

Career guidance in communities - The collective ▶ turn

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By the time of the research in Denmark...

- ▶ Career guidance interventions were often organised in the form of individual sessions carried out by career guidance practitioners using different methodological approaches.
- ▶ Individual session took place in an office.



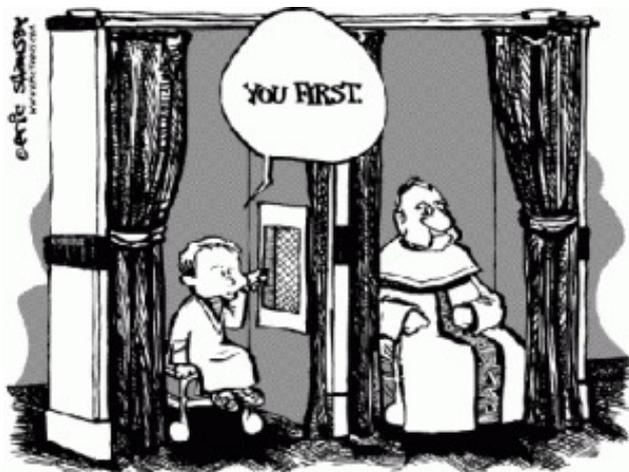
THE ONES THAT ARE MOST IN NEED OF CAREER GUIDANCE ARE THE ONES THAT ARE LEAST LIKELY TO TURN UP FOR (CAREER)GUIDANCE.



THE MOTIVATION



In the box



Out of the box? Bus, Guidance Centre, IT

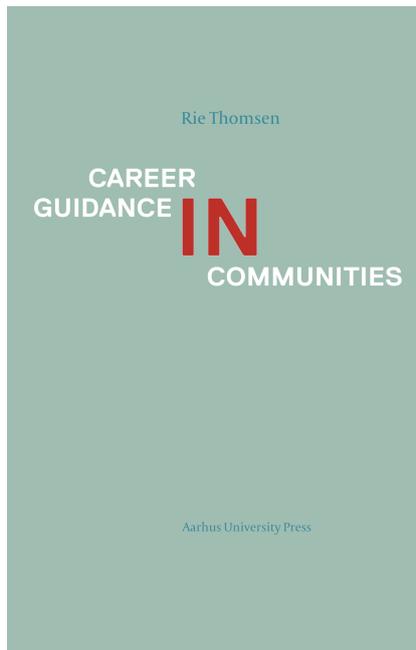


On the Shop Floor



Thomsen, R. (2012). *Career Guidance in communities*. Aarhus: Aarhus University Press. 240p.

Read more:



Thomsen, R. (2014). Non-participation in guidance: An opportunity for development? *International journal for educational and vocational guidance*, 14(1), 61-76. doi: 10.1007/s10775-013-9260-0

Thomsen, R. (2013). Career Guidance on the move: Developing guidance in new places. *Journal of the National Institute for Career Education and Counselling*, 31(October 2013), 7.

Thomsen, Skovhus and Buhl (2017). *Collection of cases - Career guidance in communities*. Translation prepared by Euroguidance Denmark.

Thomsen, R. (2017). *Career guidance in communities: a model for reflexive practice*. Derk Centre for Guidance Studies. Univer <http://hdl.handle.net/10545/6215>



- ▶ Poul: I've helped loads of my colleagues to apply for new jobs, and it's been very rewarding to talk with them about this. We talk about it a lot. Flemming went to an interview the day before yesterday, for instance. I had a chat with him yesterday. We talk a lot about who will get a new job and who we think will fail to do so. A good deal of the day passes like that.
- ▶ Rie: I see ... Do you help each other with ideas about where to look?
- ▶ Poul: To some extent. For instance if we spot something in the newspaper. Yesterday I told Flemming that he ought to look for a job at the driving centre - I know they're often looking for new staff. He could try at least. He likes gardening work and cutting grass, and that's how we help each other. It must be pretty sad to work somewhere where you can't talk to anyone. I wouldn't like to work at such a place.

(Interview with employee at a factory)



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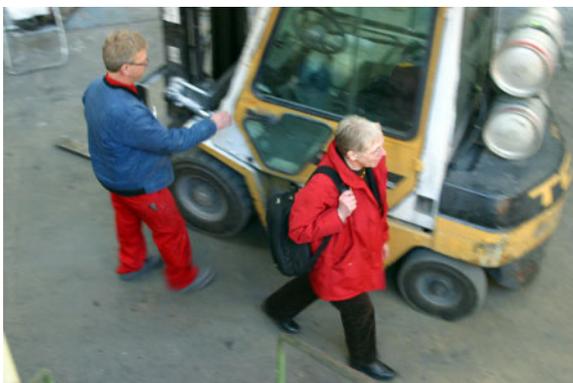
THE EMPTY OFFICE

“then we occur
Ulla and
Sets up



At work

Photos from www.vejlederforum.dk





“then we occupied the wall”

Ulla arrives

Sets up a career guidance corner

No body shows up

Changes occur

The development of career guidance in communities

How can we understand these changes?



- ▶ The physical movement influenced the career guidance practice: instead of consisting of individual, private dialogues it became a more shared and collective practice largely centred on ‘a career guidance wall’ featuring job advertisements in the lunch room. The function of the lunch room as a place for taking collective breaks influenced the career guidance, which could no longer insist on the establishment of a private sphere in the new place.



“visible/invisible”.

- ▶ The individual worker as visible
- ▶ Ulla (the guidance practitioner) as in-visible

What happens when parts of a practice is described as informal?

- ▶ Central - peripheral
- ▶ Informal - unthreatening
- ▶ Formal - individualising - resistance



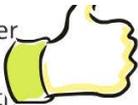
- ▶ The result was that career guidance became more collective, with several people listening in and asking questions at the same time.
- ▶ There is a dialectic element at play here between the influence of the location on practice and the influence of practice on the location - influences that also have an impact on the way the employees perceived the contribution made by Ulla



- ▶ The empirical material indicates that the participants move career guidance from the private towards the public sphere, from being organised in the form of individual sessions towards being organised more collectively; and that the collective forms of organisation interact with the concrete places, communities and participants to open a path leading to new possibilities for participation



the development of career guidance in communities
how can we understand the changes?



that career and politicians will be everyone; once may be on in which for guidance

situation actions in or

POSSIBILITIES WHEN PARTICIPATING IN A COMMUNITY

- Listen
- Hear and see the answers given to other people
- Get ideas for your own questions
- Other people offering concrete solutions or problems in relation to the questions you ask
- Other people adding perspectives to your perception of the situation based on their own experiences
- Refer to each other based on the questions and dialogues you have heard
- Discuss previous questions and dialogues with others who have also heard what has been said
- Gain new understanding of obstacles and your options in maneuvering around or with them



Results of the research and the basis for developing the model

- ▶ When career guidance is studied from a participant perspective, its partiality becomes clear. This raises the question of how it can become a relevant context for participation in the lives of individuals, since the experience of relevance has an influence on whether and how participants participate in career guidance.
- ▶ And thus, the reach and the effectiveness of the career guidance activities depends on the practitioner's possibilities to reach out and to design meaningful activities



Guidance corner



Entering a community and increasing visibility

When guidance practitioners moves into a community, visibility is crucial

Visibility makes it possible for participants in the community to get to know the practitioner and learn what support s/he can provide

Visibility requires that the practitioner is able to administer resources in terms of time, money and knowledge



Providing guidance in communities

- The guidance practitioner must participate as a professional
- Listen, show one's empathy and unconditional positive attention
- To hold back - to take the initiative
- Participant positions and connections
- Exchanges across individual activities and community
- One-to-one consultation when expedient
- To remember and to follow up accurate information



Exploring potentials in guidance situations

The guidance practitioner explores potentials by:

- Listening to the participants in the community
- Initiating open dialogues
- Examining the characteristics of the community
- Discussing possible themes for different types of guidance activities

Need for guidance vs potential of the practice



Deciding on guidance activities

- Based on the exploration of potentials, the practitioner decides which guidance activities should comprise the guidance provision in the specific context.
- They decide forms of organization, activities and methods and collaborative partners



Developing, planning and implementing

When guidance activities have been agreed upon, a number of issues need planning:

- the order
- the content
- the materials
- time and place
- recruitment of participants

There is a need for cooperation between young people, parents, guidance counselors, teachers, other services etc.

An important point is to create awareness about the activities and consider how the guidance activities are communicated to the participants.



Documenting and evaluating

Documentation can be supported through the description of activities in a field diary:

- Who participated?
- What was the purpose?
- What was the outcome?

In written evaluations, it is important to ask questions which cover the various aspects and activities of community-based guidance

