International Euroguidance peer learning seminar “SUPPORTING AND DEVELOPING TALENTS”

“How can career guidance and counseling support the development of talents? The challenge of project sustainability in the construction and managing of the personal project”

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LabOProCCareer&T (University of Florence)

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• Prof. Donal Saklofske (University of Western Ontario, Canada)
• Prof. Con Stough (Swinburne University, Australia)
• Carmelo Vázquez (Complutense University, Spain)
• Prof. Tony Vernon (Western University, Canada)
21st CENTURY

ACCELERATION
(Rosa, 2015)

COMPLEXITY
(Landy & Conte, 2016)

CHANGE
(Weiten, Dunn, & Hammer, 2014)
CAREER GUIDANCE AND COUNSELING in the XXI century: ANCHOR THEORIES (Di Fabio, 2014d)

Career construction theory
(Savickas, 2005)
“What is the meaning of my professional career in my life?”
“How can I use the work role to manifest and advance my life story?”
Theory highlights modalities by which the individual constructs his/her life through career

Self-constructing theory
(Guichard, 2005)
“What should give meaning to my life?”
Theory does not focus on career construction – its scope is more general

“Seeking to unify the present through the development of future possibilities”
(Guichard, 2013; Savickas, 2013)

“Seeking to unify the present and to construct the future through a reorganization of the past”
(Guichard, 2013; Savickas, 2013)
SKILLS FOR THE FUTURE IN THE 21st CENTURY (Di Fabio, 2015b)

1. PURPOSEFUL IDENTITARIAN AWARENESS (Di Fabio, 2014)

2. ADAPTABILITY (Savickas, 2001)


4. FLUID MANAGEMENT (Di Fabio & Maree, 2016)

- IDENTITY (Guichard, 2004, 2010)
- Subjective Identity Forms (SIF) and System of SIF (Guichard, 2010, 2013)
- REFLEXIVITY (Guichard, 2004, 2005; Di Fabio, 2016)

- CONCERN
  - Interest for...
- CURIOSITY
  - Curiosity
- CONTROL
  - Responsibility
- CONFIDENCE
  - Self-confidence

- QUALI
- QUANTI

- prevention
- data analysis
- prevention
NOVELTIES IN CAREER GUIDANCE AND COUNSELING (Di Fabio, 2015b)

THEORIES

INTERVENTIONS

INSTRUMENTS
BUT WE TALK ABOUT THESE NOVELTIES AFTER WE HAVE REFLECTED ON THE COMPLEXITY OF TALENTS...
MAIN CHALLENGES
before supporting and developing:
how to recognize the talents?
SUPPORTING AND DEVELOPING TALENTS
(Di Fabio, 2015b):

IN THE LITERATURE:

- Complexity in the definition of talent
- Different perspectives on the nature of talent
- Identification/recruitment of talent among external candidates, recognition of talent of internal candidates, talent development
- Dialectic between performance and potential, and their measurability
- Reliability of measures and procedures

MAIN CHALLENGES before supporting and developing:
how to recognize the talents?

AFTER: HOW TO SUPPORT AND DEVELOP…
COMPLEXITY IN THE DEFINITION OF THE CONSTRUCT OF TALENT

EDUCATIONAL PSYCHOLOGY

Talent as giftedness
(Meyers, et al., 2013)

1) Talent as individual difference
   (Hough & Oswald, 2000)
2) Talent as competence
   (Boyatzis, 2008)

W/O PSYCHOLOGY

SOCIAL PSYCHOLOGY

Talent as perception of talent
(Dominick & Gabriel, 2009)

POSITIVE PSYCHOLOGY

Talent as strengths
(Peterson & Seligman, 2004; Wood et al., 2011)

GUIDANCE & C.Counseling PSYCHOLOGY

Talent as identity
(Guichard, 2004, 2009; Di Fabio, 2014e; Di Fabio & Bernaud, 2014; Whitty, 2002)

• Reference to self-concept, possible selves: actual selves, ideal selves or ought to selves
  (Whitty, 2002); authentic self (Di Fabio, 2014e); self-attunement (Di Fabio, 2014e); purposeful identitarian awareness (Di Fabio, 2014e)

• Strengths: creativity, kindness, prudence, gratitude, and justice linked with invigoration, high energy, intrinsic motivation, authenticity, and self-fulfillment
  (Peterson & Seligman, 2004)
  • People’s characteristics that allow them to perform well or at their personal best
  (Wood et al., 2011)

EDUCATIONAL PSYCHOLOGY

Consider excellent performer in specific fields
(sports, music, mathematics, physics, chess, arts, general memory tasks...)

W/O PSYCHOLOGY

1) comprising cognitive abilities, knowledge, and personality
   (Hough & Oswald, 2000)
2) for an effective performance: behavioral manifestations of talent
   (Boyatzis, 2008)

SOCIAL PSYCHOLOGY

Analysis of what is recognized as talent rather than focusing on the talent itself; helping people to capitalize their resources to achieve success

POSITIVE PSYCHOLOGY

• Strengthening creativity, kindness, prudence, gratitude, and justice linked with invigoration, high energy, intrinsic motivation, authenticity, and self-fulfillment
  (Peterson & Seligman, 2004)
  • People’s characteristics that allow them to perform well or at their personal best
  (Wood et al., 2011)
### 1. People - their talents, their ideas and their performance - are critical to any organisation’s success today.

This proposition has a new force today. For, whereas the UK working population grew significantly in the last 20 years, no growth is currently predicted for the next 20. Organisations will have to nurture and grow their talent rather than rely on hiring and firing to be successful.

### 2. There is an abundance rather than a scarcity of talent. Everyone, without exception, has talents to offer.

There will always be a few skirmishes in some specialist areas, but the more general “war for talent” will cease to matter. At every stage of life we need to invest more on developing people and recognise that this requires managers actively to encourage people.

### 3. The ability to adapt, change and grow is an essential part of what it is to be talented.

Given that people develop and acquire new competences when they have experiences which challenge them, this approach should underpin the management of people in all organisations.

### 4. Learning how to learn is the key skill of the 21st century.

The UK fares badly on international comparisons of its skill levels, for example, in literacy and numeracy. We want to create a groundswell of interest in the process of learning itself.

### 5. The emphasis needs to move from training to learning.

We need new models of learning that understand the value of the informal. We want to see dynamic ways of creating opportunities for learning. These are likely to be briefer, more accessible and more respectful of individuals as lifelong learners.

### 6. The development of talent is a prime responsibility of all leaders and managers, not merely of the human resource department.

A fundamental re-think of the talent function is required that moves the debate beyond current HR approaches to become the paramount interest of leaders and managers. The term “human resource” is itself unhelpful.
THE DEVELOPMENT OF TALENT IS A BIG RESPONSIBILITY ALSO OF ALL THE PEOPLE ENGAGED IN GUIDANCE AND CAREER COUNSELING…
CONTRIBUTION FROM CAREER GUIDANCE AND COUNSELING TO SUPPORT AND DEVELOP TALENTS (Di Fabio, 2015b)
AN OVERVIEW OF NOVELTIES
IN CAREER GUIDANCE AND COUNSELING
TO TAKE SOME CONTRIBUTIONS
TO WIDEN REFLECTION
(Di Fabio, 2015b)
NOVELTIES IN CAREER GUIDANCE AND COUNSELING: OVERVIEW

1. CAREER SCIENTIFIC MODELS
   - From LIFE DESIGN (Savickas et al., 2009)
   - LIFE MEANING (Bernaud, 2013; Bernaud et al., 2015)
   - SELF AND RELATIONAL MANAGEMENT (Di Fabio & Kenny, 2016)
   - POSITIVE SELF & RELATIONAL MANAGEMENT MODEL (Di Fabio & Kenny, 2016)

2. INNOVATIVE CONSTRUCTS
   - PURPOSEFUL IDENTITARIAN AWARENESS (Di Fabio, 2014c)
   - RELATIONAL CIVILITY (Di Fabio & Gori, 2016b)
   - INTRAPRENEURIAL SELF-CAPITAL (Di Fabio, 2014e)
   - ACCEPTANCE OF CHANGE (Di Fabio & Gori, 2016a)

3. CAREER POSTMODERN INTERVENTIONS
   - CAREER CONSTRUCTION INTERVIEW (Savickas, 2010)
   - LIFE MEANING INTERVENTION (Bernaud, 2013; Bernaud et al., 2015)
   - CONSTRUCTING MY FUTURE PURPOSEFUL LIFE (Di Fabio, 2014b)
   - NEW QUALITATIVE TOOLS TO EVALUATE CAREER POSTMODERN INTERVENTIONS

4. MEANING PARADIGM
   - LIFE ADAPTABILITY QUALITATIVE ASSESSMENT (Di Fabio, 2015d)
   - CAREER COUNSELING INNOVATIVE OUTCOMES (Di Fabio, 2016a)
   - QUALITATIVE SFIS EVALUATION FOR FUTURE (Di Fabio, in press)
NOVELTIES IN CAREER GUIDANCE AND COUNSELING:

From LIFE DESIGN (Savickas et al., 2009)

**Career construction theory** (Savickas, 2005)
- Self as story
- Co-construction between individual and the community
- Career adaptability

**Self-constructing theory** (Guichard, 2005)
- People as plural identities
- Narratability, biographicity, reflexivity

**Life-constructing theory** (Guichard, 2013)
- Connection between different experiences through narration of future events, giving meaning to life

TO

LIFE MEANING (Bernaud, 2013; Bernaud et al., 2015)

**Meaning as a product:**
- results of an existential reflection
- dynamic vision of the positioning of an individual in front of the question of the construction of meaning

**Meaning as a process:**
- complex analysis, it can regard past, present and future
- reflective path that the individual takes approaching the question of meaning

TO

SELF AND RELATIONAL MANAGEMENT (Di Fabio & Kenny, 2016)

**The professional project is an intrinsically relational act** (Di Fabio, 2014)

**The relational contexts are external and internal** (Blustein, 2011; Di Fabio, 2014e)

- Develop and improve psychological strengths, resources and talents in a lifelong perspective (Di Fabio & Gori, 2016a, 2016b; Di Fabio & Kenny, 2016)

TO

POSITIVE SELF & RELATIONAL MANAGEMENT MODEL (Di Fabio & Kenny, 2016)

The development of individuals’ strengths, potentials and varied talents, from lifespan and positive dialectic of the self in relationship perspectives, to promote effective and lifelong self and relational management across the numerous personal and professional transitions and complex challenges of the 21st century life (Blustein, 2011; Di Fabio, 2014e; Di Fabio & Kenny, 2016; Di Fabio & Maree, 2013)
Positive Self and Relational Management (PS&RM) model
(Di Fabio & Kenny, 2016)

Positive Lifelong Life Management

a) Positive and Negative Affect Schedule (PANAS, Watson et al., 1988)
b) Satisfaction With Life Scale (SWLS, Diener et al., 1985)
c) Meaningful Life Measure (MLM, Morgan & Farsides, 2009)

Positive Lifelong Self Management

e) Intrapreneurial Self-Capital Scale (ISC, Di Fabio, 2014c)
f) Career Adapt-Abilities Inventory (Savickas & Porfeli, 2012)
g) Life Project Reflexivity Scale (Di Fabio, 2015c)
   (Projectuality, peoples’ clarity about their career-life projects; awareness of the implications of their choices and career-life project decisions.
   Authenticity; people’s awareness of their career-life projects as grounded in their most authentic values and consistent with the meaning of who they really are.
   Acquiescence, inclination to accept “other-directed” projectualities passively)

Positive Lifelong Relational Management

h) Trait Social-Emotional Intelligence Questionnaire
   (TEIQue, Petrides & Furnham, 2004)
i) Multidimensional Scale of Perceived Social Support
   (MSPSS, Zimet, Dahlem, Zimet, & Farley, 1988)
l) Positive Relational Management Scale (Di Fabio, 2016c)
   (Respect: my respect for others, the respect of others for me, my respect for myself;
   Caring: my care for others, the care of others for me, my care for myself;
   Connectedness: my connectedness with family members, with friends, with significant others)
INNOVATIVE CONSTRUCTS

NOVELTIES IN CAREER GUIDANCE AND COUNSELING:

PURPOSEFUL IDENTITY AWARENESS
(Di Fabio, 2014c)

RELATIONAL CIVILITY
(Di Fabio & Gori, 2016a)

INTRAPRENEURAL SELF-CAPITAL
(Di Fabio, 2014c)

ACCEPTANCE OF CHANGE
(Di Fabio & Gori, 2016b)

From MOTIVATIONAL PARADIGM
TO

MEANING PARADIGM
(Di Fabio, 2016a; Di Fabio & Blustein, 2016; Di Fabio & Maree, 2016)

  • Objective and subjective talents and potential (Di Fabio, 2014e)
  • Being in contact with the most authentic aspects and life and work deepest purposes (Di Fabio, 2014e)

• A relational style characterized by respect and concern for the self and others, interpersonal sensitivity, personal education, and kindness towards others.
  • 3 dimensions:
    ◆ Relational Decency
    ◆ Relational Culture
    ◆ Relational Readiness

• A core of individual intrapreneurial resources that allow people to deal with the frequent changes and transitions by creating innovative solutions when confronted with constraints imposed by the environment to turn these constraints into resources

• Tendency to embrace change because acceptance is regarded as positive for a person's well-being
  5 dimensions:
  ◆ Predisposition to Change
  ◆ Support for Change
  ◆ Change Seeking
  ◆ Positive Reaction to Change
  ◆ Cognitive Flexibility

• Intrinsic motivation (perform job to gain satisfaction)
  • Extrinsic motivation (perform job to get a reward or avoid a punishment)
  • Lack of motivation (lack of perception of a link between behavior and consequences)(Ryan & Deci, 2000; Tremblay et al., 2009)
  • How people can establish meaningful lives and meaningful work experiences in light of many challenges
  • Sustainability of the life project anchored to a meaningful construction (Di Fabio & Blustein, 2016)
EXAMPLE OF THE TWO CAREER POSTMODERN INTERVENTIONS:

FIRST (traditional)

CAREER CONSTRUCTION INTERVIEW
(Savickas, 2010)

SECOND (innovative)

CONSTRUCTING MY FUTURE PURPOSEFUL LIFE
(Di Fabio, 2014b)
A. How can I be useful to you as you construct your career?

1. Who did you admire when you were growing up? Tell me about her or him.

2. Do you read any magazines or watch any television shows regularly? Which ones? - What do you like about these magazines or television shows?

3. What is your favorite book or movie? Tell me the story.

4. Tell me your favorite saying or motto.

5. What are your earliest recollections? I am interested in hearing three stories about things you recall happening to you when you were three to six years old.
1) CAREER CONSTRUCTION INTERVIEW (Savickas, 2010)
AREAS

<table>
<thead>
<tr>
<th>CORE QUESTIONS</th>
<th>SPECIFIC AIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Role models</td>
<td>Concern clients’ self-concept or the kind of persons they see themselves as, their main goals in life and solutions to their central life problems. Represent ego ideals, a central life goal and provide solutions to a central life problem. Concentrate on what is admired rather than who is admired.</td>
</tr>
<tr>
<td>2) Favourite magazines/television shows/websites</td>
<td>Elicit preferred educational (e.g. classes) and occupational (job) environments. Indicate preferred environments that fit individual’s style. Books reveal a major character who faces the same problem as the individual and shows how that character dealt with the problem.</td>
</tr>
<tr>
<td>3) Movies/books</td>
<td>Elicit a life script that reveals a way to achieve one’s goals and resolve one's problems.</td>
</tr>
<tr>
<td>5) Earliest memories</td>
<td>Reveal clients’ central life problems — the core problems they face at present.</td>
</tr>
</tbody>
</table>
2) “CONSTRUCTING MY FUTURE PURPOSEFUL LIFE” (Di Fabio, 2014b)

NEW DIALOGUE LIFE CONSTRUCTION INTERVENTION (Di Fabio, 2014b)
2) “CONSTRUCTING MY FUTURE PURPOSEFUL LIFE”  
(Di Fabio, 2014b)

NEW INTERVENTION

ONTOGENY OF THE INTERVENTION

Three subsequent modules for the achievement of specific stages of reflexivity

Traces the phylogeny of the stages of the conceptual evolution of narrative career theories

from Career Construction Theory (Savickas, 2001, 2005, 2011a)

to Self-Construction and to Life Construction (Guichard, 2009, 2013)

through self-advising (Guichard, 2013), guided meta-reflection (Maree, 2013) and reflexivity (Guichard, 2009, 2013)
2) “CONSTRUCTING MY FUTURE PURPOSEFUL LIFE”  
(Di Fabio, 2014b)

**FIRST MODULE**

- Life Design Genogram consists in two Genograms:
  - the Career Construction Genogram
  - and
  - the Life Construction Genogram

**SECOND MODULE**

- Self-advising the Future Self and reflexion: through a reflexion on life roles and the Self-advising the individual is facilitated to find and explain the Authentic Self (Guichard, 2005, 2010, 2013)

**THIRD MODULE**

- Constructing the Purposeful Self: it refers to the process of “To make oneself self” (Guichard, 2004). Clients unify themselves connecting their different life experience starting from the narration to themselves of their future projects on the bases of authentic intentionality (Guichard 2010). It refers to:
  - Success formula (Savickas, 2011)
  - Awareness of one’s own desirable SFIS (Guichard, 2010)
  - Relational theory of working (Blustein, 2011)
  - Guided meta-reflection (Maree, 2013)
  - New purposeful identitarian awareness (Di Fabio, 2014e)
  - Reflexivity (Di Fabio & Maree, 2013; Guichard, 2009; Maree, 2013)
  - Positive Self and Relational Management (PS&RM) (Di Fabio & Kenny 2016)
“Constructing My Purposeful Future Life”  
1° Module (Di Fabio, 2014b)

Career Construction Genogram → My career motto → Me and the future → Constructing my Future Purposeful Self

Life Construction Genogram → My life motto → Me and the future
My future life roles in order of importance

Self-advising

Give a good advice to yourself, after this Life Genogram...

Now put your life roles in order of importance.

Has your order changed? If so, why?

In the first order identify the roles that are least authentic for yourself

In the second order identify the roles that are most authentic for yourself

Give yourself another piece of good advice...

Which meaningful changes do you want to make in how to act your roles?

Why?

Identify the most authentic dimensions of your future Self

Self-advising the Future Authentic Self 2\textsuperscript{nd} module (Di Fabio, 2014b)
Constructing My Purposeful Future Life
3rd module (Di Fabio, 2014b)

To Make “Oneself Self”

IDEAL PLAN

What I would like if I could? Why?

MINIMUM ASPIRATION LEVEL

The minimum objective without which I would strongly unsatisfied (“Minimum satisfaction for me”). Why?

REAL PLAN

Possible / probable concrete results. Why?

Career

What I would like if I could? Why?

Life

The minimum objective without which I would strongly unsatisfied (“Minimum satisfaction for me”). Why?

Possible / probable concrete results. Why?
Concrete strenghts of my Future Self?

Key question 1

Which are my meaningful goals?

Key question 2

Constructing My Purposeful Future Life
(Di Fabio, 2014b) 3rd module

Meta-reflection 1

First concrete project for my Future Self

Lifevest project A

Lifevest project B

Identify implicit goals

Meta-reflection 2

What I am good in?
What do I want to become good in?

What give me real strengths?
What will give me real strengths?

From intervention to the "core"
...:
"From these exercises what I take away for me, which is particularly helpful for me to remember?"

Constructing My Future Purposeful Self...:
"What is particularly helpful for me to remember?"
ACCOUNTABILITY
(Sexton, Schofield, & Whiston, 1997; Whiston, 2001)

FIRSTLY:
- intervention effectiveness
- service costs
- best practices supported by research
Increasing need of ACCOUNTABILITY 
(Di Fabio, 2014d; Whiston, 2001)

- effectiveness of interventions
- service costs
- “best practices supported by research”

**NOVELTIES:**

- LIFE ADAPTABILITY QUALITATIVE ASSESSMENT 
  (Di Fabio, 2015a)
  - Twelve narrative questions administered before and after the intervention
  - Analyses of the narratives produced by the participants carried out by identifying new 24 qualitative descriptors 
  (Di Fabio, 2015a)
  - LAQuA Coding System
    - I = Increased reflexivity
    - R = Revised reflexivity
    - O = Open reflexivity
    - E = Enhanced reflexivity
    - N = No change

- CAREER COUNSELING INNOVATIVE OUTCOMES 
  (Di Fabio, 201a)
  - Seven narrative questions administered before and after the intervention
  - The narratives elicited by these seven questions are coded using the CCIO coding system
    - Action
    - Reflection (Type I and Type II)
    - Protest (Type I and Type II)
    - Reconceptualization
    - Performing change

- QUALITATIVE SFIS EVALUATION FOR FUTURE 
  (Di Fabio, in press)
  - Four primary questions and two additional control questions administered before and after the intervention
  - The narratives elicited by these six questions (based on Guichard theory of identity and SFIS) are coded using 9 categories
    1) From “Decisional disinterest” to “Decisional involvement”
    2) From “Unawareness” to “Identification”
    3) From “Identification” to “Specification”
    4) From “Rigidity” to “Openness”
    5) From “Simple vision” to “Expert vision (Openness to complexity)”
    6) From “Openness to complexity” to “Acceptance of change”
    7) From “Acceptance of change” to think about “Challenges as opportunities”
    8) “From opportunities in challenges” to “Hardiness/Resilience/Think out of the box”
    9) “Rumination or absence of change in reading into him/herself and the situation”

- **NEW QUALITATIVE TOOLS TO EVALUATE CAREER POSTMODERN INTERVENTIONS**

- **Concern** (Anticipating, Predicting, Equipping, Involved, Strategic, Aware (of choices and transitions to be made))
- **Control** (Positive attitude, Autonomous, Conscientious, Assertive, Responsible Honest)
- **Curiosity** (Investigative, Developing, Inquisitive, Recognizing/Discovering, Inquiring, Searching)
- **Confidence** (Productive, Mindful, Innovative, Capable, Resilient, Able to work out answers)
- **Action**: Actions or specific behaviors to facilitate problem-solving
- **Reflection (Type I and Type II)**: new point of view with regard to the problem
- **Protest (Type I and Type II)**: criticism implying confrontation with the self or others
- **Reconceptualization**: understand the implicit narrative process at a meta-cognitive level
- **Performing change**: new aims, experiences, activities or projects, anticipated or actual
• Italian version

1a) Essere orientati verso il proprio futuro cosa significa per te?
1b) Pensi di essere orientata verso il futuro?
1c) Perché?

2a) Assumersi la responsabilità del proprio futuro cosa significa per te?
2b) Pensi di assumerti la responsabilità del tuo futuro?
2c) Perché?

3a) Essere curiosi verso il proprio futuro cosa significa per te?
3b) Pensi di essere curioso verso il tuo futuro?
3c) Perché?

4a) Avere fiducia nelle proprie capacità per costruire il proprio futuro cosa significa per te?
4b) Pensi di avere fiducia nelle tue capacità per costruire il tuo futuro?
4c) Perché?

• English version

1a) What does it mean to you to be oriented toward your future?
1b) Do you think you are oriented toward your future?
1c) Why?

2a) What does it mean to you to take responsibility for your future?
2b) Do you think you take responsibility for your future?
2c) Why?

3a) What does it mean to you to be curious about your own future?
3b) Do you think you are curious about your future?
3c) Why?

4a) What does it mean to you to have confidence in your own abilities?
4b) Do you think you have confidence in your abilities to build your future?
4c) Why?
**LAQuA Coding System:**

Qualitative analysis change categories

- **I** = Increased reflexivity
- **R** = Revised reflexivity
- **O** = Open reflexivity
- **E** = Enhanced reflexivity
- **N** = No change

Analyses of the narratives produced by the participants carried out by identifying the new **24 qualitative descriptors** (Di Fabio, 2015)

Corresponding to each of the 24 items of the **Career Adaptability Inventory Form 2.0** (Savickas & Porfeli, 2012) and its four **Career Adaptability dimensions** (Concern, Control, Curiosity, and Confidence)

The LAQuA comprises **twelve narrative questions** administered before and after the intervention

LAQuA Coding System: Qualitative analysis change categories

Table 3. LAQuA Coding System: Qualitative analysis change categories

<table>
<thead>
<tr>
<th>Narrative produced before career counseling intervention</th>
<th>Narrative produced after career counseling intervention</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or more descriptor/descriptors</td>
<td>Identical descriptor/descriptors but more in-depth reflexivity (in presenting the descriptor/descriptors)</td>
<td>( I = \text{Increased reflexivity} )</td>
</tr>
<tr>
<td>1 or more descriptor/descriptors</td>
<td>Disappearance of the previous descriptor/descriptors and appearance of new different descriptor/descriptors</td>
<td>( R = \text{Revised reflexivity} )</td>
</tr>
<tr>
<td>1 or more descriptor/descriptors</td>
<td>Identical descriptor/descriptors (with same level of reflexivity in presenting the descriptor/descriptors) + new different descriptor/descriptors</td>
<td>( O = \text{Open reflexivity} )</td>
</tr>
<tr>
<td>1 or more descriptor/descriptors</td>
<td>Identical descriptor/descriptors but more in-depth reflexivity + new different descriptor/descriptors</td>
<td>( E = \text{Enhanced reflexivity} )</td>
</tr>
<tr>
<td>1 or more descriptor/descriptors</td>
<td>Identical descriptor/descriptors (with same level of reflexivity in presenting the descriptor/descriptors)</td>
<td>( N = \text{No change} )</td>
</tr>
</tbody>
</table>

The CCIO comprises seven narrative questions administered before and after the intervention. The narratives elicited by these seven questions are coded using the CCIO coding system.

- Action
- Reflection (Type I and Type II)
- Protest (Type I and Type II)
- Reconceptualization
- Performing change

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<table>
<thead>
<tr>
<th>CCIO Category</th>
<th>Definition</th>
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<tr>
<td>Action</td>
<td>Actions or specific behaviors to facilitate problem-solving</td>
</tr>
<tr>
<td>Reflection</td>
<td>Thought processes that indicate an understanding of something new which creates a new point of view with regard to the problem</td>
</tr>
<tr>
<td>Type I</td>
<td>Creating distance from the problem(s)</td>
</tr>
<tr>
<td>Type II</td>
<td>Centered on change</td>
</tr>
<tr>
<td>Protest</td>
<td>Moments of criticism that imply some kind of confrontation in relation to either the self or to others</td>
</tr>
<tr>
<td>Type I</td>
<td>Criticizing problems</td>
</tr>
<tr>
<td>Type II</td>
<td>Emergence of new positions</td>
</tr>
<tr>
<td>Reconceptualization</td>
<td>Description of the process at a meta-cognitive level, means that clients not only express 'concrete' thoughts and behaviors that occur outside the narrative but also understand the implicit narrative process</td>
</tr>
<tr>
<td>Performing change</td>
<td>Refers to clients' subsequent new aims, experiences, activities or projects, anticipated or actual</td>
</tr>
</tbody>
</table>


1) Come può questo intervento esserti utile secondo te?
_____________________________________________________________
_____________________________________________________________

2) Quali sono le tue principali risorse che possono esserti utili?
_____________________________________________________________
_____________________________________________________________

3) Quali sono i tuoi principali ostacoli?
_____________________________________________________________
_____________________________________________________________

4) Chi pensi possa davvero esserti utile?
_____________________________________________________________
_____________________________________________________________

5) Cosa pensi possa davvero esserti utile?
_____________________________________________________________
_____________________________________________________________

6) Quali sono le principali sfide da affrontare?
_____________________________________________________________
_____________________________________________________________

7) Quali sono gli obiettivi che ti poni?
_____________________________________________________________
_____________________________________________________________

---

1) In which ways can this intervention be [was this intervention] useful to you?
_____________________________________________________________
_____________________________________________________________

2) What are your main useful resources?
_____________________________________________________________
_____________________________________________________________

3) What are the main obstacles you encounter?
_____________________________________________________________
_____________________________________________________________

4) Who do you think can be useful to you?
_____________________________________________________________
_____________________________________________________________

5) What do you think can be useful to you?
_____________________________________________________________
_____________________________________________________________

6) What are the main challenges you face?
_____________________________________________________________
_____________________________________________________________

7) What are the main objectives you are hoping to achieve?
_____________________________________________________________
_____________________________________________________________
QUALITATIVE SFIS EVALUATION FOR FUTURE (QuSFISEforFU)

• Four primary questions and two additional control questions administered before and after the intervention

• The narratives elicited by these six questions (based on Guichard theory of identity and SFIS) are coded using:

QuSFISEforFU: 9 categories as Coding System

CATEGORY 1: From “Decisional disinterest” to “Decisional involvement in examining own SFIS to designing own life”

CATEGORY 2: From “Unawareness” to “Identification” (SFIS, FISA, CORE FIS)

CATEGORY 3: From “Identification” to “Specification” (SFIS, FISA, CORE FIS)

CATEGORY 4: From “Rigidity” to “Openness about how to realize him/herself”

CATEGORY 5: From “Simple vision” to “Expert vision (Openness to complexity)” in constructing the new chapter of own life” (diverse paths, objectives, possibilities..)

CATEGORY 6: From “Openness to complexity” to “Acceptance of change”

CATEGORY 7: From “Acceptance of change” to think about “Challenges as opportunities”

CATEGORY 8: “From opportunities in challenges” to “Hardiness/Resilience/Think out of the box” about him/herself for the new chapter of own life”

CATEGORY 9: “Rumination or absence of change in reading into him/herself and the situation”

1) Quali sono i tuoi principali obiettivi per il futuro?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

2) Quali sono i tuoi principali dubbi per il futuro?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

3) Quali sono i principali ostacoli?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

4) Qual è il tuo sogno?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

5) Come immagini il futuro nel breve, medio e lungo termine?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

6. Quali sono le tue principali risorse da usare?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

• Italian version

1) What are your main goals for the future?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

2) What are your main doubts for the future?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

3) What are the main obstacles?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

4) What is your dream?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

5) How do you imagine the future in the short, medium, long-term?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

6) What are your key resources to use?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

• English version

How to move forward?

on the one hand

by anchoring to the main theories

by taking the innovations in career guidance and counseling

on the other hand

advancing, by inquiring about sustainability
JAZZING ON SUSTAINABLE PROJECT AND MANAGING: (Di Fabio, 2016b)

**TRADITION**

- Employing increasingly smaller amounts of material
- It is based on renewable and non-polluting processes and materials
- It is not toxic
- It is easy to maintain, processing, dismantling, demolition, disposal, recycling

**SUSTAINABLE PRODUCT**

**SUSTAINABLE PROJECT AND MANAGING**

- Employing increasingly smaller amounts of resources and also paying attention to regenerating resources
- It is based on renewable resources, purifying and oxygenating processes, for the person and the environment
- Answers to the real construction of health/well-being
- Process of renewal/upgrading that includes:
  - re-skill up-skill crea(te) skill
  - re-wellbeing up-wellbeing crea(te)-wellbeing

INNOVATION
JAZZING ON SUSTAINABLE PROJECT AND MANAGING:
(Di Fabio, 2016b)

- accessible
- de-constructible
- recoverable*

It comprises oxygenating processes...

* - provide for the re-use and re-use, for similar use
- partial or total reuse
- re-introduction in the production cycle from which it was generated
In the Positive psychology perspective research analysed **well-being** distinguishing between (Ryan & Deci, 2001; Ryff & Singer, 2008; Waterman et al., 2010)

- Hedonic well-being
- Eudaimonic well-being
Well-being in terms of pleasure, attainment and pain avoidance (Kahneman, Diener, & Schwarz, 1999)

Well-being as relative to optimal functioning and self-realization, focusing on resources and strengths (Ryff & Singer, 2008; Waterman et al., 2010)

The importance of complex and significant meanings for the individual and the context in the society, including an individual and a social and collective dimension (Guichard, 2013; Guichard & Di Fabio, 2015; Di Fabio, 2014e, 2016a)
SUSTAINABLE PROJECT AND MANAGING AS:
(Di Fabio, 2016b)

INNOVATION

- It proposes the **new**
- It **changes** what exists
- It **transfers** knowledge and solutions

what does not yet exist

according to new goals to get new results

for new **challenges** in actual zone of proximal development anchored to **meaning** (Di Fabio, 2016)
INNOVATIVE PERSPECTIVE: SUSTAINABLE DEVELOPMENT OF TALENTS (Di Fabio, 2015b)

THE COSTRUCTION AND MANAGING OF THE PERSONAL PROJECT (Di Fabio, 2016b)
FROM MOTIVATIONAL PARADIGM

- **intrinsic motivation** (perform job to gain satisfaction)
- **extrinsic motivation** (perform job to get a reward or avoid a punishment)
- **lack of motivation** (lack of perception of a link between behavior and consequences)

(Ryan & Deci, 2000; Tremblay et al., 2009)

TO

(Di Fabio, 2016a; Di Fabio & Blustein, 2016; Di Fabio & Maree, 2016)

MEANING PARADIGM...

- understanding how people can establish meaningful lives and meaningful work experiences in light of many challenges
- the sustainability of the life project is anchored to a meaningful construction

(Di Fabio & Blustein, 2016)
PROJECT SUSTAINABILITY
(Di Fabio, 2015b; Di Fabio, 2016b)

meaning

- coherence
- direction
- significance
- belonging

(Di Fabio, 2016b; Schnell et al., 2013)
SELF-ATTUNEMENT (Di Fabio, 2014e) FOR DEVELOPING TALENTS

Objective talents and potential

What I am able to

Subjective talents and potential

What energizes me
What motivates me to do

“Go between the concepts” (Guichard, 2013):
greatest performance through

Meaningful goals

PURPOSEFUL IDENTITARIAN AWARENESS (Di Fabio, 2014e)
PROJECT SUSTAINABILITY
(Di Fabio, 2016b; Di Fabio & Maree, 2016)

- UNIQUENESS
- AUTHENTICNESS
- PURPOSEFULNESS

(Di Fabio, 2014a, 2014d)
DEVELOPING TALENTS is rooted in actual zone of proximal development anchored to meaning for the individual (Di Fabio, 2016b).
SUSTAINABILITY OF THE PERSONAL PROJECT AND MANAGING:

(Di Fabio, 2016b)

**needs**
- **meaning**
  - coherence
  - direction
  - significance
  - belonging
  (Di Fabio & Maree, 2016; Schnell et al., 2013)

**positive grounded reflexivity**

**metacentric reflexivity**
(Di Fabio, 2016b; Di Fabio & Maree, 2016)

Positive Self and Relational Management (PS&RM)
(Di Fabio & Kenny, 2016)

- **Respectivity** towards self/other/context/environment
- **Relationality** with self/others/context/environment

- coherence
- direction
- significance
- belonging
METACENTRIC REFLEXIVITY PERSPECTIVE FOR SUSTAINABILITY
(Di Fabio, 2016b; Di Fabio & Maree, 2016)

vertical axis
future orientation
(chronological) from
past to future

METACENTRIC
REFLEXIVITY:
as connectedness
between vertical
and horizontal axis

horizontal axis
polycentric orientation
(complex)

zone of proximal
development
anchored to
meaning for the
individual
(Di Fabio, 2016b)

know how to become…
(adaptability, SFIS)
(Guichard, 2009; Savickas, 2011)

egocentric position: centred on me
allocentric position: centred on others
polycentric position: for mutually gain:
gain for others and gain for myself, connectedness
centred on reflexivity (from micro to macro level)

from micro-level
to meso-level
to macro-level
ME/US/ORGANIZATION/
PEOPLE/WORLD

• starting from actual real
life situations

• from micro - level
to meso - level
to macro - level

• where I come from
• where I am
• where I will go

micro level
(I, my competences…)
meso level
maco level
(family, community, organization)

• egocentric position: centred on me
• allocentric position: centred on others
• polycentric position: for mutually gain:
gain for others and gain for myself, connectedness
centred on reflexivity (from micro to macro level)

micro level
(I, my competences…)
meso level
maco level
(family, community, organization)

from micro - level
to meso - level
to macro - level
ME/US/ORGANIZATION/
PEOPLE/WORLD

know how to become…
(adaptability, SFIS)
(Guichard, 2009; Savickas, 2011)
REFLECTIVE GRID FOR THE SUSTAINABILITY OF THE PERSONAL PROJECT
(Di Fabio, 2016b)

Sustainabilityness

Some sustainabilityness, some crisis of sustainabilityness

Crisis of sustainabilityness

No sustainabilityness

No crisis of sustainabilityness

Neither sustainabilityness, nor crisis of sustainabilityness

construction of personal career and life project and managing

(adapted by Blanché, 1957; Yorke, 2001)
ZONE OF PROXIMAL DEVELOPMENT ANCHORED TO MEANING FOR THE INDIVIDUAL (Di Fabio, 2016b)

SUSTAINABLE PERSONAL PROJECT AND MANAGING

- at the basis of sustainable development of talents (Di Fabio, 2016b; Di Fabio & Maree, 2016)

The right key could be: the search for meaning from the micro to the meso until the macro level

and details of meaning
FOR SUPPORTING AND DEVELOPING TALENTS: ENHANCING HABITS OF MIND + MEANING
(Di Fabio, 2015b, 2016b)

FROM THE 4 Rs OF LEARNING POWER (Claxton, 2002)
TO THE 4 Rs OF TALENTS (Di Fabio, 2016b)

1) RESOURCEFULNESS
Intrapreneurial Self-Capital (Di Fabio, 2014c)
Adaptability (Savickas, 2001)
Acceptance of Change (Di Fabio & Gori, 2016b)
Authentic Self (Di Fabio, 2014e)
Positive affect (Andrews & Withey, 1976)
Goal Mastery (Midgley et al., 2000)

2) REFLEXIVITY
Self-Attunement (Di Fabio, 2014e)
Life Project Reflexivity (Di Fabio, 2015c)
Sustainability of the personal project and managing (Di Fabio, 2016b)
Purposeful Identitarian Awareness (Di Fabio, 2014e)

3) RESILIENCE
Hardiness (Maddi, 1990)
Pro-activity (Grant & Ashford, 2008)
Grit (Duckworth & Quinn, 2009)
Self-compassion (Neff, 2003)

4) RELATIONALITY
Civility Scale (Di Fabio & Gori, 2016a)
Positive Relational Management Scale (Di Fabio, 2016c)
Trait Emotional Intelligence Questionnaire (Petrides & Furnham, 2004)
Compassion (Sprecher & Fehr, 2005)
FOR SUPPORTING AND DEVELOPING TALENTS: ENHANCING HABITS OF MIND + MEANING  
(Di Fabio, 2015b, 2016b)

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1) RESOURCEFULNESS
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1d) Authentic Self (Di Fabio, 2014e)
1e) Positive affect (Andrews & Withey, 1976)
1f) Goal Mastery (Midgley et al., 2000)

2) REFLEXIVITY
2a) Self-Attunement (Di Fabio, 2014e)
2b) Life Project Reflexivity (Di Fabio, 2015c)
2c) Sustainability of the personal project and managing (Di Fabio, 2016b)
2c) Purposeful Identitarian Awareness (Di Fabio, 2014e)

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4a) Civility Scale (Di Fabio & Gori, 2016a)
4b) Positive Relational Management Scale (Di Fabio, 2016c)
4c) Trait Emotional Intelligence Questionnaire (Petrides, 2009)
4e) Compassion (Sprecher & Fehr, 2005)
INTRAPRENEURIAL SELF-CAPITAL (Di Fabio, 2014c)
INTRAPRENEURIAL SELF-CAPITAL (Di Fabio, 2014c) ANTECEDENT AND KEY FACILITATOR FOR DEALING WITH THE PERSONAL AND RELATIONAL CHALLENGES OF THE 21st CENTURY

Career construction (Savickas, 2005, 2011)

Life construction (Guichard, 2013)

Intrapreneurial Self-Capital

A core of individual intrapreneurial resources that allow people to deal with the frequent changes and transitions by creating innovative solutions when confronted with constraints imposed by the environment to turn these constraints into resources
INTRAPRENEURIAL SELF-CAPITAL (Di Fabio, 2014c)  
ANTECEDENT AND KEY FACILITATOR FOR DEALING WITH  
THE PERSONAL AND RELATIONAL CHALLENGES OF THE 21st CENTURY

- Higher order construct comprised of **seven specific constructs**
  - **Core Self-Evaluation**: Positive self-concept
  - **Hardiness**: Commitment, Control, Challenge
  - **Creative Self-Efficacy**: Individual’s perception of the ability to face and solve problems in a creative way
  - **Resilience**: The ability to cope with adversity
  - **Goal Mastery**: Pursuit of developing own one’s skills
  - **Decisiveness**: The ability to make decisions in a timely manner in any life context
  - **Vigilance**: Careful and adaptive searching of relevant information in decisional processes
TRAINING FOR ENHANCING INTRAPRENEURIAL SELF-CAPITAL
(Di Fabio, 2014c; Di Fabio & Van Esbroeck, 2016)

**Short version:**
5 sessions of 4 hours each, weekly

**Long version:**
5 sessions of 8 hours each, weekly

In addition specific exercises to enhance each of the components of ISC

---

1 session
- Exercise “The book of my life story” to stimulate a reflection on one’s own whole life as a book articulated in specific chapters

2 session
- Specific exercises to stimulate a reflection on positive self-concept and hardiness

3 session
- Specific exercises to stimulate a reflection on creative self-efficacy and resilience

4 session
- Specific exercises to stimulate a reflection on goal mastery, decisiveness and vigilance

5 session
- Reflexive validation to reach a new authorship in building the next chapter in one’s own life-story

---

Exercises articulated in 3 levels:
1) to stimulate the reflection for the self-evaluation of each components of ISC

1) to favor the recognition of particular positive aspects in relation to each component of ISC

1) to guarantee the analysis from the past through the present to the future to identify in one’s own live story the chapter/s in which the components of ISC are expressed in a particularly positive manner

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Reflexivity (Di Fabio & Maree, 2013; Guichard, 2009; Maree, 2013)
IN CONCLUSION (Di Fabio, 2016b)

Helping people in being engaged in

finding their talents
recognizing their talents
constructing their talents anchored to meaning

knowing how to become
(Savickas, 2011)

based on “Who I want to become”
(aspired Subjective Identity Form)
(Guichard, 2013)
as it has meaning for me
Constructing *myself* and the *expression of myself* through my *performance*

*on the basis of*

**sustainability** (Di Fabio, 2016b; Di Fabio & Maree, 2016) and

**well-being** (in particular eudaimonic well-being)

(Ryff & Singer, 2008; Waterman et al., 2010)

*relying on being aware of my*

**objective talents** + **subjective talents**

**PURPOSEFUL IDENTITARIAN AWARENESS** (Di Fabio, 2014e)

BE CAREFUL IN RECOGNIZING DETAILS OF TALENTS!
THANK YOU FOR YOUR ATTENTION

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