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: A journey in search of realities

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- A model for career intervention designed for use nowadays
- Premise: career theories link personal goals to economic issues,

SO,

When economic activities change, so must Career Theories!

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- Dominant paradigms:
 - **Industrial era** (1910-1960): person-environment matching (vocational guidance)
 - **Corporate era** (1960-2000): vocational development (career education)
- TODAY,
- Vocational guidance and career education DO NOT ADDRESS THE **LD** NEEDS

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- A journey...
 - Be employable
 - Life-long learners
 - Committed to an organization for a period
 - Professional character (emotional labor, adapt...)



Individualization of the life course

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- LD – a whole of **constructs** to be useful to individuals to “negotiate” a life-time of job changes without losing the sense of self-identity, and social identity.

Formulation(s) / constructs of LD:

Identity / personality;
 adaptability / maturity;
 intentionality / decidedness;
 Stories / scores

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- Career Interventions:
 - concentrates on the life-framing intentions and actions (story telling)
 - “ In telling career stories about their work experiences, individuals selectively highlight particular experiences to produce narrative truth by which they live” (Savickas, 2005, p. 43)

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- The differences...
 - **Vocational Guidance**: a) enhance self-knowledge; b) increase occupational information; c) match self to occupation.
 - **Career Education**: a) assess development status; b) orient to developmental tasks; c) develop the attitudes, beliefs and competencies needed to deal with those tasks

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- **LD Interventions**
 - a) Construct a career through small stories;
 - b) reconstruct the small stories into a large story;
 - c) Co-construct the next episode in the story

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Core elements:

RELATIONSHIPS

The **client**: specialist when it comes to the *content*

The **counselor**: specialist when it comes to the *process*

IT IS STORYTIME

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Core elements:

REFLECTION

- A **better understanding** of the artificiality of the creation and definition of barriers
- The strategy: is not about a “fight” for power, but rather **the return of power**
- **Taking the mask** is a “fight” for power which is centered on the client

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Core elements:

SENSE-MAKING

- The **re-writing** of the script of life itself
- It is the principal process in **the meaning-making** dialogue

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Brief...

- The first paradigm: **logical positivism** (*vocational guidance and academic advising*)
- The second paradigm: **humanism** (*career education*)
- The third paradigm: **social constructionism** (*self-construction and life design dialogues*)

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Brief...

- LD is also a **project**
- It is a process of **construction and reconstruction** and the individual is **the author**
- It is from uniqueness that we can build fairer societies defend the individual as a dimension of inclusion in a variety of contexts, **respect a space reserved for memory and ensure that no ideology comes to rule, except one which accepts a better understanding of the possibilities of non-exclusion**

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THERE CAN BE NO PROFESSIONAL USEFUL RELATIONSHIP IF A CRITICAL REFLECTION AND DIALOGUE DO NOT EXIST

- Critical reflection is to think (to reflect, to turn back)
- The role of a counselor is moving towards an exploration of knowledge in a dialogue with the individual following down a path of principles that lead to action.
- Recognizing the plurality of the knowledge which exists in all societies is the main key for an understanding of the meaning and interpretation of what counseling is the inclusion of cultural perspective

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1. Put on the table all the discourses or perspectives that are involved;
2. Ongoing questioning of one's assumptions and opening up to the world of the other through dialogue;
3. Critical examination of the role of power/power differentials in counselling work;
4. An immersion experience for advanced students;
5. Training in the theoretical and practical aspects of counselling.

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Should be embraced not only as a process, but also as an integrator and promoter of the relationships which lead to well-being

The corner stone comes into its own when it is viewed not as a vehicle of meaning, but ...

something for the understanding of what we want that meaning to signify

A promoter of understanding which **generates knowledge**

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ENJOY!...and HAVE FUN!



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