

Effectiveness of a brief life design intervention on career adaptability and meaning in life

Pascal Kolbe

Centre de Recherche Interdisciplinaire, Paris V

Supervisor: Laurent Sovet

01 June 2019, France

Abstract *Curious about how to increase meaning in people's lives, the author created a literature review of the current scientific literature on career and guidance counseling. A 4-step procedure for building meaning-centered life design interventions emerged in the process, which can potentially be generalized to other interventions. The four steps are deciding on (1) a target group, (2) a final purpose, (3) pedagogical goals and (4) content. Testing this procedure the author created a new intervention for a target group of peripheral employees aged 30-45 with the ultimate goal of preparing people to serve the sustainable development goals, instead of the classical goal of serving the current dominant economy. Running a total of four interventions, two to stabilize the design, two to collect experimental data, the pedagogical goals emerged as strengthening the competencies of firstly 'integrating one's actions in a meaningful life narrative' and secondly 'commitment to one's own life narrative'. This gave birth to a meaning-centered career intervention using a mix of content from CGC practices, coaching and education. Despite the low number of participants that filled out the voluntary questionnaires ($n = 11$), the results of this pilot were overall positive with an overall assessed usefulness of 4.18 / 5, and significant positive results on 4 out of the 7 assessed variables (MLQ - 'Presence'; CAAS-SF - 'Total', 'Concern' & 'Confidence'; av. effect size = 0.4).*

Keywords: *psychology, career and guidance counseling, life design, guidelines, meaning-centered career intervention, sustainable development goals, MLQ, CAAS*

Contents

1 Introduction and literature review	3
1.1 Why is career orientation important?	4
1.2 A new paradigm: Life design	5
1.2.1 Vocational guidance	6
1.2.2 Career education	6
1.2.3 Life design	7
1.2.3.1 Transformations in technology	8
1.2.3.2 Transformations in economy	8
1.2.3.3 Transformations in society	9
1.2.3.4 Bottom-up research strategies	10
1.3 What does a life design intervention need?	10
1.3.1 Starting with the end (Telos)	10
1.3.2 Criteria for a good life design intervention	12
1.3.3 Role of career counselor	14
1.3.4 Main career competencies	15
1.3.4.1 Summarizing the priorities:	17
1.4 Creating a life design intervention	18
1.4.1 Decide on a target group	18
1.4.2 Decide on a final purpose	19
1.4.3 Decide on pedagogical goals	19
1.4.3.2 An attempt to define meaning	20
1.5 Creating a meaning-centered intervention	21
1.5.1 'Designing your life' at the CRI	22
1.5.2 Narrative Cards	22
1.5.3 Breaking the Ice	23
1.5.4 Defend your Cause	24
1.5.5 Sustainable Development Goals	25
1.5.6 Circle of Influence vs. Circle of Concern	26
1.5.7 Odyssey Journey	27
1.5.8 Networking & prototyping one's future	29
1.5.9 Regression meditation	30
2 Methodology	30
2.1 Participants	31
2.2 Instruments	31

2.2.1 Meaning in Life Questionnaire (MLQ)	31
2.2.2 Career Adapt-Abilities Scale (CAAS-SF)	32
2.3 Research methods	32
3 Results	32
3.1 Results of the MLQ Search and Presence	32
3.2 Results of the CAAS-SF	33
3.4 Sneak peak on qualitative data	35
4 Discussion	36
What do the results mean and why do they matter?	36
4.1 Limitations	37
What can't the results tell us?	37
4.2 Future directions	37
What practical results or scientific research should follow?	37
5 Acknowledgements	39
6 References	40
7 Appendix	44
Appendix A: Script	44
Appendix B: Workbook	44
Appendix C: Slides	44
Appendix D: Life design toolbox	44

1 Introduction and literature review

Describe your professional project and how it has matured over the past few years* :

'I started with what was simplest and what I knew: the faculty. Then in master's degree, I started to specialize in education. As of today, I'm not sure I'd stay that way. My professional project and my studies are still maturing.'

'Despite my vocation as an artist, I became a journalist and then an entrepreneur to regain my freedom to create. Today, I continue this quest and continue to invent worlds that connect people.'

'I have always wanted to work towards solutions for environmental problems, though for which issues in particular and in what capacity has been more unclear. At the moment I am in a job that satisfies this need, but I do wonder if my job function (business development) is right for me in the long run. After a first job (before my current one) that felt like a bit of a false start (in terms of the area & the skills I could develop), I have a strong desire to accelerate my career (skills acquired, responsibilities), though I still don't have a clear idea of my ideal career path.'

*Extracts from the pre-test questionnaire used during the interventions



'How can I, as an individual, best design my own life?'

This question, following a more than 2000 year-old philosophical tradition, was raised again by Mark Savickas in the context of career guidance and counseling psychology (CGC) at the verge of the 21st century. In the framework of Savickas work this question sets us on a journey to explore the *factors* and *processes* that are underlying a person's self-concept of 'the good life' (Savickas et al., 2005). This question of how to construct a good life seems particularly relevant for college students, as they are in the process of establishing a stable self-concept and exploring opportunities and identities in many important areas such as relationships, lifestyles and career (Adams, 2012, Oishi, 2012, p.13). But not only adolescents encounter the task of defining their lives and careers. This task arises again and again as we are negotiating major transitions, changes in health, employment, intimate relationships, etc., throughout our lives, leading to feelings of uncertainty and indecisiveness (Oishi, 2012). In this

article I decided to explore the field of career orientation from the viewpoint of the field of CGC, acknowledging that health and intimate relationships are of equal research interest.

1.1 Why is career orientation important?

A recent study from Atkins shows that 68% of people in the US are doing work that they do not love (2015). To some readers this statistic might come as a shock, seeing that in reality only 3 out of 10 people have a job that they love or deeply enjoy. 'This assumption of finding a job that one loves has become one of the most extraordinary and yet quietly routine features of our age. We assume that we should be able to find work that we not only tolerate, or endure for the money, but profoundly appreciate, for its high degree of purpose, camaraderie and creativity' (The School of Life, 2017, p.7). On top of that we have come to think that the admirable, but profoundly ambitious, task of finding a job that one loves is something normal and easy to attain, if one simply follows one's intuition and instinct. In contrast, if one looks back at most of human history, the question of whether we might love our work would have seemed laughable or peculiar (The School of Life, 2017, p.7). The Latin word 'Otium', which means leisure or enjoyment. Strikingly the negation of this word 'Negotium' means on one hand 'Business' and on the other hand 'Non existence of leisure' or of time that one can use for enjoyment (Andreau, 2006). Before the end of the 17th century, the standing assumption was that if one does not need to earn money one would simply stop working and do the things that one loves. In the past the concepts of work and doing something that one loves seemed to be antagonistic, in the present we expect them to magically align, without any preparation, training or serious effort, an expectation, which seems to leave a lot of people frustrated with their working lives and the current labor market (The School of Life, 2017, p.8-13).

Next to frustrating expectations, the actual demands of the labor market have increased over time. The average worker in the United States now spends more than 1800 hours per year at work, letting 62 percent of the workers leave their work feeling 'overtired' and 'overwhelmed' (Schwartz, 2003). An overall increase in working hours comes at the expense of participating in other life roles, such as leisure or family time, which can serve as buffers against work-related stress. Chronic stress creates physiological and psychological changes and often leads to disease and depression (Schwartz, 2003). Rising disease, depression and employee disengagement in turn lead to unfavorable outcomes, such as lost productivity and profits, not only for individuals, but also for organizations and societies (Atkins, 2015). One can assume

that these conditions also can lead people to change their job in the hope of finally finding a job that is in accordance with their expectations: A job they can love.

The field of career and guidance counseling has historically been trying to achieve two things: On one hand to find the most appropriate human resources for organizations and on the other hand to help people, by adjusting their expectations to reality, helping them to deal with work constraints, building their professional abilities and ultimately by transitioning professionally, but to explore the *factors* and *processes* that are underlying a person's self-concept of 'the good life' we need to consider ethical considerations concerning the principles that makes life really worthwhile (Taylor, 1989), an investigation that becomes more and more important and that has been for a long time outside of the classical boundaries of career and guidance counseling. An investigation that urges the community to consider a recent, more holistic approach: Life design.

1.2 A new paradigm: Life design

To understand the paradigm of life design it is essential to understand its history. Research into the history of CGC has identified three periods that correspond to the emergence of three successive paradigms: vocational guidance, career education, and life design (Pope, 2015).

1.2.1 Vocational guidance

'Industrialisation, The diversification and transformation of professional activities, rural exodus, and migratory flows generated an increasing need for the field of CGC in the late 19th and early 20th centuries in many Western countries' (Pope, 2000, 2015). These factors lead to the creation of national associations, such as the National Vocational Guidance Association in the United States in 1913, the Swiss Association for Career Guidance in 1916 and the International Labor Office (ILO), with the aim of promoting social justice and human- and labor rights at the end of the first world war in 1918. During these early years the growth of applied psychology, and in particular psychometrics, sustained the development of career and guidance counseling. CGC at this point essentially focused on vocational guidance, which was defined as '[assisting young people] through expert counsel and guidance, in the selection of a vocation, the preparation for it, and the transition from school to work' (Parsons, 1909, p.4).

The leading question that has directed - and still directs - scientific investigations in the domain of CGC was '*How to match individuals and occupations?*' (Savickas et al., 2005).

1.2.2 Career education

After the second World War, new issues arose in conjunction with the rise of hierarchical and increasingly bureaucratic organizations. Contributions from social and developmental psychology (e.g., Super, 1957) broadened the perspective of the CGC field, moving to a developmental perspective that did not just include the transition from school to work but also took into account the changing needs of employees, who needed to learn how to capitalize on their diverse experiences to advance through the professional hierarchy of bureaucratic organizations and develop their careers over the course of their lives (Pope, 2015). This developmental perspective broadened the horizon of career counselors to include, not just the work environment, but also experiences from all areas of life (work, home, leisure time, etc.) and opened the field up to embrace a psycho-educational approach that perceived people's life as a succession of predefined, temporally ordered stages. This change in perspective led career counselors to include working adults in their interventions, advancing research on how people make job decisions and how one can develop relevant skills to cope with the complexity of professional situations. Interventions during this timeframe were mainly based on the analysis of the developmental stages of Super (1957) and on the vocational interest patterns of the six-factor structure of Holland (Savickas & Spokane, 1999). These interventions involved taking into account attitudes towards work, beliefs, and individual's capability to make career decisions. Vocational guidance and career education coexisted at the end of the twentieth century and are still of great interest today, when analyzing situations for the most stable part of the population, such as employees of large firms with stable bureaucratic structures or certain categories of young graduates. In summary the dominant question at the middle of the century shifted from '*How to match individuals and occupations?*' to '*What are the factors, stages, and processes of lifelong career development?*' (Super, 1957).

1.2.3 Life design

At the beginning of the 21st century most Western countries entered into the information age, leading to *transformations in technology, economy and society*. These transformations rapidly altered working environments, resulting in higher labor market uncertainty and competition, employment insecurity and fragmented career paths (Baruch &

Bozionelos, 2011). The vocational preparation in schools and counseling widened their focus once again to include not only the transition from school to work (vocational guidance) and career development (career education), but also the task of training individuals to become lifelong learners, who can use sophisticated information technology, embrace flexibility instead of stability, maintain their own employability and create their own opportunities (i.e. Life design). This paradigm shift acknowledges that the career does not belong anymore to the organization, but rests fully in the hands of the individual, which becomes particularly apparent in the lives of many peripheral workers, whose employment is contingent, free-lance, temporary, external, part-time, and casual (Duarte, 2004).

On top of the growing responsibility of employees for their career, greater need for career flexibility and increased overall insecurity, employees nowadays have to increasingly manage the interactions between different life domains - balancing their work-life activities - and as mentioned earlier find the space to maintain their psychological and physical health (Schwartz, 2003). A major consequence of the interconnectedness between the different life domains is that we can no longer speak confidently of “career development” nor of “vocational guidance.” Rather, we should talk about “life design”, in which individuals progressively design and build their own lives, including their work careers.

Before we explore what a life design intervention in 2019 needs, we will take a deeper look at the three big transformations that gave birth to this paradigm and brought it to where it is today and that gives us an indication of what we as a postmodern society need to adapt to: The three transformations of *technology, economy and society*.

1.2.3.1 Transformations in technology

The terms “information age” and “knowledge society” point to the vital role that technology now plays in our lives. Despite the fact that we are becoming a more and more global society and multinational companies are on the rise of becoming the norm rather than the exception, business trips, as an example of face-to-face interaction, have become less frequent, being gradually replaced by the ‘pervasive daily use of communication technology’ (Ferrari et al., 2015). Going even further, an increasing number of companies and research labs are made up from a team of global virtual team members, who work on their tasks independently and exchange with each other mainly through information and communication technologies (Maznevski, Davison, & Jonsen, 2006). While traditional and manual labor are being replaced by machines, more and more workers move into or are being prepared to enter

into the market of knowledge-based jobs. Despite this fact, there is predictions made by McKinsey Global Institute that suggest that even this transition to knowledge jobs does not offer a permanent job security and that robots are likely to perform about 40% of knowledge jobs by 2025 (Manyika et al., 2013). Technology is expected to more and more merge informatics, biology, material sciences and nanotechnologies, all of them having the potential to change how we will live our lives in the future (Weber et al., 2015).

1.2.3.2 Transformations in economy

At the end of the 20th century the globalization of the economy and the increasing ease of access to technology, not only increased the number of professional and overall social exchanges, but also increased the size and speed of global networks and trade. Careers transformed at a faster and faster pace, as organizations were forced to evolve more rapidly in more volatile markets (Richardson, Constantine & Washburn, 2005). The U.S. Bureau of Labor Statistics from 2002 followed several thousand 16-year-old teenagers in between 1982 and 2002 up to the age of 36 and found out that within this time period the average young person changed their job 9.6 times. While the paradigm of career counseling prepares people for 'careers', which are generally defined as long-term contracts based on mutual loyalty and security that last for a lifetime, the facts are that a single occupation for life gradually becomes more of a myth than a reality.

1.2.3.3 Transformations in society

Following the thread of rising insecurities and complexities, it seems that societies in the Western world, not unlike the companies existing inside of it, have become less able in the last decades to offer a secure social environment for its citizens. Events such as 'Brexit', seem to confirm people's anxiety about the future and their longing for security (Yates, Harris, Sabates, & Staff, 2011). The Western societal structure has become more and more *individualistic* and *liquid* since the end of the 19th century (Guichard et al., 2015). *Individualistic*, being defined as a mode of organization, in which each person is assigned an individual responsibility to find his or her way in life. And *liquid* being defined as a culture that embraces multiple sets of norms, where different lifestyles (differing more or less from a dominant standard) can coexist. These terms stand in contrast with more traditional solid societies that have more clear social norms and roles, often based on a dominant religion and where collectives (e.g. family, community, social institutions, etc.) play a major role in shaping the life

course of each person (Baumann, 2000). Liquid and individualist societies offer significant freedom to the individual to change roles, places or social positions, but it also hands them the responsibility to enable these changes themselves and manage what in collective, more solid cultures can be prescribed by social norms (Guichard et al., 2015). This coping individually with one's life-and-career design issues, without a specified normative framework to follow can lead to feelings of frustration and insecurity (Baumann, 2000).

Despite the increased ease of social mobility and higher levels of social support and social capital in Western countries (compared with collectivist, solid societies; e.g. Allik & Realo, 2004; Krim, Sherman, & Taylor, 2008) social disparities have surged in recent years and larger numbers of people now face social difficulties, especially people, who are not in employment, education, or training (NEET; e.g., Yates, Harris, Sabates, & Staff, 2011). Next to NEETs, other threatened populations include other ethnicities, but also the elderly, one of the major challenges of the future (especially in Western countries), being the progressive ageing of the work force and the integration of seniors into society and work (Parhizgar, 2013; Shultz & Adams, 2007).

1.2.3.4 Bottom-up research strategies

To approach the diversity of these problems it needs oodles of different, optimally long-term, interventions. When advocating for the life design paradigm in 2005, Savickas called for bottom-up research strategies, that take a practical, yet analytical, view on the practices in the field of career guidance and develop new knowledge. These interventions could find out how and under which conditions life design interventions might lead to a redefinition of, for example, vocational identity (Savickas et al., 2005).

This article will extend this discussion, by extracting from the current literature suggestions on how to construct a life design intervention. Based on the review, elaborated in the upcoming paragraphs, I will describe a procedure of how to create a life design intervention, present the construction process and ultimately construct and test the first pilot of a brief life design intervention.

1.3 What does a life design intervention need?

After looking at the history and context of the field of career and guidance counseling and reviewing the problematics that guided the development of the field, I presume that to

explore the life design paradigm more extensively and to start creating a definition of what are the supposed needs of our time, is a good starting point to build a life design intervention.

1.3.1 Starting with the end (Telos)

One thing that is often overlooked or taken for granted in the creation of CGC interventions is the notion of “final purposes” (telos in philosophy or ultimate goals in plain language). This notion can be explored in the context of the society and the world and inspected through the lens of economics, philosophy and ethics (Guichard et al., 2015). Knowledge of one’s final purpose (i.e. What kind of world one is aiming for?) permits one to determine the pedagogical goals of the intervention and consequently the design of the intervention aimed at those goals (Guichard et al., 2015).

The overwhelming majority of life- and career interventions, following in the steps of the vocational guidance and career education paradigm, prepares its participants from an economic standpoint for the same major final purpose: Contributing to an optimal functioning of the current dominant economy. At the same time there seems to be a desire in the field to the genuinely help the individual. Caught in this dual, often conflicting, role of serving the individual at the same time as society, most career counselors try to satisfy the economic purpose, while simultaneously help people build lives that allow them to meet their needs, their expectations, and their major desires for self-achievement (Guichard et al., 2015).

Guichard raises the question, if we should not consider an alternative form of economic development, addressing the major challenges that our current economic system is facing (e.g. depletion of resources, regular economic crises, constant economic growth needed for stability). One proposal for an alternative kind of development that is becoming ever more popular is sustainable development, which aims at empowering the future generations to be able to handle their challenges and to be active in shaping a worthwhile society (Weber et al., 2015). Going one step further, taking into account our human values, we should consider sustainable development through decent and humane work. According to the ILO (2001), “decent work” involves opportunities for work that are (1) productive and deliver a fair income, (2) offer security in the workplace, (3) social protection for families, (4) better prospects for personal development and social integration, (5) freedom for people to express their concerns and organize and participate in the decisions that affect their lives and (6) offer equality of opportunity and treatment for all women and men. Adding onto this notion of decent work, humane work, by raising the importance of promoting work that nurtures human development

among workers, asks the question if the organization fosters the self-actualization of their employees (e.g., by allowing them to develop their competencies) or if it dehumanizes them, by reducing them, for example, to a quasi-animalistic condition. The issue of sustainable development and humane and decent work appear to be connected. International institutions, such as the United Nations, have been proposing programs of action to tackle these issues, including the UN Millenium goals in 2000 and now the UN 2030 Agenda for Sustainable Development. This agenda defines five critical areas for the future of humanity and the planet, 17 sustainable development goals (e.g. SDG #4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”) and 169 targets (e.g. 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, [...]). This framework could support the reconstruction of life- and career design interventions, focusing on the final purpose of sustainable development through humane and decent work (Guichard et al., 2015). Guichard states in his 2015 analysis that *‘the risk of this UN Agenda remaining unheeded is high if people who design their personal and working lives ignore both the consequences of the growing world crises for themselves, and the major lines for action defined in this agenda. [...] The final purpose of these interventions would no longer be to encourage the optimal functioning of today’s dominant economy. In contrast, their new final purpose would be to contribute to sustainable development by means of decent and human work’* (Guichard, 2015). Such a change in these final purposes would result in a dramatic transformation of CGC interventions. Guichard ends his analysis with asking the CGC community to answer these questions: ‘What changes must be carried out? Which new interventions need to be developed?’ (Guichard, 2015).

1.3.2 Criteria for a good life design intervention

After one has specified the final purpose of the intervention one has to decide on the approach that will take one towards this goal. There is a variety of approaches, but we have seen a shift in the CGC field in the last decades from approaches around giving advice to approaches around *counseling* (Arulmani, 2014; Athanasou & Esbroeck, 2008; Brown, 2013; Nota & Rossier, 2015). Increasingly common in this literature are: narrative approaches (Reid & West, 2015); systemic approaches (Patton & McMahon, 1999; Schiersmann & Thiel, 2012); constructivist approaches (Peavy, 1994; Savickas, 2015); action approaches (Valach, Young, &

Domene, 2015), and empowerment approaches (Poulsen, Thomsen, Buhl, & Hagmayer, 2016; Sultana, 2014). All of these are focused on helping people to *reflect and adapt to the changing world and manage their career and lives accordingly*. Despite differences in methodology and the potential combination of approaches and methods, all these theories describe career support as a *co-creation* process, in which a client (or a group of clients) and a counselor work together to solve the problems, which the client(s) are facing (Nota & Rossier, 2015). With the paradigm shift from career education to life design and the resulting transition from advice to counseling and co-creation the field of career and guidance counseling needs to adapt in several major ways. Based on the literature review seven shifts will be presented here, that should guide the creation of an intervention that matches the needs of our times according to the life design paradigm.

During the early days of the CGC field, psychometrics was an essential part contributing to the development of the field (Parsons, 1909, p.4). Despite the changing demands of the times and the availability of new statistical methods that prove their inconsistencies, counselors often still use these ‘objective’ measures and normative profiles. Savickas claims that these methods are insufficient to describe clients as living entities who interact with and adapt to their manifold contexts. *Professional identities should be seen as changing patterns derived from client stories* rather than as static, abstract, and oversimplified profiles of client test scores (Savickas et al., 2005). Our professional identity is shaped by the multiplicity of experiences that we have in our everyday life. We are forming a complex and dynamical ecosystem, including people, places, etc., and so the first shift in thinking is admitting that *counseling occurs far from controlled conditions* (Savickas et al., 2005).

The second shift in thinking, arises from the pace at which clients are changing their jobs. Counselors need to adapt to the needs of the time and *stop prescribing careers*, whereas a majority of their clients are changing their job every 2 years (U.S. Bureau of labour statistics, 2002). Savickas et al. raise the issue that instead of a single occupational choice, the tasks of career construction and identity formation have become a continuing responsibility for most of their clients. Counselors must discuss with clients “how to do” not “what to do” and focus upon strategies to cope with the abundance of information and rapidly changing environments, enhance social competencies, face psychological traps such as their ‘bounded rationality’ in their decision making (Kahnemann, 2003), and manage complex constraints within their personal, professional, social, and family eco-systems (Savickas et al., 2005).

The third shift in thinking is to walk away from one-stop solutions and embrace *iterative strategies*, popularized by programming and design thinking, and embrace a diversity of tools and methods (i.e., ‘happenstance’; Krumboltz, 2003), rather than a set of solutions (Burnett & Evans, 2016).

The fourth shift is to use these tools to *engage more in the process of meaning-making* that enables the client to build some new view of themselves, by not only understanding their actual situation, but also its roots. Instead of abstract and invariant societal or statistical norms, client’s own significant references for designing their personal life should emerge (Savickas et al., 2005). The effectiveness of vocational guidance could be measured by its ability to produce significant changes in the “conclusions” of the life stories of many individuals (Soresi, Nota, Ferrari, & Solberg, 2008).

The fifth shift in thinking is that vocational guidance can no longer just intervene at transition times. CGC as a field needs to take an interest in people’s future much earlier, and take a *preventive role*, so that clients actual choice opportunities can be increased and counselors can direct special attention devoted to at-risk situations (Guichard et al., 2015).

The sixth shift is to consider building *different research agendas* to distinguish between the different life- and working styles that are co-existing at the moment. Classical studies distinguish between core, peripheral, and marginalized employees, who have different needs and therefore it might be useful to create different interventions for them that are able to satisfy these (Super, 1996). Core employees work for an organization on a more permanent basis and must learn how to make the best investment of their current competencies to adapt and to develop new competencies. For this type of employee, we need research on the factors and processes that encourage and guide the development of competencies. In comparison, peripheral workers (e.g. freelancers) need to develop strong career decision making to cope with the multiple transitions that they will face during the course of their work lives (Super, 1996). Marginalized workers might encounter additional barriers to and constraints on their employment, their situation on the margin of society sometimes leading them to concentrate on just day labor (Savickas et al., 2005). Further research might show that this kind of work might lead workers to lose hope and self-confidence and that boosting these attributes could be potentially a way to help them manage their situation.

Last but not least, the seventh shift asks CGC researchers and practitioners to adopt an interdisciplinary perspective and realize the necessity of valuing diversity to increase the learning and the further development in this field (Cohen-Scali et al., 2015).

7 shifts in thinking

1. Counseling occurs far from controlled conditions.
2. Stop prescribing careers.
3. Embrace iterative strategies and a diversity of tools and methods.
4. Engage more in the process of meaning making.
5. Prevention instead of intervening in crisis situations.
6. Different research agendas for core, peripheral and marginalized employees.
7. Adopt interdisciplinarity to further develop the field.

Figure 1: Seven shifts in thinking that are suggested in the literature to advance the field of CGC

1.3.3 Role of career counselor

Besides adopting an interdisciplinary perspective and learning from the knowledge that already exists in other fields, the CGC literature gives specific recommendations for the kind of qualities that a career counselor should develop. Five decades ago, during the career education paradigm, the goal of career counselors, already acknowledging that the client is the best possible expert for what they want to see in their careers, was to help them identify what their career views are and how social factors shape them (Krumboltz, 1976, Super, 1996). The life design paradigm enlarges this to the entirety of the client's life. Savickas states that an independent counselor should take a *meta-perspective*, helping the client to *co-construct* their life narrative and through this process mould how they see themselves on a day-to-day basis (Savickas et al., 2005). During this co-construction process counselors should take a back seat and help clients to *formulate their identity in their own words* and to map out their system of subjective identity forms. A subjective identity form being the way a given individual sees herself and others in a particular context as well as how she relates to others and the objects in this context. According to the context in which an individual interacts and communicates, she designs herself in distinct identity forms (e.g., student, athlete, hobbyist). Thus, an individual's identity seems to be constituted by the evolving system of subjective identity forms in which an individual constructs themselves (Guichard, 2005; Guichard & Dumora, 2008). To help in this process effectively the career counselor should develop 'specific competencies for *systemic*

analysis of complex, interactive, and dynamic processes and their multiple consequences, for identification of the relevant control parameters, for *synthetic and simple communication* of these driving mechanisms to clients and significant others, to help develop efficient strategies for *problem solving, action planning* and overall *life designing*', as well as cognitive abilities, as for example, *comparative and probabilistic reflections*. (Savickas et al., 2005, Dumora, 1990, 2000).

1.3.4 Main career competencies

After looking at the career counseling process and the abilities that a career counselor should develop, it is time to look at the competencies that individuals need to develop to cope with the challenges of our times and which will create a list of powerful pedagogical objectives that can be used in a life design intervention (see figure 2).

Some prominent challenges in one's life design process involve coping with difficult times, negotiating career transitions, making career decisions despite perceived risks and optimistically projecting one's personal and professional future (Guichard, 2015; Vilhjálmsdóttir, 2015). There are several standpoints regarding the need for competences that arise from these challenges. To maneuver the different competences, we will analyze shortly three different standpoints and try to peel apart the differences between them (cf. figure 2).

Krumboltz recommends the development of 4 main attitudes; *curiosity*, the ability to explore one's world and be open to new learning opportunities, *persistence*, the ability to continue, despite setbacks, *flexibility*, the ability to remain open-minded enough to change one's beliefs in response to changing circumstances and *optimism*, the belief that there will be opportunities in the future that one will be able to use (Krumboltz, 1999).

According to a second theory, namely career construction theory there are 5 "Cs" that individuals need to develop: *concern, control, curiosity, confidence, and commitment*. 'Concern involves a tendency to consider life within a time perspective anchored in hope and optimism. *Control* rests on the conviction that it is an advantage for people to be able not only to use self-regulation strategies to adjust to the needs of different settings, but also to exert some sort of influence and control on the context. *Curiosity* about possible selves and social opportunities increases people's active exploration behaviors. *Confidence* includes the capacity to stand by one's own aspirations and objectives, even in the face of obstacles and barriers. *Commitment* to one's life projects rather than one's particular job means that career indecision must not necessarily be removed, as it can actually generate new possibilities and

experimentations that allow individuals to be active even within uncertain situations’ (Savickas, 2002, Savickas, 2013).

Last but not least according to Guichard and Vilhjálmsdóttir the 5 most important career competencies are: *self-determination, self-efficacy beliefs, ability to decide thoroughly and rapidly, ability to spot and seize opportunities, and power to integrate career moves in a meaningful life story* (Guichard, 2015; Vilhjálmsdóttir, 2015).

Krumboltz (1999)	Savickas (2002)	Guichard & Vilhjálmsdóttir (2015)
1. Curiosity	1. Curiosity	1. Ability to spot and seize opportunities
2. Persistence	2. Commitment	2. Self-determination
3. Flexibility	3. Concern	3. Self-efficacy beliefs
4. Optimism	4. Control	4. Ability to decide thoroughly and rapidly
	5. Confidence	5. Power to integrate career moves in a meaningful life story

Figure 2: Comparing the overlap (cf. colors) and evolving characteristics of career competencies and attitudes between Krumboltz (1999), Savickas (2012) and Guichard & Vilhjálmsdóttir (2015)

1.3.4.1 Summarizing the priorities:

Put next to each other one can see a significant overlap between the different competencies that the researchers highlight. To see what the research world currently deems important we can compare the different construct-competencies and extract commonalities and divergences.

Yellow: All the authors highlight the importance of ‘Curiosity’, to explore one’s environment and ultimately find new opportunities. This focus on curiosity and trust in chance expresses itself in modern serendipity approaches in CGC, serendipity meaning ‘the occurrence and development of events by chance in a happy or beneficial way.’ (Wikipedia, 01.06.2019).

Pink: The construct-competence of 'Control', has some overlap with 'Self-determination' and 'The ability to decide thoroughly and rapidly', which are highlighted in the CGC domain of boundaryless and protean careers, arising from rapidly changing careers and life circumstances.

Brown: 'Flexibility' seems to stand alone here, but is mentioned in between the lines of 'Control': 'use self-regulation strategies to adjust to the needs of different settings'.

Green: Another loose overlap exists between 'Self-efficacy' and the attitudes 'Persistence' and 'Confidence', in the sense that a high feeling of self-efficacy is likely to be the origin of greater persistence, despite setbacks, and a feeling of confidence.

Blue: 'Optimism' and 'Concern' both describe the attitude to expect a brighter future and allocate one's energies towards this future.

Purple: Last but not least 'Commitment' and 'Power to integrate one's career moves in a meaningful life story' reflect an attitude, where the individual is taking ownership of their career, actively making choices to create a more meaningful life narrative for themselves and creating a personal meaning/order, in a society that is less and less able to provide this for them, finding some certainty and direction within their own narrative. This focus on meaningfulness is reflected in recent meaning-centered interventions.

1.4 Creating a life design intervention

We have explored now in which context the life design paradigm arose (history, changes in technology, economy and society), the abilities and attitudes that CGC researchers and practitioners are suggested to develop to adapt to these changes and the steps that one needs to go through to decide the kind of intervention one wants to create. This process led me to think that there are four main decision steps that one needs to take in order to create a life design intervention:

1. Decide on a target group - Core, peripheral or marginalized employees
2. Decide on a final purpose that is suitable for the target group that one chose
3. Decide on pedagogical goals / career competencies you deem most important for the target group and final purpose that you chose
4. Decide on tools and content to match 1 - 3.

1.4.1 Decide on a target group

The following intervention was co-constructed with a number of facilitators, which are mentioned in the acknowledgements, therefore I will use the plural 'We' from now on. Our initial interest was to create a career intervention for the range of Master students that are available at the 'centre de recherche interdisciplinaire' (CRI) in Paris. Their age ranges from 20 - 50 years, but the majority of them are age 20 - 28. Particular about this group is that they are close to finishing their Master's degree and now search to apply for their first job. After running two prototypes (open events), we realized that the majority of our participants (~60%) were not Master students, but around 30 - 45 years old, already employed and searching for more meaning in their lives and potentially a career change. Ultimately this made us decide to focus more on the peripheral employee, focusing on the process of career decision making, more than career development. This decision is also based on the fact that in the future of work it is likely that people will be changing their jobs quicker and quicker and one can assume that over the next few decades core- and peripheral employees will become difficult to distinguish, as people take ownership of their own careers and change their professional paths, based on what skills they find relevant to develop, to contribute to the world in a way that they find meaningful.

1.4.2 Decide on a final purpose

Giddens already noted two things in 1991 (pp. 33-34), firstly that 'the individual feels bereft and alone in a world in which she or he lacks the psychological supports and the sense of security provided by more traditional settings' and secondly that it becomes more and more common that people are aware of the new risks associated with our current way of life (Giddens, 1991). Our impact on the planet has reached a point that specialists in atmospheric science and related fields consider that we have entered a new 'geologic' era called the Anthropocene. At the same time, we are now facing major crises that already have dramatic consequences: global warming, water shortage, exponential growth in global populations and consumption, pollution, lack of decent work, and inequalities, among others. Following this argumentation we decided that our intervention should have as a final purpose to *show people how it is in their own interest to tackle the urgent problems now faced by the planet and by mankind*. Ultimately deciding on this sustainability oriented purpose doesn't mean that it is superior to other purposes like preparing people to serve the current dominant economy. It is a philosophical standpoint and which paradigm proves to be more useful in the end, will be a

question of further research. We expect that it will be a variety of purposes that need to be served to prepare individuals for the complexities of this world.

1.4.3 Decide on pedagogical goals

Arising from the final purpose of our intervention to *show people how it is in their own interest to tackle the urgent problems faced by humanity and mankind*, we see ‘Power to integrate one’s career moves in a meaningful life narrative’ and ‘Commitment to one’s own life narrative’ (cf. Purple) as the two most relevant competencies. Strengthening these competencies enables individuals to weave their individual actions into a more global meaningful life narrative, which on one hand can help them to maneuver the uncertainties of the labor market and their lives and on the other hand, if one adopts the Western frame of meaningfulness (i.e. service to a higher goal), it motivates individuals to contribute to a sustainable society.

The last step is to decide on content. To be able to do that we will need to understand precisely what we wish to accomplish. In our case we want to match the pedagogical goal of the intervention to help people integrate their (career) actions in a meaningful life story. To achieve this we will first need to create our own understanding / working definition of ‘meaning’ and based on the literature existing around meaning-centered interventions, define the factors that make a life narrative meaningful.

1.4.3.2 An attempt to define meaning

Meaning-centered interventions go back to the end of the second World War to the social scientist and pioneer Victor Frankl, who considered that the quest for meaning is a fundamental need for all human beings and that the presence of meaning is a critical ingredient for optimal functioning (Frankl, 1959). Despite his influential early contributions that gave birth to the field of logotherapy (i.e. a psycho-therapeutical enquiry into a person’s ‘will to meaning’), interest in the concept of meaning in the field of psychology is relatively recent, with a dramatic increase of citations over the last two decades (Adams, 2012; Bernaud, 2016; Cohen, 2003; Park, 2010; Proulx, Markman, & Lindberg, 2013; Maglio, Butterfield, & Borgen, 2005; Miller & Rottinghaus, 2014; Yuen & Yau, 2015). As was mentioned prior, living in a liquid and individualist society causes a significant feeling of uncertainty and existential dread and recently conducted studies have provided empirical evidence of the importance of meaning in individuals’ lives to help individuals in coping with harsh living conditions and adverse life

events (Linley & Joseph, 2011; Oishi & Diener, 2014; Steger, Frazier, & Zacchanini, 2008). There is several ways researchers have defined purpose over time:

(1) Baumeister (1991), defined meaning as a: ‘mental representation of possible relationships among things, events, and relationships. Thus, meaning connects things’. He developed the idea of meaning of life as the consequence of the fulfillment of four psychological needs, including *values*, *purpose*, *self-efficacy*, and *self-esteem*.

(2) Reker (2000) described meaning of life as ‘the knowledge of the order of self-coherence and purpose of one’s existence, the pursuit and achievement of worthy goals accompanied by a sense of fulfillment’ (p. 41).

(3) Bernaud et al. created in 2015 a more categorical definition identifying four properties of meaning: (a) meaning changes over time, especially when individuals are facing stressful life experiences, (b) meaning is subjective, and related to individuals’ characteristics and life experiences, (c) meaning is complex, as it includes various aspects that individuals may have difficulty to express in a structured way, and (d) meaning is universal, as all individuals throughout history and across cultures have likely questioned the meaning of their existence.

These three attempts at a description of meaning have significant overlap, but come at the problem from different angles. If one assumes that all of their definitions hold true, an understanding of meaning emerges, as:

An universal property of humans to again and again attempt to create a coherent narrative out of their life experiences, including relationships, events and things, commonly described as ‘making sense of the world’. To feel that their actions are meaningful a person needs to connect successfully to themselves, through their own values, and at the same time to their environment, establishing a higher purpose, gradually building self-efficacy and self-esteem that allows them to feel positive emotions in directing themselves towards a future that feels significant to them.

Building on this understanding of meaningfulness, a meaning-centered career intervention should offer tools that help people to build a coherent narrative out of their life, identify their own values and learn what the world needs and how they can contribute to it.

1.5 Creating a meaning-centered intervention

In the following paragraphs I will go through the construction of a meaning-centered intervention and try to make it as visual as possible by describing our experience with the fourth workshop that we facilitated. At each step I will explain the selection of the tool within the paradigm of meaning-based interventions and life design.

Short recap of where we are at:

- 1) Target group: Peripheral employees, 30-45 years old
- 2) Final goal: 'Showing people how it is in their own interest to tackle the urgent problems faced by humanity and mankind'
- 3) Pedagogical goals: 'Power to integrate one's career moves in a meaningful life narrative' & 'Commitment to one's own life narrative'
- 4) **Decide on tools and content to match 1 - 3.**

1.5.1 'Designing your life' at the CRI

The literature on career guidance rarely addresses the role of place, an omission that Thomsen (2012, 2013) argues is of concern, finding in her research that: 'the place where it [career guidance] was practiced played a significant role in how career guidance came to be meaningful' (2013, p. 10). The two interventions that we planned will happen inside of the centre de recherche interdisciplinaire (CRI) in Paris, an experimental interdisciplinary campus, that is renowned for its futurist approaches around education and contributing to the world through the sustainable development goals. It is assumed that this setting will make people more open to experimentation and that the place will orient people's meaning-making towards a greater contribution to society. The location of the intervention was the learning center, a comfortable space, filled with couches and bean bags, that is generally used by the CRI students to study. The intervention was on a working day between 18:30 - 22:00 (3 ½ hours). Before entering into the learning center, we received the participants in front of it with snacks and drinks and asked them to pick one of the cards that was lying in front of them on the table.

1.5.2 Narrative Cards

To receive the participants that were coming over the course of 20 minutes, we used narrative cards from the game 'Dixit' (see figure 3). We asked them to answer the question: 'What brought you here?' and to use the cards to facilitate their storytelling. On one side this starting exercise had the purpose to let the participants get to know each other, on the other hand it had the purpose to start a reflection on their journey that led them up to this present day.

Narrative theories claim that narratives are a way to construct and reconstruct meaning in a person's career and biography and reformulate their identity (McMahon & Watson, 2013; Hartung, 2013; Reid, 2015; Savickas, 2011). Narratives are distinctive because of their temporal structure: A narrative can locate the self and others in time and space, it can connect past events to present moments and help to project oneself into one's future. Through situated discursive exchanges people organize their sense of the world and their own actions as relational constructions (McNamee, 2012). According to Savickas et al. (2009) these narrative realities are more important for the individual than facts and prescriptions.



Figure 3: Dixit narrative cards that we used to facilitate participant's storytelling

1.5.3 Breaking the Ice

After introducing the participants to each other, we led them into the learning center and introduced them to the CRI, the team of facilitators (3) and the goal of the intervention. After this we continued with two more icebreakers. We deemed the use of icebreakers, to get to know each other and set the mood, as particularly important as people were just returning from a full working day and we wanted them to be in a connected and cooperative mood that would facilitate the coming exercises. During the first icebreaker we grouped people in pairs and told them to look into each other's eyes for 2-3 minutes. This icebreaker was supposed to settle people in the moment and let them feel that they are not alone in this process (i.e. feeling of shared humanity). After this first icebreaker the participants changed pairs, selecting a new partner. The second icebreaker was to give each other life advice ('Stand up early in the morning', 'Surround yourself with a small number of good friends') for 2-3 minutes, going back and forth between each other, giving them a taste of how quickly one can learn from other's, if one desires to do so.

1.5.4 Defend your Cause

After breaking the ice and letting the participants get to know each other, the fourth exercise helped people to become more clear about their individual values and key goods. After telling a short story (see appendix A., sequence 4) we let them switch partners and sit *back to back* on the ground or on two adjoined chairs. For the following five minutes the first partner tried to answer the question: 'If you could defend only one cause in your life, what would you defend?'. We assume that putting the participants back to back and denying any kind of positive feedback will make them reflect differently on the question and make them challenge their own beliefs. After the first five minutes the partner that listened up to this point summarized what she had understood and this way gave their partner an account of their own story and their own key goods, that they were most probably unfamiliar with. After both partners finished we told them to write a short written account of what they had just learned about their key goods into a little workbook that we handed out to them (see appendix B., p.2).

Science cannot help a person with answering a value-question of what is good or bad, nor make a decision for a person about what do with their life in the future, neither at the personal nor at the work level. Decisions about one's own life fall within the category of what

Immanuel Kant (1788) calls ‘practical reason’. Such decisions necessarily include ethical considerations of what the person regards as a ‘good life’. People who cope with issues about their future prospects need to consider the fundamental goals that give their lives meaning. Parker (2007) observed: ‘Behind any autobiographical act is a self for whom certain things matter and are given priorities over others. Some of these things are not only objects of desire or interest, but command the writer’s admiration or respect. These are the key “goods” the writer lives by, shaping her acts of ethical deliberation and choice. Such goods may include ideals of self-realization, social justice, equality of respect, or care for certain others. . .’ As just said the term ‘key goods’ refers to elements of one’s life that are given priority over others and embody individuals’ ideals (Savickas et al., 2009). Such goods also inevitably shape the stories she tells when she projects her future or constructs her past or present. In short, these goods are at the heart of a person’s life narrative (p. 1). According to Savickas et al. (2009), there are eleven primary goods that guide individuals as they design their lives: healthy living and functioning, knowledge, excellence in work, excellence in hobbies, excellence in agency, inner peace of mind, relatedness, community, spirituality, happiness, and creativity (Savickas et al, 2009, Van Vianen et al., 2015). Empirical research has shown that as people age their key goods change and goods like health, nature, spirituality, and altruism move into the foreground (Fegg, Kramer, Bausewein, & Borasio, 2007). Kouri highlights that making a difference in society is one of the main sources of meaning and purpose in late careers (Kouri, 1986).

1.5.5 Sustainable Development Goals

After getting some more clarity of the participants ‘key goods’ we wanted to help them to relate their individual cause to the causes that ‘the world’ currently needs and show them one exemplary way of how to make a difference in society. Additionally we wanted to give them the feeling that they are not alone with their cause and that, through the sustainable developments goals (SDGs, see figure 5) of the United Nations, most nations (193) are committed to improving this world as well, offering a framework and potentially resources to those that have the wish to contribute to it. After telling them about the SDGs we gave them some time to write down in their workbook (see appendix B, p.2), which of the 17 goals they found to be most relevant to them and their cause.

The UN General Assembly’s plan for action entitled: “Transforming our World: The 2030 Agenda for Sustainable Development.” is part of the framework that we used for the definition of the final purposes of this life-design intervention (cf. chapter: starting with the end).



Figure 5: The sustainable development goals of the united nations helped people to relate their individual cause to the causes that are relevant to the World

1.5.6 Circle of Influence vs. Circle of Concern

If one takes on the enormous problem of ‘transforming the world’, one can be easily overwhelmed, leading to a problem known as analysis paralysis. To get people unstuck and motivate them towards action we followed up with a re-frame from life design: ‘If it’s not actionable it’s not a problem’ (Burnett & Evans, 2016). We suppose that reframing things that we are concerned about (e.g. poverty) into goals that are directly actionable (e.g. talk to one homeless person in the street) can help the individual to gain control over their situation and take action more easily. To do this we introduced an exercise called Circle of Influence vs. Circle of Concern (see figure 6) that allowed the participants to write down their concerns (e.g. their cause, SDGs, problems) in the outer circle and then reframe them into actionable tasks in the inner circle. We suppose that this process helps the individual to realize where they are at the moment and give them a direction striving gradually towards gaining more and more control over their concerns in the future.

Similarly to Savickas’ narrative theories, Hodkinson, looking at the work situation, states that the dynamic process of meaning-making sits at the heart of an individual's’ career development. However, Hodkinson’s work is more overtly social and addressed to issues of relative power within society: “The central idea in careership theory is that career

decision-making and progression take place in the interactions between the person and the fields they inhabit. Thus, career decision-making and progression are bounded by a person's 'horizons for action'" (Hodkinson, 2008, p. 4). The concept of field, Hodkinson borrows from Bourdieu, who defined fields as "a network, or a configuration of objective relations between positions" (Bourdieu & Wacquant, 1992, p. 97). Fields are fluid social structures and the individual is able to exert some, although often very limited, pressure on how this field develops. The circle of influence is thus a metaphor that allows the individual to inspect their horizon for action and consider potential actions that could widen their horizon over time and thus gradually enables them to gain more and more control over the things they are concerned about.

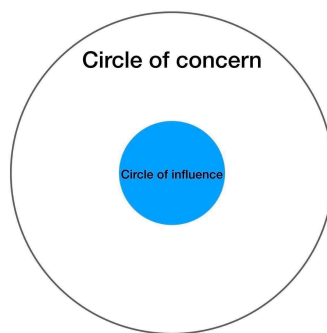


Figure 6: Reframing exercise: The circle of concern encompasses everything that one is currently concerned about. The circle of influence includes all the things that one can directly impact.

1.5.7 Odyssey Journey

After reframing the participants concerns and making them actionable, we wanted to give participants a way of visualizing their path in the future and get, even if just a bit, clearer about what they would like to see in their life. For this purpose we adapted the odyssey journey exercise from the book 'Designing your Life', which became the central exercise of this intervention (Burnett & Evans, 2016, see figure 7). After listening to a thought experiment, in which each person is allowed to have as many lives in parallel as they want (see appendix A., sequence 6), each person went to the next page in their workbook (see appendix B., p.4), on which were 3 empty graphics (cf. figure 7) that symbolized the five next years of three

completely different lives. We asked the participants to brainstorm for twenty minutes on how these three lives could look like, including both personal and professional aspects. Each life had a theme to help the participants generate ideas. The three themes were 'If you would live the life you have planned for yourself right now', 'If you would plan your life around your cause' (cf. Exercise 4: Defend your cause), and 'If money and status would not play any role in your life'. After finishing this exercise we made the participants exchange with a new partner about their different lives and get feedbacks.

Oyserman, Bybee and Terry (2006) assert that future methods of career counseling should take a dynamic approach that encourages individuals' imaginative thinking and the exploration of possible selves, which allow for different life perspectives and life-designs. This exploration should include personal projects, which can create links between the personal and professional life, showing that personal spaces are considered in a complementary manner to the professional activity (Knabem et al., 2015). Regarding the ultimate purpose of this intervention, narrative techniques, like exchanging one's vision of the future might be especially suitable in constructing a meaningful life narrative (Hartung, 2013). We put a considerable focus also on the professional side of an individual's life, as work is an important facet of meaning of life. It poses a central role in the lives of most adults, especially young adults, as it brings order into their lives, forms their identity and becomes an important part of their self-esteem (Super, 1975, p. 32, Adams, 2012).

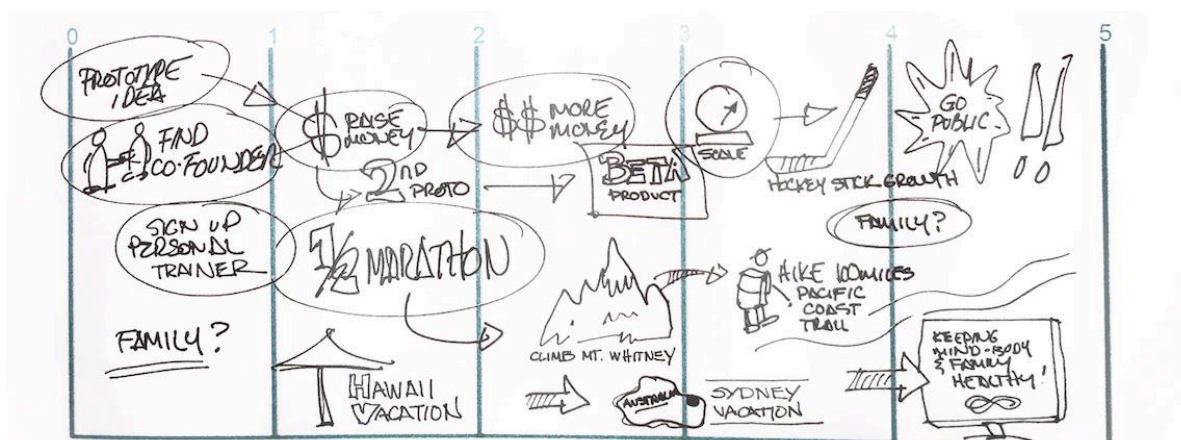


Figure 7: Odyssey journey adapted from the book 'Designing your life' (Burnett & Evans, 2016).
This exercise allows participants to explore different versions of their life (This one is depicting the next five years of one participant, participants get twenty minutes to fill in 3 empty ones)

1.5.8 Networking & prototyping one's future

After generating a lot of ideas for potential life paths, we wanted to give people a tool to allow them to explore all the open questions that the odyssey journeys created. Towards this purpose we let them first write down a number of open questions that this exercise inspired in their workbook (see appendix B, p.4). As a next step the participants listed all the people that came to their mind that they could contact to answer these questions. After going through one's own network, the participants mingled with the other participants, asking concrete questions, like: 'Do you know someone that has ever... (e.g. run a half-marathon)', trying to get further referrals of people that they could contact for an inspirational interview. Inspirational interviews are based on the principle of 'sneaking up on one's future'. Through curiously listening to other people's life narrative, people, who already experienced some part of one's future (e.g. they already ran that half-marathon, they have been to Hawaii, they have created their own enterprise, etc.), we can gain meaningful information. Repeating this exercise several times can give us a feeling of how our future might actually look like. Additionally these interviews can bring up problems that other people ran into beforehand and potentially solutions or ideas on how to avoid them in the first place. Last, but not least, these interviews can help to build a network of mentors that one can refer to at a later point. A second way of gathering relevant information is through prototyping experiences, short experiences that can give the individual a taste of the profession, this could be done by shadowing one's mentor for a day, doing a short internship or volunteering at a place that is relevant to one's imagined future or in which one can build important skills.

If one looks at the context of young adults, relationships with mentors can enrich their worldviews with narratives, ideas, and concepts beyond their own personal, social, and local horizons (Shildrick & Macdonald, 2008, p. 51; Walther, Stauber, & Pohl, 2005). According to Hayes (2012, p. 550), social contexts, as a form of vicarious learning, can help to reconstruct agency and life narratives so that young people can 'chart their way through and around problems, and accumulate the skills, knowledge and dispositions they need to access the formal economy' (Mäkinen & Vanhalakka-Ruoho, 2015). Furthermore these relationships can also impact the self-efficacy levels that individuals feel when making career decisions (Oishi, 2012). By engaging in activities in diverse roles (e.g. prototyping experiences), individuals

identify those activities that resonate with their core self. Through activity, along with verbal discourse about these experiences, people construct themselves (Savickas et al., 2005).

In the academic context networking assumes a crucial role in planning and realizing research projects as well as in fund-raising. In a globalized world the development of international knowledge is necessary to achieve what Savickas (2003, p.95) calls “globalocalization,” that is adapting general career development knowledge to specific countries and regions (Hartung, 2005). Therefore, aspiring researchers may benefit from an increase in perspectives, networking with various experts in their field of research, and developing their key competences for interdisciplinary and cross-cultural research (Weber et al., 2015).

1.5.9 Regression meditation

To conclude the intervention, we wanted to leave the participants with a feeling of optimism that they are *able* to create for themselves a meaningful future. Furthermore we wanted the participants to leave our intervention with a calm mind and so we decided to end the intervention with a regression meditation, an experimental technique that has proven powerful in our experience. During this 10-minute guided meditation participants closed their eyes and visualized themselves going back five years in the past to meet their younger self. The meditation guided them to interact positively with their younger self, telling them about the people they will meet, what they will learn and what challenges they will overcome in the next five years. Reconciling with one’s past has been identified as an important source of meaning in life, especially in the case of older adults (Erikson, 1959; Froidevaux & Hirschi, 2015)

-- *End of the Intervention* --

2 Methodology

The methodology section includes a brief discussion of participants, instruments, and an overview of the research methods. The study utilized a quantitative analysis of Likert scales. Data were collected at two time points through a secure online testing platform (limesurvey). The link to the pre-test was sent out per E-mail in the morning of the intervention and a link to the post-test was sent out one day after the intervention. A follow-up after three months is planned to enrich the results.

2.1 Participants

Over the last 5 months we did a total of four interventions, two of them were used to prototype the current intervention, the last two were used to record the data. A total of 128 participants subscribed to our interventions. 72 participants, participating in the first two interventions, gave us qualitative feedback that helped us with stabilizing the design of the intervention. From the 56 participants that subscribed for the last two interventions, 30 started filling in pre- and post-test on a voluntary basis (about thirty minutes each) and 11 finished the process.

2.2 Instruments

The pre-test consisted of the Meaning in Life (MLQ) questionnaire, the Career adaptability (CAAS-SF) questionnaire, 3 open questions: 'Describe your professional project and how it has matured over the past few years', 'If you had to describe your current life, what would you say?' and 'What are the objectives you want to achieve in your life? Expand your answer.' The concluding question was a question to link pre- and post-test.

The post-test consisted as well of the MLQ, the CAAS-SF and the three open questions from the pre-test. Additionally we asked them what they thought about the activities that we chose and if they would recommend this intervention to a friend. We concluded again with a question to link pre- and post-test. The goal of these questionnaires is on one side to globally assess the effectiveness of this intervention (cf. CAAS, open questions, assessment of usefulness) and on the other side to test the direct effect of our meaning-centered pedagogical goals (cf. MLQ).

2.2.1 Meaning in Life Questionnaire (MLQ)

The MLQ is a 10-item questionnaire designed to measure two dimensions of meaning in life: (1) Presence of Meaning (how much respondents feel their lives have meaning), and (2) Search for Meaning (how much respondents strive to find meaning and understanding in their lives). Respondents answer each item on a 7-point Likert-type scale ranging from 1 (Absolutely True) to 7 (Absolutely Untrue) (Steger et al., 2006).

2.2.2 Career Adapt-Abilities Scale (CAAS-SF)

The short version of the CAAS consists of 12 items divided equally into four subscales that assess adaptability resources: concern (e.g., “Concerned about my career”), control (e.g., “Making decisions by myself”), curiosity (e.g., “Looking for opportunities to grow as a person”), and confidence (e.g., “Performing tasks efficiently”). The total score provides an overall measure for career adaptability. All items are positively worded and rated using a 5-point Likert-type scale ranging from 1 (not strong) to 5 (very strong) (Savickas & Porfeli, 2012).

2.3 Research methods

The data of the two questionnaires (MLQ & CAAS) were analyzed with a paired t-test, comparing pre- and post-test. The assessment of the different exercises and the overall intervention, asked for in the post-test, was analyzed through averaging out the assessments of the different participants.

3 Results

Through the gathered data of this first pilot we were able to test if this brief meaning-centered life design intervention can have a positive effect on the competency of integrating one's actions in a life narrative, which should result in a more meaningful life and additionally on seeing if our workshop could help people to be more flexible and cope with uncertainty, measured by the MLQ and CAAS-SF questionnaire. One must take the upcoming results with a grain of salt as 11 participants cannot give more than an indication of the real effects (despite sizable effect sizes) of this intervention and one should take standard deviations and error means into account.

3.1 Results of the MLQ Search and Presence

We first examined the effects of the intervention on the two ‘meaning in life’ sub-factors ‘Presence’ and ‘Search’ by comparing pre- and post-test with a paired t-test. ‘Presence’ was with $r = 0.048$ and a Cohen's delta of 0.51 directly at the border of being significant, while ‘Search’ was found to be barely insignificant ($r = 0.062$; $d = 0.24$; cf. figure 8 & 10).

Paired Samples Statistics - MLQ					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRESENCE Post	25,55	11	4,50	1,35
	PRESENCE Pre	23,27	11	4,38	1,32
Pair 2	SEARCH Post	28,09	11	5,59	1,68
	SEARCH Pre	26,45	11	7,47	2,25

Figure 8: Paired Samples Statistics of Meaning in Life Questionnaire

3.2 Results of the CAAS-SF

Secondly we examined the Career Adapt-Ability Scale with a paired t-test and found that 'Concern' ($r = 0.011$; $d = 0.67$), 'Confidence' ($r = 0.041$; $d = 0.44$) and the total score ($r = 0.007$; $d = 0.6$) were significant. 'Control' ($r = 0.084$; $d = 0.36$) and 'Curiosity' ($r = 0.45$; $d = 0.19$) remained insignificant (cf. figure 9 & 10).

Paired Samples Statistics - CAAS SF					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 3	CONCERN Post	3,03	11	0,92	0,27
	CONCERN Pre	2,36	11	1,07	0,32
Pair 4	CONTROL Post	3,57	11	0,97	0,29
	CONTROL Pre	3,18	11	1,15	0,34
Pair 5	CURIOSITY Post	3,60	11	0,78	0,23
	CURIOSITY Pre	3,45	11	0,73	0,22
Pair 6	CONFIDENCE Post	4,06	11	0,74	0,22
	CONFIDENCE Pre	3,72	11	0,80	0,24
Pair 7	CAASTOTAL Post	3,56	11	0,62	0,18
	CAASTOTAL Pre	3,18	11	0,65	0,19

Figure 9: Paired Samples Statistics of Career Adapt-Ability Scale

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRESENCE Post - PRESENCE Pre	2,27	3,34	1,01	0,02	4,52	2,25	10	,048*
Pair 2	SEARCH Post - SEARCH Pre	1,63	2,58	0,77	-0,09	3,36	2,10	10	,062
Pair 3	CONCERN Post -CONCERN Pre	0,66	0,71	0,21	0,18	1,14	3,09	10	,011*
Pair 4	CONTROL Post - CONTROL Pre	0,39	0,68	0,20	-0,06	0,85	1,92	10	,084
Pair 5	CURIOSITY Post - CURIOSITY Pre	0,15	0,63		-0,27	0,58	0,78	10	,450
Pair 6	CONFIDENCE Post - CONFIDENCE Pre	0,33	0,47	0,14	0,01	0,65	2,34	10	,041*
Pair 7	CAASTOTAL Post - CAASTOTAL Pre	0,38	0,37	0,11	0,13	0,63	3,40	10	,007*

Figure 10: Paired Sample T-test of MLQ & CAAS-SF

3.3 Overall assessment of intervention and individual exercises

The participants rated the activities between 2 (slightly useful) and 5 (extremely useful; Vulnerability tennis was removed after the first run through; see figure 11). The average assessment of the exercises was 3.62 (in between moderately and very useful). The overall assessment of the workshop was 4.18 (in between very useful and extremely useful).

Descriptive Statistics					
What did you think about the chosen activities?	N	Minimum	Maximum	Mean	Std. Deviation
Back to back: Defend your cause	11	2	4	3,55	,820
Sustainable Development Goals	11	2	4	3,45	,820
Circle of Concern vs. Circle of Influence	11	2	5	3,82	,874
Odyssey Journey	11	2	5	3,82	,874
Vulnerability tennis	11	1	4	2,82	1,328
Unicorn hunting (Networking)	11	2	5	3,27	1,009
Regression meditation	11	2	5	3,82	1,250
Overall Workshop	11	3	5	4,18	,603
Valid N (listwise)	11				

Figure 11: Descriptive Statistics of the individual activities and the overall workshop (Rating range from 1 = not useful at all to 5 = extremely useful)

3.4 Sneak peak on qualitative data

Due to time shortage the qualitative data has not been analyzed, but one clear sign of positive affect is shown by the answers to the question: ‘Would you recommend this workshop to a friend and why?’. All of the participants answered ‘Yes’, but there were two groups of responses. Two people answered that they would suggest it to people, who have not yet reflected very much on life design:

“I would probably recommend it to people who are not used to reflect on their life purpose and future at all, I feel like it is a pretty good initiation for this process. However, for someone who already made a lot of tentatives to design their life path I find this approach not exhaustive”

The other 9 people, felt that it struck the right balance for them and gave more or less enthusiastic responses:

“Absolutely! I liked that it not only made us think about what we want to do, and things that are greater than us (SDGs) but then bringing this down to a level that is tangible and doesn’t create frustration. The

networking part really helped with leaving with a concrete plan , and it wasn't just something that was on paper. A lot of times it is true that we can plan our life but have no idea how to get there, and these tools to ask questions, who can help, or who would know someone who can help, or who is in the same room as me and unapologetically asking them for a network connection makes it a lot less overwhelming.

Also, the meditation part was really something amazing, it was precisely what i needed because a lot of times i look back at what i did in the past with regret, *not* making the right choices, or *not* changing my career path... and that really made me a lot more stressed out and upset. whereby this really nurtured gratitude for the younger self that I was, and realized that perhaps this is where I need to be, and I can change the path (or odyssey) that I want now, and to be kind with myself and the choices I made up until now.”

4 Discussion

What do the results mean and why do they matter?

It appears promising for a first pilot study to have an effect on 4 out of the 7 variables measured. The effect size (cohen's delta) of the questionnaires ranged between 0.19 (weak) and 0.67 (high), which is a surprisingly high effect size for the low number of participants (11). According to our pedagogical goals 'Power to integrate one's career moves in a meaningful life narrative' and 'Commitment to one's own life narrative' our primary objective was to measure an increase on the MLQ scales. On one hand 'Presence' of meaning was barely significant, which indicates that participants felt that their lives were more meaningful after the intervention. On the other hand 'Search' of meaning was barely insignificant, suggesting that participants did not feel a greater need for searching for more meaning in their lives. When looking at the CAAS scores, the CAAS total was highly significant, which seems to indicate that the intervention benefitted the overall career adaptability of the participants, especially in the domains of concern about the future and confidence in their ability to create a positive future for themselves. It is interesting to remark here that curiosity (potential overlap with search) was the only variable that didn't show any increase at face value. It is important to see that even a short intervention of 3 ½ hours can have significant effects, something that, even if wished for, was not expected at the outset. Furthermore the overall usefulness of the workshop was on average rated between very useful and extremely useful (av. = 4.18) and the individual exercises were on average rated in between moderately useful and very useful (av. = 3.62), which seem to support the significant effects of the questionnaires.

4.1 Limitations

What can't the results tell us?

As was mentioned already at the beginning of the results section the results need to be taken with a grain of salt. Out of the 30 participants, only 11 participants filled out the pre- and post-test completely, which is a very low number for a statistic assessment (Initially we planned for 60, but needed longer than expected to stabilize the design). We can assume that there is a general sympathy bias in our results. The intervention focuses on creating a human bond with the participants, which in turn could provoke all sorts of sympathy biases, when people are rating, for example, the overall usefulness of the workshop. Regarding the voluntary questionnaires, one can expect that there must be a selection for people that liked the workshop and that wanted to give something back in return for a free service. Last but not least there might be an experimenter bias. I tried my best to be as objective as possible, but obviously one wants that one has a positive effect on the participants, which could have affected the participants as well.

4.2 Future directions

What practical results or scientific research should follow?

Several times during our workshop series, we heard the remark: 'It's great to be able to discuss this topic with someone!' Knowing that our work is meaningful to people really gave us the motivation to continue and improve on the design. In the future we are going to create further interventions that follow up on the process that people went through during this one. Furthermore we are documenting each workshop in the form of pedagogical toolkits (slides, instructions, workbook, videos, etc.) to be able to openly share it with universities and schools, CGC practitioners and coaches (see appendix A-D). In the future we want to give more time to this intervention, because we think that it is more beneficial for the participants to do it in 5 hours, instead of 3 ½ hours. Continuing these workshops will additionally allow us to have a great number of participants to increase the effect size of our statistics and it could enable us to see if there is a link between individual exercises and variables measured (e.g. a link between the Odyssey journey exercise and CAAS total). This could give us more information to create

future interventions that are able to aim at effectively modifying specific variables. To overcome a lot of the biases that must have come up during this workshop, we would like to get a feedback after the first three months to see if the effects are durable or if they were simply due to a sympathy bias. Furthermore we want to concentrate more on the qualitative aspect of our study and ask specific questions regarding our pedagogical goals. This mixed method approach should also enable us to assess better the multiplicity of different life projects that people have and which substance is diminished by any form of standardized treatment (Savickas, 2005). We believe that more research should be invested in the area of meaning-centered interventions focused on sustainable development and we would like to facilitate this process by creating a life-design toolbox that collects the documentation of all our interventions and individual exercises and makes them openly accessible (see appendix D). This should also facilitate the open exchange of life-design material and research practices in between CGC practitioners, teachers and coaches. Last, but not least we would like to explore a vision of including the elderly in our interventions, on one side as potential participants that are interested in starting an 'encore' career, a career after retirement focused on doing something that is meaningful, and on the other hand as potential facilitators that could communicate their experience, that they have acquired over their lifetime, and by contributing to individuals, the community and the world could increase their feeling of usefulness, self-efficacy and purpose (Parhizgar, 2013; Shultz & Adams, 2007; Kouri, 1997).

What are the objectives you want to achieve in your life? Expand your answer :*

'Following the workshop, I think I need to focus on projects related to the training of children (and parents...)'

'Feeling well in my skin, take care of the people around me, contribute to global issues (as a researcher + social entrepreneur + facilitator of collective intelligence)'

‘Don't know yet!’

*Extracts from the post-test questionnaire used during the interventions

5 Acknowledgements

First of all I would like to thank Gaell Mainguy and Francois Taddei for making this internship and therefore this research possible. I appreciate that you believe in me and that you push my work here forward.

Secondly I would like to thank Laurent Sovet for being a supportive supervisor that was there for me whenever I needed him, thank you!

Lastly I want to show my deepest gratitude to my team, the members of the CRI Ikigai club, without none of this would have been possible:

Naomi Roth, David Pontalier, Ine Veronika Jareid, Oleksandra Sorokina & Edward Stevenette

This work was some excellent fun and I hope that we will achieve great things in the future!



From left to right: David Pontalier, Naomi Roth, Edward Stevenette, Oleksandra Sorokina, Ine Veronika Jareid & Pascal Kolbe

6 References

- Adams, C. M. (2012). Calling and career counseling with college students: Findings meaning in work and life. *Journal of College Counseling*, 15, 65–80. doi:10.1002/j.2161-1882.2012.00006.x.
- Allik, J., & Realo, A. (2004). Individualism-collectivism and social capital. *Journal of Cross- Cultural Psychology*, 35, 29–49. doi:10.1177/0022022103260381.
- Arulmani, G. (Ed.) (2014). *Handbook of career development: International perspectives*. New York: Springer.
- Athanasou, J., Esbroeck, R. (Eds.) (2008). *International handbook of career guidance*. Berlin, Germany: Springer.
- Bauman, Z. (2000). *Liquid modernity*. Cambridge: Polity Press.
- Baumeister, R. F. (1991). *Meanings of life*. New York: Guilford Press.
- Baruch, Y. and Bozionelos, N. (2011), “Career issues”, in Zedeck, S. (Ed.), *APA Handbook of Industrial and Organizational Psychology, Volume 2: Selecting and Developing Members of the Organization*, American Psychological Association, Washington, DC, pp. 67-113.
- Bernaudo, J.-L., Lhotellier, L., Sovet, L., Arnoux-Nicolas, C., Pelayo, F. (2015). *Psychologie de l'accompagnement: Concepts et outils pour développer le «sens» de la vie et du travail*. [Psychology of coaching: Concepts and tools to develop meaning of life and of work]. Paris: Dunod.
- Bernaudo, J.-L. (2016). Le «sens de la vie» comme paradigme pour le conseil en orientation [Meaning of life as a paradigm for career counseling]. *Psychologie Française*, 61, 61–72. doi:10.1016/j.psfr.2013.06.004.
- Bourdieu, P., & Wacquant, L. J. D. (1992). *An invitation to reflexive sociology*. Chicago: The University of Chicago Press.
- Burnett, W., & Evans, D. J. (2016). *Designing your life: How to build a well-lived, joyful life*. Knopf.
- Brown, S. D. (Ed.) (2013). *Career information, career counseling and career development*. 10th edition Harlow, UK: Pearson Education.
- Cohen, B. N. (2003). Applying existential theory and intervention to career decision-making. *Journal of Career Development*, 29, 195–209. doi:10.1177/089484530302900306.
- Duarte, M. E. (2004). The individual and the organization: Perspective in development. *Psychologica (Extra Série)*, 549–557.
- Dumora, B. (1990). La dynamique vocationnelle chez les adolescents de collège : continuité et ruptures. *L'Orientation Scolaire et Professionnelle*, 19, 111-127.
- Dumora, B. (2000). Les intentions d'orientation. Aspects développementaux et psychosociaux. Habilitation à diriger des recherches. Laboratoire de Psychologie de l'orientation, CNAM/INETOP, Paris.
- Erikson, E. H. (1956/1980). The problem of ego identity. In E. H. Erikson (Ed.), *Identity and the life cycle* (pp. 108–175). New York: Norton.
- Ferrari, L., Sgaramella, T. M., Soresi, S. (2015). Building disability and work: Contribution and challenges of life design. In: L. Nota, J. Rossier (Eds.) *Handbook of life design*. (119–232). Göttingen: Hogrefe.
- Fegg, M. J., Kramer, M., Bausewein, C., Borasio, G. D. (2007). Meaning in life in the Federal Republic of Germany: Results of a representative survey with the Schedule for Meaning in Life Evaluation (SMiLE). *Health and Quality of Life Outcomes*, 5(59), 133–141. doi:10.1186/1477-7525-5-59.
- Kouri, M. K. (1986). A life design process for older adults. *Journal of Career Development*, 13(2), 6–13. doi:10.1007/BF01352684.
- Frankl, V. E. (1959). *Man's search for meaning*. Boston, MA: Beacon Press.
- Giddens, A. (1991). *Modernity and Self-Identity: Self and Society in Late Modern Age*. Cambridge: Policy Press.

Guichard, J. (2008). Proposition d'un schéma d'entretien constructiviste de conseil en orientation pour des adolescents ou de jeunes adults [Outline of a life designing counseling interview for adolescents and young adults]. *L'Orientation Scolaire et Professionnelle*, 37(3), 413–440. doi:10.4000/osp.1748.

Guichard, J. (2015). From vocational guidance and career counseling to life design dialogues. In L. Nota, J. Rossier (Eds.), *Handbook of life design: From practice to theory and from theory to practice* (pp. 11–26). Göttingen: Hogrefe.

Guichard, J., & Lenz, J. (2005). Career theory from an international perspective. *The Career Development Quarterly*, 54(1), 17–28.

Hartung, P. I. (2013). Career as story: Making the narrative turn. In W. B. Walsh, M. L. Savickas & P. I. Hartung (Eds.), *Handbook of Vocational Psychology: Theory, Research, and Practice* (pp. 33–52). New York, NY: Routledge

Hartung, P. J., Portfeli, E. J., Vondracek, F. W. (2005). Child vocational development: A review and reconsideration. *Journal of Vocational Behaviour*, 66(3), 385–419. doi:10.1016/j.jvb.2004.05.006.

Hayes, D. (2012). Re-engaging marginalised young people in learning: The contribution of informal learning and community-based collaborations. *Journal of Education Policy*, 27, 641–653. doi:<https://doi.org/10.1080/02680939.2012.710018>.

Hirschi, A., Abessolo, M., Froidevaux, A. (2015). Hope as a resource for career exploration: Examining incremental and cross-lagged effects. *Journal of Vocational Behavior*, 86, 38–47. doi:10.1016/j.jvb.2014.10.006.

Hodkinson, P. (2008) Understanding career decision-making and progression: Careership revisited. John Killeen Memorial Lecture. Retrieved from the CRAC website: http://www.crac.org.uk/CMS/files/upload/fifth_johnkilleenlecturenotes.pdf.

Holland, J. L., Gottfredson, G. D., Nafziger, D. H. (1975). Testing the validity of some theoretical signs of vocational decision-making ability. *Journal of Counseling Psychology*, 22(5), 411.

ILO (International Labour Organization) (2001). Reducing the decent work deficit: A global challenge. International conference 89th session 2001. Geneva: International Labour Organization. (Report to the Director General).

Jeon, G., & Newman, D. A. (2016). Equity sensitivity versus egoism: A reconceptualization and new measure of individual differences in justice perceptions. *Journal of Vocational Behavior*, 95–96, 138–155. doi:10.1016/j.jvb.2016.08.005.

Knabem, A., & Ribeiro, M.A. (2015). Transição universidade-mundo do trabalho: Trajetórias profissionais e projetos de vida de egressos do Ensino Superior [College-to-work transition: professional careers and life projects of Higher Education graduates]. In T. R. Raitz, & P. Figuera-Gazo (Eds.), *Transições dos estudantes [Transitions of students]* (pp. 89–106). Curitiba: CRV.

Krim, H. S., Sherman, D. K., Taylor, S. E. (2008). Culture and social support. *American Psychologist*, 63, 518–526. doi:10.1037/0003-066X.

Krumboltz, J. D. (2003, August). How happenstance implements positive psychology. Paper presented at the 111th Annual Convention of the American Psychological Association, Toronto, Ontario, Canada.

Krumboltz, J. D., Mitchell, A. M., & Jones, G. B. (1976). A social learning theory of career selection. *The counseling psychologist*, 6(1), 71–81.

Linley, P. A., & Joseph, S. (2011). Meaning in life and posttraumatic growth. *Journal of Loss and Trauma*, 16, 150–159. doi:10.1080/15325024.2010.519287.

Manyika, J., Chui, M., Bughin, J., Dobbs, R., Bisson, P., Marrs, A. (2013). *Disruptive technologies: Advances that will transform life, business, and the global economy* San Francisco, CA: McKinsey Global Institute.

Maznevski, M. L., Davison, S., Jonsen, K. (2006). Global virtual team dynamics and effectiveness. In: G. Stahl, I. Bjorkman (Eds.) *Handbook of research in international human resource management*. (pp. 364–384). Cheltenham: Edward Elgar.

McGuire, W. J. (1976). Some internal psychological factors influencing consumer choice. *Journal of Consumer research*, 2(4), 302–319.

McMahon, M., & Watson, M. (2013). Story telling: Crafting identities. *British Journal of Guidance & Counselling*, 41, 277–286. doi:<https://doi.org/10.1080/03069885.2013.789824>.

McNamee, S. (2012). From social construction to relational construction: practices from the edge. *Psychological Studies*, 57, 150–156. doi:10.1007/s12646-011-0125-7.

Miller, A. D., & Rottinghaus, P. J. (2014). Career indecision, meaning in life, and anxiety: An existential framework. *Journal of Career Assessment*, 22, 233–247. doi:10.1177/1069072713493763.

Mitchell, K. E., Al Levin, S., & Krumboltz, J. D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of counseling & Development*, 77(2), 115-124.

Nota, L., Rossier, J. (Eds.) (2015). *Handbook of life designing: From practice to theory, from theory to practice*. Göttingen, Germany: Hogrefe.

Oishi, S., & Diener, E. (2014). Residents of poor nations have a greater sense of meaning in life than residents of wealthy nations. *Psychological Science*, 25, 422–430. doi:10.1177/0956797613507286.

Oishi, L. N. (2012). *Enhancing career development agency in emerging adulthood: An intervention using design thinking* (Doctoral dissertation, Stanford University).

Oyserman, D., Bybee, D., & Terry, K. (2006). Possible selves and academic outcomes: How and when possible selves impel action. *Journal of personality and social psychology*, 91(1), 188.

Parhizgar, K. D. (2013). *Multicultural behaviour and global business environments*. London, UK: Routledge.

Park, C. L. (2010). Making sense of the meaning literature: An integrative review of meaning making and its effects on adjustment to stressful life events. *Psychological Bulletin*, 136, 257–301. doi:10.1037/a0018301.

Parsons, F. (1909). *Choosing a vocation*. Boston, MA: Houghton Mifflin.

Patton, W., & McMahon, M. (1999). *Career development and systems theory*. Pacific Grove, CA: Brooks/Cole Publication.

Peavy, R. V. (1994). A constructivist perspective for counselling. *Educational and Vocational Guidance*, 55, 31–37.

Pope, M. (2000). A brief history of career counseling in the United States. *Career Development Quarterly*, 48, 194–211. doi:10.1002/j.2161-0045.2000.tb00286.x.

Pope, M. (2015). Career intervention: From the industrial to the digital age. In P. J. Hartung, M. L. Savickas, W. B. Walsh (Eds.). *APA handbook of career intervention: Vol. 1. Foundations* (pp. 3–19). Washington, DC: American Psychological Association. doi:10.1037/14438-001

Poulsen, B. K., Thomsen, R., Buhl, R., Hagmayer, I. A. (2016). *Udsyn i udkolingen*. Copenhagen, Denmark: KL & DLF.

Press. Thomsen, R. (2013). Career guidance on the move: Developing guidance in new places. *Journal of the National Institute for Career Education and Counselling*, 31(1), 9–14.

Proulx, T., Markman, K. D., Lindberg, M. J. (2013). Introduction: The new science of meaning. In K. D. Markman, T. Proulx, J. Lindberg (Eds.). *The psychology of meaning* (pp. 3–14). Washington DC: American Psychological Association.

Maglio, A.-S. T., Butterfield, L. D., Borgen, W. A. (2005). Existential considerations for contemporary career counseling. *Journal of Employment Counseling*, 42, 75–92. doi:10.1002/j.2161-1920.2005.tb00902.x.

Reid, H., & West, L. (2015). *Constructing narratives of continuity and change: A transdisciplinary approach to researching lives*. New York: Routledge.

Schiersmann, C., & Thiel, H.-U. (2012). *Beratung als Förderung von Selbstorganisationsprozessen – eine Theorie jenseits von 'Schulen' und 'Formaten'* [Counselling as support for self-organization- processes – A theory beyond 'schools' and 'formats'] C. Schiersmann, H.-U. Thiel (Eds.). *Beratung als Förderung von Selbstorganisationsprozessen* (pp. 14–78). Göttingen, Germany: Vandenhoeck & Ruprecht.

Reker, G. T. (2000). Theoretical perspectives, dimensions and measurement of existential meaning. In G. T. Reker, K. Chamberlain (Eds.). *Exploring existential meaning: Optimism human development across lifespan* (pp. 39–55). Thousand Oaks, CA: Sage.

Super, D. E. (1957). *The psychology of careers: An introduction to vocational development*. New York: Harper & Brothers.

Savickas, M. L. (1984). Career maturity: The construct and its measurements. *The Career Development Quarterly*, 32, 222–231. doi:10.1002/j.2164-585X.1984.tb01585.x.

Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown, R. W. Lent (Eds.). *Career development and counseling. Putting theory and research to work* (pp. 42–70). Hoboken, NJ: John Wiley & Sons.

Savickas, M. L. (2013). *Ten ideas that changes career development. A monograph to celebrate the centennial of the National Career Development Association (1913–2013)*. Broken Arrow, OK: NCDA.

- Savickas, M. L. (2015). Career counseling paradigms: Guiding, developing, and designing. In P. J. Hartung, M. L. Savickas, W. B. Walsh (Eds.). *APA handbook of career intervention*. Vol. 1. Foundations (pp. 129–145). Washington, DC: American Psychological Association.
- Savickas, M. L., & Baker, D. B. (2005). The history of vocational psychology: Antecedents, origin, and early development. In W. B. Walsh, M. L. Savickas (Eds.). *Handbook of vocational psychology*. 3rd ed. (pp. 15–51). Mahwah, NJ: Lawrence Erlbaum Associates.
- Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J. P., Duarte, M. E., Guichard, J., et al. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, 75, 239–250. doi:10.1016/j.jvb.2009.04.004.
- Savickas, M. L., & Spokane, A. R. (1999). *Vocational interests: Meaning, measurement and counseling use*. Palo Alto, CA: Davies-Black Publishing.
- Savickas, M. L. (2003). Advancing the career counseling profession: Objectives and strategies for the next decade. *The Career Development Quarterly*, 52(1), 87–96.
- Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80, 661–673.
- Savickas, M. L. (2002). Career construction: A developmental theory of vocational behavior. In D. Brown (Ed.), *Career choice and development* (4th ed., pp. 149–205). San Francisco: Jossey-Bass.
- Soresi, S., Nota, L., Ferrari, L., & Solberg, V. S. (2008). Career guidance for persons with disabilities. In *International handbook of career guidance* (pp. 405–417). Springer, Dordrecht.
- Steger, M. F., Frazier, P., Oishi, S., Kaler, M. (2006). The meaning in life questionnaire: Assessing the presence of and search for meaning in life. *Journal of Counseling Psychology*, 53, 80–93. doi:10.1037/0022-0167.53.1.80.
- Shildrick, T., & MacDonald, R. (2008). Understanding youth exclusion: Critical moments, social networks and social capital. *Youth & Policy*, 99, 43–54.
- Shultz, K. S., & Adams, G. A. (2007). *Aging and work in the 21st century*. Mahwah: Lawrence Erlbaum Associates.
- Steger, M. F., Frazier, P. A., Zacchanini, J. L. (2008). Terrorism in two cultures: Stress and growth following September 11 and the Madrid train bombings. *Journal of Loss and Trauma*, 13, 511–527. doi:10.1080/15325020802173660.
- Sultana, R. G. (2014). Career guidance for social justice in neoliberal times. In G. Arulmani, A. J. Bakshi, F. T. L. Leong, A. G. Watts (Eds.). *Handbook of career development* (pp. 317–333). New York: Springer.
- Super, D.E., Savickas, M.L., Super, C.M. (1996). The life-span, life-space approach to careers. In D. Brown, L. Brooks (Eds.), *Career choice and development* (pp. 121–178). San Francisco, CA: Jossey-Bass.
- Super, D. E. (1975). *Career education and the meaning of work*. Washington, DC: Office of Career Education.
- The School of Life (2017). *A job to love*. Livonia Print
- Thomsen, R. (2012). *Career guidance in communities*. Aarhus: Aarhus University
- Valach, L., Young, R. A., Domene, J. F. (2015). Current counselling issues from the perspective of contextual action theory. In R. A. Young, J. F. Domene, L. Valach (Eds.). *Counselling and action. Toward life-enhancing work, relationships, and identity* (pp. 167–193). New York: Springer.
- Vianen, van, A. E, Koen, J, Klehe, U.-C. (2015). Unemployment: Creating and conserving resources for career self-regulation. In: L. Nota, J. Rossier (Eds.) *Handbook of life design: from practice to theory, from theory to practice*. Boston, MA: Hogrefe Publishing.
- Vilhjálmsson, G. (2015). Career counseling and the uniqueness of the individual adolescent. In L. Nota, J. Rossier (Eds.). *Handbook of Life Design: From practice to theory and from theory to practice* (pp. 103–116). Göttingen: Hogrefe.
- Walther, A., Stauber, B., Pohl, A. (2005). Informal networks in youth transitions in West Germany: Biographical resource or reproduction of social inequality? *Journal of Youth Studies*, 8, 221–240. doi:<https://doi.org/10.1080/13676260500149345>.
- Watts, A. G. (2015). Socio-political ideologies of guidance. In T. Hooley, L. Barham (Eds.). *Career development policy and practice: The Tony Watts Reader* (pp. 171–186). Stafford: Highflyers
- Weber, M. (2015). Bureaucracy. In *Working in America* (pp. 29–34). Routledge.

7 Appendix

For purposes of brevity, I will simply link to the content used during the intervention:
(Currently this content is only openly available for people with @cri-paris.org E-mail addresses, but if you ask for access, even if you’re just curious, it should be granted within 24 hours)

[Appendix A: Script](#)

[Appendix B: Workbook](#)

[Appendix C: Slides](#)

[Appendix D: Life design toolbox](#)