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About Presenters:

Salvatore Soresi, PhD, is full Professor at the Faculty of Psychology, University of Padua, Italy. He is the Director of the University Center on Disability and also Director of the postgraduate master course in career counseling; scientific director of the Italian Journal of Vocational Psychology. He is the President of SIO (Italian Society for Vocational Guidance); member of IAEVG. He is the author of more than 200 articles or book chapters and has authored, co-authored 20 books on disability, transition, career decision making and vocational guidance. He is member of the ad hoc reviewers of the Journal of Happiness Studies, *Journal of Career Development*, *Social Behavior and Personality*. In 2008 he was the recipient of the 'The 2008 Distinguished Contributions to the International Advancement of the Counseling Profession Award' from the *Society of Counseling Psychology Division 17, APA*. Research efforts are directed toward the setting up of instruments for the analysis of specific dimensions affecting school-career choice, the in-depth study of the relationship between variables such as self-efficacy, indecision, decisional strategies, perceived barriers, and the planning of interventions aiming at increasing choice abilities.

Laura Nota, PhD, is associate professor in the Faculty of Psychology, University of Padua, Italy, Director of Laboratory of Research and Intervention in Vocational Guidance. She is professor of Psychology of vocational guidance and professor in the postgraduate master's course in career counseling. She is member of the Scientific Committee of the Italian Journal of Vocational Psychology, the Journal of Career Development, The Counseling Psychologist. She is member of SIO (Italian Society for Vocational Guidance); member of IAEVG. She is the author of more than 160 articles or book chapters and has authored, co-authored 10 books on career decision making and vocational guidance, work inclusion. Research efforts are directed toward the analysis of relationships between perceived support, efficacy beliefs and levels of school-career indecision, the setting up and efficacy verification of interventions aiming at favoring decisional competencies in adolescents, and the analysis of concept of work and time perspective in persons with and without disability.

Title of Paper: Parent support in youths' career construction

Abstract:

Aim: Family relationships have long been considered determinant for people's school/career development. The Life Design paradigm (Savickas et al., 2009) places particular emphasis on parents' role, given that career construction is considered the results not only of intra-personal processes, but also of contextually built and shared intra-family and social processes. It was then hypothesized that parents' support to career construction and their investment in education and training could be related to greater abilities of managing the vocational issue, of opening toward their children, and of propensity to invest more in education and training.

Method: About 130 adolescents (mean age 17 years; 40% male; 60% female) attending high school and their parents were involved in the study. They all participated in vocational guidance activities carried out at school by career counselors unaware of the aims of the research. They were asked to fill in a questionnaire standardized for the Italian context. They were also provided with personalized reports on the data collected and, if they requested it, with career counseling.

Results: the higher the parents' propensity to supportively encourage their children's future, the higher their children's abilities of career construction.

Conclusions: One of the challenges that vocational guidance has to face in the 21st century is that of helping individuals at risk of making inadequate choices or unsatisfactory life projects and parental involvement, as also shown by these data, is important in that (Savickas et al., 2009). Especially for some, activities could be arranged aiming to increase their abilities to support dialogues and interactions about the future with their children and reevaluate the role of education and training.