

Knowledge Pool: Research Results



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The following research was done by Fanni Hollström-Mikkonen, Suvi Heikkinen & Anna-Maija Lämsä University of Jyväskylä School of Business and Economics JSBE. Aim was to review sources for our book. It may be useful to other researchers, please feel free to make use of it.

Themes by colour code	Publication	Abstract	Availability
Career guidance for women in universities/colleges	DeFrank-Cole, L., Latimer, M., Reed, M., & Wheatly, M. (2014). The Women's Leadership Initiative: One University's Attempt to Empower Females on Campus. <i>Journal of Leadership, Accountability & Ethics</i> , 11 (1).	One university is addressing the gender gap in leadership with an internal model designed to support and inspire groups of women in leadership positions without leaving campus. Based on a coaching method used at Harvard's Women's Leadership Forum, our leadership initiative provides an on-campus leadership development and support program for women. This paper assesses the overall impact and effectiveness of this program and compares results of an external coaching model versus an internal facilitator (coach) model. This "grow your own" program is a low cost, effective model for leadership development that could be replicated by other institutions.	http://www.na-businesspress.com/JLAE/DeFrank-Cole_Web11_1_.pdf
	Fonts, M. (2018). Community college minority female administrators as mentors of minority female students. <i>International Journal of Mentoring and Coaching in Education</i> , 7 (1), 87-106.	Minority female students are increasingly faced with issues such as financial instability, work-family imbalance, and few growth opportunities in their careers. Within the context of community colleges, the presence of minority female administrators may serve as a venue for the empowerment and attainment of academic and professional goals for minority female students through administrators' mentoring practices. The purpose of this paper is to explore the lived experience of community college minority female administrators in their role as informal mentors to community college minority female students. Design/methodology/approach – The author used a qualitative phenomenological approach to explore community college minority female administrators' experiences as mentors of female minority students. Mullen's (2009) alternative mentoring model guided the study as well as a feminist lens. The purposive sample included six minority female administrators from two Florida community colleges, with individual interviews based on 18 open-ended questions. Data were analyzed with Atlas.ti™ qualitative software. The findings uncovered four common themes and seven subthemes regarding the experience of informal mentoring as a minority female administrator: facilitating empowerment with two subthemes – modeling and coaching; administrator-student relationship with three subthemes – encouragement, life experiences, and past mentors; personal growth; and formalized mentoring with two subthemes – create a support system and access to information.	https://www.emeraldinsight.com/doi/pdfplus/10.1108/IJMCE-05-2017-0039
	Savelle, A. E., & O'Brien, K. M., (2016). Predicting College Women's Career Plans. <i>Journal of Career Development</i> (Sage Publications Inc.), 43(4), 335–348.	This study examined how college women's instrumentality and expectations about combining work and family predicted early career development variables. Specifically, 177 undergraduate women completed measures of instrumentality (i.e., traits such as ambition, assertiveness, and risk taking), willingness to compromise career for family, anticipated work-family conflict, traditionality of career choice, leadership aspirations, and occupational engagement. High levels of instrumentality were associated with strong leadership aspirations and occupational engagement. An inverse relationship emerged between the selection of a more traditional career and less anticipation that work would interfere with time spent with family, and a positive relationship emerged between high leadership aspirations and more anticipation that family would be a strain on work. Additionally, anticipating that work would interfere with time spent with family had a positive relationship with occupational engagement. Findings are discussed, and recommendations for career counseling for young women are provided.	https://journals.sagepub.com/doi/abs/10.1177/0894845315602118
Career guidance in universities/colleges in general	Dogan, T. (2012). A long-term study of the counseling needs of Turkish university students. <i>Journal of counseling & development</i> , 90(1), 91-96.	The article focuses on the study regarding the counseling needs of university students in Turkey. The study employed the collection of student data from 1,664 university students who consulted the Counseling Center at Baskent University from October 1, 1997 to August 31, 2008. It states that the intake records of student-clients were examined. It used that the Monthly Individual Counseling Evaluation Form that was developed by counselors. It says that the form has four questions for data analyses, which include gender, year of study and source of referral. Results show that female students and 4th year students are likely to consult the counseling center.	https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1556-6676.2012.00012.x
	García, M. F. S., Fernández, J. R. G., Sama, P. F., Vilchez, E. V., Cuadado, A. M. M., & González, J. C. P. (2008). Current situation of guidance services in higher education: A descriptive study. <i>Revista se Educacion</i> , 345, 329-352.	This is a descriptive study whose aim is that of providing a global and updated insight into the reality of career guidance services in Spanish universities through the study of their activities, functions and target group features and peculiarities. Data was gathered directly from the responses of services managers and/or professionals by means of interviews and document analysis. Results facilitate the description of tendencies and characteristics referred to the guidance activity, guidance methodology and the roles and qualification profile of their human resources. Guidance activities focus mainly on work insertion, especially as a mediator function, the management of apprenticeships for students through agreements among universities and enterprises, and also placement activities for graduates. A wide scope of activities, very different among them, is also described: from the educational guidance to the personal and psychological one, and also research. Intervention methodology is mainly based on a type of service where the ICT are gaining importance as an information and self-guidance tool. The staff is very diverse regarding the number of professionals and their initial training, not always with counseling qualifications.	Scopuksesta löytyy.
*journal not classified as jufo	Gast, M. J. (2017). Researcher as College Coach: Dilemmas and Possibilities in Fieldwork with Adolescents. <i>Researching Children and Youth: Methodological Issues, Strategies, and Innovations</i> , 22, 103-124.	Qualitative researchers have reflected on their role and position while conducting fieldwork in youth settings; yet, researchers have missed an important aspect of social identity – their own membership and status in higher education. As researchers coming from university institutions, we cannot ignore that we hold knowledge about and familiarity with higher education. Such knowledge can be helpful to a young person's future, especially in the current period of expanding higher education. What dilemmas and issues emerge when considering the possible role of college coach in fieldwork with adolescents? I draw upon insights by feminist and activist scholars, as well as sociological work on institutional agents and college coaches, to discuss my encounters with African American students in a study of college counseling in a public high school serving urban students. I analyze my temporary and situated role as a college information source in a school with low counseling resources. In doing so, I push researchers to consider university status as a salient identity and point of negotiation in interactions with adolescents in the field.	https://www.researchgate.net/profile/Melanie_Gast/publication/315005840_Researcher_as_College_Coach_Dilemmas_and_Possibilities_in_Fieldwork_with_Adolescents/links/5a3a996c0f7e9b3f771de93/Researcher-as-College-Coach-Dilemmas-and-Possibilities-in-Fieldwork-with-Adolescents.pdf
	Tirpak, D. M., & Schlosser, L. Z. (2015). Relationship Between Self-Efficacy and Counseling Attitudes Among First-Year College Students. <i>Journal of College Counseling</i> , 18, 209-221.	The purpose of this study was to assess the relationship between a set of self-efficacy variables and a set of variables assessing attitudes toward counseling. Results revealed a significant relationship between self-efficacy and attitudes toward counseling among a sample of 253 first-year college students. Low perceptions of self-efficacy were associated with a devaluation of career counseling and more negative attitudes toward seeking personal counseling. Implications for these findings are discussed.	https://onlinelibrary.wiley.com/doi/epdf/10.1002/jocc.12015
	Bassot, B. (2017). Action without action planning: the potential of the Career Thinking Session in enabling transformational career learning and development. <i>British Journal of Guidance & Counselling</i> , 45 (4), 391-401.	This paper examines the potential of the Career Thinking Session (CTS) model to career guidance and counselling practice with young people. A qualitative research study is presented, focusing on the case study of a client involved in the transition to higher education. The setting for the research is described and the origins of the CTS are critically evaluated in relation to a number of relevant strands from published literature. The interpretivist qualitative methodology taken is then presented. A case study of one client is then presented to highlight the particular application of the CTS model and its possible effectiveness as a tool for enabling agency, building confidence and establishing greater self-efficacy. The paper concludes with some insights into the ways in which critical thinking in relation to self and career development could be encouraged and supported through the use of the CTS.	https://www.tandfonline.com/doi/pdf/10.1080/03069885.2017.1335855?needAccess=true
* staff mentoring	Zellers, D., Howard, V., & Barcik, M. (2008). Faculty Mentoring Programs: Reenvisioning Rather than Reinventing the Wheel. <i>Review of Educational Research</i> , 78 (3), 552-588.	In this review, the authors trace the evolution of mentoring programs in the United States in business and academe, provide insight on the challenges associated with the study of mentoring, and identify the limited research-based studies of faculty mentoring programs that currently inform our understanding of this professional development practice in American higher education. The findings indicate that the sophistication of research has not advanced over the past decade. However, evidence does suggest that academe should be cautious in overgeneralizing the findings of studies conducted in corporate cultures. Although mentoring is recognized to be contextual, only recently have investigators considered the impact of organizational culture on the effectiveness of corporate mentoring programs. More rigorous investigation of this practice in higher education is warranted. As more studies point to the need to foster an employment culture that supports mentoring, understanding faculty mentoring programs within the context of their academic cultures is critical.	https://www.jstor.org/stable/40071137

	Papakota, A. (2016). Career counselling development: A case study of an innovative career counselling tool. <i>Industry and Higher Education</i> , 30 (5), 327-333.	Promoting the use of new technologies in the career counselling process, the Career Services Office of the Aristotle University of Thessaloniki has developed an easy-to-use career counselling guide containing multimedia applications. The purpose of this career guide, called 'Career Counseling@Career Office of Aristotle University of Thessaloniki', is to support students and graduates in the development of their professional skills using interactive exercises and self-presentation sample tools. It also contains, in written and/or visual form, career information, success stories of fellow students and graduates and videos with advice and tips from human resources managers, recruiters and academic staff. The sections of the electronic guide are organized as 'stations' that may help the student or graduate in career decision-making, planning and organizing job searches in Greece and abroad, identifying training opportunities and achieving career goals in general. This innovative application is used in combination with personal and group career counselling services. This article explains the rationale for the application in terms of its usage and the expanded functionality it offers career counsellors in higher education institutions.	SAGE Journalsista löytyy, mutten saa sitä auki
	Barthorpe, S., & Hall, M. (2000). A collaborative approach to placement preparation and career planning for university students: A case study. <i>Journal of Vocational Education and Training</i> , 52 (2), 165-175.	The increasing proportion of graduates in the working population forces employers to be more demanding and discriminating in their selection of employees. Employers are especially concerned to recruit new graduates make an immediate contribution without a lengthy induction process. Preparing higher education students for their sandwich industrial placement year and also their future careers is therefore vitally important. This article discusses the innovative and collaborative placement and careers preparation programme given to students at the University of Glamorgan during the past four years. The programme is jointly delivered by a placement tutor and a careers advisor. The key to the success of this programme is the synergy developed between the two programme coordinators, who combine their respective extensive industrial experience and career counselling skills to facilitate a series of effective, participative workshops that develop the students' employability attributes.	Scopusesta löytyy.
	Silbatova, K. I., Ilchinskaya, E. P., Baskrikova, E. M., Kuramshina, L. L., Makarov, A. L., Chernova, N. Y., Khairullina, E. R., & Murugova, V. V. (2016). The traditional and innovative technologies of vocational guidance work with pupils and students. <i>International Review of Management and Marketing</i> , 6 (2), 97-103.	Today, considering the needs of the Russian economy, the content and technology of training in career counseling from the point of view of practice is not sufficiently developed. Thus, a search for new forms, methods and means of conducting career guidance with students is necessary. This article offers a broad range of technologies and their optimal combination in career guidance work with pupils in the integrated system "School - University - Enterprise." A leading approach to the study of this problem is an integrative approach that leads to the necessity to use both traditional and innovative technologies which contribute not only to effective assimilation of knowledge, but also early social adaptation of the prospective students to university conditions. Presented in the study traditional and innovative technologies of career guidance work with students (project method, role play, portfolio, internet technologies, comprehensive and career-oriented excursions), as well as the possibility of using information and educational potential of professional education institutions and enterprises for pupils' vocational guidance in the context of their successive socialization contribute to the formation of professional identity, consciousness in the choice of the future profession of secondary schools' students, as well as the selection of their own individual educational trajectories and to their adaptive abilities' disclosure for future professional activity. The article is valuable for teachers and faculty of educational and vocational institutions in organizing and conducting of career guidance with students, applicants and students.	Scopusesta löytyy.
* high school, college & graduate student	Savickas, M. L., Porfeli, E. J., Hilton, T. L., & Savickas, S. (2018). The Student Career Construction Inventory. <i>Journal of Vocational Behavior</i> , 106, 138-152.	To address counselors' need for a reliable measure of career adapting thoughts and behaviors as well as researchers' need for a specific measure of adapting as a dimension in the model of career adaptation, we developed the Student Career Construction Inventory (SCCI). In the study, 486 high school students (55% female), 290 college students (59% female), and 220 graduate students (82% female) responded to the SCCI. The SCCI contains 18 items across four scales assessing: (a) Crystallizing a vocational self-concept, (b) Exploring to gather information about occupations, (c) Deciding to commit to an occupational choice, and (d) Preparing to implement that choice. The four scales interrelate to constitute a continuum reflecting the general factor of adapting responses during the exploration stage of a career. Each scale assesses a specific group factor reflecting a particular career construction task involving crystallizing, exploring, deciding, and preparing. The results of a confirmatory factor analysis indicated that the SCCI displays configural and measurement invariance, meaning that its factor structure is replicable and generalizable across high school, college, and graduate students. The SCCI did not show scalar invariance because, as expected, the mean scores for the scales were elevated for older and more educated participants. The SCCI, as a measure of adapting responses, correlated as predicted with concurrent measures of three criteria: adaptive readiness, adaptability resources, and adaptation results. A provisional test of the career construction adaptation model indicated that, as hypothesized, adapting behaviors mediate the relationship between adaptability resources and adaptation outcomes.	https://www.sciencedirect.com/science/article/pii/S0001879118300174
	Dıncıyrek, S. (2016). Possibility of E-instructional Design and Development of a Distance Education Context in Vocational Consultancy. <i>The Anthropologist</i> , 23 (1-2), 98-104.	The developments that have arisen in education settings today has led to a change in the design of the curricula. Today, societies have also changed over the time, resulting in a need for additional support. The aim of this paper is to evaluate the certificate program of career counselling based on distance education at Eastern Mediterranean University (EMU). It is considered that developing the spatial ability of students, who are currently in 12th grade and are, preparing for university, will result in supporting them both in their daily lives and professional environments. The importance and necessity of understanding, grasping and using the relations between concepts of space, plane, point, line and dimension are emphasized. The study conducted in this paper has attempted to define which concept model learners have for words like space, plane and dimension. A case study was employed in this research paper, focusing on a case in order to clarify the situation.	http://krepublishers.com/02-Journals/T-Anth/Anth-23-0-000-16-Web/Anth-23-1-2-000-16-Abst-PDF/T-ANTH-SV-23-1-2-098-16-1624-Dincyurek-S/T-ANTH-SV-23-1-2-098-16-1624-Dincyurek-S-Tx12].pdf
	Wierik, M. L. J. T., Beishuizen, J., & Van Os, W. (2014). Career guidance and student success in Dutch higher vocational education. <i>Studies in Higher Education</i> 40 (10), 1947-1961.	To enhance student success, a growing number of vocational education and training institutions in the Netherlands are nowadays implementing new career guidance practices in their competence-based approaches to learning. Based on individual level data of undergraduate first-year full-time students from a Dutch university of applied sciences, this study investigated the influence of career guidance on first-year student success given other known influences such as prior academic performance, faculty and gender. First of all, students obtained more credits in the competence-based educational system in which they from 2006 are guided. Furthermore, students who completed their first year not only obtained more credits after career guidance was introduced in 2006, but at the same time scored substantially higher first-grade points in their first year of study compared to students who left during the first six months.	Scopusesta löytyy.
	Lengelle, R., Meijers, F., Poell, R., & Post, M. (2014). Career writing: Creative, expressive and reflective approaches to narrative identity formation in students in higher education. <i>Journal of Vocational Behavior</i> , 85, 74-84.	This study investigates whether creative, expressive, and reflective writing contributes to the formation of a narrative career identity that offers students in higher education a sense of meaning and direction. The contents of writing done by students who participated in 2 two-day writing courses before and after work placements and of a control group were compared. Employers were also asked to evaluate students' performance. Writing samples were analyzed using the Linguistic Index Word Count program and an instrument based on Dialogical Self Theory. Work-placement self-reports were gathered, examined, and used as anecdotal evidence presented in the form of case studies. The results show that career writing can promote the development of career identity and holds promise as a narrative career guidance approach.	https://ac.els-cdn.com/S0001879114000682/1-s2.0-S0001879114000682-main.pdf?_tid=aa3f9ec2-9bc8-4e28-82a0-9853cd419c14&acdnat=1544164643_cdda960af7ce3073b7331329c43bfd6c
* not a college context, but related to the above	Savickas, M. L. (2016). Reflection and reflexivity during life-design interventions: Comments on Career Construction Counseling. <i>Journal of Vocational Behavior</i> , 97, 84-89.	The 8 articles in the Symposium advanced understanding of "Reflexivity in Life-Design Interventions". This discussion highlights distinctions between reflection and reflexivity, as well as their relation to first-order and second-order change. Then the contributions of the Symposium authors are organized using four phases of narrative counseling: symbolic representation, reflective self-examination, reflexive new realizations, and revising career identity. The discussion concludes by organizing the diverse terms the authors used to name these four phases into a uniform format.	https://ac.els-cdn.com/S0001879116300598/1-s2.0-S0001879116300598-main.pdf?_tid=0a354f25-f401-4c5cb385-8e1cffe2dcda&acdnat=1544164883_303ba360d7459ac1e602d070fe02bbf1
	Wong, K., Kwana, R., Leung, K., & Wang, F. L. (2014). Facebook's potential for personal, social, academic and career development for higher education students. <i>International Journal of Innovation and Learning</i> , 16 (2), 203-220.	Nowadays, Facebook is not only an ideal platform for social networking, but also has great potential in supporting student guidance and counselling work. In this paper, we present findings from a small scale study exploring the potential benefits of Facebook on learning and teaching. Data were collected from surveys, interviews and the messages written by the students on the Facebook. The results indicated that both students and teachers would benefit from this new approach. The potential benefits of social networking for students are not only limited to academic development but also extended to personal/social development and career development.	Scopusesta löytyy.

* research done in a university environment	Panagiotis, K. K., Konstaninos, G., Stylianos, M., & Kiriaki, C. (2014). E-Learning through virtual reality applications: The case of career counseling. <i>International Journal of Technologies in Learning</i> , 20 (1), 57-68.	VR can be defined as a three-dimensional space that provides a strong degree of interaction with the user, including real-time simulation and interactions through multiple channels. It is not just a reproduction of conventional reality, but creates synthetic realities without precedent. It has been used in various fields, e.g. education, medicine, architecture, assistance to persons with disabilities, etc. VR leads to the development of new forms of counseling, e.g. via asynchronous learning platform, videoconferencing, social networking, etc. By using the three-dimensional virtual immersive learning environments of "Open Workshop on Information Literacy" of Patras' University Library, we organized and conducted three educational workshops about career consulting with 50 participants. The Open Workshop is an open and free blended learning initiative for providing flexible training services on academic & professional development to the university's academic community and beyond. In this paper, the results through practice of such an initiative are described, i.e. the prerequisites for its success, its capabilities/restrictions, the participants (and potential) and the way they participated, users' feedback (evaluation and outcomes) and the possibilities/limitations of Virtual Reality (VR) applications in Career Counseling and especially in providing educational and vocational information through already implemented actions.	Scopussesta löbtyty.
* high school	McWhirter, E. H., Crothers, M., & Rasheed, S. (2000). The effects of high school career education on social-cognitive variables. <i>Journal of Counseling Psychology</i> , 47 (3), 330.	The authors investigated the influence of a 9-week career education class on career decision-making self-efficacy, vocational skills self-efficacy, perceived educational barriers, outcome expectations, educational plans, and career expectations among a sample of 166 high school sophomores. Using a nonrandomized, within-subjects crossover design, the authors collected pretest, posttest, and follow-up data with a health education class as the control condition. Post- and follow-up testing suggest that the class resulted in increased career decision-making self-efficacy, vocational skills self-efficacy, and short-term gains in outcome expectations but did not influence perceived educational barriers. Participants enrolled in the career education class in the first quarter were more likely to change career plans than were those in the control condition. Implications for practice and future research are presented.	https://oae.ovid.com/article/00001192-200007000-00004/HTML
* high school	Brătucu G., Madar, A., Neacșu, N. A., Boșcor, D., & Băltescu, C. A. (2014). High School Vocational Counseling Role in Leveraging Students' Professional Inclinations. <i>Amfiteatru Economic Journal</i> , 16(37), 1014-1025.	The experience of many countries with a well-educated workforce highlights the important role of vocational counselling services for advantageous youth professional orientation. Researchers manifest in their turn, a growing interest to study the role of vocational counselling, from the perspective of increasing the efficiency of investment in education and strengthening the capacity of enterprises to meet the challenges of the knowledge economy. In Romania, high school students have access to career guidance services, but there is little information on the extent to which they use or how useful they consider these services. Many times, there is a social conformism among high school graduates, which determines them to choose professions valued at a certain moment, without making a personal judgment. The aim of this paper is to analyse, as a good practice, the role of high school graduate vocational counselling in developing professional skills, in order to help them make the right career decision. In order to monitor the high school students' opinions on the vocational guidance and their perceptions of the integration in the labour market, a market research study has been conducted. This is a survey conducted on a sample of 2,364 high school students in their final year of study (twelve grade). The research has shown that a reduced percentage of the interviewed high school students have knowledge about the vocational guidance activity. From those who have used these services, most of them were satisfied. The study also highlighted the fact that the most important criteria for getting a job are the skills acquired during studies.	https://www.econstor.eu/bitstream/10419/168872/1/ajer-v16-i37-p1014.pdf
(Peer) mentoring in universities/colleges	Soto, N. M., Cuadrado, A. M., García, M. S., Rísquez, A., & Ortega, M. S. (2012). The role of mentor in higher education mentoring process. <i>Educacion XXI</i> , 15 (2), 93-118.	A specific model of guidance and mentoring for new students has been piloted in two consecutive academic years by the research group DOCAP (Development and Guidance for the Professional Career) and the COIE (Centre for Guidance, Information and Employment) at UNED (National Distance University of Spain). This model comprises of two main figures: a teacher or tutor acting as an advisor, and a peer mentor. Peer mentors are students in their latter years of study, and therefore, have achieved a good academic adjustment and have developed study competences at UNED. As a result, they are ideally equipped to help those new students (mentees) that face the beginning of their studies in this university. Frequently, these new students balance diverse life and professional demands, and lack of appropriate habits and skills for self-regulated study. Therefore, they face a new situation in which, although they can avail of a wide range of resources for support, they do not know how to access them. A peer mentor plays a central role in the mentoring process, as s/he encourages and guides the student in his/her process of academic adjustment and the achievement of his/her objectives and expectations. This paper presents the results of the evaluation of the mentoring process, analyses how the helping relationship evolved, the aspects it dealt with, the moments when it took place and the means of communication deployed. Furthermore, a balance on the benefits obtained is presented, in terms of the adjustment between the expectations and the subsequent experience by both mentors and mentees.	Scopussesta löbtyty.
* journal not jufo-classified	Rachel Naseem, N. (2013). Peer mentoring: Enhancing social cohesion in Pakistani universities. <i>Higher Education, Skills and Work-Based Learning</i> , 3 (2), 130-140.	University education in developing countries is often restricted to students from privileged backgrounds. However, in Pakistan, access to Higher Education, while competitive, is more broadly based. State universities in particular recruit students from diverse backgrounds. With the aim of introducing peer mentoring as a complementary support for students in Pakistani Universities, a project was undertaken to explore the impact of peer mentoring on the learning culture in universities in Pakistan to see if students involved in peer mentoring can transform learning in the institution and promote skills for lifelong learning and increased social cohesion. The aim of this paper is to investigate introducing peer mentoring in universities in Pakistan. Results demonstrated the beneficial impact of introducing mentoring, not only in improvement in the conventional measures of mentoring schemes – improved results, progression, retention – but also in enhancing peer – support between the diverse groups within the university.	https://www.emeraldinsight.com/doi/full/10.1108/20423891311313162
	George, M. P., & Rupert Mampilly, S. (2012). A model for student mentoring in business schools. <i>International Journal of Mentoring and Coaching in Education</i> , 1 (2), 136-154.	The essence of management education lies in preparing and enabling the students to evolve cognitively, affectively and behaviorally into capable ones equipped to meet and manage challenges from within and outside their organisations or workplaces. Mentoring, as pedagogy, results in enhancing effectiveness of B-schools (Institutions offering MBA program) in ensuring the transformation of students into professionals. The purpose of this paper is to analyze and evaluate the formal and teacher-initiated student mentoring in B-schools in Kerala in terms of the designated activities, to establish effectiveness of mentoring as outcomes of faculty-related antecedents and mentoring activities, and to demonstrate the effectiveness in terms of the psycho-social changes of students. This research employed a conclusive approach that combined the features of descriptive and explanatory research designs. The respondents of the study comprised 141 permanent teachers, 327 first-year students and 318 final-year students enrolled in the management programs of 19 B-schools in Kerala that had minimum five years of existence and approval of the All India Council of Technical Education (AICTE). The study revealed that less than half of the B-schools had implemented a mentoring program as part of their pedagogy. A structural equation model using the partial least square technique validated the conceptual model and the findings revealed that socio-demographic characteristics, mentoring activities (teach the job, provide challenge, teach politics, career help, sponsor, career counseling and trust) influenced effectiveness of mentoring.	https://s3.amazonaws.com/academia.edu.documents/33556761/A_model_of_mentoring.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1544169465&Signature=3BWfJqNq7478%2B2pGgFGjCx8Jw%3D&response-content-disposition=inline%3B%20filename%3DInternational_Journal_of_Mentoring_and_C.pdf
	Terrion, J. L., & Leonard, D. (2007). A taxonomy of the characteristics of student peer mentors in higher education: findings from a literature review. <i>Mentoring & Tutoring</i> , 15 (2), 149-164.	Peer mentoring in higher education is regarded as an effective intervention to ensure the success and retention of vulnerable students. Many universities and colleges have therefore implemented some form of mentoring program as part of their student support services. While considerable research supports the use of peer mentoring to improve academic performance and decrease student attrition, few studies link peer mentoring functions with the type of peer best suited to fulfill these functions. This literature review categorizes the abundant student peer mentor descriptors found in mentoring research. The result is a preliminary taxonomy that classifies ten peer mentor characteristics according to mentoring function served (career-related or psychosocial). The proposed taxonomy and the discussion developed in this article help shed light on the dynamics of successful student peer mentoring relationships in higher education.	https://www.tandfonline.com/doi/pdf/10.1080/13611260601086311?needAccess=true
	Colvin, J. W., & Ashman, M. (2010). Roles, Risks, and Benefits of Peer Mentoring Relationships in Higher Education. <i>Mentoring & Tutoring</i> , 18 (2), 121-134.	Successful peer mentoring in university settings is the result of relationships among students, mentors, and instructors. Findings from this study indicate that even in programs where training is ongoing and established, assumptions cannot be made about the understanding of the roles, risks, and benefits involved in such relationships. This study demonstrates that students, instructors, and mentors all have different perspectives about a mentor's role and how that role should be enacted. Connecting link, peer leader, learning coach, student advocate, and trusted friend were identified as predominant roles enacted by mentors. Also described are risks and benefits for being or having a peer mentor.	https://www.tandfonline.com/doi/pdf/10.1080/13611261003678879?needAccess=true

career support	<p>Paustian-Underdahl, S. C., King, E. B., Rogelberg, S. G., Kulich, C., & Gentry, W. A. (2017). Perceptions of supervisor support: resolving paradoxical patterns across gender and race. <i>Journal of Occupational and Organizational Psychology</i>, 90 (3), 436-457.</p>	<p>This work reconciles previous discrepancies regarding when and how the demographic composition of supervisor-subordinate dyads relates to perceived supervisor support. We draw from social identity theory to argue that building relationships with higher-status group members, while distancing oneself from the lower-status group, is a contextually induced way female and racial minority employees may cope with identity threat in the workplace. Our results supported the hypotheses, indicating that this self-distancing effect via reduced perceived supervisor support only emerges in settings where gender or racial identities may be considered threatened (in organizations with climates of higher perceived gender inequity, Study 1; or climates of higher perceived diversity inequity, Study 2). Such results are particularly important and timely given the recent ample attention in popular media and academic outlets regarding the 'queen bee' effect, the 'crabs in the barrel' mentality, and diversity-valuing behaviour of leaders. The current research suggests that such behaviours are not generalizable to all female or minority employees; rather, this effect seems to be context-driven. Practitioner points Organizational climates that are higher in gender and/or diversity inequity may bring about negative in-group behaviours between supervisors and subordinates. To increase perceptions of supervisor support, especially among traditionally low-status employees, organizations should improve their diversity climates to be more inclusive for all employees. Building active mentoring programmes for under-represented groups and increasing the number of women and non-White employees in senior positions, while emphasizing equal opportunity for all employees, are some ways organizations can reduce perceptions of gender and diversity inequity. A career-lattice approach to employee career development would allow employees to engage in more lateral transfers - enabling them to gain diverse skills, be exposed to multiple mentors, and to remove themselves from a potentially harmful supervisor-subordinate relationship.</p>	<p>https://onlinelibrary.wiley.com/doi/pdf/10.1111/joop.12179</p>
	<p>Maxwell, M. (2007). Career Counseling Is Personal Counseling: A Constructivist Approach to Nurturing the Development of Gifted Female Adolescents. <i>Career Development Quarterly</i>, 55 (3), 206-224.</p>	<p>Gifted individuals face many concerns when contemplating their futures. Often hindered by career indecision; perfectionism; and multiple personal, familial, and societal pressures, some gifted young people flounder when they have the ability to flourish. Many counselors and educators trust that a wealth of talents will propel these adolescents to automatic life success, and the unique needs of this population can go unmet. This article considers the complexity of challenges facing gifted young women, presents current and potential interventions, and encourages integrating developmental and constructivist theories with objectivist techniques. Implications for practitioners and future research suggestions are highlighted.</p>	<p>http://search.ebscohost.com/login.aspx?direct=true&db=bsh&AN=24688236&login.asp&site=ehost-live</p>
Other related topic	<p>Baine, D., Puhau, B., Puhau, G., & Puhau, S. (2000). An Ecological Inventory Approach to Developing Curricula for Rural Areas of Developing Countries. <i>International Review of Education</i>, 46 (1/2), 49-66.</p>	<p>The paper describes a curriculum development pilot study in a rural village in India. The purpose of the study was to develop and test application of an ecological inventory approach to curriculum development integrating academic and functional skill training. Ecologically valid curricula teach the knowledge, skills, attitudes and values required by students to function effectively in current and future environments (e.g., urban and/or rural, academic, vocational, domestic, community and recreational) in which the students perform. The discussion illustrates application of ecological inventories and describes several related data collection instruments and procedures. The paper also describes an Integrated Core Curriculum Structure (ICCS) as a guide for designing curricula based on ecological inventories. An example is provided of a practical Thematic Unit Plan derived from the ICCS and integrating a variety of functional and academic skills into a guide for instruction and evaluation. The discussion provides a clear insight into many of the problems faced by students, school leavers and graduates in rural areas of developing countries, both in their daily lives and as they plan for their futures.</p>	<p>https://www.jstor.org/stable/3445427</p>
	<p>Hohenshil, T. H., Amundson, N. E., & Niles, S. G., (2013). <i>Counseling Around the World: An International Handbook</i>. American Counseling Association. ISBN 978-1-55620-316-9.</p>	<p>This fascinating book provides a global exchange of information about counseling activities and services; counselor training; and existing professional practices, beliefs, and values. Native counselors and leading experts from 40 countries discuss the opportunities for growth in their countries and the challenges they face. After an introductory section that discusses global diversity themes and issues, chapters focus on key countries in Africa, Asia, Europe, the Middle East, North America, Oceania, and South and Central America. Each chapter covers the history and current state of counseling in the country, theories and techniques that have been shown to work best in meeting the needs of the population, diversity issues specific to the region, counselor education and training, and possibilities for the future of counseling in the country. A comprehensive list of international resources and counseling organizations is also included.</p>	<p>E-kirja, JYKDK; https://ebookcentral.proquest.com/lib/yjvaskyla-ebooks/detail.action?docID=1895269</p>
	<p>Zhang, J., Yuen, M., & Chen, G. (2018). Teacher support for career development: an integrative review and research agenda. <i>Career Development International</i>, 23 (2), 122-144.</p>	<p>The purpose of this paper is to review identified key features of teacher support and its influence on students' career decision making and development. It also examines the types of research approaches to data collection and analysis in order to provide a more in-depth evaluation of this field of study. The review examined 18 studies, the majority being quantitative in design. Cross-sectional and longitudinal effects of teacher support were investigated, and differences in teacher support relative to grade level and gender were considered. Results indicated that since 2000, there has been an increase in the number of empirical studies of teacher support in the career development field, the majority involving middle and high school students. The most commonly cited frameworks that underpin the studies are the social cognitive career theory, the career construction theory and Super's career development theory. The most frequently used instrument for data collection was the teacher support scale (Metheny et al., 2008).</p>	<p>https://www.researchgate.net/profile/liahong_Zhang4/publication/324238019_Teacher_support_for_career_development_an_integrative_review_and_research_agenda/links/5b365b614585150d23e2cda1/Teacher-support-for-career-development-an-integrative-review-and-research-agenda.pdf</p>
	<p>Quimby, J. L., & O'Brien, K. M. (2004). Predictors of Student and Career Decision-Making Self-Efficacy Among Nontraditional College Women. <i>The Career Development Quarterly</i>, 52, 323-339.</p>	<p>A study of 354 nontraditional college women found robust levels of confidence in their ability to manage the student role and pursue career -related tasks. Findings indicated that perceived career barriers and social support accounted for variance in student and career decision -making self-efficacy for nontraditional college women with and without children. Social support added to the prediction of self -efficacy over and above the contribution of perceived barriers. The discussion focuses on recommendations for career counseling interventions to facilitate educational and vocational success among nontraditional college women.</p>	<p>https://onlinelibrary.wiley.com/doi/epdf/10.1002/j.2161-0045.2004.tb00949.x</p>
	<p>Murphy, K. A., Blustein, D. L., Bohlig, A. J., & Platt, M. G. (2010). The College-to-Career Transition: An Exploration of Emerging Adulthood. <i>Journal of Counseling & Development</i>, 88, 174-181.</p>	<p>In this qualitative study, the authors explored the experience of recent college graduates transitioning from college to career within the first 3 years of their transition. Five men and 5 women were interviewed, and the narratives were analyzed using consensual qualitative research methodology. Several general themes emerged, including the role of social support, expectations, and optimism in adaptability and resilience in the college-to-career transition.</p>	<p>https://onlinelibrary.wiley.com/doi/epdf/10.1002/j.1556-6678.2010.tb00006.x</p>
	<p>Ryan, P. (2001). The School-to-Work Transition: A Cross-National Perspective. <i>Journal of Economic Literature</i>, 39 (1), 34-92.</p>	<p>School-to-work patterns and issues are discussed for seven economies (France, Germany, Japan, the Netherlands, Sweden, the United Kingdom, and the United States). The emphasis is placed on differences across countries in the current labor market position of young people and recent trends therein, along with the institutions that regulate youth education, training, and employment. The power of public policies—including labor market deregulation, labor market programs, vocationalization of education, and apprenticeship—to ...</p>	<p>https://www.jstor.org/stable/pdf/2698454.pdf https://www.jstor.org/stable/2698454</p>
	<p>Betz, N. E. (2004). Contributions of Self-Efficacy Theory to Career Counseling: A Personal Perspective. <i>The Career Development Quarterly</i>, 52, 340-353.</p>	<p>The author provides a brief overview of A. Bandura's (1977, 1997) self-efficacy theory, followed by a discussion of the value of this theory to career counselors, which includes particularly useful features of the concept of self-efficacy and suggestions for its application in career assessment and counseling, with a special focus on group interventions.</p>	<p>https://onlinelibrary.wiley.com/doi/epdf/10.1002/j.2161-0045.2004.tb00950.x</p>
	<p>Lee, S., & Woo, S. (2016). The Mediation of Worry about Career between Career Indecision and Career Search Behavior in South Korean College Students. <i>Indian Journal of Science and Technology</i>, 9 (41), 1-8.</p>	<p>This study intended to explore the mediating role of worry about career in the influence of career indecision on career search behavior in South Korean college students. Methods/Statistical Analysis: Three hundred and twenty-five students attending Sun Moon University responded the questionnaire for this study. To measure Career indecision, KCII (Korean Career Indecision Inventory) was used. The researchers have made the Korean version of 11-items measures using 'The Penn State Worry Questionnaire' to measure Worry about Career and to measure Career search behavior, we used 16-items of Career Search Behavior Scale of Choi. Findings: We tested the relationships among the overall constructs and among the sub-factors using Mplus 7.0. Firstly, the result on the relationships among the overall constructs showed the positive direct influence of Career Indecision on Worry about career, the positive direct influence of Worry about Career on Career Search Behavior, the negative direct influence of Career Indecision on Career Search Behavior. Furthermore, the indirect effect (Career Indecision → Worry about Career → Career Search Behavior) was also significant. Next, the result on the relationships among the sub-factors showed as follows: Indecisiveness influenced Information-Seeking and Advice-Seeking with the mediation of Worry about Career. Lack of Necessity Recognition influenced all of three sub-factors of Career Search Behavior negatively with the mediation of Worry about Career. Lack of Self-Identity had a positive effect on Self-Seeking but a negative effect on Advice-Seeking with the mediation of Worry about Career. Finally, External Barrier had a positive effect on Information-Seeking and Advice-Seeking with the mediation of Worry about Career. Improvements/Applications: This study will contribute the theoretical and practical development of research, education, and counseling of career guidance.</p>	<p>http://www.indjst.org/index.php/indjst/article/view/103839/74693</p>

	Alon, S., Donahoe, D., & Tienda, M. (2001). The Effects of Early Work Experience on Young Women's Labor Force Attachment. <i>Social Forces</i> , 79 (3), 1005-1034.	In this article, we examine women's labor force experience during the early life course in order to assess the conditions conducive to the establishment of stable labor force careers. To represent the complexity of women's work trajectories during young adulthood, we develop a conceptual framework that depicts a broad range of work activity profiles. Empirical results obtained using the NLSY show that three aspects of early experience influence mature women labor force attachment, namely the amount of experience accumulated; the timing of work experience; and the volatility of that experience. Above and beyond these experience measures, we also find that background factors influence result women's attachment to the market. The conclusion discusses the policy implications of these results.	http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=f91c4615-d2c8-4b3c-ab35-f974bf4b7296%40sessionmgr4008
	James, W., & McManus, L. (2011). An Empirical Study of the Influence of Mentors and Organisational Climate on the Ethical Attitudes and Decision-Making of National Female Business Graduates in the United Arab Emirates. <i>Journal of Business Ethics Education</i> , 8 (1), 31-54.	The ethical development of business graduates is a critical issue. Yet, little empirical evidence exists on the factors affecting business graduate ethical development and behaviour using an Islamic perspective. This study examines the effects of mentoring support, the perceived standard of ethical conduct of peers, and individual ethical attributes of National female (Emirati) business graduates from the United Arab Emirates. Research has shown that formal and informal mentoring relationships benefit new employees by enabling them to further learn and grow within an organisation. On the other hand, some employees have also shown that these relationships can have a negative impact on a new employee's ethical orientation. The aim of this study is to investigate the ethical orientations of Emirati female business graduates as they move from the relative sanctity of home and university into a new multicultural, westernised business environment. The results suggest that the ethical evaluations and behavioural intentions of Emirati graduates are affected by a multiplicity of sources including professional bodies and both mentors and peers in the workplace. It may be prudent at such a significant time in the UAE's development that educators consider introducing ethical education into tertiary curriculum.	http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.822.8425&rep=rep1&type=pdf
* journal ei jufo- luokiteltu	Madsen, S. R., & Cook, B. J. (2010). Transformative learning: UAE, women, and higher education. <i>Journal of Global Responsibility</i> , 1 (1), 127-148.	Research on education for women in the Arab world is just beginning to unfold. In some countries, such as the United Arab Emirates, higher education for women has only been encouraged for the last few decades. Research that explores the perceptions of women in college learning environments is important to discover better ways of educating Emirati women for lifelong learning. This paper aims to address these issues.	https://www.researchgate.net/profile/Bradley_Cook/publication/228387203_Transformative_Learning_UAE_women_and_higher_education/links/0912f50bfe3ca75dd000000.pdf
	Gimmon, E. (2014). Mentoring as a practical training in higher education of entrepreneurship. <i>Education + Training</i> , 56 (8/9), 814 - 825.	The purpose of this paper is to investigate the benefits of enriching higher education of entrepreneurship through mentoring potential entrepreneurs. Students in entrepreneurship classes were offered being mentors along with being mentored by professional senior staff in either one of two programmes designed to defined age groups: first, adolescent entrepreneurs in a high school and second, retired nascent entrepreneurs. This exploratory study was undertaken in the mode of action research. Most students who participated in either one of these programmes for at least one semester reported "substantial" improvement in their personal entrepreneurial abilities and higher self-efficacy. The rate of students who reported this reflection is more than double higher in relative to their classmates who did not elect to undertake mentoring in these programmes.	https://www.researchgate.net/profile/Eli_Gimmon/publication/280172253_Mentoring_as_a_practical_training_in_higher_education_of_entrepreneurship/links/5652f38308aeafc2aabcd91.pdf
* highschool students	Gushue, G. V., Clarke, C. P., Pantzer, K. M., & Scanlan, K. R. (2006). Self-Efficacy, Perceptions of Barriers, Vocational Identity, and the Career Exploration Behavior of Latino/a High School Students. <i>The Career Development Quarterly</i> , 54 , 307-317.	This study explored the potential relationship between the social cognitive variables of career decision -making self-efficacy and perceptions of barriers and the outcome variables of vocational identity and career exploration behaviors in a sample of 128 urban Latino/a high school students. The results indicated that higher levels of career decision -making self-efficacy were related to both a more differentiated vocational identity and a greater engagement with career exploration tasks. Perception of fewer barriers was also found to be related to a more integrated vocational identity. Implications for career counseling and future research are discussed.	https://onlinelibrary.wiley.com/doi/epdf/10.1002/j.2161-0045.2006.tb00196.x
	Bubic, A. (2017). The Relevance of Self-Evaluations for Students' Career Optimism. <i>Journal of Employment Counseling</i> , 54 , 100-114.	This study investigated how people's beliefs regarding their vocational abilities (i.e., career decision self -efficacy) are associated with their perceived academic control, self-liking, and self-competence. It also assessed the relevance of these 4 types of self-beliefs for personal job optimism among 268 Croatian college students. Results indicated that participants' career decision self-efficacy and perceptions of their chances of finding jobs nationwide were significant predictors of personal job optimism. Furthermore, the influences of self-competence and perceived academic control on personal job optimism were mediated by career decision self-efficacy. These results extend previous research and may be informative for vocational guidance interventions.	https://onlinelibrary.wiley.com/doi/epdf/10.1002/joc.12059
	Staff, J., Harris, A., Sabates, R., & Briddell, L. (2010). Uncertainty in Early Occupational Aspirations: Role Exploration or Aimlessness? <i>Social Forces</i> , 89 (2), 659-683.	Many youth in the United States lack dear occupational aspirations. This uncertainty in achievement ambitions may benefit socio-economic attainment if it signifies "role exploration," characterized by career development, continued education and enduring partnerships. By contrast, uncertainty may diminish attainment if it instead leads to "aimlessness," involving prolonged education without the acquisition of a degree, residential dependence and frequent job changes. We use nationally representative data from the National Education Longitudinal Study to examine how uncertainty in occupational aspirations in adolescence (age 16) affects wage attainments in young adulthood (age 26). Results suggest that youth with undecided career ambitions earn significantly lower hourly wages in young adulthood than youth with more certain aspirations, supporting the view that uncertainty heightens the risk of labor-market problems.	https://www.jstor.org/stable/40984551
	Beck, V., Fuller, A., & Unwin, L. (2006). Safety in Stereotypes? The Impact of Gender and 'Race' on Young People's Perceptions of Their Post-Compulsory Education and Labour Market Opportunities. <i>British Educational Research Journal</i> , 32 (5), 667-686.	This article examines the impact of gender and 'race' on young people's perceptions of the educational and labour market opportunities available to them after they complete their compulsory schooling in England. Its findings are based on a study of the views of girls and boys about the government-supported 'Apprenticeships' programme, which, because it reflects labour market conditions, is highly gendered and also segregated by ethnicity. The research shows that young people receive very little practical information and guidance about the consequences of pursuing particular occupational pathways, and are not engaged in any formal opportunities to debate gender and ethnic stereotyping as related to the labour market. This is particularly worrying for females, who populate apprenticeships in sectors with lower completion rates and levels of pay, and which create less opportunity for progression. In addition, the research reveals that young people from non-White backgrounds are more reliant on Official' sources of guidance (as opposed to friends and families) for their labour market knowledge. The article argues that, because good-quality apprenticeships can provide a strong platform for lifelong learning and career progression, young people need much more detailed information about how to compare a work-based pathway with full-time education. At the same time, they also need to understand that apprenticeships (and jobs more generally) in some sectors may result in very limited opportunities for career advancement.	https://www.jstor.org/stable/30032842
* highschool students to college	Stephan, J., & Rosenbaum, J. (2013). Can High Schools Reduce College Enrollment Gaps With a New Counseling Model? <i>Educational Evaluation and Policy Analysis</i> , 35 (2), 200-219.	Despite planning college, disadvantaged students are less likely to enroll in college, particularly 4-year colleges. Beyond cost and academic achievement, previous research finds that a lack of college-related social resources poses barriers. However, little research investigates whether schools can help. We examine whether, how, and for whom a new counseling model aimed at providing college-related social resources may improve college enrollment. Following nearly all seniors in Chicago Public Schools from senior year through the fall after high school, we find that coaches may improve the types of colleges that students attend by getting students to complete key actions. It is important that the most disadvantaged students appear to benefit. This research suggests that targeting social resources may improve the high-school-to-college transition for disadvantaged students.	https://www.jstor.org/stable/43773428
	Jodl, K., Michael, A., Malanchuk, O., Eccles, J., & Sameroff, A. (2001). Parents' Roles in Shaping Early Adolescents' Occupational Aspirations. <i>Child Development</i> , 72 (4), 1247-1265.	Relations among dimensions of parenting and adolescents' occupational aspirations were examined in two specific domains: academics and sports. The sample consisted of 444 seventh graders, with approximately equal numbers of African American and European American males and females, from two-parent nondivorced families. Multiple measures were used as indicators of parents' values and behaviors, youths' values and beliefs, positive identification with parents, and adolescents' occupational aspirations. In the academic domain, parents' values predicted youths' values directly rather than indirectly through their behaviors. In contrast, fathers' behaviors mediated the relation between parents' and youths' values in the sports domain. Positive identification was directly related to adolescents' values (especially about academics); however, positive identification did not moderate the transmission of values from parent to child in either domain. Parents' values predicted adolescents' occupational aspirations via both direct and indirect pathways. Similar results were obtained for African American and European American males and females. These findings highlight the potential role of parents as socializers of achievement-related values, and, ultimately, adolescents' occupational visions of themselves in the future.	https://www.jstor.org/stable/1132440
	Helwig, A. A. (2008). From Childhood to Adulthood: A 15-Year Longitudinal Career Development Study. <i>The Career Development Quarterly</i> , 57 , 38-50.	In 1987, 208 second graders were interviewed about their occupational aspirations and expectations, school likes and dislikes, educational plans, and other variables. They were reinterviewed every 2 years through senior year in high school. A 5-year post-high school follow-up was conducted, and 35 young adults (23 years old) from the original sample completed a detailed questionnaire. Young adults reported significantly less career direction and preparation in high school than they did as seniors in high school. Comparisons between 3 generations within the same families were conducted on educational and occupational achievement. The importance of teachers and parents in children's career development is discussed.	https://onlinelibrary.wiley.com/doi/epdf/10.1002/j.2161-0045.2008.tb00164.x
	Muratori, M. C., & Smith, C. K. (2015). Guiding the Talent and Career Development of the Gifted Individual. <i>Journal of Counseling & Development</i> , 93 , 173-182.	The authors highlight challenges that gifted individuals may encounter in their career development and propose a theory -informed career counseling framework to help guide them through the process. Special consideration is given to issues that may be salient for gifted individuals in career counseling sessions. Uncontrollable factors that might influence their career decision making, including socioeconomic status, race, gender, and sexual orientation, are also addressed.	https://onlinelibrary.wiley.com/doi/epdf/10.1002/j.1556-6676.2015.00193.x

	<p>Danziger, N., & Eden, Y. (2007). Gender-related differences in the occupational aspirations and career-style preferences of accounting students: A cross-sectional comparison between academic school years. <i>Career Development International, 12</i> (2), 129-149.</p>	<p>The purpose of this paper is to examine whether gendered differences in occupational aspirations still appear when considering students with similar abilities who study competitively in the same achievement-oriented educational setting. The hypotheses stipulated an interaction between gender and year of study on students' career aspirations and on career-style preferences. An interactive expression was constructed, multiplying gender by year of study (i.e. a female student in her freshman year, a female student in her senior year, and so on). A sequence of logistic regressions was used to test the hypotheses. The hypotheses were tested by cross-sectional analysis of the data, using 802 valid questionnaires collected from a sample of 1,000 Israeli accounting students from the accounting programs at three institutions of higher learning. It was hypothesized that differences between the sexes in occupational aspirations and career style preferences would evolve and increase with years of study and especially as students approached the end of the academic track. In other words, it was expected that an interaction between gender and year of study would affect students' occupational aspirations and career-style preferences. The findings supported the hypothesis. In their freshman year, the sexes shared a similar pattern of aspirations and goals. However, during their later academic years, females reduced their occupational aspirations and revealed a stronger preference for a convenient balance between work and other facets of life. Logistic regressions demonstrated the statistically significant effect of the interaction between gender and academic year on student occupational aspirations and career-style preferences. The study demonstrates the decrease in female students' occupational aspirations during the educational period, and that encouraging young women to obtain male-type professional education might be insufficient in order to eliminate inequality between the sexes.</p>	<p>https://www.emeraldinsight.com/doi/pdfplus/10.1108/13620430710733622</p>
	<p>Ghosh, R., & Roy, S. (2017). Relating multidimensional perfectionism and academic procrastination among Indian university students: Is there any gender divide? <i>Gender in Management: An International Journal, 32</i> (8), 518-534.</p>	<p>This study aims to examine the impact of multidimensional perfectionism on academic procrastination among university students in India and to explore whether gender plays any role in this relationship. Data were collected from a sample of 90 female and 60 male students, aged 18-23 years, enrolled in full-time bachelor's and master's programs in a central university in the National Capital Region of India and analyzed adopting different statistical techniques. The findings indicated that academic procrastination positively correlates with all the three dimensions of perfectionism – self-oriented perfectionism, other-oriented perfectionism and socially prescribed perfectionism. The different dimensions of perfectionism also significantly predict academic procrastination. Gender differences exist with regard to other-oriented perfectionism, socially prescribed perfectionism and academic procrastination.</p>	<p>https://www.emeraldinsight.com/doi/pdfplus/10.1108/GM-01-2017-0011</p>
	<p>Agarwala, T. (2008). Factors influencing career choice of management students in India. <i>Career Development International, 13</i> (4), 362-376.</p>	<p>This paper aims to explore the influence of a range of factors on the career choice of management students in India. The importance of different individuals in the family and at work in making career choices among these students is also to be explored. In addition, the study seeks to address the relationship of the cultural values of individualism-collectivism and the protean/conventional career orientations of MBA students from India, with factors as well as people influencing the choice of a career. Participants consisted of 93 students from India entering management, who were starting their first year of the two-year full time MBA program. Self-administered questionnaires were used to gather data on factors and types of relationships influencing career choice, individualism/collectivism, and protean/conventional career orientation. "Skills, competencies, and abilities" was the most important factor and "father" was the most significant individual influencing the career choice of Indian management students. The predominant cultural value was collectivism, although the students demonstrated individualist tendencies in some contexts. A protean orientation guided the career orientation of these students.</p>	<p>https://www.emeraldinsight.com/doi/pdfplus/10.1108/13620430810880844</p>
	<p>Correll, S. (2004). Constraints into Preferences: Gender, Status, and Emerging Career Aspirations. <i>American Sociological Review, 69</i> (1), 93-113.</p>	<p>This study presents an experimental evaluation of a model that describes the constraining effect of cultural beliefs about gender on the emerging career-relevant aspirations of men and women. The model specifies the conditions under which gender status beliefs evoke a gender-differentiated double standard for attributing performance to ability, which differentially biases the way men and women assess their own competence at tasks that are career relevant, controlling for actual ability. The model implies that, if men and women make different assessments of their own competence at career-relevant tasks, they will also form different aspirations for career paths and activities believed to require competence at these tasks. Data from the experiment support this model. In one condition, male and female undergraduate participants completed an experimental task after being exposed to a belief that men are better at this task in this condition, male participants assessed their task ability higher than female participants did even though all were given the same scores. Males in this condition also had higher aspirations for career-relevant activities described as requiring competence at the task. No gender differences were found in either assessments or aspirations in a second condition where participants were instead exposed to a belief that men and women have equal task ability. To illustrate the utility of the model in a "real world" (i.e., nonlaboratory) setting, results are compared to a previous survey study that showed men make higher assessments of their own mathematical ability than women, which contributes to their higher rates of persistence on paths to careers in science, math, and engineering.</p>	<p>https://www.jstor.org/stable/3593076</p>
	<p>Alexander, K., Bozick, R., & Entwisle, D. (2008). Warming up, Cooling out, or Holding Steady? Persistence and Change in Educational Expectations after High School. <i>Sociology of Education, 81</i> (4), 371-396.</p>	<p>This article examines the expectation to complete a bachelor's degree among a predominantly low-income, mainly African American, panel of Baltimore youths at the end of high school, at age 22, and at age 28. Across this time, stability is the modal pattern, but when expectations change, declines are more frequent than increases. Although disadvantaged youths and those with limited academic resources from high school are the most prone to give up the expectation to complete college, both factors recede in importance during the transition to adulthood when postsecondary enrollment becomes more salient. Clark's "cooling-out" thesis and Rosenbaum's "college-for-all" thesis predict a downward leveling of ambition, especially among youths with high expectations and limited resources and those who attend two-year colleges. The results indicate, however, that the expectations of low-resource youths are not distinctively cooled out by the college experience, and, net of other considerations, two-year college attendance is associated more with warming up than with cooling out. Hence, the dynamics proposed by Clark and Rosenbaum do not adequately account for changes in college expectations over the years after high school. A broader framework, situated in life-course ideas, is recommended.</p>	<p>https://www.jstor.org/stable/20452746</p>
	<p>Bullock-Yowell, E., Leavell, K. A., McConnell, A. E., Rushing, A. D., Andrews, L. M., Campbell, M., & Osborne, L. K. (2014). Career Decision-Making Intervention With Unemployed Adults: When Good Intentions Are Not Effective. <i>Journal of Employment Counseling, 51</i>, 16-30.</p>	<p>This study adapted existing empirically supported interventions to explore options for serving large numbers of unemployed adults. Participants included 150 unemployed adults (72 experimental group, 78 control group) seeking employment office services to maintain U.S. federal unemployment compensation. A 1-hour workshop was offered to the 72 experimental group participants. The same career development variables were assessed during data collection for both groups. Results revealed the workshop had no impact on negative career thinking and potentially increased career decision-making difficulties in the experimental group. Intervention effectiveness issues, implications for future research, and intervention options with unemployed adults are discussed.</p>	<p>https://onlinelibrary.wiley.com/doi/epdf/10.1002/j.2161-1920.2014.00038.x</p>
	<p>Galliot, N. Y., Graham, L. J., & Sweller, N. (2015). Who struggles most in making a career choice and why? Findings from a cross-sectional survey of Australian high-school students. <i>Journal of Psychologists and Counsellors in Schools, 25</i> (2), 133-151.</p>	<p>This article reports findings from an empirical study examining the influence of student background and educational experiences on the development of career choice capability. Secondary school students attending Years 9-12 (N = 706) in New South Wales, Australia, were invited to participate in an online survey that sought to examine factors influencing their readiness to make a career choice. The survey included questions relating to student demographics, parental occupation, attitudes to school and to learning, career aspirations, and students' knowledge of the further education or skills required to achieve their desired goal. We found no significant differences in the proportions of students who were 'uncertain' of their future career aspirations with respect to their individual characteristics, such as age and gender. There were, however, significant differences in relation to students' family background, and their perceptions associated with their own academic abilities and self-efficacy.</p>	<p>https://eprints.qut.edu.au/84343/1/Galliot%20Graham%20%26%20Sweller_IPCIS_2015.pdf</p>
	<p>Mortimer J. T., Zimmer-Gembeck, M. J., Holmes, M., Shanahan, M. J. (2002). The Process of Occupational Decision Making: Patterns during the Transition to Adulthood. <i>Journal of Vocational Behavior, 61</i> (3), 439-465.</p>	<p>In this paper, we consider how recent social changes in the United States may be affecting vocational decision making. While adolescents often maintain high educational and occupational aspirations, the transition from school is characterized by few institutional supports, the prolongation of education, and a multitude of options with respect to the combination of school, work, and family. In such a context, what themes characterize decision making about schooling and occupational careers? We draw on qualitative interviews collected as part of the Youth Development Study (n = 1000), a longitudinal study of work through adolescence and early adulthood. Multiple themes were identified including unfulfilled expectations, the postponement of decisions, turning points that crystallized decisions, and resources and obstacles including, among others, family, work, school counseling, and teachers. These themes characterize contemporary occupational decision making and thus would be appropriate focal points for future research. They also suggest that social policies may need to be modified to facilitate the young people's quest for vocational identity and work.</p>	<p>https://www.sciencedirect.com/science/article/pii/S0001879102918853</p>

	<p>Spengler, P. M. (2000). Does vocational overshadowing even exist? A test of the robustness of the vocational overshadowing bias. <i>Journal of Counseling Psychology, 47</i> (3), 330-341.</p>	<p>Vocational overshadowing (P. M. Spengler, D. L. Blustein, & D. C. Strohmer, 1990) is a hypothesized underemphasis of clients' career concerns when more interesting, prestigious, or economically rewarding "personal" problems coexist. This study tested the robustness of the vocational overshadowing bias by using an expanded array of case material, by including practicing counseling psychologists (n = 125) and clinical psychologists (n = 121), and by assessing the moderating effects of clinician information-processing and attitudinal characteristics. Clinical psychologists were more likely than counseling psychologists to underemphasize vocational concerns combined with severe noncareer problems. More complex thinking about career counseling and higher preference for working with career problems were associated with greater attention to clients' career concerns. However, no clear evidence was found for the vocational overshadowing bias by either equal or less severe noncareer problems. Implications of these findings for career counseling and clinical judgment research are discussed.</p>	<p>https://www.researchgate.net/profile/Paul_Spengler/publication/232522985_Does_vocational_overshadowing_even_exist_A_test_of_the_robustness_of_the_vocational_overshadowing_bias/links/54ef5b890cf2495330e20cd1/Does-vocational-overshadowing-even-exist-A-test-of-the-robustness-of-the-vocational-overshadowing-bias.pdf</p>
	<p>Gati, I., & Ram, G. (2000). Counselors' judgments of the quality of the prescreening stage of the career decision-making process. <i>Journal of Counseling Psychology, 47</i> (4), 414-428.</p>	<p>The first stage of the career decision-making process is prescreening, which aims at locating promising alternatives deserving further exploration. J. L. Holland's (1997) concepts of differentiation, consistency, and coherence were adapted to cases in which an individual's career-related preferences, which serve as guidelines for locating such promising alternatives, are expressed in many work aspects (e.g., length of training, income, work environment) and not merely in terms of vocational interests. The assumption was that, as for interests, the optimal starting point is crystallized preferences. Judgments of 29 career counseling psychologists and 48 counseling graduate students who were presented with information about the career-related preferences of 18 hypothetical clients supported the hypotheses that crystallized preferences are differentiated, that they are consistent, and that they are coherent. The judgments of these experts on 9 lists of occupations supported the hypothesis that the desirable outcome of the prescreening stage is a concise and homogeneous list of promising alternatives.</p>	<p>https://oae.ovid.com/article/00001192-200010000-00002/HTML</p>
	<p>Cardoso, P., Silva, J. R., Gonçalves, M. M., & Duarte, M. E. (2014). Innovative moments and change in Career Construction Counseling. <i>Journal of Vocational Behavior, 84</i> (1), 11-20.</p>	<p>This article presents an exploratory study of the process of change during Career Construction Counseling (CCC). The Innovative Moments Coding System (IMCS) and the Return to the Problem Coding System (RPCS) were used to an intensive analysis of a career counseling case — the case of Michael. Both systems are grounded in a narrative conception of the self which suggests that narrative change results from the elaboration and development of narrative exceptions to a client's core problematic self-narrative. The IMCS identifies and tracks the occurrence of five different types of narrative change and the RPCS tracks the ambivalence present in the clients discourse throughout the therapeutic process. This is the first attempt to use these methods with a career counseling case. The results suggest that the narrative elaboration progresses from the first to the third session. We discuss these results, emphasizing the process of change in career counseling with clients in which maladaptive repetition underlies career decision-making difficulties.</p>	<p>https://ac.els-cdn.com/S0001879113001577/1-s2.0-S0001879113001577-main.pdf?_tid=b0d66926-21c0-41c6-8c72-f3cac2b737f78&acdnat=1544167552_76ad20f03b0b0c6961d29d3e1e4f0a48</p>
	<p>Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J. P., Duarte, M. E., Guichard, J., Soresi, S., Van Esbroeck, R., & van Vianen, A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. <i>Journal of Vocational Behavior, 75</i> (3), 239-250.</p>	<p>At the beginning of the 21st century, a new social arrangement of work poses a series of questions and challenges to scholars who aim to help people develop their working lives. Given the globalization of career counseling, we decided to address these issues and then to formulate potentially innovative responses in an international forum. We used this approach to avoid the difficulties of creating models and methods in one country and then trying to export them to other countries where they would be adapted for use. This article presents the initial outcome of this collaboration, a counseling model and methods. The life-designing model for career intervention endorses five presuppositions about people and their work lives: contextual possibilities, dynamic processes, non-linear progression, multiple perspectives, and personal patterns. Thinking from these five presuppositions, we have crafted a contextualized model based on the epistemology of social constructionism, particularly recognizing that an individual's knowledge and identity are the product of social interaction and that meaning is co-constructed through discourse. The life-design framework for counseling implements the theories of self-constructing [Guichard, J. (2005). Life-long self-construction. <i>International Journal for Educational and Vocational Guidance, 5</i>, 111–124] and career construction [Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown & R. W. Lent (Eds.), <i>Career development and counselling: putting theory and research to work</i> (pp. 42–70). Hoboken, NJ: Wiley] that describe vocational behavior and its development. Thus, the framework is structured to be life-long, holistic, contextual, and preventive.</p>	<p>https://ac.els-cdn.com/S000187910900058X/1-s2.0-S000187910900058X-main.pdf?_tid=055ba716-2fd4-4ebf-9064-20dda737fb57&acdnat=1544167730_be504ab749803031a4f728365922ee99</p>
	<p>Taylor, J. M., & Savickas, S. (2016). Narrative career counseling: My career story and pictorial narratives. <i>Journal of Vocational Behavior, 97</i> , 68-77.</p>	<p>The present article addresses the questions of what changes during narrative-informed career interventions and what prompts client reflection. We interrogated two case studies that both used the interventions of Pictorial Narratives (Taylor & Santoro, 2016) and My Career Story (Savickas & Hartung, 2012). Being heard and validated were elements that prompted client change through increased reflexivity and agency. And, reflexivity and agency were fostered by encouraging clients to consider the contrast between problem and preferred pictorials and to connect the perspective from early recollections to possibilities in a reconstructed career narrative. This pair of contrasting symbols prompted deep sense-making and new realizations that primed purposeful actions in the real world to reconstruct career and life. In addition to addressing the questions posed by the organizers, this article describes how the Pictorial Narrative methods, when used in career counseling, can be integrated with the My Career Storyworkbook to enhance client reflection and agency. The two case examples illustrate this unique integration of constructionist career counseling interventions.</p>	<p>https://ac.els-cdn.com/S000187911630046X/1-s2.0-S000187911630046X-main.pdf?_tid=8dc41207-61c9-4cdc-9f73-649f6a278734&acdnat=1544167920_ec2d3d76756a3253386c20feb5982723</p>