

Individual activities and experiences

Influences on Occupational Identity Formation

Individual Activities and Experiences

WORK EXPERIENCE STUDY EXPERIENCE

- source of occupational exploration
- contributing to more reflective career decision making



CAREER THINKING



These variables are related to each other as presented in the model



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Influences on Occupational Identity Formation

Personality

positively correlated with occupational identity

experiences to have experiences

diversity

variability

positivity and goal-directedness

self-regulate

internal locus of control

orientation toward personal growth

negatively correlated with occupational identity

goal instability

costs anxiety and depression

reactivity

rigidity

decreasedness



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Young People's Career Development

Mgr. Lucia Kvitkovičová

Occupational Identity

- a major component of one's overall sense of identity (Kroger, 2007)
- a major factor in the emergence of meaning and structure in individuals' lives (Erikson, 1968)

Adult occupational identity incorporates both (a) an understanding of who one has been and (b) a sense of desired and possible directions for one's future, and it serves as a means of self-definition and a blueprint for future action (Kielhofner, 2007)

Changes in the labor market

- **prolonging period of education (At ages 18 to 24, about 60% of Czechs are still in some form of formal studies) (ČSÚ, 2013)**
- **the low percentage of working young people (at ages 15-24) (ČSÚ, 2016)**
- **the numbers of unemployed or underemployed individuals with university degrees are rising (Czech Employment Office, UPCR, 2014)**
- **merging studying&working**
- **frequent changing of jobs in the early career phase (RANDSTAD, 2014)**

Striving for financial independence → Feeling of being "adult"

getting a stable job leads to achieving one of the most important features of adulthood – financial independence

young people who are financially dependent on their parents do not feel like adults but instead they feel somewhere "in between" (Macek, Bejček, & Vaníčková, 2007)

one of the reasons why transition to adulthood takes more time these days is that finding a stable job is such a difficult process

"It is primarily the inability to settle on an occupational identity which disturbs young people" (Erikson, 1959, p. 252)

Emerging Adulthood (Arnett, 2000)

age period: **18-25/29**

Characteristics

Identity exploration

Self focusing

Instability

Sense of possibilities

Feeling "in-between"

Young people in this period are trying to look for:

IDENTITY-BASED JOB

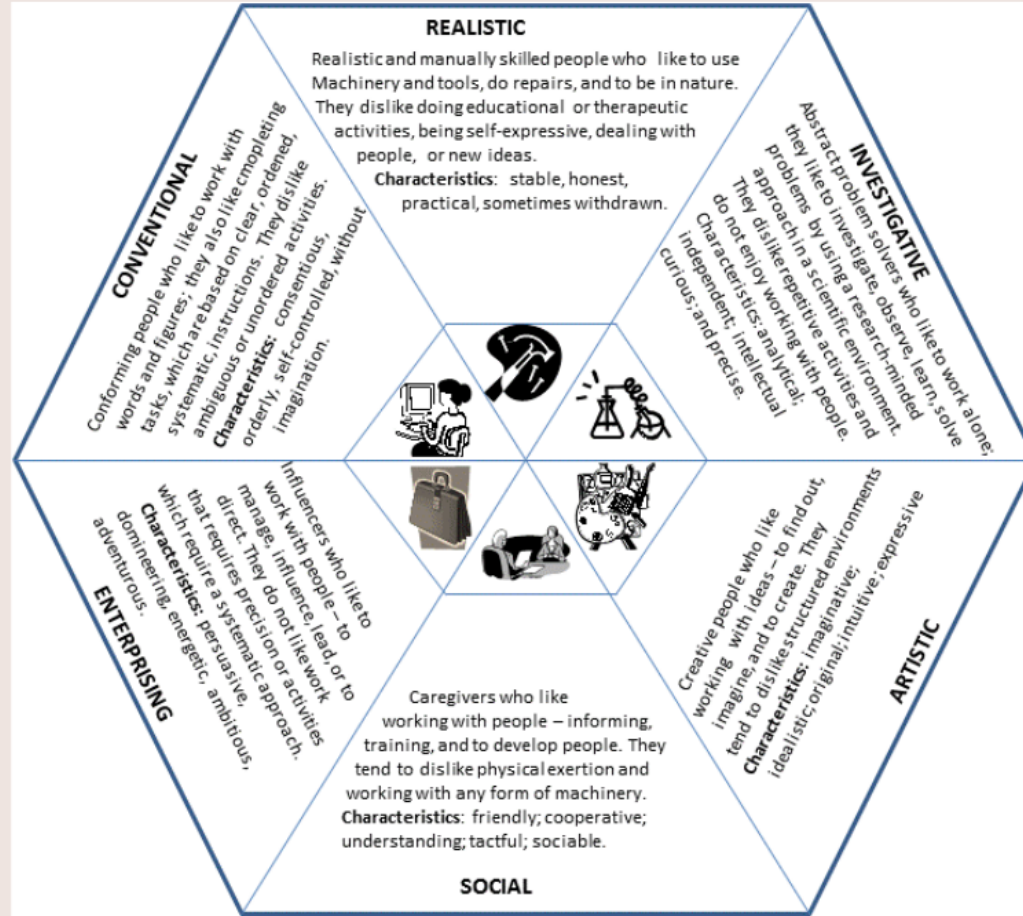
= the job that would provide them with self-fulfillment and enjoyment

CAREER THEORIES

THEORY OF PERSONALITIES IN WORK ENVIRONMENT (HOLLAND, 1959)

Person-Environment Interaction

- Holland's theory describes the nature or disposition of the individual worker
- His theory claims that most persons can be categorized as one of six types: Realistic, Investigative, Artistic, Social, Enterprising, or Conventional
- And that there are also six work environments: Realistic, Investigative, Artistic, Social, Enterprising, or Conventional
- People search for work environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles
- And if they find a good fit between own personality-interest type and work environment, they tend to be satisfied with their work and successful in their work



- most often used in career counseling!

THEORY OF CIRCUMSCRIPTION AND COMPROMISE (GOTTFREDSON, 1981)

Forming occupational aspirations is a process of comparing one's self-image with images of occupations and judging degree of match between the two

Circumscription is a process by which youngsters eliminate unacceptable alternatives

the circumscription of aspirations from early childhood through adolescence can be described by several principles:

1. orientation to size and power (3-5)

Children begin to classify people in the simplest of ways—as big (and powerful) versus little (and weak). They recognize that there is an adult world and that working at a job is part of it.

2. orientation to sex roles (6-8)

Children have begun to understand the concept of sex roles but focus primarily on their most visible cues such as overt activities and clothing. Vocational aspirations at this stage reflect a concern with doing what is appropriate for one's sex. Both sexes believe their own sex is superior.

3. orientation to social valuation (9-13)

At this stage, youngsters become very sensitive to social evaluation, whether by peers or the larger society. They understand the tight links among income, education, and occupation. It has become clear to them that there is an occupational hierarchy that affects how people live their lives and are regarded by others.

4. orientation to the internal, unique self (14)

Adolescents are orienting to more internally defined goals and internally based concepts of self (for example, personality) and they begin to forge a more personal sense of self.

individuals identify the occupations they most prefer by assessing COMPATIBILITY of different occupations with their images of themselves

Influences on Occupational Identity Formation

Individual Activities and Experiences

WORK EXPERIENCE

STUDY EXPERIENCE

- source of occupational exploration
- contributing to more effective career decision making

ASPECTS : Quantity

Quality

career relevancy
preference

(Stringer & Kerpelman, 2010)

(Galliot & Graham, 2015)

Paths to adulthood project

Career relevancy

- My job:
- a) is directly connected to my career goals is only the way how to currently make my living
 - b) is indirectly connected to my career goals (studying languages, developing communication skills, etc.)
 - c) is only the way how to currently make my living

Preference

- My job:
- a) is my *always wanted* job
 - b) is back-up plan of your *always wanted* job
 - c) is just a random job

Results: The more career-relevant job and the more preferred job - the stronger occupational identity

Influences on Occupational Identity Formation

Family and peers

Family of origin

Parental support

(Leal-Muniz & Constantine, 2005; Berrios-Allison, 2005)

Mother role

(Germeijs & Verschueren, 2009; Helwig, 2008; Motulsky, 2010)

Peers?

SECURE ATTACHMENT

facilitates career decision-making

Parental attachment

(O'Brien et al., 2000; Scoot & Church, 2001)

Peer attachment

(Felsman & Blustein, 1999; Wolfe & Betz, 2004)

Romantic attachment

(Braunstein-Bercovitz et al., 2012; Braaunstein-Bercovitz, 2014)

- all connected with career decision-making

What is the role of parents, friends and romantic partners in young people's career decision-making?

STUDY: Kvitkovičová, Umemura, Macek (under review)

- at Time 1, attachment to the mother, attachment to the father, attachment to the best friend, and attachment to the romantic partner have all been associated with emerging adult's career decision-making
- at Time 2, only attachment anxiety with the romantic partner (not attachment relationships with other figures) was associated with two-year changes in career decision-making process
- **as emerging adults grow up** attachment relationship to the **romantic partner is more influential** with regard to career decision-making processes, compared to parental attachment or attachment to best friends.

Influences on Occupational Identity Formation

Personality

positively correlated with occupational identity

openness to new experiences

flexibility

+

curiosity

proactivity and goal directedness

self-regulation

internal locus of control

orientation toward personal growth

(Santos, 2003;
Turner et al., 2006)

negatively correlated with occupational identity

goal instability

—

trait anxiety and depression

narcissism

rigidity

defensiveness

(Santos, 2003)

(Lopez, 1989; Saunders et al., 2000)

PERSONALITY

Time perspective - "hot topic" especially in educational psychology

(Zimbardo & Boyd, 1999)

- The ability to mentally travel to the past and to the future is a uniquely human characteristics
- Individual's behavior does not rely completely on the present situation but rather also upon hopes in the future as well as views on the past

Time perspective = often non-conscious process whereby the continual flows of personal and social experiences are assigned to temporal categories, or time frames, that help to give order, coherence, and meaning to those events (Zimbardo & Boyd, p. 1271)

5 temporal zones have been operationalized: and each time perspective delineate characteristic attitudes and behaviors that accompany a particular time zone

Past negative reflects a pessimistic and aversive view of the past

Past positive reflects a warm and sentimental view of the past

Present fatalistic reflects a sense of hopelessness toward the future and an inability to connect current behavior to future consequences

Present hedonistic encompasses living in the moment, immediate gratification, and pleasure seeking

Future denotes concern with achieving goals, delaying gratification, and avoidance of wasting time

Research on academic and career life of young people showed that:

Future T.P. is significantly associated with academic achievement, academic engagement, and career decision-making

(Horstmanshof & Zimitat, 2007; Barber et al., 2009; Taber, 2013)

Past negative, present fatalistic, and present hedonistic T.P. are negatively associated with career decision-making process

(Taber, 2013)

Occupational Identity - Fulfilled life

Relationship towards work is reflected in well-being & life satisfaction

(Kunnen et al., 2008; Strauser, Lusk, & Cifci, 2008; Uthayakumar et al., 2010)

Pathways to adulthood project

RESULTS

has been connected with

satisfaction with career goals fulfilling



increasing commitment to studies and work

lower career indecision

higher career decision-making self-efficacy

AND

has been connected with

stronger commitment to studies and work

lower career indecision

higher career decision-making self efficacy



self-esteem

clarity of self

FORGOTTEN HALF



The majority of studies on young people has been conducted with the samples of university students

What about the young people who do not continue in their studies??

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