





# **Young People's Career Development**

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Are you satisfied with your study field?

Was it hard for you to decide for a study field?

Do you know what kind of work do you wanna do in your life?

How important is career for you?

Do you believe that you find a good job?

# 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)



**Studenti preferují humanitní obory, víc ale berou absolventi techniky**

**Absolventi: bez praxe je nikdo nechce**

**Absolventi bez praxe? Dnes téměř bez šance**

**V Česku roste počet mladých fluktuantů. Práci zbrkle mění hlavně absolventi**

**Mladí a netrpěliví. Rostoucí počet fluktuantů připravuje firmy o peníze**

**Proč jsou mladí Češi líní a nechtějí pracovat?**

**Statistici:**

**Pracujeme déle. Ale mladí se do práce nehrnou**

## 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)**
- **merging studying&working**
- **the numbers of unemployed or underemployed individuals with university degrees are rising (Czech Employment Office, UPCR, 2014)**
- **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

# CAREER CONSTRUCTION THEORY (SUPER, 1957)

1. GROWTH (4-13)

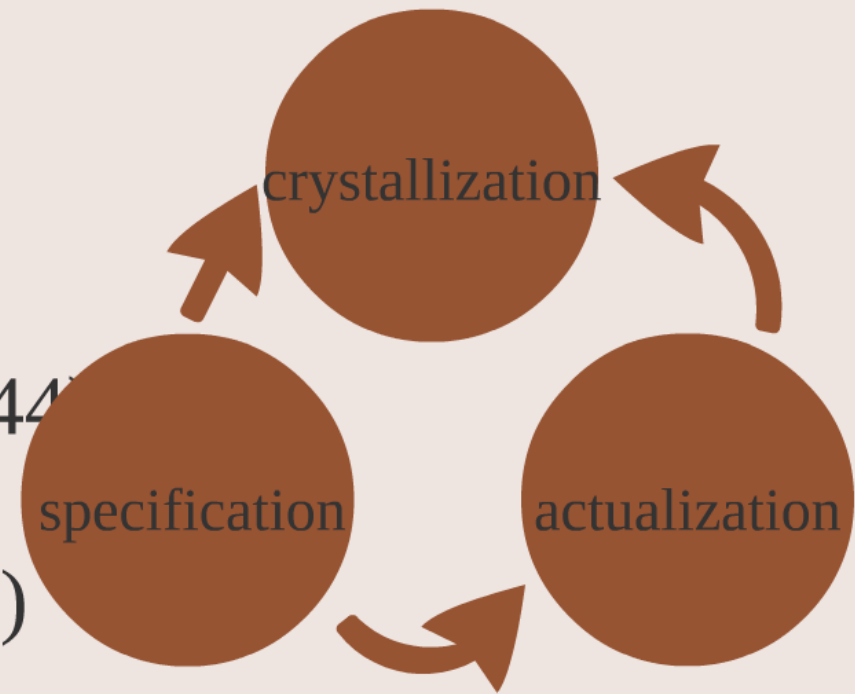
2. EXPLORATION (14-24)

3. ESTABLISHMENT (25-44)

4. MAINTENANCE (45-64)

5. DISENGAGEMENT (65-)

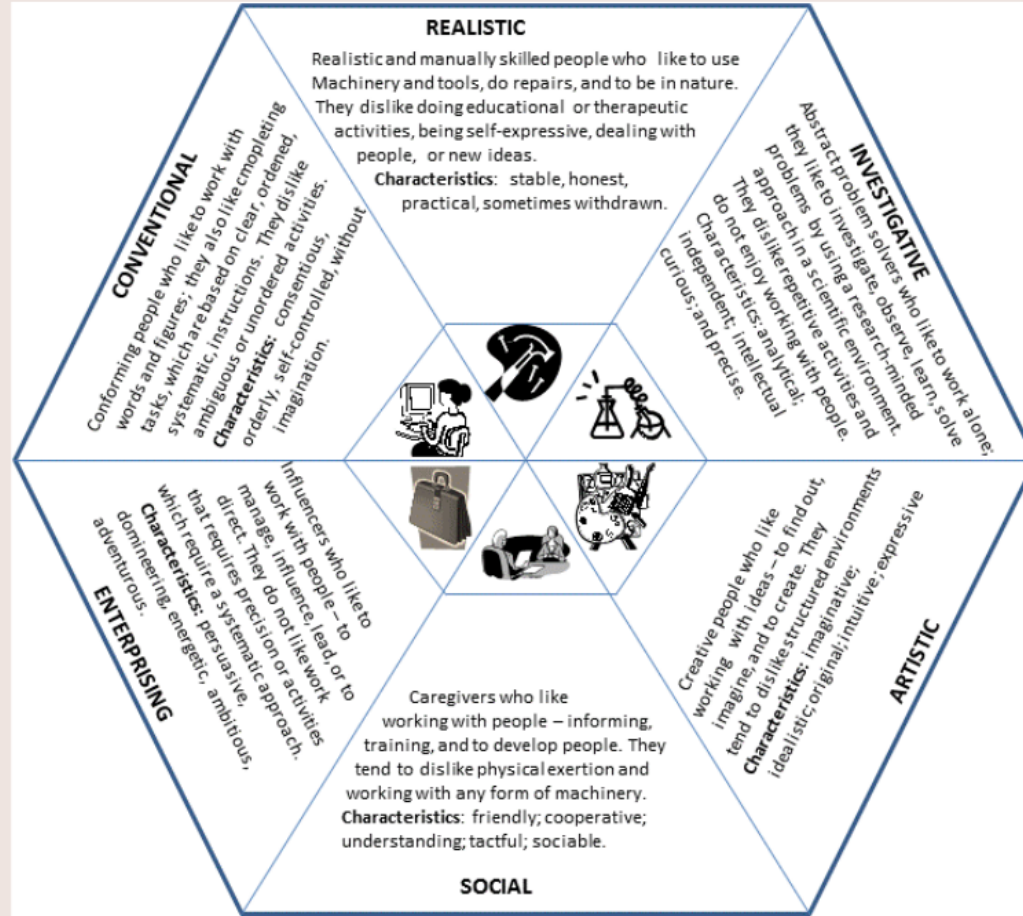
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# THEORY OF PERSONALITIES IN WORK ENVIRONMENT (HOLLAND, 1959)

## 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

## **Compromise**

is adjusting aspirations to accommodate an external reality

process by which young people abandon their most-preferred alternatives

because most preferred occupations are not necessarily realistic or available

The barriers and opportunities in implementing different aspirations include, for example, the local availability of particular kinds of education and employment, hiring practices (including discrimination), and family obligations. They also include the fact that not all combinations of sex type, prestige, and vocational interest type are readily available in the labor market.

Anticipatory compromise takes place when people begin to moderate their hopes (assessments of compatibility) with their perceptions of reality (assessments of accessibility).

OCCUPATIONAL ASPIRATIONS = COMPATIBILITY & ACCESSIBILITY

# INFLUENCES ON OCCUPATIONAL FORMATION

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# Influences on Occupational Identity Formation

## Individual Activities and Experiences

### WORK EXPERIENCE

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



(Stringer & Kerpelman, 2010)

(Galliot & Graham, 2015)

## *Paths to adulthood project*

### *Career relevancy*

My job:

- a) is directly connected to my career goals
- b) is indirectly connected to my career goals
- 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

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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; Braunstein-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 (2017)

- 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

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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

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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

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## 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)

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# 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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