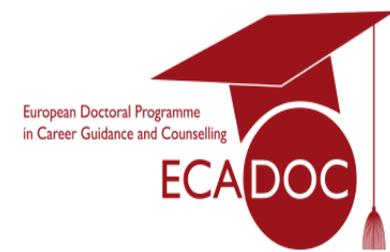




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UNESCO Chair of Lifelong Guidance and Counseling University of Wrocław Institute of Pedagogy

Life design resources and career decision: a cross-cultural research in three European countries

Annovazzi, C.**, *Ginevra, M.C.**, *Kaliris, A., *Lodi E.**** & *Sovet L.*******

**University of Milano Bicocca, Italy;*

*** University of Athens, Greece;*

**** University of Sassari, Italy;*

***** Conservatoire National des Arts et Métiers, Paris, France.*

International Scientific Conference

"Career and Life Design interventions for sustainable development and decent work

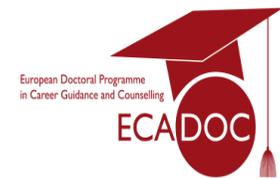
6-8 June, 2016

Wrocław, Poland

Our Society:

Few important words:

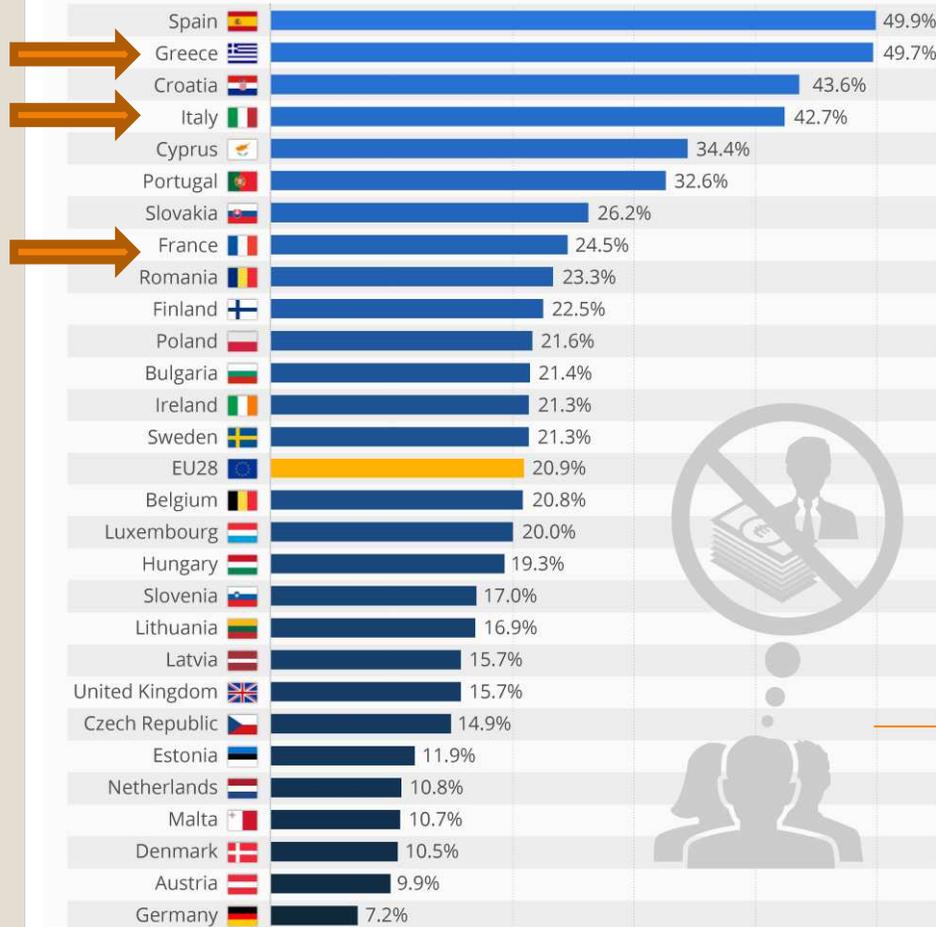
- Globalization
- Risk
- Diversity
- Economic crisis
- Change
- Unemployment
- Insecurity
- Instability



Our Countries:

Youth Unemployment Still Unrelenting In Europe

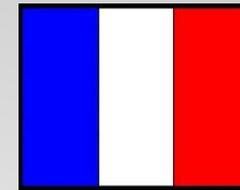
Youth unemployment rate in the European Union in March 2015*



NEET (15-34):
2006:17,2%
2015: 27,1%



NEET (15-34):
2006:14,6%
2015:25,8%



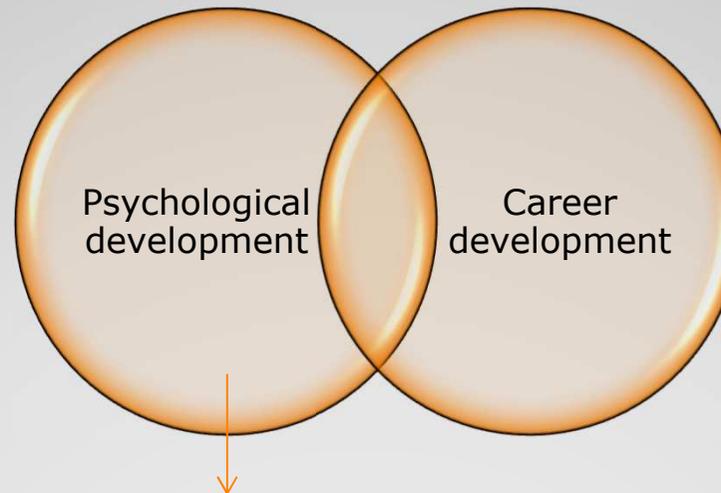
NEET (15-34):
2006:20,3%
2015:26,9%

Different level of **FEAR**:

- Germany and Great Britain: the level is lower
- France, Greece, and Italy: the level is higher

Influence on adolescents:

- New issues:
 - how young people face to the increased uncertainties (Brannen & Nilsen, 2007; Devadson, 2008; Leccardi, 2008; Pais, 2003; Woodman, 2011)
 - the influence of changes, job instability, and precariousness on young people development:



- “Emerging adulthood” (Arnett, 2000; Reifman & Grahe, 2015);
- association with suicidal ideation, substance abuse, criminal behaviors, smoking, depression, and anxiety (World Health Organization, 2011)

Influence on career of career development:

- future is viewed risky, uncertainty, unpredictability, with fear and obstacles;
- 
- adolescents and young adults perceive more **fears and worries** about their future (Nurmi, 2005);
 - thinking about the future is one of the principal fears and stressful concerns among other domains;
 - career decisions, and other life-related choices, are taken later (Vilhjalmsdottir, 2015);
 - **disinvestment** in education → decline of enrollment in the university.

A possible answer:

Other important words:

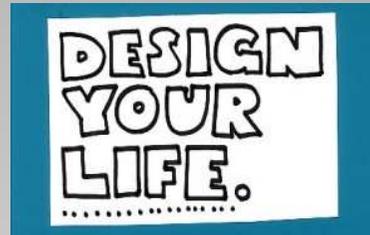
Innovation

Flexibility

Opportunity

Personal Resources:

- Career Adaptability
- Optimism
- Resilience
- Hope
- **Courage**



COURAGE:

- The courage definition and its prototypic peculiarity are still under investigation (e.g., Rate, Clarke, Lindsay, & Sternberg, 2007)



- Different types of courage:
 - Physical, moral and psychological (Putman, 1997)
 - General courage and personal courage (Pury, Kiwalski, and Spearman, 2007)

The Role of Courage:

- New construct: it has received a sporadic attention by the psychological literature (Lopez, O'Byrne, & Peterson, 2003);
- Courage predicts **adaptive academic outcomes** (Martin, 2011)
- Courage is positively associated with:
 - persistence,
 - self-efficacy,
 - resilience,
 - future time perspective (Hannah et al., 2007; Pury et al., 2007; Rachman, 2004)
 - implementation of multiple solutions
 - confidence (Ginevra & Capozza, 2015).
- Courage can be considered a **psychological resource** in order to cope the difficulties and the crisis and to make career decisions albeit future-related fears.

Our Hypothesis:

- For the first time, we aim to investigate courage in mutual interaction with career adaptability, hope, optimism, psychological flourishing, and career decision-making difficulties
- Test an interactional model and to identify the constructs with the higher influence as well as to understand how these influences are structured.
- Examine the cross-cultural variations in the interactional model.

Participants et procedure:

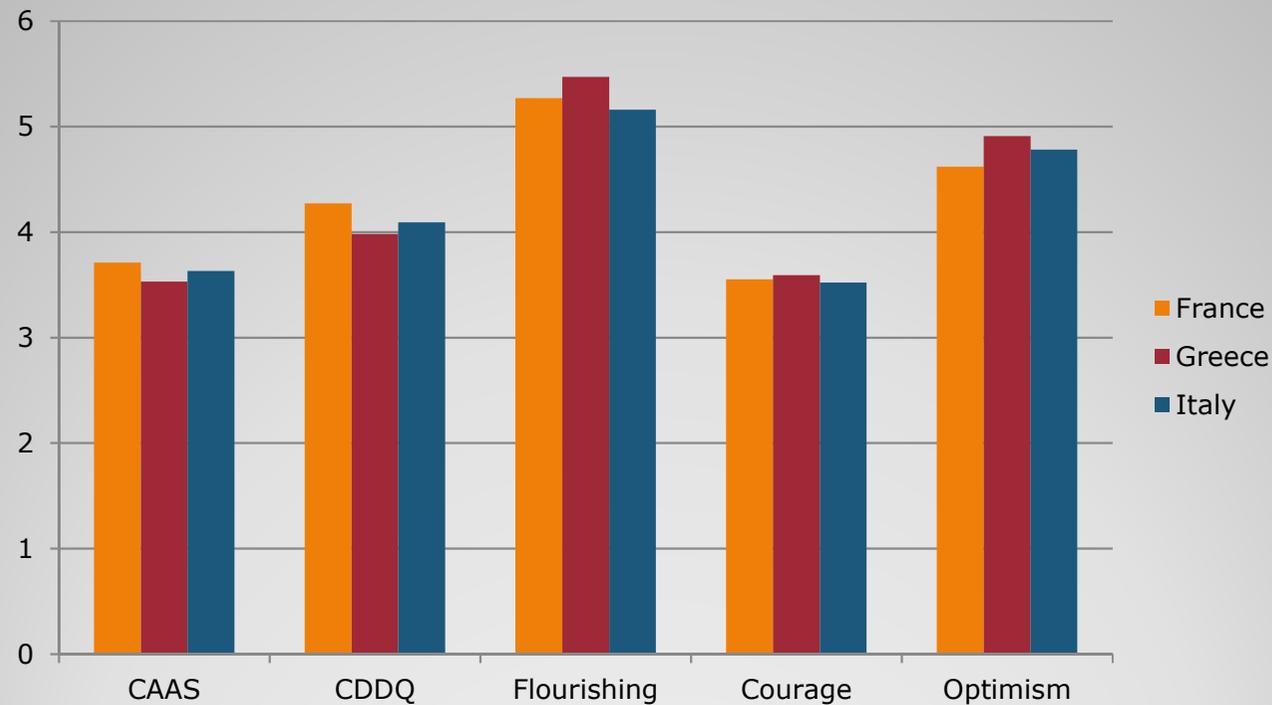
- **France:** 252 high school students
 - 164 ♀ (65%) and 87 ♂ (35%)
 - M_{age} : 16.08, SD_{age} : .92
 - 10th grade: 45%, 11th grade: 29%, 12th grade: 25%
- **Greece:** 251 high school students
 - 133 ♀ (54%) and 114 ♂ (46%)
 - M_{age} : 16.28, SD_{age} : .65
 - 10th grade: 56%, 11th grade: 37%, 12th grade: 7%
- **Italy:** 465 high school students
 - 219 ♀ (47%) and 246 ♂ (53%)
 - M_{age} : 17.23, SD_{age} : .68
 - 10th grade: 12%, 11th grade: 43%, 12th grade: 45%
- **Procedure:** *The most effective and culturally relevant approach was used in each country to collect data* (van de Vijver, 2002)

Instruments:

- Career Adapt-Abilities Scale – CAAS (Savickas & Porfeli, 2012)
- Career Decision-making difficulties Questionnaire – CDDQ (Gati et al., 1996)
- Flourishing scale (Diener et al., 2010)
- Courage (Norton & Weiss, 2009)
- Optimism (Ginevra et al., 2015)
- *All these scales were available in Italian. Back-translation procedure was used to adapt several of these scales in French and Greek*

First results (1/2):

- Graph 1. Mean score for each variable across sample



First results (2/2):

- Table 1. Correlations between all the variables

	France		Greece		Italy	
	CAAS	CDDQ	CAAS	CDDQ	CAAS	CDDQ
CDDQ	-.34***	–	-.23**	–	-.34***	–
Flourishing	.63***	-.26***	.45***	-.18**	.48***	-.34***
Courage	.36***	-.18**	.51***	-.29***	.51***	-.31***
Optimism	.68***	-.36***	.54***	-.20**	.47***	-.42**

***p < .001, **p < .01

Discussion:

- Positive psychological resources and career adaptability
 - Need to develop a holistic approach of individuals (Zunker, 2012)
 - The causal relationship between these variables must be examined
- As preliminary results, further analyses are needed
 - Measurement invariance prior to examine cross-cultural differences (Duarte & Rossier, 2008; Sovet, Dimillo, & Samson, 2016)
 - Components of CAAS and CDDQ
 - Mediational model

Conclusions:

- Perspective of positive psychology in the field of career counseling (Sovet, Carrein, Jung, & Tak, 2014)
- Need to increase positive psychological resources among youths in order to face challenging decisions and transitions
- Cross-cultural comparisons across Europe may be relevant to improve the European orientations about career practices and employment policies