

Maximising the world's potential through guidance



# Newsletter

of the International Association for Educational and Vocational Guidance

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SPECIAL ISSUE ON THE IAEVG ANNUAL INTERNATIONAL CONFERENCE OF MADRID, NOVEMBER 2016

## Editorial

Dear IAEVG member,

I'm very glad to announce the resumption of the IAEVG Newsletter with the support of a new and enhanced Editorial Board, and the precious help of both Gert van Brussel, member of the IAEVG Board of Directors responsible for the Newsletter, and Suzanne Bultheel, the President of the IAEVG.

Another innovation involves the delivery format of the Newsletter, which will be electronic from the next issue. This will allow us to better share more news and to expand the diffusion of the information contained in the Newsletter. The current issue of the Newsletter is dedicated to the 2016 IAEVG Conference in Madrid (Spain) with several articles about its main themes, and symposia.



**Annamaria Di Fabio**

The aim of the Newsletter is to share current relevant scientific contributions, and also give the opportunity to collaborate on new projects. Many important available resources also are presented. I sincerely hope that the improved communication offered by the renewed Newsletter will increase the number of the participants in our association in 2017.

I hope that the New Year will herald in multiple significant activities and be characterized by commitment and ground-breaking achievements by our association. I offer my best wishes to all of you for a success-filled 2017.

**Annamaria Di Fabio**  
General Editor

## IAEVG President's column

Dear Members,

It is a pleasure to address you today through our Newsletter, which after a pause regains its activity.

I would like to thank the members of the newly formed Newsletter's editorial board, which at the moment includes Gabriela Aisenson of Argentina, Heiner Bleckman of Germany, Liette Goyer of Canada and Raza Abbas of Pakistan. Annamaria Di Fabio of Italy continues as General Editor and Gert van Brussel of the Netherlands is responsible for the Newsletter on the IAEVG Board of Directors. I thank them all warmly, as well as the translators who allow us to publish in several languages.



**Suzanne Bultheel**

Looking forward, from the beginning of 2017 we will strengthen communication with all members. In order to create a global network of digital channels of communication our website will be redesigned to include a "Member's Only section". I also will ensure that more frequent exchanges will take place with you.

On behalf of the Board Members and myself, I would like to wish you an excellent year in 2017. May it be the most beautiful of years, full of promises of peace and justice through, among others, improving educational and vocational guidance.

**Suzanne Bultheel**  
President of the IAEVG

## THE IAEVG INTERNATIONAL CONFERENCE OF MADRID- NOVEMBER 2016

At the international level, this annual IAEVG conference was the main event in the field of educational and vocational guidance.

The quality of the plenary presentations by world-renowned speakers and the numerous scientific papers encouraged the circulation of knowledge that will facilitate changes in practice, innovation in research and proposals in the field of policy strategies.

Beatriz Malik and the entire conference planning team took up the challenge of combining excellent conference content with high numbers of conference delegates. 570 delegates from 56 countries participated in 8 plenary sessions and 221 paper presentations, workshops or symposia in parallel sessions.



The plenary lectures were translated into 3 languages, Spanish, English and French, thus renewing the IAEVG tradition of facilitating exchanges beyond the barrier of language.

Two major events punctuated this conference.

A Global pre-symposium brought together representatives of national and regional associations and organizations that were mostly IAEVG members.



*One of the pre-symposium Working groups in French*

The symposium promoted one of IAEVG's major missions: to facilitate and improve communication among members and organizations in the field of educational and vocational guidance, but also to encourage the development of ideas, practices and research and collect and disseminate information on the latest research and guidance practices.



*One of the pre-symposium Working groups In English*

The evaluations of the day were very positive. Officials and experts who participated have already requested that a Global symposium of associations and organizations be organized again at the next IAEVG conference.

The second major event of the conference was the attendance of the Minister of National Education of Côte d'Ivoire, Ms Kandia Camara, who honoured us by her presence at the conference and by participating in the closing session.



*Ms Kandia Camara  
Minister of National Education of Côte d'Ivoire  
In her speech at the conclusion of the conference*

Her address was directly related to the theme of the conference, the contribution of guidance for greater equity in education and in promoting and effect transition from education to working life..

Since January of 2016 the government of Côte d'Ivoire has chosen to invest in the education of youth, with compulsory education for all, girls and boys whatever their social origins. Minister Camara embodied a clear-sighted and humanistic conception of education and guidance, driven by proactive policies. Her contribution was a highlight of our conference.

A special thanks to all attendees, contributors, presenters, guests, keynote speakers and organizers. You all participated actively in making this conference a success.

**Suzanne Bultheel**  
President of the IAEVG

### **IAEVG 2016 INTERNATIONAL CONFERENCE: "PROMOTING EQUITY THROUGH GUIDANCE: REFLECTION, ACTION AND IMPACT"**

The Conference was held from the 15th to the 18th of November in Madrid, at the National University of Distance Education (UNED), with the participation of 570 delegates, from all over the world, representing 56 countries. On the 15th there was a Global Symposium on Career Guidance and Counselling Organizations, coordinated by Raimo Vuorinen, Jane Goodman and Suzanne Bultheel, with the participation of representatives from a range of associations and organizations.

The conference was officially opened on the 16th, by UNED's Rector, Alejandro Tiana. Professor Elvira Repetto, a pioneer of guidance in Spain, former Vice-President of IAEVG and Honorary Chair of the Conference was also present at the Opening Session, along with Suzanne Bultheel, IAEVG President; Mariano Carballo, Head of the Guidance Area at the Spanish Ministry of Education, and Beatriz Malik, Conference Chair.

<https://canal.uned.es/mmobj/index/id/53310/has/h/a4bd4d2b1cc64abf1fffb8103da2b890>

Under the general theme of the Conference "Promoting equity through guidance: reflection, action and impact", there were 10 sub-themes, dealing with different aspects of educational and career guidance in different settings: Career development and transitions management for the 21st century; Diversity, equity and social justice in career and educational guidance and

Development; Educational guidance, career education and counselling of students; Critical

and transformative approaches to educational and career practice to inform community development and global citizenship; Guidance for entrepreneurship, social entrepreneurship and changing patterns of employment; New directions for assessment and evaluation to inform effective guidance, counselling and career development; Accreditation, qualifications, competencies and innovative work-experience (practicum) initiatives; Challenges and innovations in the use of Technology and social networks to inform guidance and counselling; Career guidance and counselling to support populations during international transitions; Alternative and innovative approaches to educational and career guidance, counselling and development. Out of 300 proposals submitted, over 200 were accepted to be presented, in different formats: papers, symposia, workshops and posters. The proposals focused on research projects, theoretical and conceptual discussions on a specific topic, innovative practices, with a special emphasis placed on diversity and equity issues. For the first time, all plenary sessions were live streamed, and there was the possibility to present papers online, through UNED's aLF virtual platform.

Topics of key-note speeches included policy issues, hope and optimism in transition periods, reflections on career guidance from a social justice perspective, development of guidance in Latin America, individuals in context, and challenges faced by guidance practitioners working with youth in Mexico, Argentina, Brazil

and Costa Rica. The need for further collaboration among everyone involved in guidance, and with the wider community was highlighted by many speakers.

Another milestone of this conference was the 1st International EDUCAWEB Award for Academic and Career Guidance, focusing on innovative projects. EDUCAWEB's director, Montserrat Oliveras, presented the awards, and Suzanne Bultheel, IAEVG's president, presented the medal to laureate Anne Marie Oomen, from the Netherlands, for her project linking families with schools in support of career education. Special mentions were given to Oscar Jara, from Ecuador (career guidance with overqualified equatorians in Spain), and Lyn Barham, from the UK (extending work and meaningful life for elderly people).

At the closing ceremony, there was another special guest, the Minister of Education from Ivory Coast, Madame Kandia Camara, highlighted the relevance of the Conference

theme, and delivered a brief speech related to the latest achievements in education in her country, where compulsory education has been extended, making schooling possible for a wider population.

<https://canal.uned.es/mmobj/index/id/53786/has/h/a4bd4d2b1cc64abf1fffb8103da2b890>

The proceedings of the conference will be published by Editorial UNED (UNED Press) and another publisher, in e-book format, and once they are available an announcement will be sent to Conference delegates and IAEVG members.

*Keywords:* equity, educational guidance, career development, community.

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## GLOBAL SYMPOSIUM AT THE IAEVG CONFERENCE, IN MADRID ON 15TH OF NOVEMBER

Before the official start of this year's congress of our association in Madrid the Board called for a GLOBAL SYMPOSIUM of member associations and organizations.

President Suzanne Bultheel wrote in her invitation:

"The IAEVG wants to promote the continuum of bridging international perspectives of career development .... (and proposed) The one-day symposium could include thematic discussion groups (around) the following.... themes:

- Career services for migrants and refugees
- Interventions in times of economic hardships
- Career development and public policy
- Collaboration among international associations and organizations"

In response, approximately 60 participants from all regions of the world attended, in order to discuss and debate the proposed topics with colleagues.

Participants were divided into language groups (English, French and Spanish) and, after hearing an introductory paper on each of the four topics, discussed them with reference to: identifying measures or themes for international co-operation and how to support each other in the advancement of career development policies, systems, practices, and discussing how to act as

a critical mass to support the advancement of career development in our countries and regions



*One of the pre-symposium working groups in Spanish*

In the individual groups, the varied perceptions of the participants and their associations, and the focus on possible actions played a very important role in establishing a basis for further discussion. All the participants were experts and practitioners with different experiences, which made every discussion round exciting.

Due to the separation into language-led groups it was not possible for the European Working Group to be united under the umbrella of the IAEVG, which would have been meaningful for the discussion of the second topic - Career services for migrants and refugees. For

example, in the French-speaking group France, Germany and Belgium, the Netherlands and Switzerland were represented, among others, including Canada, Saudi Arabia, and the Ivory Coast, many others, were to be found in one of the English-speaking groups.

The general response of the participants at the end of the symposium was very positive and there was a widespread opinion that the Global Symposium should become an integral part of every IAEVG Congress. It was believed that this will greatly promote cooperation among the represented associations and organizations, which should be the stated goal of each symposium. Scientific discourse and the cooperation of counselling professionals are

indispensable for the ongoing development of guidance internationally.

The papers prepared by participants for presentation at the symposium and the minutes of the discussions will be published soon on the IAEVG website.

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## IAEVG ANNUAL INTERNATIONAL CONFERENCE MADRID, SPAIN, NOVEMBER 15-18, 2016

The IAEVG International Conference was held in the serene city of Madrid, Spain from 15 to 18 November 2016.

Delegates, Researchers, Dignitaries and Practitioners from continents around the world assembled at UNED- the largest distance education university in Spain to share best practices on the conference theme “Promoting Equity Through Guidance- Reflection, Action and Impact”. The conference was holistic and catered to a wide range of intellectual discourses which included 6 Keynote Addresses by Distinguished Professionals globally namely: Jane Goodman, Mary McMahon, Consuelo Velaz de Medrano, Barrie A. Irving, Màrius Martínez Muñoz and Bernardo Antonio Muñoz.



*Prof. Consuelo Velaz de Medrano*

139 papers, 31 Symposia's, 56 posters and 31 workshops were presented at the conference. It was wonderful to listen to professionals from different parts of the world and learn from their diverse and innovative educational, career counselling and vocational practices.



*Opening Session*

As already mentioned, this year IAEVG Board initiated a symposium that was attended by leading institutions and associations of career development globally.

The full day symposium was a great success and professionals were able to synthesize their learning's in their break-out sessions chaired by eminent professionals.

The symposium was on the following topics:

1. Career Services for migrants and refugees
2. Interventions in times of economic hardships
3. Career development and public policy

The symposium enabled the delegates towards collaboration, communication, and commitment for the career development profession and as professionals we agreed to devote more time in advocating for the profession globally.

IAEVG conference this year was innovative as the plenary sessions were being streamed live for the global audience to witness from the comfort of their respective countries. The IAEVG conference team also led several study visits to leading educational institutions in Spain, which provided delegates with valuable insights on the educational system in Spain.

For the first time, IAEVG in collaboration with Educaweb initiated an award for the best project at the conference, parental involvement in career education and guidance in secondary education, presented by Annemarie Oomen, was declared as the best project.

As an international delegate, I thoroughly enjoyed presenting to an enlightened and diverse audience on “Parents–Advocates for Career Counseling, Guidance & Development”. I also conducted an interactive workshop on

“Educating for Resilience – Youth Hope Centered Intervention”.

In summary, it was wonderful to be part of the world’s leading professional association on educational and vocational guidance. Heartiest Congratulations to the President of IAEVG 2016 Conference, Dr. Beatriz Malik Liévano and her team and to the IAEVG President, Suzanne Bultheel and IAEVG Board members. The next IAEVG Conference will be held in Mexico in 2017 and in Sweden in 2018. Until then gracious and thanks for reading☺

**Raza Abbas**

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## **SYSTEMIC THINKING MATTERS: SYNOPSIS OF MARY MCMAHON’S KEYNOTE ADDRESS**

Systemic thinking is derived from general systems theory that was first proposed in the field of biology by Ludwig von Bertalanffy in 1934. Systems theory is about looking at things as interconnected parts that make up a whole (von Bertalanffy, 1968). If we take a human body as a system, we know that it is comprised of many parts that have particular functions and that all parts are interconnected with other parts either directly or indirectly. A change in one part has implications for other parts. Parts on their own provide an incomplete picture. Systemic thinking suggests taking a holistic view and has been applied in career guidance and counselling by constructivist and social constructionist approaches to career guidance and counselling through their focus on context and complexity. This article provides a brief synopsis of a keynote address I delivered at the IAEVG Conference, 15 – 18 November, 2016, Madrid, Spain. It overviews the Systems Theory Framework, systems and stories, and systemic thinking and highlights why systemic thinking matters.

### *Systems Theory Framework*

In the field of career guidance and counselling, over three decades ago, Samuel Osipow (1983) commented on the potential of systems theory to provide a unifying framework for career theory.

The first direct application of systems theory in career guidance and counselling is the Systems Theory Framework (STF) of career development (Patton & McMahon, 2014) that was first published in 1995 (McMahon & Patton, 1995) and which may be used as an analytical framework through which to consider career guidance and counselling’s history, theory practice, and research. The STF portrays individuals as living in a complex and dynamic system of influences including the individual system (i.e., a person and their unique attributes), the social system (e.g., family and friends) and the environmental-societal system (e.g., socioeconomic circumstances, geographic location, political decisions, and globalisation). The dynamic and ever-changing nature of the systems of influence is accounted for by change over time, the interactive nature of influences (i.e., recursiveness) and chance. The STF provides a systemic “conceptual and practical map” (McMahon & Patton, 2006, p. 94) through which career practitioners can consider the micro-context of individuals and the macro-context which influences their lives, their clients’ lives, and their guidance and counselling work.

### *Systems and Stories*

Individuals live their lives in the context of complex systems of influences and as they do so, they try to make sense of their experiences by telling stories. Systemic influences can have

profound effects on the lives of individuals and the stories they tell. Similarly, stories of career guidance and counselling have been constructed in the context of social, historical, cultural, geographic and socio-political systems which have influenced theory, practice, and research. These predominantly western stories may not be appropriate in all contexts and for all clients.

### *Systemic Thinking*

Systemic thinking reminds us that stories are constructed within familial, social, historical, cultural, geographic and socio-political systems in which individuals live. It takes "an individual in context perspective" (McMahon, Watson, & Patton, 2014, p. 30) that considers complexity and avoids over-simplifying the lives and careers of individuals. From the perspective of clients, systemic thinking enables them to better understand the complex systems and influences that impact their careers (Ryan & Tomlin, 2010). Career practitioners can encourage clients to tell systemic stories from different times and different settings. Systemic thinking also enables career practitioners to contextualise the career theory, practice and research that inform their work in the context of their clients and the broader socio-political environment in which they work.

### *Why does Systemic Thinking Matter?*

Systemic thinking matters because it encourages career theorists, practitioners and

researchers to engage critically with theory, research and practice in terms of its origins and its application in different contexts and with particular client groups. Systemic thinking challenges theorists, practitioners and researchers not to be complacent, accepting, passive or too narrow in their focus. It encourages consideration of the broader macro-systems of influence impacting the circumstances of clients and career guidance and counselling as a profession. Systemic thinking connects us with the underpinning social justice values of career guidance and counselling. It invites us to consider interventions beyond those conducted with individuals (e.g., with families and organisations) and to consider the possibilities of advocacy. Systemic thinking may help career guidance and counselling to better understand the meaning of the stories it tells in the contexts in which it operates and to strategically position itself for emerging needs and challenges. Systemic thinking does matter.

### *Reference*

McMahon, M. (2014). Systemic Thinking: A foundation for 'doing' narrative career counselling. In J. G. Maree & A. Di Fabio (Eds.), *Exploring Future/New Horizons in Career Counselling: Turning Challenge into Opportunity* (pp. 99-116). Rotterdam, The Netherlands: Sense.

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## **DEVELOPMENT OF EDUCATIONAL GUIDANCE, IN LATIN AMERICA: FROM MODERNITY TO THE EPHEMERAL NATURE OF THE POSTMODERNITY**

This is the title of the presentation given by Dr. Bernardo Muñoz Riveroll at the Congress of the International Association of Educational and Vocational Guidance (IAEVG) held in Madrid in November 2016.

The theme of the congress was "Promoting equity through guidance (orientation): reflection, action, impact". Bernardo's points of departure (suspicion, as it is said, with a certain humour), centred on four broad fields of analysis: the conception of guidance, the purposes of guidance services, the organization of those services and the means, methods and strategies utilized in offering guidance.

Throughout his presentation he used a critical perspective to demonstrate that it is the state structures that impose or dictate the guidance offered within the school curricula. This dictatorship is often ignored by educators themselves who are unaware of the range of ideological impositions to which they are subjected by these structures.

In the golden age of modern guidance, interventions were structured around various key concepts that allowed for a whole range of values and personal orientations, which encouraged freedom to choose, and which taught people to build towards personally relevant and important career goals and

emancipation. In these moments of postmodernity guidance does not pose essential questions such as: "What is it to engage in guidance? For what do we offer guidance?", As a result we completely avoid the theoretical foundations that could redefine our psycho-pedagogical approaches and functions. What was inspired by the concept of vocation has today devolved into the use technologies, instruments and actions that leave little opportunity for guidance to centre on reflexive activity. Individualized attention, he added, needs to be reconsidered and, through mediation (for example) of teachers, to help students achieve new goals. These would be, above all, solidarity, a cooperative attitude and free development of personal and professional identities.

The current professional approach will have to give way, from a critical perspective, to one that is centred on the person who alone, and thus, autonomously, will be able to build their career future and way of life.

We are grateful for the contribution of such a distinguished Mexican advisor; His humanistic touches have spurred us to become aware of our own mistakes, which can be corrected, of course. Bernardo Muñoz Riveroll is the founder of the Mexican Magazine of Orientation (REMO) that we strongly recommend.

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## **GUIDANCE AND COUNSELLING WITH SOCIALLY VULNERABLE POPULATIONS IN ARGENTINA. AN IMPERATIVE AGENDA, CONSIDERING SUSTAINABLE DEVELOPMENT**

The Counseling and Guidance Psychology team in the University of Buenos Aires has an extended trajectory of work concerning vulnerable populations in three developed and articulated areas of academic activity (under-graduate and postgraduate teaching, research and services) that are connected to the particular issues and challenges that people in our country face nowadays. Social vulnerability, a context in which large groups of people engage in their occupational and educational decision making and activities, is one of the problem areas in Argentina. This circumstance reduces people's possibilities and opportunities to actively participate in the social world.

In our work we have focused on groups of young people in different vulnerable situations - discontinuous educational trajectories, homelessness, teenage motherhood and offenders of the legal system. We also have worked with young people that participate in social inclusion programs like school orchestras. We developed a program of work that studies the relationship between psychological factors and social determinants, involved in the processes of project development and identity construction. In addition, we created intervention approaches based on the results of our research that aim to respond to the specific problems of these populations.

From life trajectory narratives we aim to understand the individual patterns that young people use to interpret and give meaning to their life experiences, characterized by material conditions that hinder their personal development and limit them in achieving significant social involvement. The trajectories of these young people are marked by situations of poverty and precariousness, challenging family experiences, institutional and social violence, numerous discontinuities and ruptures in their environment, school failure and work difficulties. These circumstances have a deep impact on their identity construction, and contribute to how they give meaning to what happens to them, and influence how they can anticipate the future in different ways, as an opportunity for openness or instead a situation involving repetition of old patterns and hopelessness.

Our research results have allowed us to build typologies related to ways to consider and anticipate the future, with special stress in the constructive outcomes that these anticipated futures can enable young people to achieve. These typologies progressively go from 1) a "Ruined future", denied since the beginning in their life stories; 2) the future as unimaginable, which translates into a "Day by day" way of living; 3) a future linked to hope and change, as a "way to repair" their history; 4) "Step by step" future, considering it as a series of actions that involve personal learning and changes that are



recognized by the subject as valuable, and taking to the achievement of anticipations of more decent futures.

From the perspective Guidance and Counseling Psychology, it is a priority to investigate and create approaches and interventions with the intention of understanding and providing assistance to more disadvantaged populations. This enables the development of conceptual tools and specific approaches, needed in community work, to promote more successful integration of disadvantaged groups and in promoting social justice. In the context of the general objectives of 21st century guidance and counselling practices, we aim to help people develop a strong and positive sense of themselves, and develop anticipations of the future that allow a satisfactory social inclusion. We recognize that, in recent years, these issues are also part of many countries' agendas. In our country, we have been working on these issues for more than three decades, with a tradition of research and practices that studies and tries to help those who need it the most. Furthermore, in Latin America, as has been seen in the Congress of the International Association of Educational and Professional Orientation (AIOEP) 2016, there are developments that can certainly contribute to these objectives, related

to the XXI century guidance and counseling practices.

Our participation in the Congress, has enabled us to transmit, share and discuss experiences, research and theoretical conceptions with Latin American colleagues, and has made our contributions more visible to conference participants from other regions of the world.

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**BE BOLD!**

Hola Madrid!

To get from Gothenburg, Sweden, and minus 4 degrees to the wonderful and sunny Madrid with its 18 degrees is amazing and it gave me a warm feeling of expectation for this year's IAEVG conference.

My biggest impression of the conference is the need to bring our positions forward, to the general public, and politicians, and within our own organizations to highlight social responsibility. We in the IAEVG and within our country organizations must be more active and address

the purpose of guidance. I have taken note of the many participants at the conference who believe that we must dare to stand up for the value we place on guidance. I'm not talking about a revolution, but a clarification of our profession. We need to act not just react! It is time for a change!

Thanks Madrid for a nice visit and a very good conference!

**Bjorn Kalin**  
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## RESOURCES

***Vocational Counselling: Changes and Challenges on the Labour Market. The Jubilee book to Honour Prof. Bernd-Joachim Ertelt.* Joanna Gorna & Daniel Kukla (Eds.). Czestochowa: Jan Dlugosz University, 2014. ISBN: 978-83-7455-389-6**

This book was published on the occasion of the 45<sup>th</sup> anniversary of Bernd-Joachim Ertelt's research work, and is an important recognition of theories and practices in the field of career counselling that he promote. It provides broad insight into the recent development of key concepts, methods and paradigms written by well-known scientists in the field.

The second idea of this book was to stress the acknowledgement of Bernd-Joachim Ertelt's contributions to the field of career counselling development in Poland on the occasion of the celebration His 25<sup>th</sup> anniversary as a member of the academic teaching staff of the Faculty of Pedagogy at the Jan Dlugosz University in Czestochowa.

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Coimbra Group,  
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***The Construction of the Identity in 21st century: A festschrift for Jean Guichard.* Annamaria Di Fabio & Jean-Luc Bernaud (Eds.). New York: Nova Science Publishers, 2014. ISBN: 978-1-63463-218-8**

*Festschrift* for Prof. Jean Guichard, aims to celebrate his precious work in terms of research and application in guidance and counselling. The book's editors, Prof. Annamaria Di Fabio (Department of Education and Psychology, University of Florence) and Prof. Jean-Luc Bernaud (Institut National d'Etude du Travail et d'Orientation Professionnelle du Conservatoire National des Arts et Métiers - INETOP-CNAM), gathered many contributions by scholars from various countries, as tributes to the strength and scientific solidity of Prof. Jean Guichard. In the complex scenario of the 21<sup>st</sup> century the concepts developed by Guichard are meaningful: *Subjective Identity Form* (SIF; Guichard, 2010), *System of Subjective Identity Forms* (SSIF; Guichard, 2010) and the model "To make oneself Self" (Guichard, 2004). Scholars and professionals can actually use these concepts for helping people engaged in decision making processes. They can be useful into constructing and re-constructing individuals'

personal and career paths, giving them meaning in line with the *Self-Construction Theory* (Guichard, 2004, 2005, 2008, 2010) and the *Life Construction Theory* (Guichard, 2013).

This book intends to examine in depth and increase Guichard's thought, which represents a crucial contribution at a theoretical, methodological and application level. Taking into account the notion of "Go between the concepts", this book aims to spread in non-European countries Guichard's thought, which initially acclaimed in the French context.

In conclusion, this book can be used as a precious resource for researchers and professionals in guidance and career counselling and for people interested in identifying effective answers to the challenges of the 21<sup>st</sup> century, building and employing their strengths.

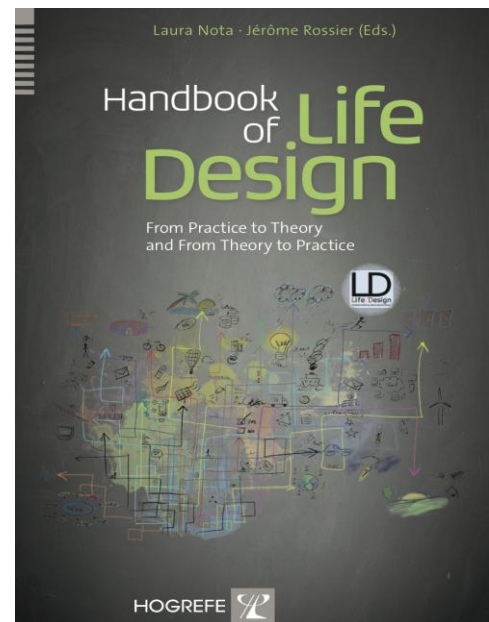
**Suzanne Bultheel  
President IAEVG**

***Handbook of the life design paradigm: From practice to theory, from theory to practice.* Laura Nota & Jérôme Rossier (Eds.).  
Göttingen: Hogrefe., 2015. ISBN: 978-0-88937-447-8**

**Life Design (LD)** represents a **new paradigm for career counselling** and development in the 21<sup>st</sup> century. The LD paradigm augments 20th-century P-E fit and developmental models by focusing on making meaning through work.

LD emerged from work by an international group of over 25 scholars and practitioners in more than ten countries to better account for the complexities of work and careers brought about by today's economic conditions, globalization, and the digital revolution (Savickas et al., 2009). People today experience a **new social arrangement of work** that moves from permanent to more temporary jobs, from linear to dynamic career trajectories, and from specific career knowledge to lifelong learning. Advancing the LD paradigm, the *Handbook of the life design paradigm* (Nota & Rossier, 2014) offers a new and essential resource for those working to improve career services in line with today's challenges and conditions.

LD emphasizes the need to **support people to become experts in constructing their life-careers**, to anticipate and deal with transitions, and to create hope for a meaningful future. Career practitioners and researchers increasingly use the new LD paradigm and methods derived from it to help clients deal with job changes and better design their lives. In so doing, they consider **contextual possibilities, dynamic processes, nonlinear life-career progressions, multiple perspectives, and personal patterns**. Now, under the careful editorship of Laura Nota and Jerome Rossier, *Handbook of the life design paradigm: From practice to theory, from theory to practice* constitutes a major international effort to further advance the Life Design paradigm both



conceptually and practically since it was first introduced in 2009. The book contains **three sections: Life Design Paradigm; Life Design across the life span, and Life Design intervention and activities across contexts**.

Collectively, the book's three sections aim to further develop the LD paradigm, compare it with other contemporary approaches, **promote reflexivity between practice and theory**, and advance a conceptual framework and intervention tools for career counselling in contemporary times.

These aims are well met, making the volume a must read **for all career development professionals and students alike**.

**Sara Santilli**  
University of Padua, Italy

## **Introduction to Career Counselling & Coaching. Hazel Reid.**

**London: Sage, 2015. ISBN: 9781446260364**

Professor Reid is a highly competent, prolific and well-respected academic writer. While representing an ambitious project, this book is perfectly timed, not only for the UK audience, but also internationally. There is increasing interest in career coaching because of the re-configuration of career support services, brought about by highly volatile labour markets across the world and austerity measures imposed in the wake of economic crises. Effective careers support is as necessary now as it ever was for all those making labour market transitions. Teasing out the similarities and differences between the two activities of career counselling and career coaching is a bold, and welcome, step.

As an introductory text, it will take readers through the established and emerging theory and the different contexts in which careers work takes place. The key skills and techniques are examined, and various models used in career conversations are illustrated in-practice through

the use of case studies and activities. Where new or challenging concepts are introduced, reflective questions are posed to engage the reader further and assist understanding. The book also examines professional issues such as the use of digital technologies, working with diversity, and becoming a critically reflective practitioner.

The approach taken in the book is practical and highly accessible, reflecting the author's significant experience as an educator and trainer. It will be a welcome and comprehensive resource for students, educators, managers, researchers, policy makers and practitioners and will undoubtedly represent a valuable contribution to the literature in this field.

**Prof. Jenny Bimrose**  
**Institute of Employment Research**  
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***We really appreciate these contributions to make the Newsletter available in many languages.***