

# CAREER DEVELOPMENT WORKS

Research Evidence and Case Examples

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# President of CDAA

Wanda Hayes

The Career Development Association of Australia (CDAA) aspires to an Australia in which all citizens have access to high quality career development; benefiting individuals, the economy and society.

This report was commissioned by the CDAA, to investigate the effectiveness of and benefits from, investment in professional and qualified career development practices.

Career is the individual's path through life, learning and work, and the path that individuals take to live their lives, build their skills, care for their families and work in the labour market makes a difference to the organisations in which they work and the societies in which they live. Because of this, although career guidance is primarily concerned with the individual; governments, employers, educational organisations and society at large all have potential to gain from supporting people build good, productive and meaningful careers.

The evidence presented in this report Career Development Works, summarizes formal empirical research and professional experience of the effectiveness of professional career development interventions and services.

Thank you and acknowledgement of the ACCELL research team and CDAA members for their contributions to this valuable work.



Wanda Hayes  
President, CDAA

## 3. Executive Summary

### 3.1 CONTEXT AND PURPOSE OF THIS REPORT ON EVIDENCE

Every Australian deserves access to resources that raise their career aspirations, achievements, and lifelong prosperity. Currently, Australians do not have fair and reasonable access to career development interventions and services that stand ready to enable their lifelong careers.

Government strategies and reviews highlight issues affecting effective transitions in and through education, training, and work. Recent statements about career development are found in:

- *National Career Education Strategy*<sup>[1]</sup>
- *National Regional, Rural and Remote Tertiary Education Strategy*<sup>[2]</sup>
- *Review of Senior Secondary Pathways into Work, Further Education and Training*<sup>[3]</sup>
- *Future Ready-Research on Incorporating Career Education in the Australian Curriculum*<sup>[4]</sup>

Each of these nationally significant documents identify the crucial role of career services for students, workers, and the workforce.

The present report, Career Development Works, summarizes research evidence of the effectiveness of professional career development interventions and services, and provides useful case studies to illustrate their impacts.

The report has been prepared at a time of momentous changes in the world-of-work during the 4th Industrial Revolution<sup>[5]</sup>. Globally, there is significant government interest in citizens' transitions from compulsory schooling, to post-school education and training, to employment and entrepreneurial ventures. These transitions are made even more critical amidst demographic changes including a population living longer,

extending the age of retirement, and higher unemployment rates for younger and older workers.

### 3.2 PURPOSE OF THE REPORT

This report was commissioned by the Career Development Association of Australia (CDAA), which is the professional association of Career Development Practitioners servicing diverse educational and workplace settings. CDAA members hold postgraduate degree qualifications and operate according to professional standards and ethical codes.

CDAA commissioned this report in order to investigate and demonstrate the impact of career development practices and interventions. This evidence herein can inform clients' and governments' knowledge and choices about current best practices within the career development field.

### 3.3 SOURCES OF EVIDENCE

The report draws upon two sources of evidence. First, the report summarizes international evidence published in peer-reviewed research journals. Second, the report presents case study examples of effective career development interventions in Australian contexts. These exemplary cases demonstrate the impact and value of career development interventions to their stakeholders.

Research drawn from the scientific literature is presented in Section 4 and the case study examples are in Section 5. Appendix A includes a conceptual overview of career development theory and concepts that inform contemporary practices. Appendix B describes the national survey used to glean data about the cases of good practice.

Professor Peter McIlveen



# THE REALITIES OF JOB INSECURITY

INFORMED BY A META-ANALYSIS OF 535 INDEPENDENT RESEARCH STUDIES



WHEN WORKERS FEEL **UNDER THREAT** IT HAS STATISTICALLY SIGNIFICANT **NEGATIVE EFFECTS** ON THE INDIVIDUAL

- ↑ INCREASE IN DEPRESSION
- ↓ DECREASE IN PSYCHOLOGICAL HEALTH
- ↑ INCREASE IN ANXIETY

WHEN WORKERS FEEL **UNDER THREAT** IT HAS STATISTICALLY SIGNIFICANT **NEGATIVE EFFECTS** ON THE ORGANISATION

- ↓ DECREASE IN PAY SATISFACTION
- ↑ INCREASE IN INTENTION TO RESIGN
- ↓ DECREASE IN JOB-TASK SATISFACTION




IF WORKERS FEEL **LESS JOB INSECURITY**, THERE ARE STATISTICALLY SIGNIFICANT **POSITIVE EFFECTS** FOR EMPLOYERS AND WORKERS

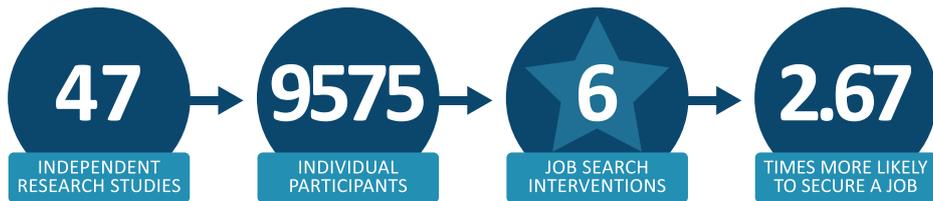
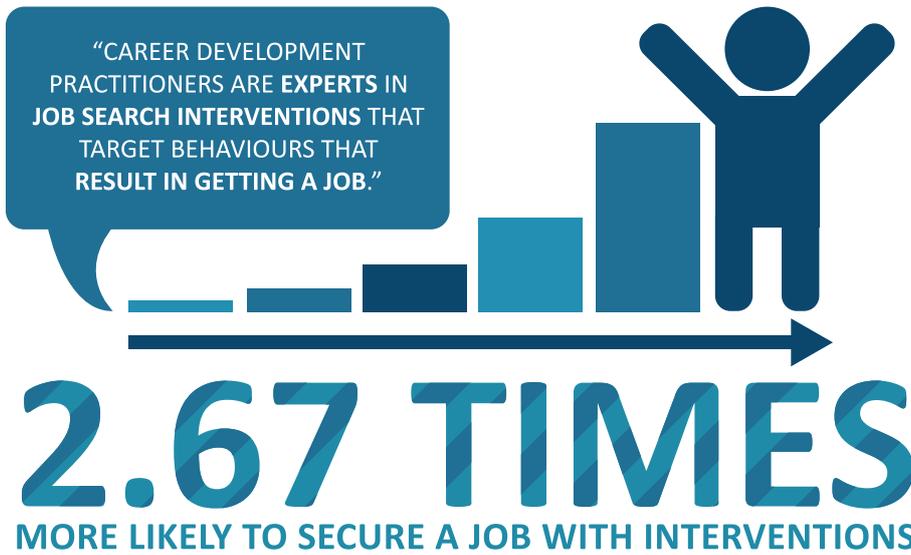
- ↑ INCREASE IN TRUST IN THE ORGANISATION
- ↑ INCREASE IN TRUST IN THE MANAGEMENT
- ↑ INCREASE IN POSITIVE EMOTIONAL STATE

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JIANG, L., & LAVAYSSE, L. M. (2018). COGNITIVE AND AFFECTIVE JOB INSECURITY: A META-ANALYSIS AND A PRIMARY STUDY. JOURNAL OF MANAGEMENT, 44(6), 2307-2342. DOI:10.1177/0149206318773853

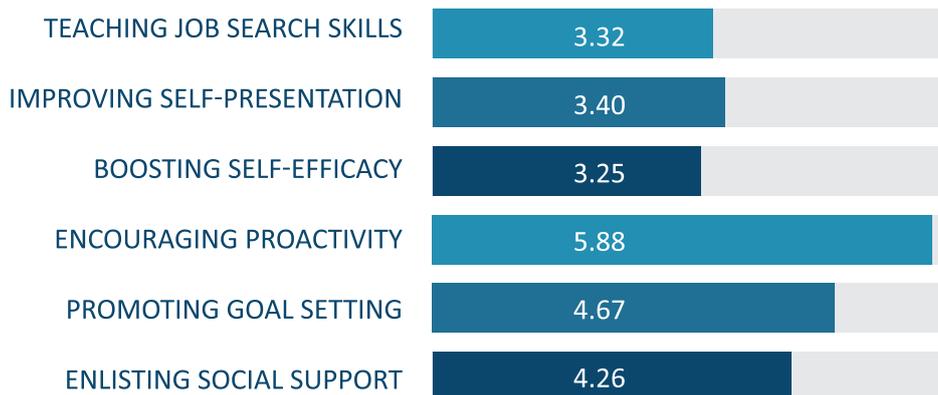


# JOB SEARCH INTERVENTIONS ARE EFFECTIVE



### INTERVENTIONS

### LIKELIHOOD OF SUCCESSFUL EMPLOYMENT



#### REFERENCES

LIU, S., HUANG, J. L., & WANG, M. (2014). EFFECTIVENESS OF JOB SEARCH INTERVENTIONS: A META-ANALYTIC REVIEW. PSYCHOLOGICAL BULLETIN, 140(4), 1009-1041. DOI:10.1037/A0035923

## 4. The Research Evidence

### 4.1 CAREER DEVELOPMENT'S IMPACT ON KEY TRANSITION FACTORS

Individuals make better decisions when they are confident of their own sense of career identity, know they are ready to make decisions, have the confidence to make decisions, and understand the supports and barriers that affect their decisions.

The Review of Senior Secondary Pathways into Work, Further Education and Training claimed: “too many young people are making poorly informed post-school choices (through no fault of their own) that do not align with their skills, interests, and career aspirations; that involve unnecessary cost and time; and which may align poorly with Australia’s future workforce needs” (p. 7)[3].

Career development interventions address the factors that affect choices and transitions. Evidence of the impact and effectiveness of career development interventions is found in independent and repeated research studies[6-10] documented across decades.

Table 1 summarizes the evidence of a large meta-analytic study involving approximately 7300 cases of data drawn from multiple, independent research studies.

#### 4.1.1 Table 1 Impact on Key Transition Factors

OUTCOME	Effect Size[6]	Magnitude[11]	95% CI
Career maturity	0.40	large	0.231/0.560
Career decidedness	0.30	large	0.139/0.447
Career decision-making self-efficacy	0.45	large	0.285/0.606
Vocational identity	0.21	typical	0.030/0.384
Perceived environmental support	0.24	typical	- 0.004/0.462
Perceived career barriers	0.13	small	- 0.140/0.391
Outcome expectations	0.18	typical/small	- 0.020/0.390

Note. This table uses the Gignac and Szodorai model of effect size magnitude<sup>[11]</sup>.

**Unfortunately, the progression and retention rates of university students<sup>[12]</sup> suggests that more could be done to enhance their career decision-making to ensure the best alignment between their aspirations and choices. Research affirms the value of interventions that address students’ engagement and progress<sup>[13]</sup>.**

“We at our TAFE in Holmesglen, VIC offer individual career counselling for prospective students to clarify career goals, pathways, courses, the education system, prerequisite requirements (e.g., English), employment strategies and requirements. It can include an understanding of short and long-term goals, and coping with unpredictability. Outcomes include a sense of career identity.” - Rob Cole, Holmesglen TAFE

#### 4.1 CAREER DEVELOPMENT'S IMPACT ON KEY TRANSITION FACTORS CONTINUED

**Teachers and family play a crucial role in the career-decisions of students.** Career interventions that support students' explorations and discussions with teachers and family ensure better outcomes for all.

*"The strength of this career learning strategy is that the students are empowered to independently do further research into their own career aspiration and decipher what subjects need to be studied at a secondary level. They are more prepared and informed when discussing career information with teachers, counsellors, family and friends." - Kim Giannoni, University of South Australia*

Research published subsequent to the meta-analysis summarized in Table 1 provides further evidence of the positive effect on students' certainty of decisions, satisfaction with choices, and confidence in taking choices that are critical to success[14, 15].

*"Educational and career pathway planning are provided to students from socio-economically disadvantaged and/or regional and remote communities. These services are provided under the auspices of UNSW Sydney, as a series of workshops, workplace and industry experiences, academic enrichment activities and on-campus events. The services outcomes include supporting aspirations to higher education, academic and career self-efficacy and reducing the under-representation of identified equity groups at university and in the professions." - Samantha Skinner, Aim High, UNSW*

Engaging students in learning, whether they be in a school, college, university, TAFE, or training environment is crucial to their success.

Research clearly shows that students' non-cognitive, dispositional traits (e.g., personality) affects their engagement and achievement[16, 17]. Career interventions can be focused on those dispositional traits to ensure their qualities lead to better outcomes and adaptation[18-21].

*"These career development workshops help young people understand their personality types. This can lead to better engagement with the concepts and activities around career development, building resilience, and self-awareness." - Jenny Gleeson, Lifeworx*

In summary, the research evidence is clear: career development interventions have a strong impact on the factors that are crucial to successful educational and work transitions: career maturity, decidedness, confidence, and self-efficacy.

**"Teachers and family play a crucial role in the career-decisions of students."**

## 4.2 THE MOST EFFECTIVE CAREER DEVELOPMENT INTERVENTIONS

Knowing which intervention is most effective or more effective than another gives some degree of certainty for allocation of resources aimed at enhancing individuals' career outcomes.

Table 2 summarizes the impact of different interventions. What is striking about the findings[6] is that most interventions have large effect sizes, which means one or a variety of interventions may be deployed to good effect for different individuals' needs.

4.2.1 Table 2 Career Development Intervention Interventions Comparative Effectiveness

CAREER INTERVENTIONS	SIZE[6]	MAGNITUDE[11]	95% CI
Workbooks	0.42	large	0.240/0.603
Self-report inventories	0.45	large	0.277/0.613
Counselor dialogue	0.33	large	0.165/0.490
Counselor support	0.83	large	0.395/1.255
Counselor cognitive restructuring	0.27	large	- 0.106/0.653
Vocational exploration	0.72	large	0.091/1.355
Values clarification	0.52	large	0.283/0.761
Psychoeducation	0.51	large	0.372/641
World of work information	0.25	typical	0.181/0.326
Personal performance accomplishment	0.99	large	0.273/1.712
Modeling	0.26	typical	0.021/0.507
Increased environmental support	0.31	large	0.101/0.513
Decreased perceived barriers	0.43	large	0.035/0.821
Computer guided	0.11	small	0.009/0.197

Note. This table uses the Gignac and Szodorai model of effect size magnitude[11].

“One-on-one coaching techniques and several career assessments assist clients transition to new careers and improve their confidence and professional identity. Learning outcomes include understanding their general and motivated skills while focusing on future goals and job expectations. My strategy ensures people understand the type of skill sets required for the career they are pursuing. This involves card sorts, labour market information, self-paced learning and reflection exercises, personality and character assessments, interview coaching and goal planning.”

Julie Street  
Life Path Career Coaching

## 4.2 THE MOST EFFECTIVE CAREER DEVELOPMENT INTERVENTIONS CONTINUED

Emotional intelligence has an important impact on job performance[22] and what matters most is that emotional intelligence can be trained[23] and put to good effect for career self-management. Health and wellbeing is an essential factor in people’s career self-management [24-26] and career interventions can effectively engage clients in “psychoeducation” to understand and manage the effects of work and wellbeing on one another.

*“As a psychologist, my services can attract clients who may have associated personal/mental health issues impacting on their working life. Psychoeducation about career counselling is further provided during the career counselling session.” - Julie Berg, Julie Berg Psychology*

## 4.3 PERSONALISATION MATTERS

Personalised career interventions that involve a Career Development Practitioner are the most effective. Personalising career interventions also highlights the crucial contribution of the working partnership between practitioner and client<sup>[27-32]</sup>. Evidence affirms the special impact of one-on-one interventions and, notably, that career counselling has long-term positive effects<sup>[33]</sup>.

4.3.1 Table 3. The Relative Difference of Impact of Career Delivery

MODALITY	EFFECT SIZE <sup>[6]</sup>	MAGNITUDE <sup>[11]</sup>	95% CI
Individual counselling	0.771	large	0.403/1.138
Individual test interpretation	0.265	typical	0.030/0.499
Group counseling	0.586	large	0.342/0.831
Group test interpretation	0.464	large	0.178/0.750
Workshop	0.307	large	0.089/0.524
Class	0.619	large	- 0.356/1.595
Computer alone	0.067	small	- 0.103/0.237
Computer plus practitioner	0.149	small	- 0.139/0.438

Note. This table uses the Gignac and Szodorai model of effect size magnitude<sup>[11]</sup>.

Individual and group services can be used separately or in combination to good effect. As the evidence shows, both have large effect sizes.

*“What is notable in these findings is that a variety of interventions are beneficial. This means that career development interventions can be applied flexibly according to different contexts and needs. NRL VET ambassadors deliver a session to groups or individuals and have a resource booklet they work through with them. Follow up then happens back at the club or school with career advisors or career coaches. Further exploration is encouraged and they are assisted to move along the continuum of researching, planning to take action, and then taking action.” - John Hutchinson, NRL*

#### 4.3 PERSONALISATION MATTERS CONTINUED

A crucial finding in the evidence is that computer-based interventions alone have the least effect but their effect is enhanced by the presence of a practitioner. These findings have implications for striking the balance between resource-intensive but most effective (e.g., one-on-one service) and resource-low but least effective (e.g., self-directed online services). To get the balance right, Career Development Practitioners are at the cutting-edge of technology to ensure that technology most effectively meets their students' and clients' needs.

*“Rather than their exploration and awareness being constrained by their location, background or networks we built the student web app in response to asking the big question, ‘How can we open up the whole world of possibilities to every young person?’ The patent protected data visualisation and personal tool puts all the options at their fingertips to explore in a way that suits their current best.” - Liv Pennie, BECOME*

Interpreting the results of career assessments has a crucial impact and Career Development Practitioners play an important role in helping their students and clients to make sense of assessment data.

*“Written reports and discussion are supported by a translator where appropriate. A visual representation is also created for learners from diverse backgrounds - some people are visual learners or lack the literacy or numeracy skills to understand information discussed. This includes people with a learning disability who often need extra time to take in and analyse information.” - Peter Carpenter, Penola Catholic College*

#### 4.4 JOB SEARCH INTERVENTIONS

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**The importance of quality employment cannot be understated. Poor quality work is associated with mental illness <sup>[34, 35]</sup>, and mental health and employment status affect one another <sup>[36, 37]</sup>. Moreover, there is increasing evidence of a link between suicidality and unemployment <sup>[38-43]</sup>.**

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Career Development Practitioners are experts in job search interventions that target behaviours that result in getting a job.

*“Our role in the one on one career counselling is to empower clients and give them the ability to navigate next career choices. This may include guiding through a grieving process, administration of vocational assessments; exploring strengths and skills; researching training courses and providing clients with hope”. - Rob Cole*

*“A series of four career development workshops are provided in a community setting to return to work mothers. The clients’ outcomes include: enhanced sense of career identity, career decidedness, self-confidence and self-efficacy, and future expectations for success.” - Donna Thistlethwaite, Career Vitality*

Breaking into the job market is not just a challenge for young workers. Older workers require support to transition.

*“Many of the people I support have not had to apply for work in the last 10 or 20 years, and often feel overwhelmed about how to professional present themselves in job applications. We spend considerable time coaching through how to positively present their extensive work history, in a way that they feel comfortable discussing, without feeling untrue to their natural modesty.” - Belinda Straughan Winks, Career Ipsum*

#### 4.4 JOB SEARCH INTERVENTIONS CONTINUED

Searching for a job involves much more than scanning online job boards and news sites. A meta-analysis of 47 independent research studies[44] involving a combined total of 9575 individuals identified the key ingredients of job search interventions. The odds of getting a job is 2.67 times higher for person who engages in a job search intervention than a person who does not. **The odds of success are higher for interventions that target proactivity, goals setting, and enlisting social support.** They are more effective than those that do not target these key ingredients. Directly training for improved self-presentation, job search skills, and boosting self-efficacy are also effective.

4.4.1 Table 4. The Career Development Skills that Improve Likelihood of Job Search Success

INTERVENTION	OR	k	N
Overall effect	2.67	47	9575
Teaching job search skills	3.32	32	5695
Improving self-presentation	3.40	32	5663
Boosting self-efficacy	3.25	31	5878
Encouraging proactivity	5.88	10	881
Promoting goal setting	4.67	16	1124
Enlisting social support	4.26	18	3521

Note. OR = odds ratio of successful employment, k = number of studies, N = total number of participants in combined studies

More recent evidence affirms that employment programs for younger workers have an impact<sup>[45]</sup>. In addition, there is good evidence that students can be taught how to express their employability skills rather than be passive in job search<sup>[46]</sup>.

*“These career development services are adapted for individuals from a range of cultural and social backgrounds, assisting people from other cultures to identify how the Australian culture differs from their own. This may be adapting the language used, using an awareness of different beliefs and values.”*

- Eleanor Pannall, Living Career

#### 4.5 THE VALUE OF MEANINGFUL WORK

Australians deserve opportunities that provide for their aspirations and desires for the future of themselves and their families. This goal for all is reflected in the evidence about individuals' sense of meaningful work.

The value of meaningful work is evident in crucial outcomes that matter to workers and workplaces. A meta-analysis of 44 independent research studies<sup>[47]</sup> including 22144 individuals identified the most important work-related outcomes associated with meaningful work. The associations were largest for work engagement, work commitment, and job satisfaction. Moderate to large effects were present for life satisfaction and life meaning. On the flipside, higher levels of meaningful work were associated with lower levels of withdrawal intentions.

Table 5. Meaningful Work's Effect on Commitment, Satisfaction and Withdrawal from Work<sup>[47]</sup>

OUTCOME	<i>r</i>	<i>k</i>	<i>N</i>
Work commitment	.75	11	10537
Work engagement	.74	18	6391
Job satisfaction	.74	11	3962
Life satisfaction	.47	5	2275
Life meaning	.53	6	2966
Withdrawal intentions	-.49	10	11108

Note. *r* = correlation adjusted for unreliability, *k* = number of studies, *N* = total number of participants in combined studies

Blue, pink or white—regardless of the colour of a job's collar<sup>[48]</sup> meaningfulness in work is a driver of workers' aspirations and satisfaction<sup>[47, 49, 50]</sup>. The meaningfulness of a job can be measured<sup>[51]</sup> and associated not only with job satisfaction but also with days absent from work.

*"The most direct impact on individuals is seeing a client go from unemployed to employed, generally with them having more fulfilling work; a better sense of identity; better skills; and more resilience should they be in a similar position again."* - Belinda Straughan Winks

***"This program is specifically designed to allow for each client to find and develop their own meaning and understanding of their character strengths and values. It is based on a theory designed to empower clients toward positive self-awareness and self-expression. There may be some normative aspects in how mentors encourage clients to fit into the codes and conventions of the profession, but this is done in such a way that encourages each client to find their own way to integrate and accommodate their values with their career goals."***

**Michael Healy**  
University of Southern Queensland

## 5. The Case Evidence

The broad empirical research findings in this report are validated by additional case evidence drawn from Career Development Practitioners in Australia. CDAA commissioned a national survey of practitioners to capture the diversity of their practices. A selection of cases are presented to highlight the impact of their work that supports individuals to make effective career transitions.

### 5.1 CASE A: SUPPORTING CAREER TRANSITIONS IN A LARGE ORGANISATION



**BRENDAN PIGOTT**, Career Development Practitioner

**Impact:** Brendan is working to keep people as healthy as possible in their moves within their career. Brendan sees his clients make different decisions, he sees positive attitude change towards colleagues, clients, and employer. His client's stress and work engagement are better managed, and they feel less alone in their career self-management.

Brendan's analysis suggests his interventions have had influence on the Australian Public Service Commission census on how engaged and committed people are to their areas and division. Over the last 2 years the division has seen improvements in staff engagement and commitment. For the people who choose to engage in the career intervention, their experience is one of "delighted disbelief".

**Client need: Clients in this program, like many workers, find it difficult to promote themselves and be quietly assertive about their work and achievements.** The organization comprises 140-150 staff who, as an inherent part of their career as public servants, transition into other departments. Progressing a career in the public service requires the career self-management skills enhanced by this career intervention.

**Intervention:** This career development intervention comprises One-to-One career counselling, which includes assessments of their skills and the wider world. The career counselling involves a combination of questioning, listening, and brainstorming to enable clients to recognize, understand, and unpack their career stories so that they better understand their achievements and transferrable skills. The intervention assists clients to understand what they have to offer, what stories they can tell, and how to better present their case for their next career move.

**KEY WORDS: LARGE ORGANISATION, SUPPORTING CAREER DEVELOPMENT**

## 5.2 CASE B: HELPING PEOPLE TO TRANSITION BACK TO WORK



**DONNA THISTLETHWAITE**, Career Development Practitioner

**Impact:** Career Smart Mums includes a series of four career development workshops provided in a community setting and offered to mothers who are planning to, or in the process of, returning to work. Participants report enhanced confidence in identifying and achieving their career goals, ability to plan and achieve their goals, and knowledge of the resources to assist in their career planning and return to work. The right people in the right jobs are being given the best chance to succeed. There is a positive impact on the economy when more mum's return to work and enabling them to add to the economy.

One of Donna's clients established her own small business and said, "Career Smart Mums program has changed my life". After 10 years out of the workforce, the client started a recycled fashion boutique and she donates a percentage of the profit to homeless people. The ripple effects are astounding.

**Client need:** Donna offers predominantly 1:1 interventions, over multiple sessions to adult clients in career transitions. She has worked a lot with mothers returning to work. She has developed and rolled out the Career Smart Mums program.



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**Teach people to fish, rather than give them a meal."**

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**Intervention:** Career Smart Mums clients are provided workbooks, a skills assessment, labour market information, and narrative techniques, a space to share their stories with one another, and the opportunity to learn from guest speakers. Career Smart Mums also offers online course resource, as well as workshops and 1:1 intervention. The intervention includes handouts on occupational information and where to go for more. Participants create networking maps and scope relevant occupations, and learn to conduct informational interviews. Participants complete VIA strengths assessment prior to beginning the intervention. Personal appointments are offered face-to-face and via Skype.

**KEY WORDS: RETURNING TO WORK**



### 5.3 CASE C: BUILDING EDUCATIONAL CAREER DECISION MAKING

**KIM GIANNONI**, Career Development Practitioner

**Impact:** The UniSA Connect Program enables Year 10 students to make better career decisions about school subjects and post- compulsory education and training.



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*Being in this program was one of the best things I have done”.*

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The program has operated since 2011 and involves 20 to 30 schools each year. Schools are now embedding “My Career Match” into their curriculums. This is in conjunction with the UniSA Connect Program. Feedback from the schools shows that students are better prepared for career planning and the post-school years, and had more reasons to engage in their school work.

In addition, the psychology students involved in the program use their experiences in their future work settings (e.g., counselling, teaching, youth work).

**Client need:** Often there is a lack of time for school students to have focused conversations about their futures and careers. The UniSA program targets that need and fills a gap to ensure students are not missing out of vital career conversations.

**Intervention:** The UniSA Connect Program involves third-year bachelor of Psychology students who complete a 4-day induction and training, and develop an understanding of the My Career Match program. As part of their work-integrated learning placement, the psychology students engage in “career conversations” with students at schools which participate in the program. These one- to-one conversations have a 30-minute duration. The Connect Program helps school students prepare to have better conversations with their career counsellor and school teachers, such as asking more informed and precise questions about post- compulsory school options.

**KEY WORDS: CAREER DECISION MAKING**

## CASE D: HELPING PEOPLE NAVIGATE REDEPLOYMENT



**STEPHEN WYATT**, Independent Career Consultant

**Impact:** Organisational restructures require careful career management. Stephen provides career development coaching to school teachers whose positions have been redesignated. This career development program provides teachers with career decision-making tools, support for job applications, and interview training. Clients in this program experience rapid transitions to new employment quickly. Others are supported through their grief of losing a teacher role or a location.

**Client need:** Clients of this program need career planning and decision-making to generate and manage new career opportunities. Organisational restructure and change can come as a surprise to workers—clients of this program may not have considered the need for alternate employment, work locations, or updating skills to be ready for searching for jobs.

**Intervention:** Clients receive one-to-one career counselling and career assessment including profiling of personality, strengths, values, current skill-base, and interests. The service includes coaching and workshops and a focus on networking, job applications, and job interviews.

**KEY WORDS:** CAREER DECISION MAKING, SUPPORT FOR JOB APPLICATIONS



## CASE E: BUILDING RESILIENCE AT SCHOOL

**NATASHA PURCELL**, Good Shepherd Lutheran College

**Impact:** Career self-management is not only about career decisions—life is not always so straight forward. The career development program is offered to all students and includes an equity focus, ensuring all students who require more intensive support related to disabilities, mental health conditions, or complex life circumstance all receive the support needed. Students develop enhanced self-awareness and challenge their negative biases or limiting self-beliefs so as to navigate complex labour market information and challenges in the world of work.



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*When families attend various careers consults with their student throughout the senior phase, they go on a journey with their student so that if shifts occur that is co-owned and supported by home and school”.*

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**Client need:** In a constantly changing world of work, career decision-making and education choices by high school students are pivotal for their futures. Students need to develop career exploration and planning skills to navigate subject choices and plan for their future career decisions and employment prospects.

**Intervention:** Students receive a mixture of narrative career counselling and career assessment focused on strengths, skills, and interests. Students develop the career information literacy skills to understand and use the language necessary for navigating the world-of-work, including career information sites (e.g., Job Outlook, My Future). The program includes a focus on development social and emotional qualities of resilience, grit, and growth mindset.

**KEY WORDS: SECONDARY CAREER EDUCATION**

## CASE F: NRL LEADING CAREERS ON AND OFF THE FIELD



**JOHN HUTCHINSON**, National Rugby League

**Impact:** What happens before, during, and after an elite sporting career is all about career planning. In the early 1990s, 42 elite players were studying a trade. Now, 70% of players are undertaking further education and training through TAFE or university. The CAREERWISE program is working with the players and schools, interacting with teachers and parents within communities, to encourage education and career planning.

**Client need:** Players must balance the demands of their education, training, and sport. “The CAREERWISE program has been designed to help our athletes be better in every area of life”. The NRL takes responsibility to educate players because sport does not define a player.



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*Students seem to hang off every word of the high profile athlete’s demonstrating the impact of engaging students and the power of storytelling when sharing career stories.”*

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**Intervention:** The program includes Year 9 to 12 students, elite juniors (U16s & U18s), State Youth, State Cup, and the NRL Development List. CAREERWISE includes workbooks and resources students and teachers, a website, workshops, and visits to clubs and schools. A crucial element of the program is a team of Ambassadors who have a career development qualification and who are able to share their motivational career stories with developing players.

**KEY WORDS: CAREER DECISION MAKING, EMPLOYABILITY**



## CASE G: MOTIVATING DISENGAGED YOUTH

**JENNY GLEESON**, Lifeworx

**Impact:** The Career Start program works with disengaged youth to raise their career awareness and enhance their decision-making. There has been a 75% increase in student engagement in education or work. The program provides the gateway to opportunities for considering alternative education or employment opportunities beyond the traditional school context.

**Client need:** The Western Australian Department of Education recognised that young people are better prepared for the world of the work if they are continuing into Year 11 and 12, or finding an alternative such as a job readiness program, TAFE and/or employment after Year 10. Some senior school students disengage from learning and work for a variety of reasons. The Career Start program assists by enabling students likely to disengage from school or work opportunities.

**Intervention:** The Career Start program includes one-to-one career counselling and assessment of personality, strengths, values, skills, and interests. The program develops participants' career exploration skills using online resources and their networking to discover opportunities. Participants are provided with workshops, useful resources including fact sheets, network contacts, and online portals.

**KEY WORDS: CAREER DECISION MAKING, EDUCATIONAL ENGAGEMENT**



## CASE H: ASPIRE FOR ACCESS TO HIGHER EDUCATION

SAMANTHA SKINNER, UNSW

**Impact:** The ASPIRE program is a part of Aim High delivered under the auspices of UNSW. ASPIRE is established in over 50 of the most disadvantaged and under-resourced schools in regional and remote communities. Each year ASPIRE engages with over 7,000 students from Kindergarten to Year 12. Outcomes include supporting aspirations to higher education, academic and career self-efficacy, and reducing the under-representation of identified equity groups at university and in the professions. In one year, there was a 155% increase in university place offers to partner schools.

**Client need:** Government initiatives identify the need to reduce the under-representation of identified equity groups at university and in the professions amongst students from Indigenous, regional and remote locations, culturally and linguistically diverse backgrounds, Indigenous and migrant and refugee population. In the migrant communities, the program engages in conversations with students and family to enhance their understanding of the value of a credential within the Australia community and contributing to the Australian economy

**Intervention:** Participants receive one-on-one coaching, including online coaching, workshops, experiential events on campus and in industry settings, and access to online resources. The program is designed to improve participants' awareness about education, raise their career aspirations and goals for their future, recognize and develop their academic talent, provide key information and experiences to build self-confidence, build a sense of belonging where they can see themselves at university, and assist with navigating the university application process.

**KEY WORDS:** BUILDING CAREER ENGAGEMENT, EQUITY



## CASE I: TRANSITIONING THROUGH DEFENCE CAREERS

**AMANDA MCCUE**, Career Swag

**Impact:** Amanda assists Defence members and veterans, and their spouses' job search and transitions. She also consults to employers seeking to better understand how to attract, recruit, and retain staff in the Defence system. Amanda's work improves the careers of Defence personnel by taking a holistic focus of career that is inclusive of the needs of the whole family unit, not just the member or veteran.

**Client need:** There is pressing need to provide job search and application advice to partners of ADF members and veterans. Military partners face systemic challenges (e.g., relocation to bases, changing jobs and schools). In addition to client-services, Amanda's approach to careers in Defence includes advocating for change to systemic barriers is necessary to address partners' needs (e.g., flexible work leave policies).

**Intervention:** Clients receive one-on-one career counselling and assessment which includes a focus on managing the inherent requirements and challenges of careers in Defence. The program operates in alignment with the work of Defence Families Australia. Clients receive print and online resources about job search, application, and interview processes. In addition, clients with families are guided on how to navigate online resources relevant to their children's needs (e.g., relocating to a new base).

**KEY WORDS: SUPPORTING CAREERS IN COMMUNITIES**

## CASE J: ENHANCING CAREER DEVELOPMENT WITHIN THE AGRICULTURE SECTOR



NICOLE MCDONALD, USQ

**Impact:** By raising the profile of Career Education and an Agriculture career, there is an opportunity to build awareness of Agriculture careers in populations outside rural and regional districts. By investigating the attraction and development of the next generation of cotton industry workers, this study explores skill development, training transfer, generational differences in work motivation, engaging leadership, workplace culture on farm, and future skills requirements for cotton production.

*“Agriculture is one of the biggest contributors to GDP and for the sector to continue to grow, in a time when our natural resources are constrained, there is a need for people to be more innovation and one way is to encourage across industry integration of new skills and methodology. Even when there is a disconnect between city and country, there is a desperate need to bridge the gap encouraging people into careers in agriculture”.*

Nicole promotes providing growth opportunities in the workplace and with employees through opportunities to explore personal values, build an identity at work, and helping employers retain employees, particularly with growers where retention can be an issue.

**Client need:** Nicole’s applied research and development work is focused on the Australian cotton industry’s future workforce requirements. Nicole has identified a strong need for psychological support and career research employees in the agriculture industry to support farmers and their families continue with viable means of farming and production.

“**As a researcher, I look to see where my research may contribute and fill the gaps in building practical career development interventions”.**

**Intervention:** Nicole has created cross sectorial relationships including, and beyond career development demonstrating how partnership can best inform industries around Career Development. Her research and the relationships and connections she has developed are helping to build a research profile to best inform future practice.

“Career Development is really hard to build when in a silo of its own. It is impossible to have impact of sharing career development practices and research within industry unless you have the social capital in that industry. For example Cotton Industry field days allows you to meet people; social media forums such as twitter allow us to follow agriculture trends and contacts.”

**KEY WORDS: CAREER DEVELOPMENT, AGRICULTURE, RURAL, REGIONAL**

# THE VALUE OF MEANINGFUL WORK

EMPLOYERS AND STAFF CAN REAP THE VALUE OF MEANINGFUL WORK

“ TO FIND OUT WHAT ONE IS FITTED TO DO, AND TO SECURE AN OPPORTUNITY TO DO IT, IS THE KEY TO HAPPINESS. ”

JOHN DEWEY - DEMOCRACY IN EDUCATION (1916, P.308)



# 44

INDEPENDENT RESEARCH STUDIES INCLUDING 22144 INDIVIDUALS IDENTIFIED THE MOST IMPORTANT WORK-RELATED OUTCOMES ASSOCIATED WITH MEANINGFUL WORK (ALLAN, BATZ-BARBARICH, STERLING, & TAY, 2019).

## EMPLOYEES WHO HAVE MEANINGFUL WORK

FEEL MORE COMMITTED TO THEIR WORK

FEEL MORE ENGAGED IN THEIR WORK

FEEL GREATER JOB SATISFACTION

FEEL GREATER LIFE MEANING

ARE **LESS LIKELY**  
TO HAVE  
INTENTIONS TO  
LEAVE THEIR  
WORKPLACE

THE DEFINITION OF MEANINGFUL WORK IS DIFFERENT FOR EACH INDIVIDUAL, BUT WITH A SHARED DEFINITION OF FEELING THAT ONE'S WORK BENEFITS **SOME GREATER GOOD.**

### REFERENCES

ALLAN, B. A., BATZ-BARBARICH, C., STERLING, H. M., & TAY, L. (2019). OUTCOMES OF MEANINGFUL WORK: A META-ANALYSIS. JOURNAL OF MANAGEMENT STUDIES, 56(3), 500-528. DOI:10.1111/JOMS.12406

## 6. Recommendations

### 1. Recommendation: Promote the Evidence of Effectiveness

The research evidence is clear: career development interventions are effective. The impacts of career development interventions are most strong on individuals' career maturity, decidedness, and decision-making, all of which are essential to career transitions. There is a broad range of effective methods of career development intervention which enable practitioners and clients to select the most appropriate for a given need and context. Career Development Practitioners and the CDAA, and key stakeholders (e.g., government, industry) can promote to their key stakeholders (e.g., government, industry bodies, educational and training providers) the evidence that career development interventions are effective.

### 2. Recommendation: Use Evidence-based Practice

Career Development Practitioners can use the research evidence to inform their practices so as to ensure their clients receive the most relevant and impactful intervention according to their needs and contexts. Evidence-based practice is essential to demonstrating the utility of career development services. Practitioners should not only know the evidence but also use the evidence.

### 3. Recommendation: Evidence of Cost-Effectiveness

There is a need to gather more evidence about cost-effectiveness of career development interventions. Whilst there is sufficient research to indicate impact for a range of interventions and modalities of service delivery, there is insufficient research to determine which career interventions are the most cost-effective in comparison with one another for certain target needs.

### 4. Recommendation: Alignment of Evidence and Policy

Current national strategic statements advocate the utility of career development interventions: - National Career Education Strategy[1]

- National Regional, Rural and Remote Tertiary Education Strategy[2]

- Review of Senior Secondary Pathways into Work, Further Education and Training[3]

- Future Ready-Research on Incorporating Career Education in the Australian Curriculum[4]

Leaders implementing these strategies (e.g., government, industry bodies) can use the evidence to inform the design of policies, strategies, and programs that effect individuals' transitions into and through education, training, and work.

### 5. Recommendation: Target High-Risks of Unemployment/Underemployment

There is clear evidence of links among quality employment and mental health, unemployment and mental illness. Career development interventions have a demonstrable impact on factors that enable people to search for and maintain quality employment as a meaningful part of their lives. Government agencies can play a role in directing policy, strategy, and programs to deliver career development interventions that target individuals' participation in the labour market.

## 7. Appendix A: Case Evidence Research

The project involved two phases of data collection. First, a national survey asked Career Development Practitioners to provide examples of their practices. Second, a selection of participants drawn from the survey dataset was invited to elaborate on the responses by way of an interview. The research process was approved by the Human Research Ethics Committee of the University of Southern Queensland (Approval number: H19REA202). The survey and interview questions are provided hereafter. Survey questions were based on the Guiding Principles for Career Development Services & Information Products[52].

### 7.1 NATIONAL SURVEY - SURVEY LANDING PAGE

Australia needs to know the value of the good work of career development practitioners. On behalf of Career Development Association of Australia (CDAA), this present questionnaire is used to collect examples of good practice that demonstrate how career development practitioners are experts in job readiness and employability.

Examples of good practice will be written up as “case studies” for sharing via CDAA as a public resource, with the career development industry stakeholders. Your contribution is sought because you are career development practitioner and a member of the CDAA. The questionnaire should take no more than 20 minutes to complete.

After collating the results of the national survey, some practitioners will be invited to share more information in a follow-up phone or online interview. Your participation in the present questionnaire does not mean you have to participate in the follow-up interview, if invited. The final part of the questionnaire includes the option for you to decline our contacting you about being interviewed.

### Section A: Job Readiness Strategy

1. Describe one of your career development strategies that you offer and that is focused on enhancing job-readiness and employability, which may include preparations for and transitions into and through work (paid or unpaid).

The developmental learning outcomes of your strategy may include:

enhanced sense of career identity, career maturity, decidedness, self-confidence and self- efficacy, future expectations, capacity for reflection and future learning, and general skills (e.g., teamwork, communication, problem-solving).

Your strategy may be based in or accessible from an education, training, workplace, or community settings. This strategy may be a single offering (e.g., a workshop, career assessment procedure), a suite of connected interventions (e.g., a themed series of workshops or counselling sessions), and set of self-help resources (e.g., a website, blog, pinterest). Types of strategies may be:

individual counselling, career assessment, group work, workshops, classes or courses computer- based information or activities, annual performance planning, professional development activities.

Specific tools within the strategies may include workbooks, self-report inventories, card sorts, readings, labour market information, targeted counselling methods such as cognitive behavioural methods and narrative methods

## Section B: Principles of Good Practice

Describe aspects of your strategy with regard to the Guiding Principles of Career Development Services. Each principle is listed along with their criteria. Provide comments in respect to relevant principles and criteria. There is no need to respond to every criterion.

**B1. Use the text box below to describe your strategy with respect to the principle of promoting awareness of services and goals. Think about the following:**

1.1 Service is adequately promoted within organisation/ community so that people are aware of the existence/purpose of service;

1.2 Service is promoted accurately, in accordance with the skill level of personnel and the availability of resources;

1.3 Users are made aware of the specific purpose and goals of the service offered;

1.4 Users are made aware of the limitations of the service and their own responsibilities for active input and engagement;

1.5 The purpose and goals of the service are reiterated at multiple points throughout the process of service delivery

**B2. Use the text box below to describe your strategy with respect to ensuring users' entitlement. Think about the following:**

2.1 Users are made aware of their entitlement to professional and confidential service as recipients of career development services;

2.2 Practicing staff possess appropriate skills and/or qualifications, and where appropriate meet the Professional Standards for Australian Career Development Practitioners;

2.3 Users are made aware of their right to make independent choices;

2.4 Users are assisted in exploring their options and making choices;

2.5 Users are provided with concrete outputs at each stage of service delivery indicating what the service is providing in terms of assisted movement toward their desired career outcome;

2.6 Users are made aware of laws, policies and professional ethics that pertain to client rights; they are also made aware of the limits of confidentiality;

2.7 Service providers avoid and/or disclose conflicts of interest, which might compromise the best interests of their clients;

2.8 Fees/costs, if applicable, are disclosed up-front to the client/user;

2.9 Users are made aware of their rights, entitlements, avenues of redress and/or complaint should they perceive the service to have been inappropriately delivered.

**B3. Use the text box below to describe how your strategy ensures users have access to career information and are assisted in their understanding of that information. Think about the following:**

3.1 Information used as part of service delivery is relevant and appropriate to the audience/client and the advertised purpose of the service;

3.2 Information used as part of service delivery is appropriately contextualised and explained: e.g. occupational information is correlated with labour market and education and training information;

3.3 The purpose of any information used is made clear to the audience/client;

3.4 Any occupational, labour market or education and training information used as part of service delivery is confirmed as current and valid;

3.5 Any take-away or takehome materials conform to the Guiding Principles for Career Information Products or else are accompanied by appropriate contextualising material and/or support.

**B4. Use the text box below to describe how your strategy creates channels for generating and incorporating users' feedback. Think about the following:**

4.1 Input from users in relation to service provision is encouraged, facilitated and recorded;

4.2 Feedback from users is collected at multiple points throughout the process of engagement;

4.3 User feedback is collected in multiple forms;

4.4 Where appropriate, user feedback is incorporated and used to modify/improve service provision and methods of service provision;

4.5 Incorporated feedback leads to demonstrable modification/improvement in service provision;

4.6 Information is retained for appropriate periods of time for purposes of longitudinal analysis;

4.7 Information is appropriately stored to preserve client privacy and confidentiality.

**5.2 Service providers demonstrate an understanding and appreciation of issues relating to cultural and social difference and, if relevant, possess appropriate training to address the specific needs of particular groups;**

5.3 Service providers show the capacity to adapt service provision in light of differences in socio-cultural understandings and/or practices;

5.4 Service providers devise positive, creative solutions to communication modes to adjust for social and cultural differences;

5.5 Service providers ensure that career information used in providing services is appropriate to the understanding of the client audience, and its practical relevance to the client is made explicit.

**B6. Use the text box below to describe how your strategy involves collaboration with other facilitators of career development (e.g., other career development practitioners, allied professionals). Think about the following:**

6.1 Service providers demonstrate the capacity to network with other facilitators of career development;

6.2 Service providers engage with wider networks of formal/informal support that clients may use as a source of career development advice;

6.3 Service providers create and maintain constructive partnerships with other stakeholders in the career development process;

6.4 Where appropriate, service providers incorporate feedback obtained from contact with wider support networks;

6.5 Processes are in place for managing referrals between service providers.

**B7. Use the text box below to describe how the staff who provide the have sufficient support to deliver a quality service. Think about the following:**

7.1 Staff are formally inducted into the service and made aware of their responsibilities and available support networks;

7.2 Staff are adequately supervised and have access to support from senior staff if necessary;

7.3 Staff have access to adequate (quality) resources to perform their roles effectively;

7.4 Staff are involved in adequate mentoring and/or professional development programs which ensure ongoing learning;

7.5 Staff have regular access to feedback on performance and service outcomes;

7.6 Clearly defined boundaries for career development staff are in place and appropriate methods for referral are codified and understood.

**B8. Use the text box below to describe how your strategy involves monitoring outcomes of service provision. Think about the following:**

8.1 Systems are in place for monitoring service outcomes;

8.2 Findings of service monitoring are transparent to users, practitioners and relevant employers;

8.3 Findings of monitoring process are acted upon to improve the service delivery;

8.4 The monitoring system is itself subject to a regular evaluation process, to ensure that outcomes are being properly measured, and that the findings of these measurements are being incorporated into the structure of practice.

## 8. About the Authors and Acknowledgements

**Peter McIlveen** is professor of career development at the University of Southern Queensland. He is Research Director of ACCELL: the Australian Collaboratory for Career Employment & Learning for Living. ACCELL is a research and research-training team focused on improving individuals' engagement in their work, in all settings, and their learning in, through, and for, work. ACCELL's research program is focused on the psychological and social qualities of occupations and workers vital to the socio-economic success of communities, particularly rural and regional communities. ACCELL focuses on enhancing individuals' employability and adaptive choices for their future career and work. Professor McIlveen is a member of the Australian Psychological Society, a Fellow of the Career Development Association of Australia, and an International Fellow of the National Institute for Career Education and Counselling (UK). He serves on the editorial boards of Journal of Vocational Behavior, Journal of Career Assessment, Career Development Quarterly, and International Journal of Educational & Vocational Guidance.

**Carolyn Alchin** is a Career Development Practitioner, Educator, Researcher and the founder of Career Motivate. She is a professional member of CDAА and the current Vice-President of the CDAА. She is also a member of ACCELL: The Australian Collaboratory for Career Employment and Learning for Living. Carolyn's values, research, business and practice are focused on supporting people, and communities in seeing and reaching their potential. Career Motivate identifies areas of growth potential in education facilities, businesses, individuals and communities and helps them to find active and engaging ways to develop themselves or their business using learning tools, technologies and workshops. Career Motivate uses data to inform their work, and research to develop their profession.

**Kate Morton** is a Career Development Practitioner and a professional member of CDAА. Kate was awarded the CDAА Excellence in Leadership Award in 2018 for her outstanding contribution to the QLD division of CDAА ensuring the professional development opportunities were available for members. Kate has broad HR and Career Development experience across many industries including the Community sector; Education; Local Government/Public Sector; Mining and Construction; Not for Profit/Healthcare; Banking & Finance; Hospitality and Retail. Kate values working with private clients and organisations and she aims to assist others improve their level of engagement with their life, career and works to help, guide and coach individuals/teams to make decisions, choose a direction, development opportunities or careers that align to their core values.

We are grateful for the support of the Career Development Association of Australia and its members who willingly contributed their data and case examples that demonstrate the impact and value of career development services. Unfortunately, it was not possible to cite all of the case examples submitted by the Career Development Practitioners because of the sheer volume of good examples and the limitations of this report.

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