



**SVP 2025**  
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**Society for Vocational Psychology**  
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# ABSTRACTS BOOK

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# ORAL PRESENTATIONS

## **Exploring resilience and vulnerability processes in highly skilled migrant adjustment in Switzerland**

Albien A., Rossier J., Ruedin D.

Highly skilled migrant workers are increasingly important for skilled labor economies. However, little progress has been made when examining vulnerability and resilience processes during migration (Jannesari & Sullivan, 2020), even though individuals experience stressors and need to recover quickly to adjust. Individuals experience strain when their resources are endangered or depleted, with external stressors (E.g., working in a foreign country) acting on the individual's ecological system (Hobfoll et al., 2015). According to the Conservation of Resources Theory, strain can emerge from the perceptions of future or actual resources loss (Hobfoll, 1989). Therefore, individuals utilize their resources to regulate their behavior to master the demands of the context (Hobfoll, 2011). Resilience and resource gain spirals imply that resources have potential reciprocal interactions, increases and losses (Hobfoll et al., 2018). This qualitative research study examines the adjustment processes of expatriates, in the case of Switzerland, by assessing resiliency and resources. Qualitative interviews were conducted with 15 female expatriates to allow participants to explain their expatriate experiences based on self-identified vulnerabilities, resilience and resource processes at individual, social, and socio-environmental levels by applying the Systems Theory Framework (McMahon & Patton, 2018). Research findings identify the mechanisms of resource conservation, and depletion, which allowed the conceptualization of differing adjustment trajectories (i.e., a resource-gain group, and a resource-loss group). This research could determine how the resource-loss group differs from other groups to inform future research and interventions that target the enhancement of resource management.

## **Meeting career counselling and guidance (CCG) needs of pupils: findings from a national study**

Andrei A.

### **Background**

This paper presents the main results of a research that took place from May 2022 until October 2023. It showed that the career counselling needs of pupils at the end of a level of education are not sufficiently met.

### **Goals**

The main goal of this research was to develop clear recommendations on CCG practice. The public policy intervention should aim at meeting the CCG needs of pupils at the end of a level of education.

### **Method**

A Regulatory Impact Assessment methodology was applied on CCG services, as follows: definition of the problem; stakeholder analysis; designing the objectives; development of policy options; assessment of costs and benefits; recommendation of the preferred policy option; guidance on monitoring, assessment and reporting requirements. The analysis was undertaken by a working group of the Ministry of Education and in consultation with experts in the field.

### **Results**

One of the main recommendations of the report was to adopt a whole-school-approach in CGC, coordinated by school counsellors, with interventions well designed and implemented, integrated into the school context and sustainable, as they have a greater impact on student outcomes (Cefai, Simões & Caravita, 2021).

Moreover, it was recommended that final year pupils have access to sufficient career conversations (defined as discussions in which a student talks about his/her career plans), e.g. minimum of 4 career conversations per year for pupils in the final school years. According to research (OECD, 2021), career conversations provide opportunities for pupils to reflect on future plans, seek opportunities and access support for decision-making.

## **Pursuing and Persisting at Work: Keeping Youths' Values in Sight**

Arthur N.

Many sectors of the labour market are facing critical worker shortages, making it essential to attract young workers to build a sustainable workforce both in the short and long term (Ayodele et al., 2020). Understanding the values that youth hold about work and how they perceive specific industries and jobs is crucial to attracting them as employees (Barhate & Dirani, 2022). However, attracting youth is only the first step; workplaces must also provide the support and experiences that encourage them to stay and thrive. This presentation will explore the role of values in shaping youths' decisions to pursue and persist in employment. Drawing on survey data from high school students (grades 10-12) and their parents, important patterns emerged highlighting intergenerational differences in perceptions of work values and career choices. Additional insights from a survey of youth apprentices, aged 18-24, further reveal what they value as new workers, as well as the factors influencing their decision to either remain in or leave the industry. The discussion will focus on the implications of a values-based approach to career planning (Brown, 2011) with youth and explore strategies for employers to align workplace practices with the values that matter most to younger workers.

## How Did I Choose My Vocational School, and Do I Fit In?

Babarovic T., Sverko I.

In Croatia, vocational education begins after middle school, typically at the age of 14, with about 60% of students choosing this path. These vocational schools offer three- to five-year programs focused on preparing students for the labor market, though they offer fewer opportunities for higher education. This study explores the process of career choice during early adolescence and the challenges students face in making these decisions. It also examines how well students' interests align with their chosen vocational fields and their overall satisfaction with school.

The study involved 1,500 first-year vocational school students (aged 15) from 19 schools and over 60 educational programs across Croatia. Data were collected through paper-and-pencil assessments during regular classes, with both parental and student consent. Several tools were used to assess career decision aspects, including the Career Adapt-Ability Scale (Savickas & Porfeli, 2012) to measure career maturity, the Personal Globe Inventory (Tracey, 2010) to gauge vocational interests, and the Career-Related Parental Support Scale (Turner et al., 2003) to evaluate parental influence. Additional data were collected on challenges in school choice, socioeconomic status, and academic performance. Person-environment (P-E) fit was calculated as the Euclidean distance and correlation between students' interests and their chosen occupations.

The results revealed a low to moderate P-E fit among students, with career maturity, personal characteristics, academic performance, and parental support not strongly predicting the fit. However, school satisfaction showed a moderate correlation with P-E fit and was better predicted by these variables. The findings suggest that many students struggle to align their vocational interests with their career choices, which may impact their long-term engagement and success. This highlights the need for improved school career guidance focused on fostering career maturity and increased involvement from parents and educators to better prepare students for their vocational paths.

## **Longitudinal Trajectories of Person-Environment Fit Among Croatian Vocational School Students**

Černja Rajter I., Krpanec E., Babarović T., Šverko I.

In Croatia, students make significant career decisions as early as age 14, at the end of elementary school, where many students enroll vocational programs (about 60%) that often define their future career paths. Therefore, the congruence between their vocational interests and the chosen educational programs is essential in ensuring their long-term career satisfaction and success (Holland, 1997). However, little is known about how this fit of students in their educational environment evolves over time or what factors influence it. Thus, the aim of this study is to examine the trajectories of person-environment (P-E) fit among vocational school students and investigate the predictive role of career adaptability in shaping these trajectories. The study involved 288 vocational school students from 13 educational programs. Using a three-wave longitudinal design we assessed changes in person-environment fit over the period of three years. Vocational interests were measured using the Personal Globe Inventory (Tracey, 2010), and person-environment fit was operationalized with two congruence indices: Euclidean distance and profile correlation (Tracey & Robbins, 2006). The results indicated relatively low initial P-E fit between students' interests and their vocational school programs. While fit measured by Euclidean distance remained stable throughout time, fit measured by profile correlation demonstrated a slight decline. Furthermore, career adaptability, assessed by the Career Adapt-Abilities Scale (CAAS; Savickas & Porfeli, 2012), was a significant predictor of initial fit. Students with higher levels of career adaptability had a greater initial level of fit between their interests and educational environment. The research highlights the importance of early and continuous career guidance in helping students to better understand their vocational interests and their alignment with potential careers.

## Trajectories of Involuntary Career Change: A Qualitative Longitudinal Study

Brazier C., Coquoz R., Masdonati J.

Since the mid-1980s, career transitions have become increasingly complex (Sullivan & Ariss, 2021) and are frequently associated with challenges in other life spheres (e.g., family, health, and social integration). Involuntary career change (ICC) represents a particularly demanding form of transition, as it can trigger a loss of control over one's career (Brazier et al., 2024). While recent work has underscored the importance of examining ICCs as inherently time-driven experiences (Masdonati et al., 2024), little is known about how the unfolding of these transitions intersects with other life domains. Grounded in a life course approach (Fournier et al., 2011), we aimed to (1) provide an understanding of how ICC experiences evolve over the long term and (2) identify how the interpenetration between life spheres might shape the ICC process. A longitudinal qualitative study was conducted with 12 individuals experiencing ICC due to health issues, migration, or labor market saturation. Each participant was interviewed four times over a period of three years (2021-2024). Data were analyzed using trajectory-based thematic analysis, allowing for the exploration of within-person variation, between-person differences, and the identification of similar trajectory patterns (Grossoehme & Lipstein, 2016). Findings revealed a highly diversified range of ICC experiences, on a continuum from regaining control to losing control over the career. Moreover, these transition processes were intertwined with multiple, intersecting life dimensions, and participants' life trajectories displayed both linear and non-linear patterns of interdependence between their life spheres. The results pave the way for systemic, extended career counseling that takes into account the multiple life domains of career changers, addresses the parallel challenges they often face, and tracks their evolution over time.

## **Work Dignity, Sexism, Work Volition, and Career Shocks: A Moderated Mediation Analysis**

Burrows S., Allan B.

Changing complexity and precarity in the U.S. workforce has detracted from work dignity, or the value and respect individuals feel in their work environment that is largely shaped by relational dynamics and social power structures. Though not captured in the ILO's definition of decent work, work dignity is believed to parallel decent work and be more applicable to marginalized populations because it captures experiences of gendered and structural power dynamics. This is especially relevant for women and marginalized populations who experience more harassment and marginalization due to sexism, racism, and homophobia at work. Decent work is a central construct in the Psychology of Working Theory (PWT), where marginalization has been shown to relate to decent work through work volition, or an individual's perceived ability to make career-related choices despite limitations, such as the limitations of increasingly unexpected and disruptive events that have resulted from the evolving complexity of the U.S. workforce. Known as career shocks, these events prompt individuals to reflect on their career development and decision-making and may therefore impact an individual's perception of their work volition. However, the career shocks construct has yet to be integrated into a PWT framework so its relationship to marginalization, work volition, and work dignity is unknown. Grounded in PWT, the present study aimed to examine how workplace marginalization, conceptualized as experiences of sexism, impacts work dignity. A moderated mediation model was proposed and data from 800 participants were analyzed using SEM. Results revealed direct negative relationships between sexism and both work dignity and work volition, as well as an indirect negative relationship between sexism and work dignity through work volition. Furthermore, career shocks moderated the relationship between sexism and work volition. Implications for future research will be discussed, along with applications for practice and advocacy.

## **Turkish Students' Perceptions of School-to-Work Transition: A Qualitative Exploration of Barriers and Opportunities within the Psychology of Working Theory**

Buyukgoze-Kavas A., Kirazci F., Yazan Z.

This study investigates undergraduate students' perceptions of the school-to-work transition (STWT) process, emphasizing the obstacles and barriers encountered. Grounded in the Psychology of Working Theory (PWT; Duffy et al., 2016), the research explores both contextual and individual factors influencing this transition. Semi-structured interviews were conducted with sixteen undergraduate students approaching graduation. Through consensual qualitative analysis, three domains and eleven categories were identified, capturing the factors shaping the STWT process. These domains include future decent work, future employability, and college education. While the categories align with the PWT framework, the findings indicate that additional factors, beyond those articulated by PWT, may also influence the transition. The study's implications will be discussed in relation to the existing STWT literature, and suggestions for future research will be proposed.

## **Meaningful Education, Meaning in life, and Environmental Concerns among High School Students: A Mixed-Method Study**

Cerantola M., Masdonati J., Waehner-Levin N.

In the face of the global environmental crisis, it is crucial to understand what drives or hinders young people to adopt pro-environmental behaviors and make career choices that consider sustainability challenges. Few studies have examined how meaningfulness contributes to these processes. Research shows, for example, that meaningful education is associated with a stronger willingness to act, suggesting that career counselors could support pro-environmental behaviors by helping students identify a field of study that make sense to them. However, research also stresses that meaning in life and meaningful education tend to weaken the association between climate change risk perception and willingness to act for the environment among university students. Bridging insights from vocational and environmental psychology, our study aimed to further explore these contrasted observations. We conducted a mixed-method study to test whether this moderation model applies to high school students and to provide a deeper understanding of the relationships between students' perception of risks, their willingness to act, and the meaning they attach to life and education. First, data from 644 high school students confirmed that meaning in life and education moderate the link between risk perception and the willingness to act within this population as well. Second, thematic analyses of semi-structured interviews with eleven students having participated in the survey suggested that, unlike what is assumed in the literature, the meaning high school students give to their lives seems to be self-focused rather than self-transcendent. Participants who reported that their lives had meaning were inclined to claim that they felt less compelled to act, despite being aware of environmental problems. Conversely, students who adopted pro-environmental behaviors felt that their actions had meaning per se. These findings challenge the literature emphasizing the pervasive benefits of meaningfulness and involve several implications for career counseling aiming at supporting students' sustainable career choices.

## Patterns of narrative change during Career Construction Counseling

Cardoso P., Gonçalves M., Taveira M., Fernandez-Navarro P., Milhazes A., Silva A.,  
Carvalho E., Oliveira J.

Few studies have examined how client change occurs in career counseling. Building on the Innovative Moments framework (IMs; Gonçalves et al., 2017), this study analyzes clients' narrative transformation throughout the Career Construction Counseling (CCC; Savickas, 2020). Intervention outcomes were assessed in nineteen participants using measures of vocational certainty, vocational identity, career decision-making capacity, and distress. In each participant, the process of narrative change was intensively analyzed using the IMs Coding System (Gonçalves et al., 2011). Subsequent thematic analysis (Braun & Clarke, 2006) identified key themes characterizing participants' narrative innovation. Results suggested that CCC was highly effective, leading to significant increases in vocational certainty ( $t = -6.31$ ,  $p < .001$ ,  $d = -1.49$ ) and vocational identity ( $t = -6.71$ ,  $p < .001$ ,  $d = -1.58$ ), as well as a notable reduction in psychological distress ( $t = 2.62$ ,  $p = .009$ ,  $d = 0.62$ ). Additionally, repeated measures ANOVA suggested substantial changes in narrative innovation across time (i.e., IMs emergence), with significant increases in low-level IMs from session 1 to session 2 ( $t = -2.51$ ,  $p = .022$ ,  $d = -0.85$ ) and to session 3 ( $t = -3.56$ ,  $p = .002$ ,  $d = -0.98$ ); and high-level IMs showing significant changes from session 2 to session 3 ( $t = -2.91$ ,  $p = .009$ ,  $d = -0.56$ ). The thematic analysis of IMs across sessions revealed that vocational identity themes predominated throughout the intervention, followed by themes expressing adaptive responses and references to gains from the intervention. The first two sessions were marked by a high frequency of vocational identity themes, while the third session saw a shift, with adaptive responses becoming predominant. These findings are discussed in relation to the exploratory model of client change in CCC (Cardoso et al., 2019), with implications for theory, research, and practice.

## **How same-sex marriage policy changed the career development of SOGI populations in Taiwan**

Chiao H.

Being the first in Asia to legalize same-sex marriage, Taiwan has a long history of gender equity movement, including the legalization of same-sex marriage in 2019. While considering the social norms rooted in Chinese traditional values in family, the transformation of the society toward gender equity and drastic change in the young generation's preference for no marriage, or dual-income no kids do create a very different social phenomenon. Thus, the presenter will first discuss the functions of traditional Chinese values in maintaining, honoring, and continuing the family and how those functions promote career development in traditional Chinese society. Then the presenter will introduce the Westernized influence of gender and sexual orientation equity in the past 30 years, as well as the impact of same-sex marriage policy on individuals, communities, and the societal level in Taiwan since 2017. While new legal policy brings new societal reform in the definitions and meanings of family, it also continues to challenge and transform cultural values regarding to family relationships for both old and new generations. This new policy breaks not only heterosexism but also creates new career development plans for sexual minority populations. Therefore, the presenter will discuss how Taiwanese sexual minorities negotiate family cultural values and personal identities in their career development. The presenter aims to showcase a new theoretical framework to conceptualize the intersectionality of collectivistic cultural values and individual identities in career development. The presenter will also provide insights and suggestions in career counseling practice with SOGI minorities negotiating between cultural value systems from cultural-relational perspectives.

## **Citizen science- Innovative Qualitative Method to promote career development knowledge and practice**

Cinamon R. G.

Citizen science is a research approach that engages members of the public in various phases and aspects of scientific activities, offering them the opportunity to collaborate with professional scientists and contribute to the greater good (Bonney et al., 2014; Cooper, 2016). This method has recently gained traction across scientific disciplines.

In the field of career development and vocational behavior, citizen science can broaden researchers' perspectives and empower individuals by including various groups in documenting and investigating the world of work (e.g, Fine, et al., 2021). Three central features of citizen science can be applied uniquely in vocational research:

**Participation: Engaging Vulnerable Workers in the Research Process.** By involving non-professionals, particularly those in precarious work and "3D" jobs (dirty, dangerous, and difficult), in research about their work experience, citizen science breaks down social barriers.

**Collaboration: Fostering Partnerships Between Scientists and the Public.** Through community and individual participation in designing research questions, data collection, and data analysis, collaboration increases, allowing neglected and marginalized groups to be involved in research and science activities.

**Empowerment: Educating and Empowering the Public About Scientific Processes and Findings.** Citizen science also addresses the challenge of delivering scientific and reliable information to the public. In an age where digital media provides immediate access to knowledge, distinguishing between fake and genuine information is crucial. Citizen science focuses also on ensuring that the public receives reliable data.

I will elaborate upon this approach along with example of possible global studies that can be designed globally by SVP community.

## **Factors Affecting Career Aspirations of Arab Minority College Students in Israel: A Longitudinal Study**

Cinamon R. G. , Habayib H., Lipshits Y.

Understanding the career aspirations of ethnic minorities is crucial in light of their disadvantaged position in the labor market and their potential to attain leadership roles and, in turn, emerge as role models and catalysts for change (Fouad & Kantamneni, 2020). Therefore, this study investigating contextual factors (gender, work-study participation, sociopolitical participation, and exposure to role models) and personal factors (ethnic identity, career proactivity, and occupational self-efficacy) influencing the career aspirations of ethnic minority Arab college students in Israel. Drawing on social cognitive career theory (SCCT; Lent et al., 1994, 2002) and identity development theory (Erikson, 1968), this longitudinal study seeks to identify the key factors shaping the career aspirations of ethnic minority students. The participants at Time 1 were 957 Arab students at the end of their senior year in college (73% women); of these, 362 (80% women) also participated at Time 2, one year after graduation. Findings indicated that career aspirations at the end of college were predicted by exposure to role models ( $\beta = .16$ ), career proactivity ( $\beta = .26$ ), and occupational self-efficacy ( $\beta = .38$ ). One year after graduation, only occupational self-efficacy predicted career aspirations ( $\beta = .17$ ). These findings suggest theoretical and practical implications regarding the career aspirations of Arab minority college students in Israel.

## **Self-construction in the Anthropocene era: Tunisian and French students' attitudes and perceptions regarding climate crisis**

Cohen-Scali V. , Hafsi A.

Most regions of the world are affected by global crises that are taking place in the context of a major physical transformation of our planet, referred to as the 'Anthropocene'. They are of particular concern to younger individuals as they may affect their future. The aim of the research is to identify the role of socio-economic, geographical and ecological contexts on the self-perceptions and the future of emerging adults. More specifically, we wanted to explore how the climate crisis is perceived in Southern countries, which are bearing the full brunt of its deleterious effects, compared with northern countries, which are less exposed. Several theoretical approaches are used to understand how these situations affect young people's social and personal identities. In particular, the commitment to climate activism, was analysed through the identity motives approach (2006, 2011) and the uncertainty identity approach (Hogg, 2007). Moreover, the constructivist Life Design approach considering that life courses are governed by a process of adaptation of the self to changing environments and new subjective realities, has provided a framework for capturing the anticipations of self that individuals may produce in these contemporary life contexts (Collin & Guichard, 2011). The qualitative methodology of semi-structured interviews was used for data collection. 24 students aged 18 to 25 were interviewed (12 in France and 12 in Tunisia), half of whom described themselves as climate activists. The data were processed using qualitative consensus analysis. The results reveal major similarities and some differences in perceptions of this crisis, its causes and perceived impacts on their lives, between young people in the two countries. They highlight young people's distanced relationship with these climatic phenomena. The discussion then turns to the consequences of these perceptions for their needs in terms of career counselling.

## **Nurturing STEM Aspirations : Examining the Role of Early Contextual Support in Shaping Girls' and Boys' Interests and Career Aspirations**

Dépraz S., Udayar S., Gobet M., Naef O., Rossier J.

### **Background**

Despite the critical importance of Science, Technology, Engineering, and Mathematics (STEM) fields in driving societal progress and economic growth, there is a significant shortage of skilled STEM professionals. Additionally, women remain significantly underrepresented in these areas, which presents a challenge in meeting the increasing demand for skilled professionals, especially in Switzerland (Swiss Federal Office for Economic Affairs and Education, 2022).

### **Goals**

Addressing the need for more integrated models highlighted by Lent and Brown (2019), this study integrates the Interest and Choice models of Social Cognitive Career Theory (SCCT; Lent et al., 1994) to examine the development of STEM career aspirations. More precisely, this research investigates how contextual supports, such as STEM role models and perceived social support, interact with self-efficacy and outcome expectations to influence STEM career interests and aspirations. Specifically, the moderating role of contextual supports during the development of STEM interests is investigated, addressing gaps identified in previous studies (e.g., Fouad & Santana, 2017). Furthermore, gender-specific differences in the mechanisms underlying STEM career aspirations are explored through multigroup analyses (Lent et al., 2018).

### **Method**

Data were collected from 916 students (54% of girls) in Swiss public schools, aged on average 15.76 years ( $SD = 2.25$ ) via a questionnaire assessing self-efficacy, outcome expectations, STEM interests, career aspirations, perceived social support, and access to role models. Structural Equation Modeling (SEM) was conducted using the Lavaan R-package.

### **Results**

Our findings reveal significant gender differences: self-efficacy significantly predicts STEM career aspirations for girls but not for boys. Outcome expectations are related to career aspirations for both genders but do not predict STEM interests. Additionally, we found support for a moderated mediation effect where social support enhances the relationship between self-efficacy and STEM interests for both genders, while access to role models does not show a significant moderating effect.

## **Prolonged Grief following Job Loss in Retirement: The Role of Neuroticism, Time Perspective, and Occupational Regret.**

Diamant I., Kalfon Hakhmigari M.

### **Background**

Retiring from work is a significant milestone in life and involves the loss of value, identity, occupation and place. In accordance with the extensive literature in the field of loss, similar to other losses, job loss can also produce prolonged grief.

### **Goals**

This study aims to explore personality traits that may contribute to prolonged grief following retirement. Specifically, it examines the relationship between neuroticism and time perspectives (Past Negative, Present Fatalistic, and Future) in relation to prolonged grief. Additionally, the study investigates the unique role of occupational regret—the retrospective feeling of having chosen the wrong career path—and its contribution to the associations between time perspectives and grief.

### **Method**

A total of 409 retirees over the age of 60, who had retired within the past eight years, participated in the study. The sample was gathered through the "snowball" method, and participants completed a series of online questionnaires.

### **Results**

Both Past Negative and Present Fatalistic time perspectives mediated the relationship between neuroticism and prolonged grief, while the Future perspective did not. Furthermore, occupational regret mediated the relationship between all time perspectives and prolonged grief.

### **Conclusion**

These findings enhance the understanding of how personality traits influence maladaptive experiences during retirement, enabling the prediction of emotional difficulties and informing prevention or treatment approaches.

## **The Transformation of Vocational Projects in Migratory Situations and their Influence on Well-being**

Funcasta L., Boggio K.

In recent decades, significant political and economic changes have led people to seek better opportunities. Uruguay has become a destination for migrants and transnational families, mainly from Latin America and the Caribbean. Adverse conditions in the processes of departure, transit, and location in the new context often make it difficult for migrants to access health care. Migration involves rebuilding daily life in a new context from a potentially vulnerable position; they experience mourning for their previous way of life and face uncertainty about their future. At the same time, the search for employment challenges the knowledge, previous training, and expectations about the vocational project of migrants affecting their well-being. Thus, it is believed that considering vocational experiences in migratory contexts would contribute to the understanding of the processes of inclusion and well-being of migrants. We aim to identify the characteristics and consequences of transnational migration's migratory project through various projects. This paper presents some results that relate the vocational project in migration contexts and its consequences on well-being. A qualitative ethnographic approach was used, employing semi-directed and in-depth interviews and the participatory 'photovoice' technique. It has been observed that vocational projects are often 'shaped' in the migratory situation, leading to various consequences for people's well-being. Migrants may face psycho-social and cultural barriers as well as precarious work conditions, causing them discomfort and suffering. Also, the migration experience may compel them to reconsider and develop new vocational opportunities through training or retraining. While this may present an opportunity, it is not without uncertainty, as it depends on the availability of resources and state employment policies that create such opportunities. It can also involve mourning due to the disparity between expectations and the migratory situation.

## **Clients' Intuitions in Career Decision Making: Should Career Counselors Trust Them?**

Gati I., Tatar M.

Intuition often plays a significant role in career decision-making, but its elusive and malleable nature makes it challenging to study. Often referred to as the “sixth sense” or “gut feeling,” intuition involves knowing something without conscious reasoning and frequently influences decisions without clear awareness of the underlying processes. It is present in minor and major decisions, especially during the choice stage—which follows the prescreening and in-depth exploration stages—when individuals select one option from their shortlist.

In a study involving 412 individuals using Comparing and Choosing (C&C), a free internet-based career decision support system designed to facilitate the choice stage, C&C assigned each participant a suitability score for each occupation based on a compensatory, multi-attribute decision-making model that weighs the pros and cons of each option. Participants were also asked about their intuitions regarding the occupations on their shortlist, focusing on three aspects: implicit intuition (the occupation listed first), explicit intuition (the occupation they marked as most suitable based on their gut feeling), and their inclination to use intuition, as assessed by the Career Decision-Making Profile questionnaire. These intuitive indicators were compared with the outcomes from the systematic comparison using C&C—the occupations' suitability scores.

The results showed that the occupation listed first on the shortlist often had a higher suitability score than the second, highlighting the value of implicit intuition. Additionally, 74% of participants intuitively identified one occupation as the most suitable, and for 60% of these individuals, this occupation also received the highest suitability score in C&C. As predicted, participants who reported a higher tendency to rely on intuition were more likely to intuitively select the occupation that C&C identified as the best option. The study underscores both the unique benefits and limitations of intuition in career decision-making.

## **Applying a narrative lens to career counselling for autistic Adults**

Goldfarb Y., Golan O., Gal E.

### **Background**

Counseling psychologists are encouraged to build bridges expanding the scope and impact of vocational practice. Vocational psychology has had relatively limited application to vulnerable groups, such as autistic adults who generally face poor employment outcomes (Espelöer et al., 2022). With the sharp rise in autism diagnoses, counselors are likely to encounter autistic people seeking employment-related support. To date, research on employment in the field of autism has focused mostly on a person-environment fit perspective (Diener et al., 2020), an approach that overlooks the complexity of career behavior and current vocational psychology theories. Among contemporary theories, career narratives offer a unique perspective on the process of shaping career identity within personal, social and cultural contexts (LaPointe, 2010).

### **Goals**

To examine career narratives of autistic adults and understand how they perceive their work experiences and construct their career identities in relation to labor-market norms.

### **Method**

12 working autistic adults (3 females), ages 28 to 47 ( $M=35$ ,  $SD=5.5$ ) participated in narrative interviews. Dialogical data analysis was employed, taking into account different aspects of the narratives such as content, structure, function and context (Smith, 2016).

### **Results**

Findings revealed the recurrence of two major themes, conceptualized as a biaxial autism career identity model: (1) adapting vs. defiant views on job market demands and career norms, and (2) acceptance vs. rejection of the autism diagnosis. Applications of the model in career counselling for autistic adults can potentially aid the client in uncovering his basic position in relation to the autism diagnosis and to job market norms. By doing so, counselors may offer a bridge between individual conceptions and job market reality, helping the client redefine identity, work, success and satisfaction in a constructive and adaptive manner, promoting work integration and well-being (Blustein et al., 2004).

## **Adding an intercultural component to a narrative career intervention for higher education students: Advantage, disadvantage, or neither?**

Haldemann R., Valero D., Batt V., Dragic Z., Funcasta L.

Higher education students are often excluded from career counselling efforts, being seen as a highly functional and self-directed population. The transition from university to working life, however, can be a phase of anxiety and uncertainty about the professional future.

We developed a career group intervention based on Savickas' life design approach to support students' career adaptability and well-being during the university-to-work transition. The novelty in this intervention is that after a first session which is held on-site at specific universities, students work online in intercultural groups consisting of participants from different universities around the globe.

In a qualitative pilot study with 9 participants from Switzerland, Poland, Croatia, and Uruguay, we have gathered data to evaluate the five sessions of the intervention. We placed special emphasis on evaluating the intercultural collaboration and co-construction between participants: We focused on evaluating whether students found the intercultural exchange with peers from different cultural and labor market backgrounds beneficial or detrimental to the intervention's success.

Beyond intervention effectiveness (increased career adaptability, high well-being), our intervention promotes intercultural communication and collaboration among participants from diverse countries and cultural backgrounds, preparing students with the global competencies and perspectives necessary to navigate an increasingly interconnected and digital workforce. As labor markets become more globalized and technology reshapes work and communication, career counseling must integrate international perspectives and adapt to cultural differences to support clients effectively across borders.

Pilot study findings support the effectiveness and value of the intercultural component. We will present additional results from a larger second round of the intervention.

We aim to demonstrate how international collaboration in career group interventions can create bridges between different cultural and educational contexts, benefiting students in their cross-border career development.

## Reflection of climate change in the Czech high school students' careers

Katerina K., Vaculik M.

Climate change and sustainability are getting growing attention in career development theory and practice (e.g. Plant, 2014; Nota et al., 2020; Guichard, 2022). A number of research is focused on young people as those mostly affected by climate change (e.g. Daeninck et al, 2023; Shealy, et al. 2021). The contribution presents the reflection of climate change in careers of Czech high school students' based on the thirteen semi-structured interviews. The constructivist grounded theory was used for data analysis while considering the authors' positionality. Two main categories were described as the *notion of future* and *relevance of climate change* were described. The notion of future is specified by its clarity and constancy compared to the current world. Relevance of climate change refers to perceived responsibility and power when thinking about climate change. These two characteristics are defining four niches that illustrate respondents' reflection of climate change in their careers with specific suggestions for practice. The presentation supports a call for paradigm shift in vocational psychology towards climate change-informed career support.

## **Toward whole-person fit assessment: Integrating interests, values, skills, knowledge, and personality using the Occupational Information Network (O\*NET)**

Hoff K., Liu Z., Chu C., Rounds J., Oswald F.

Measuring person–occupation fit serves many important purposes, from helping young people explore majors and careers to helping jobseekers assess fit with available jobs. However, most existing fit measures are limited in that they focus on single individual difference domains without considering how fit may differ across multiple domains. For example, a jobseeker might be highly interested in a job, yet not possess the requisite skills or knowledge to perform the job well. This talk addresses this issue by evaluating an integrative set of person–occupation fit assessments that measure 88 fit dimensions across five domains: vocational interests, work values, knowledge, skills, and personality. These measures were either newly developed or adapted from existing assessments to directly correspond with occupational variables from the Occupational Information Network database. Across three studies with diverse samples, we obtained extensive reliability and validity evidence to evaluate the fit assessments. Results consistently showed that integrating across fit domains led to practical improvements in predictions of relevant outcomes, including career choice and subjective and objective career success. However, some fit measures (i.e., interests and knowledge) were generally more predictive of outcomes than others (i.e., personality), thus warranting greater consideration for use in research and applied contexts. To inspire additional research and applications involving whole-person fit measurement, we made all newly developed fit assessments publicly available, providing guidance for using them with the Occupational Information Network database. I will discuss how our results advance theoretical and practical knowledge concerning the measurement of person–occupation fit in the modern labor market, as well as the implications for counseling practices.

## **Exploring Occupational and Parental Burnout: The Role of Work-Family Segmentation and Conflict.**

Kalfon Hakhmigari M., Diamant I.

### **Background**

Burnout is often associated with the workplace. However, recent studies examined its extension into critical areas of life, such as family, thereby affecting parenting functions. Drawing on the demands-resources model and conservation of resources theory, we propose that stress from demanding job requirements, coupled with home responsibilities, can lead to resource depletion and imbalance across both familial and professional domains. Individuals in high-pressure environments, particularly in the high-tech sector, often struggle to manage the tension between work and family life, encountering a misalignment between personal preferences for work-home segmentation and organizational practices.

### **Goals**

This research aims to investigate how manifestations of burnout transcend workplace boundaries and appear in non-work contexts, with a specific focus on parental burnout. We also examine the mediating roles of work-family conflict and work-home segmentation in the relationship between workplace demands and both forms of burnout.

### **Method**

An online survey was conducted with 278 high-tech employees, each having at least one child and one year of experience in their current role.

### **Results**

Findings indicate that individuals experiencing occupational burnout report significantly higher levels of parental burnout. Additionally, work-family conflict mediates the relationship between high work demands and both forms of burnout. Notably, a greater disparity in perceptions of work-home segmentation between the individual and the workplace significantly mediates the relationship between high work demands and occupational burnout, but not parental burnout. This research contributes to a deeper understanding of the multifaceted nature of burnout and can inform the development of targeted interventions and support strategies.

## **Immigrants, Refugees, and Sojourners: Vocational Theory, Research, and Advocacy**

Kantamneni N., Chin M.

Career counseling's origins have historically centered its focus on helping immigrants find work in the United States, particularly during times of shifting migration (Flores et al., 2011). However, vocational psychology has strayed from that focus over the last 50 years and has been recently criticized for not attending to the vocational needs of the most vulnerable populations in the United States, including immigrants, refugees, and sojourners (Marfleet & Blustein, 2011). The purpose of this presentation is to provide highlight some of the unique factors related to vocational development and access to work for immigrants, refugees and sojourners. We will discuss relevant research and theory as well as career assessment with immigrant, refugees, and sojourner populations in the United States. First, we will provide an overview of current immigration policy, patterns, and trends in the United States, centering this discussion on how different paths lead to access to different opportunity structures for immigrants. Next, we will highlight how career and vocational theories attend to immigration on vocational development and access to decent work. Following, we will provide a synthesis of research on immigrant populations, highlight trends noted in the extant literature in this area. We will also highlight how immigration is discussed and investigated in complementary fields to vocational psychology (e.g., labor/economics, social psychology). Finally, we will build off previous calls to action (Blustein, Ali, & Flores, 2019), highlighting ways that vocational psychologists can center the voices of immigrants in the United States in vocational psychology literature by conducting more integrative and intersectional research, expanding vocational theories and models, and advocating for systemic changes that provide more access to decent work for immigrants, refugees and sojourners. We will leave time for questions and discussion at the end.

## Career Decisional Procrastination: A Multidimensional Model and Measure

Kashkoush S.

Career decisional procrastination can impede effective career decision-making (Gadassi et al., 2013; Levin et al., 2024; Levin & Lipshits-Braziler, 2022). While often viewed as a general phenomenon, individuals procrastinate in career decisions for various reasons. We developed and tested a multidimensional model using the Career Decisional Procrastination Questionnaire (CDPQ), which identifies five key causes of procrastination: (a) preference for short-term-rewards, (b) self-worth-protection, (c) lack of psychological resources, (d) inclination to make last-minute-decisions, and (e) intentional planned time-management. Study 1 (N = 240 young adults) demonstrated that the CDPQ possesses strong psychometric properties ( $C\alpha = .83-.88$ ) and a well-defined factor structure. The CDPQ contributed an additional 23% of the variance in predicting *career decisional distress* beyond a common unidimensional decisional procrastination measure (DPS; Mann, 1982). Specifically, *self-worth-protection* ( $\beta = .54$ ) and *lack of psychological resources* ( $\beta = .19$ ) predicted higher career decisional distress. Additionally, *lack of psychological resources* negatively predicted career decision-making-progress ( $\beta = -.46$ ), explaining 9% of the variance beyond the DPS measure. Study 2 further validated the structure of the CDPQ with an additional sample of 243 young adults (RMSEA = .040, CFI = .938, SRMR = .061). Concurrent validity was tested through associations with *decisional rumination* and *psychological-harnessing* (goal-oriented use of negative emotions). While *preference for short-term rewards* ( $r = .38$ ), *self-worth-protection* ( $r = .56$ ), and *lack of psychological resources* ( $r = .38$ ) were correlated with *decisional rumination*, *inclination to make last-minute-decisions* ( $r = .47$ ) and *intentional planned time-management* ( $r = .34$ ) were correlated with *psychological-harnessing*. Career counselors can use the CDPQ to understand the causes of procrastination in clients' career-decision-making. This knowledge can guide targeted interventions to address specific procrastination triggers and support more effective career decisions.

## **An exploration of college students' perceptions of career readiness**

Keita N., Williams K., Thompson M.

Growing discourse within higher education highlights concerns about the career readiness of students in today's labor market. Evidence suggests that both undergraduate students and employers feel uncertain about undergraduate students' readiness to navigate the labor market and apply their education within the workplace (Cengage, 2022; Gray, 2021; Strada & Gallup, 2017; Strada, 2021). This is a dilemma because many students see college as an enormous milestone and investment that will catapult them into a secure career upon their entry to the world-of-work (Stolzenberg et al., 2020). Thus, research is needed to comprehend (a) what constitutes career readiness; (b) what students understand to be important for their career readiness; and (c) which experiences they are acquiring to develop their career readiness.

This study aims to answer two primary questions: (1) What are undergraduate students' perceptions of career readiness, and (2) What factors shape these perceptions? Focus groups were conducted with undergraduate students to explore these questions. Themes from qualitative focus group data were analyzed using Thematic Analysis. Themes that emerged included: (a) heightened anxiety among students regarding their perceived lack of career readiness, (b) internal and external pressure to accrue particular experiences that will allow them to feel and be perceived as "career ready," (c) barriers to accessing opportunities, and (d) fears about financial insecurity.

This study bridges the gap between theory and practice by helping higher education professionals understand the career needs of students. It also intends to bridge understanding among educators, employers, and students by linking scholarly discourse to student expectations and experiences regarding career readiness. Furthermore, our study centers the diverse backgrounds of college students and how their experiences shape their expectations of what it means to be career ready, creating a final bridge that connects and responds to students' vocational needs with a culture forward approach.

## The development of the Youth Activism Work Theory

Keita N., Norton M.

Youth face uncertainties that will impact them into adulthood, such as the climate crisis, housing shortages, limited access to healthcare, all compounded by intersectional forms of systemic oppression. In response to these disparities, youth are increasingly engaging in activism across various domains—a trend that has notably risen since 2016 (CIRCLE, 2018). However, there is a lack of theoretical frameworks that capture activism as a form of work and its specific impact on youth.

This presentation will discuss the development of the Youth Activism Work Theory. We reviewed and synthesized trends in the measurement of critical action within the Psychology of Working (Duffy et al., 2016) and expanded the framework by integrating theories of youth-focused critical consciousness (Freire, 2000) and liberation psychology (Torres, 2020). Our approach involved identifying gaps in current theories of youth labor and activism, followed by conceptualizing the Youth Activism Work Theory.

The Youth Activism Work Theory encompasses the multifaceted nature of activist work, including factors that influence whether this labor is situated in environments that facilitate decent work—defined as work offering safe conditions, values-alignment, and fair wages. Although youth activism is often perceived as volunteering or temporary, the labor involved is dignified work. We explore how systemic barriers, access to resources, social support networks, and the intersectionality of identities shape the experiences of youth activists, affecting their engagement with activism and its proximity to decent work. By drawing on non-profit and grassroots activism, our research explores the nuanced nature of youth activism and its significance within the broader context of labor and societal change.

## **Disentangling Social Class and Classism on Work Capital Among College Students**

Kim T., Duffy R., Choi Y.

Attending college is a pathway for acquiring work-related skills, networks, and cultural norms essential for entering the workforce, symbolizing upward social mobility (Langhout et al., 2007). Colleges provide opportunities for students to develop forms of capital not gained from their family of origin (Bourdieu, 1986). However, students from lower social class backgrounds often face social class-based oppression, such as classism, as social class reflects institutionalized power dynamics (Langhout et al., 2007). Limited resources and experiences of institutional, interpersonal, and citational classism may restrict their access to acquiring work capital—work skills, understanding the hidden curriculum, and mentorship—typically accessible through campus activities (Kim & Allan, 2024; Walpole, 2003). This lack of access to work capital can limit their entry into decent work, perpetuating cycles of social class privilege and marginalization.

Grounded in the Critical Cultural Wealth Model (CCWM; Garriott, 2020) and Work Capital Taxonomy (Kim & Allan, 2024), this study examined whether current social class predicted institutional, citational, and interpersonal classism via discounting, which in turn predicted economic, human, social, and cultural work capital. Using a sample of 665 college students from a public university and structural equation modeling, findings showed that institutional classism negatively predicted economic, social, and cultural work capital, while citational classism negatively predicted cultural work capital. Interestingly, citational classism positively predicted economic work capital, and interpersonal classism via discounting positively predicted cultural work capital. Current social class positively predicted economic, human, and social work capital. These results suggest clinical and institutional interventions that career counselors, educational administrators, and faculty can consider.

## The Longitudinal Effects of College Internships on Postgraduate Career Outcomes

Kyoungjin J.-T. , Thompson M.

College internships are commonly perceived as a 'high-impact' practice for college students' career development (Nunley et al., 2016). However, the empirical examination of their effectiveness has been sparse, with even fewer studies providing longitudinal evidence. This study explores the relationships between college internship experience and postgraduate career outcomes. Drawing from Social Cognitive Career Theory (Lent & Brown, 2002), this paper identifies and selects theoretically relevant personal and contextual inputs and examines the role of internship in students' career development.

We used data from a three-wave longitudinal panel of students (n=554) attending eight postsecondary institutions. We examined four models using linear and logistic regression. Postgraduate outcome measures were examined as dependent variables, including postgraduate trajectory, job search duration, the relevance between graduates' college majors and current job, and postgraduate income. Independent variable is internship experience during college. For a thorough investigation of equity in the internship effects, we also explored several personal (e.g., gender, race/ethnicity) and contextual factors (e.g., major, institution type).

Results revealed that college internship experiences are more closely associated with pursuing graduate degrees than with securing immediate employment post-graduation. Results further indicated that graduates with internship experiences tend to secure employment with higher relevance to their college majors. However, disparities in career development opportunities and outcomes were noted among different demographic groups, particularly among graduates from marginalized communities. For example, our analysis showed that first generation college graduates found jobs less related to their majors as compared to continuing generation college student graduates, even after controlling for the effects of internships. We also found that Black or African American college graduates were almost three times more likely take longer to find employment when compared to their White counterparts. Implications for career theory and interventions designed to prepare underrepresented students for the world-of-work will be discussed.

## **Generational Perspectives on the Meaning of Work in South Korea: A Constructivist Grounded Theory Approach**

Lee D., Jeong H., Lee H.-S.

This study aimed to examine the differences between three generations in the process of work meaning formation using the constructivist Grounded Theory method (Charmaz, 2015). A total of sixty South Koreans with full-time employment seeking economic compensation were recruited from three generations. These generations were Generation X (Gen X; born between 1965 and 1976), Generation Y (Gen Y; born between 1977 and 1995), and Generation Z (Gen Z; born between 1996 and 2002). Among the sixty recruited individuals, forty-two who scored higher than 20 points on the Meaning of Work Scale (Steger et al., 2012) were selected for interviews. Their occupations varied across generations, including pastors, general office workers, company managers, teachers, hairdressers, and athletic trainers. The results revealed four themes that emerged as important in shaping the meaning of work for each generation: career choice, work experience, contextual factors, and the meaning of work. Within each of these themes, we found that each generation not only had different experiences but also created different meanings of work. First, Gen X chose careers that brought honor and income to their families. Second, Gen Y considered their personal characteristics (e.g., interests, aptitudes, and values) and job stability as important criteria for choosing a job. However, as the concept of lifelong careers faded, they constantly strove to learn and grow in preparation for possible job transitions. Third, Gen Z was the first generation to base their job choices on work experience. The detailed findings for each theme by generation will be discussed in relation to theories and prior research on meaningful work (Mahmoud et al., 2021; Rudolph et al., 2021; Tan et al., 2023). The scholarly and practical implications for vocational counseling will also be presented.

## The Effectiveness and Clinical Significance of Individual Career Counseling: A Quasi-Experimental Replication and Extension

Levin N., Stadler J., Clot-Siegrist E., Durante F., Franz S., Massoudi K., Masdonati J.

Despite the widespread use of individual career counseling (ICC), questions remain about the extent to which clients experience clinically significant and meaningful benefits. Previous research on ICC has often focused on group-level changes, but such analyses do not sufficiently reveal the actual real-world impacts of ICC on individual clients. This research applied a clinical significance approach to *replicate* findings on ICC's effects on psychological distress and *extend* this analysis to career indecision. By focusing on both group- and individual-level outcomes, we investigated the degree to which ICC induces meaningful recovery.

Employing a quasi-experimental design with ICC and control groups, Study 1 established and validated a cutoff score and reliable change index for the Career Decision-Making Difficulties Questionnaire (CDDQ) total score, providing a robust tool for measuring meaningful recovery at the individual level for a career-related outcome. In Study 2, we examined ICC's impact on psychological distress and career indecision severity. Group-level analyses revealed significant reductions in psychological distress ( $d = 0.62$ ) and career indecision ( $d = 1.74$ ; control comparison:  $d = 2.01$ ). At the individual level, 53% of ICC clients initially exhibited elevated distress, and 74% were in the dysfunctional range for career indecision. By the end of counseling, 38% of the initially distressed ICC participants and 71% of those with severe career indecision demonstrated *reliable improvement* (significant positive change but not crossing the clinical recovery threshold), with 25% (for distress) and 61% (for indecision) achieving *full recovery* (i.e., transitioning from the dysfunctional to the functional range).

These results support the effectiveness of ICC in addressing both psychological distress and career-specific issues. Moreover, these findings reinforce the value of integrating clinical significance analyses into intervention research and practice to fine-tune evidence-based practices for diverse client needs.

## **Using the Context-Power-Perception Model to advance scholarship with undocumented and DACA-protected US students in higher education**

McWhirter E., McWha-Hermann I., Valdivias Soto O.

In their 2021 review of vocational and work psychology scholarship advancing social justice, McWhirter and McWha-Hermann introduced a Context-Power-Perception (CPP) model for interrogating research from a social justice perspective. They offered a series of prompts by which scholarship can be evaluated in terms of Context (e.g., which contexts are missing and which are overrepresented in vocational psychology research?), Power (who is the focus of a given project research and whose definition of the problem is privileged?), and Perception (what underlying ideologies and assumptions are reflected in the work?). They called for scholars to apply this lens to vocational and work psychology scholarship to help interrupt the replication of injustice (McWhirter & McWha-Hermann, 2021).

Our paper will apply the CPP model to scholarship focused on undocumented and Deferred Action for Childhood Arrivals (DACA)-protected college students in the U.S. (Garcini et al., 2020). DACA protection provides temporary work authorization and deferral of deportation for two years at a time for non-citizens brought to the US as children who meet specific requirements (USCIS, 2012). We will describe the history and precarity of DACA- and undocumented status and their effects on work, education, and well-being (Cadenas et al., 2022; Corral & Luedke, 2023; Garcini et al., 2020). We will then use the CPP model to highlight research and practice that addresses and counters the replication of injustice (Cadenas et al., 2024; Delgado, 2022), and propose ways that scholarship can contribute to advancing social justice for these students. The CPP model draws attention to the positioning of marginalized individuals within wider structural confines to open possibilities for shift through vocational and work psychology scholarship. While DACA legislation is U.S.-specific, we will highlight how legal liminality and anti-immigrant policies affecting young people's work and education are of international concern.

## **Career decision-making and gender identity: Bridging research and practice**

Motulsky S.

Transgender and nonbinary (TNB) individuals often face discrimination and stigma in employment (Grant et al., 2011; James et al., 2015), so trans-affirming career practice and advocacy is critically needed (Motulsky & Frank, 2018; Wada et al., 2019). Despite recent advances in scholarship on career and workplace issues for TNB people (Moradi et al., 2016; McFadden & Crowley-Henry, 2016; Tebbe et al., 2019), additional research is needed, particularly in transgender career decision-making, career or work role transitions, the unique issues of genderfluid/nonbinary individuals, and the connections between gender identity and work in racial, cultural and relational contexts (Abreu et al., 2023; Davidson, 2016; Dickey et al., 2016; Matsuno et al., 2022; Motulsky & Howard, 2021). This presentation shares findings from a qualitative interview study of 24 TNB adults across the lifespan (ages 25 to 73), focusing on the intersection of career decision-making and gender identity. It uses an intersectional, feminist, relational approach (Grzanka & Moradi, 2017; Jordan, 2024) to examine the sense of self, gender identity, and meaning-making in participants' narratives of career and work role transitions. Findings illustrate how participants' gender identities contributed to distinct career trajectories, highlight both positive and discriminatory work experiences, and identify relational supports most useful for their work transitions. This presentation highlights participants' recommendations for trans-affirming career counseling practice.

Many career practitioners and clinicians are not knowledgeable about unique vocational issues for TNB people. In psychological and career practice, this knowledge is urgently needed. This study helps to bridge research and practice, and contributes to effective social justice and trans-affirming interventions to assist TNB individuals with accessing decent and dignified work (Blustein & Allan, 2024). Learning what TNB people themselves need and want from career practitioners improves practice globally.

## **What Social Justice for a 5.0 Vocational designing and Career counseling?**

Nota L., Ginevra M., Santilli S., Soresi S.

The title of this contribution must clarify the vision of social justice that inspires us and the meaning of 5.0 Vocational designing and Career counselling. The literature on social justice is remarkably varied and rich, while traditional practices in career counselling and vocational designing seem poorly aligned with individuals' potential futures and the sustainability of their living contexts, which face climate, environmental, economic threats, inequalities. These conditions create complex forms of vulnerability among broader population segments, leading to diminished social cohesion, demotivation, and a lack of vision of desirable futures.

What does social justice mean? Are there various ways to define it, and how do these perspectives relate to inequalities? Some sceptics argue that we know little about it, and the term has become ambiguous, often used to justify contradictory positions, thus perpetuating the status quo. However, knowing little does not imply there is little to know; ambiguity can be clarified. This presentation will focus on an in-depth exploration that uncovers significant conceptual richness and cultural heritage, enabling informed choices and progress (Sen, 2009; Fraser and Honneth, 2003; Moore, 2024).

We can choose ideas of social justice that align with 5.0 VD&CC, envisioning a society free from neoliberal constraints—one that has critical consciousness, activism, ecc. and is equitable, inclusive, ecological, also in terms of objectives, methods and results (Nota et al, 2022; Soresi et al, 2023). This vision aims to recognize the social constructs complexity and encourages collaboration in building desirable futures (Miller, 2018; Norman, 2023). Practitioners may no longer settle for merely a dignified job; they might also seek meaningful work that promotes well-being, peace, inclusion, and ecological responsibility while challenging all forms of cynical individualism.

## **Bridging the researchers' and young people's expertise on youth's career pathways and experiences**

Parada F., Freitas A., Lourenço F., Matos J., Thomas L., Dantas L.

The European Youth Strategy, the EU framework for youth policy cooperation, aims to foster youth's active engagement in dialogues around issues impacting their lives, such as education and training (E&T), or employment. This priority aligns with participatory research methods, which empower youth and enable their agency by co-constructing research through partnerships between them and the researchers (Vaughan & Jacquez, 2020). We discuss a study with a design relying on qualitative case studies and adopting an exploratory research approach based on Research-Practice Partnerships, which are a specific form of partnership focusing on a variety of problems of education practice (Coburn & Penuel, 2016). The study aims (1) to provide an in-depth understanding of young people's careers and career-related experiences by focusing on their insider knowledge and lived expertise on their choices, pathways and transitions, as well as on the main barriers and enablers hindering or optimizing such choices, pathways and transitions, (2) to co-construct with the young people solutions optimizing the participation and completion of E&T and the labour market transition. By acknowledging youth engaged in diverse E&T or employment pathways as producers of knowledge, the study bridges their expertise with the expertise of researchers while moving beyond traditional research approaches which adopt top-down, adult-centric perspectives that often rely on limiting and potentially outdated assumptions about youth's careers and career-related experiences (Chudgar & Chavda, 2023). 600-960 young people from 7 European countries (Austria, Finland, Italy, Kosovo, Poland, Portugal and the UK), aged 15-30 years and engaged in diverse E&T or employment pathways and with different experiences, including NEET youth, will be recruited. Multiple methods of data collection will be used: focus groups, participatory workshops, and weekly structured diaries. Data collection and analysis will be concurrent and follow the general principles of a cross-case study design (Priya, 2021).

## **Feminist Career Counseling for Women Students in STEM: Raising Critical Consciousness and Creating Career Narratives**

Park C., Chi E., Sharma M.

This research focuses on developing a feminist career counseling intervention for women students in STEM. Traditional career development theories have been criticized for their male-centric perspectives, often overlooking the unique challenges faced by women (Blustein, 2015). While recent theories have begun to incorporate contextual factors, there remains a gap in applying these insights through a feminist lens in career counseling.

The proposed study aims to develop a career counseling intervention that combines career construction theory with feminist therapy principles. It focuses on four primary goals: clarifying career narratives, developing career identities, increasing critical consciousness, and fostering community among participants. The study will use a randomized controlled trial design with approximately 80 participants, who will be randomly assigned to the treatment or waitlist condition.

The intervention will consist of five weekly 90-minute group counseling sessions, held over Zoom and co-facilitated by the principal investigator and a research assistant. The sessions will draw from established frameworks, including Savickas and Hartung's (2012) My Career Story workbook and Bryant-Davis's (2019) therapeutic empowerment group intervention template. Assessments will be conducted at four time points: baseline, mid-treatment, post-treatment, and follow-up. These assessments will measure academic and career-related outcomes, psychological well-being, and critical consciousness. Additionally, participants will be invited to individual interviews post-treatment to discuss their experiences with the group process.

The project aims to reintroduce feminist principles into the discourse on career counseling, calling for meaningful discussions among researchers and practitioners on advancing career counseling practices that are responsive to systems of power and marginalizing experiences. By next July, it is expected that data would have been collected from 3-4 groups. In the presentation, preliminary results from these data will be shared.

## **Investigating the emotional nature and impact of work events among career counselors: A multiple study investigation**

Pirsoul, T., Parmentier, M., Udayar, S., Masdonati, J.

Although increasing attention has been devoted to the career counselors' profession, research has predominantly focused on their interactions with clients and client-related outcomes (Lent et al., 2009; Masdonati et al., 2009), while less attention has been given to counselors' own work experiences. Building on Affective Event Theory (Weiss & Cropanzano, 1996), this presentation explores how career counselors' daily work experiences shape emotional reactions and work outcomes through three studies. The first study aimed to examine counselors' perceptions of emotions in their work, the main daily events they encounter, and how they manage emotions. A qualitative study with 17 career counselors revealed themes around emotional difficulties and management strategies. The second study developed a taxonomy of work-related events based on the findings from Study 1. Using a cross-sectional design, 365 counselors participated, and the results demonstrated that the frequency of work-related events predicted job satisfaction, performance, and emotional exhaustion. The third study used an experience sampling method over ten workdays with 87 counselors to examine how daily work events impact their emotions and work outcomes. Expected findings suggest that daily events are correlated with job satisfaction, performance, and emotional exhaustion. Theoretically, this research shifts focus from client outcomes to the counselors' experiences, highlighting the importance of how they encounter and manage work-related challenges. The studies contribute to integrating Affective Event Theory into career counseling and address the need to examine emotional processes in career theories (Hartung, 2011). Methodologically, the findings provide insights into how work events and emotions affect counselors' work outcomes. Practically, the research offers valuable guidance for organizations seeking to improve the workplace environment for career counselors through targeted interventions.

## **A Comparison of Psychology of Working Theory Among Black and White Emerging Adults**

Marks L., Yang Y., Verma K., Ko J., Osborn D., Duffy R.

### **Background**

Psychology of Working Theory (PWT) was developed to explore the impact of oppressive experiences on career development.

### **Goals**

We tested tenets of PWT in White (N=237) and Black (N=200) emerging adults (EAs; age: 18 to 25).

### **Method**

Using Prolific, we administered measures on marginalization, economic constraints, work volition, career adaptabilities, future perceptions of decent work, career aspirations, and critical consciousness.

### **Results**

Using structural equation modelling, we found that: (1) work volition was negatively predicted by marginalization ( $b^*=-.20, p<.01$ ) and economic constraints ( $b^*=-.52, p<.01$ ); (2) career adaptabilities were positively predicted by marginalization ( $b^*=.16, p<.05$ ), economic constraints ( $b^*=.31, p<.01$ ), and work volition ( $b^*=.54, p<.01$ ); (3) future decent work perceptions were positively predicted by work volition ( $b^*=.64, p<.01$ ), career adaptabilities ( $b^*=.21, p<.05$ ), and economic constraints ( $b^*=.21, p<.05$ ), but not by marginalization ( $b^*=.09, p>.05$ ); (4) career aspirations were positively predicted by career adaptabilities ( $b^*=.62, p<.01$ ) but not by work volition ( $b^*=.06, p>.05$ ); and (5) critical consciousness not only failed to predict work volition and career adaptabilities, but also did not moderate the directional relationships from marginalization and economic constraints to work volition and career adaptabilities. Findings suggest that marginalization and economic constraints indirectly influenced future decent work perceptions and career aspirations through work volition and/or career adaptabilities. We found that critical consciousness had a significantly stronger influence on work volition in White EAs than Black EAs. Career adaptabilities had a significantly stronger influence on future decent work perceptions in Black EAs ( $b^*=.35, p<.01$ ) than White EAs ( $b^*=-.01, p>.05$ ). Marginalization did not significantly predict future decent work perceptions in either group, but the path coefficients were opposite in direction (White:  $b^*=.17$ ; Black:  $b^*=-.13$ ), indicating a significant group difference. We will discuss implications, future directions, and limitations.

## **5As Model: A career Counseling framework for bridging vocational research, theory and practice**

Rochat S.

### **Background**

In the field of vocational psychology, communication difficulties between practitioners, researchers, and theorists have been observed for many years. Part of this problem may be related to the lack of a common model of the career counseling process.

### **Goal**

To fill this gap, this conceptual presentation will introduce the 5As model of career counseling (Rochat, 2024), which builds on and synthesizes previous attempts (e.g., Gysbers et al., 2014; Kidd, 2006; Lent & Brown, 2020; Niles & Harris-Bowlsbey, 2017) to elaborate an integrative framework for the career counseling process.

### **Method**

This presentation will detail the five phases (Attending, Analyzing, Agreeing, Activating, and Accompanying) and 14 steps of the 5As model, as well as the process that led to their identification. Furthermore, it will show how an integrative of the career counseling process allows to bridge theory, practice, research, and policy in vocational psychology by detailing its crucial implications for theory and research.

### **Results**

In particular, the presentation will show that an integrative model of the career counseling process can: (1) contribute to locate the field of vocational psychology within the broader field of psychology, while building bridges among its subdisciplines; (2) serve as a basis to compare and assess the outcomes of career counseling interventions; and (3) foster communication with stakeholders. To conclude, the relevance of this model for defining the skills profile of career practitioners will be highlighted.

## **Assessing the Effectiveness of a Graduate Application Intervention on Student Self-Efficacy**

Rowe-Johnson M., Chavez A., Browning B., Stuber O., Porter J., Brown S.

Although there has been a steady increase in graduate school enrollment for students with marginalized identities, disparities in graduate school entrance persist (National Center for Education Statistics, 2021). Previous research has shown that the graduate application process remains a barrier to many students, including those who are the first in their family to go to college, underrepresented students of color, and those from lower socioeconomic classes (Engle & Tinto, 2008; Ramirez, 2011; Rowe-Johnson et al., 2021). However, there is a paucity of evidence-based interventions created to support students in this vocational transition. The present study, grounded in Social Cognitive Career Theory (SCCT; Lent et al., 1994), sought to assess the effectiveness of a graduate school application intervention designed to improve students' postgraduate application self-efficacy. The intervention, titled *Bridging the GAP*, consisted of a three hour workshop targeting self-promotion, CV/resume preparation, securing of a letter of recommendation, and standardized test preparation. Participants (n = 103) were randomly assigned to one of three conditions: a treatment-as-usual (TAU) group, a waitlist control (WLC) group, or an experimental group. Application self-efficacy was assessed upon registration and postintervention. An ANCOVA was used to analyze posttest differences amongst conditions, controlling for pretest scores. Preliminary results suggest statistically significant improvements in postgraduate school application self-efficacy in the experimental group compared to both the TAU and WLC conditions. These findings support the use of SCCT-based interventions in mitigating barriers faced by underrepresented students in the graduate application process.

## Values and Educational Decisions: How Do Values Relate to Adolescents' Academic Track Choices?

Segal H., Whartman S., Knafo-Noam A.

Personal values, which reflect what individuals consider important, play a pivotal role in shaping identity and influencing behavior across various domains, including career exploration and satisfaction (Sagiv et al., 2017). Despite extensive research on the role of values in adults' career choices, there is a notable gap in understanding how these values influence adolescents' academic track decisions during the formative high school years. Addressing this gap, Segal et al. (2024) developed the Value-Based Academic Goals Scale (VAGS) to explore the associations between adolescents' value-based goals and their academic choices, linking Schwartz's values system to factors relevant to academic decisions. This approach acknowledges that value prioritization can be context-dependent, especially in an academic setting (de Wet et al., 2019).

This presentation will outline the theoretical structure of the VAGS and present initial results from a pilot sample ( $N = 125$ , age:  $M = 17.21$ ,  $SD = 0.60$ ; 52% female). In this study, participants reported their main academic track, values, and value-based short-term and long-term academic goals. Students in exact sciences exhibited the highest self-enhancement academic goals and conservation values and academic goals. Artistic students showed the highest openness values and the lowest conservation values and academic goals. Psychology students reported the highest self-transcendence values and academic goals, as well as the lowest openness-to-change academic goals. Additionally, exact science students prioritized long-term goals more than those in other tracks. Results are discussed in light of Schwartz's values theory and Holland's vocational environment model, enhancing our understanding of the association between values and high school track choices. Theoretical and practical implications for the concept of value-based academic goals are suggested.

## **Vocational guidance and counselling as a bridge to a successful start to apprenticeship**

Seyffer S., Opitz N.

Career choice is a complex decision-making process for which, according to Super (1953), the development of a self-concept is vital. This self-concept is dependent on individual experience and therefore changeable. At the exploration stage, practical experience helps to develop skills and make tentative choices. Within the exploration stage adolescents learn about occupational opportunities. Providing hands-on experience in vocational fields therefore is essential for young people (Degenhardt, 2020). Vocational guidance and counselling including special offers for orientation is another important factor when it comes to choosing a professional career (Häfeli & Schellenberg, 2009; Schuster, 2016), especially as occupational biographies and labour market demands have considerably changed. Hence for successful career guidance, it is necessary to take into account complex, interactive and dynamic processes between the individual and the social environment (Schiersmann et al., 2008). The research project EStarA ('successful start to apprenticeship') focuses on success factors that promote a positive transition and apprenticeship experience. Within the project, a quantitative multi-group survey was conducted from 2022-2023 asking apprentices, parents, career counsellors and training companies to find out which factors regarding a successful start to apprenticeship are rated highest. This survey results in an observational study in the context of vocational guidance (October 2024 to February 2025). The aim of the study with approximately 200 observations is to find out whether and to what extent the identified success factors in the fields of vocational orientation, the role of parents, social media, professions, training companies and individual traits are addressed in vocational guidance sessions. This presentation focuses on factors related to vocational guidance, such as practical experience (e.g. internships) and social media and special vocational guidance offers. First results are expected by March 2025 and will be presented at the conference.

## **Cross-cultural comparisons of social cognitive well-being model between Asian and Asian American students in three countries**

Sheu H.-B., Li J.

As a vocational psychology theory, Social Cognitive Career Theory (SCCT; Lent et al., 1994; Lent, 2004) offers a useful framework for predicting career (e.g., interest development, choice-making) and well-being (e.g., academic/work satisfaction) outcomes. Although SCCT has attracted attention from researchers in different countries (Sheu & Bordon, 2017; Sheu et al., 2020), existing research has focused mostly on samples recruited within a single country or culture, precluding the possibility of directly examining cross-cultural validity of SCCT. Therefore, we conducted this study to evaluate and compare the applicability of social cognitive well-being (SCWB) model within SCCT to individuals of Asian descent in three countries. Specifically, academic supports, self-efficacy, outcome expectations, and goal progress were hypothesized to mediate the relations of personality traits (extraversion, emotional stability) and cultural orientations (independence, interdependence) to well-being outcomes of academic satisfaction and stress and life satisfaction.

Translation and back-translation were performed to ensure semantic equivalence of research materials in English and Korean. Data from Asian college students in South Korea (N = 292) and Singapore (N = 282) and Asian American students in the U.S. (N = 348) were analyzed using multi-group structural equation modeling techniques. The SCWB model produced acceptable fit (e.g., CFI = .94 - .96, RMSEA = .04 - .06) and explained substantial variance in academic satisfaction (53% - 63%) and stress (14% - 20%) and life satisfaction (46% - 58%) across three samples. Academic supports, self-efficacy, or goal progress were found to partially channel the effects of personality traits and cultural orientations on well-being outcomes. Most of the hypothesized paths were invariant between samples. This study provides evidence for cross-cultural validity of the SCWB model with implications for promoting the well-being of Asian students in different cultural and linguistic contexts.

## Longitudinal Meta-Analysis of SCCT's Model of Academic and Career Choice

Sheu H.-B., Lent R., Karnilaw T., Morris T., Brown S.

Social Cognitive Career Theory (SCCT; Lent et al., 1994) offers a theoretical framework for studying educational and vocational behavior and positive functioning of individuals from diverse backgrounds. SCCT consists of several models designed to explain and predict interest development, choice making, performance and persistence, well-being, and career self-management. A large number of investigations have been conducted to test these models, and their findings have been systematically summarized in several meta-analyses (e.g., Lent et al., 2018). A limitation of the existing meta-analyses, however, is that they were based on cross-sectional studies, precluding conclusions regarding the temporal relations among the variables (e.g., from self-efficacy to interest). To address this limitation, the current study integrates meta-analysis and longitudinal analysis to test temporal precedence between SCCT choice model predictors and outcomes.

Using multiple search engines, comprehensive database searches produced 3,765 hits, which were screened according to inclusion criteria. In total, 30 independent samples (from 21 studies) were coded and provided longitudinal data on supports, self-efficacy, outcome expectations, interest, and academic/career choice goals across three time points. Variable pair *ks* ranged from 8 to 19, with sample sizes between 2,304 and 12,666. The average time lags were 29 to 44 weeks across variable pairs. Reliability estimates and random-effects model were used to synthesize bivariate true-score effect sizes, which were then used to test SCCT temporal hypotheses. Analyses showed that, controlling for autoregression, choice goals were significantly predicted by temporally prior ratings of self-efficacy, outcome expectations, interests, and contextual supports. Several significant bidirectional paths (e.g., between self-efficacy and choice goals) were also observed. The oral presentation will report the full set of findings, including exploration of time lag as a moderator of model fit. Implications for SCCT, research, and practice will be discussed.

## **Self-care for Career Development Professionals: An ethical imperative**

Sorsdahl M.

There are inherent challenges faced by career development professionals by the nature of their work (including Stress, Compassion Fatigue, and Burnout), as outlined by Van Hoy and Rzeszutek (2022). An emphasis on self-love, and the importance of building resilience to the impact of psychotherapy work will be made (Henschke & Sedlmeier, 2023). Wellness planning that includes self-care approaches and a personal wellness orientation is an ethical imperative to remain competent as practitioners, and one that must be a priority in our professional practice (Dorociak et al., 2017). This presentation will outline how to identify negative symptoms of stress, compassion fatigue, and burnout as well as the myths and truths around the impact of these on our practice (Bryant, 2020). An explanation of the added negative impacts of the COVID-19 pandemic and changing technological workspace will be provided along with some strategies to help navigate these issues in practice (Van Daele et al., 2020). This presentation will also provide a template and worksheet on how to build resilience to the impacts of counselling work that helps to create more healthy boundaries that must be considered for ethical practice that combine important considerations and looks to achieve personal balance to build resilience and remain healthy while working in these changing counselling contexts (Guler & Ceyhan, 2021). As an interactive workshop, small groups will be used to help build a personalized wellness plan that incorporates both theory and personal knowledge of self.

## Career Decision-Making Difficulties Among French High School Students: A Person-Centred Approach

Sovet L., Brioux K., Lee I.

Over the past decades, numerous studies have examined career decision-making difficulties (Kulcsár et al., 2020). The Career Decision-Making Difficulties Questionnaire (CDDQ), initially developed by Gati et al. (1996), offers a comprehensive taxonomy that has been widely used and replicated across countries (Levin et al., 2020). Recently, increased attention has been given to classifying individuals based on profiles of career decision-making difficulties (Levin et al., 2022, 2024; Parola & Marcionetti, 2024). Using a person-centered approach, studies have identified between four (Parola & Marcionetti, 2024) and seven distinctive profiles (Levin et al., 2024). Given the inconsistencies in these typologies, replication studies across different countries and populations are encouraged to enhance generalizability. In the present study, we analyzed data from a sample of 823 high school students in France using latent profile analysis. We identified five distinctive profiles: *Unrealistic* (31.7%), *Highly Uninformed* (24.0%), *Moderate Indecision* (26.1%), *Conflicted-Uninformed* (6.6%), and *High Inconsistent Information* (11.6%). Research and practical implications are discussed.

## **Development of vocational identity among VET school and grammar school students**

Sverko I., Babarovic T., Simunovic M.

The development of vocational identity is a key task in adolescence, crucial for making informed career decisions. This study explores the development of vocational identity among adolescents, considering different educational paths in vocational and grammar schools. Previous research indicated that vocational school students exhibited higher levels of vocational commitment (Hirschi, 2012) and lower levels of exploration (Beyers & Goossens, 2008) compared to grammar school students. This research examines six vocational identity processes proposed by Porfeli et al. (2011): exploration in-depth, exploration in-breadth, commitment making, identification with commitment, career self-doubt, and career commitment flexibility. We followed 549 students for three academic years (ages 16, 17, and 18) in Croatia, with 55.7% attending vocational schools and 44.3% grammar schools. The Vocational Identity Status Assessment (VISA; Porfeli et al., 2011) was used, with Cronbach's Alphas ranging between .74 and .88 across subscales and time points. Results indicate different patterns of vocational identity formation. Grammar school students exhibited significant increases in commitment, identification, and in-depth exploration, while their in-breadth exploration, self-doubt, and flexibility decreased. Vocational school students showed stable vocational processes with a slight increase in commitment. An interesting finding related to in-breadth exploration was also observed, as grammar school students initially showed higher levels, but this decreased over time, while vocational students remained stable. Observed results are discussed in the framework of educational system, considering the implications for vocational identity development in different environments.

## **Career adapt-abilities scale: Psychometric evaluation and association with international mobility among Third Culture Individuals**

Tan E.

Globalization and advances in disruptive technology and artificial intelligence have led to significant changes in the nature of careers. With the changing landscape, people need new skill-sets and adaptability to make transitions when life situations change. Career adaptability has gained much prominence in the career development field while the number of people moving internationally for work or study has also increased significantly. Past efforts have evaluated the Career Adapt-abilities Scale (CAAS) for populations grouped by country affiliations but not on a population whose affiliation and identity transcends geographical boundaries; this group has different psychosocial resources stemming from their temporary-living mindsets and lifestyle. This study aims to examine the psychometric properties of the CAAS on Third Culture Kids (TCKs) and Third Culture Adults (TCAs), collectively termed Third Culture Individuals (TCIs) in this study. Confirmatory factor analysis was conducted on both the original and short versions of the CAAS using the Weighted Least Squares Mean and Variance Adjusted (WLSMV) estimation. Results supported a coherent two-factor, hierarchical factor structure with four subscales of Concern, Control, Curiosity, Confidence that fitted the theoretical model. Construct validity of the CAAS was supported with significant correlations in expected directions with the measures of emotional stability, perfectionistic standards, and inferiority vs self-acceptance. The secondary goal of this study was to examine how different international mobility indicators were associated with career adaptability. Results showed a significant correlation between the number of countries lived, with career adaptability of TCIs; further analysis between the subsamples indicated that this was true for the TCAs but not for TCKs. These results reflected a distinction between TCKs and TCAs in their adaptability resources from their differing developmental stages experiencing cross-national moves. More will be discussed of the analysis results between the CAAS subscales and other variables.

## **Bridging the Gap: Collaborative Strategies for Prioritizing Career Development in Universities**

Temurnikar M., Solberg V.

This presentation explores innovative collaboration between researchers and university career services at Boston University to prioritize career development, effectively gauge student needs, and increase engagement. By leveraging research-driven insights, universities can transform career services into dynamic centers that align with evolving student expectations and job market demands.

As the job market evolves, universities must adapt their career services to meet diverse student needs. Despite existing resources, a gap often persists between what is offered and what students require. The primary goal is to establish a collaborative framework where researchers work with career services to assess student needs, analyze engagement, and implement strategies that prioritize career development.

The method involves calculating usage rates of career centers & dwelling into demographic-based data, followed by conducting surveys and focus groups to understand student aspirations, challenges, and access to career services. Researchers will identify trends and gaps in current offerings through data analysis. Based on findings, targeted programs will be developed, emphasizing internships, networking, and skill development workshops. The expected results include enhanced alignment of career resources with student needs, increased student engagement with career services, and improved ability for students to navigate their career paths.

This presentation highlights the potential of collaborative efforts in transforming university career services into proactive centers that prioritize student success in the workforce. The focus is on collaboration, prioritization of career development, and student engagement. By bridging gaps between academic research and practical career support, this initiative aims to create a more responsive and effective career development environment within universities.

## **Extending the Integrative Career Counseling Approach to Native American Clients**

Turner S., Rottinghaus P., Berger C.

Creating a career development strategy that honors Native American contexts positions Native American clients to achieve career success. Models of career counseling must be adaptable to individuals from diverse cultures. Far from depending on deficit models, career counselors must strive to incorporate strengths-based strategies that assist clients in reflecting on their emerging identities within the multiple layers of their life-contexts (Rottinghaus & Eshelman, 2015). Ultimately, career counseling approaches and our field generally must embrace culturally appropriate and holistic intervention models.

In this paper, we describe the career barriers and supports that are often experienced by Native American clients (e.g., lack of academic opportunities, social role expectations, strong family and tribal supports) (Turner et al., 2022). We will then discuss how to employ the Integrative Career Counseling Approach (Rottinghaus et al., 2015) to meet the career development needs of Native American clients.

We will describe the model, which offers a framework for clients' pursuit of critical information (e.g., personal characteristics and life events) through narrative identity formation to enhance intentionality, agency, meaning, and well-being. In addition, the extended model focuses on exploring culture and context while emphasizing the interactive processes of intake, establishing a working alliance, conducting appropriate assessments, integrating the evolving understanding of self through story, engaging in career exploration and planned actions.

Through case studies, we will elaborate on how this approach connects with the needs of Native American clients. In particular, the extended model incorporates socio-historical context, cultural values, and community contexts, as well as historical marginalization, economic challenges, barriers, supports, future goals and plans are examined throughout the counseling sequence. By using this model, clients can achieve a more holistic and realistic understanding of their career paths.

## **The Role of Emotional Labor in The Daily Working Life of Career Counselors: Evidence from a Daily Diary Study**

Pirsoul T., Udayar S., Parmentier M., Rossier J.

### **Background**

As other social professions in the medical or educational sectors, or implying social interactions, career counseling is deeply emotional. Professionalism in handling emotional interactions is one of the high ethical standards that career counselors are obliged to uphold. In such a context, emotional labor, which refers to the process of managing one's emotions to display the appropriate facial and body language as required by a job, may play a significant role. Indeed, employing appropriate emotional labor strategies when interacting with counselees may be essential for successfully managing daily work challenges while also positively impacting counselors' health, happiness, and productivity (Restubog, 2020).

### **Goals**

Based on emotional labor and sustainable career theory (De vos et al., 2020; Grandey, 2000; Grandey & Melloy, 2017), the present study aims to disclose how emotional labor strategies—surface acting, deep acting, positive consonance, negative consonance—impact career counselors' daily health, happiness, and productivity, mediated by positive and negative state affect.

### **Method**

An experience sampling study was designed. Career counselors filled out a first general questionnaire—measuring stable characteristics (i.e., trait affect)—and ten short diary surveys during their working days—measuring daily affective experience, emotional labor strategies, and work-related outcomes. A total of 136 career counselors, 51 counselors in Switzerland and 85 counselors in Belgium took part in this study.

### **Results**

Multilevel analyses revealed that daily surface acting positively predicting emotional exhaustion while negatively predicted daily job satisfaction and job performance. Conversely, daily positive consonance positively predicted daily job satisfaction, counseling satisfaction, and job performance. Positive and negative state affect mediated those relations. This research highlights the adverse effects of surface acting and the beneficial effects of positive consonance, suggesting these strategies significantly influence not only career counselors' interactions with counselees but also their career sustainability.

## **Fitting into the new world of work: Technology-related demands and their implications across different career stages**

Urbanaviciute I., Lazauskaite-Zabielske J., Jakstiene R., Ziedelis A.

Today's world of work is witnessing various technological developments that affect the way people feel, think, and act at work. While the use of technology offers significant benefits for productivity, it also introduces new demands that can undermine the quality of working life (Day et al., 2019). For instance, techno-dependence and overload create technostress, which may reduce job satisfaction and contribute to a sense of misfit (Borle et al., 2021; Ragu-Nathan et al., 2008), whereas occupational insecurity and pressure to upgrade one's skills threaten long-term workability (Roll et al., 2023).

Despite growing scholarly interest in this area, these effects remain incompletely understood among workers in different career stages. Therefore, in the present study, we aim to compare the psychological implications of technology-related demands across career stages, with a focus on person-organization (PO) fit and perceived workability.

A total of 1117 employees participated in an online survey (444 early-career, 348 mid-career, and 325 later-career workers). Regression-based multi-group analyses were performed to estimate linear and non-linear effects.

The results revealed that technology-related demands were somewhat better predictors of perceived workability than they were of PO fit. The prediction patterns and type of effects differed across career stages. Among early and mid-career workers, techno-overload emerged as a hindering factor for all outcomes. Furthermore, its effects were non-linear in the early-career group. In the later-career group, occupational insecurity and learning demands were the most important and mostly negative predictors of perceived workability and PO fit, with variable non-linear effects. These findings have several implications for career counselling. They suggest that while some technology-related demands have a delayed effect, others might turn into stressors at relatively low levels. Moreover, different challenges come into focus as people transition to later career stages.

## **Centring the Experiences of Accompanying Partners of International Students: Considerations for Career Supports**

Woodend J., Arthur N., Domene J., Warner L., Premji Z.

This presentation addresses the often-overlooked experiences of accompanying partners of international students in the context of career development. Research in vocational psychology and migration has primarily focused on individual international students, with less attention to their spouses/romantic partners, who often accompany international students and face unique barriers to career development (Jiang et al., 2021). This research sought to integrate accompanying partners into the broader considerations of international education and career development.

A scoping review, using the Joanna Briggs Institute (JBI)'s approach, was conducted to synthesize the existing studies on the career experiences of accompanying partners (Woodend et al., in preparation). This review provides a foundational understanding of the challenges (e.g., exclusion from the labor market, lack of access to career resources), and resources (e.g., advanced education) of accompanying partners in their adjustment to the destination country's cultural and professional environments. In addition, findings from previous and ongoing research with accompanying partners will be used to contextualize the scoping review findings (Arthur & Domene, 2018; Woodend et al., 2016), offering concrete examples of the barriers and facilitators that shape their experiences.

The aim of this presentation is to centre accompanying partners to better understand how they navigate their career trajectories, and to offer insights into future research and practice. Findings emphasize the need for inclusive career services and policies that consider the unique needs of accompanying partners to support their career development and who are integral to the career decision-making plans of international students. Attendees will be invited to consider how these findings can advance career supports and research for international students and their families broadly, and transferable ideas to other marginalized migration contexts.

## **Career Wisdom: An Important Resource in Handling Uncertainty in Contemporary Career Development**

Xu H.

Ambiguous career problems, referring to challenges without a definitive “right” answer, are pervasive in contemporary career development. Such issues include, but are not limited to, handling career selection, adaptation, and career shocks (Savickas, 2012). While conventional career models offer insights, such as collecting and matching information, they often fall short in addressing the impact of inevitable ambiguity on career development and do not provide strategies specifically tailored for handling ambiguity.

To address this gap, Xu and colleagues (Xu, 2021, 2023; Xu & Flores, 2023) proposed the dual-process theory of career decision making (DTC), which suggests that career decision making involves two processes: collecting and matching information to find a reasonable fit (Process I), and ignoring some information to find peace with ambiguity (Process II). Both processes serve related but distinct purposes and should work in collaboration. While past research on DTC has focused on ambiguity tolerance/aversion in Process II, Xu’s (2024) recent study highlights the resource of career wisdom, which benefits the collaboration of Processes I and II.

Career wisdom, encompassing embracing ignorance, intuition, and vulnerability, has been found to positively predict well-being and adaptation criteria (Xu, 2024). However, the direct impact of career wisdom on common ambiguous career challenges, such as finding meaning and a calling in work, remains unclear. To further examine the DTC, this study aims to evaluate the longitudinal predictions of career wisdom (Time 1) for meaningful work and presence of a calling (Time 2), which are anticipated to predict job and life satisfaction, work engagement, and citizenship behaviors (Time 3). The study will recruit 1000 workers from Prolific and track them for six months. The project has collected the first two waves of data. The results are expected to support the hypothesized mediation model.

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## SYMPOSIA

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### ***An Integrative Intervention for Work and Mental Health: The Work Intervention Network (WIN) Program***

Blustein D., Mazur A., Allan B., Sharone O., Autin K., Thompson M., Ferreira J., Cinamon R., Stevenson B., Kozan S., Smith C., Gordon M., Guterres K.

Job loss or undergoing a career transition, especially when it's involuntary, often triggers feelings of anxiety and can pose an existential threat due to the relationship between employment and survival (Blustein et al., 2021; Duffy et al., 2016; Thompson & Dahling, 2019). Beyond the impact of losing income, involuntary disruptions to employment, like unemployment or underemployment, have been linked to mental health issues, conflicts within families, and increased social isolation (Paul & Moser, 2009; Wanberg, 2012). In addition, the job search evokes considerable anxiety for many individuals, creating a need for interventions to address both mental health and work-based issues. In this symposium, we describe the development of the Work Intervention Network (WIN) program, which has provided a contemporary, evidence-based workshop model that has demonstrated efficacy across multiple settings and populations (Autin et al., 2023; Blustein et al., 2024). The WIN program evolved at the outset of the Covid-19 pandemic, reflecting the vision of an interdisciplinary team of professionals from the fields of psychology, sociology, and career development. This symposium includes three presentations: the first describes the development and conceptual framework of WIN interventions and concludes with an overview of the program's structure and delivery modality. The second presentation summarizes the evaluation strategies and outcomes. The third presentation describes new directions in the WIN program, focusing on adaptations for diverse populations.

#### **Presentation 1: The WIN Program—Conceptual Foundation and Intervention Overview**

Interventions for work disruptions have generally focused on the practical goal of finding employment, with a strong emphasis on strategies and tools to increase an individual's chances of success. While these efforts remain important, recent studies, theoretical developments, and public policy discussions have pointed to a wider range of issues that could be addressed in interventions for the unemployed and other job seekers (Blustein et al., 2024). These include improving coping mechanisms, reducing feelings of stigma and shame, and fostering mental health. Drawing primarily from Psychology of Working Theory (PWT), relational theories of work, and theories on shame and self-blame (Blustein et al., 2021, 2019; Cinamon & Blustein, 2020; Duffy et al., 2016; Richardson, 2012; Sharone, 2013, 2024), the WIN program is grounded in an inclusive understanding of the role work plays in people's lives. A key principle of both PWT and the WIN program is that work can satisfy various fundamental needs, such as those related to survival, power, social connection, contribution, and self-determination. Additionally, PWT highlights the importance of integrating life roles (both work and non-work), experiences, and contexts, while advocating for interventions at both individual and systemic levels (Blustein et al., 2019; Duffy et al., 2016). Building on this conceptual framework, the WIN team developed workshop content that includes a focus on the following four themes (typically delivered across six 90 group sessions):

- Planning, Exploring, and Engaging in the Job Search
- Deepening and Sustaining Relationships
- Fostering Social Awareness and Reducing Self-Blame
- Building Emotional Resilience and Self-Care

The presentation includes a description of the workshop content as well as a review of the dissemination model, which is framed around providing free training for WIN facilitators.

**Presentation 2: Evaluations of the WIN Program**

This presentation will review evidence to support the Work Intervention Network (WIN) intervention's impact and scope. We will describe our three-phase comprehensive approach to evaluation. During the first exploratory evaluation phase, we gathered feedback to the WIN program from 33 jobseekers in the United States (U.S.) after the completion of each of the six sessions. These data were used to inform program modifications to the content and structure of the WIN workshops. Next, we completed a systematic pre-post evaluation study to assess the WIN program's effectiveness to impact constructs across the program's targeted domains. As hypothesized, results from the pre-post intervention evaluation data demonstrated that 108 jobseekers who completed the WIN program reported gains in social support, belonging, psychological well-being, job search engagement, and work hope as well as decreases in isolation and self-blame (Blustein et al., 2024). Finally, we continue to evaluate the WIN program's impact and scope by assessing the real-world applicability and usability of the program. Evidence suggests that the WIN intervention has potential for wide dissemination to clients facing work disruptions around the world. To date, the WIN program has been delivered to over 230 jobseekers, the WIN team have trained over 250 career and workforce professionals in program delivery, and the WIN program has been delivered across ten U.S. states and five countries (i.e., Australia, Canada, Israel, Portugal, and the U.S.).

**Presentation 3: New Directions for the WIN program: Adaptations and Innovations**

The WIN program has significant potential to impact subsets of the job-seeker population who would benefit from the integrative approach of the workshops. Thus far, we have developed collaborations with advocates and practitioners from diverse communities who are interested in adapting the WIN program for their populations. In this presentation, we describe the development of new collaborative partnerships that reflect the next generation of WIN groups. We are currently working with colleagues from a justice-involved/incarceration diversion program for youth in a new iteration of WIN, which has been supported and evaluated by a member of the WIN team. Other initiatives with justice-involved communities are underway and reflect an important and needed intervention for a highly neglected population. In addition, we have developed an adaptation of the WIN program that is tailored to the needs of older workers. Additional initiatives are focusing on college-based populations, including graduating students, first-generation students, recent alumni, and older alumni. We are also discussing adaptations for clients with disabling conditions, immigrants/refugees, veterans, and clients engaged in workforce development and adult basic education.

## ***Early Career Latinx Engineers' Career Development: Findings from an Ongoing 5-Year Project***

Lisa F., Rachel N., Patton G., Chia-Lin T., Han Na S., Bo Hyun L., Anna N., Jinkoo L., Andrew L., Maya E., Alan G., Sarah O.

Latinxs are one of the youngest and fastest growing groups in the U.S., estimated to comprise 19% of the population in 2023 (U.S. Census Bureau, American Community Survey, 2023). They also represent a growing segment of the U.S. labor force, where almost 1 in 5 workers are Latinx. However, Latinxs are underrepresented among STEM college degree recipients (17%) and workers (8%; NSF, 2023), and Latinxs in STEM occupations had one of the highest rates of unemployment (5.7%) in 2021 among all U.S. racial and ethnic groups (NSF, 2023). Within engineering, Latinxs comprise 9% of all college-educated engineers in the U.S. workforce. Increased research to understand pathways into the engineering field, specifically during the college-to-work transition, are needed to broaden the participation of Latinxs as this is a critical period when individuals make decisions to leave the field (i.e., Fouad & Singh, 2012; Fouad et al., 2016). To do so, we must understand the environmental, personal, and psychological factors that influence persistence decisions during the college-to-work transition and early career stages among underrepresented groups in engineering.

Vocational psychology theories describe and predict the career development process and explain how people make career decisions and achieve career goals. Since its introduction 30 years ago, Social Cognitive Career Theory (SCCT; Lent et al., 1994; 2000) has been widely applied to understanding career decisions across a variety of fields, with a significant line of inquiry on STEM career outcomes (Lent et al., 2018; Lent & Brown, 2019). Yet, SCCT empirical studies with underrepresented U.S. racial/ethnic samples represent a mere 2.2% of SCCT scholarship (Flores, 2019). In fact, Lent and Brown (2019) noted that future SCCT research extend to groups that have not been studied extensively, and specifically identified working adults and persons with intersectional identities (i.e., Latinas). Researchers point to SCCT's utility to expand the involvement of underrepresented groups in STEM fields (Fouad & Santana, 2017; Lent & Brown, 2019).

The proposed symposium presentation will share findings from an ongoing 5-year longitudinal study of early-career Latinx engineers that builds on our prior work by investigating the effects of work-related social cognitive, environmental, and cultural factors on work engagement, satisfaction, and persistence. The presentation will include an introduction, which will provide an overview of the project, the project aims, methodology, and participants, and three presentations that will highlight findings from the project. The introduction will report trends in mean scale scores across time on measures of the work environment (i.e., perceived support from organization, supervisors, coworkers, and family; perceived organizational climate; workplace incivility; workplace microaggressions; workplace bullying; discrimination experiences; work-family conflict), social cognitions (i.e., self-efficacy, outcome expectations), and work outcomes (i.e., work satisfaction, turnover intentions). The three presentations are described below:

The first presentation will present the development of a measure to assess engineering interests among engineers in the workplace. Engineering interest measures have been developed to assess engineering academic interests, which are relevant for college student samples. However, there were no existing instruments that adequately served the same purpose for adults in the engineering workplace. After an extensive review of the literature, interest assessments, engineering occupational-specific tasks on O\*Net, and competencies outlined by ABET, the accreditation organization for engineering programs in the U.S., the research team generated 89 items for the engineering interest scale. Following the analytic approaches used in Golino et al.'s (2021) study, we conducted 1) parallel analysis combined with exploratory factor analysis (EFA) and 2) exploratory graph analysis (EGA) to investigate the dimensions that arise from the empirical data. Using a sample of 476 Latinx engineers, we compare the resulting dimensions derived empirically from the EFA and EGA and examined the theoretical support for the dimensions. We present the final 38-item engineering interest

measure and the related dimensions.

The second presentation will test a portion of the SCCT model to examine if the associations among the SCCT variables (cultural, contextual, and social cognitive factors) explain engagement, satisfaction, and persistence in engineering careers among Latinxs across time. We will examine whether these relations are moderated by gender. We will use structural equation modeling to determine if the SCCT model is supported by data. The main analysis will be a series of cross-lag panels depicting the hypothesized longitudinal relations among variables across each time point. If the model fit is verified, we will conduct multi-group analyses to determine if gender moderates the longitudinal relations among the SCCT variables. We will use three timepoints of data (obtained in 2022, 2023, and 2024) to test this model.

In the third presentation, we will use latent growth modeling procedures to test a model of Latinx early career engineers' life satisfaction based on Lent and Brown's social cognitive well-being model. Using measures of the work environment assessed at three points each approximately 1 year apart, and life satisfaction assessed at Time 3, we will assess change (growth or decline) across time in the variables. Multivariate latent growth modeling analysis will assess if the proposed model fit the data.

***Intercontinental bridges in career guidance: differences and shared challenges from different contexts in a neoliberal world.***

Fusco L., Sica L., Navarro Bulgarelli M., Murillo Aguilar O., Murillo Villalobos R., Santilli S., Ginevra M., Coscioni V., Nota L.

Chairs: Luigia Simona Sica, Luca Fusco, Mauricio Navarro Bulgarelli

In a historical context where the world economy and labor market are highly interconnected, national and regional education systems maintain a wide variety of strategies for organizing career guidance to support youth in their future endeavors. The global scenario presents individuals and career professionals worldwide with common challenges arising from both the material aspects of contemporary history and the intangible dominant discourses of neoliberal ideology (Hooley, Sultana, & Thomsen, 2017). However, local differences significantly impact how global youth are assisted in facing these challenges. While some educational systems offer an organized and well-structured approach to career guidance, other contexts provide a more diffuse and chaotic guidance system for their youth. Recent literature highlights the difficulties in applying mainstream career theories and practices to contexts that deviate from the normative, neoliberal and economically privileged frameworks where these theories were originally developed (Bluestein et al., 2019). Mainstream theories in career guidance, therefore, require active adaptation, reformulation, and deconstruction by local professionals and researchers in the field (Ribeiro & Fonçatti, 2017). This symposium aims to facilitate reflection on how national systems address the relationship between global challenges and local contexts, career theory and practice in environments with different guidance systems, traditions, and peculiarities.

**Contribution 1: Challenges and worries of guidance professionals in Costa Rica and Italy.**

Luca Fusco, Mauricio Navarro Bulgarelli, Osvaldo Murillo Aguilar, Roy Murillo Villalobos, Luigia Simona Sica

Career guidance in the education systems of Costa Rica and Italy is structured in profoundly different ways. Since the early days of its constitutional republic, career guidance in public education has been among the priorities of Costa Rica. Career counselors undergo a deeply institutionalized training process at universities, and their profession is recognized through membership in a professional order and career counselors hold formal roles in vocational and educational guidance at school system (Asamblea Legislativa de la República de Costa Rica, 1957). Italy lacks an official training path for career counselors. While Italy encourages career guidance (MIM, 2022) and some advanced training courses exist, there is no formal requirement for working as a career professional in the education system. Career professionals do not hold institutional roles within schools or universities and career guidance initiatives are disjointed and sporadic within the education system. This contribution presents a qualitative study that investigated the perceptions of career professionals in Italy and Costa Rica regarding the current state and challenges of the career guidance systems in their respective countries. Thematic analysis of their responses to an open questionnaire revealed both differences and similarities. While Costa Rican professionals reported a deeper awareness of the frontiers and challenges within career guidance theory and practice, Italian professionals emphasized a greater sensitivity to the unique aspects of local culture and educational systems. Both groups expressed concerns about insufficient attention being given to individuals and the excessive bureaucratization of their education systems.

**Contribution 2: The contribution of the University in the professionalization of the practice of vocational guidance in Costa Rica**

Mauricio Navarro Bulgarelli, Osvaldo Murillo Aguilar, Roy Murillo Villalobos

The University of Costa Rica is a pioneer in the development of guidance profession, with different areas of study such as the development and well-being of individuals in personal, family, social, educational, community, and vocational areas (Vargas-Hernández et al., 2021).

The University has been a key platform for the development of vocational guidance in the country, responding to the need for new forms of intervention in a labor context characterized by professional instability and recurring changes (Savickas, 2012), as well as growing uncertainty, technological advancements, and a culture marked by individualism (Murillo-Aguilar, 2022). Using documentary review, this contribution aims to analyze thesis and scientific articles produced in the field of career guidance in the last years in the University of Costa Rica. Results highlights how, in the advancement of vocational guidance, the university acts as a bridge between theoretical development and professional practice through various initiatives, specialized vocational courses in undergraduate and postgraduate levels, continuing education courses for practitioners, research projects developed by professors and students, and communitarian projects with a social justice approach.

**Contribution 3: Adolescents and Sustainability. The Influence of Future Time Orientation on Global Challenge Engagement**

Sara Santilli, Maria Cristina Ginevra, Vinicius Coscioni, Laura Nota

Adolescents today face unprecedented challenges, from the tangible impacts of global warming to growing social inequalities. Although they are not primarily responsible for these crises, they have the potential to be advisors in addressing environmental and social issues through their educational and professional choices. This study focuses on Future Time Orientation (FTO), a key variable influencing how adolescents approach global challenges. Specifically, we adapt the Portuguese Future Time Orientation Scale (FTOS) to the Italian context, a measure designed to assess an individual's psychological future. The FTOS addresses theoretical and statistical limitations found in previous measures of future orientation, offering a more comprehensive approach. This research aims to evaluate the psychometric properties of the Italian version of the FTOS and explore its relationship with adolescents' sustainability-related educational and career decisions. Additionally, we examine the connection between FTO and sustainable development, focusing on how adolescents' FTO, especially the distance factor, impacts their choices regarding global challenges. Results from two independent studies highlight the role of FTO in promoting sustainability, offering insights into how future-oriented thinking can drive responsible decision-making in the face of global crises.

## ***Pushing back precarity: Conceptual Innovations and Application of a Critical Framework***

Massoudi K., Blustein D., Grzanka P., Gordon M., Smith C., Allan B., Borges A., Greve M., Udayar S., Ribeiro M., Toscanelli C.

Persistent inequalities of access to decent education and working conditions worldwide expose large numbers of individuals to insecure and precarious life circumstances (Bal & Doci, 2018; Chmielewski, 2019). In this context, vocational psychology scholars have called for holistic perspectives and inclusive practices to better understand the experience of precarity as stemming from unequal distribution of power, resources and opportunities, rather than a mere result of individual shortcomings or vulnerabilities (see Blustein et al., 2022). This symposium intends to present such a holistic approach to precarity and apply it to groups which may face structural barriers when striving to attain decent education and work.

The first presentation by Blustein and colleagues sets the foundations for a critical and systemic approach, addressing the multiple causes leading to precarity and the different reactions of those who face it. Borges and colleagues explore the experiences of workers engaged in precarious work and their struggle to secure decent working conditions. Finally, Greve and colleagues will focus on youth engaged in precarious School-to-Work transition, investigating the perceptions and the strategies of practitioners seeking to support them.

### **Psychology of Precarity: A Critical Framework** (Blustein, D. L., Grzanka, P. R., Gordon, M., Smith, C. M., & Allan, B. A.)

This presentation presents the rationale and a new critical framework for precarity, which reflects a psychosocial concept that links structural inequities with experiences of alienation, anomie, and uncertainty. Emerging from multiple disciplines, including anthropology, cultural studies, sociology, political science, and psychology, the concept of precarity provides a conceptual scaffolding for understanding the complex causes of precarious life circumstances while also seeking to identify how people react, adapt, and resist the forces that evoke such tenuous psychosocial experiences. We present a critical conceptual framework as a non-linear heuristic that serves to identify and organize relevant elements of precarity in a presumably infinite number of contexts and applications. The framework identifies socio-political-economic contexts, material conditions, and psychological experiences as key elements of precarity. Another essential aspect of this framework is the delineation of interrelated and non-linear responses to precarity which include resistance, adaptation, and resignation. The presentation concludes with implications of precarity for psychological interventions, with a particular focus on vocational and organizational psychology contexts.

### **Striving for Decent Work Despite Precarious Conditions: A Study of Paid Domestic Cleaning Workers** (Borges, A., Toscanelli, C., Udayar, S., & Massoudi, K.)

To better understand the experiences of significant proportions of workers, vocational psychology scholars have recently called for more focus on precarious work and its related psychological experience (i.e., work precarity; Allan et al., 2021). In their Psychology of Precarity Framework (PPF), Blustein and colleagues (2024) highlighted the need for more research on responses to precarity, positing that individuals may respond to it in multiple ways. In this study, we intend to apply PPF's assumptions to the work domain by exploring paid domestic cleaning (PDC) workers' responses to their challenges. Since PDC represents an emblematic case of precarious work (ILO, 2023), studying workers' in this domain could allow us to investigate (a) the strategies mobilized to cope with precarity-related adversities, and (b) the obstacles hindering the implementation of these strategies. Data from four focus groups with 15 PDC workers were analyzed, using Consensual Qualitative Research analysis (Hill, 2012). Results show different strategies corresponding to the three proposed reactions to precarity, such as participants' reluctance to negotiate better salaries (i.e., resignation), efforts to cumulate multiple employments (i.e., adaptation), or collective mobilizations to secure better working conditions (i.e., resistance). Moreover, types of reactions were not mutually exclusive,

participants using various strategies simultaneously, depending on available resources (e.g., legal status). Finally, we observed contrasting views among participants regarding the causes of their working conditions (e.g., self-blame versus institutional blame). Our findings could contribute to bridging decent work and precarious work literature with broader precarity research, and help adapt public policies and career counseling interventions for PDC workers.

**Youth at risk of long-term precarity: practitioners' perceptions and strategies in Brazil and Switzerland** (Greve, M., Borges, A., Ribeiro, M. A., & Massoudi, K.)

Substantial numbers of young people in NEET status (not in employment, education, or training) are susceptible of experiencing precarious work transitions (ILO, 2020), and thus at-risk of long-term exclusion from decent work and secured employment. While consequences of NEET status have been studied, there is still lack of knowledge about practices and interventions adapted to support vulnerable youth during the school-to-work-transition (STWT). Drawing on Masdonati and colleagues' (2022) theoretical model of STWT, our study focused on practitioners working with NEETs, aiming to investigate (a) their understanding of their beneficiaries' challenges, and (b) the interventions implemented to help them. In a Participatory Action Research, four focus groups were organized with 22 practitioners in two contrasting socioeconomic contexts, Brazil and Switzerland, with respectively one of the highest and one of the lowest NEET rates among OECD members (OECD, 2023). Ongoing Reflexive Thematic Analysis (Braun & Clarke, 2019) shows distinct ways of explaining NEET status in each country. In Brazil, practitioners mainly attributed youth's challenges to structural barriers such as discrimination and racism, while Swiss practitioners emphasized individual factors such as low educational attainment or mental health issues. However, despite these contrasting views, the interventions in both contexts were similar, mainly aiming to overcome individual vulnerabilities (i.e. lack of skills or motivation). Results point to the need of further development of precarity-informed approaches providing the foundation to practitioners for structural comprehension of precarity (Blustein et al., 2024), and inclusive interventions fostering social justice (Hooley et al., 2021).

## ***Narrative Career Counselling: Approaches for Contemporary Contexts***

McMahon M., Ribeiro M., Abkhezr P., Arthur N.

### **Introduction**

In a world that is increasingly complex and challenging, career counselling has been placing greater emphasis on narrative approaches that are viewed as inclusive and more able to deal with complexity. Several approaches to narrative career counselling have been proposed which, despite their differences, have similar foundations. Emanating from the contextualist worldview and constructivist and social constructionist philosophies, career counselling has been reimagined as a narrative practice that emphasises language and stories and prioritises the stories clients tell as valuable sources of information (McMahon & Patton, 2024). This emphasis repositions the counselling process, the counselling relationship, the roles of client and counsellor, and the nature of change, knowledge, and learning. There is an expectation that clients take an active role in narrative career counselling and in constructing their way forward. Narrative career counselling however, is not without critique including neoliberal connotations concerning its emphasis on client agency and the limitations of narratives in relation to structural constraints such as poverty and inequality (Hooley et al., 2018). This symposium focuses on approaches to narrative career counselling. Three presentations each overview an approach to narrative career counselling, consider its advantages and disadvantages, provide examples of its research base, and propose challenges for the future. These presentations highlight the importance of developing culturally and contextually aware narrative approaches and will stimulate a thought-provoking discussion that concludes the symposium.

### **Presentation 1: Intercultural socio-constructionist career counselling: A way of tackling vulnerable contexts**

Career counselling has been challenged by the accelerated and complex transformations that the social and working world has been experiencing, especially concerning the need to confront the flexibilisation and precariousness of work, contextualise theories/practices, incorporate new epistemes, diversify the target audience, and include social transformation in its interventions (Guichard, 2022), mainly in Southern regions, due to contexts of inequality, violence, and uncertainty. The linguistic turn that has placed narratives at the centre of understanding life is one way to deal with these challenges (McMahon & Patton, 2024). Based on an ongoing research agenda, this presentation identifies and discusses a narrative proposal to tackle vulnerable contexts named intercultural socio-constructionist career counselling. The proposed approach blends narrative epistemology and practices, mainly social constructionism and life design, with theoretical and practical groundings from the South, including critical pedagogy and the vulnerability and human rights framework (Ribeiro, 2024; Silva et al., 2016). These concepts can be linked in a single theoretical framework since all are based on a relational and narrative principle. The approach proposes an intersectional, situated, critical, and intercultural approach and practice to deal with the current social demands, recognising and understanding plural working worlds, existences, and contexts, aiming for emancipation, not just adaptation. The potentialities and limitations of the proposed intercultural socio-constructionist career counselling to face inequalities, diversities, and vulnerabilities and assist people experiencing disadvantage in Southern contexts are discussed.

### **Presentation 2: Collective narrative practice: A proposition for career development practice with disadvantaged and marginalised communities**

Collective narrative practice refers to a range of practices informed by the narrative lens that engages groups of people with similar backgrounds or shared experiences in storytelling while acknowledging injustices and challenges that have been imposed on them. Integrating collective narrative practice into narrative career counselling offers an expanded practical framework for addressing the broader social and communal dimensions of clients' lives. This

integration could provide advantages for client communities, including opportunities for clients to (1) witness each other's career story developments, (2) engage in collective career storytelling, (3) foster a sense of solidarity and mutual recognition of their progress and responses to social conditions that shape their career journeys (Abkhezr et al., 2024), (4) enhance potential for collective action, learning, and transformation, and (5) create a space where community wisdom and knowledge are valued and shared. As an emancipatory and participatory response to addressing the needs of marginalised and disadvantaged groups whose career development is disrupted by systemic barriers and social inequities, collective narrative career practices could facilitate the development of communal archives of knowledge, skills, and resources. The published archives reflect people's acts of resistance, agency, courage, and hope, which can benefit both participating and future clients from the same community (White & Epston, 1990). Archives are often developed through co-research and collaboration between facilitators, participants, and significant people (e.g., parents, teachers, community workers) in the form of documented stories (Denborough, 2018). Collective narrative career practices could shift the focus from individual achievement to community engagement, enabling the co-creation of career stories that are both personally meaningful and socially impactful.

### **Presentation 3: Bridging Narratives through Culture-Infused Career Counselling**

People's career-related behaviours are shaped by the cultural contexts in which they live, with narratives that either align with or challenge dominant societal views on work, career paths, and roles in family and community. While some of these narratives are explicitly communicated, many remain implicit, guiding career decisions through ingrained assumptions. In career counselling, exploring these cultural and societal narratives is like opening a window into an individual's worldview, revealing their values and beliefs about themselves, others, and the world. For some, cultural beliefs and values provide comfort and direction, especially when facing new or uncertain circumstances. For others, encountering conflicting perspectives may lead to discomfort or even a crisis, as they grapple with the dissonance between their past assumptions and current realities. This presentation will focus on *Culture-Infused Career Counselling* (Arthur, 2018, 2019a, 2019b, 2024), offering strategies to help clients identify and integrate the cultural narratives that have shaped their careers while envisioning future possibilities. A brief case study will be presented. Additionally, career counsellors are encouraged to reflect critically on the narratives that have influenced their own career development and how these impact their approaches to case conceptualization and intervention planning.

## **Qualitative vocational psychology research: Contributions of experience near research**

McMahon M., Masdonati J., Coquoz R., Brazier C., Sgaramella T., Rocca A., Arthur N.

### **Introduction**

Qualitative vocational psychology research has a long history, yet its presence in the literature is more limited than its quantitative counterpart. In the global context of rapid change and greater diversity, vocational psychology is being influenced by different philosophies that encourage narrative methods in practice and research. Qualitative research that engages with participant narratives elicits nuanced understandings of their experiences. Qualitative researchers collaborate with participants in research rather than administer research to participants. This symposium focuses on qualitative vocational psychology research. Three presentations provide examples of qualitative research as experience near and researcher and participant collaboration. Advantages and disadvantages of such research are considered, issues raised, and future challenges proposed. The qualitative methods described and issues raised will stimulate a rich discussion that concludes the symposium.

### **Presentation 1: Implementing multiple-perspective interpretative phenomenological analysis to parallel experiences of career transitions**

Involuntary career change (ICC) is career transition that involves complex and intertwined psychosocial processes (Brazier et al., in press). In particular, ICC entails a temporal and a relational dimension, with research highlighting that such a transition can take time and affect career changers' social environment. Research strategies aiming to capture the temporal dimension of ICC have been documented, for example, through the implementation of qualitative longitudinal research (Masdonati et al., 2024). In contrast, despite recognition of the systemic nature of careers (Patton & McMahon, 2021), methodological avenues to address the relational features of ICC are scarce. Drawing on contributions from qualitative research in health psychology and preliminary findings from an ongoing study on ICC processes, we make the case for the relevance of designing multiperspectival interpretative phenomenological analysis (MPIPA, Larkin et al., 2018) to study "systemic experiential phenomena" (p. 183) in vocational psychology. First, we describe the aims and main features of MPIPA. Second, through a case study paralleling the experiences of ICC of a career changer, a significant other and a career professional, we illustrate the potential of MPIPA to subtly address how a career transition reflects on career changer's personal and institutional environments. Third, we tackle the challenges of implementing MPIPA in terms of research skills, ethical pitfalls, and temporal and personal resources. We conclude with reflections on how MPIPA might lead to innovative practices in career counseling.

### **Presentation 2: A systems-based reflective, deductive and inductive qualitative analysis: A combined approach in vocational psychology**

Qualitative analysis is commonly adopted in vocational psychology to give voice to the reflective process in which the individual is engaged during the narrative career counselling process. This study proposed a combined approach to narratives entailing the use of deductive categories originating from a specific theoretical framework, the Systems Theory Framework (STF; Patton & McMahon, 2021), and the generation of themes from the data, i.e. the inductive element (Braun & Clarke, 2006). The two levels of analysis enhance one another mutually. The presentation highlights methodological possibilities offered by combining systemic inductive and deductive analysis in highlighting the reflexivity process and understanding the complex interplay between individual, relational, and socio-environmental factors in career development, focusing on individuals with complex histories. Thirty-six adults (aged 25-63 years) participated in the study, including 27 males and 9 females enrolled in a residential rehabilitation therapy program. The qualitative analysis corpus consisted of the narratives collected using the My System of Career Influences interview (MSCI; McMahon et al., 2013), a qualitative career assessment tool based on the STF. It guides participants in mapping

influences in their career development and creating an action plan to achieve their career goals. A theory-driven deductive and an inductive analysis supported by software were conducted. The approach fostered deeper introspection among participants, helping them uncover crucial aspects of their lives and the role of external and internal influences in shaping their career paths. A coherent, strong interconnection emerged between the projection of personal life into the future and social relationships. The combined use of inductive and deductive approaches mutually reinforced the results, ensuring that the voices of the participants were valued, while simultaneously allowing for more theory-led analysis.

**Presentation 3: Migrant and refugee youth resettlement: Focus group perspectives on education, employment, and future career goals**

Migrants and refugees encounter a range of stressors during their transition to new countries, influenced by pre-migration experiences and the resources available in communities of destination countries. While some aspects of these transitions are shared, qualitative research highlights the distinct and varied dynamics of resettlement. This research challenges stereotypes that arise from broad generalizations, offering evidence to inform more personalized resettlement approaches, including career education and counselling. Amplifying the voices of youth is important given their developmental needs and the critical role that a sense of belonging, often fostered through school and work, plays in their well-being. This presentation focuses on focus group research conducted with youth aged 16-25 in Australia, Canada, and the United States, as part of a broader study on resettlement and well-being (Lerías et al., 2024; Ziaian et al., 2023). Insights from 38 focus groups revealed four key stressors for youth: feeling overwhelmed, concerns about academic performance, gaining local employment experience, and uncertainties about future career goals. The discussion explores these challenges, along with the support youth identified as helpful in navigating their transitions, emphasizing their personal strengths and family commitments. The presentation addresses considerations for qualitative research, including researcher positionality, research protocols, and the importance of gender and culture in conducting focus group research.

## ***Career Counseling Interventions for Vulnerabilized Youth***

Ribeiro M., Massoudi K., Greve M.

### **Introduction**

According to the ILO (2022), young people are one of the groups most affected by changes and crises in the social and working world, especially those most vulnerable due to socio-economic and cultural issues. The field of career counseling has been called upon to offer strategies that effectively help the most vulnerable groups, producing social justice and emancipation. The three presentations aim to present and discuss challenges and practical proposals in career guidance to help vulnerable young people, indicating limits and possibilities and presenting examples based on systematic research on the subject.

### **Post-pandemic challenges for career counselling with vulnerabilized emerging adults in Southern contexts: Trends for the future**

Ribeiro, Marcelo, Universidade de São Paulo, Brazil

Career counselling has been challenged in the 21st century by several demands aiming at offering a more appropriate and situated specialised aid, mainly in unequal contexts like the Southern countries (Hooley et al., 2024). Based on a research agenda, this presentation aims to identify and discuss the main post-pandemic challenges for career counselling with emerging adults. Technological and digital transformations, climate changes, intensification of inequality and social injustice, work precariousness, and individualisation of life has been affecting youngers' lives (Hooley et al., 2021; Guichard, 2022). The digitalisation of life demands both synchronous and asynchronous online interventions; work no longer seems to be the centre of life for emergent adults who ask for role balancing; the need to include ethical and sustainability principles and expanding community strategies in practices to fight against the individualisation of life; and the offering of qualified professional information to deal with the disinformation tendency. Thus, career counselling in the Southern countries needs intersectional, situated and intercultural approaches and practices to deal with these current social demands, recognising and understanding different and plural worlds of work, existences and realities as legitimate shifting the focus towards the search for decent work (Blustein et al., 2019; Silva et al., 2016), aiming for emancipation, not just adaptation (Sultana, 2018).

### **Critical consciousness in precarious school-to-work-transitions: Experiences of marginalized youth in Switzerland and Mozambique**

Massoudi, Koorosh, Université de Lausanne, Switzerland

Critical Consciousness (CC; Freire, 1970) has been proposed as a protective factor for marginalized youth facing structural inequalities, facilitating their success in School-to-Work Transition (STWT; Masdonati et al., 2022) and their access to decent educational opportunities (Duffy et al., 2016). This study aims to investigate CC as perceived and experienced by marginalized youth themselves. Semi-structured interviews were conducted with 15 young people facing precarious STWT and enrolled in supportive measures in Switzerland and Mozambique, two contrasting contexts in terms of labor market conditions (respective youth unemployment rates of 7.8% vs 43%) and existing social policies (institutionalized measures aiming at formal education vs NGOs mainly leading to informal training and employment). We explored participants' former trajectories to (a) identify the main barriers encountered, (b) assess their critical reflection regarding the possible structural nature of these barriers, and (c) their willingness to take action to overcome them. Ongoing Reflexive Thematic analysis points to various experiences of inequalities, such as differential access to healthcare, education and/or employment opportunities due to ethnicity, gender, or socioeconomic status. Results show different levels of critical reflection, some participants blaming themselves for their shortcomings, while others attributing encountered barriers to structural inequalities. Finally, most participants acknowledged the importance of critical action to combat these inequalities, while feeling unable to do so due to personal limitations. Our results point to the impact of institutionalized meritocratic discourses (Batruch et al., 2023) on youth's perceptions of their

challenges, leading to internal attributions of their failures which limit their agency to act. Moreover, these results also echo the calls for interventions that move beyond reflexive skills, to foster youth's ability to engage in action (Diemer et al., 2021).

### **Developing a career counseling group intervention for youth in NEET status: A participant action research in Brazil and Switzerland**

Greve, Milena, Université de Lausanne, Switzerland

Youngers in NEET status (Not in Employment, Education or Training; ILO, 2022) are hindered in their access to decent education and work and exposed to critical long-term consequences. Although career counseling group interventions have been proposed as effective to support active career planning by mobilizing critical reflection and agency, more studies are needed to better integrate specific needs and contexts of underprivileged youth, and to develop practices contributing to social justice (Hooley et al, 2021; Blustein et al., 2024). Based on a theoretical model of school-to-work transition (STWT; Masdonati et al., 2022), and through collaboration with practitioners in Brazil and Switzerland, we aim to develop a group intervention to enhance critical consciousness (CC) and social support of marginalized youth struggling through STWT. Through a Participant Action Research methodology, 22 practitioners were gathered in four focus groups and asked to collectively readapt a theory-driven intervention (Blustein et al., 2023). Their inputs were analyzed using Reflexive Thematic analysis (Braun & Clarke, 2019). In Switzerland, although practitioners recognized advantages of CC for some beneficiaries, they were concerned by negative outcomes such as decrease in motivation and in sense of responsibility. Brazilian practitioners had positive impression, proposing the goal to be set on development of collective CC. Concerning group setting, Swiss practitioners were concerned about the risk of contamination by exposing youth to peers' negative experiences and made recommendations on group composition and activities. In Brazil, group setting was considered as enhancing youth's social support through sense of relatedness. By bridging theory and practice, this research aims to contribute to critical and contextualized practices in career counseling.

## ***Facilitating College Student Career Wellness***

Mindi T., Her P., Sanchez M., Keita N., Williams K., Rivera N., Gonzalez Gonzalez B.

### **Introduction**

There is a shortage of career interventions that address the unique career development needs of historically underrepresented college and university students. This is particularly concerning as the labor market and economy continue to evolve, often creating new conditions that can further marginalize students' career trajectories. In particular, job security for many is believed precarious (Kambayashi & Kato, 2017; Manning & Mazeine, 2022), new employment opportunities are shifting as technology advances (U.S. Bureau of Labor Statistics, 2023), and increased global and inter-professional relations reduce early career opportunities and are creating new competencies students need to effectively navigate the market (Coronado & Stoler, 2022). Underrepresented students face challenges that compound with pay inequities. Issues such as underemployment, oppressive work and academic environments, and a lack of diversity in certain fields all contribute to the barriers underrepresented college students face that influence their career decision making processes (Dawson et al., 2019; Gould, 2020; Kim & Golden, 2021; Williams & Wilson, 2019). The development of career interventions designed to prepare students for their careers while attuning to their cultural and individual values and strengths is imperative. This symposium will overview and provide preliminary evidence to support three career interventions designed to enhance skill-building and knowledge among underrepresented students.

### ***Presentation 1: Program Development & Evaluation of the Tune in to Strive Out Career Wellness Program for Underrepresented College Students***

The Tune In to Strive Out Career Wellness program was developed to meet the needs of students via a 5-module intervention comprised of 60-90 minute sessions. The purpose of this presentation is to present evaluation and impact evidence of the program. First, we will overview the program development process that drew from empirical and theoretical vocational psychology theory and research and integrated the Radical Healing Framework. Next, we will describe how we utilized pilot data from student participants and facilitators to modify the program and determine final program content and structure (e.g., removal of one module, addition of student workbook). We then will present evidence from data collected from over 120 participants across different institutions in the United States to support the intervention. Based upon previous career intervention studies, we collected both pre-post evaluation data and data to assess participants' reactions to the intervention on a session-by-session basis. Pre-post survey data was used to assess the potential impact the intervention had on constructs the intervention was designed to target (e.g., career adaptability, well-being, self-awareness, critical consciousness, coping efficacy, and career exploration and decisional self-efficacy). In general, evaluation data demonstrated that participants found the program supportive and helpful, with easy-to-understand modules that had practical applicability to their lives. Implications for practice and future research will be discussed.

### ***Presentation 2: Evaluation of Creando Comunidad program: The role of advocacy intentions in future career planning***

For many BIPOC undergraduate students, college represents an opportunity to acquire skills that empower them to give back to their communities and families (Mwangi, 2016; Crawford, 2016). However, interventions specifically designed to assist BIPOC students in navigating advocacy within their career choices are limited. Creando Comunidad was developed to support BIPOC undergraduate students participating in community engagement, activism, and public service that centers on communities of color. This program focuses on fostering critical consciousness and providing tools for crafting careers that align with advocacy needs across various disciplines. The pilot intervention included 15 BIPOC undergraduate students, and was facilitated by 2 BIPOC graduate students. Participants were recruited through campus listserv, flyers, and outreach events. Participants met for six structured sessions, each featuring a blend

of interactive discussions, workshops on community-based project development, and opportunities to network with community leaders.

Data were collected through both written and spoken feedback: participants completed structured evaluation forms after each session and met individually and in groups to provide feedback to the facilitators about the program. Thematic analysis was applied to both types of feedback, allowing the research team to identify key themes. Emerging themes included: (1) selecting careers and majors based on the perceived potential to positively impact communities of color, (2) viewing advocacy as work in its own right, (3) recognizing how advocacy applies to a wide range of career options, and (4) broadening perceptions of what advocacy integrated into one's career path can entail.

**Presentation 3: *Bridging the Gap: Supporting Underrepresented Students with Culturally Responsive Career and Mental Health Interventions***

Universities must consider interventions to support underrepresented undergraduates in feeling confident, adaptable, and supported in their career development. However, limited research and few culturally responsive interventions exist to meet students' needs (Flores, 2019; Kantamneni & Fouad, 2023). This presentation shares evidence from an institutional partnership to support underrepresented students in the university's diversity and educational scholarship programs. The partnership addresses the disproportionate challenges these students face, leading to high rates of mental health issues and academic and vocational challenges, yet significantly lower rates of career and mental health service-seeking (Abelson et al., 2022; Lipson et al., 2022). Rooted in social justice-oriented frameworks, the partnership engages advanced graduate student community support specialists to provide consultation and outreach programming tailored to the needs of students and staff. Workshop topics focus on career wellness concepts such as burnout, stress management, and post-college career anxiety. These workshops aim to help students become aware of the source and impact of their academic and vocational stressors to increase coping efficacy. Workshop design occurs in partnership with university personnel to consider the implications of the minority status stressors affecting students' experiences. Together, we seek to understand challenges and design workshops to target specific concerns using theoretical and empirical vocational psychology literature. Accordingly, these workshops bridge vocational psychology concepts with critical and multicultural theory to develop interventions that are culturally-congruent and empowering. Over 16 workshops and outreach events were provided to 509 students. Recommendations and resources will be discussed.

## ***Pipelines and Bridges: Developing a STEM Identity across the K-16 Years***

Turner S., Rottinghaus P., Elmer J., Johnson A., Heinze J., Howard K., Solberg S., Park C., Enriquez D., Rasheed Ali S., Dzardic I., Mendieta C., Mendieta P., Shin J., Wang T., Yeager N., Hinderliter A., Khan A.

### **Introduction**

In this symposium, we recognize the critical need for STEM professionals from diverse backgrounds in today's work world and the challenges that many individuals face, especially those from underrepresented groups, in preparing for and entering into STEM careers (Turner et al., 2022). Helping students develop a STEM identity across the K-16 years (wherein they come to see themselves as STEM professionals), can help them manage these challenges, as well as develop STEM interests, self-expectancies, and motivations to pursue STEM (Myant et al., 2024; Starr, 2018).

Thus, we will describe age-appropriate interventions for K-16 students, as well as report on their effects. We believe that this approach will support access and opportunity and serve as a bridge to STEM for students interested in pursuing STEM careers. Implications for theory, research, practice, and public policy will be discussed.

### **Paper1: STEM Self-Efficacy Development in Elementary School Students of Color**

Despite ongoing efforts to increase participation in Science, Technology, Engineering and Mathematics (STEM) fields (Fouad & Santana, 2017), there remains a significant gap in the representation of Black, Indigenous, and People of Color (BIPOC) and women within STEM fields (Collins et al. 2019; NCSES, 2023). Informed by SCCT (Lent et al, 1994), this research examines the lived experiences of 26 elementary school students of color in the Midwestern United States who participated in innovative, collaborative STEM projects encompassing project-based learning and community engagement. Through a phenomenological approach, we used thematic analysis to identify key themes from focus groups that highlight underlying factors contributing to a STEM identity via the development of STEM-related self-efficacy, interests, and goals related to future exploration and skill development.

Three major themes emerged from the analysis: self-efficacy development, project-based learning, and contextual variables. Within self-efficacy development, subthemes included performance accomplishments, vicarious learning, verbal persuasion, and emotional regulation. Within project-based learning, the subthemes included art emphasis, collaboration, learning through doing, and problem-solving. Lastly, contextual variables were explored through subthemes including the culture of the school, community engagement, and family influences. This presentation elaborates on these findings within the context of SCCT, emphasizing the importance of family, community engagement, and compelling features of projects that support STEM interest and self-efficacy development. This study advances the understanding of sources of self-efficacy and contextual factors among elementary students that can inform future research and practice.

### **Paper2: STEM Career Development in Middle School: Engaging in Future Planning Through Career Narratives & Comics**

In this NSF-funded project, faculty and students from Boston University partnered with Sociedad Latina, a community-based youth-serving organization, to provide middle school Latinx youth with opportunities to develop a STEM career identity through culturally relevant network science and career development learning activities.

As part of the evaluation, we collected career narratives from students during the summer and afterschool STEM programs. This activity included the use of comic strips to gather data on youth's future goals, actions taken to pursue their goals, anticipated next steps, and support they would need to achieve their goals.

Our findings suggest that whereas the comic strip content before the intervention focused on immediate, short-term goals, such as getting good grades and improving English skills, the post-comic strips offered evidence of the emergence of career readiness. For example, some

youth began seeing themselves in a STEM position and identified specific courses and credentials as the next steps to achieve such career goals. This task proved to be an engaging and meaningful way for youth to both “reflect” on their existing talent, skills, and experiences, and to “create a new perspective on self and career” (Savickas, 2016) by engaging in actionable steps to pursue their goals.

### **Paper3: Project HOPE: Supporting High School Transition**

Project HOPE (Health Occupations Preparation and Exploration) is a 16-year STEM based university-school partnership to offer career exploration program to assist students who are transitioning from middle school to high school, with a focus on STEMM careers (Ali, et al., 2019; Garrison, et al., 2021). Project HOPE is based in Social Cognitive Career Theory (SCCT; Lent et al, 1994) provides students with opportunities to explore various health-related careers through a career exploration curriculum that was designed to be integrated into the 8<sup>th</sup> grade curriculum. Iowa mandates that all school districts implement an Individual Career and Academic Plan (ICAP) for 8<sup>th</sup>-12<sup>th</sup> grade students. The Iowa Administrative Code (IAC) 281-49 outlines the mandate to ensure that students are prepared to enter the workforce. Project HOPE supports one of the key components of the mandate, which is to offer students career exploration opportunities to identify their career interests and to build a sense of STEMM identity. Since 8<sup>th</sup> grade is the first year of the ICAP, the goal is to help students choose classes that are aligned with their career interests. The purpose of the current presentation will be to discuss the program, research support for the program, and to elaborate on possible new and exciting liberatory methods for research related to Project HOPE.

### **Paper4: Developing a STEM Identity in College: Networking and Computing: An S-STEM Systems Approach**

We will discuss the implementation and preliminary evaluative results of “Networking and Computing”, an NSF-funded project designed to assist academically-talented undergraduate computer science students in developing a STEM identity and persisting in their majors to graduation. The program consists of career assessment/dynamic exploration, STEM-related cohort-building activities, integrated university-level student supports, faculty-guided research, computer science coding contests, systematic faculty mentoring, paid internships, and networking with industry professionals. Students explore ways to navigate STEM culture, which does not always welcome diverse contributions to the field (Jensen & Deemer, 2019). Although only in its second year of operation, initial trend analysis supports a positive impact on sense of belonging, academic engagement and STEM identity.

## ***Navigating Person-Career Fit in the Evolving Landscape of Work: Automation, Career Transitions, and Adaptation Processes***

Wilhelm F., Kranz S., Hirschi A., Marciniak J., Mullen S.

### **Introduction**

Symposium Chair: Francisco Wilhelm

The world of work is changing rapidly due to a confluence of societal, economic, and technological megatrends, such as automation, digitalization, and demographic shifts towards an older workforce. As these transformations unfold, understanding how individuals—both young and old—navigate the increasing demands and evolving opportunities is a critical concern for vocational psychology (Lent, 2018). This symposium addresses these concerns by examining the dynamics of person-career fit and the adaptive strategies employed during different career stages and transitions, highlighting how individuals respond and develop in a changing work environment.

The first contribution presents a systematic review of employee perceptions, responses, and outcomes related to the fourth industrial revolution, emphasizing the psychological impacts of digitalization and automation on the workforce. This review integrates existing research into a conceptual framework for understanding how employees perceive and cope with automation's challenges and opportunities.

The second contribution focuses on a key developmental stage: the school-to-work transition. It explores how early person-job fit emerges among adolescents by investigating the dynamic interplay of exploratory behaviors, career knowledge, and career decidedness. This longitudinal study sheds light on how career attitudes, behaviors, and outcomes develop during a crucial early life phase, providing insights into effective career preparation.

The third contribution shifts the focus to older workers, exploring the effects of accelerated job demands, such as intensified workloads and the need for continual skill updating, on retirement intentions. It highlights that adaptability plays a vital role in moderating the impact of these job demands, while job resources foster engagement, reducing retirement intentions. This study illustrates the complexities faced by older workers and underscores the importance of personal and organizational strategies to support the sustainability of late-stage careers.

### **From Fears to Ambitions: The Fourth Industrial Revolution from the Employee's Perspective**

Sascha Kranz, Andreas Hirschi, Francisco Wilhelm

The fourth industrial revolution refers to the automation and digitalization of work, a megatrend now rapidly accelerated by advances in artificial intelligence (Schwab, 2017). This shift is considered one of the most significant developments globally, with far-reaching implications for the economy and society. For employees, it creates a rapidly evolving environment with novel challenges and uncertainties on one side and diverse opportunities and potentials on the other (Hirschi, 2018). Despite its vast implications for employees' experiences and behaviors, comprehensive research in vocational psychology and integrative reviews on this pressing issue remain scarce. This systematic review addresses this gap by focusing on the employee perspective: How do workers perceive automation, how do they respond to it, and what are the consequences for their person-career fit and well-being? To answer these critical questions, an extensive literature search was conducted in two databases: Scopus and EBSCO (Business Source Ultimate). A total of 4,357 articles were initially identified. Following abstract and full-text screening by independent coders, 65 articles were included in the review. The findings provide a conceptual framework that addresses the existing challenges and disagreements in the current research. Moreover, the review offers novel theoretical implications and practical recommendations for practitioners. Lastly, we outline directions for future research in vocational psychology and discuss limitations and practical impacts on employees.

### **The Development and Prediction of Person-Job Fit During the Preparation of the School-to-Work Transition**

Julian Marciniak\*, Andreas Hirschi

Transitioning from school to the world of work is a key developmental task (e.g., Super, et al., 1996), which may result in positive outcomes, such as a strong person-job fit (Marciniak et al., 2022). Exploration behavior, information gathering, and decidedness play central roles in achieving a person-job fit (e.g., Xu & Flores, 2023), however it is unclear how these variables dynamically influence each other across the school years.

To address these questions, we have conducted a longitudinal data collection with Swiss-German adolescents ( $N=1132$ ) during their final two years of mandatory school before graduating to vocational and educational training (VET). We found a dynamic link between these variables, in that increases in environmental career exploration predicted subsequent increases in career knowledge and career decidedness. Furthermore, we found career decidedness to be an important predictor of person-job fit. We further discuss the theoretical implications of our results.

### **Adaptability at the Crossroad: The Role of Job Demands and Resources in Retirement Intentions Among Older Workers Amid Accelerating Change**

Sarah Mullen\*, Andreas Hirschi

Rapid economic, societal, and organizational changes have reshaped employee expectations, introducing new job pressures often referred to as modern job demands (Kubicek et al., 2015). This growing intensification is particularly challenging for older workers, who not only face increasing work demands but also pressure to continually update their knowledge and skills in response to these ongoing shifts (Mauno et al., 2019). Using the Job Demands-Resources (JD-R) model (Bakker et al., 2023; Demerouti et al., 2001) we investigate whether intensified job demands heighten retirement intentions through exhaustion. Conversely, we explore whether job resources, adapted from the SMART work design model (Parker & Knight, 2024), reduce retirement intentions via work engagement. We also examine adaptability as a key personal resource, exploring its role as a moderator between job demands and exhaustion, and as a mediator between job resources and engagement.

We analyzed longitudinal data from 215 workers aged 50 and older across three waves within one year. We employed structural equation modeling (SEM) to test multiple mediation and moderation effects. In line with our hypotheses, we found significant indirect effects of intensified job demands on retirement intentions through exhaustion. Similarly, job resources exhibited significant indirect effects on reducing retirement intentions via work engagement. Additionally, adaptability moderated the indirect effect of job demands on exhaustion and mediated the relationship between job resources and work engagement.

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## WORKSHOPS

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### **Supporting vocational exploration in an undergraduate psychology career course**

Brown S.

Psychology continues to be a popular major at undergraduate institutions, with 137,603 psychology bachelor's degrees being awarded in 2022 in the United States (APA, 2024). Students are drawn to the field by their interest in behavior and desire to help others (Collisson, Eck, & Harig, 2023). Yet, many students struggle with the question of "but what can I do with a psychology major?" Similarly, students grapple with questions of "what is my purpose?" and "what matters to me?" In the most recent edition of the APA (2023) Guidelines in Undergraduate Education, 3.0, changes were made to expand the goal on professional development to include personal development. Weaving vocational psychology theories, such as Social Cognitive Career Theory (Lent & Brown, 1994) and Work as a Calling Theory (Duffy et al., 2018), into a career course for psychology majors is one way to support personal and professional development for large groups of students. Using these theories to design lectures, activities, and assignments that support increasing self-knowledge, exploring the world of work and practicing job application skills is one way to bridge theory and practice, as well as the subfields of vocational psychology and the teaching of psychology. This workshop will provide information and context for a personal and professional development course required of all psychology majors at a small liberal arts institution in the Midwest in the United States. It will emphasize the components of the course that are designed to assist students in increasing their self-exploration and self-knowledge as they consider their sense of meaning and purpose. Interventions using the VIA Character Strengths survey, job crafting, and values card sort will be reviewed. Participants in the workshop will have the opportunity to engage in a sampling of interventions. Considerations for design and implementation, including potential challenges, will be discussed.

## **A Critical Quantitative measurement perspective: MIMIC models to identify and remediate racial (and other) forms of bias**

Diemer M.

Sound measurement is foundational to quantitative vocational psychology and assessment. However, its racist and eugenicist legacies - development of statistical approaches for white supremacist and eugenic projects and permeation of racism in measurement - may lead to the (understandable) conclusion that these approaches are not redeemable (Helms, 2006). Instead of “throwing the baby out with the bathwater,” acknowledging these troubling histories is one step toward repurposing quantitative methodology toward critical, anti-racist, and/or equitable purposes (Cokley & Award, 2013).

Providing equity-oriented quantitative perspectives is another important step. Critical Quantitative perspectives (Diemer et al., in press; Stage, 2007) merge critical theories and quantitative methodology, anchored by five guiding principles (i.e., *foundation, goals, parity, subjectivity, and self-reflexivity*) to mitigate racism and advance justice.

Within the broader Critical Quantitative framework, MIMIC (Multiple Indicator and Multiple Causes) models are one approach that exemplify critical and anti-racist measurement (Randall, 2021). Briefly, MIMICs are variants of confirmatory factor analyses, which include an exogenous covariate(s) to test for latent mean differences and item differences (“DIF,” or differential item functioning). MIMICs simply and efficiently test whether a measure means the same thing and can be measured in the same way across (e.g., racial/ethnic and/or gender) groups. This capacity to test for scalar invariance and the sample size efficiency of MIMICs – not dividing sample into multiple groups, as in multi-group measurement invariance – provide advantages for research with minoritized populations.

To learn this broader perspective and its specific application, workshop attendees will carry out laboratory exercises using Critical Quantitative perspective and MIMIC models –and will be provided a dataset and code for free software (R and MPlus demo).

## Counseling Clients to Make Better Career Decisions

Gati I.

Career decisions are among the most important choices individuals make in their lifetimes, prompting many to seek assistance through career counseling. Career decision-making involves collecting and analyzing complex information regarding numerous optional career alternatives—such as colleges, majors, occupations, and jobs. The *Prescreening, In-depth Exploration, and Choice (PIC)* model is a prescriptive framework designed to improve career decision-making by guiding individuals through three steps: (a) deriving a shortlist of promising career alternatives, (b) verifying the suitability and viability of these alternatives, and (c) choosing the best option from the final shortlist.

During the workshop I will introduce the *PIC* model and briefly review research-based support for it. Next, I will focus on the *Choice* stage, describing a decision-theory-based approach that facilitates choice by systematically comparing the alternatives on the shortlist, weighing their relative advantages and shortcomings to identify the best one or ranking them by their suitability. I will then present *Comparing and Choosing (C&C)*, a decision-support module that implements a compensatory, multi-attribute decision model, facilitating the selection of the best alternative from one's final shortlist. Specifically, *C&C* is an open-access decision-support tool that guides users through a systematic comparison of alternatives based on relevant criteria and their relative importance to the individual. Its outcome is an overall suitability estimate for each alternative, representing the match between the characteristics of the individual's ideal alternative and those of each available option.

I will conclude by addressing when and how to integrate *C&C* into the career counseling process, focusing on how clients can benefit from it. Finally, ways to deal with discrepancies between a client's intuitive choice and the outcome of *C&C* will be discussed.

## **Cognitive Information Processing Theory: Evolving Through Science**

Hayden S., Osborn D.

The Cognitive Information Processing (CIP) theory of career problem-solving and decision-making (Sampson et al., 2023) was introduced over 30 years ago (Peterson et al., 1991) to advance the state of the science in career decision-making, building on early career decision-making theories such as Parsons' (1909) and Janis and Mann's (1977), along with cognitive information processing theories such as Hunt's (1971) and Sternberg's (1980). Since then, 434 entries, with 25 books/manuals, 48 book chapters, 75 theses/dissertations, 222 peer-reviewed articles and 48 other publications have demonstrated support and provided practical applications for CIP. The foundational structure has remained consistent over this time. Considering developments in various disciplines and the degree these impact the primary elements of CIP were the focus of this review.

The goal of this presentation is to share updated scientific foundations underlying the four domains of the pyramid using more recent scholarly work from various disciplines (e.g., career development, cognitive and developmental psychology, social psychology, philosophy). Three guiding questions for each Pyramid domain are a focus of this review. How is each domain (a) defined and described, (b) acquired in life, and (c) enhanced or further developed through career interventions? This process has led to modification in the theory. Implications for practice and research will be shared.

Participants will practice using CIP-related tools such as roleplaying using the client version of the pyramid of information processing domains, completing and interpreting the Decision Space Worksheet, and learning how to identify, and challenging and restructuring negative career thoughts. Finally, participants will examine a case study designed to apply the new developments in CIP theory in practice. Participants will examine a case study designed to apply the new developments in CIP theory in practice.

## **Photovoice Workshop: The Critical Role of Participatory Action Research in Vocational Psychology**

Lee H.-S., Park J., Kim D., Mun H.

This workshop introduces participants to Photovoice (Sutton-Brown, 2014), a participatory research method, and examines its transformative potential within vocational psychology through the framework of Participatory Action Research. Photovoice empowers individuals, particularly marginalized or underrepresented groups, to express their experiences, challenges, and aspirations through photography, fostering a collaborative and action-oriented research approach (Jehangir et al., 2020). Within vocational psychology, Photovoice provides a powerful lens to explore career development, workplace dynamics, and the impact of social and cultural contexts on career identity formation (Ali et al., 2022). The workshop will present key prior Photovoice studies in vocational psychology literatures (Dobson et al., 2023; Locke et al., 2024). Presenters also introduce the 'Co-Creation Future Project: Photovoice of International and Native College Students in South Korea' as an example of how Photovoice can be applied in vocational psychology practice within the Korean community. This project investigates how Korean society can foster a more inclusive and culturally welcoming environment in both educational and professional settings. Participants will learn not only the Photovoice methodological process but also the practical aspects of building collaborations with diverse stakeholders, documenting and presenting findings through exhibitions, and disseminating results to foster meaningful social change. The workshop will also Hands-on Group Activity and discussion on integrating Photovoice into vocational psychology to promote inclusivity and social transformation. This interactive Photovoice workshop will provide vocational psychologists with insights and collaborative ideas to engage in inclusive and socially responsive research and practice.

## **Working While Black in the United States: A Research Informed Workshop for Career Practitioners**

Marks L., Wilkins-Yel K., Reese N., Keita N., Caldwell-Harvey T., Williams T., Davis R.

The Black population in the United States is a diverse and growing group. They face numerous stressors (e.g., racism, sexism) and inequities (e.g., salary and educational disparities) that contribute not only to their career development, but also their experiences in the workplace. In this workshop, we will provide an overview of the most frequently used career development theories (e.g., Social Cognitive Career Theory, Psychology of Working Theory) used with Black people in the vocational psychology literature, and what we see as lacking in these approaches for promoting wellbeing in Black clients. We will review important vocational psychology scholarship on the unique struggles faced by Black people in the US and the state of the research on working while Black. Building on this foundation, we will present a structural and anti-racist approach to conceptualize working with Black career counseling clients. The workshop will use a combination of didactic (e.g., PowerPoint lecture, handouts) and experiential approaches (e.g., personal reflection activities, case studies) to accomplish its objective of helping career practitioners approach their work with Black clients in culturally humble and culturally appropriate ways.

## **Career counseling and guidance in times of digital transformation: Learning the Roundabout Methodology**

Stark M., Weber P., Ferrari L., Sgaramella T., Woldendorp J.

In the actual world of work, new jobs emerge, some disappear, and new competences are requested to navigate it successfully (McKinsey & Co, 2020). Individual differences are however present, and some groups of workers are more at risk of being left behind than others (Curtarelli, Gualtieri, Jannati, & Donlevy, 2016).

Offering career counseling and further training that cope with digital transformation is considered a hot topic not often addressed in career counseling and guidance (CGC) (Martínez-Bravo 2021). The three years of the EU project 'CGC Digitrans' aimed at responding to this call, adopting a systemic and communitarian approach. Based on a review of digital competences frameworks with a focus on a specific model (Weber & Schulz, 2023), and the multi-actor counseling approach (Schiersmann & Weber, 2013) the 'CGC roundabout methodology' was developed. This 6-steps methodology was tested and finalised with the support of practitioners from Germany, Netherlands, Austria and Italy.

The CGCs have the primary role of building bridges and cooperating intensively with the world of work and education providers. As a traffic warden in a roundabout, the CGC initiates and utilises networking to develop a common language among stakeholders, expand reciprocal knowledge, foster the digital development of the clients as well as benefit of the stakeholders.

This workshop aims to involve the attendees in a theoretical and practical experience of the Roundabout methodology and reflect on their professional networking. Three main steps will be followed. At the beginning, the framework and the CGC roundabout methodology will be presented. Secondly, the evidence-based case studies collected during the project will be shared with participants that in small groups will be asked to familiarize themselves with the methodology. Thirdly, success factors of the methodology and implications for networking and policy will be discussed.

## **Engaging Underserved Youth in Future Readiness: Resources from Community-Based Participatory Action Research**

Solberg V., Park C., Temurnikar M., Bu Z.

This workshop showcases strategies our Center uses to establish collaborations with a wide range of community organizations and government agencies, as well as to share evidence-based career development policy and practice resources that have been generated through these efforts. As a translation research effort, our work strives to create a bridge between research and practice by translating our theory and research into policy recommendations and practice solutions. Using Individualized Career Plans as a career development intervention (Solberg, 2019), our efforts strive to improve the economic outlook for young adults by building capacity within education systems and youth-serving community-based organizations to adopt and effectively implement evidence-based career development programs and services.

Over the years, we co-created and iteratively refined a set of resources that translate research into practice. These resources include a) Scope and Sequences specifying learning objectives; b) Administrative Guides providing implementation strategies for educators; c) Interactive career development lessons designed to cultivate self-efficacy and durable skills; d) Evaluation strategies that are engaging and meaningful; e) Instructional demo videos to support lesson delivery and engagement; and e) Civic engagement projects empowering youth to apply knowledge to community issues.

Participants will explore these resources and our collaborative process. We will demonstrate sample lessons and activities, highlighting the integration of knowledge and skill building, career exploration, and community action. Participants will discuss strategies for adapting these resources to their own educational contexts.

Our evaluations have shown increases in students' self-efficacy and career identity development. By sharing our materials and methods, we aim to support other educators and researchers in creating culturally responsive programming for underserved youth, fostering more inclusive and equitable career development practice.

## **Integrating Green Guidance into Practice : Bridges between practice and research**

Tacchini S., Rochat S., Chauvet A., Sprlak T.

Climate change and biodiversity crisis are currently influencing individuals' careers through the transformation of the labor market and education system towards sustainability, as well as through various psychosocial effects, including climate anxiety. The impacts of ecological transformation on labor market are not yet clearly visible. It is difficult for vocational psychologists to anticipate the labor market transformations at stake in the ecological transition and to help specifically persons. The workshop is based on the literature review, survey among practitioners, identification of good practices across several countries realized within the "Exploring Green Guidance" project. It will introduce main concepts of career guidance, its current state (clients' needs and practitioners' perceptions) and different ethical stances. This presentation will also discuss research that explores discourses of adults reporting changing their careers trajectory for ecological reasons. This research will inform practitioners to understand how people decide and how they reflect to shift career path. Finally, the practical workshop will help career practitioners reflect on their current practice and identify opportunities of integrating sustainability issues into their practice. This dynamic has given rise to an emergent 'green guidance' movement, which examines how career guidance can address and contribute to mitigating the impacts of climate change. During the workshop it will be presented some tools that are developed for helping consultants to explore professional interest, activities and sustainability goals. These tools will allow participants to try some approaches like cards sort linked to sustainability, narrative questions, career education sessions and reflect on their own practice and possible ways of integrating sustainability. At this time, these practices are still being developed and require more scientific evaluation. This workshop will provide a place to test and to have an ethical and critical discussion.

## Building Skills to Foster Radical Healing in Career Wellness Interventions

Mindi T., Her P., Keita N., Sanchez M., Williams K.

This experiential skill-building session introduces the Tune In to Strive Out Career Wellness Intervention Program to (1) teach best practices in program development designed to bridge theory and research to intervention, (2) introduce strategies to develop intervention programming that supports practitioners and students, and (3) teach skills to foster radical healing in the context of career development.

The program is designed to empower students with the skills and self-knowledge to cultivate a career and life that meets their values, personal goals, and ways of knowing. It is a 5-module empirically supported intervention grounded in the *Radical Healing framework* and *vocational psychology theory and research*. The radical healing framework addresses unique challenges underrepresented individuals face by emphasizing the importance of community and cultural strengths in healing and strategies to foster radical hope to resist systemic oppression. Integrating these elements into career interventions provides a holistic and culturally relevant approach, helping to fill existing gaps in literature and practice while serving as a bridge to better support students.

In this session, we will overview the program, including its aims to:

- De-mystify career development, helping us to view it as an active, ongoing process across the lifespan.
- Teach concrete skills and strategies to increase awareness of ourselves in relation to the world.
- Nurture a sense of community to de-stigmatize challenges experienced during career development & foster radical hope.

We will share the *strategies we utilized to bridge theory to direct interventions* in the development of the program and of our facilitator training program.

Finally, we will facilitate several experiential activities to model program execution and build audience efficacy and skills in fostering radical healing.

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## POSTER PRESENTATIONS

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### **Career Resilience of Taiwan Gay Men During Emerging Adulthood**

Hunag C.-Y.

This study aims to discuss the career resilience of gay men during emerging adulthood. Current career theories are mainly developed in heterosexual contexts. Whereas the research on resilience in the homosexual population is still developing. Since Arnett (2000) indicated the significance of emerging adulthood in career development, we have not seen enough research investigating the obstacles and resilience shown by gay men due to their sexual orientation and minority life experiences. Therefore, the purpose of this research is to focus on the career difficulties faced by gay men during emerging adulthood, as well as to elaborate on their experiences and the process through which they develop resilience. This study used narrative research paradigm. Four gay men participants in Taiwan were recruited and their interviews were analyzed by "category-content" and "holistic-form" approaches, respectively, to examine the core content of resilience and its development. The results show that the gay men in their emerging adulthood are not only experiencing being the beginner in their workplace, facing identity issues but also dealing with "coming-out" challenges. Throughout this process, the resilience they developed represents the ability to "maintain and keep up", including problem-solving ability, self-management, and utilizing social support as their resources. They also leveraged their experiences as gay individuals in their daily life and career advancement. On the other hand, resilience also represents the turning point for the challenges or the breakthrough for the obstacles, such as the transition in their career, resistance, and social support network. This research also finds out that when the gay men in their emerging adulthood develop career resilience, they tend to have atypical adaptation or unvictimized perspectives to seek a sense of meaning and hope.

## **Career Decision Ambiguity Tolerance and Its Effects on University Students Perceived Employability and Job Search Behavior**

Gamboa V., Vieira L., Rodrigues S.

There has been an emerging proposition emphasizing the importance of ambiguity tolerance (AT). For university students, a key component of the job search is dealing with unfamiliar, or complex information. Therefore, the ability to handle ambiguity is critical of job search outcomes. The career adaptation model can help us to explain the process of transitioning from university to employment. According to this model, better outcomes are achieved by individuals who are willing to cope with complex problems –adaptivity (e.g., ambiguity tolerance) and able –adaptability to perform coping behaviors that address changing conditions - adapting. The study aims to analyze the effect of tolerance to ambiguity on job search behaviors and perceived employability, considering the mediating effect of career adaptability. Participants- 235 portuguese undergraduate students (181 female, 77%). Ages ranged from 18 to 55 years old (M = 23.25, SD = 6.22). Data were collected through an online survey. Path analysis was performed to test whether the CDAT (preference, confidence, tolerance, and avoidance) influence directly and indirectly, through the mediating effect of adaptability, internal employability, and job search behaviors. Results - The standardized coefficients revealed significant direct effects between Preference (AT) and Adaptability and between Confidence (AT) and Adaptability. It was also observed significant direct effects between Confidence (AT) and Employability and Job Search. Finally, Adaptability mediated (partially) the effect of Confidence on Employability and Job search. Adaptability also mediated (fully) the effect of Preference on Employability and Job Search. Discussion - Globally, these results are in line with Savickas' (2013) career adaptation model, which advocates the relationships among important career adaptation and development variables. As an important contribution for the existent literature, we found that CDAT predicts career adaptability, employability, and job search behavior, and that career adaptability mediated the effects of AT (Adaptivity) on employability and job search.

## **A Critical Qualitative Investigation: Racism at Work**

Gordon M., Smith C., Erby W., Blustein D.

Racism has long plagued the lives of Black Americans in the U.S. (Carter et al., 2019; Pieterse et al., 2023; Helms, 2015), infiltrating various facets of life and negatively impacting their day-to-day experiences. From racism's prominence in the media (Castañeda, 2018) to its effects on Black Americans' health outcomes (Williams & Collins, 2001), economic inequality (Kraus et al., 2019), housing discrimination (Pager & Shepherd, 2008), and employment outcomes (Diette et al., 2018), very few aspects of life remain untouched. One such central aspect profoundly affected is the world of work (Cha-Jua & Neville, 2023; Wilkens-Yel & Farra, 2023). Given the essential importance of understanding the role of race and racism at work, we have conducted a critical qualitative investigation (Grzanka & Moradi, 2021) of the lived experiences of Black Americans within the contemporary work space. The overarching goals of this study are as follows: 1) To provide personal, in-depth descriptions of the current challenges, impact, and inner experience of how racism is manifested in the context of work in the U.S.; 2) To identify issues that have been overlooked or marginalized in the work lives of Black Americans, which are often evident via critical qualitative research; 3) To describe and theorize about how Black Americans are reacting to and/or resisting the hegemony of racism and white supremacy within the hierarchical context of work.

## Developing the Next Generation of Occupational Interest Profiles (OIPs) for Career Guidance: Applying Human and Artificial Intelligence

Heimpel N., Yan Z., Youn J., Zhang Y., Chu C., Rounds J.

**Background.** Career guidance involves directing individuals toward occupations which fit their interests. *Occupational interest profiles* (OIPs) describe the patterns of interests represented in occupations (Rounds et al., 2013) and are used alongside interest inventories to assess person-occupation fit in career guidance applications (National Center for O\*NET Development). The Comprehensive Assessment of Basic Interests (CABIN; Su et al., 2019) reflects work performed in modern occupations better than the dominant interest model, RIASEC (Holland, 1997). However, OIPs have not been developed using CABIN, which limits CABIN's utility for career guidance.

**Goals.** We will develop and evaluate OIPs for O\*NET occupations using traditional subject matter expert (SME) rating methods (Putka et al., 2023) and a novel method using Large Language Models.

**Methods.** Experts will rate a subset of 100 occupations using 41 CABIN scales, and GPT4o will rate 923 occupations. Experts and GPT4o will generate ratings by comparing occupational tasks to CABIN interest content. Interrater reliability and convergent validity will be assessed among experts and GPT4o. Structural validity will be assessed to evaluate the consistency of interest groupings with RIASEC and SETPOINT models. Criterion-related validity will be assessed through a survey study of employees to evaluate the relationship between person-occupation fit and career satisfaction.

**Results.** A pilot study using 16 representative occupations demonstrated strong retest reliability and convergent validity of profiles developed by GPT4o and a subject matter expert. The average correlation between profiles of the same occupation rated twice by GPT4o was .95. The average correlation between profiles of the same occupation rated by expert and GPT4o was .85. The figure compares profiles generated for an example occupation rated by expert and GPT4o ( $r = .87$ ). **Conclusion:** LLMs may present a scalable, reliable, and valid modality for rating occupations on interests.

## **Empowering Underrepresented Students: Evaluating the Critical Consciousness Module in Career Wellness Intervention**

Her P., Hasan M.

This qualitative study assesses 49 underrepresented college students' evaluation of the critical consciousness module after completing the Tune in to Strive Out Program, a 5-week career wellness intervention. The program aims to support students in developing wellness and self-determination in their vocational development. The intervention is grounded in career development theories and the Radical Healing framework, an interdisciplinary framework (French et al., 2020). Critical consciousness is a cornerstone of the Radical Healing framework and was first developed by Brazilian educator Paulo Freire to empower Brazilian peasants to mobilize their status in society (Freire, 1972). In recent applications of critical consciousness, it has been defined as the process where marginalized people develop a critical analysis of oppressive social conditions and use individual or collective change to address societal inequities (Diemer et al., 2016). As such, the critical consciousness module aims to empower underrepresented students to critically reflect on and understand systems of oppression so they can cultivate their own narratives. A five-step content analysis was utilized to assess students' short responses of what they found most helpful about the module. Five themes emerged: 1) *Learning about critical consciousness with others*, 2) *Using reflection as a tool*, 3) *Understanding the external forces and systems in my life*, 4) *Knowing my values*, and 5) *Feeling empowered to create change in my life*. The proposal aligns with this year's conference, Bridges, as it aims to create a bridge to foster critical consciousness among underrepresented students. It focuses on helping them navigate the challenges of higher education and the world of work through an interdisciplinary framework. Additionally, it showcases the success of an intervention designed for students from diverse backgrounds. The presentation will address implications for engaging with and supporting the career development of underrepresented students, considering broader socio-contextual factors.

## **Enhancing University Entrance Preparation Behavior through a Self-Determination Theory-Based Group Counseling Program and Motivational Interviewing**

Kim sunyoung, Au yunkyung

**Purpose:** This study analyzed the effectiveness of a group counseling program designed to improve college preparatory behaviors among Korean female middle school students. Targeting students in the transition period from middle to high school, the program was developed based on Self-Determination Theory (SDT) and Motivational Interviewing (MI) to increase basic psychological needs and foster self-directed planning in alignment with Korea's upcoming High School Credit System (HSCS) reform.

The program aimed to enhance students' autonomy, competence through structured sessions. Also this aimed to help them concretize their future college paths and increase their career preparatory behaviors through self-directed goal internalization and peer interaction.

**Method :** Semi\_experimental study (non-equivalent control group pre-post design)

Participants: 41 third-grade female students from a middle school in Korea (Experimental group: 20; Control group: 21)

Program: 8-session career counseling program integrating SDT and MI

**Measures:** Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS; Korean version) College Preparation Behavior Scale (CPBS)

**Results:**

Significant improvements were observed in the experimental group for: Satisfaction of psychological needs (autonomy, competence), College preparation behaviors (career exploration, academic effort)

Qualitative feedback showed that the program helped students move from vague career aspirations to structured planning. Participants reported increased self-understanding, goal clarity, and internal motivation. Also it showed improvement of self-regulatory capacity by expressions such as "I became more systematic," "I now know what I want," and "I built a plan using the SMART method".

**Conclusion:**

SDT-MI-based counseling can serve as an effective early intervention model under the HSCS framework. This pilot study highlights its potential in promoting autonomous motivation and adaptive career development among transitional middle school students.

## Development and Validation of Student-Subjective Underemployment: Focusing on the United States and Türkiye

Kim T., Buyukgoze-Kavas A., Kim E.-s., Allan B.

Unstable economic conditions have increased underemployment globally. Consequently, college students face career barriers, including uncertainty about underemployment despite their qualifications (ILO, 2024). Based on Feldman's (1996) definition, Allan et al. (2017) developed the Subjective Underemployment Scale (SUS), specific to U.S. working adults. Advancing this area, we developed the Student-Subjective Underemployment Scale (S-SUS) to capture culturally specific underemployment and college students' career developmental stages in the U.S. and Türkiye.

In Study 1, we generated an 83-item pool through literature reviews and expert feedback (Worthington & Whittaker, 2006). 543 U.S. participants responded to the items using a seven-point Likert scale. Kaiser's criterion, scree plots, exploratory structural equation modeling (ESEM), and content validity led to the selection of an eight-factor model as the best fit ( $\chi^2 [4,087] = 7,456.199$ ,  $p < .001$ , CFI = 0.92, RMSEA = 0.04, SRMR = .02). We finalized 24 items representing eight dimensions of underemployment: underpayment, status, under-hour, over-hour, involuntary temporary work, field underemployment, poverty wage employment, and perceived overqualification based on the statistical conventions (Brown, 2015; Worthington & Whittaker, 2006).

In Study 2, we examined factor structure and validity with 477 and 496 participants from the U.S. and Türkiye. Both samples confirmed the correlational model had the best fit to the data: the United States;  $\chi^2(276) = 6957.341$ ,  $p < .001$ , CFI = 0.98, AIC = 36123.054, RMSEA = 0.04, 90% CI [0.03, 0.05], and SRMR = .03, and Türkiye;  $\chi^2(224) = 568.001$ ,  $p < .001$ , CFI = 0.97, AIC = 720.001, RMSEA = 0.05, 90% CI [0.05, 0.06], and SRMR = .04. Construct validity was supported by the relations between S-SUS subfactors and work volition, decent work, and marginalization. Incremental validity showed that S-SUS predicted career and psychological distress beyond the perception of future decent work.

## Examining the Dimensions, Predictors, and Outcomes of Work Capital

Kim T., Duffy R., Choi Y.

Rapid systemic changes in the United States have exacerbated economic inequities, leading to the unequal distribution of vocational resources and increased downward classism (Bourdieu, 1986; Liu et al., 2004; Saez & Zucman, 2020). This has heightened scholarly focus on social class, classism, and access to work capital that encompasses economic, human, social, and cultural resources (Kim & Allan, 2024). Traditionally, work capital has been measured dichotomously, but Kim and Allan (2024) suggest that it may consist of distinct yet related dimensions (Bourdieu, 1986; Kim & Allan, 2024). Given these characteristics, we aimed to identify socially privileged and marginalized groups based on work capital that reflect contextual predictors and vocational outcome, informed by Work Capital Taxonomy (Kim & Allan, 2024) and Psychology of Working Theory (Duffy et al., 2017).

Specifically, we clustered participants based on their economic, human, social, and cultural work capital by using latent profile analysis (LPA) on a sample of 439 U.S. working adults. We also employed the R3STEP method with multinomial logistic regression to examine how predictors (childhood and current social class and downward classism) relate to profile membership. Additionally, we used BCH analysis to assess how profile membership connects to vocational outcomes (work volition, career adaptability, and decent work).

Our findings identified three distinct profiles: (1) low human and cultural work capital, (2) low economic work capital, and (3) above-average work capital. Participants in the low economic work capital group were more likely to come from lower social class backgrounds, whereas those in the low human and cultural work capital group experienced greater downward classism. Regarding outcomes, the above-average work capital group reported the highest levels of work volition, career adaptability, and decent work attainment.

## **Coping with meaning-making experience at work and association with work-related variables**

Masaki S.

Meaning-making is a positive process of reconstructing or reevaluating events and experiences (Taylor, 1983). It involves finding positive aspects in negative events and functioning as a causal attribution for understanding events (Baumeister & Vohs, 2002). Meaning-making experiences in work have been shown to influence meaningful behavior in individuals and organizations (Masaki, 2021). All work has the potential to be meaningful or meaningless, and meaningful work occurs episodically through shared, autonomous, and temporally complex work experiences (Bailey & Madden, 2017). The present study examined the experience of finding meaning in work from the perspective of Park's (2010) meaning-making model.

In this study, we examined how coping with stressful events affects work-related variables among 272 full-time employees in their 20s to 50s working in Japan. The questionnaire consisted of stressful experiences in work, coping strategies (deliberate rumination and tri-axial coping), and work-related variables (meaningful work, organizational behavior, withdrawal intention, and work fatigue). Results indicated that deliberate rumination, help-seeking, and affirmative interpretations of coping strategies were positively associated with meaningful work and behavior in the organizational context, whereas avoidance and resignation coping were negatively related to meaningful work. The correlation of each coping strategy with withdrawal intention and work fatigue was found to vary. Furthermore, people who find meaning in events tend to cope with help-seeking and affirmative interpretations, engage in meaningful work, and meaningful behavior in the organization. In contrast, individuals who were unable to derive meaning from their experiences exhibited more fatigue due to unresolved issues. Help-seeking and affirmative interpretations of coping may foster meaningful work and behavior in the organizational context. (261 words)

## **Differences in the help-seeking behaviors among young workers depending on workplace dignity**

Michitani R., Masaki S.

In recent years, it has been shown that help-seeking in the workplace affects job performance and creativity, and autonomous help-seeking is especially desirable (Geller & Bamberger, 2012). One of the promotion factors of autonomous help-seeking has been a respectful work environment among young workers (Michitani, 2024). In this study, we examined how various help-seeking behaviors in the workplace differ by workplace characteristics from the perspective of workplace dignity (Thomas & Lucas, 2019). Workplace dignity affects employees' discretionary work efforts (Ahmed et al., 2023), which would influence autonomous help-seeking behavior. Workplace dignity is also essential in building an affirmative and inclusive view of the psychological experience of working (Allan & Blustein, 2022).

In this study, we conducted a cluster analysis using the Workplace Dignity Scale (Thomas & Lucas, 2019) to examine differences in help-seeking behavior and anticipation of help-seeking among 197 full-time employed individuals in their 20s living in Japan. The results indicated that a higher level of workplace dignity is associated with an increased engagement in autonomous help-seeking and a decreased tendency to avoid seeking help. When a group has medium dignity but also high insults, they are concerned about evaluation, impatient to grow, and more likely to avoid help-seeking. Therefore, to foster autonomous help-seeking behavior, it is not sufficient to provide opportunities for young workers to feel respected in the workplace; it is crucial to reduce experiences of indignity.

## Development and Validation of Career Futures Inventory-Adolescent Version

Park C., Rottinghaus P., Cullen J., Milord J., Qu H.

Career exploration and decision-making are key developmental tasks during adolescence. Career adaptability, which encompasses coping with work preparation, adjusting to changes, and transitioning into new roles (Savickas, 2005), is crucial in this process. The Career Futures Inventory (Rottinghaus et al., 2005) and its revised version (Rottinghaus et al., 2012) are widely used to measure career adaptability. However, they have not been tailored to the unique characteristics of adolescents. This study aims to develop an adolescent-specific version of the Career Futures Inventory (CFI-AD) and assess its construct validity.

Study 1: We conducted exploratory factor analysis with 315 high school students (59% female, 84.1% Hispanic/Latinx). The initial CFI-AD included 34 items based on the CFI-R. Results supported a 5-factor model,  $\chi^2(73)=129.026$ ,  $p<.001$ , RMSEA=.049, 90% CI [.035-.063], CFI=.986, TLI=.970. The final 20-item measure included five factors: Occupational Awareness, Support, Career Agency, Work-Life Balance, and Negative Career Outlook.

Study 2: Approximately 300 high school students will be recruited for confirmatory factor analysis to test the identified factor structure. Construct validity will be evaluated by exploring relationships between the CFI-AD scales and other relevant measures, i.e. Career Adapt-Abilities Scale (Savickas & Porfeli, 2012), Career Decision-Making Self-Efficacy Scale-Short Form (Betz & Luzzo, 1996), and Work Volition Scale-Student Version (Duffy et al., 2012).

This research supports ongoing work addressing career adaptability by extending the Career Futures Inventory to adolescent populations. The CFI-AD is conceptually similar to the original CFI, including five factors critical to promoting adolescents' successful transitions to higher education or employment endeavors. The findings will have implications for career counseling and research, providing a validated tool to better assess career adaptability in adolescents.

## Online career interventions for students facing career transition: a scoping review

Rodrigues S., Gamboa V.

The growing complexity of the labor market requires young individuals to be adequately prepared to navigate challenging career transitions. Educational policies have increasingly promoted psychological support during these transitions, and the pandemic accelerated the adoption of online interventions. These interventions offer notable advantages, such as enhanced accessibility, flexibility, and cost-efficiency, yet they also face significant challenges. However, specific guidelines and recommendations for distance psychological interventions have been established to regulate ICT-mediated practices, reinforcing the rigor and legitimacy of this format. Despite the growing attention to online career interventions, little is known about the specific characteristics of such interventions. This study presents a scoping review on the characterization of online career interventions for students facing career transitions. The review follows the PRISMA-ScR (Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for Scoping Reviews) guidelines. Thirteen keywords, four databases (Psychology and Behavioral Sciences Collection, PsycINFO, SCOPUS, and Web of Science), and five eligibility criteria were defined. Among the 44 articles collected, nine were selected for meta-synthesis. The results indicated a predominance of (1) three theoretical frameworks, (2) group intervention modalities, (3) the adoption of pre- and post-testing evaluation systems, including control or comparison groups, and longitudinal monitoring. Only one study specified the inclusion of critical ingredients, and career adaptability was the most evaluated dimension. Additionally, communication platforms, website inclusion, and the use of digital tools were considered. Recommendations are provided to guide future research and practice in this field.

## **Examining Proactive Personality & Classism Within the Psychology of Working Theory Among College Students**

Sanchez M., Thompson M.

Studying proactive personality and classism within the Psychology of Working Theory (PWT) highlights how personal initiative can act as a bridge to mitigate the challenges posed by systemic factors in shaping future decent work perceptions. Proactive personality constitutes a range of proactive behaviors, such as information and feedback seeking, future-oriented thinking, and network building, all of which contribute to career success. While proactive personality is theorized to mitigate the impact of economic constraints and marginalization on work volition, career adaptability, and the ability to secure decent work within PWT, the existing literature presents mixed results on whether proactive personality moderates these relationships among college students.

Building on PWT, this study investigates the moderating role of proactive personality in shaping future decent work perceptions among a sample of college students attending a large public Midwestern university in the United States. Data collection and analysis will occur in Fall 2024, with hypotheses tested through structural equation modeling. The findings will contribute to the growing body of research examining the connections between classism, economic constraints, work volition, career adaptability, and perceptions of future decent work in college students.

Understanding whether proactive behaviors are viable targets for intervention is essential in addressing the systemic challenges that college students face in their career development. The study's implications for higher education institutions and mental health practitioners will be discussed, along with recommendations for future research directions related to the Psychology of Working Theory in college populations.

## **Employer Reflections on Recruiting, Selecting, Training, & Evaluating Student Interns from Minority-Serving Institutions**

Sanchez M., Thompson M.

Internships are widely regarded as a key signal to employers that students are ready to enter the workforce. However, concerns about unequal access to these "high impact" opportunities for students from underrepresented backgrounds remain. Despite this, limited empirical research has focused on the perspectives of employers—the critical gatekeepers of internship opportunities—particularly regarding their internship recruitment practices.

This research acts as a bridge between employers and students, providing valuable insights for students, researchers, and higher education administrators into the skills and qualities employers seek when recruiting and selecting college students from Minority-Serving Institutions (MSIs) for internships. This study also bridges research from sociology (i.e., Ray's theory of racialized organization), social psychology (i.e., cultural mismatch theory), and vocational psychology to examine how institutional actors' cognitive schemas, shaped by internalized ideologies of race, class, and culture, influence how employers conceptualize, design, and engage with intern recruitment and selection at Minority-Serving Institutions (MSIs). This exploratory study involved nine in-depth interviews with employers who recruited college interns from two Historically Black Colleges and Universities (HBCUs) and one Hispanic-Serving Institution (HSI).

Using Reflective Thematic Analysis and accounting for researcher positionality, four core cognitive schemas emerged: (1) employers' perceptions of the value of internships for students (e.g., workforce socialization) and organizations (e.g., building hiring pipelines); (2) compensation as a pivotal factor for equity; (3) the persistence of discrimination and bias; and (4) the need for enhanced institutional diversity, equity, and inclusion (DEI) initiatives.

The research findings imply that career counselors should engage students from underrepresented backgrounds in conversations about their career aspirations and internship experiences to consider how experiences of discrimination may impact their career decisions. Furthermore, employers are encouraged to implement structured interviews to reduce bias in recruitment and selection.

## **Enhancing Career Adaptability Among Older Adults: A Vocational Psychology and Human Resource Development Perspective**

Scott R.

Older adults are a growing demographic, accounting for almost 25% of American workplaces (Golden, 2022). This phenomenon is felt globally, with many countries increasing retirement age (Jansen et al., 2019). Research performed in Switzerland found that while employers may retain older adults to leverage the knowledge and experience they possess, some workers may be uncertain of how to navigate continued employment (Jansen et al., 2019). Therefore, career adaptivity is essential to address the motivation, resilience, and self-efficacy elements of this developmental stage in life for adults in the workplace. Under the lens of Supers, career adaptivity was defined by Frouad (2007) as “the readiness and resources an individual has to complete the developmental tasks associated with career development” (p. 548). As career professionals will have a greater likelihood of interfacing with this demographic, there comes the responsibility to understand the vocational psychological factors alongside the barriers to the workplace that HRD interventions could address by assessing career readiness and providing access to resources. Lytle et al. (2015) recommend that vocational experts explore HRD literature to assist older adults with navigating career transition and be aware of how they can apply transferrable skills across sectors or during employment-related changes. Recent studies show that age-appropriate HR practices can be utilized throughout an entire span of employment in recruitment, training opportunities, career progression, retirement decisions, and relationships among employees, managers, and employers (Previtali et al., 2022, p. 97). Therefore, older adults can become aware of how to navigate employment and advocate for options such as lifelong learning, career counseling and development programs, flexible work arrangements, mentoring and coaching opportunities. Under this conceptual integrated framework, older adults can receive holistic support from career professionals who are equipped to both counsel and advise them around critical employment areas.

## **Changes in Sociopolitical Development Among Adolescents in a Rural Community After a Career Intervention: A Pilot Study**

Shin J., Ali S., Dizdagic I., Henrichs J., Mendieta C., Mendieta P., Wang T., Yanez G., Ybarra L., Yeager N.

Career development among rural youth presents challenges due to limited access to resources, mentorship, and career-related opportunities. A career intervention based on Social Cognitive Career Theory and sociopolitical development offers a framework for supporting rural youth career programs (Ali et al., 2019). Sociopolitical development, defined as the motivation to address inequalities and recognize personal agency in structural oppression (Diemer et al., 2008), is linked with career expectations in adolescents of color from low socioeconomic backgrounds (Diemer & Hsieh, 2008) and healthcare interest in immigrant youth of color (Ali et al., 2021). This study examines changes in sociopolitical development and SCCT variables after participation in Project HOPE, a healthcare career education initiative (Ali, 2013; Ali et al., 2017).

A quasi-experimental pretest-posttest study was conducted with 85 eighth-grade students from two rural middle schools (Group 1 = 54, Group 2 = 31) in a predominantly immigrant Midwestern rural community. Pre- and post-surveys, administered one to two weeks after the intervention, measured Health Career Task Self-Efficacy (Ali et al., 2018), Health Career Search Self-Efficacy, Health Career Outcome Expectations, Health Career Intention, Math-Science Self-Efficacy, Math-Science Outcome Expectations (Fouad & Smith, 1996), Math-Science Intentions and Interests, and Sociopolitical Control Scale for Youth (Peterson et al., 2011).

In Group 1, paired t-test analyses revealed that post-test scores were significantly higher than pre-test scores for the sociopolitical development (Pre-test:  $M = 30.95$ ,  $SD = 8.80$ ; Post-test:  $M = 42.58$ ,  $SD = 9.95$ ;  $p < 0.01$ ). However, no significant changes were found in SCCT variables and sociopolitical development for Group 2.

Results suggest that sociopolitical development can be fostered through career education programs for rural youth. Future studies could examine how sociopolitical development impacts career decision-making and consider longitudinal studies to track changes over time. Disparities between groups should be further explored to tailor interventions for specific community needs.

## Is Fairness a Fantasy?: A Latent Profile Analysis of Organizational Justice

Smith C.

In the aftermath of the COVID-19 pandemic, workers started questioning their subservience to their jobs, fighting for rights like paid time off and increased flexibility (Olen, 2022). One of these issues gaining increased attention is unfair treatment by one's supervisors. According to a 2021 survey, 82% of employees report that their workplace environments lack fairness (Gartner, 2021). Organizational justice, or fairness in the workplace, is comprised of four sub-dimensions: distributive (promotions, pay, rewards), procedural (decision making processes), interpersonal (respectful treatment) and informational (clear communication) (Colquitt, 2001). In previous studies on organizational justice, variable-centered approaches have been selected to identify broad patterns in workplace fairness (e.g., Rahman et al., 2016; Purwanto, 2020). Although useful, these approaches assume that working conditions are homogenous. However, research on wage gaps based on gender and race, work environment differences between industries, and gender differences in workplace values suggests that distinct heterogeneous groups of workers may exist, such as groups who are paid fairly but treated unfairly interpersonally (Bornstein, 2022; Jepsen & Rodwell, 2010; Lips-Wiersma et al., 2016). To investigate the presence of these groups, Latent Profile Analysis (LPA) was conducted with a sample of working adults in the United States (N=539). Using the four types of organizational justice as indicator variables (Colquitt, 2001), three distinct profiles were identified. Subsequent analyses explored differences between profiles on several predictor variables (e.g., economic constraints, marginalization, work volition, and meaningful work) as well as one outcome variable (dignity at work). Further, participants' brief written descriptions of their fairness experiences were analyzed qualitatively to supplement quantitative methods. Ultimately, this study's aim is to advance understanding of workers' experience of fairness in the workplace, utilizing a specific, person-centered approach. This nuanced perspective will hopefully allow for more specific interventions to target workers in these common profiles.

## **Narrative-Based Career Decisions: Employing PROGRESS for Individualized Career Development**

Temurnikar M.

In today's dynamic job market, making informed career decisions is crucial yet challenging due to various influencing factors. PROGRESS is an innovative, introspective tool developed to aid individuals in navigating their career paths effectively. It addresses the limitations of traditional career assessments by being culturally competent and narrative-focused.

### **What is PROGRESS?**

PROGRESS is a mnemonic-based questionnaire designed to facilitate self-reflection and career readiness. It prompts individuals to evaluate their current career standing, identify strengths, and anticipate future support needs. The tool comprises several key questions that guide users through understanding their career purpose, expected rewards, available options, guidance sources, resources, past enjoyable experiences, strengths, and obstacles.

### **Importance and Context**

Traditional career assessments often focus on reaching predefined outcomes without considering personal narratives or cultural contexts. PROGRESS fills this gap by providing a holistic approach that empowers individuals to take ownership of their career decisions. It is particularly useful in diverse settings and for individuals at various life stages.

### **Usefulness**

The tool enhances self-awareness and clarity in career decision-making. By encouraging users to reflect on personal motivations and external influences, PROGRESS helps them set realistic goals and develop actionable next steps. Its adaptability makes it suitable for use by educators, counselors, and individuals alike.

### **Implementation**

PROGRESS can be administered without specialized training, making it accessible to a broad audience. It is designed to be used in exploratory conversations where individuals feel uncertain about their career paths. The tool's structure allows for flexible use in both personal reflection and guided counseling sessions.

In summary, PROGRESS offers a comprehensive framework for understanding and navigating the complexities of career decision-making, making it an invaluable resource for fostering purposeful career development. This summary effectively captures the essence of PROGRESS while adhering to the specified word limit and focusing on the requested aspects.

## Testing an SCCT Model of STEM vs. non-STEM Students' Intentions to Persist to Graduation

Turner S., Niznik K., Berger C., Christman S.

There is a growing demand for science, technology, engineering, and math (STEM) professionals (Boggs et al., 2022). STEM workers earn more than twice what non-STEM workers earn. Thus, a STEM career choice can be both highly satisfying, and highly rewarding (e.g., BLS, 2024). However, in the U.S. only 40% of students who enter STEM majors complete their degrees (Stevens IT, 2023). Moreover, the gender and ethnic gaps in STEM degree completion continue to persist (e.g., Koch et al., 2022), meaning that a large sector of the potential STEM labor force is unavailable.

Researchers have shown that barriers and supports in the financial, academic, social, and individual/personal characteristics realms influence academic persistence in STEM (e.g., Turner et al., 2022). However, few models exist that examine how these barriers interact to support or detract from student persistence. Thus, we designed/tested a Social-Cognitive Career Theory model (SCCT; Lent et al., 1994) to investigate persistence-to-degree completion intentions.

Participants were 411 undergraduate STEM ( $n=180$ ) and non-STEM ( $n=230$ ) majors (25% each African American, Asian American, Latinx, White). Multi-group Structural Equation Modeling indicated that the hypothesized model was a good fit to the data ( $\chi^2=1.45$ ; IFI=.98; CFI=.98; RMSEA=.03; Hoelter's $>.05$ ) and supported SCCT theory. For both STEM and non-STEM students, GPA ( $\beta=.64$ ) was the strongest predictor of academic efficacy, and proactivity ( $\beta=.58$ ) was the strongest predictor of career goals. Social support was 4 times more predictive of academic efficacy for STEM students than for non-STEM students ( $\beta=.50$  compared to  $\beta=.13$ ). Efficacy, outcome expectations, and career goals together predicted 23% of the variance in STEM students' and 26% of the variance in non-STEM students' intentions to persist to graduation. Counseling and student support implications will be discussed.

## **Beyond the Program – Student Insights from Project HOPE Follow-Ups**

Wang T., Ali S., Dizdagic I., Henrichs J., Mendieta C., Mendieta P., Shin J.

The purpose of current qualitative study is to better understand the experiences of 8th- and 9th- grade students who participated in Project HOPE, a Healthcare Occupations, Preparation, and Exploration (HOPE) program, grounded in Social Cognitive Career Theory (Lent et al., 1994), designed to address the growing need for healthcare workers in rural areas (Ali, 2013). The shortage of healthcare workers in rural areas of the United States contributes significantly to critical health disparities in rural communities (Logan & Castañeda, 2020). Previous research indicates positive effects of career interventions on various outcome measures, particularly career decision-making, self-efficacy and outcome expectations (Whiston et al., 2017; Soares et al., 2022). Earlier studies on Project HOPE revealed significant findings regarding the effectiveness of the intervention, including increases in students' healthcare career task self-efficacy and healthcare career interests (Garrison et al., 2021), as well as improvements in math and science self-efficacy (Ali, Brown, & Loh, 2017). However, an in-depth understanding of what students learned, and the long-term impact of Project HOPE has yet to be explored. Therefore, the goal of this follow-up qualitative study is to obtain a deeper understanding of students' experiences with Project HOPE, to further inform the development of the Project HOPE curriculum. The specific research question is: "How do students describe their experiences with Project HOPE in a one- and two-year follow-up?" We will conduct semi-structured interviews with 8-10 middle school students who previously participated in Project HOPE. After transcription, interview data will be analyzed using the thematic analysis methodology (Braun & Clarke, 2006). Preliminary data analysis for this study will be presented at the conference.

This qualitative follow-up study will expand our current knowledge of Project HOPE's effectiveness. We aim to provide a more holistic understanding of Project HOPE's long-term impacts on students' career interests and identify areas for program development.

## **Work problems, self-control, and alcohol use among college students: Integrating social cognitive career theory and mechanisms of behavior change in substance use**

Willis M., Lane S.

Workplace factors are known to influence alcohol use, with findings indicating, for example, that individuals are more likely to engage in alcohol use if they experience a stressful work event (Liu et al., 2009). However, little research to date has considered how overlap between major vocational and substance use theories may inform investigations of this relationship. Self-efficacy, or perception of the competence of the self in a given context, is a critical concept in both social cognitive career theory (Lent et al., 1994) and mechanisms of substance use behavior change research (Witkiewitz et al., 2022). The current study aimed to replicate the direct relationship between work problems and alcohol use (Frone et al., 2019) and to provide evidence of their indirect relationship via self-efficacy in a sample of U.S. undergraduate students. Secondary data analysis of a longitudinal study was carried out using multilevel regression and mediation models. Self-control was used as a proxy for self-efficacy. Though efficacy and control are distinct constructs, previous research has shown that they are highly correlated in this population ( $r \sim 0.40$ ; Yu et al., 2022). In three-level regression models (time nested in students nested in roommate pairs), work problems significantly positively predicted self-control, which significantly negatively predicted alcohol use frequency and quantity. The direct effect of work problems on alcohol use frequency was negative and significant, while its effect on quantity was not significant. There were significant between-persons indirect effects of work problems on alcohol use frequency ( $b = -0.37$ ,  $SE = 0.09$ ,  $p = .000$ ) and quantity ( $b = -0.33$ ,  $SE = 0.08$ ,  $p = .000$ ) in two-level mediation models (time nested in students). Though the relationship between work problems and alcohol use was not in the predicted direction, the prediction that this relationship occurs via self-control was supported.