



**Career and Life Design interventions  
for sustainable development and decent work  
Wrocław, Poland**

**Intentionnalité, Identité et Sens : Etudes  
monographiques d'étudiants en devenir**

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

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A Career Counseling plan inspired by Life-designing perspective  
and focused on *Intentionnalité* and *Meaning*.

*Helping* students shape their vocational identity *casework*

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## □ Outline

- In a **post-modern society**, in regards to economic crises and unemployment situations, it is important to assist the individual to identify and clarify their **values and identifiable resources as needed in** constructing meaning in their engagements and future plans.



## Theoretical References

**Life designing** (Savickas et al., 2009) and in particular, the **constructivist approach** (Guichard, 2008);

**Helping young and emerging adults** (Arnett, 2000) construct a view of their future in which they sufficiently invest themselves (Savickas et al., 2009, p. 254). Such developments in expectations regarding their future permit them **to integrate** their subjective identity forms system (SIFS) from a certain future perspective and to commit themselves to the advancement of this design and its redesign.



## □ Problematic

- Several forms of interventions in workshop methods may be conducted at a university level **to help students in their self-construction**, as well as vocational orientation. However, university practitioners **lack time and proper training to best appropriate approach** and facilitate students in their identity formulation. Communications with practitioners from the University xxx and xxx show that such professional development is always in question and is **continuously sought out** to better prepare themselves in counselling sessions and to ameliorate their practice.

## □ Aims of this study

- Reflection of **life priorities**: values and preferences
- To identify and develop **identity resources**
- Create or disprove a **connection** between occupational activities
- Research **coherence** between values and activities allowing the individual to feel better about themselves

## ❑ **Method**

**Empirical « bottom-up » method:** Based on the communications with voluntary university practitioners, the following method was formulated and performed:

**Mixed format that included both individual interviews, collective information, testing (self-esteem, career maturity), and others workshops as**

- ❖ **Collective information:** occupational information
- ❖ **Individual interview (1H/2 sessions)**

## ❑ **Intervention context**

**Model: “An intervention on pathway elaboration”**  
(max. duration: 2 semesters)

**Proposition : Advising through innovative counselling**

- Building up of the working alliance
- **Becoming aware of the main domains of one’s current life**
- **Elicitation** of some expected subjective identity forms the actualization of which one considers it important to be committed to.
- **Conclusion and closure.**

## □ Case Study: Raji R.

R., 19 years old, lives with his parents in low income housing. His parents are not French natives. His school career: low academic results in his 11<sup>th</sup> year [in high school]. Unlikely in primary school, teachers found him "mature," "good in math," and to "skip" Elementary Course I (EC1).

R. said he likes to go to school, but in middle school, he gradually loses interest in his studies. He has two sisters, one is currently a middle school math teacher and the other is studying in the field of science. He received his *bac* in science with average math score of 11.

**Objective formulated by R:** "check his plan to become a math teacher like his eldest sister. He hesitates between entering the *Advanced Technician's Certificate* (BTS) or continuing extensive studies at the university. "

Exchanges in conversation through an interview evoked other questions and a certain uneasiness; "I do not feel good here." "What can I do with what I have?" "I need some help to see clearer."

## ❑ Test Results (Pre-test)

- Holland Code (RIASEC): SER
- Earned score on Career Maturity (MC: 95/200)
- Earned Score on Self-Representation (Sr: 87/200/exploration, planning and decision)

## ❑ Folio's achievement: Self-Evaluation

- Feel unmotivated from having chosen a university by default (Paris 3), even if there is a certain evolution in rapport with this idea, but there are some doubts about his future. What do I do? Which path is most beneficial?
- Negligence in work organisation, lack of concentration and reactivity
- ....I need help to reflect before acting
- Difficulty in making a decision and engaging in the fruition of his current academic plan.

## ❑ Individual interview inspired by constructivist approach: *Exploring my identity resources*

- Analysis of personal reflections and identification of major fields that constitute his current life (family, leisure, affective life, etc.).
- Identify his most favorited domains of activities (ecological domain, a lifestyle close to nature)

- Internship with a mathematic teacher**
- Matching FSI and future domain of activities**

<b>Holland Code (RIASEC): SER</b> <b>Competencies</b> <b>Favorite activities</b>	<b>Occupational identities</b> <b>Technical teacher in Agriculture</b> <b>High School</b>
<b>Patient, dynamic, entrepreneurial and social</b>	<b>Helping others</b>
<b>Be able to: listen to others, to learn; to explain and to transfer knowledge...</b>	<b>Authority and responsibility</b>

- Clarification and synthesis**

## □ Implications

- Importance in **clarification of meaning of relationships** with others, **articulation** of experiences, future anticipations.
- Importance to **redefine** micronarratives and **re-view their own stories from new perspectives** (with creative medium as support)



## □ Limitation

Necessary to provide a more rigorous supervisory setting framework for practitioners who are working on the ground.

Distinction between project of life and work (personal and professional development; inside vs outside)

### **Lack of time:**

- To perform 6<sup>th</sup> step (follow-up at short- and long-term; written summary of plan)
- To receive feedback from participant students



## □ Conclusion

- Constructivist developmental approach
- Necessity to implement reflective exercises on identity and occupational connections
- Reception of study and research: positive and beneficial



*Thank you for your attention !*

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