni Enrico & Stella Giacomo
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L'Università "G. d'Annunzio" di Chieti e Pescara ha attivato, nell'ambito dei servizi di orientamento, ri-orientamento e tutorato, counseling, disabilità e job-placement, uno specifico servizio dedicato alle problematiche degli studenti, inerenti ai Disturbi Specifici dell'Apprendimento. In questo contesto l'Ateneo, in sinergia con l'Università degli Studi di Modena e Reggio Emilia (vero e proprio polo di eccellenza e riferimento) pone in evidenza le diverse abilità degli studenti con DSA, sostenendoli attraverso un reale

ripensamento dei luoghi della cultura -ovvero- una rimodulazione delle strutture, delle modalità e degli strumenti necessari al raggiungimento del successo formativo, così come dell'incremento della percezione del benessere personale e sociale, quali contributi a favore di una migliore qualità di vita. Lo studente con DSA, infatti, deve poter raggiungere le medesime competenze e abilità dei colleghi di corso, anche attraverso il potenziamento dell'autonomia, dell'autoefficacia e di relazioni sociali positive, per l'acquisizione di un 'know-how' spendibile nel mondo del lavoro. Progettare risposte adeguate ai bisogni di ogni singolo studente viene così inteso come una forma di salvaguardia della salute di fronte ai diversi momenti critici dell'esistenza, al fine di garantire il diritto all'istruzione ed eguali opportunità di sviluppo professionale.

School of Psychology, Via Venezia 12 - floor 3 (16.10-18.00 – Room H)
Career counseling and psychosocial difficulties – *Chair: Howard Kimberly A.S., Boston University, USA*

The Education and Healthcare Transition (Ed-HCT) Model: Supporting Bright Futures for Young Adults with Invisible Chronic Illness

Repetto Jeanne[1], Horky Susan[2], Saidi Arwa[2], Reiss John[2], Miney Angela[2] & Gonzalez Jenna[1]
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Medical advances have increased the number of youth with chronic illness living into adulthood, necessitating that they prepare for adulthood. Approximately 15-18 % of all children have a chronic illness (University of Michigan Health System, 2011) such as Asthma, Diabetes, Cystic Fibrosis, Cancer, Aids (Grady, 2009). Students with invisible chronic illness (ICI) are more likely then they were in 1990 to live into adulthood based on a comparison of census data (U.S. Census Bureau, 2011) indicating lower death rates from Diabetes Mellitus (10%); Chronic Lower Respiratory Disease (10%); Cerebrovascular Disease (32%); Cancer (11%); and Diseases of the Heart (28%). Students with ICI need to learn how to navigate adult healthcare services and strategies for job/community/family success. Typically, educators plan for education transition, and healthcare providers plan healthcare transition (but the word "transition" is defined differently in the two fields (Blum, 1995). Students and families are asked to straddle these two fields that often do not collaborate to support students with ICI. Since healthcare and educational interests are integral parts of each child and the adult he or she will become it is crucial to integrate education and healthcare transition services (Repetto, et al., 2008). This presentation addresses the importance of coordination and collaboration between healthcare transition and education transition for youth with ICI. Needs assessment survey data (Repetto, et al., 2008) along with data collected to determine the extent which health concerns are addressed in transition planning (Repetto, Jaress, Lindsey & Bae, in press) will be shared. Addressing these concerns the presenters will discuss the Education-Healthcare Transition (Ed-HCT) Model developed to guide the coordination of these two fields of transition. The Ed-HCT model is grounded in identified research-based transition practices (Test et al., 2009) and is designed to (a) decrease effort and cost duplication, (b) increase family and student empowerment, (c) increase student support, and (d) increase cross-disciplinary creative problem solving (Repetto, et al, 2012). Presenters will share with participants preliminary steps that can be taken to use the Ed-HCT Model to facilitate this merger. Finally, a 12 credit (4 course) international online EdHCT certificate program will be discussed.

The Place of Vocational Guidance and Career Placement in the Process of Re-Integrating and Rehabilitating Ex-Prisoners in Nigeria

Olufemi Salaam Abeeb

Research, Monitoring and Evaluation Unit, Community Reintegration Initiative (CRI) Nigeria, UK

This paper examines the roles of Vocational and Career Guidance in the process of re-integrating offenders who have completed their jail terms into the Nigerian society. Proceeding from the position that for former offenders to adjust properly into the society after having completed their sentences, it will be necessary to discover their talents, temperaments and special endowments, the paper argues that vocational counsellors who are the only suitably trained professionals ought to play critical roles in such process. The most critical aspect of post-prison adjustments in every contemporary society is the provision of gainful employment for

inmates after their release from prison. An ex-inmate without an adequate job and/or social welfare that could provide the means of sustenance could be susceptible to committing further offence and the only way to prevent this is to ensure that his/her talents are suitably deployed. It is in view of the foregoing that this paper analyses the available post-prison plans in the Nigerian Criminal Justice System, and the aim is to establish the extent of the involvement of vocational and career counsellors in the plans. The paper lays bare the structure of the prison system in the country, provides empirical data on the socio-demographic characteristics of the inmates, explores available rehabilitation programmes, and identifies gaps in the existing ones. The conclusion considers professional vocational guidance and career placement to be vital in the process of re-building the hopes of former inmates, and ultimately reintegrating them into the larger society upon release.

Adolescent career influences in a South African Township

Albien Anouk & Naidoo Tony
Stellenbosch University, South Africa

The career identities and influences in black rural disadvantaged adolescents in a context-specific location of a South African township were examined. This study gives voice to the adolescents' struggling to emerge from the shadow of the Apartheid legacy, where their career opportunities have been freed from Apartheid inequities. The interaction between contextual factors and socio-political changes and the resulting effect on the career development of disadvantaged adolescents was apparent in the present study. The research aimed to identify individual, social and environmental-societal level influences present in career decision-making, using the qualitative career measure *My Systems of Career Influences (MSCI),* as well as individual interviews and a focus group. Respondents' accounts of self-awareness, surrounding environmental resources, influences of significant others (parents, teachers and peers) and past, present and future effects were analyzed. Disadvantaged adolescents' voices were heard and located within context, including local facilitative and risk factors as well as Africentric resilient mechanisms that shaped constructions of career realities. The reconciliation of "western" career aspirations with rural cultural roots in forming a coherent self-concept may be the greatest challenge in vocational identity development for disadvantaged adolescents. The present research supports culturally-sensitive and relevant career interventions that provide emancipation from internal and external barriers associated with marginalized status.

Life Design for people with disabilities

La Porta Stefano
Centro Studi Relazioni Industriali, Università di Cagliari, Italia

The right to employment of people with disabilities to social inclusion is outlined in the ONU Convention (2006). The European Directive 78 (2000) on equal treatment in employment and labour does not warrant the work or its maintenance, promotion or training, of an individual who is not competent, capable and available to perform the essential functions in a specific job. Businesses or, in the case of excessively high costs of inclusion, public services must implement measures to enable disabled access to work, according to the needs of the individual and companies. The traditional vocational guidance and career counselling should be reconsidered for people with disabilities to achieve integration for employment and social inclusion. Social inclusion of people with disabilities is achieved by integrating family, education and employment, in the acquisition of abilities and personal capacities with the development of job skills. Life design is a psychological support for people with disabilities and their family (Soresi 2007), into decision-making for the professional framework (Savisacks, 2005) adapted to the working environment in relation to their disability (Guichard, 2005). The process of life design of people with disabilities is structured as follows: 1) Functional assessment of the person with disability ICF/OMS World Health Organization (2001). 2) Vocational guidance for people with disabilities. 3) Construction of the professional project. 4) Implementing actions for disability compensation. 5) Monitoring of person and working project. The assessment of the person with disabilities is defined by the following: a) Personal data of the person with disabilities. b) Functional analysis of the disability ICF/OMS 2001. c) Educational and professional path. d) Occupational skills and professional interests. e) Job analysis and adaptation to the working environment. f) The definition of the path to follow for the framework of the professional project. Activities are identified according to three types of professional project (Benini, Pietrangeli, 2003): 1) Social work, paths for the

development of social skills and interpersonal skills, with support from the school in the workplace, for people with intellectual and mental disabilities. 2) Training, development paths of professional skills and working times, through training and traineeship, for people with physical disabilities and those disabled at the first entry or re-entry job placement 3) Professional path to use skills in undertaking the job with the change of environment and organization of work, to ensure the job performance of people with disability who have experience and skills. The task of identifying a professional project with a path allows: the increase of self-efficacy (Lent, Brown, Hackett, 1994), the development of professional interests (Walsh, Holland, 1992) and implementation of strategies for problem solving (Heppner, 1988), the acquisition of personal skills that can be used as professional competences (McIntire, Bucklan, Scott, 1995), to allow the increase of the resilience of those with disabilities in the labour market (Castelli, 2011).

Re-Authoring The Life Story Of A Late Adolescent In Sheltered Care Through Constructivist Career Counselling

Setlhare-Meltor Rubina
University of the North West, South Africa

This presentation explores how a Constructivist Career Counselling intervention assisted a late adolescent, in sheltered care in South Africa, to re-author his life story. As an educational psychology practitioner and researcher, I was motivated by the need for alternative Career Counseling in South Africa, to benefit individuals whose reality does not include traditional Western schooling, stable home backgrounds and predictable life stages (Nicholas, Naidoo & Pretorius, 2006). The research participant, TOM – (not his real name), had run away from an abusive home to live on the streets of Pretoria and Johannesburg for five years, before coming to the shelter in central Johannesburg. Using a single case study design, data was collected through the career counseling activities, following the process recommended by Savickas' Life Design Model (2009). The activities included a narrative career interview, a lifeline, genogram, collages, career mapping, card sorting, a semi structured exit interview and the reflective journal of the researcher. The data was analysed using a qualitative inductive open-coding method. The following five themes were identified: "personal values and life goals", "Change patterns of the past", "Recognise systemic assets and resources", "Deal with contextual challenges "and "Value or contribution of the interventions" towards the participant's future life plan. The data analysis and interpretation indicate that the intervention achieved the purpose of assisting the participant with re-authoring his life story. The identified themes, together with reflections by the participant, also suggest that constructivist career counseling positively assisted the participant in achieving his current career and personal goals. Tom would like to join the police force and study further to become a lawyer and a judge, so he can help other people, as he had been helped during his life journey. A limitation of the research pertains to language congruence between participant and researcher-practitioner. Also a lack of basic self-knowledge may produce limited personal insights and consequent career decisions. The participant eloquently used the following Zulu proverb, to explain the career decisions he made at the end of the process: Izandla ziyagezana [One hand washes the other] As a way forward, I would like to explore the potential of narrative career intervention at group level with learners from poverty contexts, where group members assist and support each other in the process of deconstruction and co-construction in a safe and collaborative environment, with the facilitation of a trained narrative career practitioner.

School of Psychology, Via Venezia 12 - floor 3 (16.30-18.00 – Room I)
Symposium: **Adaptive resources and individual characteristics in the career and professional trajectory**
Chair: Rossier Jérôme & Johnston Claire, University of Lausanne, Switzerland

Presentation. Work and the professional domain represent central aspects of the adult life, beginning with career decisions made before adulthood. Throughout one's professional trajectory, there exists the possibility to experience both positive and negative outcomes. Individuals bring a selection of personal characteristics to their career related and professional experiences some of which can be considered as adaptive resources which contribute to positive outcomes. The aim of this symposium is to provide insight into how certain individual characteristics, implicated in both career counseling and work experiences, contribute to positive and negative career and work outcomes. The first presentation considers how motivation and self-regulation are conceptually distinct and brings a new perspective on career decision-making in the context of goal-directed action. The second presentation explores the psychological resources and individual characteristics implicated in the adoption of a favorable attitude towards career development. The importance of core self-evaluations are underlined, whilst the role of adapt-abilities in the adoption of a protean career attitude is explored. The third presentation considers the individual at work and shows how the positive psychology concept of orientations to happiness along with career adapt-abilities contributes to lower levels of work stress. The fourth presentation furthers the contribution of adapt-abilities to the topic of work related well-being, and explores its potential to protect individuals from the adverse effects of psychosocial job characteristics. This symposium highlights the positive contribution made by both personal and professional individual characteristics during the career trajectory. Findings enrich our understanding of some relatively new concepts such as orientations to happiness and adapt-abilities and how they relate to each other, and deepen our knowledge of other existing concepts such as career attitudes and job strain.

Rossier Jérôme & Johnston Claire

Career counseling: hope is not enough, volition is needed
Broonen Jean-Paul
Université Libre de Bruxelles; Centre de Recherche en Psychologie du Travail et de la Consommation, Belgium
Many clients have pervasive decision-making difficulties when facing the challenge of career choice or transition. Finding the relevant information needed for making a career decision, societal or organizational barriers, and the current detrimental context of economic crises of our globalized late modern society are obstacles on the route of career goals (intentions) that cannot be overcome only by motivation conceptualized in a hedonistic perspective. When hope is weak, the initiation and pursuit of actions toward the goal of managing a career and sub-goals such as career exploration, self-exploration, and environmental exploration need volition, that is self-regulatory processes determining which motivational tendencies are actually implemented, at which opportunity, and in what manner. This presentation briefly examines how conceptual distinctions between both constructs (motivation and volition) applied to career decision-making in the context of goal-directed action could bring a fresh view on decision making in vocational theory and counseling.

From Core Self-concept to Protean career: The role of adapt-abilities resources
Pouyaud Jacques & Bercherie Elise
University of Bordeaux Segalen, France
This research joins in reflection on the new psychological stakes inherent to the succession of a changeable professional context where the individuals have to face numerous transitions throughout their professional life. We attempt to investigate, on one hand, the notion of psychological resources necessary for the individual to take in hand his or her career, and on the other hand, the personal determiners susceptible to influence the development of these resources and to favor the adoption of a psychological attitude favorable to the career development. The investigated variables are career adaptability, the protean career attitude, and the core self-concept with the four traits that constitute it: general self-efficacy, self-esteem, locus of control and emotional stability (neuroticism). Results of this study concern 70 job seekers. The statistical analyses show on one hand the relevance of using the "Core Self Evaluation Scale" (CSES) to

estimate the fundamental self-evaluations; and on the other hand bring to light the mediating role of adaptabilities in the relation between the personal characteristics of the individuals and the adoption of a protean career attitude. Finally and especially, this study allows us to move forward elements of reflection on the theoretical notion of career adaptability.

Adapt-abilities as a mediator in the relationship between orientations to happiness and work stress

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Career adaptability has recently gained momentum as a psychosocial variable that not only has much to offer the field of career development, but also contributes to positive coping, adjustment and self-regulation through the four dimensions of concern, control, curiosity and confidence. This research extends the contribution of adapt-abilities to the field of work stress and explores its functioning in the relation between orientations to happiness and work stress. Participants were 1,707 (50.2% male) employed German-speakers living in Switzerland, aged between 26 and 56 (Mage = 42.04). Orientations to happiness were negatively related to work stress with a life of engagement and a life of pleasure significantly reducing work stress. Adapt-abilities mediates the relationship between orientations to happiness and work stress. In depth analysis of the mediating effect found that control is the only significant mediator. Thus control may be acting as a mechanism through which individuals attain their desired life at work subsequently contributing to reduced stress levels. This research makes novel contributions to the fields of positive psychology and well-being at work by highlighting the adaptive functioning of orientations to happiness and career adapt-abilities.

The indirect effects of adapt-abilities on the relation between psychosocial work conditions and workers' health

Massoudi Koorosh[1], Maggiori Christian[2] & Johnston Claire3

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This research is a part of a large longitudinal project, supported by the Swiss government and aiming at the study of the professional trajectories of a large sample of workers and job-seekers (N = 2, 469) in Switzerland. The presented results will focus on a subsample of 1, 895 Swiss and migrant workers. The demands-control model of job strain (JDC, Karasek, 1979) posits three principle causes of job strain, namely high job demands, low job control, and poor social support in the work place. Even though these adverse conditions are now widely recognized, the model is less successful in explaining "who" will be most likely to experience job strain. The objectives of this research are to examine the moderating effects of adapt-abilities, considered as individual resources, on the impact of psychosocial work conditions such as those operationalized by the JDC on different indicators of job-related health and well-being in the demands-control model of job strain. The preliminary results show that adapt-abilities represent a protective factor, reducing the impact of adverse job conditions on workers' health and well-being.

School of Psychology, Via Venezia 12 - floor 3 (16.10-18.00 – Room L)
Work and career counseling – *Chair: Ferreira Joaquim Armando, University of Coimbra, Portugal*

Counseling for Work and Relationship: A Reinterpretation of Career Counseling for a New Age
Richardson Mary Sue & Gordon Nirit
New York University, USA
Counseling for work and relationship is a reinterpretation of career counseling that is responsive to radical social changes that cut across contemporary work and family social contexts. It differs from other contemporary innovations in career counseling in that it is situated in relation to this broader social context. Informed by social constructionism, counseling for work and relationship aims to help people co-construct lives in relation to major social contexts of market work, unpaid care work, and relationships. Thus, it is holistic in its focus on helping people co-construct lives, not careers. Co-construction is interpreted in relation to an underlying narrative process, most especially the taking of agentic action in relationship. This designation of contexts represents a reformulation of what we typically think of as work and what we typically think of as relationships. It is based on a model of society that posits a synergistic relationship between two basic functions: economic production or the production of goods and services (needed by people) and social reproduction or the reproduction of the social order that produces people. Both functions are equally important. Societies need sufficient economic production to meet the needs of their citizens; they also need the kind of social reproduction that produces citizens capable of contributing to economic productivity and to the common good. While these functions are implicit in the usual discourse of work and family, a discourse within which we usually think about work in terms of career, we will argue that the discourse of market work, unpaid care work, and relationships may be more useful to people trying to co-construct their lives in contemporary times. While our focus will be on the context of the unpaid care work that people do in their personal lives, the issues linking paid and unpaid care work will be addressed. Our focus on narrative, a common theme in contemporary approaches to career counseling, underlines its unique position as a theory that situates people in relation to time. Although co-constructing lives is about the future, narrative links the telling of stories about the past with the emergence of the story lines of future. Story lines of the future emerge through agentic actions people take in relationship with others.

Life design - hope and resilience in the later years of working life and into retirement
Barham Lyn
National Institute for Careers Education and Counselling, UK
Career theorists focus principally on the early to middle years of career development. Less attention has been paid to the processes through which older people move towards disengagement from the workforce. Yet for those aged in their fifties and sixties, and in reasonably robust health, there is need for a transition into further decades of active life. Life expectancy at 60* ranges from twenty to twenty-six years in advanced economies: how to spend those years? Research offers clear evidence that a planful, self-managed and staged process into retirement offers better outcomes - in physical and mental health and in finance - which persist through to oldest age. Yet too often, retirement is still experienced as a cliff-edge not a gentle slope. This situation provides challenge for the career guidance profession, and particularly for those adopting a life design approach within a broad concern for social justice. The challenge is to increase our understanding of what matters to older people, as their concerns with ambition and building a work identity abate, and other concerns take their place. What are those 'other concerns'? Recent research has drawn upon Erikson's (1959) notion of generativity and the concept of 'future time perspective' to deepen our understanding. It is useful to conceive these notions as aspects of Bourdieu's habitus, the lifelong interplay of individual disposition with social circumstance. Hodkinson's Careership theory offers a framework of routines, turning points and lifelong learning within which to consider the transition to retirement and its concomitant identity shift. Active ageing is a policy priority in the EU, with initiatives to extend working lives being one significant policy response to demographic change and to the pensions 'crisis' which has resulted from increased life expectancy. 'More of the same' career guidance is not the answer. Older people have different needs and concerns, and this workshop engages with the processes needed for career guidance to adapt its existing skills and its knowledge base to meet those different needs. [*The average number of further years that a person achieving that age can be expected to live.]

The role of time perspective, mindfulness and meaning in life as contributors for healthy development among Senior Universities' participants: An exploratory study in Portugal

Oliveira Albertina & Cruz Cristina
Faculdade de Psicologia e Ciências da Educação, Portugal

Moving to retirement and retirement itself is a critical period faced by many people in advanced adulthood, since they need to take several decisions concerning the reorganization of their lives and the meaning of life itself. A social response that has been spreading at a fast rate in Portugal (and in other countries) to help and give opportunities to learn more to citizens over 50 years is Senior Universities. Being an intentional learner in an advanced period of life can, in itself, perpetuate more positive functioning and can lead to higher levels of health, social participation, well-being, a more strong sense of meaning in life and, as some investigations showed (e.g., Drake et al., 2008), a more balanced time perspective (BTP). Thus the aim of the present study is to establish, in an exploratory way, what relationship there is between BTP, meaning in life, mindfulness attention, life satisfaction and self-efficacy for autonomous health maintenance in clients of Senior Universities in Portugal. For that purpose a non- experimental study was carried out with a sample of 250 seniors covering the several regions of Portugal. The data are being collected with the most international known instruments in the area (ZTPI, SWLS, MAAS, MLQ) and with self-efficacy scales developed in the PALADIN European project (Promoting Active Learning and Ageing of Disadvantaged Seniors). The results will be analyzed and the appropriate implications for counseling and helping the seniors and the elderly to have a more active and fulfilled life will be discussed.

Spanish university strategies for improving employability

Suárez Lantarón Belén
University of León, Spain

The origin of this study question is: what the Spanish universities do to improve the employability of its graduates? Focusing on the concept of employability of graduates, in general, this refers to three aspects: • Set between the training received in college and that required in the labor market. • Job placement of graduates and working conditions • Acquisition of skills for the job search Given these dimensions of employability, Vieira (2009) notes that universities can forward the employability as follows: • The university responds to a new knowledge-based society and reflects on a new line. • The university takes into account the relevance of the training offered in a flexible labor market and rapidly changing. • The university makes forecasts on labor market trends and incorporates this analysis into the design of their curricula. • The university provides, through the implementation of professional counseling services that students and graduates have a smooth transition and integration into the labor market. Among the strategies that have higher education institutions to promote the employability of its graduates highlight two: A) designing curricula that take into account their relevance to the labor market. B) and helping students offering adequate vocational guidance to enable them to make decisions and to continue learning. For the first strategy, the concern of Spanish universities to improve the employability of their graduates is evident in the work of designing new curricula: looking for the most and best fit to the new requirements and demands of society, student-centered and adding new skills to adapt to the current required by the labor market. In the case of career services, all changes and reforms promoted in our universities in recent years, opening a new world of possibilities to students who have increased their training options with more flexible learning paths, a wider range of studies and possibilities, lifelong learning, mobility, etc.. Under these requirements, it is necessary to promote the development of services that provide information, guidance and support students in building their careers and future employment opportunities.

Combined Career and Life Design – Flexibility for both employer and employee through life-cycle oriented work organization especially related to shift work

Eulert Janine, Maurer Maren & Hasebrook Joachim P.
zeb/rolfes.schierenbeck.associates gmbh, Berlin, Germany

In a project in an european ship logistic company zeb/ examined life cycle oriented work organization. One main issue was shift work. One definition of shift work is: "a method of organization of working time in which workers succeed one another at the workplace so that the establishment can operate longer than the hours of work of individual workers" (International Labour Organization, 1990a). Shift work in general is

considered unhealthy, especially due to disturbing impact of night work on the biological functions and a big limiting factor for social life (IARC, 2010). Furthermore in manufacturing companies that are often relying on shift work a lot of employees have work places that don't offer any variation in their doing which leads to carrier paths without any challenges or possibilities for further development. Underemployment leads often to a lack of motivation which is highly correlated to psychological diseases. An increase of psychological diseases can be observed which leads to higher cost for integration and health care. Another challenge especially for shift workers is the difference in social, biological and work life cycles and the need to combine the different expectations and flexibility needs of those stages in life of an employee. In addition to that, trends show that men are no longer the sole earner, not only women would like to combine family and work life but also men want to design their life based on changed values (Generation Y) (Parment, 2009). Moreover demographic change, not only in Germany, leads to more elderly people and more need for home care. The project`s findings indicate different ways that are "Best Practice" in Germany to offer more flexibility on both sides – employer and employee. Such as combining life cycle orientation with shift work by offering sabbaticals, flexible part time or parent shifts. In addition there is experience on how to create a carrier that is suffering from underemployment but can be enhanced by motivating factors like job rotation, mentoring and qualification. Those instruments can be consolidated by implementing a "demographic fonds" that is constructed out of savings generated by cost cutting and working time. zeb/ is a management consulting firm for the financial services sector, health care, logistics and energy.

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School of Psychology, Via Venezia 12 - floor 2 (18.10-20.00 – Room A)
Vocational designing in bambini e adolescenti – *Chair: Pallini Susanna, Università di Roma Tre, Italia*

Le transizioni verso la formazione terziaria dopo la maturità professionale tecnica. Il caso del Canton Ticino

Ragazzi Serena, Castelli Luciana & Crescentini Alberto
Scuola Universitaria Professionale Svizzera Italiana (SUPSI), Dipartimento Formazione e Apprendimento, Svizzera

Le transizioni in ambito educativo sono oggetto di riflessione da parte di diversi autori (Behrens, 2007; Bonica & Cardano, 2008). Secondo Van Gennep (1981) la transizione può essere considerata come la fase liminare del rito di passaggio; il modello sviluppato da Granovetter (1973) mette in evidenza il ruolo dei legami forti e deboli nel processo di scelta; inoltre si sottolinea il peso dei legami informali che "may be potentially of great significance during certain pivotal life stages" (Trickett & Buchanan, 1997). Su mandato della direzione della Scuola Universitaria e Professionale della Svizzera Italiana (SUPSI), è stata condotta una ricerca con lo scopo di descrivere i percorsi di transizione, le motivazioni e il sistema di influenzamento dopo la Maturità Professionale Tecnica (MPT). Sono stati analizzati i dati statistici relativi a scuola di origine, caratteristiche socio-demografiche e accesso all'educazione terziaria; in seguito è stato predisposto un disegno di ricerca qualitativo (interviste face-to-face) rivolto a due macro-popolazioni di soggetti (studenti e adulti; n=119). All'interno del territorio ticinese l'offerta formativa terziaria è differenziata e di origine recente; tradizionalmente i giovani ticinesi per affrontare gli studi universitari erano costretti ad abbandonare il proprio territorio. Dalle interviste emerge come questa scelta sia attualmente rilevante; sembrano giocare un ruolo centrale le rappresentazioni di sé e il peso delle dimensioni socio-culturali. Emerge inoltre l'importanza dei canali informali e del passaparola, avvalorando l'ipotesi che sia il peso dei legami interpersonali e informali a determinare la direzione della scelta.

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Fatti mandare dalla mamma: modelli famigliari, processi di scelta e strategie di esplorazione della carriera nella transizione scuola-università

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L'interesse della ricerca sulle tematiche riguardanti la scelta del percorso universitario costituisce un ambito che richiede una riflessione teorica ed applicativa approfondita. Simili decisioni, infatti, costituiscono un momento delicato in termini di costruzione e ristrutturazione del sé soprattutto per le possibili ripercussioni sull'intero progetto di vita; tutto ciò comporta uno sconvolgimento a livello di vissuti emotivi e valutazioni cognitive intimamente legate alla pianificazione di carriera (Frese et al., 1996; 1997; Fay e Frese, 2001; Germeijs e Verschuren, 2006; 2007). Se le ricerche più attuali si sono concentrate sull'importanza dei pattern familiari sui processi di career decision making nell'ambito della transizione università-mondo del lavoro (Manuti, Giancaspro, Depergola, 2011), ancora più interessante risulta focalizzarsi sulla transizione school to university, ed in particolare sull'importanza delle configurazioni valoriali che lo studente riceve dalla famiglia e dal contesto sociale nel quale è inserito (Bellotto, 1997; Soresi e Nota, 2000). La scelta del percorso universitario e il riconoscimento delle proprie capacità e competenze funzionali alla scelta, così come i comportamenti di career exploration, infatti, appaiono connessi al sistema dei valori, che porteranno i futuri studenti universitari ad investire risorse ed energie in determinati percorsi di studio (Krumboltz e Worthington, 1999). Il presente contributo è dunque finalizzato ad esplorare la relazione tra la percezione delle relazioni familiari (qualità delle relazioni, supporto percepito in vista di obiettivi specifici, grado di controllo, ecc.) il processo di scelta e l'esplorazione di carriera . I partecipanti allo studio sono 200 studenti iscritti all'ultimo anno delle scuole superiori, ai quali è stato chiesto di compilare un questionario semi-strutturato composto dalla scala sui pattern familiari, Family Environment Scale (Moos, 1989), dalla scala sulle aspettative familiari, Living up to Parental Expectation Inventory (Wang, Happner, 2000), dalla scala sul processo di scelta, Study Choice Task Inventory (Germeijs, Verschueren, 2006) e dalla scala sull'esplorazione di carriera, Career Exploration Scale (Stumpf et al., 1983). I risultati suggeriscono come i modelli familiari giocano un ruolo importante nella formulazione di obiettivi di carriera chiari e stabili nonché nella costruzione di rappresentazioni e piani d'azione funzionali al raggiungimento di specifici obiettivi di carriera formativa e professionale. Tali risultati incoraggiano ulteriori approfondimenti empirici finalizzati a chiarire il ruolo della famiglia nello sviluppo della carriera dei giovani.

Ottimismo, speranza, prospettiva temporale e resilienza in età evolutiva. Studio riguardante bambini di età compresa tra i 9 e gli 11 anni

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Considerando le condizioni socio-economiche che si stanno vivendo nel secondo decennio del XXI secolo e considerata la complessità dell'era della globalizzazione e della comunicazione, riteniamo opportuno dedicare tempo, tramite studio e ricerca, per approfondire come si potrebbe favorire lo sviluppo di atteggiamenti maggiormente adattivi nelle persone, rendendo più probabile una maggior soddisfazione percepita in merito alla propria vita. Uno degli ambiti di cui il gruppo di ricerca IHRT si sta occupando è quello relativo alla speranza, ottimismo, prospettiva temporale e resilienza in età evolutiva. La prospettiva temporale è un'immagine mentale del passato, del presente e del futuro, e si caratterizza per elevati livelli di ottimismo e speranza di realizzazione dei propri obiettivi (Savickas, 2008). L'ottimismo riguarda la tendenza generalizzata ad attendere risultati positivi, ad impegnarsi positivamente in attività professionali e a persistere nel raggiungimento dei propri obiettivi (Patton et al., 2004). La speranza si riferisce al proiettarsi positivamente nei confronti del futuro, pianificando gli step necessari per raggiungere i propri obiettivi

(Schmidt et al., 2011). La resilienza si riferisce alla capacità di affrontare positivamente le situazioni difficili (Campbell-Sills & Stein, 2007). Con il presente progetto di ricerca intendiamo studiare il livello di ottimismo, speranza, prospettiva temporale e resilienza in bambini tra i 9 e gli 11 anni frequentanti le classi IV e V della Scuola Primaria. Ci si aspetta relazioni significative tra i livelli di speranza, ottimismo, prospettiva temporale e resilienza che i bambini registrano. Verranno inoltre esaminate differenze legate al genere e allo status socio-economico dei genitori.

Supporto parentale percepito e sviluppo professionale. Un'indagine empirica nella scuola secondaria di II grado

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Il paradigma del Life Design (Savickas, Nota, et al., 2009) sottolinea il ruolo che la famiglia riveste rispetto allo sviluppo professionale, inteso, quest'ultimo, come il risultato di fattori individuali, che fanno riferimento all'"agency", all'"ottimismo", alla "prospettiva temporale" e all'"adattabilità professionale", e contestuali, tra cui proprio la famiglia. In merito ai fattori contestuali "familiari", Whiston e Keller (2004) ritengono che lo sviluppo professionale dell'adolescente sia influenzato da variabili familiari "strutturali" (background educativo, status socio-economico) e variabili "di processo" (supporto familiare percepito, ottimismo e speranza dei genitori). La finalità del presente studio è indagare la relazione tra il supporto parentale percepito e lo sviluppo professionale dei figli in riferimento all'adaptability, all'ottimismo sociale e alla speranza. Il campione è costituito da 150 studenti circa, appartenenti alle classi quarte e quinte di due tipologie di scuole secondarie di II grado: un liceo e un istituto tecnico. Gli strumenti utilizzati sono: Career Adapt-Abilities Inventory (Soresi, Nota, & Ferrari, 2012), consente di indagare il livello di adattabilità professionale, quindi la propensione a pensare positivamente al proprio futuro, ad avere fiducia nel fatto di essere in grado di determinare e favorire la propria realizzazione personale e professionale; Prospettiva Temporale (scala PT, D'Alessio e Laghi, 2006), raccoglie informazioni sulla percezione e sugli atteggiamenti relativi al presente, al passato e al futuro; The Hope Scale (Snyder et al., 1991), valuta l'agency, ovvero quanto la persona si senta in grado di orientare i propri comportamenti, quindi di pianificare strategie, in vista del raggiungimento dei propri obiettivi; Life Orientation Test (Scheier, Carver, & Bridges, 1994), raccoglie informazioni sulla tendenza a nutrire ottimismo; Career-Specific Parental Behavior (Dietrich & Kracke, 2009 – Ad. It. a cura di Chiesa), valuta la percezione di supporto parentale rispetto alle aspettative dei figli; Ghent Parental Behavior Scale (GPBS, Van Leeuwen & Vermulst, 2004 – Ad. It. a cura di Laghi, 2005), nelle due versioni (percezione di coinvolgimento "materno" e "paterno") valuta la percezione di coinvolgimento parentale.

Con Con.D.Or. l'Orientamento prende il volo: dal locale al provinciale

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Il progetto Con.D.Or. (Consiglio di Orientamento) dell'Università di Pavia si inserisce come attività afferente al Piano Regionale per l'Orientamento e rappresenta un'occasione per offrire agli studenti strumenti orientativi per la scelta del percorso formativo. I destinatari sono gli studenti delle classi seconde delle scuole medie di I grado di tutto il territorio provinciale. A partire dalla sua prima edizione il progetto ha visto una partecipazione crescente dal 2010 al 2012: rispettivamente 597 studenti, 1343 e 1451. Nel tempo non sono mutate le fragilità dei ragazzi (scarsa autoefficacia e insufficiente informazione); le prime analisi permettono, invece, di osservare una diminuzione del 3,5% dei casi di disorientamento al primo anno di scuola media di II grado. Ciò fa pensare che Con.D.Or. abbia creato le condizioni affinché scuola, famiglia e studenti progettino insieme percorsi formativi personali e di successo. Nel 2013 è stato possibile realizzare un accordo Provinciale per incentivare tutti gli attori (scuola, famiglia, università, studenti) a partecipare ad un unico progetto di orientamento. Con.D.Or. rappresenta una duplice speranza per l'orientamento: la fine di progetti limitati nella portata e nel tempo, e la partecipazione di tutto il territorio alle politiche e azioni orientative.

School of Psychology, Via Venezia 12 - floor 2 (18.10-19.40 – Room B)
Life Design e career counseling per migranti e minoranze etniche
Chair: Maeran Roberta, Università di Padova, Italia

Quali possibilità di life design per la donna immigrata?

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Concetti come orientamento e sviluppo professionale hanno assunto un peso sempre maggiore nella nostra società; le persone si trovano a dover conciliare vita lavorativa e professionale con quella personale, ovvero a disegnare una "traiettoria di vita" (life design appunto) in maniera più ampia e complessiva nel tentativo di gestire quel particolare fenomeno comunemente chiamato vita. Le cose si complicano ulteriormente quando prendiamo a riferimento la donna immigrata il cui procedere nella società ospitante presenta condizioni del tutto particolari legate alla gestione dei mutamenti e rassomiglia ad un percorso ad ostacoli. Quale life design è infatti possibile per la donna immigrata, considerando che il percorso dell'utente immigrato risulta predeterminato dalle politiche migratorie del paese ospitante? Ovvero, se consideriamo che il life design consiste anzitutto nell'avere pienamente diritto ad un life design e che tale diritto presupponga intrinsecamente la piena appropriazione dei diritti e, attraverso l'esercizio, anche il pieno godimento degli stessi, dobbiamo almeno ammettere che nel caso dell'immigrato in generale e, nel caso di questo studio specifico della donna immigrata, ci troviamo di fronte ad una situazione che presenta non pochi limiti sia a livello di pratica che di metodologia nell'ambito del counseling. La ricerca si è basata sulla somministrazione di interviste a donne immigrate di diversa provenienza e grado di istruzione che hanno risposto a un questionario strutturato finalizzato a far emergere il loro percorso migratorio e di crescita (o tentativo di crescita) professionale. Dall'analisi è infatti emerso come nella maggior parte dei casi più che verificarsi una crescita professionale si sia realizzata una crescita personale ma spesso senza la conseguente presa di consapevolezza delle proprie risorse interiori. È su tale mancata cognizione del proprio mondo interiore in rapporto al proprio essere donna immigrata in Italia che le ricerche dovrebbero focalizzarsi. Lo studio evidenzia l'importanza di introdurre strumenti di counseling adeguati; di particolare efficacia sono emersi essere lo storytelling e l'orientamento narrativo. Per mezzo di essi risulta infatti possibile attuare un processo di empowerment della donna immigrata in un'ottica sempre più inclusiva e integrante.

Le attività di Orientamento Professionale realizzate nei confronti di richiedenti protezione internazionale e rifugiati accolti in un progetto S.P.R.A.R. del Comune di Venezia

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Nell'ambito del Sistema di Protezione per Richiedenti Asilo e Rifugiati (S.PR.A.R.) vengono accolti all'interno di progetti territoriali i richiedenti protezione internazionale ed i rifugiati presenti nel territorio. Nei loro confronti la normativa prevede la realizzazione di progetti individualizzati di accoglienza e integrazione che comprendono anche servizi per l'orientamento lavorativo. Come anche segnalato in letteratura (Yakushko, 2006) le persone immigrate e rifugiate presentano particolari problematiche per quanto riguarda l'inserimento lavorativo relative soprattutto alla grande difficoltà di accedere al mercato del lavoro o intraprendere un percorso di sviluppo professionale. A proposito dei servizi di orientamento erogati nei confronti degli ospiti, il Comune di Venezia nell'ambito del Progetto Fontego (progetto territoriale S.P.R.A.R.) ha attuato in un primo tempo una serie di attività volte a rilevare i principali interventi e strumenti di orientamento impiegati dagli operatori degli enti gestori delle attività di accoglienza (principalmente soggetti del terzo settore) in modo da determinare se e quali supporti di tipo economico e professionale mettere in campo per affrontare le crescenti difficoltà dei beneficiari nel fronteggiare i percorsi di integrazione nel territorio italiano. L'attività di ricognizione ha previsto l'utilizzo della metodologia della job analysis (Bucklan e Scott, 1995; Soresi e Nota, 2007) e si è articolata in tre fasi: - programmazione della job analysis; - realizzazione delle interviste di job analysis agli operatori dei centri di accoglienza che hanno effettuato interventi di orientamento; - analisi dei risultati raccolti. I risultati dell'attività di ricognizione hanno permesso di delineare la necessità di realizzare percorsi di career

counselling rivolti ai beneficiari che abbiano quali principali obiettivi, in linea con quanto attualmente sostengono gli attuali approcci teorici in ambito di orientamento professionale (Savickas, Nota et al., 2009): - l'assistere i beneficiari nel definire ed attuare scelte che ne soddisfino le esigenze; - il supportare i beneficiari nel pianificare e portare a compimento il proprio progetto professionale; - lo svolgere attività di assessment; - lo sviluppare percorsi di career guidance specificamente rivolti ai beneficiari vulnerabili portatori di specifiche fragilità.

Speranza, ottimismo, prospettiva temporale nelle professioni di aiuto: contesti culturali a confronto

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Fondazione Patrizio Paoletti, in collaborazione con il La.r.i.o.s., ha condotto uno studio cross culturale su "Speranza, Ottimismo, Prospettiva temporale, Resilienza" in differenti contesti di appartenenza per quelle figure professionali deputate alla relazione di aiuto. Sono state realizzate prime rilevazioni su gruppi consistenti di insegnanti e operatori dell'educazione nei P.V.S. (India, Congo, Perù) ed europei. I temi indagati attraverso gli strumenti validati e standardizzati sono stati: speranza, ottimismo, resilienza, fiducia nel futuro e autoefficacia professionale percepiti dai soggetti coinvolti. Su tali costrutti è stata considerata l'incidenza che può essere riconosciuta a variabili importanti (genere ed età) e la relazione con diverse condizioni di tipo contestuale (nazionalità e status socio-economico, ecc.). L'obiettivo a lungo termine è comprendere in che modo programmi di formazione continua per i professionisti che operano in situazioni di forte povertà e in alcuni casi di conflitto sociale, possano contribuire all'innesto di buone pratiche per lo sviluppo di comportamenti resilienti in riferimento al modello pedagogico Pedagogia per il Terzo Millennio, che mette in primo piano per un professionista della relazione educativa la necessità di educarsi per educare.

Interazioni fra il fattore genere, l'empatia, l'intelligenza emotiva in una recente ricerca: conseguenze per la formazione dei counsellor

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L'Intelligenza Emotiva (Goleman,1995; Mayer e Salovey, 1997; Boyatzis, Goleman e Rhee, 2000; Bar-On , 2000; Bar-On 2006) è una competenza della massima importanza per i professionisti del counselling. In un recente studio Martin, Easton,Wilson,Takemoto, Sullivan, (2004) dimostrarono che l''intelligenza emotiva differenziava i counsellor dai non counsellor e che alcuni fattori dell'intelligenza emotiva predicevano l'auto-efficacia nel counselling sia degli studenti sia di counsellor con esperienza. L'empatia è un fattore dell'intelligenza emotiva presente in tutti i principali modelli. La centralità che l'empatia riveste nel processo di counselling era già evidente negli scritti rogersiani (Rogers 1970; Rogers e Kinget 1970). Tale centralità si scontra con le difficoltà che le scienze psicologiche manifestano quando vogliono definire tale concetto (Bonino, Lo Coco, Tani, 1998). Un nuovo modello di Empatia che è stato recentemente proposto (Montes e coll. 2011) definisce l'empatia come un fenomeno unidimensionale che oscilla fra due estremi: in un estremo si situerebbero le persone Apate, nel mezzo le Empatiche e nell'altro estremo le Empate. Questi stessi autori hanno elaborato uno strumento per la misura dell'empatia. Recenti studi (Palomera, 2005; Thayer, 2003, Fernández-Berrocal e Extremera (2003) indicherebbero che vi è un'influenza del genere su varie dimensioni dell'Intelligenza Emotiva. Se si confermasse che l'empatia è, come pensiamo, un elemento influenzato dall'appartenenza di genere, sarebbe necessario dare una maggior rilevanza alla prospettiva di "genere" nel processo di formazione dei nuovi counsellor, così come nei corsi di aggiornamento e di supervisione dei professionisti del counselling. Per tale ragione, gli autori del presente articolo hanno iniziato una serie di ricerche per approfondire la relazione esistente tra appartenenza di genere, identità sociale di genere, empatia ed intelligenza emotiva. Alle ricerche hanno partecipato studenti del Corso di Laurea in Magistero della università di Jaén. I risultati finora raccolti indicano una chiara influenza del fattore genere sia sull'intelligenza emozionale in generale sia sull'empatia nello specifico.

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School of Psychology, Via Venezia 12 - floor 2 (18.10-19.40 – Room C)
Speranza e ottimismo in epoca di crisi economico-sociale
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Misurare la felicità: primi passi verso la costruzione di un nuovo strumento
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Fino a pochi anni fa la psicologia è stata principalmente concentrata sulla psicopatologia, sullo studio di cosa nelle persone non funziona, dei processi cognitivi, emotivi e ambientali che possono compromettere il buon funzionamento psicologico (Giusti & Perfetti, 2004). Un cambiamento radicale si è avuto con la nascita della Psicologia Positiva che si è interessata allo studio scientifico di cosa rende le persone felici. La misurazione della felicità risulta essere complessa a causa di mancanza di accordo tra i ricercatori su quali siano gli elementi che compongono il benessere e di conseguenza le dimensioni d'indagine. Non è ancora chiaro quali siano le misure più adatte a valutarla. Le misure condotte attraverso strumenti self-report sono state oggetto di critica, in quanto le risposte potrebbero essere distorte da ciò che il soggetto prova o dalla ricerca di desiderabilità sociale (Freund, 1990); Layard (2005), Diener e Seligman (2004) hanno criticato la fiducia posta sulla misurazione attraverso indicatori oggettivi (ad es. PIL, reddito, salute o stato civile), in quanto solo debolmente associati con la felicità. Le misure a singolo item hanno mostrato una bassa affidabilità; infine è stato osservato che non è possibile misurare la felicità solo attraverso il livello di soddisfazione di vita, in quanto il confronto tra realtà e aspettative comporta una falsificazione dei risultati. Nel tentativo di superare tali limiti Huppert e So (2008) hanno elaborato il "Well-being Module", strumento di valutazione del benessere basato sul modello del "Flourish", teorizzato da Martin Seligman (2012), secondo cui la felicità è operazionalizzabile in 5 elementi: emozioni positive, impegno, significato, realizzazione e relazioni positive. La finalità dello strumento è espandere la misurazione del benessere al di là di come le persone si sentono, incorporando anche il loro grado di funzionamento (personale e sociale). L'obiettivo del presente lavoro è stato verificare l'adeguatezza dello strumento testandolo su un campione italiano. Esso è stato somministrato a 341 persone tra i 19 e i 91 anni, di cui il 54% femmine. I risultati ottenuti hanno mostrato dei limiti dello strumento, che saranno presentati nel corso dell'intervento.

Rilevamento delle attese di benessere e felicità in giovani che si apprestano ad entrare nel mondo del lavoro
Bordon Eleonora & Tessarolo Mariselda
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Rilevamento delle attese di benessere e felicità in giovani che si apprestano ad entrare nel mondo del lavoro Introduzione - Hirschman (1995) focalizza i suoi studi sul benessere privato dell'individuo, cioè sulla soddisfazione dei suoi bisogni, ma trova che il soggetto, anche se soddisfatto non è felice. Forse la felicità proviene dalla vita pubblica, ma anche in questo campo resta deluso. Si tratta di prendere coscienza del fatto che, per raggiungere il benessere per tutti (uno dei principali obiettivi dell'OMS) occorre abbracciare una prospettiva trans-culturale, interdisciplinare e contestualistica, capace di sottolineare il ruolo di tutti i fattori coinvolti nella promozione del benessere, concepito come condizione armonica globale che riguarda l'intera persona. Metodo - Lo studio proposto vuole esprimersi come una indagine esplorativa della percezione dei concetti di felicità, speranza e ottimismo nei giovani che si stanno affacciando nel mondo del lavoro e nei pensionati, due generazioni a confronto che hanno vissuto contesti socio-economico e culturali diversi. Tale indagine si prefigge pertanto lo scopo di rintracciare i repertori narrativi del campione indicato e le matrici generative dei predetti concetti. In tal modo si rilevano le risorse di due generazioni che costruiscono percorsi narrativi e culturali probabilmente diversi. Nel presente studio sono stati raccolti i repertori narrativi di queste due fasce di popolazione e, mediante il software SPAD, si è proceduto all'analisi delle corrispondenze lessicali. Risultati e conclusioni - In genere gli strumenti costruiti per la misurazione della percezione soggettiva del benessere si focalizzano sulla valutazione del grado di presenza di una variabile che, anche se affiancata da aggettivi che richiamano la sua valenza soggettiva, rimane qualcosa di misurabile, sacrificando in questo modo la fonte degli stessi dati raccolti, ovvero la singolarità dei soggetti. Lo studio proposto vuole rendere conto delle specificità del singolo seppur la propria attenzione si collochi su una dinamica elastica di osservazione generazionale e di rappresentazione mediante un continuum dei

criteri di distinzione per individuare e riconoscere la felicità, sia del singolo che della comunità. Un costruire un campo semantico del benessere che passa attraverso le peculiarità del soggetto nella sua unicità, ma che vengono al medesimo tempo condivise con un gruppo sociale che le riconosce e le legittima orientandone successivamente la struttura informale e formale della vita comunitaria.

Il ruolo dell'ottimismo nella relazione tra giustizia organizzativa e impegno al cambiamento

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Obiettivo del presente contributo è quello di offrire una migliore comprensione dei processi che determinano la buona riuscita di un cambiamento organizzativo. Tra i costrutti presi in considerazione dalla letteratura esistente, quello di giustizia organizzativa (Colquitt, 2001), definita come l'insieme delle percezioni soggettive di equità all'interno dell'organizzazione e quello di ottimismo – definito come la disposizione a formulare attribuzioni positive relative ai successi presenti e futuri (Luthans et al., 2007) - sembrano rivestire un ruolo importante in molte dinamiche organizzative legate al cambiamento. La giustizia organizzativa infatti influenzerebbe l'impegno verso l'organizzazione (Folger & Konovsky, 1989; Greenberg, 1994), le reazioni soggettive al cambiamento (Brockner et al,1994; Brockner & Wiesenfeld, 1996) e lo stesso impegno al cambiamento (Foster, 2010). L'ottimismo costituirebbe invece un prerequisito fondamentale per affrontare gli stressor lavorativi, quali possono essere i cambiamenti introdotti all'interno di un'organizzazione (Reuter & Schwarzer, 2009). Prendendo spunto dallo studio di Dool & van Dierendonck (2012), secondo cui la percezione di equità all'interno dell'azienda favorirebbe lo sviluppo di ottimismo tra i propri dipendenti e (indirettamente, tramite quest'ultimo) la disponibilità e l'impegno al cambiamento, obiettivo del presente contributo è quello di esplorare le relazioni esistenti tra giustizia organizzativa percepita, ottimismo e commitment to change in un gruppo di lavoratori di aziende italiane operanti in differenti settori. Gli strumenti utilizzati per gli scopi della ricerca sono: la scala per l'Impegno al Cambiamento - CTC (Herscovitch e Meyer, 2002; ad. it. Mari et al. 2005), la quale valuta su una scala Likert a 7 punti l'impegno affettivo, normativo e per continuità nei confronti del cambiamento, la Perceived Overall Justice Scale - POJ (Ambrose & Schminke, 2009), la quale valuta su una scala Likert a 7 punti la percezione globale di giustizia organizzativa che l'individuo ha sviluppato nei confronti dell'azienda, e il Life Orientation Test-Revised LOT-R (Scheier, Carver e Bridges, 1994, ad. It. Anolli, 2005), il quale valuta l'ottimismo disposizionale su una scala Likert a 5 punti. I risultati sottolineano il ruolo della giustizia percepita nell'influenzare l'impegno al cambiamento e l'ottimismo quale fattore cruciale per la disponibilità ad accettare lo stesso e ad esplorare nuove direzioni.

Resilienza ed organizzazioni sostenibili: verso una validazione del modello di Diversity Management

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La "qualità della democrazia" nelle organizzazioni, oggi più che nel passato, coincide con la messa in atto di un efficace management della diversità. Da questo punto di vista, il Diversity Management si rivela come un approccio teorico-pratico che si propone di indagare e successivamente intervenire sui processi che, nei contesti lavorativi, generano conflitti sulla base della percezione della reciproca diversità tra le persone. Il modello teorico di riferimento per spiegare la dinamica della diversità nelle organizzazioni è quello del Diversity Endorsement elaborato da Avery (2011). In tale modello, la tipologia di endorsement (attivo o passivo) è individuata attraverso il concorso di fattori individuali (pregiudizio, status di minoranza, egualitarismo, credenze relative alla diversità) e fattori contestuali (ossia dell'organizzazione, rappresentati essenzialmente dal diversity climate) da cui derivano le due tipologie di endorsement e due tipologie di attivazione (attività e passività). Scopo dello studio è convalidare empiricamente il modello di Avery, ad integrazione del quale sono state aggiunte alcune dimensioni personali e contestuali, che potrebbero rappresentare i predittori del Diversity Endorsement: resilienza ed apertura al cambiamento, per quanto attiene i fattori individuali; Supporto organizzativo percepito, Committment to change, Giustizia organizzativa e mindfulness per quanto attiene i fattori contestuali. I partecipanti allo studio sono 268

lavoratori di organizzazioni afferenti sia al settore pubblico (scuola, università, enti locali) che al settore privato (istituti di credito, organizzazioni del privato sociale), pareggiati per genere. L'analisi dei dati avrà l'obiettivo di verificare in che modo le dimensioni individuali e contestuali agiscono sul diversity endorsement. I primi risultati derivanti dallo studio permetteranno di proseguire su più ampia scala il processo di validazione del modello e verificarne gli effetti in termini di efficacia organizzativa, engagement e soddisfazione lavorativa. L'obiettivo di carattere applicativo sarà quello di pervenire alla pianificazione di pratiche di gestione e sviluppo della persona nelle organizzazioni pienamente aderenti ai principi di sostenibilità organizzativa e di rispetto e riconoscimento delle diversità operanti in esse.

School of Psychology, Via Venezia 12 - floor 2 (18.10-19.10 – Room E)
Symposium: **Hope-Centered Therapy: A Whole Brain Intervention to Instill Hope**
Chair: Scioli Anthony, Keene State College, USA

Presentation. Few in the mental health professions have heeded the advice of Menninger (1959) or Frank (1968) regarding the central role of hope in healing and psychotherapy. Notwithstanding the contributions of Stotland (1969) and Snyder (Snyder, 2004; Snyder et al., 1991), there have been few advances in the science of hope to guide scientists or practitioners. Psychology has tended to focus primarily on the mastery (or goals) of hope. Medicine and nursing has concentrated on the survival (or coping) dimensions. Philosophers and theologians have highlighted the attachment and spiritual aspects of hope. A full account of hope must address all four life domains. In this symposium, an integrative theory of hope will be presented along with two examples of how this approach can be used to build or restore hope. In the first presentation, the literature on hope will be summarized to demonstrate the relevance of attachment, mastery, survival and spirituality. Each of these four life domains will be deconstructed and discussed in terms of their relationship to current needs in various applied settings. The second presentation will introduce a comprehensive treatment program that is designed to build all four of the hope components. In the third presentation, a targeted form of hope therapy will be demonstrated with four case studies.

Scioli Anthony

The Nature of Hope: An Integrative Perspective
Scioli Anthony
Keene State College, University System of New Hampshire, USA
Scioli and his colleagues (Scioli, 2007; Scioli and Biller, 2009; Scioli et al., 2011) have developed an integrative theory of hope that is amenable to a variety of research paradigms as well as multiple applied endeavors. From this perspective, hope is defined as a four-channel emotion network: We define hope as a future-directed, four-channel emotion network, constructed from biological, psychological, and social resources. The four constituent channels are the mastery, attachment, survival, and spiritual systems (or sub-networks). The hope network is designed to regulate these systems via both feed-forward (expansion) and feedback processes (maintenance) that generate a perception of adequate power and presence as well as protection and liberation (Scioli et al., 2011, p. 79). The attachment elements in hope include trust and openness. Mastery subsumes sanctioned goals, empowerment, and collaborative efforts. Survival hope incorporates self-regulatory behaviors and liberation beliefs and practices. The spiritual side of hope includes beliefs and feeling of empowerment, presence, and salvation that are associated with a perceived larger force or presence. This integrative approach unites a fragmented literature scattered across multiple disciplines. From psychology, it incorporates the work of Erikson (1950), Mowrer (1960), Stotland (1969), and Snyder et al. (1991) as well as Kohut (1970) and Schore (1994), from philosophy and theology, the writings of Bloch (1986), Marcel (1962), Moltmann (1993), Lynch (1965), and Godfrey (1997), from psychiatry, the contributions of Frank (1968) and Menninger (1959), and in nursing, the research of Miller and Powers (1988), Nowotny (1989) and Herth (1991).

Hope-Centered Broad-Spectrum Therapy

Mills Laura & Harriman Cody

Keene State College, University System of New Hampshire, USA

In presentation two, we outline a "whole-brain" intervention derived from the integrative perspective described in presentation one. Cognitive-behavioral exercises are combined with philosophical reflections and hypnosis. Five modules are included, two attachment sections, and one section each, for mastery, survival, and spiritual hope. The ordering of the modules reflects the hypothesized development of hope, beginning with attachment, then survival, followed by mastery, and then spirituality. The combination of philosophical reflections, cognitive–behavioral exercises, and meditative–hypnotic practices is designed to address the whole brain. The left brain is logical, detail–oriented, and verbal. The cognitive–behavioral exercises are primarily left –brain activities. The right brain is holistic in orientation, responds to symbols, images, and metaphors as well as meditative–hypnotic practices. The right brain is also engaged by matters of philosophy, religion, and spirituality. The philosophical reflections stimulate both the left brain (written material) and the right–brain. The meditative –hypnotic practices are right brain mediated. In short, the philosophical reflections provide guiding or organizing life principles, the cognitive-behavioral exercises impart skills, and the meditative-hypnotic practices help to consolidate and deepen each of the four building blocks of hope. Efficacy Research: The initial studies have compared the efficacy of the CBT modules with the hypnosis modules, and both to a control group. Consistent with a "whole-brain" theme, both left and right brain outcome measures were incorporated (i.e., questionnaires as well as Rorschach and TAT stimuli). The data reveal that State Hope Scores (questionnaire method) significantly increased, pre- versus post- either intervention (For CBT: $t(14) = 2.21$, $p < .05$; for Hypnosis, $t(14) = 3.03$, $p < .05$). In regards to a TAT stimulus, the hypnotic intervention (but not the CBT) resulted in more positive emotions to a benign card ($t(22) = 2.32$, $p < .05$) and fewer negative emotions to a threatening card ($t(22) = 2.30$, $p < .05$) as compared with a control group. More collaborative percepts were generated to a Rorschach stimulus, post the hypnotic hope intervention as compared to either the CBT group or the control group ($X2(2) = 4.28$, $p < .05$).

Hope-Centered Targeted Therapy

Sykes Keith & Heon Taryn

Keene State College, University System of New Hampshire, USA

In medicine, particularly Oncology there has been increasing interest in "targeted therapies". These are interventions that draw on particular genetic and biochemical characteristics of the individual person as well as subtle variations in disease (e.g., hormone- resistant breast cancer tumors). In this presentation, four case studies will be used to demonstrate how a targeted form of hope therapy can be designed for individuals with deficits in one or more of the four components of hope (attachment, mastery, survival, or spirituality). In case one (T. P.) the hope target was attachment. A philosophical reflection from Aristotle was combined with a CBT exercise on care recruitment (a hallmark behavior of hopeful and resilient individuals). A hypnotic suggestion on attached survival was used to encourage approach behavior towards genuine hope providers who are worthy of trust (a basic element of hope), and who can provide the reliability, strong sense of presence, and mutuality, that builds hope. In case two (B. S.), the hope target was survival. A philosophical reflection from Goethe was combined with a CBT exercise on liberation derived from Rollo May's writings on maximizing the four kinds of destiny that confront each human being. The hypnotic suggestion included theme of self-regulation, expanding one's coping repertoire, liberation, and scanning the self and world to sustain the hoping process. In case three (J.C.), the hope target was mastery. A philosophical reflection from Herman Melville was combined with a set of CBT exercises to clarify values, and then link them with goals and strategies to support their realization. A hypnosis suggestion was derived in part from the work of Heinz Kohut on idealizing and mirroring transference needs. In Case four (J.F.), the hope target was spirituality. A philosophical reflection from Joseph Campbell focused on the importance of having a strong center. The CBT exercise was designed to clarify this individual's "spiritual type" (i.e., independent, follower, collaborator, mystic, sufferer, or reformer), and then provide left and right brain spiritual practices consistent with each type. The hypnotic suggestion reinforced the need to satisfy one's particular spiritual type and the need to cultivate a strong center.

School of Psychology, Via Venezia 12 - floor 3 (18.10-20.00 – Room F)
Psicologia positiva, disabilità e disagio – *Chair: Tanti Burlò Elena, Università di Malta*

Famiglia, scuola e formazione al lavoro: intrecci di didattiche aperte alla speranza e alla progettualità

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Il presente contributo – che si riferisce agli attuali quadri concettuali dell'approccio inclusivo - mira a porre in luce una condivisione tra tutti coloro che a vario titolo sono impegnati a promuovere anche gli aspetti di "speranza" e progettuali indispensabili nell'accompagnamento del percorso di crescita del/della figlio/a, alunno/a, lavoratore/ice con disabilità. Speranza e progettualità sono elementi per la creazione di un clima favorevole in cui la persona può alimentare e accrescere le proprie capabilities (Sen, 2005). In tal senso, la normativa italiana è sicuramente importante e offre significativi elementi di opportunità ma, per garantire uno sviluppo della persona disabile in tutte le sue potenzialità, è necessario un approccio olistico e sinergico tra famiglia, scuola e lavoro. Percorsi di ricerca e di intervento, attraverso lo sviluppo di reti di sostegno, possono contribuire ad individuare aspetti e situazioni che favoriscano indagini volte a comprendere se e quanto l'azione sugli apprendimenti e il lavoro "preparatorio" agli inserimenti lavorativi incidano sulla progettualità personale, sulle dinamiche familiari e/o quanto la famiglia possa invece agire sugli apprendimenti e/o sulla formazione al lavoro. I ricercatori sono chiamati a questo compito attraverso disegni di ricerca coerenti e individuando percorsi creativi a partire dall' esistente per i processi di identità verso la dimensione "adulta". Una famiglia resiliente e forte delle proprie competenze genitoriali può sostenere il/la figlio/a con disabilità a farsi soggetto nel mondo; autoefficacia, autostima, motivazione sono elementi indispensabili che le didattiche attuate in classe devono saper promuovere in un'ottica che risponda alle necessità del singolo, ma che contemporaneamente si apra ad una dimensione plurale della classe e della comunità scolastica. Il lavoro, inoltre, rimane elemento centrale nella vita delle persone (Lepri, 2009) e la mancanza di un lavoro può essere considerata una capability deprivation (Nussbaum, 2002), da intendere come mancato avvio di empowerment, che andrebbero sempre più favoriti. I ricercatori presenteranno i dati della ricerca "Lab-Int. Screening e formazione sull'imparare a studiare. Approcci educativi inclusivi alle abilità e ai metodi di studio" promossa dal Dipartimento di Scienze dell'Educazione "Giovanni Maria Bertin" (Università di Bologna), con la collaborazione dell'Ufficio Scolastico Regionale Emilia Romagna. La ricerca è stata condotta in tre scuole primarie dell'Emilia Romagna - Bologna, Ferrara e Forlì – coinvolgendo insegnanti, alunni e famiglie.
Riferimenti bibliografici:
http://www2.scform.unibo.it/Lab-Int/ricerca.htm (R. Caldin, A. Cinotti, R. Dainese, V. Friso).

Career counseling, disoccupazione e disagio psichico: percorsi in gruppo, buone pratiche, professionalità degli operatori

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L'attuale crisi economica mondiale ha portato al 9,9% il dato sulla disoccupazione in Europa (Eurostat, 2012). Alla luce degli studi che da anni analizzano gli effetti della condizione di inattività lavorativa sull'identità sociale dell'individuo (Depolo e Sarchielli, 1987) e su aspetti personali come l'autostima (Kieselbach, 2003), diventa rilevante l'attenzione alle categorie sociali che per loro natura sono maggiormente esposte a fattori di vulnerabilità, e che vivono l'ingresso nel mondo del lavoro con ulteriori difficoltà rispetto alla popolazione generale. Tali difficoltà sono testimoniate dall'alto tasso di disoccupazione riscontrata nelle categorie svantaggiate, e che avrebbero dal lavoro una possibilità per migliorare la propria condizione. Nelle situazioni di disagio psichico il lavoro è rilevante per la sua natura di inclusione sociale; il malessere psicologico derivante dalla sua perdita rischia di aggravare ulteriormente una condizione di disagio preesistente. Analogamente il career counseling si sta concentrando sui costrutti di speranza e ottimismo allo scopo di promuovere un lavoro sulle emozioni positive della persona, sulle strategie di fronteggiamento e quindi sulla sua adattabilità in un'ottica di resilienza. Il contributo presenta un percorso di formazione e accompagnamento al lavoro (Formazione finanziata) rivolto a 9 uomini e 2

donne, dai 25 ai 55 anni, con problematica psicologico-psichiatrica esistente e in carico a strutture territoriali, della durata di 50 ore d'aula seguite da una esperienza di stage. In particolare, il modulo di orientamento ha supportato attivamente i partecipanti nel definire alcuni aspetti chiave del processo di inserimento al lavoro: le proprie competenze, verificare possibilità e vincoli, confrontare in gruppo preferenze ed interessi lavorativi, consolidare l'interesse per la formazione, comprendere le variabili chiave delle differenti realtà lavorative. Il tutto attraverso un processo formativo basato sul gruppo sia come contenitore che come risorsa e sostegno per il singolo, in una continua ricorsività del processo (Pombeni, Chiesa, 2009). Verranno infine presentati i risultati della misurazione (al termine del periodo di stage) dei livelli di risorse personali, discussi alla luce delle ricadute pratiche che un potenziamento delle risorse in un'utenza così vulnerabile può avere sia a livello personale che famigliare oltre ad una breve riflessione sull'importanza della specifica professionalità degli operatori coinvolti.

Lo sport come terapia per l'aumento dell'autostima e della resilienza
Ghezzo Daniele & Picillo Andrea
UILDM Venezia-Polisportiva Terraglio, Italia
La qualità di vita di un adolescente portatore di una disabilità fisica evidente è costantemente minacciata in senso negativo. Fattori quali autostima e capacità di coping sottocomponenti della resilienza, entrambi con caratteristiche dinamico-esperenziali, vengono messi alla prova risentendo, dipendentemente l'un l'altro, in modo non incrementale dello stato individuale. Consapevoli di ciò, sostenuti anche da conferme derivanti da test specifici e colloqui in terapia, è stato colto che caratteristica comune alla maggior parte degli adolescenti con disabilità, che si rivolgevano al centro, era il non frequentare la compagnia dei pari, così da evitare l'esperienza dell'incontro-confronto tipico di quest'età ma rifugiarsi in attività di ripiego spesso prive di interesse anche per gli stessi. Per tal motivo la sezione UILDM di Venezia, in collaborazione con l'organizzazione Polisportiva Terraglio che ha messo a disposizione gli spazi di gioco, ha organizzato un'attività sportiva "vicariante" che portasse i soggetti ad evitare tale processo, sostanzialmente irreversibile ed alienante ed offrisse la possibilità, a ragazzi e ragazze, colpiti da disabilità gravi e degenerative, di svolgere un'attività di squadra che allo stesso tempo comportasse valenze di tipo salutare, in senso fisico, di responsabilità e di socializzazione. Stimolando quindi uno stile di vita ed una filosofia non più allofuga, non posso competere quindi fuggo dagli altri, ma allopeta, ho delle potenzialità quindi mi impegno per la riuscita del gruppo. La tipologia di pratica sportiva, che doveva offrire nello stesso tempo prestazioni simili tra le diverse capacità fisiche dei singoli atleti e pari opportunità alle potenzialità di socializzazione dei membri impegnati nella squadra è stato individuato nel welchair-hockey. Il mondo e le sfide dello sport, non di quello blasonato tipico dei nostri giorni, è sicuramente un ambito valido dove la capacità di autostima, che influenzerà direttamente la resilienza attraverso il fronteggiamento delle varie situazioni, trova una valida palestra in cui svilupparsi in senso positivo. A sostegno di quanto affermato ci portano i dati raccolti dal test TMA, sottoposti ai ragazzi della squadra (n.= 8 e x= 16,5): al t0 (inizio esperienza di squadra) ed al t1 (dopo dodici mesi) che evidenziano un aumento statisticamente significativo dell'autostima in ogni individuo.

Personalità e progettualità condivisa nelle disabilità intellettive: proposta di un nuovo strumento di valutazione
Zampino Anna[1], Ingrassia Massimo[2], Benedetto Loredana[2] & Zampino Piergiorgio[3]
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È nota l'importanza delle variabili motivazionali e di personalità per la comprensione dell'autodeterminazione e dell'autoregolazione nella persona con disabilità intellettive (Switzky, 2006; Zigler, 2001). L'operazionalizzazione di questi fattori costituisce un'importante conquista per i processi educativo/abilitativi e di orientamento. È qui presentato uno strumento di indagine delle caratteristiche di personalità, in avanzata fase di validazione grazie alla collaborazione di Anffas Onlus, le cui dimensioni sono ispirate al modello teorico dei Big Five (Digman, 1990; John e Srivastava, 1999): energia (dinamismo, dominanza); amicalità (cordialità, cooperatività); stabilità emotiva (controllo delle emozioni e degli impulsi); coscienziosità (scrupolosità, perseveranza); apertura mentale (alla cultura, all'esperienza). Il questionario ha

due format: 1) self-report per adolescenti, giovani e adulti con disabilità intellettiva lieve; 2) etero somministrazione destinato ai caregiver. Le analisi preliminari hanno rivelato una discreta affidabilità delle scale (alfa di Cronbach tra .61 e .76), alti coefficienti di correlazione test-retest (r fra .87 e .97) e tra rispondenti auto/etero (r fra .90 e .97), buone correlazioni con alcune scale corrispondenti del Big Five Observer e con costrutti affini dello EZ-Yale Personality Questionnaire (r fra .25 e .63, p < .05 e .01). Lo strumento, da utilizzare con approccio individualizzato per rilevare preziose informazioni circa il funzionamento personale nelle 5 dimensioni indicate, risulta funzionale a indirizzare gli operatori nella definizione degli obiettivi e nell'individuazione di modalità di intervento calibrate alle caratteristiche personologiche dei destinatari. Alcune di queste dimensioni, infatti, sono strettamente interconnesse agli aspetti operativi che possono influenzare a diversi livelli la qualità della relazione con l'équipe abilitativa ed essere predittive del grado di compliance della persona agli interventi. Gli ambiti applicativi di tale strumento sono quelli educativo/abilitativo, clinico e dell'orientamento scolastico e professionale. In linea con l'ICF (OMS, 2001) e con il Modello AAIDD (Luckasson et al., 2002) tale modalità di indagine da integrare nelle procedure di assessment permette di arricchire la conoscenza non solo della variabile persona in termini di tratti stabili di personalità e di schemi coerenti di comportamento, ma di avere informazioni sulle interazioni persona/contesto, fornendo indicazioni per una programmazione abilitativa fondata su una progettazione condivisa e sulla rilevazione di bisogni, desideri e inclinazioni.

Disturbo ossessivo compulsivo e resilienza
Rolla Enrico, Durando Stefania & Sabbatino Sonya
Istituto Watson, Torino, Italia
Il Doc è un disturbo mentale cronico associato a livelli elevati di sofferenza e invalidità. Le persone affette da Doc riportano spesso notevoli difficoltà nelle relazioni interpersonali e problemi nella vita lavorativa. In alcuni casi vivere con questa patologia può essere devastante e condurre alla disperazione, tanto da pensare di porre fine alla propria vita. Occorre intervenire quindi non solo con un trattamento d'elezione per ridurre gli effetti del disturbo, ma anche trasferendo alle persone con questa patologia degli strumenti per aumentare la resistenza allo stress, causa primaria di ricadute in tutti i disturbi d'ansia, soprattutto nel Doc.

School of Psychology, Via Venezia 12 - floor 3 (18.10-20.00 – Room G)
Vocational guidance, career education e career counseling all'università
Chair: Patrizi Patrizia, Università di Sassari, Italia

IL SAP-DSA (Servizio di Assistenza Psicologica per Difficoltà di Studio e Apprendimento). Un approccio clinico metacognitivo
Rizzato Roberta, Fabris Mara & De Beni Rossana
Università di Padova, Italia
Il Servizio SAP-DSA offre supporto agli studenti universitari che incontrano delle difficoltà durante il loro percorso universitario. Le problematiche per cui uno studente decide di rivolgersi al servizio possono essere molto diverse fra loro: dai problemi legati al metodo di studio e agli esami, alla difficoltà a rapportarsi in modo efficace con gli altri; dall'ansia difficile da gestire ai vissuti di sfiducia, demotivazione, senso di colpa, crisi depressive. Molte problematiche sono inerenti all'identità dello studente, in difficoltà nel sostenere il proprio ruolo, nel rapportarsi in modo adeguato con gli altri, nel riuscire a far fronte in modo efficace ai propri problemi. L'intervento offerto dal S.A.P.- DSA prevede le seguenti fasi: 1. accoglienza dello studente che chiede aiuto; 2. individuazione della richiesta specifica tramite questionari e alcune domande di approfondimento; 3. valutazione individuale e analisi della natura del problema presentato, attraverso i colloqui di assessment con un consulente esperto; 4. proposta di percorsi differenziati di aiuto a seconda del problema emerso (ulteriori colloqui individuali o percorsi di gruppo). Appare evidente come un intervento efficace debba considerare la pluralità delle difficoltà emerse e puntare ad un incremento delle abilità esistenti. Ciò può essere perseguito attraverso un approccio di tipo metacognitivo, cioè a partire dalle conoscenze che lo studente già possiede su se stesso, modificando le convinzioni disfunzionali, che possono mantenere o aggravare la sua problematica, e potenziando quelle più funzionali, migliorando le capacità di autoregolazione. L'obiettivo generale è quello di stimolare un corretto atteggiamento metacognitivo, cioè di

rendere gli studenti consapevoli di loro stessi, del proprio potenziale e delle proprie difficoltà, in modo da imparare ad affrontarle in modo autonomo e durevole.

Il bilancio di competenze all'università
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Il Centro di Ateneo SInAPSI (Servizi per l'Inclusione Attiva e Partecipata degli Studenti) dell'Università degli Studi di Napoli Federico II è un Centro che offre servizi e sostiene iniziative per favorire la partecipazione di tutti gli studenti alla vita universitaria. In particolare i Servizi psicopedagogici del Centro di Ateneo, denominati Servizi per il Successo Formativo (SSF), mirano a valorizzare le risorse degli studenti, a promuovere lo sviluppo delle competenze allo studio e a favorire la partecipazione attiva e consapevole degli studenti alla vita universitaria. A partire dall'anno accademico 2011/12 è stato attivato all'interno dei Servizi psicopedagogici il progetto Bilancio di competenze in ingresso per i nuovi iscritti, un servizio che si rivolge agli studenti del primo anno dell'Ateneo federiciano ed è strutturato secondo l'approccio operativo del Life Design che si basa sull'approccio narrativo del Life design counseling o anche Narrative career counseling. Obiettivo del progetto è l'esplorazione congiunta delle abilità e delle competenze formative, scolastiche e professionali di cui dispongono gli studenti che incominciano un percorso universitario. Esso prende in considerazione anche la cosiddetta "capability", ossia la capacità/possibilità di un soggetto di utilizzare, scambiare e "mettere in campo" tutte le risorse di cui dispone, infatti il Bilancio non vuole analizzare solo gli aspetti cognitivi e tecnici della competenza, ma anche quelli motivazionali e valoriali. Il "Bilancio di competenze" è, pertanto, un intervento formativo ed educativo fortemente "centrato sulla persona", che offre allo studente la possibilità di sviluppare una maggiore conoscenza di sé, negoziando, in primo luogo con se stesso, un progetto di sviluppo e di crescita personale; più che una valutazione è un'auto-valutazione operata dal soggetto che sceglie in piena autonomia ed in libertà di cominciare il percorso. Lo scorso anno accademico ben 171 studenti di varie facoltà hanno deciso di partecipare al percorso di bilancio. Un'analisi preliminare dei dati raccolti ha permesso di delineare una mappatura delle competenze possedute dagli studenti intervenuti, in linea con le indicazioni fornite dall'EQF (European Qualification Framework), con le Life Skills fissate dall'OMS e con le competenze descritte nel progetto dell'OCSE DeSeCo (Definition and Selection of Competencies), identificabili come key competencies.

Educare all'incertezza per dar spazio alla speranza. Un esempio di orientamento universitario calibrato, fluttuante e sacro presso il Servizio "Parliamone"
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Se c'è una sensazione diffusa, in questa epoca moderna avvolta nella crisi economica, è l'incertezza. E' una percezione che permea l'intera struttura dei sistemi umani (Bauman, 1999). Nonostante la sua ineludibile presenza, l'uomo, come un equilibrista, cerca di ergersi dall'incertezza, vagando alla ricerca di un orientamento. Questo tentativo prende forma in quel gioco relazionale tra uomo e incertezza che racchiude in sé un doppio vincolo (Bateson, 1984): l'uomo vive avvolto in un'incertezza ineliminabile ma costantemente cerca di creare saldi punti di appoggio che la esorcizzino (Musso, 2009). L'orientamento universitario appare entrare in campo in questo fluido scenario come uno studente impreparato che arranca dinnanzi ad una prova d'esame non superabile: l'università in cui lavorano gli orientatori ha una struttura profondamente mutata rispetto a quella in cui hanno studiato, al punto che essa appare una terra straniera anche a chi si è appena laureato. Questo scarto tra l'esperienza biografica studentesca degli orientatori e le domande portate dagli studenti è visibile non soltanto nell'orientamento riguardante l'aspetto informativo ma anche in quello formativo. Se nei primi anni novanta, infatti, il momento della scelta poteva essere considerato un passaggio di apicale incertezza che poi sfociava nella certezza di un lavoro, ora l'orientatore universitario si trova per necessità a educare all'incertezza (Formenti, 2009). Allora la domanda su cui ci si trova a interrogarsi è: come fare i consulenti nell'incertezza nell'orientamento formativo? Come poter, in questo contesto incerto, lavorare con gli studenti sulla speranza e sulle loro competenze di resilienza? In risposta, la pratica pedagogica del Servizio d'orientamento "Parliamone" (Unimib) si forgia su tre linee guida: 1) favorire in consulenza dei processi di apprendimento "calibrati" (Bateson, 1989; Vitale, 2012), ovvero che attivino delle riflessioni sulle classi logiche in esame; 2) allestire contesti di consulenza dalla struttura

"fluttuante" (Caillé,Rey, 2005), cioè spazi che siano un terreno di gioco volto a favorire la dinamizzazione del racconto e la trasformazione dei punti di vista; 3) infine, valorizzare la "sacralità dell'esperienza di orientamento" (Vitale, 2012), ovvero di quello spazio sacro in cui si cerca di capire cosa lega una possibile scelta ad un'altra piuttosto che cosa le separa (Bateson, 1989).

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Laurea: accessoria o indispensabile? Uno studio sulle percezioni di occupabilità degli studenti universitari

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I cambiamenti organizzativi e l'elevata flessibilità che caratterizzano il mondo del lavoro inducono comportamenti, atteggiamenti e strategie diverse sia in coloro che lavorano, sia negli individui che hanno conseguito un titolo di studio e cercano occupazione. In aggiunta, la percezione di job insecurity (Sverke & Hellgren, 2003) e l'alto tasso di non occupazione rafforzano alcuni specifici comportamenti, tra i quali il puntare sulla formazione nella speranza di trovare una miglior collocazione nel mercato del lavoro (Ortiz, 2008). Il fenomeno dell'overeducation (Freeman, 1976) ha una duplice valenza: se da una parte si esprime nei sistemi di eccellenza (Zuffo & Barattucci, 2008; 2010; 2011) e porta a figure professionali altamente qualificate e specializzate, dall'altra parte l'eccessivo aumento dell'istruzione non si traduce necessariamente nello svolgere il lavoro per il quale si è studiato, bensì diventa espressione del tentativo di assicurarsi un posto di lavoro. Questo contributo vuole indagare la percezione di employability futura (Rothwell et al., 2008; van Dam, 2004) in un campione di laureandi provenienti da diverse facoltà, in relazione alla percezione di autoefficacia, locus of control, motivazione e ambizione (Rothwell et al., 2008). Viene indagato anche l'aver usufruito o meno di un servizio di orientamento per la scelta universitaria. I risultati indicano alcune differenze nella percezione di employability relativamente alle variabili prese in esame. Non è ancora chiaro, e ciò richiederà ulteriori approfondimenti, quanto l'uso dei servizi di orientamento sia dipendente da variabili di personalità, e se i servizi attivi siano stati effettivamente utili nell'orientare alla scelta universitaria. Si riscontra, dunque, la necessità di implementare dei servizi di orientamento che siano efficaci nell'indirizzare i giovani più verso il lavoro giusto, che non quello "sicuro" (Ortiz, 2008).

Il tirocinio in psicologia nella formazione dell'identità professionale: uno studio qualitativo

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Il tirocinio, oltre che un requisito necessario per l'iscrizione all'esame di Stato, rappresenta per il neolaureato in psicologia una concreta possibilità di apprendimento sul campo e un primo contatto con il mondo del lavoro in cui acquisire e costruire gli strumenti propri della professione di psicologo, tradurre in competenze pratiche le conoscenze apprese durante il percorso universitario ed entrare a far parte della propria comunità professionale. La ricerca indaga le percezioni che i/le tirocinanti postlaurea in psicologia hanno della loro esperienza di tirocinio, e le modalità attraverso le quali costruiscono il senso di questa esperienza. Cinquantacinque interviste semi-strutturate sono state condotte con tirocinanti afferenti a corsi di laurea di secondo livello in psicologia presso l'Università di Milano-Bicocca (n=30) e G. d'Annunzio di Chieti-Pescara (n=25), che avevano frequentato un programma di tirocinio di almeno sei mesi in diversi contesti organizzativi. Un'analisi tematica applicata alla trascrizione delle interviste ha consentito di individuare quattro temi principali tra loro interconnessi: la fragilità identitaria, le strategie di coping, il tutor

come agente di socializzazione, la socializzazione professionale come costruzione identitaria. Dalle interviste emerge che l'avvio dell'esperienza di tirocinio è caratterizzato dalla percezione di una fragile identità professionale, che si esprime nella paura di non possedere un adeguato livello di competenze psicologiche, o nel timore che l'organizzazione non riconosca tali competenze e non distingua la professionalità dello psicologo da altre professionalità, ad esempio quella dell'educatore. Queste percezioni si connettono a delle strategie di coping attivate prima e durante il tirocinio e a una richiesta di riconoscimento da parte del contesto organizzativo, in particolare del tutor. Tale figura emerge come il principale agente di socializzazione - in quanto guida esperta all'interno dell'organizzazione e modello per la costruzione dell'identità professionale - anche attraverso processi di idealizzazione. Complessivamente i risultati indicano come il tirocinio riesca solo parzialmente a rispondere alle esigenze di professionalizzazione di studentesse e studenti. Esso sembra infatti configurarsi come un dispositivo su cui convergono aspettative differenti da parte di studenti, tutor e università. Questo tema costituisce l'oggetto di un nuovo progetto di ricerca che è stato appena avviato sulla base dei risultati dello studio qui presentato.

School of Psychology, Via Venezia 12 - floor 3 (18.10-20.00 – Room H)
Resilienza nei servizi e nel counseling – *Chair: Testoni Ines, Università di Padova, Italia*

I mattoni della resilienza: micro e macro dimensioni
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La resilienza è una competenza, risultato del processo ternario: individuo-tempo-contesto che consente, agli individui o a gruppi di individui, di agire sul proprio flusso narrativo, interpretando gli eventi e reinterpretando la propria storia, attraverso una trasfigurazione del proprio Sé. Essa può essere definita come la capacità di agire sul proprio Sé o sul proprio ambiente per produrre un adattamento migliorativo. Essere resiliente significa saper vivere da protagonista la propria vita, riducendo la dipendenza dal proprio contesto. I soggetti resilienti sanno e possono essere discontinui rispetto al proprio passato e proprio per questo li guardiamo con ammirazione: essi si autodeterminano! (Laudadio, 2011) Non è ancora del tutto chiaro se la resilienza sia più assimilabile ad un processo o ad un tratto stabile. Nel primo caso la resilienza si colloca nell'interazione tra i fattori di rischio e di protezione (cfr. Fergus e Zimmerman, 2005), nel secondo all'incrocio tra individuo e ambiente e - secondo alcuni autori - sarebbe più opportuno parlare, in questo caso, di Ego-resilienza (cfr. Block e Block, 1996). Sembrerebbe che in letteratura l'accordo tra gli autori si limiti ad una generale definizione del costrutto, mentre è basso l'accordo in relazione agli aspetti operativi. Non c'è ampio accordo in letteratura circa le dimensioni o le caratteristiche dell'individuo resiliente. Per Wolin e Wolin (1993) le caratteristiche di un individuo resiliente sono: intuizione, indipendenza, creatività, umorismo, iniziativa, relazioni sociali e orientamento morale. Per Richardson (2002) sono individuabili cinque caratteristiche: spontaneità, etica, intuito e nobiltà d'animo. Senza contare gli studi che hanno correlato la resilienza con altri costrutti, come: gratitudine (Emmons & Crumpler, 2000), umiltà (Tangney, 2000), equilibrio (Baltes e Staudinger, 2000), padronanza (Lubinski & Benbow, 2000), creatività (Simonton, 2000). Questo quadro eterogeneo si riflette nell'ampiezza e diversità di dimensioni che costituiscono gli strumenti per la misurazione della resilienza (cfr. Laudadio, Colasante, D'Alessio, 2010). All'interno dell'intervento saranno presentati i principali risultati di una serie di studi - realizzati con metodologie e campioni diversi - finalizzati ad identificare le dimensioni costitutive della resilienza. I risultati degli studi sembrerebbero suggerire la possibilità di interpretare la resilienza come "atteggiamento resiliente" (emozioni, cognizioni e conazioni resilienti).

Regolazione affettiva, coping, attaccamento e resilienza
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Le recenti ricerche sulla resilienza hanno dimostrato che l'impatto traumatico di un evento si pone in stretto rapporto con le caratteristiche personologiche dell'individuo; ovvero nell'adattamento ad uno stressor sono implicate sia l'oggettiva gravità dell'evento sia il grado di vulnerabilità psicofisica dell'individuo, con particolare riferimento alle sue capacità di individuazione e di modulazione delle emozioni. Partendo da

questo presupposto teorico, ci si è proposti di valutare il grado d'incidenza sulla resilienza di alcune variabili - attaccamento, capacità di regolazione affettiva, strategie di coping - in un gruppo di 458 partecipanti adulti (maschi = 205; femmine = 213), a cui sono stati somministrati i seguenti quattro test: Attachment Style Questionnaire (ASQ; Feeney, Noller, Hanraham, 1994) per la valutazione dello stile di attaccamento; Twenty-Items Toronto Alexithymia Scale (TAS-20; Bagby, Parker, Taylor, 1994) per la misurazione dell'alessitmia/disregolazione degli affetti; Coping Orientation to Problems Experienced (COPE; Carver, Scheier, Weintraub, 1989) per la misurazione del coping; Resiliencs Scale for Adult (RSA; Friborg et al., 2005) per la misurazione della resilienza. I risultati confermano l'incidenza della disregolazione affettiva sulla difficoltà di gestione delle situazioni di stress, mettendo altresì in evidenzia il ruolo di moderatore dell'attaccamento insicuro.

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Le cure palliative come nuovo strumento per incrementare la resilienza nella disabilità neurologica. Il counseling come proposta d'intervento

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Il ruolo delle cure palliative, una pratica a carattere multidisciplinare sorta in ambito oncologico, rappresenta un approccio nuovo nel curare quelle patologie inguaribili come le neurodegenerazioni a carattere cronico. Le persone malate di tali patologie oggi riescono a vivere più a lungo, spesso arrivando all'età adulta, implicando così un'assistenza multidisciplinare che non sia rivolta solo al soggetto portatore ma anche alle persone che le stanno vicino, siano questi familiari o caregivers. Le strategie proprie delle cure palliative sono di affrontare il dolore che affligge la persona come qualcosa di globale (fisico, psicologico, spirituale, sociale) e avvalorare il passaggio dal concetto di guarigione a quello di cura. Questi ed altri aspetti peculiari delle cure palliative rappresentano il presupposto fondamentale per la promozione di una migliore qualità di vita delle persone coinvolte, agendo con risvolti positivi sulla capacità di coping. La necessità di intervenire sull'incremento di tale capacità è prerogativa del lavoro sulla resilienza, ovvero sulla capacità di resistere e reagire positivamente a situazioni traumatiche, quale la malattia neurodegenerativa di un familiare, che per la loro gravità possono pregiudicare la qualità della vita e, nello specifico, lo stato di salute psico-fisico del sistema famiglia. L'efficacia e la brevità di un intervento sulla resilienza lo rendono particolarmente indicato nel supportare la malattia cronica terminale. Gli studi sulla resilienza nella terminalità hanno solo recentemente ricevuto la giusta attenzione, sottolineando la necessità di fornire una risposta concreta (servizi mirati e specifiche tecniche d'intervento) rivolte alle famiglie colpite da malattia cronica ad esito infausto, in un'ottica di prevenzione. Tale esigenza è ancora più forte di fronte all'evidente lacuna a livello organizzativo-assistenziale per le realtà non oncologiche e all'incrementata domanda in ambito prettamente neurologico, dove i contributi delle cure palliative sono molteplici e di crescente rilevanza. Questo nascente bisogno trova risposta in un servizio di counseling rivolto ai familiari di persone affette da patologia neurologica in fase terminale che incrementi la resilienza e la qualità della vita attraverso l'approccio delle cure palliative. PAROLE CHIAVE: resilienza, cure palliative, malattia neurologica, counseling, qualità della vita.

Prevenire il disagio psichico nelle organizzazioni attraverso la resilienza e l'autoefficacia

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La valorizzazione del capitale psicologico nelle organizzazioni è caratterizzato dall'insieme di capitale di relazioni che costituiscono un sistema sociale e che si esprime attraverso aspetti come la fiducia reciproca, il clima psicosociale, le reti comunicative. La qualità delle relazioni, il grado di facilità con cui si coopera, si aiutano gli altri sul lavoro o si risolvono le divergenze costituiscono un valore non solo di natura etica o di fairness ma hanno anche un effetto diretto sui modi di gestire le persone, sulla leadership da adottare e sull'apprendimento organizzativo e determinano un impatto positivo sulle prestazioni finali (Sarchielli, 2010). Trattasi in definitiva di recuperare la dimensione psicologica assunta dalla psicologia umanistica, dove si definisce il benessere come autorealizzazione, buon funzionamento globale rispetto ai valori ed ai fini significativi, recuperare il senso del lavoro come strumento di connessione e responsabilità sociale. Trattasi di una vita compiuta, degna di essere vissuta nella sua pienezza anche sul lavoro, in cui devono essere presenti le condizioni relazionali ed ambientali adatte ad assicurare a ciascun lavoratore il pieno coinvolgimento, la realizzazione di sé e l'espressione massima delle proprie potenzialità. Essendo la persona unica ed irripetibile, portatrice di risorse individuali e ricca di un bagaglio esperenziale, valorizzarla e riconoscerla significa portare un valore aggiunto ad ognuno che incontra nel progetto professionale condiviso all'interno dell'organizzazione. La conseguente necessità per gli individui di fronteggiare livelli di complessità decisionali sempre maggiori riguarda la rimozione progressiva di molti dei tradizionali punti di riferimento sociali ed economici su cui si poteva basare la pianificazione di una carriera professionale che fa percepire alle persone in modo più pressante il bisogno di essere sostenute nell'affrontare questa crescente complessità ed incertezza (Iannis, 2011). Questo nuovo mutevole contesto, che i sociologi definiscono "liquido" (Bauman, 2002), impone infatti alle persone cambiamenti altrettanto dinamici e nuove forme di pensiero: prima tra tutte quella di saper imparare ad essere proattive nell'interpretare e nell'attribuire significato ai propri successi professionali, così come quella forma evoluta di sapere che consente di ideare strategie di volta in volta più efficaci per gestire problemi legati allo sviluppo della propria carriera professionale e della propria vita personale. Secondo Mallak (1998), la resilienza è l'abilità di un individuo o di un'organizzazione di progettare e incrementare comportamenti adattivi positivi a seconda della situazione nella quale ci si trova e riducendo al minimo lo stress correlato.

Terapie complementari in psiconcologia

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Il paziente oncologico per definizione si trova in una condizione di incertezza rispetto al suo futuro, condizione in cui l'ottimismo e la speranza spesso vacillano sotto il peso della malattia fisica. L'Unità di Psiconcologia dell'Istituto Oncologico Veneto organizza molteplici attività di gruppo ed individuali volte al miglioramento della qualità di vita. Esse integrano la conoscenza scientifica del corpo con la conoscenza umanistica delle esperienze del malato nell'ambito della propria storia personale. Partendo dal concetto che la salute non riguarda solo il benessere fisico ma anche lo stato psicologico e sociale, con queste iniziative noi cerchiamo di integrare le diverse dimensioni della persona, valorizzando sentimenti, idee, aspettative e desideri del paziente, con l'intento di renderlo più consapevole e protagonista della propria guarigione. Una parte degli interventi sono rivolti anche agli operatori dello IOV con l'obiettivo di migliorare il clima lavorativo e di prevenire il burn out. Gli interventi, infine, sono rivolti anche ai caregiver per sostenerli nella difficile gestione della malattia del loro familiare, fortificando la resilienza. *Progetto "Atmosfera":* è stata allestita una stanza "confortevole" all'interno del day hospital in modo da studiare l'impatto di tre tipi di terapie complementari: *Aromaterapia, Musicoterapia, Terapia del tocco,* sugli effetti collaterali di natura psicologica della chemioterapia. Nella stanza Atmosfera, è prevista la presenza costante di uno psicologo, con l'intento di favorire il rilassamento e sostenere l'autostima del paziente valutando allo stesso tempo l'efficacia delle terapie complementari. *Psicomotricità "Lo Spazio Del Corpo":* questo progetto è stato ideato per dare maggiore attenzione alla fascia di pazienti oncologici anziani che, per le caratteristiche della malattie unite all'età stessa, non possono fruire delle stesse risorse e strumenti a disposizione dei pazienti giovani o adulti. *"Non smettere di piacerti...":* progetto nato in collaborazione con l'associazione Volontari Ospedalieri, per mettere a disposizione dei nuovi pazienti che iniziano la chemioterapia, le parrucche (a costo*

zero) di pazienti che hanno già affrontato e superato la fase critica legata alla perdita dei capelli dando un sostegno pratico, nella lotta contro il tumore. *Stressinoculation Therapy:* consiste in un training studiato appositamente, per dare maggior benessere psico-fisico agli operatori sanitari. *Harmony:* è un progetto rivolto ai volontari AVO per migliorare la loro autostima, aiutarli ad avere un ascolto più attivo verso il paziente/famigliare, e trovare la modalità comunicativa più efficace. *Laboratorio teatrale:* iniziativa rivolta ai pazienti che desiderano mettersi in gioco per sperimentare un copione alternativo a quello di malato, per favorire la riduzione dello stress emotivo che accompagna l'esperienza della malattia attraverso il movimento, la gestualità e le parole; sperimentare ruoli gratificanti e relazioni significative; rafforzare il dialogo e il confronto con gli altri attraverso la rottura di quel muro di indifferenza e di incomunicabilità che spesso vive il malato.

School of Psychology, Via Venezia 12 - floor 3 (18.10-19.10 – Room L)
Symposium: **Misurare la capacità degli studenti universitari di immaginare scenari e prospettive di medio periodo e loro efficacia negli studi e nella ricerca di lavoro** – *Chair: Fabbris Luigi, Università di Padova, Italia*

Presentation. Nel primo anno d'iscrizione all'università si manifestano in modo drammatico gli effetti della carenza di orientamento degli studenti italiani. A livello nazionale, tra il 15 e il 17% degli studenti cambia corso o abbandona gli studi prima della fine del primo anno e una percentuale quasi uguale non acquisisce alcun credito nell'intero primo anno. La miopia nell'orientarsi è evidente e riguarda tutto il Paese e tutti gli indirizzi culturali. Si manifesta anche alla fine degli studi, quando il laureato si trova con un titolo di studio in mano che non gli permette di raggiungere i propri obiettivi professionali e talvolta neppure un lavoro qualsiasi. Il fenomeno dei NEET (Not in Employment nor in Education or Training), in crescita in Italia come nel resto d'Europa, è un sintomo che, valutato dal punto di vista del fallimento delle strategie decisionali di cui sopra, non sembra un fenomeno cui sia facile porre rimedio, addirittura può crescere nel futuro e non solo per effetto della crisi produttiva. Nel simposio, si parte dall'ipotesi che sia desiderabile e possibile identificare la propensione dello studente che sta per iscriversi all'università di sviluppare capacità, prima autonome e poi coltivate, di rappresentarsi scenari di breve e di medio periodo e propositi che abbiano una gittata pluriennale. Per questo, si presentano i risultati di due studi conseguenti al collegamento di dati raccolti in anni passati presso le matricole dell'Università di Padova (nei quali erano presenti alcuni quesiti dal valore "strategico") e dati amministrativi sui loro percorsi universitari (relazione di Boccuzzo, Stocco e Carnevali), nonché dati sulla ricerca di lavoro rilevati dopo la laurea (relazione di Gianecchini, Stocco e Carnevali). Si presentano, inoltre, gli esiti di un primo esperimento condotto sulle matricole della medesima Università. Nell'esperimento è stato provato un nuovo questionario (proponenti Fabbris e Pacinelli) volto a definire quantitativamente la capacità degli studenti di immaginarsi situazioni e azioni dal valore strategico, sia nell'ambito della formazione universitaria, sia in quello della ricerca di lavoro dopo la laurea, sia nella ricerca di una posizione sociale congrua con l'investimento universitario.

Fabbris Luigi

Capacità previsiva dei destini scolastici all'immatricolazione
Boccuzzo Giovanna[1], Stocco Cristina[2] & Carnevali Elena[2]
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Ogni anno oltre 10mila giovani si immatricolano all'Università di Padova, ma il Rapporto Annuale del Nucleo di Valutazione dell'Ateneo rileva che ben il 15% degli immatricolati nell'A.A. 2010/11 non si è iscritto al secondo anno, che il 14% degli studenti iscritti a lauree triennali non ha maturato alcun credito e che solo il 36,6% di tutti gli studenti triennali è in regola. La situazione è analoga, se non peggiore, negli altri atenei italiani. Si tratta di dati preoccupanti, che mostrano uno spreco di risorse umane, ma anche di risorse finanziarie da parte dell'Ateneo. La ricerca si propone di sfruttare la ricca base di dati amministrativi dell'Università di Padova, unitamente ad informazioni tratte da indagini specifiche, al fine di studiare le capacità decisionali e previsionali dei giovani che si avvicinano ad un percorso di formazione universitario. In particolare, ci si avvarrà dei dati provenienti dall'indagine sugli immatricolati, realizzata da ormai 10 anni, che ha lo scopo di individuare le motivazioni e i diversi percorsi che portano uno studente a scegliere un determinato corso di studi. In particolare, nell'indagine sono raccolte informazioni relative alla previsione

sia sul futuro successo accademico sia sulla continuità della carriera universitaria, attraverso due quesiti specifici sulla probabilità stimata di concludere gli studi nel tempo previsto e l'intenzione di proseguire gli studi dopo la laurea triennale. Le previsioni degli immatricolati saranno verificate con i dati amministrativi delle carriere relativamente a durata e continuità degli studi. Saranno valutate anche le relazioni tra l'atteggiamento e le motivazioni con cui una matricola si avvicina al mondo accademico e la sua effettiva riuscita negli studi. Infine, nel lavoro si cercherà di "scorporare" l'effetto personale e quello "strutturale", ovvero si cercherà di capire quanto del successo universitario è dovuto alle capacità dello studente e quanto al corso di studi scelto. In sostanza, i risultati saranno leggibili "a parità" di corso di studi.

Misurare la capacità di generare scenari di medio periodo e prospettive strategiche nelle matricole universitarie

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L'Università di Padova rileva mediante un questionario, sottoposto automaticamente al momento dell'iscrizione on-line delle matricole, le motivazioni che le hanno indotte ad iscriversi all'università. Il proposito di questo lavoro è di comprendere sperimentalmente se e come sia possibile rilevare non solo i percorsi motivazionali che hanno indotto ciascuno studente ad iscriversi al corso e all'Ateneo al quale stanno sottoponendo la domanda di ammissione, ma anche gli scenari e i propositi di medio periodo (ossia riferiti anche al periodo post-universitario) che le stesse matricole si sono rappresentate in mente nel definire le proprie scelte. Si propone pertanto un questionario che contiene sia quesiti a risposta verificabile, come il tempo immaginato per conseguire il titolo triennale e la propensione al passaggio alla laurea magistrale, sia quesiti generali volti a conoscere la capacità degli studenti di generare nella propria mente, durante il processo che porta alla decisione di iscriversi ad un determinato corso di studi, scenari sociali di breve e medio periodo e prospettive operative che possono costituire lo sfondo rispetto al quale acquisiscono senso compiuto le scelte individuali. L'ipotesi fondamentale è che questa capacità permette agli studenti di gestire con maggiore consapevolezza il proprio percorso universitario e poi di trovare lavoro con minore difficoltà. Il questionario sperimentale sta per essere somministrato ad un campione di matricole di corsi di laurea triennale dell'Università di Padova, al fine di valutare la praticabilità dei nuovi quesiti e dell'intero impianto di rilevazione. Dopo la sperimentazione, applicato su larga scala, il questionario potrà migliorare l'efficacia dell'attività degli orientatori universitari, i quali, dalla conoscenza della mentalità e del grado di maturazione del pensiero strategico degli studenti, potranno trarre indicazioni per politiche di intervento sia individuali, sia di gruppo. Suddivisi in ragione dell'istituto superiore di provenienza, i risultati delle analisi potranno essere d'aiuto anche nell'orientare gli orientatori della scuola media superiore.

E se domani… Aspettative ed esiti occupazionali dei laureati dell'Università di Padova

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Cosa si aspettano i giovani quando si iscrivono all'Università? Di incrementare il loro livello culturale, conseguire un vantaggio nel mercato del lavoro nei confronti di chi non ottiene una laurea o acquisire le competenze adeguate per la professione cui aspirano? Ma soprattutto, in che modo queste aspettative, precedenti l'ingresso nel mondo universitario, condizionano gli esiti occupazionali dei giovani una volta entrati nel mercato del lavoro? Le aspettative sono una determinante molto significativa delle scelte individuali: Victor Vroom teorizza negli anni '60 un modello che mostra come l'impegno che le persone mettono in un'attività dipende non solo da quanto desiderano ottenere una certa ricompensa ma anche da quanto stimano probabile che i loro sforzi li condurranno ad ottenere il risultato previsto. In altri termini, a determinare l'impegno di un giovane immatricolato nel suo percorso universitario non è solamente l'importanza che lui assegna alla laurea (in base alle proprie preferenze, valori, contesto sociale di provenienza) ma anche la percezione che egli stesso ha rispetto alle sue capacità di studio e di lavoro. In questo contributo si suggerisce che queste percezioni individuali, rilevate al momento dell'iscrizione dell'Università, non hanno solamente un effetto di breve periodo sulla carriera universitaria ma possono

anche spiegare alcuni aspetti degli esiti occupazionali del giovane, quali ad esempio la velocità con la quale ottiene un impiego, l'orientamento verso certe professioni e la soddisfazione per il proprio lavoro. La ricerca utilizzerà i dati raccolti nell'indagine longitudinale sugli esiti occupazionali dei laureati dell'Università di Padova (Agorà) che ha coinvolto un campione di oltre 4000 studenti, che hanno ottenuto la laurea tra il 2007 e il 2008. Al fine di analizzare quali erano le loro aspettative al momento dell'iscrizione all'università, verranno analizzate le risposte date dagli stessi individui all'indagine sugli immatricolati dell'Università di Padova, realizzata da ormai 10 anni, che ha lo scopo di individuare le motivazioni e i diversi percorsi che portano uno studente a scegliere un determinato corso di studi.

Presentation. As all we know, world is characterized by globalization and unpredictable fast changes. This puts heavy demands on the existing career counseling theories and techniques. The present theories are, however, rooted in a modern world characterized by stability, and by predictable and slow changes. Because of this situation, there is now within the career counseling a strong demand for a new and adapted approach. Instead of speak about "career development" or "vocational guidance", it is more important to concentrate on "life trajectories" and "construction" in which the individual design their own lives including their work career. Now, these terms are included on the vocabulary of many scholars and practitioners. Life designing and career counseling have far-reaching consequences on career interventions, which should be refocused. Also, career counseling needs to be restructured and the co-evolution of the individual, the economy and society recognized. This will require new basic suppositions and a new framework. Counselors and other guidance workers will need more flexibility with regard to their aims, instruments and "where" they conduct their support. One of the new instruments, one of the new concept is adaptability that turned out a key issue in the domain of psychology of life construction. The presentation and discussion of different ways to deal with adaptability and its meaning for career counseling illustrates the importance of an adaptability measure, or just the importance to deal with the concept. But, more important, are the implications for practice and intervention on the field of career construction. The symposiasts will each explain how they have worked, how they have contextualized adaptability as personal promotion, and how they have worked to face new challenges. The potential relationship between career adaptability and the subjective career; the importance of the cultural context; the development of adaptability and the success of the integration in the world of work; the relationships between career adaptability and subjective well-being and coping strategies; the relationships between career adaptability and career preparedness and levels of satisfaction, all these matters will be discussed. One of the ways to put psychology serving people, bringing them hope and resilience, is to integrate these themes to present new perspectives, turn to a merely professional act to a personal and accessible project, an added value of integrating the strengths of science, the arts, and the humanities into a single imaginative way to promote personal promotion.

<div align="right">Duarte Maria Eduarda</div>

Career adaptability and the subjective career: Synergy or separateness
McMahon Mary
School of Education, University of Queensland, Australia
Careers comprise both objective and subjective elements. The objective elements of a career include visible activities, behaviours and events, whereas the subjective elements of a career include less tangible and less visible perceptions, attitudes and orientations. An objective career is more concerned with observable markers and positions, whereas a subjective career is more concerned with a personal sense of career and of being and becoming. Greater emphasis has been given to objective accounts of career and its constructs in theory, research and practice throughout the history of the career field. A number of career constructs however, such as career success and career transition have been considered objectively and also subjectively. For example, career transition may be viewed objectively (e.g., a change of job) or subjectively (e.g., a different attitude towards a job). Rather than advocating an either/or distinction between objective and subjective views of career and its associated constructs, a more helpful approach is to consider their interdependence and complementarities. This is reflected in a more recent move to develop an understanding of career adaptability that is both objective and subjective. This presentation considers the potential relationship between career adaptability and the subjective career. It considers relevant theory and research and offers suggestions for research and practice related to the potential synergies of the constructs of career adaptability and the subjective career.

Career adaptability and context
Vilhjálmsdóttir Guðbjörg
University of Iceland
The Icelandic form of the Career Adapt-Ability Scale was developed in four phases. 1. A translation of the Career Adapt-Ability Inventory was administered to a sample of adolescents. 2. Two additional scales were developed in focus groups. They are called co-operation and social contribution and focus on the importance of one's work for the community. 3. A 67 item instrument was administered in a national sample (N=1575). 4. Finally 36 items were chosen on the basis of statistical analysis. A description of this process will be provided in the presentation, the cultural context of co-operation and social contribution will be discussed and how these two scales relate to career adaptability as personal promotion.

The influence of adaptability and construction of the work project in the process of inclusion and staying in the world of work
Ribeiro Marcelo A.
University of S. Paulo, Brazil
Today's world of work has been configured in a flexible, heterogeneous and complex way, what has been breaking the previously stability established and has been letting workers with a lack of social and work references. Because of this, they have lived on flexicurity as the only current possibility of certainty in the workplace, which has expanded and has diversified the experiences of unemployment, precarious jobs and temporary employment. This situation has resulted not only in labor integration, but also in labor vulnerability. Based on the *Life Design* theoretical model, the proposal presented here aimed to understand the ways that a group of urban workers in Sao Paulo (Brazil) have dealt with the issues of insertion and permanence in the world of work by the study of two variables: adaptability and construction of the work project which have been turned into categories of content analysis. These two categories are important elements of the personal promotion process. Through a qualitative exploratory research, a content analysis of the narratives generated by 40 urban workers in Sao Paulo (Brazil) was accomplished based on the two categories proposed: adaptability and construction of the work project. The main results showed the prevalence of two antagonistic ways of the construction of the work project in the studied group: both stability and flexibility with the weakening of the professional careers and also the constant emergency of temporary situations of crisis, as well as they pointed out the emergence of hybrid models of the constructions of the work project. The adaptability (basic contemporary competency) has been developed in different ways in the study group, and both the construction of a work project based on flexibility, as on stability, are different ways of developing adaptability and can generate success or failure of the insertion in the world of work. As a conclusion, the heterogeneity and the complexity of the current world of work have required assumptions that ought to help in the understanding of it, and, at the same time, it might give support in the construction of analysis categories of the psychosocial phenomena of this world of work.

Assessing the external validity of the Career Adapt-Abilities Scale (CAAS)
Leong Frederick T.L. & Ott-Holland Catherine
Michigan State University, USA
In 2008, the International Career Adaptability Project first gathered in Berlin, Germany, with the overarching goal of creating and developing a measure of career adaptability (Leong & Walsh, 2012). The collaborative defined career adaptability as a social competency which serves as a resource for individuals as they cope with current and future career tasks, transitions and traumas (Savickas, 2005). Career adaptability is defined as an individual's readiness and resources for handling current and anticipated tasks, transitions, and traumas in their occupational roles that alter their social integration (Savickas, 2005). It was from this international collaborative that the Career Adapt-abilities Scale (CAAS) was formed (Savickas & Porfeli, 2012). The first stage of this program of research was focused on the internal validity of the scale. In a special issue of the *Journal of Vocational Behavior*, researchers from 13 countries reported primarily on the structural or internal validity of the scale (Leong & Walsh, 2012). In the present study, we move to the next stage of the program of research by assessing the external validity of the scale among a large group of U.S. college students who had part-time work experience. Specifically, we extend Savickas & Porfeli's (2012) study by examining the degree to which career adaptability would be predictive of theoretical related

outcomes. In terms of work related outcomes, we selected job satisfaction and work engagement as the criterion variables. Moving to broader criteria, we also assessed the relationships between career adaptability and subjective well-being and coping strategies. As predicted, CAAS positively predicted these set of measures which provides preliminary support for the external validity of the scale. An additional goal of our study was to examine the differential validity of the CAAS with the construct of general adaptability which was operationalized by the I-DAPT measure (Ployhart & Bliese, 2006). We predicted and found that the CAAS was not significantly correlated with the I-DAPT measure. The implications of these findings and some possible directions for future research are also discussed in this paper.

Career adaptability and career preparedness to build the future
Nota Laura
University of Padova, Italy
As known, the socio-economic situation impacting most of Europe is characterized by recession, austerity measures, and funding cuts in social services and public assistance. The most immediate real economy consequences of these changes have been those of business closure and job loss (O'Reilly et al., 2011). All of these changes instill feelings of unease and insecurity in a large proportion of the population and have important consequences in the field of Vocational Designing and Career Counseling, challenging the concept of vocational development, career and professional realization (Soresi, 2011). What is increasingly required is personal initiative, career adaptability, activity to create a 'psychological capital' needed for career construction in these challenging socio-economic conditions. Career adaptability is a psychosocial construct that refers to resources that human beings may use to solve vocational and work task and difficulties they may encounter in their life. Resources are conceptualized as self-regulation strengths and abilities that flourish in their interactions with the environment and allow people to adapt (Savickas & Porfeli, 2012). Another human resource could be career preparedness. It refers to a state of vigilance that promotes individual well-being and requires individuals to be prepared for possible obstacles and, in the same time, to take advantage of possible alterations and opportunities. Specifically it emphasis that people should consider both negative and positive events may occur in career planning (Lent, in press). Career adaptability and career preparedness are considered crucial characteristic in the modern world both in adolescents and adults, because they are assumed to facilitate facing, pursuing, or accepting, changing career roles and successfully handling career transitions (Savickas, Nota, et al., 2009; Nota, Ginevra, Soresi, 2012; Salmela-Aro, Mutanen, & Vuori, 2012). We have focused attention on adolescents and on how they are experiencing this challenging time; how they are handling the uncertainties typical of our age, which requires investing in education and training, and developing abilities with which school rarely provides them. We involved a group of Italian adolescents and ask them to complete the Career Adapt-abilities Scale (Soresi, Nota & Ferrari, 2012) and the Reflecting on Work Questionnaire (Soresi, Nota, Ferrari & Sgaramella, 2013) that measure career adaptability and career preparedness respectively. In this work the relationships between career adaptability and career preparedness will be explored and their relations with progresses at goal directed activities and levels of satisfaction will be discussed.

Adattabilità professionale e prontezza professionale per costruirsi il futuro
Nota Laura
Università di Padova, Italia
In questo ultimo periodo in Europa e nel contesto internazionale stiamo attraversando una situazione di crisi socio-economica che si sta aggravando sempre di più. Fra le conseguenze più pesanti vi è sicuramente la perdita di posti di lavoro, un incremento dei livelli di disoccupazione e tagli nei supporti pubblici (O'Reilly et al., 2011). Questi cambiamenti comportano sentimenti di disagio e insicurezza in fasce sempre più ampie della popolazione e hanno conseguenze importanti anche per le azioni di Vocational Designing e Career Counseling, ponendo numerose sfide relativamente a ciò che si dovrebbe fare a vantaggio della costruzione e della realizzazione professionale (Soresi, 2011). Alle persone viene richiesto sempre più spesso di manifestare iniziativa personale, career adaptability, una sorta di 'capitale psicologico' per affrontare le difficili condizioni socio-economiche dei nostri tempi. La career adaptability è un costrutto psicosociale che considera una serie di risorse utili a far fronte ai compiti e alle difficoltà professionali che si possono incontrare nel corso della vita. Le risorse della career adaptability sono punti di forza autoregolativi e

capacità a cui una persona può attingere che nascono dall'interazione con il contesto e aiutano gli individui ad adattarsi (Savickas & Porfeli, 2012). Un'altra dimensione riguarda la prontezza professionale, ovvero uno stato di vigilanza utile a tenersi pronti per fronteggiare possibili ostacoli e, allo stesso tempo, per cogliere le occasioni e trarre vantaggio da opportunità casuali, in grado di promuovere un maggior stato di benessere. L'enfasi viene posta sulla capacità di tenere presente che nella vita professionale possono accadere sia eventi positivi che negativi (Lent, in press). La career adaptability e la prontezza professionale vengono sempre più spesso considerate cruciali sia per gli adolescenti che per gli adulti, in quanto possono facilitare la gestione dei propri ruoli e delle transizioni professionali (Savickas, Nota, et al., 2009; Nota, Ginevra, Soresi, 2012; Salmela-Aro, Mutanen, & Vuori, 2012). Noi ci siamo focalizzati sugli adolescenti che stanno affrontando situazioni particolarmente sfidanti, esaminando come si pongono nei confronti dell'incertezza dei tempi attuali che richiede investimento nella formazione e lo sviluppo di abilità che raramente la scuola fornisce. Abbiamo così chiesto ad un gruppo di giovani italiani di compilare la Career Adapt-abilities Scale (Soresi, Nota & Ferrari, 2012) e lo strumento 'Pensare al lavoro' (Soresi, Nota, Ferrari & Sgaramella, 2013) al fine di misurare l'adaptability e la prontezza professionale. Nel corso della presentazione saranno illustrate le relazioni fra questi due costrutti e le interazioni con l'impegno manifestato nei confronti di propri obiettivi e i livelli di soddisfazione sperimentati.

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(11.20-12.00)
Lecture *– Chair: Guichard Jean, INETOP/CNAM, France*

Life Designing: Balancing work and love
Savickas Mark L.
Northeast Ohio Medical University, USA

At its best, life design counseling attends to each of the major life roles, not just career. This presentation places vocational designing and career construction in the context of an individual's planning for life roles and how to structure them. In fact, decisions about life structure should preceded career choices. Counselors can help clients and students understand the meaning of life structure with its roles of work and relationships, something not always obvious to many people. Then the issue of how to balance these roles and make choices within them throughout the life cycle as new chapter in a life story arise.

Career and Employment Beliefs Inventory: a study of psychometric properties of a new inventory
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In a context of uncertainty and instability in labor-market conditions, career beliefs are important dimensions of coping mechanisms to construct and pursuit a satisfactory career. In order to identify relevant concepts to represent current challenges in career issues, literature reviews were undertaken, framed by Krumboltz´s Social Learning Theory (Mitchell, & Krumboltz, 1996), Super's Life-span, Life-space Approach to Careers (Super, Savickas & Super, 1996), Social Cognitive Career Theory (Lent, Brown, & Hackett, 2002), and the Dispositional Approach to Employability (Fugate, & Kinicki, 2008). 25 semi-structured interviews were also conducted to employers to decide which dimensions would be included in an inventory that will permit to assess career beliefs appropriate to enable an easier transition to work, considering actual market labor demands. Items of this new constructed Career and Employment Beliefs Inventory were written by three psychologists. This pre-questionnaire was administered to 38 college students in order to analyze the clarity and adequacy of the items, leading to some changes in the final form of the items. The aim of the current research is to study the psychometric properties of this new inventory with college students. Data will include internal consistency measures, intercorrelations and principal component analysis.

Basic life-values among adolescents students and their parents
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Basic life-values guide individual's life-career actions and behaviors. Previous empirical evidence suggests individual and generation differences in life-values. In this study, the Basic Values Scale (BVS) was administered to adolescents and their respective parents to determine whether their values pattern differed significantly (N=189, 63 dyads and children, 49 girls and 14 boys attending 10th and 11th grades in northwestern secondary schools). BVS is designed to assess two types of needs - humanitarian and materialistic, and three human values orientations -social, central and personal, yielded in six sub-functions of values which are expressed in eighteen basic values, namely (a) Experimentation, including sexuality, pleasure and emotion values; (b) Realization, which includes success, prestige and power values; (c) Superpersonal, characterised by knowledge, maturity and beauty values; (d) Existence, including health, survival and personal stability values; (e) Interactive, which includes affection, socialise and social support values; and (f) Normative, characterised by tradition, obedience and religion values. Results indicate significant differences between children and both parents in the Experimentation sub-function favoring children; between children and father in the Existence sub-function, favoring children; and between children and both parents in the Normative sub-function, favoring parents. These results suggest that children express a personal orientation and materialist needs, rather than their parents, which suggest that adolescents have necessity to feel safe, although the desire to live new experiences. In turn, parents express a more social orientation and materialistic needs, which suggest the importance that cultural context (i.e., rules, traditions) have to them. Implications for parental influence on adolescent's career development and for career guidance and counseling and are discussed.

Knowing our clients from their heroes: A characterization of 12th grade student's role models
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21st century brought new challenges to career counselling, urging for a more subjective, comprehensive, preventive and positive approach in order to help the clients face a ever-changing world, believing in themselves as responsible agents for their life/career construction. In short term career interventions, exploring a client's self-concept isn't always an easy task, especially with adolescents. Career Style Interview (CSI) (Savickas, 1989) has revealed to be a useful tool in crafting a life portrait, consequently reaching the

individual's self-concept. We've analysed the answers of forty 12th grade students (twenty male and twenty female) to a questionnaire adapted from the CSI, which comprises the data collection process used in the Career Counselling Institute of the University of Lisbon. Specifically, in this poster we'll address the results to the question "who did you admire the most in your childhood?" using an exploratory and qualitative methodology. We intend to map the features of these student's heroes; are they mainly a family member, a friend, an animal, a fictional, a male, a female, a brave, a creative, an independent, a strong character? Using this data, we aim to better understand how senior high school students construct their identities and the narrative about themselves. What do these heroes tell us about our clients?

The optimism and the positive future expectations of adolescents in vocational transition: a study with students in the last year of Portuguese basic education

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Life orientation, referring to the way people perceive their lives (in a more optimistic or pessimistic way), can be conceived as the expectations that individuals have about what will happen in their future life's (Gaspar et al., 2009). According to Eryılmaz (2011) the quality of individual's attitudes towards future is an important factor to be considered in their expectations. People can think about their future on a more positive or, on the contrary, on a more negative way. Thus, an optimistic orientation towards future is related to optimism and those individuals who have a positive view of their future are more optimistic and tend to face the future with more hope. Consequently, they invest more effort in the pursuit of their future objectives when compared with those who have a negative future orientation. Throughout adolescence expectancies towards the future are developed and some authors refer that the achievement of vocational projects of young people is associated to their expectations (Hackett & Byars, 1996; Lent, Brown & Hackett, 2002). Considering that expectations can play a role on vocational choices it is important to understand the nature of young people expectations, especially when facing vocational transition phases. The current study aimed to analyze the relationship between the type of life orientation (optimism versus pessimism) and the future positive expectations on a sample of 155 young people attending the last grade (9th) of Portuguese basic school (87 boys and 68 girls), aged between 14 and 17 years (M = 14.88; SD = .91). Descriptive analysis results showed that young people on the sample reported more positive future expectations and in general a more optimistic life orientation. Correlation results showed a positive association between optimism and positive future expectations (r = .47) and a negative association between pessimism and positive future expectations (r = -.39). Linear multiple regression results demonstrated than the type of life orientation has a predictive value over the positive future expectations, being than a more optimistic and a less pessimistic life orientation explained 27,8% of the results variance (r = ,53; r² = .278; F = 28,359; p< .000). Therefore the results suggest that, on the sample, an approach to life characterized by more optimist and less pessimist is related to more positive expectations towards the future.
Keywords: Life Orientation, Optimism, Pessimism, Positive Future Expectations.

Resilienza e uso dei punti di forza: quale relazione?

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La Psicologia Positiva ha posto tra i suoi principali obiettivi cercare di comprendere cosa rende la vita degna di essere vissuta (Seligman & Csikszentmihalyi, 2000): in tale panorama è stato sviluppato il concetto di "punti di forza", nell'intento di definire scientificamente i costituenti del "buon carattere" nell'uomo (Peterson & Seligman, 2004). I "Punti di forza" sono stati concettualizzati da Peterson e Seligman nel 2004 per definire, in modo scientifico, i costituenti positivi del carattere. Simili concettualmente a tratti di personalità, producono effetti benefici in numerose aree della vita. Sembrerebbe non siano individuabili in letteratura studi che abbiano preso in considerazione direttamente il rapporto tra l'utilizzo dei propri punti di forza e la resilienza, pur esistendo numerose ricerche che mostrano come i punti di forza siano stati studiati in relazione ad aree comuni anche alla resilienza e sia stata ipotizzata prossimità concettuale tra Resilienza e Punti di forza. Tra i modelli disponibili in letteratura in tema di resilienza alcuni hanno tenuto in considerazione le caratteristiche che gli individui resilienti sembrano condividere. Il modello di Richardson (2002) propone una sintesi di tali caratteristiche e le fa rientrare in 4 categorie generali: la spontaneità,

l'etica, l'intuito e la nobiltà d'animo. Dal punto di vista puramente teorico, una comparazione dell'elenco dei punti di forza con le caratteristiche degli individui resilienti identificate da Richardson evidenzia una sovrapposizione tra i due concetti. Entrambi i costrutti risultano essere associati positivamente a dimensioni quali autostima e autoefficacia, coping e humor/emozioni positive, salute e benessere. Il presente studio ha indagato il rapporto tra l'utilizzo delle proprie risorse (punti di forza) e la resilienza, ipotizzando una relazione positiva tra i due costrutti. Hanno partecipato alla ricerca 935 persone tra i 19 e i 70 anni compilando due strumenti: la Strengths Use Scale (Govindji & Linley, 2007) e la Resilience Scale di Wagnild e Young (1993) nell'adattamento italiano di Girtler et al. (2010). I risultati confermano l'ipotesi, evidenziando una forte relazione positiva tra l'utilizzo dei propri punti di forza e la resilienza, aprendo la strada ad ulteriori ricerche sul tema che possano chiarire la natura del rapporto tra queste due dimensioni.

Life design, la resilienza: strategie di coping per supportare il sistema famiglia nel cambiamento
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Negli ultimi vent'anni il concetto di resilienza (capacità di resistere e riorganizzare positivamente la propria vita nonostante le difficoltà), è diventato rilevante nella teoria e nella ricerca che si occupa di salute mentale. Mentre alcune persone sono travolte da esperienze negative, altre si riprendono e trovano il benessere, il medesimo evento traumatico infatti può avere esiti molto differenti. L'obiettivo di questo lavoro è quello di identificare quali siano i fattori che determinano un adattamento positivo ad una situazione critica. Nello specifico ci prefiggiamo di analizzare quali sono le caratteristiche che deve avere un sistema familiare per poter essere considerato "resiliente". In letteratura sono presenti numerosi studi che tentano di dare una spiegazione a quali siano i fattori imprescindibili affinchè si possa parlare di resilienza del sistema familiare (McCubbin, Patterson e Garwick, Olson, Rutter, Cyrulnik) la quasi totalità degli stessi mostra come i tutori di resilienza non possano essere definiti in maniera univoca perché si modificano nel corso dello sviluppo individuale e in base al contesto culturale di riferimento. Ciononostante la quasi totalità dei modelli teorici analizzati afferma che gli elementi chiave della resilienza debbano ricercarsi nel costrutto di senso e nel legame. Per costrutto di senso si intende la capacità dell'individuo di riuscire ad analizzare la situazione critica che si trova ad affrontare rileggendola in una nuova ottica di opportunità. Mentre con il termine legame si fa riferimento alla rete socio-familiare in grado di fornire supporto all'individuo.

Building Resilience: Perceived Barriers, Teacher and Friend Support, School Relevance, and Employability
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Social and economic crises have the potential to undermine one's sense of hope for the future. For youth who are preparing for work, their own perceived employability may be weakened as well as their efforts to prepare for their future careers. In both US and Italian contexts, student engagement in high school has been related to the understanding that education is important to future employment (Kenny, Blustein, Haase, Jackson, & Perry, 2006; Kenny, Walsh-Blair, Blustein, Bempechat, & Seltzer, 2010; Kozan, Di Fabio, Blustein, & Kenny, in press). Among US students, in addition, perceived educational barriers have been negatively related to school commitment, future aspirations, and career planning, whereas family support has been positively associated with the same educational and career planning variables (Kenny, Blustein, Chaves, Grossman, & Gallagher, 2003). This study builds on existing research by exploring factors that may serve to build resilience and enhance youth confidence in their employability. While economic crisis may serve to undermine expectations, individual factors, such as belief in the importance of school, and proximal level factors, such as teacher and friend support for school and career achievement, may serve to buffer the negative impact of perceived barriers and contribute to perceived employability. More specifically, we assess, among a sample of 253 Italian high school youth in the Province of Tuscany, the relationship of perceived educational barriers (McWhirter, 2000) with student beliefs in their employability (Di Fabio & Palazzeschi, in press; Rothwell et al., 2007). In addition, we assess through hierarchical multiple regression the direct and moderating effects of student beliefs in the value of school (Midgley, 2000), and teacher (McWhirter, 2000) and friend (McWhirter & Chronister, 2005) support in explaining perceived

employability. The findings confirm an expected inverse relationship between perceived barriers and employability and a positive relationship between perceived employability, teacher and peer support, and relevance of school. Implications for school-based and career education interventions to foster youth resilience will be discussed.

Valuing the experience and securing the professional paths of young adults towards a non-precarious job: A new European project

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The project AcroJump provides a contribution to securing professional paths and focuses on accompanying active life-long orientation. The innovation of the project consists in changing the position of the various actors in the system, including the young adults', from a perspective which is based on failure towards new rules which valorize accomplishments and experiences. Young adults represent a growing part of the people in search of work, and those in precarious jobs (Maurin, 2006). Whatever the reasons which gave rise to their difficult situations (dropping out (Houssemand & Meyers, in press), low support social environments or poor socio-economic backgrounds), it is important to get these young adults back to a process of reconstruction and revalorisation of themselves in order to give them more sustainable access to employment. AcroJump aims at providing the target groups with an approach, a process and a tool (an "e-profile") to support them in the process of building "employment-value" together with "person-value". It will also help them to work with the network of actors implied in the training-work-employment processes, so that they will be able to get more sustainable employment. The "person-value" contributes to the construction of the "employment-value" through the awareness of former and new acquisitions, which builds self-confidence and coherent self-discourse, which is necessary for recruitment (Aubret & Blanchard, 2010). The AcroJump consortium brings together universities, field organisations, and representatives of companies. All are experienced in European projects, and belong to seven European regions (Rhone-Alpes, French Brittany, Ile-de-France, Balearic Islands, Emilia-Romagna, Catalonia, Bucarest-Ilfov). AcroJump capitalises on the results of five previous European projects. The proposed presentation, besides explaining the project on guidance and counselling, will also expose the results from this former synthesis. The "best practices" in follow-up and counselling, the tools used in these projects as well as the preliminary impacts will be presented and discussed.

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Adolescent paid work outcomes: Satisfaction with life, academic attainment and community involvement in young adulthood

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Paid work during adolescence has often been considered as an experience that negatively affects longterm academic achievement and social adjustment. However, most evidence on this issue has come from anglosaxonic countries and does not pay enough attention to previous variables that may account better for those negative outcomes. The aim of the present study is to address these issues, in a large sample of Portuguese youths. Specifically, we examine whether adolescent paid work contributes to lower educational attainment, more antisocial behavior,weaker civic involvement and less satisfaction with life. Data come from a longitudinal study ongoing at the University of Coimbra, in which a large number of pupils, boys and girls, from public schools, have been followed up from ages 7-8 to 26-28 years; those participants were assessed five times until now. Results showed that although some confounding variables (e.g., SES or low self-control) significantly contribute to young adult anti-social behavior and academic achievement, there is also a specific significant effect of adolescents paid work in young adults adjustment, including in self-

reported satisfaction with life, anti-social behavior and academic achievement. It would be interesting to examine, in future studies, whether these effects vary in function of the type of adolescents work.

Equità percepita, soddisfazione professionale e ottimismo
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Gli effetti che i contesti organizzativi possono esercitare sull'equilibrio psicologico dei lavoratori rappresentano uno dei principali interessi attuali della psicologia del lavoro. Nel tentativo di riassumere le variabili organizzative connesse alla soddisfazione professionale e al benessere, sono state proposte numerose elencazioni di fattori. Al fine di condurre una corretta job analysis, rivolta a valutare in particolare il rischio di stress lavorativo, è stata pubblicata, nel 2000, dalla European Agency for Safety and Health at Work una sintetica lista dove vengono considerate dieci categorie differenti correlate al benessere, suddivise per caratteristiche dell'impiego, delle organizzazioni e degli ambienti di lavoro. Sebbene molti degli elenchi proposti siano esaustivi e certamente correlati alla soddisfazione lavorativa e al benessere, ci è parso interessante aggiungere ad essi una riflessione sul tema dell'equità nelle organizzazioni e condurre una ricerca per evidenziarne il ruolo. L'obiettivo che la ricerca si è posto è stato indagare, su un campione di aziende italiane, la relazione tra la percezione del livello di equità, la percezione di benessere/malessere organizzativo delle persone e come ciò influenza la speranza e l'ottimismo degli individui. L'ipotesi era che le percezioni delle persone circa le condizioni di equità avessero una stretta relazione con la percezione di benessere organizzativo. Il campione della presente ricerca è costituito da 20 gruppi aziendali nei quali si è effettuata una valutazione del benessere e della soddisfazione lavorativa. I gruppi analizzati appartengono ad aziende che presentano analoga complessità strutturale e di processi aziendali. Durante la ricerca si è riscontrata una correlazione positiva in alcune delle variabili analizzate a sostegno dell'ipotesi che non sia tanto la corruzione di una variabile organizzativa a generare malessere nelle persone, quanto più la percezione che altre persone, con cui ci si confronta di volta in volta, ricevano dalla relazione lavorativa, qualcosa in più rispetto a sé. Pare interessante evidenziare come, nel rapporto tra individuo e organizzazione sembra molto importante per le persone capire ed accettare le motivazioni che stanno alla base delle differenze percepite e come ciò possa avere ripercussioni sulla speranza e sull'ottimismo degli individui.

Mass media to change behavior for reproductive health and women's status
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Background: Mass media play a significant role in changing attitudes and behaviours. Objective: Role models from mass media are very important in shaping behaviours (A. Bandura). Methods: In Ethiopia, PMC programs included radio serial dramas in the local languages, that addressed issues of reproductive health and women's status, HIV/AIDS, family planning, marriage by abduction, girls education, spoUSAl communication. Starting from audience attitudes and norms, measured by researches, and through the gradual evolution of characters in response to usual problems, audience members tend to accept these changes, even though they may challenge some cultural traditions. Results: In two and a half years of nationwide broadcasting: • Listeners were 5 times more likely than non-listeners to know family planning methods. • 52 percentage point increase in married women listeners who had ever used family planning methods, while among non-listeners, the change was only 21 percentage points. A similar increase occurred among male listeners. • Male listeners sought HIV tests at 4 times the rate of non-listeners, and female listeners sought tests at 3 times the rate of non-listeners. • Demand for contraceptives increased 157%. Conclusion: Social Learning is a key component in changing behaviour.

The psychometric properties of the Career Adapt-Abilities Scale-Lithuanian Form

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Final years at school are considered to be quite a challenge for most adolescents. One of the most important of these challenges is related to future educational or school-to-work transitions. In terms of career development, it is a time when career plans turn into an actual career choice. And therefore, a time when career adaptability is of great importance. In psychological literature career adaptability is defined as a psychosocial construct that denotes an individual's resources for coping with current and anticipated tasks, transitions, traumas in their occupational roles that, to some degree large or small, alter their social integration (Savickas, 1997, Savickas & Portfeli, 2012). Despite its unequivocal importance in human life, only a few psychological instruments have been designed to measure this phenomenon. Moreover, most of these measures are originally in English and require additional testing before applying them in foreign populations. Up to date, the most widely accepted is the 24-item Career Adapt-Abilities Scale (CAAS) developed by Mark L. Savickas and his colleagues. The scale is based on the above-mentioned definition and is designed to measure four main career adaptability dimensions: concern, control, curiosity, and confidence. It has been successfully adapted in 13 countries, which implies of its international comparability. This study aims to introduce to the Lithuanian version of CAAS. Its main goal was to analyze the psychometric properties of the translated scale. In total, 287 high school students took part in this study. The sample consisted of 15-18 year old respondents, coming from various regions in Lithuania. Confirmatory factor analysis and scale internal consistency analysis were used to analyze the data. In order to conduct confirmatory factor analysis, several different models were built and analyzed in parallel (four-factor base model, hierarchical four-factor model, and a modified base model). According to results, the slightly modified model seems to fit data the best, scale reliability statistics being acceptable too. It is the first study testing the Lithuanian version of this career adaptability measure and the preliminary results are quite promising. We expect it to serve as a basis for further research on career adaptability in Lithuanian population.

Functional Theory of Values in Portugal: Results of a Confirmatory Factor Analysis

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This study aims to test the functional theory of life values developed by Valdiney Gouveia, with Portuguese youths. We test two principal hypotheses: the content hypothesis, predicting a values' six-dimensional model (excitement, promotion, existence, suprapersonal, interactive, and normative), and the structure hypothesis, predicting to represent values into two space dimensions (type of orientation: personal, central, and social; and type of motivator: materialist and idealist). Participants of this study were 815 youths (444 girls and 371 boys), from both sexes (54,5% girls and 45,5% boys) with ages ranging from 12 to 23 years old (M=15,3, SD=1,89). From these, 290 are attending 8th grade (35,6%), 267 are attending 10th grade (32,8%) and 258 are attending 11th grade (31,7%). Participants completed a demographic questionnaire and the Basic Values Scale (BVS), composed by 18 items to assess the values of emotion, pleasure, sexuality, power, prestige, success, health, personal stability, survival, beauty, knowledge, maturity, affectivity, belonging, social support, obedience, religiosity, tradition. The content hypothesis was verified using confirmatory factor analysis (AFC), assuming that the 18 values could be clustered in the six referred dimensions. This original six factors model was contrasted with other four alternative models: a five-factors (suprapersonal and existence subfunctions composing one-dimension: central values), a three-factors (personal, central, and social values), a two-factors (idealist and materialist values), and one-factor (all values loading on one-dimension). The structure hypothesis was verified through confirmatory (proxscal) multidimensional scaling (MDS) and adopting the Tucker's Phi as an indicator of model fit. Phi values were above the recommended (0,90) suggesting that the values could be represented in a space 3 (type of orientation: personal, social and central) x 2 (type of motivation: materialistic and idealistic). The results indicate that the six subfunctions of values (content hypothesis) can be organized in a bidimensional space with three types of orientation (personal, central, and social) and two types of motivator (materialist and idealist) (structure hypothesis). Concluding, multiple indicators of internal consistency provided evidence for the psychometric properties.

The BVS can be considered a psychometrically adequate instrument to use in Portuguese assessment and counselling contexts and in future research on human values.

Post-secondary Academic and Career Enhancement Opportunities for Adults with Intellectual Disabilities
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This is a unique research and support program for adults with intellectual disabilities. Students who have not received a regular high school diploma and who have intellectual disabilities are brought to the university campus for a program of academic enrichment and work towards competitive employment. They take some classes with non-disabled students, when appropriate. They try out jobs on the university campus. They study how to apply for work and are mentored by non-disabled students at the university. The program is based on an individualized model called the Systems Approach to Placement, created over 20 years ago, by the author. It has 8 sub-systems that are evaluated and then an individual plan for job placement is formed. The disabled students have up to two years to complete their plan in the campus environment and succeed in finding suitable work. Some may go on to vocational training or techinical training. The goal is to place the students while they experience an environment which supports their efforts and while they can engage with peers on campus.

La resilienza familiare nelle interviste di genitori con figli disabili
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L'obiettivo del presente contributo è di descrivere la qualità di vita percepita nonché il vissuto familiare quotidiano dei genitori di figli con disabilità al fine di analizzarne il processo di resilienza. Metodo: Sono state condotte 25 interviste semi-strutturate a genitori di figli disabili da parte di 3 psicologi psicoterapeuti dell'associazione Area onlus, che opera a Torino sostenendo le famiglie colpite da handicap. Le interviste raccolte sono state analizzate a partire dal modello di resilienza familiare proposto da Froma Walsh (2008). Risultati: Attraverso l'analisi qualitativa dei trascritti sono emersi alcuni temi relativi ai contesti sociali entro cui le famiglie possono trovare sostegno alle difficoltà legate alla gestione emotiva e pratica della disabilità. La scuola e i servizi socio-sanitari sono i contesti più citati al di fuori della rete familiare in cui i genitori possono trovare supporto alla gestione del figlio. Dai racconti emergono degli script d'azione quotidiana dove l'affettività risulta imbrigliata e non elaborata dai protagonisti stessi. Si registra inoltre una modifica dei ruoli: gli intervistati sembrano rifugiarsi completamente all'interno di un ruolo genitoriale di tipo simbiotico, a scapito della relazione di coppia. Le dinamiche qui descritte si collocano all'interno di una situazione d'isolamento sociale: circa l'80% di queste famiglie riferisce un profondo allentamento dei legami sociali con un parallelo senso di solitudine. Attraverso l'analisi delle corrispondenze lessicali multiple è emersa la prevalenza dei modelli organizzativi di Flessibilità, Capacità di Relazione e attivazione di Risorse Sociali ed Economiche. I risultati saranno discussi in relazione da un lato al riconoscimento dei limiti interni degli intervistati a legittimarsi una richiesta ed una disponibilità a ricevere un sostegno, e dall'altro alle possibilità di rafforzare la resilienza familiare attraverso una maggiore integrazione con le reti di sostegno formali e informali, facilitando in tal modo sia l'elaborazione emotiva sia la flessibilità nel coping.

Il concetto di sé accademico e scelta universitaria
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Il concetto di sé accademico, ossia la rappresentazione che un individuo ha in relazione al proprio progresso formativo (Brunner et al., 2010) ha un forte impatto sugli studenti in transizione da un ciclo di studi ad un altro; è testimoniato infatti il ruolo cruciale che esso riveste nella scelta del corso di studi da intraprendere; gli individui scelgono il percorso formativo sulla base della loro percezione circa le proprie abilità e competenze (Marsh & Craven, 2005). L'obiettivo della presente ricerca è quello di verificare se il concetto di sé in uno specifico dominio scolastico influenza la scelta universitaria degli studenti. Il campione è stato composto da 566 partecipanti (279 maschi e 287 femmine; età M = 18.5; SD = .8). Le scuole di provenienza

del campione sono state istituti tecnici-commerciali (40%) o licei classico/scientifici (60%). Per il conseguimento del nostro obiettivo è stata utilizzata la scala del Self Determination Questionnarie III relativa al concetto di sé accademico. Rispetto alla prospettiva accademica, il 54.7% dei partecipanti ha scelto un corso di laurea scientifico mentre il 35% ha optato per un corso umanistico. Il 5.6% dei partecipanti si è dimostrato ancora indeciso sul corso di studi da intraprendere. Attraverso un modello di regressione logistica si verificato l'effetto dei diversi concetti di sé esaminati sulla probabilità di scegliere un determinato indirizzo di studi. I risultati mettono in evidenza come la probabilità di scegliere un corso di studi scientifici aumenti significativamente con l'aumentare del proprio concetto di sé matematico (β =.504, p <.001) e decresca in modo significativo all'aumentare del proprio concetto di sé verbale (β =-.366, p <.001). L'analisi non mostra invece effetti in relazione al concetto di sé accademico generale. Di contro, la probabilità di scegliere un corso di studi umanistico aumenta significativamente con l'aumentare del proprio concetto di sé verbale (β =.366, p <.001) e decresce in modo significativo all'aumentare del proprio concetto di sé matematico (β =-.504, p <.001). Tali risultati confermano la nostra ipotesi di partenza, evidenziando come la rappresentazione circa le proprie competenze e capacità in un determinato dominio (verbale o matematico) influenzi significativamente la scelta universitaria.

Il profilo socio-anagrafico dello studente drop-out

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Nell'analizzare le caratteristiche di un sistema d'istruzione superiore, assume grande valore la comprensione di quali fattori possano risultare rilevanti nel definire la scelta di uno studente di non portare a termine il percorso di studi intrapreso. In particolare, il fenomeno del drop-out rappresenta una caratteristica costante del sistema universitario italiano. L'esigenza di una valutazione precisa di tale fenomeno sta alla base della decisione di predisporre il presente studio il cui obiettivo fondamentale è quello di analizzare alcuni dati che possono fornire degli elementi di valutazione concernenti il fenomeno del drop-out universitario. Sono stati a tal fine raccolti i dati riguardanti le situazioni amministrative e didattiche di un gruppo di studenti immatricolati ai corsi di laurea triennale dell'Ateneo cagliaritano. Il campione (3945 studenti) è stato analizzato relativamente alle variabili esplicative disponibili che si sono potute ricostruire attraverso le informazioni rilevate. I risultati dell'indagine evidenziano che l'abbandono è più frequente tra gli studenti maschi (maschi 20.6%, femmine 17.2%) confermando i risultati ottenuti da numerosi studi. Si è osservata inoltre una generale tendenza alla regolarità nel percorso di studi in particolare fra gli studenti residenti fuori dalla provincia dell'ateneo (provincia 65.8%; fuori provincia 73.1 %) Le analisi mostrano inoltre come il fenomeno degli abbandoni tende ad aumentare al crescere dell'età (dai 18-21 anni 15,6%, oltre i 22 anni: 40.1%). Analizzando la relazione "drop-out" e "titolo di studio conseguito" emerge come vi sia una maggiore tendenza a proseguire il proprio percorso formativo negli studenti in possesso di maturità liceale rispetto ai colleghi in possesso di altri diplomi (licei: 75.7%; altri istituti: 63.5%). Infine, l'indicatore legato al voto conseguito al termine del percorso formativo secondario ha una notevole rilevanza in termini di "regolarità negli studi": essa cresce all'aumentare del voto di maturità conseguito (voto 60-80: 64.3%, voto 81-100: 76.7%). I risultati emersi nel presente lavoro riprendono e confermano la tendenza in atto a livello nazionale (Cnvsu, 2011) e internazionale (Johnes e McNabb, 2004; Broccolini, 2005) ad abbandonare gli studi universitari precocemente, in particolar modo nel passaggio dal primo al secondo anno di studi.

Self-efficacy in selecting a major in high school and outcome expectations – the contribution of the big five personality traits

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Career decision self-efficacy is considered to be an important variable in the career development process of the individual (Lent, Brown & Hackett, 2000, 2002). Although there is a general consensus regarding the developmental nature of the ability to make vocational decisions, most of the studies focus upon career decision-making among young adults with regard to educational decisions in higher education. Our knowledge regarding the role played by self-efficacy in making educational decisions at an earlier age such

as, for example, educational decisions in high school, is limited (Lent, Paixao, Silva & Leitao, 2010). Furthermore, facts with regard to the contribution of personal variables to career decision-making self-efficacy are also narrow. The current study focuses upon Israeli adolescents' self-efficacy in selecting a major in high school and their outcome expectations from this decision. Based upon empirical studies that suggest the impact of personal variables upon the process of self-efficacy (Hartman & Betz, 2007), the contribution to this process by the big five personality traits was examined. The participants were 368 Israeli Jewish adolescents between the ages of 13 and 16 (M=16.07; SD=0.40), 51.6% of whom were female. The participants completed the big five personality scale (John, Donahue & Kentle, 1991), the self-efficacy in selecting a major in high school scale (Michael and Cinamon, 2012) and an adaptation of the outcome expectations scale (MacWhiter, Rasheed & Crothers, 2000). A structural equation model was used to examine the relationships between the five personality dimensions (extroversion, neuroticism, agreeableness, consciousness and openness), and self-efficacy in selecting a major and outcome expectations. The results pointed to a good fit index: $\chi 2$ (4,21)=5.75, p<.001; CFI=.99; RMSEA=.035; NFI=.986; GFI=.996. The five personality dimensions explained 35.7% of the variance of self-efficacy and 41% of the variance of outcome expectations. Adolescents who reported high levels of extroversion and consciousness and low levels of neuroticism demonstrated higher levels of self-efficacy in selecting a major, while lower levels of extroversion and higher levels of neuroticism and consciousness were correlated with higher outcome expectations. The results supported the SCCT for adolescents as well and emphasized the importance of personal variables in career decisions.

Verso la "carriera senza confini": Uno studio su career maturity, empowerment e percezione di autoefficacia nella transizione al lavoro

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Negli ultimi anni la ricerca ha suggerito che il senso del lavoro sta cambiando per le generazioni più giovani, che aspirano soprattutto ad un più sano equilibrio vita-lavoro piuttosto che ad una carriera tradizionale di tipo organizzativo (Smola e Sutton, 2002). Infatti, è stato dimostrato che coloro che posseggono una mentalità "senza confini" tendono ad avere una personalità proattiva (Briscoe et al., 2006) e hanno più probabilità di indirizzare una risposta individuale (e forse anche a livello di gruppo/organizzativo) di cambiamento. In questo senso il concetto di maturità di carriera inteso come la maturità che una persona dimostra rispetto alla propria fase di sviluppo (Super, 1951, 1963) si colloca come elemento indispensabile per l'adattamento a questo scenario in continuo mutamento. Alla luce di quanto affermato, il concetto di empowerment racchiude in sé proprio quei comportamenti, quegli atteggiamenti e quelle competenze che possono favorire o inibire la costruzione di un percorso di carriera di successo. Esso comprende le credenze circa gli obiettivi che possono essere raggiunti, la consapevolezza delle risorse e dei fattori che ostacolano o favoriscono i propri sforzi, e gli sforzi per raggiungere tali obiettivi (Zimmerman, 1995). In questo senso l'autoefficacia può contribuire a spiegare il rapporto con le possibilità di carriera che le persone si rappresentano; maggiore è l'autoefficacia percepita, più ampio è il ventaglio di preferenze che le persone tenderanno a prendere in considerazione (Betz Bandura et al. 2001; Walsh, 2002; Flores et al., 2006). Il presente contributo è, dunque, finalizzato ad indagare l'influenza dello sviluppo di una maturità di carriera sull'empowerment psicologico e sul senso di autoefficacia percepita nella ricerca del lavoro; inoltre si intende esplorare la relazione tra l'empowermen psicologico e l'autoefficacia percepita nella ricerca del lavoro. Al campione, costituito da 242 soggetti, laureandi o laureati, disoccupati o con impiego precario, di età dai 19 ai 35 anni, è stato somministrato un questionario semistrutturato composto dalle seguenti scale: empowerment psicologico (Speitzer, 1995), career maturity inventory (Crites & Savickas, 1996), percezione di autoefficacia nel lavoro (Farnese, Avallone, Pepe e Porcelli, 2007). I risultati confermano l'importanza dello sviluppo della maturità di carriera sia sull'empowerment psicologico che sull'autoefficacia percepita e suggeriscono interessanti risvolti applicativi finalizzati alla costruzione di un'identità professionale flessibile adatta a percorsi di carriera "senza confini".

Work-family relations among mothers of children with Type 1 Diabetes

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Work-family relations are the focus of many vocational studies due to their strong impact on the individual performance and well-being. The accumulative results emphasize the need to understand the contribution of organizational and family factors to the work-family interface (Cinamon & Rich, 2010). Working mothers of children with special needs are a neglected population in this research area. The existing literature reports on their family or vocational difficulties (Sullivan-Bolyai, Deatrick, Gruppuso, Tamborlane & Grey, 2003). An exploration of the work-family relations in this sensitive group may lead to a better understanding of their needs, and enlarge understanding of the work-family interface. The current study investigated work-family conflict and work-family facilitation among working mothers of children with and without Type 1 Diabetes. The moderating role of organizational resources of employee sensitivity, colleague support and flexibility of working hours on levels of conflict and facilitation relations and on work and life satisfaction were examined as well. The participants were 50 Israeli working mothers of children with type 1 diabetes and 50 working mothers of children with no health problems. All the participants completed the following scales: work-family conflict scale (Cinamon & Ric, 2002), work-family facilitation scale (Cinamon & Rich, 2010), managerial and colleagues' support scale (Leorch, Russel & Rush, 1989), two questions measuring flexibility of working hours (Cinamon & Rich, 2002), The Satisfaction with Life Scale (Diener et al., 1985), satisfaction with work scale (Brayfield & Rothe, 1951), and a demographic questionnaire. The participants were recruited via the Institute of Pediatric Endocrinology and Diabetes, the national center of childhood diabetes in Israel. We just ended to collect the data. Results will be discussed in light of the theory on work-family relations and women's career development with a special attention to the practical implications.

The Social and Psychological Costs and Barriers to Women's Upward Social Mobility Through Education

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According to the United States Department of Education (2012), U.S. women outnumber men in terms of conferred high school, undergraduate and graduate degrees. However, not all women experience their educational attainment as purely positive. Specifically, women from lower socioeconomic groups and women in racial or cultural minority groups have found that upward social mobility through educational attainment may come with costs such as identity crisis, lower self-esteem, loss or distancing of close relationships, fears of becoming less attractive to single men, and personal and professional marginalization (Jones, 2005; Shaw & Coleman, 2007; Cole, & Omari, 2003). For some women these costs have contributed to interruptions in or dropping out of educational programs, thus halting their own upward mobility, as well as the upward mobility of their families with them. This study will use a full literature review to explore the social/psychological costs and barriers to women's upward social mobility through education. This presentation will bring light to an often-taboo topic that is on hindering progress, particularly among minority women. We will explore the necessity of such research as wells as discuss ways to overcome the negative costs of being educated. Preparatory literature searches were conducted using numerous journal sources. Keywords in the search include: "higher education", "psychological distress", "women", "minorities", "disadvantages", "consequences", and "upward mobility". Preliminary articles were reviewed for consideration in the data analysis; those not related directly to the topic were further analyzed for related themes. Within those, themes include: distress of first generation college students, impact of education on career, barriers to education, and educational gender inequality. Topic-specific themes include: importance of mentoring and coaching in education, frustration via the increase of aspirations and expectations that may never be met as a result of education (Glenn & Weaver, 1981), extension of education's psychological distress to one's social self, and the emotional distress of graduate training shown to carry over to career (Sheldon & Krieger, 2007). Although this area of research is lacking, emergence of themes ranging across disciplines is evidence of this topic's relevance in education, the world of work, and society as a whole.

Coping with a school transition and its relationship with the youth perceived school context, their individual characteristics and their social supports

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The passage from comprehensive school curriculum to high school is marked by significant changes in various areas of the lives of many young people. These changes can be experienced by late adolescents in a more or less difficult way. Because they must mobilize resources and ways to cope to this new situation, they are not equal regarding the psychosocial resources needed. Especially for those who perceive changes as a psychosocial transition (Parkes, 1971). The aim of this communication is to explore such a mobilization according to the meaning that adolescents build from the evolving situation. According to Schlossberg (1984), a transition is an event that causes changes in our relationships, behaviors, beliefs and life roles. The characteristics of the situation, the individual characteristics and youth's supports available contribute to the adaptation to the transition. This study presents a tool for analyzing the experience of transition to high school and illustrate how this experience is linked to the school context, the self, and the types of support provided by significant others. Three hundred and ninety eight late adolescents (62% girls) with a mean age of 15.9 years (SD = .63) participated in the study. They completed a self report questionnaire that measure (1) their perception of changes experienced since coming to high-school, (2) the stress induced by these changes, their self-efficacy to cope with them, and their ability to anticipate the transition, (3) their general anxiety, their career anxiety, (4) their social support from the significant others, (5) and, finally, their way to cope with these career transition. The different scales show a good internal consistency. Main results of the study will be presented in order to illustrate how factors like perceived transition, stress, self-efficacy, social support, anxieties and coping strategies can contribute to the adaptation to this transition. The results, and their implications for counseling practices with youth in career transition difficulties, will be discussed in reference to the model of Schlossberg, and to the career development and career transition theories in adolescence.

A Study of Cognitive Process Development of Career Aspirations on Iranian Children

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A developmental study of career aspirations on girls and boys was carried out in Isfahan children. Based on multi-stage sampling procedure a total 179 (85 girls & 94 boys) were initially selected for the purpose. Data were collected with semi-structural interview. Analysis of data and results showed that there was significant difference between career aspirations, children (P<0/05) and there was significant difference between different ages and stages. Also, the results showed that girls scored higher than boys developmentally.

Positive Psychology at School: the effect of cueing system and Visual Performance Feedback on teacher use of approval in the classroom

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Practical, actionable information about the positive behavioral approach to education is in desperately short supply, and yet when implemented properly the impact on school behavior and achievement can be enormous (Swinson & Harrop, 2012). A considerable number of behavioral research and demonstration studies, carried out over the past 40 years, has consistently shown that teacher behavior may have a powerful influence on the behavior of both individual students and whole classes (see for example the classic studies by Madsen et al., 1968). Across the studies (for an update review see Beaman & Wheldall, 2009) there is little evidence to suggest that teachers, universally, systematically deploy contingent praise as positive reinforcement in spite of the considerable literature testifying to its effectiveness. Most of the research does show that teachers use more approval than disapproval but most of this approval is directed at students' academic behavior rather than their social behavior in the classroom. Praise for appropriate social behavior is quite rare whereas disapproval (reprimands) for inappropriate social behavior is common.

Such key teacher behaviors as contingent praise/approval and reprimand/disapproval may be systematically deployed by teachers so as to increase both academic and appropriate social behaviors and to decrease inappropriate behaviors (e.g. Merrett & Wheldall, 1990; Swinson & Harrop, 2001). Audio cueing systems and Visual Performance Feedback (VPF) were demonstrated to be efficient and useful tools for increasing teacher use of praise (Reinke et al. 2007; Van Houten & Sullivan, 1975). The purpose of the study was to evaluate the effects of the cueing system and VPF on teacher and student behavior. Although the increase in approvals for social behaviors was not significant, results indicated that implementation of the cueing system plus VPF decreased use of reprimands for social behaviors from 50% to 28%. Further, these changes in teacher behavior contributed to decreases in classroom disruptive behavior. The results are encouraging because they suggest that consultation at the classroom level can create meaningful teacher and student behavior change.

Self-esteem in higher education context: study in the military academy
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Some people grow up valuing themselves and their actions and this reflects in different aspects of their lives. The purpose of this study is to explore the self-esteem in the military context, and its relationship with the average grades in the moment of admission in higher education, and overall assessment of individuals in the application process to the Military Academy. The sample consists of 191 candidates who applied to the first year of the Military Academy. The data collection instrument used was the Self-Esteem Inventory proposed by Coopersmith (1981). The results support the existence of a positive and significant relationship between the variables Total Self-Esteem and Global Assessment of the candidates, and between this and the General and Scholar Self-esteem subscales. At last, it was found that General Self-esteem, and Average Grades in Higher Education admission have a statistically significant effect on the variation of the variable Global Assessment. Finally, it is also discussed some practical implications of the study; its limitations and suggestions for future research.
Keywords: Self-Esteem, Global Assessment, Higher Military Education.

Career Development in the context of migration: A relational perspective
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Individuals are embedded in culture and culture is reflected through their behavior, norms, values, and symbols. Culture guides their meaning making and interpretation of experience. Since culture is shared, it is constructed relationally. Culture signifies being part of a collective, of shared meaning, and hence, it provides social literacy. However, when the individual moves from one culture to another as in migration, the transition challenges the familiar cultural lens and may leave the individual in a cultural confusion. Yet, immigrants may also find culture as a source of strength and an asset in the new social context. Based on our studies of immigrants we show in this paper how immigrants can resort to cultural experiences and tools from their original culture and translate them to resources in their current culture. Even when the transition is very dramatic and people move between extremely different cultures, they are capable of transforming a culturally established meaning and linking it with their present challenges in the new society (Flum, 1998; Flum and Cinamon, 2011). A variety of relational qualities rooted in the original culture assist individual immigrants in their struggle with the reconstruction of their identity and their career development following migration. Our studies of young immigrants from a number of countries to Israel offer illustrations of relational qualities that scaffold development following migration: active identification, validation, experiences of mutuality. Relational aspects of the original culture also provide holding, support and a sense of security. In addition, imported social norms and cultural schema, often represented by close relationships, may endow the young immigrant with a high sense of efficacy and competence. At the same time, immigrants may wrestle with tensions between their embeddedness in one culture and their newly found connections and the wish to belong, tensions between being held and being held back.

An exploratory study on the assessment of children's career development needs using the Childhood Career Development Scale

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Research conceives childhood as a foundational period for the development of basic career skills and learning about the world of work. Scholars' increasing attention to children's career development has led to a call for preventive and promotional career interventions in this period of life. Career interventions must be theoretically and empirically sustained, as well as informed by psychological assessment procedures. Given that Childhood Career Development Scale (CCDS) is a psychological assessment tool derived from Super's (1990, 1994) interactive theory and that has been empirically addressed, this exploratory study examines the contributions of the CCDS in the assessment of children's career development needs. The sample comprised 704 Portuguese students of mean age 11.04 years, attending grades five and six at two public schools in the Northwest of the country. The Portuguese version of the CCDS was administered to assess children's career development needs in the dimensions of planning, self-concept, locus of control, time perspective, curiosity/exploration in academic activities, information, interests and curiosity/exploration related to key figures. Results from one-sample t-test indicated that participants' results are statistically higher than the midpoints of all eight subscales. The analysis of differences according to gender also revealed that girls present statistically higher scores than the subscales' midpoints and that boys' scores on curiosity/exploration in academic activities are not statistically higher that the subscale's midpoint. On the other hand, the analysis of differences according to grade showed that fifth-graders present statistically higher scores than the subscales' midpoints and that sixth-graders reveal marginally higher results than the midpoint of curiosity/exploration in academic activities. Despite this study highlights children's favorable career development, both boys and sixth-graders could benefit from career practices that foster their curiosity/exploration in academic activities and that consider academic variables that facilitate or constraint their career development. In addition, longitudinal studies are needed to comprehensively understand children's evolution in the career development dimensions. In conclusion, the CCDS seems to be a useful tool to assess children's career development and to early identify their favorable or conditioned development in specific career indicators.

Keywords: Career Needs, Career Development, Childhood.

Psychometrics properties of the Portuguese version of the CMI: The adaptability form

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The concepts of career maturity and adaptability proposed by Savickas (2005) encompass dimensions such as career concern, control, curiosity and confidence. Savickas & Porfeli (2011) integrated recently those dimensions in the revised form of the Career Maturity Inventory (CMI). The present study aims to (1) adapt to Portuguese the new version of CMI, (2) analyze the psychometrics proprieties of this new version and (3) to explore the relations between career maturity as measured by the CMI and other dimensions such as self-esteem and time perspective. In the study participated 250 high school students, 150 from grade 9 and 100 from grade 12. Measures included the Career Maturity Inventory (Crites & Savickas, 2011), the Time Perspective inventory (IPT) (Janeiro, 2006) and Self-esteem Inventory (Coopersmith, 1986).

Keywords: CMI, Career Maturity, Time Perspective, Self-Esteem.

Exploring Experiences of Meaning and Purpose in Life and Hope

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Meaning and purpose in life and hope play important roles in human functioning. Indeed, people who report greater meaning and purpose also report, for example, greater well-being and life satisfaction and lesser psychopathology. Likewise, individuals reporting greater hope report greater well-being and life satisfaction and lesser psychopathology. Despite the importance of meaning, purpose, and hope, there remain gaps in our knowledge of the individual constructs. More specifically, there are no consensual definitions of meaning, purpose, or hope and little consistency in how they are used in the literature. Further, meaning, purpose, and hope have long been grouped together and, indeed, positive correlations

between and among them have been found. Yet, there remain unanswered questions on the interrelationships of meaning, purpose, and hope, and, to the author's knowledge, no qualitative studies exploring the experiences of all three. The aim of this qualitative study, therefore, is to deepen our understanding of meaning, purpose, and hope by exploring nonclinical older adults' lived experiences and understandings of the individual constructs and of the interrelationships between and among them. Basic interpretive qualitative inquiry informs the design of the study from participant selection to data analysis. In-depth, semi-structured interviews are the method of data generation. Preliminary data (N=5; The full paper will include additional data.) suggests that meaning, purpose, and hope are each experienced as: unique to the individual; an individual incident, a series of individual incidents, and/or an ongoing process; positive and/or negative; intrinsic; being and/or doing; multilayered; dynamic; and temporal. The participants' understandings indicate that: meaning is comprehended as an understanding or understandings; purpose as an aim or goal; and hope as an expectation of attainment. Regarding the interrelationships of meaning, purpose, and hope: the three constructs can be separable or inseparable; one construct can give rise to another; and there can be reciprocal relationships between two or three of the constructs. The current research supports and builds on existing theory. The key areas of extending the theory lie in the experiences of meaning, purpose, and hope and their interrelationships. Implications for the findings in life designing and career counseling will be discussed.

The role of legal counsel in support of families with disability and creation their hope

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Disability caused by the occurrence of diseases, both physical and mental, mental retardation and other problems, is the basis for human interactions take on an aid in the various fields. Deficits caused by the occurrence of mentioned above disorders / dysfunctions hinder or even prevent the patient fulfilling basic social roles, basic needs, seek the protection of their rights and interests, thereby exposing him to the occurrence of adverse tangible and intangible effects. Proper provided legal advice combined with the support of psychological counseling enables people with disabilities and their families to improve their lives (financial, legal). This is a kind of professional guideline which very often become beginning of cooperation between beneficient and supporting him organ of social assistance. This allows to create help activities, taking into account the principle of subsidiarity mobilizing "self-help" and "self-activity", and thus counteracting the creation of "learned helplessness", combined with her individual and family marginalization. This very important process has to be based on a depth diagnosis of individual case of family with problem of disability. Legal advice also acts the educational functions, the recipient of help becomes aware of his problem to make a decision and take responsibility for his own existence. It gives a sense of security and hope to get a sense of agency allows appropriate social participation.

Canonical relationships between vocational interests and academic aptitudes

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The purpose of the present research was to determine the correlation model between subscales of vocational interest and academic aptitude in Iran .The sampling were 450 high school students (200 boys and 250 girls) and their scores in Occupational Preference form of Personal Globe Inventory and academic aptitude test were analyzed through canonical analysis. Canonical correlation analysis of vocational interests and aptitudes showed that there were weak to moderate correlations between aptitudes and interests. The results were different in boys and girls. In girls, just one canonical variable Rcl 0/44(P=0/02) with the clarification of 19% of variance is specified with high interest in social subscale ,low interest in enterprising subscale, high aptitude in information sufficiency and shape rotation subscales and low aptitude in combination of parts subscale. In boys, one canonical variable Rcl =0/56(P=0/009) with the clarification of 31% of variance is determined with high interest in realistic subscale, low interest in enterprising and conventional subscales, high aptitude in verbal reasoning, abstract reasoning, mechanical reasoning and low aptitude in words ,rational and spatial reasoning subscales. The different model in the relationship between vocational interests and academic aptitude in girls and boys students reveals that the career counselors must obtain a different approach in the interpretation of boys' and girls' aptitude and interest profiles.

Moreover, these results show that the contextual factor can affect on aptitude-interest relational model. Therefore, more researches are necessary to clarify the results.

Vocational Interests of High School Students in Iran

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The purpose of this research was to determine the profile of students' vocational interest in high school different fields (literature, experimental mathematics) in Iran. 300 students (51٪ boys and 49٪ girls, 32٪ in literature, 33٪ in experimental, 35٪ in mathematics) were selected through cluster random sampling The Occupational Preference form of Personal Globe Inventory was conducted. The results showed that there are differences in the interest profile of academic fields (P=0.0005; R2=0.13; F=8.75; LW Track=0.58): artistic interest of students in literature was higher than mathematics students and their social interest was also higher than experimental and mathematics students (P< 0/05); experimental students were higher than mathematics and literature students in investigative interest (P<0/05). There was not observed any difference in other areas (P>0/05). Students were specified with different codes: literature with SAE, mathematics with RCE and experimental with ISA. Gender differences were seen (P=0.0005; R2=0.21; F=15.84; LW Track=0.79): Girls were higher in artistic and social scale but boys in realistic scale (P<0/05).The results revealed the importance of vocational interests profile in students' career guidance, specially in gender. As a whole, the results of this research were similar to the most international studies and showed the relationship among interests levels with vocational environment and gender.

Measuring Math Self-Efficacy with the Rasch Model

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The present study analyzes the psychometric properties of the Portuguese Math Self-Efficacy Scale (PMSES), originally devised and constructed according Bandura's conceptual and methodological guidelines regarding the nature and structure of self-efficacy scales, in a sample of Portuguese secondary education students using the Rash model. The fit of the 15 items of the PMSES to a latent unidimensional structure is examined, as required by Rasch model. The functioning of the response scale, containing 10 categories, is examined and people and item calibration parameters are discussed. Differential item functioning (DIF) analyses concerning gender are carried out. Convergent validity is examined by correlating the scale with Betz Math Self-Efficacy Scale. Finally, psychometric implications derived from the results of the present study are discussed, and suggestions are provided for future investigations.

Resilience and temporal competencies. Assessment of young people studying psychology

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Changing economic conditions, economic crisis, unemployment, and increasing expectations of employers, all lead to questions regarding the planning of one's professional career. Many people are unable to cope with problems connected with professional life. They experience low mood, depression, mental breakdown and civilization diseases or escape into fantasy, dwell on the past, stick to schematic activities which fail to provide solutions to problems. Many people, when experiencing difficulties, focus on the past or the present, thus looking for a sense of security and avoiding thinking about the challenges of the future. An essential condition for the effective functioning of a human being in everyday and professional life is the ability to live "here and now", making use of past experience, planning their future and setting professional goals. An increasing number of researchers point out that resilience plays a great part in successful coping with the problems and challenges of personal, family and professional life. Resilience is identified with effective overcoming of negative life events and phenomena. Resilient people function well in social relations, they are open to others, warm, curious, imaginative, persistent, emotionally controlled, and know how to effectively deal with problems. The study is aimed at identifying the relationship between the level of resilience and temporal competencies. The participants were students of psychology (158 people aged 19–23 years). In the future, these people will not only pursue their professional careers but will also work in counselling and provide support to others, helping them to plan their careers and future life. The following

instruments were used in this study: the Resilience Quotient by Reivich and Shatte (translated and edited by Uchnast and Iskra) and the Temporal Competencies Inventory by Uchnast and Tucholska. The results show that there are statistically significant differences in the temporal competencies of young people with high and low resilience. Young people with high resilience are characterized by high levels of temporal competencies (effective functioning in relation to the past, the present and the future). Young people with low resilience focus on the present or the past, showing strong concern about planning their future.

Person Environment Fit and Vocational Outcomes
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Person-Environment fit (P-E fit) is a salient construct within vocational psychology (Parsons, 1909). People are believed to do better and are more satisfied when there is a fit between the person and the characteristics of their occupational environment. There are many dimensions on which this matching can be done (e.g., abilities, needs, and values), but the most common is the congruence of interests with occupational environments (i.e., interest–occupation congruence). It is theorized that the greater the interest-occupational environment congruence, the greater the career outcomes such as satisfaction and productivity (Dawis & Lofquist, 1984; Holland, 1997; Tracey & Robbins, 2006). However, the literature on this relation has yielded equivocal results (Spokane, Meir, & Catalano, 2000; Tsabari, Tziner, & Meir, 2005). This has caused some to question the significance of the interest-occupational environment congruence (e.g., Arnold, 2005; Tinsley, 2000) while others view the small to moderate relation as comparable to trait–behavior relations in the personality domain (Rounds & Tracey, 1990; Spokane, 1985). This presentation will focus on reviewing the basic and most recent research on interest-occupational congruence, suggesting reasons for the discrepancy in this relation and examining empirically validated moderators of the congruence-career outcomes relation, such as the presence of prestige, individual interest flexibility, how congruence is defined, and cultural variance. Additionally, the presentation will highlight the clinical implications of the congruence-outcome relation and offer recommendations for future research.

Career of doctoral candidates: new instrument to measure doctoral students' professional identity
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Investment in young researchers is considered to be a driving force for economic growth. On the other hand, the majority of doctoral candidates seeking careers in higher education. Meanwhile career in higher education, characterized by political and social transformations and dynamics, is becoming increasingly complex. In this complex environment doctoral students perform many professional roles and they can face with difficulties recognizing who they want and can be after studies completion. All this shows the importance to identify challenges faced by students and look for ways to help them. The important factor to ensure the success of career development is the perception of professional identity. Therefore, the aim of this presentation is to present new and unique tool to measure the professional identity of doctoral students. To respond the need of instruments (in Lithuania and abroad) measuring professional identity of doctoral students, new instrument was developed to evaluate the expression of their professional roles performed. A five-step procedure was used to develop the instrument: systematic literature review, item generation, revision, external expert review and pilot. Three professional roles (teacher, researcher and practitioner) were selected from the range of roles presented in the literature. After systematize of potential criteria and indicators, items were generated and after careful review items were selected for the instrument. The instrument was sent with request for comment to three scientists who specialize in the fields of research methodology and professional identity. After review of the comments and necessary changes made, the instrument was finalized. Before use in a large sample, the instrument was piloted with twelve doctoral students in psychology to increase clarity and usability. The study of large sample doctoral students revealed that the doctoral candidates' professional identity instrument has good psychometric characteristics. Reliability of the scales, structure of factors and dependence of results on gender, age, and field of study are presented. Timely provided professional counseling, introspection and self-discovery is important for successful career development. Therefore, this instrument can be useful for doctoral students

and career counselors at university in order to help doctoral candidates to find the right direction of their career.

Beyond Hope and Optimism in Times of Crisis: Appraisal, Coping, and Reassessment

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Several research studies have revealed the factors in times of crisis that buffer intense stress and facilitate psychological and physical resilience. These studies focused on crisis situations of ethnic cleansing (the Kosovo crisis), war and combat (soldiers in the Iraq war), traumatic search and rescue operations (9-11 first responders), and the perceived, imminent calamity of the millennium computer crash (computer engineers). Overall, the personality characteristics of optimism and hope served to ameliorate stressors and give individuals involved in these crises a better chance at maintaining psychological and physical health, or at rebounding more quickly from the depths of negative reactions to these crises. In addition, several stress and coping responses aided in developing resilience. First was the stress appraisal process in which responders who were able to construe events as challenging rather than threatening or harmful clearly maintained more robust health. Second was the coping mechanisms employed that were able to deal directly with stressors, be they the major stressors or related stressors, which gave responders a sense of control and mastery in the face of crisis. Additionally, indirect coping mechanisms such as positive reinterpretation and seeking emotional social support added to psychological health in situations in which direct impact on the stressor may not have been possible. A broader range of effective coping mechanisms proved more effective than a narrow selection since backup coping options were available when preferred coping was thwarted. Finally, in some traumatic stress situations, responders who would ordinarily have had the personality, appraisal, and coping resources to protect their health were overwhelmed; their assumptions about their efficacy in dealing with stress were shattered. In these situations, a psychological reassessment of life events could lead to a greater appreciation of the benefits and joys of ordinary living, thus leading to a more robust and realistic view of the responders' efficacy in dealing with crisis. Mechanisms for resilience in times of crisis can be mobilized to good effect.

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Peer Relationships as a Context Supporting the Promotion of Resilience in the Transition to Young Adulthood

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The transition to young adulthood is a significant period of development as young people navigate tasks of identity, career, and relationship, and as such, is a period of vulnerability. Thus, development at this life stage is directly relevant to the study of resilience. Scholars in the field have been advocating for a contextual and relational perspective on resilience that reflects the reality that individuals exist within

multiple contexts and engage in a myriad of relationships (e.g., Kia-Keating et al., 2011; Ungar et al., 2008). Schoon and Bynner (2003) assert, "Positive adaptation, or resilience, does not reside within the person but in the active interactions between the young person and aspects of the environment he/she experiences." (p. 27). Research on resilience in young adult populations has identified the importance of social support (e.g., Leavey, 2005; Theron & Malindi, 2010). As such, an understanding of how the peer relationship as a promotion factor is fundamental to understanding how resilience connects to issues of young adulthood, such as life designing and career. This poster highlights the unique ways in the goals of the young adult peers' actions and projects and the processes used to reach them are consistent with the evidence in the literature on the social embeddedness of resilience. Specifically, using Qualitative Action Project Method (Young, Valach, & Domene, 2005), a theoretically grounded, systematic, and longitudinal approach to the study of action in context, we will examine data from 15 peer dyads (19-24 years old) to address the following question: how do young adults, together with their peers, articulate goals consistent with resilience and engage in actions related to these goals around topics of career and future lives? Findings illustrate how young adults together engage in pursuing their goals and the way they organize their relationship (e.g., staying in touch using social media, differentiating self from others) may foster resilience in response to this time of significant life transition. Implications for counselling professionals and researchers in the field of resilience, career, and young adult development based on these findings will be outlined.

The relationship between career adaptability, core self-evaluations, proactive personality and future time perspective of graduating students
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The study examined the relationship between career adaptability, core self-evaluations (self-esteem, generalized self-efficacy, neuroticism and locus of control), proactive personality and future time perspective using a sample graduating university students (N:332). The career adaptability was measured with Career Adapt-Abilities Scale (CAAS) developed by Savickas (2012). Self-esteem was measured with Rosenberg's Self Esteem Scale, developed by Rosenberg (1965). Generalized self-efficacy was measured with Generalized Self Efficacy Scale developed by Schwarzer & Jerusalem (1995). Neuroticism was measured by neuroticism subscale of Adjective Based Personality Scale developed by Bacanlı (2007). Internal locus of control was measured by Internal Scale of Multidimensional Locus of Control Scales (Levenson, 1973). Proactive personality was measured with Proactive Personality Scale Shortened Version developed by Bateman and Crant (1993). Future time perspective was measured by Future Scale of Stanford Time Perspective Inventory (STPI) short form developed by D'Alessio, Guarino, Pascalis and Zimbardo (1999). The results indicated that career adaptability positively related to self-esteem, generalized self-efficacy, internal locus of control, proactive personality, and future time perspective, only negatively related to neuroticism.

Career Adaptability among the recently unemployed in Iceland
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Unemployment rate has increased in Iceland following the economic collapse in 2008. Job loss is known to have serious economic, social and personal consequences (Körner, Reitzle & Silbereisen, 2011; Audhoe, Hoving, Sluiter & Frings-Dresen, 2010; Karsten & Moser, 2009). It is important to design interventions for the unemployed that meet individual needs based on career development theories. Career adaptability is considered an important part of employability and plays a crucial role when people face changes in their career (Savickas, 2005). Fugate, Kinicki and Ashforth (2004) have proposed a model where career adaptability along with career identity and social/human capital are considered an integral part of persons employability. The aim of this study was to compare the career adaptability of people who have recently become unemployed with the career adaptability of the general population. Additionally the relationship between Adaptability and Career identity in this population was tested. The Icelandic version of the Career Adapt Abilities Inventory (CAAS; Vilhjálmsdóttir et al., 2012) and Career Identity (CI) scale (Holland, Daiger & Power, 1980) were administered to a sample of 282 people who have recently lost their jobs and been registered as employment seekers. The results of the study showed that there is considerable difference

between adaptability of the unemployed and the Icelandic population in general (N = 1595; Vilhjálmsdóttir & Dofradóttir, 2012). The unemployed showed less career adaptability on all the six subscales (control, curiosity, concern, confidence, co-operation and citizenship) in the Icelandic version for the CAAS (KANS). Among the six scales the lowest score (1,92) was on citizenship, a scale that tends to be high in the general population (4,17). There is small negative correlation (-.26) between KANS and CI indicating that among those that are recently unemployed people with clearer career identity have lower adaptability. This study supports the current conceptualization of six facets of career adaptability in Iceland. It also has implications for the development of services and programs offered by the office of unemployment and continuing education centers that have joined hands in serving job seekers and strengthening their employability.

Adaptability and psychological capital: a research in the academic and administrative area
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The targets of this study are knowledge workers, whose presence from the 90's has strongly increased (from 10% of 1970 to 37% of 2000). This growth is related to the ICT diffusion and to the increasing importance of knowledge and information in today's society, called knowledge society (Bagnara, 2010). Knowledge workers are also defined creative class (Florida, 2002) because the value of their performance derives from the degree of innovation and from the quality of their ideas. The distinctive elements of their job are flexibility between different roles and projects, geographic mobility, long life learning, unusual working time and place (Savickas, Nota, et al., 2009; Nota, Ginevra & Soresi, 2012). The present research examined two categories of knowledge workers, academics and administrative managers, and is part of the International Hope Research Team and the Life Design International Research Group. On one hand we have analysed some constructs of positive psychology, like hope, optimism and resilience. These abilities help people to develop a persistent and positive attitude in coping with changes and challenges (Luthans, & Youssef, 2007). On the other hand, we have examined the construct of the adaptability, which allows people to actively build their careers and to cope with expected and unexpected work transitions (Soresi, Nota & Ferrari, 2012). Adaptability plays a key role in the working world of 21st century, where the career is protean and the future is uncertain (Savickas, 2012). The first hypothesis is that academics have higher levels of hope, optimism, resilience, job satisfaction and quality of life because their job represents by excellence the knowledge society and the working world of 21st century, whose distinguishing features are knowledge, continuous updating and flexibility. The second hypothesis is that academics presents more adaptabilities resources because their job involves curiosity and exploration. The participants are 21 Italian academics and 21 Italian administrative managers. For the first hypothesis we carried out a quantitative assessment (About Work, La.R.I.O.S., 2012; Job Satisfaction Survey, Spector, 1994; Psychological Capital Questionnaire, Luthans et al., 2007; Hope Scale, Snyder et al., 1989; Life Orientation Test-Revised, Scheier et al., 1994; The satisfaction with life scale, Diener et al., 1985). For the second hypothesis we used a qualitative instrument (Career Style Interview, Savickas, 2011). Contrary to the hypothesis, ANOVA shows that academics has lower levels of hope and resilience. Moreover they confer less prestige to their work than administrative managers. Another interesting result emerges from the analysis of the interviews. Starting from Savickas' idea of life themes (2011) and taking inspirations from McMahon, Watson and Bimrose's studies (2012) we examined which adaptabilities resources emerged from the answers of academics and administrative leaders. The analysis shows that academics refers less to confidence, control, curiosity and cooperation than administrative managers. Taking into consideration the number of participants is at the moment quite low, preliminary results of this research will be discussed in the conclusion.
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Processo di counseling nella pratica dei tirocini formativi e d'orientamento

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La legge 196 del 24 giugno 1997, dal titolo Norme in materia di promozione dell'occupazione, all'articolo 8 regolamenta i TFO Tirocini Formativi e di Orientamento, definiti contratti formativi, con la finalità di realizzare momenti di alternanza tra studio e lavoro e di agevolare le scelte professionali mediante la conoscenza diretta del mondo del lavoro, attraverso iniziative di tirocini pratici e stages a favore di soggetti che hanno già assolto l'obbligo scolastico o in corso di studio. L'evoluzione della normativa ha esteso la possibilità di attivazione dei TFO alle scuole superiori, inserendo il limite che si può svolgere il TFO entro un anno dal conseguimento del titolo di studio diploma o laurea, escludendo da questo limite le categorie svantaggiate quali disabili e ex carcerati e persone in dipendenza. Molte regione Italiane utilizzano lo strumento del TFO come politica attiva del lavoro, eliminando il limite dell'anno dal conseguimento del titolo di studio, senza utilizzare una vera pratica d'orientamento di scelta per lo svolgimento del TFO, diventa importante introdurre nello strumento di TFO un metodologia di couselling per il supporto del tirocinante e dell'azienda. Tenendo presente i presupposti del life design inteso come il supporto psicologico delle persone (Soresi 2007), nella presa di decisioni per la costruzione di professionalità (Savickas 2005), in relazione ai contesti lavorativi (Guichard 2005). In un'ottica di competenze professionali articolate, definite come l'insieme strutturato di conoscenze, capacità e atteggiamenti necessari per svolgere un compito (Pellerey 1983). Tenendo presente il concetto di competenze, secondo il modello ISFOL classificate in: a) competenze di base, cioè quelle che garantiscono alla persona la cittadinanza e sono ritenute fondamentali per la sua accusabilità; b) competenze trasversali, riguardano la persona in dimensione socio cognitiva per agire nelle organizzazioni lavorative c) competenze tecnico-professionali, l'insieme di conoscenze e capacità connesse all'esercizio efficace di determinate attività professionali nei diversi comparti/settori; queste competenze sono determinate dalle caratteristiche e dal contenuto del lavoro. Nel processo di couselling nella pratica del TFO diventa importante definire i seguenti aspetti: 1) Definizione della mansione da svolgere o della figura professionale da parte aziendale. 2) Analisi delle caratteristiche dell'aspirante tirocinante in termini di valori ed atteggiamenti personali. 3) La definizione del progetto personale e la definizione delle competenze da sviluppare. Il Ruolo dell'orientatore è quello di definire i contenuti del TFO e verificare con la persona la possibilità di sviluppare il proprio progetto professionale attraverso il tirocinio. Una volta definito il bisogno di svolgere il TFO da parte della persona si richiede: A. La definizione del progetto di TFO tra tirocinante e azienda. B. La verifica del percorso di tirocinio e l'attinenza della attività al progetto personale. C. La certificazione dell'esperienza di TFO ed eventuali competenze specifiche. Nella pratica d'orientamento del TFO diventa importante l'utilizzo di strumentazione per la valutazione della persona con approccio narrativo e la definizione delle competenze.

Effect of Time Perspective on Perceived Well-Being and Resiliency

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Qualities such as self-esteem and good problem solving skills (Maluccio, Pine, & Tracy, 2002; McCubbin, Thompson, Thompson, & Fromer, 1998) have been associated as predictors of resilience from a positive psychology perspective. This study focuses on psychological well-being and one's time perspective merit further examination from a gender and cultural perspective. Controlling for prior traumatic exposure prior to 16 and after 16 in 359 college students drawn from a historically Black university in the mid-South of the United States, no differences were found by gender for time perspective (ZTPI: Zimbardo Time Perspective Inventory, Zimbardo & Boyd, 1999), resiliency (RAS: Resiliency Attitudes Scale, Biscoe & Harris, 1994), or psychological well-being (PWB: Scales for Psychological Well-Being, Ryff, 1995). Both African American men and women scored highest with White women scoring the lowest on the ZTPI Post-Positive subscale. Although no significant differences were found between racial groups for resiliency, ANOVAs found differences for perceived well-being on PWB Autonomy, Purpose in Life, Self-Acceptance, and ZTPI Past-Positive. White females scored lowest for these PWB subscales. Findings suggest that Blacks have a more nostalgic view of the past and stay in closer contact with family members than do White participants as evidenced by scores on the ZTPI Past Positive subscale. This information is not surprising as numerous studies have indicated that Blacks, more often than Whites, tend to be involved with and more likely to live in homes with extended family members (e.g., Bell-Tolliver, Burgess, & Brock, 2009). Black participants also reported a greater sense of autonomy, self-acceptance, and purpose in life than Whites in this study with White women scoring lowest for each category. Although numerous studies have found that Whites tend to score higher for psychological well-being, the settings for this study and the lower number of White participants may have contributed to those findings. It has been suggested that being a part of the "in-group" has an effect on one's subjective well-being (Bettencourt & Dorr, 1997) and that the Black collectivistic orientation has been correlated with higher levels of psychological well-being (Kernahan, Bettencouirt, & Dorr, 2000).

"Alive and kicking": Predicting university students´ academic and social satisfaction and vitality

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The purpose of this study was to analyze the predictive value of sociocognitive variables in determining academic/social satisfaction, and vitality in a sample of portuguese university students. Using Lent´s social cognitive model of well-being (Lent, Taveira & Lobo, 2012, 2011; Lent Singley, Sheu, Gainor, Brenner, Treistman, & Ades, 2005) and a model of energy and vitality based on self-determination theory (Ryan & Deci, 2000) as guiding framework, the authors tested the impact of sociocognitive mechanisms in particular life domains and on students´vitality. Subjective vitality is defined as the state of feeling alive and alert or "(...) one's conscious experience of possessing energy and aliveness." (Ryan & Frederick, 1997, p. 530), and includes two forms: one that assesses the state of subjective vitality and the other its enduring aspect. Participants were six hundred college students (Social Sciences, Arts and Letters and Health Sciences) attending diverse portuguese faculties. They completed measures of self-efficacy, outcome expectations, social supports and barriers, domain (academic/social) satisfaction and vitality, in a single assessment. Implications for future research and practice are discussed.

Academic and Social Adjustment: Psychometric evaluation of the VSC Questionnaire

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The purpose of this study was to examine the psychometric properties of the VSC Questionnaire (Paixão & Ramos, 2010), a portuguese version of the Academic Experiences Questionnaire (Lent et al, 2005). A sample of 600 portuguese students (second and third years of undergraduate studies and first year of master studies), attending diverse faculties (Social Sciences, Art, Letters and Health Sciences), completed self-report measures at the beginning of the school year, including the VSC Questionnaire. The questionnaire includes two Likert-type subscales assessing academic and social domains on specific dimensions such as: Academic/Social milestones self-efficacy; Coping self-efficacy; Academic/Social Outcomes Expectations; Academic/Social Support; Importance given to the academic/social life. Data analysis using structural equation modeling (SEM) allows to support the use of the translated version of the Academic Experiences Questionnaire. Main results are presented and implications of findings are discussed.

The relationship between the subjective well-being and the academic success: a study with Portuguese students of the secondary school

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The present study aims to evaluate the levels of subjective well-being in secondary school students, as well as the relationship between these psychological variables to academic success. Previous studies have explained the value of satisfaction with the school context in the levels of subjective well-being of adolescents. In this study we intend to expand this empirical evidence by analyzing variables such as the relationships between the subjective well-being and academic success. For this purpose it has been applied, a socio-demographic questionnaire, especially developed for this purpose; the Satisfaction With Life Scale (Diener et al., 1985), the Positive Affect and Negative Affect Schedule (Watson, Clark & Tellegen, 1988). Academic success was assessed through the following procedures designated as: Current school success, educational background made, expectations of educational achievement, aspirations and goals of academic success in school ratings. The study sample consists of 258 students (175 females and 83 males) of secondary education. The results suggest the association between the domains of subjective well-being with the dimensions of academic success.

Career indecision: first analyses of a short scale based on the Germeijs and De Boeck's (2002) work

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Indecision is an important topic in a career guidance project. Several instruments were developed in the past to measure this dimension but, as Germeijs and De Boeck (2002) put in evidence, they often don't distinguish situation specific indecision (as career indecision) from general indecisiveness or from related constructs as sources of indecision. For these reasons, Germeijs and De Boeck (2002) developed a 22-items "unconfounded measurement scale" (p. 114). This study aims to explore the characteristics of an Italian version of the career indecision instrument based on Germeijs and De Boeck's (2002) work. We propose a shorter version of the original scale (11 positive items), more suitable for the application in career guidance projects with adolescents, that need to take into consideration also other constructs related to career choice. The instrument was filled by 459 students in the North-West Italy. After descriptive analysis of each item (M, SD, Asymmetry, Kurtosis), we calculated principal component analysis and Cronbach's *alpha*. Correlations with Intrinsic Motivation (9 items, alpha .75), Extrinsic Motivation (5 items, alpha .65) and Problem Solving (9 items, alpha .78) have been investigated. After the descriptive analysis, we eliminated two items which didn't have a normal distribution. The principal component analysis (ACP) highlighted two factors with eigenvalues larger than 1. Coherently with Germeijs and De Boeck's solution, we preferred a one-factor solution (alpha .87) obtained eliminating one more item (53.47% explained variance). Career indecision has a positive correlation with Extrinsic Motivation (r .22, $p < .001$) and a low negative correlation with Intrinsic Motivation (r -.16, $p < .001$) and Problem Solving (r -.12, $p < .01$). The principal component analysis is only partially in line with Germeijs and De Boeck's results, while correlations are coherent with

previous studies (Guay, Senécal, Gauthier, & Fernet, 2003; Chartrand, Rose, Elliott, Marmarosh, & Caldwell, 1993). Further analyses on a different sample will allow to confirm the structure of the short career indecision scale. This short scale could be a useful tool for doing research but also for complex guidance projects, where monitoring the participants' career indecision level is of importance.

Family support in the long term treatment of achondroplasia - hope and optimism

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Achondroplasia is a genetic disorder characterized by short stature, disproportionately shortened lower and upper limbs, changes in skull, especially in its facial region are observed. Features of this syndrome, determining the specific appearance of the patient, both described in the historical sources and contemporary, generate stigmatizing attitudes, negative and disturbing fulfillment of social roles, and therefore social participation. These attitudes often result from social ignorance, lack of education and tolerance for "otherness". Treatment of achondroplasia with surgical limb bones lengthening (distractive osteogenesis) and orthodontic treatment is long-term and multi-stage. During most part of the treatment process the patient stays at home with the family. This results in the multiple burdens of caring for - usually parents. They bear the consequences of this situation - taking an active part in the process of treatment and rehabilitation, in the exercise of care, dealing with the complicated emotional situation of their child. They faced with a lack of understanding and social support resulting in the occurrence of burn care. It negatively affects the functioning of the family, it reduces the quality of life of its members. Caregivers' problems become secondary significance in the face of the various stages of treatment and following deprivation needs of family members of patients. Therefore, such an important task is to support families by adequately treated child support programs designed to take account of individual counseling and group exchange of experience

Work Hope and Hope in General in unemployed adults integrated into training processes

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Hope is a positive psychological variable and the hope theory recognises that human actions are directed towards goals (Snyder, Rand, & Sigmon, 2002). The variable hope is of particular importance in the unemployed population considering the role it may play in the implementation of effective coping, in decision making, in psychosocial adjustment and in quality of life. The authors highlight the importance of prevention of psychological illnesses, particularly in times of economic, financial and social crisis in a country, enhancing the focus on hope as a way to prevent depression and anxiety in adults. The positive psychology must make room for the study of positive skills and abilities of the human being, redirecting the focus to the promotion of the quality of life and the training of hope and optimism, in order to make them more resistant to depression and able to lead a happier and more productive life (Seligman & Csikszentmihalyi, 2000). This study aims to evaluate the contribution of the training situation in fostering hope in Portuguese unemployed population predominantly middle-aged, using a quasi-experimental design and measurements repeated on two occasions. In order to achieve this objective we used a sample of unemployed participants attending specialized training courses and a sample of unemployed adults not integrated into the learning process. To collect the data we used the following instruments: a socio-demographic questionnaire, the Hope Scale (Oliveira Barros, 2003), and the Work Hope Scale (WHS; Wettersten & Juntunen, 2006).

Career adaptability and life satisfaction among Brazilian university students

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Satisfaction with life is the cognitive dimension of subjective well-being and can be defined as the overall judgment someone does about his or her life as a whole. It is one important construct of positive psychology paradigm and has consistently been used worldwide in association with demographic, psychosocial and other variables in studies evaluating students' life and academic success. The aim of this study was to investigate relations between life satisfaction and career adaptability in Brazilian university students. Considering adaptability as the amount of resources an individual has to cope with tasks and transitions in his or her career, it is possible to presume that a higher level of adaptability could be related with higher levels of life satisfaction. Participated in this study 401 students (69.8% women), aged between 18 and 55 years (M=23.1; DP=5.26) from public and private higher education institutions from different regions of Brazil. The measures used were the Brazilian versions of the Career Adapt-Abilities Scale and of the Satisfaction with Life Scale (SWLS). Results showed small but statistically significant correlations between satisfaction with life and career adaptability. The correlations with each dimension of adaptability were as follow: Concern (.15), Control (.19), Curiosity (.21), and Confidence (.20). Gender differences were observed for Concern (with women scoring higher than men) and Curiosity (with men scoring higher than women). No gender differences were observed for life satisfaction. Differences between working and non-working students were also explored. Working students showed slightly higher levels of Control than non-working students. No differences were observed for life satisfaction between workers and non-workers. These results indicate that career adaptability may play a role in the development of global positive evaluations of life among university students, although the observed effects were small in magnitude. It is noteworthy, however, that a domain-specific ability (career adaptability) has shown relationship with a global and cognitive measure of life satisfaction. This suggests that improving career adaptability may also facilitate the development of other coping abilities that help people to achieve their goals, which in turn could result in higher levels of life satisfaction.

Interventi di Coaching e supporto alla genitorialità nei bambini ad alto potenziale cognitivo

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L'Unione Europea ha promulgato una raccomandazione relativa all' educazione dei bambini iperdotati (n.1248 dell'Assemblea Parlamentare del Consiglio d'Europa, 1994) e, in sintonia con essa, la Regione Veneto ha finanziato un progetto per la realizzazione di interventi a supporto dei bambini con alto potenziale cognitivo, svolto in partenariato tra ULSS16 Padova, Università di Padova, C.N.I.S., Fondazione Giacomo Rumor, Associazione Omniacom. Il progetto, prima esperienza pilota nel Veneto, è rivolto al fenomeno sommerso degli allievi iperdotati, alle loro famiglie e agli insegnanti. Anche se può apparire paradossale, non è infrequente che questi bambini presentino un "fallimento scolastico", nonché problematiche psicopatologiche che incrementano il disagio e lo stress familiare. Molto spesso alle caratteristiche peculiari ed inattese di questi bambini viene attribuito un significato psicopatologico da parte di genitori e docenti. Si rende perciò necessario aiutare le figure significative a riconoscere e gestire le abilità del bambino. Uno degli obiettivi del progetto è fornire supporto alle famiglie con bambini iperdotati tramite attività di coaching per la gestione dell' adattamento personale, scolastico, sociale e delle problematiche familiari conseguenti. I bambini sono stati individuati grazie ad uno screening fatto da insegnanti specificamente formati sull'argomento. Il coaching è stato attuato su un gruppo di genitori, seguendo il metodo del SENG Model Parent Group che si propone di far acquisire metodologie da applicare in ambito familiare per favorire atteggiamenti e comportamenti facilitanti verso lo sviluppo del bambino nel rispetto delle proprie peculiarità. Il senso di efficacia e di soddisfazione educativa dei genitori sono stati valutati prima e dopo il coaching tramite i questionari Parent Stress Index (Abidin, 1995) e Parent Sense of Competence (Mash e Johnston, 1989). I risultati mostrano come entrambi questi indici siano in miglioramento nei genitori che hanno seguito il coaching di gruppo, suggerendo come il riconoscimento e la comprensione delle abilità del bambino siano un punto cruciale per favorirne il benessere

INSTALL: un training formativo per incrementare la competenza riflessiva e la Resilience degli studenti universitari

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Il contributo presenta un progetto di ricerca-intervento volto ad implementare la competenza riflessiva (Fonagy et al., 2009) che in letteratura è considerata correlata ai processi di Resilience (Bateman, Fonagy, 2012). In ambito socio-costruttivista, infatti, la Resilience viene definita come quella capacità della persona di orientarsi tra le risorse disponibili, sia personali, sia contestuali, e di negoziarle con il contesto affinchè siano funzionali al fronteggiamento degli ostacoli (Ungar, 2011). Il progetto INSTALL, Innovative Solutions To Acquire Learning to Learn, finanziato dall'Unione Europea (LLP, Erasmus Multilateral Project 2011), propone un training agli studenti disadvantaged e non-traditional (Merrill & Gonzalez Monteagudo, 2010) in ritardo all'università. Il training ha come finalità la prevenzione del drop-out universitario (Hurtado et. al., 2007) e l'obiettivo di facilitare lo studente nell'individuare le risorse, proprie e contestuali, per meglio fronteggiare i possibili ostacoli al raggiungimento degli obiettivi formativi. L'impianto metodologico alterna sequenze narrative e meta-narrative (Murray, 2000; Hermans, 2001; Freda, 2008a; 2008b; 2011a) e prevede quattro moduli narrativi/codici discorsivi (metaforico, iconografico, scritto, corporeo). Ogni codice segue il medesimo circuito metodologico: presentazione dell'input narrativo, costruzione narrativa dell'esperienza, meta-narrazione di gruppo, ricostruzione dell'esperienza narrativa. Riteniamo che codici discorsivi diversi possano gradatamente accompagnare la persona verso la connessione e l'integrazione dei differenti aspetti che caratterizzano l'esperienza universitaria. La narrazione così intesa, dunque, si configura come strumento per produrre conoscenza circa i significati che presiedono tanto alla costruzione del sé, quanto alla costruzione del mondo sociale, fondamentali per il riconoscimento e l'attivazione di risorse. Il training INSTALL, condotto da psicologi, si svolge in piccoli gruppi di 15/25 studenti, contando sei incontri, a cadenza settimanale. La valutazione dell'intervento si focalizza sull'analisi del miglioramento della competenza riflessiva (questionario a domande aperte, Fonagy et al., 1998, ex ante ed ex post) nonché delle ricadute in termini di performance accademica con follow up a 6 mesi dalla fine del training. I risultati evidenziano una relazione interessante tra i punteggi ottenuti alla RF scale e il miglioramento della perfomance accademica, denotando un incremento della capacità resiliente nel fronteggiare le sfide universitarie.

Optimism and satisfaction of life: the role of self-efficacy and emotional regulation strategies

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The present study aims at providing a general view about the relationships between personal style (optimistic vs pessimistic), self-efficacy in managing negative emotions, strategy used to regulate emotions and satisfaction with life, variables so far considered separately in literature. A sample of 63 university students was administered the Life Orientation Test, the Emotion Regulation Questionnaire, the Perceived Self-efficacy in Regulation of Negative Emotions and the Satisfaction with Life Scale. Structural equation modeling analyses showed that optimistic personal style, life satisfaction and self-efficacy in managing negative emotions are all positive correlated. It turned out that personal style plays an important role in this pattern of correlations, since optimistic people seem to use mainly reappraisal, have higher levels of self-efficacy in managing negative emotions and have a high level of satisfaction with life.

The influence of formation processes in the optimism and career concerns of unemployed adults

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In Positive Psychology, optimism is one of the variables that has emerged as a relatively stable personal factor that influences how the individual deals with transitions and crises of life. Optimism is a variable that favors the view of the individual facing future events making them achievable, while minimizing situations of discomfort and promoting health (Neto e Marujo,1999). Having an optimistic attitude towards life facts helps us in personal terms, but also in the professional ones, allowing us to believe in some facts and to develop the ability to dream about other possibilities, creating a vision that goes beyond barriers. It allows us to gain perspective on reality and consider obstacles as challenges, changing difficulties into growth potential and self-knowledge. For an optimistic perspective towards the future, it will be important for

people to recognize their capabilities already shown in the past and appreciate what they have in their everyday life. (Rivero,2007). The present study aims to evaluate the impact of interventions focused at developing skills that can enhance employability, as well as optimism in an unemployed and integrated training process adult population, as well as their ability to think and plan their career processes. This is a study with an almost experimental design, at two different times. For data collection we used the Scale of Optimism by Barros de Oliveira (1998), which measures dispositional optimism and at the personnel level, The Career Concerns Inventory (Duarte, 1993), which assesses career planning and predictability of thinking about the future and a sociodemographic questionnaire.

Conductive Education: Instillare la resilienza nei genitori di bambini prematuri nell'approccio funzionale alle paralisi cerebrali infantili

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La nascita pretermine rappresenta un grande fattore di rischio per la sopravvivenza dei bambini e le possibili conseguenze connesse allo sviluppo extrauterino anticipato. Ogni anno nel Veneto nascono 1.200 bambini che vengono "attaccati ad una macchina" anziché al seno della madre e 8 bambini sono prematuri, nati prima della 37^ settimana gestazionale (Osservatorio Regionale della Patologia in età Pediatrica, Unità di Epidemiologia e Medicina, 2009). Le tecnologie biomediche altamente sofisticate oggi a disposizione e le cure intensive neonatali permettono la sopravvivenza di bambini nati solo alla 23^ settimana di gestazione e peso alla nascita intorno ai 400 grammi. La nascita pretermine costituisce dunque un evento altamente traumatico sia per il bambino che per la madre con ripercussioni su tutta la famiglia. Rischio aumentato dalla possibile insorgenza di patologie a cui può andare incontro il neonato pretermine, i cui danni ne compromettono il normale sviluppo clinico e neurologico. In questo lavoro ci soffermeremo in particolare sugli esiti da emorragie cerebrali, peri e intraventricolare con alterazione dello sviluppo neuro-comportamentale, psicoaffettivo, relazionale e disabilità motorie (tetraparesi o paresi spastiche, paresi distoniche…). Oltre ai danni cerebrali possono essere presenti deficit multipli e consequenziali che richiedono lunghe e costanti terapie abilitative e riabilitative. Terapie che vedono impegnati bambini e genitori ogni giorno della settimana, che appesantisce per entrambi il carico psicologico da sostenere. La "Conductive Education" di András Pető (1945), che andremo ad analizzare, è l'approccio funzionale alle paralisi cerebrali infantili (PCI) che i genitori dei bambini nati pretermine o con difficoltà alla nascita, delle provincie di Padova, Vicenza e Venezia hanno scelto di far svolgere dall'età di 2-3 anni fino alla preadolescenza. La "Conductive Education" non è una cura ma una pedagogia, uno stile di vita che per i genitori rappresenta un sostegno nel processo educativo verso l'autonomia e nella gestione quotidiana del proprio bambino. L'educazione è finalizzata all'apprendimento delle attività funzionali della vita quotidiana (lavarsi, vestirsi, mangiare …) e attribuisce un significato importante alla dimensione umana e relazionale nel rispetto dello sviluppo armonico e globale della persona. Condizione fondamentale per una buona efficacia è la ripetizione quotidiana delle abilità apprese, che comporta notevole impegno e fatica in primis per il bambino. Tutti gli elementi fino ad ora considerati rappresentano grande fonte di stress in particolare per i genitori (stress hardiness e stress resiliency; locus of control e distress con drop-out dalla C.E.) che richiedono di essere indagati e monitorati. La resilienza diventa l'elemento indispensabile e necessario nel permettere ai genitori dei bambini con disabilità di persistere nel perseguire tutti questi obiettivi sfidanti e fronteggiare in maniera efficace le difficoltà che si presenteranno. La resilienza ha bisogno di essere alimentata e potenziata in ogni momento del percorso di crescita. A questi genitori è richiesto costantemente di trovare la forza dentro di loro, la capacità di motivare i propri figli e di motivare se stessi.

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Intimate Partner Violence and Workforce Involvement: Fostering Hope and Resilience among Mexican Women
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Exploring risk factors and profiles of intimate partner violence in other countries provides information about whether existing theories of this phenomenon hold consistent in different cultural settings. This poster will present results of a regression analysis involving domestic violence among Mexican women (n=83,160). Significant predictors of domestic violence among Mexican women included: age, number of children in the household, income, education, self-esteem, family history of abuse, and controlling behavior from the husband. Women's employment status was not a significant predictor when all variables were included in the model; however, when controlling behavior of the husband was withdrawn from the model, women's employment status was a significant predictor of domestic violence towards women. Results from this research indicate that controlling behavior of the husband may serve as a mediator of the predictive relationship between women's employment status and domestic violence among Mexican women. In sum, these findings provide support for continued exploration of the factors that mediate experiences of domestic violence among women worldwide. Findings are discussed in the context of building resilience with focused empowerment of women through career guidance.

Academic tutorship and planning of the career of university sports students of high level
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The Spanish University Students' statute (Royal Decree 1791/2010) is considered throughout the country as being one of the most important normative references, passed in the last few years. Its objectives perfectly adapt to the guidelines set by the European Higher Education Area (EHEA), in which the active role of the student is highlighted in the process of learning. Different types of measures and different types of tutorial methods to support learning and to foster student participation are pondered on in the statute. These are applied both in the formative and in the decision making stages, which will affect the development of their professional careers. The enforcement of this regulation, which favours equal opportunities and pays attention to the diversity present in university students, has also brought about the application of supportive measures for one of the groups which requires specific educational attention: high-level sporting students. The difficulties, which arise when balancing the formative process and high level competitive sports, require the implementation of measures of support, so that these students are not forced to abandon one of these two activities. Of the measures, which are being experimented on, the academic tutorial sessions constitute an adequate resource to help these students adapt to the formative process, develop general competences related to their degree and manage their professional and formative process. Following this perspective, different La Laguna University faculties (Tenerife, Spain) have been trying out Personalized Academic Tutorial sessions for high-level Sporting Students (TUDAN programme). The programme expects to achieve a personalized monitoring of each sporting student's process of learning; to facilitate decision making; develop strategies to improve one's academic achievements and to guide them in the elaboration of their formative and professional projects. The results obtained in the programme reveal that the help provided has not only prepared students to face balanced development in both types of activities, but has also contributed to improving the formative process and the acquisition of important generic competences for their academic and professional future.

Psychological features of the Italian working difficulty since the last decade of the last century: diagnosis and possible intervention
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Until the seventies-eighties of the last century our Italian productivity was heading the faster growing economies in the world. A sudden stop in that growth started in the early nineties, and never ended later; during the first decade of the new millennium only Haiti and Zimbabwe grew less than Italy, out of the 180 economies checked by the IMF. That sudden reversal happened while a) the EU started its monetary integration; b) some important technologies improved the general productivity; c) the WTO opened and

liberalized the international competition. Why Italy did not profit from these three opportunities, well used by so many other countries? Politicians and economists are not able to answer, or usually propose analyses already applicable to the previous Italian structure, old handicaps which were not impeding that previous steady growth. Surely Italy did not suffer from the GATS (event c): its exports were not reduced, despite the national reduction of its working capacity. Considering the way Italian people interpreted the monetary integration (event a), and the way Italy refused the offer of important technological opportunities (event b), these two Italian behaviors appear quite different from those of the other populations towards the same matters, and deserve a psychological analysis, as I already proposed in a recent book edited in Italian language by Armando (November 2012): "Italian economic growth: a psychological question?" Only psychologists, just implementing psychological interventions, can justify a reasonable optimism about the recovery of the Italian working capacity, as our professional ancestors were able to recover the generalized loving impotence a century ago. It was then a wider task, to be extended to the whole occidental civilization. This time will be easier, thanks to the possibility of external perspectives, as we can exchange in international Congresses like this one in Padova, or the next European Congress of Psychology that the EFPA GA (mainly for this scope) accepted to be hosted in Milan July 2015.

La formazione del Master: un nuovo spazio dove (ri)disegnare traiettorie di vita
Figuera Gazo Pilar, Llanes Ordóñez Juan & Daza Valero Juan Jose
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Negli ultimi dieci anni abbiamo assistito, nel contesto internazionale, ad una riorganizzazione degli studi universitari che ha incorporato significativamente il livello di formazione dei master come area di sviluppo professionale (con una lunga tradizione nel mondo anglo-sassone). Dal suo sviluppo, le richieste e l'accesso a questo livello di studi sono aumentate progressivamente in Spagna, creando, in parallelo, una maggiore diversità dei profili degli studenti. Il lavoro qui proposto presenta i risultati di una ricerca con studenti iscritti in alcuni dei master di Educazione e Psicopedagogia proposti dall' "Universidad de Barcelona" e l' "Universidad Autónoma de Barcelona". L'obiettivo che ci siamo prefissati era quello di analizzare le motivazioni e le aspettative nella decisione di perseguire un master. Inoltre, abbiamo preso in considerazione la capacità di adattamento in seguito alla sua conclusione in diversi tipi di studenti. Nello specifico abbiamo preso in considerazione tre profili di studenti in base alla loro traiettoria lavorativa (identificati in un primo studio): innanzitutto, quelli che accedono ad un master direttamente da un ciclo universitario, poi, quelli con esperienza professionale inferiore a tre anni, ed infine i professionisti con consolidata esperienza. Lo studio è stato condotto in due fasi: nella prima fase sono stati distribuiti, ad un totale di 146 studenti, un questionario semi-strutturato; nella seconda, sono stati condotti dei colloqui con le tre tipologie identificate per approfondire i risultati ottenuti. Da quanto emerso si può affermare che l'ipotesi iniziale è stata convalidata; le motivazioni e le aspettative sono influenzate dalle scelte lavorative. I master sono un pilastro nella costruzione delle carriere dei laureati, con significati diversi a seconda degli studenti che vi accedono. Oltre all'obiettivo iniziale della formazione continua o di specializzazione, i risultati mostrano che la scelta di un master comporta un fattore chiave nella possibilità di cambiare il proprio impiego.

Career counseling for students, by students: an experience in high school
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The experience we are presenting here took place from the necessity of a counseling intervention about university degrees in a high school institution, in Spain. From the guidance department of the centre, we decided to try the idea of involving younger students in this action, in order for them to learn how to find and present useful information. In the first phase of this project, we made an evaluation of last year students' counseling needs through a questionnaire and we presented the objectives and tasks included in the project to them and some groups of younger students. In the second phase we had several sessions with the younger students where they were assigned different tasks and responsibilities about the information they had to collect from some reliable resources (websites and magazines). They had to work in little teams using computers connected to the Internet and all their work was supervised by the counselor team along the sessions. The third phase consisted on presenting to last-year students all the information in a big event

at the centre. In this event, students from lower courses assumed the role of counselors for their older peers and gave answer to all their initial doubts and demands. The project ended with a final evaluation of the results taken from this initiative, which reflected a very high satisfaction of both younger and older students and a great response to their counseling needs.

Riorganizzare la speranza: "Verso il lavoro, e oltre"

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Il lavoro è un'esperienza importante non solo sul piano pratico ed economico, ma anche su quello psicologico e sociale: è un modo per identificarsi, per dimostrare le proprie capacità e qualità, per mettersi alla prova e crescere, per esprimere il proprio modo di essere e avere un ruolo sociale (Clot Y., 2006). Quando il lavoro non c'è, non c'è più o tarda ad arrivare diventano critici non solo gli aspetti pratici, ma anche quelli emotivi, sociali e psicologici. (Bellotto M., 1997; Novara F. 1997). "Trovare lavoro" richiede spesso una trasformazione, piccola o grande, del proprio modo di essere e quindi un impegno e una ricerca personale che va oltre l'acquisizione, ancorché necessaria, di tecniche e comportamenti (Racamier P.C., Taccani S., 2010). Il presente contributo descrive la prima parte di un percorso di counseling analitico, della durata di 4 mesi, rivolto a un gruppo di persone accomunate tra loro non solo dalla mancanza di un lavoro, ma anche da un vissuto di risentimento, impotenza e sconforto dovuto sia alla difficoltà di ritrovare una dimensione lavorativa, sia, e soprattutto, dalla delusione di trovarsi a vivere una condizione prolungata di disagio ed esclusione. L'obiettivo dell'intervento è stato quello di favorire nei partecipanti la possibilità di trovare un lavoro, a partire da un ritrovato senso di progettualità e da un nuovo modo di stare in relazione con la propria storia, con gli altri e con il lavoro. L'approccio utilizzato è stato di tipo psicoanalitico-relazionale (Greenberg J.R., Mitchell S.A. 1986; Panizza S., Jacobs T.J., 2008; Bromberg P.M, 2012) e il setting è stato di piccolo gruppo, condotto da due psicologi e psicoterapeuti, con sessioni della durata di 1,5 a cadenza inizialmente settimanale e poi quindicinale. Nel contributo presentato, gli Autori analizzano e descrivono il contesto istituzionale che ha ospitato il percorso, la tipologia di persone che ha preso parte gli incontri, l'approccio teorico e metodologico utilizzato, le dinamiche che hanno attraversato il gruppo nelle diverse fasi del lavoro, e la valutazione dei risultati raggiunti. Particolare rilievo viene dato al ruolo dell'"agito", che a differenza della connotazione che tradizionalmente ha avuto nella psicoanalisi "classica", assume qui un ruolo rilevante e diviene fattore di trasformazione e di successo dell'intervento.

Career adaptability and optimism among Esfahan Woman's University Employees

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The aim of this paper was a survey of the relationship between Career adaptability and optimism among Women's University employees. For this aim 100 female employees who work in university of Isfahan and Medical Science University were selected randomly. Data were collected with Career adaptability scale (Savickas, 2002) and optimism scale (Scheier and Carver, 1985). The result of Pearson correlation showed that there was significant correlation between Career adaptability and optimism ($P<0.01$).

Start an apprenticeship in France: a difficult transition!

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In France, apprenticeship training is often seen as a pathway to employment. Abriac, Rathelot and Sanchez (2009, p.71) reported that, compared to other, young apprentices have a "probability of employment by about 7 points higher, three years after the release of the initial training." However, these data must be put into perspective in relation to the number of broken contracts before the end of training and access to graduate. In a recent report Marcon (2010) noted the lack of reliable data on the breach of contract in this type of training. Abriac, Rathelot and Sanchez (2009, p. 59) note that "According to a survey conducted in

2007 (...) about 25% of apprenticeship contracts have been terminated prior to the date." Few elements are made available in the literature on this complex phenomenon. Some surveys indicate that apprentices, which preparing a low level degree, have stopped more their contract than other, and many researchers suggest a difficult transition from school to work (Lamamra & Masdonati, 2009 for example), next to other assumptions more psychosocial (gender) or developmental (vocational maturity). These different hypotheses are tested in the present study, which was conducted from data provided by a specialized service in the south of France. The sample consists of data (age, gender, experience in this type of training, degree sought) related to 2602 contracts (966 broken) between 2006 and 2007. The results of statistical processing (Chi2 independence, Phi coefficient and odds ratio) show that rupture is more likely to happen when the person is engaged in a level below the Bachelor, she/he has less than 18 years and she/he has no experience of apprenticeship. We will discuss these results in terms of supports, which could promote psychosocial adjustment of apprentices entering for the first time in this type of training.

Unemployment and Exploratory Experience: A Study of High-Tech Workers
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High-tech employees are a growing sector of workers in the information age. This sector is known for relative organizational elasticity and high mobility. How do high-tech workers who are laid-off at a time of general high unemployment respond to their new situation and cope with it? In the current study the spotlight is on a developmental perspective and the role played by exploratory action and experience as a mean for the construction of an integrative and authentic identity, and its function in coping with career transitions. Participants are 13 Israeli young people (age: 25-38, eight men and five women) who had been out of work for at least three months at the time of the interview. Interviews were focused on their life stories, with special attention paid to experiences of transition and the process of identity construction. Participants' narratives revealed three patterns. Self-constructed identity is the hallmark of the first pattern. Exploratory action and intrinsic motivation characterize the occupational choice of individuals who are represented in this pattern. They tend to resort to earlier experiences in their current engagement in exploration while actively coping with unemployment. Represented in the second developmental pattern are young people who did not take active part in their self definition. They tend either to be motivated by others' expectations of them or to follow life circumstances without getting involved internally in developing their interest and setting themselves goals. A third developmental pattern is marked by change. The narratives of these individuals resemble the second pattern to a large extent until the latest lay-off crisis. Recently they start to engage in exploratory action, examining elements of their identity. The first and second patterns show continuity in their coping style from adolescence through unemployment. Individuals who experienced exploration and self-constructed their identity maintain their sense of competency and feel able to cope adaptively with their new circumstances. On the other hand, individuals who determined their occupational choice based on status and others' expectations tend to be currently more bewildered, their self esteem is undermined and their experience is narrated as failure.

Resilience, self-control and attachment to parents: a study with high-school Portuguese students
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Over the last decades, resilience – as an ability to overcome adverse situations through a positive adaptation – has interested researchers who try to explain the development pathways in risk or vulnerable situations. Some authors have tried to create scales to evaluate the perception that someone has to his/her own capacity to face (successfully) harsh, or potentially stressful situations. The present study explores the relationship between variables assumed to be connected with individual's resilience (attachment and self-control). Data were collected from a sample of 451 high-school students. The Inventory of Parent and Peer Attachment – Version Parents (Armsden & Greenberg, 1987) was used to assess attachment to Parents, the Self-Control Scale (Gibbs, Giever & Martin, 1998), to assess self-control, and the Resilience Scale (Wagnild & Young, 1993), to assess resilience. The Resilience Scale was translated and adapted to Portuguese young adults in the present study. Results showed highly significant correlations between high scores in

attachment to parents and high scores in the resilience scale, as well as significant differences in the results from those who present high-secure representation of attachment to parents and those with low-secure attachment representation to parents. High-secure subjects referred higher scores of resilience and reported a higher degree of self-control. The Portuguese version of Resilience Scale – 25 items scoring in a Likert scale with 7 points, with good internal consistency (α= .98), showed good psychometric properties, but more studies are needed to confirm the 5 factors suggested by an exploratory factorial analysis.

Exploring resilience of vocational schools teachers: a preliminary study in Switzerland
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There is no doubt that teachers are exposed to challenging and potentially dissatisfying situations. Thus, in the last two decades several studies have investigated teachers resilience in order to analyze how they are nevertheless able to face these situations and additionally to pursue their professional activity developing motivation, commitment and effectiveness. However, a lack of scientific research concerns resilience of vocational school teachers (VET). The present explorative study aims at gaining knowledge about the peculiar traits of VET teachers resilience, by deepening which challenging situations they face in vocational schools and which resources and strategies they activate in order to cope with those challenges. Moreover, the study constitutes the first step for designing and activating training resilience building interventions within the VET teachers training in Switzerland. Forty-five semi-structured interviews on perceived challenging situations are conducted with an heterogeneous sample of Swiss vocational teachers and principals. Quantitative and qualitative procedures of content analysis are applied in order to: (a) identify repertories of challenging situations, as well as of resources and strategies activated for coping them and of motivations to persist in teaching; (b) analyze reciprocal associations between those aspects; (c) identify which aspects could be peculiar of the VET teachers resilience. Among others, preliminary findings illustrate the following challenges for VET teachers: the need to face the low social recognition of vocational schools, the need to manage challenging students, and the feeling to be exposed to a continuous pressure for redefining their teaching approaches in favour of a better integration with the learning at the workplace. Further results will be presented at the conference and discussed with the aim to identify implications for developing: (a) a context-sensible model of resilience with respect of the target population; (b) resilience building interventions to be incorporated into initial and continuing teacher training programs.

Internal Communication, Decision-Making and Increasing of Optimism
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This research aim to perform a report of internal communications in one of the biggest Italian not for profit organizations. The first purpose is to observe how the internal communication and decision-making processes affect the employee's increasing of optimism. The second purpose is to formulate a plan for internal communications through the use of participatory devices. First, the study begin with 155 surveys online, resonance of 60.3%, addressed to all staff of the organization, 110 employees in the main structure of Rome and 45 in the Italian territory. Second, the study continue with four focus group involving 32 employees with the aim of analyzing the results of the previous survey. Third, the study terms with five semi-structured interview with the top-management. The research continued with a benchmark, in the form of semi-structured interview to the Human Resource Managers, able to investigate the study area within the major Italian not for profit organizations: ActionAid, Greenpeace, Médecins Sans Frontières and Unicef. The research identifies many critical issues in the communication flow and decision making of the organization, together with some significant strengths. It also tracks a report about the increasing of optimism within the Italian not for profit organizations aforementioned. The research has achieved its initial objectives. First, great participation in decision-making processes seems increasing the level of optimism. Second, a three-year communication plan with the aim of increasing the level of employee participation in decision-making.

Percezione del benessere e religiosità nell' invecchiamento: un confronto tra sacerdoti e laici

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Se consideriamo i cambiamenti demografici e l'aumento della speranza di vita risulta importante studiare il benessere in un'ottica multidimensionale definibile come autorealizzazione personale in termini d'attuazione delle proprie risorse e potenzialità, d'apertura verso gli altri e le esperienze della vita e la condivisione di obiettivi (Ryff, 1995) in tutto l'arco di vita. Recenti studi inoltre hanno suggerito che spiritualità e religiosità influenzano la salute mentale e il benessere psicologico e fisico della persona (Emmons, 2006). L'obiettivo del presente studio è quello di valutare il ruolo della spiritualità e della religiosità sul ben-essere percepito nell'invecchiamento. A tal fine 18 sacerdoti e 21 laici, con un range d'età tra i 64 e 87 anni, hanno partecipato alla presente ricerca. Sono stati presentati i seguenti strumenti: Questionario del Ben-essere Percepito (BEN-SSC; De Beni, Borella, Carretti, Marigo & Nava; 2008); World Health Organization Quality of Life-Bref (WHOQOL-B; De Girolamo et al., 2001); Questionario sulla Spiritualità (CBSS; Niederman, 1999); Memory Sensitivity (MS, De Beni et al., 2008); Life Satisfaction Index Version A (LSI; Laicardi, 1990); Questionario di Autoefficacia Percepita nella Gestione delle Emozioni Negative e nell'Espressione delle Emozioni Positive (AP; Caprara & Gerbino, 2001). I risultati hanno evidenziato una maggiore "soddisfazione personale" (sub scala del BEN-SSC), maggiori livelli di spiritualità e religiosità per i sacerdoti rispetto ai laici. Al contrario è stato trovata una maggior qualità di vita "fisica" (sub scala del WHOQOL-B) per i laici rispetto ai sacerdoti. Questo studio evidenzia come spiritualità e religiosità abbiano un ruolo, anche se specifico, per la soddisfazione personale nella percezione del benessere nell'invecchiamento. I risultati confermano come il ben-essere percepito sia un concetto multidimensionale.

Intervento psicoeducativo per il personale sanitario. Training di rilassamento per la gestione dello stress

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L'equipe di Psiconcologia dell'Istituto Oncologico Veneto di Padova organizza attività volte al miglioramento della gestione dello stress degli operatori sanitari. La Problem Solving Therapy ha mostrato buona efficacia in una vasta gamma di problemi tra cui quelli legati allo stress (Meazzini; 2001). La Stress Inoculation Training è una procedura multicomponenziale ideata da Meinchenbaum (1988), che mira a modificare comportamenti disadattavi del paziente e a sviluppare attività di autoregolazione fisiologiche e cognitive, ad esempio il Dialogo Interno che la persona attiva, il quale funziona come mediatore per le risposte di stress. I dati a disposizione sono estremamente positivi (Galeazzi, Franceschina; 2004). Lo stress induce tensione muscolare e mentale, pertanto imparare a ridurre la tensione muscolare diventa un preciso antidoto per la prevenzione e la cura (Jacobson, 1938). Sulla base di questi presupposti teorici e delle evidenze scientifiche che dimostrano come variabili quali: scarsa capacità di problem solving, dialogo interno disfunzionale e inadeguata gestione della collera influiscono negativamente sullo stress incrementando la componente negativa (distress), il presente contributo è volto alla presentazione di un training messo a punto per fornire al personale ospedaliero le informazioni di base e alcune tecniche per gestire le problematiche che scaturiscono dal distress. Gli operatori sanitari che aderiscono al progetto partecipano ad un ciclo di sei incontri di gruppo condotti da uno psicoterapeuta coadiuvato da uno psicoterapeuta in formazione. Il training è composto da sei incontri strutturati in una prima parte teorica e di discussione con i partecipanti e in una seconda parte di apprendimento del Training di Rilassamento Progressivo di Jacobson, nella forma abbreviata di Wople. Il tema del primo incontro verte sull'influenza dello stress sulle difese immunitarie, nella seconda parte si mostra la respirazione diaframmatica e si introduce del Training di Training di Rilassamento Progressivo; tale tecnica verrà insegnata per moduli in ognuno dei sei incontri. Nel secondo incontro si affronta il tema del Problem Solving; nel terzo incontro si sviluppa il tema del Dialogo Interno; nel quarto incontro di discute rispetto alla gestione della collera; nel quinto incontro si affronta il tema dell'incremento della propria autostima. L'intervento psicoeducativo termina con il sesto incontro in cui avviene la raccolta di feedback dei partecipanti, i quali compilano un questionario di valutazione nel quale esprimono il proprio livello di soddisfazione rispetto al progetto e alla sua efficacia percepita.

Hope and optimism in career counselor Education
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The aim of this study is to investigate how hope and optimism is written in education program of career counselor offered by the University of Eastern Finland. Education was held for 40 students, who had pedagogical education and had worked as a teacher earlier. Education consisted of theoretical courses at university and practices at schools. The length of the education was one and half years. The method was content analysis and thirteen different study modules were analyzed. Hope and optimism was written in education program in an implicit way.

Hope and Health: Linking Hope with Health Habits, Stages of Change, Cancer Survival, and Immunity in HIV
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The literature on hope and health has been more descriptive than empirical (Cousins, 1989; Frank, 1968). Scioli and his colleagues (Scioli and Biller, 2009; Scioli et al., 2011) have developed an integrative theory of hope, focusing on the motives of attachment, mastery, survival, and spirituality. These motive systems and associated traits and behaviors parallel classic findings in health psychology and PNI. For example attachment is reflected in "social support" research, mastery in the literature on "perceived control", survival in "self-regulation" studies, and spirituality in health findings pertaining to "religious involvement". In this poster, four studies will be discussed that explored the hope – health relationship from an integrative perspective. In study 1, a comprehensive measure of hope developed by Scioli et al. (2011) showed a stronger relationship with health behaviors than the Snyder (1991) hope scale. In study 2 hope scores were related to exercise and nutrition stages of change and a more favorable BMI. In study 3, the impact of the motives underlying hope was confirmed in a content analysis of breast cancer survivor testimonies. In study 4, trait hope scores were predictive of concurrent self-reported heath status and prospectively measured blood levels of immunity (CD4) in HIV+ adults.

Hope and the Tripartite Model of Career Indecision: Exploring the relationship between career indecision and hope
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Brown and Ryan-Krane's (2000) Tripartite Model of Career Indecision (TMCI) provides an effective mechanism for exploring the origins and consequences of indecision in college students. Studies have begun to examine the utility of this model (e.g., Hammond, Lockman, & Boling, 2010). One area that has been less examined is the relationship of hope to the components of this model. The current study will report on a study of 444 undergraduate college students (70% Caucasian, 30% Minority) who completed a battery of assessments measuring the components of the TMCI. The results suggest that clarity of vocational identity, goal instability, positive affect, and self-efficacy for both self-appraisal and problem-solving are significantly predictive of levels of hope, accounting for 45% of the change in levels of hope. The implications of the results for theory improvement and practice will be presented.

The Reliability and Validity of Zimbardo Time Perspective Inventory Scores in Iranian university student
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This paper examines the construct and discriminant validity of the Zimbardo Time Perspective Inventory (ZTPI) in a sample of 289 university student. Exploratory factor analysis showed that only four(Past-Negative, Present-Hedonistic, Future and Present-Fatalistic) of the five factors were extracted. Present-Hedonistic and Present-Fatalistic correlated positively with Internet addiction and negatively with academic achievement, Future correlated positively academic achievement, and negatively with Internet addiction.

Findings were in line with previous studies, indicating that these patterns of relationships with other variables are comparable across cultures.

Equità e pari opportunità di risultati nelle scuole superiori. Il caso del successo scolastico in Canton Ticino
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Diversi ricercatori concordano sul fatto che il tema dell'equità sia centrale per lo studio dei sistemi educativi (Bottani e Benadusi, 2006; Giancola, 2009), così come le opportunità di successo e di risultato sono ritenute da molti un elemento portante del principio di equità applicato ai contesti scolastici (Maitzegui-Onate e Santibanez-Gruber, 2008; Tomlinson, 2001). Il tasso di insuccesso scolastico in prima liceo negli istituti ticinesi è aumentato negli ultimi anni, passando da circa il 20% nel 1997 ad una media di circa il 29% nel 2010. Questo aumento generale non è stato però costante né lineare. L'obiettivo della ricerca è comprendere l'origine dell'aumento del tasso di bocciatura nelle classi prime dei licei ticinesi, e di individuare eventuali segnali di una carenza di equità fra le diverse sedi scolastiche e di un problema nel processo di selezione degli studenti. Secondariamente, ci si è posti l'obiettivo di comprendere quali siano i fattori che determinano il successo scolastico in prima liceo, che garantiscono che il principio di equità sia rispettato nella capacità della scuola di garantire a tutte le stesse opportunità di apprendimento e di risultato. Per rispondere agli interrogativi di ricerca si è scelto di procedere secondo fasi successive: - analisi preliminare dei dati statistici disponibili - indagine esplorativa, tramite interviste a tutti i direttori degli istituti coinvolti - esplorazione dei principali temi emersi, tramite interviste ai docenti dei licei (n=32) - analisi estensiva del fenomeno, tramite questionario on-line somministrato alla popolazione degli studenti di prima e seconda liceo. Dalle prime analisi sono emerse alcune dimensioni caratterizzanti il fenomeno, fra cui il peso degli stili individuali e degli aspetti culturali nel processo di valutazione degli studenti, differenze generazionali fra gli insegnanti e al contempo una specificità delle singole sedi legata a fattori territoriali.
Riferimenti bibliografici:
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Maiztegui-Oñate, C., & Santibanez-Gruber, R. (2008). Access to education end equity in plural societies. *Intercultural education, 19: 5,* p. 373-381.

"Locked up but shouldn't be forgotten": Vocational Guidance and Career Placement as Tools for the Post-prison Adjustment of Incarcerated Offenders in Nigerian Prisons
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The most critical aspect of post-prison adjustment in every contemporary society is the provision of gainful employment for inmates after their release from prison. An ex-inmate without an adequate job and/or social welfare that could provide the means of sustenance could be susceptible to re-offending. However, the extent to which this role is fulfilled by the prison authorities in Nigeria, and indeed a host of other developing societies, may be doubtful in view of the appalling prison conditions and inadequate human and material resources available. Given the foregoing, the thrust of this paper is to analyze the available post-prison plans in the Nigerian Criminal Justice System with the aim of establishing how professional vocational guidance and career placement are grossly absent from such plans. The paper highlights the structure of the prison system in the country, provides empirical data on the socio-demographic characteristics of the inmates, explores the available rehabilitation programmes, and identifies gaps in the existing programmes. The conclusion advocates professional vocational guidance and career placement as vital tools for building inmates' hope and ultimately their reintegration into the larger society upon release.

Career counseling e resilienza all'università: analisi delle carriere, riorientamento e contrasto della dispersione
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Esistono poche ricerche che hanno indagato le caratteristiche degli studenti economicamente svantaggiati e con successo accademico. Visto che l'abbandono durante gli studi universitari riguarda in modo significativo gli studenti, le famiglie, le scuole e la società, ne sono stati analizzati i fattori di rischio e le azioni di contrasto che coinvolgono l'orientamento, il tutorato, il counseling e le diverse forme di supporto agli studenti, in particolare in relazione allo sviluppo e all'incentivazione della resilienza accademica degli studenti. Oltre alle azioni classiche di orientamento universitario, concentrate nelle fasi di pre-immatricolazione all'università, di percorso accademico e "in uscita", emerge la necessità di individuare forme di orientamento più "attive" e indirizzate a studenti che si dimostrano a rischio dispersione e che segnalano tale rischio in diversi modi. L'attenzione a queste componenti non fa che riecheggiare l'impulso a porre notevole attenzione sull'analisi delle carriere, sulle difficoltà prima e durante il percorso di studi, Fondazione Rui, 1982; Revojera, 1982; Gatti, Mandich, 1994). In questo contributo viene presentata una ricerca che ha avuto come oggetto di studio la resilienza accademica a seguito di una difficoltà durante il percorso di studio degli studenti universitari, all'interno della più ampia letteratura di ricerca sulle carriere degli studenti universitari e i fenomeni della dispersione universitaria e del successo accademico. L'ipotesi di partenza è che una maggiore attenzione al disagio e alle difficoltà degli studenti durante il percorso di studi si possa tradurre in nuovi o migliori servizi di supporto, insieme a nuove forme di didattica più partecipative e coinvolgenti, elementi questi che possono contribuire, se ben strutturati, a creare delle condizioni favorevoli alla riduzione del fenomeno della dispersione, oltre che al miglioramento delle condizioni di vita accademica degli studenti universitari.

L'ottimismo come predittore dell'efficacia decisionale
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Scheier e Carver (1985) descrivono l'ottimismo come la tendenza generalizzata ad aspettarsi risultati positivi anche di fronte ad ostacoli; l'ottimismo riflette una valutazione complessivamente positiva del futuro e delle cose che accadranno. Gli ottimisti sembrano impiegare maggiormente strategie di coping focalizzate sul problema e modalità più efficaci di regolazione emotiva, dimensioni che contribuiscono a un migliore funzionamento (Taylor & Armor, 1996). Bambini e adolescenti che fiduciosi sulla loro capacità di superare le sfide mostrano anche maggiore autostima e competenza (Snyder et al., 1997). Numerosi studi indicano che l'ottimismo è un importante fattore protettivo per i bambini nelle sfide quotidiane (come amicizie) ed anche in quelle importanti (come le malattie) (Ey et al., 2005). Recentemente, uno studio meta-analitico ha messo in evidenza come l'ottimismo sia positivamente correlato con le strategie di coping orientate all'obiettivo e negativamente correlato con le strategie di coping centrate sull'evitamento e il disimpegno (Nes e Segerstrom, 2006). Lo stile decisionale può essere definito come la tendenza ad affrontare le situazioni di scelta seguendo modalità costanti legate a delle tendenze personali. Gli individui, in risposta a specifiche situazioni, tendono a impiegare un certo stile con più frequenza di altri, presentando uno stile predominante. Numerosi studi mostrano come negli studenti di ogni livello scolastico un efficace stile decisionale sia positivamente correlato con una buona immagine di sé (Betz, Klein, 1996), con elevati livelli di autoefficacia (Bandura, 1977; 1986) e positiva percezione della qualità della vita (Soresi, Nota, 2003). Scopo del presente contributo è esaminare la possibile relazione esistente tra questi due costrutti, ovvero tra credenze e aspettative circa il futuro e modalità predominante nel prendere le decisioni, ipotizzando che la tendenza all'ottimismo possa rappresentare un mediatore di stili decisionali efficaci. I partecipanti alla ricerca sono 644 studenti delle classi quarte e quinte della scuola secondaria di secondo grado, pareggiati per genere e per istituto scolastico frequentato. Gli strumenti utilizzati per la rilevazione dei dati sono: Life Orientation Test-Revised (LOT-R) (Scheier, Carver & Bridges, 1994; ad. it. Anolli, 2005); Questionario sugli Stili Decisionali (QSD) (Di Nuovo, Magnano, 2013). I risultati dell'analisi dei dati forniscono utili indicazioni

per la strutturazione e la rivisitazione degli interventi di orientamento educativo e di supporto al processo decisionale.

I giovani italiani: tra speranza, fiducia e progettualità

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Il sondaggio di opinione condotto dalla Fondazione Patrizio Paoletti nel 2012, ha indagato un tema fondamentale della riflessione antropologica, sociale e pedagogica di questo terzo millennio: speranze, valori-guida e progettualità per i giovani ed il loro sguardo sul futuro. Grazie alla stratificazione fatta ed al raggiungimento delle unità di selezione, è stata garantita la rappresentatività a livello nazionale del campione per la popolazione 18-34 anni, con riferimento ai dati Istat 2010, secondo le variabili stratificatrici sesso, zona geografica di appartenenza, titolo si studio e status occupazionale. Sono stati intervistati circa 1000 giovani rappresentativi a livello nazionale, che hanno risposto a domande quali "come vive l'attuale momento di crisi economica?", "Quali sono le capacità richieste ai giovani per affrontare l'attuale momento di cambiamento?", "Quali valori sono importanti per affrontare il futuro?", quesiti aventi per obiettivo l'indagine su quale sia l'opinione dei giovani riguardo i cambiamenti in atto e su quanto ritengono di andare verso un futuro sereno; l'indagine su capacità e risorse che i giovani riconoscono a se stessi è elemento centrale per coloro che si occupano di educazione e formazione. "Quali sono i segni del cambiamento sociale in corso e come è possibile connettere tali segni per ordinarli all'interno di una visione pedagogica dell'uomo, che possa sottolinearne la forza generativa?" Obiettivi e motivazioni di un simile focus vanno inquadrati all'interno di una prospettiva che indaghi capacità presenti ed emergenti che i giovani si attribuiscono per innescare opportuni processi di resilienza al fine di stimolare una riflessione sulla scommessa legata al futuro del Paese, partendo da una ricerca orientata ad individuare una matrice generativa e innovativa di capacità.

Vivere e scegliere: saper prendere una posizione nella propria esistenza. Orientarsi su direzioni di senso: il contributo delle discipline orientali nei processi formativi

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Vivere è dirigere, trasformare le proprie azioni-emozioni e sperimentare il senso del proprio orientamento esistenziale. Non è facile attraversare questa esperienza che caratterizza in termini di durata e qualità il tempo della vita. Ora più che mai sembra che i diversi campi del sapere si stiano preoccupando di dare il proprio contributo in ordine alla promozione di benessere e qualità della vita. Il tema concreto dell'ottimismo e della resilienza chiamano in causa dispositivi epistemologici ed empirici volti ad interpretare (e ad intervenire su) i nodi critici e cruciali che punteggiano l'evolversi dell'esistenza umana, nella sua dimensione individuale e collettiva, interiore ed esteriore. La nostra proposta di ricerca si fonda sulla valorizzazione di un'educazione alla corporeità - così come trasmessa nel metodo di studio e di pratica delle discipline orientali (arti marziali cinesi, giapponesi, pratica meditativa) – in ordine alla capacità di dirigere responsabilmente la propria vita e realizzare se stessi. A partire da un'educazione del corpo attraverso movimenti corretti, puliti e pieni il soggetto è in grado di risvegliare funzioni dell'attenzione e sensibilità della mente tali da percepirsi finemente in rapporto allo spazio e al tempo. Il cuore dello studio e della pratica nelle arti marziali è affrontare se stessi, osservare le proprie dinamiche relazionali – a partire da quelle interne - risolvendo paure ed esitazioni in una direzione di trasformazione e miglioramento della qualità dell'esistenza. Questi metodi formativi trovano piena legittimazione nella ricca trama di elaborazione teorico-filosofico-medica di riferimento che ha saputo indicare metodi concreti per esercitare armonicamente la multidimensionalità dell'essere umano, già a partire dalla sperimentazione dell'unità mente-corpo. Il forte impatto che queste pratiche hanno su questioni concrete - la salute, la conoscenza di sé, la capacità di ascolto, l'affinamento delle funzioni dell'attenzione e della mente, la regolazione dei propri stati emotivi - valorizza la significatività di questi metodi nei processi formativi della persona. Sondare la percezione della propria corporeità significa, in prima istanza, riconoscersi fisicamente: cosa ci sorregge, ci fa muovere, agire, vivere. Ci sosteniamo sul terreno, ci slanciamo verso l'alto, avanziamo, coinvolgendo scheletro, articolazioni, muscoli, organi, sangue, respiro, intenzione. Esprimere la propria presenza nel

mondo non può prescindere dalla postura che, insieme all'attenzione che la regola, è manifestazione ed espressione dell'atteggiamento nei confronti della vita. Imparare a trovare radicamento, slancio e libero movimento del respiro è un passo imprescindibile per prendere una posizione nell'esistenza e dire "sono qui, presente, vado incontro all'esistenza". I temi di maggiore significatività esistenziale ed educativa richiamano una coesione sistemica di discernimento, sensibilità, intuizione ed azione. Da questa prospettiva l'*ottimismo* è decifrato come un atteggiamento che rivela la capacità di convogliare *positivamente* proprie energie fisiche-cognitive-emotive-affettive. La carica positiva fa riferimento alla capacità di spostare il punto prospettico da cui osservare le proprie situazioni problematiche, quindi, saperle decifrare a partire dalla loro complessa rete di interconnessioni e rintracciarne una "ratio" che riconduca ragione e cuore a complementarsi in scelte di equilibrio. *Positività* significa essere in grado di collocarsi su dimensioni differenti, spostarsi da logiche ermeneutiche immobili ed immobilizzanti, non rassegnarsi. *Positività* significa distinguere la tenacia dall'ostinazione, il rigore dalla rigidità, la trasformazione dall'agitazione, rintracciando direzioni di senso e non lasciarsi trasportare in balìa dell'estemporaneità o di una smania risolutiva volta più a "bypassare" il problema piuttosto che a neutralizzarne le cause. L'ottimismo si radica nella consapevolezza di una presa di responsabilità nei confronti di sé, a partire da cui attuare quell'autentica creatività che consente di esprimere libertà nella propria condotta esistenziale.

Il perdono: analisi dei modelli e degli strumenti di misurazione

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L'attenzione della psicologia per il tema del perdono è piuttosto recente. La prospettiva psicologica ha spogliato il perdono da implicazioni morali e spirituali, spostando il focus sulla salute e sul benessere dell'individuo. Il perdono è definito come "un fenomeno affettivo, cognitivo e comportamentale, in cui i sentimenti e i giudizi negativi rivolti verso l'artefice di un'offesa sono ridotti, non negando il proprio diritto a provare tali stati affettivi ma guardando l'offensore con compassione e benevolenza" (McCullough & Worthington, 1995). Hart & Shapiro (2002), affermano che il perdono è "la volontà di abbandonare il proprio diritto al risentimento, al giudizio negativo e a comportamenti di indifferenza verso chi ci ha ferito, promuovendo atteggiamenti di compassione, generosità e addirittura affetto, non meritati, verso l'offensore". Secondo Worthington (2003) perdonare implica la "sostituzione di emozioni come la rabbia o il rancore con emozioni positive, come l'empatia e la compassione." L'atto del perdono non equivale alla riconciliazione con l'offensore. Non significa giustificare o scusare le azioni offensive subite, ma modificare il vissuto emotivo associato al ricordo di quanto accaduto. Il perdono non implica ignorare l'esistenza e la manifestazione del dolore, né tanto meno l'offesa. Sembrerebbe che in letteratura - rispetto al tema del perdono - l'accordo tra gli autori si limiti ad una generale definizione del costrutto, ma che sia possibile individuare differenti modelli d'interpretazione e, di conseguenza, differenti strumenti d'indagine in termini operativi. In alcuni casi il perdono è stato studiato in relazione a specifiche situazioni di offesa, portando alla produzione di strumenti volti a misurare il "perdono situazionale", come l' "Enright Forgiveness Inventory" di Freedman & Enright (1996) o la "Transgression-Related Interpersonal Motivations Inventory" di McCullough et al. (1998). In altre occasioni il perdono è stato indagato come tratto relativamente stabile, con la conseguente creazione di scale di misura del "perdono disposizionale", come la "Forgiveness Likelihood Scale" di Rye et al. (2001), la "Heartland Forgiveness Scale" di Thompson et al. (2005), la "Trait Forgiving Scale" (Berry et al., 2005). All'interno dell'intervento sarà presentata una rassegna dei principali strumenti esistenti e i primi risultati della somministrazione di alcuni di essi su un campione italiano.

Adaptability, optimism and hope in a group of adults with drug addiction

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People with drug addiction experience many barriers in finding and keeping a job (Shepard & Reif, 2004; Richardson et al., 2012). Data shows the rate of unemployment for adults with drug addiction, before and after the treatment, is higher than normative population (Executive Agency for the documentation and statistics, 2009). In addition to environmental career barriers related to stereotypes, adults with drug addiction experience individual career barriers related to poor education, low social skills, low problem-solving skills, lack of social supports, low self-esteem, and tendency to make maladaptive decisions (Grant et

al., 2000; Platt, 1995; Shepard & Reif, 2004). The instability and insecurity that are now structurally characterizing our production make these people at higher risk of unemployment. To deal with the demands of actual world of work and to have more possibility to get a job, people should be able to take up career roles and to cope career transitions (Fouad & Bynner, 2008). As this regards, higher levels of career self-efficacy, hope, optimism, resilience and career adaptability seem to predict a more active behavior in the field of search, achievement and getting of a job (Chen & Lim, 2012; Mohanty, 2012). For these reasons, people with drug addiction show lower levels of self-efficacy and satisfaction then control group (Mueser, 2010). Based on this, in the context of HIRT (Hope International Research Team) research project, the present work aims to verify if adults with drug addiction show lower career adaptability, optimism, hope and also satisfaction and dysfunctional decision-making style than a control group. 38 adults with drug addiction (Mean age = 34.82 ; SD = 8.47) were involved and paired with 38 normative adults (control group; Mean age = 34.21; SD = 8.64). As expected results highlight adults with drug addiction show lower levels of career adaptability, hope, and also satisfaction and inadequate decision-making style. These findings underscore that people with drug addiction constitute at risk population, and vocational designing and career counseling programs should start to take into consideration their needs, in order to better foster their levels of career adaptability and hope.

Relation between Organizational Support and Organizational Justice: Study in School Counselors in Iran

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The propose of this study was to determine the relation between organizational support and organizational justice in terms of study in school counselors in Iran. Thus, 90 sample of school counselors in Malayer town in Iran were chosen as participants and then Questionnaires of Organizational Support (Eisenberger, 1986) and Organizational Justice (Niehoff & Moorman, 1993) were used. Results showed that Cronbach alpha coefficients for organizational support was .89 and for organizational justice was .87. Analysis of data showed that between organizational support and two dimension of organizational justice (interactional justice and procedural justice) were significant relations but between organizational support and one dimension of organizational justice (distributive justice) there was no significant relation.
Keywords: Organizational Support, Organizational Justice, School Counselors, Iran.

Math anxiety: psychological and political problem

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Many studies have been carried out about anxiety induced by the study of mathematics (see, for example, Tobias, Kimura, Paulos, Steen, etc.). In this paper we want to emphasize the importance of controlling the anxiety, since also mathematicians grappling with new problems can have it. The power of mind is fundamental in order to study a so difficult subject, but at the same time attractive. Many are in fact the professional opportunities that may be granted to those who study mathematics: biomedical engineering, food technology, building technology, chemical sciences, civil and structural engineering, graphics and computer-aided drawing (CAD), electronics, environmental health, mechanical engineering.... Especially mathematics can be seen as an opportunity for female emancipation, since women have been too often relegated to traditional roles, i.e. maternal, marital or decorative ones.

La competenza co-evolutiva. Mappe concettuali native di bambini da sei a dieci anni

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Ausubel (1968) e Novak (1984) definiscono le mappe concettuali come organizzatori dell'apprendimento significativo, M. Gineprini e M. Guastavigna (2004) le considerano invece come strumenti didattici. Questo lavoro considera le mappe concettuali native (Fornasa W. & Dovigo F., 2002, Fornasa W. & Dal Lago M., 2011) da un punto di vista ecologico-evolutivo, quali costruzioni originali prodotte dai bambini fuori dalla diretta mediazione di interventi educativi, ma culturalmente connotate. Nel contributo la costruzione di

mappe concettuali, in particolare quelle dette native, viene esplorata come strumento complementare alle narrazioni individuali e di gruppo circa la proiezione di sé nel futuro in un campione di bambini dalla prima alla quinta classe di scuola primaria. L'interazione tra mappe native e proiezione di sé nel futuro evidenzia inoltre il costrutto di competenza evolutiva, esplicitato da B. Banathy (1988) e G. Pask (1975) e che può essere definito come "la capacità di stare nelle relazioni evolutive in modo attivo e consapevole e immaginando un futuro per-sé-con-gli-altri" (cfr. Fornasa W.,1999). In questa cornice sono state raccolte le mappe prodotte dagli alunni della scuola primaria "F.Moretti" di Zanica (Bergamo) con l'ipotesi che esse non fossero solo strumenti didattici, ma anche possibili rivelatori di una "competenza co-evolutiva" nei bambini, intesa questa come la capacità di "stare nel cambiamento". Le mappe, indagate attraverso indicatori, evidenziano sia la presenza di rappresentazioni sociali stereotipiche rispetto al proprio futuro "atteso" sia di "segnacontesto" rispetto al proprio futuro "desiderato" .

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The dialogical activity of vocational counselling: between planning and improvisation?

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We'll focus on improvisation conceived as a property of the dialogical activity of vocational counselling. It is widely admitted that the achievement of counselling interviews rely upon the partners' ability to make their contributions fit together at each step ; but what is the underlying "logic" that links together the speech acts uttered and governs the turn-taking as it is observable during the interview ? Does it reflect previously stated "rules" or "principles" the protagonists just have to follow ? Or is it but an abstract structure retrospectively emerging from a series of attempts that they do improvise at each step ? The position we'll hold here is a mediate one, that can be summerized as follows : First, we assume that the activity of counselling is always improvised to some extent ; second, we hold that it must be so because of the properties of the situation, namely the asymmetry of the relationship holding between the consultant and the counsellor, the former being asked to provide the "materials" upon which the latter performs interactionally his professional acts ; so that it might be argued (third point) that, even if they both have to, the two partners do improvise in varied ways, for the uncertainty they have to deal with respectively has different sources : the consultant never knows exactly what he is supposed to say and do in a given occurrence, while the counsellor never knows what effects will follow his interventions. So that (last point) the success of a vocational counselling interview depends on the degree of complementarity the partners will be able to reach in a joint process that might be seen as a "dialogical improvisation". We'll then put the emphasis on the vocational counselling activity as a joint process taking place in the course of situated interactions, in the aim of getting better understanding of the semantic and pragmatic processes implied in the monitoring of the interaction progress. Empirical data will be taken into account, by analysing some excerpts of a corpus of interviews carried out by young vocational counsellors.