

Maximising the world's potential through guidance



# Newsletter

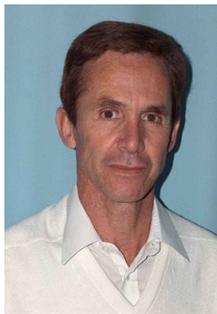
of the International Association for Educational and Vocational Guidance

Number 75, May 2014

## Editorial

Dear IAEVG member,

This issue of the Newsletter is particularly focused on new developments in relation to vocational guidance and career guidance emerging world-wide as well as the events that have provided us with these new innovations.



**Annamaria Di Fabio and Kobus Maree**

Firstly, a detailed presentation on the new UNESCO *Chair of Lifelong Guidance and Counseling* is provided. This Chair has been officially inaugurated on 26-7 November 2013 at the University of Wroclaw, Poland, under the eminent guidance of Jean Guichard. The comment about UNESCO's recognition of the issues that we deal with through our association reflects a new and growing awareness in scientific and political realms of the importance of the practical application of knowledge garnered by the twin fields of guidance and counseling. Furthermore, it suggests that it will be better for the twin fields to interact vigorously in order to facilitate realization of the next steps needed for progress in the field of career guidance. Practice and application of theoretical knowledge remain vitally important issues in every corner of the world.

Another feature of great interest is the European Summit on the Career Workforce of the Future

that will be held on 3 and 4 September at Canterbury Christ Church University in the United Kingdom. The intention to join forces and identify possible areas for collaboration and thereby proceed with greater synergy is another key response to the challenges posed by the complexity that surrounds us in this postmodern era of crisis and change.

The contributions from specific countries (on New Zealand in the present issue as on Latin America in the past issue) are especially relevant. They draw attention to international entities that are engaging in dissemination and meaningful participation actions. Publication of these contributions represents a sincere attempt to not only receive views but also to share them with others; to circulate important information – a pivotal aspect of the mission of our association. In this regard we welcome the submission of any reports with an international focus for publication in our next issue.

In this climate of sharing and focusing on what can facilitate progress and development in career guidance topics, the stimulus Jane Goodman brings with her contribution is particularly relevant. It stresses the need to attend to the dissemination of information among people whose mother tongue is not English. The importance of the views expressed in "Business Behaving Well" with its direct implications for social responsibility and the passage from "Learning to Doing" should not be underestimated because it makes a strong case for action in the contemporary era. It also reminds also that, in general, for all matters relating to vocational guidance and career counseling, steps to achieving advancement and progress must be connected to the fundamental shift referred to in "Learning to Doing."

The next international event will be our IAEVG conference in Canada in June. This event will surely achieve great success because it provides ample important opportunities for reflection and enhancement for all of us. Furthermore, we are already looking forward to our next international conference in 2015, to be held in Tsukuba, Japan, September 18-21.

We hope to have numerous participants and to continue to strive together in our association, both as researchers and as professionals, towards that mutual, meaningful and important goal that joins inspires and motivates us, namely: maximizing the world's potential through guidance.

**Annamaria Di Fabio and Jacobus Gideon Maree,  
General Editors**

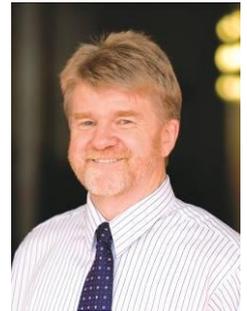
## IAEVG President's column

As I read the draft of this newsletter I noted that the articles mentioned career professionals and events from a large number of countries. In fact I started to record how many different countries were mentioned but soon lost count. There were just too many! However, the strong message for me is how truly international our association is and how universal the reach of career guidance has become. Our newsletter and journal are a reflection of that.

Our international coverage will be further emphasised next year when the IAEVG conference will be held for the first time ever in Japan. In the short space of the last eight years IAEVG conferences have been held in Central and South America, Africa, India, Australasia and Europe. Our conference this year will see us return to North America (Quebec City, Canada) and the conference in Japan in 2015 will add Asia to our conference locations.

This has all taken place within less than a decade, and just leaves the Middle East and Antarctica as regions yet to host IAEVG conferences!

Where ever you are as you read this newsletter I trust that it provides you with insights to what is happening in the global world of career guidance.



**Lester Oakes**

My thanks to those who have contributed articles, to our editors Annamaria and Kobus and to our hard working group of translators who weave their magic so that we can read about happenings from around the world.

Lester

**Lester Oakes  
President IAEVG**

## UNESCO CHAIR "LIFELONG GUIDANCE AND COUNSELLING", 26-27 NOVEMBER 2013, UNIVERSITY OF WROCLAW, POLAND

The UNESCO Chair of Lifelong Guidance and Counseling was founded at the University of Wrocław, Poland, in 2013. Partner universities which established the Chair include the Institute of Pedagogy at the University of Wrocław, the Conservatoire National des Arts et Métiers (CNAM, Paris, France), the University of Buenos Aires (Argentina), and the Université de Koudougou (Burkina Faso).



**Jean Guichard**

The Chair is headed by world-famous Professor Jean Guichard, (CNAM, France).

Currently the Board of the UNESCO Chair of Lifelong Guidance and Counselling includes dr. Violetta Drabik-Podgórná and dr. Marek Podgórný (the Chair coordinators for Poland, Institute of Pedagogy, University of Wrocław), Prof. Diana Aisenson and Prof. Gabriela Aisenson (University of Buenos Aires, Argentina), Prof. Valerie Cohen Scali and Prof. Jean-Luc Bernaud (CNAM, France), Prof. Issa Moumoula (Université de Koudougou, Burkina Faso), Prof. Jacques Pouyaud (University of Segalen Bordeaux, France) and Prof. Jean-Pierre Dauwalder (University of Lausanne, Switzerland).

Several universities from different countries in the world have been invited and they have already pledged to join this network. Notably: University of Queensland (Australia), University

of Sao Paulo (Brazil), Laval University of Quebec City and University of Sherbrooke (Canada), University of Bordeaux and Catholic University of the West of Angers (France), University of Iceland, University of Florence and University of Padova (Italy), Holy University of Kaslik (Lebanon), Bahria University of Islamabad (Pakistan), University of Coimbra and University of Lisbon (Portugal), University of Pretoria and Nelson Mandela Metropolitan University (South Africa), University of Lausanne (Switzerland).

The UNITWIN/UNESCO scheme under which Chairs are set up worldwide facilitates collaboration of researchers from renowned universities and other higher education institutions from Europe, Africa, Latin America and other regions of the world. Such cooperation of many partners helps transfer knowledge across frontiers, develop innovative education and training programmes for counsellors and launch such services as distant learning based on modern technologies. The initiative to set up the Chair appeared in the context of social, cultural and economic transformations sweeping across the ambiguous and complicated contemporary world. Segmentation of the labour market causes increasingly more people to face prolonged periods of difficulty, which thwart vocational development and preclude decent life. As a result of changes in the work organization systems, employees are expected to display quite different competencies than those demanded of them but a few years ago, which necessitates changes in vocational preparation and training. That is why it is so crucial today to ensure equitable access to education to all, implement lifelong learning policies and foster equal opportunities. Education is assisted by supportive interventions provided by vocational guidance and career counselling.

Discussing the role of and challenges to guidance and counselling in the age of globalisation and insecurity, Mark Savickas, Jean Guichard, Maria Eduarda Duarte et al. (2010, pp. 8-9) emphasise that counsellors need to assist their clients in a life-long framework, helping and supporting them in developing competencies indispensable in vocational life and career designing. In such a context, contemporary counselling interventions must help individuals prepare for transitions, support them in coping with transitions, assist them in relocating across „contexts,” engaging with, but also detaching themselves from the roles they fulfil, and in assessing risks and opportunities inherent in these roles (Guichard, 2007).

Such interventions are of particular importance in the case of social groups which are underprivileged, marginalised and/or discriminated against. They should target first of all the vulnerable: young people (especially school-leavers without any formal diploma or vocational certification), women (especially those who re-enter the labour market after a break), the elderly and immigrants.

As the UNECSO Chair of Lifelong Guidance and Counselling supports dissemination of education, equal opportunities, creation of open systems and optimisation of educational and vocational choices, it can foster emancipation and social advancement of these social groups. It stands a fair chance of success, especially if it manages to take advantage of the combined effort of multiple research teams which engage in advocacy and activism for removal of social barriers and inequalities (particularly the age- and gender-related ones) as well as for competence development and management. It seeks to promote an integrated system of research, lifelong learning opportunities, information and documentation activities in the field of educational and vocational counselling. In this way, the Chair's operations are inscribed in the priorities articulated and implemented by UNESCO.

The Chair's objectives include:

- Creation of a widely accessible platform for exchange of good practice – methods, techniques and tools used in career counselling
- Promotion of exchange of information on methods applied in career counselling through the foundation of Observatory and organisation of open lectures, seminars, workshop, regular scientific meetings and international conferences;
- Designing and development of career counsellor training curricula and professional development programmes for career counselling specialists/practitioners;
- Coordination of research projects and programmes, supervision of Ph.D. research and dissertations and organisation of Visiting Lecturers' exchange;
- Close collaboration with UNESCO under relevant cooperation programmes.

The Chair's activities are supposed to foster reflection on various assistance and support models in lifelong career counselling. This should contribute to propagation of valuable innovations, dissemination of achieved results,

implementation of innovative solutions and formulation of recommendations for the further development of lifelong career counselling in a range of geographical and cultural settings. One of this chair's first research projects will be a study (starting in 2014) on the ways people relate to works in various regions of the world. Under the direction of Pr. Geneviève Fournier (Laval University, Quebec, Canada), this research stirring committee is composed of:

Valérie Cohen Scali (CNAM, France), Annamaria Di Fabio (University of Florence, Italy), Violetta Podgorna (University of Wroclaw), Christian Maggiori (University of Lausanne, Switzerland)."

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## TIPS FOR PRESENTATIONS TO AND BY PEOPLE FOR WHOM THE LANGUAGE USED IS A SECOND LANGUAGE

*Excerpted from an article in the Asian Pacific Career Development Association Newsletter by Maggie New and Tanya Bodzin*

Although IAEVG provides translation for plenary sessions, individual sessions are conducted in one language. Many speakers and members of the audience are not speaking or listening in their native language. (Many of these tips are appropriate for native speakers also.) Some tips follow:

- Speak slowly and articulate each word.
- Do not read directly from hard copy or slides. Your audience can read what you have written there.
- Use pauses and deliver sentences in a slow cadence.
- Engage with the audience. Ask a question to get a response.
- Audiences will remember success stories, case studies, and experiences.
- It is better to share experiences, lessons learned, and best practices rather than share large numbers of statistics. Put those in your handouts.

When reporting research to an audience of career practitioners:

- Explain the problem and why it is important.
- In one paragraph or less describe the methods and population studied. Completely skip the analysis and any statistical tables. Put those in your handouts.
- Describe your findings succinctly.
- Explain what the results imply for providing career guidance to your targeted population(s)

Designing an interactive workshop

- Get feedback from colleagues that your Power Point Presentation is clear, easy to understand

- Have enough handouts for the anticipated number of attendees
- At the beginning, explain what you hope to accomplish in the workshop
- Give clear directions. Ask audience if they understand directions
- Allow enough time for participants to interact and carry out directions
- Conclude with a synopsis of workshop goals and what participants did
- Allow 5 – 10 minutes for questions/ answers at end of workshop



**Jane Goodman**

- Designing Power Point slides or visual aids that add value to both the content and entertainment
- Your Power-Point presentation should contain the "outline" or "important points" that you are going to talk about.
  - Power point slides need have only key points -- the fewer words the better
  - Restrict yourself to a maximum of 5 points/statements per slide
  - Do not use clip art to fill space, unless it is related to the topic
  - Select dark or richly contrasting colors to enhance the visual readability
  - Provide your contact information on the first and last slide
  - Build a presentation to deliver in the time frame allowed
  - Compose a talk that has a welcoming start, gives the audience the purpose for the presentation and then deliver the content. Close reviewing three or four main points.

**Jane Goodman, PhD, Professor Emerita,  
 Oakland University, Michigan, USA**

# EUROPEAN SUMMIT ON THE CAREER WORKFORCE OF THE FUTURE

## SEPTEMBER 3-4 2014

### CANTERBURY CHRIST CHURCH UNIVERSITY IN ENGLAND

On September 3rd and 4<sup>th</sup> 2014 the European academic network NICE is holding a large event at Canterbury Christ Church University in England. Key figures from all partner countries will discuss central issues around the education and training of people in the practice of career guidance and counselling.

At a time of economic and political change around Europe and beyond, enabling citizens to engage successfully with the world of work has never been more important for the economies of nation states and for individuals. The education and training of those who will guide individuals and who will advise the process of policy-making is therefore also crucial.

Keynote speakers Dr Gideon Arulmani and Professor Stefano Zamagni will open the summit illustrating the challenges that lie ahead of us and pointing to some changes, which might be necessary in the future.

Dr Arulmani, founder of the Promise Foundation in Bangalore, India, will enable delegates to consider issues relating to the migration and mobility of workers across the globe.

Professor Zamagni, economist from the University of Bologna, Italy, will examine the impact of globalisation on the individual and in relation to significant economic factors. These speakers will thereby focus delegates on the challenges that careers professionals face in enabling their clients to engage in a complex and rapidly changing labour market, and how their education and training must evolve.

The goal of the summit will be to actively discuss concrete proposals on the future of education and training for the career workforce with key professionals, policy makers, researchers and educators. Central questions will relate to the competences that different types of career professionals (and people from related professions) need, to the cooperation between practice, policy and academia, and to major research questions which we need to concentrate on in the future.

To ensure a fair representation of different countries and stakeholder groups, the participants of the summit are being invited personally through members of the network. They include key decision makers and representatives of professional bodies,

practitioners, academic and research institutions, service users, policy makers and managers of services.

NICE – the Network for Innovation in Career Guidance and Counselling in Europe – currently includes 45 Higher Education Institutions from 29 countries across Europe.

NICE is dedicated to professionalism and academic excellence in Careers work across all sectors and at all levels. It has been working towards the goal of sustaining and strengthening cooperative efforts in Careers research and education since the initial funding from the EU Commission in 2009.

The network has already published extensive guidelines on the academic training of career guidance and counselling professionals, which it aims to fine-tune and implement in the future.

From 2012 to 2015, NICE is focusing on setting up



**Johannes Katsarov**



**Hazel Reid**

sustainable structures for future cooperation of higher education and research institutions dealing with career guidance and counselling. Some of the main goals are to:

- increase the exchange of researchers and students throughout Europe,
- build up an online database for the sharing of teaching resources and research outcomes,
- develop common standards for academic training in career guidance and counselling,
- test support-structures for the development of new and existing degree programmes in career guidance and counselling, and
- work out an organizational concept for maintaining European-level cooperation in our academic field.

After 4 years of intensive conceptual work, NICE wants to use the summit in Canterbury to reach out to important stakeholders all around Europe. On the 2 days following the summit, the

members of the network will work together intensively to evaluate how the network should develop in the future.

For more information, please contact: Dr Hazel Reid, Chair of the Summit, Canterbury Christ Church University (hazel.reid@canterbury.ac.uk) Johannes Katsarov, Coordinator NICE (Johannes\_katsarov@hotmail.de)

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**Hazel Reid, Anne Chant, Rebecca Tee  
(Canterbury Christ Church University) and  
Johannes Katsarov (Network for Innovation in  
Career Guidance and Counselling in Europe)**

## NEWS FROM NEW ZEALAND

*Greetings from Aotearoa/New Zealand, the land of the long white cloud.*

Although New Zealand is geographically far from many other countries, New Zealand career practitioners benefit from visits by international experts who share their research and knowledge about career.

In February, Dr Roberta Neault from Canada presented seminars in Auckland and Dunedin on Career Flow and Career Engagement. Career Flow offers a metaphor for different types of career experiences – white water, still water, stagnant water, waterfalls, and sometimes even tsunamis! However, regardless of these transient conditions, optimism has been identified as the single best predictor of both career success and job satisfaction and recent research highlighted hope as a better predictor of post-secondary success than standardized tests. The Career Engagement model provides a conceptual framework for understanding the impact of misaligned challenge and capacity. Too much challenge can result in individuals feeling overwhelmed. Too little challenge, on the other hand, can result in individuals feeling underutilized with minimal opportunity to make meaningful contributions.

Upcoming in May, Dr David Blustein from the United States will present seminars in Auckland on the Psychology of Work. The psychology-of-working' perspective provides a framework to address the often overlooked aspects of career development. This framework explores the function of work in human experience: Working as Means of Survival and Power; Working as a Means of Social Connection; and Working as a Means of Self-Determination.

The seminars will provide transformative ideas about how essential human needs are met through work, career development, workplace

psychology and cultural attitudes. The relational theory of working and its applications to a wide range of career interventions will be explored and training on skill development based on the psychology of working perspective will be provided.



**Dale Furbish**

Later in the year, Dr Mark Savickas from the United States will be visiting New Zealand and offer seminars on his theory of career construction. Career construction theory provides a way of thinking about how individuals choose and use work. The theory presents a model for comprehending vocational behaviour across the life-cycle as well as methods and materials that career counsellors use to help clients make vocational choices and maintain successful and satisfying work lives. It seeks to be comprehensive in its purview by taking three perspectives on vocational behaviour: the differential, developmental, and dynamic. From the perspective of individual differences psychology, it examines the content of vocational personality types and *what* different people prefer to do.

As a final update, in January, Careers New Zealand, the national career agency, farewelled Dr Graeme Benny, its Chief Executive of 3 years, and welcomed the Interim Chief Executive, Amanda Santos. Amanda came to Careers New Zealand from the private sector and brought with her a wealth of expertise in strategy planning, change management, IT, sales management and revenue growth.

In May 2014, Keith Marshall will be welcomed as the new Chief Executive of Careers New Zealand. Keith is a past Deputy Chief Executive of New Zealand Qualifications Authority (NZQA)

and the former Chief Executive of Nelson City Council. Previously he has owned a large rental car company, managed the last nationwide health reforms, and participated in the NZ-China Free Trade Agreement negotiations.

These are the main news items and I'm very glad to share with all of you, dear colleagues engaged in vocational guidance and career counseling in the world.

**Dale Furbish**  
**School of Education Te Kura Matauranga**  
**Graduate Diploma in Career Development**  
**Editor *Journal of Employment Counseling***  
**Auckland University of Technology**

## UPCOMING CONFERENCES

### 2015 IAEVG Conference in Tsukuba, Japan, September 18-21, 2015

Welcome to the 2015 IAEVG International Conference in Japan!

This is a special early announcement of the International Association for Educational and Vocational Guidance (IAEVG) International Conference 2015. The conference theme is "Restructuring Careers Over Unexpected Powerful Forces."

Japan has been recovering from the unexpected powerful forces of nature and the damage from the 2011 Great East Japan Earthquake.

The conference will address the restructuring of careers and the sharing of gratitude in the recovery efforts.

The conference will promote a wide range of the latest vocational and educational guidance topics, data driven action oriented research, and innovative user friendly practices in career development from early childhood to retirement which are taking place around the world.

The IAEVG Conference will be held in Tsukuba, Japan from September 18-21, 2015.

Please mark these dates in your calendar and join your colleagues around the world who will learn, exchange, and share promising research and creative practices in restructuring careers and in career development.

We will put the details of the conference for the following Newsletter n. 76.

For more information, visit:  
<http://www.iaevgconf2015.jp/>

**Takao Mimura**  
**Chair Planning Committee of**  
**the 2015 IAEVG International Conference**  
**Dean of Graduate School of Teacher Education,**  
**Waseda University**

## RESOURCES

***Business Behaving Well: Social Responsibility, from Learning to Doing.* Ron Elsdon (Ed.). Dulles, VA, USA: Potomac Books, 2013. ISBN: 978-1-61234-294-8.**

The book shows why business social responsibility is important for organizations, communities and individuals, with examples both of advocacy and of implementation in various settings. Community prosperity is strongly linked to business success and business success is dependent on vibrant communities. Communities that are vibrant and prosperous, where happiness is broadly realized, are built upon equality and

fuelled by the collaboration of business, nonprofit and public sector organizations.

Recent economic turmoil and growing economic inequality call into question a purely market oriented doctrine with a narrow business focus on only financial return.



**Ron Elsdon**

Individuals, organizations and communities suffer with this approach. There are alternatives that are examined in this book. They involve socially responsible business practices, supported by enlightened public policy and thoughtful individual responsibility. This book explores this rationale in depth and then goes beyond a core framework, to also address practical applications that range from health care to education, from the financial sector to business partnerships with nonprofit organizations and the public sector.

Contributors to the book speak to social responsibility realized through collaboration among business, nonprofit and public sectors - whether related to policy or practice such as in the healthcare or financial sectors, whether in the form of community service such as education or pro bono services, or whether in the form of partnership or operations in each of the business, nonprofit and public sectors. Such collaboration begins with individuals and extends to institutions finding common goals. The first part of the book addresses primarily principles, framework and some applications, while the second part explores examples, recognizing that the chapter authors blend these aspects in their writing. Experienced practitioners cover areas that include: benefitting all constituencies through social responsibility, business/public sector collaboration in education, assessing attributes of social responsibility in

organizations, partnerships between business and the nonprofit and public sectors, leveraging individual skills for social benefit, health care and social responsibility, cultural competency in socially responsible healthcare delivery and the workforce implications, labor management partnerships, financial sector social responsibility, and social justice implications particularly regarding reducing inequality.

Business organizations are part of a network connecting employees, investors, communities, and partner, customer and supplier organizations, and benefit by embracing social responsibility with their constituent communities. This book examines why social responsibility matters and how to structure effective collaborative relationships. It links social responsibility to social justice, specifically inequality. The content covers broad ranging areas that include both advocacy issues as well as issues of practical implementation. Examples from settings that affect our lives deeply, such as health care and education, demonstrate the implementation of business social responsibility.

**Ron Elsdon**

**Elsdon, Inc., Elsdon Organizational Renewal and  
New Beginnings Career and College Guidance**

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***We really appreciate these contributions to make the Newsletter available in many languages.***