

**Using design thinking to develop a new narrative-based career
construction counselling model for young people in life transitions**

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Abstract

This thesis explores innovative ways to help young people, challenged by their transition to the world of work, to have a clearer path planned, and be more confident in their lives and aspirations. The thesis also explores the design of such approaches. It is a qualitative practical action research project that involves an investigation of the practices of design and of career counselling for young people. The researcher is also the practitioner for the design thinking and counselling delivery study. This explores possibilities for more effective career counselling approaches and interventions, and considers whether the design process of a career service can be researched. The design thinking approach is applied during both the counselling design process and the research design; many design tools are used during the co-design process with youth advisors who belong to the target client group.

Today's job market is competitive, flexible, and complicated. Young people's transition to the world of work is challenged by both social-economic pressures and the ever-changing nature of the job market. The research argues that traditional career service models do not respond to the new challenges of the 21st century, and current career services still require improvement in many aspects to meet young people's needs. These needs for improvement in available career services, and the development of new career services, including new career counselling models, are recognised by researchers and policymakers globally and locally in Scotland.

This study takes a social construction perspective and adopts the life-design approach for developing a new 'narrative career construction counselling model' called FutureMadeByMe (FMBM). The focus of my design of the approach and interventions is informed by the gaps I have identified in both the practitioner literature and academic literature. These are: lifelong learning, self-knowledge development, holistic and individualised career counselling, future thinking, action-taking, and group career

counselling.

The theories of Community of Practice (CoP), narrative counselling, action research, and youth participatory research informed the theoretical framework for this study. CoP theory informed the design and the evaluation of the group counselling model. The narrative counselling theories directed the design. Adopting an Action research approach helped my development professionally as a youth worker delivering career counselling. Youth participatory research theories helped me maintain research integrity when working with young people, and ensured that the design respects young people's voices. To evaluate and improve the counselling model, I tested the design in three stages. The results show that FMBM can help young people in transition to improve their self-knowledge, enhance their future-thinking, and encourage action planning and action taking.

This study primarily contributes to knowledge in this area with a step-by-step design process innovation, illustrated by the development of a career counselling model that helps young people's voices to be heard. It provides a narrative career counselling model that can be adapted by professionals from multiple disciplines who want to help young people in transition with career development and life design issues. It serves as a handbook to help ensure that the model can be more easily learned. It also provides a reflection on the methodology of action research and youth-participatory research. Beyond that, I have also engaged in professional development as a youth worker and service designer.

Keywords

Career construction counselling, transition to work, reflective practice, design thinking, youth participatory research, FutureMadeByMe

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Author's Declaration

I, Ziwei Wang declare that the enclosed submission for the degree of Doctor of Philosophy and consisting of PhD by Thesis meets the regulations stated in the handbook for the mode of submission selected and approved by the Research Degrees Sub-Committee.*

I declare that this submission:

is my own work, and has not been submitted for any other academic award.

Signed: ZIWEI WANG

Date: 29 03 2021

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1 Introduction

This chapter begins with a description of my positionality as a researcher (the main instrument of the research process), followed by the research aims, the central phenomenon, the research position, the research questions, and the research methods.

I obtained my bachelor's degree in social work at Xiamen University in China. During this course of study, I worked with different marginalised groups, including young people with mental health issues. Social work in China usually encompasses all kinds of supporting work for under-privileged people, including youth work. Before pursuing a master's degree in community development and youth work at Durham University (UK), I worked for two years promoting young people's welfare in China. Then, in 2017, I qualified as a youth worker in the UK, which involved 600 hours of youth work placement in Durham. During this time, I worked with young people (YP) aged between 10 and 28 years old. Among the personal issues they shared with me, what struck me the most was their confusion when considering the future. As a young person myself, I too have experienced a great deal of confusion when planning my future, especially during my last year of university. Therefore, I was able to understand the YP's frustration in relation to the not knowing, which prompted me to learn more about this issue and develop a better way to address it.

It is a passion of mine to promote YP's wellbeing and empower these individuals. I believe in the great potential that YP have to change the world for the better, and I want to help them harness that power to make positive impacts. The initial idea for my research project related to YP's social development. I then narrowed it down to the subject of identifying a professional path that can allow YP to quickly start making a meaningful impact on society. I opted to focus on the education-to-work transition as it constitutes a significant life transition during which YP make career decisions that determine the directions of their professional and life paths. In my practice, I often see

YP struggle to figure out what careers they wish to pursue. They sometimes have no idea about what they will do in the future or only the vaguest sense of a possible direction; other times, they have an ideal future life in mind, but do not know how to connect their present life with this ambition.

My work experience enabled me to realise that youth work is a profession that requires continuous improvement to meet YP's needs. In practice, there is no fixed approach for doing youth work; nor should there be. I adopted a structured design process for the development of new approaches and delivered group activities, and I also engaged in one-to-one informal consulting sessions with the YP who needed it. Despite not being a professional counsellor, many YP trusted me to provide support in their life planning. I believe that youth workers should make the most of this trust to support YP's transitions by providing informal but effective counselling when needed.

I wish to use my practical knowledge gained from working with YP and my theoretical knowledge gleaned from studying the social sciences to explore innovative ways to help YP with their transition issues and career and life planning. I aim to develop a holistic, user-centred life design and career counselling model that can be delivered by non-counselling professionals working closely with YP in transition. This is why I chose the Glasgow School of Art as the venue for this project. Although I am not a designer, I intend to use design methods and a systematic approach to develop the kind of counselling model described above. As I, myself, am not a professional counsellor, if the counselling model can be delivered as a research output directly to users successfully by me, this would indicate that the counselling model can be learnt and applied by non-counselling professionals.

In summary, I am a qualitative researcher, and this positionality has been the main research instrument in my research process.

This project aims to develop a holistic and progressive narrative-based career

construction counselling (NCCC) model for YP entering the professional world. It intends to contribute an innovative approach to support our emerging and future generations as they transition between the world of education and the world of work. And, more importantly, it attempts to develop and showcase a suitable design process that can be adopted by youth work practitioners wishing to improve their practice or develop a new approach to solve the practical problems they encounter. This qualitative research employs design tools (Martin et al., 2012) and design thinking (Brown and Wyatt, 2010) to achieve its goals.

The general research aim is:

- To test innovative approaches for developing a holistic NCCC model that can help YP transition from education to work so as to better manage their careers and lives.

Breaking this down, I have the following sub-aims:

- To employ an innovative design process for the efficient and transparent design of a holistic NCCC model.
- To develop an overall NCCC model and a series of exercises for the model that helps YP with life and career planning during transitions. In particular with self-knowledge, future visions, and action taking.

The main contribution of this research is the application of an innovative, structured design process for developing an NCCC model called FutureMadeByMe (FMBM). Many rounds of testing in this study suggested that the model was effective in supporting young people's career management and life planning during the education to work transition. I have also developed a handbook for practitioners employing FMBM and reported the accounts of YP's transition to the world of work. Through this study, I have developed a creative methodology that can be applied by practitioners in

service design research, with design thinking applied in the research design. Moreover, I have proposed approaches for conducting youth participatory design research, examined the effectiveness of FMBM, and designed exercises for holistic support.

It is hoped that this research will enable secondary school and university staff to identify the issues their students might have relating to their subject choices and wellbeing. This study is also intended to inform policymakers about what kinds of interventions are more beneficial for YP, especially those in transition, so that policies can be devised that encourage more exploration of the new approaches. In addition, ideas are proposed for ways in which practitioners can offer more appealing and memorable services. As for the YP involved in the research, they were not only granted a chance to help their peers, but they also received inspiration regarding the directions of their own life paths.

I believe that this study will contribute to a deeper understanding of YP's career development and their transition to adulthood. It will also give a voice to YP in need of holistic support, who are not heard by stakeholders. Lastly, it will add to the practical knowledge of career counselling.

1.1 The central phenomenon

In this study the targeted research group is YP aged 18-25. A significant number of YP work in jobs that do not represent their knowledge or educational level. While the UK has recorded a steadily increasing rate of graduates in the last decade, nearly half of them are working in non-graduate jobs (BBC, 2015; ONS, 2013). A great number of graduates entering the labour market in an industry not related to their major subject (HESA, 2019a). One possible reason for this phenomenon is that these graduates are not fond of the subjects they studied. In addition, 36.6% of graduates do not find their qualification to be very important for their job (HESA, 2019b). Therefore, in this study, I wish to focus on the issues faced by YP transition to the world of work, particularly their journey of getting on paths that lead to less regret or failure and to greater personal

fulfilment.

YP today have different expectations of themselves than previous generations did, as the job market has changed dramatically. However, YP still tend to imagine their future paths in the same ways that their parents/guardians did, as the traditional path appears the most obvious (Goodwin et al., 2015). Hence, it is not easy to integrate changes into their life plans. Connecting the present with a future that is hard to imagine is difficult for YP, which makes it challenging to plan their life paths logically and it can lead to many surprises (Lagattuta, 2014).

Not knowing what they want when choosing which subjects to study or jobs to pursue is one possible reason for the mismatched employment outcomes and for YP's under-employment. While one survey of 13-17-year-old teenagers found that 91% of them know what career they want to follow (PayScale, 2017), another survey shows that 44% graduates do not know what they wish to do after graduation (McKeown, 2015). It seems that YP experience a certain degree of uncertainty about their future career paths in parallel with the great deal of emotional and intellectual change they undergo in their years of transitioning to adulthood (Goldstein et al., 2019). It is widely acknowledged that emerging adults nowadays face uncertain and extended transitions in a fast-changing society (Chesters et al., 2019). Life events such as job hunting tend to emerge later, last longer, and are often repeated (Bleidorn et al., 2018); negative life events may have lasting impacts on young adults in terms of their career exploration (Öztekin and Bayraktar, 2019). Globally, greater competition in the labour market forces young adults to make the right "first career choice"; yet, this is a tough task, as there are many factors to consider (Emmett and Minor, 1993; Kacerova, 2016). The key is for YP to make personalised choices, and career services can help them with this task (Stahl, 2018). This study focuses on helping people make career decisions that are consistent with their future visions and identities so that they can avoid some of the negative experiences brought about by poor choices.

Youth workers and other practitioners who support YP in transitions should pay more attention to the issues YP face during this change. One thing we can do is to develop new approaches based on theories generated from practice and evaluate new approaches in practice. Without many programme development examples to follow, it is not easy to design a new career counselling model for YP; a great deal of reflection is needed in this process and any changes made should be tested in practice (Williamson, 2017). To facilitate such a process in this study, I will play the roles of service designer, counsellor, and researcher. Grounded theory is most suited to interpreting the experiences and perspectives of these roles (Breckenridge, 2014). Applying grounded theory, I will examine all of the insights the data can provide and generate grassroots-based knowledge for a user-centred design output. To maintain the integrity of this research, I will combine service design tools, reflective practice methods, and career counselling and youth work practice principles, while also drawing support from related theories and practical plans (DuPaul, 2009).

A life design and career counselling model can be used to help people of all ages manage their life and professional paths. The life design counselling model that this study builds upon is not age-specific; neither are the theories in which this study is grounded. Nevertheless, this study will focus on young people transitioning from higher education to work, as this is where my professional background and research interests lie. Each social projects defines YP differently, for different UN projects and organisations, the age can be from 15 to up to 35 (UN, 2013). A common definition of higher education is a continuation of study for people aged 18 and higher (University of Warwick, n.d.). Hence the target group of this study are people over 18. This study consider their time of leaving education and set the targeted research group is YP aged 18-25.

I have encountered difficulties in the participants recruitment in this project, therefore the age limit of participants was loosened. As one of the participants turned 35 during

the study. He was accepted as he was facing the challenges of transition from education to work, which he believes that are also faced by his classmates in their early 20s. In addition to that, he offers valuable reflection to his experience. I believe that he can represent the group of students who had work experience before entering HE, considering that more than 20% of the students enrolled in higher education in the UK are over the age of 30 (HESA, 2019a). The participants' age range in this study is 18-35. And I embrace the possibility to have FMBM model more available for a wider group.

The term “transition”, as it is used in this research, refers to the various transitions that individuals corresponding to the above definition of “young people” may undergo. These might include transitions to higher education or from education to work, which involve critical decision making that may potentially change the direction of one’s future. These decisions can be choosing subjects for higher education studies, choosing an industry after graduation, and more. The transition to the world of work is a transition from a non-work-focused life stage to a work-focused life stage, mainly from education to work.

Career study is an independent field, in which career development interventions can be discussed without considering other life matters, whereas, in reality, career decisions are affected by many factors. For instance, in Apergis-Schoute’s life story, though he would like to obtain his dream job, achieving a quality family life is his top priority (Pain, 2011). In this study, the aim of FMBM is to help YP think not only about their career paths, but also about their life paths, which contain their career paths; in other words, FMBM will be holistic personal and professional development support.

Co-design contributes greatly to the success of a designed service (Steen et al., 2011). Therefore, I wanted YP to become deeply involved in this study, as co-designing an

intervention brings higher levels of engagement, satisfaction, and usefulness (Thabrew et al., 2018). It will bring challenges to the study, but also more fresh perspectives. According to design practitioners, co-design is a collective form of creativity in which end-users are meaningfully involved, are seen as experts in their experiences, and are at the centre of the design (Chisholm, 2015; Design Council, 2017). Solutions are explored and sought collaboratively during the entire design process. Co-design allows users to contribute information regarding how they feel, what they know, and what they hope for (Thabrew et al., 2018).

Career construction theory (CCT) (Busacca, 2007; Savickas, 2013a) offers a theoretical perspective that pays attention to changes in the job market. According to CCT, YP can manage their career development successfully by balancing personal needs with environmental factors (Savickas, 2013b). Their ability to do so is considered career adaptability (Savickas, 2013b). To help YP make decisions that are consistent with the kind of lives and futures they desire, we need to first help them become clear about their current positions and their ideal future life visions. Having developed this kind of self-knowledge, according to CCT, we should then help YP integrate it with social expectations, so that their career plans also fit societal needs. This is how career construction counselling can help people in different developmental stages with their transitions.

The kind of profiling that is found in traditional career counselling treats our personal traits as static and tries to match jobs to those traits (e.g. [Holland, 1997](#)). On the contrary, many studies have shown that our personal traits change, even after we have entered adulthood (Lodi-Smith and Roberts, 2007; Roberts and Mroczek, 2008). The environment in which we live and our experiences shape our values, roles, and footprints, especially those relating to major areas of life such as our family life and work-life (Lodi-Smith and Roberts, 2007). For this reason, we can use our personality pieces to form a picture of who we are, by reflecting on our environment and our

experiences. In other words, career counselling can use life stories as bricks to build a client's identity portrait. Narrative-based counselling is one such approach that is built on storytelling (Hall, 2019; Veneziano and Nicolopoulou, 2019, pp. 263–267). Another element that I consider to be important is to make the approach engaging and fun, in contrast with a form-filling approach; the use of a narrative approach can help me achieve that (Del Corso and Rehfuss, 2011). The focus is on securing access to career counselling and on encouraging YP to accept help and to be willing to consider their career development challenges. A narrative approach can support this aspect too (Kim et al., 2018).

When attempting to improve services or develop new ones, we cannot ignore organisational limitations, such as cuts to financial resources. The UK government has implemented substantial funding cuts to social welfare in the last decade (Roy et al., 2014), which pushes us to develop more effective services.

In consideration of the issues discussed above, this study on career counselling innovation includes the areas of informal education, life course crisis, career management, creative research method development, and service design.

1.2 Research position and significance

Based on career construction theory, Life-Design counselling constitute a widely accepted and successful career construction approach that considers social environmental changes (Barclay and Stoltz, 2016a; Cardoso et al., 2018). Life-Design was developed over a decade ago, with the aim of helping people adapt to the new social-economic environment and job market. As societal change has continued and even sped up over the last decade (Evans, 2019), there is no better time than this to either retest the effectiveness of Life-Design or develop a new approach for today's rapidly changing job market. Additionally, as Life-Design was developed in the US and few case studies have been conducted with YP in transition in the UK, I believe it would

be beneficial to research cases of career construction counselling in a UK context. Furthermore, developing new career construction counselling approaches would make it possible to compare different approaches and possibly identify better solutions to transition-related problems.

Despite an awareness of the lack of funding opportunities available for social welfare services, few researchers have considered this fact when developing new career support approaches; nor is there any mention of this issue in *Life-Design*, either. In order to provide the best support to clients, we should not only strive to make more resources available, but also develop adaptive new services. This idea would be welcomed by educational institutions aiming to train highly motivated and skilled future employees (Hughes et al., 2017). In this study, I will attempt to design a new approach that can be applied in a group setting so as to allow individual practitioners to help more than one client at a time. Group settings not only permit more efficient use of a practitioner's time, but also create more constructive learning environments for both practitioners and their clients (Ahmad et al., 2018; O'Donnell, 2006).

I will also consider the practical issues related to the new approach and explore whether career construction counselling can be delivered by non-professional counsellors, that is to say, by any practitioners working with YP. In this study, I will deliver FMBM as a youth worker. While the *Life-Design* manual (Savickas, 2015) serves as a good example of a guide book for practitioners to follow, practitioners would benefit from having access to a wider range of reference materials, such as other manuals or models, so that they can compare them and reflect upon their different facets. Practitioners could then adapt these models and make their own plans for clients with different backgrounds. Building on *Life-Design*, this new approach will inherit its predecessor's narrative approach to career counselling but offer a more flexible and adaptable framework and more up-to-date specific exercises targeted at developing self-knowledge and future thinking. These exercises involve taking action according to

plans based on an individual's self-image.

Some researchers argue that theory is beneficial in itself, even if not connected with practice; they even go so far as to suggest that it might be desirable for theory and practice to remain disconnected (Kvernbekk, 2012). But in many fields, such as education, where the practice is dynamic and ever-changing, practice and theory should be linked. As Ulvik et al. (2018) demonstrate, reflective practice allows interaction between textbook knowledge and teaching practice. They provide evidence to show that research-based knowledge can promote professional development and recommend that practitioners conduct research projects based on their own practice. The application of grounded theory let me remain sensitive to possible generalisations of the data and find meanings from it (Glaser and Strauss, 2017).

Lifelong learning has been promoted for a decade in Europe, and its importance and benefits are valued by both scholars and policymakers (Marcelo and Siyka, 2019, pp. 242–251; Stromquist and da Costa, 2017; Vera-Toscano et al., 2017). There is a need, however, for further exploration of lifelong learning in the domain of career services. As career is part of life, we should not consider it in isolation; instead, service designers should consider the connections between our jobs and other aspects of our lives and focus on how to facilitate life planning in parallel with career management.

It is widely known that the general form of transition to adulthood has changed significantly in recent times, and that this change has a major impact on many aspects of YP's lives, even potentially contributing to mental health issues such as anxiety (Schulenberg et al., 2004). However, I have found few studies focusing on service solutions that help YP deal with these issues or identify their most effective coping strategies. Hence, I argue that there is a need to explore ways of using our knowledge about the changing job market to design more suitable career guidance services.

In recent times, design-thinking, similar to that primarily used to drive the research

reported in this thesis, has been introduced into the field of career counselling and psychiatric therapy to help clients construct better plans for their lives (Maree and Fabio, 2015). Researchers at Stanford University and other institutions have found that interventions developed using design thinking tend to produce more positive outcomes compared with previous kinds of intervention (Plattner et al., 2017, pp. 1–12). In the UK, the Design Council provides design-thinking-based consultancy for businesses and government departments wishing to improve services (Design Council, 2013a). Many consulting businesses provide design-related services, such as branding and product development strategy. In terms of service development and delivery, design has contributed greatly to innovation in the UK, and the UK government is now gradually recognising the potential for using design in policymaking, too (Design Council, 2013b). This study presents an example of how design-thinking can be applied as a driver of innovation to public service development, and is an example of a service practitioner adopting design tools and methods to improve practices.

Youth participatory action research is a well-developed research approach in the education industry (Cammarota and Fine, 2010). Many scholars have noted the importance of involving YP when designing social support and educational systems (Halliday et al., 2019; Zuber-Skerritt, 2018). However, the reality is that YP's opinions are often only sought when a project is completed, and can therefore have limited impact on the final result. Involving YP from the early stages of research can be challenging since they often require research skills training and support to become fully involved. But their involvement from the very beginning is essential if participatory research is to fulfil its aim of achieving the best outcomes for youths and giving them a voice (Cammarota and Fine, 2010).

Current career services can be criticised for offering insufficient effective interventions or approaches to help YP generate a vision to which they can aspire . Moreover, we rarely hear YP's opinions regarding the kinds of approaches they find most useful and

friendly. Hence, this research aims to identify new techniques for career counselling and to highlight the necessity of changing the current career counselling approach. Many stakeholders can benefit from the output of this study: school/professional career advisors and anyone interested in supporting youths' career-related transitions.

This study adopts a strong constructionist position (Gergen, 1985); the design process and output are directed by the idea that as YP adjust or reinforce their identities based on their social interactions and civic engagement, efforts at both the policy and practice levels should be continuously framing positive social constructions (Collins and Mead, 2020). I value YP's inner worlds and believe success to be subjective and that happiness can be achieved in different ways according to people's beliefs.

This study takes ideas from social construction theory (Burr, 2006) in seeking practical interventions that take advantage of identity construction/reconstruction episodes to help people in transition face their identities, build connections between actions and outcomes, and, ultimately, solve their transition issues, with a reconstructed identity in the process.

1.3 Research questions

This study explores the implementation of NCCC and the feasibility of employing a design framework for its development. It explores the possibility of using design thinking in the research process and for YP's career development support. While career counselling includes a wide range of subjects, this thesis focuses on the process of self-realisation of one's passions and goals; to be specific, it examines the development of self-knowledge, the visualisation of career aspirations, and the ability to use this knowledge to manage one's career and future life (Dewey, 1893). Career counselling for YP looking at both life and career is receiving increasing attention because today's YP, especially those transitioning to adulthood or professional life, need to establish a

stable identity and to identify meaningful purposes in life (Cohen-Scali et al., 2018, p. 136). Personal development and well-being programmes are usually not connected to career courses in schools and organisations; neither is the planning of life combined with career planning in many current career services for YP (e.g. [SDS, 2019](#)). This research emphasises holistic career counselling and aims to develop effective interventions for personal and professional development.

Action research involves both the practice and the study of the practice (McNiff, 2014, p. 4), aiming at the sustainable development of practice and social wellbeing (McNiff, 2017, p. 17). In this study, the practice has two parts: the collaborative design of a NCCC model, and the delivery of the counselling model prototype by me as a non-professional counsellor. It is an opportunity for the practitioner/researcher to reflect on practice and generate new knowledge based on the reflection (Martincic and Dovey, 2011). Youth participatory action research has become more popular in the recent years as the importance of YP' voice is being recognised more in youth studies (Boniface et al., 2015; Silverman and Tyszka, 2017). YP's personal and professional lifestyles change in line with societal changes, hence career counselling requires a changing view that sees people as developing bodies that are able to take the initiative to change their lives. There is a great need for research on career service, and a reflective and innovative perspective is beneficial both in practice and research (Cohen-Scali et al., 2018, pp. 219–220). This is to collect empirical evidence for the development of an effective service.

Obtaining a desirable job requires the understanding of oneself (e.g. abilities) and the job market (e.g. job titles), as well as the ability to showcase oneself; therefore, learning should be the first step for job hunting (Taylor, 2003). Knowing how society works and understanding ourselves can help us make sense of our lives. As YP in transition often lack the necessary life experience for reference, they can become confused when having to make a big decision (Hodkinson et al., 2013; Wade, 2011). In this research, I will

attempt to find practical ways to inspire YP to learn about themselves, especially about their aspirations. I have not yet found an integrated study that uses narrative and design tools to help YP visualise their career aspirations. Therefore, this research project uses mixed methods to explore what creative tools we can use in career counselling to inspire passions and purpose in life and to encourage positive vocational behaviours.

This study has 3 research questions.

Identifying precise ways to help YP is the first task:

RQ 1. Drawing from the field of narrative career construction counselling, what kind of intervention exercises can support young people's career and life planning during their education-to-work transition?

One report shows that more than 60% of YP do not know how to turn their passions into a career (Whatcareerlive, 2016), and many YP in transition do not know the direction of their future paths (Viadero, 2008). Therefore, in this study, I will explore:

RQ 2. To what extent can NCCC support young people's education-to-work transition to enable them to develop self-knowledge, future visions, and action planning?

When YP are defensive or expect nothing from the service, counselling will not be helpful for them (Schiemann et al., 2019). For a service to be successful, the format is just as important as the content, if not more. That is why in this study, I will also explore:

RQ 3. What are the elements that contribute to the successful delivery and effectiveness of NCCC for young people transitioning from education into work?

In addition, this study has the following purposes. Firstly, I aim to test various methods for having YP participate in the design of a service they use. Secondly, I will examine the effectiveness of NCCC – a form of holistic counselling that sees work as part of life. Thirdly, I will explore ways to support successful transition by improving YP's

understandings of themselves, their desires, and the resources they require to reach their personal goals. The three main aspects of holistic development on which I focus are:

Self-awareness has no precise or universal definition; its meaning varies according to the topic of inquiry. Generally, it regards the conscious perception of the self (Manuello et al., 2018). In this study, the kind of self-awareness under investigation is the awareness of one's character, including one's rules of behaviour, definitions of right choices, values, and interests. Self-awareness is about knowing these characters, accepting them, and using them in a rational process of plan-making. This self-awareness helps individuals understand their current situations and make sense of their experiences; it empowers them (Caldwell and Hayes, 2016).

Future-oriented thinking and aspirations (or future vision) can help YP find a direction. It involves a more cognitively demanding thinking process than thinking about the past (Benson, 2020, p. 238). Future thinking refers to the ability to imagine future situations (Terrett et al., 2016). A person's degree of "future orientation" is sometimes used to predict academic performance and likelihood of risky behaviours (Benson, 2020, p. 235). "Future thinking" tasks might represent promising tools for developing future-oriented thinking and behaviours (Benson, 2020, p. 235). Altgassen et al. (2015) study shows that imagining the action steps required for future tasks significantly improves adults' career management performance. With the exercises I design in this study, I aim, at the very least, to help YP become clear about what they wish for their future.

Plan making and action taking refer to YP's ability to make use of their knowledge to develop their careers. Many factors play a role in this process, such as confidence and self-efficacy (Valls et al., 2020). In this study, I employ the term "career adaptability" as a measure of YP's readiness for career planning, as it can affect career behaviours and long-term career plans (Zhang et al., 2019). The NCCC approach we design will

allow clients to practise making both long-term and short-term plans and encourage action during the counselling period.

1.4 Research methods and thesis structure

I actively seek out and explore appropriate methods to achieve my research aim. Supported by educational and personal development theories, I will start by familiarising myself with the current job market and learning about Scottish young people's life trajectories as context is important for the effectiveness of career service (Bimrose et al., 2016). I will then work together with local YP (who represent the users) to design FMBM. I will apply design thinking to generate solution ideas. I will then test the prototype, before structurally reflecting on the design and counselling practice and attempting to establish factual generality about the two forms of practice using grounded theory. I will use three main sources of data (transcription, fieldnotes, and career adaptability scores) to evaluate FMBM, in an attempt to answer the following questions: Is this a practical and reliable model? Are my results trustworthy? Can FMBM be widely accepted by practitioners and make a significant social impact?

This thesis has 10 chapters.

Chapter 2 is a literature review, where I write in detail about the central phenomenon, the gaps in the field, the challenges that this new NCCC model should address.

Chapter 3 presents the theories support this study.

In Chapter 4, I state in detail the aims and research questions of this study. I outline the three stages of this study: learning about the problems, making designs, and testing prototypes. I make it clear how the data is collected and analysed at each stage.

Chapters 5-8 are structured following the 5-step design-thinking process, which will be explained in these chapters.

Chapter 5 focuses on understanding the problems in a local cultural context. It accommodates an objective perspective, the practitioners' perspective, and the young people's subjective perspective. It is an account of the central phenomenon, where I use interview data collected from professional stakeholders and young people.

Chapter 6 presents the results of the idea-generation process. It explains in detail how the design team come up with the intervention exercises ideas, what these ideas are, and the possible structure of a new NCCC model.

Chapter 7 presents the design of FMBM. A thorough explanation is provided of the final FMBM model, including the exercises, how they are delivered, how they are connected, and how they can help practitioners meet their goals to help young people in transition.

Chapter 8-9 contains an evaluation of the model. The model is assessed both in terms of its performance in each exercise and overall. The evaluation is based on how effective it is in helping young people be more aware of who they are, what they want, and how they can achieve this. It is also assessed in terms of the effect of each counselling element on the participants; these elements include the counsellor's role and the group work format.

In Chapter 10, I summarise my findings and discuss their significance of these findings, clarify my contribution to knowledge, and discuss limitations of this study and suggestions for future research about career support for young people in transition.

2 Literature Review

The literature review provides a context for this research, justifies its importance, and gives directions for the design. At section 2.1, I will look at the research on environmental factors related to young people (YP)'s transition to the world of work. To address the question of what interventions can be developed, we first need to be certain that YP today do, in fact, struggle in transitioning to work and need improved support. This is followed by a review of YP's demographic characteristics and their support needs (2.2) to identify with which aspects YP need support. Next, I look at the current career services to illustrate that there is room for improvement and a need for new interventions (2.3). This is followed by an explanation of the essential aspects as identified in the literature (2.4), to narrow down the types of interventions on which this study should focus.

When practitioners have little control over the support they provide, traditional career support can be experienced as inflexible or incomprehensive, and less responsive to changing market needs. Many indications have been given regarding what future career guidance should look like. However, we need to rethink the meanings of a career and the relationship between careers and life. It takes a life-long process to manage a career, making career management and life-work balancing critical (Sultana, 2011). Future-oriented thinking is an essential part of career management during transitions, and YP need to take the initiative to manage their careers so as to fulfil their aspirations (Ginevra et al., 2018). Group-based career guidance could become a trend given its benefits for encouraging learning and allowing practitioners to generate greater impacts (O'Donnell, 2006). To the best of my knowledge, little has been done to demonstrate the design process of career services or interventions. I will narrow down the focus of my design to individualised holistic career counselling to respect individual's diverse needs and the close connection between life and work, especially in transitions.

To develop a good understanding of the research background, I collected a range of articles, reports, and books in the fields of transition to adulthood, transition to the world of work, youth studies, vocational development, vocational education, job market transformation, career counselling, learning theories, social development theories, design-related study, and more. I reviewed articles from the past five years in ten journals related to the central phenomenon of this study. I also included government reports and international organisation reports. These sources helped me identify gaps in the current career studies, directions for new career counselling design, and resources can be used in new approaches. Further to that, I searched for further readings using keywords emerged from the literature.

2.1 The challenging social environment for emerging adults and young people's transition to work

The literature appears to consider the social environment as unfriendly for YP transitioning to the world of work on 2 levels. The social-economic environment where YP anchor their self-expectations and the market which is closely related to YP's career planning.

2.1.1 Social-economic environmental change and its impact

Society is being continually shaped by the rapid pace of change, as the global economy affects the career market (Jacquin and Juhel, 2017). According to the Organisation for Economic Co-operation and Development (2017) report on the G20 countries, the job market, as well as the quality and quantity of work, are being significantly reshaped by globalisation, technological progress, and demographic change (Ginevra et al., 2018). The changes sweeping across contemporary society and the challenges they bring to the job market are well recognised in the academic world (Del Corso and Rehfuss, 2011; Lent, 2018; Martinez et al., 2017; Reitzle and Silbereisen, 2000). Obtaining a suitable

job is dependent on the economy and on labour market discrimination patterns (Gbadamosi et al., 2015; Yorke, 2004).

Compared with in the East, where the age at which people become financially self-sufficient is often determined by the elementary school admission age, in the West, the age of self-sufficiency varies more widely, depending on personal factors (Reitzle and Silbereisen, 2000). Cultural, social, and economic status shapes work and living experiences (including transitions) by regulating our interactions with work and family, the opportunities we encounter, and the rewards we obtain (Lent, 2018; Sarah, 2013). YP's decision making is affected by social and cultural differences, and they take social change into consideration as part of their navigation process; hence, their career pathway is embedded in their lives (Bimrose and Mulvey, 2015; Hardgrove et al., 2015; Scott et al., 2016).

A growing number of educational opportunities and job market obstacles tends to delay the age at which people achieve financial independence. In the late 20th century, economic and institutional changes led to prolonged education and unemployment in the West (Reitzle and Silbereisen, 2000). In 2020, the Covid-19 pandemic caused around 30% of companies in the UK to reduce graduate recruitment (Wylie, 2020). Therefore, it is a difficult time for people to be in career-related transitions. YP who wish to go into industries or positions that do not allow remote working are more affected (Béland et al., 2020; Brynjolfsson et al., 2020). In an economic crisis such as this, graduates are more likely to enter the job market with a non-graduate job (Johnson, 2020).

How Social-economic issues affect young people's career development

Economic crises can have significant effects on people's employment status (Barabasch et al., 2015). Education functions less effectively during an economic crisis, although it is still believed to be one of the most important forms of human capital in the West

(Oksanen et al., 2016). The revolutionary changes taking place are making the modern world of work progressively more competitive and people's life contexts are becoming increasingly more dynamic (Agrifoglio, 2015; Cabras and Mondo, 2018; Cardoso et al., 2018), thereby placing new demands on career services (Sibgatova et al., 2016). Societal changes, such as the recent recessions, bring complexities that lead to unpredictable life trajectories and less secure labour markets (Cabras and Mondo, 2018; Cardoso et al., 2018; Lent, 2018). These changes have caused a shift in responsibilities and career management strategies (Tomassini, 2015). When environments change, people are forced to adapt in order to maintain their life within the discontinuity (Maree, 2014; Savickas, 2009). However, there are no guarantees of rewards for managing a rising number of risk factors, leading to YP's growing self-doubt. Years of career-building can make YP question their decisions and their capabilities (Minta and Kargul, 2016; Taylor and Hooley, 2014).

It is therefore particularly important that YP entering the job market can adapt to the changes and seek career support that enables them to visualise their lives and career aspirations in relation to the changing life contexts (Del Corso and Rehfuss, 2011; Ginevra et al., 2018; Jacquin and Juhel, 2017). YP of today who are preparing for their professional lives differ from the previous generation in that they need greater knowledge and more targeted work experience, while greater adaptability and flexibility are needed for self-management in the competitive workplace (Agrifoglio, 2015; Cabras and Mondo, 2018; Martinez et al., 2017).

YP's career choices are the results of the interplay between personal, environmental, and behavioural influences (Gloria and Hird, 1999). The complex environment makes it difficult for YP to anticipate the future (Cook, 2016), and being aware of social changes and challenges can create an obstacle in YP's life-course trajectories as it can lead to negative emotions and confusion (Blasi et al., 2016). Career counselling needs to reflect an awareness of this complexity, while not losing sight of the economic and

societal discrimination that continues to exist (Lent, 2018; Toporek and Cohen, 2017). What is required are career services built upon flexible models to help prepare people for unpredictability throughout their lifetimes (Cardoso et al., 2018; Del Corso and Reh fuss, 2011), and career service practitioners must be willing to help clients with culturally sensitive issues, such as racism, which may hinder their career development (Bounds, 2017).

2.1.2 Changes in the job market change and their impacts

It is evident that the 21st century labour market has become more complex, the entry level market is more competitive, and employers need to find adaptive employees who can apply knowledge creatively (Mann and Huddleston, 2017; Roulin and Bangerter, 2013). YP who are flexible are more likely to overcome the difficulties and develop clear paths as the job market becomes more unfriendly to them (Gbadamosi et al., 2015; Mann and Huddleston, 2017).

Fragmented professional journey

People's existing jobs and their career experiences are more at risk because of social trends, mainly led by globalisation, computerisation, digitisation, and automation (Wong, 2016). For example, in the US, an estimated 47% jobs will be modified or replaced in the next decade (Frey and Osborne, 2017). A similar trend is visible around the world (Ball et al., 2015; Boerma and Karabarbounis, 2020; Breen, 1992; Brintnall, 2012; Bronstein et al., 2013; Dautovic, 2019). In the meantime, new jobs will be created inside and outside of the technology sector, although more research is needed to understand this trend (Ginevra et al., 2018; Hirschi, 2018).

A lifetime commitment to one employer is increasingly less expected and YP are likely to change their job more than ten times in their lives (Lent, 2018; Savickas, 2013b). The emerging working population are less expected to follow a stable professional path unless they choose a traditional type of job such as teachers. Career paths are broken

into segments, with people selling their services to different employers in projects interspersed with periods of unemployment or underemployment (Fenton and Dermott, 2006; Fu, 2013; Ginevra et al., 2018; Nissim and Vries, 2014; Panteli et al., 2020; Savickas, 2012). Professional progression may become harder, leading to premature ageing (Cheung et al., 2019). As the more diverse and personalised career paths pose potential risks, career counselling will have to deal with protean work-life, with its ever-growing complexity (Lent, 2018; Maree, 2016; Savickas, 2009).

More responsibilities placed on individuals

The greater pressures experienced by YP are recognised by scholars around the world (Cai et al., 2017; Cort et al., 2015; DeLuca et al., 2015; Iammarino and Marinelli, 2015; Kim et al., 2016; Leach, 2017; Salvà-Mut et al., 2016; Wehmeyer et al., 2019). As a consequence, YP need to adjust their mindsets, as the responsibility is theirs, not their employers', to develop multiple and hybrid skills and knowledge (Barclay and Stoltz, 2016a). The core of career counselling has become the development of self-awareness and self-directedness (Savickas et al., 2009; Schulz, 2008). YP need to be flexible, mentally strong, and goal-oriented and know how to take the initiative. They also need narratability in order to develop vocational interests (Davies et al., 2011; Savickas et al., 2009).

The difficulties and challenges caused by prolonged transitions have raised concerns in many countries and cultures (Boldiş, 2014). Traditional career guidance, which matches personalities with jobs, does not meet the needs of today's changed working world (Ginevra et al., 2018). YP need career support in and beyond school (Cort et al., 2015; Sheu et al., 2010). Career service can assist individuals to become more confident in their transitions and to renew their professional identities, reduce their career management workloads, and improve their chances of success (Haasler and Barabasch, 2015; Savickas, 2015; Taylor, 2003). Meaning that it is important to value career service and invest in its development.

2.2 Young people's career-related transition struggles

2.2.1 Dynamic problems – requirements for adaptive support

The term “transition to adulthood” implies a linear, progressive movement, which is unlikely to be found today, as most of the transition observed by scholars tends to be fluid, complex, diversified, and fragmented (Buchmann and Kriesi, 2011; Cai et al., 2017; Rogers, 2011). School-to-work transitions include the process of identity formation; however, there are fewer references and less support for YP during this process compared with older generations (Alexander et al., 2014). The new aspects for which YP need to prepare, in contrast with the older generations, include an extended schooling period, heterogeneous, non-linear, and unpredictable trajectories, precariousness, and individualisation (Salvà-Mut et al., 2016). Nevertheless, for some high-status professions (e.g. accountants, GPs), the requirements may be clearer with the paths to reach the professions more linear, as the individual must obtain a series of specific qualifications.

It is, therefore, not easy for an individual to identify a career path that is right for them (Zunker, 2015), and even harder for emerging adults leaving higher education and entering the world of work (Jo et al., 2016), particularly when many YP choose their subjects to study at university out of convenience rather than based on how suitable they might be for their career plans (Creed and Hennessy, 2016). YP in their transitions need more help in deciding where their future career paths should go (Chen and Keats, 2016; Rogers, 2011).

At the same time as YP are navigating their transitions, youth service providers are striving to adapt to the changes in their fields (Hardgrove et al., 2015). As YP face a diverse range of challenges at various times, it can present a challenge for educators to identify what is a “normal” level of struggle for YP to experience in such times and under what conditions an intervention may be necessary (Aronson et al., 2015). So, how

can educators facilitate discussions of the self-exploration and risk-taking processes? (Blasi et al., 2016). We would need to hear YP's voices to know the answer.

2.2.2 Ever-changing identity – requirement for identity-crafting empowerment

People are always changing, and self-exploration is a continual work in progress (Jones et al., 2013; Märtsin, 2020). In this sense, individuals need an exploratory mindset that is open to the changes, so as to explore possible career pathways before making decisions (Carson and Langer, 2006). At times, YP struggle to make decisions because they lack sufficient time for exploration (Arnett, 2014; Miller and Rottinghaus, 2014). Transitions are important periods during which people can explore themselves, and search for purposes and meanings – this process may provide a new perspective for understanding oneself and for connecting with the outside world (Steger et al., 2009). During times of transition, YP are reshaping their understandings and beliefs, becoming more aware of their surroundings, and testing out their choices; hence, counselling interventions can be of considerable importance (Gormally and Coburn, 2014). People benefit the most when being praised for something that represents their true self (Carson and Langer, 2006). YP should, therefore, be encouraged to focus on themselves and explore their honest feelings.

2.2.3 Internal issues – mental health and motivation

There are numerous avenues, both educational and occupational, that YP can choose from. The arduous process of securing a job adds more complexity to the task of finding a career path by causing indecision, uncertainty, hopelessness, and disengagement (Aronson et al., 2015; Chamandy and Gaudreau, 2019; Meijers, 2002; Popadiuk, 2013; Viola et al., 2016). This suggests a need to deal with negative emotions as part of career counselling, in order to give YP hope and confidence (Dieringer et al., 2017; Karavdic and Baumann, 2014; McIlveen et al., 2013). Career-related anxiety is positively

associated with indecision and uncertainty (Miller and Rottinghaus, 2014; Saka et al., 2008; Vidal-Brown and Thompson, 2001), and it is negatively related to information-seeking behaviour, identity exploration, coping, and perceived control (Germeijs et al., 2006; Pisarik et al., 2017; Weinstein et al., 2002). For example, the global Covid-19 crisis has led both to more people being unemployed and, at the same time, a greater reluctance to look for jobs (Coibion et al., 2020).

Career issues can be caused by unrealised mental health problems (Popadiuk, 2013). Temporary jobs discourage quality performance, and this below-average-performance, in turn, generates perceptions of an unpromising future, thereby creating a vicious circle (Salvà-Mut et al., 2016). As mentioned above, the school-to-work transition is no longer straightforward, and more energy must be invested into finding sources of sufficient income (Allen, 2016; Hardgrove et al., 2015). It could be argued that these stumbling blocks affect the transition to work by reducing YP's hopes for the future and preventing them from developing clear visions of career progression (Allen, 2016).

With so many factors to consider, YP would benefit greatly from quality career counselling that can help them see both the external and internal factors to consider (Swank and Jahn, 2018). When YP are not ready to make career decisions, it could be due to a lack of motivation, difficulties with decision making, and/or dysfunctional beliefs (Viola et al., 2016). Physical restrictions, insufficient information, and lack of exploration can all contribute to indecision (Paixão and Gamboa, 2017). Encouraging YP to think about possible situations and conflicts they might encounter can improve their tolerance to ambiguity and uncertainty (Carson and Langer, 2006). But there needs to be further assessment of the special needs students have for career decision making (Callanan et al., 2017; Sullivan and Baruch, 2009).

2.2.4 Summary of transition and career support

To face the fragmented life journey and career path, YP need a smooth education to

work transition, where they have references to look to that bring a sense of continuity. They need to explore the meaning of their lives and to be conscious of themselves so that they can make genuine choices according to their desires. Such a heavy workload is likely to cause mental distress to many YP, which can hinder the self-exploration and career development processes. There are multiple factors that make career decision making such a hard task and leave YP reluctant to make the decisions.

Transition career support should help YP deal with diverse issues by connecting the problems, and by helping them find reasons for their actions, be mindful of the impact of mental health problems, and find the right motivations.

2.3 The development of career support – gaps in the field

This section justifies the need for this study by reviewing the overall development of career services, highlighting the insufficiencies, and reviewing local career service development and policies. It also brings the focus to the local context, showing that innovations are encouraged, and categorises the needs for reform in order to inform the development and evaluation of new designs of the service.

2.3.1 Traditional and present career service

Out-dated and inflexible

The present job market is dominated by increasingly interdisciplinary, flexible, highly skilled, and technical roles. There is, therefore, a need for people to update their skills and knowledge by developing good self-management abilities (Davies et al., 2011; Hirschi, 2018). However, many studies in the field do not focus on people's experiences, or on how they are enacted in education, work, and life (Weber et al., 2016). Consequently, the career services that are based on traditional models (e.g. person-environment fit model) should be replaced by new services (Nota et al., 2016), as they can be inadequate and even faulty (Ginevra et al., 2018).

Current career services are often criticised for their lack of creativity as they tend to use a single standard procedure for everyone. People's reflexivity could be greatly enhanced were a variety of rich activities to be employed (Neary, 2016). The commonly used evaluations of short-term outcomes (e.g. school attendance), like assessment-driven services, do not guarantee long-term benefits, when it is long-term career security that YP need (Robertson, 2013).

Insufficient support

Career counselling plays an important role in helping people make sense of changes and obtain and evaluate information related to their career decision-making and planning. A consistent career education should be built into the whole curriculum (Glessner et al., 2017). Active citizens who can take control of their own lives are likely to be socially mature and able to adapt to behavioural norms and customs in society, act independently with the proper direction and guidance, and participate constructively in community affairs (Peterson et al., 2007). However, the current educational system does not appear to equip people with sufficient competences; career services are often limited and the responsibility for offering support has shifted to close others (e.g. families), while individual resources have become key to helping people to find and maintain employment (Barabasch et al., 2015). And current services do not seem to support people to initiate actions and be subjectively active (Cort et al., 2015).

Call for a change

There is a need to develop new ways that are more suited to the fast-changing world and can reach out to the "hidden clients", possibly from a post-modern perspective (c.f. Brott, 2004; Cardoso, 2016; Hirschi, 2018; Maree, 2010). New culture sensitive qualitative and subjective approaches should be designed to be applicable for all potential practitioners, while tailored to the specific needs of individual clients or specific groups to ensure the best results (Garriott et al., 2017; Ginevra et al., 2018; Lent, 2018; McMahon and Watson, 2013; Whiston, 2011). These new perspectives that

build upon a holistic understanding of today's job market should enable people to learn and manage themselves, explore interests and skills before and after getting a job, take the initiative to find mentors or other external support (Hall, 2002), and comprehend the world and their relationship with it (Krieshok et al., 2009). The most significant task for practitioners is to seek out new practices that meet the diverse and increasingly complex needs of their clients by learning from resources from other practices (Garriott et al., 2017; McMahon and Watson, 2013).

2.3.2 Career advice, information, and guidance in Scotland

In 2011, the Scottish government published *A framework for the redesign and improvement of Career Information* to encourage organisations, local authorities, schools, and other stakeholders to work in partnership and develop a variety of new services that make better use of resources (Scottish Government, 2011, p. 3). Local authorities and schools are also called on to play a leading role in caring for students' life outside of education and employment (Scottish Government, 2011). The Scottish Government's vision for Career Advice, Information, and Guidance (CAIG) in Scotland aims to respect individuality, keep services up to date, and provide services supported by thorough research. It is recognised that this cannot be achieved with just the existing services provided by Skills Development Scotland (SDS), the leading organisation for CAIG. Specifically, the framework emphasises raising future-awareness, aspirations, and career management skills (Scottish Government, 2011). As the Scottish Government pointed out, CAIG can be delivered in multiple formats, such as via individual or group face-to-face meetings, and online (Scottish Government, 2014a).

The Scottish Government promotes the Curriculum for Excellence, which aims to help children and YP become 'successful learners, confident individuals, responsible citizens, and effective contributors' (Scottish government, n.d.). According to the latest

description of Scotland's curriculum (Scottish Government, 2019), the focus is on providing up-to-date education for YP in the 21st century. Curriculum 4 in Curriculum for Excellence focuses on CAIG. The government guidance for Curriculum 4 states that schools should help YP plan their personal lives and manage their careers by 'talking about and planning their own learning from early years' (Scottish Government, 2009, p. 13). However, I found no link to specific frameworks on how to initiate the talking or what activities can be used for this purpose.

My World of Work (MWW) is an online career information and advice service developed by SDS that provides self-help materials for YP to explore career options, find training opportunities, and get support in job application techniques (SDS, n.d.). SDS and Curriculum for Excellence, together with the Scottish Government's work placement scheme, mainly target the under eighteens (Education Scotland, 2015, n.d.; Scottish Government, 2011). Furthermore, there is no mention of a narrative-based career counselling service. The main tool that MWW provides to help people find jobs that suit them is in a traditional quiz format whereby users give answers to statements on a 1-5 scale (<https://www.myworldofwork.co.uk/my-career-options>). The quiz does not provide particularly individualised reasons for the job options proposed for each user. What is more, when making job recommendations, there is no focus on individual personal development or on a person's life events. In Scotland's college-level youth employment strategy, the importance of YP's involvement in the development of career services is recognised and encouraged, but its key aim is to help YP develop skills that employers want (Scottish Government, 2014b). Considering that lifelong learning and holistic support are promoted by SDS (Howieson and Semple, 2013), more attention should be given to the subjective needs of YP. Career counselling deserves greater attention as it is the most welcomed format of career education among students (Yuen et al., 2019).

2.3.3 Gaps in practice: Key features needed in future practices

Flexible service that is built on young people's voices

Career guidance should try to ease the pressure on YP in their career planning and create a space, both physical and psychological, in which they can explore themselves (Luken, 2019). Considering that YP's transitions to adulthood have significantly changed, now might be an opportune time to explore new approaches in transition studies (Nico, 2014).

Studies have shown that YP are aware of the existence of institutional and structural constraints (Aaltonen, 2013). They consider their responsibilities when planning their future and they want to contribute to society (Cook, 2016). Even though many university students do not use their university career services, they still wish to receive support; but what they are seeking is probably different from what their institutions offer (Donald et al., 2018). YP may be willing to go to professionals when they experience disappointments so as to draw up plans for ways to solve the problems they face (Hardgrove et al., 2015). Agencies and professionals are often restricted by their official remits and particular objectives, which may not be consistent with what a young person is looking for (Aaltonen, 2013).

Therefore, I argue that collaboration between practitioners and researchers in YP's transitions is necessary since understanding YP and how they process issues is fundamental for youth guidance and support work (Aaltonen, 2013; Donald et al., 2018). Moreover, narrative counselling and its development constitutes a creative process that has the capacity to make users' voices heard (Stebbleton, 2010).

Coherent service to help young people at scale

Students, employers, and higher education institutions (HEIs) often share different perceptions regarding employability (Gbadamosi et al., 2015). The gap between what universities teach students and what employers expect from them is becoming more noticeable, which is exacerbated by the constant changes in the requirements of new

vacancies (Tholen et al., 2016). Many people reported regretting attending HE as they thought it was a waste of input, which suggests that early interventions are critical in decision making related to careers and educational paths (Muller-Heyndyk, 2018; Ri5, 2018).

The likelihood of YP becoming their successful selves depends greatly on the support they receive (Basit, 2013). Education tends to be part of career changes, but HEIs are failing to provide career guidance that is in line with governmental guidelines while facing a growing need to improve the employability of their students (Barabasch et al., 2015; Hughes et al., 2015; Taylor and Hooley, 2014). The guidance offered by different institutions and the related policies appear disorganised and a coherent overview cannot be provided by such a patchy structure (Cort et al., 2015). While people cannot find the right place for themselves, employers are having difficulties recruiting suitable candidates (Moore and Rosenbloom, 2016). Governments do not seem to be providing sufficient support; the existing support networks exclude certain groups, even if this is not the intention (Cort et al., 2015). Career-counselling services in educational institutions need to be consolidated rather than cut (Minta and Kargul, 2016). And there is a need for social policies that take into consideration the current social stratification and diversification to develop new forms of efficient career services with life-long impacts that can be widely applied quickly to meet YP's urgent needs (Barabasch et al., 2015).

Provide professional career support

Career services offered in scale often become rigid in form; individuals are required to take the initiative and assume ownership of their career management and their development of vocational skills (Antonacopoulou, 2000; Donald et al., 2019; Freudenberg et al., 2011). YP are able to adapt to current circumstances while simultaneously forming expectations of future possibilities (Hardgrove et al., 2015). Yet, they are usually unable to make the best possible decisions because they lack the

necessary awareness of their options and of their current situation (Tholen, 2014). Therefore, they could use the help from practitioners with the right knowledge to achieve successful outcomes (Barabasch et al., 2015).

YP will be keen to address their issues when they have identified their under-developed areas by themselves, whether it be through life events or inspiration from school (Cort et al., 2015). There may be many factors that affect their decision to use a career service, including their experience of the visits. The counsellor-client relationship can affect YP throughout a programme (Geldard et al., 2019). Equipping the practitioners by providing formal or informal counselling with knowledge and skills in both career guidance and psychological consultation will enhance their professional reputations and ensure they have a sound understanding of the field (Popadiuk, 2013). Practitioners should be able to find meaning from clients' storytelling and identify both internal and external factors that will still be relevant in the future (Jiang et al., 2019). Furthermore, they should be creative, critical, knowledgeable, and sensitive to the context, while also possessing good judgement to be able to identify all of the different aspects of a client's life (Reid and West, 2016; Weber et al., 2016).

This study can provide a guide for delivering effective support for those who are not professional counsellors, and an example knowledge framework should they wish to improve their knowledge and skills for delivering career counselling.

From theory to practice

Many have joined the discussion about the appropriate direction for career counselling to take. Happenstance learning theory (Krumboltz, 2009), for example, is a learning theory being applied in career development. It expands career development to learning about unplanned events and individual's actions, and seeks to offer diverse learning experiences (Kim et al., 2014; Krumboltz et al., 2013). "Career adaptability", derived from career construction theory, is a popular career management concept. It has been

found that people with higher career adaptability are more successful in both school-to-work and work-to-work transitions (e.g. Creed et al., 2003; Germeijs and Verschueren, 2007; Koen et al., 2010; Murphy et al., 2010). Other qualities identified as important in career management include career decision self-efficacy, resilience, hopefulness, optimism, curiosity, persistence, flexibility, and risk-taking (Buyukgoze-Kavas, 2016; Jacquin and Juhel, 2017; Jo et al., 2016; Mitchell et al., 1999; Whiston, 2011).

Given the number of different kinds of theories and projects being tested, what we need now is to bridge these theories with practice and explore how we can integrate these perspectives to guide the design and delivery of career guidance (Kenny et al., 2018). Rather than researchers drawing up designs for practitioners, it might be more productive were practitioners to take the initiative to undertake training and conduct research to review their fieldwork and enhance present interventions (Hirschi, 2018).

2.3.4 Career service development summary

Traditional career services are still being offered despite often not reflecting the changing needs of today's clients. Present career services do not cover all YP in need or all of their needs. In Scotland, there is evidently a great deal of work to be done to enhance the current career support system. The Scottish Government recognises the importance of lifelong, holistic, and updated career services and supports new service development and the reform of current services. We need career services to be more flexible and tailored to clients' needs, so that they provide career support from multiple angles, encourage career exploration, apply theories to improve practice, and ensure services are delivered by practitioners with relevant knowledge and suitable approaches.

2.4 Directions for new career service

Within the literature I have reviewed, some studies make recommendations for the

future development of career services, as I will discuss in this chapter; a few studies examine the effectiveness of career development interventions, and only a small number research aims to develop new approaches in youth career guidance practice or test/examine new career support interventions.

More specifically addressing the field of career counselling, many earlier studies examined the effectiveness of narrative career counselling (McMahon and Watson, 2013) and its performance in supporting transitions (Cook and Maree, 2016). A case study by Toporek and Cohen (2017) presents a strength-based narrative résumé counselling approach showing that it can support the development of a positive career identity. But there is a lack of detailed information on the content of the approach and how the approach was developed. These details are also usually missing from other career counselling studies. Barclay's (2019) study presents three new ways of using existing career construction interviews. Other studies of narrative career counselling usually examine the effectiveness of the existing approach with different groups of people (e.g. Fabio, 2016; Maree, 2019; Meijers and Lengelle, 2012). However, these studies are not conducted in the UK. We may need more studies of the effectiveness of career-related interventions and have more career advisory specialists offering career education to a larger young population (Christie, 2016).

2.4.1 Professional development as a process of self-discovery and self-actualisation

Work pays for the living, but also allows people to realise their passions and contribution to the greater societal good, and it brings a sense of meaningfulness, purpose, self-actualisation, fulfilment, and destiny (Bunderson and Thompson, 2009; Dik et al., 2009; Dobrow, 2006). Work life is critical for good mental health as it fulfils people's needs for competence and autonomy (Hirschi, 2018). Having a job with a deeper meaning for the individual is positively related to work efficiency the

willingness to remain in the job out of a sense of attachment rather than obligation (Meyer et al., 1993). Finding meaning in work raises people's self-efficiency and gives them greater life-satisfaction (Lewis et al., 2018).

Career services are usually separated from other services, like personal counselling (Dieringer et al., 2017). Even practices that already combine different disciplines are still restricted by boundaries, different goals and routes, and a lack of communication (Timmis et al., 2016). Combining mental health and well-being service with career services may offer a good way to secure resources and bring about even better outcomes (Popadiuk, 2013). This combination may also lead to higher participation, and it might encourage people to be more active in their career management (Howieson and Semple, 2013). Psychological distress in career management (Fouad et al., 2006) or confusion caused by psychological issues (Lucas et al., 2000) can be eased with career guidance that allows self-exploration, emotional support, and the opportunity to discuss general issues (Anderson and Niles, 2000, 1995).

Any step in career decision making can trigger reflections about oneself, one's relationship with the world, and the future (Dieringer et al., 2017). YP are continuously constructing and reconstructing their understandings of their career development strategies, which is strongly related to many personal development prospects (Tomassini, 2015). Career crises are connected to personal development crises and the search for meaning (Haasler and Barabasch, 2015). The development of a personal identity is part of the self-conceptualisation process, which serves as a reference for vocational planning (Murdock et al., 2013).

Indication for career counselling design: Support personal and professional development

Career counselling should also be considered as a form of life guidance which, at the very least, helps clients put life pieces together (Savickas, 2012). A greater integration

of career and personal counselling is urgently required (Cardoso et al., 2016a; Kenny et al., 2018; Lenz et al., 2010; Zunker, 2008), especially in terms of self-awareness building (Stoltz et al., 2018). YP become more adaptable when the counselling environment is not solely career-focused (Guo et al., 2014). This might be because a significant feature of emerging adults is identity (including professional identity) exploration (Arnett, 2000). Career counselling can help clients manage their careers coherently not only by offering work-related support but also by reshaping learning strategies and reconstructing identities (Bimrose and Mulvey, 2015). Practitioners should recognise the close relationship between career counselling and personal counselling (McIlveen, 2015), especially for YP; self-knowledge building should be an indispensable part of career counselling (Lewis et al., 2018). To implant this idea, practitioners can encourage individuals to explore meanings and subjective life themes (McMahon et al., 2005), and apply qualitative assessment where there are personal background limitations (Duarte and Rossier, 2008).

Self-theories and belief systems determine how we develop as people; our self-concepts can predict our career decision making self-efficacy (Bounds, 2017; Gbadamosi et al., 2015; Knight and Yorke, 2004). Hence, career services should include holistic support and this study will explore the possibility of combining personal and professional development support in a new career counselling model.

2.4.2 Individualised career support for identity and self-knowledge building

Some students drop out of HE because of unpleasant experiences, possibly stemming from a wrong choice of major (Fouad et al., 2009), which underlines the importance of accurate self-knowledge. Vocational identity is the foundation of an individual's career profile in the 21st century labour market, as it reflects control over one's career development process, strategies, and behaviours (Hirschi, 2012; LaPointe, 2010).

Having a strong vocational identity means being clear that one's occupational plans and goals are related to one's interests and strengths and the labour market (Gupta et al., 2015; Holland, 1997).

Value individuals' occupational interests

A person's occupational commitment can be explained by their perceived level of person-occupation fit and their learning and performing experiences (Salzmann et al., 2018) because attitude towards a job is related to professional cognition (Wayne et al., 2017). Therefore, to have greater performance, satisfaction, and learning experience at work, career decisions should align with personal interests from the beginning of a career path after careful consideration (Meyer et al., 2004).

A "calling" is a passion people have for a certain occupation that gives them a sense of meaning (Dik et al., 2009; Hall and Chandler, 2005; Steger et al., 2010). It has a positive impact on career adaptability, career engagement and career satisfaction (Douglass et al., 2015; Xie et al., 2016). Having a job that is compatible with one's calling leads to a more positive attitude to difficulties in career development and helps in the development of more career management skills, which can lead to greater achievements (Duffy and Dik, 2013). When individuals pursue meaning actively, they will land on a profession that is more consistent with their personal life meanings (Guo et al., 2014).

Value individuals' capital

More research is needed that focuses on evaluating the approaches for encouraging a good career choice-identity fit (Toporek and Cohen, 2017). Career counsellors should, therefore, pay attention to identifying the right interventions for specific groups (Whiston, 2011, 2002). Career support should help clients negotiate transitions with the support of identity exploration based on an understanding of individualised life courses (Savickas, 2012). Practitioners need to know clients' personal qualities to help them make decisions. Matching both internal factors and external factors can provide clients

with a sense of certainty when making decisions (Durr II and Tracey, 2009).

Indication for career counselling design: Individualised career support

Designers and practitioners should value YP's knowledge, intentions, and skills, and they should view YP as the sources of their own career management (Tomassini, 2015). Therefore, counselling services should be individualised or flexible enough to be shaped according to clients' social capital, personal capabilities, and social-economic environment, help clients become clear about their identities and create personal brands (Hood et al., 2014). Given their different resource sets, YP need contextualised plans and actions based on their individual capital resulting from their personal experiences and resources (Weber et al., 2016), their experiences, and their personal situations (Mariager-Anderson et al., 2016). In reality, these differences relate to YP's qualities, such as confidence, interests, authority, and involvement (Brown, 2016), and we have to capture these characteristics (Tomassini, 2015). Hence, small-scale but targeted projects can be transformative for YP's lives (Jolliffe, 2017).

2.4.3 Developing career guidance with lifelong impacts

Lifelong skills for lifelong goals

Identity development is a lifelong process (Savickas, 2012). One has to explore new possibilities, make new plans, and implement them based on personal values and needs throughout life, alongside the development of self-management attitudes (Stoltz et al., 2018). Hirschi (2018) points out that the most urgent career development needs include being self-directed and flexible in lifelong career management activities. Career counsellors can present novel career development situations to help clients set ambitious goals and identify the steps required to achieve these goals (Conkel-Ziebell et al., 2018). Developing guidance that can help people navigate several transitions should be an objective for service designers (Cort et al., 2015).

Guidance for transitions across a lifetime

The school-to-work transition is just one of the many forms of transition; other transitions might be related to family, education, residence, or occupation. Career guidance should be integrated with school curricula and then continue being provided as part of lifelong learning to ensure consistency (Glessner et al., 2017; Hooley et al., 2011). Indeed, local governments in the UK have started developing services for YP based on the principle of lifetime guidance (Roberts, 2013). At the beginning of the 21st century, the European Council endorsed lifelong learning strategies, with a stated aim of integrating lifelong guidance within public support structures (Cort et al., 2015). New projects within the lifelong-learning movement are being carried out in Europe and the United States (Arrigo et al., 2013).

Indication for career counselling design: Ensure long-term benefits

Career decisions made before adulthood can have a great impact on an individual's future educational and professional life (Cardoso et al., 2018). Concerns have been expressed about the initial benefits apparent during a career service, as it is argued that these benefits may not affect lifetime earnings and clients do not become more skilled in their career management after three years (Taylor and Hooley, 2014; Taylor, 2019). In Cardoso, Janeiro and Duarte's (2018) My Career Story model, consideration is given to identity construction and lifelong career development. In a changing society, such flexible models that look at clients' adaptability and lifelong career construction are needed (Del Corso and Rehfuß, 2011).

2.4.4 Nurture future-oriented thinking

Future-related self-perceptions – importance and related factors

Future plans and aspirations are important to career development (Conkel-Ziebell et al., 2018; Ginevra et al., 2018); future-oriented thinking can help people navigate transitions, especially the school-to-work transition, and it plays a fundamental role in higher education leavers' transition management (Chua et al., 2015; Nurmi, 1991; Viola

et al., 2016). Performing well at managing life requires knowing the purposes and fighting for goals that are particularly special for the individual (Frankl, 2006; Swank and Jahn, 2018). Aspirations constitute one source of motivation, as does self-regulation (Evans et al., 2015), both of which start developing in teenage years, which is a critical time for career development (Conkel-Ziebell et al., 2018). Regardless of whether or not the self-perceptions are accurate, they strongly affect behaviour (Bandura, 1997; Poulou, 2014).

Although we still lack sufficient knowledge regarding how hope relates to long-term futures, it is argued that YP's understanding of responsibility affects how they conceptualise the future (Cook, 2016). And YP's perceptions of responsibilities towards their future selves are refined in multiple personal, social, and societal dimensions (Pultz and Mørch, 2015). Their future hope is a strategic reaction to the uncertainty and other challenges in risk society (Sutopo et al., 2017). Those who are more adaptive or have greater curiosity are more able to make plans, control their paths, and be confident to take actions (Ghosh and Fouad, 2017).

Future thinking affects behaviours and achievements

Having a clear outcome to aim for can result in objective and task-specific performance (Hulleman and Senko, 2010). Several studies have showed that future orientation is positively connected to both educational and occupational achievements (Simons et al., 2004), which may be due to more active planning and exploration (Janeiro and Marques, 2010), logical thinking (Luyckx et al., 2010), and problem-solving skills (Schacter et al., 2008). Future orientation is a motivational, affective, and cognitive process (Viola et al., 2016) because it involves feelings, plans, hopes, and interests (Stoddard et al., 2011; Viola et al., 2016). People who think more about their plans for the future tend to be more determined when pursuing their objectives, experience greater enjoyment during the pursuit, and are happier with their lives (Boniwell et al., 2010; Zhang et al., 2013; Zhang and Howell, 2011). In the labour market, looking for a job without a clear

direction constitutes a waste of resources for both employees and employers (Tholen et al., 2016). A desire to pursue a successful career path comes from a career aspiration, and it is likely to turn into meaningful actions (Gbadamosi et al., 2015). Thus career counselling that helps users develop strong future-thinking can encourage positive vocational behaviours.

Career aspiration

Career aspirations relate to future goals and expectations, and one's strengths and life dreams (Nota et al., 2016). It is the outcome of evaluating many factors, such as self-determination, job responsibility, and personal relationships. Social background can limit some YP's aspirations, something that becomes more evident when they get older (Moulton et al., 2015). But with a positive mindset, people can see a range of choices as opportunities, which can make different forms of employment a reality (Tomassini, 2015). Iannelli et al. (2016) argue that in Scotland, there is a lack of encouragement when YP choose subjects to study; moreover, YP from disadvantaged backgrounds are afraid to choose challenging subjects. However, this disadvantage can be overcome by having high family aspirations (Otter, 2014).

It is also argued that high aspirations do not necessarily lead to future success (Kintrea et al., 2011). However, Basit (2013) posits that the link is definitive as long as enough mediators are present, such as strong and constant support. And some believe that high aspirations often lead to good outcomes regardless (Khattab, 2015; Moulton et al., 2015). YP need a system that supports their hopes and dreams (Mannay et al., 2017).

Indication for career counselling design: Nurture future-thinking

Future-oriented thinking and continuous professional exploration lead people to think continually about the meaning of work and its relationship with life, which in turn can guide people towards more suitable careers and satisfying futures (Ginevra et al., 2018; Viola et al., 2016). YP lower their focus on one dimension to cope with strains arising

from experiencing competing roles (Wood, 2017). As the need to be responsible to one's future self inevitably gives way to the need to deal with current problems, emerging adults can find themselves separated from their futures (Tagliabue et al., 2016). However, it is crucial to remain future-oriented because YP who are confident about their future visions are better at dealing with difficulties due to having more adaptive behaviours and positive attitudes (Cabras and Mondo, 2018).

Therefore, career services should help YP in transition focus on their future careers to develop career problem-solving strategies by considering their meaning of life and work (Ginevra et al., 2018; Guo et al., 2014). Khattab (2015) states that in undesirable working conditions, YP can still improve themselves if they have a positive understanding of themselves and high aspirations. This leads to the idea that identity-building is an important part of professional development (Neary, 2016). The more stable and specific an aspiration is, the more likely it can predict performance and achievement (Evans et al., 2015; Khattab, 2015). Therefore, YP should be directed to visualise themselves performing several types of professional roles while navigating transitions and crises (Stoltz et al., 2018). Visualising roles involves generating a clear picture and evaluating it based on industry information (Gottfredson, 1981). Counsellors can assist clients in reviewing their visions constructively as part of a new life path, which may also offer emotional comfort to the clients (Cardoso, 2016).

However, it might be challenging to amend one's aspirations in career counselling (Martinez et al., 2017). Cook (2016) suggests the need to construct a new narrative with which people can connect and imagine their future, as a "smooth" trajectory can lead to YP achieving positive outcomes. The counsellor and client can work together to set a clear chain of specific and achievable objectives (Conkel-Ziebell et al., 2018). More exploration is required to understand and assist future planning in transition (Ginevra et al., 2018). In this study, I will attempt to develop some exercises that can help YP create a future vision and plan their transitioning pathway accordingly.

2.4.5 Encourage action

Call for active citizens

At the start of the 21st century, the Commission of the European Communities (2000, p. 7) called for governments to set up services that provide citizens with more learning opportunities, particularly for acquiring basic skills. This type of support service encourages citizens to develop a willingness to take control of their lives proactively, and, therefore, makes them more capable of taking actions (Mariager-Anderson et al., 2016). The aim of such initiatives is to promote self-directed behaviours. Self-directed behaviours are positively related to developmental proactivity, and they allow people to adapt to new tasks easily (Cheung et al., 2019). Thanks to their proactive behaviour, self-regulated people are less likely to feel helpless or experience dissatisfaction (Cellar et al., 2011). YP must go explore and make meaning of their lives themselves because this kind of knowledge cannot be taught (Frankl, 2006).

Taking initiatives is less about finding a job than about taking action to reach career goals (Callanan et al., 2017). Action taking can bring a sense of hope regarding the long-term future by showing people that positive goals can be met (Cook, 2016). Therefore, an essential part of career guidance is helping clients actively develop plans and take actions (Stoltz et al., 2018), particularly given that the uncertain job market requires YP to take initiatives and become more adaptive (Ginevra et al., 2018). Career interventions, in general, should promote self-management attitudes and skills through exploration, planning, and implementing ideas for a career path across the life span, all of which are value- and needs-based actions (Hall, 2002, 1996).

The process of action-taking

Self-determined students exhibit more desirable career-management behaviours, including exploratory behaviours (Boiché et al., 2008). A satisfying career decision is usually supported by a great amount of information and less indecision (Guay et al.,

2003; Kiener, 2006), and it is a consequence of broad exploration (Cox et al., 2016; Meeus, 2011; Super, 1980), rather than of targeting a specific occupation (Cox et al., 2016). The habit of exploration not only affects people's career paths, but also the development of personal goals, paths, and traits (Blustein, 1997). Combining exploration (collecting and using information) and enrichment (gaining knowledge) is a form of occupational engagement (O'Donoghue and McKay, 2012). Overall, self-knowledge and future thinking are positively related to vocational action taking, and the actions taken can lead to developing diverse self-knowledge.

Indication for career counselling design: Encourage planning-making and action-taking

Career services should show YP how their current actions shape their future and their goal achievements to help them build a connection between engagement, attainment, and fulfilment, and understand that they need to be responsible for themselves (Cabras and Mondo, 2018; Duffy, 2010; Nota et al., 2016). This type of strategy building is more effective for dealing with career distress than anxiety management courses can be (Creed and Hennessy, 2016). Savickas (2012) examines the LifeDesign career construction counselling model that leads to real-life actions. It helps clients deal with uncertainties by reviewing and reflecting on their past experiences and building a link between themselves and the world with plans and actions.

Interventions aimed at developing YP's curiosity could help encourage YP to focus on future-building projects and on exploring themselves from different perspectives (Savickas, 2013a). In addition to gathering information and other exploratory behaviours, Ghosh and Fouad (2017) suggest encouraging students to take the initiative to seek out experienced people for help. It is also important to teach clients how to respond to feedback, view it from multiple perspectives, and assess it in relation to their personal career goals (Hui et al., 2018). Engagement in a work environment (e.g. part-time work experience) helps with adaptive decision making (Cox et al., 2016).

In short, career services should help clients make informed decisions, understand how their actions affect the future, effectively manage emotional and mental constraints, actively look for help, critically evaluate feedback, make plans, and take small steps every day towards achieving their dreams.

2.4.6 Welcome group career guidance

Group impact on individuals

YP tend to make plans based on their understanding of their identities and they form a sense of their identities by interacting with others (Wiltgren, 2014). Hence, the people in their networks who influence their identity reconstruction can also support YP in shaping their visions of the future. As Blustein (2011) states in his relational theory, a meaningful working life depends on interpersonal relationships.

Group discussions can make for more interesting learning experiences (Ali et al., 2017; Navarro et al., 2007). While considering what kinds of activities might be more effective, it is easy to overlook natural peer support. It has been found that peer-mentoring increases self-realisation and helps clarify one's professional identity (Lekka et al., 2015; Murdock et al., 2013). And peer mentoring can offer a form of "post-supervision" to ensure YP apply what they have learnt from counselling, which is acknowledged to be critical (Popadiuk, 2013).

Indication for career counselling design: Group approach

Group career counselling (GCC) has many benefits, such as social support, interpersonal skill development, motivation, and rule generalisation (Damer et al., 2010; Fitch et al., 2012; Mattanah et al., 2010; Waldo et al., 2007). Many studies have shown that on some occasions, GCC offers better results (Martinez et al., 2017) or is more efficient than individualised practice (Damer et al., 2010; Epstein et al., 2014; Siskind et al., 2008). GCC allows a wider audience to be reached and time and budgets to be used more efficiently (Barclay and Stoltz, 2016a). It should be noted that this should

not result in neglecting individual's feelings and emotional states (Sampson et al., 2004). The LifeDesign career counselling model has been shown to be effective for both individuals and groups (Cardoso et al., 2018). This study will learn from such approaches to develop a counselling model that can be delivered to groups.

2.5 Conclusion

This study aims to examine the possibility of developing a new career counselling approach that can better support today's YP, especially those transitioning from education to work. In this chapter, I have explored the literature related to the research topic of career support for the education-to-work transition to justify the significance of the research. A substantial body of literature points to the increasing number of complicating factors that make the transition challenging and more complex in the face of social-economic change. I have argued that this requires career counselling that is sensitive to social discrimination and equips YP with high levels of adaptability. Segmented life trajectories are becoming the new normal, and unpredictable events are now becoming predictable parts of YP's career paths. YP's experiences can help service providers identify problems and tackle difficulties. My argument is based on a belief that YP need help to develop clarity about their career directions, a sense of continuity in their career paths, and the capacity to deal with changing identities and related mental health issues. This clarifies the central phenomenon and validates the research problem, thereby demonstrating the significance of this research.

I contend that traditional career services that use out-dated models can be insensitive to societal changes.. Researchers have noted the need for the career counselling industry to enact changes that can meet YP's changing needs. Policy makers and educators in Scotland believe that improvements should be proposed at all levels and that new forms of flexible and up-to-date career support should be developed. YP need to be involved in developing new services so as to ensure that holistic support is provided that meets

their needs.

This study adds to the literature by showing the step-by-step design of a career counselling approach for YP transitioning to work. The new approach should consider lifelong learning, institutional constraints, and personal development. New career counselling services should explore personal factors and YP must be seen as social people who can experience psychological crises. Environmental changes and economic crises have a great impact on YP in transition, especially those leaving education and entering the labour market. In order to be able to navigate a successful transition and build the right career path, YP need to have accurate self-knowledge and a clear vision for their future actively manage their career. Career counselling should enable YP to understand themselves, be future-oriented, and develop action plans. Group counselling offers benefits in terms of its capacity to provide social support, interpersonal skills, and motivation. These findings from the literature will guide the intervention design in this research.

In chapter 3, I will identify several theories that have been informed the design of my research.

3 Theoretical framework

This chapter provides an introduction of the theoretical framework that underpins this research. It provides relevant theories, design approaches, and tools to support the development of FutureMadeByMe (FMBM) narrative career construction counselling model and help me respond to the gaps and indications for design that I have identified in chapter 2. These theories were selected to support my professional development, the research participants' and intended clients' learning, the effectiveness of the model, and a structured and productive design process.

Interdisciplinary research integrates tools and conceptual models from more than one discipline. A research study might aim to address problems that can only be solved by going beyond the boundaries of a single discipline (Cheng et al., 2009). Career counselling is cross-educational and psychological in nature (Murdock et al., 2013), and for young people (YP), it can be delivered by trained practitioners in the domain of youth work and other social services or even adults from their communities or families. When developing a new approach, knowledge of design is helpful. Hence, an interdisciplinary approach is employed in this study. This will allow me, as a youth worker, to equip myself with perspectives from design, education, and vocational counselling to advance my practice.

I will draw on Community of Practice (CoP) theory, Social Construction Theory, and Career Construction Theory (CCT) to develop my theoretical framework, Adopting grounded theory, reflective practice, and Youth Participatory Research. LifeDesign Paradigm, narrative counselling, and design thinking serve as the foundation for the design. While there is no particular 'order' in which these theoretical frameworks were used, applied or consulted, design thinking is the pre-eminent approach underpinning the thesis and the research.

3.1 Community of Practice

The design of this research is underpinned by the Community of Practice (CoP) approach proposed by Wenger (2011), a collaborative approach for situated learning. A CoP is a group of people with the same goals, jobs, or interests, who form an informal group (the community), whose members interact with one another on an ongoing basis to discuss issues of common concern, thereby promoting knowledge sharing and deepening members' knowledge and expertise related to a particular field (Wenger, 1998). In CoP, members share information and develop new knowledge by teaching and learning with one another during practice, engaging activities, and discussions (Wenger, 1998). The instrumental usage of CoP supported Wenger's transition from being an analyst to a designer of a social learning system (Clegg, 2012). The goal of designing new career counselling exercises in this research is to develop YP holistically so that they can live meaningful lives. CoP is an ideal approach for encouraging personal and professional development of this type, considering its impact on members' emotions, self-efficacy and self-perceptions (Musteen et al., 2018, p. 215). CoP principles can be used to help a CoP instructor reflectively design the learning process for achieving specific learning goals, especially when situated learning and mutual engagement are promoted within educational contexts (Musteen *et al.*, 2018).

Unlike in the original CoP approach (Wenger, 1998), in deliberate CoP, communities are not formed voluntarily by members working on the same mission. Instead, membership in and the mission of deliberate CoP is decided by the instructor. Nevertheless, participation level and roles are still formed naturally. Meaning negotiating activities are developed by the instructor, who also provides learning resources in addition to what is brought in by members (Viskovic, 2006; Wenger, 2011). In this study, I will create a deliberate CoP.

Application of CoP

Table 3-1 shows how the design process of FMBM align with CoP elements. In addition to the three traditional dimensions of CoP (Wenger 1998), there is also consideration of a space for learning, as the learning community is initiated by the deliberate CoP instructor rather than formed naturally by the members (Li et al., 2009).

Implementation of a Community of Practice model in this study	
The CoP dimensions	The design process of the FMBM project
Domain: shared interests	Finding youths who want to participate in the co-design and those who want to perform career path planning
Community: a group of people with a learning relationship	Recruiting young people to join the design team and try group counselling in case studies
Practice: members develop a shared repertoire of resources	Reflective testing sessions to improve design prototypes. Action research with reflective practice to test the team's solutions
Space: where learning happens	Respectful environment suggested and enhanced by the researcher

Table 3-1 Implementation of a Community of Practice model (Musteen et al., 2018) in this study

Table 3-2 summarises the seven principles of CoP design (Hales et al., 2018) and shows how they were applied in this study.

Application of CoP principles in this research	
CoP principle	The delivery of the FMBM project
Design for evolution	I considered the development of the instructor over time, rather than through a single activity, to ensure a longer-lasting impact. All participants were asked to continue developing and challenging themselves with a developmental and sustainable perspective.
Open a dialogue between inside and outside perspectives	I included information provided by stakeholders, the researcher's knowledge, and young people's ideas to form the design of interventions and to include both youth advisors and participants in the decision making.
Invite different levels of participation	Participants were involved in the programme on a voluntary basis. There was no exam or any assessment to push them to reaching a certain goal.
Develop both public and private community spaces	Both learning within the group and sharing between a few members was encouraged.
Focus on value	Recognising that each participant had unique takeaway values, we carefully built the shared value of respect and knowledge sharing.
Combine familiarity and excitement	Comfort and challenge were the two elements considered during the design process. We sought to make changes to traditional ways of providing career services while maintaining the fundamental practice and aims.
Create a rhythm for the community	The use of communication tools enables communication inside and outside of the sessions. We continually checked our progress towards goals.

Table 3-2 Application of CoP principles (Hales et al., 2018) in this research

Although it can be challenging for career counselling to help YP apply their career management knowledge in real life, it must enable YP to connect their counselling experiences with their everyday life experiences. This means making sure that learning experiences are transformative, i.e., the learners can form an understanding of themselves and then apply that to their self-initiated professional development, which includes choosing a path and solving any issues encountered along the way.

As Wenger (1998) states, a learners' participation type is closely related to the effectiveness of learning. Traditional institutionalised career support given in schools (e.g. talks, speeches) tends not to encourage individualisation and innovation, but can instead lead students to taking institutionalised career paths, which may be incompatible with the job market. Learning is likely to happen naturally in settings where YP's identities are compatible with the learning environment. CoP learning

experiences can allow YP to take charge of their learning, learn collectively with suitable materials, and develop their identities and understandings of the world (Davis, 2006; Graven, 2003). However, the materials should not be the sole focus of the guidance; what matters is the interaction of the planned and the emergent (Wenger, 1998). Activities are designed to encourage voluntary practices, with social relationships built through mutual engagement.

Using reified materials (or reifying learning) makes it easier for teaching as the subject matter may look simpler, but it may cost extra time in the learning of the reification, and there is a risk that participants enter a practice to just learn the reification (Evans et al., 2015). Thus, positive learning outcomes for better career management skills are still dependent upon participation; reified knowledge can be produced by participants in their negotiation of meaning after they have built a relationship with the subject matter. This reified knowledge is meaningful because it captures participants' identities and more (ibid). As it is not possible to be an expert in everything, gaining knowledge requires a person to know what is required in their career path. The focus here is on developing knowledge of one's identity and one's sources of meaningfulness. This is consistent with the aim of the counselling model I will develop, which is to help YP develop a clearer idea of what kind of successful life they wish to live.

As a learning community is unlikely to function with closed boundaries (Engeström, 2015), I encourage the participants to discover the resources in the world around them, to see the world as a learning resource, and to serve as learning resources for other people. To be able to do that, YP need to coordinate multiple (maybe even conflicting) perspectives when addressing major issues (ibid). FMBM is intended to reveal to YP that what they have learnt can be put into action and can make an impact on their lives and the world. The fundamental aim is to develop a long-term commitment to the practice of reflection, so the participants will review themselves continually after the

sessions.

In traditional teaching environments, teachers tend to be institutionalised figures. Therefore, they are probably not the best representations of the adult world to support students' identity discovery (Lumpkin, 2008). In the FMBM design, I try to downplay the institutional aspects of the instructor and emphasise a social person figure with whom YP can build social relationships to increase their learning opportunities.

3.2 Reflection in action and applying grounded theory

Using a practical action research framework to direct reflection in practice

Action research (AR), which unites the experimental approach of social science with action to address social problems (Schwandt, 2015), is an approach commonly used in the field of education when there is a specific practical problem to solve (Creswell, 2011, p. 576). It is a framework used by those who reflect as part of their practice, many of whom are not actually aware that they are practising AR (McNiff, 2013). Originating from Lewin's model of social inquiry with planning, acting, observing, and reflecting in cycles, AR seeks to expand theoretical knowledge while solving problems in practice (Schwandt, 2015). Practical AR (usually is a small-scale research), involves solving problems that practitioners find either in their performance or in their subjects' performance (Schmuck, 2009). It identifies a practical problem and seeks to improve the practice. Small-scale studies translate research evidence more effectively into practical improvement (Gorard et al., 2020). It requires a systematic approach with a clear focus and practitioner-led data collection and analysis. At the end of the research, the practitioner usually presents an action plan (Creswell, 2011).

In this study, I intend to implement a step-by-step design and test the effectiveness of the model as the design output reflectively, in an attempt to meet the need to support YP in transition. The study will involve a limited number of direct subjects as participants and just the researcher as a practitioner. The focus is on improving the

practice so as to have a more localised impact. Thus, I am drawing on practical AR to develop a framework that can support my reflection in practice.

Reflection can be applied in many professional contexts, including design (e.g. by reviewing the design output). As a practitioner (see my roles for reflective practice in Table 3-3), I must be reflective during practice and when defining the problem, try out improvement ideas in practice, and evaluate them (Baumfield et al., 2012; Wong, 2010). According to Schön (Visser, 2010), designing is about having a conversation with what is being designed. When design outputs differ from those intended, the designer finds out why and amend the design accordingly, which is part of the reflection taken to action. In this study, I reflect on the experience and result of each design stage and the testing sessions.

My multiple action research roles in the study		
Action roles	Role responsibilities	Actions in the study
Counsellor	Career guidance provider	Provide prototype career guidance for young people
Designer	Improve a career guidance approach	Design a narrative-based Life Design guidance approach
Researcher	Youth career support. Co-design and qualitative action research	Evaluate the counselling model. Evaluate the application of co-design in service design for youth career counselling

Table 3-3 My multiple action research roles in the study

A reflective practice framework cycle (see Figure 3-1) is applied throughout the design process.

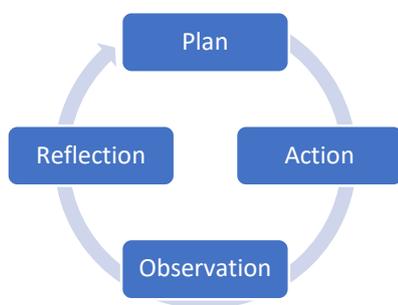


Figure 3-1 Action research cycle (Nyanjom, 2018; Prior, 2018)

A reflection cycle is crucial in studies such as this in which the researcher engages in self-assessment (Nyanjom, 2018). Reflective practice could help me enhance my professional confidence and offer me an opportunity to evaluate the conflicts in my values, goals, and interests (Schön, 1983). Placing myself in an uncertain situation and reflecting on my practice can help me become more independent and generate new knowledge (ibid). Table 3-4 explains how AR principles are applied to enable the reflective practice.

The application of action research principles in this study		
	Concept	Application in this research
Researcher	The researcher is the practitioner, usually an educator.	Perform youth work to improve the welfare of young <u>people, and</u> offer guidance and counselling as part of the work.
Research purposes	To define the problem, develop solutions, and improve the practice.	Reflect on my work to offer better help to young people with their transition to adulthood.
Evaluation methods	Improved skills of practitioner, solutions to the problem, and improved working environment.	Improved ability to guide young people transitioning to adulthood / Develop more suitable guidance strategies
Research process loop	Identify the problem - analyse the problem – collect data – analyse data – find a solution – apply the solution – evaluate – identify the problem...	Integrate the research process loop, conduct literature review, co-design, reflect on practice and the design process.
Application fields	Social sciences, education, and social psychology.	Informal education in youth career guidance and counselling.
Situational nature	Discover problems in practice.	Identify the central phenomenon in daily practice.
Corporative nature	Solving the problem usually requires the involvement of other individuals or groups.	Developing solutions via co-design with young people.
Practical nature	Action research focuses on practical activities.	This research focuses on youth career guidance practice.
Self-evaluation nature	Solutions to the problem are constantly optimised based on practitioner's reflection.	The researcher's professional development is one focus of the study.

Table 3-4 Application of action research principles (McNiff, 2013) in this study

A reflective practitioner/researcher have to constantly think about and reflect on what they are doing (McNiff, 2013). The central role of the researcher in this study is a reflecting actor who is constantly thinking about what she is doing, sharing knowledge, and generating knowledge with the participants (Schön, 1983). YP are fully involved throughout this research. The team comprising the researcher and youth advisors meet to discuss progress, processes, difficulties, and emotions, which constitute much of the reflection (Fraser et al., 2004). We remain critical when evaluating our design to make sense of unavoidable surprising results (McNiff, 2013).

Grounded theory and knowledge from reflection

Grounded theory (GT) was developed in response to three criticisms of previous research approaches (Charmaz and Belgrave, 2015): 1) the overuse of grand theory leads to a few scholars controlling the generation of theories; 2) as most ethnographic research focuses on describing facts, this leads to results that cannot be compared with theories; and 3) while some research generates theories, the analysis is vague and there tends to be no description of the process of developing the theories. Therefore, to connect theory with empirical facts, GT creates a “middle theory” between working hypotheses and grand theory. There are two approaches to GT: 1) develop theory for a specific phenomenon in a certain context; and 2) study a phenomenon within multiple contexts.

As a developing theory, our understanding of GT is dynamic (Strauss, 1987). However, we can make an attempt at providing a definition based on five aspects:

Firstly, the core of GT is that theory originates from data. The wide sources of raw data might include interviews, literature, questionnaires, and fieldnotes (Glaser, 2001). It requires developing experience-based theories through systematic analysis and induction, thus connecting theories with empirical study. The emerging theories should be traceable and linked to raw data. All of the data should point to the final theory.

The second aspect of GT is the requirement that the researcher must maintain theoretical sensitivity, which is the ability to detect the meaning of data. The researcher needs to make sense of and conceptualise the data. The aim of GT is to create a new theory. It can help us understand a phenomenon, rather than describe one (Strauss, 1987).

Thirdly, the basis of data analysis in GT is theorisation, which is a process of constant comparison and abstraction (Glaser and Strauss, 2017). It uses abstraction to conceptualise and simplify data, raise key concepts through comparison, and create a map of relationships among concepts. GT requires the data analysis and data collection processes to be conducted in parallel with one another. Every time new data is collected, it should be analysed and compared with the concepts acquired, which then directs further data collection.

Fourthly, GT combines purposeful sampling, open sampling, and theoretical sampling, with purposeful sampling usually constituting the first step. There is usually no specific research question, but purely curiosity about a particular topic. The ultimate research question when applying GT should relate to the problems faced by research subjects (Glaser, 1992). Purposeful sampling requires finding a large enough sample to confirm the question. Open sampling, related to open coding, requires the specification of the sample and as much data as possible. Theoretical sampling involves using established theories to look for samples to develop new empirical theories.

The fifth defining characteristic of GT is its flexible use of the literature. One controversy in GT concerns how and when to research literature and what literature to research. According to Glaser (1978), the researcher should not start a study with any pre-assumptions, and should only discover theories after multiple stages of coding. Therefore, the study of literature should take place after the construction of empirical theories. However, other researchers argue that it is unrealistic to ask the researcher to

be completely naïve regarding the field (Apramian et al., 2017; Blumer, 1979). Engaging in literature research at an earlier stage does not necessarily mean that the subsequent research will be restricted to existing theories. Literature research is valued in GT as it (Charmaz and Belgrave, 2015): 1) increases the researcher's sensitivity to theories, 2) helps the researcher find second-hand data, 3) assists in making comparisons with established theories so that empirical theories can become formal theories, and 4) adds empirical evidence to support existing theories.

Given the aim of this study, I am required to understand more about the problems faced by local YP and how they deal with related issues. I also must collect and interpret raw data generated first-hand through reflective practice in both design and counselling, and develop insights into how the practical knowledge I glean can be generalised to contribute to the fields of youth studies, career counselling, and service design. All of these requirements make GT a suitable choice of approach for this study.

3.3 Youth participatory research

Youth participatory research (YPR) is a trend that has emerged in the 21st century, whereby scholars collaborate in partnership with YP who are related to the research problem. YPR responds to the demands of the youth development movement (Powers and Tiffany, 2006). It has been noted that governments and non-governmental organisations (NGOs) now prefer approaches that are true to users' needs, are designed with YP's participation, value YP's mechanisms for coping with their everyday lives, and respect their integrity (Nieuwenhuys, 2004, p. 208). YPR can be employed to produce useful knowledge for individuals, research, organisations, and the broader community (Powers and Tiffany, 2006). This important knowledge can be used to guide actions and promote change. YP's participation in design research can have a major impact on both an NGO's work and the YP themselves, and its experimental framework can encourage more socially conscious and community-focused output (Macdonald and

MacLeod, 2018).

Youth participatory AR is an effective way to involve YP in the research and is likely to influence the decisions they make regarding their lives. Moreover, it can help YP transfer their everyday experiences into knowledge and become more confident (Cammarota and Fine, 2010). Compared with conventional methods, youth participatory AR also offers a good way to design “bottom-up” interventions, as it is embracive and connected to reality, and therefore more likely to be supported by the people for whom the interventions are intended (Cammarota and Fine, 2010).

Young people’s involvement in this research

In YPR, there can be dialectical tensions between a researcher’s formal knowledge obtained from research training and YP’s practical knowledge gained from personal experience (Nieuwenhuys, 2004). The youth advisors in this study participated in the research design and the interpretation of the data. I ensured that all participants could express themselves freely. Genuine collaboration is the key to AR, and my commitment to collaborative knowledge generation meant that the collaboration lasted from the problem-defining stage and the narrowing of the research focus through to the interpreting of the findings and the reflecting on the experience (Fraser et al., 2004).

In Hart’s ladder of participation (see Figure 3-2), only the upper-four levels constitute “real participation”. At the top of the ladder, “youth-initiated interventions” and “sharing decisions with adults” are the most useful for interventions intended to be used with YP. However, that level is very difficult to reach and it requires a researcher enabling YP to voice their needs and desires (Nieuwenhuys, 2004). In this research, YP are involved at Level 6; I plans the design process, and YP are involved in developing solutions and in making decisions that are critical to the design.

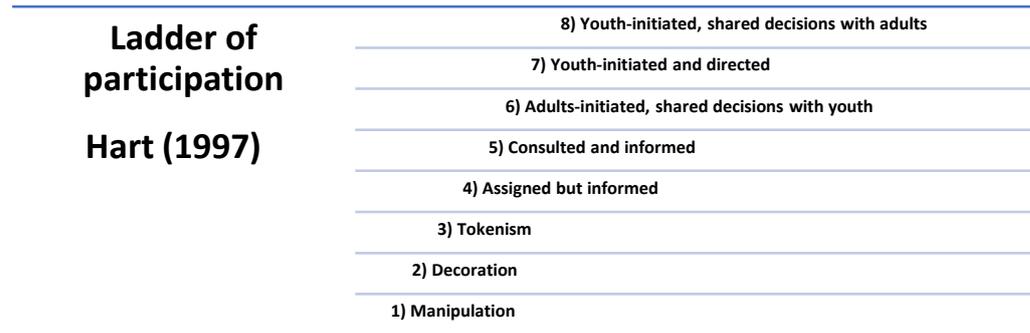


Figure 3-2 Ladder of participation (Hart, 1997)

3.4 Social construction and postmodernist narrative counselling

According to Houston (Houston, 2001), a socially constructed phenomenon is one that reflects cultural values and public opinions in a certain period. In this sense, YP’s transition struggles in a particular time period are constructed with a cultural time stamp. The meaning of their transition and the learning to solve the transition issues are mainly constructed through interactions with others and collaborative activities (Swan, 2019). Social constructionist career counselling features social relations, meaning making, narratives, life themes, and self-creation in work, all of which are not emphasised in traditional approaches (Kang et al., 2017). A vast number of educators believe that learning is constructed and depends on the learning milieu, and that narratives and meaning are essential for successful learning (Dewey, 2013; Lave and Wenger, 1991; Scardamalia and Bereiter, 1999). In counselling, narratives offer a good tool for identity development (McLean and Syed, 2015) and YP can benefit fully from narrative career counselling from their latter stages of secondary schooling (Cardoso et al., 2018).

Postmodernism contains a philosophy of “multiplicity”, and is a philosophical movement that advances practice-based knowledge and anti-dualism ideas (Murphy and Callaghan, 1988). Postmodernism-inspired practice paradigms advocate more consideration of users’ voices and give more value to pluralistic, non-dominant, and conflicting views (D’Arrigo-Patrick et al., 2017). In counselling, this translates into a

collaborative relationship between counsellor and client that allows joint exploration, a focus on contextual issues from multiple perspectives, and approaches that tend to attribute clients' problems to social-cultural issues or political injustices (Anderson, 2012; D'Arrigo-Patrick et al., 2017; Dickerson, 2014). The postmodern position assumed by practitioners is that of a learner, while handing over the authority to clients, listening to and respecting them, and taking care not to promote any opinion that is not expressed by the clients (Davidson et al., 2008). In narrative counselling, a sequence of questions are asked to push clients to see societal discourses more clearly so as to help them find alternative ways to solve their problems (Winslade, 2009).

3.5 Career Construction Theory and Career Adaptability

Over the last 20 years, Mark L. Savickas has led the development of CCT in the field of vocational psychology. As an important branch of social psychology, vocational psychology focuses on how to help people identify and solve problems in their career development, and CCT addresses how individuals construct their career development paths through a series of meaningful vocational behaviours and work experiences (Savickas, 2005). The philosophical perspective of CCT embraces constructivism, social constructionism, and post-modernism. Drawing from Personality-Job Fit Theory and Career Maturity Theory, CCT posits that individuals should take account of their memories, past life experiences, current job/life experiences, and future aspirations when making vocational behavioural choices.

In CCT, every individual has different vocational tendencies (Savickas, 2004). The tasks involved at each vocational stage and people's strategies for tackling them form a developmental process, which highlights how career development is a dynamic process. Savickas (2013, 2004) uses life themes, vocational personality, and career adaptability to explain the "what", "how", and "why" of the subject matter of work life.

Seeing career development dynamics as Life Themes

Ensuring satisfaction and success in work used to be based on finding the right workers for a job. But according to CCT, career development is seen as a subjective and complicated constructive process around the life theme of career where individuals make meaning about their vocational behaviours, integrate the subjective and objective world, and use specific work experience to validate personal significance and abilities (Brown, 2002; Porfeli and Savickas, 2012; Savickas, 2013b, 2004, 1997). For example, an individual's aspirations might be manifested without their knowledge through a series of life stories.

Build vocational self-concept based on vocational personality

The two vocational traits in Holland's (1997) RIASEC model, namely, individual difference in person-environment psychology and vocational interests, are both important in career development; however, semblance or reputation is not enough to understand career development (Spokane et al., 2000). Career-related traits, such as abilities, values, and interests, together form vocational personality as strategies for adapting. Personality traits reflect emergent and socially constituted meanings and depend on time, place, and culture to be meaningful relational phenomena. The career-construction process is subjective, private, and idiographic (Savickas, 2013, 2004).

Career adaptability for career development

Adopting Super's (1980) proposal to use adaptability, instead of maturity, to connect the career development stages, Savickas completed a series of works on the conceptualisation, operability, and theoretical modelling of career adaptability (Porfeli and Savickas, 2012; Savickas, 2013b, 2004, 1997). He proposed that adaptability should focus on the coping processes. Career adaptability can enable the expression of one's personality in work guided by one's life themes. This process relates to how individuals perform social roles by implementing their self-concepts to successfully navigate transitions, such as school-to-work and job-to-job changes (Savickas, 2004,

2013).

Career adaptability is the most critical component of CCT, and can be understood on three levels, from abstract to concrete (see Figure 3-3).



Figure 3-3 Three levels of career adaptability (Savickas, 2005)

At the most abstract level, there is career concern, career control, career curiosity and career confidence, which can be understood in terms of four career development questions: “Do I have a future?”, “Who owns my life?”, “What do I want to do in the future?”, and “Can I achieve it?” (Zhao et al., 2010). At the middle level lie the ABCs (attitudes, beliefs, and competencies), which shape the actual problem-solving strategies and coping behaviours. In the adaption model, the adaptation starts with Willing/ Readiness, then enable the Able/Resource, via Response/Behaviour, one can get Outcome/ Results (Porfeli and Savickas, 2012; Savickas, 2013). There are also situational factors that affect every individual’s ability to achieve a stable adaptation status (see Figure 3-4).

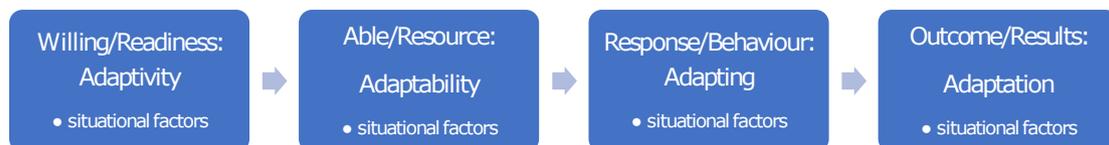


Figure 3-4 Self-constructed career adaptation model (Savickas, 2013; Porfeli and Savickas, 2012)

From this model, we can see that one must have the necessary mental preparation to

acquire adaptive resources and results. Employees with higher core self-evaluation and who focus on their pasts and futures have relatively higher adaptability, which suggests that an individual's career progression as part of their career construction is achieved through the integration of their experiences, current perceptions, and positive future planning (Porfeli and Savickas, 2012; Savickas, 2013). We can help individuals develop career adaptability via methods such as self-discovery through self-narrative, and by learning to overcome difficulties and explore one's potential (Savickas, 2012, 2009, 2004).

This study applies the self-constructed career adaptation model and other constructive career adaptation models (Perera and McIlveen, 2014; Zhou et al., 2016). It explores possible interventions aimed at mental preparation and knowledge development regarding the self and resources in order to help clients reach a stable career status. The exercises designed in this study will focus on helping clients visualise their futures, and cultivate a flexible yet directed mental state (including identity awareness) that is ready for action.

3.6 LifeDesign Paradigm – The application of Career Construction Theory

A new paradigm is needed to adapt to changes in the job market

It is more important today that job seekers are flexible and have a deep understanding of themselves and bridging developmental life stages. Therefore, they would require career service that can accommodate non-standardised life courses, focusing on constructing the “self” and designing a career (Savickas, 2012). Unlike conventional career counselling, which is rooted in logical positivism and personality, FMBM design will seek to locate the distinctiveness, coherence, and continuity of YP's identity, within Guichard's (2009) vision, which inspired the LifeDesign paradigm.

FMBM inherits the ideology and position of LifeDesign, a counselling paradigm for people of all age to manage their life and career. I believe it is important to develop new models because YP's needs are developmental; their understandings of themselves and of the world are subject to involuntary changes according to their experiences (Cammarota and Fine, 2010). While researchers have recognised that social changes affect life transitions, they have failed to update practices accordingly. I believe that it is more worthwhile building upon existing models than simply testing them.

Based on CCT, LifeDesign emerged as a new general pattern of practice that was believed to better assist clients by concentrating on identity, adaptability, intentionality, and narratability (Savickas et al., 2009). LifeDesign represents a nonlinear epistemological position which considers the contextual, the dynamic, the personal, and multiple other perspectives. It concentrates on flexibility, employability, commitment, emotional intelligence, and lifelong learning (Savickas et al., 2009). According to its constructionist perspective, people are made up of stories, the telling of stories makes people, and work-life stories build subjective careers (Savickas, 2012). Individuals can express an identity narrative shaped by their social roles and cultural representations, which places them in the social world with an understanding of themselves. LifeDesign can be used to shape career counselling that meets people's needs for self-construction and career design in the 21st century (Savickas et al., 2009). Its 4-stage structure (construction, deconstruction, reconstruction, and co-construction) inspired FMBM.

Stage 1: Construct a career out of small stories

Narratives are a core element of LifeDesign and CCT. The constructive stages are built upon narrative inquiry, but it is more than just telling stories (Clandinin et al., 2007). The LifeDesign starts with a preparation session about clients' experiences of constructing their identities and careers. In narrative inquiry, the stories we live in are used to construct and reconstruct narrative plots (Connelly and Clandinin, 1990), and then, in LifeDesign, they are used to craft identity. The stories constitute construction

tools based on convoluted social events (Barclay and Stoltz, 2016a). In this process, called “narrating micro-narratives”, as clients tell stories, they develop more knowledge about their identities and their careers.

Stages 2 & 3: Deconstruct stories and reconstruct them into an identity narrative or life portrait

Deconstructing people’s stories is challenging as the counsellor must locate the parts that reveal self-limiting ideas, confined roles, and cultural barriers. These “parts” might consist of important incidents, recurrent episodes, significant figures, self-defining moments, or life-changing experiences (Savickas et al., 2009). These small stories may then be reconstructed into a “grand story” called a “macro-narrative” of the client’s life, which expresses the clients’ goals, values, attitudes, meanings, habits, and important interactions in a meaningful sequence. This process is intended to make sense of small stories by reconstructing experiences and integrating agents into a unified identity narrative with a career theme that highlights how identity changes over time.

Stage 4: Co-construct intentions that lead to the next action episode in the real world

The last stage involves clients beginning to act, learn, and develop new identity aspects, while picking up stalled initiatives and discovering more possibilities. This co-construction of identity makes priorities clear, reveals central tendencies, and makes transformation possible (Savickas et al., 2009). With intentions clearer, the themes provide both the client and the counsellor with a better idea of how to prepare to deal with distractions and challenges with confidence, while developing an overall purpose and an awareness of the client’s values and principles. The next “scenes” of the client’s life become clearer after revising and elaborating the life portrait.

In the future, clients will be able to call on the comfort they have developed to face the challenges ahead; the present and past of their lives are now bridged by intentions and

actions based on a revised identity narrative.

3.7 Design thinking and research innovation

The UK government has a positive attitude towards service design and innovation. Its definition of “service design” is the design of something that helps people do things with the aim of changing outcomes for users (Downe, 2016). Service designers use design thinking (DT), which is about being keen to understand the situation and working towards a set goal with positive attitudes and no prejudice (Kurokawa, 2015, p. 9). Design methods such as the user journey mapping and service blueprinting are useful for the analytical process and for demonstrating the design idea.

Universities have included creative problem-solving in curricula, with the recognition that design activities improve the effectiveness of learning (Hsieh, 2018). Yet many people are still not familiar with DT (Hsieh, 2018). Even today, practitioners in creative industries are still trying to establish a format of work that follows certain values in an effort to ensure that society can recognise design as an established profession; but there is no single unifying definition of DT (Lin, 2019; Michlewski, 2015; Mootee, 2013). However, it is widely recognised that DT is a problem-solving approach that is human-centred and collaborative; moreover, it focuses on innovation by allowing participants to practise creative thinking (Aflatoony et al., 2018; Mootee, 2013; Owen, 2006). DT is its own model of problem-solving; it views the puzzling materials of problematic issues with empathy, focuses on relationships, systems, subjective opinions, and interactive activities, and creates solutions rationally (Mootee, 2013; Temple, 2018).

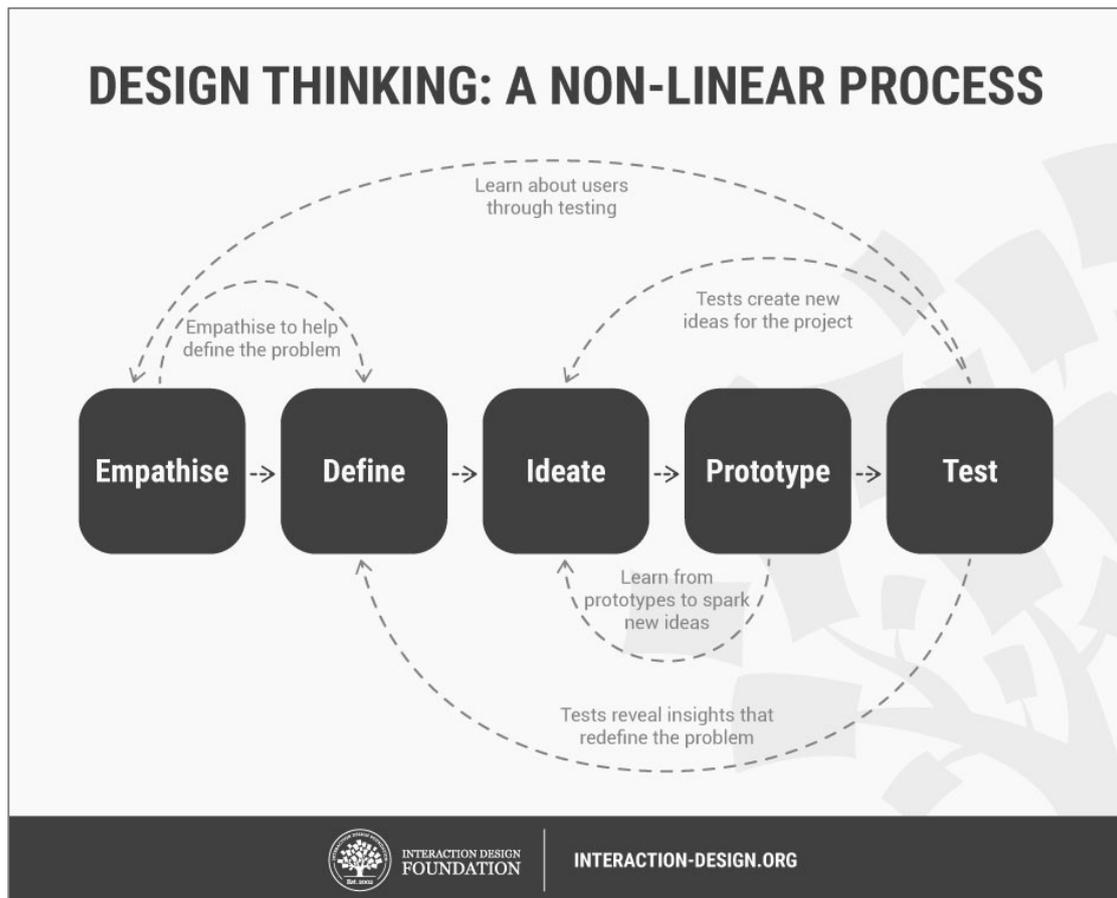


Figure 3-5 Design thinking (Interaction Design Foundation, 2011)

The process of DT is flexible enough to allow for creative and critical thinking (Plattner, n.d.; Temple, 2018). The whole process consists more of a narrating and presenting of stories with a certain perspective than a step-by-step instruction (Rosner, 2018). The D. School of Stanford University has created a guide for using DT, called the five-stage model (see Figure 3-5), which is now widely used in the education of DT. While each stage informs other stages, the stages can be repeated, switched, or run in parallel so as to find the best solutions. This allows designers to constantly renew their understanding of problems, methods, user experience, and supports (Interaction Design Foundation, 2017).

Five-stage DT tackles complex problems by:

- Empathising: Understanding the human needs involved;

- Defining: Re-framing and defining the problem in human-centric ways;
- Ideating: Creating many ideas in ideation sessions;
- Prototyping: Adopting a hands-on approach in prototyping;
- Testing: Developing a prototype/solution to the problem.

The five-stage DT process is iterative, flexible, and focused on collaboration between designers and users, with an emphasis on bringing ideas to life based on how real users think, feel, and behave. It always starts with establishing the problem, followed by a search for information that can help with and idea generation. When a series of potential solutions has been collected, the most promising ones are focused on, and final solutions are selected after the testing (Ambrose and Harris, 2009).

DT is a general cognitive system and a collection of recourses that provides a framework for innovatively induced social or organisational transition, balancing scientific findings with instinctive creativeness (Martin, 2009). DT allows everyone, not just designers, to more collectively solve challenging problems with innovation (Manzini, 2015). Murray et al. (2010) argue that it is increasingly becoming a popular way of delivering social innovation, as conventional approaches and structures are proving incapable of dealing with demanding and urgent issues. Design could provide the means for solving the most challenging social issues (Murray et al., 2010). But it is still a developing field in which practitioners are experimenting with the best way to apply DT and trying to establish a design business. DT represents a cultural change that is driven by the changing society (e.g. towards greater sustainability), organisational environment, values, and tools (Valentine et al., 2017).

To better grasp the kinds of effort that have been made to apply design in improving career counselling services, I browsed articles from 2018 to 2021 in a collection of design journals. These articles include studies that apply design in broader contexts,

and are published in such journals as Co-Design, International Journal of Design, the Design Journal, and Design Studies. I also used multiple academic search engines, such as Google Scholar and ScienceDirect, in which I entered the following keywords: “design & counselling”, “design & career service”, “DT”, “application of DT”, “design & service innovation”, “design & social services”, and “design & youth support services”. My search produced zero results regarding the use of DT for developing a new career counselling model, and zero results regarding practitioners applying DT to improve their career service practices. On the other hand, I did find some studies that explore the possibility of applying DT in career education innovation and social service improvement, as well as several studies focusing on youth co-design, and a few studies connecting design and mental health counselling.

More specifically, career education innovation studies tend to focus heavily on acquiring entrepreneurial competencies (e.g. Kremel and Wetter Edman, 2019; Val et al., 2017), and knowledge co-creation for workplace professional development (e.g. Davis et al., 2016). In terms of the use of design in social service improvement, there are studies that focus on the development of social enterprises (e.g. Selloni and Corubolo, 2017), healthcare product development (e.g. Cheung, 2012), and behaviour and mental health management service development (e.g. Du et al., 2020; Yoon et al., 2021).

The majority of counseling-related design studies tend to be technology-focused; indeed, I found that technology-related is one of the main trends in design research from 2018 to 2021. This includes online platform design, mobile app development, and discovery studies on people’ habits in relation to using technology (Huda et al., 2017; Orłowski et al., 2019; Sefi and Frampton, 2021; Sonawane et al., 2020). Participatory design is also often used for technology-related education (e.g. [Dindler et al., 2020](#)).

A PhD study by Oish ([2012](#)) explores the use of DT in supporting the career

development of emerging adults. In this study, a treatment was employed – not a counselling model, but a 10-week class called “Design Your Life” – to enhance students’ career development agency. The treatment was tested only on students from one university (Stanford). In the study, DT was taught rather than used for the design of the treatment. This quantitative study contained a sample of 50 participants who underwent the treatment. Similarly, Sun’s (2019) PhD project also integrated DT into a career development intervention, and resulted in a positive effect on students’ career self-efficacy. The rationale for employing DT was the belief that it can be used to help solve extremely complex/multi-dimensional problems (Kunz and Rittel, 1970), and students’ career planning is an example of such problems. DT can help students generate new ideas for their career planning (Duda and Gaşior, 2021). In both PhD projects, while DT formed the ethos of the courses provided, neither of the researchers used DT in the development of the courses, nor did they provide any information on how they developed the courses they provided. In this study, DT is adopted for the development of the counselling model; the design process of FMBM is more important its actual effectiveness.

The results of my literature review suggest that DT is absent from career counselling service improvement, especially in terms of practitioner-initiated service model development. I believe that for such a study as this, which actively explores the possibility of improving career counselling practice through collaboration with users, DT can offer a philosophy, an attitude, a strategic structure, and a set of practical tools (Dorst, 2011; Fry, 2010; Kimbell, 2011; Michlewski, 2015).

Design thinking in this research

Design projects are assuming increasingly humanist and socially conscious perspectives (Macdonald and MacLeod, 2018). As the main aim of this study is to develop a new model of practice, this makes solution-focused DT a suitable approach (Razzouk and Shute, 2012). This study explores the application of DT and design tools

to research planning and developing a career counselling model. My innovative methodology applies DT on two levels (see Figure 3-6). On a larger scale, DT is applied in the design of the research in four specific ways: 1) to demonstrate how the study was inspired by my personal experience, 2) to justify the research focus based on the literature and my professional experience, 3) to identify research and practice gaps from the literature, and 4) to draw up a research plan that includes a step-by-step design procedure. On a smaller scale, DT was used to establish the framework of my co-design process (see Section 4.6 in Chapter 4). Both the practice and the design of FMBM are examined in the reflective practice. From the design process, I not only obtain the prototype, but also evidence on whether practical AR can be used to improve design practice.

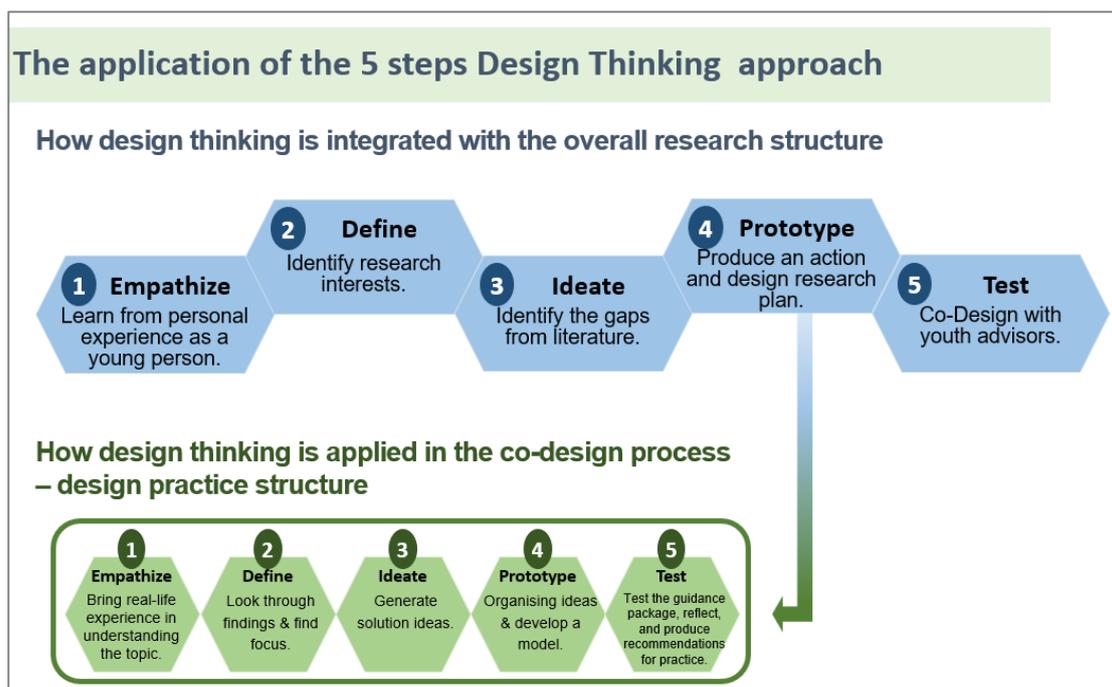


Figure 3-6 Application of five-step design thinking in this research

3.8 Conclusion

Deliberate Community of Practice offers a perspective on how participants in research

and case studies learn from experience. Practical AR offers a structure for bridging theory and practice and for improving practice. Grounded theory provides a structure for generalising the facts gathered through reflective practice. Youth participation theories allow further discussion of the impact of social justice. Career Construction Theory offers a theoretical framework for FMBM. Design thinking offers a framework for developing a solution to the identified research problems. Inspired by these theories, I argue that a methodology intergrating youth participatory design, reflective practice, and grounded theory is the most suitable for this study. A narrative career construction counselling approach that encourages self-initiated learning would be suitable for FMBM.

In Chapter 4, I will describe how I apply these theories in my research and how I try to fill the identified gaps in the research and practice. I will describe in detail how I carried out this inter-disciplinary study.

4 Methodology and methods

4.1 Introduction

This chapter explains and justifies the methodology and methods used for the empirical qualitative research undertaken for this thesis. It discusses the participatory approach and design thinking employed in developing a career counselling model. It also explores the possible application of creative personal and professional development exercises in youth career counselling. Moreover, it describes the structured reflective practice carried throughout the whole research design in combination with the service design process of the FMBM model. Together these elements provide the overall research framework for the thesis.

This study aims to explore the possibility of developing new and more effective creative interventions and a career counselling model to support young people (YP)'s transitions from education to work. This chapter first explains the research process and its supporting framework, followed by a description of the research process and the procedural adjustments made during the research.

Research Paradigm and Methodology

In this study, I adopt an interpretivist viewpoint, one of the main ontological perspectives in applied social science research. An interpretivist stance assumes that individuals do not see the world objectively; the perceived reality is situated within a social, cultural, and historical background (Cohen et al., 2013). In terms of YP's transition to work, although there is a general trend observable in the 21st century, I tend to view each young person's path as unique, with each person having their own version of reality (Pring, 2000). Therefore, they each have a personalised career path that also reflects the 21st-century job market. This is why I identify counselling as a tool for

assisting transitions, given its focus on subjectivity (Rennie, 2007). Although individuals negotiate meaning differently, there are still connections we can find to better understand the situation.

I designed this research within an interpretivist paradigm to understand the career management issues of YP in transition, with the intention of using empirical evidence to inform the design of the support service. The design of this study is informed by my ontological view that there is an objective situation and an individual's subjective beliefs of the situation that direct behaviours and parts of their subjective understanding can include common concepts. It is important to understand the construction of this shared understanding (Pring, 2000). Therefore, understanding transition career development requires empathising with YP. While empathising is critical in interpretivist research, it is often not performed well (Hearn, 1999). In this study, I adopt design methods and invite YP's participation to enhance my ability to empathise.

As YP's career development is constructive, I argue that youth career guidance should be adaptive to this. In this empirical research, I collected data personally through reflective practice and interviews. In this context, empirical research involves the researcher collecting first-hand data through observation and experiment; empirical research can be used to show the relationship between attitudes and behaviours that leads to theory proposals (Ajzen and Fishbein, 1977). This empirical study respects the theoretical frameworks of constructivism (Savickas, 2013a) and aims to represent the interests of the career guidance practitioners and their service users.

Qualitative research methods are commonly used in interpretivist research; these methods include quasi-experiments, participation, case study, and analysis. However, it is crucial that the methods fit the research purpose (O'Donoghue, 2006; Thanh and Thanh, 2015). In this study, I examine the design activities and the career counselling sessions to understand YP's responses to their participation and to the interventions.

A qualitative youth participated reflective practice and grounded theory methodology was adopted in this research to explore additional innovative and effective ways of practising career counselling in the UK for YP going through transitions. The rationale for employing this approach is provided in this chapter and in Chapter 4. Although this may not be the only way to address my research questions, I argue that it is one suitable way.

Methods

This study focuses on the “what” and “how” in describing the need for a transition career service and exploring the means of delivering such a service to support the transition. To this end, I carried out an investigation and a design. The investigation focused on the challenges YP encounter when transitioning from school to work and on possible directions for solutions; this was followed by a design and testing involving the delivery of the career counselling model developed in the study.

Sections 4.2 and 4.4-4.8 present details of the research design and provide discussion of the methods I used to collect and analyse the data. The data collected are from multiple sources, such as practitioners, YP as service users, and my design process. In this chapter, I will provide details of the approach I took, participants’ roles, sampling methods, data collection procedures, and data analysis methods, in the order of the research process.

The multi-stage research employed mixed methods, including a review of the academic literature and policy documentation, documentary analysis of practical workbooks, semi-structured interviews with stakeholders, co-designing FMBM with service users, and a testing on a sample of targeted YP.

Having outlined the methodology and methods used, this chapter ends with a consideration of the challenges, limitations, and ethical issues which arose during this research and a short outline of its contributions.

4.2 The Research Process

This chapter also briefly outlines the sequence of the research stages (see Figure 4-1 for research timeline). The very first stage involved a literature review to understand the context of this service design research (Penin, 2018). I looked into the literature mainly related to the fields of youth studies, informal education, career guidance interventions design, development in youth career guidance research, the practice of youth career guidance and counselling, the use of creative methods in education and youth work, lifetime education, ethical issues related to conducting practical interventions with YP, and design thinking and its application.

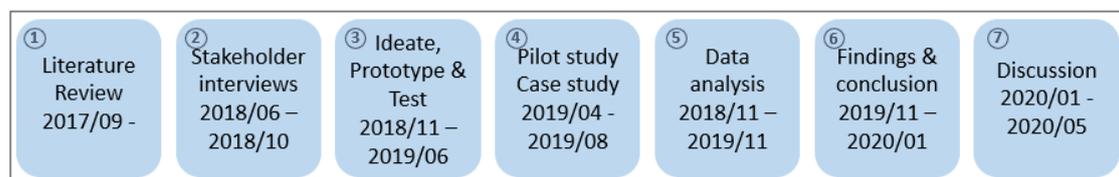


Figure 4-1 Research process timeline

My understanding of professional and personal development is shaped by my personal experience and by my professional experience as a youth worker. I understand that any event could be interpreted differently by YP because of their previous experiences, which could therefore lead them to different future directions. I believe that the career decisions we make are affected by our interpretations of experiences.

I initiated discussions with peers regarding my research proposal as it developed and received considerable feedback regarding the positioning of the research and how to narrow down the topic. Additionally, this specific research area was identified after some deep informal conversations with YP in their 20s, who expressed uncertainty about the professional paths they wished to follow. Some of them expressed regrets that they had not received career support at a younger age. They underlined the importance of this field, and there is likely to be demand for career counselling among YP transitioning to work. I endeavoured to consult with YP (both formally and informally)

at every stage of my research - from as early as identifying the central phenomenon. The aim was to keep the research user-focused, present YP's needs as clearly as possible, and then work on those needs. Given my limited access to YP's opinions, I realised a youth participatory reflective practice project would be the most appropriate as it would help me design a career counselling model that can best serve the purpose of meeting YP's needs through my professional practice.

In the first round of data collection, six interviews were conducted in June and July 2018 with a variety of stakeholders (see Section 4.5 for details). This process served the purpose of understanding the local industry. Further consultation meetings were held with YP after a simple tidying up of the initial interviews (see Table 4-1 for information related to the stakeholder interviews).

Professional Stakeholder Interview Record		
Interviewee(s) (alias(es))	Description	Date
Lin	Career advisor in HE	25/06/2018
Lee	Career advisor in HE	27/06/2018
Andy	Youth worker specialised in youth career support and entrepreneurship training	28/06/2018
Tia	Youth worker with experience of projects related to youth career support	20/07/2018
Kyle	An educator who works on "well-rounded" education	30/07/2018
Sage and Sean	Workers from a national youth career support service	02/08/2018

Table 4-1 Professional stakeholder interview information

Table 4-2 outlines my research design.

Research Design		
	Research stages	Period
Knowledge building	Literature review and refining research questions	09/2017 – 01/2019
	Stakeholder interviews and refining research questions	06/2018 – 10/2018
Planning	Developing research methodology framework	10/2018 – 12/2018
Design	Designing interventions with young advisors	01/2019 – 05/2019
	Testing the designs with individuals	04/2019 – 06/2019
Practice	Testing the design with groups and individuals	06/2019 – 08/2019
Records	Organising the testing session notes and other documents	09/2019 – 10/2019
Reflections	Writing up the design process	10/2019 – 11/2019
	Conclusion	12/2019 – 07/2020

Table 4-2 Research design and timetable

Figure 4-2 shows my data collection process.

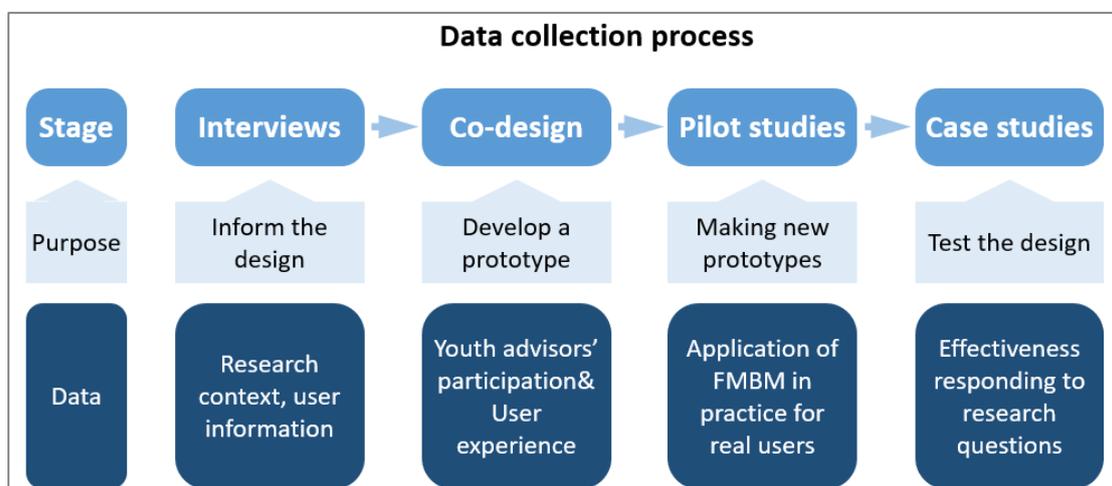


Figure 4-2 Data collection process

The purpose of the literature review and stakeholder interviews was to provide a foundation and references for the design process. The next step entailed involving YP as youth advisors (YAs), and together we formed a design team. The first stage of the co-design process (see Section 4.5 for details) involved conducting a semi-structured interview with the YAs, in which I explained the aims of the study and outlined some of my findings from the literature review. Then, together, we examined the findings of the stakeholder interviews and started to think about what could be done to meet YP’s needs. Next, we used visual tools, such as mind-mapping, to generate further ideas. The

design team then collaborated on the task of organising all the design ideas and testing the initial prototype of the FutureMadebyMe narrative career construction counselling approach (FMBM) for personal and professional development, which incorporates design thinking, lifelong learning principles, and the future practice directions I identified in the literature.

Table 4-3 below shows the five-stage design involving YAs.

Youth advisors' involvement in this research			
Aim	Activity	Purposes	Youth advisors (alias)
Empathise & define	Unstructured interviews	Setting research context	Linda, Tom, Ed
Define & ideate	Brainstorm Workshops	Interpreting stakeholder interview findings and designing activities	Tom, Ed
Empathise, define & ideate	Mind map Workshops	Mapping the influencers and generating ideas for the design	Tom, Ed
Define & ideate	Mind map Workshops	Mapping meanings of career and generating ideas for the design	Tom, Ed
Prototype & testing	Brainstorm Workshops	Designing sessions and testing prototypes	Tom, Ed
Prototype & testing	Semi-structured Interview	Collecting and applying feedback from participants in the research	Tom, Ed

Table 4-3 Information on young people's involvement in this research

After the initial prototype was tested, adjustments were made based on the results of the mock sessions (delivered by me to the YAs). The revised prototype was then tested with three YP from the Glasgow School of Art as part of a pilot study. Adjustments were made again before the new prototype was tested with four groups and three individuals in the final testing. The testing cases were recorded for further analysis and a new prototype was created that can serve as a guide for future practitioners. See Table 4-4 for a record of all sessions that were conducted.

Record of FMBM prototype testing sessions			
Stage	Participant	Time periods of cases	Follow-up
Pilot study	Pilot: Ed	24/04/2019-09/08/2019	No
	Pilot: Mary	17/05/2019-21/06/2019	No
	Pilot: Sun	24/04/2019-21/05/2019	No
Case study - Individual	Case 1: Joe	11/06/2019-21/06/2019	Yes
	Case 2: Cathy	22/06/2019-14/08/2019	No
Case study - Group	Group 1: Jane, Judy, Viki	14/06/2019	No
	Group 2: Yana, Sarah	25/06/2019-26/07/2019	Yes
	Group 3: Sam, Richard	27/06/2019-03/07/2019	No
	Group 4: Saul, Jake	20/07/2019-10/08/2019	Yes

Table 4-4 Case information related to FMBM prototype testing

For data analysis, qualitative data analysis software MaxQDA (Kuckartz and Rädiker, 2019) was employed. This package served for organising materials, coding, and generating themes. The later sections of this chapter explain how data from each research process were analysed with reference to examples of the analysis performed using MaxQDA. The software enabled me to analyse all of the materials within the short period of time available for this research. It does not change the general data analysis process, but makes it easier to examine all themes and find connections. There is no particular reason for selecting this specific software package other than its accessibility.

4.3 Supporting theories

The theoretical framework adopted in this study and its are discussed in detail in Chapter 3. As mentioned previously, I adopted a youth participatory reflective practice and grounded theory qualitative approach, underpinned by the theoretical perspectives of Community of Practice (CoP), Career Construction Theory and Social Construction. The reflective practice approach (Baumfield et al., 2012) informed my overall research design. Career construction theory (CCT) (Savickas, 2013a) inspired the design of

FMBM and the evaluation of its effectiveness. The application of community of practice theory (McDonald and Cater-Steel, 2017) underlines my efforts to promote learning through the counselling model developed and the practical action research process. Grounded theory supports the capture of knowledge grounded in my first-hand data at every research stage. In turn, the youth participation element of this study highlights my efforts to promote YP's rights and users' needs. Table 4-9 illustrates the application of theories in this study.

These theories do not work in isolation; instead, at each stage of this study, many theories are applied concurrently as they often share similar ideas. For example, Action research, CoP, and design thinking all have a focus on human experience. Reflective practice is compatible with the idea of "learning by doing" within the theory of CoP. Table 4-5 shows how the theories shaped the study together.

The application of theories and their relations in the research						
Research stages	Action research	CoP	Design methods	CCT & LifeDesign	Youth participation	
Research contextualisation	Literature review and document research	\	Empathise and define	Update knowledge of the market and the transition	\	
	Interviews	\	Empathise and define	Aim for flexible and suitable guidance	Locate what is important for young people	
Research Planning	Developing methodology	Building community	\	\	\	
Design Practice	Co-Design	Highlighting respect and participation	Ideate and prototyping, use design tools	Empower clients	YAs' voices in content and procedure	
	Testing	Generating knowledge in interaction	Test	\	YAs' voices in content and procedure	
Guidance Practice	Case study	Learning in interaction and environment	Test	\	Participants' voices in content and procedure	
	Research	\	Service blueprint	\	\	
Practice evaluation	Product	\	Feed new design process	Promote life-long learning	Participants' voices in content and procedure	
		Practitioner' s reflection/ Research practice				
	Practitioner' s reflection/ Research practice					

Table 4-5 The Application of Theories and Their Relations in The Research

4.3.1 Grounded theory

The analytical theory applied in this study is grounded theory. Later in this chapter, I will demonstrate how it is applied at each stage of the study.

Grounded theory refers to a general research approach that involves generating ideas directly from data and was adopted in this study. The research involved multiple sources of data collection (Schwandt, 2015, p. 63). The analysis entailed a process of constructing categories systemically through induction, deduction, and abduction for theory development (Schwandt, 2015). I constantly compared the empirical indicators and looked for similarities and differences within the data. This led to the generation of categories and theories. The categories were further checked with the empirical indicators from the data. Then, a theory generated based on the relationships among the categories was applied to the data to see if it could be used to explain the data. This theory could then be considered to be grounded in data.

Grounded theory bridges theory using empirical materials. It uses empirical material, literature, and researchers' personal experience to develop theories and to systematically collect and analyse data. The theory can be applied to investigate individuals' patterns of dealing with problems (Glaser, 1992). In this study, I employed stakeholder interviews to investigate the career-related problems YP face during their transitions.

Thematic analysis and grounded theory

Thematic analysis is a foundational qualitative data analysis method that is widely applied in the field of the arts, social sciences, and science studies to analyse primary qualitative data (Braun and Clarke, 2006). It is also the kind of data analysis method in grounded theory (Glaser, 1992). Thematic analysis is used to make sense of data among seemingly irrelevant information, and it can help construct and structure arguments (Lin,

2019). It is a flexible approach that can cover many research interests and provide a deeper understanding of various aspects of the research subject (Lin, 2019). The process involves marking codes according to emerging themes. The themes can be wide or narrow and subjective; they can be grounded in the data or derive from existing theories (Schwandt, 2015). In practice-led research, Lin (2019) notes thematic analysis can help develop a clearer understanding of the central phenomenon and allow reflective practice during the creative process.

The flexibility of thematic analysis allowed me to process the different forms of data generated in this study. Details of the data analysis methods employed in the study can be found in Sections 4.4.3, 4.5.3, 4.6.3, 4.7.3, and 4.8.3. The use of grounded theory enabled me not just to apply grand theory in an attempt to understand Scottish YP and describe how individual YP tackle their transition problems, but also to conceptualise local YP's challenges, so that I could develop a counselling model to support them.

4.4 Interviews with professional stakeholders

Interviews with professional stakeholders were conducted as the first stage of data collection and served the purpose of leading further data collection processes. There does not appear to be much recently documented information relating to how YP manage their career paths during the transition to adulthood or professional life. Transition issues require constantly reviewing in this rapidly changing world. To develop a new youth career counselling model in Scotland, I needed to understand who these YP are and who will offer support. With the findings, I anticipated that I should then be able to develop a framework for identifying issues that need to be dealt with and some creative idea that might be useful for designing FMBM.

4.4.1 Approach

Following the literature review, I planned interviews with professional stakeholders to

collect information relating to the societal background of this research. I wanted to find out more about the challenges YP face in career management, their expectations, the kinds of support they are given, and the broader societal challenges. It is crucial to understand this landscape in order to know what types of interventions may be appropriate.

A semi-structured interview was identified as the most suitable data collection method as its flexible nature allowed me to generate more insights into the individual professionals' narratives of experience and perspectives in the local context (Galletta, 2013). The focus of the interviews was limited to certain aspects of career counselling, rather than the industry as a whole. With a semi-structured interview schedule, I could validate findings from the literature review, narrow down the focus for further investigation in this research, and complete the story of the central phenomenon.

A total of four topics were developed to connect Scotland's local reality with the global and UK career service industry. I developed guiding questions (see Appendix 4-2) based on the literature review and conversations with the YA, but personalised questions were given in each interview based on the interviewee's professional experience. The questions were reviewed by a peer researcher, who also helped me establish contact with the interviewees.

The interview topics were:

1. Current career guidance in schools and higher education institutions and the ways YP manage their transitions to the professional world;
2. The potential of developing new tools for career guidance;
3. The potential of adding personal development guidance elements to career guidance;

4. The need to create room for creative intervention in career counselling.

Transcriptions of the interviews were sent for the interviewees to check whether they wished to clarify anything or make any changes. Data from the transcriptions was only used after the interviewees' validation.

Table 4-6 shows the record of the interviews with professional stakeholders.

Information of professional stakeholder interviewees			
Name (Alias)	Profession	Interview date	Shortcode
Lin	Career advisor	25/06/2018	Li
Lee	Career advisor	28/06/2018	Le
Tia	Youth worker	20/07/2018	Ti
Andy	Youth worker	27/06/2018	An
Sean & Sage	Career support worker	02/08/2018	Se
Kyle	Educator	30/07/2018	Ky

Table 4-6 Professional stakeholder interviewees

4.4.2 Sampling

As this is a small-scale research study and I needed to recruit interviewees who could contribute most to the research, I first used purposive sampling with the following criteria to find three interviewees. Then, I used snowball sampling by asking these three interviewees to recommend other professionals who fit the following criteria:

1. Professionals who work closely with YP living through transitions in Scotland,
or
2. Professionals who work in the career guidance industry who have had contact with YP in the past year.

Firstly, two local university career advisors were approached. Skills Development

Scotland (official public career service) was also selected because of its well-structured work and ability to offer a broader view. The remaining three interviewees were recommended by previous interviewees. The input of six interviewees could offer a general picture of the topic from multiple perspectives, based on a reasonable amount of evidence from the participants' work experience over the last few years.

The interviewees were contacted via email, and provided with information about the research and the purpose of the interviews both via email and orally before the interviews. Verbal and written consent was given by all of the participants prior to the interviews, which lasted, on average, 30 minutes. All interviews were audio-recorded, and, additionally, I took notes to support my understanding of the transcription. All transcriptions were reviewed by a peer researcher.

4.4.3 Data analysis

Youth career counselling require a theoretical basis built on a solid understanding of YP's behaviours and the social environment. However, it would seem that it is still mostly the untested "practice wisdom" that guides practice. I would argue that we cannot, therefore, deliver a service and meet our goals without a theory (Carvalho, 2014). In this research, grounded theory was designed to support the development of theories derived directly from real-world situations. Grounded theory has the potential to build theories that can guide practice, while also allowing testing in practice of the interventions designed based on the theories (Carvalho, 2014). Using grounded theory to analyse the interviews ensured that results and conclusions were supported by data, rather than based on my subjective beliefs, thereby contributing to avoiding any biases or stereotypes that I might hold (Breckenridge, 2014). No categories were identified *before* the coding started. Data was analysed based on its capacity to direct the next step of the research (Leedy and Ormrod, 2015, p. 309).

This specific interview data analysis involved the following steps:

1. Build overall impressions: read through each transcription and list the topics that were covered. Mark the location of each interview topic and parts that might be closely related to my research questions.
2. Read through transcriptions and identify meanings by making sense of the words, in order to develop codes.
3. Develop codes while also starting to identify the themes.
4. Categorise the codes while accepting any new codes that emerged.
5. Identify themes and relationships.
6. Summarise the data and build theories in relation to the research problems.
7. Verify theories and validate the relationships with a new set of data.

The validation of this interview data analysis included matching it with other transcriptions and peer review. Firstly, I analysed five of the six transcriptions, selected at random, before analysing the last transcription to see whether the results applied to it. Before identifying the relationships between the codes and developing theories, two transcriptions were sent to two peer researchers to develop codes, and comparisons were made to avoid any bias I might have had during the analysis.

4.5 Co-designing FMBM with youth advisors

Throughout the study, there are contributions to the findings from the YP I consulted. The three YA in this study, who provided their stories and opinions, contributed mostly to the design of FMBM. This stage took place after the stakeholder interviews and before the pilot study. Everything I had learned from previous processes directed the

design. I implemented the new findings throughout the process to refine the design. The goal here was to develop a holistic design that covered some of the most important gaps identified in the literature review and interviews. I aimed to ensure the design was practical and the prototype ready to be tested in the subsequent testing stage. Both the YAs and I were sufficiently familiar with the design to be able to describe the prototype after it was developed.

Table 4-7 lists my meeting record with the YAs.

Meeting record with youth advisors				
Name (alias)	No.	Date	Meeting purpose	Activities
Linda	1	02/15/2019	Set research context	Semi-structured interview
Tom	1	02/26/2019	Set research context	Semi-structured interview
	2	19/03/2019	Interpret stakeholder interview findings and generate intervention ideas	Workshop
	3	24/03/2019	Map the influencers and generate intervention ideas	Workshop
	4	27/03/2019	Map meanings of career and generate intervention ideas	Workshop
	5	14/04/2019	Design session 1 and test	Workshop
	6	15/04/2019	Design session 2 and test	Workshop
	7	17/04/2019	Design session 3 and test	Workshop
	8	23/04/2019	Design session 4 and test	Workshop
Ed	1	21/01/2019	Set research context	Semi-structured interview
	2	06/03/2019	Interpret stakeholder interview findings and generate intervention ideas	Workshop
	3	07/03/2019	Map the influencers and meanings of career and generate intervention ideas	Workshop
	4	01/04/2019	Categorise all activity design generated	Workshop
	5	18/04/2019	Design session 1 and test	Workshop
	6	30/04/2019	Design session 2 and test	Workshop
	7	21/05/2019	Design session 3 and test	Workshop
	8	30/05/2019	Design session 4 and test	Workshop
	9	17/08/2019	Feedback based on participating experience	Interview

Table 4-7 Meeting with Youth Advisors Record

4.5.1 Approach: Co-design

As part of a design team, the YAs helped with the design process from the very inception of this research. The work at this stage made use of all the information previously collected and analysed. This design stage was the most important stage, as it involved turning theories into practice. It was at this stage that the service design nature of this research was presented and most of the design work was performed.

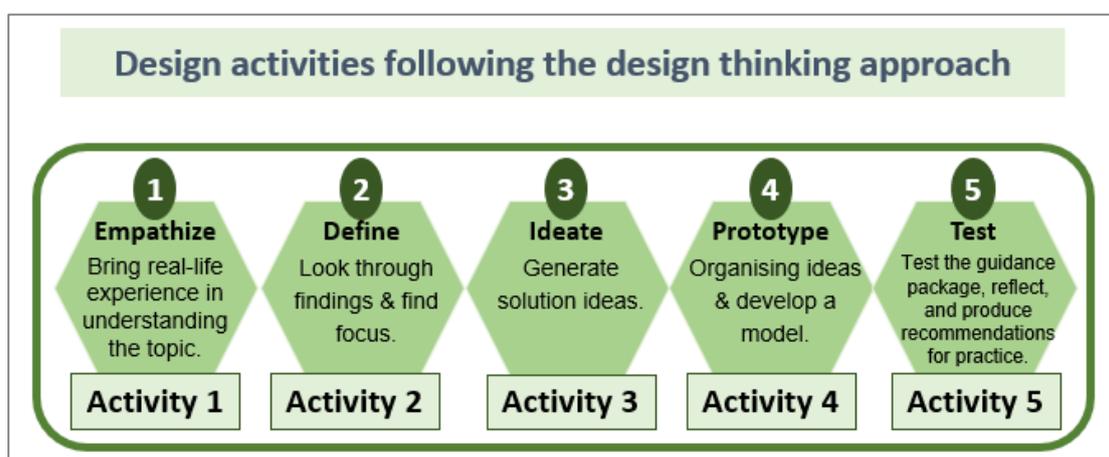


Figure 4-3 Design activities based on the design thinking approach

Multiple design methods were used, such as interviews and idea-generation workshops. The process (see Figure 4-3) started with a non-structured interview with the YAs, followed by workshops conducted in pairs (one advisor and the researcher), consisting of five design activities. The aim of the interviews was to focus on YP’s thinking regarding the topic, and to help them recall their own life experiences and relate them to the study. This step also served to help us develop a positive attitude towards the research and build a good research relationship. The interviews were followed by idea-generation workshops, which were designed to develop a greater understanding of the meaning of careers and their development. This was followed by discussions of the findings from the stakeholder interviews, which led to the team generating further

solution ideas. These ideas were then rearranged in terms of their importance and effectiveness, and ordered in relation to the developed themes. The most suitable ideas were selected and became part of the career counselling model (prototype). These designs were then tested out in multiple stages.

I conducted some work alone, such as designing interview structures, planning the idea-generation activities, analysing the stakeholder interviews, presenting the findings to the YAs, and organising all solution ideas according to themes. I also endeavoured to ensure that Career Construction Theory and the Life Design paradigm guided the design. I led the prototype testing sessions and analysed feedback from these. As this work required great research skills and knowledge of transitions and youth career development, it would have been both impractical and unethical to place the responsibility for this on the YAs.

YP often find isolated interviews or other formal interventions to be counterproductive, instead, preferring informal approaches, such as chatting and walking (Nieuwenhuys, 2004, p. 215). Therefore, attempts were made to create a relaxing environment in which the team could design and develop an effective and fun model. The plan for this design process was reviewed by a peer researcher, who had also previously contributed to this study. The YAs had access to all the work produced during this stage.

Five design activities were carried out for the design of FMBM.

Activity 1: Non-structured interview (Empathize and Define)

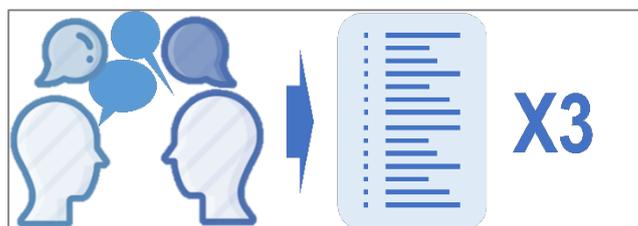


Figure 4-4 Design Activity 1: Interview output: Problems and ideas

This interview was guided by the following topic list with the conversation content varying according to the young person’s experience and interests.

Topic 1: Introducing the study (approx. 15 minutes), including research background, purposes, problems, questions, processes;

Topic 2: Discussing the central phenomenon and problems (approx. 25 minutes), drawing from personal experiences, developing a greater understanding of the phenomenon;

Topic 3: Following the phenomenon, discussing what the best questions to ask are and the greatest challenges (approx. 15 minutes);

Topic 4: Clarifying the roles of YAs and how they will be involved in the future (approx. 10 minutes).

Activity 2: Discussing and spotting opportunities in the stakeholder interview findings – idea-generation workshop (Define and Ideate)

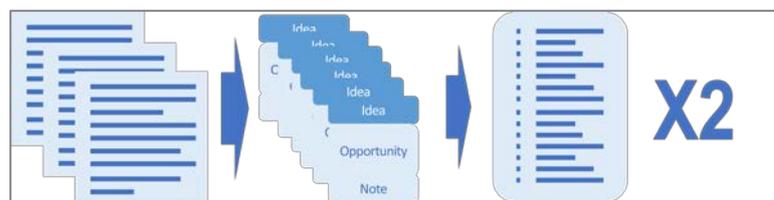


Figure 4-5 Design Activity 2: Use professional interviews to find opportunities output: Problems and ideas

Activity 2 was built on the results from the stakeholder interviews. To prepare for this workshop, I printed a short version of the findings from the stakeholder interviews. At the beginning of the session, I gave a brief introduction to the YAs (Ed and Tom). Then, when discussing the interview results, we went through the findings together. I read the findings together with Ed, but Tom preferred to read them by himself before discussing.

In both meetings, I allowed the YAs to express their opinions regarding the findings and asked them whether or not they agreed with the findings and invited them to elaborate on them. More importantly, I encouraged the advisors to further reflect on their opinions, and to try to generate solution ideas for issues such as what we can do to improve the services, especially as part of career counselling.

A tool called *Opportunity Spotting Cards* (Martin et al., 2012) (see Appendix 4-3) was used in this activity. When the advisors and me came up with ideas, we think about how the ideas could be put into practice and how helpful they considered the ideas to be. We then wrote on the cards what had inspired our ideas and what the ideas were. In this process, the advisors and I were acting as equal designers working on the same task. We questioned each other and inspired one another. Once all the ideas had been written down on the Opportunity Spotting Cards, I summarised the ideas and ended the workshop with a brief introduction to the subsequent workshop.

Activity 3: Mind map idea generation workshops (Empathize, Define and Ideate)

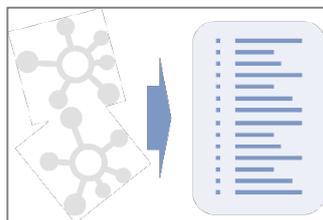


Figure 4-6 Activity 3: Making mind maps - Output: Problems, themes and ideas

Activity 3 involved the design team performing a series of mind-mapping exercises to gain a better understanding of careers and generate further ideas. At the start of this activity, I gave an overview of what had been talked about in the previous workshops, before moving on to introduce and start the new workshop.

The first mind-map (Meaning Map) focused on the nature of careers and what a career means to a person. For this, I wrote down the word “career” in the centre of a piece of paper, and then, encouraged the YAs to write around it the meanings of a career, the

components of a career, and what a career means to a person. We discussed reasons for selecting the components and the level of importance to be attributed to the different meanings.

The aim of the second mind-map (Influencer Map) activity was to learn more about what has an impact on YP's career development and decision making. This time, I drew a human figure in the centre of the paper, and together we wrote or drew freely everything that came to mind that affects YP, including, but not limited to, people, institutions, and environments. Next to these sources of influence, the YAs wrote down how each of these factors makes an impact and what it means to YP's career development.

At the end of each mapping exercise, we summarised what we had learnt from the process. I also wrote down one central problem/question and three sub-questions emerging from the maps that could inspire further modifications to the structural design of FMBM.

The purpose of the Meaning Map activity was to find out what aspects should be focused on during career development; exploring meanings enabled us to understand the reasons why we build our careers. The purpose of the Influencer Map activity was similar, but it focused more on YP's personal experiences and their subjective ideas and feelings. After the workshop, I put together the ideas from the mind maps and organised them into a solution ideas list.

Activity 4: Selecting ideas – Card sorting workshops (Prototype)



Figure 4-7 Activity 4: Selecting and grouping ideas

Before the first Card Sorting workshop, I conducted some preliminary work alone to define some themes for the exercises based on all of the findings collected thus far and made a simple *counselling framework design*. I also organised a full solution ideas list (see Appendix 4-4) from the Ideate process, and then made a card for each idea. At the beginning of the workshop, I presented a large *counselling framework design* sheet, with a blank space for card placement. I then gave the YAs a deck containing all the idea cards and asked them to position the cards in the blank spaces of the framework on a sheet and explain their reasons for the positioning. In addition, I made sure that they could understand the ideas on the cards and positioned the cards in the right place according to their reasoning.

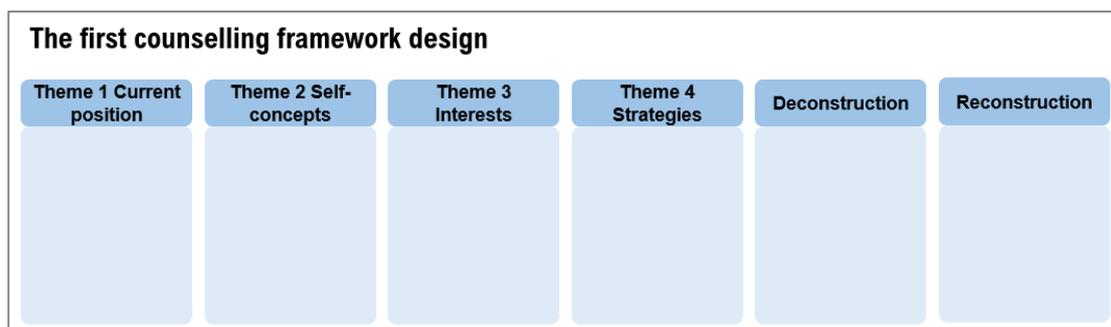


Figure 4-8 The first counselling framework design

The *first counselling framework* I designed for FMBM that was used for the card-sorting workshop (see Figure 4-8) contained four construction stages in four themes, then deconstruction stage, and reconstruction stage, making up six stages in the counselling, which means we needed to sort the cards into six blanks. Ed and I used this framework. We re-arranged all of the cards twice to make sure each session (i.e. each blank space on the framework) that we designed had a reasonable amount of content. As we were not satisfied with the result and found the framework design to be impractical, we decided to make some changes to the framework.

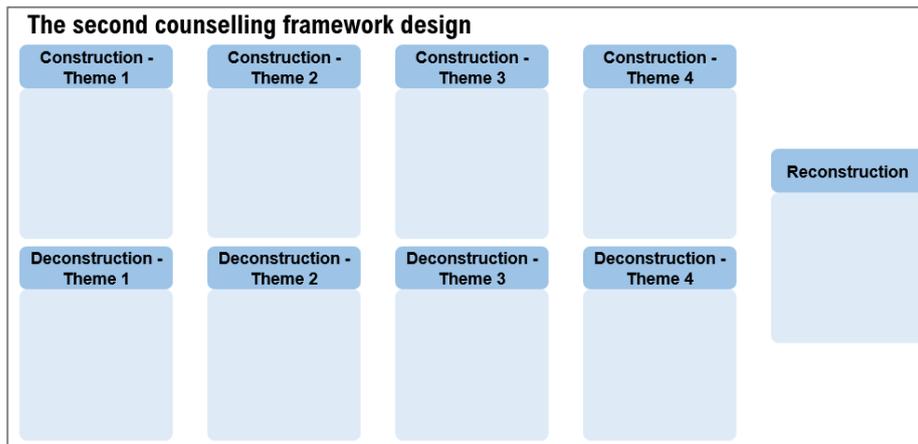


Figure 4-9 The second version of the counselling framework design

The *second version of the counselling framework design* (see Figure 4-9) contained four themes for construction stage, the same four themes for deconstruction stage, and a general reconstruction theme, making nine blanks in total (see Appendix 7-3 for Construction Activities list and Appendix 7-4 for Deconstruction Activities list). To save time for the other activities in the workshop, I undertook the task of sorting the cards by theme and constructive stages based on the results from the first card-sorting activity.



Figure 4-10 Final card-sorting workshop

Next, each youth advisor participated in four workshop sessions (see Figure 3-10), with one theme per session. They were asked to sort (place in order) the construction ideas and then the deconstruction ideas in terms of their usefulness, importance, and practicality. Each list consisted of 7-12 solution ideas. I sorted all of the reconstruction activities myself. After the cards had been ordered, the YAs were asked to pick out a

few from both lists to include in a design of a workable counselling session. They were invited to pick however many cards they wanted. However, they had to consider the theme, session duration, and the adequacy of support for service users. By the end of each workshop, we had developed an initial design for one of the four sessions.

Activity 5: Try out and refine the selected sessions – workshops (Prototype and Test)

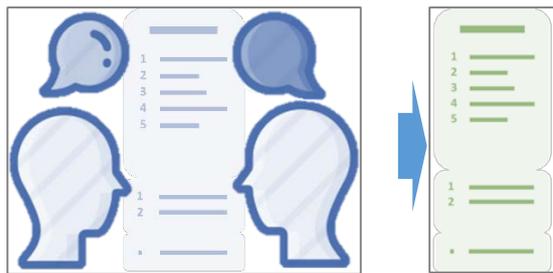


Figure 4-11 Activity 5: Picking ideas for the prototype, testing, and refining

In Activity 4, we developed a design for each counselling session using the ideas on the selected cards. After that, I refined the idea on each card to prepare a counselling exercise. In Activity 5 (see Figure 3-11), I asked the YAs to view themselves as users before confirming their selections. This led to our initial prototype. I then held mock counselling sessions with the YAs to test the design. I carried out four mock counselling sessions (for the four themes) with Tom and Ed.

In this workshop, I first re-iterated the purpose (theme) of the session and ensured the “clients” were clear about its aims. The mock counselling session commenced with a constructive exercise. Generally, the exercises required the “client” to tell narratives around certain topics. I asked questions to help the “clients” generate narratives, as I was seeking detailed answers. I then worked together with the “clients” to find keywords and connections among all of the narratives. After that, I started the deconstruction exercises, in which I was looking for narratives that were more directly related to careers and life planning. We collectively generated themes relating to their narratives, before concluding with a set of the keywords emerging from the construction

stage and confirmed in the deconstruction stage. The final step focused on “reconstructing”, which involved connecting the themes with the “client’s” transition issues, generating solutions to their problems, and planning their career.

After each mock session, I asked the YAs how they felt about the session, whether it served its purpose, and what improvements could be made. I then encouraged them to add exercises or change the delivery style of the sessions. Revisions were then made to the prototype, which would be tested again in the pilot study.

4.5.2 Sampling

Purposive sampling was used to recruit the three YAs. I posted advertisements on local online forums targeting YP and contacted the YP I had met through a charitable skills training programme hosted by Livity, a consultancy organisation that works with young people to deliver businesses that meet YP’s needs. Recruitment was based on the following criteria:

1. The young person is under 35, ideally 18-25, and
2. The young person has found a right career path or is still exploring and wishes to share his/her experience of this exploration, or
3. The young person has identified his/her passion, is working on ways to achieve it, and wishes to share this experience, and
4. The young person is interested in contributing to the development of new career counselling or to helping other YP with their career development.

Five YP expressed a willingness to participate in the study; then, before the research started, two females dropped out for personal reasons, while another female (Linda) was only able to participate in the first interview before moving abroad. Two males (Ed and Tom) were able to take part in all of the activities. Ed had graduated from university

in 2017 and not yet found an ideal job. He represents a living embodiment of a young person going through the education-to-work transition. After dropping out of university, Tom had found stable employment. Although he was not in transition at the time of the study, he had been through such a period and he believed that he could reflect on that experience. The two males had different educational backgrounds and employment statuses. Both of them had experienced some degree of challenge in their transition-to-work experiences and in their working lives, and they were looking forward to making some changes and sharing their perspectives. All three YAs met the recruitment criteria.

Details of the three youth advisors								
Name (alias)	Age	Gender	Employment status	Highest Qualification	Annual Income	Work Experience in Years	Marital Status	Nationality
Tom	28	Male	Full-time	High school	25k	12	Unmarried	British
Ed	25	Male	Part-time	Master's degree	<10k	5	Unmarried	British
Linda	22	Female	Unemployed	High school	<10k	1	Unmarried	European

Table 4-8 Details of the three youth advisors in this study

4.5.3 Data analysis

As design thinking offers a way to solve problems, I applied the five-stage Design Thinking framework (Mootee, 2013) to guide my data collection and analysis. The data collected from each design stage varied in terms of type, and it was organised according to the purpose of each specific design process. Thematic analysis helps to make sense of the raw data and to provide a structure for identifying and interpreting the patterns (Braun and Clarke, 2006). Guided by the Design Thinking framework, I aimed to: 1) experience what YP experience (empathise), 2) use the insights to locate the challenges (define), 3) generate a wide range of design solutions (ideate), 4) pack up the ideas (prototype), and 5) test this prototype (test) (Plattner, n.d.).

Each workshop or interview was recorded and partially transcribed; the parts of the recordings that were not related to the purpose of the session were omitted from the transcriptions. All physical output was photographed, and some was digitised. Other forms of data, such as the hand-written mind maps, were all digitised. Maximum effort

was put into minimising data loss or alteration during this process.

All of the recordings and photos were analysed following these guidelines:

1. What knowledge can the team share about the central phenomenon?
2. What ideas for solutions do they have?
3. How do they feel about participating in the co-design?
4. What user-practitioner relationship do the youth advisors feel comfortable with?

The data from each advisor was treated with equal respect. The data was compared to identify similarities and differences, which were recorded for use in further research. The three initial interviews were first analysed to collect the advisors' subjective ideas about the central phenomenon and to set a baseline for the design. Data from the five design activities was analysed according to the purpose of the design process, rather than to address research questions. Procedural data from each session was also analysed to understand the relationship between the YAs and me.

Analysis of the above data was conducted following these steps:

1. Organise all types of data by session.
2. Listen to the recording of a session a few times to become familiar with it, then read all of the other materials of the session to generate an impression of the session data.
3. Carefully read the transcription and field notes for a session and locate keywords (codes) according to the guidelines and the purpose of the session.

4. Categorise the codes and look for keywords/figures/patterns from other types of data arising from the session.
5. Re-examine the data.
6. Summarise data and identify themes if needed.

4.6 Documentary study of career self-help workbooks and books

Documentary study refers to the study of files, records, and images. The “document” can be in written, visual, or pictorial form, and it contains information a researcher wishes to study (Ahmed, 2010). Documentary study is often used to supplement conventional social surveys, but can be equally or even more effective than surveys (Mogalakwe, 2006). It can be used to categorise, interpret, and identify limitations in both personal and organisational documents (Mogalakwe, 2006). In this research, documentary study was employed for the Ideate design stage, where the purpose is to build contextual knowledge, expand the collection of solution ideas, and gather expert opinions. This method can compensate for the small sample size.

4.6.1 Approach

During the design process, I realised that I needed more diverse sources of ideas, given that I only had three people for the Ideate stage and I wanted to develop solutions that covered a wide range of career-related transition issues. One efficient way of collecting these ideas was simply to obtain what has already been published. These materials included career planning workbooks and career planning books. Based on this material, I aimed to explore the content, structure, and design of career counselling and detailed exercises. The materials provided simple and direct ideas relating to the content, structure, and reasoning aspects of FMBM.

While my own practical experience as a youth worker was useful in this study, these

readily available books and workbooks presented the experiences of other practitioners in an organised and ready-to-use way. Many of these practitioners may have been in this industry for much longer than me and had therefore gained more specific youth career counselling experience. Originating from multiple organisations, these resources provided more diverse ideas that were not restricted by my design team members' culture and social background. The solution ideas collected from these resources were put together with the others in a combined list of solution ideas. The design team gained inspiration from these ideas and made amendments to them through testing, which resulted in the development of a new and unique set of resources to be used in FMBM.

4.6.2 Sampling

To support the Ideate process, I collected workbooks and books that were currently in use (accepted in practice), widely used, if possible, and therefore tested in practice, and young-people-centred.

Table 4-8 below lists the 16 workbooks that YP can easily access on the internet.

Workbook Name	Access date
Personal Brand Workbook (PWC, 2017)	2019-11-22
Personal Branding Workbook (BrandYourCareer, 2019)	2019-11-22
Careers and Personal Development Workbook (University of Birmingham, 2010)	2019-11-22
Student Workbook: Choosing A Career That's Right for You (University of South Australia, 2015)	2019-11-22
CoogCareers (University of Houston, 2019)	2019-11-22
When I Grow Up (Workforce Solutions, 2019)	2019-11-22
Career Planning (University of York, 2018)	2019-11-22
My career Toolkit (RGU, 2019)	2019-11-22
Plan Your Career (Manitoba, 2019)	2019-11-22
Assessing You (Alis, 2017)	2019-11-22
5 Minute Career Action (jobs.ac.uk, 2019)	2019-11-22
THE CAREER & EDUCATION PLANNING PROCESS (Minor, 2014)	2019-11-22
My Careers (Minnesota State, 2018)	2019-11-22
Career Plan Project Workbook (McGraw-Hill, 2018)	2019-11-22
Career Decision-Making Workbook (CCDF, 2015)	2019-11-22
Job Kit (Job Centre Plus, 2018)	2019-11-22

Table 4-9 List of the workbooks used in document study

Two books were selected: *Designing Your Life* and *What Color Is Your Parachute?*, which are among the most widely used and comprehensive career self-help books on the market. *Designing Your Life* applies design thinking in career guidance, as this research also aimed to do. Although this sample of materials covers only a small percentage of what is available on the market, it represents some of the most valued materials by users. It provides a reasonable amount of data for processing in this research.

4.6.3 Data Analysis

Thematic analysis was applied to this dataset to help me structure the content of the selected workbooks and books and learn about the industry. As this step involved collecting ideas, rather than generating theories, grounded theory was not applied here. The two selected books were analysed and summarised separately to ensure more holistic, well-structured, and informative analysis.

The data analysis entailed the following steps:

1. Reading through all materials generally and organising them;
2. Carefully reading through each piece of data individually and being alert to the general topics that emerged;
3. Re-reading individually and highlighting topics and ideas related to ways to support career development, repeat to capture all useful information;
4. Organising and grouping the highlighted topics and ideas into themes;
5. Finding connections among the themes;
6. Summarising the data and listing all the themes.

When analysing the data, I focused on the following aspects:

1. What kind of career guidance and advice is being offered?
2. What topics are commonly covered?
3. What kinds of career guidance approach and activities/tools are employed?

The results (see Appendix 4-1) served as evidence to support the findings of the stakeholder interviews. They also add to our collection of solution ideas related to the central phenomenon and offer ideas for the overall structural design of FMBM. For validation purposes, I compared the results from the other processes with these findings.

4.7 Pilot study: individual coaching sessions - Prototyping and testing

With the data collected from stakeholder interviews and the suggestions provided by the YAs, I was able to put together a refined design (revised prototype) to be tested. Our solution ideas needed to be validated by more true service users. The goal was to obtain

feedback about how to make the design more user-friendly and more effective in helping YP with their transition issues. The specific tasks included: determining the role of the counsellor in the sessions and the relationship between the counsellor and clients; setting an ideal session duration; identifying suitable questions or topics for the sessions; and identifying whether there were better ideas. With these findings, I could then refine the prototype, further test it, and finalise FMBM to be given to other practitioners to test in their practice.



Figure 4-12 Pilot study method: Testing and refining the prototype

4.7.1 Approach

After I had developed a prototype together with the YAs, the session design needed to be tested as a counselling model. I tested each session design individually with Tom and Ed and learnt about how users might react to the prototype. Data from testing the designs helped me connect theories with practice. I also needed to practise the skills required to deliver FMBM, including how to introduce the model and its, how to keep clients engaged, how to inspire clients to generate narratives, how to identify keywords from the narratives, how to make sense of information, and how to provide positive directions for clients.

In line with the initial design, the pilot study sessions were given on a one-to-one basis, with each session having a guided duration of one hour. Every participant received one session a week for four weeks (one theme per session) or adjusted to the person's schedule. A few questions/exercises were presented under each theme which invited the young person to recall personal stories, reflect on them, and build a picture of their self-

identity, before using it to develop career plans. This design covered critical issues related to career decision making and life design, and was targeted at balancing session duration, clients' learning outcomes, and clients' attention spans. The time between sessions allowed clients to digest each session and apply their learning in real life. It also allowed me, as the researcher, to reflect on the sessions, amend the design, and adjust the next session to better suit the young person's needs. The structure was not fixed; if the young person had no comments to make on certain topics or did not feel comfortable participating in an exercise, these tasks could be skipped (or changed for another exercise on the list with a similar purpose). This ensured that the session was as customised as possible to each client's needs. The practice did not have to strictly follow the plan, as long as the changes made were appropriate and did not disturb the session's flow. The same session could be delivered in slightly different ways for effectiveness and each client's needs.

The four session themes were:

1. YP's current position: their resources that can be activated, the stage of their career development, their life developmental stage, etc.
2. YP's personal concepts: their values, world views, behavioural patterns, moral sense, etc.
3. YP's passions and interests: what brings them happiness, purpose, love, etc.
4. Strategies for their current situation: how to solve their life problems and how to get closer to their dream life.

Once again, all exercises here were drawn from the solution ideas list. My (the facilitator's) notes were shared with the participants so that they could confirm the accuracy of the content and provide any further comments they wished to add. They were allowed to take the workbook home and photocopy my notes.

4.7.2 Sampling

Purposive sampling was applied at this stage of data collection. I put up recruitment posters at the Glasgow School of Art campus and University of Glasgow online student forum. The participants were chosen based on the following criteria:

1. YP aged under 35, ideally 18-25, and
2. YP who are living through transitions and have important decisions to make, and/or
3. YP who face challenges in making important transitional decisions, and/or
4. YP who are challenged by emotional or mental issues caused by transitional issues.

A small number of students expressed an interest in participating. The final sample group comprised three YP, all of whom were graduating art school students. They were all female international students aged 23-28. According to the evidence provided by the professional career counsellors in the stakeholder interviews, art school students probably have the hardest time transitioning from education to work due to the lack of job opportunities or the unclear descriptions of the related jobs. Based on the response to my call for participants, it is possibly the case that female students are more proactive in seeking help for transitional issues, or it could be pure coincidence since the sample group was small. Career decisions or transitional decisions become most urgent when students are leaving education, as most of them can no longer choose to “wait and see” by this point. The sample group met all the criteria and also showed good diversity in terms of their personality traits. They were also able to offer feedback regarding the structure and content of the sessions.

The first two participants recruited showed an interests in participating in the study after

seeing posters on the Glasgow School of Art campus, while the third participant was referred by the first participant. I maintained contact with them via the WhatsApp instant messaging app. They were given a brief about the research, an information sheet, and a consent form via WhatsApp, as well as at the beginning of the first session. They were asked to participate in four audio-recorded sessions. Verbal and written consent was given prior to the first session. Workbooks were provided for the sessions and then collected by me to help with the analysis. Table 4-9 shows records of the sessions.

Information of the pilot study participants								
Name (alias)	Age	Gender	Employment status	Highest Qualification	Annual Income	Work Experience in Years	Marital Status	Nationality
Emma	28	Female	Full-time student	Bachelor's degree	<10k	5-10	Unmarried (no children)	British
May	23	Female	Full-time student on Part-time job	Bachelor's degree	<10k	7	Unmarried (no children)	European
Sarah	23	Female	Full-time student	Bachelor's degree	<10k	1	Unmarried (no children)	European

Table 4-10 Information of the pilot study participants in the study

Pilot study session dates					
No.	Participant (alias)	1st session date	2nd session date	3rd session date	4th session date
P1	Emma	24/04/2019	08/05/2019	17/05/2019	09/08/2019
P2	May	17/05/2019	23/05/2019	29/05/2019	21/06/2019
P3	Sarah	24/04/2019	17/05/2019	21/05/2019	--

Table 4-11 Pilot study sessions

4.7.3 Data analysis

Each session or workshop was recorded and then transcribed with the same format. I took field notes regarding the changes that I thought should be made to improve the counselling in terms of user-experience and counselling effectiveness. I then put the related transcriptions and notes together under each participant's name. Thematic analysis was then conducted on the above data. The purpose of this analysis was very clear: I wanted to find out whether the delivery of this counselling was welcomed by YP and what I could do to enhance both the content and the process. Therefore, the

following questions were used to guide the data analysis:

1. How did participants feel about their lives before, during, and after the sessions?
2. Did this exercise help with self-realisation, future visualisation, and practical planning?
3. What parts of the model contributed to the effectiveness?
4. What changes or new activities could be applied to the design?
5. How is the relationship between the facilitator and the participants? And how does that affect the sessions?
6. What role did the materials play in the counselling? And how might the materials be improved?

The data analysis took the following steps:

1. Organise the transcriptions by session number and participant names;
2. Read through each session's documents and compare the same sessions for different participants to develop a general idea of how successful the sessions were;
3. Go back to the documents session by session and mark the content that suggests answers to my guiding questions;
4. Re-examine the documents for missing information and repeat the last step.
5. Code the marked parts according to: 1) how effective the design product (FMBM counselling prototype) is, and 2) what improvements should be made to the design. Repeat this process twice to ensure to capture all of the codes;

6. Categorise the codes;
7. Identify the themes;
8. Find connections among the themes;
9. Summarise the data by putting together similar ideas and list all implications regarding how to refine the prototype.

The validation of this interview data analysis was undertaken based on the YAs' reviews. The purpose of the pilot study was to test the design and prepare me for the final testing, where changes made to the design would be tested.

Compared with for the final testing, analysing the pilot study involved a more informal process as its purpose was to help me refine the design and prepare for the final testing. In essence, the pilot study served as another prototyping and testing process, in line with the five-stage Design Thinking process. However, some of the data gathered might also be helpful for addressing the research questions.

4.8 Final testing: Group and individual counselling sessions - Testing

The final part of the data collection involved testing the revised design (latest prototype) with true users, particularly in a group environment. The group setting reflected my efforts to reduce the practitioner's workload and create social learning opportunities in the counselling. This revised prototype was developed based on feedback from the pilot study individual sessions. The final testing had a larger sample, and comprised the largest sample group that I could deal with in the given time. As previously mentioned, one of the main goals of the design was to develop a career counselling model that can be applied in group settings. It is also important in youth work practice to be conscious of human resource efficiencies and to create a learning environment. It is worth mentioning that because of the non-linear nature of five-stage Design Thinking, I

constantly refined the design during the testing. Nevertheless, the main purpose of the final testing was to evaluate the design.

4.8.1 Approach

Once the pilot study had identified that the design was feasible, I then proceeded to the final testing. This offered an opportunity to test out the new prototype (revised according to pilot study results). The design included in-session exercises, adequate facilitator-participant interaction methods, a clear session structure, and a description of the research and design. The counselling structure was improved based on the outcomes of the pilot study. By this stage, I was also more familiar with my role as a counsellor and able to run the counselling sessions smoothly. My objective in this phase of the research was, firstly, to find out if this design would be effective in helping YP with their career and life management, and, secondly, whether it would help answer the research questions.

The final testing involved both one-to-one counselling and group counselling. Each participant received a four-session counselling programme. The programme delivery time varied according to the participants' availability. I began each session by building trust and capturing the participants' current physical and mental states. From the second session onwards, I asked how the participants' life had proceeded since the previous session, and whether the previous sessions had had any impact on their everyday lives. I then introduced the day's topic by starting with the exercises designed for the session. The participants were encouraged to express themselves as much as possible, so that I would be able to obtain sufficient information relating to each important aspect of their lives that I identified. I wrote down all points that the participants mentioned relating to the session. When all the activities were completed, I looked at my notes together with the participants, and highlighted the connections between their narratives and the underlying themes.

By rearranging the positions of parts of the narratives, the seemingly random bits started to generate meanings. These narratives helped the participants to identify patterns in their behaviours and thinking processes, as well as their attitudes towards events and more (Barclay and Stoltz, 2016b). This process also helped the participants to understand themselves in a structured way based on the evidence they provided. This evidence from their micro-narratives might also have been new to them (Cardoso et al., 2016b). Such an approach can provide people with guidance for how to plan their lives at any given moment (Cardoso et al., 2016b).

To clarify and organise these themes and patterns, some extra writing exercises and questions were added in this part (deconstruction stage), which reflects the iterative nature of the design process. The participants were then asked to use all of these conclusions to complete a writing task in which they answered questions relating to their self-knowledge and how they might use this information for solving their challenges and manage their lives (reconstruction stage). The writing task was a blank filling exercise which took the form of an essay that the design team developed for each of the four themes. The purpose of this task was to help the participants construct a new view of themselves. At the end of each session, the participants were asked to summarise what they had learned and comment on whether the session had helped them with their self-realisation, future-oriented thinking, and action taking.

The participants were given “homework” to complete before each session so that they could familiarise themselves with the topic, develop career management habits, digest each session, and apply their learnings in their everyday lives. Discussing the homework at the beginning of each session helped prepare the participants for the counselling and created a flow between the sessions.

Most exercises in the construction part of the session were fixed, but additional exercises were introduced when I identified that more information should

be gathered, or when the original exercise was not suitable for the participant. I always asked the participants whether they had more to share. As it is clear that the exercises did not cover all aspects of the participants' lives, incorporating the extra exercises helped reduce the risk of missing important information. Chatting was encouraged between the exercises to help the participants relax and recall stories.

4.8.2 Sampling

The group study was conducted with the assistance of the Robertson Trust, a Scottish foundation that supports underprivileged YP wishing to access higher education and further. The members of the sample group were selected from among the beneficiaries of Robertson Trust support. Emails were sent out with a description of the workshop, stressing that the workshops were free to attend, their participation would be on a voluntary basis, and, therefore, there were no institutional consequences associated with their participation. Times for the workshop were arranged with those who expressed an interest in attending. I was able to make two of the proposed dates, and the people who voted for those dates were contacted to confirm their attendance. Five and six people voted for these two dates respectively, but only three and two of them subsequently confirmed that they would be present on those two dates respectively.

Additionally, I put up physical posters on the Glasgow School of Art campus and posted advertisement on University of Glasgow official online forum to recruit participants. Purposive sampling was applied in this stage of data collection and the YP chosen had to meet the following criteria:

1. YP aged under 35, ideally 18-25, and
2. YP living through transitions and facing life-changing decisions, and/or
3. YP experiencing difficulties making career-related decisions, and/or

4. YP challenged by emotional or mental issues caused by career-related transitional issues.

Two group counselling testing case participants and two 1-1 counselling testing case participants were recruited after seeing the poster. Another two group counselling participants and one 1-1 counselling participant were recruited through Ed's referral. The final sample group, therefore, consisted of nine group counselling participants in four groups and two 1-1 participants. They were all either students in Scottish higher education institutions or early career professionals. They met all sampling criteria.

Table 4-12 and 4-13 below shows the participant record.

Final testing session dates and participants						
No.	Participants (aliases)	Age	1st session	2nd session	3rd session	4th session
G1	Jene, Judy, Viki	30, 22, 19	14/06/2019	N/A	N/A	N/A
G2	Yana	18	25/06/2019	12/07/2019	26/07/2019	26/07/2019
G2	Sim	20	25/06/2019	N/A	N/A	N/A
G3	Richard, Sam	24, 22	28/06/2019	03/07/2019	N/A	N/A
G4	Saul, Jake	26, 26	20/07/2019	27/07/2019	03/08/2019	10/08/2019
C1	Joe	34	11/06/2019	12/06/2019	17/06/2019	21/06/2019
C2	Can	27	22/06/2019	28/06/2019	12/07/2019	14/08/2019

Table 4-12 Final testing information

Information of the final testing cases participants								
Name (alias)	Age	Gender	Employment status	Highest Qualification (to get)	Annual Income	Work Experience in Years	Marital Status	Nationality
Viki	23	Male	Full-time student	Master's degree	<10k	1	Unmarried (no children)	British (Scottish)
Jene	21	Female	Full-time student	Bachelor's degree	<10k	4	Unmarried (no children)	British (Scottish)
Judy	21	Female	Working full-time student	Bachelor's degree	10-20k	4	Unmarried (no children)	British (Scottish)
Yana	18	Female	Full-time student	Bachelor's degree	<10k	2	Unmarried (no children)	Asian
Sim	20	Female	Working full-time student	Bachelor's degree	<10k	4	Unmarried (no children)	British (Scottish)
Sam	22	Female	Full-time student	Bachelor's degree	<10k	4	Unmarried (no children)	British (Scottish)
Richar	24	Male	Full-time	Bachelor's	10-20k	7	Unmarrie	British (Scottish)

	d		employment	degree			d (no children)		
Saul	26	Male	Full-time employment	High school diploma	10-20k	4	Unmarried (no children)	British (Scottish)	
Jake	26	Male	Full-time employment	High school diploma	10-20k	7	Unmarried (no children)	British (Scottish)	
Joe	30	Male	Full-time student	Bachelor's degree	<10k	3	Unmarried (no children)	European	
Cathy	28	Female	Part-time employment	Master's degree	<10k	15	Unmarried (no children)	British (Scottish)	

Table 4-13 Information of the final testing cases participants in the study

4.8.3 Data analysis

Participants were given a modified version of the Career Adapt-Ability Self-check form (Savickas and Porfeld, 2012), referred to as rCAAS, to complete before starting the first session. They were asked to complete the form again after completing all of the sessions. I compared the scores they obtained for each question and asked for the participants' views on the changes. At the end, the participants were asked to share how they felt about their participation and to comment on the sessions. This data was then collected to evaluate the design of FMBM.

The original Career Adapt-Ability Self-check Form (CAAS) was developed by Porfeld and Savickas (2012) to examine YP's career adapt-abilities based on career construction theory. It has 20 statements, covering four aspects - concern, control, curiosity, and confidence - in random orders. Responses are rated on a five-point Likert-type scale ranging from 5 (strongest) to 1 (not strong). Its Cronbach's alpha coefficient overall score of 0.92 means that it is very reliable (Hui et al., 2018). The validity of the CAAS as a measure of career adaptability is supported by many scholars. Moreover, it is considered to be efficient in the boundary-less mindset and dynamic work contexts that characterise transitions to the world of work in the global environment (Chan et al., 2015; Savickas and Porfeld, 2012). In addition, participants' scores on the CAAS also provide instant results and allow practitioners to directly present the positive or negative

outcomes of counselling without having to explain each participant's narrative changes.

Established measures can be used to assess constructive counselling. However, I wished to measure the key aspects in which FMBM can help YP, namely, self-knowledge, future thinking, and action-taking (Kang et al., 2017). I thus decided to adapt the CAAS and removed some repetitive statements in order to reduce the form-filling workload on participants. In this research, our solution design focused on three aspects: 1) the development of self-knowledge, 2) future-oriented thinking, and 3) the ability to initiate action plans towards a happy future life. Hence, 9 of the 20 statements closely related to these three aspects were preserved in the rCAAS. To ensure thorough examination of each of the three aspects, four extra statements were added, resulting in the final rCAAS form (see Appendix 4-5) having 4-5 statements related to each of the three aspects, thereby making 13 statements in total. The four new statements were carefully designed based on the findings from our Empathise, Define, and Ideate stages of the five-step design model. Two statements related to knowledge of oneself: 'Understand my feelings' and 'Being aware of what I have now and its relation to my future', while there was one extra statement about future-oriented thinking and aspiration: 'Knowing what I want to achieve', and one about action taking: 'Learning the skills I need'.

Similar to the pilot study, each session was audio-recorded and later transcribed. Due to the large amount of transcription work required, only the parts of the recordings that could help with the evaluation of FMBM and address my research questions were transcribed. I took fieldnotes for each session to record any important things that happened, including my reflections, which constitute a very important part of the data collected.

All the fieldnotes, audio files, and transcriptions were organised into session folders. These folders were then organised into folders for each group or individual. All data was then digitised and processed digitally for *thematic analysis*.

To start the data analysis, I reviewed the design to ensure I was clear about the purposes and tasks of each session. I then browsed through all of the transcriptions, notes, and audio recordings. This was so that I could recall a general picture of how the sessions had been conducted. Next, I examined the data carefully, following the session sequence, to find key information according to the guidelines listed below. I carefully coded the keywords as they emerged. I re-examined the session document while categorising the codes. I compared the codes of each session and combined similar codes. I also organised categories and identified themes. During this process, no code was left out, but codes/themes that showed up more often were highlighted. The last part involved summarising the data and listing all the implications.

The following questions guided my search for useful information in the data:

1. Do the career guidance designs and life design coaching effectively help YP know themselves better, develop future-oriented thinking, and make plans or actions that lead them towards their desired future lives?
2. What kinds of activities or topics contribute to meeting the above-mentioned purposes?
3. What changes can be made to the design to make it better serve the purposes?
4. Is the effectiveness of the model impacted by the relationship between facilitator and participant and the session set-up? If so, how does it work?
5. Would this career and life design counselling be transferable to larger groups of participants supported by other professionals? If so, what practical guidance can be given?

I sought to identify all keywords that relate to the guiding questions. Validation of this data analysis was undertaken by comparing the codes of each session. The coding of

each session's data was carried out individually and then combined to minimise the influence of one session's data on the interpretation of the data from another. The thematic analysis results were reviewed by the YAs and peer researchers.

4.9 Ethical consideration

As this research involves YP and multiple sources of data, greater attention must be paid to ethical issues. Good ethical practice supports the values that are critical to collaborative research, such as 'trust, accountability, mutual respect, and fairness' (Resnik et al., 2015). My ethical considerations in this study focused on ensuring the integrity of the research and the participants' wellbeing and rights.

4.9.1 Ethical considerations for research integrity

Ethical approval for this study was granted by the Glasgow School of Art Ethics Committee in 2019 (see Appendix 11-2). Careful consideration was given to gaining informed consent and protecting participants' anonymity and confidentiality throughout the study. At the beginning of every meeting, I ensured that all participants knew the purposes of the study and of their participation, how their personal information was to be protected, and that they did not need to give a reason for withdrawing from the study should they wish to discontinue. I was always careful to ensure that the participants' normal lives were not disturbed by taking part in this study. The identities of all participants in the study were protected, with no real names identifiable, including in the materials developed for the workshops, unless the participants wished otherwise. The participants were allowed to review the transcriptions relating to them before the data was used in the thesis. Information sheets and consent forms were given to everyone taking part in the data collection two weeks prior to their participation and at the beginning of the first meeting. Audio recordings were stored on a password-protected computer and database, while paper files were kept in a secured location. Participants were informed that they would not be identified in the thesis in any way

(e.g. via text or photography) unless they preferred otherwise. They were offered multiple opportunities to raise any issues at any time should there be anything they were not happy with.

The gatekeepers were consulted several times before the first group work. As the Trust Scholars' participation in this study did not relate to Robertson Trust's practice in any way, I had no conflicts of interest with the gatekeepers. The gatekeepers did not threaten the integrity of the design. Informal meetings were carried out at every stage of the study to ensure the research focus and research questions were worthy of investigation. Regular meetings were also conducted with supervisors to make sure the research plans were on track.

I have an understanding of the transition to adulthood based on personal experience. This brings certain subjectivities to the interpretation of findings and research design. Before and during research, for this research to get the most objective results, it is necessary to investigate the society and culture (Silverman, 2014, p. 167). Hence, at the beginning of the study, prior to establishing a research framework, many informal meetings were held with professionals and YP to gain cultural knowledge. These informal chats contributed a great deal to my knowledge about the central phenomenon and became a commonplace practice throughout the study.

I made sure the professional stakeholders' participation did not affect their personal interests. I also made sure that it was clear to them that the conversations would be confidential, and there would be no negative impacts on their work. The stakeholders, who were passionate about their professions and open-minded, offered suggestions to assist the study based on their professional perspectives. Their rather objective opinions served to supplement the YP's subjective/experience-based opinions and helped me retain a non-biased position and develop a better service. Though my understanding of the data was built on my own experience, I endeavoured to keep a third-person

perspective when appropriate.

Another potential issue that I identified was the fact that in the testing sessions, the participants may have perceived their participation to be somewhat “exam-like”, which may have led them to intentionally trying to give the “right answers” or behaving differently than usual. To tackle this issue, I made it clear to all the participants that their participation in the research was completely voluntary and would bring no negative consequences to them regardless of their performance during their participation.

There were also potential ethical issues around the use of certain exercises in the final testing, given that some exercises may not have been suitable for every person and could potentially have made some participants feel uncomfortable (different people can be sensitive to different things). In anticipation of this, I prepared alternatives to the exercises and made the design as flexible as possible in practice. Aware of the diverse needs of YP, the design team kept this in mind when generating ideas. Regular meetings with stakeholders and supervisors also helped me check whether the design was potentially biased.

When reflecting on my ethical concerns, it is important to highlight the multiple trials of the design in practice. As multiple views can help maintain objectivity, I carried out two trials with the YAs, three cases in the pilot study, and seven cases in the final testing. My aim was to receive real feedback about the design and to develop a truly valuable service model. Therefore, it was important for me to be as objective as possible to provide a non-biased analysis. Unfortunately, some participants were not able to remain for the full participation period, which limited my data collection. A larger number of participants and more reflection time would have provided more substantial evidence to support the findings.

4.9.2 Ethical considerations relating to young people

Barriers and Boundaries

As this research project was not funded, there were no external limitations related to the selection or the roles of the participants. The research problems and processes were suitable for the participation of YP. The YP in this study were not professional researchers, and, therefore, did not have a lot of relevant skills or knowledge, particularly concerning the analysis process. In consideration of this, the YAs were mostly assigned tasks with which they felt comfortable and confident, and support was offered where required.

Time was limited in terms of both the research period and the availability of YP. I tried to involve YP as much as possible within the scope of this study. Their involvement was always maximised to enhance research efficiency and achieve the research purposes, while respecting the YP's time.

The YAs were invited to reach out to me at any time during the course of the research, and get-togethers were held when needed to ensure the communication between us was smooth and to provide opportunities to get to know one another. The YAs were always encouraged to express themselves freely. I made sure no physical restrictions impeded their full involvement.

The demographic of the YP involved in this study was mostly the same as that of the target population. Therefore, if the participants faced restrictions when attending the sessions, I can assume that the target users might also face such restrictions when using FMBM. Hence, any organisational barriers encountered can inform the design. Personal demographic information was considered in the data analysis.

Negotiation engagement and clarifying roles

Significant preparatory work was conducted to “walk” the YAs through the aims of this research in order to show them why their engagement was an important part and to ensure the YAs experienced “a feeling of doing research” during their

participation. Prior to their practical involvement, it was made explicitly clear what the YAs could and could not do in the research. They were aware of the parts of the research processes that required their participation and how greatly their opinions were valued in decision making. The value of the project was recognised by all participants and it seemed to me that they were happy with their involvement.

Planning and design

The methods were designed not only to fit the purpose of the research but also to fit the YAs. An informal talk was delivered before the YP officially joined to prepare them for their participation. They explored my concepts and assumptions and were invited to challenge any stereotypes. This provided an early opportunity to assess each other. Informal meetings allowed me to gain a broader view of the YP's life experience and gave the YP more time to develop a self-perception as a subject of knowledge (Fraser et al., 2004, p. 120).

Access

YP are experts in what support they need (Fraser et al., 2004, p. 121). Hence, the YAs were encouraged to suggest creative ways of participating that best suited them. Transport support and refreshments were provided to sustain the YP's involvement.

Creating the work environment

Creative tools, approaches, and techniques were preferred in this research because they were believed to enable maximum participation and sharing of the knowledge generated in the reflective practice (Fraser et al., 2004, p. 212). In this study, the participants were always encouraged to express different values, views, and interpretations.

Arrangements were made to ensure that the YP's participation was non-hazardous and non-exploitative, and that it did not disturb their own study or work. The YAs could

receive support from me through both formal and informal channels (meetings, emails). I took it upon myself to ensure both the well-being of the YP and the ethical conducting of the research, so that problems could be addressed as soon as they emerged, research principles were followed, and objectives were met. Moreover, the YP's opinions were taken seriously and they were supported in developing their research skills.

YP have the right to receive material benefits for providing their work (Fraser et al., 2004, p. 121). The benefits gained by the YP involved in this research include gaining confidence and a more positive self-perception, acquiring research skills, reasonable financial compensation (e.g. provision of travel expenses and food), and improved social skills.

4.10 Conclusion

In this chapter, I restated the central phenomenon of this research, the gaps this research addresses, the research questions, the theoretical framework, and the data collection and analysis methods. I also provided additional justification for the adopted data analysis methods. I outlined the interpretivist position I hold; in relation to this research, I believe that YP's understandings of their transition problems are subjective, which can affect their plans to solve them. See table 4-14 for details of all the participants at the different stages of this study.

Summary of participants (young people)	
Youth advisors	Tom, Ed, Linda
Pilot study participants	Emma, May, Sarah
Final testing group cases participants	Jene, Judy, Viki, Yana, Sim, Richard, Sam, Saul, Jake
Final testing 1-1 cases participants	Joe, Can

Table 4-14 Summary of all the participants (young people)

I made clear the research process and research scale, and I explained how the various processes were conducted. I highlighted the problems encountered in the process and how they were solved. In general, this study consists of three parts: preparation, design,

and evaluation. First, I familiarised myself with the central phenomenon through formal and informal talks, a literature review, interviews, and document studies. I developed the design following the structure of five-step design thinking, using interviews, document study, workshops, and other methods. I then evaluated the design and my practice, before attempting to answer the research questions based on analyses of the data collected during the design process and what I learnt from the preparation stage.

In this study, I took a practical AR approach to solving the problems I encounter when trying to help YP in my practice as a youth worker, with the aim of developing a new counselling model that can be easily adopted by professional working with YP in career-related transitions. I conducted interviews with stakeholders to narrow down my research focus to specific issues, and I used grounded theory to develop an understanding of these issues. I employed multiple stages of testing to examine the effectiveness of the developed model and thematic analysis to interpret the data. I demonstrated a step-by-step process of designing a new youth service using five-step design thinking.

I also discussed the ethical issues I considered during the study, including how I managed the data and protected participants. Maximum effort was made to safeguard the participants' wellbeing and learning.

The aim of this research is to develop a new and effective career counselling model for YP in transition. YP's participation helps ensure that their needs are considered, the five-step design thinking guarantees a structured design process, and an AR framework guides me to improve through evidence-based practice.

In Chapters 5 to 8, I will present the results of my research inspired by the five-step design thinking approach, and start to interpret the data and answer the research questions in Chapter 8 and 9.

5 Empathise and Define – Learn from professional stakeholders and young people

I will introduce my findings in the order presented in the Design Thinking process, starting with Empathise and Define (see Figure 5-1). This chapter opens with an analysis of the interviews with professional stakeholders and youth advisors, supported by analysis of the mind maps. This is to enable the researcher to objectively learn about the societal environment and culture in which young people (YP) in transition are living, which will inform the design that will be introduced the next chapter. The professional stakeholder interviews present an overview of the career-related issues YP often encounter, based on the professionals' experience. Later in this chapter, I will delve into specific issues and focus more specifically on the research problems.

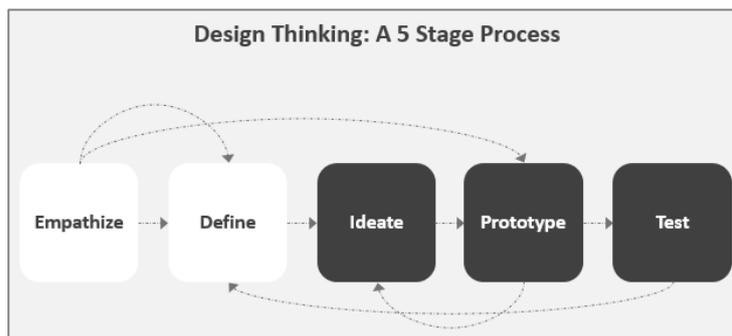


Figure 5-1 Design thinking process – Stages 1&2 Empathise and Define

5.1 Define: the professionals' perspective

The professional stakeholders work with YP in different fields. The professional stakeholders' interviews provide insights into the central phenomenon from the perspective of professionals working to improve YP's lives from different angles. The analysis has no pre-set focus, but rather aims to present everything I learnt from the interviews regarding the central phenomenon. As the first stage of data collection, the stakeholder interviews cover a wide range of topics. This analysis of stakeholder

interviews justifies the focus of this research.

Table 5-1 presents all the professional stakeholder interviews.

Professional stakeholder interview record			
Name (s) (Alias)	Profession	Interview date	Shortcode
Lin	Career advisor	25/06/2018	Li
Lee	Career advisor	28/06/2018	Le
Tia	Support worker	20/07/2018	Ti
Andy	Trainer	27/06/2018	An
Sean & Sage	Career support worker	02/08/2018	Se
Kyle	Educator	30/07/2018	Ky

Table 5-1 Professional stakeholder interview record

The identified themes are listed in Table 5-2.

Analysis Result of Professional Stakeholder Interview	
Theme	Sub-themes
Undesirable socio-economic environment	Challenging condition of the new generation
	Informal negative influences
	Inadequate career services
'It's time for a change'	Need support from multiple sources
	Need to educate supporters
	Need to involve young people in the design
Career development support design indications	Make the right actions
	Need individualisation
	Inspiration
Personal development support design indications	Be mindful of the risks and ethical considerations
	Personal and professional development is needed
	Need to identify key aspects

Table 5-2 Grounded theory analysis result of professional stakeholder interview

5.1.1 Theme 1: Undesirable socio-economic environment

In line with what I discovered in the literature review (Lent, 2018), some of the professionals in this study (An, Se, Li) believe the job market has been changing rapidly

and continues to do so. There is a gap between the education system and the employment world. Tia argues that it is YP's life experience rather than school grades that determines whether they can obtain a good job and perform it well.

Regarding the changing job market, Andy, like many other researchers, notes that there are many emerging new industries and jobs (Choudhury, 2018; Hirschi, 2018); moreover, as Sean and Sage observe, job titles, job profiles, and qualification frameworks are all changing, and boundaries between jobs are blurring. In addition, Andy posits that the trend is no longer so much related to careers, but more to opportunities, and, as such, career advisors should pay closer attention to helping YP identify opportunities (Guardian, 2018). As Lee and Lin state, there are more restrictions in the form of bureaucracy and paperwork, and YP need to adjust to new recruiting systems (e.g. digital) in a generally more competitive job market. In brief, it is hard for YP to maintain their professional currency, and it is just as hard for career advisors to offer up-to-date services.

The new generation of young people in transition

Based on their observations inside and outside of the sphere of work, Andy and Lee affirm that YP's life paths have not changed as much as the job market has; they still undertake mostly linear journeys. The expectations of schools and the kinds of support they offer are still focused on keeping YP on an educational track rather than putting them on a career pathway.

Lee sees the creative students she works with as insecure; they often express 'a narrative about low wages/the gig economy, and there is less around that job for life' (Lee); as the future for them does not seem very secure, they might choose to avoid thinking about it. Lee observes that YP do not seem to develop an initiative for career management before they reach a certain age or a certain stage of life; this would usually occur when they are in the 6th grade. They might have a sudden realisation that they

could have done more to prepare for their future and they could take advantage of their past experience and learn from it (Felsman and Blustein, 1999; Moore et al., 1990). According to Sean and Sage, this sudden realisation can cause mental distress. Andy believes that YP often do not have ‘a definitive idea about what they want to do for a career’. Therefore, as Sean and Sage note, they cannot be fully prepared because they do not know what the next step involves. It is reported that many graduates are in jobs that are not suited to their profiles; Andy adds that this holds true a few years after their graduation (Steed, 2018). YP are often poorly prepared for the transition to work and look for an easy path. Lin encountered many students who wanted resources to be given to them directly when they approach career counsellors. Especially in the case of creative graduates, they tend to have longer career-building journeys, which is likely caused by their not engaging in practice at an earlier point (Ball et al., 2010, p. 2). Although YP can obtain a wealth of information from the internet and other places, Lee observes that many of them lack the awareness and skills to make meaning of the news and connect the information with their careers, let alone to use social media as a tool to promote themselves and for networking (Wihbey et al., 2013).

According to the interviewees, research skills, analytical skills, and digital awareness are all very important for YP, as it is only after thorough research that YP can understand the market, put together what is needed in a curriculum vitae (CV), and build relevant networks. Many interviewees indicated that YP need to take the initiative to conduct research outside of the academic world so as not to miss out on opportunities. All of the stakeholders in this research believe that there is a range of skills and qualities that YP tend to lack when entering the job market, including lateral thinking, adaptability, creativity, an ability to think outside the box, imagination, and curiosity (TARGETjobs, 2012a; Taylor, 2019), as well as communication skills, interpersonal skills, self-presentation, teamwork, confidence, resistance, knowing oneself, a sense of self-integrity, self-reliance, numeracy, and literacy..

Most career advice services, besides those for subject choosing at secondary school, are non-mandatory, which is why, as Lee notes, it is usually the already-engaged students who use career services. According to the two career advisors in this study, many students fail to see the benefit of career guidance and are more focused on schoolwork. As networking has become increasingly important, YP should start working on this skill at an earlier point (Perkins, 2019). However, YP probably start thinking about their futures, especially their aspirations, earlier than professionals expect they do. As Andy observed:

‘...they are already looking into their future before there is any intervention to help them, making their choices on that.’

The professionals in this study noted that the school curriculum in Scotland does in fact encourage YP to think about their future professions in an informal way from a very early age: ‘Some nurseries often have professionals attending, an ambulance and a fireman, the vocational roles to help YP be aware of the world of work’ (Se). Nevertheless, Tia and Lee believe that formal interventions or serious career guidance and counselling are not updated accordingly, which echoes the finding of Holman's (2014) study. YP in the digital age, with their broad horizons, need support to help them process the information and seek out opportunities (Campbell, 2017). For example, Andy suggests that schools can build a cross-subject curriculum and connect scientific knowledge with everyday life issues:

‘...there is very little cross-subject and integration within the curriculum, which is the way the workplace operates.’

Informal influences in play

The social circles within which YP grow up have a major impact on their visions of the future and their formation of perceptions of work and careers (Murphy and Lambrechts, 2015). YP tend to look up to adults within their communities, receive encouragement

from them, and use crucial resources from their networks (Metheny and McWhirter, 2013). Guardians and teachers can limit YP's perceived abilities and restrict their aspirations. According to Sage, in certain parts of Scotland, children might still be expected to take over the family tradition job. Family has a big impact on students' decision making through the influence of suggestions and permissions, such as when choosing subjects to study (Slaten and Baskin, 2014). Therefore, the expectations of parents and guardians might also be an issue for service designers to consider. The interviewees believe that everything we experience growing up, especially during our teenage years, affects our attitude towards work-life, and to life in general, with the support we receive and our environments playing significant roles. Peer groups and support networks can give us out-dated or partially incorrect information (Guay et al., 2006). Therefore, it is important for YP to recognise these influences and learn to critically analyse them.

Current interventions are not sufficient

According to Andy, Sage, and Lee, formal career guidance is available in Scotland from the third year of secondary school in the form of one-to-one sessions or lectures delivered by Skills Development Scotland; the service varies depending on the specific region and its social-economic conditions. There is also a website and a series of interactive workshops that introduce careers in science as part of the career support package (SDS, 2019). Both national and local government are investing more resources into non-formal education, such as through digital media and advisory services. However, as Tia noted, only a few agencies specialise in employability, and employability programmes are usually run by youth-focused organisations as additional services. Furthermore, as Lee suggested:

‘the challenge they have is that the school focuses on getting exams results,
because that what they are measured on.’

According to Andy, the aim of most public services available in Scotland is to encourage further or higher education. even though, as Sage observed, it is recognised that ‘there is a massive fracture between what is taught in school and needed in the workplace’.

Career support that mainly consists of encouraging YP to go on to further education can negatively affect some students. According to Tia, when we ‘focus on grades, we lose track of other things that are important, especially when the YP are not academic.’

Advisors from public services have a great influence on YP’s decision-making when it comes to deciding what they should or will do later on in their lives; the quality of the advice can very much depend on whether the advisors try to learn about the clients, act proactively, and know where career opportunities are available (TARGETjobs, 2012b). The rapidly changing job market, which makes career management harder for YP, can create difficulties for career advisors too. When schoolteachers are judged by their ability to raise university admission rates, they can be less motivated to help YP with their social and personal development. As Andy stated:

‘It is difficult for a lot of adults to keep to the pace of change, never mind working with [*it*] when how quickly it changes for YP’.

Although YP nowadays are becoming involved in political movements from a younger age, support and education are not keeping up with this (Loader, 2007). If students cannot learn from formal channels, they are left with social networks or interest communities, ‘so they are very much swayed by one voice’ (An), and cannot make well-informed decisions (Henn and Foard, 2014). Some schools have external agencies to run health services when they have no-one qualified to do so themselves. Similarly, we might need to put more resources into the career guidance industry in order to provide professional help and a greater focus on the creative industries. As Lin commented: ‘without resources, there is only so much we can provide’. In the meantime, improving

existing services could also be an option.

5.1.2 Theme 2: ‘It’s time for a change’ - Actions required in career guidance industry

Better use of what we already have – put together resources

Andy believes that less than half of the YP who leave education after secondary school are reached by support services, and those who do receive support are likely to be people who are already more prepared. This is a critical point, since many school-leavers lack basic work skills (Cassidy, 2014). Therefore, the issue we face here is how to engage those who need more support but are less willing to seek help or not aware of what support is available. Many organisations, including those in the private sector, deliver youth programmes related to career planning that can benefit YP (Se, Ti).

‘So, it’s about how are young people access in the services. And is that through guidance with the guidance teacher’.

– Lee

Referral is one of the most common channels by which students reach support. Therefore, Tia suggests that schools should be doing more in terms of advertising what is available in their areas, as they are the main source of information for students. Such information projects may be especially beneficial for those not taking the academic road, says Tia. Schools can serve as bridges between students and other services, and guidance teachers can offer more options for accessing external support (NHS, n.d.). Advertising the available services can bring consistency to schools’ wellbeing curriculums, and help to build a reliable support network, as opposed to one-off services, which may not interest students (Brueck, 2016). It is true that schools’ hands might be tied by the institutional assessment system and that some schools may in fact already be performing well in terms of building support systems; nevertheless, all schools and

policymakers could benefit from reconsidering the position of personal and professional development in the curriculum structure and extra-curriculum programmes. As Tia stressed:

‘It really needs to be built into the whole school curriculum, and also schools working in hand with other projects and community projects that are there’.

There should be more consideration of students’ abilities, interests, and needs (O’Keefe and Linnenbrink-Garcia, 2014). For example, according to Andy, schools could show students how the internet can be harmful, rather than simply banning digital devices; such endeavours would link the curriculum with the world of work.

Educating adults/support providers

YP gain more non-academic knowledge in informal settings than what they learn from the classroom, such as through interactions with family, peer groups, and communities. Of these interactions, the family influence occurs the earliest and may be the most decisive (Jackson, 2010). Parents’ opinions have an impact on both students’ subject choices and career pathways. Unfortunately, both Sage and Tia believe that the information parents offer is often out-dated, and many never research their children’s views before rejecting them. YP are pressured by parental expectations (Yamamoto and Holloway, 2010). Therefore, it would be more helpful if adults supported YP by enabling them to make informed decisions and to deal with anxieties about living meaningful lives (Ky, An). YP need trust and encouragement from adults; they inherit values from adults regarding what is important in life (Troost et al., 2003). Hence, stakeholders should ensure that YP do not believe that not much is expected from them. In this endeavour, Andy suggests:

‘I think maybe this career development maybe it’s not just for YP, it’s also about helping their parents understand the changing job market’.

Lin and Lee recommend first engaging adults by redefining the industries and job market in terms with which they can relate, so that they can then pass the relevant knowledge down to YP and help them identify the right pathways. This is supported by the findings of Spence et al. (2000), who notes that parental influence is significant in social skills learning.

Unfortunately, as it is not likely that we can integrate adult education into my career counselling model for YP, I will leave this problem for future studies to solve.

Involve young people in the design of career service

According to Sage and Andy, some personal development programmes have become just another way of encouraging a linear path in many schools. The lack of encouragement YP are given to make alternative decisions for themselves does not help them meet the changing demands of the job market (Baruch, 2004). Andy and Tia believe that the ever increasing university admission rate is not good either for YP or society; it might indicate a falling intention to seek non-traditional paths and a lack of entrepreneurial and creative development (Carayannis et al., 2003).

Andy questions the suitability of current career advice services. Many programmes concentrate on the application process, such as CV writing, when, in fact, YP may not know what job they wish to apply for, and what they need more is inspiration to discover their passions and the resources that can help them pursue their interests (Howard et al., 2017). Tia believes that these interventions do not address YP's true needs, and that 'the YP aren't really learning anything' from one-week work experience programmes or the like. This leads to Andy and Tia to propose the idea of involving YP in the process of designing a programme, rather than asking at the end: 'Does this help?' As Lee notes, co-design is about tuning into YP's needs and consistently offering relevant services. Kyle argues that while YP probably lack sufficient life experience to be able to describe a good life-long career path in detail, at least they could design their own ways of

learning, which would constitute a delivery mechanism that respects their culture and their boundaries. Sean advocates having a ‘conversation around how YP approach and engage with career guidance, to then understand what proper tools might be the most beneficial’. As Tia stressed: ‘co-design in youth projects where possible is essential’.

5.1.3 Theme 3: Career development support design indications

Support updated knowledge-based actions

Decisions made during transition can be decisive for YP’s future life paths. Therefore, they should be well-informed before making decisions (Shulman and Nurmi, 2010). A career service designer should learn about the industry first before looking for solutions, and the design should be based on correct information. As Kyle commented:

‘...too many people ... making the wrong decisions for the wrong causes
and a wrong career path ... many people go to university questioning
why ... they have done this.’

Lee suggested, also seen in Hyun's (2001) study, that YP should start to track the industry and job market as soon as they enter higher education, or maybe even sooner. YP need time to learn to process information and develop a picture of the job market before making decisions. They need up-to-date knowledge of the local job market. They might not know what skills and experience are required when everything is changing so rapidly (Argiro et al., 2018). Hence, one of the first stages in career guidance should be helping YP become updated about job market information and learn to process it wisely. Career advisor Lee said that there is already a trend in career services of providing a consistent feed of accessible information to help keep YP informed.

According to Lee, YP then need to connect job market information with their own passions and interests. Rather than doing what is popular or merely what one wishes at

a given moment, it is more important to know what in the market fits one's interests. Kyle calls it 'a long and deep process'; hence, we should not push YP to choose a specific job. Career support should allow general-to-specific exploration, starting from identifying interests and strengths, then letting YP gradually narrow down the search through practice, before eventually being able to identify the most suitable job for themselves (Ky, Le). Career guidance interventions should dissuade YP from making radical or non-informed decisions, which could, later on, cause insecurity and confusion (Felsman and Blustein, 1999).

Develop individualized career guidance interventions

Many interviewees agreed that there is no fixed answer as to how well YP are prepared for their futures or what the best process is for discovering the right career path. It depends on the background of the individual, including which school they go to, and what their strengths or skills are (Zikic and Hall, 2009). Lin and Tia believe that YP should be able to go on different paths than further or higher education if it suits them better. It is especially important to keep the possibilities open and not limit YP's potential in early-stage interventions (Creed et al., 2007). As Sean observed:

...there are all sorts of other processes at play ... parents, carers, siblings, peer groups, support network, teaching staff. All of which influence the way which the YP set their mind up about the world of work. So, there isn't one single process, rather than many...

We should value the differences between individuals and individual characters when designing interventions; a flexible approach not only shows respect for YP but is also more efficient.

Career guidance as inspiration

Career advisors cannot force YP to take actions. Lee's practice experience suggests that YP are resistant to blunt instructions. Only after understanding the benefits *of* the

suggested actions will they accept the advice more willingly, as Lin suggested: ‘You can only do your best to inspire.’

A certain willingness or realisation is crucial for any type of career management behaviour. Based on Tia’s experience, YP sometimes do not realise that they can do more or do things differently. Once they gain this realisation, they can take very different paths (Peake and McDowall, 2012). Sage suggested that YP should join extracurricular activities hosted by various organisations, so as to broaden their minds. Many YP leave their family’s “traditional” career path thanks to exposure to more information, which can offer a broader horizon. However, Sean and Lee warn us that many YP still expect less of themselves than what they are capable of achieving, and they feel bad about themselves as a result of having a wrong self-image.

The influences mentioned above often affect YP by altering their minds and by controlling what they see and how they perceive it (Truxillo and Fraccaroli, 2011). Career support providers should show them the importance of learning in career development and encourage them to always try to learn more. As Lin and Lee stress, what YP can achieve depends on their self-perspective, and resources come once they take the initiative to seek support.

Educators inspire YP when they’re introduced to role models whereby professionals share their life journeys and career paths. Kyle believes this helps youths picture the occupational journey and see the possibilities of achieving their dreams. YP can also benefit from befriending and mentoring projects that pair ‘those who do not know’ and ‘those who know’ (Ti). Simple conversations involving questions such as: ‘Who do they think they are?’ and ‘What do they want to become?’ can be inspiring (Li).

Encouragement should be given early to allow plenty of time for learning and reflection: ‘the more you learn, the more you have a wider vision’ (Se), so that later on, individuals can choose from a more diverse range of occupational options. Ideas regarding interests

are often formulated at a young age (Weisgram et al., 2010). Sean and Tia believe that an ideal way to nurture these interests would be to offer YP as much information as possible and acknowledge that it is important to encourage aspiration building as YP's ideas will be more restricted by external influences later on.

The next step to developing aspirations would be to learn how to take action, such as by applying to colleges. Adults need to be able to spot the moments at which they can initiate a conversation about networking, commercial awareness, and industrial information (Le). All interviewees acknowledged that the early stages of career management are more about trial and error, whereby YP go out and explore different types of life, rather than staying within a set narrative (Zanni, 2009). Sometimes, families can help in this regard Tia commented: 'So, when the person comes to maturity, and they have to choose a path, they have a lot to say, ok, I have tried that, could I make a career out of that'.

Lee highlighted that there are indeed services that offer YP opportunities to try and learn about different paths, such as university open days and volunteer programmes. As YP do not always find it interesting to go out and explore, career advisors should try to make career development practices such as networking beneficial, memorable, and fun (Ti, Se).

Cultivate the habit of research and explore

The Internet is increasingly used to distribute knowledge, and it opens gateways to subjects that traditional education struggles to cover, such as sex education and political education (Livingstone and Bovill, 2013; Lou et al., 2006; McAllister, 2016). Tia advocates wider application of digital tools in the career service, as they are a major part of YP's lives; nevertheless, it seems that few educational programmes focus on using the Internet.

This kind of education is important as only medium-related skills grows naturally with

more online experience, not content-related skills (van Deursen et al., 2011). Moreover, Andy believes that digital tools are only tools – not solutions – and that digital skills are probably the most critical skills YP lack nowadays. Career advisors Lee and Lin also expressed their wish for digital skills education to teach YP how to make use of career-focused websites and social media so that they can impress potential employers and find their next jobs. We can also show them that they can always find out answers to their questions using search engines, as well as so much more. Andy noted that there is a lot more to explore in how to use digital tools in career service.

Only by using technology correctly can YP receive positive and useful information and advice from online sources. Sean, who runs science and technology programmes, argued that training in digital skills would inspire YP to discover opportunities online, articulate pathways more clearly, or maybe even pursue a career in computer science. Andy agreed, adding that as the digital platforms themselves represent a new industry with many potential job opportunities, learning about them would enable YP to not only become more informed about the job market, but also gain useful skills for this new industry. We should teach YP to take control of their digital lives and not just be consumers of social media. This does not involve learning how to use specific software, but, rather, building an understanding of the meaning of digital tools and keeping up with their development (Eynon and Malmberg, 2011).

Educator Kyle believes it may not be necessary for YP to start using technologies at a very early age, but they must be encouraged to use them productively. Face-to-face guidance cannot be entirely replaced by online advice; moreover, we also need career advisors to be familiar with digital tools to deliver digitally assisted guidance. Sean suggested we should take the opportunity to teach adults about the Internet and related technologies (e.g. what resources are available, what tools can be used), so that they can offer productive advice to YP.

5.1.4 Theme 4: Personal development support design indications

Professional and personal development

The interviewees believe that career support should incorporate social and personal development interventions. The level of emotional wellness (Liptak, 2005), self-awareness (Kossek et al., 1998), curiosity and initiative (Taber and Blankemeyer, 2015) can determine whether YP can identify occupational opportunities and grasp them. One's career management skills are very closely related to skills and abilities from other realms, and career management is closely related to personal development. As Lee stressed:

‘It’s about supporting young people understanding their skills and strength, as well as helping young people thinking about their motivations and think about what they are interested in.’

Lin advises career advisors to understand the clients' identity, figure out how well they are aware of what kind of people they are, and consider these factors to support their future life designs. Tia calls on practitioners to offer career guidance holistically, arguing that they should step away from the “form-filling” process and instead see YP from more than just an angle of professional development. Service designers should develop more projects that help YP identify their interests and passions, so that they can see what they enjoy doing and what their career aspirations are (Ackerman, 1996; Hirschi and Läge, 2008). Especially in a non-career-focused environment, such as schools, teachers can move on from using the terminology of careers or jobs, because, as Andy observed, it is no longer a question of following one path to the end, but rather a matter of taking a flexible path.

Kyle noted that higher education institutions are already broadening admission criteria

beyond academic grades (e.g. alternative entry pathways, University of Nottingham¹), but we should rethink what it means to be “well-prepared for the future”. Some educators, including Kyle, are integrating personal, social, emotional, and mental health development into the curriculum, aimed at unleashing YP’s potentials and allowing them to play better roles in society. They believe that when students graduate, they should be confident and adaptive, with strong and healthy personalities and the very important life skill of knowing what they want (Blustein and Flum, 1999). It might be beneficial to promote and apply this non-linear educational perspective widely; indeed, some schools are transforming their focus from academic to personal development, promoting both academic and wellbeing. Nevertheless, career development and personal development usually remain separate aspects (Scottish Government, 2009). Integrated wellbeing programmes and combined subjects are among the numerous initiatives schools can take to build more holistic curricula (Se, Ti). Sage indicated that we need approaches that can be more easily applied to reduce the gaps in schools’ services.

Discovering oneself is a time-consuming process; it can take years for us to find out who we are. Therefore, starting early and simply would appear to be a good idea (Cullen-Powell and Barlow, 2005). Educators can start by allowing free exploration of subjects, giving students autonomy when choosing what to study (How et al., 2013), before encouraging them to dig further into their interests, and then seek work experience that can lead to an independent life beyond school. After this process, students may find it easier to obtain a job that interests them (Ky). The task of taking

¹ Anon, Entry requirements - The University of Nottingham. Available at: <https://www.nottingham.ac.uk/ugstudy/applying/entryrequirements.aspx> [Accessed December 17, 2019].

life decisions should not come as a surprise mission; neither should it be an unsupported or under-resourced enterprise (Ky). The interviewees believe that one's teenage years are too early for deciding what to do in the future; some of them may still be unsure even after entering university. People become clearer and more specific about what they want as they get older, and this is a lifetime process. Hence, education or career guidance should prepare YP for lifelong learning (Enríquez Raído, 2013; Flumerfelt et al., 2007). As Kyle commented:

‘We basically prepare them, we prepare their characters, their confidence, Their skills, their flexibility, their Adaptability Their resilience Their initiative. basically, their human values.’

According to the stakeholders, it is not about just helping YP find their first jobs, but about finding a life, whereby they are clear about their positions when they are 30-year old, 50-year old, or even at the end of their lives. Practitioners should aim to develop strong people who can successfully and independently navigate multiple transitions with a clear knowledge of their identities (Waterman, 2011).

Key personal development aspects

Autonomy is the first thing that the interviewees suggest requires cultivating in YP, as it is essential for the successful application of tools and interventions. Lee noted that it is YP who are in charge of designing and living their career paths. It is hard to say that YP must learnt something after visiting a career service website. Handing out information itself does not guarantee learning; we need YP's initiative for that (Oxford, 2008, p. 52). Based on Tia's experience, once people have joined one support programme, they are likely to get involved in further support programmes. Advertising projects can be a way of engaging the disengaged by offering access to opportunities and building awareness of the availability of support (Stahmer et al., 2005; Walters et al., 2009). Without encouragement, says Lin, YP are less likely to take actions. Career

advisors do not give out jobs directly, so YP have to go out and explore. Therefore, we need to empower YP to identify their challenges and take responsibility for overcoming them. We can do this by showing them that their career paths are personal and that it is they who must decide what the final destination will be.

Certain abilities enable YP to take charge of their personal development. Research skills play a key role here (Lopatto, 2007), as they enable people to connect pieces of information, foresee the impact of actions, weigh up a range of offers or options, relate oneself to the development of a sector, and become aware of changes. As Sean commented:

‘All of which are designed to give young people the information that allows them to help formulated decisions that ultimately that they themselves will make.’

Keeping up with change can be challenging, but adapting oneself to the changes taking place is even more difficult (Griffin and Hesketh, 2003). In his teaching practice, Kyle intentionally and continually creates changes, with caution, to get students used to spontaneity; this approach is aimed at making it easier to adapt to big transitions (e.g. school to work). Empathy, utilisation of feelings, and self-control are positively related to active vocational exploration and career decision-making self-efficacy (Brown et al., 2003a). YP need resilience and emotional intelligence to deal with these changes. Lin and Lee see many YP developing a certain level of anxiety when making choices, hence, they need to develop an understanding of failures and hardships and to identify the routes to success.

McCarthy and Garavan (1999) and Lin all noted another critical part of career development: building an image of oneself and developing self-realisation. Students can develop a range of skills related to their employability through many kinds of activities, but they may not be aware of the skills they have already grasped. Numerous

obstacles to YP developing enterprise skills can derive from many dimensions of life; yet nothing can be done until one realises the link between those issues and the struggles that are part of career development. Therefore, we should enable YP to develop a complete picture of what resources they do and do not have access to before asking them ‘what do you want to do about your career?’ As Lin observed:

‘...you have to identify what your issue is if we want to do something about it.’

One’s self-image should include, but not be limited to, one’s strengths, skills, motivations, and interests. This image of the self can then be used to direct us as we set a purpose in our lives (Porter and Porter, 1991). Regardless of whether the next step is further education or becoming self-employed, Tia believes that the goal of good career guidance should be to offer a good start for a lifelong project that fits the self-image. As Lee stressed:

‘...it’s about enabling scaffolding tools so that young people can apply throughout their lifetime.’

Many people see life as more than something material. Quite often, practitioners see YP simply aiming to make their lives meaningful and wanting to at least try out things, even if they are not going to be their future paths. As Andy noted:

‘Young people above anything, they really want purpose in their life. They want a purpose-driven lifestyle.’

We have witnessed how ordinary people – many of them young – have made great social movements happen with the help of social media (Harlow, 2012). But there are many more YP who also wish to be part of something big but feel disconnected from the changes taking place. What career advisors can do for these people is encourage them to find a great cause that they can be part of, and connect it with their self-image

to develop a purpose for their lives that will lead them onto a successful path, which may also release their potential.

5.1.5 Conclusion

In short, based on the interviews with the professional stakeholders and the supporting literature, several conclusions can be drawn. Firstly, the job market is challenging and Scottish YP in transition today need new and improved career support. Secondly, we can develop new services that people can use to offer help, and we need YP's contribution in this endeavour. In terms of careers, new services should be flexible enough to meet individuals' needs, and to inspire and help YP take action. As regards personal development, career services should help YP identify their key personal characters, understand their identities, and treat them as people rather than focusing on careers.

5.2 Empathise and Define: Getting in the users' shoes

Design is a process of turning an identified problem into a solution (Ambrose and Harris, 2009). In this section, I focus on the problem to understand the constraints on and requirements for improvement from young people's perspective. It is not enough to just learn from the professionals, as there might be a tension between what young people narrate as their struggles and professionals' literature and experience informed understanding.

Three YP participated in the initial interviews (see Table 5-3). Tom was looking for a change in his career that would allow him to feel more valued; Ed was trying to figure out a way to get into a job he likes; and Linda wanted to figure out the right profession for her.

Youth Advisor Initial Interview Record			
Name (Alias)	Role	Initial interview date	Shortcode
Linda	Youth advisor	21/01/2019	Ld
Ed	Youth advisor	26/02/2019	Ed
Tom	Youth advisor	15/02/2019	Tom

Table 5-3 Youth advisor initial interview record

I analysed the interview content with the purpose of empathising and defining. This directed my data analysis. I found one theme relating to empathising, which is that YP struggle to make career decisions. I identified three themes related to defining: future vision, individualisation, and wide support. I will explain these themes fully in this section.

5.2.1 Empathise: Young people’s occupational struggles in transition

Very often a research design fails when it is not meaningfully or effectively connected to people’s lives. I tried to avoid this problem by using interviews to enable the reliving of lived experiences, as the first step of the research design (Press and Cooper, 2003). The interviews provided users’ perspectives. The interviewees presented three different developmental paths: one young person with a few years of work experience, one young person who had just graduated from university, and one young person who had quit college halfway through their studies. All were either unsure about what they wanted for their professional lives or unclear about what career management strategy would enable them to become successful. In other words, they were not confident about how to manage their careers. They indicated that many transitioning YP in Scotland are not making informed career decisions.

Themes relating to empathising from interviews and mind-mapping workshops	
Theme	Sub-themes
Young people are not making informed career decisions.	Lack of experience. Detached from the world. Efficient use of time.

Table 5-4 Results of thematic analysis of initial interviews with youth advisor and mind map workshop for “empathise”

As shown in Table 5-4, the interviews and mind-mapping workshops with youth advisors helped me develop a better understanding of the central phenomenon (see Appendix 5-1 for code examples). The “empathise” theme (understanding the conditions in which YP live) is that YP in transition are not making informed career decisions. They do not have enough experience to inform good decision-making and they need vocational experience to learn; they need to find their positions in the world and their roles in society, and they often waste time on things that do not bring them a sense of achievement or lead to success.

Firstly, YP are forced to make decisions when they are not yet ready. As Linda observed:

‘They shouldn’t make snap decisions.’

They think it would be better for them to know about a range of different fields they are interested in, or that they might be interested in, and to be given more time to try out new things. They should always be busy digging deeper into their current professional fields until they can know whether they might be interested in something else. Moreover, their plans for the current stage of their life should be realistic and capable of being actuated right away, rather than setting long-term goals that are detached from their present lives.

Secondly, they are making choices without a clear image of self or their relationship with the world. Linda observed that they ‘make random choices in uni[versity], don’t think about what comes next’. They are not sure about what they want for themselves and would rather not picture their futures (Hodkinson and Sparkes, 1997). To manage their careers better, they may need to be curious about what the industries related to their interests are like, think about whether this is consistent with what they want for themselves, and be aware of the shape of the world around them, which can affect their

decision making (Bimrose and Barnes, 2007).

Thirdly, many YP work on things that do not bring happiness, which means they are missing out on chances to work on more purposeful and meaningful tasks. Indeed, a large number of students choose a university subject that they end up not liking (Ali, 2016). Sometimes, they do it involuntarily, because they misunderstood what the course involves, but sometimes, they consciously make a “wrong” choice because they do not know what suits them best. Some of them are able to complete their courses, but then seek a job in a different field, while others may drop out of their studies and start working at low-level jobs, while trying to figure out what they want to do, as was the case with Linda.

5.2.2 Define: What needs to be changed

I have identified three aspects (i.e. three themes related to “Define”) on which career guidance should focus from the initial interviews with youth advisors (see Appendix 5-2 for code examples). As shown in Table 5-5, these themes are: “future vision to guide action”; “allow personalised journey”; and “encourage a wider support group”.

Themes related to “define” in interviews	
Theme	Sub-themes
Future vision to guide action	Need purpose and meaning.
	Need a vision of the path.
	Need to be an expert
Allow personalised journey	Be comfortable and capable
	Focus on interests and views
	Unique personal issues
Wider support	Peer support for reflection and encouragement
	Require supports from outside school
	Need to understand the meaning of a choice

Table 5-5 Results of thematic analysis of youth advisor initial interviews for “Define”

Define Theme 1: Future vision to guide action – young people need a clear direction

As discussed in the literature review, in general, YP need to develop future-oriented thinking, which can be supported by personalised guidance from many sources. An image of an ideal future life in YP's minds can guide their actions and their plan-making in career management (Levinson, 2015; Pocock, 2005). Having goals helps with their exploration; as Ed noted: 'It helps you knowing what to do'. They will not feel that they are living meaningful lives if the goals they have set are not in line with their values or concepts of life (Steger et al., 2010). When YP have long-term goals, they often seem unattainable. This belief stems from a lack of confidence that they can become the person they wish to become due to the absence of a clear path that links their present with their imagined future (Hays et al., 2010). The Internet has made learning about industries easier. However, this also requires choosing specific fields to research, and then gaining extensive knowledge about a field to become an expert professional (Timmis et al., 2016). This learning process requires not only a lot of time, but also a certain level of interest in the field so as to remain patient during the learning journey. As Ed commented: '[Having] Too many choices is the problem.'

As there are always job vacancies, there is always one suitable for the job seeker (Bolles, 2018). But how do we work out which one suits us? This is a key question for YP to address.

Define Theme 2: Allow personalized journey - young people want to be their unique selves

It is widely accepted that incorporating students' opinions into teaching plans improves both learning and well-being outcomes (Waldrip et al., 2014). The youth advisors in this study believe that YP today wish to feel comfortable, have a sense of certainty about their plans, and be able to feel happy about being their unique selves. They want these wishes to be considered in career services, too. Tom stated that he wished to pursue 'a career where I work for myself, and a career where I am actually making meaningful change to the world'.

The YP in the study considered being honest with oneself and acting freely as the best ways of living. They do not want to have to do things against their will to achieve their goals or impress others. They wish to find a path on which they feel comfortable. In this regard, Ed commented:

‘Career guidance should help them decide where their place is, where they feel comfortable.’

YP may see their interests as the most important reference points when choosing a vocational field. Interests are internally driven and cultivated by practice; more first-hand working and practical experience can help them consolidate and maintain these interests (Ledley and Lovejoy, 1993). In addition to the impact of interests, career decisions can also be affected by one’s strengths, personality, and other personal traits. However, current career guidance practices may not place great value on the importance of supporting self-discovery to identify these key elements in career decisions. Indeed, as Ed noted,

‘I didn’t get personal support to understand my motivations.’

There are many reasons why one might choose a profession that one does not like, and these reasons should be investigated in career guidance so that YP can know about all of their options (Mittendorff et al., 2008). Influential factors might include family expectations, financial problems, mental health issues, and more. As Ed observed from a general perspective:

‘Everyone has unique problems.’

Therefore, career guidance should help YP clarify the sources and types of influences that affect their decision making and help them figure out what might prevent them from reaching success and how negative influences are formed. This information could then be used to help them generate a targeted plan to tackle the sources of these

influences and put them on a better path towards personal success.

Define Theme 3: Young people need wider support

It seems that we need to improve career services for YP and also explore more sources of support. YP can learn from their daily interaction experiences with peers (David et al., 2014). Ed suggested that perhaps these learning moments are so beneficial because YP can relate to each other easily; they see the real-life consequences of different choices from peers' experiences. Advice from peers may be easier to accept as YP feel safe and respected around them. This peer learning can be beneficial as valuable information is transmitted about their peers' experiences and YP are learning willingly by watching and reflecting (Noroozi and Mulder, 2017).

While school career guidance teachers constitute a common source of career support, their work can be limited by issues of time and space. In some schools, according to the youth advisors, YP cannot see the teacher as often as needed. Moreover, when the YP leave school and gain some working experience, they may change how they think and subsequently require additional support. When this occurs, they no longer have access to school career guidance services, which is why offering career support outside educational institutions is essential.

If career support were available from multiple providers (e.g. online and offline, family and school) at all levels, YP would be more likely to have access to support when needed. Very often, many YP are not aware of the services available in their communities and in the third sector because they do not seek them out. In this regard, the internet represents a key platform and tool. Nevertheless, the information to be found online can sometimes be unreliable (Figeac et al., 2020), and, as such, should not be a main source of career support.

One benefit of having support from a wide range of sources is that YP would be more likely to receive the necessary encouragement to make different choices, as they would

be exposed to contrasting perspectives regarding a profession, or because they would be exposed to a wider range of professions and occupational roles. This exposure would help YP better adjust to the fast-changing industrial structure and job market (Smith and Sparkes, 2008).

5.2.3 Prepare for ideate: Focus on these changes

Though the interviews focused on the themes of “empathise” and “define”, the youth advisors also expressed their thoughts on how the problems they identified could be solved. As these recommendations should certainly not be ignored, I will list them here.

When discussing the need to be informed about many industries in order to expand their range of choices, Tom suggested giving ‘young people professional mentors to answer their questions’.

This is consistent with the popular classroom career talks approach (see Founders4Schools), whereby professionals come to school classrooms to talk about their careers and work experiences. This kind of encounter might start as early as nursery school level. However, the youth advisors called for something deeper that would allow YP to learn more about the profession by establishing contacts with the professionals. As the information they receive from older generations might be outdated, YP need to learn about what is currently happening around the world. As Tom stressed:

‘Young people now need to keep up to world news.’

Becoming informed about global affairs cannot only help YP develop global citizen identities, but it can also enable them to figure out what they personally might be able to bring to the trending industries or even how they could become the person who starts a new industry in the world.

Confidence is an essential quality. Career guidance can help YP build confidence by offering them a third-person perspective and by encouraging them to view themselves as professionals open to many possibilities, rather than seeing themselves as having limited options (Stiggins, 1999). In this regard, Tom stated ‘You shouldn’t limit your possibilities based on what you think can, or what you were told can, or cannot succeed’.

One idea for making holistic career guidance possible is to develop collaborations between institutional bodies, so that schools can actively provide information about other sources of support available to both current students and graduates, thereby bridging the gap between school and stable employment.

5.2.4 Conclusion

The interviews provided an overview of the life experiences of YP transitioning to the world of work. In the opinions of the youth advisors, YP in Scotland are not making wise career-related decisions during their transitions. They tend to be confused and waste valuable time by heading in wrong directions. From analysing the interviews, the key problems facing YP appear to be a lack of future vision, trouble connecting jobs with their identities, and a lack of support from multiple sources. The youth advisors advocated providing professional mentors, interesting sources of world news, confidence training, and the advertisement of services.

5.3 Directions for this study and conclusion

These interviews supported findings from the literature review that YP nowadays are going through a very hard transition to work. They need more support, yet there is not enough support out there both in terms of quality and quantity. Consequently, there is a need to develop new services that can meet their needs. There should be multiple sources of support from professionals trained in offering career support, and YP should be involved in designing the career support services. This study focuses on individual

empowerment, aimed at enabling YP to become involved. Future studies should develop multiple support sources and suitable professional training. The improved services should be able to help YP develop greater self-knowledge so that they can make good decisions. YP's unique personal experiences and self-concepts should be respected by delivering personalised support for individuals' career paths. Furthermore, these services should inspire YP to try out new experiences. Since career management is always restricted by personal circumstances, it is essential to also help clients with their general life planning when assisting them with their career decisions and actions, so as to help them find a suitable life-work balance and identify key aspects in their lives that affect their career decision making. All of these factors will be considered in this study for the development of FMBM narrative career construction counselling. Given the prominent role they play in YP's lives, digital tools could also be incorporated into career services; however, this will depend on whether they are suitable for the specific counselling aims in practice.

This chapter presented the results of the first few steps of the design. It built on the literature review, confirmed the importance of the study, and clarified the central phenomenon. The chapter explained the key issues that the design team should focus on solving, thereby informing the framework of the FMBM. More importantly, it prepared the design team (the youth advisors and the researcher) for the next stage of the design, "Ideate", by drawing our attention to the central phenomenon and focusing on the key issues from "Define". The "Ideate" stage will be discussed in Chapter 5.

6 Ideate – Collecting and Analysing Ideas for FMBM

In the previous chapter, I discussed the results of the Empathise and Define stages of the design. I restated the importance of this study, the central phenomenon, and prepared the design team for the Ideate stage by outlining directions for the subsequent design activities and focusing on the identified key career development aspects (e.g. holistic development, self-knowledge). This chapter presents the Ideate stage of the design (see Figure 6-1). This chapter describes the compilation of approximately 100 solution ideas for Future Made by Me (FMBM), derived from investigating a range of materials used in career counselling as well as ideas from the youth advisors, professional stakeholders and myself.

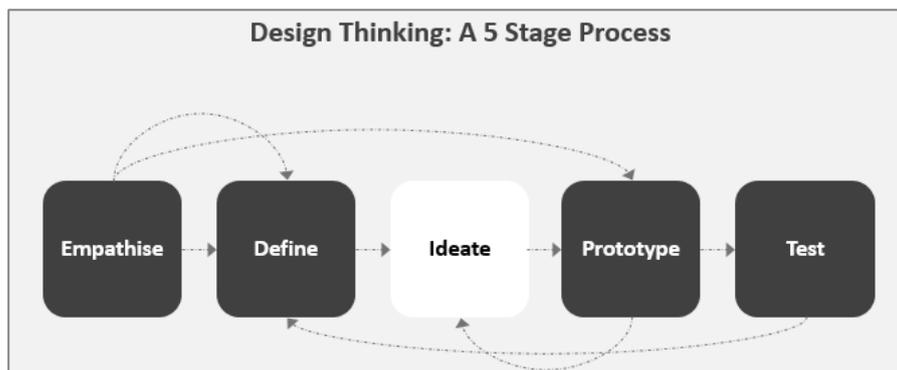


Figure 6-1 Design Thinking Process – Stage 3 Ideate

6.1 Career guidance from the LifeDesign Manual

Career construction theory and the LifeDesign paradigm provide the central theoretical support for this study. Rather than design a career counselling model from scratch based on related theories, it is more practical for us to use an already well-established narrative career construction counselling model as a reference, which, in this case, is the Life Design counselling (LDC) approach proposed by Savickas (2015). This approach has been tested by many researchers and practitioners over the last decade and has generated a great deal of positive feedback (e.g. Barclay and Stoltz, 2016; Cardoso et

al., 2018; Fabio, 2016; Nota et al., 2016). In addition, from a practical perspective, it is more efficient to improve or build upon existing services than to make entirely new ones.

6.1.1 Savickas' Life Design counselling approach

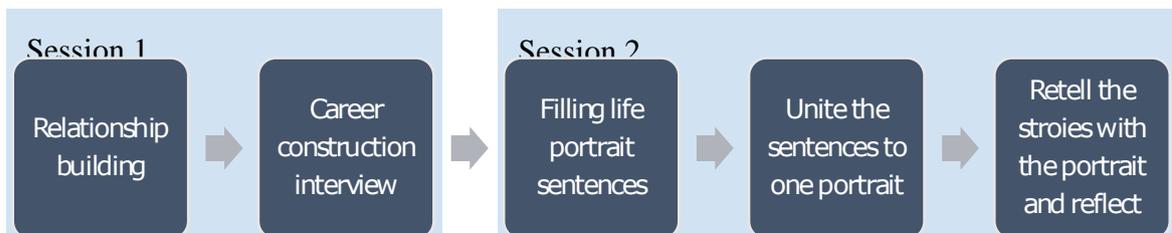


Figure 6-2 The original Life Design Counselling process

Session 1: Career storytelling

This LDC consists of two sessions. The first session is a Career Construction Interview (see Figure 6-2), which starts with a relationship-building and goal setting question: ‘How may I be useful to you?’. This shows the client is the expert of their transition and directs the counselling and the counsellor acts as a supporter; it also encourages the client to take on an active role in the process. The client’s expert role starts with recounting his or her feelings and understandings of the situation. The story the client tells regarding the situation is the “transition narrative”.

Then, the second question asks the LDC client who their role model is or whom they admire. This question can help the counsellor learn about the client’s self-concepts. Question 3 addresses which magazines, TV shows, or websites the clients like, and is aimed at learning about the client’s interests. Question 4 invites the client to tell a story and is intended to show the counsellor how the client processes an event. Question 5 asks the client about a favourite saying that represents the advice they would give for themselves. Question 6 asks the client to recall a personal experience from when they were three-to-five years old to understand how the client views problems.

Career construction interview questions	
1. How may I be helpful to you?	4. What's your favourite story?
2. Who do you admire growing up?	5. What is your favourite saying?
3. Do you subscribe to a magazine?	6. What is your earliest recollection?

Figure 6-3 Career Construction Interview questions in Life Design counselling (Savickas, 2015)

Although I incorporated all six of the above questions into my exercise collection, if I were to use them in practice, they would be modified to relate more closely to young people (YP) nowadays. For example, the subject of magazines would be changed to websites or podcasts. According to Cardoso et al. (2018), the narration part of Life Design is the most difficult stage for teenage groups. It could be that the interview questions are not sufficiently flexible or suitable for the participants. Hence, it is important not to borrow ideas directly from other models, but, instead, use them as inspiration to create better ones. Different participants respond differently to a given topic (Cardoso et al., 2018), which means it would be useful to prepare a list of supplementary topics and exercises.

Session 2: Understand the transition - Reconstructing a Life Portrait

Session 2 is scheduled a week after the first session in LDC. Prior to the session, the counsellor puts together all of the small stories collected in Session 1 into a large story to develop a clearer picture. Then, the client is asked to complete life portrait sentences with the stories told in the Session 1 as a reference (see Table 6-1). I view this as a good way to refine the client's thinking and help direct his or her self-exploration.

Sentence	Rationale
In facing this transition, my underlying concern has reminded me_____.	Present a trauma, a perspective, or a preoccupation.
I am ____, ____, and_____.	Present self-conceptions.
To solve problems in growing up, I turned into_____.	Problem solving strategies from role models.
I can now use the attributes that I learned from role models in my educational and vocational pursuits. I am interested in being around people who are ____. Places such as____;____; Solving problems that involve and using procedures like_; In particular, I am interested in____, _____and _____.	Discover interests. Can be assessed with person-environment fit models such as Holland's RIASEC hexagon.
If I adopt the script from my favourite story, then I will_____.	Understand events and find reasons form their own stories.
The best advice I have for myself right now is_____.	Favourite sayings suggest strategic action.
Combine all above sentences.	Present a draft of reconstructed identity that 'provides a superordinate view of the transition and envisions future possibilities'.

Table 6-1 Life portrait sentences in LifeDesign counselling (Savickas, 2015)

By putting all of the sentences together, the counsellor can reconstruct a client's identity. The counsellor retells the client's portrait through the related stories and asks the client to reflect on his or her experiences. Then, they summarise together by seeking answers to the following questions from the information imbedded in the previous interview: who are you? (role models); where do you want to work? (magazines); what do you want to do there? (script from story); why do you want to do it? (earliest recollections); how should you begin? (saying) (Savickas, 2015).

Finally, the counsellor and client return to the first question, which addresses what the client wishes the counsellor to help with. Together they assess whether they have met their goals and can develop an action plan.

All of the steps in the second session (sentence filling, essay filling, interview, and reviewing the session purpose) are well designed and can possibly be applied to some degree in FMBM.

6.1.2 The new process inspired by Life Design counselling

As noted, the original LDC comprises two sessions, one interview for storytelling and one workshop for reorganising stories and extracting meaning from them. The interview questions may be useful for FMBM, and separating the interviews and the reconstruction exercises might be a good way for the counsellor to learn more about the client and assist with identity reconstruction. However, in LDC, the stages of construction, deconstruction, and reconstruction (including co-construction) are not very clear, and the final portrait is the result of simply putting together the sentences, without much new information added. I think it is useful to make the three constructive stages clearer and develop a more detailed self-portrait or carry out other types of exercises after completing the sentences. Having a clear structure of the three stages could give clients a sense of progression during the sessions, and, more importantly, equip them with a capacity to craft identities that they can use in their future lives. The final portrait should be the result of more than merely combining sentences into a fixed structure, and an essay framework would make the process easier. The essay should combine results from other discussions, too.

For both the counsellor and client to have enough time to reflect on the practice, FMBM should consist of three rather than two stages to allow enough time to gather the information required for the new self-portrait. This structure would also present a clear construct (telling transition narratives), deconstruct (using narratives to complete sentences), and reconstruct (using sentences to write an essay) process. Clients tell short stories in Session 1 based on their experiences. The researcher helps them find the keywords from these stories to complete the sentences and answer new questions in Session 2. Then, the researcher helps them to rearrange and refine the keywords and use them to build a new identity in Session 3. This process will make it easier for the client to put together knowledge generated from the practice and develop action plans accordingly.

like ‘What makes you think it is important?’ to elicit a summary of the client’s answer and serve as confirmation.

The interview stage is very clear and an essential part of collecting information and building the narrative. However, the questions can be replaced or expanded according to the findings from the empathise and define stages. The questions should be crafted so that they are suitable for YP in the UK and can best help with their identity building. The identity sentences can be altered or replaced by new ones based on our findings too.

Since we are going to add more questions or exercises, the researcher will need more time to put together the short stories and the sentences. Therefore, we can add a new stage prior to compiling the new portrait, which is the second retelling, where the researcher retells the key information extracted from Session 2. This gives the client more time to reflect on what has been talked about. The final essay regarding the client’s identity will cover all that has been discussed in Session 2 and should have a fresher, clearer, and more coherent structure.

Inspiration from LDC	
To borrow from LDC and use in FMBM	Opening question (Content); Interview questions (Content); 3 stages: construction, deconstruction, reconstruction (Process); Sentence-completion exercise and format for deconstruction (Process); Essay writing format for reconstruction (Process); 5 reconstruction interview questions (Process and content).
To borrow from LDC and alter before use in FMBM	Should contain longer opening talk (Content); Rewrite the 6 interview questions, add more questions (Content); 2-session design/layout of 3 stages (Process); Deconstruction sentence details (Content); Reconstruction exercises and essay writing exercise details (Process & Content).

Table 6-2 FutureMadeByMe career counselling design ideas inspired by Life Design counselling

Building on this mature narrative career counselling paradigm, the FMBM design inherits some interview questions and the idea of three constructive stages and blank filling exercise from LDC. But changes will be made as needed, and the detailed structure and content of the new approach will be designed later in this research. The new design could be very different from LDC considering the economic, social, and cultural change and the gaps in career services that I want to fill.

6.2 Career guidance from currently available career guidance workbooks.

The aim of analysing the workbooks is to confirm that the design of FMBM focuses on areas recognised by career guidance professionals as important, and is suitable for the market. This will enable the identification of what is/ is not available in current career support services, and provide inspiration for ideas regarding exercises to add to the design. These workbooks, usually less than 20 pages long, are currently used by organisations and educational institutions. Although there is little information provided in the workbooks, they do offer a wide array of self-help tools. In this study, we conducted thematic analysis (Braun and Clarke, 2006) to examine the 16 workbooks (see Chapter 3 Section 3.5.2 for the list) as the materials are simple and the information range is narrow (Guest et al., 2011). The results (see Table 6-3) are based on the analysis of the workbooks.

Summarising the structure of general career workbooks in market		
Themes	Sub-themes	Content
Knowing yourself	Values passions and purpose	Values
		Passions
		Goals
	Personal characters and abilities	Personality aptitudes
		Skills and strengths
Resources	Stressors and weaknesses	
Knowing the job market	Learn what's out there/professional world	Personal resources
	Details of certain professions	General work world
		Different professionals
	Compare and pick	The specific job conditions
		Know target audience and their requirements
Taking actions	Application process	Compare different jobs and rate them
		Check if the professions fit your value
	General improvement	CV and cover letter
		Interview skills
		Networking
		Self-Improvement
		Analysis skills, Compare what's available with who you are
		Be consistent and organised plan it and keep track
Personal brand building	Self-presentation	
	Social media	
	Branded bio	

Table 6-3 Summary of Collected Career Workbooks in Use

6.2.1 Career planning workbooks for young people

Fourteen out of 16 workbooks I examined cover three main aspects: self-knowledge discovery, learning the current market, and strategies in taking action; only the *PWC workbook* omitted the subject of studying the job market. While some organisations mainly focus on taking action (e.g. *Job Centre Plus*), all workbooks contain a section about knowing yourself, and this is the only content of workbook *Assessing You*. This supports the idea that self-knowledge is of utmost importance when preparing oneself for the world of work, and practitioners should be aware of this

(Rottinghaus and Van Esbroeck, 2011). Hence, it makes sense to place self-discovery as a main topic in my design.

In general, the workbooks offered routes by which YP can first learn about themselves and the world, and then review the knowledge, make choices based on the options available, and take action (see Figure 6-6).

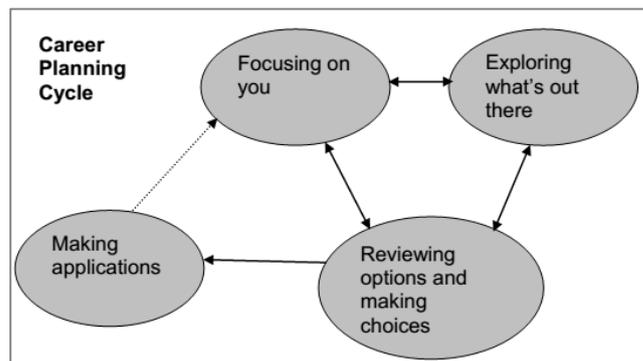


Figure 6-6 Career planning cycle (University of Birmingham, 2010, p. 4)

Knowing yourself – meanings and tools

As shown in Table 6-3, knowing yourself involves a combination of: 1) values, passions, and purpose, 2) personal characteristics and abilities, and 3) personal resources. However, personal resources are only considered by a few workbooks (Alis, 2017; University of South Australia, 2015), although they are connected to the third theme: taking actions. The *Job_Centre_Plus* workbook mainly focuses on the skills and abilities YP can offer, while all of the other organisations have a focus on values, passions and purpose, as well as on personal characters and abilities. All workbooks put knowing yourself at the beginning, because *‘learning more about oneself helps one making decisions and plans in university and develop a career; it helps one reaching his goals by positioning oneself’* (PWC, 2017, p. 3). Moreover, employers also know that people with good self-management skills make good candidates (Alis, 2017). We can therefore conclude that it is widely accepted by career guidance professionals that knowledge about oneself is important for career management and development.

In general, there are two aspects of ourselves to be considered in terms of self-assessment: the “spiritual self” (which refers to values, passions and purpose) and the “physical self” (which refers to personal characteristics and abilities). As both sides are acknowledged to be important components of self-knowledge, and considering that the “physical self” is already widely assessed via the wide range of online resources for easy self-evaluation (e.g. [Massey University, 2019](#); [Mcpherson, 2019](#)), this study should focus more on the “spiritual self”, as it requires greater reflection effort to be identified. I will therefore focus on developing exercises that help clients with this exploration, while possibly also informing the users of the existence of online resources such as self-check skills lists.

In this context, the term “passions” refers to ‘*something you look forward to doing every day*’ (Alis, 2017). Values, in career development, include what rewards we wish to receive from our careers and how important these rewards are. Purpose is a part of the belief system and it is a motivational factor for taking action. It has a strong impact on our everyday choices and the kind of life we choose (Damon et al., 2003). “Abilities” refer to what we are good or bad at. “Personality characteristics” are types of personality variables that can have an impact on occupational stress (Mills and Huebner, 1998). Lastly, “resources” are where we can obtain help from.

Self-assessment scale exercises are the most common types of activities in the workbooks aimed at enabling users to find out about their skills and strengths. These tasks involve the users score from 0 to 10 their ability level for each listed skill, such as ‘being able to direct a team discussion’. Some workbooks simply provide a list of skills and allow people to choose the ones they think best fit them. Q&A worksheets can also be used for identifying skills. The questions can be very direct, such as: What are you good at? (BrandYourCareer, 2019, p. 4). Some workbooks ask people to write down their strengths as well as encourage supporting stories (University of Birmingham, 2010, p. 14).

Q&A worksheets are often used to find out users' interests, via questions such as: What courses do you like taking? or What books do you like reading? The workbooks do not always contain exercises to help users put all of their answers together and consider them holistically. But there is a follow-up worksheet on which users can write down the jobs they know fit their interests or characters (Minnesota State, 2018, p. 5).

Some checklists put people into different groups, based on fixed values and personality type. Scores from self-evaluation using questionnaires can be used to identify whether the person is artistic or conventional. Self-assessment tools that involve scales are also used to define people's characters. Some workbooks provide tips based on the results to point out career directions. Manitoba (2019, p. 8) presents 'The Wheel', which allows people to put all of their answers into different parts of the wheel (e.g., skills, values, work experiences), to allow a clear presentation of all the external and internal resources that can be used as a reference when making decisions.

Knowing the job market – meanings and tools

Given that information about the job market is available, the workbooks recommend that people explore and look up information. There are few exercises that career counsellors offer in this regard. However, rather than learning about a larger number of industries and specific job roles, it is more important to compare what is available on the job market with one's personal interests, skills, and values. Additionally, job seekers need to be actively thinking about how a job role or an industry will change in the future and if that change is good for their personal career development plans (RGU, 2019). Career counsellors may be able to support clients when conducting this comparison.

The workbooks mostly present lists of websites or organisations that people can visit to find information relating to industry news. There are also interactive diagrams that help users to put their findings together and check matches with their personalities; these diagrams might include places where users can place job names strategically depending

on how well they match the users' skills and interests. The workbooks recommend users carry out research to gather useful information both online and by talking to people.

It is likely that while I will encourage clients to connect themselves with the job market in FMBM, I will leave the learning process to take place outside of the sessions. I might also provide a list of resources, as a form of additional support.

Taking actions – meanings and tools

Most of the workbooks provide a wealth of information about how to prepare job applications. For example, they contain checklists of questions people need to consider for interviews, templates for CVs and cover letters, and advice for interviews. Part of taking action involves people putting together the knowledge of themselves and the job market and identifying the jobs that best suit them (CCDF, 2015). Interactive diagrams are often used to help users by enabling them to put together conclusions from previous sections (e.g. regarding self-knowledge and market knowledge) and write reflections. A few workbooks provide interactive lists that allow the YP to easily select the best actions to take, while others ask users to set a goal first and then write down the tasks they need to carry out to achieve the goal, eventually leading to the development of a plan with a pre-printed plan table. Some workbooks suggest users go out and try to gain more work experience by volunteering and making connections with people who might be helpful to them. In FMBM, I will help clients use their self-knowledge generated from the sessions to plan their actions, and encourage them to take actions after the counselling.

6.2.2 Conclusion

It is widely acknowledged that the first step of career planning involves users improving their self-knowledge. YP should combine knowledge of themselves and the world of work to make goal-oriented career plans. Questionnaires, scales, grouping tasks, and recommendation lists are the most common forms of content presented in career

workbooks. It is important that YP are very determined to work on their career planning, patient, and careful when completing the blanks, and that they dedicate a great deal of time to research with the help of resource lists.

The findings from the workbooks point to three areas on which FMBM can focus: learning about the self and the market, and improving action-taking abilities. The most common methods used in these workbooks include checklists, self-evaluations, links to external resources, and free templates. Little is provided regarding beginning self-exploration from the very beginning, as most exercises require people to already be in possession of a good amount of self-knowledge. FMBM will focus on this aspect and provide external resources to help with exploring the market and further action-taking.

6.3 Career guidance tool books

I analysed two career management self-help books for the same purpose of self-help workbook analysis. The first best-selling job-hunting book selected as a source for ideas is *(Designing Your Life)* (DYL), which was chosen due to its application to design thinking in career management. The other book is *(What Color Is Your Parachute?)* (WCYP), which was recommended by youth advisor Ed and is also the world's number-one best-selling job-hunting book. We believed there must be some good ideas that could be borrowed from these two books. They are detailed self-help books offering both study materials and self-evaluation tools. Compared with the self-help workbooks, they are more complete and offer more detailed instructions regarding how to use the tools and interpret the results. I did not plan to simply copy what is written in the books, but, rather, look for inspirations and the ideas consistent with our findings from the literature and the Emphasise and Define stage.

6.3.1 Designing Your Life

In the first chapter of the book, the author describes some methods for analysing people’s current lives. This could be adopted in the first stage of FMBM because our current life is the beginning of our future; we cannot know where to go until we have first identified where we are (Burnett and Evans, 2016). The author advises readers to accept problems that cannot be solved as part of the current situation rather than viewing them as something for which they have to find a solution. A **self-assessment dashboard** is presented for evaluating readers’ current life situations.

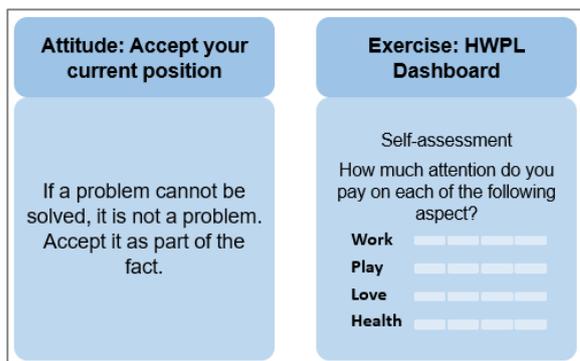


Figure 6-7 Tips and self-assessment dashboard for analysing current life situations in *Designing Your Life*

The second chapter of *DYL* explores the concepts of work views and life views. The author argues that we need consistency in life to connect our inner selves, our beliefs, and what we do. To have that, we need to know what work means to us and what makes it fun; what we consider important in life and what we value are critical factors in this regard. We must also understand how our work views and life views interact with one another. Therefore, counsellors should view personal and cultural identity as a central element and respect YP’s work-life balance view, world view, and spirituality, and avoid intrusiveness in counselling (Peavy, 1995). The intervention method proposed in this chapter is **essay writing**, with readers asked to write down their values and attitudes towards work and aspects of life, and then to compare and evaluate them.

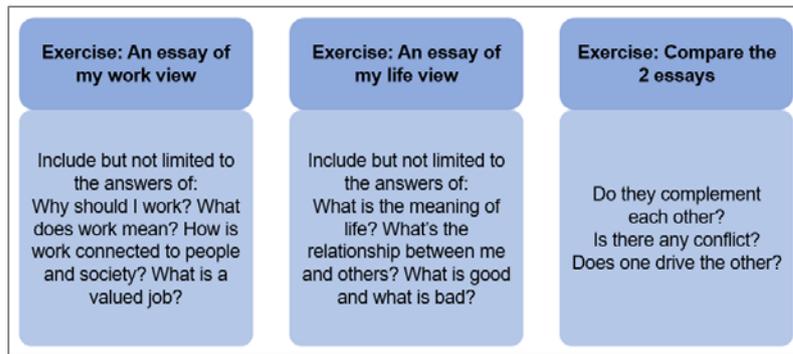


Figure 6-8 Exercise for discovering one’s work-life view in Designing Your Life

Chapter 3 of *DYL* deals with finding a direction. It is also the purpose of FMBM to help YP find a future direction. There is no set destination for our life paths and, hence, no single route from “here” to “there”. All we can do is focus on what we have now and make the best of it to move forward (Burnett and Evans, 2016). The author invites readers to focus on what brings them greatest joy and how much energy is required to conduct an exercise. Moreover, readers are encouraged to understand that work should not be joyless and that they should look for jobs based on what provides them with enjoyment. One way to find out what activities we enjoy doing is to keep a **journal**, write down all the activities we do, and reflect on them to see how much we enjoyed each one and how hard it was for us to do them.

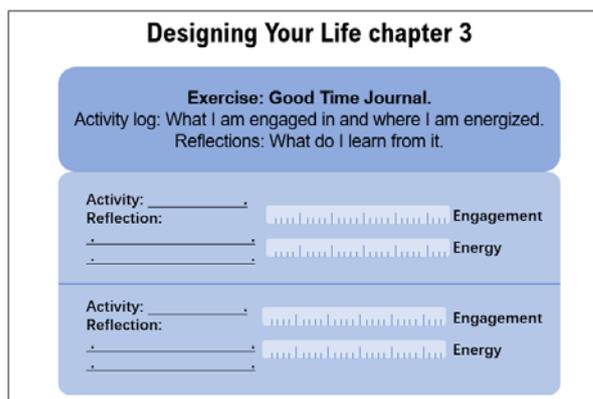


Figure 6-9 Exercise of keeping track of everyday life in Designing Your Life

Chapter 4 of *DYL* explores other possibilities. The author believes that in order to

design the best possible plan, we first need to develop a few alternative plans. This part requires us to think outside of the box, engage in ‘crazy thinking’, and be creative based on our knowledge. This is essential in design thinking (Christiaans and Venselaar, 2005; Hsiao and Chou, 2004). One tool the author recommends using is a mind-map. This involves choosing a few activities that one likes the most and writing down the words that come to mind when thinking about these activities, and then repeating this process until around 30 words have been collected. Then, the reader, looks at the map, picks the word combinations that most interest them, and considers what jobs or activities best match the words. This task should inspire people to identify new activities to try out.

Chapter 5 of DYL focuses on plan-making. The author argues that there is no “best plan” for one’s life; instead, there are multiple great plans from which one can choose depending on one’s position and preference at a given time.

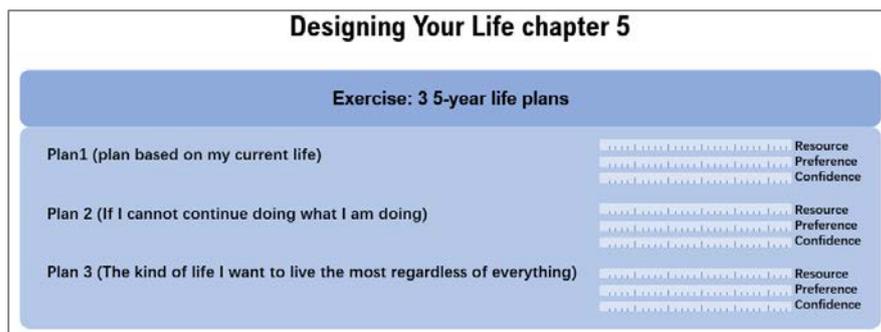


Figure 6-10 Exercise of future planning in Designing Your Life

The core idea presented in DYL is that you need to understand your current condition before planning for your future, which is consistent with Harrington and Hall's (2007) findings. DYL invites job seekers to evaluate their current lives, the activities they do, and their values and moral sets. It requires people to use their imagination and be creative so that they can draw up a few practical plans for their future. This is in line with the literature that it is more important to plan actions for the present and focus on solutions than it is to focus on problems and dream of a good life that seems so far away

(Iveson, 2002; Trepper et al., 2011).

6.3.2 What Color Is Your Parachute?

In this book, the author presents a 7-petal flower, called a ‘self-inventory’, as a guide to help the reader understand who they are (Bolles, 2018).



Figure 6-11 The seven petals self-inventory (Bolles, 2018, p. 47)

In the diagram, “*People*” refers to those who you would like to work with or wish to avoid. Several exercises are presented to help the reader gain a clear idea. Readers are asked to fill the petal with words relating to people’s qualities or words that describe a group of people.

“*Working conditions*” include the working conditions and surroundings in which you work most effectively. Words that describe them can be put into the petal.

“*Transferable Skills*” are your favourite functional skills that can be transferred to other fields. Readers write verbs in the petal.

“*Purpose in life*” relates to the spiritual values that guide your life. The petal should be filled with the areas of life that you wish to make better.

“*Knowledge*” is what is stored in your brain and what information you hope to store in your brain. Nouns should be written in this petal.

“*Salary*” refers to how much readers wish to earn and how much they need to earn to

survive.

“*Place*” is where in the world readers would like to live. General names or specific places can be written in the petal.

In general, the author believes that when preparing to seek a new job, what matters are the people around us, our working conditions, values, skills, and knowledge, as well as the type of life we hope to be able to afford, and the location. The exercises recommended in the book mainly involve recalling what happened before and identifying the things that you like from those stories. Additionally, the author thinks it is important to rank all of the elements before using them to plan for the future.

6.3.3 Conclusion

The findings from the two books contribute to our collection of solution ideas and also the areas on which to focus (e.g. knowledge, working conditions). The books present multiple evidence-based exercises, including scale-based self-assessment, essay writing, and reflection, journal writing and reflection, plan visualisation, options listing and ranking, mind-maps, and storytelling. The exercises have been tested with a large number of users and many have been adopted by career counselling practitioners. These ideas can be modified based on our findings from the previous design processes and then potentially applied to our design of FMBM. Whether these exercises will be used in FMBM or not depends on the subsequent design process.

6.4 Researcher’s practical experience

As a researcher/practitioner, I have developed some activities based on the output from the design stages of Empathise and Define and the literature review (see Table 6-4). These ideas may be subject to my practical experiences working with YP. There are four types of exercises, some regarding self-discovery, some focused on future thinking, encouraging actions, and creating a productive and comfortable counselling

environment.

Researcher's Activity Ideas from Practical Experience				
Activity	Content	Purposes	Format	Category
Recall your dreams	Question: Have you been asked what you want to do when you grow up? What were your answers? Have they since changed?	Draw attention to career matters, find interests and passions.	Storytelling Listing Comparing options	Self-disc overy (SD)
Story-Reading	Read a story together, ask questions afterwards showing your concerns regarding the story. Answer those questions together and discuss.	Make sense and understand information, learn different perspectives viewing the world, aid critical thinking.	Group discussion.	SD
Mindful visualisation	Relax and sit back, picture your future life following the guiding voice. Write it down afterwards.	Realise what they want to be and how it would be. Aid self-development and self-realisation.	Visualisation & essay writing.	Future-th inking (FT)
Opportunity accidents	Question: Have you accidentally found opportunities? Share my stories.	Develop analytical skills, recall interests, make sense of stories.	Storytelling, conversation s.	Taking actions (AC)
Role-play	Playing career counsellor and young person.	Learn how to support others, understand self by saying problems out loud.	Groupwork, acting.	SD
Role-play	Playing employer and young person.	Learn other perspectives, develop inter-personal skills.	Groupwork, acting.	AC
Takeaway booklet	Provide some extra information to help career management for young people to study at home.	Reflection, research and analysis.	Independent study.	AC & FT
Recall counselling experience	Talk about what kinds of career support service they have been involved in, whether they were good/bad, and why.	Develop a deeper understanding of their problems.	Groupwork, discussion.	AC
Fidget game	Provide paper and a pen to write down whatever comes to mind.	Allow reflection time and resting between activities.	Independent study.	Environ ment
Video time	The group (or the young person) watches a short video of a story, then does the same work as storytelling.	Make sense and understand information, learn different perspectives view the world, aid critical thinking.	Groupwork, independent work.	SD

Share opinions	Let young people pick a story or news they are interested at the moment and talk about it.	Discover values, interests. Improve information processing skills. Practice expressing oneself.		SD
Big man	Have a professional sharing their experience.	Learn another perspective.	Lecture.	FT
Portraiture	Present a pile of photos of different famous people. Let YP choose either the one they think is the most successful or they would like to be. Wear picture as a mask and take photos. Let them explain while looking at the photos.	Reflective thinking.	Groupwork	SD
Role model	Question: Who do you think is the most successful person? What kind of person do you want to be?	Learn to pay attention to surrounding people, develop analytical thinking.	Storytelling, reasoning conversations.	SD
Snapchat	The researcher takes photos of the workshop.			Environment
Personal brand	Find passion and discover what needs to be done to achieve it. The things you want to do will be different after setting a long-term goal.	Investigating the purposes, meanings of life, and personal traits. Develop logical thinking.	Storytelling, reasoning conversations.	SD
Family Sunday	Imagine a family Sunday out in the future: Who are you with? Where are you staying? What are you doing?	Find out who is important to you and your interests in places and activities.	Visualisation and essay writing.	FT
A self-picture	Think about what role you play in society and in your family. Draw or describe your position in the world.	Be clear of the current situation and remind self of purposes.	Storytelling, reasoning conversations.	SD

Table 6-4 Researcher’s ideas for possible interventions based on practical experience

6.5 Ideas for solutions from professional stakeholders

Though the main purpose of the professional stakeholders interview is to inform the Define stage of the 5-stage design, the professionals also offered ideas on how to better help YP with their career planning (see Table 6-5). Most ideas are focused on educational institutions, especially schools, and some ideas are traditional ones, such as

career talks by professionals or conversations that allow YP to think about what they like to do. But they recognised that the most important thing is take actions in practice, direct YP to resources and show them more possible routes. They believe that real workplace experience and career role-plays can help YP discover their passion.

Details of how this data was collected and analysed can be found in Section 4.5 of Chapter 4.

Type	Ideas (shortcode of the source interview)
Schools	Show students what skills the course gives you. (Li) Give independent projects. (Ky) Work experience placements (Ky) Hands-on projects. (Se) Schools could do a lot more to link the curriculum to the world of work. In each subject area, schools should be considering how that subject relates to and is applied within the context of the world of work (Se) Make schools more relevant to labour markets rather than academically focused. (An)
Offer information	Offer more possibilities or choices for young people to try and explore. (Li) Visit different websites and carry out online surveys. (Le) Help find up-to-date sector information. (Le) Give many options for the future. (Ky) provide current resource in the job market. (Se) Offer more choices than a university. (An)
Activities	Roleplay different occupations. (Ti)
Bridging	Form a bridge between young people and professionals. (Le) Professionals' talks. (Ky) Have YP support other YP. (Ky)
Directions	Have a conversation with young people to just talk about what they want to do. (Li) Encourage young people to follow their dreams. (Ti)

Table 6-5 Intervention ideas from interviews with professional stakeholders

6.6 Youth advisors' ideas for solutions

The youth advisors' ideas for solutions were mainly collected during the Opportunity Card exercise in the Emphasise and Define stage (see Section 4.7.1 in Chapter 4 for details of the design activity and Appendix 7-1 for the full record of ideas). Briefly, the

design team reviewed the findings of interviews with the professional stakeholders and reflected on their own experiences, found insights into the problems, and generated initial thoughts and specific ideas for solving them (see Figure 6-12 for examples of opportunity cards; Table 6-6 lists and groups all the ideas). The youth advisors also mentioned some ideas during their interviews in the Empathise stage, which I will discuss later.

Youth advisors' ideas for helping young people with their career management		
Group		Ideas
For schools	Direction suggestions	...Built-in features of some subjects should better relate to the real world and careers.
		Should involve media and other courses in school.
		Teach teachers and give them tools to teach adults about the job market.
		Encourage an entrepreneurial spirit in schools, try out ideas.
		Schools need more artistic focus.
		Schools should provide more relevant experience.
		More practical projects.
	Action suggestions	Teach a bit of different digital tools at school so students are more capable of doing their own projects, getting started and knowing what else is needed from other people.
		Placement years.
		Inter-disciplinary courses.
Beyond career guidance sessions	Direction suggestions	Early education in philosophy to understand good from bad, critical thinking and logic.
		Give opportunities to learn about, try and see different things from as early as the age of 13.
		Educating adults through government information or advertising.
		Teach how to be careful with one's personal internet history.
		Get young people involved in online (professional) communities sooner. Chance to develop their careers.
		Encourage them to take risks so that they can find their paths earlier.
		Let parents know it is normal for their kids to fail.
		More skills for the digital age.
		More learning opportunities for digital skills.
		Give personal projects to develop research skills.

Suggestions can be used in career coaching and counselling	Action suggestions	Create online resources (e.g. short videos or texts) where everyone can see what different career paths are like.
		Network and mentors can help you feel secure about the future.
		Give professionals as mentors.
	Direction suggestions	Entrepreneurship, don't be afraid to fail, try new things.
		They need to be taught that failure is part of the process, that it's to be expected, and is not something to be feared.
		Acquire the ability to make alternative decisions themselves.
		Listen to the young people and take their words seriously.
		Action
		Focus on what you enjoy doing but not what you have the skills to do
		Apply knowledge about the person to encourage them to explore what they like and find something they might be interested in.
		Ask non-career related questions for career development.
		Help to understand the consequences of decisions.
		Show more paths that could lead them to achieve what they want.
		Understand you must do something you don't like in order to reach your goal; weigh up the costs and gains.
		Ask yourself 5 different whys? and why you are doing it.
		Do and see what you like.
		Use the internet to search, opportunities pop up.
		Need to be guided, be questioned before making decisions.
		Question yourself constantly.
	Action suggestions	Step away from digital devices, think about a career with just paper and pen from another angle.
		Pair up with people with different backgrounds and learn from each other... Explore the differences.
		Find a partner to work on a project together. Encourage speaking about your ideas and welcome partners.
		Let them explore ideas, lead them to figure out how to implement their ideas by asking "how" and "what" questions, translate the academic performance and industry information to combine with their desires.
		What do you want people to say to you when you die?
		Ask a series of questions to find out about people's characters.
		Ask what they do for fun, what they see, what it is about it they like, what other things they like.
		Information on how to find courses.
	Ask, regardless of your situation, what do you like to do?	
	Debate is good for analytical skills.	
	Provide a checklist of steps and things a project needs. Or help young people make their own checklists, what achievements they need at each step to reach their dreams. Breaking down tasks makes them more manageable and achievable.	

Table 6-6 Youth advisors' proposed ideas - Opportunity Cards results

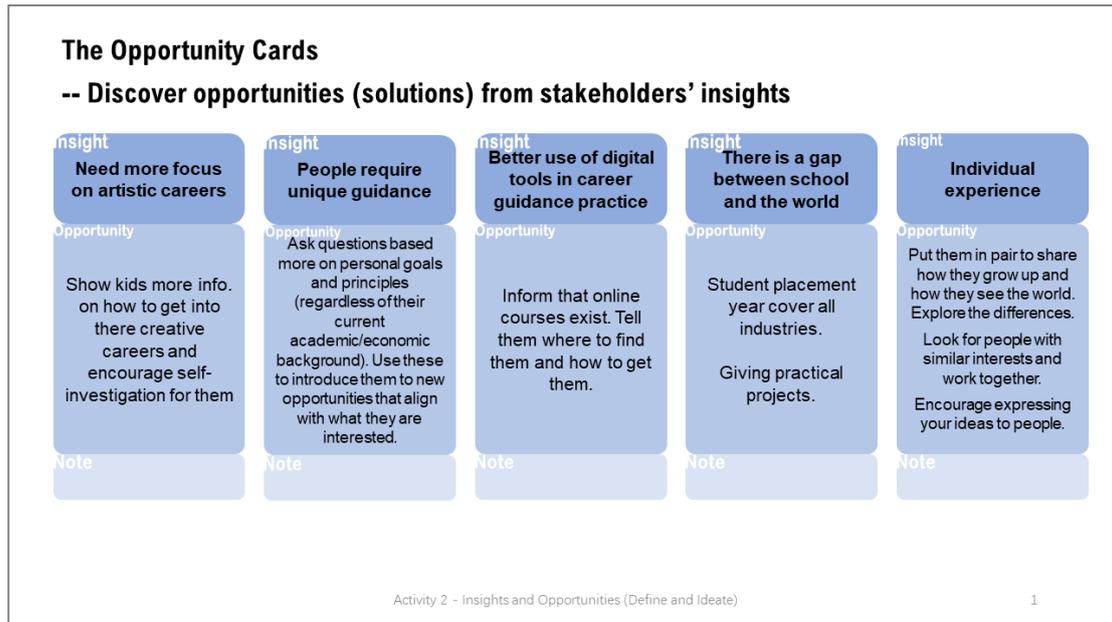


Figure 6-12 Opportunity Cards example – results from Activity 2 with youth advisors

During the process, the YP realised that it is easy to spot the insights and share opinions, but it is hard to come up with ideas for how to deal with the identified problems. Therefore, some of the ideas the YP proposed were vague, merely suggesting that there is a need to make certain changes without providing specific solutions.

6.7 Career guidance content structure

I have employed multiple methods in this study to generate nearly 100 intervention ideas for FMBM. It is more important that we use these exercises strategically to enable clients to reap the most benefit from each exercise. Therefore, in this section, I will study the process of young people's career development and look for a counselling structure that can provide the maximum benefit for clients.

6.7.1 Solution categories according to purpose

In terms of the main objectives (purpose) of the ideas that were gathered, these can be grouped as follows: knowledge focus, ability focus, and action-planning focus (see

Table 6-7). These themes do not match the self-knowledge, future thinking, and action taking themes that we previously found in the career guidance workbooks and they do not exactly reflect our results from the Define stage. Nevertheless, they do provide another way to understand career management, in terms of career decision-making procedures and ways to develop the required knowledge, skills, and ability to make decisions with a plan. They also cover all the central phenomenon issues. We can use this table as a reference when organising and ordering the exercises in a FMBM session.

Purpose Theme	Purpose Sub-Themes	Solution Idea Example
Improve knowledge of self and industries	Knowledge of what is fun for oneself. (interests)	Apply the knowledge of the person to encourage them to do what they like and find something they can be interested in.
	Knowledge of what is suitable for oneself. (strengths)	Self-evaluating and possible job worksheets.
	Knowledge of what can be possible. (entrepreneurship)	Roleplay a professional's workday.
Improve career-related skills and abilities	The ability to earn experience.	Work experience projects.
	The ability of resource building.	Find a project partner and work together. Practise speaking about ideas and welcome partners.
	The ability to make connections between pieces of information.	Conduct debates to develop analytical skills.
Improve planning and action taking	Step-by-step thinking.	Provide a checklist of steps and the things a project needs, or what achievements are required at each step to reach their dreams.
	Create opportunities (targeted networking).	"Opportunity accidents".
	Future visualisation.	Visualise a future Sunday.

Table 6-7 Themes of the purposes of all solution ideas

6.7.2 Career meaning and influencer mind map – career guidance content structure development

The Meaning Map, one of the mind maps I made with the youth advisors (see Appendix

6-1 for the maps), enables us to find out what exactly we are trying to develop when we say we want to develop a career. I.e. what does the notion of *career* mean to YP? This knowledge will help us define the counselling themes we should focus on. When creating maps, the design team starts with whatever comes to mind and writes it down, before gradually building a bigger picture of the meanings of a career so as to be able to clarify and summarise these meanings, categorise them, and make connections between ideas.

Putting together the Meaning Maps, the design team finds that a career is like a path (see Figure 6-13) that runs in parallel with the life path; it has a starting point and a direction, and the direction of the path depends on a series of decisions we make along the way. From Figure 6-13, it is evident that to manage a career, people need to be clear of the position of this work in their lives; this is the point from where all of the exploration starts. People also need to be clear about what brings meaning, happiness, and fulfilment to their lives, and they need a strategy that takes into account all of the important issues relating to a given career.

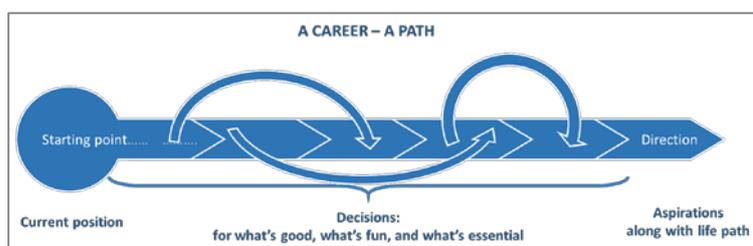


Figure 6-13 Illustration of a career path

Clarify current condition – Current position in life



Figure 6-14 The theme of clarifying current position from two mind maps

One's current position is a big part of a person's identity or self-knowledge. In the

Influencer Map, the youth advisors identified family and social class as affecting their career development as these factors affect their self-expectations. Social media can also put YP into a competitive mode (see Appendix 6-2 influencer mind map). As Tom noted,

‘if you are from a lower class, your parents would want you to be a plumber to have a stable income, if you are from a higher class, getting an MBA seems to be a more natural choice’.

Direction relates to a person’s aspirations; it is what makes people’s life paths different, and it relates to what we wish for (McMahon and Watson, 2013). This is consistent with the literature which stresses the importance of career aspirations. Future vision begins to show an impact on YP’s selectivity in behaviours from their teenage years; motivation and self-regulation are both affected by one’s aspirations (Evans et al., 2015; Moulton et al., 2015). Higher aspirations tend to lead to better performance and achievements in education and career progression (Moulton et al., 2015; Weber et al., 2016). Without a clear idea about one’s direction, YP would make choices that take them away from their aspirations; it can also affect their performance in the workplace, which wastes both their time and their employer’s (Tholen, 2014). The expressions “purpose”, “passion”, and “a means to an end” in the maps indicate this aspect of aspirations and future thinking. Indeed, as Tom observed, a ‘career is a means to an end.’

These decisions are based on two factors: subjective goals and objective goals; alternatively, one could call them the desires and restrictions, or the “want-to” and the “have-to”. They give the career path the appearance of an intertwined web shape, rather than a straight line. The subjective goals are the goals relating to a person’s aspirations; in the youth advisors’ words, they are ‘what you care about’ and ‘something you enjoy mentally’ or ‘align with your enjoyment’; they make a person feel ‘valued’, ‘happy’ and ‘useful’, and they benefit their long-term goals. Pursuing a successful career path

requires these kinds of career-aspiration-driven or goal-directed actions (Gbadamosi et al., 2015).

The other type of decisions relate to actions compelled by circumstance. The objective goals are what the youth advisors refer to in the mind maps as ‘safety and comfort’, ‘avoiding danger’, ‘survival’, ‘staying in touch with the world’ and ‘staying with people you are familiar with’.

However, in practice or in everyday life, the distinguishing line between subjective goals and objective goals is not so clear. For example, wishing for greater income might be driven by survival needs or by a passion to provide a good life to one’s family or friends. Therefore, career guidance should help clients understand the reasons behind their wishes and what drives their decisions. It is the career advisor’s job to help YP realise why they want to do something, or if one thing they are planning to do would help them go further in their “right” direction.

Self-evaluation – Self-concepts, attitudes, values



Figure 6-15 The theme of self-evaluation from two mind maps

YP’s perceptions of themselves and of their situations strongly affects their behaviour (Bandura, 1997). Therefore, career guidance should begin with a definition of the starting point, i.e. the client’s current position, which involves identifying their most urgent current issues, identifying any restrictions (as these are usually what cause “confusions”), and identifying the resources available with which to take action. Then, the career guidance should assist YP in finding out their aspirations or in developing a future vision, which usually relates to what YP find most important. In other words, the process is about purposes, perceptions, and attitudes. The

importance of beliefs, attitudes, and perceptions can be found in many studies (e.g. Janeiro, 2010; Sandler, 2000; St-Jean and Mathieu, 2015). Youth advisors find that family also affects YP’s careers by giving them ideas about how the world works and what is important. Social media tells YP what is good (e.g. how to be cool or unique), and advertisements work similarly, feeding YP’s perceptions of what a good life looks like (see Appendix 6-2 for the influencer mind maps).

Finding interests – What brings happiness



Figure 6-16 The theme of finding interests from two mind maps

Moving on from “what you care about” to “what you enjoy doing”, the third focus of career guidance is passions, i.e. what brings happiness to a person. Friends, the internet, museums, and daily activities all affect YP by exposing them to new things and offering opportunities to discover their interests (see the Influencer Map). How to develop a broad range of interests has been a central focus of education studies in recent years, especially with the help of technology (Kim and Yang, 2016) YP’s hobbies and interests hold great power, and YP who know what their interests are tend to have more positive attitudes towards their future (Sutopo et al., 2017).

Developing strategies – Action planning



Figure 6-17 The theme of developing strategies from 2 mind maps

We often need to make decisions to ‘balance [our] professional and non-professional li[ves]’ (Tom); we have to decide how much we *have to* do and how much room is left

for what we actually want to do. Therefore, in career guidance practice, we should allow clients to always consider the possible impacts of actions from many angles and constantly think about what their circumstantial priorities are. There needs to be a section in career guidance that allows YP to practise developing strategies and making decisions to solve their current problems. Teachers and families can show YP examples of what is possible or what YP are capable of. Confidence is part of the ability kit that has a strong impact on YP's career development (O'Brien, 2003; Paulsen and Betz, 2004). Mentors in YP's lives can give them new perspectives and help them see things from many angles, which can enable them to solve problems better (Austin and Alberts, 2012; Blickley et al., 2013; Ramli et al., 2010; W. Galloway, 2017). Thus, the development of analytical skills and emotional intelligence should be considered in career guidance practice.



Figure 6-18 The four parts of FMBM based on the themes

According to the structure developed from analysing the mind maps, career guidance should start with setting the mind to focus on the most urgent task, before moving on to recalling the clients' aspirations and sources of happiness, and then ending with appropriate action plans that can lead clients towards their future visions.

6.8 Conclusion

In this chapter, I described the process by which I collected ideas for FMBM, organised these ideas according to their purposes, and then discussed essential themes in career

management that should be included in FMBM. By combining the solution ideas, the understandings of the connections between ideas, and the understandings of careers from YP's perspective, we can then proceed to design a prototype of FMBM.

The ideate process is made possible by the multiple methods employed herein. From studying LifeDesign counselling, I collected insights into an effective procedural structure for career construction counselling, and learn about many established interventions. From studying the 16 career guidance workbooks, I identified self-evaluation exercises that could potentially be used in FMBM, and I learnt about critical themes that should be covered in career counselling. My own experience working with YP enabled me to come up with many ideas for potential activities and for the set-up of FMBM. The results of the interviews with the youth advisors and professional stakeholders provided many ideas for activities and set-ups based on their knowledge and experience. Armed with these understandings of the meanings of career and the influencing factors on YP's career development, I could develop a 4-theme structure for FMBM (current position, self-concepts, interests, action planning) that could also be combined in a session with a knowledge-skill-action process.

In Chapter 7, I will present the outcome of the design: the final prototype of FMBM.

7 Prototyping

This chapter presents a detailed description of the final design and the prototyping of FutureMadeByMe (FMBM) youth career construction counselling model (see Figure 7-1). This chapter starts by illustrating the process by which questions and activities were selected from nearly 100 ideas generated in the Ideate stage. Then, it explains the concepts of FMBM as a service and how it considers the clients' well-being. Please see Appendix 7-7 for a guide for professionals wishing to practise FMBM.

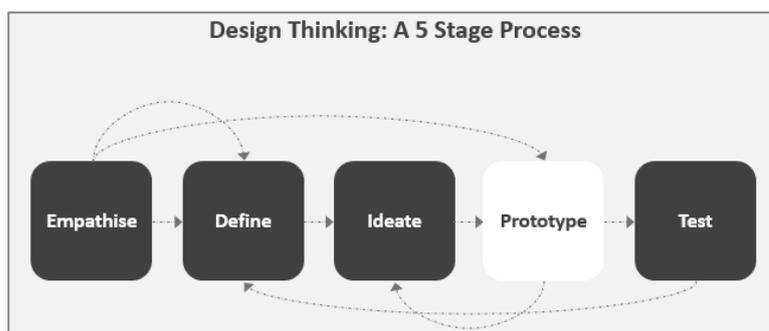


Figure 7-1 Design thinking process – Stage 4 Prototype

The prototype FMBM consists of two parts: the specific exercises and the counselling structure. The exercises are selected from our solution ideas (see Activity 4 in Section 4.5, Chapter 4). The three-stage construction structure of each session is based on Career Construction Theory (CCT) and LifeDesign (see 6.1 in Chapter 6). The four-theme counselling structure is based on our findings throughout the design (see Chapter 2 for inspirations from the literature and Section 5.7.2 in Chapter 5 for the structure design).

The narrative construction theory used in FMBM is inspired by CCT (Savickas, 2013) and LifeDesign (Savickas, 2015); the counselling aim and focus are developed from thorough research of the context; and the specific exercises are informed by the design research. FMBM is validated by participant feedback, observation notes, and session record, covering all testing instance.

7.1 Formation of the prototypes

During the prototyping stage (Activities 4 and 5), workshops were conducted to organise the fragmented solution ideas: to begin, the ideas were classified into four themes (see Section 4.5 in Chapter 4 and Section 6.3 in Chapter 6); next, the youth advisors selected which ideas to use in the prototype; – these choices were then tested in mock counselling sessions (see Activity 5 in Section 4.5, Chapter 4); finally, the design team confirmed the initial prototype for testing in the pilot study.

7.1.1 Categorising the questions

We considered the purpose of the exercises, the counselling flow, and the workload balance in each session when placing the exercises to the sessions.

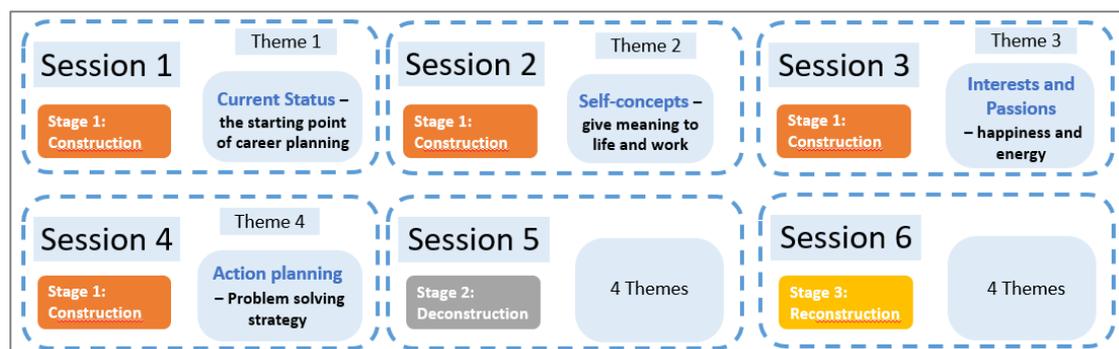


Figure 7-2 Adopting the original 3-session flow of LifeDesign – The First FMBM Structure Design

Our initial plan for the FMBM structure followed the structure of the LifeDesign paradigm (Savickas, 2015) (see Figure 7-2). The four themes were applied in the construction stage, after which one further session was held for deconstruction purposes and one further session for reconstruction purposes, in which all four themes were considered together, making six sessions in total. However, as the deconstruction and reconstruction stages involve reflection, the design team decided it is better to elaborate materials from the construction stage while the memory of the narrative is fresh i.e. soon after recalling personal experiences. As Ed noted: ‘Tell the story, reflect on it, and

then reflect on the reflection.’ (see also [Edwards-Leis, 2006](#)).

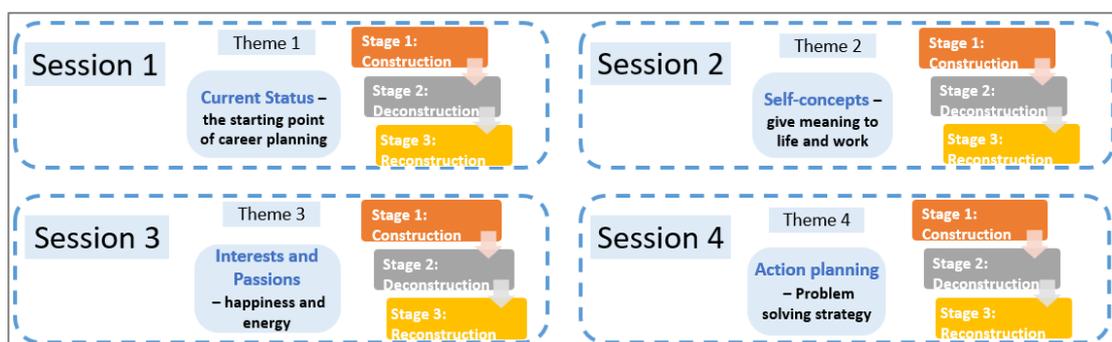


Figure 7-3 The final 4-session and 3-stage structure of FMBM

Therefore, we decided to cover all four themes in the construction stage, but instead of having six sessions (four for construction, one for deconstruction, and one for reconstruction), we decided to use a four-session structure – one for each of the four themes. In each session, we applied a three-stage structure (see Figure 6-3). This makes it easier to categorise the exercises, as sometimes one exercise can help with both construction and deconstruction. However, it may depend on how the counsellor ultimately presents the exercise and how it is connected to other exercises in the session, as the solution idea might be vague or the nature of the intervention type might require a particular presentation style. When it came to identifying which theme an exercise belongs to, this did not prove to be a problem. Adopting a four-session structure, we could use one solution idea in more than one constructive stage after it had been modified according to its constructive purpose. Repeating the idea might even reinforce clients’ understanding of the topic. However, it requires the counsellor to have a clear plan for delivering the exercise and for helping clients progress in their learning and keep track of it.

Since reconstruction is about putting together what the client has learnt and informing future actions, only a small number of exercises were designed for this stage in comparison with the previous two stages. The reconstruction stage focuses on

generating a summary of the learning, confirming the new identity, and connecting the learning with clients' career-life problems so that they can develop a strategy. In general, it is about helping clients digest what has been discussed and learn how their understanding of the self can be reshaped and applied to solving real-life problems.

With this clear session structure, we were then able to arrange our exercises accordingly. See Appendix 7-1 for a full list of the activities organised in the four-session and three-stage structure for the prototype design.

7.1.2 Question/topic selection

In each workshop for Prototyping, the design team picked the final construction and deconstruction solution ideas from the full list. Then, with the researcher playing the role of counsellor and the youth advisors playing the client, a mock counselling session was held with the selected exercises. The reconstruction part did not require exercise selection since it is built on top of what has previously been discussed; moreover, we believe it is very concise. However, I subsequently revised the exercises in the reconstruction stage of each session based on feedback received from prototype testing.

The results presented here are the proposed final model after the final testing. As mentioned earlier, I made a spare list of exercises (see Appendix 7-3 and 7-4) using the solution ideas left out of the prototype to allow greater flexibility for the counselling. Exercises in the list are ordered by relevance identified by the youth advisors during Activity 4.

Theme 1 (Session 1) - Status selections

The main aim of the Status session is to help young people to start considering and evaluating their situation, and connecting it with their personal matters. Details of the design of the three-stage sessions are presented below.

Construction stage

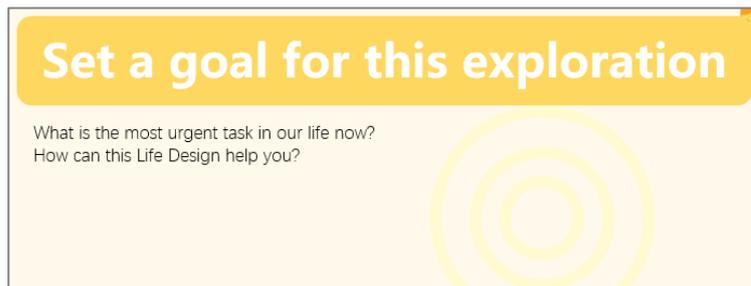


Figure 7-4 Worksheet of the first question of the counselling

Before starting the counselling, the very first question to be asked is: ‘Why are you here?’ (see Figure 7-4). By explaining their motives, clients are encouraged to consider the problem in a rational way and confirm the importance of dealing with it. By describing the problem, clients can gain a greater understanding of the situation. It is important not to imply that the counsellor is offering advice and to make it clear that the client will lead the process given that it is they who know what they most want for themselves.

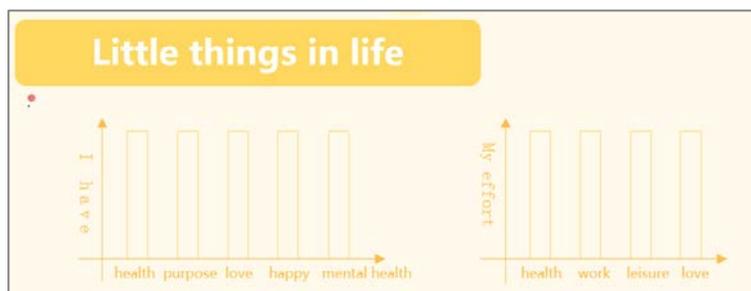


Figure 7-5 Worksheet example of construction exercises – life status diagram

The first shortlisted exercise involves filling in life status scales (see Figure 7-5). There are two separate exercises: the first one invites clients to evaluate their subjective feelings of happiness, purposefulness, health, and mental health, and to present them visually in the form of a bar in a chart; the second exercise invites clients to disclose how much effort they put into work, love, leisure, and health. Mental health is just as important as, or probably even more important than, physical health in terms of career planning (Bimrose and Hearne, 2012; Walker and Peterson, 2012), which is why we

decided to separate the two and examine both kinds. The visual bars allow the client to think about the answers and what they mean to his/her life. Visual tools in career counselling can be inspiring and help both sides interpret information (Cregeen-Cook, 2011), as well as help with the flow of the conversation. In determining the clients' levels of the above facets, they were asked to consider the last six months in order to exclude temporary statuses that might relate e.g. to a low mood lasting for just one day.

An optional exercise involves discussing: *The roles I play now*. This exercise can be viewed as a further exploration of a client's responsibilities and current life stage when needed.

Topics with friends	
What do we talk about when we hang out?	
Topics	Sub-topics

Figure 7-6 Worksheet example of construction exercises – Conversation Topics

The next exercise involves clients sharing what they like to talk about with friends (see Figure 6-6). This exercise explores clients' current interests, current focuses of their lives, and their daily routines. Their answers can lead us to possible career development directions that might be suitable. Analysing communication can reveal a great deal about people; social conversations can even indicate one's intelligence (Silber-Varod, 2018). The counsellor can continue probing the client's knowledge of the subjects mentioned in this topic in order to explore the client's knowledge and expertise further.

The last exercise focuses on talking about something the client can impress other people with, or the fields in which the client can always think of good ideas. It can be asked in another way: 'What do people admire you for?' This question focuses on clients'

positive sides and is connected with the previous topic, which explores the client's knowledge based on everyday conversations. The answer to this question will reveal the more positive sides of the client, including his/her professional and personal strengths.

Deconstruction stage

It is important to first understand the mission that young people are currently on. Therefore, the first exercise is a blank-filling exercise: *Currently, my task is... In this stage of my life, I am ... % ready to work on my career.* But we want the client to explain his/her answers in greater depth regarding his/her responsibilities. In order to help clients confirm their ideas about this point, it is covered again in the reconstruction stage as part of an identity essay. It should be possible to find the answers for this exercise in the narratives in the first two construction exercises.

The second deconstruction exercise asks: 'What knowledge do you have?' or 'What are you good at?' The answer to these questions should come from the *Topics with friends*, as conversation is a good way to discover and cultivate interests (Phillips et al., 2013). The "knowledge" referred to here does not have to consist of expert knowledge; it could be something about which they know just a little but can make use of. This kind of knowledge affects the way clients think and showcase their passions. Sometimes, clients do not realise the value of certain knowledge, especially regarding its use for their career planning. In such cases, counsellors have to remind them what they have mentioned previously in their narratives. Interpersonal abilities can also be mentioned here.

The aim of the subsequent blank-filling exercise (*I have developed ... in my work experience and ... in my spare time*) is to cover the specific knowledge and skills possessed by the clients. When time is short, this exercise can be combined with the previous exercise by asking a question such as 'What skills and knowledge have you

developed in life?'

The last exercise is another blank-filling exercise: *I can be manipulated by.... Or ... Can lead me to the wrong path.* The aim here is to remind the young people of the threats they face. This exercise provides balance to the session by helping the young people with reasoning and logical thinking.

After each exercise the young person should always be encouraged to provide further explanation if possible.

Reconstruction stage

The reconstruction stage is for putting together all that the clients have learnt in the session and relating it to their career and life planning. This session entails an essay-completion exercise, as indicated below:

I am at the stage of my life where the most important things I should focus on doing are ___. I am ___% prepared to start working on these things. In order to prepare myself better, I will put more effort into ___. I plan to do___to make my everyday life more pleasant.

I have knowledge or skills in___. I wish to explore more about ___. I am working on ___at the moment. I get help from ___. My biggest concern related to pursuing my goals is ___. My life experience and my role models have reminded me that I can do ___ to deal with it.

It should address all that has been mentioned in the deconstruction stage. This can make for a smoother identity reconstruction and a reconstructed identity that is closer to the client's true self.

It is important to note that the session does not end with the essay writing. When the client has completed the essay, he/she must read it, explain it to the counsellor, and talk about how to use this knowledge to improve his/her life. The same will also occur in the subsequent three sessions.

Theme 2 (Session 2) - Value selection

The main aim of the Value session is to help young people be clear about what makes their lives meaningful and what is important to them. Details of the three-stage session design are presented below.

Construction stage

Before beginning the session, a reasoning game can be used to start discovering the client's values. Prepare a pile of item cards containing the names of random objects or people and a set of descriptions, such as 'the most beautiful', 'the most evil', or 'or the brightest'. In each round of the game, choose one description and five item cards randomly; then, let the client pick the item card that best matches the description and ask them to explain why. Repeat this process three to five times. This exercise gives a fun start to the session and offers information about the client's values and attitudes.

The first exercise involves asking: 'What do you want to leave the world with?' and 'What do you want people to say about you after you are gone?' There were concerns among the design team that these might be sensitive questions or that the topic might be too heavy. However, while some participants were surprised by the questions, they were happy to take the time to think about it. These questions can direct us to identifying important personal values and views of life.

The next exercise involves asking: 'Who do you admire most in the world?' or 'Can you give examples of successful people who match your definition?' The reasons usually include people's achievements and personal traits, which give us an idea of what kind of people the clients would like to be. Role models fulfil several functions in occupational decision making and are related to the concept of leadership (Bosma et al., 2012; Brown and Treviño, 2014). If counsellors decide that the narrative is not enough, they can suggest examples from different groups, such as peers, fictional characters, and historical figures.

The next question ‘Is there any recent local or global news that you would like to discuss with me?’ provides an open topic that can be used to review many aspects of the client, including his/her interests. More importantly, it shows what the client finds worth paying attention to or what they care about. The counsellor should prompt the clients to share narratives related to their values and self-concepts. If the client does not follow any of the news, the topic can be changed to a recent story they have found interesting.

To further explore what is important in clients’ lives, the next topic to be discussed is *Experiences of hard work or reasons for putting a lot effort into something*.

The last topic is *Anything in your life you wish you had done differently*. By asking clients why they had done something they hated doing, it might be possible to uncover other things of great value to them for which they would sacrifice a great deal, thereby connecting this topic with the previous one. The counsellor can ask further questions, such as: ‘Why didn’t you do it differently?’ and ‘What led you to this situation?’

Deconstruction exercise

Firstly, ask: ‘What is your responsibility to the world?’ in order to be able to view the client as a social person, consider his/her role in society, what contribution he/she wants to make, and what he/she has to do. Answers to this question should be based on the first construction exercise. Then, clients should move on to think about *their responsibility to him/herself*, which is likely to be a stronger driver of their actions.

The topic of *what success means to the person* is directly connected with the person’s career path. In fact, it is the objective of a career plan and constitutes an important part of the future vision I would like young people to build. This topic covers not only the occupational aspect of “end goals”, but also the overall life dimension, which is consistent with our idea that a career path is part of the life path. The answers here should be based on the narratives relating to the people they admire.

If success is something that the client ultimately wishes to achieve, clients should be asked: ‘What do you want the work to reward you with?’ or ‘What do you want to get from a job?’, as these questions focus on uncovering the aspects of a job that contribute to improving the quality of everyday life or supporting major life plans. Further asking ‘What in a job brings you honour?’ or ‘What makes you proud of your job?’ would connect with the daily rewards and success discussed in the previous topic. Then, to delve deeper, the counsellor can ask: ‘What might be a perfect reward from work?’ Sometimes, the answer would be the same as before, but people often have an ideal reward (not necessarily realistic) that they wish to obtain from work.

The next question is not an easy one to answer: ‘Family, friends, interests, and professional achievements, how important are they to you and how much are you willing to dedicate to them?’ It is often hard to describe how important something is. One solution is to let young people consider a series of things and order them in terms of importance; alternatively, they could allocate a percentage of energy they are willing to give to each of them. The answers here should come from the narratives relating to experiences of hard work and/or regrets. To simplify the writing exercise, it was presented as a sentence-filling exercise: ‘*Family should take ...% of my energy, ...is important for building a happy family, I should do...to contribute to it.*’ Though only the family factor is mentioned, clients still have to weigh up the relative importance of different aspects of their life to fill the blanks.

Reconstruction exercise

Once again, additional sentences were included to elicit more information when testing the prototype. I addressed the issue of how to deal with current problems in the sentence-filling task.

'To solve my problems when growing up, I had to become __, __, and __. These attributes are important in my next position. They formed my character by turning __ into __. The kind of life I want to achieve is with __ (people), living in __ (place). My responsibility to my family will be __. I care about __. I want to own __. I want to be treated with __ by people, and I want to live a lifestyle of __. These preferences lead to the kind of jobs that allow me to __ (e.g. save animals); they reward me with __ (e.g. respect). They can be in the __ industries. Example jobs are __. Considering these things that I value, I should do __ to deal with my current issues.'

Theme 3 (Session 3) - Interests selection

The main aim of the Interest session is to help young people become clearer about what brings them joy. Details of the three-stage session design are presented below.

Construction stage

While we prepared multiple exercises for this section, some clients may only need as few as two, while others may need more, depending on how much assistance clients need to recall their interests and passions.

The first topic is *experiences of "flow"*. In this part, the counsellor collects clients' accounts of when they forget about or lose track of time when doing something. Overall, the experience is associated with a high level of joy and devotion (Walker, 2010).

The second topic involves recalling *experiences of feeling "this is what I am meant to do"*, whereby clients recount experiencing a sense of calling. Studies show that people work more effectively on a job when they feel a sense of calling (Chen et al., 2019). This topic connects interests with self-concepts.

The third topic is *happy work experiences*. This topic covers the types of job the clients likes, the kind of people they like to work with, and their preferred working style and working environment. In addition, if the counsellor feels that more stories are needed to explore in greater depth what makes clients feel good about themselves, another question can be added prompting them to recount a *challenging or exciting story*. The

next topic is *What catches the client's eye*. It includes, but is not limited to, the websites they browse, the types of videos they often watch, the types of news they follow, and the further education courses they wish to take. As answers may become repetitive when covering so many activities, the counsellor needs to pay attention to assess when enough information has been collected regarding the client's interests or the fields they enjoy. The answers being sought here relate to the kinds of new information they would like to receive.

For the last topic, the clients are asked: 'What occupations have you thought about doing?' The purpose here is to learn not only about the jobs they would like to do now, but about all the jobs they have ever thought about doing. Exploring the wishes they no longer have may shed light on how their identities have developed and confirm their current interests.

Deconstruction stage

The first questions in this stage are: 'What activity makes you happy?' and 'What makes you full of energy?' Their answers should be inspired by their narratives of "flow" and "calling" and what they are "interested in knowing".

For the second exercise, the counsellor should pick a word (interest or job) that the client has mentioned often in the construction stage. It should be a word that is inspiring for the client. Then, the client is asked to make a mind map of all the words they can think of that relate to the selected word. Then, the process is repeated with the new words they have come up with. After this, the clients are helped to find patterns in the words and connections between the words and their interests. Next, the client is encouraged to use the patterns and connections to discover new interests.

Based on their "happy work experiences", answers can be obtained to the questions: 'What kind of people are you happy to work with?' 'What kind of environment do you want to work in?' and 'What kind of job should you avoid?'

Reconstruction stage

After being modified many times based on feedback from testing the prototypes, the final reconstruction essay for Session 3 is as follows:

I‘am a person who values____. Given the self that I have built, I like being around people who are____. I want to work in an environment that is ____.

At the moment, doing____makes me happy, but doing____could make me happy, too. I plan to focus on____as a professional. I can do____ to work towards my goals in my everyday life. I should do____ to deal with my

Theme 4 (Session 4) - Strategy selection

Ultimately, I would like to help young people know what power they have and how they can deal with their problems using their own strengths. The following is the design of a three-stage session.

Construction stage

Firstly, ask clients to share a story in which they encountered opportunities or experienced “happy accidents”. In this part, the focus should be on the kinds of opportunities that seem to be “accidental”. If the client believes that they have not had any accidental events, we should still encourage them to recount stories of times when they have had opportunities. As clients tend to give long accounts in which they explain all that happened, there is usually no need to prompt them by asking how it happened. It is important not to limit answers to occupational opportunities; instead, clients should consider all opportunities or accidents that have brought them joy.

Next, ask the clients to share some stories that they liked when they were growing up and a story they like now. The stories can be from books, movies, plays, or personal anecdotes. Focusing on a story they like as a child can help us see the client’s behavioural patterns, while the stories they like now might represent the types of coping

strategies that they approve of. Further questions may be needed to encourage problem-solving narratives and highlight their strategies.

The last exercise involves drawing three pathways. Here, we want clients to set three destinations for themselves, which represent successful states. These destinations might be the most possible one, the most desirable one, and the second-most desirable one. Let them draw a pathway from where they are right now to each successful destination. In between, they have to draw the stages or milestones that they need to reach; in other words, they should break down the big goal into small goals. These small goals have to make sense to both the client and the counsellor, and reasons should be given for setting each milestone that can convince the counsellor that it is realistic and achievable. If the client prefers, they can write rather than draw the pathways.

Deconstruction stage

The three deconstruction exercises are very easy to connect with the construction exercises. The first involves the client completing the sentence: *'In order to find more opportunities, I should ...'* We can help clients complete this task by asking them: 'What kinds of opportunities could you encounter judging from your current life status?' or 'In your stories, what brought you those opportunities?' In this way, the clients should be able to accomplish the exercise without difficulty.

The second task is to complete the sentence: *'If I adopt the script from my favourite story, I will...'* This exercise is aimed at raising young people's awareness of their behaviour code and their approach to coping with problems. It requires them to take these into account when considering how to deal with a task in a given moment. This is the point at which we start to conclude the counselling, i.e. by bringing clients back to the problems they need to solve now. However, before thinking about the current task they mentioned in session 1, we wish them to put themselves in the stories they told and see how they would act if they were in those situations. This can remind them

of their behaviour codes.

The last task in this stage is to complete the sentence:

'The best advice I can give myself is...'. The clients' ideas should be based on what they learnt from drawing the three paths. They should maintain a practice of logical thinking and acknowledge the obstacles and restrictions set by others or themselves. This task encourages them to think about *how* to deal with problems, rather than about the difficulties they face when dealing with them.

Reconstruction stage

I made some slight changes to the short essay in this session in terms of the wording and by adding one sentence related to the "happy accident" exercise:

If I adopt the script from my favourite story, then I will ___ for myself towards my task now.
The best advice I can give myself is ____. In order to find more opportunities, I should ____.
From my 3 plans, the one I like the most is me becoming ____. I have identified ___ stages to reach that position. The stages are ____. I wrote these stages based on ____. In order to move on to the next stage from here, I have to achieve ___ first.'

7.1.3 Prototyping – refining the design by testing

The design of FMBM was continually iterated following the testing sessions with the youth advisors, pilot study participants, and final testing participants. Here, I list the recommendations for changes emerging from our testing and present how the final service developed from simple solution ideas. Note all recommendations are adopted in FMBM.

The initial design of FMBM had no clear three-stage structure; neither did we consider the idea of having a spare list of exercises as backup for the counsellor. There was no

task between the sessions; there was no homework or preparation required of the participants so that they could review a session or get ready for the next one. Also, as a clear description of the exercises had not yet been developed, it was hard for me to deliver the counselling smoothly because I often encounter problems having participants understand me. Given that the process was still not clear, I was required to do a great deal of improvising.

Mock counselling with the youth advisors allowed us to review the above problems. All members of the design team contributed ideas for how to reshape the exercises and how to deliver them in practice (see Appendix 7-2 for a table showing the reshaped ideas from each mock counselling session).

Changes inspired by the mock sessions with youth advisors

Session 1

During the testing, I realised that if clients had difficulty recalling general topics, I could ask them to recall the last time they had had a conversation with a friend. For the *Life Status Diagram* exercise (construction stage), the clients should explain their self-rating in two ways: the part they scored and the part they did not, as both sides reflect their life status.

I need to be flexible and not follow the design too strictly: I can add, cut, or change the activities. I should ask clients to explain further when they claim not to be good at something, so as to validate their claims. Keeping a note of their stories provides materials that can help with their reflections. It also gives me a reference with which to summarise the stories and help participants locate the key points. While I was aware that the aim of the construction activities is to enable clients to develop answers for the deconstruction stage more easily, the participants did not have this knowledge. Therefore, I could guide them to focus on the themes emerging from their stories in order to help them connect the two stages. When expressing themselves, participants

often talked vaguely. This was probably because they were clear about what they had in mind and felt no need to explain it in great detail. This could lead to the problem that I sometimes did not know what they wished to say as their short initial answers did not make it sufficiently clear. This is why it is important to ask clients to make their ideas as clear as possible.

Ed pointed out that we should specify a time period that the *Status Diagram* refers to given that people can have short-term mood swings. Later, we decided that, in practice, the focus should be more on the condition that affects the client's career management and life planning than on setting a rigid time range. Tom mentioned that the descriptions of the exercises should be improved and more types of exercises could be added to find out about the clients' interests.

Session 2

I have come to realise that it places a great deal of pressure on participants when I ask them to tell me about their most admired or favourite things. Instead, I should ask about general things that they are interested in and encourage them to tell me anything they can think of. As this session is about values, I realise that I should keep it centred on values and lead clients to make their values clear. I can do that by asking them about the reasons for their choices and helping them select the right words to describe their thoughts. If they have trouble speaking their minds, I can make some guesses based on the context.

When asking clients about the people they consider to be successful, if necessary, I can help them find more examples by asking them to think about famous people and people they know personally, or even fictional or historical figures. I should also ask further questions such as what makes them think those people are successful. As for the things the clients regret doing, I could ask further questions about what kept them from stopping and why they originally began doing the things they regret, so as to reveal the

motivations behind their actions. The aim of this session is to find out how important different aspects of life are to the clients; however, as it is not easy to ask a person to say how important their family is, I could ask them to compare their family, work, and interests, and say how important they are by giving these aspects a percentage of their time.

Ed mentioned that I should be alert to themes related to identity traits that emerge during the sessions and that I should rephrase the questions to allow for easier understanding. Tom mentioned that I could refine the transition between the construction stage and the deconstruction stage to ensure a logical connection and also bring a sense of progression.

Session 3

From the mock Session 3 with the youth advisors, I realised that clients usually need encouragement to talk and that I should always ask if there is anything more they can add to their answers. Furthermore, instead of me keeping notes of the conversation, I could consider asking the clients to do some writing, as it would give them more time to think about their answers. Ed mentioned that FMBM is more useful for those who do not usually reflect on their lives. Tom suggested I be more concise with the summary that I give to clients at the end of each stage.

Session 4

It was somewhat difficult to explain the “three paths” exercise, even to Ed, who helped design it. Therefore, I could give examples of what these three paths could be so that the task would be easier to understand. For instance, I could suggest ‘the most desirable, the second-most desirable, and the most realistic destinations’. I should also make it clear that the three paths should lead to different destinations. The session with Tom made me realise that I should make it clear that the happy accidents I want them to recall do not have to be merely occupational. Moreover, as Ed suggested, I could reorganise the order of the exercises to create a better flow and I could omit some

homework to reduce the workload in a session. Similarly, Tom recommends cutting the length of the sessions, as long as this could be done without losing valuable content. He also suggested that a group session comprising clients who are friends with each other would help make the task easier for everyone.

Changes inspired by the pilot study

The prototype used in the pilot study lacked a fully developed reconstruction stage: there is no post-session or pre-session homework, nor is there a good time journal. A video exercise was only tested once because of time limitations. There is a workbook (See Appendix 7-5), but it is not yet fully developed, and there are issues with the layout and content. Table 7-2 illustrates how the pilot study provided inspiration for changes.

Pilot study	Shortcode
4 sessions with Emma	PE
3 sessions with Siri	PS
4 sessions with Mary	PM

Table 7-1 Pilot study record

Recommendations for changes based on researcher's notes from the pilot study	
Session 1	Add written explanation to the status diagram. (PE) Confirm that recalling a conversation with friends is better than asking about common topics. (PE) Phrase the question: 'Moments when you make people go "wow!"' (PE) Pre-write the reconstruction essay with blanks. (PE) Ask for further explanation. (PS) Keep to planned questions. (PM)
Session 2	Brief client about the session at the beginning. (PS) Ask about favourite things in more informal ways. (PS) Needs a well-structured reconstruction exercise that summarises everything. (PS)
Session 3	Let clients take time to write the mind-map. (PE) Rephrase the questions. (PS) "Jobs in mind" includes all ideas across a lifetime. (PS) Put self into story character's position or use the character for current position, judge from the story type. (PM)
Session 4	Leave less than 1 week between each session. (PE) Brief client about the session. (PM) Leave homework. (PM)

Table 7-2 Insights for improving FMBM based on pilot study

Changes inspired by the final testing

The version for the final testing is the closest to the final version presented above; but it still has many language-use and presentation issues. While the workbook contains all of the exercises, there is too much blank space, which implies a waste of materials. The final version of the workbook only contains blank spaces for essential note-taking. In this form, the workbook (see Appendix 7-6) is easier to carry and easier to read. Table 7-4 shows the ideas for revisions collected from the final testing.

Final testing cases	Shortcode
4 sessions with Joe	C1
4 sessions with Cathy	C2
1 session with Group1	G1
4 sessions with Group2	G2
2 sessions with Group3	G3
4 sessions with Group4	G4

Table 7-3 Final testing information

Recommendations for changes based on researcher's notes from the final testing	
Session 1	Indicate specific period to the diagram exercise. (C2) More description of the roles, like civil and family. (C2) Add Do's and Don'ts to Needs and Don't Needs. (C2) Rephrase reconstruction exercise. (G4)
Session 2	Could add unpleasant experience to the homework journal. (C2) Reword reconstruction exercise. (C2) Summarise report to take away. (C2) Adjust the card game to clients' background using items they are familiar with. (G2) Keep questions open-ended and flexible. (G3) Rephrase "what is worth fighting for". (G3) Use the term "Good Time Journal" rather than a "Happy Journal". (G4) Define "family". (G4)
Session 3	More focused deconstruction and reconstruction exercise focusing on the session theme. (C1) Could ask about recent activities if clients do not follow the news. (G2) Use the term "Exciting experience" rather than "the most exciting story". (G2) Needs more open-ended questions. (G4) Leave more room for writing where needed. Change layout. (G4)
Session 4	Ask about likes rather than favourites. (C1) Ask for a more realistic figure as a role model. (C1) Leave more room for writing where needed. Change layout. (C1) Keep the conversation focused on the theme. (G4)
After	Leave additional tips. Make it more personal. (C1)

Table 7-4 Insights for improving FMBM based on the final testing

7.2 Proposed FMBM guide

This chapter presents an FMBM narrative career construction counselling model inspired by the Life Design paradigm which can enable career guidance practitioners to assist clients in making career transitions. I present a guide here that encourages counsellors to deliberately inspire clients' self-exploration. Based on our design ideas and casework results, I propose a new career counselling model that is far more flexible and individualised than Life Design counselling. I hope other practitioners will use and test the FMBM prototype in practice.

7.2.1 What is FMBM?

FMBM is a paradigm for career guidance derived from Life Design, a major career counselling paradigm (Savickas, 2015). Here, I will present a model that counsellors can use to address clients' transitional concerns. As specific exercises have been presented earlier in this chapter, this section presents an outline of procedures, principles, phases of treatment, and practical techniques.

Though structured into four sessions and three stages, FMBM still gives counsellors great flexibility to offer individualised coaching for clients in various situations. Additionally, practitioners are not advised to strictly follow every step in this guide or copy every topic; instead, there is a great deal of room for improvisation based on clients' needs.

7.2.2 How does FMBM work?

This section explains how to deliver FMBM from the angles of overall structure, session structure and the counsellor's facilitating techniques.

Overall framework

FMBM consists of four sessions that focus on the themes of current status, values, passions, and strategy. Prior to the first session, the young people should first be made aware of the structure and what is going to happen in these sessions. They should be reminded that their participation is always voluntary and that they need to speak out whenever they do not feel comfortable.

“Homework”

Outside the counselling room, I do not want clients to stop thinking about planning and experiencing their lives. Hence, they could do some “homework” (Figure 7-7) in between the sessions. One such task is a “Good Time Journal” in which clients keep a record of the moments when they feel good. To make the task easier to do for the clients

(and therefore increase the likelihood of their completing it), I provide a structure for the journal. All the clients need to do is fill in the three blanks by writing what they are up to, what has happened (what they have done), and how they feel. The feelings or emotions and actions highlighted here represent their identities and their abilities to make changes. The other “homework” simply consists of thinking ahead to future sessions. This exercise reduces the duration of sessions because it avoids clients being unprepared by the topics and helps them generate more narratives.

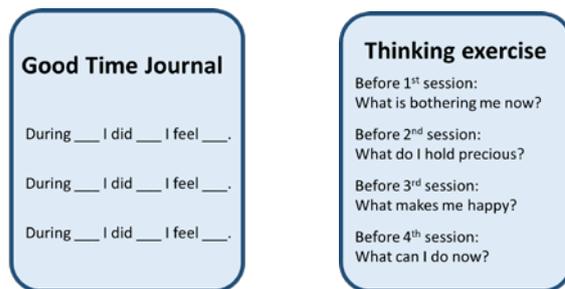


Figure 7-7 Homework

Procedure

While each exercise can accommodate from one to three clients, this study found that two is the optimum number. Once clients have confirmed they will participate, both sides (counsellor and client) must start preparing soon. While this does not take up too much time, it is an important part of the process as it makes sure the client is in the right mindset to manage their career and design their life. Clients need to think about what their most urgent task is right now, what makes them want to seek help, and what they want this counselling to help them with. The counsellor needs to collect basic information about the clients and prepare the materials that will be used.

During the four sessions (see Figure 7-8), the counsellor supports clients with their self-discovery, and encourages them to analyse their situations and come up with solutions to address their problems. Each session has a three-stage structure, as will be explained below. Once the first session is completed, each subsequent session should start with a review of what has been done and a discussion of homework.



Figure 7-8 Procedure of FMBM

After each session, the clients should do their homework, and the counsellor should complete their journal, organise their notes, and generate a summary of the “client’s identity” for their records. After the counselling, clients should be encouraged to start working on all the plans they made and live their life as they have designed it. The counsellor should encourage them to begin doing this after the first session. The counsellor could write a report to be shared with clients based on their records of each session. The report should focus on the “recreated identity” that clients build with the help of this counselling. It could be even better if the clients were to do this task themselves; however, in practice, the participants in this study were reluctant to take on so much homework.

Three-stage sessions

As described, FMBM adopts the narrative-based Life Design approach supported by career construction theory. The counselling model features three stages; narrative construction, identity deconstruction, and new identity reconstruction with the counsellor’s help.

Generating narratives

A session starts with the construction stage in which clients generate narratives according to the exercise topics. Every session contains a few fixed topics and optional topics. Not all exercises have to follow the procedure outlined in the prototype. The counsellor should pay attention to the narratives being told and decide if enough micro-narratives have been generated to fulfil the purpose of the session. If the client is willing

to talk more and time allows it, the counsellor can invite them to select extra topics from the spare topic list. This selection can also help reveal a client's identity.

When clients are telling stories, the counsellor should prompt them to elaborate on the stories, give details about an event, and make clear what their feelings are about themselves in the stories. Moreover, when recalling the stories, clients should be encouraged to comment on the narratives and explain their opinions. In general, the counsellor should just keep asking 'why?', 'how?', and 'what?' questions so that the clients reveal as many details as possible for identity construction purposes.

During the session, the counsellor should write down summaries of all the narratives that the clients have generated, and always look for connections between the narratives while listening.

Extracting the keys

When all topics have been covered, the counsellor retells all of the narratives to the clients with the help of the summary written during the conversation. After that, together with the clients, the counsellor looks at the summary and spots all keywords that represent the clients' identity. At this point, the clients should contribute to finding support for the key points. This might involve asking them to give a title or a heading to summarise the key points. The aim here is to see how far they understand and agree with the points. Next, the client should categorise the keywords and generate a title for each category; these titles represent aspects of the client's identity.

Unlike the first construction stage, questions in the deconstruction stage are fixed. They focus on aspects directly related to the client's identity linked to the session's theme. Answers should be found in the narratives generated in the construction stage, especially in the keywords and the titles. Sometimes, it is not an easy task to connect the right keywords to the deconstruction question; therefore, the counsellor should help with spotting connections by prompting the clients to think about the related

narratives/topics.

Creating visions and plans

The aim of the reconstruction stage is to reconstruct a new identity based on all of the previously discovered elements. The counsellor retells all that has been discussed in the deconstruction stage. Depending on the deconstruction topics and how much information there is, the retelling might consist of a summary of the counsellor's notes or simply all of the client's answers. The key here is to make it short but comprehensive. This step should make it easy for clients to rebuild a new identity, which they do by completing an identity essay. This essay has a pre-written template with blanks to fill. These blanks relate to essential aspects of identity linked to the session's theme. After completing the essay, the clients read it out loud to the counsellor, which reinforces their memory of the information.

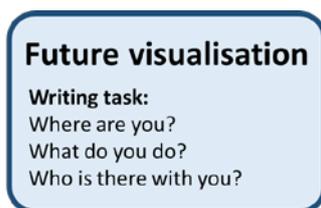


Figure 7-9 Future visualisation exercise

At the end of the first and fourth sessions, there is an extra visualisation exercise (see Figure 7-9), in which clients follow audio instructions to visualise a future life. They are asked to close their eyes, make themselves comfortable, and picture a future reunion day in ten years' time in their minds. After that, they are asked to write down what they have visualised while the memory is still fresh. They can choose whether to share that vision with the counsellor or keep it to themselves. The aim of this exercise is to remind them of the life they want to live. Findings from this study indicate this is rather hard to do after the first session, when the vision might be somewhat vague because they could be uncertain about what the future will be like or how they want it to be. However, by the end of the final session, this vision should have become very clear, and that future

should seem achievable to the client.

Counsellor roles and materials

FMBM includes a workbook for clients to write down their goals for each session, along with their notes, “Good Time” journals, and reconstruction essays. In the construction stage, counsellors use prompt cards containing topics or questions for the narrative-generating exercises (see Figure 7-10). The counsellor should not simply wait for clients to tell stories by themselves as they usually require prompting to remind them of what they have experienced (Mosak, 1958). The counsellor should determine how to adapt the topics so that they fit a particular client, while also assessing the process so as to be able to decide which exercises are most useful to clients in terms of their capacity to guide clients towards solving their problems and reaching their preferable futures.



Figure 7-10 Image of the workbook

Other important tasks for the counsellor involve putting together narratives while listening to the stories, as well as organising all that has been said, and retelling it to clients shortly afterwards. When collecting narratives, the counsellor should always be alert to anything that reflects clients’ identities. Before doing the deconstruction exercises in the workbook (see Figure 7-11), counsellors and clients should look back at the narratives together, make sense of them, and confirm all of the keywords.



Figure 7-11 Images of the workbook

It is important to reiterate that it is the clients who are the experts in their identities; the counsellor supports them to put together their fragmentary knowledge. Everything the counsellor says about the client's identity should be based on the narratives told. Rather than giving clients suggestions for how to manage their careers or design their lives, counsellors should instead guide clients to come up with ideas on their own.

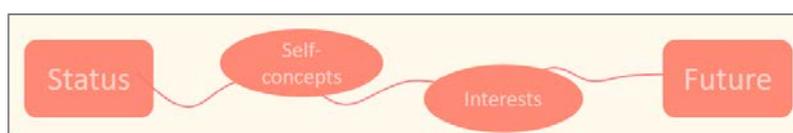


Figure 7-12 Optional tool for concluding the counselling

In the workbook, next to the essay in the reconstruction stage, there is a diagram that prompts clients to think about their life path (see Figure 7-12). The diagram has a starting point in which clients can insert their self-knowledge, and there is an endpoint where clients should insert a future vision. The space in between represents a new identity that they can build. Specific content varies according to the session's theme. While this is an optional tool for clients, it provides a helpful way to conclude the four sessions.

Applying FMBM in groups and two-client sessions

When there is more than one client in a session, and especially when there are more than two, it is critical to keep everyone occupied and engaged. The counsellor should make sure that no-one is simply watching the others instead of designing their own life.

A counsellor-led group session should involve 2-3 clients at a time and allow participants to talk in turns; conversations among the clients are also allowed. These sessions follow the same process as the one-to-one sessions, with the exception that when one person is engaging with the counsellor, the others will have more time to think about their answers.

If there are more than three people in a group, then the counsellor will not have enough energy to attend to each client's self-discovery process. In such cases, it will be necessary to pair up clients who can act as "peer counsellors" for each other following the counsellor's instructions. However, this approach is not recommended here as young people can get the most support when they have a professional counsellor to help them.

7.3 Conclusion

In Chapter 6, I discussed the process by which the design team came up with all of the ideas for possible exercises/topics and how the session structure was developed for FMBM counselling. This chapter describes the design process and development of the FMBM prototype. There are four sessions in FMBM, each with three identity-constructing stages via a structured design process. A practitioner can follow the description of the session activities in 7.1.2 to deliver FMBM and refer to 7.2.2 for the general delivery instructions. For a short guide of how to deliver FMBM, please see Appendix 7-7. In Chapter 8 and 9, I will evaluate FMBM and answer Research Questions 1-3 based on findings from the final testing and pilot study.

8 Test – Effectiveness of FMBM

According to Brown (2015), more studies are needed to understand the effectiveness of career counselling interventions, though the general effectiveness of career services are well documented. In Chapter 7, I presented the FMBM counselling model and demonstrated how changes have been applied since the initial prototype. This chapter goes deeper by exploring what specific factors in a career counselling contribute to the effectiveness of this model.

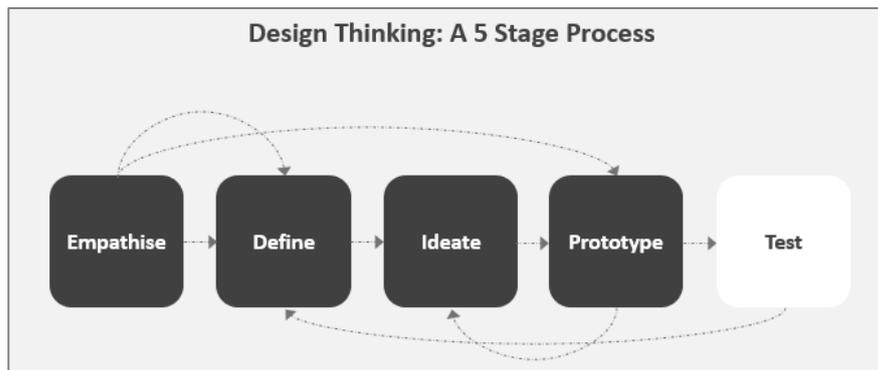


Figure 8-1 Design Thinking Process – Stage 5 Test

I will try to answer Research Question 1 by reviewing the design following the counselling process, and examine each exercise to understand what kind of interventions are useful. Then, I will evaluate FMBM counselling as a whole to address Research Question 2, which asks whether this counselling model helps young people (YP) in transition to manage their careers and lives.

The data used are mostly from final testing, but data from the pilot study (same design) will also be employed to support some findings. Tables 8-1 and 8-2 show the testing session records.

Testing Sessions Information			
Stage	Short code & Participant (alias)	Total sessions	Follow-up
Pilot Study	P1: Emma	4 (Finished)	No
	P2: May	4 (Finished)	No
	P3: Sarah	3 (Unfinished)	No

Individual Case Study	C1: Joe	4 (Finished)	Yes
	C2: Cathy	4 (Finished)	No
Group Case Study	G1: Judy, Viki, Jane	1 (Unfinished)	No
	G2: Yana and Sim	3 (Finished)	Yes
	G3: Sam and Richard	2 (Unfinished)	No
	G4: Saul and Jake	4 (Finished)	Yes

Table 8-1 Information for all testing sessions

Final testing session records			
Participant(s) (Alias(es))	Session No.	Date	Short code
C1: Joe	Session 1	11-06-2019	C1S1
	Session 2	12-06-2019	C1S2
	Session 3	17-06-2019	C1S3
	Session 4	21-06-2019	C1S4
C2: Cathy	Session 1	22-06-2019	C2S1
	Session 2	28-06-2019	C2S2
	Session 3	12-07-2019	C2S3
	Session 4	14-08-2019	C2S4
G2: Yana and Sim	Session 1	25-06-2019	G2S1
	Session 2	12-07-2019	G2S2
	Session 3	26-07-2019	G2S3
G3: Sam and Richard	Session 1	27-06-2019	G3S1
	Session 2	02-07-2019	G3S2
G4: Saul and Jake	Session 1	20-07-2019	G4S1
	Session 2	27-07-2019	G4S2
	Session 3	03-08-2019	G4S3
	Session 4	10-08-2019	G4S4

Table 8-2 Final testing session record

The final testing contains two individual cases and four group cases; both individual cases and G4 were fully completed; G1 completed one session; one participant in G2 completed all sessions (Yana), while the other attended one session before moving to another city; G3 completed two sessions before going on holiday. All participants of the final testing who completed the counselling also participated in the final interview; Cathy gave feedback at the end of the third and fourth sessions because she moved away after the third session and had her fourth session a month later.

8.1 Research Question 1 – Intervention Exercises in FMBM

In this chapter, I aim to respond to the call for research relating to the critical ingredients in career counselling (Brown et al., 2003b; Whiston et al., 2017). Given the scale of the study, rather than picking out and testing the effect of individual elements (e.g. workbooks, written exercises, etc.), I carefully collected clients’ feedback on these elements and presented it as evidence. Additionally, as new prototypes were launched after each testing case, new elements were added to the exercise, which enabled me to evaluate the elements by comparing the cases with or without them.

The following table shows the thematic analysis results in two categories: participants’ behaviours and emotions. These themes represent the impact of the counselling on the participants.

Self-investigation processes	Feelings about the intervention
Express, Recall, Reflect, Conclude, Analyse, Make meaning, Compare (with self and with others), Relate (events and with others), Focus, Explore, Reason, Conceptualise, Prioritise	Helpful, Encouraging, Good, Sorry, Insightful, Clarity, Certainty

Table 8-3 Thematic analysis results of FMBM regarding Research Question 1

I will start the evaluation process by examining the results of each exercise, from Session 1 to Session 4. For details of specific exercises or how they were modified, see Chapter 7. It is recommended to read this chapter with knowledge of the FMBM process (see to Chapter 7).

8.1.1 Session 1: Status

Identity Construction stage

Describing their concerns was probably the easiest narrative generation process for the participants. No one had trouble with the first topic, where they were asked to talk about their concerns. They were even able to symbolise their concerns. In Yana’s words: ‘I wanted to be an engineer my entire life, then, as soon as I got into uni, it became fuzzy because there are a lot more details you need to know. So, I went from “yes I know

what I want to do” ... now I have no clue.’ (G2S1) She represented her concern as “knowing that you don’t not know”.

The participants’ understandings of their present situations (i.e. if they had solutions) were linked with their career decision-making self-efficacy (i.e. if they could solve the problem); the link is likely to be stronger with prior career exploration experience (Lent et al., 2016). An anxiety-perception pressure loop appeared in Joe’s narrative. Joe is a knowledgeable and reflective mature student with a lot of work experience, but when thinking about graduation, he could only focus on the possibility of graduating with no job. I assume that people may feel less capable of making career decisions if too focused on possible difficulties.

While leisure is often seen as a priceless part of life for people of all age, it is widely overlooked in career counselling and vocational development research (Kuykendall et al., 2017). Career development research should pay attention both to people’s professional lives and their non-work roles, as people’s general wellbeing affects their work efficiency (Lyubomirsky et al., 2005). FMBM includes discussion and evaluation of leisure activities as part of one’s current life status to help clients recognise their importance.

Like drawings, colouring status diagrams provided a means to capture clients’ uncensored inner subjective experiences. Sam used her happiness scale to understand her feelings: ‘Because I have a lot of people around me that I love, and they love me back ... I am just in a very safe and comfortable place at the moment’ (G3S1). Quality dialogical engagement, starting from the first session, enhanced the meaning-making processes both for the counsellor and clients. For example, when the participants discussed their status diagram, many omitted to explain the source of their beliefs. I then needed to turn it into a more meaningful analysis of their life.

–Richard: ‘I don't have a lot of purpose ... workwise, but I have many things

in life ... that I am very happy with.'

–The counsellor: 'Like? Do you want to talk about it?'

–Richard: 'Yeah, I got Sam, she gives me a lot of purpose...'

– (G3S1)

In this case, the reasons are more important than the degree of happiness because identity construction requires personal narratives. The extra effort to find supporting evidence for their emotions and mental states gives participants a chance to review them objectively.

These findings are consistent with post-modern constructionism, which assumes that drawings and quality dialogues are valid elements of narrative building (Taylor and Savickas, 2016). The status diagrams enabled participants to enter their feelings, making sense of them by explaining them with simple words, and then, making further meaning of them to build a new identity in the reconstruction stage. When Joe said: "If I get more discipline, this [mental health] will go up", he went on to confirm the idea as the session proceeded. When asked what he could do to deal with the current issue, he answered: 'I think it's discipline ... pure work, for instance, I need to make my website ... that will allow me to get there' (C1S1). Conducting this exercise in the first session helped participants grasp the meaning making more easily by encouraging external and internal dialogues (Lengelle et al., 2016).

In the "My Roles" exercise, the participants were encouraged to explore their inner worlds and their relationships with the outside world. Some participants reflected on their social behaviours and gave themselves roles in social situations. Participants also expressed constructive negative self-descriptions that highlighted what their inner world drives them to: 'I feel like most of the time I am such a recluse; I don't play a very active role as a friend at the moment.' (C2S1)

Identity Deconstruction

The “Need & Don’t Need” exercise allows clients to investigate their resources, list their self-knowledge, and identify what is essential to their transformation, thereby leading to everyday actions. As Sam put it: ‘I don't need negativity. I find that really holds me back. If I told someone my plan and they say it's stupid, I will be, okay, I won't do that.’

Identity Reconstruction

In the reconstruction exercise, participants had a chance to apply what they have learnt to making plans. It is worth mentioning that they often cited me as a helpful resource, which might indicate a good start to the counselling and imply that the participants found what they had learnt from FMBM useful for career management.

‘I am working on being fulfilled and I have friends’ support, and you, Ziwei,
there to help. At this stage, my job is to find direction. I am 85%
prepared...’

– (G4S1, Jake)

From the reconstruction essay, it is evident that the session had helped the participants become clear about their current problems and some of their resources.

8.1.2 Session 2: Self-concepts

Construction stage

It is acknowledged by scholars that career counselling should include helping clients to explore and articulate their values (Brown and Ryan Krane, 2000), as values are viewed as the sources of vocational motivations (Whiston et al., 2017). The findings of this study support the argument that YP in the current social context prioritise intrinsic work values based on ‘having an interesting, varied, and valuable job’ (Lechner et al., 2017, p. 52). Even when adding family concerns, such as marriage or parenthood, YP’s work

values remain stable. In Cathy's case, while she would like to have a good romantic relationship, she knows that fighting for people's rights is more important to her.

Though values are not directly related to professional roles, picturing roles with certain values helps clients find a sense of purpose as they reflect on their work lives (Cardoso et al., 2016a). For example, Cathy was inspired by story characters. Digging into her reasons, she said: 'I need to follow a career path now ... I don't do that enough ... I am going ahead now ... I didn't realise how much I obviously want to be Buffy ..., it makes sense' (C2S2). Just as her favourite characters fight bravely for good causes, so too does Cathy plan to do so in her career.

The exercise about what to leave behind encouraged value exploration. While Richard had never considered what he wanted to leave behind, he recognised its importance. Every participant appeared to view the importance of what they bring to the world and how they will be considered by others, even though they had never previously had the chance to think about it carefully.

One way in which a career counsellor can stimulate in-depth career exploration is by bringing out higher positive valence. The second session in FMBM appeared to have that effect and motivated participants by reminding them about the positive values that drive their behaviours (Lee et al., 2016). In Jake's case, we found nine core values (e.g. self-reflection, being true to self, overcoming hardship). The participants indicated that their intrinsic values are key to their future happiness, regardless of considerations of financial security. The participants were happy to explore the values they most endorsed, i.e. their intrinsic work values (Lechner et al., 2017). Reflecting on her life experience, Cathy saw the benefits of positive thinking, which had changed her attitude towards life. She felt that helping others made her a happier and better person: 'I have been so lucky being with people ... two years ago, I didn't ... try to see the bright side ... now, I feel a lot lighter' (C2S2).

I discovered no major changes in the participants' values brought about by aging or life changes. This is consistent with Lechner et al.'s (2017) finding that major life transitions have a limited impact on work values. The superhero Joe admired as a little boy is smart, knowledgeable, reacts quickly to emergencies, and has a solution to any problem. Today, he still wants to be 'the team's brain' rather than a 'tool' sitting in front of a desk all day, and he likes to be around similar people who are knowledgeable, humorous, respectful, curious, and like self-improvement (C1S2), because this helps him become more knowledgeable himself. It is easy to see from Joe's micro-narratives that his values remained stable.

The exercises for exploring values can be flexible. In fact, anything that allows the expression of opinions can potentially help reveal values. Therefore, starting the session with a debate or an opinion-related game was beneficial in Session 2. Yana shared her opinions when choosing a symbol of a happy life in this game: 'Superbowl, it's just a bunch of guys sitting around, eating a lot of things ... Barbie doll, there is this perfect being ... not very healthy' (G2S2).

During the session, Yana confirmed that she was seeking a healthy lifestyle and thought that successful people work hard to achieve what they truly desire.

It was difficult for participants to express what is worth fighting for, particularly when they lack a strong sense of purpose. After a process of organising recollections, they were able to recall specific things or comment upon their subjective beliefs: 'I want to help people ... I guess ... I work harder because ... some satisfaction in doing well, being on top of things and organised ...' (C2S2, Yana).

When participants gave unclear answers, I asked for further explanation. Answers like 'money' might indicate different things, such as a sense of influence, a sense of safety, or something specific like being able to eat good food. Further explanations can reveal clients' real desires.

Discussing which people participants considered to be successful was an effective way to understand what a successful life means to them. The aim was not to collect names, but to understand the reasoning behind the clients' admiration. This kind of role model exercise is widely adapted in career construction counselling and its effectiveness is recognised by researchers (Hartung and Vess, 2016). Yana admires her brother for his excellent professional performance, her sister for being determined to achieve her dream, and Elon Musk for doing what he likes and being funny. She later concluded that she values keeping in touch with family and friends, having control over her everyday life, and living a healthy lifestyle. In order to collect sufficient valuable information of this kind using this exercise, the counsellor should be ready to ask follow-up questions since this topic encourages identity reflection (Savickas, 2011a).

This session was designed to allow participants to think about their views of family, as wellbeing in the family domain is often overlooked in career counselling (Kuykendall et al., 2017). Social support, including parental support, mediates emerging adults' mental states and well-being, and the mediating effect is stronger during transitions (Lane et al., 2017). The participants found it useful to consider whether family factors facilitate or hinder their leisure and wellbeing. Yana had not previously thought much about family, but remarked: 'My responsibility for the family is to keep in touch with them, hang out ... regular contact' (G2S2).

The first topic in this session, "Leaving something behind me", often reminded the participants about family, especially their future families, some clearly stating that they wished to pass on their values only to their children. For example, Richard believed he could not teach other people about his strong work ethic because they would not understand, whereas he would make the effort to teach his children (G3S2). Some participants found it hard to respond to this topic. Joe suggested making this part of homework 'because it is very hard for me to think on the spot' (C1S2).

Discussing regrets allowed the participants to consider what is important and their best strategies for overcoming obstacles. When an individual has both positive and negative feelings (e.g. regret and appreciation) regarding a situation, knowing that there are options or that they have some level of control leads to higher self-efficacy (Lent et al., 2016). As Ed stated, being in a situation you hate forces you to think about what you really want (Activity 4); or, in Joe's words, 'I regretted not quitting a job sooner ... It's not a regret, because I had to go through it to actually learn a lesson' (C1S2). In this exercise, focusing on the gains may have given participants the confidence to proactively adjust behaviours to deal with setbacks and solve present problems (Lent et al., 2016). As the researcher, I deliberately asked participants to consider what they had learnt to promote further reflection. When Joe mentioned spending a lot of time being confused, I asked 'Why were you in that situation?', 'What would you do differently?', and 'Why didn't you do it before?' The answers Joe gave were: 'Lack of guidance, lack of mentorship. Lack of purpose. Lack of support. Bad choices'; 'I would be braver to get rid of bad influences earlier ... that way I would not waste time'; 'Safety and comfort' (C1S2).

Deconstruction stage

The writing task here involved participants writing down what they found important in work and life so as to focus on career and life planning. Yana mentioned all the key points identified in the narratives: focusing on her inner world, finding purpose, doing her best, thinking objectively, being a good person, and exploring new fields.

Reconstruction stage

At the end of this session, the participants were invited to add their values to their career and life plans. Jake wrote:

'... I want to be a person who cares about everyone ... live a lifestyle with constant assessment and new challenges ... Considering the things I value, I

should focus more on creative work and research more jobs. These preferences can lead to the kind of jobs that allow me to connect to many people and bring me peace of mind. It could be in the industry of people, creativity, social sciences ...’

Jake is a people-centred person who wants to support others, be supported, reach goals, and improve himself. Stating all of this clearly helped him focus on a suitable path.

8.1.3 Session 3: Interests

Construction stage

Interest is one of the most highly valued topics in career education as it can influence career management (Whiston et al., 2017). Session 3 explored what and how the participants’ interests associate with their personal and career development. This allowed them to generate new insights relating to the types of activities most likely to bring joy and satisfaction. For Cathy, interests were a ‘blank’ in her life, adding that she did not do much to make herself happy. After reviewing her micro-narratives, she responded to the key points we found as follows:

‘I like what you said that it's not necessarily the travelling, but the experiencing of new things. It has always felt like that; the idea of having a regular life would always bother me. I'd like to live somewhere new and have new [life experiences] ...’

– (C2S3)

When reflecting on her interests, she discovered ways of living a happier life. The session helped her realise that she needed to put more effort into her leisure time. One activity she identified as potentially benefiting her would be to go shopping together with others.

In line with the results of Xu and Tracey's (2016) study, I observed that YP's interests are rather stable from late adolescence. For example, Cathy had wanted to follow the family tradition since she was a girl. She later changed her mind and wished to become a journalist, and then an actress, before deciding that she wanted to help people by becoming a researcher to help improve people's lives and society. She wished to bring about change and have an influence. At the time of the study, for many years, she had wanted to fight for people's rights, and had been working in fields to allow her to pursue this dream and obtain a PhD in this area one day. It might be that while interests develop over time, the general profile of interests remains stable. It would seem that YP reach a plateau of interest crystallisation in early adulthood (Xu and Tracey, 2016). In Cathy's case, her initial interests were based on what she had been exposed to, before she focused on what brings her joy. Ultimately, her interests landed on what she valued most.

FMBM places greater focus on job seekers' interests, and emphasises their wellbeing. In the participants' words, one of the best things about FMBM is that it values what makes YP happy and what they desire, highlighting internal drives rather than social drives. Though higher job satisfaction is related to compatibility between personality and the work environment, employing the personality-environment fit alone limits clients' future career choices, and cannot on its own support career development (Badger Darrow and Behrend, 2017). FMBM design focuses on the compatibility between individuals' values/interests and professional roles, as, I believe, values and interests are more related to YP's happiness and vocation. Cathy's calling was evident when she said: 'I feel my happiest self when I am on the road, having an adventure' (C2S3).

Placing the "passion and interests" theme after "self-concepts" (including values and attitudes) in Session 2 encouraged participants to consider the personal and social meaning of their career choices; meaningful choices that give a sense of calling are

more likely to bring future happiness (Douglass et al., 2015). Joe believed that curiosity is the foundation of life. He liked exploring and teaching people how to live a better life, and wanted comfort and safety for himself. These are his self-concepts that emerged in Session 2. In terms of interests, he liked being around people, enjoying himself, undertaking challenges and making differences in people's lives. The self-concepts and interests were connected. At the end of Session 2, he placed his future self in the education, entertainment, and lifestyle industry, while at the end of Session 3, he considered being a product designer for toys, video games, or food, or a designer of better and more enjoyable interactions. Not only are self-concepts and interests related, but they can also point people towards similar career paths.

Motivation to pursue a goal is a strong drive; experiencing meaning in one's life motivates people even when financial situations might discourage them (Duffy et al., 2017). For example, FMBM helped Saul identify a goal of owning his own bookstore. Despite not currently having the money to start such an enterprise, he pointed out that he could seek out opportunities, such as by working in a bookstore environment and learning management in his spare time. Aware that he could not achieve his goal immediately, he nevertheless felt that he could get closer. This is how FMBM helped the participants identify their true desires that could lead to finding motivation and then positive planning.

The "Losing sense of time" topic tended to generate the greatest interest. Jake mentioned: '...you ask really specific questions, like losing sense of time, which is brilliant' (G4S3). Asking what brings joy in different ways allowed the participants to recall more relevant moments. Some participants gave repetitive answers, but others listed different activities for seemingly similar questions (e.g. What makes you full of energy? What do you like to spend a lot of time doing?). In addition, the Good Time Journal elicited further information regarding the topic. In Joe's case, fixing things around the house and seeing a counsellor for emotion management made him feel good

during the week. Watching TV, doing crafts, and travelling allowed him to lose track of time. Hanging out with friends and pets made him happy, while swimming and running gave him energy. He browsed websites about design, society, science, and crafts. He has had exciting experiences with extreme sports. We would not have been able to gather so much valuable information regarding his passions to work on if we had merely asked the question: What do you like to do?

Additionally, the Good Work Memory exercise allowed the participants to think about which working experiences, rather than job titles, would bring them joy. This supported their wider career exploration.

Deconstruction stage

The mind map exercise in this session expanded the clients perceived access to vocational opportunities, which resulted in a greater sense of calling, and possibly helped them to act out their calling and act on their vocational development tasks (Duffy et al., 2017; Kelsey et al., 2017). For Joe, mind mapping around the idea of becoming a toy designer gave him an opportunity to think more specifically about the aspects of toy design in which he would like to engage. It provided him a career direction: ‘It’s getting my attention here, because usually when people are too serious with me, I don’t feel very good. So, I like a job where people are playful’ (C1S3). He then recalled his fun experience working with a video game company, describing how everyone in the office played “shoot ‘em up” video games, before concluding: ‘It was serious work but it was also not stressful’. This is consistent with his reflection on his micro-narratives: ‘Feels like I just want to have fun, and I want to have a job’ (C1S3). It confirmed his interest in pursuing a relaxing working experience and allowed him to accept this interest as a fact. On the first occasion that he mentioned liking to have fun, he felt embarrassed; but later, he started to accept that this is who he is, and used this self-knowledge to make future plans. Once people are able to figure out their callings and accept them, they can serve as motivation (Duffy et al., 2017).

Reconstruction stage

At the end of this session, Jake added his interests to his consideration of a career plan:

‘At the moment, creating, writing and moving my body make me happy ... I plan to focus on something movement-focused but which also helps people, as a profession ... I prefer using procedures like analytical thought, absorbing new information and physical movement, and asking people ... To make a good start to my career, I think the best kind of job to take is in social science. Possible job titles: martial art, therapist ...’

8.1.4 Session 4: Strategy

Employing a psychoeducational intervention strategy during the process of perceived goal attainment can help career counselling clients discover the steps required to realise their visions of happy future lives and successful careers, as well as the steps needed to make suitable career decisions (Whiston et al., 2017). This takes us closer to our goals of contributing to lifelong learning, and to offering clients a systematic procedure for self-exploration, setting future goals, and making career or general life decisions.

Construction stage

Following the “Favourite Stories” exercise, I asked participants to imagine themselves as the hero/heroine in the story in order to explore their inner powers to solve problems. By each participant exploring their personal problem-solving strategies, the exercise led to impressive explorations and new understandings (Lengelle et al., 2016). Cathy told the story of a girl who can do magic and a heroic story regarding her great-grandmother. Asking her to imagine herself in her great-grandmother’s role was not helpful since, despite her great-grandmother’s good qualities and impressive deeds, Cathy’s life goals are different from hers, and many emotions were involved; Cathy found it difficult, and even impolite, to imagine her great-grandma figure acting differently. Hence, it is more helpful for participants to choose a rather distant figure to

practise taking another perspective. For Cathy, thinking about what she would do differently as the fictional girl made her think: ‘I am not very forgiving ... when people do something wrong ... it bothers me. And that is really unkind and unforgiving, I can't help it’ (C2S4).

I would argue that using this type of solution-articulating metaphor has the potential to bridge emotions and cognitions expressed in new personal insights (Lengelle et al., 2016).

Some participants did not think that they could make any changes to their stories, so I asked them to consider how they could be more capable of making positive changes. Joe responded that he could do so by ‘watching how to solve these problems and then learning from books, training ...’ (C1S4). This shows an awareness of becoming more resourceful and capable of obtaining solutions with few resources. The “Favourite Saying” exercise helped participants in a similar way, as it provided participants with a basis on which to generate advice for themselves.

The “Happy Accident” exercise allowed participants to reflect on the times that they had experienced a good turn in their lives. For Joe, all of the opportunity-encountering stories he could recall had the same pattern: in a place that he did not like, he accidentally discovered an opportunity. However, Cathy believed that all of the opportunities she had ever encountered had been the results of her efforts; i.e. there are no accidents, only hard work. In fact, both of them had similar perspectives. For Joe, good things happen when he forces himself to go out and meet people. For Cathy, good things happen when she is able to apply herself to a task and work hard. Despite their different narratives, their conclusions were that effort leads to opportunities. Cathy had been offered jobs by previous employers, having heard about the opportunities when talking with friends; she also cited her participation in FMBM as an example of an opportunity she had learned about from friends.

Deconstruction stage

The keywords identified as relating to Yana's interests were: 1. Make from scratch, 2. Make useful and presentable things, 3. Work with people, 4. Be helpful, 5. Gain new knowledge, 6. Sports, 7. Moments for self, 8. Design, 9. Put together clues, 10. Silly fun, 11. Perfectionism and structure, 12. Solve problems. All the keywords are reflected in her mind mapping exercise (see Figure 8-2).

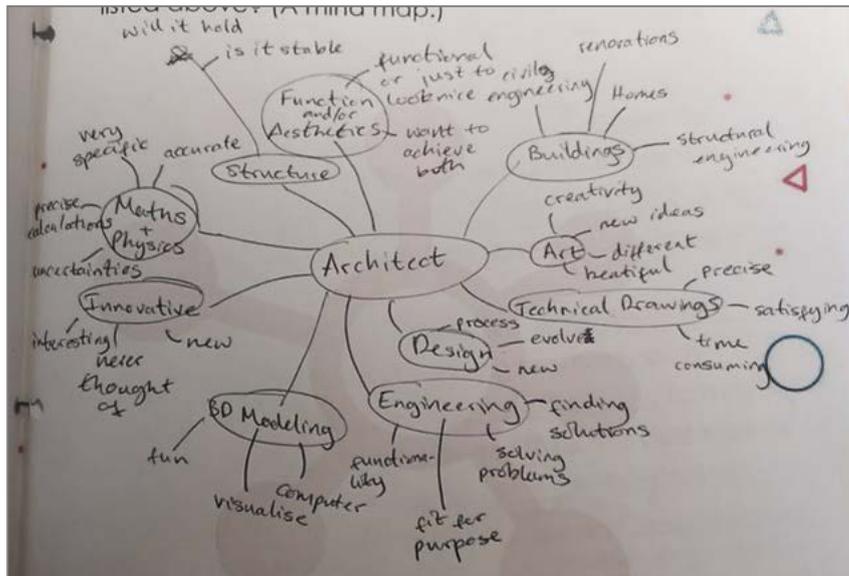


Figure 8-2 Yana's interests mind mapping exercise result

In the first three sessions, the participants and counsellor explored current status, self-concepts, and interests as contributors to one's sense of calling. Once a future vision had been constructed, the last session responded to the suggestion by Duffy et al. (2017) to help participants plan and take steps to live everyday personal and work lives that are more aligned with their 'rightful path'. In the "3 Life Paths" exercise, Joe visualised his future self as a 'meaningful designer', 'crazy inventor', and 'culture designer' (C1S4). In his action plan, he included specific actions that he could take immediately to get into these positions: 'define myself, connect with this [the position], going to events and connect to jobs' (C1S4). Though the three successful future selves are different, the steps for reaching them are similar. He highlighted that he needed to make

his current work experience fit the needs of the job and then develop more related experience.

According to Lent et al. (2017), positive outcome expectations and higher self-efficacy promote goal establishment and actions in career exploration and career management. The “3 Life Paths” exercise was designed to present participants’ outcome expectations visually and to confirm their validity. The paths were realistic, and the participants were eager to articulate the steps. For example, Joe chose to start working towards becoming a ‘meaningful designer’, because he had already done this by going to events, and now just needed to apply for positions (C1S4). He said that he could always shift between paths or try something else, even after choosing a path: ‘I could quit my job ... or they have another position [I could take later] ... but I could still make projects in my spare time ...’ (C1S4). Allowing participants to list possible paths and compare them also enabled them to confirm their passions, particularly when they were asked to choose a more desirable path. For Joe, as this was something he had never previously considered, it helped him realise that his ideal job related to ‘creativity and things that I find fun to do, to a group of people, to a community’.

As an experiential and narrative component of FMBM, the “3 Life Paths” exercise was designed to make the session more meaningful and allow the participants to develop a more positive attitude, just as in a similar exercise in Life Design (Taylor and Savickas, 2016). We commenced by exploring the current situation to better understand their transition, before articulating their ideal future lives to see how their actions or emotions relating to problems change according to the situation. After that, we completed the steps between now and the future to envisage the whole journey and prepare them for the real-life journey.

For example, Cathy preferred a path whereby she entered a new organisation with a role that satisfied her, before moving up from there. I helped her think practically by

asking ‘How do you get new offers for these good roles?’ Reflecting on her previous experience, Cathy replied:

‘I need to start a new job first in order to move up. I see that *the same* job in Glasgow could be moved to London; I already went from being a volunteer to an intern to an officer, and then I was offered a coordinator job. I think it's about getting *a foot* in the door first. I think I just need to start applying for different jobs in London.’

I then asked: ‘How do you get promoted?’ and ‘Where do you get promoted to?’ to encourage her to make a more complete plan and enable her to connect the dots between her current situation and her final goal. This discussion also helped her to develop a clearer idea about how to deal with her current task of understanding the specific direction she was aiming for. She replied: ‘For the immediate future, yes. I don't think I can tell you right now what I want to be ... I know what I need to do to get to these first two steps for these things. I definitely feel something calling me [the paths speak to me]’ (C2S4).

Reconstruction stage

At the end of the last session, the participants summarised their thoughts regarding their action plans. They were given time to consider the contrast between their current challenges and their preferred future selves, and to connect self-knowledge and recollections with opportunities to develop a career narrative. These tasks fostered reflection and agency (Taylor and Savickas, 2016). For example, Joe visualised his future self (C1S4) as a part-time designer working for the government, doing meaningful things, earning a comfortable income, while having side-projects that allow him to network, create art, and travel, while maintaining positive relationships with his two kids. Although he considered this very idealistic, he used it as a vision to guide his current life actions.

Before bringing the counselling to a close, I reiterated to the participants that whatever they wrote down and decided upon during the sessions did not necessarily define them. For example, even if they had chosen one of the three designed paths, they did not have to stick to it if circumstances or their ideas changed. I encouraged them to experiment first to ensure that their decisions were based on practical knowledge rather than guesses. This was also suggested by Saul.

After the counselling, Jake was not sure about his plan. In his case, the many possible jobs in his plan might indicate that he still needed further exploration. However, in his last essay, he identified his present task, which constituted a reasonable solution for his situation: 'I will be more vulnerable, ask for help and share responsibility ... I should be open to the network I already have and look to expand that network. The best advice I have for myself is: it's okay to be scared of this, but it's still worth trying.'(G4S4)

8.1.5 Conclusion

FMFM demonstrated that YP in transition can benefit from interventions that:

- 1) Let them express their concerns and evaluate their current life from all perspectives, and speak about what worries them, face it, and start working on it;
- 2) Let them think about what activities or actions usually bring them happiness so that they can investigate their sources of happiness;
- 3) Let them investigate their resources, to recall all that can support them with their transition and make their action plan based on considerations of resources they can articulate;
- 4) Give them a chance to think about their values and other self-concepts using life experience;
- 5) Let them identify their current interests and explore new interests or better ways of living (this should be connected to their social life and career goals);
- 6) Leave a lot of space to focus on what contributes to YP's happiness and wellbeing;
- 7) Help them learn to imagine a process for achieving personal goals;
- 8) Encourage them to use previous experiences of opportunities to know what to do next;
- 9) Lead them to practise plan-making and design

more than one path for themselves so as to leave room for the unexpected; 10) Give them opportunities to explore and make sense of their emotions and beliefs.

Some key techniques for effectively discussing the above issues with YP include:

1) Leading them to focus on positive aspects or think about what is possible to achieve a happy future life; 2) Letting them see themselves in social situations when thinking about their position and other issues, as they have to interact with others in life (they need to find their position in their families, society, and their inner worlds); 3) Using a past struggle to inspire them to generate problem-solving strategies (focusing mainly on what was gained from the struggle); 4) Using personal life experiences, as they represent one's true identity and help with all life issues, and recalling past successes can help with developing problem-solving; 5) Helping them find suitable jobs by considering more what contributes to their general wellbeing rather than what their present skills are most suited to; 6) Recalling past experiences to find meaning in life and generate strong motivation to take action; 7) Using many similar questions to help them clarify their thoughts and be as thorough as possible (e.g. to explore sources of joy: What do you enjoy or feel enthusiastic about? What do you care about?); 8) When exploring a suitable job, discussing the elements of a good job rather than specific jobs, as no one can know about every job; 9) Using more than one exercise to explore the same topic to confirm findings; 10) Use visualisation exercises to imagine the future when designing life paths, as this helps clients see their deep desires and feel confident about their plans; 11) When making plans, focusing on the actions they can take right now rather than in the distant future; 12) Using the constructive stages to create a flow for self-discovery, which requires connecting the past and the present and developing knowledge to feed future thinking; 13) Providing channels for clients to compare their choices and evaluate events and actions in their life.

For designing the interventions, some specific tools that can be adopted include:

1) Narratives and storytelling appear to greatly help YP manage their lives and careers, as reflecting on life experiences can help find purposes; 2) Diagrams can capture clients' experiences visually and encourage deep consideration of their lives. However, the counsellor must evoke dialogical engagement; 3) Listing can help with resource organising and ordering can be used to explore clients' values and interests; 4) Debating or opinion-sharing games can foster value exploration as long as the clients are interested in the topics; 5) Role models can be used effectively to clarify definitions of success; 6) Imagining being in novel situations can allow exploration of personal strategies; the situations should be personal, e.g. set in favourite stories; 7) Completing a template of an essay is a great tool for concluding a session as it enables clients to organise all they have learnt and consider how to apply it in their lives.

In short, to respond to RQ1, career support interventions that fit the criteria listed above can help YP in transition to manage their careers.

8.2 Research Question 2 - FMBM as transition support

The mission of this study is to find an innovative and more effective career support approach that can help YP in transition with career management and life planning. RQ2 investigates whether narrative-based career construction counselling (NCCC) is a suitable approach. In this section, I will evaluate FMBM as a counselling model and try to answer this question.

Life design career counselling takes changes in clients' career identity and career adaptability as outcomes (Savickas and Guichard, 2016). The goals of FMBM are to develop 1) self-knowledge, 2) future visions, and 3) action plans. In this context, self-knowledge and future vision relate to career identity but expand the idea to beyond vocational life and embrace all aspects of clients' lives; future visualisation and action

plans together represent clients' career adaptability. In this sense, FMBM uses career/life identity change and career adaptability improvement as effectiveness markers.

8.2.1 Building self-awareness and self-insights

As a form of NCCC, FMBM helps participants learn about themselves through meaning making and perspective transformation regarding the self. It appears that the study's participants did not reflect overly on their life experiences, such as their everyday actions and choices. They expressed some embarrassment when describing stories not directly related to their career as they felt that they were not progressing in the session. They wanted to provide information I could use to help them. When such moments occurred, I always advised them to relax and tell me anything that came to mind because everything matters, and even the little things reflect their identities.

Identity exploration in FMBM

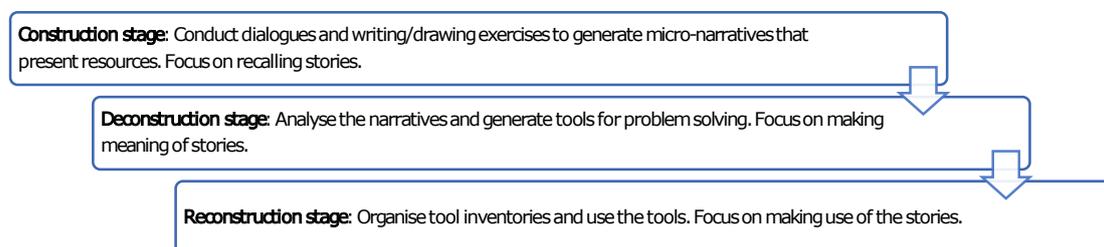


Figure 8-3 The three-stage structure of identity construction

Following the three-stage session structure (see Figure 8-3), in a session's first construction stage, various life domains are explored through dialogues and writing and drawing exercises to gradually extract useful information, such as potential resources, and inspire consideration to make the dialogues vocationally meaningful (Pouyaud et al., 2016). The second stage focused on recognising and validating these highlighted dimensions and preparing to use them to generate solutions for their current concerns. This kind of process revealed the participants' inner selves and deep desires (Ibid). Yana

discovered that she has a good computer brain; ‘I like to see how to make the computer do what you want it to do’ (G2S1). The third stage involved participants actualising these answers in their lives with action plans that recognised the need to invest in relationship building with families and colleagues. Each participant had at least one specific plan they could act on immediately after the counselling. For Yana, it was: ‘I should explore more about technology and engineering ... At the moment, my job is studying for my degree’ (G2S1). FMBM provoked changes in the participants’ dynamic perceived identity. In-session interactions and dialogues outside the sessions inspired by FMBM helped them organise their thoughts, and create links between narratives and transforming behaviours.

Examining recollections

The three-stage structure reveals clients’ self-concepts and skills by deconstructing their work experience. While exposure to work environments provides learning opportunities, career exploration alone is not enough for YP’s career development (Lent et al., 2017). Recalling and reflecting on learning experiences can make them more meaningful. From Joe’s micro-narratives relating to playing music with others and sharing travel stories with friends, he learnt that he liked to share meaningful moments with people because social connections bring him joy (C1S3). Even without deliberate in-depth reflection on past experiences, simply reflecting on recollections of challenging events can also constitute a great self-evaluation action; as Cathy concluded: ‘I might not sound like I need to make lots of changes, but you helped me realise the ones I have made, and I can use that’ (C2S2). She identified that the most helpful aspect of the first session was that it made her realise how much effort she had already made to improve herself. FMBM encourages clients to express themselves and consider what is on their minds during an extended construction stage; the more micro-narratives we have, the more likelihood there is of finding meaningful reoccurring themes. After generating narratives, I guided the participants to identify patterns, even before the

theme-finding stage. As Cathy reflected: ‘... the two sorts of people I admire ... [have their] personal life together and ... [have] done really well professionally. It comes back to this desire for balance’ (C2S2).

Symbolising events

Reflective self-investigation is the first step to meaning making during the sessions. It includes using symbolic representations of experiences to interpret the peculiarity of one’s internal and external experiences (Cardoso, 2016; Savickas, 2016). For example, after recalling a “Happy Accidents” experience, Joe figured out that he tended to encounter opportunities when he pushed himself. These recollections made realise that reluctance was not good for his career. After reflecting on that, he concluded: ‘I think when you are out there, when you are showing up and being exposed ... you can end up learning something else’ (C1S4).

Life-path coherency

Meaning making gave the participants agency to develop continuity and coherence in their self-narratives, e.g. by generating life themes that connect narratives. In Joe’s narratives, the theme of “hard work” was central in every session. For Cathy, her wishes, her interests, and her actions all pointed to a desire to make helping other people her life mission. Above all, she wished for people to remember her as a good person. During childhood, she pictured herself as a vampire slayer or a Charlie’s Angel, always fighting crimes. Then, she deduced: ‘I think I am always motivated to do things to make sure that I help people; I think that is why I over-work’ (C2S2). The part of self-examination focusing on present and early events and feelings revealed the most and allowed exploration of new ways of being. Such moments usually started with phrases like ‘Now I think of it, I think...’ or ‘Now I get it. It is about...’.

Logical thinking

Striving to understand the causes and results of an event in one’s life involves in-depth

self-investigation (Cardoso et al., 2016). Cathy spoke of a fantasy story she liked as a child, which featured a brave and righteous girl. Cathy had not previously realised that her ambitions were represented in the story: ‘...that is why I like helping people, I hadn’t even made the connection ... As you said, she doesn't need to be publicly validated, she just does what she does because it's the right thing. Just as the girl in the story wanted to be a hero behind the scenes’ (C2S2).

Applying reflection to evaluating the current situation

In addition to linking current experiences with past events, another reflective exercise involved weighing the pros and cons of current events and actions based on understandings derived from reflection. Considering her next vocational move, Cathy felt that she could neither continue in her current job or accept an offer from the previous employer, reasoning: ‘I am not going to ... the organisation I want, because that is not the job I want, I would rather get the job [I like], get there, and work my way around ... try out different jobs’ (C2S4). Her previous work experience had provided her with the tools for evaluating options and choosing what best suits her passion. Such reflection supports identity reconstruction.

Clarifying one’s social self-image

The building of self-narratives is not limited to merely focusing on the “self”, but also examines one’s social relationships. For example, Saul saw himself as a “wall”, because he is *reflective when others talk to him and he helps them think more deeply* (G4S1). He viewed his role as a brother as involving taking care of his siblings, playing with them, and including them in society, while as a friend, he is a ‘storyteller’ (G4S1).

Validating feelings

The participants used internal experiences to conceptualise early life events: ‘*I only recently realised it's okay to be fat. I wish the world wouldn't tell me how I should look*’ (Jake, G4S1). Feelings are essential for validating insights; the participants connected

feelings with current events to conceptualise micro-narratives. In Jake's case, he and his friends had become more open to their feelings, as they felt it would be *toxic not to do so*. Accordingly, they developed a strategy to improve their situations: *'We try to make sure we are vulnerable ... so we can trust each other more.'* This is one example of how accepting feelings helps with solving problems.

Harnessing emotions

When building narratives, emotions and subjective thoughts are more important than facts as they bring meanings to experiences. Positive emotions might motivate participants to follow a particular path. Cathy noticed her attitude had changed towards her family members over the years, and she had come to admire her parents and grandparents more: *'They are just really strong, would do anything for anyone. My dad ... such a noble person, he really believes in right and wrong'* (C2S4). This admiration mirrors her own wish to be a helpful person; it motivated her to work hard and reinforced her plan to follow a career path in the social justice field. Such positive thoughts also served to steer the participants away from bad influences. For example, Cathy noticed that she had not let others talk down to her in the past year, which reassured her that she should trust herself and stay away from unsupportive people.

Good use was also made of negative emotions, which directed the participants towards the desires and issues they needed to work on. Sam reflected on an occasion when she was upset with her partner: *'I put so much into this "let's go for lunch!" When he was ... busy, I was really devastated.'* She realised later *that this was just part of her* (G3S2), and that accepting her sadness allowed her to know herself better and have more control over her emotions in the future. Negative feelings can also inspire more productive ways of living. When Cathy missed a good chance to hang out with new friends because of her self-consciousness, she felt bad about it; but this experience later made her a more active university student. From going to feeling bad about herself to doing the right thing involved a learning process that Cathy initiated by facing up to negative

feelings.

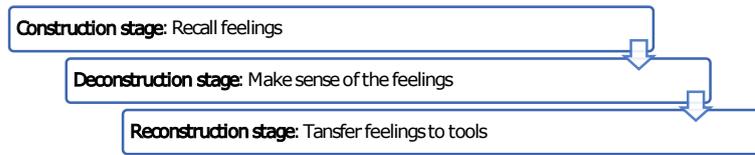


Figure 8-4 Feelings and the three construction stages

Feelings are used differently in the three stages of counselling (see Figure 8-4). The FMBM narrative structure allowed the participants to make sense of their feelings. There were constant internal and external dialogues throughout the sessions, which revealed the metaphors and analogies used to make meaning (Lengelle et al., 2016). The life Yana wanted to live involved having her own space, which corresponds with her sense of responsibility to the world and contributed to achieving her personal goal. The narratives built from considering both herself and the outside world allowed her to identify themes.

Difficulties in self-exploration

There were also negative moments in meaning making, as also happens in Life Design. For example, Joe said: ‘I don’t know what I like, I don’t want to choose’ (C1S1). Negative moments were most common in the first session, when participants focused more on their current issues. This is reasonable because the participants had approached me for help because they were having trouble navigating the transition alone. I guided them to overcome their self-doubt, before ultimately finding answers in the reconstruction stage.

Improving career adaptability through self-knowledge

As the study’s sample group was small (especially only 5 participants in final testing completed the counselling), it was not reasonable to use quantitative methods alone to interpret the participants’ rCAAS scores (see Section 4.8.3 in Chapter 4). Moreover, the reasoning behind the scores is more meaningful than the scores themselves as different

individuals had different understandings of each statement in the task. Therefore, my interpretations are based on analysing the scores supported by qualitative data (e.g. session transcripts, fieldnotes).

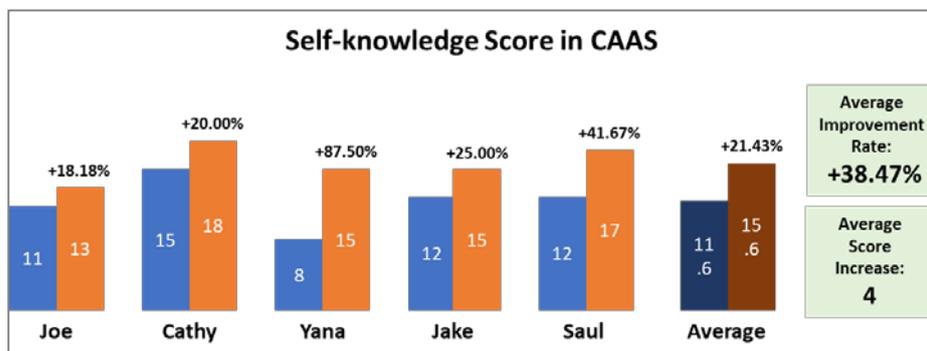


Figure 8-5 Five participants' rCAAS scores in self-knowledge before and after FMBM

According to the rCAAS results, all five participants showed noticeable improvements in the self-knowledge aspect (see Figure 8-5), with scores increasing by an average of 38.47% after the counselling compared with before counselling. That means the clients were 25% stronger in the self-awareness after participating in FMBM. Of the three aspects examined, self-knowledge saw the most evident improvement. This improvement in self-knowledge is also evident from analysing the session transcriptions.

While the participants often already knew what they learnt about themselves in FMBM, they were either not aware of it or did not know that they could make use of it. With the help of FMBM, they revisited that fragmented knowledge, pieced it together, and made sense of it. They then discovered things about themselves that they had never known before. For example, when developing and arranging keywords, Joe found out for the first time that in order to be happy, he needs to be around people and do group activities: 'After I talked ... you pinpoint all these into groups, there is always a big focus on people, and I would say that if I didn't do these exercise I wouldn't know'(C1S3). Joe often mentioned social events in his narratives. But had he not put the stories alongside

each other and looked for connections, he wouldn't have made this finding.

All of the clients experienced progress in terms of clarifying thoughts and understanding themselves and the things they do. In Cathy's words: 'I know more about what I am doing ... why I am doing things. Discussing with you makes me realise ... why' (C2S4).

We do not always stop to think about what happens in our everyday lives and how it can shape us or represent who we are. Cathy noted: 'I feel more well-rounded now that you have pointed it out, while before I just plodded along with a fuzzy realisation of myself' (C2S3). Self-knowledge helped the participants figure out what professional role they wished to play in society or in the workplace. Cathy realised she wanted to bring about major changes in human rights (C2S4).

FMBM guided the participants towards the most suitable path for them or helped them judge the suitability of their current paths based on their desires. It does not enable them to realise their desires right away, but it puts them on the fast track to achieving the goals they have set for themselves: 'It would take me longer by myself. ... It has given me tools, long-term goals, short-term goals. All the stuff in detail, if I am going to do it, how am I going to do it' (Jake, final interview).

8.2.2 Results in future-thinking and future-orientated behaviours

FMBM brings the future closer to clients by allowing them to envisage it. It does so not by frightening clients, but by making the future imaginable and malleable; clients can see how their present actions impact their futures.

Identity exploration with future thinking

Aspirations form part of our identities and are built on what we find important and enjoyable. Dialogues regarding ideal vocational and personal future life visions may point to individualised life meanings and ways of living (Savickas et al., 2009). The

future visualisation exercise in FMBM required the participants to imagine their ideal future selves in 10 years; however, most were unable to develop a clear picture in the first session. Nevertheless, they all expressed a desire to become better or accomplished people in the future. In Richard's case: 'I don't really have a good idea of what I would be doing if I wasn't doing that [former job] ... I am not pursuing anything much bigger'(G3S1).

As they came to know more about themselves and started to use the knowledge to take action, the participants became more able to visualise their more ideal selves. There appears to be a reciprocal relationship between the hoped for future self and career exploration (Guan et al., 2017). For Cathy, her work experience had led her to develop a professional interest in women's rights (C1S2), while Yana saw herself doing a hands-on engineering job in the future, while her ideal vision of the present would involve step-by-step problem solving on product design projects (G2S3). However, as Guan et al. (2017) stress, there is no clear link between simply having a general future-self vision and ideal carer-exploration behaviour. A necessary mediating factor is having good career management abilities or career adaptability.

Exploring strengths, interests, and values provides clients with building blocks with which to work on their vocational identity and should take place as early as possible to lead on to more appropriate career exploration (Lee et al., 2016). In Session 3, the participants developed greater belief in themselves when they discovered more potential jobs they could do, while in Session 4, they developed more positive attitudes after setting positive and reachable goals by drawing three possible life paths. These positive beliefs and attitudes are likely to lead to more in-depth career exploration later on, even a year after the intervention (Lee et al., 2016).

Envisaging the new self leads to searches for alternative ways of being and practising professional behaviours, as can be seen in the action plans designed in the last session.

This future vision is essential to maintaining the transformations achieved (Cardoso et al., 2016). Joe noted: ‘Culture design ... is about focus on my thing and defining myself ... going to events because I need to network ... in order for me to network, I need to feel confident’(C1S4).

The three-path design in Session 4 enables clients to make realistic plans that connect the ideal world with reality. Setting reasonable and short-term milestones inspires clients’ career exploration behaviours by balancing the lagged effect of the visualised long-term future self; the steps reduce the distance between behaviour outcomes and the long-term goal (Guan et al., 2017).

Career adaptability regarding future concerns

The numbers

When asked whether they would think more about their future when making decisions, all 11 participants responded positively verbally.

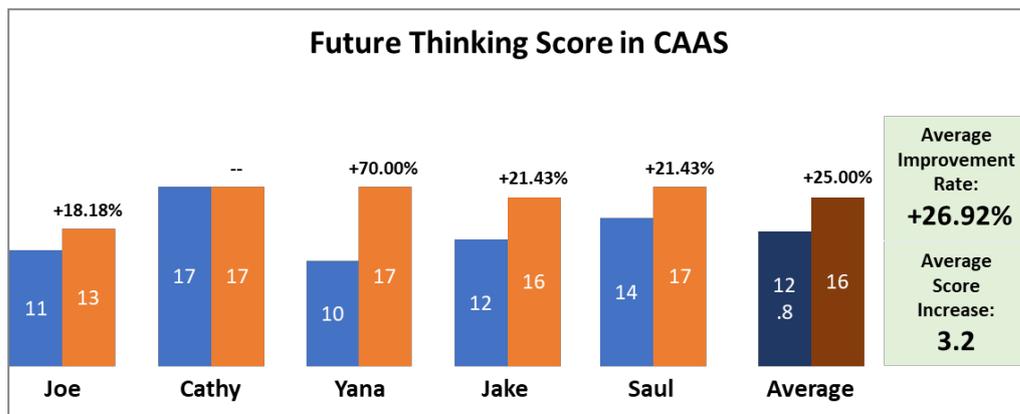


Figure 8-6 Five participants’ rCAAS scores in future thinking before and after FMBM

According to the rCAAS results, 4 of the 5 participants showed noticeable improvements in the future-thinking aspect. On average, the increasing rate after the counselling was 26.92%. The improvement is not as evident as for the self-knowledge category but is nonetheless visible.

The words

Visualisation exercises offered another means for reflection. According to career construction theory, the perceived possible future self reflects one's career adaptability (Savickas, 2013b). The results from the rCAAS support the idea that career adaptability is the mediating factor between the possible future self and career exploration (Guan et al., 2017). After the counselling, the participants scored higher and showed more willingness to act to become the "successful self" they visualised. In general, FMBM had considerable effects on the participants' adapting behaviours, such as their active career exploration. The adapting behaviour also contributes to greater future vision and career adaptability (Guan et al., 2017). Figure 8-7 shows how career adaptability, self-vision, and career exploration interact.

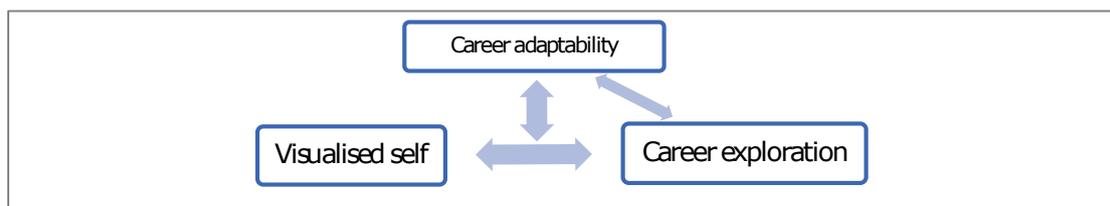


Figure 8-7 Relationships between career adaptability, self-vision, and career exploration

The improvement was not so significant for some participants because they had already been concerned about their futures before counselling. Although the clients rated themselves lower in some aspects, this actually indicated positive changes. In Joe's case, he gave himself a lower score in "Concern for the future" as he had become more focused on his present rather than his future actions, and was a more practical person. 'I care less now because I am more comfortable ... This is my conclusion ... to learn more... I need to practise first'(C1S3).

After a few sessions, the participants' self-expectations shifted more closely in alignment with their true desires. Cathy said: 'This is the first time I'm saying it aloud, but I am now thinking, maybe, I do need to go into law or something like that.' Even

though they may encounter obstacles along their designed paths, openly stating how they view themselves gave gives them positive attitudes towards the future. As Cathy said: ‘I have started to feel healthier ... I feel better about myself’ (C2S4).

FMBM can allow clients to think about the next steps in their professional development and what changes they can make now that can lead to achieving their goals. Jake said: ‘I still need this job; I plan to do it for three years. But I have started to think, what can I get out of this so I can do more writing?’(G4S4).

The participants were less reluctant to think about their futures than they had been before FMBM. FMBM forced the clients to think about this tough topic and gave them the determination to think about how their current life relates to their desired future lives. It made it clear for them that their futures would be different if they behaved differently. As Yana said: ‘I think more about what things I do to shape the path to the future I want. I think I am really trying to ... zoom in on what motivates me and how I can get motivated to really work towards a goal that would make me happy’ (G2S3).

FMBM helped most participants develop a clear picture of their successful selves. Saul changed from having no future vision to having a great one: ‘I had zero idea what I wanted to do before that [FMBM]’. Their visualised future selves developed during the sessions and continued to guide them when they returned to their everyday lives. As Jake noted in the final interview: ‘I think my future would be different if I sacrificed something for it. I hope later on I can make a living via writing ... [FMBM] is helpful in actually doing it.’

FMBM shifted their focus from thinking about the present moment to thinking about the future. For example, in his final interview, Saul commented:

‘I am looking at something else I can do ... I would be happy to do that, rather than work here full time for nothing. I never considered *a* part-time

job before'

8.2.3 Results in planning and taking action

FMBM allowed the participants to make action plans based on narratives, and the plans became part of their reconstructed identities. Taking action became part of their new identities and encouraged positive career behaviours.

Cathy's case exemplifies how FMBM helped with making action plans: 'The path I want to choose is new jobs in London ... In order to make it ... I need to start looking for jobs in London and move there. If I look at my stories, I need to just keep strong, and push for what I believe is right ... I should apply for jobs, join some clubs, maybe political groups' (C2S4).

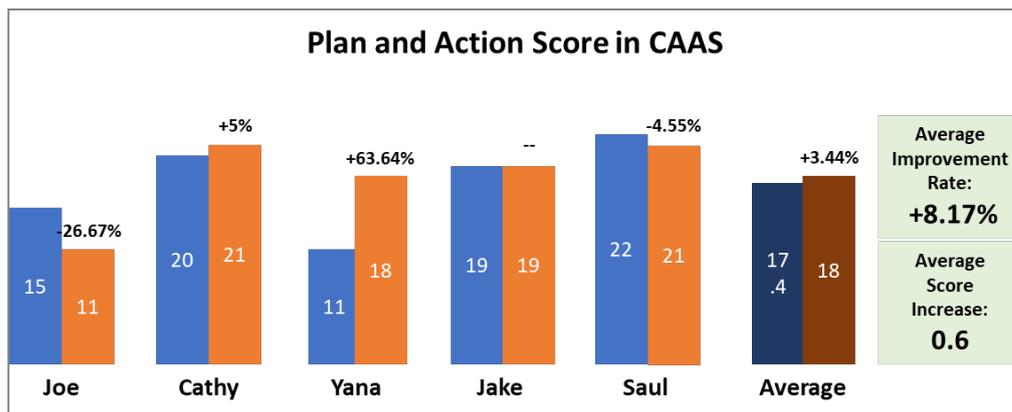


Figure 8-8 Participants' CAAS scores in action planning before and after FMBM

According to the rCAAS results, 2 out of the 5 participants showed improvement in the action aspect, one participant's score remained the same, and two decreased. On average, the score increased by 8.17%. Hence, there was no evident universal improvement in this regard, meaning that it is hard to conclude that FMBM has a positive impact in this aspect based on this data.

However, the participants' words revealed something different. The session

transcriptions showed that FMBM helped them greatly in coming up with strategies to deal with their problems and move towards a brighter future with greater self-knowledge and knowledge about their possible life paths. The positive impact was evident from what they said during the sessions and in the follow-up interviews, as well as in their explanations for the decreasing scores. Joe commented positively on his lower score in the “Plan and Act for Future” aspect:

‘I think that it went down because I am now more focused ... Before, I was strong at it, but I was everywhere; it wasn't a *good* strong. Now I realise that I wasn't really narrowing things down and making good choices ... whereas now I need to get stronger in thinking about one particular path’.

– (C1S4)

This is backed up by his words in Session 3: ‘If I have to make a plan, I would know better how to make a plan because of this’ (C1S3).

Joe did not wish to focus yet on making a long-term plan because he needed to complete his current tasks first, an essential first step towards achieving his desirable future. However, when he makes his long-term plans at a later date, he will be more prepared. In fact, FMBM encouraged the clients to prioritise essential tasks so that every step they made was solid.

Building on Joe’s comments, it is possible that the participants rated themselves lower because they were equipped with more accurate knowledge of themselves in this aspect; or, they might have become clearer about the many issues they needed to consider, and, were, therefore, more careful and responsible in their actions and plans.

Armed with more accurate self-knowledge, they had perhaps become more capable of taking appropriate actions; but this does not necessarily mean taking actions now, which is the focus of the statements in the CAAS.

FMBM helped the participants become better at making action plans in many ways. For example, it helped Cathy clarify her thinking and become more decisive, take the right steps, and be open to trying new things (C2S4). She also became better at analysing her current situation and making the best of it:

‘It helped me with this job, I know that I am in the right place now, I am just not doing the right job in that place. And I need to be more involved somehow. I don't think I would have come to that realisation had I not consulted you. I think I would be there and like, ‘Oh, I don't like recruiting’.
I don't think I would connect the dots the same.’

– (C2S4).

In every session, the researcher asked the participants about the solutions they could come up with to address their current problems, and pushed them to look for solutions, as in the excerpt below.

—Researcher: ‘Be motivated and do interesting things. You found ways to do that?’

—Cathy: ‘Not specific ways but trying to just continue to try to find what interests me ... still figuring out what I need to do in order to keep myself motivated.’

– (C2S3)

FMBM enabled the participants to review their previous actions and start taking new actions that are better aligned with their dreams. They came to think more strategically. As Saul commented: ‘I am checking opportunities coming up ... slowly working towards it. Before, I was just aimlessly working here and hoping something would come up (follow-up interview).

In general, FMBM guided the participants towards constructive behaviours that they probably would not have come to otherwise.

8.2.4 Total CAAS scores and the general impact of FMBM

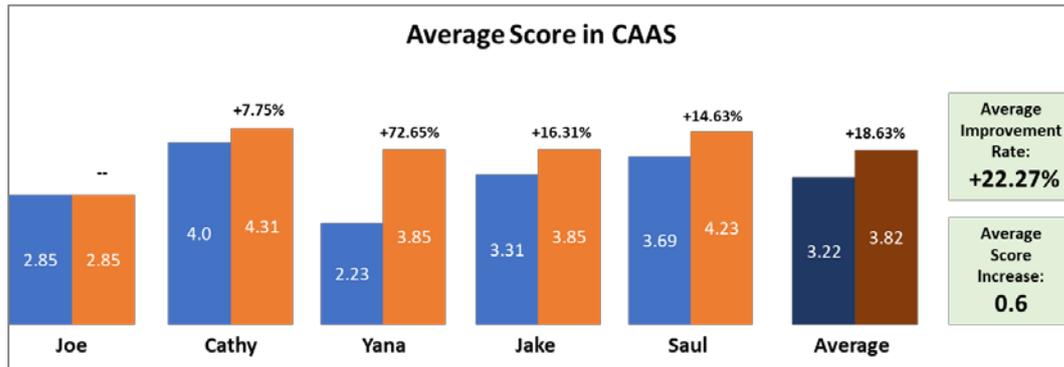


Figure 8-9 Five participants’ average CAAS score on each statement before and after FMBM

In general, the participants all stated that they had had a good experience talking to the counsellor and had found it to be meaningful for their life. Many cited FMBM as a “happy accident” in Session 4. On average, the clients’ total rCAAS scores improved by 22.27%. I would say that the participants’ career adaptability improved after using FMBM.

It is probably reasonable not to expect sharp increases in scores after a few hours of counselling. What is more important is that FMBM helped the participants steer themselves towards a better self by equipping them with greater self-knowledge and tools that enable them to progress professionally and personally. Self-construction requires adaptive motivation, which involves values, interests, and goals; only once one’s motivation is clear can one apply career adaptability (Porfeli and Savickas, 2012; Savickas, 2013a). In FMBM, the participants clarified their motivations, trained their career adaptability, and engaged in adaptive behaviours.

Yana was still seeking a specific career path of interest as she learnt that she needed more experience before making such a decision. But FMBM helped her move onto a

positive track. She said: ‘I was lost the past year; this just got me back to being more careful about what I do’ (final interview). She tended to be reluctant to think about “big topics” such as her career and life path. However, she was helped in this regard by the counselling which forced her to write things down, and she subsequently became more willing to organise her thoughts.

In practice, self-awareness, future-oriented thinking, and action are interrelated. Accurate and abundant self-knowledge is key as it is what future visions are built upon and what directs actions. FMBM greatly helped the participants in self-knowledge development. Most participants commented that FMBM covers just the right topics they needed during their transition. Jake commented: ‘It was very useful. I feel you have a reason for everything we do ... It got broader each week’ (G4S4). He added that he could not imagine better career counselling.

FMBM enabled the participants to explore their self-concepts and interests, which in turn helped them develop a sense of meaning and calling. The participants became more focused on pursuing inner happiness and meaningful lives, which will provide greater adaptability in any environment (Johnston-Goodstar, 2013).

It is clear that FMBM made the participants care more about their pasts and futures. This caring reflects a high level of career adaptability as career construction involves integrating personal past experiences, present feelings, and positive future planning to achieve person-environment coordination (Porfeli and Savickas, 2012; Savickas, 2013).

The participants stated that what they learnt in FMBM covered all of the intended aspects: putting together thoughts, building self-knowledge, finding interests and values, knowing what they want for the future, figuring out their resources and limitations, and making action plans. In Yana’s words:

Yeah, it is like *gathering* all my thoughts ... [*It*] gave me a good idea about

who I am ... the things confirmed ... [I am] always into engineering, always being a perfectionist type of person, all that ... I really struggled, what impact I want to make, so, I figure that is [good] ... I realised I really need a good challenge to keep me motivated and ... [I will] keep trying to find new things to learn.

– (G2S3)

In Saul's case, his attitude used to be to just accept whatever he had and tell himself that maybe he would do something else in the future. But after the counselling, he started to actively work on his career, including looking for new opportunities or part-time jobs that fit his identity, networking, and researching. This shows his improved career adaptability and that he had changed from not knowing how to cope with his situation to having a plan. Such a productive attitude and strategy are signs of improvement in this regard (Savickas, 2005).

FMBM made a major difference in the participants' lives, bringing them happiness and balance to a degree I had not expected. Cathy observed: 'I think you helped me to have a different look at my balance and what makes me happy in my social life. My mind was blown last week ... I want to be in the world helping people, but not being a Buffy. I was like, oh my god! I used to sleep with that on' (C2S3).

8.3 Conclusion

After FMBM, all of the participants were clearer about their identities and had improved their career adaptability. As regards RQ2, FMBM left the participants better prepared for career exploration by validating and improving their adaptability resources so that they will have more adaptive responses. The greatest impact was in helping the participants develop better knowledge of themselves, by uncovering new knowledge about themselves and making sense of what they already knew. It also assisted

participants in future-oriented thinking, enabling them to connect the present and the future, and to make plans and act on them.

FMBM rendered the participants better prepared for career exploration by:

1. Making them focus on their current tasks and problems;
2. Helping them get to know who they are in order to build a personal image and a social image, so they know what responsibilities they have to themselves and what roles they play in society;
3. Helping them figure out where to go, putting them on the right track, and enabling them to envisage happy future lives;
4. Letting them see how one life event leads to the next, so that they develop a sense of continuity on their current life paths;
5. Letting them accept themselves and see who they are as a fact, including their feelings;
6. Giving them confidence from a constant focus on their strengths, their interests, and what they hold precious in life.

FMBM made them more capable of managing their careers by:

1. Clearing their minds and leading them to focus on their life missions, rather than on irrelevant matters or distractions;
2. Enhancing their abilities to recall experiences related to their present situations and essential components of past events;
3. Training them to make meaning of experiences and symbolise stories, and able to explain why a specific piece of narrative is helpful and what it represents;

4. Guiding them to relate past events with current situations in order to apply lessons from the past to solving current problems;
5. Guiding them to reflect on narratives to add to their toolboxes;
6. Letting them practise logical thinking by connecting causes and results;
7. Helping them be brave enough to accept their feelings and take advantage of their emotions to give themselves power;
8. Cultivating the habit of creating plans for career development using the newly collected tools;
9. Giving them mental resilience derived from their sense of calling to always look for alternative solutions when encountering problems.

All of these achievements were possible thanks to the large body of evidence and materials that the narrative approach provided to work on. The constructive structure led the participants step by step towards engaging in deep thinking.

9 Test – Positive factors in FMBM

This chapter explores how a session’s set-up contributes to its effectiveness, thereby addressing Research Question 3. My intention here is to examine how each element of FMBM can affect clients. I will do that by identifying critical moments and agencies in FMBM counselling that foster reflexivity and motivate significant change in the participants, starting from physical materials, before moving on to approaches and channels.

9.1 The FMBM materials

Impact of supporting materials	
Self-investigation processes	Emotions and feelings
Recall, Focus, Record, Review	Fun, Comfort, Easy, Lazy

Table 9-1 Impact of supporting materials on participants’ self-investigation processes and feelings

9.1.1 The workbook

In line with my research purposes, the design team drew up an counselling model that covers four of the five critical ingredients of career management counselling, which, when combined, can have a major impact (Brown and Ryan Krane, 2000). These ingredients consisted of workbooks or written exercises, counsellor dialogue, vocational world information, and building support for career decision making. Whiston et al. (2017) also note the positive effect of using workbooks and offering support for decision making.

Many participants did not write down their micro-narratives in the workbook, mostly because they spent more time recalling and articulating their experiences. More writing exercises were performed in the deconstruction and reconstruction stage, when participants were given time to review the earlier discussions and were clearer about what to keep note of. Cathy did little writing because she preferred to talk. Hence, the

counsellor should be flexible in using the workbook. The workbook was used adaptively, depending on participants' situations, to ensure that the content corresponded to their needs.

Overall, the participants responded positively to the workbook design. One issue identified with the workbook's essay tasks was the lack of space for writing answers. After reviewing the feedback, I decided to set aside more room for keeping notes and writing answers in the deconstruction and reconstruction section and to tighten the construction section to make the workbook a more useful resource. A more compacted construction stage also helped make the sessions going more smoothly.

In their reconstruction essays, the majority of participants managed to put together all that had been discussed and developed a clear picture of themselves and the strategies for solving their current challenges. The workbook's essay template facilitated the process and provided participants with a chance to review their ideas when reading essays aloud to me. This also helped me evaluate the session outcomes.

9.1.2 Homework

Career interventions should encourage active vocational exploration during the counselling period (Whiston et al., 2017). The 'homework' for FMBM allowed participants to explore their feelings and professional calling outside the counselling room, as they recorded their actions and feelings as instructed.

Some participants struggled to generate narratives, or they simply could not remember much to share for the exercises. The homework helped greatly when there was a lack of stories for constructing identity. In the last session with Yana, she first shared her Good Time Journal. She had written in the journal that since the previous session, she had helped out in a nursery, met with friends, and explored personalities with her best friends. These moments gave us insights into her values (e.g. the importance of having

quality conversations with good friends), personality (e.g. active), and interests (e.g. crafts). The journal homework was very flexible and provided useful information for all sessions. It also allowed a smooth opening to the sessions. Similarly, participants were asked for homework to consider the next session's topic to speed up the sessions and gather more stories to use. Indeed, as Yana, like other clients, commented: 'It would be useful to know what we will be talking about specifically. Have a little think about this part of your life before going to the sessions' (Yana, G2S3).

9.1.3 “Cheat Sheet” and other take-aways

I created a “Cheat Sheet” as material to take away from the sessions. At first, the post-counselling information sheet was designed to give clients something to help them with their career management at home, and included a list of categorised skills, online learning resources, and some career exploration tips. Ed described it as being: 'like a cheat sheet, here, reference this, if you want to put down how good you are at communication, you can put down “I am good at non-verbal...”' (final interview). However, the participants suggested presenting the sheet during the counselling to make it more connected with the sessions and help people to articulate their own skills and personal traits. The sheet helped generate answers and stories in a similar way to the Good Time Journal. Jake believed that using a reference list during counselling, perhaps after Session 2, could facilitate self-exploration. After considering the possibility that the list might mislead clients or make them reluctant to explore themselves, we concluded it would still be useful, particularly for those who require a CV. As Yana said: 'I think when it comes to CVs, this cheat sheet thing would be really good ... It is so hard sometimes thinking how to explain' (follow-up interview).

In addition to the “Cheat Sheet”, all participants gave positive feedback regarding the possibility of receiving a final report, arguing that they had learnt a great deal from the sessions to which they wanted to refer, either for recollection or reflection purposes. As

Saul noted: ‘It's good to have something to look back to ... there is just some stuff I can't remember. We have the workbook but seeing the stuff you put down is really good. To put things together’ (G4S4). Some participants believed that I could put together what has been discussed better than they could. I think that clients should decide whether or not they receive a report. People like Cathy who do not like taking notes would probably prefer a report. Reports could prolong the positive effects of FMBM and might even encourage otherwise reluctant people to participate in FMBM.

9.2 Narrative-Based career counselling

Impact of narrative approach	
Self-investigation processes	Feelings and emotions
Revision, Discover choices, Reflect, Agency, Make meaning	Confidence, Hope, Continuity, Inspire, Unsure

Table 9-2 Impact of narrative approach on participants’ self-investigation processes and feelings

9.2.1 Narratives for encouragement

In line with Career Construction Theory (Savickas, 2011a), FMBM is based on the “making oneself” principle. Narrative identity is at the core of FMBM. The self-organisation process starts as soon as clients first begin to build narratives and construct narrative identities; this process of revisioning the self relies on ensuring narrative continuity and coherence in articulating their experiences. This happens when clients start to reflect on their experiences or view them from different perspectives (Savickas, 2011b).

Supporting Hartung and Vess’s (2016) argument, I found the recollection of narratives to be one of the most inspiring part of the narratives, as the participants showed a higher level of emotion when reflecting on them. However, recalling early experiences works better in interaction with other kinds of narratives. The participants were heartened by the feeling that their narratives were being taken seriously.

Clients' self-organisation can formulate a coherency that creates resolution to achieve constancy between vocational ideas and exploration of new plans. For instance, Cathy wanted a managerial position in an organisation. Although a new position she had been offered was not the one she wanted, she saw it as an opportunity to learn about the industry; taking this job would get her closer to her goal if she made the best out of it, which is what she decided to do (C2S4). Emotionally, the process of revisioning brought the participants a sense of hope, comfort, and assurance, which are central to making change and transformation happen. Speaking about her strategy validated Cathy's belief in the rightness of the decision, and it gave her confidence and hope that she could make a difference.

9.2.2 Narratives for reflection

FMBM stresses the importance of reflection supported by dialogue to reveal change and adaptation that is also suggested by Pouyaud et al., (2016). After the reflective process, the participants came to accept their new roles. According to Taylor and Savickas (2016), narrative-based interventions can be combined to enhance clients' reflection and agency. Many exercises in FMBM can be used this way. FMBM highlights what represents or contributes to increasing reflectivity and agency. For example, when Yana shared her favourite YouTube story, she noted that she liked it because of its friendship theme. I guided her to summarise the friendship elements. As she gave more thought to why she liked this story, she came to recognise that she liked the message that everyone needs a purpose - a message that had previously been difficult for her to grasp. Figuring it out made her feel good. Friendship, purpose, and sense-making are all key parts of her identity.

FMBM aims to inspire reflexivity and promote sense-making. When people feel they are being trusted and heard, they naturally reflect more deeply on how they wish to live or work (Taylor and Savickas, 2016). The good counsellor-client relationship in FMBM

appealed to the participants, who were happy that their ideas were being respected: ‘My favourite part was the part where you were putting all of the bullshit that I say together ... and there is ... finding patterns’ (Joe, C1S2).

By validating their stories, I made the participants feel like experts of their own lives, which is important in narrative counselling (Taylor and Savickas, 2016). As Saul commented: *‘I like the style ... It’s just all the conversation about what you like and what you enjoy; it makes me feel less accused, because what you write down is from us, makes it a lot more approachable’* (follow-up interview).

9.2.3 Narratives for empowerment

Another aim of an NCCC is to enhance agency. Agency is the state of action by making the seemingly uncontrollable controllable (Walter and Peller, 2013). In Saul’s case, he previously had no idea how to escape his current situation and move on to a better path. But the Accident Opportunities (Session 4) and Good Time Journal homework reminded him that he could *‘go and meet more people that have different experiences’*; moreover, if he went to university, *‘there would be classes and projects’* (G4S4) and he could keep company with people who share similar interests after class. Despite not solving their problems instantly, FMBM made solutions seem possible for the participants by letting them describe their situations in actionable ways that gave them a sense of self efficacy.

Some of the participants’ stories that had been “silent” before FMBM helped with identity building through “speech-turns”, which involves counsellor and clients engaging in conversation in turns (Pouyaud et al., 2016). Dialogues with the counsellor invited the participants to narrate their stories and thoughts, and often provoked in-depth discussion, as the following excerpts highlight:

--Researcher: It's hard to make efforts.

--Joe: Yeah, I didn't like to think a lot ... mental health takes a hit from that. But I also know how to balance it ... I tend not to do it. It's a very common problem.

...

--Researcher: ... you don't know how to describe yourself.

--Joe: Can I also build on that ... there is a division in defining an identity ... like you said. Maybe I have the skill to work ... I don't know if I should just know more.

– (C1S1)

I found it always better to ask ‘What do you like?’ rather than ‘What is your favourite...?’, because the participants found the latter difficult to answer. It could be that it makes participants want to be “right” with their answers, whereas asking ‘What do you like?’ imposes less pressure; it might be that comparing preferences requires greater effort. This indicates that instructions for generating narratives should not be too narrow or rigid.

9.3 Face-to-face group counselling

Impact of the group setting	
Self-investigation processes	Feelings and emotions
Social learning, Peer support, Remind, Understand, Symbolise, Supervise	Uncomfortable, Negative, Positive, Courage

Table 9-3 Impact of the group setting on participants' self-investigation processes and feelings

9.3.1 Effectiveness of group counselling

It is argued that face-to-face counselling is more effective than digitalised career intervention (Whiston et al., 2017), with a few studies proposing that individual

counselling is the most effective form (Whiston et al., 2017). While my findings suggest that individual counselling tends to be more effective, group counselling can be more effective if delivered in a certain way. The first group in this study was not successful because the participants were not willing to share their personal stories in front of strangers and wished for more of the counsellor's attention; they preferred individual counselling. One condition for effective group counselling might be with two clients who know each other well, often support each other, and are willing to share personal stories with each other. As Tom suggested: 'Doing it with someone else ... there is more of a natural rhythm between the people ... do it with a friend, might be a good way' (Activity 5).

G4 was a successful group case as the two participants fit the above profile. The participants rated the sessions highly and recommended their friends to FMBM. They made big leaps from not knowing what to do with their lives to having instructive plans. The reason why this two-person group worked well could be that in the absence of explicit performance standards, people require prominent others' comments to be able to perceive their own performance (Lent et al., 2017). Even when there is an awareness of one's mastery experiences, social feedback still provides confirmation of one's skills and performance (Ibid.). Counsellors should encourage positive feedback in group counselling so that mastery experiences and verbal confirmation can interconnect.

The three participants in Group One were strangers before the session, and all felt uncomfortable to varying degrees when sharing their personal stories. According to the gatekeeper from Robertson's Trust: 'They are happy to work with you alone but not in a group.' This runs contrary to Cardoso et al.'s (2018) claim that group Life Design is very effective. Similarly, in Group 2, the two participants did not know each other beforehand, and participant Sam was shy and reluctant to share. However, the other participant, Yana, showed no behavioural change between the group and individual session.: "I don't mind sharing my stories," (G2S2) she said. Hence, it would appear

that personality plays a role in group counselling narrating. It should be noted that Yana managed to find more symbolic representations during the solo sessions, probably because the session was tailored to her own pace and she had time to think when needed.

9.3.2 Unique properties of successful FMBM group counselling

Although the Group 4 participants were notified in advance of the possible discomfort associated with group counselling, they preferred to work together than alone. During the sessions, they improved each other's experience in many ways. Firstly, instead of having to warm up to start interacting comfortably with the counsellor, they entered narrative-generation mode almost immediately. This is likely because of their familiarity with their colleagues. I observed that 'they take the time to just have a normal chat with each other in between the conversations, which contributes to a relaxing environment and makes the session go very naturally' (Fieldnote, G3S1).

Secondly, when one participant did not understand an exercise, another would explain, thereby ensuring faster understanding than would have been possible with a counsellor explanation. When dealing with the "challenging story" topic, Saul saw himself not as an active person, but rather as someone who passively accepts poverty in his life. However, Jake provided him with another perspective: 'You don't see that as a challenge; that is just life. And life has got better. You were born with challenges' (G4S3). Indeed, the aim of this task was to focus on the participants' power to overcome difficulties, rather than judge whether the strategy was perfect.

Thirdly, the participants found symbolic representations for each other, which greatly facilitated the storytelling. In Group 3, Sam was able to recall many conversation topics with friends because Richard reminded her. The Group 3 and 4 participants managed to come up with more answers for this exercise than the solo participants. In addition, they helped each other elaborate on their ideas:

—Richard: I am trying to do less work in my current job. Because...

—Sam: You are not getting paid to do what you are doing.

– (G3S1)

In the My Roles exercise, the participants found it particularly hard to come up with answers. But in group sessions, they reminded each other of the roles they each play in one another's lives to prompt ideas. A similar situation was encountered when trying to come up with titles for the micro-narratives based on identifying key points.

Fourthly, when negative emotions emerged, the participants could help each other deal with them faster as they could relate their life experiences to positive statements and point out when their colleagues were being unfairly negative about themselves:

—Richard: I don't put that much effort into health...

—Sam: This isn't true! You have started working out every day.

– (G4S1)

Fifth, they helped each other reflect on their narratives outside of the sessions. When Saul noticed Jake enjoying himself, he reminded Jake that he could write that experience in his Good Time Journal.

Sixth, after the counselling, they encouraged each other to keep to their plans and not give up. Saul recounted: *'I was talking to Jake, he was worried... I told him it's just a click in your brain, and then he was like, oh, yeah, you are right, I shouldn't worry about it as much'* (follow-up interview).

Seventh, a participant may sometimes give an inaccurate description which a close session partner can point out:

—Richard: ... fine most of the time... Because 50% of the time it is all good.

—Sam: That is not most of the time then.

– (G3S1)

Participants also had more personal thinking time in group sessions, which can be positive as long as they do not have to wait too long for their turn. This time allowed them to organise and write down what they had learnt. Another benefit of having group members who know each other is that they do not find hearing each other talking a waste of time.

So far, this research has only covered successful group cases involving two participants who know each other well. While I cannot say that a larger group size would not work, I would suggest the ideal setting for group sessions might be with two good friends, given that a two-person group session took more than two hours.

9.3.3 Communities of practice in group counselling

In the group sessions, communities of practice were created, whereby both participants shared their interests in career exploration and self-discovery. During sessions, and sometimes even outside of them, they maintained a learning/mutual-support relationship and shared exercises and materials. In G4, the learning happened both inside and outside of the counselling room; they helped each other generate narratives and reflected on them in the room and they reminded each other to keep note of their daily experiences and feelings outside the room. FMBM inspired new topics for them, kept them interested in talking about their careers, and made them feel supported in their career exploration. The counselling taught them the three-stage identity

construction method, a reflective thinking skill they could use to help each other or other people with their personal and professional development issues. In the last interview, Jake said: ‘I try to help people whenever I talk to them.’

I endeavoured to make sure the knowledge the participants generated was transformative. When knowledge was generated in a group setting, it was more akin to natural learning in a social environment, with the participants receiving feedback on their plans from their peers during the session. This environment was compatible with their learning and it inspired their identity exploration naturally. The learning was not restricted, and the participants learned at their own pace. I observed that interaction between participants made them more engaged.

‘When Saul first arrived, I could feel a tension, and our conversation was not deep, but just like between “two people who had just met”. But when Jake arrived, the two of them soon made the conversation a lot more pleasant; they talk to each other and to me. It has become an inspiring community, and everyone always has something to say.’

– (Fieldnote, G4S1)

9.4 The counsellor’s role

Impact of the counsellor	
Self-investigation processes	Feelings and emotions
Symbolise, Relate	Assured, Supported, Comfortable

Table 9-4 Impact of the counsellor on participants’ self-investigation processes and feelings

Discomfort, alienation, and mistrust can disturb learning and even lead to long-term learning difficulties (Thomas, 2013). In FMBM, the counsellor must construct a friendly learning context. The importance of establishing a productive working

“friendship” with the client from the outset is often mentioned in counselling practice research (Hartung and Vess, 2016). In addition to relationship building, which is universal in most counselling practices, in FMBM, the counsellor other distinctive roles. The counsellor firstly supports clients in their narrative building by finding symbolic representations in their experiences. The exercises offered tools by which participants could collect material to build a narrative identity, guided by the counsellor’s instructions. The participants often needed further explanation of the exercises, as highlighted by Joe’s answer to the Losing Track of Time task: ‘Video games do that ... but I guess the point of this maybe is to find something that I could work on right? Like maybe there was an activity that I was doing?’ (C1S3). Aspects that counsellors should pay attention to are listed below.

Language

While researchers and counsellors see counselling and clients’ vocational behaviours from a theoretical perspective, YP usually perceive them in a simpler or more social way (Lent et al., 2016). Hence, the language used in FMBM should be simple to make things clear for clients. As some participants found the word “fight” to be very strong (C1S2), I could instead ask: ‘What do you *work very hard* for?’ to obtain the desired stories for the session.

Symbolise

Using emotions and subjective beliefs to represent clients’ needs is a form of symbolisation that the participants picked up naturally and which I encouraged. For instance, Sam was working very hard to move home, largely because she hated her current one, *adding*: ‘I am so messy’ (G3S2). Strong emotions make an event important and symbolic in one’s life.

Elaborate

At other times, participants just gave short answers, which was not helpful for narrative

generation. Therefore, I had to ask them to elaborate their ideas further, explain, or give examples. As Hartung and Vess's (2016) research on life design career counselling indicates, it is crucial to ask follow-up questions and give clients room to think about their answers. In one case, Richard said he was enjoyed a good level of happiness but added no explanation. By asking why, I managed to elicit a more detailed answer (G3S1).

In career construction counselling, *'follow-up questions are considered important for eliciting fuller and more robust stories'* (Hartung and Vess, 2016, p. 38). Answers that include information relating to lifestyle, relationships, and vocational life offer more materials to work with later on. After noting down all of the participants' words, I checked whether enough information had been collected before moving on to the deconstruction stage; if it was insufficient, I asked further questions to develop the micro-narratives.

Conclude

When participants had trouble drawing conclusions, I helped them find the right words to summarise their ideas.

–Researcher/Counsellor: I guess you just like films about real people's
lives?

–Richard: Yeah, that's a good way to put it.

– (G3S1)

To do this, I had to constantly focus on the participants' words, link them with what had previously been said, and watch their emotions change.

— Researcher/Counsellor: ... approach to help, like you came here, and you
went to therapy. And you care about religion, it's what people rely

on.

—Sam: Yeah. Just another thing to keep you going.

– (G3S1)

Highlight key story

I took responsibility for raising awareness of events. When the participants related their personal experiences, I guided them step by step to symbolise the recollection. Jake was very excited to tell a long story from his Good Time Journal, but as the purpose of the journal was to locate elements that contribute to one's happiness, I had to keep asking him to narrow down the story focus on specific happy moments.

— Researcher/Counsellor: You are happy about it because you can be happy for each other?

—Jake: It is the first time I felt compassion ... a stronger relationship the more open and honest we are ... this is the first step...

— Researcher/Counsellor: ...overcoming something and managing your relationship better?

—Jake: It means our relationship might grow...

—Counsellor: Which part brings happiness?

—Jake: ...our relationship will get better and more different.

– (G4S3)

Narrow down and clarify

As the counsellor should not have to guess what the client is thinking, narrowing down answers is essential to obtain accurate keywords. Sometimes, participants were advised

by their own narratives and I did not have offer much help. When asked to recall experiences of losing track of time, Joe realised that he was able to deal with the task alone, and I just needed to prompt him to recall specific moments of making things in school. Later, as the conversation progressed, Joe became increasingly capable of drawing conclusions naturally from his answers: ‘I remember ... wood carving, but anything that takes the attention to focus on materials ... I really like to follow those, because it's entertainment... and you get to know a lot of things’ (C1S3).

Control session rhythm and encourage

When counsellors allow a moment of silence, clients can feel uncertain about what to say, because they are sensitive to their counsellor’s responses (Cardoso et al., 2016b). When there was a quiet moment, it appeared that the participants thought they were expected to say more. In G3, Sam had trouble thinking of more roles she plays: ‘I think that's it ... I don't really have a big part ...’ (G3S1). At such times, I took over promptly, so they did not feel bad about themselves.

In addition to any silent moments, I also noticed the participants’ sensitivity to my facial expressions, even when I did not mean to express judgement. In the session with Cathy, I sometimes had to remain very focused to note all of the key points while also saying words of encouragement. My resulting facial expressions may have given her the impression that there was a problem in her story or that I could not understand her. Therefore, counsellors should try to encourage clients through words, gestures, and expressions.

Be trustworthy

In their feedback, the participants’ noted the counsellor’s friendliness. Group 1 reported that the ‘calm’ and supportive counsellor made them feel comfortable and gave them a good experience in general. Sam noted that the counsellor’s attention to the little words she said was what touched her most. This was probably because they felt respected,

heard, and taken seriously. Another positive quality of the counsellor that was noted was the fact she was 'knowledgeable' (Group 1 feedback).

Open questions such as 'How can you have your own project?' (G2S2) encouraged the participants to reflect further or add details to their recollections. When Sim mentioned that her mental status could be better over the summer, I asked: 'What are your plans for the summer?' Her answer covered her life changes, the problems she needed to solve, her feelings, and her interests:

'I am moving to up north, I have a job ... for 3 years... but the problem is that I have a zero-hours contract ... stressful ... It's not the sort of job you put a lot of effort in, because, you know, you are not learning anything new...'

- (G2S1)

When participants treated me as a friend, they were more likely to share with me what was on their minds, rather than just answer my questions, and the conversations became more interactive because I could also share my opinions and stories. This technique inspired deeper discussions. Joe was very actively engaged in improving himself, yet he could not see this clearly himself. When I shared my experiences of feeling good about myself, this triggered Joe's realisation: '...after you said that, I also remembered people from class coming to me ask for opinions and me trying to fix things as well ...' (C1S1)

Mutual assist

Having discussed the counsellor's actions in detail, it is also worth mentioning that the good client behaviours tends to lead to good counsellor behaviours (Klonek et al., 2016). Once the participants had reflected on their lives and careers, I could help them build new narrative identities more easily. In G3, Sam automatically gave reasons for her

diagram exercise and referred to her feelings. But Richard did not initially explain his diagram and his answer was short (G3S1). Consequently, it was a lot harder to help Richard than it was to help Sam.

Retell

The counsellor's most important task in FMBM is to organise and retell clients' micro-narratives in a structured way. Even the reflective participants were often unable to make the connections alone. Retelling stories connected with current events allowed participants to see their career challenges from a new perspective and develop a greater will to make changes and work in a new direction, which is the central purpose of narrative-based career counselling.

My retelling showed the participants that they were being listened to and their words were being taken into account. This is the part of FMBM that provided greatest enlightenment for the participants. They liked it for three reasons. Firstly, it enabled them to visualise everything that had been discussed, which is insightful. Next, having the counsellor talk them through everything allowed them to join the dots. This made them feel positive, as they saw their words as being meaningful and were encouraged to explore themselves further. Lastly, it allowed them to analyse and make sense of their micro-narratives. Offering a good audience for clients by listening carefully and asking for clarifications facilitated the construction of a true identity story (Hartung and Vess, 2016).

Be flexible

Remaining flexible was essential to maintaining the session flow. For example, in the first session, participants sometimes had little to say when asked what they talk about with friends. For instance, Sim said: 'I talk to my friends about stuff I have been doing...' (G1S1). As this kind of answer told me little about their current life status or interests, I added prompts such as: 'What do you study at university?' or 'Tell me about

your work.’

However, my performance was not perfect, and I occasionally missed some key points in the micro-narratives. Therefore, allowing more time to process the summary sheet or having clients share more information can minimise such omissions. The missed ideas were often found when I later reviewed the testing session, at which point I made a note and passed them on to the participants.

9.5 Conclusion

Evidence in this study revealed that workbooks and writing exercises combined with counsellor dialogue made for a more dynamic process. Homework extended participants’ personal and professional exploration and helped to inform and speed up the sessions. A final report could assist clients’ further development and providing a career information sheet might make the sessions run more smoothly by enabling clients to be better prepared. They would also have more time to process and explore what they have learnt, which would facilitate their transition from the counselling room to the real world.

Narratives in FMBM can be inspiring as they allowed participants to review recollections, make sense of their experiences, and improve their reflexivity, all of which supported adaption and the development of positive attitudes towards changes. Moreover, it created a space in which participants could practise and improve their agency. The use of past, present, and future tense helped participants build identity coherency. The generated narratives should provide sufficient information about the topic and help with identity construction.

Group sessions do not always work better than one-to-one sessions; group members should be comfortable with and, ideally, very close to each other. However, when group sessions do work, they offer many benefits. They reduce tensions caused by an unfamiliar environment; participants can help each other understand the process, generate narratives, and remain positive; they make reflection easier; and they facilitate further exploration outside of sessions through mutual encouragement and support. In this study, a two-person group size worked well. The communities of practice built within groups enabled the participants to learn inside and outside of the sessions, with learning happening naturally in a social environment. Each participant was supported by the counsellor and by the other participants.

The counsellor must be very active and alert during storytelling and give instructions to support narrative generation. Sometimes, it is necessary to adjust the exercises so that the clients feel comfortable or able to relate to the topic. Emotions form part of clients' authentic thinking and should be encouraged in sessions. The counsellor should ask clients to elaborate on their stories to make them meaningful and represent their identities. For clients who are sensitive to feedback, the counsellor should show support using all means, including gestures, words, and facial expressions.

In Chapter 10, I will discuss the findings in this study and their relationship with the literature and review the significance of this study.

10 Discussion and Conclusion

In this final chapter, I will answer my three research questions based on my findings, summarise the main results, and compare my findings with the current literature to discuss their meaning. I will also discuss the significance of the study and its contribution to the field and offer some possible explanations for the more surprising findings. I will also suggest how the findings from this research can be used by policymakers and practitioners to better support young people (YP) in their career development. I will then discuss the limitations of this study and propose some further research directions, before ending with a brief summary of the findings.

10.1 Research Question 1: Effective interventions in FMBM

RQ 1. Drawing from the field of narrative career construction counselling (NCCC), what kind of intervention exercises can support YP's career management and life designing during their education-to-work transition?

As noted in Chapter 8 (Test), all exercises in FMBM were helpful to some degree, but three types of exercises can be particularly useful: inspiring exercises that help clients generate ideas and narratives; targeting exercises that help them focus on essential issues; and supporting exercises that prepare them emotionally. A combination of drawing, writing, and talking exercises can make the process more productive. The content of the exercises should include but not be limited to: current life status (e.g. problems, readiness, resources, and mental state); wishes and desires in different social realms related to career and life; personal preferences for comfortable living and working; and making confident action plans.

The contributions of this study to the field of career service development include my design of FMBM and conclusions on how best to deliver it. I believe that new interventions can always be developed to meet clients' changing needs and that

practitioners can and should be directly involved in such service design.

10.1.1 Interventions for career construction

Exercises in FMBM comprise three dimensions. The first consists of the constructive structure and narrative approach. In the first construction stage, FMBM helped participants to gather stories to create micro-narratives that reflect their subconscious and inner thoughts; their subconscious regulates their perspectives (Maree, 2020). In the deconstruction stage, FMBM helped participants to regulate their thoughts by finding meanings in the narratives and connecting them with the present. In the reconstruction stage, FMBM allowed participants to reflect on their learning and connect it with their future planning. Hence, the past, present, and future are all connected, which creates continuity. According to McAdams and Olson (2010, p. 528), constructing a narrative identity, which involves envisioning an entire life based on a reconstructed past and a visualised future to establish a meaningful sequence of life events, helps people understand how they have developed into their current selves and how they may develop in the future.

The second dimension is content. Any new career model should cover as many influential factors as possible; career interest is not the only factor that impacts career decisions, there are many others (Maree and Fabio, 2018), such as social environment, family culture, attitudes, and attributes.

The third dimension is the format in which the counselling is presented. There should be a combination of different approaches, such as conversation-based tasks, writing exercises, drawing activities, guided visualisation, etc. A mixed approach works well in FMBM because it allowed participants to speak, act, think, and choose for themselves, and it helps them take responsibility for their career management (Maree and Beck, 2004).

10.1.2 Techniques

People can understand how their desires are formed and which decisions to take by connecting career life help with their everyday lives through conversation (McLean and Thorne, 2006). Several researchers (Antonacopoulou, 2000; Donald et al., 2019; Freudenberg et al., 2011) affirm that letting YP take ownership of their career management is the key to supporting them; using their stories as materials encourages people to take charge from the beginning. By gradually shifting the topic from everyday life to career planning, counsellors can guide clients to start focusing more systematically and seriously on their careers. Systematic thinking is an important skill for crafting a career-life identity (McMahon, 2014), as it implies taking the issue seriously. As suggested by Tyrance et al.'s (2013) findings, clients who believe they understand the job market also tend to have more career optimism. Interventions that lead clients to clarifying their ideas step by step remove some of the workload and worry, and give them a more positive and constructive attitude, which, in turn, leads to more career exploration and career planning (Patton et al., 2004).

Guided visualisation of the future reduce their concerns (Deyo et al., 2009). As Pearson et al. (2015) note, such mindful techniques can allow clients to confirm their desires and find a sense of purpose. Concluding a session with a writing exercise that requires clients to think about the industries and jobs that best fit their reconstructed identities can raise their awareness of options and encourage exploration (Tholen, 2014).

10.2 Research Question 2: Successful narrative career construction counselling model

RQ 2. To what extent can narrative career construction counselling support young people's education-to-work transition to enable them to develop self-knowledge, future

visions, and action planning?

The research findings indicate that FMBM is effective in helping clients become more capable of managing their careers. This NCCC model is one of the main contributions of this study.

To my knowledge, contemporary career studies tend to place more focus on the theoretical aspects rather than on developing new career counselling models. From a practical perspective, researchers have developed specific tools (e.g. interview techniques, games) to support the transition to work, but no new practical models (e.g. [Klonek et al., 2016](#); [Mannay et al., 2017](#)). To test whether the design would be welcomed by YP and whether the intended results, as stated in the research questions, would be obtained, I worked with three cases in the pilot study and seven cases (four group cases) in the final testing. The findings suggest that my design was effective in terms of helping participants develop a clearer picture of themselves and their desired futures, and enabling them to plan a life path accordingly. Following multiple revisions, the final FMBM model and supporting materials (e.g. Workbook) was developed and will be made available for youth workers and other practitioners working with young adults to use or adapt in their counselling practice.

However, it is not enough merely to know that FMBM is effective; it is also important to find out what prompts reflexivity and change in career counselling (Savickas and Guichard, 2016). Here, I will discuss some of the factors in FMBM that make it an effective NCCC model.

10.2.1 Discovering the self to prepare for transitions

FMBM is inspired by LifeDesign (Savickas, 2015), an older counselling framework for adapting career counselling to changes in the job market. Participant feedback in the rCAAS scales and interviews showed that FMBM helped them clarify the life path that

would make them happy and confident. Career Construction Theory is widely accepted as a mature theory for understanding the process of career path development and personal development (Busacca, 2007). The constructive perspective is incorporated into the design of FMBM due to its capacity to unfold the career-life identity construction process and show how it directs vocational behaviours and meaning-making (Brown and Lent, 2012, p. 147).

The constructive structure allowed the participants to review their experiences, investigate their capital, and exercise agency via identity construction, deconstruction, and reconstruction. By exploring their motivations through self-knowledge construction exercises, participants were able to identify what constitutes a meaningful life for them (Cook and Maree, 2016). Ultimately, they became clear about how they could obtain suitable opportunities and move towards the futures they visualised.

Despite following the same model, each participant's session was different, as they had different goals. By allowing clients to naturally focus on what they find meaningful and interesting, FMBM can lead them to finding their callings and to engaging more with their careers (Xie et al., 2016). As Duffy and Dik (2013) argue, this will allow individuals to face difficulties with a more positive attitude, as supported by the findings.

FMBM allowed participants to focus on solvable issues, leading them to become less worried about what might happen in the distant future and more determined to improve their present lives. As Conkel-Ziebell et al. (2018) affirm, knowing what to work on brings meaningfulness to people's lives.

10.2.2 Allowing clients to take the initiative for lifelong impact

FMBM highlights the notion of self-help; it is a form of career counselling focused on self-exploration. In FMBM, the counsellor's job is to facilitate self-exploration and self-discovery. This echoes the argument expressed by many practitioners that

counselling should focus on clients' self-regulatory skills (e.g. [Lapan et al., 2002](#); [Lemberger et al., 2015](#); [Lemberger and Clemens, 2012](#); [Savickas, 2012](#)), and it should be the individuals who decide if they are going to make changes (Engle and Arkowitz, 2007). Counselling practice can generate better results when clients feel connected with the counselling (Lemberger et al., 2015). Productive conversations in FMBM can encourage participants to take decisions autonomously (Ratanavivan and Ricard, 2018). The participants spoke highly of the coaching style in FMBM, highlighting the friendliness, respect, and empowerment, all of which were used to encourage self-exploration. After participating in FMBM, Jake continued his self-exploration and he re-evaluated his action plan; he reflected on his feelings and experiences carrying out this plan and his learning from FMBM and became more certain of his choice. This was an indication of how the participants had become familiar with using reflection as a self-exploration tool and to solve problems. It also shows that improvements in action taking require developing a habit of self-exploration.

I anticipate that the decisions participants make after FMBM will have an impact on their professional and personal paths. After FMBM, they were able to notice the connections between their experiences and their identities. This improvement in their career adaptability has potential to have a lifelong impact on their career development (Del Corso and Rehfuss, 2011).

10.2.3 Nurturing future-thinking and action

According to Cook ([2016](#)), how we conceptualise the future depends on how we understand our responsibilities. Attitudes, values, and other self-concepts are a major part of FMBM topics; all participants described an ideal life or a realistic future life they wished for based on these concepts. For example, they wanted to build a family based on their understanding of how to nurture a happy family.

It is important to help YP to use self-knowledge to make plans for their future and to

solve current problems. Future thinking is especially helpful for clients facing school-to-work transitions as one of their biggest problems is usually that they cannot visualise their future lives (Viola et al., 2016). When YP clearly know each step they need to take to get to where they want to be and follow the plan they have made, they are less likely to question their choices and more likely to experience greater fulfilment in their professional lives (Breevaart et al., 2020). Self-knowledge and future visions are more meaningful when connected with actions and planning. When a more accurate and realistic identity is crafted, the participants started to behave differently and tended to take more goal-oriented actions. This is consistent with Poulou's (2014) finding that self-perception strongly affects one's behaviours.

10.2.4 Differences between individual results

The results show that those who experienced more self-doubt during the sessions had the least favourable results in terms of forming action plans and feeling confident about carrying out the plans. The variations between the participants' career adaptability may be partly explained by their personality traits, with the more confident ones gaining more from FMBM. This indicates that mental or emotional support should be offered in conjunction with career counselling. The participants with a strong sense of purpose became even more purposeful. Those beginning FMBM with a few possible directions in mind, even if they were unclear plans, tended to show more improvement in terms of agency. In contrast, those lacking a rough initial plan tended to hold more passive attitudes towards their final choices. It is also possible that some obtained more from FMBM because they saw more importance in career planning.

10.3 Research Question 3: Effective FMBM set-up

RQ 3. What are the elements that contribute to the successful delivery and effectiveness of career counselling for young people transitioning from education into work?

Overall, the participants enjoyed their FMBM journeys. The process we go through, the relationship we build, and the materials we use all have an impact on the effectiveness of FMBM.

10.3.1 The four-session-three-stage structure

Some cases remained incomplete in both the pilot and case studies due to changes in participants' lives. For this reason, a shorter duration might increase the completion rate of career counselling, as proposed by Pastore (2019). For FMBM, it is possible to use a three-session design by combining Sessions 3 and 4, as happened with Yana. Considering many YP's preference for individual sessions, a reduction in the number of sessions could save resources (Schoon and Bynner, 2019). Another reason that YP might prefer fewer sessions is that they are eager to begin solving their current issues as soon as possible (Rogers, 2011). Many participants expressed a wish to achieve their life goals quickly. Shorter sessions may help calm them and reduce any anxieties about not reaching their desired futures soon enough; the sooner they finish, the sooner they can devote themselves to carrying out the new plan.

In FMBM, the participants identified the issues they wished to resolve in Session 1, confirmed their motivation in Session 2, became aware of their strengths and resources in Session Three by reviewing their past achievements, as also suggested in Ratanavivan and Ricard's (2018) study. In session 4, they used their own values, reasoning, and strengths to create detailed strategies for progressing along their desirable life paths. This indicates that the condition-values-interests-plan four-theme-four-session structure is effective and that FMBM is an effective tool for promoting change in YP's lives.

Unlike in Barclay and Stoltz's (2016) study, where the counsellor did not find keywords, in FMBM, I identified the keywords first from the narratives and then asked participants to help me review them. I contend mine to be a better approach because it brings the

counsellor and the client closer and the participants appreciated this part. We rearranged the keywords, put them in context, and used them to form strategies for change. In their feedback, the participants noted that they felt the process had been tailored to them and that the final plan was what they had hoped for. This indicates that the 3-constructive stage design of FMBM is appropriate.

10.3.2 Workbook

The workbook made the story-telling process smoother by helping participants understand the topics. The illustrations helped explain the topics and created an inviting atmosphere. The workbook allowed drawing and writing exercises. According to Carr (2004), workbooks can be a therapeutic companion for career management. FMBM participants took the workbook home to review what has been discussed and to receive guidance for when they feel unsure.

10.3.3 Harnessing narratives and valuing emotions

Learning only happens in the right context (Thomas, 2013). The narratives used in FMBM created learning situations in which the participants could develop self-knowledge for identity crafting and career management. In the FMBM sessions, participants were encouraged to talk about their experiences, feelings, and reflections. Better reflection habits are associated with better career achievement and a higher sense of fulfilment of one's inner desires for the future (Kalfon Hakhmigari et al., 2019). The sessions were designed for clients to cultivate a habit of reflection and find meanings in each episode of their lives. Homework exercises offered continuous reflection practice. The planning and action questions at the end of every session enabled participants to use their reflection to develop strategies for overcoming obstacles on their paths to success. The narrative approach made FMBM flexible, individualised, and holistic. This kind of less structured and individualised approach is now demanded in the present career guidance industry (McMahon and Watson, 2013).

Story-telling is an effective tool for crafting identities (McMahon and Watson, 2013). The narrative approach is based on Career Construction Theory. The meanings gleaned from participants' stories enabled them to find deeper reasons for their behaviours to direct their future plans. After learning the power of stories and experience, the participants gained the lifelong skill of being able to understand themselves, find career-life directions, and solve transition problems. This is in line with the idea that during a person's life journey, their identity is re-conceptualised as they create new stories (Del Corso and Rehfuss, 2011).

Overall, the number of questions focusing on the future and present in FMBM afforded participants sufficient room for identity reflection and building coherency in their identity narratives. The friendly interaction added depth to the narratives. Moreover, clarity and validation were brought by the deconstruction exercise in which the counsellor helped participants find keys points in their micro-narratives. It is the clients' life and career problems that prompts the need for action. FMBM combines clients' narratives as the soil with the interactions as the light and water, so that they becomes the seed from which a new identity grows.

10.3.4 Group work

My group FMBM was not as effective as I have had expected. Contrary to the group narrative career construction counselling studies (Barclay and Stoltz, 2016b; Cardoso et al., 2018; Santilli et al., 2019), my group participants often preferred one-to-one counselling, mostly due privacy concerns, as they did not want to talk about personal stories in front of strangers. In Savickas' (2015) and Barclay and Stoltz's (2016) group life design model, only one member received counselling in each session, while other group members just watched. I tested this approach and found it impractical because the participants quickly got bored when the discussion was not focused on them. These

different findings may be due to the limited sampling or different social-cultural background of participants in my study. Nevertheless, the limitations of group counselling, such as individuals' need for privacy, should be recognised.

However, in the two-person group in which the participants were close friends, they provided peer support and made progress more easily. This peer support led to more active exploration behaviour, as found by Ruschoff et al., (2018). Conversation between participants is not encouraged in group life design (Barclay and Stoltz, 2016a); yet, in my practice, I found that not letting participants fully participate to be counterproductive. The group session in this study was only effective when the participants were close and could help each other with many tasks inside and outside of the sessions, including generating stories, finding key words, crafting identity, and thinking positively. Only when they had ongoing interaction with each other could they form a community of practice (Wenger, 1998); similarly, personal relationships let participants extend learning beyond the sessions, which is essential to the functioning of the learning community (Engeström, 2015).

Although group work requires more efforts in terms of preparation, delivery, and evaluation, on average, each group participant takes up less of the counsellor's time than an individual counselling participant. Therefore, if carefully designed, group counselling could be a vital part of career service (Yuen et al., 2019).

10.3.5 Counsellor roles

According to Thomas (2013), learning ability depends on connections between motivation, identity, and learning; as failing to learn is a social outcome, a person needs to feel social equality in order to learn. Education should be a life experience of cooperation rather than one person helping another (Freire, 1972). In FMBM, the counsellor plays a "friend" who is not there to judge or teach, but to support and work together with clients, who are the real experts of their lives, to activate their agency by

telling stories, as recommended by McMahon and Watson (2012). I created a social learning environment even for the individual participants. I did this by setting up interesting conversations that may or may not be directly related to the session and endeavouring to let clients feel they have the power to enact changes and create a better future for themselves. The participants reported that they enjoyed having me as the host and talking to me.

The findings from this study indicate that counselling focused on personal development can help YP develop future visions that give them a sense of direction. A counsellor should always pay attention to subtle clues in stories and focus on collecting the more useful stories (McMahon and Watson, 2012). A responsive counsellor can have a great impact on a young person's sense of belonging and engagement in career and life planning (Poynton and Lapan, 2017). Furthermore, the counsellor should remain curious in and between sessions because interpreting stories is an ongoing process to ensure keywords in the client's narratives are not missed. Counsellor feedback can help clients find meanings in stories, which contributes to individualised deconstruction and identity crafting.

10.4 Implications for policy and practice

10.4.1 Implications for policy

NCCC is an effective and welcomed approach for YP in transition. As such, authorities should allocate more resources to developing innovative NCCC methods and delivering career counselling for YP in transition.

In secondary schools and higher education institutions, there should be full-time teachers delivering career education and sufficient training provided for all teachers regarding career development and life design support (Yuen et al., 2019). Permanent professional counsellors and career services would allow every student to have

sufficient personalised counselling and support higher academic aspirations and progression (Lane et al., 2017). Narrative-based interventions are likely to make a significant difference to YP's life paths (Reid and West, 2011), such as FMBM.

As this study indicates, students who are confident and already have a plan gain more from FMBM, which implies that holistic personal and professional development support packages should be offered and frequent thinking about careers encouraged, especially in educational institutions.

In addition to career counselling, a holistic approach should be implemented in school settings, both inside and outside of the curriculum. All participants were in favour of receiving further support in the practical aspects of career development, such as networking and cover letter writing. Narrative counselling helps students develop self-knowledge and confidence, there should be additional practical services targeting career exploration, work-experience building, and market information sharing. A thoughtful and friendly system is needed to replace superficial, large-scale and rigid one-style-fits-all programmes (Yuen et al., 2019).

10.4.2 Implications for practice

This study has contributed to the development of youth career counselling. To my knowledge, there is little research in the past decade on developing new interventions to support education-to-work transitions or using reflective practice to improve youth work. This study represents a response to calls to design new career counselling interventions that allow clients to build meaningful lives in a sustainable society (Cohen-Scali, 2018). As this study shows, design thinking can be used to develop counselling or other social services, and design workshops can be employed to solve socially complex problems in more creative and collaborative ways (Valentine et al., 2017). By attempting to solve the problems, the issues become better framed and can thus be better understood by those trying to solve the problems and by the individuals

themselves who are experiencing the situation (Kimbell, 2011). This new or updated understanding can lead to the development of better policies, resources, and services, and support strategic management (Valentine et al., 2017).

Secondly, this study provides an answer to Whiston's (2011) question: 'What vocational interventions are most helpful to which clients and under what conditions?' by proposing NCCC as a highly effective means of supporting YP's transitions. Thirdly, this study revealed the challenges YP encounter in transitions and the kind of support that might be helpful. Fourthly, this study shows that involving YP in developing or improving career services is not only possible, but also beneficial. These findings may be helpful for other youth workers or teachers to design practice-based research and address practical problems.

Evaluating the data

To evaluate FMBM, this study used the researcher's notes, recordings, session transcriptions, and participants' feedback, supported by CAAS scores. Such a wide evidence base and data triangulation are recommended for multiple action research projects in which participant feedback is central (Adamson et al., 2018; Mandouit, 2018; Watson, 2003). Multiple types of evidence can allow practitioners to assess the importance of a new approach to overcoming institutional constraints.

Integration

As YP feel more valued and respected in career counselling than in other career education formats, either individual or group counselling should be offered as the main form of career support for students in transition (Yuen et al., 2019); i.e. an integrative approach that includes counselling and other forms of career support (e.g. work experience, project work, online information) can help clients form a professional identity and assist their career decision making (Sibgatova et al., 2016). While NCCC such as FMBM can help clients establish their desires and possible actions to take, there

can still be problems with specific actions. For example, if a personal website is required to showcase one's work, specific website design support is needed. FMBM provides the motivation and directions for action and puts YP on the right path to their desired futures. It also makes subsequent practical support more valuable and efficient by focusing resources on the right path. Organisations can put together a selection of practical support tools based on students' or clients' backgrounds.

Efficient NCCC

Social services have experienced funding cuts over the last decade, which has also impacted youth services (O'Toole et al., 2010). The key aim of this study was to design a model with long-lasting impact and a group version for social learning and better resource use. My findings suggest that after FMBM, the participants became more used to analytical and reflective thinking and better able to reconstruct their identity independently. Other life design counselling research has also found that YP experience higher career adaptability after career construction counselling (Nota et al., 2016; Santilli et al., 2017). The participants of this study became better able to discover themselves and more confident about their life choices.

While LifeDesign group counselling focuses on group sessions (Cardoso et al., 2018), the approach did not work in this study and I found it did not save resources. In FMBM, two-person groups led to fewer resources per participant only when they were friends or partners. Doing one of the four themes per session gave participants time to reflect on each theme. If under limited resources and the program has to be further shortened, then the counselling program can be shortened to three sessions.

A framework

No matter how detailed a project plan is, when rolled out on a large scale, it always ends up existing in many forms, which presents issues with standardisation. Hence, it might be reasonable to take advantage of this uncertainty by providing a flexible plan.

This could ensure that any variations are the result of practitioners tailoring the plan, rather than unpredictable random changes (Rose, 2018). Different individuals in the diverse group of potential users may prefer the procedure run differently or even with some conflicting methods (Thabrew et al., 2018). FMBM provides a framework and a list of exercises to allow practitioners develop a model that suit them the best.

10.4.3 Contributions to knowledge

This study contributes to the wider application of design thinking, the cross-culture examination of career construction counselling, and application of career construction theory. It offers practical solutions (a counselling model and a list of exercises) for lifelong learning and professional and personal development support as the result of a creative research approach. I played the role of practitioner to improve my career support skills, the role of researcher to evaluate the design process and the model, and the role of designer to address practical problems. This triple-identity is one of the innovative aspects of the study.

Creative interdisciplinary research approach

This study drew on tools and methods from many fields to achieve its goals. An effective counselling model was built upon through context and literature research, structured design, youth work practice, and reflection in action research. This study shows that an interdisciplinary approach can be used to improve youth service and develop a new career counselling model.

The main contribution of this study is the clear step-by-step design process for a narrative-based career construction counselling model. As I have previously highlighted, although there are studies connecting design thinking with career education and some practitioners have tried to develop new career interventions, I have not yet found any study that provides a detailed demonstration of how a new career course or a new intervention can be developed. The positive results of the FMBM in

this study may indicate that design thinking can power strategic innovation, add value to existing resources, and help develop new models without the need to entirely overhaul everything. Creativity is the ability to create useful new ideas, forms, and human interactions (Temple, 2018, p. 3). Even though every industry undergoes change, there will always be a need for design to create a better future (Mootee, 2013, p. 30). Designing a career service might comprise creating new approaches or improving existing ones (Penin, 2018). This study shows that innovative service improvements can be made by youth work practitioners adopting design methods and tools. Moreover, it demonstrates that a design thinking process can be applied for meaningful creation to improve counselling customer experiences in an economic way (Mootee, 2013).

As the main research output, FMBM career counselling model, including the materials, the structure, the exercise list, and guide for professionals, is my other main contribution. This is informed by an iterative co-design process involving YP, with findings from testing with 10 participants. The application of design thinking is a trend in many businesses industries in the last few decades and professionals are still exploring the meaning of it. This study experimented using a design thinking framework to support the development of a narrative-based career construction counselling model. The involvement of users in the design process or the idea of user-centred design is one of the most popular topics among service providers and service designers. This study adds to the case examples under youth service and explores how to undertake co-design with YP.

Life-long learning strategy

When YP develop future visions and professional aspirations, they automatically change their behavioural patterns and alter their life paths (Kim and Yang, 2016). Lifelong learning has attracted attention in the 21st century, and the European Council has started to promote the development of lifelong learning public support strategies, including adult career development support (Cort et al., 2015). The idea of lifelong

learning has yet to be fully adopted in the field of career education both at the policy and practical levels (Arrigo et al., 2013). This study focuses on the practical level of lifelong learning adoption in youth career services by equipping YP with tools and strategies (e.g. events symbolisation) to make professional decisions aligned with their life paths beyond their participation in counselling.

A more up-to-date narrative career counselling model based on LifeDesign

The well-being of YP has always been the concern of policymakers (Whear et al., 2013). According to Howieson and Semple (2013), we need more face-to-face career services to help with career management issues. CCT was developed against the background of a changing job market (Savickas, 2013). LifeDesign based on CCT respects individual vocational characteristics and explores career paths from a developmental perspective (Savickas, 2013) to meet new challenges in the job market. Although LifeDesign was developed to align career counselling with societal changes and the ever-changing job market (Savickas et al., 2009), researchers and practitioners are not trying to revise the paradigm to localise or update it. This study responds to calls to use research evidence to improve career guidance and counselling practices by conducting reflective practice to collect first-hand user experience data (Kenny et al., 2018).

Application of reflective practice in designing better career services

The service design framework can be adapted to different service projects; it evolves to meet social demands and different teams' collaboration styles (Sangiorgi, 2009). Since service design research is still in its infancy, designers would benefit from having a new framework to evaluate their practice or to improve their work (Hill et al., 2002). This study's attempt to design youth career counselling services represented a good opportunity to explore how to conduct service design research. I drew from education and youth career service literature to compensate for the lack of new service design research literature related to YPs in transition. My valuable data sources comprised field notes, design sketches, and workshop recordings showing first-person perspectives. A

reflective practice framework enabled this study to integrate design, project evaluation, and practice innovation. This study adds to the case studies on youth services and how to keep YPs engaged.

Applying communities of practice in group counselling

In this study, I proposed a group career counselling model that is very different from what has been used in the NCCC industry. However, I do not intend to discredit other studies, as there is no such thing as “best educational practice”. In my study, there were two participants who knew and cared a great deal about each other. During the counselling, they participated formally in turns so that they could both keep pace; but they did not have to ask for permission to say something when it is not their turn.

This group counselling environment was where most communities of practice took place. CoPs had their limitations in this study in the sense that I did not create a totally free learning environment; each session had a theme and multiple learning activities prepared by me. Nevertheless, the learning occurred during voluntary interaction.

In FMBM, the counsellor, as part of the community, does not teach but inspires. The sessions presented a cultural environment of personal and professional development, with dialogues and exercises allowing the participants to take charge of their learning. They immediately put their learning into practice during counselling, such as by making plans based on their discovered values. When the participants went home and shared their experiences, the community boundary extended to incorporate a broader public. Homework and takeaway sheets encouraged participants to discover external resources, extend the community boundary, and then practice long-term reflection (Engeström, 2015). This is in line with the CoP principle of design for evolution (Wenger et al., 2002, p. 51), as FMBM allowed clients to see their identity as developmental. Though new to them, the narratives were from the participants’ lives, which combines familiarity and excitement. Homework, narrative construction and deconstruction, and identity

reconstruction combined to create a rhythm for the community (Wenger et al., 2002, p. 51).

10.5 Limitations and future studies

This study has certain limitations and has identified new problems for future researchers to explore.

10.5.1 The Sample

Analysing the cases provided a deeper understanding of the participants' personal journeys and indicated the possibility of the general application of FMBM. However, the relatively low number of cases limits the generalisability of the findings. Therefore, future research could evaluate FMBM with a larger group of participants from more diverse backgrounds.

Most participants were either close to graduation or had already graduated. One participant in their first year at university showed the greatest improvement and a very positive attitude towards the outcome. This could mean that younger students might benefit more from FMBM, since they have been shown to react more strongly to counselling interventions (Ratanavivan and Ricard, 2018). This might also be because younger students feel they have more choices and are less stressed. The next stage in testing FMBM should compare the results with different age groups and in a variety of educational stages.

To report the findings accurately, it is essential to detail the context of the research (Hott et al., 2015). This study took place in Scotland with local and European participants studying in Glasgow. It could be that FMBM is suitable for their particular circumstances.

Additionally, the participants in this study did not precisely match the original targeted

age group due to difficulties in recruitment. Therefore, the designed FMBM targets a wider age group and not specifically those aged 18-25. Future studies could look deeper into the needs of this age group and develop more targeted designs.

10.5.2 Need for testing of FMBM and further development by other counsellors

As FMBM was designed by my team, the testing were delivered by me, and the analysis was conducted by me, therefore, it is possible that the results are biased. To attenuate the potential impact of any bias, I used multiple sources of data and had my results reviewed by other researchers. However, credibility could be improved by having more researchers provide perspectives or by incorporating multiple data analysis methods. More perspectives could also make the results more generalisable to other contexts (Sigurdardottir and Puroila, 2020).

The study shows that the participants who believed more in their inner power were more likely to accept further support or actively work to solve their problems (Bray and Schommer-Aikins, 2015). In FMBM, it is a built-in value that practitioners appreciate the different circumstances in which YP live and they can always help YP develop a strategy for their circumstances. The results of future FMBM practices could be affected by other practitioners' beliefs.

Although we designed nearly 100 exercises and the final FMBM contains a list of supplementary exercises, some participants needed further support to generate narratives. Hence, the development of FMBM should not stop here. Practitioners should try to design new exercises for NCCC. It is hoped that this study can inspire future researchers to apply practical action research in similar contexts and reflect on their practices.

10.5.3 Reflective practice and collaboration

Action research usually aims to make a social impact through the power of communities. Although this study did not involve local communities, it can inspire thinking in YP' career development - a point that has not been discussed in depth here. We need both educators and policymakers to make a greater impact (Hanfstingl et al., 2020) with research evidence and we should promote the social impact of studies such as this.

Another potential collaboration in this area could be with visual designers so as to offer users materials that are more age-group-specific in the counselling. Such materials might include the workbook, the topic cards, or even the counselling room set-up. This study focused mainly on addressing the three particular needs I identified through the literature review and in the early stage of the research, namely, self-awareness building, future visualisation, and action taking. These three aspects, which are discussed in the literature review, constitute the principal needs of YP in transition. Further studies might also explore how more design elements could be added to support these aspects.

10.5.4 Design for better practice

The next stage of this research or future research should focus on what more can be added to the design, how to accommodate more users from other regions, and how to adjust FMBM to fit more clients in group counselling. I encourage practitioners to apply FMBM first and use design tools themselves to the detailed processes according to their clients' backgrounds and their professional capacities. The counselling service should be shaped by the clients, the practitioners' understanding of their profession, cultural background, and the purpose of the intervention (Spencer and Molina, 2018). In addition, as this study did not focus on the language design or the graphic design of the materials used in the counselling sessions, future research could explore particular designs for specific groups of users.

Moreover, as this study has shown, design thinking offers a powerful philosophy for guiding the generation of solutions to undefined, complex, and compelling problems

(Valentine, 2011). Therefore, practitioners or organisations providing people-centred services should actively apply design thinking when changing their approaches to dealing with challenging problems that reflect changes in society. Furthermore, they should make meaningful changes to their practice using design methods, as this could provide both greater motivation for the practitioners and more effective interventions for the users. As more studies explore the use of design in social services, design thinking will become increasingly recognised and a better framework could be developed for social service innovation.

10.6 Conclusion

Through identity reconstruction, NCCC can offer more effective support for YP in transitions, particularly the education-to-work transition. This study first reviewed the problems YP today face in this transition. Professionals recognise that there is a more challenging job market, which may be among the factors that cause low life satisfaction among YP in transition (Lane et al., 2017). We need to improve the current career support system by incorporating YP's voices. The new support system should be flexible and inspiring and help users take positive and effective actions. It should also help them with personal development, as it is not only education and work experience that affect one's career path; the career path is part of the life path. Therefore, figuring out the right life path is the precondition for a successful career. This study identified that YP feel that they are not making informed career decisions; they need future visions to guide them and help them be unique, which indicates a need for greater support for personal development.

YP in transition require life design guidance or counselling because their life paths can seem ambiguous and they may be uncertain about where to start or how to work towards their dreams. Sometimes, they might just want to be clear about what their dreams are. Hence, to help YP in transition, we need interventions that can reveal the path to success

from their current positions to their ideal futures. More importantly, these interventions must help them identify the life stages along the path and the types of actions they can take in line with their identities. The content of the interventions could include storytelling, information processing, and analytical skills training. It can be in the form of writing, speaking, visualising, and more. By focusing on solutions rather than problems, this study offers a powerful way to promote YP's professional and personal development (Sherraden, 1992).

Storytelling puts participants in realistic contexts in their self-exploration, making it a more fun and meaningful process. When clients become used to such contextual thinking, they can then visualise their futures using their self-knowledge and make plans. The participants are made to feel respected by individualised counselling built on their life experiences. At the end of the FMBM, the participants came up with solutions to their problems themselves, indicating that they had developed the ability to reflect, learn from experience, and use the knowledge to improve their lives. They had become more likely to act because their plans were personal, and it was their true values and passions that drove them to work towards the visualised future they truly desired.

The results of this study indicate that FMBM is effective in helping YP in transition develop self-knowledge, future thinking, and career plans. The exercises in FMBM allowed participants to collect their thoughts regarding their problems, realise their values, discover their interests, and focus on their important tasks. A friendly environment and knowledgeable counsellor are essential for successful counselling. The narrative approach enables the counsellor to construct a relaxing environment and a friendly relationship with clients. It also allows clients to make sense of their experiences and draw ideas from their stories to feed their future plans. The reflective practice framework makes it easier to deliver prototypes and test them in real cases; it also creates a fast track for transmitting feedback to the design team, as the practitioner, designer, and researcher are one. Design thinking brings structure to the prototype

development process.

This study succeeded in developing an advanced NCCC model, using new methods that helped participants know themselves better and plan for the future. More resources should be put into the application of NCCC, especially in educational institutions. One-to-one sessions or 2/3-member group sessions are ideal NCCC set-ups. Further studies could look into ways to combine NCCC with practical career services (e.g. for CV writing). This study contributes a design research approach to educational counselling, a deeper understanding of YP in transition, and practical solutions to transition problems.

This represents my first attempt to design a more up-to-date youth career counselling service. In the future, I wish to involve more YP, conduct more testings, and develop more prototypes. It would be truly heartening to see more researchers devoted to developing better youth services in practice.

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Appendix 4-1 Coding System of the documentary study

See next page.

Level 1 Theme	Level 2 Sub-Theme	Level 3 Code	Content example	
Knowing yourself	Values passions & purpose	Values	Your Values are a description of what is most important to you in life. For example, you might value earning a lot of money, helping other people, being creative and artistic, having a secure and steady job, etc.	
		Passions	Your Leisure Time Interests are a reflection of the kinds of leisure-related activities you most enjoy doing	
		Goals	Your Work Interests are a reflection of the kinds of work-related activities and tasks you most enjoy doing.	
	Personal characters and abilities	Personality attitudes	My Potential Type Dynamics Indicator. This questionnaire assesses how you are likely to react and behave in different circumstances. It is based on the work of psychologist Carl Jung, whose theories are behind the most widely used personality assessments in the world.	
		Skills and strength	□ Your Skills are a reflection of your talents and the activities you easily learn and perform well.	
		Stressors and weakness	Use the strengths card sort at Careers and Placements to discover your strengths, unrealised strengths and weaknesses	
	Resources	Resources	Your resources are your wealth and riches—the assets that determine whether or not hoped-for work options are within your reach.	
	Knowing the job market	Learn what's out there/professional world	General work world	By researching companies and jobs you may uncover a position that you may not have realised existed.
			Different professionals	Most people are only aware of the careers that they are exposed to but what else is out there?
Details of certain professions		The specific job conditions	information on different job roles, including entry requirements, starting salaries, how to get into different professions and resources for further research	
		Know Target Audience	get a career mentor who can help you through your next steps and give you advice about their area of work.	
Compare and pick		Compare different jobs and rate	You likely place importance on many different values and these might change over	

Appendix 4-2 Professional stakeholder interview guiding questions

Digital and innovative tools

What do you feel could be developed for self-realization?

Approaches

Any useful support for my sessions? Ice breaking games? (What's already there I can use.)

What is your understanding of how young people in schools are supported to articulate and to pursue their career aspirations?

1. How are YP prepared for their future/ next steps. (Nature of support)
2. In other words, where in the curriculum are young people encouraged to start thinking about and to start talking about their future career aspirations?
3. What is your understanding of the process of young people finding out what they want to do?
4. How are families involved in this process? (if at all?)
5. What are young people given in terms of guidance or support before entering further/higher education or training?

6. What other resources or services are you aware of that young people are directed towards at school?
7. What skills/resources do you think young people lack when they enter HE?
8. Is there anything that you think schools could enhance in terms of careers development/preparation for young people?
9. What do young people ask for when entering higher education/art school?

10. To what extent do you feel personal development and career guidance is effectively combined in schools?
11. What do you perceive to be the ethical issues and risks associated with combining the two?
12. What digital tools are being used in general to support careers guidance in School and at Art School? How is it working?
13. How much room is there for the use of digital tools in supporting personal development and career guidance?
14. What has changed in the last few years? (environment/ needs/ purposes)
15. What issues do you feel need to be addressed? (accessibility, impact, unnecessary process)
16. What do you think about the idea of making young people researchers, involving them in the process of designing activities for them.

Appendix 4-3 Opportunity Spotting Card

The Opportunity Cards

-- Discover opportunities (solutions) from stakeholders' insights

<p>Insight Need more focus on artistic careers</p> <p>Opportunity Show kids more info. on how to get into there creative careers and encourage self-investigation for them</p> <p>Note</p>	<p>Insight People require unique guidance</p> <p>Opportunity Ask questions based more on personal goals and principles (regardless of their current academic/economic background). Use these to introduce them to new opportunities that align with what they are interested.</p> <p>Note</p>	<p>Insight Better use of digital tools in career guidance practice</p> <p>Opportunity Inform that online courses exist. Tell them where to find them and how to get them.</p> <p>Note</p>	<p>Insight There is a gap between school and the world</p> <p>Opportunity Student placement year cover all industries. Giving practical projects.</p> <p>Note</p>	<p>Insight Individual experience</p> <p>Opportunity Put them in pair to share how they grow up and how they see the world. Explore the differences. Look for people with similar interests and work together. Encourage expressing your ideas to people.</p> <p>Note</p>
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<p>Insight People don't know how digital entertainment jobs work</p> <p>Opportunity Classes on how it works to everyone. Make documentary of it. Keep an open mind. Give more focus on independent creativity. Let young people do their own projects on any platform they want.</p> <p>Note</p>	<p>Insight Young people to be able to make alternative decisions</p> <p>Opportunity 'Writer' is not write a book, it can be writing online content. Too many choices. Start from something closer to what is familiar, test it, put into action. Discover what a person likes to do.</p> <p>Note</p>	<p>Insight Career is part of life</p> <p>Opportunity Shouldn't be allowed to make decisions without someone talking to young people. Should think carefully, what comes with the decision. What do I like in life. Make connections between them to make a really customised decision. Can do things you don't like to get to your goal.</p> <p>Note</p>	<p>Insight A functioning person needs autonomy and pay more attention to other people.</p> <p>Opportunity Teach how to work on your own – the only way to a good life. Debate team for value aspects and information processing. More personal projects. Encourage competition. By doing things you don't like, you think about why doing it, why didn't like it, why did it start, and why didn't say no. (5 whys)</p> <p>Note</p>
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<p>Insight Need purpose of life</p> <p>Opportunity What do you want people to say on your funeral?</p> <p>Note</p>	<p>Insight Let young people design career guidance</p> <p>Opportunity Let them not to be afraid of chasing what they like. Young people who dream would be the ones who open up new industry.</p> <p>Note</p>	<p>Insight Skills set varies according to industries</p> <p>Opportunity Make your CV more about how you are different. Societal change is required in recruitment. Encourage young people towards entrepreneurship. Provide information for funding.</p> <p>Note</p>	<p>Insight Linear path</p> <p>Opportunity Give chance to travel, try different cultures. Try different jobs. Better sense/network of all kinds of works. Online resource: show brief stages of different industries. (videos)</p> <p>Note</p>
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Insight
Guidance doesn't help. Young people don't think they are going to do something important.

Opportunity
 Make young people know career is important.
 Use examples of people who start early and be successful.
 Think about career early or focus on what you like early on.

Note

Insight
Confidence issues Research/analytical skills

Opportunity
 Let teachers relate subjects to real life.
 Mindfulness: give philosophical lessons for young people to understand good and bad.

Note

Insight
Digital tools Digital skills

Opportunity
 Digital guidance on how to do a project step by step.
 Get away time: away from devices and get pen and paper for old fashioned joy.
 Teach when to step away from devices and try other angle for creative thinking.
 Teach how information stores online so that they know the consequence of their actions.

Note

Insight
Digital tools Digital skills

Opportunity
 Make digital skills as mandatory as math, on a basic level. This makes it easier for people to start doing whatever they want.
 Encourage to join online community of their interests. (risk of going wrong way)

Note

Insight
Need more focus on artistic careers

Opportunity
 Show kids more info. on how to get into there creative careers and encourage self-investigation for them

Note

Insight
People require unique guidance

Opportunity
 Ask questions based more on personal goals and principles (regardless of their current academic/economic background). Use these to introduce them to new opportunities that align with what they are interested.

Note

Insight
Better use of digital tools in career guidance practice

Opportunity
 Inform that online courses exist. Tell them where to find them and how to get them.

Note

Insight
There is a gap between school and the world

Opportunity
 Student placement year cover all industries.
 Giving practical projects.

Note

Appendix 4-4 List of all solution ideas list

<p>Activity1: answer questions on the sheet.</p> <p>What is your childhood/adolescence/young adulthood role models and why?</p>	<p>Activity2: answer questions on the sheet.</p> <p>What is your favorite magazines/ TV shows/ websites and why?</p>
<p>Activity3: answer questions on the sheet.</p> <p>Currently, what is your favorite story from a book or movie/ opera right now?</p> <p>Notes: Use at least 4 sentences.</p>	<p>Activity4: answer questions on the sheet.</p> <p>What is your favorite saying? Have you seen any saying that you like on a poster or a car bumper sticker? Do you have a motto by which you live?</p>
<p>Activity5: What are your earliest 3 recollections?</p> <p>If you were to assign a feeling to that memory, what feeling would it be? If you had a photograph of the most vivid part of that memory, what would it show? Please give me a headline for each memory</p> <p>Notes: at least four sentences for each ER. Be sure to get a verb in each headline and a feeling word for each ER.</p>	<p>Activity6: Emplot small stories into a large story, arrange them in a way that experiences is useful in the current transition. And highlights values and gives new meaning to the small stories. Do not judge, analyze, or explain. Just put together the exact stories.</p> <p>Notes: self, stage on which to perform the self, script for the next act, advice on how to begin, and a basic perspective on the transition</p>
<p>Activity7: life-portrait1</p> <p>Begin by completing the first sentence in the life portrait: In facing this transition, my underlying concern has reminded me</p> <p>Notes: Frame the Perspective of the ER</p>	<p>Activity8: life-portrait2</p> <p>Complete a second sentence for the life portrait: I am ____, ____, ____, and _____. (characters of the role models)</p> <p>Notes: Describe the Self base on the role models</p>
<p>Activity9: life-portrait3</p> <p>To solve problems in growing up, I turned ____ into _____.</p> <p>Notes: Link ERs to Role Model Attributes</p>	<p>Activity10: life-portrait4</p> <p>I am interested in being around people who are _____; places such as _____; solving problems that involve _____; and using procedures like _____. In particular, I am interested in _____, _____, and _____.</p>
<p>Activity11: life-portrait5: If I adopt the script from my favorite story, then I will _____.</p> <p>Notes: From the favorite stories.</p>	<p>Activity12: life-portrait6</p> <p>The best advice I have for myself right now is _____.</p> <p>Notes: From the motto.</p>

<p>Activity13: Unify the Life Portrait</p> <p>In facing this transition, my underlying concern is _____. It reminds me of my feelings of _____. To solve my problems in growing up I became _____, _____, and _____. These attributes are important in my next position. They formed my character by turning _____ into _____. Given the self that I have built, I like being around similar people who are _____ and _____. I like places such as _____ and _____. I prefer using procedures like _____ in solving problems such as _____. If I adopt the script from my favorite story, then I will _____. The best advice I have for myself right now is _____.</p>	<p>Activity14:</p> <p>Have you been asked what do you want to do when you grow up? What was your answer, is it different from what you want to do now?</p> <p>Notes: Change</p>
<p>Activity15: Story reading, Q&A</p> <p>Notes: Making sense and understanding, comprehending the world in a different way; critical thinking</p>	<p>Activity16: guided visualisation</p> <p>Notes: To realise what they want to be and how would it be. Self-development, self- realisation.</p>
<p>Activity17: story-telling; Where we accidentally found the opportunities; Theirs or mine.</p> <p>Notes: To put the elements from last part together and making sense of their dream. Analytical skills.</p>	<p>Activity18: Role play set up</p> <p>Notes: Collect people’s plan; Interpersonal skills, project work</p>
<p>Activity19: Take away booklet</p>	<p>Activity20: What kinds of career support service they have been involved in, was it good/bad, why.</p>
<p>Activity21: Watch videos and discuss???</p>	<p>Activity22: Find a topic/news to discuss</p>
<p>Activity23: Big man small stories</p> <p>Notes: Professionals share their experience</p>	<p>Activity 24: A ‘Snapshot’ Approach to Researcher-Generated Photography</p>
<p>Activity 25: Who is the most successful person/ I want to be whom; Photo-Elicitation; Portraiture</p> <p>Notes: Present photos of different famous people. Let YP choose the one either they think it’s the most successful or the one they want to be. Make it as a mask and take photos. Let them explain while looking at the photos.</p>	<p>Activity26: Develop a vision on your personal brand</p> <p>Notes: Find your passion and discover what need to be done to achieve it. They will look different when having a goal.</p>
<p>Activity27: prevent YP from going down wrong path</p> <p>Have people own YP’s trust and willing to go ask them when not sure.</p> <p>Notes: Educate adults. Relationship building</p>	<p>Activity28:</p> <p>Experience it and learn from experience.</p>
<p>Activity29: share life experience with peers</p>	<p>Activity30: challenge YP</p> <p>Notes: Emotional intelligence.</p>
<p>Activity31: teach adults how the market changed</p>	<p>Activity32: let adults know challenges is not always bad</p>
<p>Activity33: show kids info. for creative industries, how to get there.</p> <p>Notes: artistic career</p>	<p>Activity34: encourage self-exploration.</p> <p>Notes: artistic career</p>

<p>Activity35: ask personal goals, principles, regardless of current situation. And use that to align them with new opportunities. Notes: unique guidance</p>	<p>Activity36: tell people online course exist Show where to find them and how.</p>
<p>Activity37: placement year in all industries Notes: school-world gap</p>	<p>Activity38: practical projects Notes: school-world gap</p>
<p>Activity39: teach how social media works. Notes: How digital world works</p>	<p>Activity40: teach people to be open minded Notes: How digital world works</p>
<p>Activity41: make documentaries of digital world Notes: How digital world works</p>	<p>Activity42: encourage focus on independent creativity Notes: How digital world works</p>
<p>Activity43: give projects can be done on any platform. Notes: How digital world works</p>	<p>Activity44: give example of making alternative decisions. There are so many choices. Notes: able to make alternative decisions.</p>
<p>Activity45: Encourage to start from sth close, test it, act Notes: able to make alternative decisions.</p>	<p>Activity46: discover what a person likes to do Notes: able to make alternative decisions</p>
<p>Activity47: no making decision without talking to someone first. Think carefully, think what comes with the decisions. Notes: Career as part of life.</p>	<p>Activity48: what do I like in life and make connections. Notes: Career as part of life</p>
<p>Activity49: learn from doing things you don't like. Why did it, why don't like it, why start, why no, Notes: Career as part of life</p>	<p>Activity50: teach how to work on your own. Give more personal projects. Notes: Autonomy</p>
<p>Activity51: encourage competition. Notes: Autonomy</p>	<p>Activity52: debate Notes: Research and analytical skills</p>
<p>Activity53: What do you want people to say on your funeral Notes: Purposeful life.</p>	<p>Activity54: encourage. Ask them not to be afraid of choosing the one they like. They open new industries. Notes: Initiative</p>
<p>Activity55: make CV in how you are different.</p>	<p>Activity56: change the environment of what's valuable in YP</p>
<p>Activity57: encourage entrepreneurship Provide info for funding.</p>	<p>Activity58: try different cultures; Try different jobs To develop a sense of all jobs and the market Notes: Divert from linear path</p>
<p>Activity59: make videos show how to be a XX in every industries so YP knows what it is like.</p>	<p>Activity60: let them know career guidance is important. Notes: Make YP know they are to do sth important</p>
<p>Activity61: show examples of people who start early and succeed Notes: Make YP know they are to do sth important</p>	<p>Activity62: teach subjects related to real life</p>
<p>Activity63: give mindfulness Give philosophical class Notes: Tell good-bad</p>	<p>Activity64: courses on how to do a project step by step. Notes: digital</p>

<p>Activity65: stay away from devices and feel the joy Teach when to step away and see things from a new angle Notes: digital</p>	<p>Activity66: to digital class to basics Notes: digital</p>
<p>Activity67: teach how info stores online Notes: digital</p>	<p>Activity68: encourage joining online community of interests Notes: Risky</p>
<p>Activity69: pair up to share how you grow up and how you see the world. Explore differences</p>	<p>Activity70: look for people of similar interests and work together.</p>
<p>Activity71: encourage explaining your ideas to people</p>	<p>Activity72: Activity: what roles do I play?</p>
<p>Activity73: how are you ready to work on your career? Basic conditions.</p>	<p>Activity74: List all occupation you thought about doing.</p>
<p>Activity75: Have you been asked what you want to do when grow up? What are your answers? Has it changed?</p>	<p>Activity76: Talk about news Q&A. Notes: Trump?</p>
<p>Activity77: Movie <it's a wonderful life> Q&A</p>	<p>Activity78: Pick from a pile of successful people and explain.</p>
<p>Activity79: What's my responsibility for the family?</p>	<p>Activity80: What's my responsibility for the world?</p>
<p>Activity81: What is it in life that worth fighting for? Notes81: Use for conclusion?</p>	<p>Activity82: Movie< Rosso come il cielo(意)/Red Like the Sky(英)> Notes82: *tingjiantang</p>
<p>Activity83: What activities make me happy/ full of energy?</p>	<p>Activity84: Role play: counsellor and client.</p>
<p>Activity85: Love letter and break up letter.</p>	<p>Activity86: Emotions track. What I have done, what I got, how did I feel.</p>
<p>Activity 87: design 3 life paths.:</p>	<p>Activity 88: Leisure, work, love, health measurement.</p>
<p>Activity 89: What good memories of work?</p>	

Appendix 4-5 Revised Career Adapt-Ability Self-check Form

Career Adapt-Abilities Scale

Name _____

Age _____ Circle one: Male or Female

DIRECTIONS

Different people use different strengths to build their careers.
No one is good at everything, each of us emphasizes some strengths more than others.

Please rate how strongly you have developed each of the following abilities using the scale below.

STRENGTHS	Strongest	Very strong	Strong	Somewhat strong	Not strong
1. Thinking about what my future will be like					
2. Realizing that today's choices shape my future					
3. Probing deeply into questions that I have					
4. Being aware of what I have now and its relation to my future					
5. Exploring my surroundings					
6. Learning the skills I need					
7. Planning how to achieve my goals					
8. Knowing what I want to achieve					
9. Understand my feelings					
10. Looking for opportunities to grow					
11. Working up to my ability (do your best)					
12. Doing what can direct me to my desirable future					
13. Overcoming obstacles					

Appendix 4-6 Information sheet of stakeholder interview

Participant Information Sheet

1. Research Project Title

Co-Developing Creative Interventions and Digital Tools in Career Guidance for Young Adults with Young People

2. Invitation

You are being invited to take part in this research project. Before you decide to do so, it is important you understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

3. What is the project's purpose?

This research project aims to investigate if and how creative career guidance practice can help young people with their self-realization and the ability of developing reasonable future visions. This project builds on previously carried out research in the related areas and has been designed to for new theory building.

4. Why have I been chosen?

You have been chosen for one or more of the following reasons:

You work with young people regarding their social/personal/spiritual/mental development.

Your work involves research on young people's career or professional development.

You work with young people with digital technologies.

5. Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be able to keep a copy of this information sheet and you should indicate your agreement to the online consent form. You can still withdraw at any time. You do not have to give a reason.

6. What will happen to me if I take part?

You will be asked to take part in an interview, which we estimate will take you 20 minutes. You may also wish to agree to a follow-up interview to find out more about your approach.

7. What do I have to do?

Please answer the questions in the questionnaire. There are no other commitments or lifestyle restrictions associated with participating.

8. What are the possible disadvantages and risks of taking part?

Participating in the research is not anticipated to cause you any disadvantages or discomfort. The potential physical and/or psychological harm or distress will be the same as any experienced in everyday life

9. What are the possible benefits of taking part?

Whilst there are no immediate benefits for the informed professionals participating in the project, it is hoped that this work will have a beneficial impact on developing better approaches in youth career guidance practice and policy. Results will be shared with participants in order to inform their professional work.

10. What happens if the research study stops earlier than expected?

Should the research stop earlier than planned and you are affected in any way we will tell you and explain why.

11. What if something goes wrong?

If you have any complaints about the project in the first instance you can contact any member of the research team. If you feel your complaint has not been handled to your satisfaction you can contact the Glasgow School of Art research office to take your complaint further (see below).

12. Will my taking part in this project be kept confidential?

All the information that we collect about you during the course of the research will be kept strictly confidential. You will not be able to be identified or identifiable in any reports or publications. Your institution will also not be identified or identifiable. Any data collected about you in the online questionnaire will be stored online in a form protected by passwords and other relevant security processes and technologies.

Data collected may be shared in an anonymised form to allow reuse by the research team and other third parties. These anonymised data will not allow any individuals or their institutions to be identified or identifiable.

13. Will I be recorded, and how will the recorded media be used?

The interview will be audio-recorded.

14. What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?

The questionnaire will ask you about your opinions and current practices in relation to youth counselling and career guidance. Your views and experience are just what the project is interested in exploring.

15. What will happen to the results of the research project?

Results of the research will be published. You will not be identified in any report or publication. Your institution will not be identified in any report or publication. If you wish to be given a copy of any reports resulting from the research, please ask us to put you on our circulation list.

16. Who is organising and funding the research?

The Glasgow School of Art and the University Of Glasgow support this research. There is no financial sponsor for this project. The researcher is self-funded.

17. Who has ethically reviewed the project?

This project has been ethically approved by the Glasgow School of Art's ethics review procedure.

18. Contacts for further information

Dr Alison Hay, Research Developer, Glasgow School of Art, Tel: +44 (0) 141 566 1408, email: [REDACTED]

Thank you very much for your time, and very best for you.

Appendix 4-7 Consent forms of the stakeholder interviews

Research Consent Form



Research Project Title: [Co-Developing Creative Interventions and Digital Tools in Career Guidance for Young Adults with Young People]

Lead Researcher: [Ziwei Wang]

Contact Details: [REDACTED]

Please initial boxes

1. I confirm that I have read and understand the participant information sheet for the above study;
2. I have had an opportunity to consider the information, ask questions and have had these answered satisfactorily;
3. I agree to being **audio recorded** as part of the research and understand that these will be kept anonymous;
4. I agree to **audio recordings** being made public available in publications, presentations, reports or examinable format (dissertation or thesis) for the purposes of research and teaching – I understand that these will remain anonymous;
5. I agree to the results being used for *future* research or teaching purposes;
6. I agree to take part in the above study.

Optional

7. *I am happy to be contacted about any future studies and agree that my personal contact details can be retained in accordance with the Data Protection Act 1998*

_____ Name of participant	_____ Date	_____ Signature
_____ Name of person taking consent (if different from researcher)	_____ Date	_____ Signature
Ziwei Wang Researcher	_____ Date	Ziwei Wang Signature

Complaints about the conduct of this research should be raised with: Maddy Sclater



Appendix 5-1 Thematic analysis result of youth advisor initial interviews and mind maps for Empathise

Thematic analysis result of youth advisor initial interviews for Empathise and example codes			
Theme	Young people are not making informed career decisions.		
Sub-themes	Need more experience and keep practising.	Need to find their position in the world.	Waste time on unfavoured things.
Example codes from youth advisor interviews	Try out many things is a good way to find the right path. Should let kids do that as much as possible. School advisor helps pick course but didn't have enough time to think.	Many young people struggle to manage their career, don't know what to do. Young people just live their life as it goes, there is no plan.	People can choose some easy way but not want it just to move on. Change mind in college. Back to being unsure.
Example codes from Mind maps	Discovering, reflection; risks, rewards. Unforgiving No guaranteed jobs.	Overwhelmed with options Hard to get information, self-value, purpose. Help others fulfil their purpose.	Choose the path with least resistance Survival

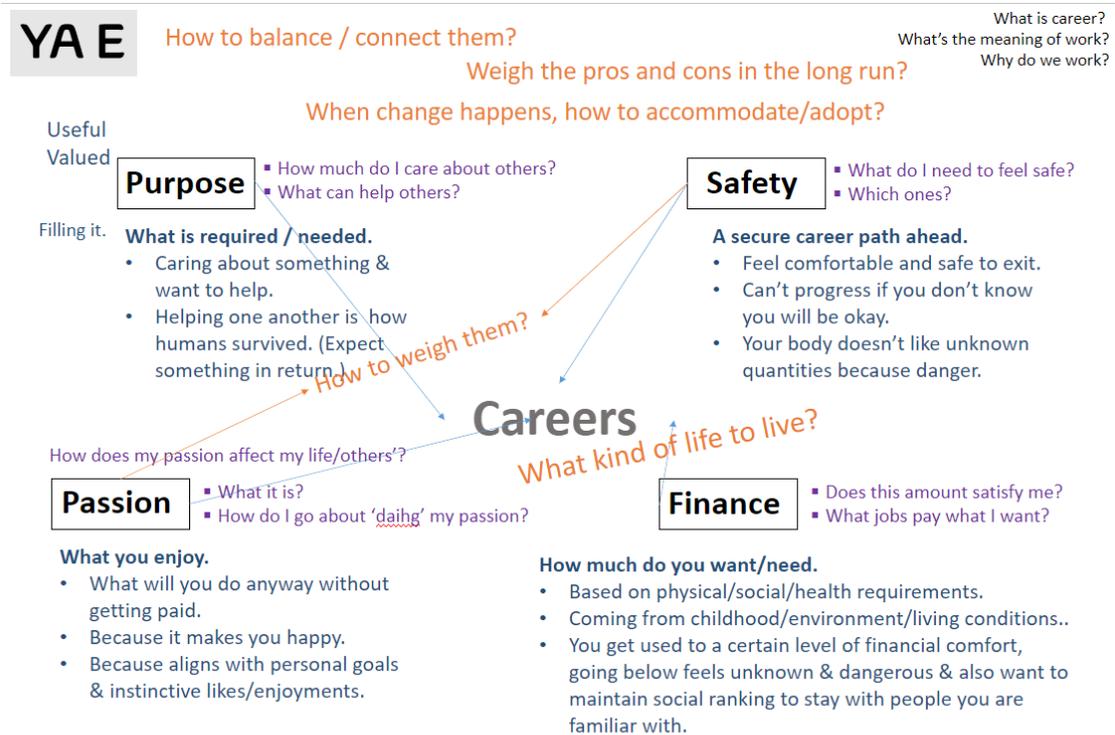
Appendix 5-2 Thematic Analysis Result of Youth Advisor Initial

Interviews for Define

Theme 1 Young people need a future vision to guide their action			
Sub-themes	Need a sense of purpose to do meaningful things.	Need to have a vision of the path.	Need to be an expert of a certain field
Example codes	People need to achieve goals, to have a purpose and aims. Future-oriented thinking helps you know what to do. Young people feel they work for the business, not for the meaning of their life.	Made the choice than change minds. The university course is different from expectation. I knew what I want but it seemed unattainable, difficult to visualise the path to there.	Today you can be an expert in a very specific thing and make a profit from that knowledge. The problem of too many choices as well as other problems.
Theme 2 Young people want to be their unique selves			
Sub-themes	They want to be comfortable and capable	They want to do things about their interests and fit their views	Unique personal issues affect career management
Example codes	Want to be herself. (Something that is really what she wants.) Help young people find a path they are comfortable with.	Career support should care more about the person, what makes the person happy. It helps narrow what their options are for the future, and give them more directions.	career and personal development is a Yin & Yang situation. Everyone has unique problems.
Theme 3 Young people need support from a wider group.			
Sub-themes	Peer support for reflection and encouragement	A requirement for supports from outside school	Need to understand the meaning of a choice
Example codes	Friends sharing is a good way of learning. Watching school mates can give me ideas about what I should do.	School can advertise other supports (communities). Internet is very influential now and can be used in many ways.	Need more assistance in choosing fields and more time to think. Need different views from people in terms of what different jobs are like.

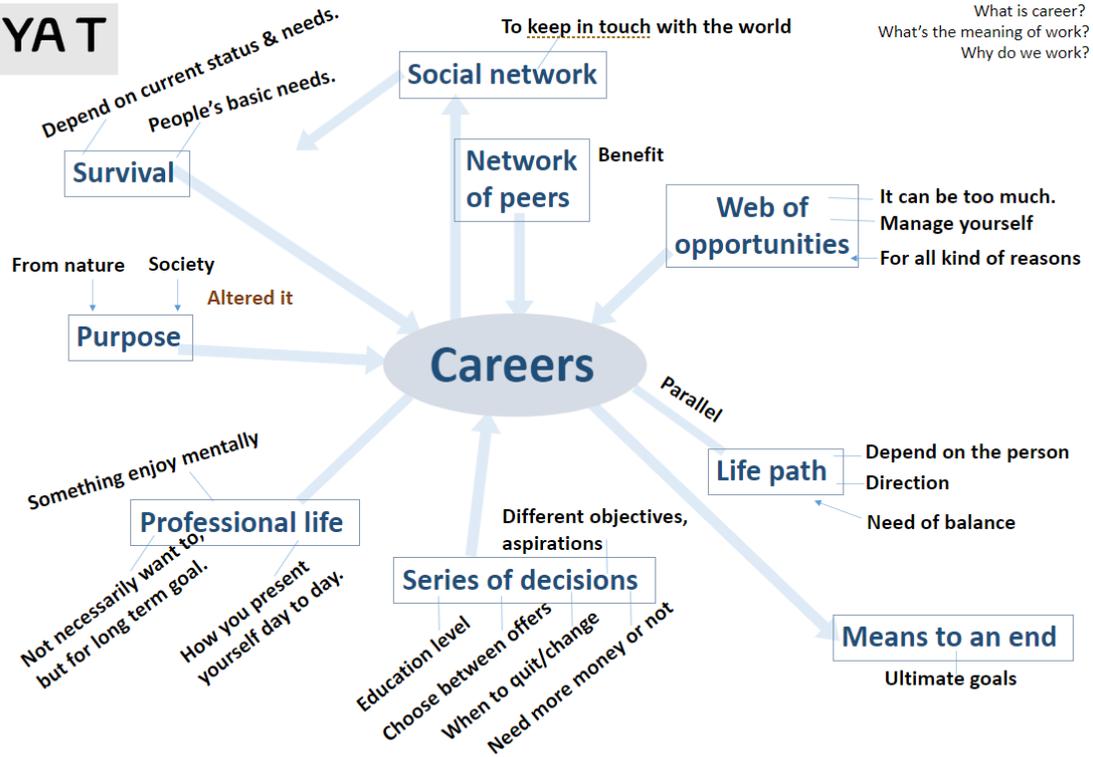
Appendix 6-1 Mind maps done with youth advisors

The Meaning Map



Meaning map when we talk about managing career, what do we really need to work on?

YAT

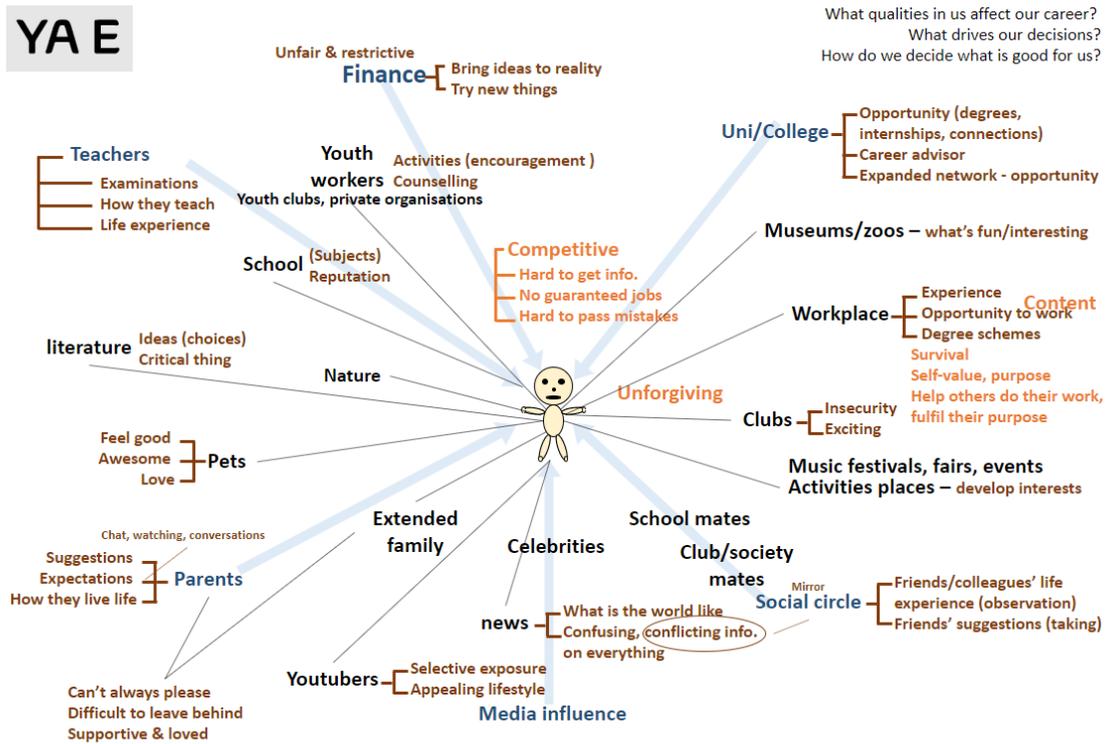


What is career?
What's the meaning of work?
Why do we work?

Meaning map when we talk about managing career, what do we really need to work on?

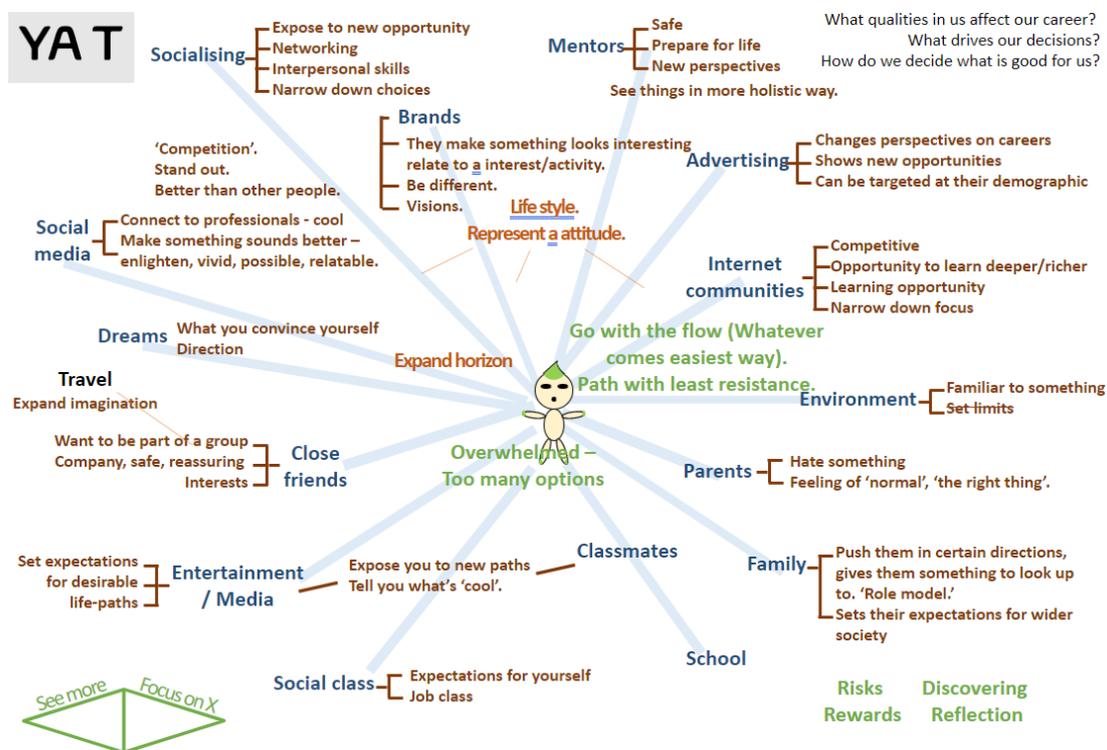
The Influencer Map

YAE



Influencers map who or what has an impact on our career and can be taken actions upon?

YAT



Influencers map who or what has an impact on our career and can be taken actions upon?

Appendix 7-1 Full list of solution ideas in 3 stages

Full organised list of solution ideas in 3 constructive stages			
	Construction	Deconstruction	Reconstruction
S t a t u s	<ul style="list-style-type: none"> - Write 25 things. Pick 5 of them that you have to do. Pick 5 of them you don't need to do now. _ for setting the purpose of this intervention - Tell a work experience that you have been most effective. - What roles I play now? - Writ your earliest recollections. What is the feeling? What's the most vivid picture of it? Make a headline with verb and feelings. - What do you like to talk about with people? - People often admire me for... / I often impress people by... / I often have bright ideas on... - Have you been asked what do you want to do when you grow up, what was your answers, and has it changed? - Fill the scale of how happy, healthy, purposeful you are at the moment. / Fill the scale of how much effort do you spend on work, leisure, love, watching my health. 	<ul style="list-style-type: none"> - Currently my task is.... - In face this transition, my underlying concern has reminded me... - To solve problems growing up, I turned... Into ... - I am good at - Choose from the skills list. - I am good at ... Data. - I am good at ... People. - I have expertise in.... - I have knowledge in.... - I have developed ... In my previous work and ... In my spare time. - In this stage of my life, I am ... Ready to work on my career. - I need to do ... To be ready. - I am a ..., ..., ..., and (Adj words.) - I can be manipulated by.... Or: ... Can lead me to the wrong path. 	<ul style="list-style-type: none"> - I am at this stage of my life where the most important things I should focus on doing is..., I am ... Prepared to start working on these things, in order to prepare myself better, I will put more effort on This is how I plan to do to make my everyday life more pleasant. - My biggest concern for pursuing my goals is... My life experience and my role model has reminded me that I can do ... To deal with it.
V a l u e s	<ul style="list-style-type: none"> - Imagine an ideal family Sunday out. Who are there with you? Where are you? What are you doing? - Tell a bad work experience you never want to go back there. - Write the most abnormal story of your life. - What are the things I have done that I hated doing? Why did I do it, why don't like it, why did it start. - When I die, I want to leave the world... When I die, I want people to say... About me. - Write an essay about what's the purpose of life. - Present photos of famous people and choose and explain. Photo-elicitation. Portraiture. - What is your favourite saying? A motto you live by? - Story reading and QA. - Let the young people pick a news and talk about it. - Have you ever done charity or charity work? Did you enjoy it? Why did you choose it? - <i>Wonderful Life</i> what comes to your thoughts after watching the movie. 	<ul style="list-style-type: none"> - I think family is... To me. To have happy family, the... Is important. - My responsibilities to family are... - ... And ... Are important in my life. I have responsibilities in.... - I value ... Over.... - For the optimist, I wish the job I am going to do will bring me... P106 rewards list - What is it that worth fighting for? - Use the 9 missions list. - ... And ... Are important in my life. I have responsibilities in.... - What is my responsibility for the world? - Successes to me are about..., and they are what work can reward me. - What is my responsibility for the family? 	<ul style="list-style-type: none"> - To solve my problems in growing up I became __, __, and __. These attributes are important in my next position. They formed my character by turning __ into __. - The kind of life I want to achieve is with (people), living in (place), my responsibility for the family will be . - I value __. Given the self I have built, I like being around similar people who are _&_. I like working places such as _&__. - These preferences lead to the kind of jobs that allow me to __ (save animals), and will bring me __ (respect). They can be in the industries of __, example jobs be __.
I n t e r e s t s	<ul style="list-style-type: none"> - Tell a work experience you were happiest. - Tell good memories of work. - Times when you feel 'this is what I meant to do'. - Write the most challenging /exciting story of your life. - What do you like to spend a lot of time doing? - What magazines you like to read and why? - What news you follow and why? - What courses you are interested in taking in? - What websites you browse/ what videos you watch on youtube and why? - Is there anything in your life that makes you forget about time? What is it? - What activity makes you happy and full of energy? - List all occupations you thought about doing. 	<ul style="list-style-type: none"> - The ... People and the ... Place makes me effective. - The ... People, the ... Job and the... Environment ... Make me happy. - I better avoid the ... People, the ... Place, the... Tasks in my career. - I think doing ... Would make me happy. And what is connected to these things and what else could be possible? - I should aim at ... When developing my career. - I think doing ... Would make me happy. - Choose one of the pathways and visualize it. - From the Holland 6, choose the 3 suits you most in order. Compare with the list of jobs. 	<ul style="list-style-type: none"> - I have confirmed that I have good knowledge in (I have the expertise) __, I have great interest in (make me happy)__. I prefer using procedures (my work pattern) like__ in solving problems such as __. To make a good start of my career, I think the best kind of job I take is in the __ industry, a possible job title could be__.

Appendix 7-2 Recommendations on changes from mock sessions

Recommendations on changes from mock sessions		
Session	From researcher's notes	From youth advisors
Mock session 1 with ed	<p>Ask the last conversation with friends if cannot get enough information from 'usual topics'.</p> <p>Once get to an important interest or expertise, ask to explain further about how much they know about it.</p> <p>Summarize the stories to help clients with finding key information, conclude the key information to help client with the reconstruction of identity.</p> <p>The exercise itself is not so important when the counsellor know the purpose of the session and ask further questions to allow clients reveal information.</p>	<p>Writing the conversation down helps with client's reflection.</p> <p>More focus on what they like than what they have.</p> <p>Colouring is a good exercise.</p> <p>Give a time frame to the status scale exercise.</p> <p>Could allow clients pick the questions they want to do.</p>
Mock session 2 with ed	<p>Instead of asking for the most, ask the normal. For example, the people you admire instead of the person you admire the most.</p> <p>In terms of role models, ask about both famous people and the people around us. Could even be fictional or historical figures.</p> <p>Ask further what qualities in the people make them successful and why those qualities are important.</p> <p>When ask about the things they regret, ask why they did it and why they didn't change, to find out more about what drives their actions.</p> <p>It is not easy to ask how important each life aspect is. Instead, can just ask one aspect about how much of time that aspect gets.</p>	<p>Need to keep an eye on the themes that keeps popping up.</p> <p>Better phrase of the questions.</p>
Mock session 3 with Ed	<p>Always ask if there is anything else.</p>	<p>This counselling is more useful for people who do not often reflect on their lives.</p>
Mock session 4 with Ed	<p>Give client a clue about what the 3 paths can be. For example, the most and second desirable, and the most practical.</p>	<p>Asked the related questions together.</p> <p>Leave some homework would help speed up the process.</p>
Mock session 1 with Tom	<p>When filling the diagram, let explain both ownership and lack.</p> <p>Must help them conclude the construction exercise before moving on to deconstruction exercises. Because they do not make connection automatically.</p> <p>Ask them to be very clear about what they say.</p> <p>Note the keys and prepare for the summary at all times.</p>	<p>Not of great help for people already know what they want.</p> <p>Make clear of the exercise description, e.g. love is broad.</p> <p>Could ask in other ways about things they are interested in apart from talks.</p>
Mock session 2 with Tom	<p>Be alerted to making clear their values. By ask for reasons and confirming or repeating their words.</p> <p>Okay to make guesses if client is stuck on thought.</p>	<p>Make better connections between the construction and deconstruction exercises by rewording.</p>
Mock session 3 with Tom	<p>Should ask them to think and take time write for some exercises instead of me asking all the time.</p>	<p>Be more concise in the summary.</p>
Mock session 4 with Tom	<p>Make clear the path writing, 3 paths and 3 destinations.</p> <p>Happy accidents do not have to be occupational because this design cares about life.</p>	<p>Make the exercises shorter but not losing information. Could use group session. make the flow smoother.</p>

Appendix 7-3 Sorted Construction Activities list

Status

1. Fill the scale of how happy, healthy, purposeful you are at the moment. / Fill the scale of how much effort do you spend on work, leisure, love, watching my health. 7+5=12
2. What do you like to talk about with people? 5+7= 12
3. Tell a work experience that you have been most effective. 6+ 4= 10
4. People often admire me for... / I often impress people by... / I often have bright ideas on...3+ 6= 9
5. Write 25 things. Pick 5 of them that you have to do. Pick 5 of them you don't need to do now. _ for setting the purpose of this intervention 4+ 2= 6
6. Have you been asked what do you want to do when you grow up, what was your answers, and has it changed? 2+ 3= 5
7. Write your earliest recollections. What is the feeling? What's the most vivid picture of it? Make a headline with verb and feelings. 1+ 1= 2

Values

1. What are the things I have done that I hated doing? Why did I do it, why don't like it, why did it start, why did it. 10 11 21
2. When I die, I want to leave the world... When I die, I want people to say... about me. 12 7 19
3. Present photos of famous people and let clients choose a successful one and explain. 9 18
4. Imagine an ideal family Sunday out. Who are there with you? Where are you? What are you doing? 6 10 16
5. Tell a bad work experience you never want to go back there. 5 11 16
6. Let the young people pick a news and talk about it. 11 4 15
7. Have you ever done charity or charity work? Did you enjoy it? Why did you choose it? 7 6 13
8. What is your favorite saying? A motto by which you live? 4 8 12
9. Write an essay about what's the purpose of life. 3 7 10
10. Write the most abnormal story of your life. 8 2 10
11. What comes to your thoughts after watching the movie Wonderful Lives? 1 5 6
12. Story reading and QA. 2 3 5

Passions

1. Is there anything in your life that makes you forget about time? What is it? 11 13 24
2. Times when you feel 'this is what I meant to do'. 12 11 23
3. What activity makes you happy and full of energy? 9 12 21
4. Write the most challenging /exciting story of your life. 13 7 20
5. What do you like to spend a lot of time doing in your life? 7 10 17
6. What websites you browse/ what videos you watch on YouTube and why? 10 6 16
7. What courses you are interested in taking in? 8 4 12
8. List all occupations you thought about doing. 3 9 12
9. Tell a work experience you were happiest. 2 8 10
10. What news you follow and why? 6 1 7
11. Write down what comes to your thoughts after watching the movie about pursuing passion. 5 2 7
12. Tell good memories of work. 4 3 7
13. What magazines you like to read and why? 1 5 6

Strategies

1. Tell a story when you accidentally found opportunities. Have you had any experience where you discovered opportunities? How did it happen? 5 6 11
2. Write 3 pathways for yourself, the most possible, the most desirable, the second desirable. Break down big goals to small goals. 6 3 9
3. What is your favorite story from a book, movie, opera right now? (4+sentences) 2 4 6
4. Who is your childhood role models and why? 1 5 6
5. Write down note of the workshop. I did..., ...happened..., I feel... 4 1 5
6. Draw a map of your growing up journey. 3 2 5

Appendix 7-4 Sorted Deconstruction Activities list

Status

1. In this stage of my life, I am ... ready to work on my career. 14 14 28
2. I have developed ... in my previous work and ... in my spare time. 9 13 22
3. I am good at 12 9 21
4. I have knowledge in.... 11 10 21
5. I have expertise in.... 11 8 19
6. I can be manipulated by.... Or: ... can lead me to the wrong path. 7 11 18
7. Currently my task is.... 14 3 17
8. In face this transition, my underlying concern has reminded me... 6 7 13
9. Choose from the skills list. 1 12 13
10. To solve problems growing up, I turned... into ... 8 2 10
11. I need to do ... to be ready. 5 4 9
12. I am good at ... people. 3 6 9
13. I am good at ... data. 2 5 7
14. I am a ..., ..., ..., and (Adj words.) 4 1 5

Values

1. What is it that worth fighting for? 9 10 19
2. What is my responsibility for the world? 8 9 17
3. I think family is... to me. To have happy family, the... is important. 6 10 16
4. ... and ... are important in my life. I have responsibilities in.... 10 6 16
5. Successes to me are about..., and they are what work can reward me. 7 8 15
6. For the optimist, I wish the job I am going to do will bring me... P106 rewards list 4 9 13
7. My responsibilities to family are... 5 7 12
8. I value ... over.... 2 5 7
9. Use the 9 missions list. 1 1 2

Passions

1. I think doing ... would make me happy. And what is connected to these things and what else could be possible? 9 9 18
2. I think doing ... would make me happy. 8 7 15
3. From the Holland 6, choose the 3 suits you most in order. Compare with the list of jobs. 7 4 13
4. The ... people, the ... job and the... environment ... make me happy. 3 8 11
5. I should aim at ... when developing my career. 6 4 10
6. I better avoid the ... people, the ... place, the... tasks in my career. 5 4 9
7. Pick out the jobs you find interesting. 4 5 9
8. The ... people and the ... place makes me effective. 1 6 7
9. Choose one of the pathways and visualize it. 2 4 6

Strategies

1. The best advice I can give myself is... 4 5 9
2. In order to find more opportunities, I should ... 6 2 8
3. Practice giving and receiving feedback. 5 3 8
4. My advice for myself towards my task now is.... 3 5 8
5. If I adopt the script from my favorite story, I will... 1 6 7
6. Share with your partner and see what is different between you two. 2 1 3

Appendix 7-5 Pilot study workbook example

WHO AM I?

Let's start the journey of self-discovery!

ZIWEI WANG
Glasgow School of Art

Set a goal for this great exploration

What is the most urgent task in our life now?
How can this Life Design help you?

WHO AM I?

ZIWEI WANG
Glasgow School of Art

Essential elements of life

Fill the scales of these elements.

How much I leave in...

How much effort I put on...

ZIWEI WANG
Glasgow School of Art

My topics with friends

What is it that you often talk with your friends about?

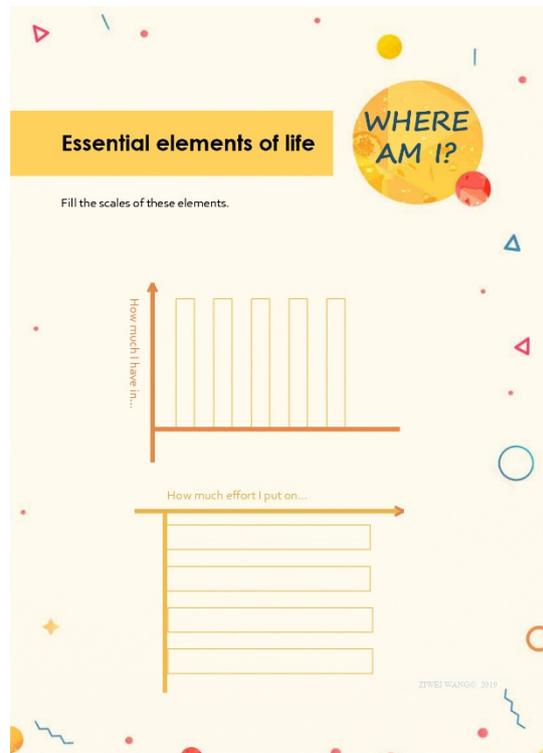
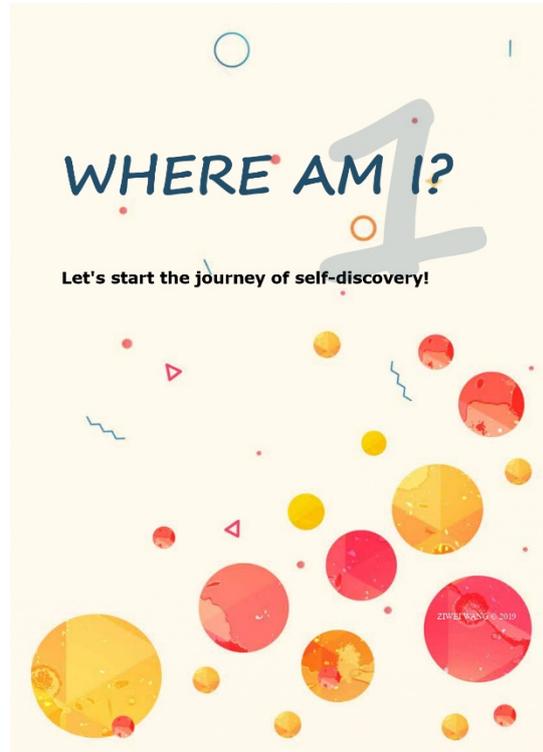
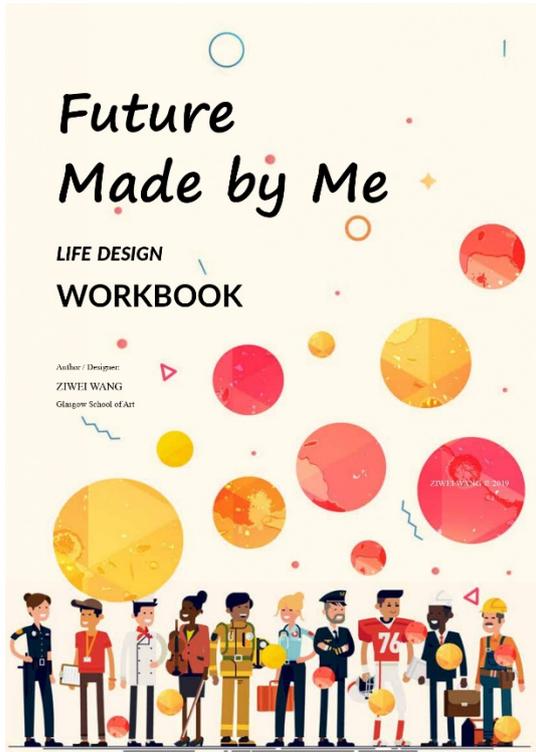
WHO AM I?

Topics

Sub-topics

ZIWEI WANG
Glasgow School of Art

Appendix 7-6 Case study workbook



My topics with friends

WHERE AM I?

What is it that you often talk with your friends about?

Topics	Sub-topics

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The roles I play

WHERE AM I?

What roles do I play in my world now?



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My knowledge

WHERE AM I?

Everything you know is valuable, sometimes you don't realise it, but knowledge and skills are something nobody can take away from you.

Tip: I can see from the topics I have with my friends, I know something about...

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I need and I don't need

WHERE AM I?

Something you should avoid and something you are in need for.

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WHERE AM I?

My previous life has made me an expert in _____
(e.g. fish, PPT).

I wish to explore more in _____
(e.g. biology, Excel).

I am working on _____ (e.g. degree,
painting) right now. I have _____ (e.g.
colleagues, YouTube) there to help me.

At this stage of my life, I think my job is to _____
(e.g. get a degree, find a direction) (most important task
to focus on).

I am _____ % prepared to start working on these
things, in order to prepare myself better, I will put more
effort on _____ (e.g. running).

This is how I plan to do _____ (e.g. improve my
health) to make my everyday life more pleasant.

My biggest concern for pursuing my goals is: _____
(e.g. watch my health, analytical skills).

My life experience and my roles has reminded me that I
can do _____ to deal with it.

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WHERE AM I?

My first Guided Visualisation.

Where your current life plan can take you?
Who you would become if you do not change now
and continue doing things in the ways you are doing
right now?

ZIWEI WANG © 2019

Happy Journal

I did..., ...happened..., I feel...

I did..., ...happened..., I feel...

I did..., ...happened..., I feel...

ZIWEI WANG © 2019

WHO AM I?

Let's explore the laws of my universe!

ZIWEI WANG © 2019

Be remembered as ...

What do I want to leave the world with when I die?
And what do I want people to say about me?



WHO AM I?

ZIWEI WANG© 2019

A favorite story

What's your favorite story?
Is there any news you read recently that left you with a strong impression?



WHO AM I?

ZIWEI WANG© 2019

Reasons for hard work

What is it that worth we fighting for so hard?



WHO AM I?

ZIWEI WANG© 2019

I didn't like doing....

I really regret that I have done something I dont like....



WHO AM I?

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The successful people

Who do you think lives a successful life?

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WHO AM I?

My responsibility for the world is _____.
My responsibility for myself is _____.

Success to me is about _____.
I want my work rewards me with _____.

The perfect job will be the one can reward me with _____.

Family is _____ (takes how much percentage of your energy) to me, in order to have a happy family, _____ is important. I should do _____ to have it.

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WHO AM I?

- To solve my problems growing up I became _____ (e.g. patient). These attributes are important in my next position. They formed my character by turning _____ (e.g. challenge) into _____ (e.g. opportunity).

The kind of life I want to achieve is with (people) _____, living in (place) _____, while my responsibility for the family will be _____.

I want to be the kind of person who care about _____, who owns (important things in life) _____, who are (viewed/treated) _____ by people, who lives a life style of _____.

Considering these things I value, I should do _____ to deal with my current issue.

These preferences lead to the kind of jobs that allow me to _____ (e.g. find justice), and will bring me _____ (e.g. respect). They can be in the industries of _____, the example jobs can be _____.

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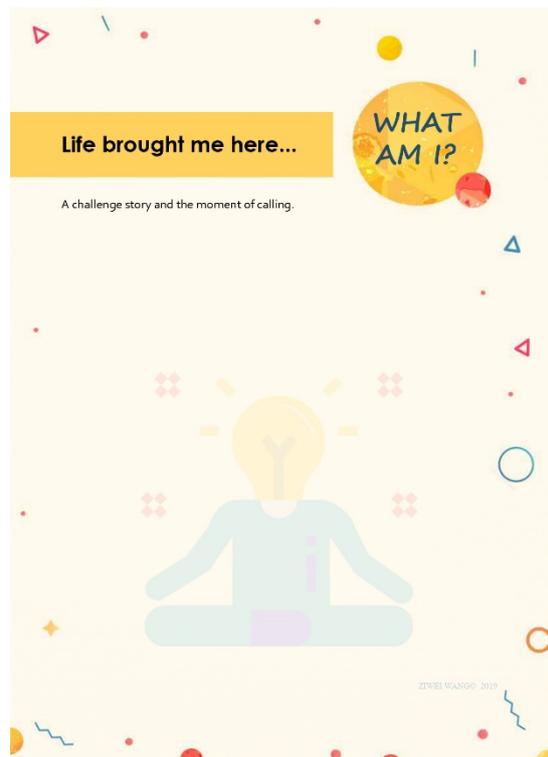
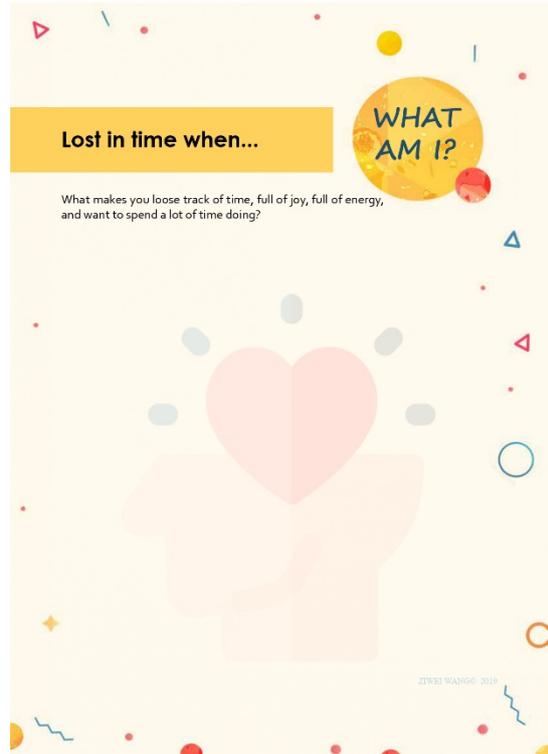
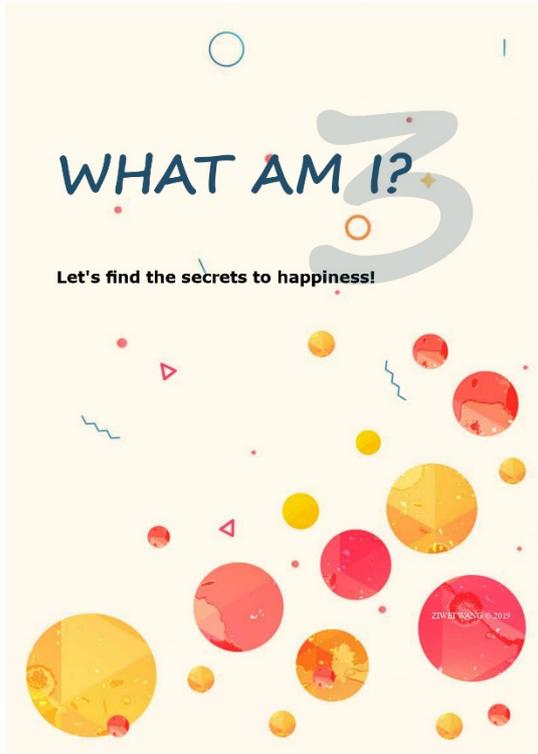
Happy Journal

- I did..., ...happened..., I feel...

I did..., ...happened..., I feel...

I did..., ...happened..., I feel...

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Happy work...

WHAT AM I?

Tell me a good work experience.
All the jobs you thought about doing.

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Possibilities

WHAT AM I?

What are the things related to the occupations listed above? (A mind map.)

I should aim at ... when developing my career.

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WHAT AM I?

At the moment, doing _____ make me happy, but the _____ has the potential to make me happy doing too. And I plan to focus on _____ as a professional.

I can do _____ to plan this in my everyday life. I would do _____ to deal with my current issue.

I am a person who values _____, Given the self that I have built, I like being around similar people who are _____ and _____.

I like working places such as _____.

I prefer using procedures like _____ (my work pattern) in solving problems such as _____.

To make a good start of my career, I think the best kind of job I take is in the _____ industry, a possible job title could be _____.

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Happy Journal

I did..., ...happened..., I feel...

I did..., ...happened..., I feel...

I did..., ...happened..., I feel...

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HOW TO...? 4

Let's make a plan!

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Childhood memory

Who was your role model?
What is your favorite story, book, movie right now?

If I adopt the script from my favorite story, I will...

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Opportunities

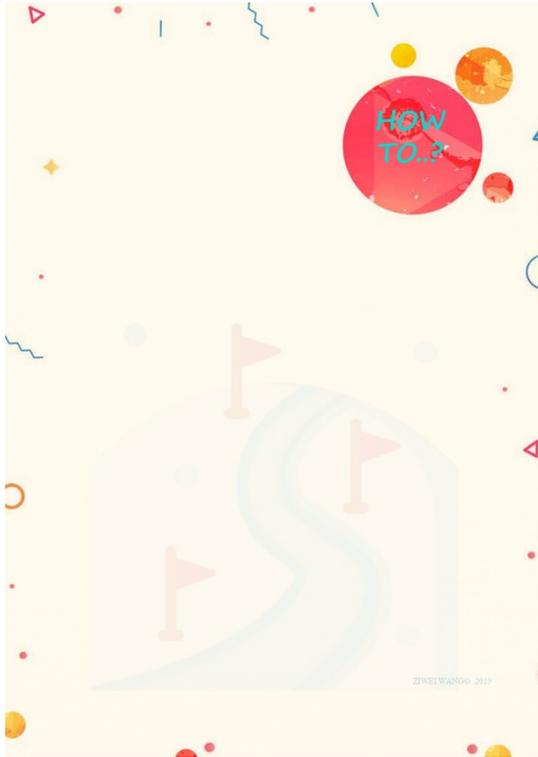
Happy accidents

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3 Paths

Ways to my most desirable destination.

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HOW TO...?

From my 3 plans, the one I like the most is me becoming _____. I have identified ____stages I can reach that position. The stages are _____. The reasons for the stages are _____. In order to make it to the next stage, I have to achieve _____in the previous stage.

If I adopt the script from my favorite story, then I will _____.

In order to find more opportunities, I should ...

The best advice I have for myself is _____.

A decorative page with a light yellow background. At the top right, there is a red circle containing the text 'HOW TO...?'. Below this, a light blue winding path leads from the bottom left towards the top right, with three pink flags placed along its length. The page is decorated with various colorful geometric shapes like circles, triangles, and lines. A small 'ZIWEI WANG© 2019' watermark is visible at the bottom right.

Happy Journal

I did..., ...happened..., I feel...

I did..., ...happened..., I feel...

I did..., ...happened..., I feel...

A decorative page with a light yellow background. At the top left, there is a blue circle containing the text 'Happy Journal'. Below this, three lines of text are provided for journaling: 'I did..., ...happened..., I feel...'. The page is decorated with various colorful geometric shapes like circles, triangles, and lines. A small 'ZIWEI WANG© 2019' watermark is visible at the bottom right.A colorful illustration of a diverse group of people in various professions, including a scientist, a teacher, a doctor, a chef, a firefighter, a police officer, a soccer player, a pilot, and a construction worker. They are standing in a line, holding various items like books, a globe, a stethoscope, a chef's hat, a fire extinguisher, a police badge, a soccer ball, a pilot's hat, and a toolbox. The background is decorated with colorful circles and lines.

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z.wang4@student.gsa.ac.uk

A decorative page with a light yellow background. At the top left, there is a blue circle containing the text 'Happy Journal'. Below this, three lines of text are provided for journaling: 'I did..., ...happened..., I feel...'. The page is decorated with various colorful geometric shapes like circles, triangles, and lines. A small 'ZIWEI WANG© 2019' watermark is visible at the bottom right.

Appendix 7-7 Short guidance for professionals to use FMBM

Deliver the FMBM content

• Session 1 My Position in Life

The purpose of this session is anchor the beginning of career exploration. Make clear where the clients are in their career-life path, what they own, and how prepared they are.

STAGE ONE Career-life Identity Construction

- 1) Start the session with **Purpose Statement**: make clients describe their situation clearly, set a goal for the counselling. This way there is a clear direction for the sessions and at the end we can be clear of the achievement. This topic should help you find out what issues to help clients develop strategy for in this counselling.
- 2) Then the first exercise is **Life Status Diagram**. Have clients fill 2 bar charts, one is about their things they own (Love, Purpose, Happiness, Physical Health, Mental Health) and the other is about the effort they put (in Work, Love, Happiness, Health). After filling the bars, the clients need to explain why they fill each bar as such. This exercise should help you make clear of clients' health, work condition, health condition, mental condition, and social condition for career development.
- 3) Then if you feel that the clients mentioned little about their current responsibilities, an additional topic of **The Roles I Play Now** can be delivered. It is not likely that clients would give very diverse answers and they usually do not think much about their roles in society. This topic should help you develop better knowledge of clients' social condition.
- 4) The next topic is what they like to **Talk About With Friends**, this exercise requires clients to talk about the main topics and sub topics they usually cover when having a conversation with friends. From this topic, you should be able to find out important information about the clients' interests and knowledge. If the clients do not normally engage in multiple topics, for example, if they only do small talks with people, then you can ask them to talk about **Their Work/Subject**.
- 5) The last exercise is talking about something the client always **Impresses Other People** with or some field the client always has good ideas in. This is designed to help improve clients' confidence and keep them in a positive mind. With this topic, you should develop more knowledge of the client's skills and knowledge.

STAGE TWO Career-life Identity Deconstruction

- 1) The first thing we want to help clients make clear is: At this stage of my life, My task is ____, and I am ____% ready to start working on the task and build my career. You should help clients find answers to this from the opening topic and the Life Status Diagram.
- 2) The second thing we want the clients to be clear about is what knowledge and skills they have. Ask the knowledge and skill they developed from work and spare time separately. You should help clients find answers from Impress Others, talk with friends, and Their Work.
- 3) The last thing to be made clear is what they need and do not need for move forward. Which is about what things can lead them to a wrong path and what things make them more capable. You should help clients find answers from Life Status Diagram and The Roles they play.

STAGE THREE Career-life Identity Reconstruction

- 1) 'I am at this stage of my life where the most important things I should focus on doing is ____, I am ____% prepared to start working on these things, in order to prepare myself better, I will put more effort on ____. I plan to do ____ to make my everyday life more pleasant.
I have knowledge or skills in ____. I wish to explore more in ____. I am working on at the moment, I get help from ____. My biggest concern for pursuing my goals is ____. My life experience and my role model has reminded me that I can do ____ to deal with it.'

• Session 2 The Laws of My Universe

The purpose of this session is make clear the behavioural and decision making rules clients have for themselves.

STAGE ONE Career-life Identity Construction

- 1) Start the session with **Reasoning Game**. Prepare 2 pile of cards, one pile writes descriptions such as Beautiful Things, the other one writes names of things such as Superman or Noodles. Have Clients pick one description card and then a few name cards, then pick one name card that fits the description the most, explain the choice. Repeat the game a few times. You should already know some of their moral believes and values with this game.
- 2) The first Topic is **Things they want to leave the world and How they want people to think about them when they have passed away**. Leave time for them to think. You should have some notes of their beliefs and things of the most importance to them after this topic.
- 3) The second topic asks about the **people they admire the most in the world**. This exercise help you to see their definition of success and the essential elements of success. After this exercise, you should know more about the kind of destination that makes them happy.
- 4) The third one is **Local/Global News or Things Happened to Them Recently** that they would like to talk about or share with me. This topic shows what clients think are worth paying attention too, what is relevant to them. You should be able to see some of their values from here.
- 5) The forth topic is the **Things They Think Worth Very Hard Working**, it is about those thing that they would 'fight for', could ask them to talk about the hard working experiences they have. You should have some note about the things your clients think are very important in their life after this conversation.
- 6) The 6th topic is about **Regrets**, or you can say it in a lighter way, put it as 'Is there anything if you had done differently that could make your current life better?'. The fact that they did not do better means that there were something stopping them, which means these things are important or strong influences to them. This is what should be on your note at the end.

Deliver the FMBM content

- Following the last page
- **Session 2 The Laws of My Universe**

STAGE TWO Career-life Identity Deconstruction

- 1) The first thing we want to help clients make clear is their Responsibility to The World, this is one of the things that brings them meaning of life. If they do not think they have any responsibility for the world, then it is one answer but not no answer. Focus on themselves is their value. You can help them get answer from the Things to Leave After Death activity.
- 2) The next one is the meaning of success. This are essential things that makes them think themselves as successful. It is usually not just about professional life. You can help clients find the answers from the Successful People exercise.
- 3) The 3rd thing needs to be made clear is What Reward They Want Work to Give Them? This is important to find out if they want to get a job that they would be content with and think their values were appreciated. You can help them find answers from the exercise about things that worth fighting for and successful people.
- 4) The last one is the Importance of Family, Social, Hobby, and Work. It is difficult to describe, therefore, we can ask them to rank these elements and tell how much percentage of time that they would like to give family and work. Answers to this should be found from the Regrets exercise and things they want to leave behind.

STAGE THREE Career-life Identity Reconstruction

'To solve my problems in growing up I became __, __, and __. These attributes are important in my next position. They formed my character by turning __ into __.

The kind of life I want to achieve is with __ (people), living in __ (place), my responsibility for the family will be __.

I care about __, I want to own __. I want to be treated with __ by people, and I want to live a lifestyle of __.

These preferences lead to the kind of jobs that allow me to __ (save animals), they reward me with __ (respect). They can be in the ____ industries, example jobs are ____.

Considering these things I value, I should do __ to deal with my current issue.'

- **Session 3 My Source of Happiness**

The purpose of this session is making clear what brings enjoyment to clients' life.

STAGE ONE Career-life Identity Construction

- 1) The first topic would be **Experiences of Flow**. Which is about when clients enjoy something so much, they loose track of time. This should tell you what makes them relaxed and feel stressless and joyful.
- 2) The second topic is **Experience of 'Meant to Do'**. It is the moments they feel a sense of calling. This should tell you both their source of happiness and definition of life meaning.
- 3) The 3rd topic is more related to work, it is **Happy Work Experience**. It represents the moments they had fun during work. They do not have to like the job, just short or long moments. This should tell you what brings them joy in a workplace.
- 4) The next one is more about hobby, **What They Do When They Are Free To Explore**. For example, what websites they browse and what videos they often watch. You can also keep on asking about what further training they are interested in taking or what news they love to follow etc. This should tell you they interest subjects.
- 5) The 5th topic is their **Dream Job History**. All the occupation they have thought about doing growing up. This should tell you their journey of interest change and empathise the industry(s) they like.

STAGE TWO Career-life Identity Deconstruction

- 1) At this stage, we want the above stories to tell us what specific things bring happiness and energy to them. Answers should be found from all the topics.
- 2) Then we want to explore what other things can be interesting to them that they haven't tried before. Select an important keyword you identify from your notes and write in the centre of a paper. Ask clients to do a mind map, write all words the keyword remind them of, and then write 1-2 words these new words remind them of. When finished, read the mind map and summarise themes of all words. See if they match results from deconstruction exercise 1.
- 3) Make clear of what types of people and workplace help clients be productive and comfortable as well as what things make them unproductive and divert them away from their right path. The happy work experience helps with this.

STAGE THREE Career-life Identity Reconstruction

'At the moment, doing __ makes me happy, but doing __ could make me happy doing too. And I plan to focus on __ as a professional. I can do to plan the goal in my everyday life. I would do __ to deal with my current issue.

I am a person who values __, Given the self that I have built, I like being around people who are __. I want to work in an environment that is ____.

I prefer using procedures like __ (my work pattern) in solving __ kind of problems. To make a good start of my career, I think the best kind of job I take is in __ industry, a possible job title could be __.'

Deliver the FMBM content

• Session 4 My Plan to Success and Happiness

The purpose of this session is making clear what brings enjoyment to clients' life.

STAGE ONE Career-life Identity Construction

- 1) First, we want clients to think about **Times When They Encountered Opportunities**. Give them time to think about 'happy accidents' or 'good surprises. Ask further questions about before and after, mainly focus on what led to the accidents. The opportunities can be either occupational or not. You should have some notes about things they are interested in and exploration approach.
- 2) Then ask clients to think about the **Stories They Like Growing Up**. It can be some superheroes or cartoon figures. The stories can be from tv, movies, book, plays, tales, etc. This would help you see their behaviour patterns or coping strategies that they approve. You can ask further questions to let them talk more in this aspect. You should keep notes about their problem-solving signatures and self-concepts here.
- 3) Then ask clients to draw or write **3 Pathways** to happy and successful future. First think of 3 destinations, successful life status of their definition. They can be their most desirable, more realistic, and the middle. For each pathway, they start from their current life. Have the beginning and end ready for 3 pathways, they need to then fill the steps and mile stones along the paths. Remind them to be careful about it, they have to be realistic and reasonable. They must be able to explain the reason for those steps and milestones. Have them explain everything to you when they finish drawing/writing.

STAGE TWO Career-life Identity Deconstruction

- 1) Drawing on the Happy Accidents, ask clients what they should do if they want to find more opportunities.
- 2) Reflect on the favourite stories, let them think about what they would do differently if they were the people in the stories or if the people in the stories are living clients' life. Depending on the type of the story and the figures. Keep in mind the purpose is to empathise the problem-solving strategy they approve.
- 3) Drawing on all the exercises above, ask clients what advice they can give to themselves.

STAGE THREE Career-life Identity Reconstruction

'If I adopt the script from my favourite story, then I will ___ for myself towards my task now. The best advice I can give myself is ___. In order to find more opportunities, I should ___.'

From my 3 plans, the one I like the most is me becoming ___. I have identified ___ stages to reach that position. The stages are ___. I wrote these stages based on ___. In order to move on to the next stage from here, I have to achieve ___ first.'

Steps to deliver FMBM

1. Have clients prepare for the beginning of the sessions

- When people signed up for the sessions, ask them to think about what is bothering them now, what problems they need to solve, and what they want the counselling to help them with.
- Prepare a workbook for the clients and get your own notebook ready.
- Check the recording equipment.
- Make sure you do not over fill your schedule as the counselling is very mentally demanding

2. During the sessions

- Before starting the designed content, do some small talks with them, ask them about their days and news in life.
- Clients tend to give short answers to all your questions. Often you will need to keep asking them to elaborate on their answers. You can do it by saying: 'Can you explain that?' 'What is it?' 'Can you give an example?' This is also for you to not misunderstand them. Usually, what we want to find out is more than what the questions ask, so, you often also need to ask 'Why?' 'And?' 'How?' and more. Make sure you have collected enough information before moving on to the next part.
- Be mindful to how you present yourself to clients, they can be sensitive to your reactions and can be discouraged if they think you do not like their answers or you are not interested. Always give them positive feedbacks and try to smile often.
- It is common that you fall into a fixed structure, since that is the easy way to deliver the sessions. Your brain can trick you into it. But keep in mind that the counselling should always be as individualised as possible. If you think you have collected enough information you need, you can skip some activities. On the other hand, if you think clients did not give you enough to work on, you can always ask more questions.
- A visualisation exercise can be added to the first and the last session. Use meditation techniques to help clients visualise and then keep a note of where they are in the perfect future, what they do, and who are with them.

3. Between the sessions

- At the end of each session, leave clients homework. Which is Good Time Journal and a quick think about the next session topic. The good Time Journal is simple, ask the to write 3 sentences on the blank left for them in the workbook: During ____, I did ____, I feel ____. It highlights their actions and feelings. A preview of the next session is for saving their thinking time during the sessions, for example, after the first session, you can ask them to think about what are important to them before session2.
- Clients' need changes all the time. Therefore, the counselling needs to be constantly updated. Keep a reflective journal after each session, write about both your personal and professional experience. It will help with your life and with improving your practice. It also makes it easy for you to look back to the sessions in the future.

4. After the sessions

- Encourage clients to practice reflective thinking, keep updating their plan, and keep act following their plans.
- If needed, organise all the sessions and form a report. Send it to the client to help them process things they have learnt and knowledge they have developed during the sessions.

Important notes for practitioners

1. Do NOT follow the process strictly

The sequence of the exercises are not fixed, you should make the judgement of the condition and adjust the content and/or the sequence of the exercises.

2. Reflect in practice

It is very important that you reflect on your practice, your clients can be very different from other practitioners' because of their culture background and social-economic status. Take that into account and feel free to develop your own counselling design.

3. Be aware of workloads

This is a very physically and mentally demanding job, take care of yourself is taking care of your clients. They will need your mind to be sharp to deliver a good session.

4. Always respect clients and it is okay to be nice

Clients might have very different opinions towards one thing. You can share you opinions, and be careful to avoid conflict and unnecessary distractions. Remember that you joining the story telling is only for better delivery of the session, not for socialising. However, it is always good to be friendly. Clients will be more encouraged to tell stories when they feel that you respect and think good of them. This will help you because you will have more to work on and can proceed your plan more easily.

5. Think of the purpose of the session when delivering it

Sometimes the exercises is not very clearly related to the session's theme. You will need to constantly think of the theme os the session so that you can help clients focus on the important things, find keywords and craft more accurate identity.

6. Group or individual counselling

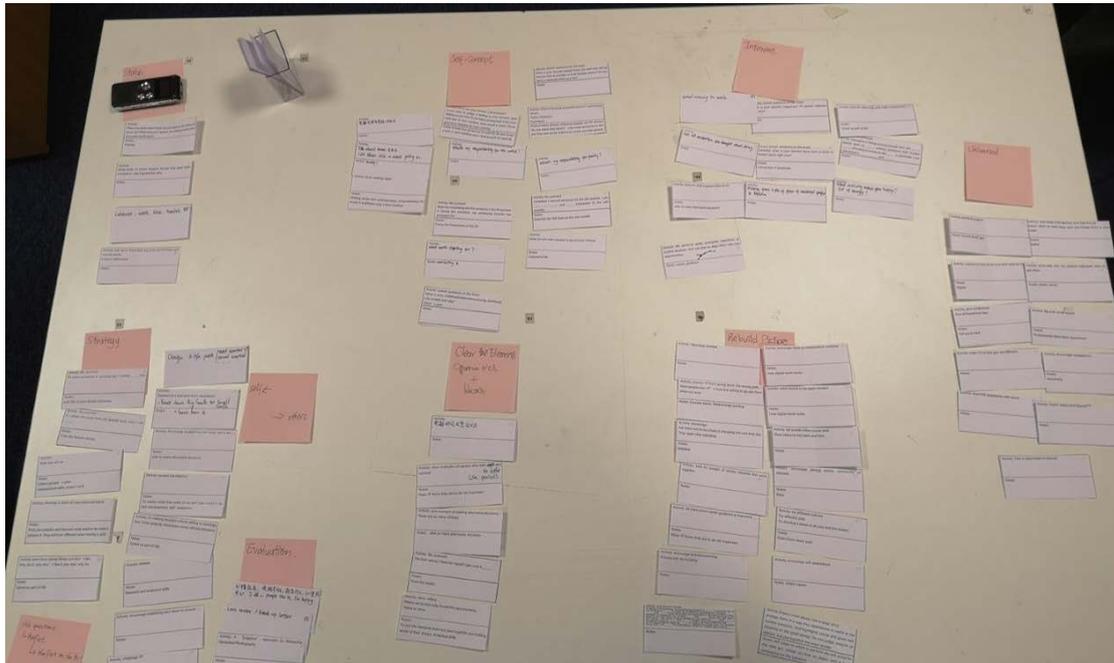
You can deliver the session to a small group using the same process. Ideally for 2-people groups. Just do that same thing except you ley the 2 people talk in turn. This way each one of them can have more time to think and you won't have to wate your time waiting for their answers. This can make the work even harder because you will have to keep focused for longer and process 2 people's identity in the same time. In the long term, it saves your time because you actually spend less time on each person.

5. Use digital technology

You do not have to deliver the session face to face, it can be delivered online via video or audio chat. But remember to digitalise all your materials and equipment for it.

If you found more technology that could help you deliver the sessions better, do not hesitate in trying them out.

Appendix 11-1 Photo of card-sorting activity



Appendix 11-2 Ethic approval confirmation email

HA Hay ,Alison
Tue 12/06/2018 08:43
To: Wang ,Ziwei 4 [REDACTED]

Hi Ziwei,

Thank you for your materials and welcome to GSA!

For the activity you describe, interviews with professionals, I can clear these at Form 1 stage with the form, consent sheet, and information sheet provided. Note this is for this activity only, as your studies progress I am sure there will be more field work you will undertake and you will need to come back for further ethical assessment. Note I don't issue a formal letter of approval at this point, if you think you need something like that at any point let me know. What you have written in your information sheet, that its been approved via our ethics process should be fine.

I'm sure Maddy has mentioned this, but if you plan to do work with children and especially for those under 18, there are legal requirements known as Disclosure Scotland –its basically a criminal records check to ensure you are 'safe' to work with children. You don't need it for interviews but I'm mentioning it now to make you aware and you can plan for it at a later date if needed. For information see here: <https://www.mygov.scot/disclosure-types/>

[Disclosure and criminal record checks - mygov.scot](https://www.mygov.scot)

You may need a criminal record check from Disclosure Scotland if you're applying for paid or unpaid work, volunteering, or things like applying to adopt a child.. Disclosure means sharing sensitive personal information. Disclosure Scotland checks and shares information about people's criminal records.

www.mygov.scot

Best wishes,
Alison

Dr Alison Hay | Research Developer
The Glasgow School of Art, 167 Renfrew Street, Glasgow G3 6RQ

T: 0141 566 1408

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[Reply](#) | [Forward](#)

W4 Wang ,Ziwei 4
Dear Dr Hay, I am Ziwei Wang, first year PhD student from school of design, I am planning to start the very first data collection for my research, interviews with insiders of the youth co... Tue 05/06/2018 19:29