



II International Seminar on Career Development and Counseling: Education, Mobility and Employment

19th and 20th April 2018

University of Minho – School of de Psychology

Braga – Portugal

ORGANIZATION

Reserach Group: Career Development and Counseling - Research Center on Psychology.

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Welcome

-It is with great satisfaction that we invite the scientific community and other professionals and students interested in the field of Career Development to participate in the II International Seminar on Career Development and Counseling: Education, Mobility and Employment, to be held on 19 and 20 April of 2018, in the School of Psychology of the University of Minho, in Braga. This second edition of the Seminar addresses the contributions of the Career field to Education, in its different levels of the educational system, as well as, for Mobility, in terms of transitions and accessibility to studies and work, and sustainability and maintenance of Employment.

-We wish all participants a good stay at the University of Minho, with good opportunities to exchange knowledge and socializing, on campus and in our city, *Bracara Augusta!*

The Organizing Committee

ABSTRACTS

Workshop 1

Vocational Interests: Projective Assessment and the Aid of ICT

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Abstract

Career Counseling requires specialized skills of the professional counselor/psychologist and among them is the assessment of psychological dimensions. This Workshop aims to present the Test of Photos of Professions (Berufsbilder Test, BBT). This is a projective method for the clarification of professional inclinations, by Martin Achnich, adapted to the Brazilian context by the team of Prof. Dr. André Jacquemin of the Research and Psychodiagnostic Center of the FFCLRP / USP. The BBT-Br is a projective instrument that presupposes eight factors, or radicals of inclination, as basic elements to classify people's interests, such as unfolding of environmental and socio-cultural influences. Interest structures are investigated by means of choices and rejections of the activities, environments and instruments of work, represented in the images that compose the test. The classification of the images is performed considering the affective impressions of the individuals from the photos that compose this assessment instrument. The workshop includes the following contents: (a) psychological assessment in the context of career counseling; (b) BBT-Br as a projective method in Career Counseling (forms of application); (c) history of the genesis of the test of photos, goals and principles; (d) Brazilian investigations; and (e) the use of BBT-Br in individual or group counseling processes. The main information for the application of the test is presented; the calculation of the test; and the interpretation of results: quantitative and qualitative analysis; and also the history of the five favorite photos. The emphasis of this workshop is on the use of the instrument with indication of references aiming at the theoretical deepening necessary for the mastery of the technique.

Workshop 2

Career Adaptability: Concept, Measurement and Evaluation

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Abstract

Although it has been studied since the 1980s, the Adaptability of Career construct has gained ground in the scientific literature recently with the publication of a special issue in the Journal of Vocational Behavior in 2012 on the construction and cultural adaptations of Career Adapt-Abilities Scale (CAAS). In this workshop, aspects related to the conceptualization and theoretical contextualization of the construct will be addressed, in order to understand its function in Life-Span, Life Space of Super (1980) and Career Construction Theory, by Savickas (2005), as well as its application in the context of the Life Design paradigm (Savickas et al., 2009). We will also seek to make a critical discussion of adaptability measures, focusing on CAAS, focusing on recent findings and limitations, and presenting recent advances on its psychometric refinement. Finally, aspects related to its application in the practice of career counseling will be addressed.

Workshop 3

Preparing for the Labor Market: Research and Intervention

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Abstract

The internationalization and globalization of markets, combined with technological advances, have been revolutionizing the labor market over the last few years. These changes occur, on the one hand, at the level of the type of labor ties, with the progressive tendency towards more precarious and temporary contracts; on the other hand, there is a tendency for the continuous renewal of jobs and changes in the skills profiles required by the market itself. Professional perspectives thus become less defined and predictable, while becoming the most frequent transitions between jobs. There is thus a need to ensure that individuals are able to continually assess and adapt their competencies from a cross-cutting technical point of view, but also from a career management perspective, so that they can remain continuously employable. Based on the presentation and reflection on the most recent data on research on employability and preparation for the labor market, practical implications will be discussed, which will result in the design of intervention actions relevant to educational and organizational contexts.

Workshop 4
Narrative Intervention in Career Counseling

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Abstract

The purpose of this workshop is to present the Life Design Counseling practice (Savickas, 2015). In this sense, a brief introduction will be made to the theory behind this practice focused on supporting the construction of life projects. Then, the three main moments of the intervention are presented, analyzing the specifics of the construction of the aid relationship and the implementation of counseling tasks. There are two illustrative and informative examples that are some practical examples for holding special moments of this type of intervention. Finally, we analyze the limits and potentialities of this modality of intervention based on empirical evidence.

Workshop 5

How to Create a Career Service: Orient Yourself

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Abstract

The school-to-work transition, especially those related to higher education, are significant for career building. For most people, this period marks the end of a cycle in individual education and the beginning of professional practice. Due to the rapid changes in the orientation of the social roles, routines and identity that characterize the career transitions, most of those who complete high school and / or higher education find it difficult to experience the processes of transition to university and work. For the reasons presented, the dilemmas of the transition between education and work give rise to many possibilities for the work of professional and career counselors in the contemporary world, both for research and for intervention. Based on the Orient's experience: Academic and Career Guidance Service, Federal University of Triângulo Mineiro (Brazil), this workshop aims to present and discuss themes and techniques that may be useful for reflections and propositions of services contextualized to the demands of individuals in processes of transition from education to work.

Workshop 6

Assessment of Career Interventions: Skills Training

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Abstract

In contemporary society ruled by globalization, instability and non-linearity, care must be taken in career psychological interventions. These interventions aim to support decision-making processes, promote the career development of individuals and prevent psychosocial and mental health problems. The evaluation of the effectiveness of the psychological interventions of career allows to test empirically the reach of the objectives of intervention, guaranteeing their quality and articulation with the code of professional ethics. This workshop aims to share empirical evidence on the effectiveness of career psychological interventions and to illustrate the usefulness of quantitative data analysis techniques in this area. It will review national and international literature on mechanisms of change, outcomes and critical ingredients of effectiveness of career psychological interventions. Methodological steps and procedures will also be discussed in assessing the efficacy of psychological interventions. From a practical example and using the Statistical Package for the Social Sciences, guided experimentation of quantitative data analysis techniques that can be used in these studies will be favored. Throughout the present workshop, reflection on the usefulness and professional and social relevance of evaluating the effectiveness of career psychological interventions will be promoted.

Conference 1

Education, Mobility and Employment: The Role of Social and Emotional Competence

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Abstract

With the rapid changes that have taken place in the labor market since the advent of the 21st century and, consequently, in the educational process at different levels of education, different social and emotional skills, as well as technical aspects, have been demanded of people seeking placement or re-employment. The instability of the world of work, with potential for generating anxiety and discomfort, also generates opportunities for personal and professional learning, with direct impacts on career development. In recent years, the emergence of explanatory and interventional models has been observed aiming to improve interpersonal skills and self-management skills, both in the private sphere and in the context of public policies. In this conference, the theme of socio-emotional competencies will be approached with a focus on the positive consequences for the educational and work processes, through the presentation of new theoretical models and of re-readings and new applications of models already consecrated in the literature. Limitations and proposals for future developments, especially in relation to the narrowing of such models with knowledge already circulating in the field of career counseling will be explored.

Moderator: Paula Paixão, Faculdade de Psicologia e Ciências da Educação, Universidade de Coimbra, Portugal

Oral Communications - Session 1

Moderator: Marina Oliveira, Universidade Federal do Triângulo Mineiro, Brasil

Career Adaptability in a sample of secondary school students: impact study of vocational variables and the educational pathway

Francisca Duarte, Paula Paixão & José Tomás da Silva

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Abstract

The 21st century brought to society faster social transformations in the lives of individuals and the world of work, forcing a redefinition of the career where flexibility and adaptability came to play a central role. In secondary education, career adaptability emerges as a process that facilitates early career preparation by students, especially at normative times of transition from secondary education to the labor market and / or higher education. The Career Adapt-Abilities Scale (CAAS - Portugal Form) is composed of four dimensions that measure concern, control, curiosity and confidence. The objective of this study was to analyze the impact of vocational variables and the educational course on the career adaptability of 490 students attending the 11th year of schooling, with a mean age of 17.3 years ($SD = .98$). The results suggest that all dimensions of adaptability are significant with curiosity and confidence have the greatest predictive power. Finally, the implications of the results for vocational and career counseling in support of transition processes for higher education and / or labor market with secondary school students are discussed.

Evaluation of a higher education Academic Adaptation Program

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Abstract

Academic adaptation can be understood as the result of cognitive, social and affective processes that, when harmonized, makes the student's success in university more likely to work. Aware of the importance of this period for the academic and professional

development of undergraduate students, this research aimed to delineate and evaluate the results of an Academic Adaptation Program in higher education. Twenty-two university students, who declared themselves to have problems of academic adaptation, participated in the study. For the design phase, the action-research method was used, with the active participation of the students who completed an evaluation at the end of each meeting. At the stage of the evaluation of the results, we used the almost-experimental design with the comparison of the results of the pre and post-test in relation to the academic adjustment and the career adaptability. The results showed that in the design stage it was possible through the process evaluation to provide a service model that meets the demands of the target audience. Regarding the results of the intervention, participants were able to improve their scores after intervention in all dimensions of the Academic Adjustment Scale and Career Adaptability. Practical implications for future researches are discussed.

Analysis of career adaptability in graduate students of higher education

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Abstract

Career adaptability refers to the ability of a person to cope with career transitions, an essential competence in the world of employment. This research aimed at analyzing and comparing the career adaptability of university graduates from higher education in relation to gender, university and training area. 387 undergraduates, graduating from public and private universities, from various courses and regions of the country participated. The instruments for the data collection were the Career Adaptability Scale and a demographic questionnaire. Descriptive analyzes and comparison between groups (ANOVA) were performed through the SPSS statistical program, version 23. The results showed a good level in all dimensions of career adaptability and significant differences between groups, being that men, students from the health area and students from private universities have better resources related to career adaptability. From these results, it was noted the importance of the development of such resources for the transition university-work. Besides that, these can be useful for the planning of actions and incentive programs within the University. There is a need for new research related to the topic.

**Adaptability, Engagement and Employability in the University-Work Transition:
Mediating Power of Adaptive Responses**

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Abstract

Faced with instability and dynamism in work relationships and career paths, individuals need to develop psychosocial resources to cope with career transitions and discontinuities. Career adaptability has gained prominence, denoting the individual readiness and the individual resources to deal with current career development tasks. This research evaluates the theoretical and empirical consistency of two models that test the mediating power of adaptive responses in the relationship between career adaptability and outcome variables: employability and career engagement. The sample is 387 undergraduate students from the last two semesters of the course. The following scales were applied: Career Adaptability Scale, Career Development Scale for University Students, Employability Scale and Career Engagement Scale. The analysis of the mediation and prediction was performed using SPSS software. The results demonstrate a possible partial mediation of the adaptive responses, and suggest a predictive character, assumed by the adaptability of the career and by the adaptive responses, to the constructs of employability and engagement with the career. The results obtained improve the understanding of how different aspects of career adaptability are related, indicating consistency with the Career Adaptation Model.

Career adaptability, self-perceived competency and self-perceived employability at the time of pre-transition to the labour market¹

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Abstract

This study, anchored in the Career Construction Theory, intended to explore the role of career adaptability as a mediating variable between competencies developed during Higher Education studies and self-perceived employability. Three hundred and seventy-three students (60% female) attending the last year of master's degree programs from University of Minho participated in this study. Participants completed the Career Adapt-Abilities Scale, the Self-Perceived Employability Scale and a Survey exploring students' perceptions about their competencies at the end of their college program. Structural equations analysis were performed with IBM SPSS Amos 25. The obtained results indicated that career adaptability has a mediating role between self-perceived competency and two dimensions of the self-perceived employability scale ("my university" and "self-belief"). These findings evidence the importance of career adaptability resources as variables that enhance competencies developed during Higher Education studies and that contributes to the success of university-to-work-transition.

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¹ This work was supported by the Foundation for Science and Technology (SFRH/BPD/92331/2013)

Unemployment duration and career optimism: the mediating role of career adaptability

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Abstract

The unemployment situation, and especially its duration, is a factor that induces lower levels of optimism, especially in the expectation of achieving the best possible result in future career development. However, research has emphasized the role of various psychological processes, particularly those related to goals and personal agency. The objective of the present study is to analyze the action of career adaptability, defined as positive attitudes regarding career management and general expectations of outcome in the relationship between the time of unemployment and career optimism in unemployed adults. For the data collection, we applied a specific measure of career optimism and the Career Future Inventory - revised. There were two hundred unemployed adults, 63% female, between the ages of 18 and 62, attending vocational qualification and school qualification courses in different areas. Based on the results we have observed, we reflect on and discuss the relevance of adopting different strategies of career psychological intervention that promote career agency resources and protection against negative expectations.

Oral Communications – Session 2**Moderator:** Vitor Gamboa, Universidade do Algarve, Portugal**STEM careers in primary school: Vocational intervention proposal**Rute David¹, Vítor Gamboa², Suzi Rodrigues² Maria Paula Paixão¹¹Universidade de Coimbra, ²Universidade do Algarve

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Abstract

Recent advances and innovation in science, technology and engineering have contributed to the growing importance of the STEM (Sciences, Technologies, Engineering and Mathematics) fields, making knowledge in these areas essential, not only for professional performance, but also for daily decisions in general society. Besides the concern with STEM workforce, specialized literature points out issues of social justice and the need to increase the participation of underrepresented groups in science, highlighting the importance of aspects such as gender and socio-economic level. Vocational literature also makes reference to the importance of childhood as a critical period in the formation of attitudes, skills of self-exploration and aspirations. It is being structured a vocational intervention with students attending the 3rd and 4th grades, that will be implemented with the general goal of encouraging the exploration of STEM careers, using a set of experimental activities – *problem / inquiry based science* (PBS) developed in classroom contexts and in Science Centres (Centros Ciência Viva).

Parental support and self-efficacy: Effects on career exploration and indecision

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Abstract

In the vocational literature, there are several evidences of the effects of parental support in the processes of exploration and career indecision. Overall, higher levels of support are associated with an increase in exploratory activity and a decrease in levels of indecision. However, there are few studies that distinguish the perceived support of the father from the perceived support of the mother and consider multidimensional measures of perceived support. The main objective of this study was to analyze the effect of perceived parental support (father and mother), in their different dimensions (emotional support, instrumental support, modeling and verbal persuasion), and self-efficacy on exploration and career indecision. The results of the regression analyze (SPSS, 20) support the relevance of the two measures of parental support, since the effects of the support of the mother are more expressive in the Exploration of Self, while the support of the father has a significant effect mainly in the Exploration of the Environment and in the Systematic Exploration. Self-efficacy, which is associated with parental support, has proved to be a significant predictor of career exploration and indecision. Finally, implications for future research and for career intervention are discussed.

Parental support and autonomy: its effects on exploration and career indecision

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Abstract

This research aims to contribute to a better understanding of the influence of parental support in career exploration and career decision-making processes, with a sample of 8th and 9th grade students ($N = 100$; $M = 14,09$ years, $SD = 0,95$). Data was collected from classroom context. SPSS (Software Statistical Package for Social Sciences 22) was used to treat and analyze statistical data. First, we performed analyzes related to the descriptive

statistics of the variables under study and, secondly, we performed correlational and hierarchical regression analyzes with the objective of determining the effect of the predictors on the criteria variables. The results reveal a negative effect of father's verbal persuasion on environment exploration and systematic exploration, while mother's verbal persuasion shows a positive effect in self-exploration. Regarding motivational variables effects, positive relationships were found between the more controlled types of motivation and career indecision. In turn, autonomous types of motivation revealed to have a positive effect on environment exploration and self-exploration. Lastly, implications for future research and for vocational interventions with families are discussed.

The Family Influence of the Career Decisions-making Process: A Review

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Abstract

Based on previous studies, the purpose of this study was conduct a comprehensive literature review on the research published in the last fifteen years about the family influence on career decision-making, 72 papers were identified. The search strategy and selection of studies follow a systematic review strategy and the analysis was made within a qualitative approach. Thus, it can provide a broad knowledge about the phenomenon with reliability and replicability of included studies. The results confirm a division proposed by previous studies between Family process and Family structural factors. Most studies about Family process factor are related to the decisional process, its quality and stability. Family structural factors were most commonly studied in relation to the influence on the choice of the area of study or occupation. Overall, the way that families influence career decisions is complex and associated by contextual factors such as culture. Further studies should focus in different stages of the career decision-making process (e.g. planning and implementation) and in diverse cultural contexts.

When the score dictates the rules of choice: understanding the weights and measures

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Abstract

This study is part of a larger ongoing research. The objective of this study was to establish the general lines that relate the score achieved by the high school student in the selective processes, which serve as a requirement for admission to public higher education institutions, having as reference the ENEM (National High School Examination). It was thus sought to understand the possible interferences in the choice of a university course and in some way in the project of professional career of this student. The structural question of this work arises. How does the ENEM score relate to choosing a university course? How is the low score resulting from a failed academic achievement or academic success being a determining factor for students at the time of the choice? We will address the question of vocation, vocational guidance, and its relationship with punctuation and choice of course. For this, we counted on the data provided by the electronic system of the citizen information service. Data on incoming and dropout students in the periods of 2010, 2011 and 2012 of the Federal University of Amazonas were taken as a sample. The data were analyzed through the N-Vivo platform allowing the structuring of the discussion on the theme.

Overview of vocational intervention in Mozambique: perspectives for the creation of career development services

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Abstract

In contemporary societies, the creation of vocational guidance structures and services - more recently called career services, which support decision making and the design of the

lives of different citizens - has become relevant. This communication presents the panorama of this domain in Mozambique, aiming at better conditions for the creation of Career Development services. It is in this context that the following questions are asked: What real situations are experienced in the Teaching Institutions in Mozambique around Career Development? Based on the Mozambican legal framework, namely the approval of Law 23/2014 of 23 September - Law on Vocational Education and its updating in Law no. 6/2006, the Mozambican Government is concerned to contribute with the design and efficient and effective operation of the process of creating structures and services adjusted to the specific reality of Mozambique. These aspects will be examined in this Communication. In an empirical research, it was concluded that the Institutions of Education in Mozambique do not have career development services and that the psychologist's activity in the career guidance is given little relevance, reason why it can create more challenges in the creation of services of career development. Therefore, the method of documentary analysis and case study, through the techniques of literary review, surveys directed to the students and interviews directed to the managers of the Institutions covered in the study, were used to carry out the study. Finally, we present in more detail, the objectives and the method of a study on this problem, to be carried out at the University of Minho.

Oral Communications – Session 3

Moderator: Lucy Melo-Silva Leal, Faculdade de Filosofia, Ciências e Letras de Ribeirão Preto, Universidade de São Paulo, Ribeirão Preto, Brasil

Autonomous vs controlled motivation on career indecision: mediating effect of career exploration

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Abstract

The literature about career decision-making has shown that non-conscious variables (e.g., intuition, confidence, motivation) play an important role concerning the will to commit with a choice and the career decision status. Thus, as a goal-oriented process, this vocational construct may depend on the type of motivation underlying its' development. Moreover, some evidences suggest positive relationships between career motivation and career exploration and that it is possible to observe between-person differences and some variability regarding the motivation for exploration activities in adolescents which, in turn, could have repercussions at the career indecision levels. In this study we propose an integrated model and use structural equation models (SEM) to test direct and indirect effects between two different types of motivation (based on the Self-Determination Theory), career exploration and career indecision. The results prove the existence of direct effects between the motivational and vocational variables in study, as well the mediating role of career exploration. These results are discussed with reference to the literature that highlights the importance of motivational functioning in the career decision-making process and its' implications for career counseling.

Wellbeing in students from professional schools

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Abstract

From the socio-cognitive perspective, the wellbeing is analysed taking into account personal, vocational and social support variables, in 230 students from professional schools from different geographic areas, aged between 15 and 22 ($M = 17.85$, $DP = 1.33$). The participants attended the 10th (17%), 11th (56%) and 12th (27%) grades, 57.4% of which were boys. The scales of General Self-efficacy, Development and Wellbeing, Identification with School, and Evaluation of Scholar Environment, were used. The multiple linear regression model for wellbeing, by stepwise, is significant ($R^2 = 0.32$, $F(7,222) = 16.13$, $p = .001$), with students' wellbeing being explained by the factors: general self-efficacy, class cohesion, identification with the school and study area, prestige and employment, relationship and cooperation with the teachers, school cohesion, and stereotypes associated with professional schools, having the last two variables negative relations. The discussion focuses the meaning of the cognitive and social factors for wellbeing, and questions the negative relationship between school cohesion and wellbeing. Results implication for intervention at both schools and students' level is also discussed, namely what concerns strategies that facilitate learning in the self-knowledge domains, the trust levels, the social support factors and the employment networks, and diminish the professional schools associated stereotypes.

The experience of uncertainty in situations of employment, unemployment and precarity

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Abstract

This paper is focused on the analysis of how individuals in situations of employment, unemployment or precarity, firstly perceive uncertainty in the social context and experience its consequences (psychosocial uncertainty), and secondly, how they cope with uncertainty. It will explore the impact of sociodemographic and situational variables on the experience of uncertainty. Collected through an online platform, the sample is composed of 704 people (500 employed, of which 254 were precariously employed, and 204 unemployed). Besides a sociodemographic and situational questionnaire on professional paths, the following scales were used: Psychosocial Uncertainty Scale; Uncertainty Response Scale. Differences between groups were tested and results show that individuals in situation of greater professional vulnerability (unemployment or precarity) experience psychosocial uncertainty more dramatically (in the work context, in personal/community relationships and present self-defeating beliefs regarding uncertainty); and use maladaptive emotional strategies to cope with uncertainty. Furthermore, a structural equation modelling of the relationship between these variables demonstrates that emotional coping strategies (maladaptive ones) are explained by psychosocial uncertainty and, so provides evidence for the social origins of uncertainty, for which the work context is particularly significant in generating psychosocial uncertainty. These results will be discussed in terms of its impact on professional development.

Characterization of the profile of social-emotional competences in students of Basic Education

Ana Braz, Lucy Melo-Silva Leal, Mara Leal

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Abstract

The empowerment of children and youngsters through education is fundamental so they can address the challenges of the 21st century, in which socio-emotional skills are essential for dealing with the demands of the labor market. This study aims to characterize the profile of social-emotional skills in students of basic education, specifically the 6th grade. 82 students, aged between 11 and 12 years, participated in this study, characterizing a sample by convenience. To achieve the proposed, the SENNA 1.0 socio-emotional skills evaluation questionnaire was used. Participants were found to have higher levels of collaboration and sociability skills, which relate to interpersonal relationships, intermediate levels of responsibility and openness to new cultural and intellectual experiences competencies related to learning, and low levels of competence related to consistent emotional reactions. Differences between the social-emotional profiles of female and male samples were not statistically significant. The results indicate that there are varied social-emotional profiles. These particularities should be taken into account in future interventions, since, knowing the diversity of these profiles, it is possible to design interventions that are more sensitive to the individual needs, thus guaranteeing greater adherence and greater motivation of the participants to the intervention.

The relational dimension of women in the development of their political career

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Abstract

This communication deals with the relational competence of women, as a fundamental variable in the construction of their career development. Her capacity for communication is an excellent starting point to encourage her to start a political career, through certain specific didactic methodologies (mentoring, competency training, practicums, etc.). There are many approaches to study the professional career but here I am going to stop, in a feminine key, in the approach of Goguelin and Krau) who outlined four concentric and simultaneous zones through which the career of a person goes while building his professional project. Likewise, the foundations of the relational dimension will be developed, briefly.

Evaluation of the satisfaction and expectations of the students of the Higher Institute of Sciences and Technologies Alberto Chipande

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Abstract

The present study aims to analyze factors that influence the level of satisfaction, motivation and expectations of the students of the Higher Institute of Sciences and Technologies Alberto Chipande. Under the assumption that Higher Education corresponds to a platform of excellence in the continuous need of the human being to acquire knowledge, it is urgent to look at the level of student satisfaction as a way of accommodating their possible aspirations and of society in general, to propose mechanisms of orientation of the students during the academic course. The research is based on a descriptive quantitative approach and will be operationalized through a questionnaire, directed to a sample composed of

about 300 students selected according to probabilistic criteria in heterogeneous strata. From this study it will be possible to identify the focal points where the management and teaching staff of the Alberto Chipande Institute of Sciences and Technologies had to intervene in motivational aspects that can cost investments to ensure a good academic course of students in aspects: satisfaction, motivation and expectations.

Posters Session

Well-being in Psychologists, Satisfaction and Autonomy at Work: exploratory study

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Abstract

The work has a great importance in the social organization being susceptible of creating resistances and conflicts. It is fundamental in the construction of individual and social identities. Changes in the world of work have altered personal, social, cultural and economic relations. In this sense, issues related to workers' health arise in their various dimensions, physical, mental and social. This research focuses on mental health, which seeks to make known the level of cognitive and emotional quality of life of the subject. Having the current role attributed to the work and mental health of the workers, more precisely of psychologists, we intend to analyze the welfare dimension and relate it to the Satisfaction and Autonomy at Work. We used the Continuum of Mental Health Scale in order to evaluate participants' levels of well-being and the health and work survey to assess professional satisfaction and autonomy, since they play a determinant and relevant role in health and well-being of the worker. As results, we find that the emotional, social and psychological well-being of psychologists is positively related to pleasure / satisfaction. As for autonomy, we find that this is not related to any kind of welfare of the participants, however, it is related to job satisfaction, which indirectly will affect well-being.

Confirmatory Factor Analysis of Career Decision-Making Autonomy Scale (CDMAS)

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Abstract

Based on the Self Determination Theory (SDT), the Career Decision-Making Autonomy Scale (CDMAS) focus on the basic need of autonomy and aim to assess the reasons underlying the involvement in career decision-making tasks, considering four dimensions of the self-determination continuum: External Regulation, Introjected Regulation, Identified Regulation and Intrinsic Motivation. Using Confirmatory Factor Analysis, the present study seeks to analyze the psychometric properties of CDMAS, in order to contributing to the validation of the Portuguese version of this scale with high school students. The final results confirm the four dimensions proposed by the SDT, and attest the temporal stability and the predictive validity of CDMAS. However, distribution values suggest further analysis procedures to the redaction of the items. AFC results shows acceptable fit indices but not as good as the global values presented in the study of the original version validation with university students (Guay, 2005).

Satisfaction with life, temporal perspective and satisfaction of the basic psychological needs in the transition to Higher Education

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Abstract

The transition to Higher Education has received increasing relevance in several researches. This study intends to analyse the relations between the basic psychological needs, the satisfaction with the life and the temporal perspective of the students in transition to Higher Education. It is also aimed at investigating the differences between these variables and other socio-demographic variables (gender, area of study, 1st option, socioeconomic level, average entry and 1st semester). The participants in this study where 298 1st year

undergraduate students from different courses and universities. The students answered to the Scales of Life Satisfaction, of Basic Needs Satisfaction and the Temporal Perspective Inventory. The correlation analyses showed significant correlations between future temporal perspective, academic performance and sociodemographic variables. Using the t-test for independent samples and ANOVAs, significant correlations were observed between students of different courses life satisfaction, competence, autonomy, relations of belonging, temporal perspectives of future, past and anxious vision of the future. The results show the relevance of studying the transition to Higher Education in different groups of students and not only for the general population. The needs evidenced by the different groups point to the importance of a differentiated vocational counselling.

Time perspective, positive emotions and vocational identity: an exploratory study

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Abstract

Positive emotions and time perspective are main dimensions when we refer to the optimal functioning, along with its relevance in more specific domains (e.g., academic, work). The present study aims to describe the positivity levels and the types or categories of temporal orientation in an adult sample. Differences in the experience of positive emotions and in temporal orientation considering the identity statuses were also assessed. A total of 267 participants (192 females and 75 males; mean age = 30.66 years, SD = .70) answered a sociodemographic questionnaire, identity statuses questions developed in the Shell Study or National Survey of Shell Youth'92, the Zimbardo Time Perspective Inventory (ZTPI) and the Positivity Scale (PS). Overall, findings point to high levels of positivity and similar levels of future temporal orientation and of present hedonist orientation. Furthermore, the results also show statistically significant differences between identity statuses in what concerns to the positivity levels and to time perspective orientation categories. These results may have important implication for career intervention programs.

A Guidance Practice: "VIRIATO MAIS À FRENTE"

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Abstract

VIRIATO MAIS À FRENTE is an activity promoted by the SPO, within the scope of vocational guidance for students of the 3rd cycle and secondary studies. The main objective is to guide / support the process of choice and career planning. Former students of the School were invited from various High Education Institutions, who related their experiences and spoke about their own high degrees. They were distributed by thematic rooms (D1-Architecture, Plastic Arts and Design, D4-Law, Social Sciences and Services, D5-Technologies, D6-Agriculture and Natural Resources). The methodology in the treatment of the results was descriptive statistics. A Questionnaire built for this purpose was applied with the following dimensions: Participation and Activities. The sample consisted of 170 students distributed in the 9th grade; 10th; 11th; 12th grades of schooling. The main results were: in the global participation, 60% they said they liked it a lot and 40% just liked it. Regarding the thematic rooms, the results were: D1-65%, D4-50%, D5-57% and D6-61% liked it a lot. The main conclusions refer to the overall appreciation of the activity as totally positive and to the relevance of its accomplishment. The item regarding the importance of this model stands out very significantly, since all participants considered the activity to be very important and with a great impact on their choices.

Validation of the job search behavior scale in academic context: Portuguese version

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Abstract

The *Job Search Behaviour* (JSB) scale seeks to assess the job search behaviours in two different aspects: preparatory activities and active job search behaviours. The current study presents the main results regarding the translation and validation work by JSB to the Portuguese population, on a sample of 311 college students (68.8% women), with an

average age of 22.62 years old ($DP = 5.49$). Overall, the results from the topics analysis and from the different aspects (preparatory and active behaviours) certify the JSB's psychometric quality. Regarding the scale validity, the procedures taking place in the factorial and exploratory analysis organized the topics around two factors. It should be stressed out that two of the topics belonging to the preparatory activities appear associated to the active job search behaviour, in contrast to the original version. In summary, the obtained results seem to support the usage of the Portuguese version of the JSB scale to measure the job search behaviours intentions in academic contexts.

Occupational Possible Selves: Study of the reasons for most feared professional occupation of secondary school students

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Abstract

The Occupational Possible Selves, integrated in the more general concept of Possible Selves, are of significant importance of the normative moments of transition, as is the one of the secondary education for the higher education and / or labour market, in the sense being able to learn more about the complexity of secondary school students' thinking about their professional potential, specially about their fears regarding occupations. This study aims to analyse the open question of Occupational Possible Selves questionnaire: "Describe the ten reasons for the most feared occupation". To achieve this goal, we used a qualitative methodology (content analysis) whit a sample of 230 students aged 16 to 23 years, whit a mean age of 17.62 ($SD = 1.28$). The results point to the categories "Requirements for the performance of the profession" and "Employability and conditions of employment" as the ones that obtained highest frequency values. Finally, the limitations of the study are presented, discussions for implications of the results in the light of vocational intervention and pointing out lines of future research.

Integrative review on evaluation of career interventions

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Abstract

The present study is an integrative review on intervention in professional and career orientation, which aims to identify the objectives of the interventions career evaluations; to outline the topics addressed in career interventions; and to investigate the theoretical models adopted in these interventions. Twenty-four scientific articles from the year 2000 to the present time were evaluated via Capes, SciELO, PePSIC, and LILACS and BVS-Psi databases under the descriptions "career counseling, professional orientation, and career intervention" in the Brazilian context. This was a descriptive-qualitative study whose data have been analyzed by a content analysis approach in three categories: objectives, topics, and theoretical models. The results indicate a growth in the amount of studies on this topic in the last decade; they also showed that the interventions target high schoolers; and that the objectives are associated to the improvement of the career services, as well as the impact of the interventions in the development of some competences. The topics covered are related to self-knowledge, choice process and professional reality awareness, and most of the theoretical models adopted are based on constructivism.

Career Planning Sensitization at the University Settings

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Abstract

This work presents an experience report on the specific stage of the Psychology course at the University of Vale do Itajaí - SC, conducted through workshops on career planning with academics from the first period of administration, accounting sciences, foreign trade and logistics Center for Applied Social Sciences. It aimed to sensitize academics to the

construction of a career planning during the process of university formation. As for the method, there was a meeting with a duration of three hours for each class, being discussed the subjects' self-knowledge, values and career planning. 134 students participated in five classes, enrolled in the morning and night shift, during the months of September to November 2017. The techniques used were: human bingo, word cloud, career anchors. For the evaluation of the results, an online questionnaire was used, consisting of open and closed questions. The results indicate that the students presented a level of satisfaction above average in relation to didactics, topics addressed and performance of trainees. As for learning, the participants report that the meetings favor reflection on the future, resolution of doubts, reflection on career planning and the promotion of self-knowledge.

Career planning: school to work transition

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Abstract

This is an experience report, offered by the Psychology Course of a university located in Santa Catarina. The theme is Career Planning, which refers to a process that guides the choices regarding professional and personal life, contributing to the reduction of anxiety and providing greater security in the moment of transition from the university to the world of work. The internship took place in the second half of 2017, where seven undergraduates from the last periods of undergraduate courses in psychology, accounting, law, civil engineering, oceanography, pharmacy and a postgraduate student participated. The program had seven meetings with an average duration of 2.5 hours, aiming to provide academics with tools to help them build their career planning. The project was composed of three modules: work world and career transition; self knowledge; goals and strategies. The techniques used included case studies, article discussion, behavioral inventories, psychological tests, group dynamics and evaluation at the end of the meetings. The results show: the expectations of the academics regarding the areas of action to be followed,

revealing feelings of anguish about the subject; contributions to self - knowledge and establishment of goals and strategies and better coping in the university - work transition.

Family Influence Scale: Brazilian Version

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Abstract

The aim of this study was the adaptation and validation of a scale developed to evaluate the family influence on career decision-making. Overall, 455 Brazilian college students participated in the study, 347 were women (76.3%), ages between 18 and 46 years ($M = 24.30$, $SD = 4.57$). The scales convergent validity was evaluated through its relationship with Social Cognitive Career Theory (SCCT). Confirmatory factor analyzes and multiple hierarchical regressions were applied. In general, results support FIS validity and the four factor structure. The subscales, Family Information Support, Family Financial Support, and Family Expectations show significant association with the SCCT constructs Support and Barriers, Academic Satisfaction, and Global Life Satisfaction. The FIS Brazilian version offers a possibility to advance the understanding about the family influence on the careers within this population. Future research is suggested to explore the relationship between family influence and the SCCT.

Design Thinkers in (Educ)Action

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Abstract

The 21st century presents new challenges in education, promoting skills like creative and critical thinking. Schools must become meaningful spaces of innovation in which students have the opportunity to solve real-world problems through a collaborative and supportive approach. This study intends to analyse the impact of a project for the development of personal and social competences for high school students. The *Design Thinkers in*

(Educ)Action project was implemented in seven schools in the northern of Portugal. It was adopted a person-centered approach and oriented towards the establishment of creative and innovative solutions to solve real problems in education, using *Design Thinking* strategies. Some goals were defined in the actual program, based on the skills competences in the main areas of development, such as social, cognitive and emotional, in a context of cooperative learning, focus on the students. To measure the impact of the program, it was used a pre and a post-test with Entrepreneurial Attitude Assessment Scale and The Youth Experience Survey. It is presented, in this communication, the project currently underway.

Social-emotional evaluation in school context in Portuguese students¹

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Abstract

The development of social and emotional skills have been increasingly stimulated by the obvious benefits of these skills for different areas of life. This preliminary study aims to present the socioemotional profile of Portuguese students, through a measure of Brazilian origin. Students in the tenth year of secondary education participated in this research. SENNA, an instrument that measures the socio-emotional competences on a large scale in the school context of the Airton Senna Institute, was validated with the purpose of supporting public policies in the area of education in Brazil. SENNA has 92 items, grouped into five dimensions according to the Big Five model structure and their competence: (a) conscientiousness / responsibility, (b) kindness / collaboration, (c) extraversion / communication, (d) emotional stability / self- and (e) openness to new experiences / curiosity. The instrument was applied in the classroom by two psychologists and lasted approximately 30 minutes. Data analysis was performed using descriptive statistics based on gender. Skills for boys and girls are highlighted. There is a need for inferential and validation studies of SENNA for the Portuguese context.

¹ Grant #2017/0402-3, São Paulo Research Foundation (FAPESP).

Reflections on the Role of Career Psychology for 2030 Agenda

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Abstract

The 2030 Agenda for Sustainable Development was developed by the 193 countries of the United Nations (UN), with the aim of preparing an ambitious agenda and a global plan of action. It has 17 Sustainable Development Goals that seek to eradicate poverty and promote economic, social and environmental development, and to promote the prosperity and well-being of all. According to the Agenda, it is essential for equitable access to quality education and health services; a decent job creation; energy and environmental sustainability; conservation and management of the oceans; a promotion of companies and institutions; and the fight against inequality at all levels. In this project it was reflected the contributions that the research and psychological intervention of career can give to reach all the goals in this Agenda. It is concluded that the intervention of this area of knowledge should focus on an approach that provides critical thinking for the development of decent, egalitarian and inclusive employment, promoting the exploration and development of the person's skills. It is suggested some guidelines for action and changes that may be important to implement in career psychological intervention.

Career Intervention in academic vulnerability situation: a follow-up study

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Abstract

This study aimed to present an assessment of the impact on the time of a career intervention with a group of ninth-grade students, with school trajectories of failure and belonging to low socioeconomic levels. The intervention included eight weekly sessions with youths,

and four sessions with their caregivers, with a maximum duration of 60 minutes to help young people in the decision-making process about their future after the conclusion of the ninth-grade. Four young men, with aged between 15 and 18 years old, ($M = 16.50$, $SD = 1.73$) participated in this study. The level of vocational certainty and the career adaptability of the students were assessed at three time points; pre and post test and 1-year of follow-up. There were marginally significant differences between pre and post-test in all dimensions assessed, except on the level of vocational certainty and confidence, and a tendency for results to persist over time. These results support the promising role of this intervention, particularly to promote career adaptability and highlight the importance to expand scientific research about the results and the effectiveness of career interventions with specific groups of youths.

From the school to the world of work: Are you ready to work with us?

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Abstract

We present the program "You are ready to work with us", designed to the finalists of vocational education and implemented in the school year of 2017/2018. The project was designed by the SPO, in collaboration with course directors, assuming the involvement of local business professionals. It includes eight sessions, organized around the narrative of active job search: sources of information, exploration of the business environment, analysis of job offers, preparation of CV and motivation letter and test of a job interview. The professionals take on the role of consultants, actively participating in the definition of the contents of the sessions. The program culminates in a public job interview simulation event, open to the community; the simulated job interview experience is reflected by students and professionals, based on a structured script based on the identification of the skills that employers most value at the time of recruitment. In the evaluation of the project, students and professionals are questioned about the satisfaction and perceived utility of the program. The collected data allow to discuss modalities of articulation between the school

and the business environment, regarding the preparation of the students of the professional education for the transition to the world of work.

International academic mobility and its influence on employability: a systematic review of the literature

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Abstract

Despite the benefits of international academic mobility in students' employability are widely recognized, the academic, scientific and pedagogical challenges have not been approached in an integrated and systematized manner. We propose a systematic review that aims to contribute to the characterization of the state of the art on international academic mobility related to employability, following the guiding principles of the PRISMA Statement. The bibliographic research was based on the scientific papers published between 1987 and 2017 available in four databases (Web of Science, Scopus, Scielo, ScienceDirect). In addition to the year of publication, the inclusion criteria consider the keywords resulted from the combination of synonymous or quasi-synonymous expressions of the phenomena under analysis (i.e. international academic mobility, employability), population (higher education students), mobility program (Erasmus), and the nature of the study (experimental or quasi-experimental studies). From the publications found, only three met all inclusion criteria. Results show a lack of literature, on contrasting data on the employability indices of students who participated in international academic mobility programs versus students who did not participate.

Career Information and ICTs: Use of the Design the Future Question Box Platform

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Abstract

The Information and Communication Technologies (ICTs), have introduced significant changes in the way young people explore and have access to information and knowledge, laying new challenges in the field of Vocational Psychology and Guidance. Among these challenges is the way in which vocational information is transmitted using ICTs, as well as the skills that the technicians must develop to promote their proper use. In this context, the Portuguese Association for Career Development collaborates with an online career exploration tool, the Design the Future platform, which seeks to disseminate knowledge, promote literacy and career exploration among young people. APDC works with the "Question Box" functionality, which is a place to ask career questions to specialists in Vocational Psychology. We aim to analyze the first three months of operation of this functionality, reflecting on the number of questions received, the characteristics of the public that uses the tool and the content of the questions. Based on the results, we will reflect on the use that people make of ICT, taking care of the implications of the training of the technicians involved in the construction of these tools and of the professionals who use them.

Efficacy of the Vocational Psychological Consultation in schools of V. N. Famalicão

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Abstract

Nowadays, more than ever, the career can be guided by diverse transitions and formats. Considering this reality, current workers, and especially those who will work in the future, will benefit from acquiring basic career skills, such as adaptability, that can be learned or strengthened in career interventions. Group psychological consultation is one of the most used types of intervention in this field and also the most effective ones, enabling clients to share their experiences and learn from their colleagues, enhancing reasoning, self-discovery, meaning-making and making decision. This quasi-experimental study aimed to test the effectiveness of a vocational intervention using the "I Belong to My Future!" Program, in which there was an intervention group and a control group, with a pre- and post- test with interval of six weeks. For this purpose, the measures of concern, control, confidence and curiosity of the Adaptive Scale were used. 493 9th grade students of both sexes (52.2% girls), aged 12-18 ($M = 13.20$ $SD = .72$), attended school in V. N. Famalicão. A multivariate analysis was performed in the statistical analysis. The results showed that vocational intervention was effective and implications for its development in that county were removed.

Psychometric qualities of the School Environment Assessment Scale (SEAS)

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Abstract

This study analyses the psychometric qualities of EAAE's first version, which was built to evaluate the quality of the relational environment in professional schools. The sample is composed of 296 students from the 10th (13,9%), 11th (55,7%) e 12th (30,4%) grades. In the results five factors stand out, extracted in principal components, with the direct oblimin rotation, corresponding to the theoretical dimensions: Class Cohesion, School Cohesion,

Relationship with the Teachers, Cooperation with the Teachers, and Negative Perception of the school's environment. Internal consistency indexes are superior to .85. The results distribution also suggests sensibility to individual differences. The set of results shows indicators to perfect the instrument, and the scale's potential as a resource in identifying the factors that contribute for the quality of school's social and relational environment and, consequentially, for students wellbeing and learning.

**Parenting, Cognition and Motivation in Career Decision-Making Processes:
A Self-Determination Theory Perspective**

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Abstract

We examined whether perceived parental support and thwart combined with cognitive-students' motivational processes to predict pathways of career decision-making and adjustment. We targeted twelveth grade students who are making the transition from secondary school to higher education/job market. A longitudinal research design was proposed with two measurement waves. The measures include the parenting styles scale, basic need satisfaction scale, confidence in career decision-making scale, subjective well-being scale, satisfaction with life scale, dimensions of identity development scale, regulation of commitments scale and young schema questionnaire. Data was examined in using Structural Equation Modeling in AMOS V. 20.0. Findings show that experiences of parental need-support predict students' need satisfaction and increased self-confidence in career decision-making, which, in turn, foster the proactive exploration of career options, self-determined career choices and perceived well-being. Conversely, experiences of active parental need-thwarting associate to the adolescents' psychological need frustration, which, in turn, relate to lower exploration of career choices, controlled career choices, dysfunctional schematic functioning and ill-being. The findings extend the SDT-based distinction between "bright" and "dark" pathways of development to the field of career development and suggest the need to differentiate career promotional and preventive

interventions based on the degree of self-determination of exploration and commitment-making.

**Parenting, Cognition and Motivation in Career Decision-Making Processes:
A Self-Determination Theory Perspective**

Pedro Cordeiro, Paula Paixão
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Abstract

We examined whether perceived parental support and thwart combined with cognitive-students' motivational processes to predict pathways of career decision-making and adjustment. We targeted twelveth grade students who are making the transition from secondary school to higher education/job market. A longitudinal research design was proposed with two measurement waves. The measures include the parenting styles scale, basic need satisfaction scale, confidence in career decision-making scale, subjective well-being scale, satisfaction with life scale, dimensions of identity development scale, regulation of commitments scale and young schema questionnaire. Data was examined in using Structural Equation Modeling in AMOS V. 20.0. Findings show that experiences of parental need-support predict students' need satisfaction and increased self-confidence in career decision-making, which, in turn, foster the proactive exploration of career options, self-determined career choices and perceived well-being. Conversely, experiences of active parental need-thwarting associate to the adolescents' psychological need frustration, which, in turn, relate to lower exploration of career choices, controlled career choices, dysfunctional schematic functioning and ill-being. The findings extend the SDT-based distinction between "bright" and "dark" pathways of development to the field of career development and suggest the need to differentiate career promotional and preventive interventions based on the degree of self-determination of exploration and commitment-making.

Career guidance: Evaluation of the pilot project *Muva Horizonte*

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Abstract

In Mozambique, the career guidance processes begin to be discussed, with interventions at various institutional levels. This study aimed to evaluate a pilot intervention project in career guidance held with students of secondary schools of the city of Maputo. Three hundred and forty-nine secondary students of five schools attending the 9th and 10th grades, participated in nine sessions of 45 minutes each and developed activities of self-knowledge, career exploration and decision-making. The results obtained in the base-line and end-line of the intervention, pointed out that after the intervention there is an increase in the level of consciousness of choosing a professional career of the students. The implications of the results indicate that it is possible to implement this project with a larger number of students, expanding the performance of career guidance in Mozambican educational institutions.

Conference 2

Cognition and Inclusion: The development of transversal competences as a passport to citizenship and employability

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Abstract

The 'Key European action supporting the 2030 Agenda & the Sustainable Development Goals' proposes as a goal equal opportunities, social inclusion and the full exercise of rights and empowerment for all European citizens. The reinforcement of adaptive and cross-cutting skills, considered key in the 21st century, is justified. These include communication in the mother tongue and foreign languages, digital skills, literacy, basic skills in mathematics and science, and transversal skills - structuring to be successful in the job market and life in general. These are particularly relevant for adults with specific needs for support and learning (NEAA), placing Psychology before a (new) challenge: how to increase in general and in NEAA people? Cognitive psychology argues that cognitive deficits can be clogged by stimulation, enhancing the quality of learning and cognitive processes. This intervention needs to be qualitatively differentiated, requiring the use of appropriate methods by the trainers. Although the research demonstrates that such methods are efficient and significantly influence the skills of those people, they are still poorly understood and used. We present the transnational project - Cognition & Inclusion - that includes programs to promote cross-functional cognitive skills in people with cognitive deficits, fundamental vehicles for social participation, employability and inclusion.

Oral Communications- Session 4**Moderator:** Paulo Cardoso, Departamento de Psicologia, Universidade de Évora, Portugal**Personalized assessment in career counseling research and practice**

Paulo Cardoso

Célia Sales

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Abstract

Career counseling evolution to practices attributing a central importance to context variables and meaning-making call for person-centered measures aiming to assess client's singularity, considering the interface between work and life concerns while accounting for each client's subjectivity and cultural specificity. This presentation aims to highlight the contribution of Patient Generated Measures (PGM) to career counseling research and practice. In this sense, a case study is presented in which an adult benefited from Career Construction Counseling (Savickas, 2015). Four nomothetic outcome measures (Vocational Certainty Scale (Santos, 2007); Vocational Identity Scale (Holland, Daiger & Power, 1980), Career Adapt-Abilities Scale-Portuguese Form (Duarte et al., 2012), Outcome Questionnaire 45 (Lambert, Hansen, et al., 1996) and a MGP outcome measure (Simplified Personnel Questionnaire, Elliott, Mack & Shapiro, 1999) were applied before the intervention, one day after the intervention and six months after the last counseling session. At the end of each counseling session, a MGP (HAT; Elliott, 1993) was also applied to assess the client's perspective on significant events in the counseling sessions. Results highlights the benefits of MGP to research and practice in this field.

Evaluation of the results of an Academic Integration Program in higher education

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Abstract

An entry into higher education is an important transition in the psychosocial and career development of individuals, requiring changes and demands, so the integration phase and the university will be consolidated through the experiences of the relations established between student and institution. Therefore, as an effort to contribute to Vocational Psychology and Career Guidance for the field of education, this study aimed to delineate and evaluate the results of an Academic Integration program in higher education, characterized as an action research with a quasi-experimental design that counted on the participation of 43 undergraduates from the first year of graduation from the Federal University of Triangulo Mineiro (UFTM). As a result of project planning based on sociocognitive references and Life Design, you are being improved by ensuring a process through student participation in program evaluation. In the evaluation of the results of the intervention in the data showed significant gains of the intervenients in an intervention in the dimensions' self-efficacy to face barriers, perception of social support, general satisfaction with a life, satisfaction with the course in all dimensions of the scale of career adaptability. In general, the results found were able to broaden this knowledge about the design and evaluation of academic integration programs.

Career Guidance at university: experiences of a Brazilian intervention

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Abstract

This study presents and analyzes a modality of career guidance for under-graduation students which the objective of assisting them with doubts about the continuity in the graduation courses chosen. This modality was part of a program of students support service

in a Brazilian public university. The analyzed intervention took place in 2017 and twenty students of graduation in exact sciences, technology and human sciences areas volunteered. The module included five sequential meetings that lasted two hours each, where themes for sensitization, self-knowledge and exploitation of professional information were addressed. At the end of the module, the students elaborated an action plan for establishing professional objectives and answered a qualitative evaluation about it. In conclusion, most of students demonstrated a high satisfaction with program, a better comprehension of the constraints which led to dissatisfaction, more autonomy for mobilizing resources for reaching to solutions and a better decision taking process for defining professional and career directions, result that was aligned with the observation records and oral feedbacks from each meeting. The data indicates the initiative contributed positively by helping the students to reevaluate their current involvement with the course they had chosen and seek alternatives for a better academic and professional integration.

Career counseling in groups: a Brazilian Experience

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Abstract

The Escritório de Carreiras is dedicated to support professionals and undergraduate students to develop a career planning, find and keep job positions. Due to the increasing demand for the service and its need for innovation, the group career planning project called Share was developed, with the purpose of carrying out the planning in the group modality. The process consists of three stages: self-knowledge, exploration, and action plan. The differential is the possibility of sharing experiences with people with different professional profiles and trajectories. With Life-Design approaches and group theories, the groups occur in nine weekly two-hour meetings, composed of four to fifteen people from various fields of activity, backgrounds and age group. It is coordinated by two facilitating psychologists and four groups were conducted by the end of 2017. Participants reported that the group's rapprochement and attachment favored the process. The intervention is evaluated positively

by the facilitators, by the exchange of experiences that is made possible among the members, and reinforces the importance of thinking about career planning before seeking re-placement. The group modality provides transformation with the other and through the other and has served as a propellant for the development of behavioral skills.

Employability and Insight: The Importance of Self-Reflection in Career Counseling Processes

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Abstract

Employability is understood as the ability of individuals to identify and make opportunities possible. This is a relevant characteristic for the career protagonism and adaptation of professionals in the world of work. Identifying its predictors is necessary to understand vocational behaviors and provide practical resources to professionals working with career development. This research sought to identify variables which were related and predicted employability. The convenience sample consisted of 181 individuals who sought the career counseling service of a private university in Rio Grande do Sul. They answered an online questionnaire, containing the following scales: Career Adaptability, Self-Reflection and Insight, Employability, and Career Decision. Data were submitted to correlation analysis, comparisons between groups and hierarchical regression conducted using the softwares R and SPSS. Results indicated that Insight, Control, Confidence and Career Decision were significant predictors of general employability, accounting for 51% of the variance of the final regression model. We conclude that the promotion of insights among clients is fundamental for the development of employability, and that the psychologists present differential competencies (due to their formation) to conduct these processes. Emphasis is also placed on the importance of career services in promoting employability.

**Professional and career guidance as woman empowerment strategy: Brief
intervention in the Mozambican adolescents**

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Abstract

This article seeks to describe an intervention in the Professional and Career guidance and the results of the satisfaction assessment of the participants' group. The intervention took place in three sessions, lasting, each, two hours. A group of twelve adolescents, aged between 13 and 15 years, enrolled in the grade 8th participated in the intervention and a brief *follow up*. The data collection was based on verbal reports from participants, Sentence-Completion Technique, and the Customer Satisfaction Scale. The data analysis was based on Content Analysis and Descriptive Statistics. The results point out to the relevance of professional orientation as an innovative strategy to promote women's empowerment and gender equity by building more conscious professional and career projects. In addition, intervention is a significant tool to stimulate girls' staying in school, reducing and fighting early pregnancy and premature marriage, problems that affect most of the adolescents in the cities of Mozambicans. The participants' satisfaction with the objectives of the intervention require the development of policies and intervention programs in professional guiding, attentive to the problems that permeate the conceptions and gender relations peculiar to the Mozambican context.

Oral Communications – Session 5

Moderator: Luísa Moreno, Universidade de Barcelona, Espanha

Adaptive responses in university-work transition: a study with university graduates

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Abstract

The transition university work is for many a rather troubled phase and of great adaptations. The quality of this transition depends, in parts, on a number of intrinsic factors including adaptive responses. The purpose of this study was to describe the profile of undergraduate students in higher education in relation to adaptive responses and to compare these indicators in relation to gender, university and training areas. 387 university students enrolled in the last two semesters of graduation attended. As an instrument, the University Career Development Scale was used, which analyzes four dimensions associated with the adaptive responses, being: identity with career, career decision, professional self-efficacy and career exploration. Data were collected by face and online questionnaire and descriptive analyzes and comparison between groups (ANOVA) were performed. Overall, the results reported that college graduates are determined about their career choices, influencing their motivation and satisfaction with choice. With regard to sex, women have had a higher average relative to men and students from private universities have excelled over the students of public universities. Regarding the training areas, courses in the areas of Health Sciences obtained scores higher than students in other areas.

Meanings of higher education, work and transition to work

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Abstract

In times of uncertainty and growing job insecurity, this study aims to understand how higher education students develop meanings regarding higher education, work, the transition from education to work, and how they are interrelated. Based on a sample of 986 students in the Portuguese higher education system, we intend to understand the relationships and mediations of the meanings' dimensions. The MHES was used to evaluate the meanings of higher education, being composed by 72 items, distributed by 10 subscales. The meanings of the transition from higher education to work were evaluated by SMTHEW, composed of 20 items, distributed in four subscales. The meanings attributed to the work were evaluated by the MATWS-A, consisting of 36 items distributed in four subscales. Mediation analyzes were performed to test the mediating effect of the meanings of the transition from higher education to work on the association between the meanings of higher education and the meanings of work. The construction of positive meanings in relation to work seems to begin with a positive meaning for higher education, for its ability to provide personal development opportunities. The main implication for the intervention goes in the direction of the importance of students' personal development.

Assessment of a University-to-work Program

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Abstract

The difficulties of experiencing the university-work transition have been associated with the increase of unemployment among new graduates and problems in the process of subsequent career building. So the university can support the student to facilitate their transition to the workforce and achieve success in professional career. Aware of the demands, this article aims to outline and report the results of a preparation program for university-work transition. As a result of the design, it was proposed an intervention model based on sociocognitive and Life Design, which had been improved over 18 months, guaranteeing the evolution of the process through the active participation of the students in the program. The results showed that there were changes related to the variables of academic adjustment, academic satisfaction and career adaptability suggesting the interventions were beneficial to the participants.

Job search intentions in Higher Education: Employability and self-efficacy

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Abstract

In a context where the job market appears as uncertain and hard to interpret, individual agency variables such as perceived employability and self-efficacy can help to explain the investment from college students in job searching activities. This study aimed to analyze the effect of variables such as perceived employability and self-efficacy on job searching behavior and to understand if self-efficacy acts as a mediator between perceived employability and job searching intentions. Data were collected in a group of 130 senior college students. Results show that both variables predict job seeking intentions and job seeking behavior, and perceived employability mediates the relation between self-efficacy

and job seeking intentions. Finally, some of study's limitations are discussed, as well as the impact these results have in career counseling.

The role of internships in the transition from higher education to employment

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Abstract

In recent years Higher Education Institutions (HEIs) experienced an increased pressure to take responsibility for the labor market integration of their degree holders, in addition to being responsible for individuals' education/training. Such pressure has been accompanied by the establishment of an increasingly demanding, competitive and volatile labor market, marked by uncertainty and that favors the construction of less predictable and non-linear career pathways. This pressure faced by HEIs has also been accompanied by an unprecedented growth in the offer of higher education diplomas, and by the affirmation of an evaluation logic driven by efficiency criteria such as employability. As a result, internships have become a widespread practice in most HE curricula. Internships promote individuals' direct exploration of the labor market and, in particular, of actual employment settings. It is our aim to reflect upon the potential of internships for the promotion of HE students' career development, in what concerns their preparation for the upcoming transition to the labor market. We will also make recommendations directed toward an increased intentionality of internships. Not only literature on the topic is scarce, but such literature also points to a less than optimal use of internships by HEIs concerning students' career development.

International mobility, transitions and career building in master's students

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Abstract

The increase of international students is related to the internationalization of higher education. This communication focuses on the description of the transitions of international students who come to Barcelona to take a master's degree, to approach the experience they have regarding their life projects, the evolution of their professional project and the construction of their identity. It is approached from a mixed approach due to the complexity and the need for a complementary nature of the data. The information collected from the questionnaire designed in the framework of the project "La orientación en los procesos de transición a los estudios de máster oficial", provides data from 37 international students. The second phase seeks to understand the transition from the stage of adaptation and integration to the new social and educational context, through the narratives of 5 students. In the first place, the development of a professional project and financial and administrative elements are identified as previous factors in the decision-making process. Second, the determining factors in the process of adaptation: the perceived social support from peers and the differences in academic culture are elements that stand out.

Oral Communications - Session 6**Moderator:** Liliana Faria, Universidade Europeia, Lisboa, Portugal**Who are the professionals who hire outplacement services? The experience of a
Brazilian consultancy**

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Abstract

Outplacement services help workers in the process of leaving a job, recurring phenomenon due to the worsening of the economic crisis in Brazil. Considering the accelerated increase in the number of companies which offer Outplacement, not accompanied by the number of scientific publications on the subject, this study will present the profile and motivations of workers who hire outplacement services. The 542 participants answered sociodemographic questions, Satisfaction with Work Scale, and a question about the reason for hiring outplacement. They had on average 38.6 years, complete Higher Education, and 53.6% were working. Analyzes of means and frequencies, and t-tests revealed that the most cited reasons for hiring outplacement were: seeking replacement in the labor market; receiving the benefit from previous employer or having hired outplacement previously; support in career planning. Unemployed professionals showed higher levels of satisfaction than those who were working with colleagues, nature of the work performed, salary and promotions, but there were no differences in relation to their boss. We conclude that it is essential to know the profile of clients who hire outplacement services to contribute more effectively when planning a satisfactory career project, as well as the reintegration into the labor market.

Why thinking about career can make you more employable or get you out of your job? Insights from Brazilian Research

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Abstract

Recently, several models have been developed to explain contemporary careers, which emphasize the role of workers (agency) in this process. This paper will discuss the clash between individual agency and organizational structure in the construction of careers - described as a psychosocial process. We present two studies, whose data were collected online and analyzed with spss 20. Study 1 identified variables that explain the intention and behavior of voluntary turnover of professionals working in organizations. The 523 participants answered a questionnaire about reasons for remain with the organization and turnover, whose data were submitted to linear and binary logistic regression analysis. The results indicate that the motivators of turnover intention and behavior differ, and that organizational factors are fundamental for the retention of professionals. The 247 professionals who participated in Study 2 answered a questionnaire about career attitudes and self-reflection styles. Correlation and means comparison tests indicated that levels of self-reflection and clarity about personal goals correlate positively with career self-management. The authors conclude face the clash between structure and agency, organizational actions and individual reflections are equally important for the emergence of adaptive careers, and that career counselors have a fundamental role of promoting dialogues between these instances.

Psychological capital, professional values, and work satisfaction: an exploratory study

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Abstract

Our study aims to explore the impact of leaders on their team members, examining whether their psychological capital (comprising the dimensions' hope, optimism, resilience and efficacy) and work values predict the Psychological capital, values, and work satisfaction of those under their leadership. Although previous studies by Luthans, in 2006, demonstrated that these leader qualities have a positive impact in workplace outcomes, the relations among these variables have not been yet fully examined in the Portuguese entrepreneurship scenario. The understanding of Psychological capital is that it is a resource beyond human capital (experience, knowledge and abilities) and beyond social capital (relationships, networks) – it is about “who the person is in the here and now” and “who he/she may become” in the near future should his/her psychological resources develop in the workplace. Values are beliefs, desirable targets that transcend actions and specific situations, which function as templates or criteria that guide actions. Finally, work satisfaction is a subjective state that may influence organization performance, potentially contributing to increased productivity.

Organizational Ethics and Citizenship - professional skills and personal development

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Abstract

The demands of the new productive arrangements, the mobility of jobs and the labor market value behavioral skills, communication, teamwork in a collaborative and cooperative manner respecting human, social and constitutional rights. Professionals need to develop work and personal skills that make it possible to demonstrate professional positions oriented towards the realization of the common good, in the context of consumer

and labor relations, ethical attitudes according to constitutional rights and legislation. The component "Ethics and Organizational Citizenship" equips the student to present ethical conduct and good practices in the workplace, based on respect, diversity, social responsibility and sustainability. We use a methodology of planning and curriculum development based on research, selection of skills, skills and content in accordance with current legislation and demands of the productive sectors that validate with the school community and labor market. The structuring of the curricular component is based on the description of the professional function, the necessary practical skills and theoretical references. We focus on behavioral skills, communication, teamwork and respect for norms. The result of this work is the inclusion of the curricular component "Ethics and Organizational Citizenship" in all courses of the institution, aiming at integral, personal and professional development.

Acquired Brain Injury: The challenges for an Active Life

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Abstract

Given the interaction between physical, cognitive and emotional factors resulting from brain damage, it becomes evident that comprehensive and integrated rehabilitation programs, are necessary to respond to the multiple needs of these people and promote the necessary competences to return to active and professional life. The Holistic Model of Neuropsychological Rehabilitation has been recommended as a good practice during post-acute rehabilitation of acquired brain injury. In this context, the Center for the Occupational Rehabilitation at Gaia develop an intervention methodology adapted to the Portuguese population and with evidences of results in cognitive functioning, emotional adjustment, capacity of integration in the community and social autonomy. It consists of an intensive program (600h) of recovery and updating of personal and social competences. This paper is designed to present the intervention methodology, activities and results in terms of movements to vocational training and return to work, among others.

The family in the choice of university studies in the case of Medicine or Psychology

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Abstract

This paper examines, from the student's perspective, the family's role in the choice of university studies, particularly in degrees for medicine and psychology. We used a mixed research methodology. In the quantitative stage we applied a questionnaire prepared ad hoc to 68 students from the province of Pontevedra who were enrolled in their first year of Medicine and Psychology and 61 students in their 2nd year of Baccalaureate who sought to choose one of these qualifications for the following academic year. We carried out an analysis of descriptive and correlational type data using the SPSS 17.0 software. In the qualitative stage we conducted semi-structured interviews to 17 university students who had participated in the previous stage when they were studying their baccalaureate. The analysis of the information is based on a deductive-inductive categorization with the help of Atlas.ti 7.0. The results show a clear tendency to receive favourable opinions toward Medicine and to have the family disapproval when choosing Psychology. The importance of undertaking joint interventions between students and their families is one of the important practical implications that resulted from this research for the field of academic-professional guidance.