State of the Art of Career Counseling Services with Recommendations, Interventions and Good Practices

RAINBOW

FH | JOANNEUM
Management internationaler
Geschäftsprozesse

BACHELOR'S THESIS I

CAREER COUNSELING AND GUIDANCE FOR ACADEMICALLY EDUCATED WOMEN IN THE EU

State of the Art of Career Counseling Services with Recommendations, Interventions and Good Practices

Submitted at:

FH JOANNEUM Gesellschaft mbH

Fachhochschulstudiengang

Management Internationaler Geschäftsprozesse

(Bachelor)

Submitted by:

Helena TSCHARNIG

Eckerstraße 30B/9 | 8020 Graz

Supervisor:

Dr. Rupert BEINHAUER

Graz, June 25 2019

Abstract

This thesis aims to establish the state of the art of career counseling services for academically educated women in the EU. Scientific theories in this field are well-developed, also taking gender-differences into account. It is found, that many of the main barriers for women starting their career in the EU are socialized. In addition, they also serve as an explanation for existing gender-inequities at the workplace. In order to overcome these obstacles, female-targeted career counseling is necessary, which can empower women and help them proactively tackle the barriers. Furthermore, career centers at universities in the European Union provide insufficient support to female clients, as most of the services are gender neutral. For the most part, their service portfolio consists of job search activities. Individual counseling sessions are rarely available, as they are only able to give advice regarding recruitment, and therefore they are seldomly professionally trained to carry out career counseling. Outside of academia, there is a large number of counselors available. Existing programmes both from the public and private sector widely support women interested in STEM and scientific or academic careers.

Keywords: career counseling, female students and graduates, European Union, gender inequities, career center
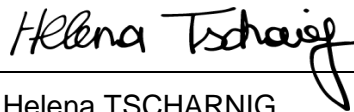
Abstract (German)

Der Zweck dieser Arbeit ist, den Stand von Karriereberatungsangeboten für akademisch ausgebildete Frauen zu erheben. Wissenschaftliche Theorien sind in diesem Bereich weit entwickelt und sie berücksichtigen zudem geschlechtsspezifische Unterschiede. Es scheint erwiesen, dass viele Hürden für Frauen, die ihre Karriere in der EU beginnen, sozialisiert sind. Darüber hinaus können aufgrund dieser Barrieren bestehende Ungleichheiten am Arbeitsplatz erklärt werden. Um diese Hürden zu meistern, ist geschlechtsspezifische Karriereberatung für Frauen notwendig, welche sie motivieren kann, Barrieren proaktiv zu überwinden. Karrierecenter an Universitäten stellen weiblichen Kunden keine ausreichende Unterstützung zur Verfügung, da das Angebot zumeist geschlechtsneutral formuliert ist. Zum größten Teil besteht das Dienstleistungsangebot aus Aktivitäten im Zusammenhang mit der Arbeitssuche. Individuelle Beratungsstunden sind kaum verfügbar, da die Karrierecenter nur Ratschläge bezüglich Bewerbungen geben können und nur selten die Ausbildung dazu haben, um professionell beratend tätig zu sein. Im öffentlichen und privaten Bereich gibt es eine Vielzahl an Karriereberatern. Bestehende Programme bieten Unterstützung für Frauen an, die an MINT-Berufen, sowie wissenschaftlichen und akademischen Karrieren interessiert sind.

Schlüsselwörter: Karriereberatung, Studentinnen und Absolventinnen, Europäische Union, geschlechtsspezifische Ungleichheiten, Karrierecenter

Signed Declaration

I hereby declare that the present bachelor's thesis was composed by myself and that the work contained herein is my own. I also confirm that I have only used the specified resources. All formulations and concepts taken verbatim or in substance from printed or unprinted material or from the Internet have been cited according to the rules of good scientific practice and indicated by footnotes or other exact references to the original source. The present thesis has not been submitted to another university for the award of an academic degree in this form. This thesis has been submitted in electronic form. I understand that the provision of incorrect information may have legal consequences.

Helena TSCHARNIG   Graz, June 25 2019

Table of Contents

List of Tables and Figures

List of Abbreviations

et. al	and others
EU	European Union
STF	Systems Theory Framework
SCCT	Social Cognitive Career Theory

1.   Introduction

Career counseling is especially helpful in today's world of work, as job profiles and conditions are constantly changing and therefor there is a lot of uncertainty. Counseling services can aid to reduce these insecurities by providing support to clients in all career and life stages. There are several publications on career counseling and guidance in general, while some are being gender specific. This thesis' aim is to provide a report on the status quo of career services in the European Union for women, who have received higher education and who are starting their career. Therefore, it is necessary to examine the existing offer of career counseling services and how female students and graduates can benefit from them.

Two research questions will be answered in this thesis: What are the main challenges, that academically educated women are facing when starting their career in the EU? And what are the different approaches of career centers to support female clients in the EU? The paper will be structured as follows:

First of all, some of the major career development theories will be presented in order to understand the development process of career choice and career throughout the lifetime as well as factors influencing them.

Secondly, challenges and barriers will be analyzed, that academically educated women are facing in the European Union, when starting their career. In the third section, recommendations for counselors, suitable interventions and good practices from the public and private sector to tackle these will be presented.

In the fourth part the existing offer of career centers of universities in the EU will be analyzed. The focus will be on finding out, how they are specifically supporting female graduates in their career choice and development. Some programmes targeted at young women with higher education will be presented.

Lastly, it will be necessary to look into trends in the career counseling and development and how they will most likely evolve in the future.

It needs to be noted, that women are not a homogenous group simply by their gender as their individual traits are influenced by many other environmental factors such as their belonging to an ethnic group, religious beliefs, cultural differences and many more. Therefore, it is not possible to generalize the concepts in this thesis, as they must be applied to each situation specifically.

2.   Career Development Theories

In order to understand barriers to women's careers it is necessary to look at some relevant career development theories. As all of the presented career development theories have emerged from the USA, they are widely based on findings about the US society, culture and work norms. Therefore, it is essential to take into account the cultural context and how it affects the given theories when applied in other countries and cultures. (Leung, 2008, p. 115)

Furthermore, it is important to use the right terminology: Career advice means giving information about external requirements, which almost anyone working in the same profession as the person seeking information is capable of doing. Career guidance is sharing targeted information to an individual or a group after having assessed, what they are looking for. Career counseling however is the process of discussing other perspectives and possible action planning, which can aid with career development, work-adjustment, work-dysfunction and integrations of different life roles. (Borgen, 2002, p. 331f)

2.1.   Theory of Circumscription, Compromise and Self-Creation

Gottfredson's theory of career development is rather recent. According to her, career choice is a result of a child's growing ability to understand occupational information, which is influenced by its age and intelligence. Gottfredson distinguishes between four developmental phases:

- Orientation to size and power: During this phase, the child comprehends, that carrying out a profession is reserved to grown-ups.

- Orientation to sex-roles: The child learns, that some occupations are perceived to be traditionally male, whereas others are perceived to be traditionally female.

- Orientation to social valuation: In this phase, the child begins to understand, that there are very prestigious professions but also some that are perceived to have a low social value.

- Orientation to the internal, unique self: The young adult starts to consider his or her own competences, areas of interest and beliefs. (Leong, 2008, pp. 123 f & Gottfredson, 2005, pp. 77-82)

During the second and the third phase, which take place between the ages of 6 to 13 years, the environment has a huge impact on the child's orientation. Only after that, the teenager is able to consider his or her own capabilities and applies them to the remaining pool of seemingly acceptable professions. (Leong, 2008, pp. 123 f & Gottfredson, 2005, pp. 77-82)

2.2.   Self-Concept Theory of Career Development

Super's self-concept theory is still widely accepted nowadays. The self-concept or the self-efficacy (compare SCCT; Lent et al., 2002, pp. 750-754) will be an integral part of the following chapters to explain some of the barriers, that women encounter when starting their career.

Super's theory suggests, that a person's career choice and development is the reflection of its self-concept and that it is developing and changing. The self-concept itself is the reflection of a person's self-image, which is influenced by multiple factors such as physical and mental growth, personal experiences and environmental characteristics and stimulation. (Super, 1990, pp. 289-293)

Alongside with the self-concept theory, Super introduced the life stage developmental framework with five stages. These can be especially helpful to understand, which influence factors need to be considered in the current stage of their career. The indicated age ranges are not fixed, as the speed of development depends on the individual person.

- Growth: The growth stage is the first life stage until the age of 14, where children develop their basic understandings and perceptions about school and work as well as habits and attitudes.

- Exploration: In this phase the teenager (ages 14-24) tries to select his or her future path. By going through three phases, namely the crystallization of career preferences, the specification of a career preference and finally the implementation of a career preference, the young adult narrows down the choices until one prevailing interest is left, where an education is achieved.

- Establishment: In this stage, the adult is between 25 and 44 years old. The individuals are entering the chosen profession and again they are undergoing several phases, which include adjusting to the organization, strengthening one's position in the company and finally striving to gain higher responsibilities.

- Maintenance (or management): The maintenance stage is characterized by the professional (ages 45-65) managing or maintaining the position they have achieved. This includes further educating themselves and performing their tasks in new ways.

- Disengagement or decline: At this final stage, the individual is aged over 65 years, which is when they decide to disengage from professional life and retire.

(Super, 1990, pp. 289-293)

2.3.   The Social Cognitive Career Theory

This theory has been developed by Lent, Brown and Hackett. They have developed different models and all of them have three variables in common: self-efficacy, outcome expectations and personal goals. (Leung, 2008, p. 125ff)

According to Lent, Brown and Hackett, self-efficacy relates to a person's self-image of its performance. (Lent et al., 2002, pp. 750-754) Bandura (1982) determined four factors influencing self-efficacy, which are performance accomplishments, vicarious learning through the observation of others, social and verbal persuasion and physiologically affective states. (Bandura, 1982, p. 126f) The self-efficacy beliefs of a person are directly influenced by the barriers, that they have to overcome, and it is therefore an important variable when looking at the career development process. (Swanson & Woitke, 1997, pp. 448-451)

The individual's outcome expectations are closely linked to self-efficacy, as they are gained through the same experience or information. (Leung, 2008, p. 125) Again, these expectations are influenced by barriers, which is why it is important to assess the likelihood of the barriers occurring and the degree to which they hinder the career progress, when assessing the career process. (Swanson & Woitke, 1997, p. 451)

When it comes to personal goals, the social cognitive career theory (SCCT) differentiates between choice content goals and performance goals. Based on the self-efficacy theory, the SCCT provides a framework to explain the development of career interest, career choice and performance. (Lent et al., 2002, pp. 750-754)

Counselors working with the SCCT can use some measures: First of all, they can empower their female clients by improving their self-efficacy beliefs. Secondly, the outcome expectations should be clearly discussed, also including possible barriers along the way. Thirdly, it is important that clients understand that barriers cannot easily be removed but that there are strategies and coping mechanisms to deal with them. By

providing women with training they can become more confident about facing the challenges in their career path. (Swanson & Woitke, 1997, p. 460)

2.4.   The Systems Theory Framework (STF)

The systems theory framework developed by Patton & McMahon (1999, 2006) serves to provide an integral view on career theory and helps to explain all the different influence factors on the individual.

There are three key systems, namely the individual system, the social system and the environmental-societal system, whereas each of them are influencing each other and it is not possible to look at them in an isolated way. The individual system is at the core of the STF, viewing the individual as a whole, including the elements gender, values, health, sexual orientation, disability, ability, interests, beliefs, skills, personality, world-of-work knowledge, age, self-concept, physical attributes, ethnicity and aptitudes. The social system is where the individual interacts with others, including groups such as family, peers, community groups, education institutions, media, and workplace. The environmental-societal system includes the factors political decisions, historical trends, employment market, geographic location, socioeconomic status and globalization. (Patton, 2008, p. 145)

Furthermore, there are three process influences in the STF, which include recursiveness, change over time and chance. Recursiveness describes, that the influences and dynamics are recurring regularly. Change over time, such as a person's non-linear career development, is also reflected in the STF. Lastly, chance covers the impossibility of predicting influences on the career, as troubles or opportunity will occur by chance. (Patton & McMahon, 2006, pp. 243-260)
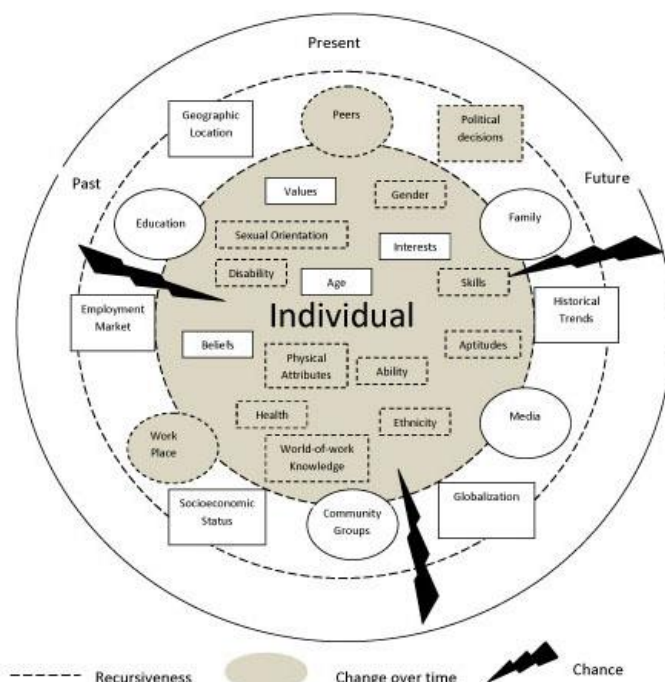

Figure 1: The Systems Theory Framework (Careers – in Theory, 2011)

3.   Career Related Challenges and Barriers

In this chapter challenges and influences on female careers will be discussed. These challenges cannot be viewed individually, as they are usually influenced by or linked with each other. Some of the barriers might only occur later on in the career and not at the very beginning, it may however be helpful to consider them early on.

Barriers can be distinguished as self-concept or internal as well as environmental or external barriers. (Farmer, 1997, p. 361f; O'Leary, 1974, p. 809) In other words, they can relate to a person's characteristics or they can be created by the external environment. Again, a clear distinction between external or internal challenge is not always possible to make, as there might be self-concept and environmental components to it.

3.1.   Early Gender Role-Orientation

One of the limiting factors for women are the socialized barriers regarding traditionally male-oriented occupations and traditionally female-oriented occupations. (Betz & Hackett, 1997, p. 386) Children learn at a very young age, which professions are masculine, and which are feminine, which narrows down their pool of possible occupations. (Gottfredson, 2005, pp. 77-82)

Also, Farmer (1997) found out, that the career aspirations of girls decrease when they grow up and mature. According to her, "sex role socialization processes affect beliefs, attitudes and self-concepts which, in turn, affect motivation, organizational identities and behaviors, especially for women". (Farmer, 1997, p. 360) So while men are pursuing their goals, women limit themselves due to their perceived duties, which is linked to the multiple-roles concern.

3.2.   Multiple Roles

Nowadays, even though women do not have to choose anymore between a family and a career, they still consider their role as a mother and primary home keeper when planning their career. Having to fulfill more than one role, leads women to set priorities and therefore also has a huge influence on the career development. (Betz, 1994, p. 59 f)

According to the preference theory three lifestyle preferences can be distinguished: Adaptive women combine professional and personal aspirations, setting more or less equal priorities both on their work lives and family lives. They form by far

the largest preference group. Work-centered women are focusing highly on their education and they are pursuing their career goals. They form a rather small group, opposite to work-centered men, who form the largest male preference group. The reason for that is, that in general men do not consider their role in the family as much as women do and can therefore stay competitive even with a family. On the other hand, few women are willing to prioritize their career in the same way. The third group are home-centered women, whose group size is equally small to the work-centered women's. After marriage they prefer to stay at home with the family, only working when financially necessary. (Hakim, 2000b, pp. 193-222)

The lifestyle preference has an influence on multiple factors in women's lives such as their family planning, their employment pattern, so whether they choose to work full-time or part-time and whether they pursue a career or a job and it also affects women's openness and willingness to adapt to the rules of the public, the employer and also their social and economic environment. (Hakim, 2000b, pp. 193-222)

3.3.   Educational Background

Sells (1982) stresses the importance of mathematics in a working world, where technology is becoming more and more vital. (Sells, 1982, p. 7) There are very few occupational fields, where the math background has little importance. From a counseling perspective it is therefore essential, that girls and young women are equally supported as boys in the educational system.

Freeman's null environment (1979) is defined as an environment, that neither supports nor demoralizes its individuals. Freeman has found, that in an academic setting, women have been especially ignored when they have pursued traditionally male careers, thereby discriminating women. The women, who have succeeded in pursuing their career goals, did so by showing stronger commitment during the education. (Freeman, 1979, p. 217f)

3.4.   Self-Efficacy and Outcome Expectations

These two variables have been discussed earlier in the social cognitive career theory (SCCT). According to Bandura (1997) a person's self-efficacy beliefs lead to at least three consequences: "approach versus avoidance behavior, quality of performance of behaviors in the target domain and persistence in the face of obstacles or disconfirming experiences." (Denmark & Paludi, 2017, p. 288) In other words, low self-efficacy expectations lead to avoidance of a situation, low-quality outcomes and quitting

when faced with barriers. High self-concept perceptions on the other hand make people proactively approach difficulties and withstand failures.

Women are significantly less confident in their abilities in technical and scientific areas and have higher confidence in themselves when it comes to social areas. Betz and Hackett (1997) have found that even though college women and men had the same abilities, female students scored lower in their self-perceived competencies when it comes to mathematics. This lower self-efficacy in turn also influences the choice of career, where women limit themselves and are a lot less likely to choose a non-traditional field. (Betz & Hackett, 1997, p. 388ff)

3.5. Inequities at the Workplace

There are many initiatives put in place in order to raise women's promotion to top-management positions and to recruit them into male-dominated fields. Two of the ways to do that is to introduce quotas and to create family-friendly policies. There is however research, that indicates, that these policies worsen gender-equality at the workplace and also produce the glass ceiling, which is a metaphorical yet existing barrier to women, who would like to rise to top-management positions. (Hakim, 2006) Some barriers for women at the workplace are discussed in the following in further detail.

Anti-discrimination legislation may have reduced **occupational segregation**, yet there is bias. Horizontal segregation describes, that women are employed more easily in some areas, which are for example the health care industry and have more difficulties entering traditionally male domains such as the construction industry. Vertical segregation relates to the tendency, that women with the same level and quality of education enter companies at lower positions than their male colleagues. (Bimrose, 2008, p. 381f) According to a report published by the European Commission regarding gender equality, horizontal segregation is also the second biggest factor of the gender pay gap. (European Commission, 2018, p. 21)

The average **gender pay gap** in the EU is 16,2 %, whereas Romania, Italy, Luxembourg and Belgium have the lowest rates (between 5 and 7 %) and Austria, the UK, Germany, the Czech Republic and Estonia have the highest rates ranging from 20 % to 25 %. (European Commission, 2018)

Factors influencing the gender pay gap are:

- Traditionally female industries such as the educational sector or the retail sector are often not as well paid as others and leading positions, which are well paid, are largely occupied by men.

- Women are in general in charge of unpaid tasks, such as household work and caring for the family, which leads them to not follow a paid job at all or to work only part-time. Part-time jobs only generate lower incomes than full-time ones. Also, the time that women take off work influences the future earnings and pensions.

- Even though pay discrimination is illegal in the EU, it still adds to the gender pay gap.

(European Commission, 2018)

The assumption, that occupational segregation is one of the reasons for the gender pay gap, is however challenged by Hakim, who claims, that this link is coincidental, as "the two are independent social developments or constructions". (Hakim, 2006, p. 281) Furthermore, raising the female employment rates in order to reduce the gender pay gap is according to her not feasible, as the European countries with the lowest female employment rates also tend to have lower pay gaps. (Hakim, 2006, p.281)

Women often experience a **lack of mentorship** in the workplace, as female role models are in some fields not very common or available. Having a mentor in the workplace increases self-confidence, job satisfaction and also the salaries and benefits, it helps to avoid difficulties and it is helpful regarding promotions. (Sosik & Godshalk, 2000, p. 366ff)

Sexual harassment is one of the factors leading to occupational segregation. It may be part of the reason why women are hesitant in entering traditionally male fields or why they are leaving them sooner. (Bimrose, 2008, p. 382)

Many companies nowadays have **organizational cultures and regulations** set in place, which aim to reduce gender bias and inequities at the workplace. Even though they mean well, these efforts sometimes do not show the desired results. Tinsley and Ely (HBR, 2018) argue, that there are almost no differences in negotiation skills, confidence levels and the propensity to take risks between men and women, yet these factors are often used to justify, why women are not ready for leadership positions and

promotions. The key to solving this bias is to look for the details. According to the authors, one particular factor influencing the above-mentioned skills is the access to information. To women, for example, informal relationships and networks are less meaningful, which is where men seemingly receive a lot of information that they can successfully use in the following negotiation. An experiment also showed, that when a group is challenged to rethink gender stereotypes, their feedback is more constructive, and more focused on individual performance problems. (Tinsley & Ely, 2018)

In another HBR article, the term **second-generation bias** is used to explain, why women fail to get promotions and are still underrepresented in top-management positions. "The bias erects powerful but subtle and often invisible barriers for women that arise from cultural assumptions and organizational structures, practices, and patterns of interaction that inadvertently benefit men while putting women at a disadvantage." (Ibarra et al., 2013)

One of the reasons for this bias is a lack of female role models. Also, career paths, that lead to senior promotions, have been undergone traditionally by men. However, it is questionable, whether undergoing a certain career path guarantees the skillset necessary to be a leader. Furthermore, some types of work such as closing a deal are viewed to be more deserved to be rewarded than others, such as building a team, nevertheless having the same importance in a company. Another factor is, that people have the tendency to surround themselves with others of the same gender, leading to women having a smaller informal network than men. (Ibarra et al., 2013)

As mentioned before, the lack of mentorships and a smaller network puts women at a disadvantage when it comes to promotions. Lastly, double standards apply to women in leadership positions: If they show a feminine leadership style, they may be liked but not respected and vice versa, if they demonstrate masculine traits, they may be given the respect but not the goodwill. (Ibarra, Ely & Kolb, 2013)

Some of the above-mentioned barriers might be well in the future in the career of female graduates. As they are however socialized, these obstacles might be reason enough for some women not to enter a non-traditional field or profession.

4.   Recommendations, Interventions and Good-Practice Examples

In the following, recommendations to counselors and helpful interventions will be presented, that show, how women can benefit from career counseling services In addition, good-practice examples of organizations and companies in the EU will be given, who have found new and innovative solutions to tackle the challenges mentioned above. Even though some of the measures are not directly aimed at female graduates, they might have an effect on future ones or be helpful to women in other ways.

4.1.   Recommendations for Counselors

In order to support women in the most effective way, it is necessary that the counselor has knowledge about appropriate counseling practices. (Worell, 1980, p. 482) In order to do that, the counselor needs to understand the unique characteristics of a person but also understand constraints, that might limit that person from using their full potential. Many researchers in the field of career development agree upon the fact, that women need adapted counseling due to barriers mostly affecting them. By acknowledging these barriers, the counselor can find out, whether all career options have been appropriately considered and help the counselee make a sound choice. (Swanson & Woitke, 1997, p. 443 f) Furthermore, the professional should be careful with applying career assessment tools, as these might include gender bias. (Coogan & Chen, 2007, p. 202)

The changing context of the workplace also challenges career counselors to stay up to date. They should have extensive knowledge about trends in the labor market, which could help female clients identify new and non-traditional ways of working. As an example, they should possess information that might be relevant to the client like information about flexible working systems or support resources such as child-care facilities. (Coogan & Chen, 2007, pp. 198-199)

According to Whiston (2002) career interventions are most effective when delivered through individual sessions and career classes. Also, Brown and Ryan Krane (2000) argue, that five factors are critical to the success of a counseling method, which are written exercises, individualized interpretations, occupational information, modelling and attention to building support. (Whiston & Buck, 2008, p. 680) These methods are a mix of self-reflection and coaching.

Furthermore, the career services usually offered by professional counselors include specific training regarding employment opportunities as well as job search skills. Even though these seem to be the most efficient practices, they neglect many other major factors mentioned in the major theories, resulting in limited career guidance to the individual. Therefore, extensive training needs to be provided to career counselors, so that they are able to deliver appropriate counseling services. (Niles & Karajic, 2008, p. 363-364)

4.2.   Helpful Interventions

The actual intervention should start at a very young age: Parents as well as kindergarten and schoolteachers should teach the children from a very young age on, that they can choose their future profession regardless of social norms and stereotypes. Achieving gender equality in STEM as well as traditionally female industries can also have significant advantages for the EU economy, as it creates jobs and increases GDP per capita. (EIGE, 2017)

Another way of assisting women in the career development, is making them aware of the existing gender socialization. By addressing this issue, women can choose to rethink their career decisions and identify their strength regardless of myths and stereotypes. (Cook et al, 2002, p. 298) Another idea would be to help women improve their self-efficacy, by empowering them to master their career development proactively. (Coogan & Chen, 2007, p. 200)

Encouraging women and guiding them in case of a null environment, can help them pull through difficult settings in traditionally male dominated studies and careers. (Betz, 1989, pp. 142-143) Also, it may be helpful if counselors prepared them for the reality of the workplace as well as taught them strategies how to deal with obstacles along the way (Brown & Brooks, 1990, p. 499f).

Aiding women in balancing and prioritizing their different life roles can take pressure off them, as they can learn, that an optimal balance between the roles is hardly possible. By guiding the reflection on the importance of each of the roles and also providing coping mechanisms, the counselors can assist their female clients with the integration of these roles in the career process. (Gysbers, Heppner & Johnston, 2014)

The counselor is especially important, when the clients are unsure about their professional future to aid and advise them. In the pure career implementation process, which consists of two phases, the individual is seeking to get a job. During the search, the individuals select their professional opportunities, whereas persuasion describes how they manage to secure a certain position. In the implementation of a career choice, counselors can support their clients by giving assistance if for example the client is feeling uncomfortable in social situations, such as job interviews. Also, negotiation and communication skills can be enhanced. On top of that, the counselor can motivate the client to keep searching actively, especially when setbacks occur. (Jome & Phillips, 2005, pp. 466-478)

4.3.   Good Practices from the Public Sector

Regarding family responsibilities, the German government has implemented a measure, which should help women staying in the labor market after having a child and it also aims at distributing parental responsibilities more evenly. This goal should be achieved by giving both of the parents the possibility to work part-time between 25 and 30 hours per week and aiding them financially through the Parental Allowance Plus (Elterngeld Plus) and the Partnership Bonus (Partnerschaftsbonus). (European Commission, 2018, p. 13)

Another good example for supporting families, where both parents are working, has been established in Malta, where every child can be put into childcare facilities free of charge, as long as the parents are working or enrolled in an educational programme. (European Commission, 2018, p. 14)

When it comes to the gender pay gap, two measures have been put into place by the government in Germany and the UK in order to create more transparency. In Germany, large companies with more than 200 employees need to give information to employees upon request, regarding the median monthly salary of at least six employees of the other gender who are carrying out the same or equal work. If the company has more than 500 employees it is furthermore necessary to conduct regular pay reviews to ensure equal pay, the results need to be published to the employees and the works council. In the UK, companies with more than 250 employees are obliged to publish figures such as the mean and the median gender pay gap, the mean and the median bonus gap, the bonus proportions and quartile pay bands. This measure will create more

transparency, as it includes almost half of the British labor force. (European Commission, 2018, p. 20)

In order to create more gender equality, the Estonian government has changed the career counseling system from August 2017 on. By educating and training career counselors to consider gender aspects, they aim to reduce gender stereotypes. One pilot-programme working with young adults has already been supported by the Ministry of Social Affairs. (European Commission, 2018, p. 21)

4.4.   Good Practices from the Private Sector

In Bulgaria, there is a large number of career guidance and counseling services available especially to children and young adults. (Prometheus Project, 2014, pp. 29-59). One of these services is called "Empatia". It aids young people in finding their future professional direction, by giving out-of-school training sessions. There, the adolescents can think about their competences and motives, and they also have the possibility to interview professionals in order to find their career match. Furthermore, they also identify barriers to their choice and are given suggestions on how to handle these. The children's parents also receive counseling as to how they can ideally offer support. For students and graduates, there are seminars held, which aim to improve their self-awareness and career management skills. Also, individual consultations are available. (Prometheus Project, 2014, p. 31)

It is interesting to see, that in this case, some of the recommendations regarding career counseling for women are met. Even though the service is gender-neutral, the adolescents have the chance to find out about their own strengths and weaknesses and they are also given guidance on how to deal with difficulties along the way.

The career event "Broadening Horizons" has been held in the UK at an all-girls-school and the target group have been girls aged 12 and 13. The goal was to provide them with information about non-traditionally female professions over the course of three days. The event included a counseling session with a career advisor, a small job fair with different companies presenting jobs in STEM, digital industries, construction and more. It concluded with the girl's presentations about one of the exhibitors and how that particular company or industry would match their skills. "Broadening Horizons" has been a big success according to the organizational team, as the girls had the possibility to

experience professions, they had not considered for their future direction up until that day. (Prometheus Project, 2014, p. 106)

The initiative #futurefactory by ABZ Austria is specifically targeting young women between the ages of 21 to 25. In courses, career orientation and application trainings are offered also considering non-traditional professions. Furthermore, individual coaching is provided in order to establish strengths and interests. The aim of this service is to create a safe environment for women, where they can renew or deepen knowledge gained at school or at university and where they can test their skills in internships and try-out days. (ABZ Austria, 2019)

Privately owned companies in Europe are very much aware of gender and diversity topics. Research shows, that diversity in the team is linked to company's showing a better financial performance. (Hunt, Layton & Prince, 2015) Relating to that, the terms positive discrimination or affirmative action describe the phenomenon, that organizations actively hire or promote persons from groups, which are underrepresented in the institution, such as women or ethnic minorities. This practice remains illegal in some EU countries, whereas positive action is allowed, which is when companies specifically address and encourage women to apply for certain positions. (The Week, 2019)

One of many multinational companies making use of the positive action is the Boston Consulting Group. Their initiative Women@BCG is promoting the female workforce through sharing success stories and providing information about possible career pathways. (Boston Consulting Group, 2019)

5. Analysis of Career Centers

In the following, career centers at universities in the European Union will be analyzed. The focus is on finding guidance and counseling services, that are specifically aimed at female students and graduates. Furthermore, the existing offer of services by career centers will be presented.

This analysis of career centers of universities or universities of applied sciences throughout the EU is based on online research. The institutions have been randomly chosen, it therefore needs to be noted, that the findings are coincidental and that no empirical evidence can be drawn from them.

The following institutions have been included in this research:

- AARRESAARI Career Services, Finland
- ISCTE Business School, Portugal
- KEDGE Business School, France
- Tallinn University, Estonia
- University Koblenz | Landau, Germany
- University of Applied Sciences – FH JOANNEUM, Austria
- University of Ljubljana, Slovenia
- University of Oxford, United Kingdom
- Varna University of Management, Bulgaria
- VIA University College, Denmark

Most career centers of universities in the EU provide more or less the same services to all students. In general, they do have a job platform, where companies can post job offers or promote recruiting events and conferences. Furthermore, the career centers offer workshops and information material about writing a good application, CV-checks and the right use of social media, for example LinkedIn, which are all useful tools for the application process. In some cases, it is possible to make an appointment and to receive individual sessions, where application documents can be reviewed. Few universities also offer the opportunity to receive career counseling by professionally trained personnel.

As far as the career centers of universities are concerned, in most cases it was not possible to find information online about which measures are taken to specifically support female clients. It is however possible, that some institutions simply do not publish

this information online. After a quick research contacting the career center of KEDGE Business School in France, the head of the programme indicated, that the services they provided were the same for all students and not adapted to gender. She did add however, that offering programmes especially to women might be something to think about for the future design of the services. (Pelletier, E-Mail, 2019)

Here are some of the few universities found, that provide career services specifically to women:

- The University of Koblenz | Landau actually has a women career center. The offer is quite similar to the one of regular career centers, including assistance with applications, networking events and individual coaching. Furthermore, they provide information specifically for female students in the studies of humanities, social sciences and education as well as the studies of the STEM subjects. It needs to be noted, that the women career center is funded as part of the "Programm für mehr Teilhabe von Frauen in der Wissenschaft", which translates to "programme for the participation of more women in sciences" and it is designed by the Ministry of Science, Education and Culture of the German region Rheinland-Pfalz in order to promote the quota of women in scientific careers. (University of Koblenz | Landau, 2019)

- The Vienna University of Economics and Business is offering a programme for female scientists, who are pursuing an academic and scientific career. They are aided through group coaching, mentorship programmes and individual coaching. (WU Wien, 2019)

- The University of Cologne has a female career programme. On the one hand, this programme provides female students with study and job planning services and on the other hand, they can receive support for their career in and outside of academia. On top of that, lectures are regularly held regarding career strategies for women, where not only faculty members but also guests are welcome to attend. The University of Cologne also indicates, that they put a special focus on the gender and diversity awareness of the trainers and coaches, that they work with. (University of Cologne, 2019)

Even though there are some programmes supporting women pursuing a career in and out of academia offered by universities, it has not been possible to find out how or whether career centers differentiate between men and women in their service offer. In

the following there are some hypothetical explanations for that, as it was not possible to find relevant literature:

- It seems possible, that there is a lack of demand for counseling services at university, as the students have already made a rather narrow choice regarding their future career.
- Universities' gender-equality-policies might restrict them from developing gender-targeted career services. On top of that, the risk might be high, that stereotypical or biased offers would be created.
- As mentioned before, the career centers focus on simplifying the internship and job search for the students, providing them with information about application processes and more. Possibly, other services such as individual counseling are not offered, as they might be lacking the financial and/or human resources to provide expert-counseling to students.

Outside of formal educational institutions, there is a large selection of independent professionals and institutions providing career counseling services targeting women and therefore also female students and graduates. As they are usually not publicly funded, these services tend to be rather costly, which puts them at a competitive disadvantage especially when offered to female students and graduates, as they might not have the means to spend on individual career guidance.

It can be concluded, that most universities offer career advice and career guidance, they find it however difficult to also provide career counseling. Whether this is due to a lack of demand, cost reasons or gender-equality policies cannot be determined at this point.

6. Career Counseling in the Future

Career counseling will keep evolving due to factors such as the advancement in research and theories and also due to changes in the educational system as well as in the economy.

Brown (2006) discusses the importance of cultural sensitivity in the existing career development theories. According to him, whereas the major theories are fairly well established, there is still a lack of the cultural component in the theories. Only the postmodern career theories such as the Contextual Action Theory developed by Young, Valach and Colling appear to successfully include cultural differences. As the traditional theories do not consider culture as much, there might still be a development related to that. (Brown, S. D., 2002, pp. 510-514)

Forces driving the working world are also making career counseling more and more complex. Globalization, corporate downsizing, advancements in technology and the increase of diversity in the labor force represent some of the changes in today's occupational environment. (Niles & Karajic, 2008, p. 355 & Lee & Johnston, 2001, p. 177) This creates more uncertainty but also translates to a higher focus on self-management and life-long-learning (Hall, 2002, p. 36)

Gysbers et al. (2014) suggest, that the role of the career counselor in the future will be much similar to the role of a psychological therapist. In order to do that, there should be a focus on psychological processes and relationship-building between the counselor and the client. (Gysbers, Heppner & Johnston, 2014)

Interpersonal skills and emotional intelligence are critical success factors in today's working world. As argued by Hall (2002), these skills are especially important for career development when it comes to teamwork. (Hall, 2002, p. 15f) Goleman (1998) considers social competence such as empathy and social skills as well as personal competences such as self-awareness, self-regulation and motivation, to be even more important than cognitive abilities. (Goleman, 1998, p. 11ff) So training these skills might also become a bigger topic in the application of career counseling services.

7. Conclusion

There exists extensive research in the field of career counseling. Many of the major theories serve to explain what factors and circumstances are influencing the career path. Whereas some theories such as Gottfredson's theory are gender neutral, the preference theory by Hakim specifically addresses women. Others, such as the systems theory framework by Patton & McMahon provide an integral view on career theory, where gender is one factor to consider.

What some theories agree upon, is that the early-gender role and multiple role orientation alongside with the educational background can create an environment, where women are less confident in their own abilities than men, which also effects their actual performance. Other barriers are to be found at the workplace, where women receive less mentorship and the pay is unequal. Even though companies are creating more work-friendly environments for women, it is questionable, whether this serves the purpose or whether it creates an even higher gender-inequality, as indicated by research.

In order to overcome many of these obstacles, professional counseling is recommended by professionals, who have the skills and knowledge about relevant theories and the current situation in the labor market. There are also many programmes that support women of all age-groups and also the legislation in various EU countries creates a beneficial environment for women in the working-world. Furthermore, as many companies have understood the importance of diversity, they are creating better working conditions in order to attract women.

Career centers of universities in the European Union mostly provide job platforms to their students and assistance with the career start such as application trainings. There is however a significant lack of individual training or services specifically aimed at women, which would be most beneficial for them in case of uncertainties. The few programmes, that have been found, have been created by universities for their female students and they are programmes supporting women in STEM and academic as well as scientific careers. Outside of formal educational institutions, there is a large selection of independent professionals providing career counseling services. These are however not funded and tend to be rather costly.

As this bachelor's thesis is a pure literature review, it is difficult to generalize findings regarding the offer of career centers. As the choice of analyzed universities was random, the conclusion, that universities' career centers in the EU do not provide appropriate individual training and services for women might be coincidental. This might

however be an interesting topic to do further research about. Furthermore, the target group "women" is still very general, as there are many subgroups based on ethnicity, religious beliefs, etc. Because of that, the findings in this report still need to be viewed in the specific situations and the respective cultural context.

List of References

Aarresaari. (2019). Career Services Network of Finnish Universities. Retrieved May 21, 2019, from https://www.aarresaari.net/home

ABZ Austria. (2019). #futurefactory. Retrieved June 5, 2019, from http://www.abzaustria.at/angebote-projekte/futurefactory

Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2005). *Essential elements of career counseling: Processes and techniques.* Upper Saddle River, NJ: Pearson Education.

Arulmani, G., Bakshi, A. J., Leong, F. T. L., & Watts, A. G. (Eds.). (2014). *Handbook of Career Development - International Perspectives* (1st ed.). Springer Verlag - New York. https://doi.org/10.1080/03069885.2015.1036230

Athanasou, J. A., & Van Esbroeck, R. (Eds.). (2008). *International Handbook of Career Guidance* (1st ed.). Springer Netherlands. https://doi.org/10.1007/978-1-4020-6230-8

Bandura, A. (1982). The self and mechanisms of agency. In J. Suls (Ed.), *Psychological perspectives on the self* (pp. 3–39). Hillsdale, NJ: Erlbaum.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York, NY: W H Freeman/Times Books/ Henry Holt & Co.

Betz, N. E. (1989). The null environment and women's career development. *The Counseling Psychologist*, *17*, 136–144.

Betz, N. E. (2006). Basic Issues and Concepts in the Career Development and Counseling of Women. In W. B. Walsh & M. J. Heppner (Eds.), *Contemporary topics in vocational psychology. Handbook of career counseling for women* (pp. 45–79). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Betz, N. E., & Hackett, G. (1997). Applications of self-efficacy theory to the career assessment of women. *Journal of Career Assessment*, *5*(4), 383–402. https://doi.org/http://dx.doi.org/10.1177/106907279700500402

Bimrose, J. (2008). Guidance for Girls and Women. In J. R. Athanasou & R. Van Esbroeck (Eds.), *International Handbook of Career Guidance.* Springer, Dordrecht.

Borgen, W. A. (2002). Youth Counselling and Career Guidance: What Adolescents are Telling Us. Retrieved June 5, 2019, from http://www.forschungsnetzwerk.at/downloadpub/borgen2002_guidance2002.pdf

Boston Consulting Group. (2019). Women@BCG. Retrieved June 5, 2019, from

https://www.bcg.com/de-at/careers/women-at-bcg/default.aspx

Brown, D., & Brooks, L. (1990). *Career choice and development: Applying contemporary theories to practice* (2nd ed.). San Francisco: Jossey-Bass.

Brown, Duane. (2002). *Career Choice and Development* (4th ed.). Jossey-Bass.

Career Research. (2019a). Circumscription and Compromise Theory. Retrieved May 26, 2019, from http://career.iresearchnet.com/career-development/circumscription-and-compromise-theory/

Career Research. (2019b). Super's Career Development Theory. Retrieved May 26, 2019, from http://career.iresearchnet.com/career-development/supers-career-development-theory/

Careers - in Theory. (2011). One theory to rule them all? Retrieved May 26, 2019 from https://careersintheory.wordpress.com/2011/03/21/one-theory-to-rule-them-all-2/

Chope, R. C. (2011). Career Counseling. In *The Oxford Handbook of Counseling Psychology* (pp. 1–45). https://doi.org/10.1093/oxfordhb/9780195342314.013.0021

Cohen-Scali, V., Rossier, J., & Nota, L. (2018). *New Perspectives on Career Counseling and Guidance in Europe*. Springer.

Concept of Guidance. (n.d.).

Coogan, P. A., & Chen, C. P. (2007). Career development and counselling for women: Connecting theories to practice. *Counselling Psychology Quarterly*, *20*(2), 191–204. https://doi.org/10.1080/09515070701391171

Denmark, F. L., & Paludi, M. A. (2017). *Psychology of Women: A Handbook of Issues and Theories* (3rd ed.). ABC-CLIO, LLC.

EIGE. (2017). Education is key for breaking gender stereotypes. Retrieved May 28, 2019, from https://eige.europa.eu/news/education-key-breaking-gender-stereotypes

European Commission. (2018a). *Report on equality between women and men in the EU*. https://doi.org/10.2838/21655

European Commission. (2018b). The gender pay gap in the European Union. Retrieved May 25, 2019, from https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/equal-pay/gender-pay-gap-situation-eu_en

European Commission. (2019). New Skills Agenda for Europe. Retrieved May 26, 2019, from https://ec.europa.eu/social/main.jsp?catId=1223&langId=en

Farmer, H. S. (1976). What Inhibits Achievement and Career Motivation in Women?

Journal   of   Contemporary   Ethnography,   6(2),   12–15.
https://doi.org/10.1177/001100007600600204

Farmer, H. S. (1997). Women's motivation related to mastery, career salience, and career aspiration: A multivariate model focusing on the effects of sex role socialization. *Journal of Career Assessment, 5*(4), 355–381. https://doi.org/10.1177/106907279700500401

FH JOANNEUM. (2019). Career Center. Retrieved May 21, 2019, from https://www.fh-joanneum.at/hochschule/services/career-center/

Fitzgerald, L. F., & Crites, J. O. (1979). Career Counseling for Women. *The Counseling Psychologist, 8*(1), 33–34. https://doi.org/10.1177/001100007900800122

Freeman, J. (1979). How to discriminate against women without really trying. In *Women: A feminist perspective* (2nd ed., pp. 194–208). Palo Alto, CA: Mayfield.

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.

Goswami, D. (n.d.). *Educational Counseling and Guidance in Indian Context*. University of Delhi.

Gottfredson, L. S. (2002). Gottfredson's theory of circumscription, compromise, and self-creation. In D. Brown (Ed.), *Career choice and development* (4th ed., pp. 85–148). San Francisco, CA: Jossey-Bass.

Gottfredson, L. S. (2005). Applying Gottfredson's theory of circumscription and compromise in career guidance and counseling. In S. D. Brown & R. T. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 71–100). Hoboken, NJ: Wiley.

Grühn, D., & Jörns, S. (2004). *Career Service Netzwerke in Europa und den USA*.

Gysbers, N., Heppner, M., & Johnston, J. (2014). *Career Counseling: Holism, Diversity and Strenghts* (4th ed.). Wiley.

Hackett, G. (1997). Promise and Problems in Theory and Research on Women's Career Development: Comment on Lucas (1997), Richie et al. (1997), McCracken and Weitzman (1997), Rainey and Borders (1997), and Schaefers, Epperson, and Nauta (1997). *Journal of Counseling Psychology, 44*(2), 184–188. https://doi.org/10.1037/0022-0167.44.2.184

Hakim, C. (2000). *Work-lifestyle choices in the 21st century: Preference theory*. UK.

Hakim, C. (2002). Lifestyle Preferences as Determinants of Women's Differentiated Labor Market Careers. *Work and Occupations, 29*(4), 428–459.

https://doi.org/10.1177/073088802237558

Hakim, C. (2006). Women, careers, and work-life preferences. *British Journal of Guidance and Counselling*, *34*(3), 279–294. https://doi.org/10.1080/03069880600769118

Hall, D. T. (2002). *Careers In and Out of Organizations*. SAGE.

Ibarra, H., Ely, R. J., & Kolb, D. M. (2013). Women Rising: The Unseen Barriers. *Harvard Business Review*.

ISCTE Business School. (2019). Career Services. Retrieved May 21, 2019, from http://ibs.iscte-iul.pt/en/prospective-students/study-at-iscte-business-school/career-services-study

Jome, L. M., & Phillips, S. D. (2005). Counseling for Choice Implementation. In S. D. Brown & R. Lent (Eds.), *Career development and counseling: Putting theory and research to work*. Wiley.

KEDGE Business School. (2019). Career Center. Retrieved May 21, 2019, from https://student.kedge.edu/student-services/professional-and-personal-development/career-center

Lee, F. K., & Johnston, J. A. (2001). Innovations in Career Counseling. *Journal of Career Development*, *27*(3), 177–185.

Lent, R., Brown, S. D., & Hackett, G. (2002). Social cognitive career theory. In D. Brown and Associate (Ed.), *Career choice and development* (4th ed., pp. 255–311). San Francisco, CA: Jossey-Bass.

Leung, S. A. (2008). The Big Five Career Theories. In *International Handbook of Career Guidance* (pp. 115–132). Springer.

McCracken, R. S., & Weitzman, L. M. (1997). Relationship of personal agency, problem-solving appraisal and traditionality of career choice to women's attitudes toward multiple role planning. *Journal of Counseling Psychology*, *44*, 149–159.

Meaning of Guidance, Need for Guidance and its Scope in India, Aims of Guidance. (n.d.).

Möller, H. (2005). Stolpersteine weiblicher Karrieren - Was Frauen hindert, erfolgreich zu sein. *Organisationsberatung, Supervision, Coaching*, *12*(4), 333–343. https://doi.org/10.1007/s11613-005-0120-8

Niles, S. G., & Karajic, A. (2008). Training Career Practitioners in the 21st Century. In *International Handbook of Career Guidance* (pp. 355–374). Springer.

O'Leary, V. E. (1974). Some attitudinal barriers to occupational aspirations in women. *Psychological Bulletin*, *81*(11), 809–826.O'Neil, D. A., Hopkins, M. M., & Bilimoria, D. (2008). Women's Careers at the Start of the 21st Century: Patterns and Paradoxes. *Journal of Business Ethics*, *80*(4), 727–743. https://doi.org/10.1007/s10551-007-9465-6

OECD. (2019). Gender Wage Gap. https://doi.org/10.1787/7cee77aa-en

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

Patton, Wendy. (2008). Recent Developments in Career Theories: The Influences of Constructivism and Convergence. In *International Handbook of Career Guidance* (pp. 133–156). Springer.

Patton, Wendy, & McMahon, M. (2006). *Career development and systems theory: Connecting theory and practice* (2nd ed.). Rotterdam, The Netherlands: Sense Publishers.

Peake, A., & Harris, K. L. (2002). Young adults' attitudes toward multiple role planning: The influence of gender, career traditionality, and marriage plans. *Journal of Vocational Behavior*, *60*(3), 405–421. https://doi.org/10.1006/jvbe.2001.1840

Pelletier, S. (2019). Personal communication. KEDGE Business School.

Prometheus Project. (2014). *100 + Enlightenment Best Practices*.

Rainey, L. M., & Borders, L. D. A. (1997). Influential Factors in Career Orientation and Career Aspiration of Early Adolescent Girls, *44*(2), 160–172.

Richard, G. V. (2005). International best practices in career development: Review of the literature. *International Journal for Educational and Vocational Guidance*, *5*(2), 189–201.

Russell, J. E. (1994). Career counseling for women in management. In W. B. Walsh & S. H. Osipow (Eds.), *Career counseling for women* (pp. 263–326). Hillsdale, NJ: Lawrence Erlbaum Associates Publishers.

Sosik, J. J., & Godshalk, V. M. (2000). Leadership styles, mentoring functions received and job-related stress: a conceptual model and preliminary study. *Journal of Organizational Behavior*, *21*(4), 365–390.

Super, D. E. (1990). A life-span approach to career development. In D. Brown & L. Brooks (Eds.), *Career choice and development: applying contemporary theories to practice* (Vol. 298, pp. 282–298). CA: Jossey-Bass.

Swanson, J. L., & Woitke, M. B. (1997). Theory Into Practice in Career Assessment for Women: Assessment and Interventions Regarding Perceived Career Barriers. *Journal of Career Assessment*, *5*(4), 443–462. https://doi.org/10.1177/106907279700500405

Tallinn University. (2019). Career and Counselling Centre. Retrieved May 21, 2019, from https://www.tlu.ee/en/taxonomy/term/91/career-and-counselling-centre

Tencer, D. (2017). 85 % of Jobs That Will Exist In 2030 Haven't Been Invented Yet: Dell. *The Huffington Post*. Retrieved from https://www.huffingtonpost.ca/2017/07/14/85-of-jobs-that-will-exist-in-2030-haven-t-been-invented-yet-d_a_23030098/?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLm NvbS8&guce_referrer_sig=AQAAALPZmjjzCG3MgMIJ0fvbFnXqODMBR7xKHhB0 f2E4YGRYGpV0CUbvFHSoea

The Week. (2019). What is positive discrimination and does it solve inequality. Retrieved from https://www.theweek.co.uk/99791/what-is-positive-discrimination-and-does-it-solve-inequality

Tinsley, C. H., & Ely, R. J. (2018). What Most People Get Wrong About Men and Women. *Harvard Business Review*.

University Koblenz | Landau. (2019). Women Career Center. Retrieved May 21, 2019, from https://www.uni-koblenz-landau.de/de/womencareer

University of Cologne. (2019). Female Career Program. Retrieved May 26, 2019, from https://verwaltung.uni-koeln.de/abteilung43/content/career_development/female_career_center/index_e ng.html

University of Ljubljana. (2019). Career Centres.

University of Oxford. (2019). Career Center. Retrieved May 21, 2019, from https://www.careers.ox.ac.uk/

Varna University of Management. (2019). Career Centre. Retrieved May 21, 2019, from https://vum.bg/career-centre/

VIA University College. (2019). Career Service Centre. Retrieved May 21, 2019, from https://en.via.dk/programmes/student-life/campus-horsens/career-service-centre

Vij, S. (2014). Counselling and Education : An Integrated Approach. *International Journal of English Language, Literature and Humanities*, *2*(3).

Watts, A. G., & Sultana, R. G. (2004). Career guidance policies in 37 countries: Contrasts and common themes. *International Journal for Educational and Vocational*

Guidance, *4*(2–3), 105–122.

Whiston, S. C., & Buck, I. M. (2008). Evaluation of Career Guidance Programs. In *International Handbook of Career Guidance* (pp. 677–694). Springer.

Worell, J. (1980). New Directions in Counselling Women. *The Personnel and Guidance Journal*, 477–4834. https://doi.org/10.4324/9780203435212

WU Wien. (2019). Career program for female WU-scientists. Retrieved May 26, 2019, from https://www.wu.ac.at/en/staff/personnel-development-and-in-house-training-programs/academic/career-program-for-female-wu-scientists