

# ECADOC 2021

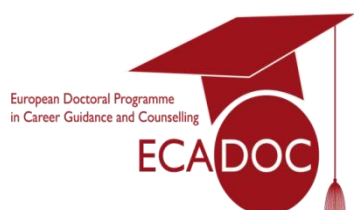
8<sup>th</sup> Summer School: 21<sup>st</sup> – 25<sup>th</sup> June 2021

Online

Hosted by Edinburgh Napier University, Scotland.



## Partner Organisations supporting the Summer School



**The European Doctoral Programme in Career Guidance and Counselling (ECADOC)** aims to train future academic and practitioner leaders in the field of career guidance and counselling to become interdisciplinary researchers with strong leadership and teaching competences. The programme is a joint initiative of the ESVDC and the NICE Foundation, and is supported by higher education institutions from more than 10 European countries.



**Edinburgh Napier University's School of Applied Sciences**, provides postgraduate programmes for the training of career development practitioners. The University is the host institution for the Summer School.



**The European Society for Vocational Designing and Career Counseling (ESVDC)** aims to stimulate and promote European and international collaboration in research and development in the fields of life-designing, vocational guidance and career counseling. ESVDC brings together existing networks of researchers and networks of academic teachers in these fields, in order to facilitate the emergence of a new generation of specialists all over Europe.



**The Network for Innovation in Career Guidance & Counselling in Europe (NICE)** is an open European network for the academic training of career guidance and counselling practitioners. NICE is organized through the NICE Foundation. The mission of the NICE Foundation is to promote excellence and innovation in academic, research-based training of career practitioners in Europe; support the coordination of academic training in career guidance and counselling within Europe, and foster cooperation between the academic community and relevant stakeholders.



**The Scottish Graduate School for Social Sciences (SGSSS)** is the UK's largest facilitator of funding, training and support for doctoral students in social science. By combining the expertise of sixteen universities across Scotland, the school facilitates world-class PhD research. The school is funded jointly by the Economic and Social Research Council and the Scottish Funding Council.



**Skills Development Scotland (SDS)** is the largest career service organisation in Europe and provides an all age service. In collaboration with SGSSS, SDS supports a number of PhD scholarships including topics related to career guidance and counselling. SDS is the sponsor of the Summer School.

**ECADOC Scientific Committee:** Anouk Jasmine Albien (University of Lausanne, Switzerland, affiliated with Stellenbosch University, South Africa), Valérie Cohen-Scali (Institute for the Study of Work and Career Counselling -INETOP of the Conservatoire National des Arts et Métiers-CNAM, Paris), Nikos Drosos (Assoc. Prof, European University of Cyprus), Laura Nota (University of Padova), Jérôme Rossier (University of Lausanne), Rie Tomsen (Aarhus University, University of Lower Silecia, Poland and University of South Eastern Norway), and Peter C. Weber (University of Applied Labour Studies - HdBA, Mannheim).

**ECADOC Scientific Coordinator:** Rie Thomsen (Aarhus University)

**ECADOC Programme Manager:** Anouk Jasmine Albien (University of Lausanne)

#### **Summer School Organising Committee**

Dr Anouk Jasmine Albien, (University of Lausanne)

Dr Pete Robertson, (Edinburgh Napier University)

Professor Rie Thomsen, (Aarhus University)

#### **Host institution**

Edinburgh Napier University [www.napier.ac.uk](http://www.napier.ac.uk)

School of Applied Sciences

Sighthill Campus, Edinburgh EH11 4BN

Scotland, UK.

**All Summer School activities will be conducted in English.**

**The event will be entirely online, hosted on the virtual learning environment: Moodle.**

**Online classes will be delivered using WebEx (Cisco). For best user experience you should download the WebEx app.**

**Small group sessions (CAS supervisions and student theory presentations) will be held using the Microsoft Teams for online meetings. Again it can be helpful to download the MS Teams app.**

## Instructors and invited speakers

### **Dr Anouk Albien** University of Lausanne

Anouk is currently a senior researcher at University of Lausanne (UNIL) and interested in career development trajectories – specifically, career transitions, mobility and migration, including vulnerability and resiliency mechanisms. She is a registered career counsellor and is a research affiliate with Stellenbosch University, where she completed her PhD training.

### **Sandra Cheyne** Skills Development Scotland

Sandra is the National Career Information Advice and Guidance (CIAG) Policy & Professional Practice Lead at SDS: Scotland's national career service.

### **Dr Jo Ferrie** University of Glasgow

Jo is a Senior lecturer in sociology at the School of Social and Political Science, with interests in research methods, human rights and equality issues in education. She is also Deputy Director (Training) for the Scottish Graduate School of Social Sciences (SGSSS). Director of Glasgow Q-Step: promoting skills in quantitative methods for social scientists.

### **Dr. Emma Hollywood** Skills Development Scotland

Emma Hollywood is impact and insight manager in the Evaluation and Research team at Skills Development Scotland (SDS). She manages the SDS PhD Programme in collaboration with the Scottish Graduate School for Social Sciences (SGSSS) and the Economic and Social Research Council (ESRC). She is also responsible for equality and diversity research in SDS.

### **Professor Tristram Hooley** University of Derby

Tristram is a researcher and writer specializing in career and career guidance. He has published nine books and numerous articles and reports. He is Professor of Career Education at the University of Derby, Professor II at the Inland Norway University of Applied Sciences, and Chief Research Officer at the Institute of Student Employers.

### **Dr Mary McMahon** University of Queensland

Mary is Honorary Associate Professor in the School of Education. She is the developer and co-author of the Systems Theory Framework of career development which takes a holistic view of career development and is applied in research and practice through narrative and systems approaches to career counselling and assessment. She researches and publishes on career development across the lifespan, narrative and systems approaches to career counselling, and qualitative career assessment. She received the 2020 European Society for Vocational Designing and Career Counseling award for distinguished contributions to vocational designing and career counselling.

**Professor Laura Nota** University of Padova

Laura is Full professor of vocational and career counseling psychology and of Counseling for Inclusion, University of Padova; Delegate of the Rector for Inclusion and Disability; Member of the Minister of University working group 'Contrasting Inequality'; Coordinator of the 'Inclusion and Social justice' working group - Italian University Network for Sustainable Development (RUS); President of the Italian Society for Vocational Designing and Career Counseling (SIO) and member of Executive Board of the European Society for Vocational Designing and Career Counseling. Director of Larios Laboratory (FISPPA). Associate editor of the *International Journal for Educational and Vocational Guidance*.

**Dr Pete Robertson** Edinburgh Napier University

Pete is Associate Professor of Career Guidance, involved in the training of career development practitioners. He is a Chartered Psychologist and Associate Fellow of the British Psychological Society; Editor of the *Journal of the National Institute for Career Education and Counselling*, and a Fellow of NICEC; Career Development Institute (CDI) Project Associate for Scotland.

**Professor Jérôme Rossier** University of Lausanne

Jérôme is Full Professor of vocational and counseling psychology at the Institute of Psychology of the University of Lausanne. Previously he had worked in several institutes, such as the Academy of Sciences of the Czech Republic, the National Institute of Health, United-States, and the University of Fribourg, Switzerland. He is also editor of the *International Journal for Educational and Vocational Guidance* and member of several editorial boards of scientific journals such as the *Journal of Vocational Behavior* and the *Journal of Research in Personality*.

**Professor Rie Thomsen** Aarhus University, Denmark

Rie is Professor of Career Guidance at Aarhus university and adviser to Skills Norway in building a national framework for quality in career guidance and career learning. She researches collective aspects of career guidance and has a particular interest in participatory research and social justice. Rie Thomsen is co-founder of ECADOC.

**Dr Julia Yates** City, London University

Julia has worked in careers for over 20 years as a practitioner, manager, writer, researcher and trainer. She works as a Senior Lecturer at City, University of London where she runs the MSc in Organisational Psychology. Her current research interests are career decision making, and the career experiences of those who face barriers in the workplace. Julia is passionate about the links between research, theory and practice. She writes widely about career development, theory and practice, and has published over 20 peer reviewed academic articles, five book chapters and three books, including most recently the Career Coaching Toolkit.

## Academic supervisors

Supervision in small groups will be provided by members of the ECADOC scientific committee, presenters at this event, and invited leading career development academics:

**Anouk Albien**

**Anna Bilon**

**Mariana Casanova**

**Anne Chant**

**Valerie Cohen Scali**

**Nikos Drosos**

**Lea Ferrari**

**Emma Hollywood**

**Tristram Hooley**

**Kristina Mariager-Anderson**

**Helle Merete Nordentoft**

**Ingela Bergo Prvulovic**

**Per-Åke Rosvall**

**Scott Solberg**

**Ronald Sultana**

**Rie Thomsen**

**Peter Weber**

## ECADOC Alumni

Recent former participants of the Summer School will be joining us and providing support to students in small groups:

**Ingrid Bårdsdatter Bakke**

Inland Norway University of Applied Sciences

**Gill Frigerio**

University of Warwick (UK)

## **Rationale**

In recent years there has been a growth in writing about career theory with many new concepts reaching publication. We live in a golden age of career theory.

Theories are typically presented to scholars in a format that is chronological, or as a taxonomy of ideas. The Summer School will seek to explore concepts in the field in a way that goes beyond these catalogues, in order to engage more deeply and critically with the complex position that theory occupies in relation to practice, research and policy.

For the purposes of the Summer School, the notion of 'theory' will be defined in the broadest possible way. We will address not only concepts that are formally presented as theories, but also less formal ideas that are influential in shaping thinking in the field.

We will explore:

- Cross-cutting themes and contemporary trends in theory
- The multiple roles performed by theory in academic career studies, and in the practice of career guidance and counselling (including descriptive, predictive, and prescriptive functions)
- The central importance of criticality in our engagement with theory
- The relationship between career theory and research philosophy
- How ideas about career (whether explicit or implicit) can become translated into ideologies that shape policy making and models for practice

Participants will be encouraged to engage critically with career concepts, and to critically reflect on their own theoretical orientation, and its positioning in their research.

## **Learning outcomes**

By the end of the summer school, participants will be able to:

1. articulate diverse ways of thinking about career development theory
2. explain the relations between theory, policy, research, and practice
3. critique concepts in the career development field
4. apply critical thinking to their own use of concepts in their doctoral studies
5. identify potential future research collaborators and make plans for publication.

## Recommended reading

### **Readings are available to participants via Moodle**

Arthur, N., & McMahon, M. (2019). Contemporary career development theories: Expanding international perspectives. In N. Arthur & M. McMahon (Eds.), *Contemporary theories of career development: International perspectives* (pp. 241-257). Routledge.

Blustein, D.L., Erby, W., Meerkins, T.M., Soldz, I., & Ezema, G.N. (2020). A critical exploration of assumptions underlying STEM career development. *Journal of Career Development*.

<https://doi.org/10.1177/0894845320974449>

Egdell, V. & Robertson, P.J. (2020). A critique of the Capability Approach's potential for application to career guidance. *International Journal of Educational and Vocational Guidance* (online first).

<https://doi.org/10.1007/s10775-020-09445-0>

Hooley, T. (2020). Career Development and Human Capital Theory: Preaching the "Education Gospel" In P.J. Robertson, T. Hooley, & P. McCash (Eds.) *The Oxford handbook of career development*. Oxford University Press.

<https://doi.org/10.1093/oxfordhb/9780190069704.013.5>

Mackenzie Davey, K. (2020). Organizational career development theory: Weaving individuals, organizations, and social structures. In P.J. Robertson, T. Hooley, & P. McCash (Eds.) *The Oxford handbook of career development*. Oxford University Press.

<https://doi.org/10.1093/oxfordhb/9780190069704.013.11>

McMahon, M. (2014). New trends in theory development in career psychology. In G. Arulmani et al (Eds.) *Handbook of career development: International perspectives* (pp13-27). Springer.

Patton, W. (2008). Recent developments in career theories: The influences of constructivism and convergence. In J.A. Athanasou & R. Van Esbroek (Eds.) *International Handbook of Career Guidance* (pp.133-156). Springer.

Ribeiro, M.A. (2020). Career development theories from the global South. In P.J. Robertson, T. Hooley, & P. McCash (Eds.) *The Oxford handbook of career development*. Oxford University Press.

<https://doi.org/10.1093/oxfordhb/9780190069704.013.17>

Rossier, J. Cardoso, P.M., & Duarte, M.E.(2020). The Narrative Turn in Career Development Theories: An Integrative Perspective. In P.J. Robertson, T. Hooley, & P. McCash (Eds.) *The Oxford handbook of career development*. Oxford University Press.

<https://doi.org/10.1093/oxfordhb/9780190069704.013.13>

Skills Development Scotland (2018). *Delivering Scotland's Careers Service*. SDS.

Yates, J. (2020). Career development theory: An integrated analysis. In P.J. Robertson, T. Hooley, & P. McCash (Eds.) *The Oxford handbook of career development*. Oxford University Press.

<https://doi.org/10.1093/oxfordhb/9780190069704.013.10>



## Collective Academic Supervision (CAS)

A key feature of ECADOC Summer Schools is Collective Academic Supervision (CAS), where doctoral researchers meet in small groups, present their thesis project as a work-in-progress, and benefit from feedback from peers and more experienced academics.

This year each CAS circle will be made up of approximately 4 doctoral researchers, together with a mentor from the organising or lecturer team who will moderate the process. The groups will work in parallel during Tuesday and Thursday afternoon. Each session will allocate 40 minutes for presentations and feedback, followed by more general discussions of shared interests and concerns.

Doctoral candidates are therefore invited to prepare a presentation – together with supportive material such as a short PowerPoint – summarizing their project and *focusing on a particular issue or challenge related to your thesis*. Your presentation should last no more than 7 to 10 minutes. The presentation and any supporting material should be in English. It will be shared online with other participants.

We would also like you to formulate your own personal goals for the discussion, such as, for instance, the questions or challenges which you would like to get feedback on from your peers. It is completely up to you to choose which aspect of your research you want to focus on, and whether you wish to highlight issues related to content or process.

In line with the Collective Academic Supervision model, all group members are expected to give and receive structured feedback. The emphasis is on learning from each other, not on defending one's research. You will be allocated to a group.

## Student theory presentations

Each participant will present a theory or concept to a small group of fellow students. This may be a theory you are using in your doctoral studies. Or you may simply choose a concept you are currently finding interesting. It may be a career development concept, or an idea from another field that can be applied to the study of careers and career guidance.

Students will give a 10-15 minute presentation to explain their chosen concept. This will be followed by a discussion during which the group will critique the concept. This will be a balanced critique, focused on the concept, not the presentation. It will be conducted in a supportive environment with a facilitator. You will be allocated to a group.

The purpose of this activity is:

- to broaden awareness of a range of potentially relevant theories
- to complement the instructor's formal input, which is not primarily focused on teaching specific theories
- to encourage the development of critical thinking

# Schedule

All times are British Summer Time (BST)

Day 1	Monday 21 <sup>st</sup> June	Orientation to theory
09:00	Welcome and introduction to the Summer School	Anouk Albien Pete Robertson Rie Thomsen
09:45	<i>Break</i>	
10:00	Introducing CAS supervision	Rie Thomsen
	The SDS/SGSS Collaborative PhD programme	Emma Hollywood/ Jo Ferrie
10:45	<i>Break</i>	
11:00	Recurring themes in career development theory	Julia Yates
11:45	<i>Break</i>	
12:00	Discussion	Julia Yates
12:45	<i>Lunch (1 hour)</i>	
13:45	Basic tools for critiquing career theory	Pete Robertson
14:30	<i>Break</i>	
14:45	Student theory presentations	In small groups with a facilitator
16:00	Close	

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<b>Day 2</b>	<b>Tuesday 22<sup>nd</sup> June</b>	<b>Developing criticality</b>
<b>08:00</b>	Trends in contemporary career theory	Mary McMahon
08:45	<i>Break</i>	
09:00	Discussion – critical perspectives on new directions in theory	Mary McMahon
09:45	<i>Break</i>	
10:00	Critiquing the Capability Approach	Pete Robertson
10:45	<i>Break</i>	
11:00	Discussion	Pete Robertson
11:45	<i>Break</i>	
12:00	Networking session	In small groups
12:30	<i>Lunch (1 hour)</i>	
13:30	CAS supervision in small group  (with a break when convenient)	CAS supervisors
16:00	Close	

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<b>Day 3</b>	<b>Wednesday 23<sup>rd</sup> June</b>	<b>Theory and policy Getting published</b>
09:00	Models for career development in Scotland	Sandra Cheyne
10:00	<i>Break</i>	
10:15	Career concepts as ideology: Critiquing human capital	Tristram Hooley
11:00	<i>Break</i>	
11:15	Discussion	Tristram Hooley
12:00	<i>Lunch (1 hour)</i>	
13:00	Student theory presentations	In small groups with a facilitator
14:00	<i>Break</i>	
14:15	Meet the editor: Advice on getting an academic article published from the lead editor of the <i>International Journal of Educational and Vocational Guidance</i>	Jérôme Rossier
15:00	<i>Break</i>	
15:15	Writing, editing, and publishing experiences + discussion	Anouk Albien
16:00	Close	

All times are British Summer Time (BST)

Day 4	Thursday 24 <sup>th</sup> June	Theory and research
09:00	Life Design and 'New paradigm' theory	Jérôme Rossier & Laura Nota
09:45	<i>Break</i>	
10:00	Epistemology & ontology in career theory - discussion	Jérôme Rossier & Laura Nota
10:45	<i>Break</i>	
11:00	Inter-disciplinarity in social science theory and research	Jo Ferrie
11:45	<i>Break</i>	
12:00	Inter-disciplinarity in career development	Jo Ferrie + panel
12:45	<i>Lunch (45 minutes)</i>	
13:30	CAS Supervision session in small groups  (with a break when convenient)	CAS supervisors
16:00	Close	

All times are British Summer Time (BST)

Day 5	Friday 25 <sup>th</sup> June	Theory and practice The developing researcher
09:00	Post-COVID, post Brexit, or always in transition? Doing career research in the 'new normal'	Marina Milosheva (+ Kathryn Stephen Marianne Wilson)
09:45	<i>Break</i>	
10:00	Discussion	Marina Milosheva (+ Kathryn Stephen Marianne Wilson)
10:45	<i>Break</i>	
11:00	Critical perspectives on the theory – practice relationship	Julia Yates
11:45	<i>Break</i>	
12:00	Discussion	Julia Yates
12:45	<i>Lunch (45 minutes)</i>	
13:30	Student theory presentations	In small groups with a facilitator
14:30	<i>Break</i>	
14:45	Career journeys beyond the doctorate: Panel discussion	Tristram Hooley, Jo Ferrie + Panel
15:30	Finale and evaluation	Pete Robertson; Anouk Albien; Rie Thomsen
16:00	Close	