

Università degli Studi di Milano-Bicocca  
Department di Psychology



Dottorato di Ricerca in Psicologia Sociale, Cognitiva e Clinica  
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**A psychosocial career-counselling project with  
adolescents, parents, and people with a vulnerability:  
how the career development is impacted by personal  
resources and social context.**

Ph.D candidate:  
Dott.ssa Chiara Annovazzi

Tutor: Prof.ssa Elisabetta Camussi – Università degli Studi di Milano Bicocca

Co-tutor: Prof. Jérôme Rossier – Université de Lausanne



*“C'è chi dice che la vita è un viaggio  
verso mete da scoprire  
in mezzo a strade immaginarie  
che dovrai inventare tu”*

(Marta sui Tubi – Primo Volo)

*A te.*



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**Acknowledgments**







# Introduction

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*“Un voyage de mille lieues  
doit toujours commencer  
par un premier pas”*

(Lao Tzu)

## **Overview of the thesis**

Currently, the society is considered risky, characterized by rapid changes, and noticeable by a non-linearity between the educational path and the consequent employment. Now, adolescents, young adults with a vulnerability, and parents have to learn to deal with an unpredictable, unstable, and complex future. Therefore, nowadays in Italy, the university is no longer the place where the parents sent their children (with or without a disability) ready to abdicate from their control, but parents tend to replace their children in career choices, pushing them toward only a supposed safer path (helicopter parents). Indeed, all the economic and social changes have had a negative impact on the people's career, in particular on the young adults with a vulnerability. In this context, career counselling services and researches should act, in order to sustain individual's career development. In line with the career construction theory and the life design approach, in this thesis, the career and vocational guidance will be considered taking into account the family and the context, that are known to have a fundamental role. The life design approach, in fact, focuses on personal resources (e.g. career adaptability, hope, future orientations, and courage) considering the career development as a social and holistic process.

In order to gain a better insight on the role of the context on career choices, it has been decided to engage in a more depth studies of the role played by parents. Indeed, parent, as part of the scientific literature has underlined, are relevant for the representation of the future, self-representation and their children's career choices. At the same time, the project gathered interesting data on the main psychosocial challenges, fears and stressors, which parents, adolescents, and young adults with a vulnerability face in their professional and educational world. Looking for a methodology that could bring an efficient answer to new guidance needs and to the complexity of the context influences, it was used mix methods, in order to find a stimulating way to examine the relationships between psychosocial career counselling, personal resources, and environment influences. Several studies were conducted in order to intercept the complexity of the social influence process. In particular, in the first part of the thesis, a picture of the social and economic changes that characterized the context in which the project took shape will be provided. It will explain the International Hope Research Team and its protocol applied to high school students, parents and people with a disability, in order to better understand the role of personal resources in youth's career development. In addition, the presence of parents in university - a new social phenomenon - will be examined, with qualitative and quantitative data. In particular, the influence that parents have on the students' representations and their children career choices will be discussed. Then, a new construct in career guidance and counselling – courage - will introduce. A qualitative research will be presented, in order to investigate the courage youth representations and the role that courage have to face crisis and gender discriminations in career. National and international researches will be presented, in order to analyse the role of courage in the career construction behaviour.

The methodological approach, the process of data collection, and several processes of analysis, will be described, underling the role that the social context assume in the career development.

In conclusion, the main results about the social and parental influence and the implication for the practice and for the future research will be discussed. In particular, the importance of the parents involvement and social engagement will be presented, in order to support with the career counselling activities a strong social changes.



# Chapter 1:

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## The social economical context and the new Career Counselling approaches

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*Questa nostra epoca eccelle  
nello smantellare le strutture  
e nel liquefare i modelli,  
ogni tipo di struttura  
e ogni tipo di modello,  
con casualità, senza preavviso.  
(Bauman, 2000)*

In this chapter, I present the social and economic changes that have characterized Europe and North American in the past decade. I focus on the perceptions of insecurity and risk that characterize current society and how these changes have affect parents, adolescents, and people with disabilities. I explain how international research on guidance has responded to these new changes: this research has proposed new research approaches that are not characterized by the matching person-environment but by the concepts of career development and personal resources. In particular, I focus on the Life Design Approach and the Socio-Cognitive Perspective.

### **1.1 The new social and economic context**

Today's society is described using new emblematic words, such as globalisation, diversity, transitions, velocity, precariousness, uncertainty, and multiculturalism (Nota & Rossier, 2015). It is defined as the "risk society" (Beck, 2014) and the "liquid society" (Bauman, 2000) and is characterised by instability, economic crisis, and rapid changes (Savickas, 2012). Individuals re-design and re-build their own lives but are influenced the social changes in a fluid society. People at all ages return to school and to training (mature-student phenomena); they lose their jobs, and they take new ones. A career is considered protean, customized, (Be & Weisberg, 2007), and kaleidoscopic (Sullivan & Mainiero, 2008). Individuals' career development cannot be viewed as linear and hierarchical, but it is now multifaceted, unstable, and cyclical (Bimrose, Hearne, 2012). Given the unpredictability and the indefinable nature of the world of work (Kalamatianou & Kougioumoutzaki, 2012), it is impossible to predict occupational prospects. Today, people cannot expect to have the same job for 30 years: scientific literature shows that, on average, young people will change their job at least 10 times (Saratoga Institute, 2000; U.S Bureau of Labor Statistic 2002). Also, there is a proliferation of new jobs, with a new diversification of salary: there are new temporary assignments, new time-limited projects (Kalleberg, Reskin, & Hudson, 2000) including contingent, casual, freelance, part-time, extremal, atypical, adjunct, consultant, and self-employed employees that require a recurrent selling of services and skills. A new context in which the career decision making should be focused on shorter-term jobs and goals, applying a new systems of self-promotion. People should learn to relate themselves with a new complex environment (Beck, 2000), that requests the multitasking capacity and the ability to work in parallel – with several skills and several competences at the same time. It is increasingly required to use abilities, skills, and numerous knowledge, in relation to the multiple projects and different roles (Bagnara, 2010) that everybody needs to act. For these reasons, as highlighted by Savickas (2012), the choice of the job and the construction of a career, in the work world of the 21<sup>st</sup> century, provokes feelings of anxiety and fears among individuals. In accordance with Hirschi (2009), vocational future is generally considered one of the core developmental tasks. Future is perceived as threatening and insecure, producing insecure workers and students (Kalleberg, 2009). As a result, statistical data show a low confidence in the

educational and training investment: youth privileged paths and choices are considered more practical and that stereotypically guarantee a future (Camussi & Annovazzi, 2016). The Italian data about student enrolments in universities show a steady decline over the last 10 years, and there has been a dramatic decrease since 2010 (ISTAT<sup>1</sup>, 2013): from the 2003 (with 338 000 enrolment) to 2013 (270 000 enrolment), the decline was almost the 20%. Today, only 3 in 10 nineteen-year-old students enrol in a university (AlmaLaurea Data). In 2015, Italy still ranked near the bottom for numbers of graduates, with 22% graduates in the 25-34 year-old group. The European Union (21 Countries) average of graduated youths is 37%, and the OECD average is 39%.

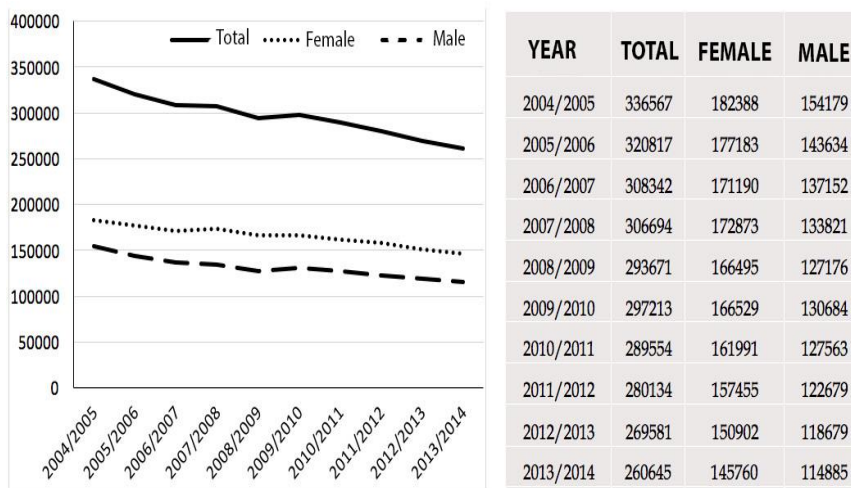


Fig. 1 Student university enrolment – 2004 – 2014. Miur Data

In 2015, Italy was still in the bottom positions for numbers of graduates, with 22% graduates in the 25-34 years old group. The European Union (21 Countries) average of youth graduated is 37% and the OECD average is 39%.

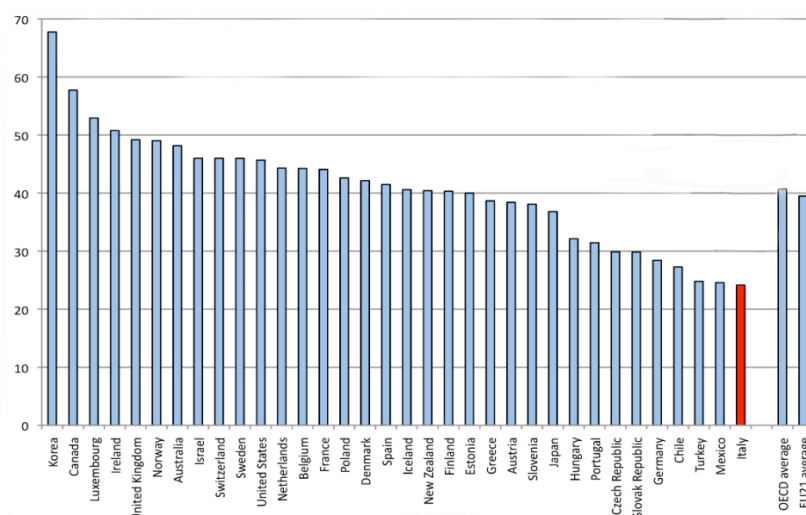


Fig. 2 OCSE data. Number of graduates 25-34 years old group

<sup>1</sup> ISTAT: The Italian National Institute of Statistics

The educative and future investment is one of high concern for policymakers, potential workers, enterprises, career counsellors, and one of the primary interests of the European Union. In fact, the main aim of “Europe 2020” is to become a “knowledge society”, requiring high skills, high competences, and high education levels. The European Union aims to develop an economy based on knowledge and innovation. The EU requirement to increase the number of graduates up to 40% of the population before 34 years old. This was such an unrealistic goal for Italy that it had to re-negotiate this threshold to 27%. Secondly, the EU aims to create a link between the graduates’ skills and the labour market’s needs. In Italy, as well as in other Mediterranean countries (such as Spain, Portugal, and Greece), graduates seem to be more vulnerable than in other European countries (Scarpetta et al., 2012). Although globalization, societal changes, rapid technological advancements, and the economic crisis seem to characterize all European countries, the effects of these changes seem to have hit more specific countries. The European data about youth unemployment, for instance, show that the Eurozone average is 21,4% (Eurostat, 2016), in Germany it is only the 7,4% but in France, Greece, and Italy the data are more alarming. In France, the unemployment rate was almost 10% for the total population, and it is almost the 24,6% for the youths that are 15-24 years old. In 2012, the NEETs<sup>2</sup> were 6, 1% among the 15-19 years old, and 17,6% for the 20-24 year-old group (Eurofound, 2012). In addition, Greece has suffered considerable financial losses given the global economic crisis. In 2016, the general unemployment percentage was 24, 2% (Eurostat, 2016), and the NEETs under 24 years old were eight, 6%; it was 26,5% for the 20-24 year-old group. Even in Italy, the situation is worrisome: the unemployment rate for the general population is 11,7%, and for people 15-24 years old, it is 12.7%. The NEET percentage is 11,7% for youths 15-19 years old and 27,4% for the 20-24 year-old group (Eurostat, 2016).

The unemployment rate by academic disciplines also shows that the competences of the graduates does not match with the labour market’s requirements. Moreover, the number of graduates continues to grow in disciplines that have had difficulties with employment (e.g., social sciences, business, and law), while enrolment remains scarce in fields where unemployment is lower (e.g., maths, statistics, and physics). As a result, in Italy, there is a huge waste of valuable resources; there is a large number of graduates with a low level of employability, which influences the level of future-related fear across countries in Europe. For instance, in France, Greece, and Italy, the level of fear that related to the rate of youth unemployment and precariousness (Gelhaar et al., 2007; Seiffge-Krenke & Gelhaar, 2008) is higher than in other countries. All of these changes have had an impact on the most vulnerable bracket in the society, in particular, on adolescents (boys and girls), consequently their parents, and on people with disabilities.

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<sup>2</sup> People Not in Education, Employment, or Training



## Adolescents

In the last decade, several studies have been focused on how young people deal with their personal and professional future in facing increased uncertainties (Woodman, 2011). The studies seem to underline that in this context the career decisions and other life-related choices are postponed (Vilhjálmssdóttir, 2015), facilitating the development of a condition called ‘emerging adulthood’. This condition is a specific ambiguous period between the transition from adolescence to adulthood, in which young adults are not fully independent from their family (Arnett, 2000). The uncertainties perception and the unemployment percentage make career design processes complex and stressful, creating confusing experiences. The recent social and economic crisis, in fact, has developed negative visions about the future, including discomfort and a low tendency to plan multiple goals and improvements in future lives as well as the inability to make long-term plans and dissatisfaction, low perceived possibilities of succeeding with future plans, and progressive disinvestment in education (Nota, Ginevra, & Santilli, 2015). Taking into account these elements, and according to the Life Design approach, the main career competencies needed in youth to cope with difficulties are self-determination, self-efficacy beliefs, hope, resilience, career adaptability, and courage (Guichard, Pouyaud, De Calan, & Dumora., 2012). Identity construction and career development interventions with emerging adults. *Journal of Vocational Behavior*, 81(1), 52-58., 2015; Nota et al., 2015). In addition, girls seems to suffer from gender discrimination. Despite affirmative actions in the last three decades in the Western World, they have still not changed status differences and inequalities between men and women (Gender Equality Report, 2016). Although the gap in male versus female employment rates has declined since early 2008 (given that the economic crisis in Europe had a greater impact on men), women’s employment rate in 2014 (59.5%) remained lower than the rate for men (70.1%; Eurostat, 2015). However, not all the European Countries perform equally regarding gender equality. For example, the employment rate for women aged 20-64 in Sweden and Denmark was 73.1% (76.5% for men) and 69.8% (75.8% for men), respectively, while it was 51.2% (60.7% for men) in Spain and 46.8% (64.7% for men) in Italy (Eurostat, 2015). This triggers a sense of demotivation and a state of uncertainty in all spheres of life, which impacts crucial choices in the private lives of young Europeans, especially in countries such as Italy and Spain where the rate of youth unemployment and precariousness is higher with 50.1% in Spain and 42% in Italy (Lodovici & Semenza, 2012). Southern European Countries generally experience more difficulties in the field of gender equality than countries in northern Europe. Nevertheless, full gender equality has not yet been realised in any EU country. These important choices still risk being negatively influenced by gender stereotypes and discriminations (Ceci & Williams, 2011). Women are still significantly underrepresented in traditionally male employment fields such as Science, Technology, Engineering, and Mathematics (STEM), as reported by the European Commission (2016) in the report ‘She figures 2015’. Furthermore, young women are at a greater disadvantage than men in the current job market

featuring precariousness, globalisation, insecurity, unpredictability, instability, and economic recession (Savickas et al., 2009). For example, women have more limited job-market access and face more career barriers and higher unemployment rates than their male peers (Signorelli, Choudhry, & Marelli, 2012), because the diffusion of the “free to choose” rhetoric, i.e., the widespread, but wrong, belief that gender inequalities no longer exist. Quite the reverse, implicit forms of gender discriminations and inequality do persist in the job market, such as the gender pay-gap (currently 16.3% in Europe), the gender pension-gap (currently 39% in Europe) and the new implicit and dangerous forms of discrimination, such as benevolent sexism (Glick & Fiske., 2012). For this reason, according to the national gender equality legislations in all the countries of the European Union, the Member State should improve career guidance for both women and men interested in pursuing non-traditional careers, and they should improve women's levels of qualifications, particularly in the scientific and technical fields, in order to reduce gender-based segregation in the labour market. The European Commission clearly highlighted that raising awareness of gender inequality is crucial in supporting young adults in their personal and professional choices within a job market characterized by complexity, precariousness, and unemployment and gender inequality. Gender equality has a positive effect on quality of life, increasing the possibilities of a free choice and reducing the risk of poverty (Di Sarcina, 2010). In the Italian context, the educational and professional choices, in fact, are still strongly influenced by gender and employment stereotypes. Some educational and professional sectors are considered specific for women and not to men (and vice versa), according to a presumed "natural" correspondence between the gender identity and a specific career. This assumption could explain the female concentration in few occupations that are linked to the traditional "care" roles, such as teachers, nurses, social workers, psychologists, etc. These kind of occupations offer few prospects for career development or for a high salary, but they are considered more compatible with family management (Rosti, 2006). Alma Laurea and ISTAT data suggest, however, the growing presence of women in all sectors, even those not traditionally feminised, and the constant persistence of the data, although a minority on the male presence in some health professions (Alma Report graduate, 2015).

Overall, adolescents, both male and female, tend to perceive their future as full of risks, characterized by job insecurity, and perception of risks and fears for a future unemployment (Lange, 2013) that influence the adolescents wellbeing and life satisfaction, in particular in southern European countries (Pfoertner et al., 2014). Life satisfaction is considered a cognitive dimension of subjective well-being, which is a conscious cognitive judgment of one's own life in relation to a series of personally set criteria (Pavot & Diener, 1993). In adolescents, it is relevant for future externalising and internalising behaviours (Haranin, Huebner, & Suldo, 2007) and for the promotion of adaptive development (Antaramian, Huebner, & Valois, 2008). In literature, it is possible to find studies about how to improve adolescents' self-efficacy. In particular, the relation between career adaptability and life satisfaction in adolescents was underlined. Pouyaud, Vignoli, Dosnon, and Lallemand (2012)

showed that career adaptability increases the ability to tolerate and face uncertainty and ambiguity and to handle educational and career future-fears. In addition, Duffy, Douglass, & Autin (2015) demonstrated that career adaptability has a role in life satisfaction; and Hirschi (2009) and Santilli, Marcionetti, Rochat, Rossier, and Nota (2017) showed that career adaptability predicted life satisfaction in Italian and Swiss adolescents. Moreover, Buyukgoze-Kavas, Duffy, and Douglass (2015) observed that all four dimensions of career adaptability were correlated with life satisfaction and that career concern and control linked to life satisfaction through the role of sense of control in career decision making and life meaning. In addition, Bockorny (2015) found that courage, beyond psychological capital (hope, optimism, resilience, and confidence) predicted life satisfaction, as a dimension of the entrepreneurial success.

## **Parents**

Recent changes in the socio-economic context have had a negative impact on the different segments of the population, influencing negatively the confidence in the future and the perception of transitions and career processes (Savickas, 2014). In this complex environment, the family plays a fundamental role, because it is the main support network against life stressors and because it instills educational and work value as well as the positive or negative representation of the future. In the literature, the parental role has demonstrated an evolution over the last 60 years (Campanini, 2008). In the 1950s, parents supported children to have a support in an old age, and in the 1990s, parents desired for their children to have a good and satisfying life from a material, psychological, and physical point of view. Currently, this position is compromised by the overall instability of the economic and social changes in recent years. Today's parents invest in their children with the feelings of fear, looking for solutions that can provide employment and economic security. For instance, in a recent study by Demos & Pi (Diamanti, Bordignon & Ceccarini, 2013), people consider useless to develop projects for themselves or for the family, given the uncertain and the risks that characterize the future.

Given the importance that the parents are assuming, several authors have recently stressed the importance of investigating the social and relational influences in the educational and career constructions, including the role of parents (Blustein, 2001; Flum, 2001; Schultheiss, 2003). . These models explain the parental influence on their children's aspirations and career choices and evolved from being linear and unilateral (Grotevant & Cooper, 1988) to considering the overall environment by separating specific influencing factors. Recent theoretical models are more complex; they exhibit a dynamic and interactional relationship between parents and children. In that sense, the Social Cognitive Career Theory<sup>3</sup> - SCCT - (Lent & Brown, 1996) considered a wide range of factors – personal, familiar, cultural, and environmental – which interact with each other, in order to explain

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<sup>3</sup> For more information, see the paragraph 1.2

the career choices. For instance, Whiston and Keller (2004) have argued that the adolescent's professional development is influenced by two interdependent family contextual factors: family structural variables (for example, the educational level and family socio-economic status) and family process variables (family aspirations, level of parental support, optimism and hope of the parents). Most of the research has focus on the parental influences with a specific focus on the age group between 14-18 years (Turner & Lapan, 2002; Keller & Whiston, 2008), recognising the role of parental support on the children's development. In fact, although adolescence is typical of a deterioration in the parent-child relationship, teenagers seem to still contact parents for important issues, such as for the educational choices. For instance, in Paa and McWhirter (2000), parental expectations represented the strongest influencer for the school choices of their children. The researchers also showed the positive influence of the parents' employment status and support (Blustein, Walbridge, Friedlander, & Palladino, 1991), positive attitudes, and reinforcement (Eisler & Iverson, 1986; Grotevant & Cooper, 1988), parents' expectations (Smith, 1981; Young, 1994), interests, and aspirations (Bitner, 1981; Astone & McLanahan, 1991). Parents have an important role by supporting the educational (Ginsburg & Bronstein, 1993; Cutrona, Cole, Colangelo, Assouline, & Russell., 1994; McWhirter, Hackett & Bandalos, 1998) achievements of their children. Parents, establishing high realistic achievement standards, motivate their children to success, and they support their positive belief about their ability to (Hall, 2003) be successful. Moreover, parents are also positively associated with the development of professional interests (Turner, Steward, & Lapan, 2004), with their children's career self-efficacy (Turner & Lapan, 2002), career choices, and career aspirations (Flores & O'Brien, 2002). In addition, parental support seems to be a good predictor of a variety of vocational interests, professional aspirations, and professional goals (Flores & O'Brien, 2002). In addition, parental support seems to be helpful in developing agency. For example, Kush and Cochran (1993) have shown that the children's decision ability are influenced by the parental involvement. The parental support also plays a crucial role in promoting vocational education and positive results (Kenny, Blustein, Chaves, Grossman, & Gallagher, 2003), influencing experiences and performances (Lopez, Lent, Brown, & Gore, 1997). Finally, the perceived parental educational attitude is predictive of educational commitment (Wettersten et al., 2005). Recent studies in line with the Life Design approach (Savickas, Nota, Rossier, et al., 2009) highlighted the importance to consider the role played by the variables studied by the positive psychology. The ways in which parents relate themselves to educational and professional fields have an impact on (Neblett & Cortina, 2006), hope, optimism (McCabe & Barnett, 2000; Hasan & Power, 2002), and adaptability of their children (Lee, Rojewski & Hill, 2011). Students with a large amount of parental support have a higher level of optimism, higher levels of personal control, and higher expectations for their professional and educational opportunities. In addition, the perception of the work experience of their parents influence the adolescent's future orientation (Neblett & Cortina, 2006). Moreover, Hasan and Power (2002) observed the presence of a positive correlation between the level

of maternal pessimism and pessimism levels in children, but no association between maternal optimism and optimism in children was found. Lemola and colleagues (2010) have emphasized that the self-assessments about the levels of optimism and pessimism in children were linked with the parental perceptions of it. Finally, some authors have emphasized how the family's attitude about the future tends to be maintained in adulthood: Peterson and Bossio (1991) have in fact found that adults with optimistic attributional styles were more supportive parents and promoters of independence, autonomy, and optimism. According to Lee, Rojewski, & Hill (2011), parental involvement in educational and professional choices affects children's capacity to build their own future, influencing the ability to react quickly to career choices and reducing the indecision and the feeling of confusion. In addition, parental support seems to have an important role to increase the curiosity about the several educational and professional choices, providing an encouragement towards more experimental choices (Hargrove, Inman, & Crane, 2005). Some researchers have focused on the role of the socio-demographic characteristics such as gender, ethnicity, and socio-economic background on parental influence. For instance, Raque-Bogdan and colleagues (2013) showed that the parental role is most salient in collectivist cultures. In these cultures, the family goals are more important than the individual desires (Constantine, Wallace, & Kindaichi, 2005; Restubog & Bordia, 2006). Studies that have investigated the gender role have shown that girls receive more emotional support than their male colleagues (Raque-Bogdan et al., 2013).

However, at the same time, the parental influence can have negative effects (Pomerantz, Moorman, & Litwack, 2007) if parents' encouragement turns into pressing demands of success (Grotevant & Cooper, 1988), or if it only focuses on some alternatives stereotypically considered "acceptable". In that sense, parents undermine the wider career exploration of career possibilities (Middleton & Loughhead, 1993), constructing "barriers" on their children aspirations and developing internal and external conflicts (Levine & Gislason, 1985). At the same time, the "not-involvement" of the parents could be perceived as indifference. These parents' attitudes limit the "possibilization" process, a process that considers the "choice" as an enlargement of the possibilities (Cate & John, 2007; Tolomelli, 2009), with less probability of facing situations of uncertainty and change. Contrary to what often happens, enlarging the number of interest is strategic in this context.

Most of these studies are dedicated to investigating the relationship between parents and young adolescents, but not many studies investigate the impact of parents on university choices or university path. Nowadays, in fact, the university is no longer the place where the parents send their children, ready to abdicate to their control (Daniel, Evans, & Scott, 2001; Howe & Strauss, 2003; Coburn, 2006). Today, many parents of university students are actively involved in the university experience of the students. In 2006, an American study involving 127 colleges showed that 93% of the service for students had interacted with the parents of students in the previous five years (Merriman, 2007). Parents seem to apply a "management" approach of their children on the university path (Carney-Hall, 2008).

In order to intercept this new phenomenon, the university guidance services can play a synergistic role, identifying new strategies for parents and students. The Psychosocial Career Counselling Service, for instance, has intercepted the increasing presence of parents in the several guidance activities of the Milano Bicocca University. Parents participate in the Open Day, asking questions instead of their children (who often are silent next to the parents), and they contact the Guidance services. Sometimes, they express the desire to participate in the students counselling sessions. They contact the services in a vicarious substitutionary position of their children in order to ask questions and to request reassurance. They come to the university with their children in order to support them during the admission test or during the semester exams. In many cases, parents express their personal doubts and frustrations, and they look for strategies to better support their offspring in the career transition and in the career development. The university admission and payment of fees often require parental participation, but parents are also present in the tours of the campus in counselling sessions; they read the informational materials, and they are emotionally involved in all the selection and guidance processes. Parents influence the choices of university (Toor, 2000), the academic achievements (Wintre & Yaffe, 2000), cognitive and psychosocial development, and more generally the development of a specific career (Silverman, 2000). These parents are called "*helicopter parents*" to refer to the parental tendency to bring their children to universities, continuing to "fly" upon them ready to "swoop down" if necessary (Howe & Strauss, 2003). It is important to underline that students have an active role, requiring frequent contacts and continuing assistance from their parents (Taub, 2008).

### **People with vulnerability**

The concept of disability suffered from the 1990s to now a great evolution. Traditionally, "the people with disability" was considered a person with a negative trait, a deficit or a lack (Fabian & Liesener, 2005). Speaking about the disability word means to refer to the 15% of the world population (World Health Organization, 2011), which represents more than a billion people. With a medical approach focused on the disease of the individual, it could be identified five categories of disability. The World Health Assembly (2001) approved the International Classification of Functioning, Disability and Health – ICF – in order to classifier the disabilities into a number of sub-categories. The first of the sub-category is the mobility and physical impairments. This category of disability includes people with varying types of physical disabilities, such as upper limb(s) disability; lower limb(s) disability; manual dexterity; and disability in co-ordination. In addition, a sub-category is the Spinal Cord Disability and the Head Injuries, such as the Acquired Brain Injury (ABI) or the Traumatic Brain Injury (TBI). In addition, the Vision Disability and the Hearing Disability (includes people that are completely or partially deaf) are two sub-category of the disability concept. Also, it is possible recognise the cognitive or learning disabilities that are a kind of impairment present in people who

are suffering from dyslexia and various other learning difficulties and includes speech disorders; and psychological disorders, such as affective disorders, personality disorders, and schizophrenia. At last, the invisible disabilities are disabilities that are not immediately apparent to others. It is estimated that 10% of people in the U.S. have a medical condition that is considered a type of invisible disability. In this study, according to a socio-political model (Smart, 2009), the disability is not considered from a medical point of view but as a relationship between the individual and the environment in which he/she lives (Nota, Rondal & Soresi, 2002). In that sense, it is important to consider not only the restrictions and the limitations that people with disability can experiment in a context but also the different resources, the strategy, and the influences that an environment conveys (Soresi, Nota, Ferrari, Solberg, 2008). The disability assumes a meaning within a context, a community, and a family. The culture in which a person with a vulnerability is inserted creates the common meaning of disability, which affects the identity of the individuals as well as defining what is possible in terms of adjustment, adaptation, or change.

As it was said in the last paragraph, the recent social and economic changes had influenced the weaker people of the society, including people with a vulnerability. In fact, for instance in the US, people with disabilities registered an unemployment rate of 16.2% (9.2% for people without a disability), and their average income is only \$ 34,200 on year (\$ 40,700 for the people without disabilities). Even in Europe, the employment rate for people with disabilities is almost 20% less than for people without disabilities, which is around 44% (Loisel & Anema, 2013). This percentage is influenced by the seriousness of disability (14.3% unemployed rate for those who have only a disability, and 28.4% for those with two disabilities, to 35.5% for those with three disabilities) by the educational qualification, by the level of autonomy and technological skills possessed. For instance, 83% of working persons with disabilities are able to move independently and 76.6% are able to use a computer (Santilli et al., 2014). In Italy, 13 million people are at least 15 years old and with a disability. For these people, the employment rate is almost 44% (55.1% for people without a disability), and the people that are looking for a job are the 12.6% (14.0% for people without any disability). Even in Italy, the gravity of the disability is an important factor that influence the employment rate: only 19.7% of people with serious functional limitations have a job, and the 46.9% of those who have slight limitations, disabilities, or chronic illnesses. In addition, less than one third of people with Down syndrome and only one person in ten who are suffering from autism works after 24 years of age. The problem is not only in the occupational field but also in the educational: for instance, in Italy, university students with disabilities consist of almost 1%, and only 50% of university students with a disability have free access to classrooms, libraries, and student associations. Moreover, almost 30% of students with a disability feel limited in their future career choice. Almost 80% do not visit career guidance services, because they do not offer specific services for people with disabilities that are looking for a job or for an educational path. In addition, in line with Arnold and Randall (2010), workers with a disability tend to experience difficulties with

increases of the flexibility, temporary, project, precarious jobs that now are requested by society. In addition, they suffer difficulties with the increase of employment opportunities for jobs with high technological content. In fact, this kind of job should reduce the difficulties that people with impairments have with traditional work tasks, but also it presents some additional costs resulting from an increase of the risk of isolation (Ferrari, Sgaramella, & Soresi, 2015; Nota, Sgaramella, Ferrari, Santilli, Ginevra & Soresi, 2015). In addition, the frequency of protective and special environments dedicated to people with disabilities, segregating learning experiences, lower level of training, and lower exposure to different role models working reduced the development of social skills, and the problem-solving and decision-making (Luzzo, Hitchings, Reitsh, & Shoemaker, 1999) skills. In addition, they influence the lower ability to conduct effective exploration activities and to have a poor concept of job (Cinamon & Gifsh, 2004; Ferrari, Nota, & Soresi, 2008). However, in the employment context persons with disabilities appear to suffer significant forms of discrimination and prejudice by both employers of the same colleagues, reinforcing the development of psychological barriers to their employment participation. Stone and Colella (1996) examined what factors favour the use of prejudices and stereotypes. Among these factors, it was possible to recognize the type of disability, how the person with a vulnerability is presented, previous experiences, the type of business, and the previous experience with workers with disability.

According to the authors of the model, employers tend to represent people with disabilities on the basis of the most prototypical attributes, and they only this information to assess their work skills and their recruitment possibilities. Regarding the role of the type of disability, Nota, Santilli, Ginevra, and Soresi (2013) found that employers have a more negative attitude of hypothetical workers with psychic problems, than a candidate with sensory or intellectual impairments. The authors also found that the previous experience with workers with disabilities does not seem to any effect on positive or negative attitudes. Finally, considering the way in which candidates present themselves, the most positive attitudes were found in employers when candidates were described with strengths and positive characteristics rather than with the use of stereotypical descriptions.

Starting from these difficulties, the European Union has already established guidelines that member countries must respect with regard to training and employment. For instance, each member state should promote the acquisition of knowledge and transferable skills in people with disabilities in order to facilitate their integration and inclusion. In addition, they should promote the employment of people with disabilities through the use of social provisions and new opportunities of persons with disabilities. In addition, the State should support appropriate initiatives to ensure people with disabilities have access to third education in order to improve the knowledge, skills, and specific qualifications. However, the European legislation is not enough. It became more important to develop activities that help individuals with a disability to access to the resources that the environment makes available for them (to know the rules, rights), to the information, and relationships that can facilitate the integration, the life satisfaction, and the inclusion in the social and



professional world (Cunnah, 2015). Career guidance activities assumes an important role in order to increase knowledge of the professional world as well as the development and strengthening of all those skills to consciously choose to find and keep a job (Cinamon & Gifsh, 2004). It is necessary to implement activities that support the rights to choice and the self-determination in people with disabilities. Only with the support of the career activities, everybody has the possibility to achieve an independent life and a more coherent and satisfying self-image (Gysberg, Heppner and Johnston, 2003; Wehmeyer and Garner, 2003; Soresi, Nota & Sgaramella, 2003).

## **1.2 The evolution of career guidance and counselling: Life Design Approach and the Socio-Cognitive Perspective**

In order to face all of the changes expressed in the previous paragraph, it is important to recognize the inherent possibilities in the new social challenges: the possibilities to develop new resources and to implement skills and knowledge, in the individuals, in the society, and in the community. New approaches are needed to build a link between the new context and adolescents (boys and girls), parents, and people with vulnerability, who live in a knowledge society. It is increasingly important to learn to deal with the complexity, to accept the changes and to use them with hope, optimism, adaptability (Nota & Soresi, 2015), and courage (Camussi, Annovazzi & Montali, 2016; Sovet, Annovazzi, Ginevra, Kaliris & Lodi, in press). Dealing with a new complexity, in fact, requires the ability to learn new tools, using new practices, and to develop new ways of thinking and new reflections for workers, students, and career practitioners and career researchers. The importance of the career counselling activities is increasing, in order to support people facing the difficulties, the transitions, and the complexity (Nota, Soresi, & al., 2014). For instance, it is becoming more widespread to also use technologies for psychological interventions (Gati & Asulin-Peretz, 2011), given the advantageousness from the economic and the effectiveness points of views. The use of online services, in fact, gives the possibility to reach a large number of people in the same time and with the same action; allowing a greater personalization with a diversified and a multi-media approach.

For this reason, acknowledging such complex social phenomena, recently a group of researchers and academics have advocated for the need of reformulate the core concepts of 20<sup>th</sup> century career theories and vocational guidance techniques. The 20<sup>th</sup> century theories seem to be insufficient and no longer functional in order to help people to identify career trends and future scenarios as well as to support them in considering new career opportunities (Savickas et al., 2009), in particular, for the 20<sup>th</sup> century theories that tried to find a perfect matching individual-environment.

These prospects are essentially meant to assess people, in order to identify the perfect jobs for their characteristics. The implicit assumption of this approach is to consider the professional choice as the

expression of the personality of an individual, so that those who do the same job are characterized by the similar personological elements and similar life stories (Swanson & Fouad, 1999). The *matching* is therefore effective only if the person and the environment are stable and predictable as well as for those jobs that clearly and unequivocally refer to a single type of professional interest (Nye, Up, Rounds, & Drasgow, 2012). The use of *matching paradigm* models now seems to be weak and simplistic; it is no longer able to provide an exhaustive reading of the complexity and of the uncertainty that are characterizing the world of work in Western countries. This approach now seems to be obsolete for at least two reasons. The first is that jobs change so fast; in a short time, the description of a job may not be more recognizable (Nota et al., 2014). Secondly, even the personality characteristics are not considered stable and unchanging. People change interests, preferences, values, and also the world of work and the professional contexts ask them to change repeatedly. To use the *matching paradigm* also has negative consequences:

- a) being a simplified system of the reality gives the impression that everybody without a specific training can operate on the professional design issue
- b) it is associated with a propensity to use a lot of 'labels' ('Art', 'for the mechanical sector', 'with logical abilities', etc.), that trap the people in narrow 'spaces for future', without any possibilities to improve the professional curiosity and the career exploration, in case of threats to the working life;
- c) this approach consider vulnerable the persons who have only few matching options, creating a vicious cycle that increases the sense of vulnerability in people and that increases a negative view of the world of work;
- d) it stimulates a massive investment of resources for the development and maintenance of materials that are based on the description of professional profiles. That materials are destined to a premature obsolescence, if they are not constantly updated (Ferrari, 2015).

For this reason, the vocational psychology literature requests new paradigms to answer to the needs of the new design in a new knowledge society (Duarte, 2009). These new paradigms should identify several levels of explanation and of intervention in individual, interactional, and social dimensions. They should permit a co-evolution of individuals, context, and society. They should be a paradigm focused on multidimensional variables patterns and models rather than on single variable (Dauwalder, 2003), and they should produce specific knowledge to face the complexity, the non-linear dynamic causalities, and the multiple subjective realities.

The *Life Design approach* (Savickas et al. 2009) and the *Socio-Cognitive Perspective* (Lent & Brown 1996) represent these new paradigms for the career intervention.

*Life Design* approach is a paradigm that can be called a “paradigm of change”, in which counsellors are considered change agents. It is a holistic approach based on the social constructionism and that recognizes an individual’s knowledge and identity as a product of social, historical, and cultural co-construction (Young & Collin, 2004). Through the application of Life Design principles to the problems of vocational choice, selection and training, this approach focuses on how individuals live their present and on how they represent and plan their own future (Soresi & Nota, 2007b). This means taking in consideration the people’s future earlier than they have to face the difficulties of a transition (Savickas et al., 2009). The goal is to prompt people to self-making, identity shaping, and career constructing (Savickas, 2012). To aim these goals, the method proposed by the Life Design approach is the use of autobiographical stories in order to support people in the creation of new scenarios, linking the past achievements with the future planning. In addition, the Life Design approach encourages individuals’ imaginative thinking and the self-exploration (Oyserman, Bybee, & Terry, 2006). It considers people like authors of their personal and work stories, and it believes stories to be an important method in order to develop their career (Savickas et al, 2009; Guichard et al., 2012). This paradigm highlights human flexibility, employability, commitment, adaptability, emotional intelligence, and lifelong learning (Lister, 2003; Rowlands & Hall, 2010). In the Life Design perspective, the identity is considered a relation between a person and the social roles; it is a self-organization of the multiple experiences of daily life. It is considered a not-stable construct and a lifelong process, because people need to continuously negotiate themselves with several social position and with the interpersonal discourses. People have to revise and to adaptively modify their identity, integrating it with new significant social experiences: an identity that cannot be continued must be revised. In line with this approach, career counsellors should concentrate their session’s interview on the concepts of identity rather than personality, on adaptability rather than maturity, on intentionality rather than decidedness, and on stories rather than scores. The Life Design model for the career interventions is structured in several phases: de-construction, re-construction, and co-construction, with the aim to support career actions (Guichard et al., 2012).

- *De-construction*. This phase aims to open new career possibilities and to restart a stalled career initiative. This phase begins with a narrative process about the client past achievements and about how the client builds his/her career. The stories are used as a life and career portrait. In this phase, the counsellor individualises client self-limiting ideas, confining roles, and cultural barriers, in order to de-construct them.
- *Re-construction*. Re-construction aims to support a new more optimistic career and life development. In this phase, the counsellor integrates new client goals and new career meaning in a unified and meaningful identity story.
- *Co-Construction*. In this phase, the client reviews all the counselling process with a new language and a new prospective. He/she modify the story re-constructed by the counsellor

and he/she re-organize his/her meaning system, in order to extend it into his/her future career choices.

- *Action.* A new and fresh story could encourage client to make career transition and make a change in his/her career life.

*The Socio-Cognitive perspective* is a theory that emphasizes the learning process focused on the professional choices. This theory considers that important aspects of the professional development could be learned and that behaviour is the result of the interaction between the individual and the environment. The people influence the contexts in which they live and the context has an impact on the people's thoughts, feelings, and behaviour. In other words, people are considered able to make analysis and reflection on the events that happen around them in order to self-regulate their own behaviour and to control on their eventual experimentation (Lent, Morrison, & Ezeofor, 2014). In the most recent Bandura's reinterpretations (2012), the environment could be *imposed, selected, or built*, depending on the kind of influence that the environment acts. The first type of environment (imposed) means that the people are influenced despite their wishes, even if the ways in which people can interpret and respond to the environment influences could be flexible. In addition, the people can choose their environment (selected), and the influence of this environment is crucial for all the course of the life. Finally, people can also create a new environment in order to empower their lives (built environments) (Bandura, 2012). Moreover, Bandura (2009) underlined that the concept of "environment" should include the latest phenomena of the social networking and of the virtual environments, which influence the way in which people communicate, take daily decisions, learn, and have relationships. In line of this complex interaction system, people become both products and producers of their environment. In people, the self-efficacy believes that the outcome expectancy and personal purposes are relevant in the interaction with an environment (Bandura, 1986). In fact, the information that a persona has on its capabilities influences the process to adjust the behaviours, to work actively for the choices for the aims and for actions needed to achieve them. According to the socio-cognitive theory, every person from childhood makes many activities and receives a wide range of feedbacks on it. There exists some repetition of actions, for example, the presence of modelling, and the feedback received from significant others, people develop gradually their skills, a sense of efficacy for the different tasks, a set of beliefs about what will happen with an activity, and the professional preferences. As a kind of virtuous circle, interests depend on the possibility to experiment a sense of effectiveness for a specific activity and to obtain a series of positive results. This process also supports the motivation to look for aims that support and enhance the efforts in specific activities. These aims seem to increase the probability that an activity is frequently practiced. The results and the feeling proved during that activity (extrinsic rewards and reinforcements, and various types of self-satisfaction) are an important feedback in order to consolidate or to re-modelling the self-efficacy belief and the outcome expectations. Self-efficacy and outcome expectations exert

an undeniable pressure for the interest development (Soresi & Nota, 2007a). In its most recent formulations the socio-cognitive model, the satisfaction, the adaptation (Lent & Brown, 1996, 2008), the hope, and the management of professional development processes are assumed an important role. The concept of career preparedness was introduced in order to increase the people's level of vigilance and to be ready to respond to the professional situations of uncertainty, managing barriers and identifying the supports (Lent & Brown, 2013).

From the vocational literature, and in line with these two approaches, it is possible to underline the use of several new variables that may play an important role in the professional realization, a sustainable career identity and a successful work inclusion. These variables include the following: career adaptability (Savickas, 2005; 2007; Savickas et al., 2009; Soresi, Nota & Ferrari, 2012), future orientation (Stoddard, Zimmerman & Bauermeinstor, 2011), Academic Self-Efficacy (Steca et al., in review), Resilience (Richardson, 2002), Hope (Snyder et al., 1991; Snyder, 2000; Snyder et al., 2002) and Optimism (Anolli, 2005; Delle Fave, 2007; Meazzini, 2007).

### **Career Adaptability**

Career Adaptability refers to a set of “attitudes, competencies, and behaviours that individuals use in fitting themselves to work that suits them” (Savickas, 2013, p.45); it is a core competence to cope with frequent and uncertain career transitions (Rossier, 2015). It is considered a central resource and a multidimensional construct. Career adaptability is a variable that involves flexibility in responding to the demands of the environment. It is composed by four self-regulatory strengths (concern, control, curiosity, and confidence), which facilitates the preparation for present and for future changes in a career context, promoting adjustment and successful transition across the career lifespan and facilitating the person–environment integration (Savickas & Porfeli, 2012). In particular, ‘concern’ is about one’s future orientation that entails a sense of optimism in relation to future career. Control refers to individual’s need to exert personal influence over the career issues that concern them by leading their progress. Curiosity refers to the constant exploration of the self and the environment so that future career plans can be formed. Finally, confidence is associated with a person’s belief in their abilities to accomplish necessary career-related actions. The literature (Philips, Blustein, Jobin-Davis, & White, 2002) shows that high school students with a higher level of adaptability have (a) generalizable work skills (Bynner, 1997), (b) a clear and realistic plan for the transition (Way & Rossmann, 1996), (c) optimism about their plan (Heinz, Kelle, Wirtzel, & Zinn, 1998), and (d) resilience in the face of obstacles (Heinz et al., 1998). Moreover, several studies showed that people higher in career adaptability in terms of decision making, planning, exploration, or confidence beliefs are more successful in mastering vocational transitions (Creed, Muller, & Patton, 2003; Germeijs & Verschueren, 2007; Neuenschwander & Garrett, 2008; Patton, Creed, & Muller, 2002). According to Rossier (2015), Career Adaptability enhances the ability of people to tolerate and cope with

uncertainty and ambiguity, increasing flexibility and autonomy. Many studies in the last years have also tried to show that adaptability is a process variable that could mediate the relationship between personal dispositions and career related outcomes. Pouyaud, J., Vignoli, E., Dosnon, O., & Lallemand (2012) has shown that Career Adaptability is negatively related to fear of failure, and several studies suggest that Career Adaptability promotes the activation of personal resources in adverse career situations, and it is a protective factor in coping with stressful events (Seibert, 2016).

### **Self-Efficacy**

Perceived self-efficacy refers to the personal beliefs on the capacity to maintain established goals and perform successful actions (Bandura, 1997), in particular in multifarious difficult moments (McGeown et al. 2014). Self-efficacy could concern a general or a specific belief: general self-efficacy refers to a general perceived capacity to face stressful conditions, while specific self-efficacy refers to a particular context or situation. Self-efficacy has a significant and strong relationship with academic achievement (e.g., Ferla, Valcke, & Schuyten, 2009; Brausch, 2011), in particular, a study conducted by Amini (2002) showed that 21% of achievement is explained by students' academic self-efficacy. Self-efficacy has a relation with academic persistence (Gore, 2006), and final GPA (Robbins et al., 2004). In fact, students with high level of self-efficacy have the ability to transform troubles in occasions, to think strategically in order to solve their difficulties, and to feel in control of a majority of stressors in their life (Bandura, 1997). Some research have also indicated that there is a positive relationship between self-efficacy believes and motivation (Ommundsen, Haugen, & Lund, 2005), in particular with intrinsic motivation (Walker, Greene, & Mansell, 2006). Furthermore, self-efficacy believes foster positive social and supportive relationships (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996), reducing anxiety and improving the stress management. Self-efficacy beliefs are not stable, but, in line with the Bandura's thought, they are workable and flexible as they are strongly influenced by multiple sources (Bandura, 1997). For this reason, a large variety of educational, psychological, and pedagogical interventions are aimed to improve students' self-efficacy beliefs for their beneficial effects on numerous outcomes (Lane et al., 2004). In addition, self-efficacy influences the career interests. In particular, interests are individual's preferences for some activities (Hansen, 2005). They are considered a link between the personal motivation and a task or an activity to do. They are one of the most frequently assessed individual difference variables within career assessment tools and career counselling interventions. Empirical studies have shown that interests predict career choice and satisfaction (Leuwerke et al., 2004 and Rounds and Su, 2014) and Lent et al. (2013) underlined that the vocational interests create a positive relationship with occupation considerations. People who have an interest in a type of vocational activities want to involve themselves in the activities related to their interests, feeling comfortable in the work environment that matches their interest (Kantamneni, 2014). In the end, the literature summarized

that vocational interests are associated with the occupation knowledge (Rohlfing et al., 2012), career exploration, career development and career decision-making.

## **Resilience**

Masten and Obradović (2006) defined resilience as “a broad conceptual umbrella, covering many concepts related to positive patterns of adaptation in the context of adversity” (pp. 14). Resilience can be considered as resistance to, as well as a response to psychological strain related with undesirable experiences (Tugade & Fredrickson, 2004). It is a protective factor to cope with risks, related to future uncertainty and to face the challenges of the current society (Di Maggio, Ginevra, Nota, & Soresi, 2016). Moreover, it has been linked to overcoming stress under crisis, and is similar to coping efficacy: one’s belief that they have the ability to overcome negative cognitions and ruminative thought to succeed in a given challenge (Fredrickson et al., 2003). Resilience is associated to positive developmental outcomes, such as problem-solving skills, ability of asking for support, and social skills, and avoidance of maladaptive outcomes (Masten & Tellegen, 2012). In addition, it is positively correlated with career adaptability (Barto, Lambert, & Brott, 2015), propensity to think about own future (Reivich, Gillham, Chaplin, & Seligman, 2013), career maturity, career decision-making knowledge, and career decision-making attitude (Xiao, Yongyan, & Huazhen, 2015). According to Lundman et al. (2007), resilient individuals tend to characterize for several personal resources, such as high self-esteem, self-confidence, tendency to behave in courageous way and optimism in face of misfortune. Moreover, Fredrickson (2001) showed that they tend to cope with negative emotions and present high adaptability to threats.

## **Future orientation**

Stoddard, Zimmerman, and Bauermeister (2011) described future orientation as individuals’ ideas, feelings and thoughts about the future. Future orientation starts developing in childhood and continues to develop throughout life. Grisso et al. (2003) found that (1) older adolescents (16 years) were more likely to recognize long-term consequences of decisions that they made compared to younger adolescents (11-13 years), and (2) that older adolescents opt more often for a more valuable but delayed reward compared to younger adolescents. When facing challenges and having to cope with risks and future uncertainties, like hope, optimism and resilience, future orientation is a protective factor for several negative outcomes. For instance, future orientation is a protective factor for unhealthy behaviours and impulsivity, as more future-oriented individuals are more aware of and foresee better the negative consequences of certain decisions and actions (Luyckx, Lens, Smits, & Goossens, 2010). Furthermore, future orientation is positively related to positive outcomes. For instance, (1) future orientation is positively correlated to career exploration and career planning (Janeiro & Marques, 2010), (2) future-oriented individuals are more likely to be successful in their

scholastic achievements and their professional career compared to more present-oriented individuals (Simons, Vansteenkiste, Lens, & Lacante, 2004), and (3) preadolescents with higher levels of future orientation are more involved in decisional processes and are more committed to and in school (Ferrari, Nota, & Soresi, 2010).

## **Hope**

Studied by Snyder (2000), hope is a positive and personal resource, intended like a motivation in order to pursue goals. Hope works highlighting aims, finding strategies to achieve it, and focusing on motivation. Hope is a complex and a multifactorial construct: it has two components, strongly related to sustain the total hope (Luthans & Jensen, 2002; Pattengale, 2009): agency (willpower) and pathways (waypower). Agency means motivation to start an action and to support the effort to do it; the pathway is the capacity to plan the actions and to decide the micro-aims in order to achieve the final goals. Niles and collaborators (Niles, Amundson, & Neault, 2011) have proposed a career model in which hope is considered the main element in order to manage a career development and the career change. A youth, during a career development, faces many difficult situations for which hope and related skills are necessary: self-reflection, the choice of goals, planning ability, implementation and adaptation. Preliminary studies showed how hope is related to resilience (Gillespie, Chaboyer, & Wallis, 2007), optimism, and the future orientation. Several interventions suggest that it is possible to improve the level of hope (Snyder, Lehman, Kluck, & Monsson, 2006), and, in that sense, change the future orientation (Lapierre, Dubè, and Leandre, 2007).

## **Optimism**

Scheier and Carver (1985) defined optimism as the general belief that good things will happen in the future. Optimism is a relevant resource for future planning: having positive expectations is compelling toward pushing more efforts and persevering in order to reach relevant future wishes and positively facing experiences and challenges (McIlveen, Beccaria, & Burton, 2013), and to manage the uncertainty favourably using flexibility in assessing and responding to new situations (Aspinwall, Richter, & Hoffman, 2001). Optimism has been considered as a protective and support strength to the challenges that development can lead (Taylor, Kemeny, Reed, Bower, & Gruenewald, 2000). According to research findings, optimism has been found to be associated to several positive developmental outcomes. Studies involving adolescents provide evidence for negative correlations with depression, anxiety, non-adaptive behaviours, risk suicide, and positive correlations with physical health, life satisfaction, and social skills (Malinauskas & Vaicekauskas, 2013; Reivich et al., 2013). In addition, it has been found to be related to different vocational and career outcomes, such as decision-making, career goals, career planning, and career exploration, and greater effort and commitment in academic activities (Patton, Bartrum, & Creed, 2004; Rottinghaus, Day, & Borgen,



2005). Overall, it has been found that optimists tend to pursue multiple goals, increase their commitment for reaching high priority goals (and thus are more likely to reach them), choose where to devote their self-regulatory strengths, increasing efforts when conditions are favourable, and are more persistent, particularly when tasks become difficult or when they encounter obstacles (Gillham & Reivich, 2004).

## **Courage**

Courage is considered a tendency to act against the conformation pressures, against the social control and the authority submission (Worline, 2010). Courage is the base of collaborative actions needed to promote innovation and change (Koerner, 2014), to break the routine, to improve organizational functioning, and to increase the sense of agency in the organization's members (Worline, 2010). It is essential to make creative unconventional and unexpected professional decisions, and to fight phenomena such as corruption, illegal employment, and labour exploitation. Courage is positively associated with the tendency to perseverance, with the open-mindedness, with self-efficacy, resilience, and with the future orientation (Hannah et al., 2007; Pury et al., 2007; Rachman, 2004): people with a high level of courage are more motivated to achieve their goals, implementing multiple solutions for reducing the sense of fear. They have greater confidence in their ability to achieve goals, despite the presence of obstacles and of internal and external barriers (Amundson, Borgen, Iaquinta, Butterfield & Koert, 2010). Courage is a multi-component construct for which Rate, Clarke, Lindsay, and Sternberg (2007) found in literature at least 29 definitions. For instance, for Shelp (1984), courage is a personal disposition to act voluntarily in a dangerous situation, in order to obtain a positive result for themselves and for others. Lopez, O'Byrne, and Peterson (2003) hypothesized that courage is a result of a cognitive process that support an action to face risky situations in order to obtain positive goals for themselves and for others. Rate et al. (2007) have identified some main elements, considered central in the courage definitions: the intentionality to act, where coercive actions are not considered courageous ones (Goud, 2005. Rate & Sternberg, 2007) -; the presence of a knowing physical, social, psychological, or economic risk (Cavanagh & Moberg, 1999); and a noble and ethical achievement (Goud, 2005), and the presence of a feeling of fear, stress, and anxiety. The presence of fear is reduced by personal strengths and resources (e.g., resilience, optimism, hope, openness to experience), social forces (e.g. normative influences), and personal values and beliefs (e.g. loyalty, values) (Hanna, Sweeney, and Lester, 2010). In addition, Pury, Kowalski, and Spearman (2007) distinguished general courage and personal courage. The first corresponds to the monumental courage: extremely heroic actions that everybody considers courageous, and the second refers to an actions in which a person goes beyond his/her's limits. Woodard and Pury (2007) distinguish between courage in the work context (e.g., move to another country to find a job, take a job despite the critics, or to defend a colleague by mobbing), in the social context (e.g., die to deal

with a national emergency), and in the family context (e.g., to support a family at a difficult event). Putman (1997) distinguished between physical, moral, and psychological courage. Physical courage refers to an action for dealing with a physical risk (e.g., help someone in need), the psychological courage refers to actions whose risks are associated with the psychological stability (for instance, face a family crisis, a divorce or public speaking). Moral courage refers to act for the personal integrity, and for the other wellbeing (i.e., defend a person or a group from a racist chorus or to defend someone whose reputation was compromised). Starting from this last classification, Greitemeyer, Osswald, Fischer, and Frey (2007) coined the term of 'civil courage' as an action based on the indignation in order to enforce social and ethical rules, despite the social costs. In this sense, workers that deal with conflict and tension situations, implementing group innovation could be considered as courageous, because their actions are often accompanied by the risk for their professional careers (Hogg & Terry, 2000; Ibarra & Barbulescu, 2010). Courage could be defined as the refusal to act in accordance only with the social pressure and the stereotyped behaviours (Waldron, Labatt, & Brazil, 2007). Therefore, the courage means to take free and original initiatives. For this reason, women and men who make career decisions not in line with the stereotypical gender expectations could be considered courageous (Ford McMillen & Roberson, 2002).

In order to explain how the courageous behaviour, Frey et al. (2006) and Hanna, Sweeney, and Lester (2007) theorised the Theory of Courage and the Courage Theory, respectively. The Frey theory is based on the planned behaviour theory (Ajzen, 1985) and it considers (a) the situational conditions (for instance, situational awareness), (b) previous experience, (c) the personal characteristics (for example, the public responsibility), and (d) the inhibiting factors (for example, the fear of being evaluated). The Courage Theory by Hanna, Sweeney, and Lester (2007) define "courage" as a subjective experience with several components: (1) the courageous attitude; (2) personal values, beliefs and social expectations; and (3) self-reflection and personal attributions. The authors suggest that some traits (e.g., opening of mind, the conscientiousness, and the positive evaluation of self) and some positive states (self-efficacy, hope, and resilience) are able to moderate the relationship between the risk perception, the intensity of the percept fear, and the tendency to start a courageous behaviour (Fredrickson, 2001). Both models conceptualize the courage as a result of a process, in which the social and psychological factors have a great importance. They take particular attention on the socialization and on the environment in order to promote moral integrity, honour, selflessness, loyalty, and sense of duty (Peterson & Seligman, 2004). In addition, both models consider some personality traits (e.g., conscientiousness, openness) relevant for guarantying the capacity to adapt the personal resources to threats (Fredrickson, 2001).

## Chapter 2:

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### **The project with adolescents, parents, and people with a vulnerability: methodology**

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*Non tutto ciò che può essere contato conta  
e non tutto ciò che conta può essere contato.*

*(A.Einstein)*

In this chapter, I am going to illustrate the aims of this thesis, the methodological framework are discussed, and the general aims of the thesis and the more specific aims for each study are illustrated. In addition, the number of participants as well as their demographic characteristics and how they were involved in the research are discussed. Therefore, the ethical procedures and the practical procedures on how the research has been carried out are illustrated, both for the qualitative and quantitative parts. The quantitative and qualitative materials are described as well as their statistical structures and their methods of construction. Finally, the ways in which the quantitative and qualitative analyses were carried out are described.

## **2.1 Development in the literature**

Given the development of new guidance needs due to economic and social changes, it is crucial to investigate the consequences of this crisis on three vulnerable populations – adolescents, parents, and people with disabilities – in order to improve new strategies for career development. Regarding this issue, a review of the international career counselling literature showed a number of possible development, which this research addresses. First of all, given previous study on the importance of career adaptability in adolescents, it is interesting to investigate in more depth the relationship between career adaptability and vocational interests in adolescents. In this context, in fact, the implementation of a higher number of interests results in a crucial strategy to face transition and crisis.

Second, starting from research on the influence of parents on children (14-18 years old) achievement and personal resources, a possible evolution could be analysis of new parents' guidance roles with high school and university students coupled with an Italian description and interception of this new phenomenon. Since a background picture is an essential basis in order to carry out any other further research, part of this research will address this evolution, starting from the qualitative analysis of the parents' presence in the Milano Bicocca University. A general mapping is essential in order to better understand the phenomenon of parents within a university setting and to develop a new strategy for intervention. Third, starting from data showing that in crisis people with disabilities suffer a discrimination process and more difficulties to find and to maintain a job, I will analyse the role of career adaptability and hope in this sample. Then, I, with a collaboration of the Uni.Co<sup>4</sup> and ECADOC<sup>5</sup> groups, I will begin a new theoretical reflection and new researches on the courage construct, which is considered new in the career counselling literature and within the career counselling discipline. In fact, most of the studies available refer to the philosophy field. Given the originality of this issue, I begin with the meaning that people have on the construct of courage,

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<sup>4</sup> Research group on "Counselling in University"

<sup>5</sup> European Doctoral Programme in Career Guidance and Counselling

stemming from a discursive psychological background, and then I analyse the role that career-adaptability has to support the development of courage and the satisfaction of life. Furthermore, a good development could be to make comparisons with other countries. For these reasons, I therefore address this possible research topic with my studies, analysing the relationship between career adaptability and vocational interests in adolescents and the role of career adaptability in people with vulnerability. I will also focus on the guiding role of parents, with direct and indirect influence (on the representations of future and on the level of hope, optimism, and confidence in their children). I will also use a discursive psychology approach in order to intercept the meaning of courage in the adolescents. Moreover, I will investigate the role of career adaptability and courage on the satisfaction of life. Finally, in both academic literature on courage as well as publications within the international courage activity, an important dimension of social pressure has so far been neglected: gender. Acknowledging the omni-relevance of gender, I will study how gender impacts career choices and what level of reflexivity the students have about it in order to propose new interventions on it.

## **2.2 Aims**

In relation to the current socio-economic situation and previous literature, and in line with the Life Design approach, the general aim of this study is to investigate the role of personal resources and the influence of the context on three sample populations: adolescents (male and female), parents, and people with a vulnerability. For this reason, two studies were conducted. The first was The International Hope Research Team Protocol with adolescents, parents, and people with disabilities; the second was the role of courage in career counselling.

The first study is divided in several phases. The first phase aims to emphasize the role of career adaptability in adolescents to deal with the current work world by analysing the relationship between the component of career adaptability, future orientation, and career interests. A mediation role was hypothesized of the future orientation between the component of the career adaptability and the interests.

The second phase aims to investigate the guidance role of parents on direct and indirect levels. In particular, the qualitative part of the research investigates the parents' phenomena, underlining the reason why the parents try to substitute their children in career decisions. The quantitative part aims to investigate an indirect possible influence relationship between parents and children. In particular, it will be analysed how parents can support in their children the feelings of hope, confidence, and optimism and therefore influence the satisfaction of their children's life (Santilli, Nota, Ginevra, Soresi, 2014). The general aim of this phase was to encourage a guidance process for parents and

children in order to support them to face economic and cultural changes, transitions, and crises.

The third phase aims to analyse the role of personal resources and in particular of career-adaptability in order to sustain a positive satisfaction in life in individuals with disabilities.

Given the importance that courage has in order to face the current challenges, a second study aims to examine the meaning of this construct and its relationships with career adaptability and satisfaction in life in Italy and across three European countries. This study was divided in sub-phases: the aim of the first will be to analyse the meaning that the construct of courage has in adolescents. Secondly, the predictive role of career adaptability resources on courage will be verified and on life satisfaction in adolescents. Finally, the equivalence of courage scaled across the three cultural groups (Duarte & Rossier, 2008; van de Vijver & Tanzer, 2004) – Italian, French, and Greek – will be evaluated in order to investigate the relationship between career adaptability and courage from an international point of view.

### **2.3 Participants and Procedures**

The sample consisted of a total of 2885 adolescents and high school students, 506 parents, and 38 youth adults with a disability and enrolling an university path.

*Quantitative Procedure.* The adolescents enrolled in this study were involved in vocational guidance activities in their high schools, in collaboration with the Service of the Psychosocial Career Guidance in the Milano Bicocca University or with the Service of Italian<sup>6</sup> and International<sup>7</sup> universities collaborator in the project. Before participating in the vocational guidance activities, the adolescents were informed of the purpose of the project as well as the project procedures and what they could expect upon the project's conclusion. A stringent consent procedure for the research was followed including students' and parents' consent (for the underage students), approval from school councils, and freedom of adolescents to decline participation if they chose to do so. Before starting, the researchers explained that participants' responses would be absolutely confidential. All the participants received personalized feedback<sup>8</sup>, starting from the questionnaire answers. The feedback underlined personal strengths or competence to improve. The feedbacks aimed to help parents, students, and people with disabilities to identify what personal characteristics may influence their capacity to support their children in making career choices.

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<sup>6</sup> University of Catania; University of Sassari

<sup>7</sup> University of Athens; Université de artes e de métiers

<sup>8</sup> In the appendix it is possible to find an example

In the international research, in Greece and Italy, all the questionnaires were administered in high school, but in France, the adolescents were randomly selected on streets by an interviewer.

*Qualitative Procedure.* For the interview, participants were recruited on the basis that they would be acting as non-paid volunteers, and they were told that the researcher was interested in speaking about their career path, their future, and the concept of courage, providing the opportunity to voice their thoughts and experiences. During the first part of the interview, participants are informed on the research project, on its goals, and on the privacy and anonymity guarantee as well as on their right to withdraw at any time. Details on the use of the data were also provided: participants were told that their data would be treated with full confidentiality and that, if published, it would not be identifiable. The interviews were conducted in person in various locations in order to facilitate the participation (in the laboratory of the Psychology Department, in public spaces such as cafés, in the participants' offices, in the participants' own homes). Audio was digitally recorded from the interviews, and generally, they took between 30 and 60 minutes; then, the interviews were transcribed. All transcripts were checked and refined them according to a simplified version of the standard Conversational Analysis form of transcription as developed by Jefferson 7 (Hutchby & Wooffitt, 1998). This included speech errors, pauses, overlapping talk, and laughter.

## 2.4 Instruments

*Quantitative materials.* In line with the Life Design Paradigm (Savickas, 2012), the International Hope Research Team research protocol was used in the online<sup>9</sup> form for the three sample. More specifically the scale were<sup>10</sup>:

*Brief-A* (Roth, RM, Isquith, PK, & Gioia, GA, 2005). The Behaviour Rating Inventory of Executive Function-Adult Version™ (BRIEF-A™) is a standardized rating scales developed to Shops provide a window into every day behaviours associated with specific domains of the executive functions in adults' ages 18 to 90 years. The BRIEF-A Consists of equivalent Self-Report and Informant Report Forms, each having 75 items in nine non-overlapping scales, as well as two summary index scales and scales reflecting overall functioning (Global Executive Composite [GEC]) based on theoretical and statistical considerations. The Behavioural Regulation Index (BRI) is composed of four scales: Inhibit, Shift, Emotional Control, and Self-Monitor. The Metacognition Index (MI) is composed of five scales: Initiate, Working Memory, Plan / Organize, Task Monitor, and Organization of Materials. There are three validity scales: Negativity, in frequency, and Inconsistency.

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<sup>9</sup> <https://it.surveymonkey.com/r/RicercaGenitori>; <https://it.surveymonkey.com/r/ScelteStudenti>; [https://it.surveymonkey.com/r/orientamento\\_futuro](https://it.surveymonkey.com/r/orientamento_futuro)

<sup>10</sup> For the questionnaire, see the Appendix sections

*Hope Scale* (Snyder, C. R. et al., 1991). Scale theorized by Snyder et al. in 1991, consists of 12 items: 4 items examine the Agency (how much the person is willing to finalize a behaviour, to achieve its objectives); 4 items for the tendency to schedule, namely the intentional choice of strategies that would facilitate the pursuit of objectives. The original version has adequate indices of internal consistency (.78 for the total scale, and .74 and .67 respectively for the first and the second factor), with the two factors that explain respectively 52% and 11% of the variance.

*Life Orientation Test* (Scheier, MF, Carver, CS, & Bridges, MW, 1994). Structured in 12 items, it considers the tendency of people to feed optimism and pessimism. The two scales have an index of internal consistency of .66 and .76. It can also get a single score of optimism, with an index of internal consistency of .82.

*Pro.Spera* (Soresi, Ferrari, Nota, & Sgaramella, 2012). The instrument consists of 22 items; it collects the information on the importance given to think positively about the future. The exploratory and confirmatory factor analysis confirms a three factors that explain 44.30% of the total variance: the first factor "propensity for optimism" consists of seven items, the second, "Propensity to a negative view of the future", is composed of 5 items, indices of internal consistency are respectively .84, .84, and .81 for the three factors.

*Hope Centred Career Inventory* (Niles, Amundson, & Neault, 2011) is a 28-item self-report measure designed to assess the degrees of hope and hope-related career development competencies. The HCCI contains seven subscales that includes hope, self-reflection, self-clarity, visioning, goal setting and planning, Implementing, and Adapting. Each subscale has four items rated on a 4-point Likert scale (1 = definitely false; 2 = somewhat false, 3 = somewhat true; 4 = definitely true). Higher scores indicated a greater degree of hope-centred career competencies.

*Confidence in the Ability of Parent* (Soresi, & Nota, 2009). The questionnaire consists of 18 items and it examines the confidence that parents give to their educational skills. The exploratory and confirmatory factor analysis show three factors structure. The first is the efficacy beliefs of educational skills (9 items) and it refers to the ability of parents to teach to their children with the appropriate arrangement and, the beliefs about their ability to effectively manage an inappropriate behaviour. The second one is the efficacy beliefs to remain calm and positively interact with family members (4 items) and it refers to the ability to promote the creation of peaceful and positive family relations, to maintain harmony and to understand what is the best time to face the difficulties with their children or with their spouse. The third factor is the efficacy beliefs to support the autonomy and the decision-making abilities of the children, it consists of five items and it refers to the ability



to stimulate the interest of the offspring and to promote decision-making abilities, encouraging them to think about their decisions and aspirations.

*Career Adaptability* (CAAS, Savickas & Porfeli, 2012). The Career Adapt-Abilities Scale consists of 24 items divided equally into four subscales that assess adaptability resources: concern (e.g., “Concerned about my career”), control (e.g., “Making decisions by myself”), curiosity (e.g., “looking for opportunities to grow as a person”), and confidence (e.g., “Performing tasks efficiently”). The total score provides an overall measure for career adaptability. All items are positively worded and rated using a 5-point Likert-type scale ranging from 1 (*not strong*) to 5 (*very strong*). Results confirmed the validity of the four-factor structure of CAAS and metric invariance was supported across thirteen countries (Savickas & Porfeli, 2012).

*Design My Future* (DMF; Di Maggio et al., 2016). It consists of 19 items on a Likert scale from 1 (*It describes me not at all*) to 5 (*It describes me very well*). It assesses Future orientation (11 items; e.g. “Thinking about the future excites me”); and Resilience (eight items; e.g. “Even under pressure, I'm able to concentrate, to think with finish and carefully”). Previous analyses demonstrated construct validity, through exploratory and confirmatory factor analyses, and measurement invariance across gender in a sample of Italian adolescents. The two scales demonstrated in a sample of Italian adolescents good internal consistency estimates of 0.88 for Future orientation and 0.80 for Resilience. For this study, only the subtest future orientation was used, showing a Cronbach's alpha of 0.88.

*Functions and Work Tasks*. This is a 75 items scale, which assesses the level of interest for a wide range of activities and functions characterizing several jobs. The activities are 11 and they are: ecological and environmental activities; psycho-social activities; educational and training activities; health activities; economic activities; linguistic and touristic activities; technical activities; humanistic and literary activities; legal activities and public safety; biological and natural assets and agronomic activities; artistic activities. It's a 5 point Likert scale, in which 1 means "I'm not interested to do, or learn, or know more this activity; and 5 means "Yes, I'm really interested to do, or learn, or know more this activity." Breadth of interests was calculated by giving one point for each scale score that was one standard deviation above the mean and then summing the six scores of zero or one. Thus, the breadth of interests score ranged from 0 to 11.

*Satisfaction with Life Scale* (Diener, Emmons, Larsen, & Griffin, 1985). The instrument is a self-reported one to assess global life satisfaction. The scale has five items and participants responded on a scale from 1 (Strongly disagree) to 7 (Strongly agree). In the Italian version of the scale (Di Maggio, 2014) the SWLS has a single dimensional structure (Atienza et al., 2003; Diener et al., 1985; Oishi,

2006). In this phase, Cronbach's alpha was .87.

*Courage.* The Courage Measure a 7-point Likert scale from 1 (never) to 7 (always) that assess the self-perceived courageousness. It's a 12-item scale: four are negatively worded (e.g. "I will not face something I fear, even if avoiding it will have a negative outcome for me") - factor one - and eight are positively worded (e.g. "Even if I feel terrified, I will stay in that situation until I have done what I need to do") - factor two. The French, Greek and Italian version of the CM were translated and adapted (van de Vijver & Tanzer, 2004; Duarte & Rossier, 2008).

*Qualitative part.* In order to better intercept the students' representation, it was used semi-structured interviews (Bichi, 2007; Kvale, 2007), with ad hoc and preliminarily tested grids.

Ethics	<ul style="list-style-type: none"> <li>• To ask permission to record</li> <li>• To reiterate the confidential and the anonymous form</li> </ul>
Introduction	<ul style="list-style-type: none"> <li>• The interviewer should explain who he/she is, the aim of the research, and why he/she is here</li> </ul>
School Relationship	<ul style="list-style-type: none"> <li>• How do you feel in school?</li> <li>• Can you give me some examples?</li> <li>• How did you choose this school?</li> <li>• Why did you choose? (It should emerge from the question "how?")</li> </ul>
To be a students	<ul style="list-style-type: none"> <li>• What are the useful skills to attend this school?</li> <li>• What is the typical male student of this school?</li> <li>• What is the typical student of this school?</li> <li>• What is the relationship between you and this description?</li> </ul>
To live the school as a girl or a boy	<ul style="list-style-type: none"> <li>• How many boys and girls there are in this school?</li> <li>• Why do you think there is this distribution?</li> <li>• What factors can affect this distribution? (It should emerge from the question before)</li> <li>• How is the relationship between male / female? (Difficulty? Competition? No Relationship)</li> <li>• How do you think the chances for males and females in this field?</li> </ul>
Work representations	<ul style="list-style-type: none"> <li>• What is the job for you?</li> <li>• What is your dream job? (Which features?)</li> </ul>

Future Planning/Dreams/Desires	<ul style="list-style-type: none"> <li>• What are the wishes and your plans for the future?</li> <li>• How do you imagine you can do it?</li> </ul>
Courage Representations	<ul style="list-style-type: none"> <li>• What do you mean for courage?</li> <li>• When, in your opinion, is it acted?</li> <li>• Can you give me an example in which you have implemented a courageous behaviour? In school?</li> <li>• In your opinion, in choosing this school do you use courage? Why?</li> </ul>

The interview was chosen because they allow to explore a relatively standard range of topics with each of the participants. In line with the Conversational Analysis (Sacks, 1992) perspective, discourse is both *constructed*: people talk by deploying the resources (words, categories, common-sense ideas) available to them; and *constructive*: people build social worlds through descriptions of persons, categories, events and objects. Moreover, interviews in this study are understood in a discourse analysis way (Potter & Wetherell, 1987; Potter & Hepburn, 2012) as “inter-views” (Kvale & Brinkmann, 2009) and where the interviewer, far from being “neutral” or “uninvolved” has an acknowledged role of research interest. Interviews are inherently interactional events, where both speakers mutually monitor each other in a talk that is locally and collaboratively constructed (Rapley, 2010). In line with Watson and Weinberg, the interviewers have an active role: they have overarching control, they guide the talk, they promote it through questions or silences and they decide which particular part of the answer to follow up. The interviews were semi-structured in that a number of pre-defined open-ended questions were asked, designed on the basis of the literature on career development and on courage (Camussi, 2010; Nota & Soresi, 2008; Paquette & Raine, 2004; Rate et al., 2007a; Savickas, 2012).

## 2.5 Data Analysis

### *Quantitative analysis.*

The data analysis involved several phases using the SPSS software for the preliminary analysis and the Lisrel 8.7 (Jöreskog & Sörbom, 2005) for the mediation analysis and Structural Equation Modeling (SEM). The first was to assess the skewness and kurtosis for all the items (check if some items exceed 1.0) and the normality of distribution of all the variables (four dimensions of career adaptability, courage, and life satisfaction) with the Kolmogorov-Smirnov test. In addition, the Satorra-Bentler scaled Chi-square test was used for assessing the model fit (Satorra & Bentler, 2001). The floor or the ceiling effects were verified in each study. Correlation and T-test analysis were run in order to analyse the relationship between all the variables and the presence of possible differences in each group considered. Specifically, in line with the Cheung and Rensvold (2002) methodology,

the basic model structure was tested for boys and girls in each group in order to verify whether the parameters were the same across gender with the use of measurement invariance. Then, the parcelling method was used with a Principal Axis Factoring (PAF) for the unidimensional variables in order to create the latent variables of the constructs (Nasser-Abu Alhija and Wisenbaker (2006) and Little, Cunningham, Shahar, and Widaman, 2002). For the multidimensional latent constructs, the internal-consistency approach by Kishton & Widaman (1994) was used: the average of items of each factor was calculated, creating four parcels. At this point, several steps were planned the measurement model with a multi-group approach in order to estimate the level of representations of the three latent variables on their respective indicators. The evaluation of the goodness-of-fit of the model used the Satorra-Bentler scaled Chi-square test, (b) the Root Mean Square Error of Approximation (RMSEA) (c) the Comparative Fit Index (CFI), (d) the non-normed fit index (NNFI), and (e) the Standardized Root Mean Square Residual (SRMR). In order to have a good fit model the RMSEA should be below 0.08, c) the CFI should be 0.95 or more, (d) the NNFI 0.95 or more, and (e) the SRMR should be below 0.08.

In addition to the evidence of invariance, the multi-group model shows an adequate fit to the data, and (b) the  $\Delta$ CFI test (Byrne & van de Vijver, 2010; Cheung & Rensvold, 2002) was run. Then, multi-group structural analyses were run to test the gender differences in the structural model. Also, the hypothesized fully and partial mediation models were tested across each group. To test the significance of the indirect effect, we proceed to carry out asymmetric confidence interval tests using PRODCLIN (MacKinnon, Fritz, William, & Lockwood, 2007). PRODCLIN is a variation of the Sobel test that gives a product-of-coefficient test through asymmetric confidence intervals. MacKinnon et al. (2007) suggest that PRODCLIN carries out less Type I errors and provides a more powerful test than other commonly used mediation tests.

In the study with career adaptability components, future orientation, and vocational interests, a saturated model was built. In order to test this model, the covariance among all exogenous variables, the exogenous variables path and the path of the mediational variable to the outcome were tested. As saturated models must have perfect fit, in that study the aim was to have estimates of all the relevant direct and indirect effects in the more parsimonious way.

#### *Qualitative part.*

For the qualitative part, the discursive productions were audio-recorded, listened, and transcribed. For the data analysis, it was used the *Thematic Decomposition Analysis* (Ussher & Mooney-Somers, 2000), and the *Conversational Analysis*, which is based on themes emerging from the text. In line with the Braun and Clarke (2006) procedure, after the transcription and familiarization with the data, the coding labels were attributed to the text. These labels were transformed into "themes", identifying the relationships between the various codes. The themes arose from the concerns that had stimulated

the study and other new themes that emerged from reading and rereading the individual transcripts. The coding is distinct from the analysis itself and was used only as a way to facilitate the analysis being able to focus on significant issues. Stretches of talk were copied into files if they were in relation to the theme of interest in a cyclical process (Wetherell & Potter, 1992). This phase is followed by the return to the original transcripts, according to "a constant movement back and forward across the entire data-set, in the coded extracts and, finally, in the analysis that is being produced" (Braun & Clarke, 2006, p. 15). A more detailed analysis was conducted on these sets. The theoretical interests informed selection of extracts for further analysis and that some particularly interesting or remarkable interactional business was being performed. The more detailed analysis involved a gradual change away from a focus on content to an explication of the design and sequences of utterances and the actions performed; nonetheless, the content of responses remained important. Questions of the data (Madill, Widdicombe & Barkham, 2001), were asked, such as the following: "What is this participant doing in this turn (Pomerantz & Fehr, 1997)?" and "Why this utterance/phrase/action now (Hutchby & Wooffitt, 1998)?" After this phase, the T-Lab software (Lance, 2004, 2007, 2012) was used in order to intercept the representations of the future of the courage and of the world of work representation to occurrences (number of times – frequency where a word is present in a corpus) and the co-occurrences (number of times in which two or more lexical units are simultaneously present within the same elementary contexts).



## Chapter 3

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### **The project with adolescents, parents, and people with a vulnerability: the main results**

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*La speranza ha due bellissimi figli,*

*lo sdegno e il coraggio.*

*Sdegno per le cose come sono*

*e coraggio per cambiarle.*

(S.Agostino)

In this chapter the results of each study will be presented, in particular correlation, gender differences, regression, and the Structural Equation Modelling models. I will summarize the models and the relationship between the individual personal resources in three sample, and the influence of parents and of the social context on the representations of the future and on the career choices.

### 3.1 Study 1: The International Hope Research Team Protocol with adolescents, parents, and people with disabilities

#### Phase 1: Career Adaptability and vocational interests in adolescents

This phase aims to emphasize the role of career adaptability in adolescents and to deal with the current world of work, analysing the relationship between the component of career adaptability, future orientation, and career interests. The adolescents enrolled in this study were involved in vocational guidance activities in high schools in Milano and in Padova. The participants received a questionnaire composed by the *demographic part*, the *career adaptability inventory*, *Design My Future Scale*, and the *Functions and Work Tasks*.

#### Hypothesis 1:

Based on the Life Design approach, this study aimed to analyse the mediational role of the future orientation on the relationship between the component of the career adaptability and the vocational interests.

#### Participants Phase 1:

For this research 767 adolescent were involved. They enrolled in the fourth and fifth years of the high school in the North of Italy. 386 were male (50.3%) and 381 were female (49.7%). The mean of the age was 18.33 and the standard deviation was 1.71.

#### Results Phase 1:

The results show low and moderate correlations among all the dimensions.

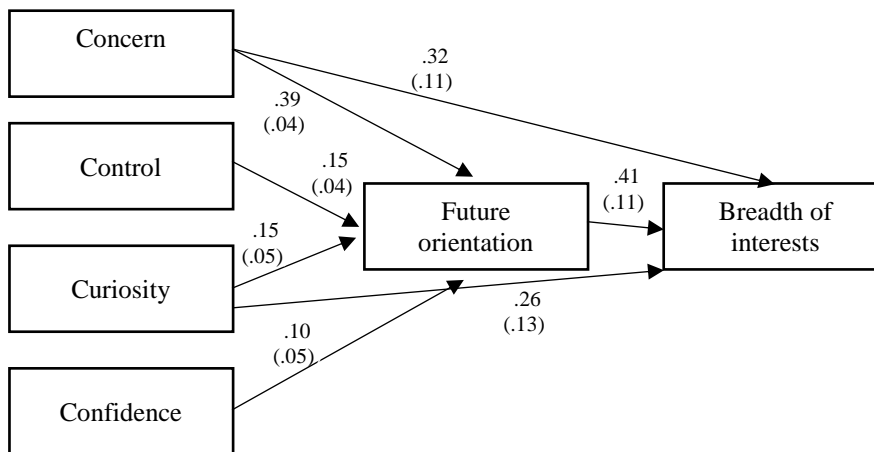
	2	3	4	5	6	M	SD
1. Concern	.52**	.53**	.53**	.56**	.25**	21.44	4.18
2. Control	-	.52**	.56**	.44**	.13**	23.49	3.56
3. Curiosity		-	.63**	.45**	.21**	22.33	3.69
4. Confidence			-	.44**	.16**	23.21	3.60
5.Future Orientation				-	.26**	49.06	9.79
6. Breadth of interests					-	1.49	1.68

Nota: \*\*  $p < .001$



As hypothesized, the results confirm a saturated model, in which the four component of career adaptability have direct and indirect effects on the number of interests. The future orientation has the role of mediator. In the figure, it is possible to see the maximum likelihood estimates and the statistically significant effects.

*The maximum likelihood estimates and standard errors for paths in the saturated model*



To assess the direct and indirect effects, the PRODCLIN process was used. In detail, concern and curiosity both directly and indirectly predicted the breadth of interests through future orientation. In addition, control and confidence fully mediated the breadth of interests through future orientation, as the direct effects between these two career adaptability dimensions and the outcome were not significant.

*Unstandardized and standardized Direct and Indirect Effects for Saturated Model*

Predictor	Effects						Significance of mediated effect with PRODCLIN 95% CI
	Direct		Indirect		Total		
	Unstandardized	Standardized	Unstandardized	Standardized	Unstandardized	Standardized	
Concern	.32 (.11)	.20	.16 (.04)	.07	.48 (.11)	.20	.08 to .24
Control	-.14 (.13)	-.03 <sup>x</sup>	.06 (.02)	.02	-.08 (.13)	-.03	.02 to .11
Curiosity	.26 (.13)	.12	.06 (.02)	.02	.32 (.13)	.12	.02 to .11
Confidence	-.04 (.14)	.00 <sup>x</sup>	.04 (.02)	.02	.00 (.14)	.00	.004 to .09

*Nota:* <sup>x</sup>This effect was not statistically significant.

### **Discussion Phase 1:**

The goal of this study was to investigate the relationship between the four constructs of career adaptability – curiosity, concern, confidence, and control – on the breadth of interests, focusing on the mediator role of future orientation. The results show that in the Italian adolescents, future orientation assumed a mediator role, as hypothesized. The results also show the direct and the indirect influence between curiosity, concern, confidence, and control and breadth of interests. In particular, only concern and curiosity have both a direct and an indirect influence on the breadth of interests; instead, control and confidence have only an indirect relationship. That means that the adolescents had more confidence regarding their future with a higher level of curiosity and a higher level of future orientation as well as a more breadth of interests. In addition, those who have more of control and more concern for the present and future career possibilities have a higher level of future orientation and that influence the breadth of interests. The results suggest the important role that the career adaptability components have to positively influence future orientation and, especially, the breadth of interests.

### **Phase 2: The parents' phenomena**

This study aims to analyse the guidance role of parents, identifying new strategies for them and for students. The parents and the adolescents enrolled in this study were involved in vocational guidance activities of the Career Guidance and Career Counselling Service of the Milano Bicocca University. In order to better understand the phenomena of parents influence and parents' presence in university, a qualitative analysis on the mail from the parents to the Career Guidance and Career Counselling Service will be presented. In addition, in order to analyse how parents can support in their children the feelings of hope, confidence, and optimism and influence the satisfaction of their children's lives, a quantitative part will be considered. The participants received a questionnaire composed by the *demographic part, the career adaptability inventory, Design My Future Scale, Hope Scale, Confidence in the Ability of Parent, and Satisfaction with Life Scale.*

### **Hypothesis 2:**

Based on the Life Design approach, this study aimed to intercept and to study the new parental guidance role with qualitative and quantitative data. In particular, this phase aims to investigate the guidance not only from an "individual" point of view but also from a "relational" one (e.g., parents and children). The hypothesis is that there is a possible relationship between the temporal perspective, hope, optimism, career adaptability, (Neblett and Cortina, 2006), Hope (Nurmi and Pulliainen, 1991) Optimism (Hasan and Power, 2002), Career Adaptability (Schreuder and Coetzee, 2006), and Resilience (Richardson, 2002) in parents and in children. In addition, a hypothesis was that high scores on these scales positively influence the level of life satisfaction of parents and children, implementing the design capacity of the children.

## **Participants Phase 2:**

For the qualitative part, it was analysed 146 parents' mails: the mail from mothers were the 63% and the mail from fathers the 37%. For the quantitative part, 360 parents was involved: the 75.6% of the sample was composed by mother and the 24.4% by fathers. The mean age was 51.19 (SD = 5.03). For the mothers, it was 50.3 (SD = 4.46); and for the father it was 53.9 (SD = 5.7). The 5.6% of all the parents involved in this part of the study had the middle school graduation, the 51.5% the high school graduation, the 40.1% the university graduation, and the 2,5% a master or a Ph.D. For the second phase, also, 496 students were involve from senior high schools (fourth and fifth years): 235 were boys (47,4%) and 496 were girls (52,6%). The mean age was 18.28 (SD = 1.54).

## **Qualitative Results of Phase 2:**

From the qualitative analysis, it was possible to analyse the questions that parents ask to the guidance service in order to intercept their motivation.

### **1. They are looking for information**

Parents ask specific information regarding the organization of the university system with the specific theme "*When I was studying, it was different*". In fact, many parents have already graduated, but in the last 10/15 years, the university has had several reforms, such as with the introduction of the 3+2 formula or the introduction of university credit.

### **2. They are looking assurances**

Parents seem immersed in career choices as well as their children. In fact, in most of the mail, the following question is found: "*We want to make the right choice that will give us all the guarantees ...*" (Mail n. 3). Sometimes, parents are looking for assurance of their desires. In fact, they express the wish that their children will enrol in "any" degree course, just to do something: "*provided he/she do not stay at home doing nothing*"; "*provided they do not lose a year*" or "*although they do not pass the test, they can enrol in another one*".

### **3. They are looking certainties**

The current and ongoing crisis in the world of work raises the need of parents to direct their children down a path deemed safe. This often results in trying to "hijack" the children from some degree courses traditionally deemed "weak" to some courses considered "strong", such as economy. Parents, in that case, tend to ask the counsellor the following mediation: "*Can you convince you, please?*" or, trying to confirm their opinions, they ask, "*Is it true that this course is better than the other one?*"

From the data collected, it is also evident that some parents tend to substitute their children because they consider them unable to move on their own; they feel that they are not yet fully autonomous in finding information or manage themselves in relation to the complexity of the university situation.

Subject: Information

*"Good morning, I am the mother of a student who is enrol in the first year in informatics class. Given that he make effort to manage themselves, I would like to exactly know the schedule of classes. How can I do? I printed from the site web a schedule, but can I be sure that the timetable is correct or the professors can change them?" (Mail N 37)*

Subject: Information

*"Can we go to the student office to have more information about how many exams our son has really done" (Mail N 5)*

Subject: Information

*"I have doubts to be clarified before to enrol my daughter: can those who access to the educational course continue with primary school course? Is it possible try both the text for education and primary school courses? Because we are not sure about our daughter choice" (Mail 63)*

Students are perceived as still immature, too busy, or too shy to gather information about choosing a university.

Subject: Appointment

*"Good morning, I would like to reserve a counselling session for my little child (name). Currently he is attending the fifth class of the Industrial Technical School. He would enrol to the Economics course at your university, but I think it would be useful a guidance interview. For us who work and for our son who comes home from school at 14.30, it is difficult to come to your service, can we find a day in line with our work and with our son school. If you need to contact me you can find me at XXX." (Mail N 12)*

Finally, many parents are concerned and involved in the university's management because they do not trust in their children's capacity to make a career choice, in particular, in this period of economic crisis. Parents seem to consider the career as sole and irrevocable, not allowing the possibility to get wrong or to change.

Subject: Request

*"Good morning, my son, unfortunately, did not pass the entrance test for the economic course. The result has been communicated on September, the 24. My request if there are other ways to attend regularly - and give the exams - this academic year. Otherwise, unfortunately he should get a job, if he finds it! Surely, my son is in wrong, because he should prepare themselves better, however, if you can help him, it would be a good thing for my son, who has realized the mistake he has done" (Mail N 101)*

The parents' mail confirm the hypothesis of an increasing difficulty of separation and of autonomy, in particular, in the university management. In general, this feeling is linked to the growing sense of uncertainty of this historical and economic moment that urges parents (more than in children) to only look for some guarantees of any employment and an economic success for the future. For this reason, today the choice of university courses tends to be represented and lived by both the students and their parents as an obligated and not free choice.

### **Quantitative Results Phase 2:**

Quantitative data showed a positive correlation between the constructs of Hope, Optimism, Resilience, and Life Satisfaction in parents and in students. A second important result concerns the absence of differences between the averages of Hope, Optimism, and Resilience in the group of parents and of students. This result could, therefore, to assume a possible link between the two groups, supporting the development of the research hypothesis that the levels of Hope, Optimism, and Resilience in parents may influence those of their children.

	t	df	P
Resilience	-2.005	227	.056
Hope Scale (Subscale: Agency)	-1.594	233	.063
Hope Scale (Subscale: Pathway)	-2.476	233	.130
Life Orientation Test	2.959	200	.011

As concerns the ability of students to think positively in the future, Hope, Resilience, Optimism, Curiosity, Positive Concern for the future, and Self-confidence influence the future-oriented ability in students.

In addition, the parental level of hope, resilience, optimism, and professional realization influence the ability in parents to support their children in their career choices.

Finally, the satisfaction with one's own existence and the subjective well-being dimensions are positively influenced, both in parents and in children, by the ability to be pro-active to build their own future and to respond positively to the opportunities that the environment presents them.

### **Discussion Phase 2:**

The first results of this study showed that the presence of parents in universities is an increasingly important phenomenon and how the personal resources of these (considered to be increased variable) including, Hope, Optimism, and Resilience are important for supporting their children in their future career choices. In addition, the data show the importance to develop and to increase students' Hope, Resilience, Optimism, and self-confidence levels. For parents and children, there were no significant differences regarding the level of these constructs. The results also show that life-satisfaction and individual well-being are achievable with a high level of Hope and Resilience. In this sense, it has proved an increasingly important guidance role that parents should assume, regardless of socio-demographic conditions, to support their children in their career choices supporting their level of hope, helping them to develop new strategies, to be flexible, and to be able to adapt to social conditions. Parents should have the possibility and the responsibility through the development of their experience of hope, resilience and optimism to support the children in having a positive vision of the future and helping them to identify new strategies to cope with obstacles. From this perspective, our research are focused on achieving actions not collusive with the parents in universities but that could support in their ability to find the right distance to support their children. In addition, for parents and for students, it is crucial to identify the goals, plan strategies, and implement them, finalizing the behaviours to achieve that in order to obtain relevant and satisfactory results in life.

### **Phase 3: Career Adaptability and satisfaction in life in young people with disability**

This phase aims to emphasize the role of career adaptability in young adults with disabilities to deal with the current work world, analysing the relationship between the career adaptability, hope, optimism, and satisfaction in life. Young adults with disabilities enrolled in this phase were involved in vocational guidance activities in the Career Guidance Career Counselling Service of the Milano Bicocca University. The participants received a questionnaire composed by the *demographic part*, *the career adaptability inventory*, the Hope Scale, *Life Orientation Test*, and the *Satisfaction with Life Scale*.

### **Hypothesis 3:**

Based on the Life Design approach, this phase aimed to analyse the relationship between career-adaptability (predictor), hope, optimism (mediator), and satisfaction of life (outcome) in young adults with disabilities.

### **Participants phase 3:**

This phase involved 38 youth adults with a disability, all enrolled in a university course. 60% are women (23) and 40% men (15). The mean age is 26,8 years old (SD = 5). The 20% with Hearing

Impairment; the 40% with physical disability; the 20% with ADHD, and the 20% with Cognitive or Learning Disabilities.

### Results phase 3:

The quantitative data with people with disabilities showed a positive correlation between the constructs of Hope, Career Adaptability, Optimism, and Life Satisfaction.

	2	3	4	M	SD
1. Career Adaptability	.833**	.828**	.765**	90.89	6.60
2. Hope	-	.833**	.411**	33.97	2.56
3. Optimism		-	.572**	18.15	3.59
4. Life Satisfaction			-	20.86	2.19

Nota: \*\*  $p < .001$

As concerns the ability of students to think positively in the future, Hope, Resilience, Optimism, Curiosity, Positive concern for the future, and Self-confidence all influence the future oriented ability of students.

### Discussion phase 3:

The first results showed that the presence of a strong correlation between the construct of Career Adaptability, Hope, Optimism, and Satisfaction of Life in young adults with disabilities at universities. The results also show that life-satisfaction and individual well-being are achievable with a high level of Hope, Optimism, and Resilience. In this sense, the guidance role has proved increasingly important in order to support the feeling of hope and optimism in people with disabilities and the increase of curiosity, control, concern, and confidence. Regardless of the kind of disability, no significant differences between different types of disabilities were found in the level of the personal resources. The data show the importance to be flexible, to be positive concern about the future, to be curious for the new experience, and to be confident in the present and in the future. These preliminary results also show the need to develop not only training programs for general employment but also specific training programs in order to improve personal competences of adaptability, hope, and optimism for people with disabilities.

## **3.2 Study 2: Courage in Career Counselling: qualitative and quantitative data**

### **Phase 1: Gender, Courage, and future representations**

This phase aims to emphasize the role of courage in youth's experiences, in order to face the current work world.

#### **Hypothesis 1:**

The hypothesis of this phase was to intercept the meaning of courage in adolescents, underlined by how courage could be used, in order to face gender discrimination that are actually present in the educational and occupational field. In addition, this phase aimed to intercept the role of courage in order to cope with social pressure.

#### **Qualitative Results phase 1:**

##### **I. The future as a utopia**

The results highlight, both for males and for females, a representation of the professional future as uncertain and insecure. Stable employment, the source of personal satisfaction and adequate remuneration, is considered a utopia that is possible only for a few lucky persons or for those who have a network of contacts. This negative representation is shared for all types of schools:

"Gosh, a job is an utopia [...] a job is something rare, useful, and fundamental"  
(#19, male, 17 years old, social sciences high school)

"Italy is in crisis and there are only few possibilities to have a job"  
(#50, male, 15 years old, applied sciences high school)

"A job... in Italy, this word is unknown"  
(#39, male, 17 years old, scientific high school)

"At the end, the people with many economic resources go forward, and not who has really talent or who is really good, especially in Italy"  
(#13, female, 16 years old, social sciences high school).

In addition, from the perspective of the participants, "it is better do not think" about the future and planning, and life designing is considered totally unhelpful. From this scenario, it deduces that the educational and the personal choices are often characterized by a total unawareness of the paths.



"Most certainly I tell you, I thought that "the human sciences school" was a school to study the human body"

(#3, female, 15 years old, social sciences high school).

In addition, some choices are strongly influenced by the fear of the future:

"The fear to do not be able to find a job, an occupation [...] all the layoffs and everything is currently possible to watch on a TV make me afraid "

(#18, female, 17 years old, social sciences high school)

or

they can also be influenced by gender stereotypes, which are considered protective in an uncertain society:

Maybe, they are afraid for the image that they give to other people...if you say I enrol the social sciences school, others say: "ok, you're gay" (#15, 16 years old, female, social sciences high school).

## **II. To be females**

Girls and women are described as being *by nature* perfect for the *care jobs* and born to be perfect teachers, mothers, and care persons. In addition, they are described as "*zealous*" and "*diligent*". For these reasons, they mostly prefer to choose social sciences in high school.

"The females tend to be more organized; with more zealous...they are generally more disciplined"

(#43, male, 19 years old, science high school);

"I think the female haven't an attitude for the practical matters, because of their mind [...] the girls cannot find the passion in informatics or in chemistry"

(#27, male, 19 years old, technical school);

"A woman has more patience and she is abler to stay with the kids, because it's her nature. So, in my opinion, it is more a women's work"

(#15, female, 17 years old, of social science high school);

"Girls lose themselves in a lot of ephemeral situations, the girls [...] are more for the literature, they are more romantic, for this reason they are more attracted by the classic matters"

(#29, male, 17 years old, science high school).

### III. To be males

Boys are described as only *scientific*, *rough*, and with less inclination to study. They are considered intolerant to other's needs. In line with this representation, the perfect choice for them seems to be a technical or a scientific school.

"Boys are more inclined to study mathematics, physics, rather than Latin and Italian".

(#45, female, 19 years old, science high school);

"Yes, even boys have a chance to become psychologists or teachers, but they cannot be kindergarten teachers, because, after 5 minutes, they slam children out the door".

(#15, female, 17 years old, social sciences high school);

"The males usually...I do not know...they are born to be mathematicians, physical and engineers".

(#64, male, 17 years old, high school of applied sciences)

Both males and females share all of these stereotypical descriptions of the gender.

### IV. Courage: definitions and descriptions

From all the definitions that the students gave about courage, it is described in a heterogeneous way and with multiple lexical units linked to it.



Lexical units associated with the "courage" term. T-Lab Analysis.

"The meaning of courage is different for everybody. However, I do not think that a general courage concept exists, and I do not think it is a predetermined thing, but we should talk about several acts of courage"

(#65, female, 17 years old, scientific high school)

From almost all respondents, courage is defined as a skill often considered innate:

"Courage is not a thing can you acquire, it's not like other skills, it something that you have innate within your own spirit".

(#14, male, 16 years old, social sciences high school).

Courage seems to be a support in order to face challenges and fears and to support the creation of a second chance:

"Courage means not be afraid, it means facing the obstacles that are in front of you".

(#41, male, 14 years old, science high school).

In addition, this ability permits you to take a decision with responsibility, with force and will, despite the presence of risks:

"Courage means taking responsibility for your decisions"

(#33, female, 17 years old, science high school)

"The strength of will, the determination, the force to achieve life aims and future goals. The fortitude, the will, and the courage to face the life"

(#22, 17 years old, female, science high school)

Courage is also considered an ability to express themselves, promoting a change and supporting justice and social equality:

"Courage is the fact to say [...] I know to make a change and I know that in some way something will change in me or in others"

(#9, female, 18 years, social sciences high school).

Moreover, someone who perseveres despite feeling of fear and the presence of obstacles, and someone who can cope with difficulties without being hindered by these, is considered courageous.

"The courage to finish and say "I do not give up", I'll go ahead and I will do what I want to do."

(#7, female, 19 years old, social sciences high school).

Courageous people are those who behave in a non-trivial way without knowing all of the consequences or whether they are in line with social expectations:

"Courage is to do something without the fear to being judged by others. If you do not give relevance to what others think...I mean, about the things that the others may think if you do a specific thing. "

(#64, male, 16 years old, high school of applied sciences).

#### **V. The courage of males and females**

Concerning the differences in speaking of courage were found some differences between girls and boys: for example, boys tend to recognize the brave behaviour, considering it only a male duty:

"Males must be more courageous"

(N # 5, male, 18 years old, social sciences high school)

Boys, speaking about courage, tend to use words such as heroism, cowardice and to exceed the limit.

"A very brutal courage, abominable...that makes you return to the lion, the stone age...a state pure and animalistic"

(#5, male, 18 years old, high school of social Sciences);

"Courage was used with certain activities, even risking their lives"

(#57, male, 16 years old, ITIS);

"A courageous behaviour ... well I cannot say that I've put in place a heroic action with pure courage. I'm not a superhero"

(#19, male, 17 years old, social sciences high school)

The girls, on the other hand, tend to recognize themselves as less courageous and they defined courage as the ability to face something new

"If you do not know a consequence of an action until you'll be there, in front of it,...this is a form of courage"

(#10, female, 17 years old, social sciences high school);

They also feel a very strong link with social expectations.

"An act of courage? No! I think it was only my duty."

(#22, female, 17 years old, high school science);

"I do not know...it's to do something you have never done. Because maybe there is something that scares you, but with courage, you can face it"

(#50, female, 16 years old, ITIS).

## **Phase 2: The role of courage to mediate career adaptability and satisfaction of life**

The present phase aims to extend understanding about the relation between career adaptability and life satisfaction through courage in a sample of Italian adolescents. Using a multi-group approach across gender, the relationship between career adaptability, courage, and life satisfaction for boys and girls was analysed. In addition, some practical implications highlight the relevance of preventive career education activities aimed to promote career adaptability and courage for strengthening personal well-being among adolescents.

### **Hypothesis 2:**

Based on the Life Design approach, this phase aimed to analyse the mediational role of courage on the relationship between career adaptability and life satisfaction in Italian adolescents. In particular, it was hypothesized that career adaptability positively predicted courage and that career adaptability, both directly and indirectly, predicted life satisfaction through courage. Therefore, a partially mediated model between career adaptability and life satisfaction through courage was hypothesized.

### **Participants of phase 2:**

This phase involved 1202 Italian students, enrolled in a lyceum (53.2%), in a technical school (31.5%), and in a vocational school (15.3%). The sample was composed of 600 boys and 602 girls (50.1%), with a mean age of 16.87 years ( $SD = 1.47$ ).

## Results of phase 2:

In the following table, it is possible to find the result of the correlation between the constructs considered in this study: the four scales of career adaptability, courage, and life satisfaction.

	2	3	4	5	6	Boys		Girls	
						M	SD	M	SD
1. Concern	.352**	.379**	.409**	.267**	.221**	20.71	4.15	20.95	3.94
2. Control	-	.375**	.482**	.435**	.286**	23.11	3.39	22.74	3.66
3. Curiosity		-	.469**	.289**	.227**	21.50	3.66	21.52	3.47
4. Confidence			-	.424**	.353**	23.34	3.78	22.36	3.67
5. Courage				-	.342**	29.19	6.09	27.38	6.53
6. Life satisfaction					-	23.33	5.32	21.99	5.61

Nota: \*\*  $p < .001$

### *Correlations among dimensions and Descriptive Statistics*

In addition, the T-tests showed a significant gender difference on Confidence  $t(1200) = 4.576$ ,  $p < .001$ ; on Courage  $t(1200) = 4.978$ ,  $p < .001$ ; and on Life satisfaction  $t(1200) = 4.264$ ,  $p < .001$ . Specifically, girls showed lower levels of confidence, courage, and life satisfaction compared to boys. This phase aims to value the level of representations of the three latent variables on their respective indicators to test a measurement model with a multi-group approach.

The model that it was tried it was a very good fit:  $SB-\chi^2(48) = 91.068$ ,  $RMSEA = .039$  ( $CI90 = .026-.051$ ),  $CFI = .992$ ,  $NNFI = .988$ ,  $SRMR = .033$ . The metric model (factor loadings to be equal between boys and girls) had also a very good fit  $SB-\chi^2(54) = 108.189$ ,  $RMSEA = .041$  ( $CI90 = .030-.052$ ),  $CFI = .990$ ,  $NNFI = .986$ ,  $SRMR = .042$ . Moreover, no significant fit changes were observed according to  $\Delta CFI$  test. In fact, it was also used the  $\Delta CFI$  test (Byrne & van de Vijver, 2010; Cheung & Rensvold, 2002).

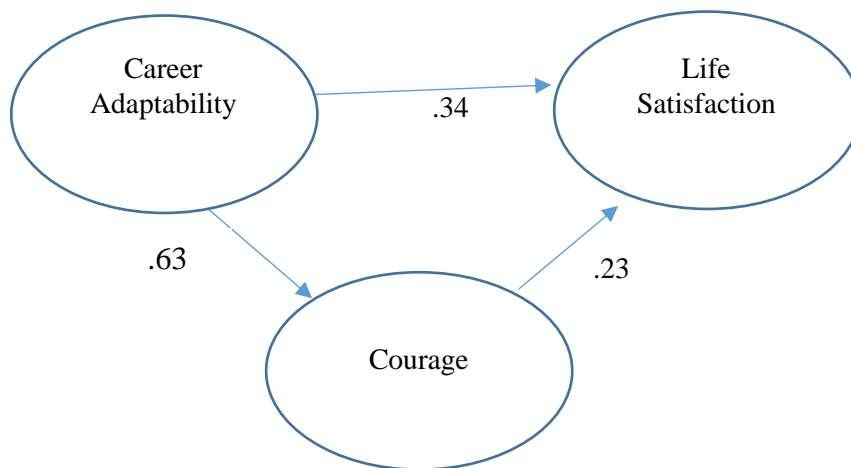
As a second step, a model was proposed in which career adaptability influences the life satisfaction and courage as a mediator role. A partially and a fully mediated model was tested, which both gave good results. However, using the  $\Delta CFI$  test, the partial mediation model seems to be the better one.

*Summary of Model Fit Statistics*

Group	SB- $\chi^2$	df	RMSEA	RMSEA (CI <sub>90</sub> )	CFI	NNFI	SRMR
<i>Partial mediated model</i>							
Boys	41.215	24	.035	.015-.052	.993	.990	.032
Girls	50.016	24	.043	.0526-.059	.990	.985	.033
<i>Fully mediated model</i>							
Boys	57.194	25	.046	.031-.062	.987	.982	.047
Girls	79.402	25	.060	.046-.075	.979	.970	.054

The third step was to verify the presence or the absence of gender differences in the model using multi-group SEM (Structural Equation Modelling). No significant gender differences were found in the partially mediated model, as the goodness-of-fits show: SB- $\chi^2(57) = 111.760$ , RMSEA = .040 (CI90 = .029-.051), CFI = .989, NNFI = .987, SRMR = .049, and no significant fit changes were observed ( $\Delta CFI < .01$ ).

The direct and indirect relationship was tested, and the coefficients for the relationship between career adaptability and courage was .633 (SE = .113, t = 11.940) and with life satisfaction was .338 (SE = .150, t = 6.245). The coefficients between courage and life satisfaction was .230 (SE = .063, t = 4.685). The total indirect effect of career adaptability on life satisfaction through courage was .041 (SE = .086, t = 4.670). The PRODCLIN (MacKinnon, Fritz, William, & Lockwood, 2007) was used to test the indirect effect, which was supported. In fact, the 95% confidence intervals for the indirect effect between career adaptability and life satisfaction ranged from .228 to .586.



### **Phase 3: A cross-cultural study about the role of courage in Italy, France, and Greece**

When adolescents face times of crisis, two key resources are determinant for their personal and professional development: career adaptability and courage. Career adaptability is vital to increase adolescents' ability to accept and handle the uncertainty and ambiguity of the world of work, whereas courage is crucial in this current period of historic change, as it seems to be a key resource for career decision-making in relation to perceived future risks. A cross-cultural study on the predictive role of career adaptability and courage among French, Greek, and Italian adolescents was presented. In addition, specific suggestions for career counselling and guidance were proposed.

#### **Hypothesis 3:**

Assuming the relevance of career adaptability and courage to self-negotiate the challenges of today's society and to overcome a range of personal and structural obstacles, the relationships between these two dimensions across three European countries that are experiencing a period of socio-economic difficulties, namely, France, Greece, and Italy was explored. It was hypothesized that career adaptability predicts courage among French, Greek, and Italian adolescents. The measurement equivalence of courage across the three cultural groups in order to guarantee the comparability of the data (Duarte & Rossier, 2008; van de Vijver & Tanzer, 2004) was tested, hypothesizing that the instrument assessing courage and its associated construct would present at least a scalar equivalence across samples.

#### **Participants of phase 3:**

At last, the international research involve 354 students of high school students. 58% enrolled in 11th, 42% the 12th. The French sample was composed of 36 boys, 75 girls, and one not recorded (mean age = 16.71; SD = .68), the Greek sample was composed by 40 boys, 51 girls, and one not recorded (mean age = 16.88 and SD = .45), and the Italian sample was composed of 76 boys and 74 girls (mean age = 17.30; SD = .67).

#### **Quantitative Results of phase 3:**

##### **Measurement Equivalence of the Courage Measure Across Samples**

The analysis first examined the structure for the courage scale among the Greek, Italian, and France samples. For this step, confirmatory factor analysis (CFA) was used. Several models were tested: one factor structure, in line with Norton & Weiss (2009), a bi-dimensional structure (Howard & Alipour, 2014), a multi-trait multi-method (Lindwall et al., 2012), and the PWI model. For all of the models, the following goodness-of-fits were used: chi-square, ratio of chi-square to its degrees of freedom, Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and the Standardized Root Mean Square Residual (SRMR). The PWI model was the one that indicated the most acceptable fits.



*Goodness-of-Fit Indices of the Courage Measure and Measurement Invariance*

	$\chi^2$	<i>df</i>	<i>P</i>	$\chi^2/df$	CFI	TLI	RMSE A	SRMR
<i>French sample</i>								
One-factor model	181.1 6	54	< .001	3.36	.572	.477	.146	.116
Two-factor model	155.1 3	53	< .001	2.93	.656	.572	.132	.108
MTMM model	97.39	41	< .001	2.38	.810	.695	.111	–
PWI model	56.55	20	< .001	2.83	.799	.718	.128	.090
Adjusted PWI model <sup>1</sup>	40.76	19	< .01	2.15	.880	.824	.102	.082
Adjusted PWI model <sup>1</sup>	29.16	18	.05	1.62	.939	.905	.075	.073
<i>Greek sample</i>								
One-factor model	104.3 5	54	< .001	1.93	.822	.783	.101	.094
Two-factor model	86.97	53	< .01	1.64	.880	.851	.084	.083
MTMM model	65.02	41	.01	1.59	.915	.864	.080	–
PWI model	34.11	20	.03	1.71	.934	.907	.088	.064
Adjusted PWI model	29.24	19	.06	1.54	.952	.929	.077	.059
<i>Italian sample</i>								
One-factor model	166.3 1	54	< .001	3.08	.841	.806	.118	.077
Two-factor model	140.4 1	53	< .001	2.65	.876	.846	.105	.067
MTMM model	77.55	41	< .001	1.89	.948	.917	.077	–
PWI model	66.68	20	< .001	3.33	.910	.874	.125	.057
Adjusted PWI model	36.03	19	.01	1.90	.967	.952	.078	.046

At this point, it was decided to improve the fit indices of the PWI model (Byrne, 2010), allowing the covariance between residual errors of the items that are more expressive of the courage construct: item 5 (i.e., “Other people describe me as courageous”) and item 8 (i.e., “I act in a courageous way”). The  $\chi^2$  difference was significant for all the French, Greek, and Italian groups [respectively,  $\Delta\chi^2(1) = 15.79, p < .001$ ;  $\Delta\chi^2(1) = 4.87, p = .03$ ;  $\Delta\chi^2(1) = 30.62, p < .001$ ]. In order to examine the measurement equivalence across the groups, the adjusted PWI model was used for all of the participants. All the factor loadings ranged from .22 to .69 (*Mdn* = .58) for France, from .38 to .80 (*Mdn* = .60) for Greece, and from .37 to .83 (*Mdn* = .73) for Italy. Cronbach’s  $\alpha$  values were .74, .81, and .86, respectively, for the three groups.

Multi-group confirmatory factor analyses (MGCFAs) were performed in order to determine how equivalent the psychological constructs were with different cultural backgrounds. In addition, the configural, metric, and scalar invariances were examined. Significant fit changes were found between the two models [ $\Delta\chi^2(14) = 36.60, p = .001$ ]; despite that when the loadings of item 5 (i.e. “Other people describe me as courageous”) and item 7 (“I will do things even though they seem to be dangerous”) were allowed to be freely estimated across the three groups, the  $\chi^2$  difference between the two models was not significant [ $\Delta\chi^2(10) = 17.31, p = .068$ ]. A third model was also used, incorporating partial invariance of factor loadings and invariance of intercepts (scalar invariance) [ $\Delta\chi^2(26) = 97.18, p < .001$ ], and showing differences between the French sample and the other two samples. For this reason, the relationships between courage and career adaptability resources were separately investigated for each sample.

<i>Measurement invariance</i>								
Configural invariance	106.0	57	< .001	1.86	.946	.921	.050	.082
	3							
Metric invariance	142.6	71	< .001	2.01	.922	.907	.054	.114
	2							
Partial metric invariance	123.3	.6	< .001	1.84	.938	.923	.049	.092
	4	7						
Scalar invariance	203.2	83	< .001	2.45	.868	.867	.064	.093
	1							

### **Role of Career Adaptability Resources in Predicting Courage**

In line with the hypothesis, the relation between career adaptability and courage across the three samples was analysed. In the Greek and Italian samples, all of the components of career adaptability were significantly and positively associated to courage. Conversely, for the French sample, career adaptability was not associated with courage. In addition, with the French sample, the highest

correlation was found for the Curiosity component; the highest correlation was found to be confidence in the Greek sample and control in the Italian sample.

*Descriptive Statistics and Intercorrelations between Courage and Career Adaptability*

	Courage	Concern	Control	Curiosity	Confidence
<i>French sample</i>					
Courage	–				
Concern	-.02	–			
Control	.22*	.38***	–		
Curiosity	.46***	.29**	.38***	–	
Confidence	.38***	.56***	.56***	.58***	–
<i>M</i>	4.91	3.68	4.01	3.78	3.93
<i>SD</i>	.93	.85	.65	.70	.74
<i>Greek sample</i>					
Courage	–				
Concern	.34***	–			
Control	.43***	.43***	–		
Curiosity	.42***	.36***	.46***	–	
Confidence	.45***	.44***	.40***	.45***	–
<i>M</i>	4.97	3.59	3.75	3.47	3.63
<i>SD</i>	.93	.78	.62	.67	.71
<i>Italian sample</i>					
Courage	–				
Concern	.17*	–			
Control	.55***	.21*	–		
Curiosity	.31***	.40***	.40***	–	
Confidence	.44***	.30***	.51***	.52***	–
<i>M</i>	4.49	3.63	3.43	3.79	3.60
<i>SD</i>	.99	.46	.65	.62	.59

Nota. \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$ .

In order to investigate the influence between career adaptability and courage, a hierarchical multiple regression analysis was tested. In the first step, gender, age, and the year of the study was included, while in the second step, career adaptability dimensions were included. The results show that the demographic variables did not significantly predict courage. Instead, the career adaptability resources uniquely and significantly accounted for 28%, 31%, and 34% of the variance of courage in French

[ $\Delta R^2 = .28$ ,  $F(4, 103) = 10.36$ ,  $p < .001$ ], Greek [ $\Delta R^2 = .31$ ,  $F(4, 83) = 9.34$ ,  $p < .001$ ], and Italian adolescents [ $\Delta R^2 = .34$ ,  $F(4, 120) = 15.90$ ,  $p < .001$ ] respectively.

*Hierarchical Multiple Regression Analyses Predicting Courage*

	French sample			Greek sample			Italian sample		
	$\beta$	$p$	$\Delta R^2$	$\beta$	$p$	$\Delta R^2$	$\beta$	$p$	$\Delta R^2$
Block 1: Control variables			.04			.01			.02
Gender (Male = 1)	.09	.32		– .04	.65		.08	.26	
Age	–.15	.17		.02	.83		.02	.78	
Year in study (12th = 1)	.05	.64		.02	.86		– .10	.24	
Bloc 2: Career adaptability			.28			.31			.34
Concern	–.29	< .01		.10	.39		–.01	.87	
Control	.03	.76		.23	.04		.44	< .01	
Curiosity	.35	< .01		.17	.14		.04	.71	
Confidence	.31	.02		.24	.03		.21	.02	

**Discussion of study 2:**

This study aimed to introduce the construct of courage in career counselling research. The presented study was divided into several phases: the first or qualitative phase aimed to better investigate the meaning and role of courage in the context of facing discriminations and social pressure. The second phase aimed to investigate the mediation role of courage between career adaptability and satisfaction in life in an Italian sample. The third phase investigated the relationship between career adaptability and courage in an international sample.

The qualitative part showed that in Italy, the career choices of youths are still strongly influenced by stereotypical gender models, according to a direct correlation between gender and personal and professional characteristics. Gender stereotypes, in fact, seem to have an anchoring function in context, which is perceived as insecure, uncertain, and which offers no guarantee of success. Career choices seem to also be influenced by fear: in fact, in a risk environment like the current one, to make a career choice can also mean to accept the possibility to fail. In this perspective, courage, as

described in detail by the participants, can be an instrument to implement behaviours and to make choices that are not only influenced by the context expectations. In fact, as the participants underlined, risk awareness, which is a component of courage, is vital to strengthen positive attitudes toward uncertainty and to transform the critical issues into opportunities. Courage appears, therefore, an essential resource in order to face obstacles, to preserve, and to formulate not-gender stereotypical projects. In fact, from the ten participants' definitions of courage, it is possible to highlight how courage is perceived as extremely positive and so flexible that it can be also used in multiple occasions, such as the *ordinary* one as well the educational choice.

"When I was afraid to choose the wrong school, when I was afraid to not be able to face it [...], I think I used courage, because I did not give up and I face my fear".

(# 2, female, 14 years old, social sciences high school).

From the results of this study, it was also possible to determine how boys and girls are in a constant tension between individual desires and the social expectations related to the future and gender representations. In this perspective, courage can be helpful to construct new personal projects that are focused on individual desires, which is in line with psychosocial counselling interventions (Patrizi et al., 2015).

The goal of the second phase was to investigate the mediator role of courage between career adaptability and satisfaction of life. The results show that in the Italian adolescents, courage assumed a partially mediating role, as hypothesized. The results also show the direct and indirect influence between career adaptability and satisfaction of life; this means that adolescents that possess more confidence about the future, a higher level of concern and control for the future, and more curiosity for present and future career possibilities have a higher level of satisfaction of life. In addition, career adaptability influences the tendency to act in a courageous way; this influence a higher life satisfaction. The predictive effect of career adaptability on courage is also demonstrated in the third phase of this research, that is, the cross-cultural research part. In fact, despite the preliminary analysis, which suggests important cross-cultural differences, career adaptability was positively associated with courage in the Greek, French, and Italian samples<sup>11</sup>. In particular, the courage scale showed a

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<sup>11</sup> The international research that has been presented in this paragraph was born within the European Doctoral Programme in Career Guidance and Counselling (ECADOC), an initiative that was launched in 2014 and that provides international training and facilitates the creation of collaborative networks between young researchers from all over Europe. The ECADOC project includes many participants both doctoral students and postdoctoral researchers, supporting the creation of international research groups. Indeed, in a context of globalization and internationalization of career counselling and guidance practices, the development of collaborations is more and more encouraged by researchers, practitioners, and European policies (Sampson, Watts, Palmer, & Hughes, 2000; Savickas, Van Esbroeck, & Herr, 2005). Indeed, it is important for young scholars to partake in cross-national projects in order to develop a better understanding of the new challenges and perspectives of career counselling and guidance practices in Europe. For this reason, it is especially important to support the challenges of cross-cultural and cross-national studies in that field

non-equivalence, opening to the possibility to further cross-cultural studies. Currently, in fact, it is not possible to explain why these differences were presented in the French sample. Despite that, the results suggest the important role that career adaptability has to positively influence the tendency to act in a courageous way.

In line with this approach, interventions should be implemented to promote and support more courageous men and women of the future. The aim is to support the creation of innovative, unique, and creative future scenarios (Cate & John, 2007), in order to cope with a future considered

"a maybe, in the sense that it is difficult [...], that scares 'because it's everything a maybe."  
(#20, female, 16 years old, social sciences high school).

These actions should be in line with Goud (2005): in order to encourage courage, it is important to improve the perception of self-efficacy, the capacity to contain fears and anxieties, and the ability to recognize courageous behaviour.

## Chapter 4:

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### General Conclusion

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*Sono un eroe perché combatto per la pensione  
Sono un eroe perché proteggo i miei cari  
dalle mani dei sicari dei cravattari  
Sono un eroe perché sopravvivo al mestiere.  
Sono un eroe straordinario tutte le sere  
[...]  
Né l'Uomo ragno né Rocky, né Rambo né affini  
farebbero ciò che faccio per i miei bambini,  
io sono un eroe.*

*(Eroe – Caparezza)*

In this chapter, the general conclusions and the limitations of the research will be discussed; focusing on how eventually new studies could provide ways to eliminate these weaknesses. In addition, reflections proceed by the results will be presented. Specifically it will examine the theoretical and practical implications of the findings that this research has produced. Several interventions will be proposed, in order to increase their career adaptability and courage skills in students, parents and people with disabilities. In the end of this chapter, the overall conclusions will be presented.

#### **4.1 General Conclusion**

Currently, the Western European societies could be described using a few words or phrases that have now become common language: globalization, risk, diversity, economic crisis, change, unemployment, insecurity, and instability. These rapid changes over the past few decades and the most recent social and financial crisis have limited the availability of jobs, particularly for adolescents, their parents, and people with vulnerabilities. The current crisis has, in fact, affected their career development and their perception of having a future (Savickas, 2012). Individuals' career development can no longer be viewed as linear and hierarchical, but is now multifaceted, unstable, cyclical, and transitional over the life course (Bimrose & Hearne, 2012). Adolescents, their parents, and people with vulnerabilities have to learn to face a great deal of uncertainty regarding their education and career future (Savickas, 2012): thinking about the future is one of the main fears and concerns among other domains (e.g. relationships with parents and peers). In fact, the future is now often perceived as threatening and insecure, producing insecure worker and students (Kalleberg, 2009). It is important to underline that in this fluid society it is increasingly necessary to learn to live with uncertainty, to develop the ability to quickly re-act to the context, to use new technologies, to cultivate the desirable skills to find and maintain a job (Savickas, 2011). In all of these challenges, the personal resources and the environment assume a crucial role in order to support and accompany the increase of the flexibility, adaptability, hope, trust, curiosity, and courage. It is therefore increasingly important to develop the feeling of confidence in the future, in order to deal with the new and complex challenges put in this educational, vocational, social and economic context.

Therefore, supporting the development of the individual skills and the skills environment is fundamental, in order to become more able to plan different career actions and to achieve professional and personal goals. In this sense, guidance activities could be a strategy to intercept and to reverse the decrease of university enrolment.

For this reason, the 20th century guidance models are considered obsolete, weak, and simplistic, because in this volatile and precarious context the matching between a person and an environment is ineffective. New approaches to understanding this become crucial, two of these being the Life Design approaches and the Social-Cognitive Perspective. These approaches should identify several levels of explanation and of intervention in individual, interactional and social dimensions.



In line with these two approaches, this research project aimed to investigate the role of personal resources in Italian and international samples, focusing on how the social environment and the family context could support (or not) a positive development of personal competences, a positive representations of the future, and a positive idea of the world of work and of the educational field. This research has therefore been carried out with two studies, each divided into several phases. The first study was focused on the International Hope Research Team Protocol, a quantitative protocol that was used with adolescents, parents, and people with vulnerability and on the qualitative analysis of some parents' mails. The quantitative data was used to investigate how the components of career adaptability can influence the breadth of interest, with the future orientation as mediator. In addition, the same protocol was used to investigate how parents can influence the level of confidence in the future in their children. The qualitative data was used in order to intercept the presence of parents in the university context and to understand this new phenomenon in depth. In fact, nowadays in Italy and in some other Latin countries, the university is no longer the place where the parents sent their children ready to abdicate from their control (Daniel, Evans, & Scott, 2001; Howe & Strauss, 2003; Coburn, 2006). Parents tend to replace their children in career choices, pushing them toward only a supposedly safer path, that guarantee them a secure future. From the analysis of the mail, the results showed how parents are desirous to make a "right choice" that guarantees them that their children can find any job. Consequently, parents often press their children toward paths considered stereotypically 'safe', even if their children have no real interests in that course. From the quantitative analysis, it was possible to recognise the importance of career adaptability and its component in order to support in adolescents the development of hope, future orientation, and breadth of interests. In addition, results showed that the level of hope, optimism, resilience, and professional realisation influence how the parents instil hope and confidence in their children.

Given that all of this change has had a negative impact on the most vulnerable populations, including people with disabilities, modifying their perception of the role in society and the process of finding a job, the next phase of this study was focused on the personal resource in people with disabilities. In this project, the disability is considered as a social construct and a relationship between the person and the environment, and not only from a medical point of view. In this phase, the results show that Career Adaptability is crucial in order to sustain the satisfaction of life, with the mediation of hope and optimism being the same as in people without disabilities.

For all of the three samples, the results also show that life-satisfaction and individual well-being are achievable with a high level of hope and resilience.

The second study aimed to focus on a new construct in the career counselling theory: Courage. The aim of this study was firstly to understand how the adolescents define and describe courage. Secondly, this first part aimed to understand the role of ordinary courage, in order make a career decision and to face gender discrimination. The second part of this study aimed to analyse the mediator role on courage between career adaptability and life-satisfaction in Italian adolescents.

Ultimately, a cross-cultural research programme was presented, in order to verify the relation between career-adaptability and courage in an international sample. The qualitative part showed that in Italy, the career choices of the youth are still strongly influenced by the gender stereotypical models, and by apprehension and fear. Courage, defined as a multiform construct, appears an essential resource in order to face obstacles, to persevere, and to formulate not-gender stereotypical projects. The goal of the second phase was to investigate the mediator role of courage between career adaptability and satisfaction in life. The results show that in the Italian adolescents, courage assumed a partially mediator role, as hypothesized. The predictive effect of career adaptability on courage is also demonstrated in the third phase of this research, within the cross-cultural research part. All three studies showed the relationship between career adaptability and courage and the importance of this construct in facing the difficulties and the uncertainties.

The overall results confirmed the important role that personal resources have in influencing the life-satisfaction and the development of skills helpful to face the crisis in all the three samples: adolescents, parents, and people with disabilities. Also, the results show how the context and the family have a new and important role to sustain the youth facing the transitions and the difficulties, implementing in them a positive representation of the future. The parents seem, also, to have the responsibility to support feelings of hope, resilience and optimism in their children.

Given the importance that these constructs have shown, it was hypothesized that several interventions to improve career adaptability and courage in adolescents (with or without disabilities) should be implemented. This training aims to increase courage, resilience, responsibility for the future, and the components of the career adaptability (concern, control, confidence, and curiosity) in adolescents. These training schemes were built following the training programmes already described in the literature, by Sidiropoulou-Dimakakou et al. 2013, and Nota et al. 2015. In the end, also with the contribution of this study, the Guidance Service of the Milano-Bicocca University developed some activities to enhance the parental guidance role, such as discussion groups, specific Open-Days only for parents, F.A.Q, and specific interventions in High Schools.

## **4.2 Implications for practice**

Noting the importance that career adaptability, courage, and the parents influence have on the adolescents' career development and satisfaction of life, the Guidance Network of the Milano Bicocca University has proposed several interventions in order to engage and involve the adolescents and their others significant in guidance activities. Parents – and teachers – could have a core and crucial guidance role, as multipliers of the guidance concepts and guidance competences, and as makers of social change. The social engagement aims to support the development of the idea that career guidance is a mainstreaming concern. The aim is to implement actions that promote

involvement, in order to change individuals' and groups' attitudes and behaviours (Simon & Klandermans, 2001), interventions that operate on several levels with synergistic actions with the collaboration of career counsellors, parents, and teachers. To encourage public engagement and social behavioural changes in young adults and society, a participatory approach acting through the three fundamental dimensions of public engagement - awareness, activation, and participation - could be considered helpful (Camussi, Annovazzi, Montali & Ginevra, 2016). This conceptual and methodological approach has already been applied in the healthcare sector by the international Hacking Health network (Camussi & Gangemi, 2016). The aim could be to obtain, through bottom-up solutions and participatory activities, a greater public awareness of the need of guidance and of the guidance competences helpful to face the transitions and the difficulties.

In line with these suggestions and starting from the interception of parents' phenomenon, the Psychosocial Career Counselling Service<sup>12</sup> has implemented new activities, dedicated to the parents and students.

For instance, experimental small discussion groups with parents and specific Open-Day only for parents, in which parents are involved in a reflection about their guidance role were implemented. In addition, a specific online counselling was developed: a dedicated email address and online counselling, the implementation of some free materials (such as video and questionnaire on the Unimib site-web), and some F.A.Q (Frequently Asked Questions). The aim of these specific online activities was to involve parents in a not collusive presence in university, but support their guidance role, in a mainstreaming guidance idea.

In line with the social change aim, for the adolescents, the Psychosocial Career Counselling Service has proposed a new intervention the “CORRERE VERSO...IL FUTURO! - CORaggio, RESilienza, RESposabilità, VERsatilità e SOgni per il future” project. It is a project that should promote skills through a 'research-intervention' with secondary school students to support training and employment development. This project, in line with the results of my research and the necessity to consider the guidance issue as mainstreaming, could involve students, parents, and the community. For the students, the project could invite young people to think actively about their futures. The activities could aim to channel the development of personal career path and of the students to

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<sup>12</sup> The Psychosocial Career Guidance Service is a Career Service offers educational and vocational guidance across the various stages in students' career planning (before matriculation, during the studies, after graduation) and it is free not only for matriculated students, but also for high school students, students enrolled in other universities, out-of-town students, adults, workers, and unemployed people. In order to reduce the number of university drop-outs, the Service offers guidance and support on a wide variety of career concerns (e.g. “I do not know where to start!”, “Is this the right choice?”, “Will I ever find a job?”) and helps students in setting and maintaining career goals, gaining self-awareness and in making informed career choices. Career counsellors are available to meet with students through every step in their career exploration, in several different ways: personalized individual psychosocial career counselling, telephone and online career counselling or guidance groups. Counsellors help students to explore their thoughts, desires, motivations, interests, fears, and job representations, and to focus on personal and context resources.

recognition of their strengthening skills and their competences. Specifically, through the research-intervention (research + training activities) it is supposed to help students to reflect on their positive characteristics (e.g. courage, resilience, responsibility, hope, optimism, decision making, interests, etc.) and on their strengths. In addition, the project could aim to emphasize the active role of the students, in order to transmit to them the importance of being responsible for their own future. For the parents and for the teachers, the goal could be to give them the instruments and strategy, in order to support the development in students the capacity for self-orientation and self-promotion. Adopting the perspective of Life Design (Savickas, 2011), the project aims could be to support the development of beliefs, attitudes and skills that enhance people's awareness of being able to deal with situations of uncertainty, projecting positively into the future with feelings of hope and optimism.

For the school and the community, the aim could be to spread within the school and the community a new guidance culture, instilling hope, confidence, resilience, and courage. In this sense, this action-research could aim to create a bridge between the school and the educational and professional contexts. With the project, it is proposed that students, teachers, and parents should collaborate in building a social future of well-being, contributing to develop a better future for the school, for the community and for the territory.

In order to develop these training programmes, it was possible to find some examples on the promotion of career adaptability for instance the adolescent training developed by Nota and colleagues (2015), which provides a path with 7 steps of 3 hours each session. This path aims to promote the positive concern about the future, open-mindedness, the capacity to work in teams, curiosity and creativity, career exploration, the ability to identify the career goals, and self-efficacy. In addition, these activities should include specific face-to-face or small group interventions, in order to improve reflections and change. These actions should use specific materials, such as videos, on-line materials, examples, and stories. For instance, these interventions might focus on the development of transversal skills, personal resources and perceived self-efficacy beliefs, in order to improve career adaptability. In line with that aim, the Career Counselling Research and Assessment Centre of the National and Kapodistrian University of Athens has developed a program to improve career adaptability, focusing on how students can build and can modify their future image, in order to achieve career goals (Argyropoulou et al. 2013). This particular program consists of seven sessions with videos and reflexivity moments: the counsellor could sustain the reflexivity on how the career adaptability is a resource and on how it could be improved with experiential activities. In addition, it could be considered the interventions theorized by Koen, Klehe, and Van Vianen (2012) for young adults, and the Nota et al. (2014) intervention for secondary school students, adopting and modifying it to suit local conditions, where it results necessary. The first action (8.5 hours) by Koen, Klehe, and Van Vianen is divided into six sessions: the opening session to introduce the four components of adaptability (concern, control, curiosity and confidence) and then four two-hour sessions with materials, exercises, and specific reflections about every career adaptability single component in-

depth. In addition, a second possible intervention (by Nota et al. 2014) is structured in seven teaching units (three hours each part) in order to stimulate a positive attitude, curiosity and an optimistic and hopeful feeling about the future. Despite the fact that currently in the currently literature it is not possible to find any specific path in the literature to improve courage; a similar project could be done, in order to increase the capacity to act in courageous way. The activities should be focused to increase the levels of self-efficacy and self-belief – linked to courage (Goud, 2005) – or to improve the capacity to recognise and face the risks. In addition, this intervention should focus on helping the youth to recognise their precedent successful experiences and to underline how to manage the fear, distinguishing the reasonable and objective one from the most irrational fears. The aims might be to help adolescents to recognise their personal resources and strategies to face the risks, the fears, and the difficulties, even resorting to personal courageous models.

### **Limitations and Implication for the Research**

The research project has several limitations that are important to declare.

First, the participants were students and parents who have *voluntarily* joined in with the guidance activities organized by the guidance services of the Milano-Bicocca University and of other Italian and international universities that have collaborated in these research projects. In that sense, the participants are not representative of other types of participants that are in the work centres. Future research could examine whether for those adolescents with different situations, such as those attending vocational training centres or who have left the school system, you will get different results. This will allow a greater generalization and it will allow making a comparison between those who continue the educational path with those that stop their educational career.

In particular, regarding the study on the role of orienting parents, a gender imbalance was presented both for the qualitative part and for the quantitative one, with a greater presence of mothers. This again seems to mean that the educational field is linked to the female role. In addition, the qualitative part used analysis of the spontaneous mail that parents sent to the Career Counselling Service in Milano Bicocca University. Next studies should then also take into consideration the role of the father in the career choices of students and it should develop a more structured research. For instance, a hypothetical qualitative study should consider the use of the semi-structured interview. In addition, further quantitative studies might take more account of a couple of parents and children, in order to better illustrate the relations between the parents future representation and the ideas expressed about the future by students. This influence might be explicitly (with qualitative tools), or indirectly, through the measurements of the levels of hope, optimism and adaptability. Moreover, several international collaborations will be activated in order to investigate how the different parenting styles influence the career choices in the children. In particular, a comparison between the Italian influences (Mediterranean style), with a northern European style will be expected to show

some differences. In fact, in the North European countries they seem to have a parental style more imprinted on the children's' autonomy and on the context exploration.

Regarding the study dedicated to people with disabilities, currently it covers only a partial sample, with preliminary analysis. It also suggests that we continue this study with young adults with disabilities, in order to achieve a bigger sample and to confirm the models that have already emerged from the preliminary results. In addition, a comparison between models that have emerged from people with disabilities and people without disabilities is expected. The hypothesis, in fact, could be that many processes can be the same in the two samples. In addition, the hypothesis could be that people with disabilities will show a higher level of career-adaptability. In fact, people with disability could be considered a resource, because they are used to facing crises and to improve their skills and new strategies to cope with the crisis - not only economic - for their daily difficulties. Given that the disability is considered as a relationship between the individual and the environment (Shakespeare & Watson, 1997; Nota, Rondal & Soresi, 2002), an, a hypothetical research could investigate the parental guidance role in students with disabilities. The family, in fact, is the first support network against the stressors of the life and it is the first resource for the individual, to develop his identity and the relationship with an external network, or a community (US Census Bureau, 2000). For this reason, the study could highlight how the perception of the disability in parents, their expectations, and their representations of the possibility of their children, might influence their children perception and their career choices.

Finally, some theoretical and methodological reflections are born from the researches on courage. A qualitative comparison was hypothesized in order to intercept the meaning of courage and the use of this construct in context in which gender discrimination occurs at a lower level. A quantitative international research projects was hypothesized, in order to examine the use of courage in a context (Such as Germany or UK) where the perception of fear is lower, as it was shown in the precedent paragraphs.

My hope, now, is that, despite the presence of limitations, my research will lead to further discussion, research and eventually change in the career counselling, which will have a positive impact on the interventions adolescents, parents, and people with disabilities.



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# Appendix

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# Students' Questionnaire

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"L'orientamento si interessa a come le persone vivono il proprio presente e si rappresentano e programmano, nel limite del possibile, il proprio futuro. Sia la soddisfazione nei confronti della situazione che si vive che le previsioni a proposito del futuro implicano, almeno nella società occidentale, il riuscire a percepire di avere numerose possibilità e opzioni." (Soresi e Nota, 2007)

Compilando il questionario che segue potrai partecipare ad una ricerca che si propone di indagare il modo in cui i giovani si prospettano il futuro e come agiscono nel compiere scelte in una realtà in continuo cambiamento.

Il questionario analizza alcuni aspetti del tuo modo di essere e di credere: troverai una serie di affermazioni per le quali ti viene chiesto di indicare in che misura corrispondono al tuo modo di pensare e di agire.

I dati verranno utilizzati solo a fine di ricerca e non comunicati a terzi.

Inoltre, entro circa un mese dalla fine della compilazione del questionario, sulla tua casella di posta riceverai un profilo orientativo, che ti agevererà nell'identificare alcune caratteristiche personali che potrebbero, in misura diversa, influenzare le tue decisioni, avendo, così, la possibilità di comprendere al meglio quelle che sono le tue potenzialità e le risorse che puoi mettere in atto per definire al meglio il tuo progetto di vita. Essere consapevole delle tue potenzialità è un fattore importante, poiché ti permette di metterle in gioco e di migliorarle per riuscire a portare avanti con maggior successo le tue scelte.

Ricorda che non esistono domande giuste o sbagliate, la risposta migliore è quella che si avvicina maggiormente alla tua esperienza; rispondi quindi con semplicità e senza censure, ma pensando a come ti comporti normalmente.

Per ulteriori informazioni

Prof.ssa Elisabetta Camussi: [elisabetta.camussi@unimib.it](mailto:elisabetta.camussi@unimib.it)

Dott.ssa Chiara Annovazzi: [c.annovazzi4@campus.unimib.it](mailto:c.annovazzi4@campus.unimib.it)

### \* 1. 1. Modulo Consenso informativo:

Informativa ai sensi dell'art. 13 del D.Lgs. 196/03

Gentile Utente,

desideriamo informarLa che i Suoi dati personali - raccolti direttamente presso di Lei non saranno comunicati ad altre società, nel pieno rispetto dei principi fondamentali, dettati:

- dalla direttiva 95/46/CE del Parlamento Europeo relativa alla tutela delle persone fisiche con riguardo al trattamento dei dati personali e della circolazione dei dati;
- dalla direttiva 97/66/CE per la tutela della privacy nelle telecomunicazioni;
- dalla direttiva 97/07/CE e dal D. Lgs. 185/99 per la protezione dei consumatori nei contratti a distanza;
- dalla direttiva 00/31/CE per il commercio elettronico;
- del decreto legislativo n. 196 del 30 giugno 2003 "Codice in materia di protezione dei dati personali";
- del Decreto Legislativo 70/2003 in tema di commercio elettronico.

#### OPERAZIONI DI TRATTAMENTO DEI DATI PERSONALI E RELATIVI SCOPI

Di seguito, Le riepiloghiamo tutte le operazioni da noi svolte che implicano raccolta, conservazione od elaborazione dei Suoi dati personali che riguardano la raccolta e conservazione dei Suoi dati personali al fine della fornitura del servizio e per fornire all'Autorità Giudiziaria le informazioni richieste.

#### MODALITA' DEL TRATTAMENTO

Il trattamento avverrà con modalità totalmente automatizzate mediante un processo che consente rilevare i soli dati personali nome ed email e non comprenderà dati riguardanti dati sensibili ai sensi degli articoli 4 lett. D e 26 del D. Lgs. 196/03. Pertanto verrà escluso a priori ogni trattamento che possa riguardare direttamente o indirettamente dati sensibili.

#### LIBERTA' DI RILASCIARE IL CONSENSO E CONSEGUENZE DI UN RIFIUTO

Il conferimento del consenso al trattamento dei dati personali forniti, quali nome ed email, è necessario. In caso di rifiuto alla prestazione del consenso non ci sarà possibile erogarLe questo servizio di orientamento.

#### DIRITTI DELL'INTERESSATO

Art. 7 D.Lgs 196/03 (Diritti dell'interessato)

1. In relazione al trattamento di dati personali l'interessato ha diritto di ottenere conferma dell'esistenza o meno di dati personali che lo riguardano anche se non ancora registrati e la loro comunicazione in forma intelligibile.
2. L'interessato ha diritto di ottenere indicazione in relazione a:
  - a. origine dei dati;
  - b. finalità del trattamento;
  - c. logica del trattamento;
  - d. estremi identificativi del Titolare e dei Responsabili;
  - e. dei soggetti ai quali i dati possono essere comunicati.
3. L'interessato ha inoltre diritto di ottenere:
  - a. l'aggiornamento, la rettificazione o l'integrazione dei dati raccolti;
  - b. la cancellazione, la trasformazione in forma anonima o il blocco dei dati trattati in violazione della legge compresi quelli di cui non è necessaria la conservazione in relazione agli scopi per i quali i dati sono stati raccolti o successivamente trattati;
  - c. l'attestazione che le operazioni di cui ai precedenti punti sono state portate a conoscenza a coloro ai

quali tali dati sono stati comunicati o diffusi, eccettuato il caso in cui tale adempimento si rivela impossibile o comporta un impiego di mezzi manifestamente sproporzionato rispetto al diritto tutelato.

4. L'interessato ha inoltre diritto di opporsi, in tutto o in parte:

a. per motivi legittimi al trattamento dei dati personali che lo riguardano ancorché pertinenti allo scopo della raccolta;

b. al trattamento dei dati personali che lo riguardano a fini di invio di materiale pubblicitario.

Accetto  Non accetto

\* 2. Anagrafica:

Nome:	<input type="text"/>
Cognome:	<input type="text"/>
Genere:	<input type="text"/>
Nato a:	<input type="text"/>
Data di nascita (es:GG-MM-AAAA:08-12-1998):	<input type="text"/>
Mail:	<input type="text"/>
Residente a:	<input type="text"/>
Città:	<input type="text"/>
Scuola Frequentata:	<input type="text"/>
Classe:	<input type="text"/>
Nome e Cognome Papà:	<input type="text"/>
Nome e Cognome Mamma:	<input type="text"/>

Ti chiediamo, ora, qualche informazione rispetto alla composizione della tua famiglia:

3. Mamma:

Età:	<input type="text"/>
Professione:	<input type="text"/>
Titolo di Studio:	<input type="text"/>

4. Papà:

Età:	<input type="text"/>
Professione:	<input type="text"/>
Titolo di Studio:	<input type="text"/>

**5. Fratello/Sorella:**

Età:

Professione:

Titolo di Studio:

**6. Fratello/Sorella:**

Età:

Professione:

Titolo di Studio:

**7. Fratello/Sorella:**

Età:

Professione:

Titolo di Studio:

**8. Fratello/Sorella:**

Età:

Professione:

Titolo di Studio:

9. Per costruire il tuo profilo, leggi le frasi seguenti ed indica quanto descrivono adeguatamente la tua storia da studente.

Nel fornire le tue risposte tieni presente che:

1 sta per NO questa frase non descrive per nulla la mia storia da studente

5 sta per SI questa frase descrive moltissimo la mia storia da studente

Puoi ovviamente utilizzare anche gli altri valori (2,3,4) che si riferiscono alle posizioni intermedie.

	1	2	3	4	5
1. Con il trascorrere degli anni mi sono accorto/a di apprezzare sempre di più la scuola e lo studio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ciò che ho fatto a scuola mi ha permesso di esprimere il meglio di me stesso/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ciò che sinora ho imparato a scuola mi servirà per il mio futuro lavoro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Nella mia formazione ci sono delle lacune perché negli anni scolastici passati avrei dovuto dedicarmi maggiormente allo studio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. A scuola ho provato spesso piacere per ciò che mi veniva chiesto di studiare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Penso di aver avuto insegnanti bravi e che nel loro lavoro si impegnavano veramente molto.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. La scuola più che per la mia formazione culturale mi è servita soprattutto per farmi delle amicizie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Penso di poter essere soddisfatto di ciò che a scuola sono riuscito ad imparare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1

2

3

4

5

9. Penso che, tutto sommato, ciò che mi hanno fatto fare a scuola può essere considerato utile ed importante.

10. Con il trascorre degli anni mi sono convinto/a che, tutto sommato, non vale la pena dare molta importanza alla scuola e allo studio.

11. Ciò che ho imparato a scuola mi consentirà anche di essere utile agli altri.

12. A scuola il mio impegno è stato generalmente notato e riconosciuto.

13. A scuola mi sono sempre accontentato/a di studiare solo ciò che dovevo senza fare nulla di extra e facoltativo.

14. Sono soddisfatto/a della scuola superiore che ho frequentato

15. A scuola gli insegnanti mi hanno trattato normalmente, come tutti gli altri studenti.



10. Ora concentrati sugli ultimi due anni della tua vita da studente. Come te la cavavi nelle seguenti materie scolastiche? Rispondi tenendo presente le valutazioni scolastiche che generalmente ottenevi segnando:  
A se quelle che hai ricevuto in quella materia possono essere considerate poco soddisfacenti (valutazioni insufficienti);  
B se le valutazioni che generalmente hai ricevuto in quella materia possono essere considerate appena sufficienti (valutazioni tra il 5 e il 6);  
C se le valutazioni che generalmente hai ricevuto in quella materia possono essere considerate abbastanza buone (valutazioni tra il 6 e il 7) ;  
D se le valutazioni che generalmente hai ricevuto in quella materia possono essere considerate buone (valutazioni tra il 7 e 8) ;  
E se le valutazioni che generalmente hai ricevuto in quella materia possono essere considerate molto buone (valutazioni superiori all'8).

Matematica

Italiano

Lingua straniera

11. Completa ora la seguente tabella scrivendo nella prima colonna altre tre discipline particolarmente importanti che hai studiato nel corso di questi ultimi due anni ed indica le valutazioni che hai generalmente ottenuto.

Materia 1

materia 2

materia 3

12. Dopo il diploma, per quanti anni ancora continuerai a studiare?

- non continuerò a studiare
- ancora un anno per un corso post-diploma
- ancora tre anni per conseguire una laurea triennale
- ancora cinque anni (o sei per alcuni corsi di laurea) per conseguire una laurea magistrale

13. Se stai pensando di frequentare l'università, quale di queste affermazioni descrive meglio la tua attuale situazione?

- Per ora non ho nemmeno una vaga idea
- Per ora ho solo qualche idea generale
- Sto considerando un piccolo numero di corsi di laurea possibili
- Sto considerando un possibile corso di laurea ma vorrei esaminarne degli altri prima di decidere
- So quale corso di laurea mi interessa, ma vorrei essere più sicuro/a
- Sono sicuro/a del corso di laurea che sceglierò

Nel caso stessi già considerando una scelta, a quale/i stai pensando?

14. A prescindere dalle tue reali possibilità e da ciò che effettivamente farai in futuro, quale è la professione che maggiormente ti piacerebbe svolgere, quella che potremmo considerare la tua professione ideale?

15. Qui di seguito sono riportate alcune professioni (nella prima colonna).

Nella seconda colonna indica con una crocetta (X) quelle che potresti prendere in considerazione per il tuo futuro e di fianco alla professione segnata indica quanto sarà probabile che tu la riesca effettivamente a svolgere:

1: poco probabile;

2: abbastanza probabile;

3: molto probabile;

4: è quasi certo;

5: sicuramente.

	Presa in considerazione	Probabilità 1	Probabilità 2	Probabilità 3	Probabilità 4	Probabilità 5
Commercialista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grande imprenditore/trice (con più di 50 dipendenti)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giudice di pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Militare, poliziotto, finanziere, ecc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magistrato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chef, cuoco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amministratore/trice di un'azienda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elettrauto/a con 2 dipendenti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ingegnere Civile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impiegato/a in segreteria di un ente pubblico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionista in un ambito sportivo (calcio, nuoto, ecc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caporeparto in una grande azienda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insegnante	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infermiere/a Caposala	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dirigente di servizi alberghieri e della ristorazione	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Presenza in considerazione	Probabilità 1	Probabilità 2	Probabilità 3	Probabilità 4	Probabilità 5
Libero/a professionista in settori artistici e dello spettacolo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medio Imprenditore/trice (15-49 dipendenti)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notaio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Piccolo Imprenditore/trice (4-14 dipendenti)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fotografo/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dirigente nel settore dei trasporti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisore in lavori artigianali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direttore/trice di una testata giornalistica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giornalista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Riparatore/installatore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capocontabile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Libero/a professionista in attività economiche e amministrative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insegnante di scuola media superiore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tecnico Informatico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direttore/trice di una grande industria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avvocato penalista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elettrotecnico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insegnante di sostegno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psicologo/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistente Sociale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dirigente nel settore pubblico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biologo/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fisico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vigile del fuoco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veterinario/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Presa in considerazione	Probabilità 1	Probabilità 2	Probabilità 3	Probabilità 4	Probabilità 5
Consulente Finanziario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tecnico Audio/visivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Altro (specificare)

16. A proposito del tuo futuro professionale pensi che riuscirai a svolgere una professione che ti consentirà in futuro di avere una posizione sociale ed economica migliore, più o meno uguale o peggiore rispetto a quella dei tuoi genitori?

Migliore  Uguale  Peggiore

17. Se dipendesse esclusivamente da te cosa sceglieresti?

- Un lavoro in proprio
- Un lavoro da libero professionista
- Un lavoro alle dipendenze di una grande impresa
- Un lavoro alle dipendenze di una piccola impresa o di un artigiano
- Un lavoro alle dipendenze di un ente pubblico

18. Se dipendesse esclusivamente da te cosa sceglieresti

- Un lavoro per me poco piacevole, ma sicuro
- Un lavoro qualsiasi purché mi consenta di avere tanto tempo libero
- Un lavoro corrispondente ai miei titoli di studio anche se per ottenerlo dovrò aspettare qualche anno
- Un lavoro effettivamente corrispondente ai miei desideri anche se non dà garanzie per il futuro

19. Oggi, per potersi inserire adeguatamente nel mercato del lavoro è necessario dimostrare di possedere diverse abilità e competenze. Alcune di queste variano al variare del tipo di lavoro, mentre altre vengono considerate importanti indipendentemente dal lavoro considerato. Tutte, in ogni caso, a differenza di quanto accadeva in passato, non possono essere ritenute apprese una volta per tutte, ma richiedono frequenti adattamenti ed aggiornamenti in quanto lo stesso mondo del lavoro tende a cambiare rapidamente e a necessitare di lavoratori disponibili ad aggiornare le proprie competenze e a svilupparne delle nuove. Questo questionario si propone di attirare la tua attenzione su questi aspetti del lavoro, in modo che tu possa riflettere a proposito di quanto ti consideri pronto/a a mantenerti informato/a ed aggiornato/a, ad affrontare difficoltà ed ostacoli ma anche a cogliere le opportunità che potrebbero presentarsi.

Pur tenendo presente che quelle qui considerate sono abilità che possono essere ulteriormente sviluppate e potenziate, nel fornire le tue risposte considera la tua situazione attuale e indica quanto ti consideri attualmente in grado di comportarti in quel modo. Ricorda che qui non ci sono risposte giuste o sbagliate; ciò che è importante è che tu tenga unicamente conto del tuo attuale modo di comportarti e pensare. Nel fornire le tue risposte tieni presente che:

1 sta per "lo No, attualmente per me non è così";

7 sta per "lo Sì, attualmente per me è proprio così".

Puoi ovviamente usare anche gli altri valori (il 2, il 3, 4, 5 e il 6) che indicano le posizioni intermedie.

	1	2	3	4	5	6	7
Penso che potrò diventare competente anche in attività che sinora non ho praticato o considerato.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi sento pronto/a anche se so benissimo che in futuro non tutto filerà liscio per me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riesco a manifestare in modo adeguato anche i miei stati d'animo negativi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono solito/a informarmi prima a proposito di ciò che è più importante approfondire e conoscere bene.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In caso di difficoltà gravi so trovare vie di uscita e utilizzo strategie di riserva.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6	7
La sufficienza nelle prove di verifica e negli esami non mi basta e punto ad ottenere valutazioni elevate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono disposto ad accettare di svolgere anche compiti lavorativi noiosi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In caso di difficoltà non esito a impegnarmi molto più del solito.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le critiche non mi spaventano, anzi a volte addirittura le cerco.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Per me è importante poter fare cose diverse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considero importante andare a lavorare prima possibile e non perdere tempo con la teoria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi entusiasma avere nuovi obiettivi e pormi nuove mete da raggiungere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riuscirei bene anche nello studio di discipline che attualmente considero non adatte a me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nello studio e nel lavoro cerco di fare più del dovuto e dello stretto necessario.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Penso che potrei riuscire a far bene anche attività lavorative che ancora non ho imparato a svolgere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi sento pronto/a, se necessario, a prendere in considerazione anche importanti cambiamenti a proposito dello studio e del lavoro a cui attualmente penso o mi dedico.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anche quando incontro difficoltà ed ostacoli non mollo, nulla mi fa desistere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6	7
So di cosa ho bisogno per poter effettivamente raggiungere i miei obiettivi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono disponibile ad imparare tutto ciò che potrebbe favorire la mia realizzazione professionale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho le energie e le risorse necessarie per portare a termine i miei progetti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Penso di riuscire a svolgere bene anche compiti lavorativi che mi richiedono di dipendere da altri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi riprendo velocemente dopo un insuccesso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studiando o lavorando assieme ad altri riesco a fornir loro l'aiuto di cui necessitano.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Penso che in futuro svolgerò attività di volontariato.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So benissimo che qualsiasi cosa farò in futuro dovrò ancora avere a che fare con i libri e con lo studio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho molti interessi che vorrei poter continuare a coltivare anche in futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riesco a manifestare entusiasmo anche quando devo dedicarmi a compiti o ad attività impegnative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confrontandomi con gli altri sono anche disposto/a a rivedere i miei obiettivi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	1	2	3	4	5	6	7
Sebbene le cose, tutto sommato, vadano abbastanza bene per me, dovrò continuare a stare all'erta per non farmi scappare ulteriori occasioni ed opportunità.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Il lavoro di gruppo non fa per me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedico del tempo a raccogliere informazioni a proposito delle caratteristiche di lavori diversi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se qualcosa non va per il verso giusto, tendo a lasciar perdere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In caso di necessità so a chi rivolgermi per ricevere un aiuto.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedico del tempo a raccogliere informazioni a proposito dei corsi di studio/formazione che si possono intraprendere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non sono per nulla disposto/a a sacrificare il mio tempo libero per lavorare di più.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono fiero/a di come sono e di ciò che so fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Nel fornire le tue risposte tieni presente che:

1 sta per "lo No, attualmente per me non è così";

7 sta per "lo Sì, attualmente per me è proprio così".

Puoi ovviamente usare anche gli altri valori (il 2, il 3, 4, 5 e il 6) che indicano le posizioni intermedie

	1	2	3	4	5	6	7
Nello studio e nel lavoro ci sono delle regole e a me non pesa rispettarle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono una persona che riesce a dire apertamente ciò che ha da dire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studiando o lavorando con altri riesco a concentrarmi su obiettivi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nell' affrontare le difficoltà non mi sento solo/a, fortunatamente so su chi posso contare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riesco a tener presente anche ciò che gli altri si aspettano da me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So come ottenere informazioni valide a proposito della mia formazione o del mio lavoro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi dedico anche ad attività di gestione della vita familiare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sto valutando la possibilità di interessarmi ed occuparmi di cose nuove.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono pronto/a ad iniziare a realizzare i miei piani e i miei progetti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6	7
Nel pensare al mio futuro tengo soprattutto conto degli obiettivi professionali che intendo raggiungere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In modo volontario mi dedico ad attività di aiuto agli altri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non vado nel pallone, riesco a controllarmi e a gestire anche le situazioni difficili ed impegnative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nel programmare il mio studio penso anche ai voti che mi propongo di ottenere nelle prove di verifica e negli esami.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le difficoltà non mi spaventano.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cerco di informarmi su ciò che sta cambiando nel mondo del lavoro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'incertezza del futuro non mi spaventa perché io mi sento pronto/a ad affrontare anche gli imprevisti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Penso di essere una persona che potrebbe andar bene a molte aziende e a molti datori di lavoro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considero poco adeguato il mio modo di studiare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le novità non mi spaventano, anzi mi piacciono, perché mi permettono di mettermi alla prova.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So cosa fare per raggiungere ciò che ho in mente a proposito del mio futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riesco a manifestare e a far apprezzare le mie capacità.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6	7
Riesco a prevedere gli ostacoli e le difficoltà che si frappongono tra me e ciò che voglio raggiungere ed ottenere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nello studio e nel lavoro generalmente manifesto voglia di fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Per il raggiungimento dei miei obiettivi sono disposto/a a fare tanti sacrifici.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ricerco il parere degli altri a proposito di ciò che faccio di importante.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se non riuscirò a raggiungere i miei obiettivi ho già pronte delle alternative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riesco a mantenere buoni rapporti con le persone con cui mi trovo a studiare o a lavorare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riesco a pensare anche ai possibili ostacoli futuri che troverò sulla mia strada e a come farvi fronte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So quali sono le abilità necessarie per avere successo nel lavoro che mi sta a cuore.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Penso che anche io debba fare qualcosa per gli altri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riesco a bilanciare i miei impegni con ciò che mi piace fare nel mio tempo libero.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Penso spesso a cosa potrei fare per diventare più competente e migliore.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In qualsiasi posto mi trovi riesco ad essere propositivo/a, a fornire nuove idee e suggerimenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1

2

3

4

5

6

7

Generalmente faccio  
una buona impressione  
agli altri.

### 21. Istruzioni

Questo questionario considera le modalità con le quali le persone affrontano i cambiamenti e le transizioni (da una scuola ad un'altra; da un lavoro ad un altro; dalla scuola al lavoro). Ti preghiamo di leggere con attenzione l'elenco di abilità qui di seguito riportato e di indicare quanto ritieni di possedere ognuna di esse. Nel fornire le tue risposte tieni presente che:

- 1 sta per "posseggo molto poco questa capacità";
- 2 sta per "posseggo poco questa capacità";
- 3 sta per "posseggo abbastanza questa capacità";
- 4 sta per "posseggo molto questa capacità";
- 5 sta per "posseggo moltissimo questa capacità".

Qui non ci sono risposte giuste o sbagliate; ciò che è importante è il tuo modo di pensare e di comportarti.

	1	2	3	4	5
Riflettere su come sarà il mio futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rendermi conto che le scelte che faccio oggi influenzeranno il mio futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepararmi per il futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diventare consapevole delle scelte formative e professionali che devo fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programmare come raggiungere i miei obiettivi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preoccuparmi del mio futuro professionale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essere perseverante.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decidere autonomamente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assumermi la responsabilità delle mie azioni.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difendere i miei punti di vista.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contare su me stesso/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fare ciò che è giusto per me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5
Esplorare il mio ambiente di vita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cercare opportunità che mi aiutino a crescere come persona.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conoscere le alternative prima di fare una scelta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considerare modi diversi di fare le cose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cercare delle risposte agli interrogativi che mi pongo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essere curioso/a a proposito di nuove opportunità.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essere competente nelle attività che devo fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essere coscienzioso/a e fare le cose bene.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Imparare nuove abilità.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migliorare le mie abilità.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Superare gli ostacoli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risolvere problemi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Istruzioni

Qui di seguito è riportato un elenco di "funzioni lavorative", ovvero un insieme di attività e compiti importanti che alcune persone si trovano a svolgere nel corso della propria attività lavorativa. Leggile una alla volta e, senza pensare alla professione che in futuro ti troverai a svolgere, indica quanto ognuna di esse ti piacerebbe conoscere di più, svolgere o imparare a svolgere. Rispondi tenendo presente che:

1 sta per No, non piacerebbe svolgere o approfondire o conoscere di più questa attività;

5 sta per SI, mi piacerebbe molto poter svolgere o approfondire o conoscere di più questa attività.

Puoi ovviamente utilizzare anche gli altri valori (2,3,4) che rappresentano le posizioni intermedie.

	1	2	3	4	5
Occuparsi dei conflitti di coppia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Descrivere siti e monumenti a gruppi di turisti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riparare apparecchi informatici.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggerire ad un Ente Locale il da farsi al fine di garantire la sicurezza dei cittadini e delle loro proprietà.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In un importante museo accogliere delegazioni straniere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studiare e proporre nuove diete alimentari.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dirigere servizi per l'infanzia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Predisporre per un ente culturale la presentazione delle proprie iniziative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Predisporre programmi di rilancio di un'azienda in crisi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggerire ad una grande Assicurazione nuove modalità di valutazione dei rischi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	1	2	3	4	5
Fare previsioni a proposito del fatturato futuro di un'azienda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aiutare a risolvere conflitti familiari.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difendere in tribunale persone accusate di reati.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuare siti per l'estrazione di minerali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggerire investimenti di capitali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizzare vendite ed attività commerciali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lavorare presso una TV locale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insegnare a bambini ed adolescenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescrivere cure sanitarie e trattamenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitorare il funzionamento di macchinari complessi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impostare una campagna di prevenzione degli incidenti stradali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Predisporre materiali didattici per insegnanti e formatori.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuare i terreni adatti ad una coltivazione.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illustrare testi di libri e riviste.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fare consulenze individuali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progettare nuove macchine e utensili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborare alla redazione di un quotidiano.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analizzare la composizione di sostanze farmaceutiche.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5
Predisporre composti e leghe per materiali del settore medico.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inventare spot pubblicitari per una campagna di prevenzione degli infortuni sul lavoro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lavorare su nuovi impianti di produzione di energia rinnovabile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnosticare malattie rare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programmare gli scambi commerciali con l'estero per un'importante impresa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comporre musica.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occuparsi della formazione degli adulti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Rispondi tenendo presente che:

1 sta per No, non piacerebbe svolgere o approfondire o conoscere di più questa attività;

5 sta per SI, mi piacerebbe molto poter svolgere o approfondire o conoscere di più questa attività.

Puoi ovviamente utilizzare anche gli altri valori (2,3,4,) che rappresentano le posizioni intermedie.

	1	2	3	4	5
Svolgere attività di traduzione simultanea da una lingua ad un'altra.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progettare macchinari in grado di sostituire gli essere umani in lavori altamente rischiosi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suonare e cantare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinare attività di formazione professionale per adulti immigrati.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fornire consulenze per prevenire il disagio giovanile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevedere e monitorare catastrofi ambientali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5
Coordinare e monitorare produzioni biologiche e innovative nel campo dell'agricoltura.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fornire consulenza per problemi psicosociali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gestire e coordinare un'azienda agricola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ricoprire il ruolo di Giudice di pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnosticare le malattie delle piante.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disegnare e decorare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinare un servizio bibliotecario.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scrivere recensioni di testi letterari, storici o filosofici.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizzare strumentazioni computerizzate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitorare i fenomeni atmosferici.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proporre in un'agenzia itinerari alternativi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scrivere poesie, racconti, novelle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progettare siti web.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dirigere il consiglio di amministrazione di una grande azienda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curare persone con problemi cardiaci.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curare servizi di traduzione in eventi congressuali internazionali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ricoprire incarichi diplomatici in un paese extraeuropeo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insegnare Filosofia in un liceo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visitare e curare animali malati.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5
Inventare nuove modalità di comunicazione on line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborare alla formazione degli addetti alla vendita di una grande impresa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spiegare le ragioni di un periodo di recessione economica.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insegnare lettere e storia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progettare nuovi materiali per le telecomunicazioni.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analizzare e monitorare lo stato dell'aria e dell'acqua.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggerire come prevenire le malattie cutanee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Costruire oggetti di vari materiali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correggere testi e bozze di libri, giornali e riviste.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studiare e monitorare le maree anomale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fare analisi chimiche.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applicare l'informatica all'assistenza sanitaria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fare le previsioni delle entrate e delle uscite di un gruppo multinazionale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinare indagini di lotta all'evasione fiscale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programmare e coordinare lo smaltimento di rifiuti tossici.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 24. Istruzioni

Questo questionario si propone di stimolare gli studenti a riflettere su come si pongono nei confronti delle scelte scolastico-professionali che stanno per compiere.

Qui di seguito sono riportate 16 frasi. Non si tratta di un compito scolastico che prevede risposte giuste o sbagliate: ciò che è importante è indicare unicamente quanto ognuna di esse descrive la propria attuale situazione e il proprio punto di vista.

Dopo aver letto con attenzione una frase segna la risposta che intendi fornire a fianco di ogni affermazione tenendo presente che:

1 = vuoi dire che la frase descrive perfettamente la tua situazione attuale e il tuo punto di vista (decisamente SI);

2 = vuoi dire che la frase descrive molto la tua situazione attuale e il tuo punto di vista (SI);

3 = vuoi dire che la frase descrive abbastanza la tua situazione attuale e il tuo punto di vista (più SI che NO),

4 = vuoi dire che la frase descrive così-così la tua situazione attuale e il tuo punto di vista (né SI né NO);

5 = vuoi dire che la frase descrive poco la tua situazione attuale e il tuo punto di vista (più NO che SI);

6 = vuoi dire che la frase non descrive la tua situazione attuale e il tuo punto di vista (NO);

7 = vuoi dire che la frase non descrive per nulla la tua situazione attuale e il tuo punto di vista (decisamente NO).

	1	2	3	4	5	6	7
Per quanto riguarda il lavoro che farò ho idee vaghe e confuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Per quanto concerne le mie aspirazioni lavorative penso di conoscermi bene.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E' inutile che io mi sforzi di pensare al mio futuro tanto molto dipenderà dal caso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho degli obiettivi ben chiari circa il mio futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anche se cerco di mettere a fuoco cosa posso fare, succederà qualcosa che mi farà cambiare idea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non so bene a chi rivolgermi per avere informazioni chiare e precise sugli studi che posso fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6	7
Sono soddisfatto/a delle decisioni che ho preso a proposito del mio futuro professionale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anche se prendo delle decisioni sul mio futuro succederà certamente qualcosa che mi impedirà di raggiungere i miei obiettivi professionali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho deciso cosa fare e sono certo/a di aver scelto bene.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho chiaro in mente ciò a cui aspiro e so come realizzare tutto ciò.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So come poter raccogliere le informazioni che mi servono.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non so decidere quale corso di studi o quale professione siano veramente vantaggiosi per me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non ho ancora ben chiaro quali sono le mie vere aspirazioni professionali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicare tempo a pensare ai propri obiettivi professionali è inutile in quanto ciò che si farà dipenderà in realtà da tanti altri fattori.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ancora non so chiarirmi le idee a proposito del mio futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So con sicurezza cosa è meglio per me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 25. Istruzioni

Le persone, dal lavoro che svolgono, si attendono di poter soddisfare quelli che si chiamano valori professionali. A prescindere dall'attività professionale che si svolge, c'è, ad esempio, chi si attende di ottenere, soprattutto, uno stipendio dignitoso, di fare qualcosa di utile per sé e per gli altri, di poter utilizzare le proprie competenze e conoscenze, ecc...

A prescindere dalla professione o dalle professioni che effettivamente svolgerai, cosa il tuo impegno lavorativo dovrebbe essere in grado di fornirti?

Rispondi tenendo presente che:

1 sta per "Decisamente no, non è questo che mi aspetto soprattutto dal lavoro che svolgerò"

5 sta per "Decisamente sì, è soprattutto questo ciò che mi aspetto dal lavoro che svolgerò".

Puoi ovviamente utilizzare anche gli altri valori (2,3,4) che rappresentano le posizioni intermedie.

	1	2	3	4	5
Poter fare 'cose nuove'.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riuscire a distinguermi dagli altri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introdurre e realizzare nuove idee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essere innovativo/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter diventare qualcuno/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter stare con persone diverse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter mettere in moto la mia originalità e creatività	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avere persone che dipendono da me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sentirmi utile agli altri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter essere autonomo/a ed indipendente da un punto di vista economico.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter diventare un dirigente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter fare la mia parte per lo sviluppo e la crescita della società.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter utilizzare appieno le mie capacità.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5
Poter essere molto stimato/a dagli altri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter far emergere i miei talenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter essere di aiuto agli altri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter organizzare e supervisionare il lavoro di altri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter usare le competenze acquisite in tanti anni di studio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter fornire contributi originali e creativi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribuire a migliorare la qualità della vita delle persone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter diventare un/a leader, un/a manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter modificare metodi e ritmi lavorativi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ottenere quanto necessario per svolgere una vita senza problemi economici.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter ricoprire, nella società, una posizione di prestigio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter cambiare, nel tempo, i compiti e azioni lavorative da attuare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter fare una carriera brillante.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter avere uno stipendio sicuro e dignitoso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter diversificare le attività da svolgere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter prendere decisioni importanti anche per altri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter svolgere attività non ripetitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter acquistare tutto ciò che desidero.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter guadagnare molto bene.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	1	2	3	4	5
Poter sfruttare le conoscenze che ho accumulato nel corso della mia formazione.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter mettere a frutto le mie qualità e le mie capacità.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poter aiutare le persone maggiormente in difficoltà.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## 26. Istruzioni

Questo questionario propone delle riflessioni che generalmente le persone compiono circa i propri obiettivi futuri. Alcune di esse possono essere simili a quelle che hai già formulato, altre no. Leggi con attenzione ogni frase e indica quanto ti sembra che descrivano il tuo modo di pensare. Segna la risposta che intendi fornire con una crocetta tenendo presente che:

1 = indica che la frase non descrive per nulla il tuo modo di pensare;

2 = indica che la frase descrive poco il tuo modo di pensare;

3 = indica che la frase descrive abbastanza il tuo modo di pensare;

4 = indica che la frase descrive perfettamente il tuo modo di pensare.

	1	2	3	4
Riesco a pensare a molti modi per poter uscire da un guaio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perseguo con energia i miei obiettivi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi sento stanco/a per buona parte del tempo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Esistono molti modi per affrontare qualsiasi problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In una discussione sono messo facilmente a tacere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riesco a pensare a più modi per ottenere ciò che nella vita è più importante per me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono preoccupato/a per la mia salute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anche quando altri si scoraggiano, so che posso trovare un modo per risolvere un problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le mie esperienze passate mi hanno preparato bene per il mio futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nella vita sono una persona di successo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C'è sempre qualcosa per cui mi sento preoccupato/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raggiungo gli obiettivi che individuo per me stesso/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 27. Istruzioni

Di seguito sono elencate una serie di affermazioni che si riferiscono ai pensieri che le persone possono avere a proposito del loro presente e del loro futuro. Ti preghiamo di rispondere indicando quanto concordi con ognuna di esse. Non ci sono risposte giuste o sbagliate ciò che ci interessa è il tuo modo di pensare e comportarti. Nel rispondere tieni presenti che:

0 sta per Completamente in disaccordo;

4 sta per Completamente d'accordo.

Puoi ovviamente utilizzare anche gli altri valori, 1,2, e 3 che indicano valori intermedi.

	0	1	2	3	4
Nei momenti di maggior incertezza, di solito mi aspetto il meglio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E' facile per me riuscire a rilassarmi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se qualcosa mi può andare storto, di sicuro sarà così.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono sempre ottimista sul mio futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi diverto molto con i miei amici.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
È importante per me avere qualcosa da fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non mi aspetto quasi mai che le cose vadano come voglio io.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non mi agito molto facilmente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raramente faccio affidamento sul fatto che mi accada qualcosa di buono.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nel complesso mi aspetto che mi accadano più cose buone che cattive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 28. Istruzioni

Qui di seguito sono riportate alcune frasi relative alla soddisfazione nella vita. Non ci sono risposte giuste o sbagliate, ciò che è importante è che esprimi esclusivamente il tuo punto di vista.

Leggi attentamente ogni affermazione e indica il tuo accordo o disaccordo, tenendo conto che:

1 = Completamente in disaccordo;

2 = Disaccordo;

3 = Abbastanza disaccordo;

4 = Né d'accordo né in disaccordo;

5 = Abbastanza d'accordo;

6 = D'accordo;

7 = Completamente d'accordo

	1	2	3	4	5	6	7
Il più delle volte la mia vita è vicina al mio ideale di vita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le condizioni della mia vita sono eccellenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono soddisfatto/a della mia vita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finora ho ottenuto le cose importanti che voglio dalla vita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se io potessi rivivere la mia vita, non cambierei quasi nulla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 29. Istruzioni

In questo questionario vengono riportate delle frasi che si riferiscono a cose che potresti pensare di fare. Leggile una alla volta e rispondi tenendo presente che:

- 1 sta per mi descrive molto poco;
- 2 sta per mi descrive poco;
- 3 sta per mi descrive abbastanza;
- 4 sta per mi descrive molto;
- 5 sta per mi descrive moltissimo.

	1	2	3	4	5
Finora ho ottenuto ciò che ho desiderato di più.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Penso di essere ottimista.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Per star bene è meglio non farsi illusioni (pensare che le cose belle accadranno).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono tanti i miei momenti di felicità	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generalmente sono pieno/a di entusiasmo e di ottimismo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spesso me lo sento che le cose andranno male.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi capiteranno certamente più cose positive che negative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi considero una persona che pensa in modo positivo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non ce la farò a realizzare ciò che mi sta effettivamente a cuore.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anche se incontrerò delle difficoltà continuerò ad essere ottimista.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sento che riuscirò a cavarmela piuttosto bene.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5
Alla fine so che otterrò ciò che desidero.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In futuro riuscirò a fare ciò che oggi non riesco a fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho la certezza che in futuro riuscirò a fare qualcosa di interessante per me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In futuro lavorerò con persone che mi stimeranno molto.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In futuro dovrò accontentarmi di ciò che riuscirò a fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficilmente troverò un lavoro veramente adatto a me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le speranze che avrò in futuro saranno poche.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In futuro sarò impegnato/a in progetti molto importanti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In futuro smetterò di sognare e sperare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E' inutile sperare nel futuro, io non riuscirò a fare quello che ho in mente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So che un giorno vedrò realizzati i miei desideri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 30. Istruzioni

In questo questionario vengono riportate delle frasi che si riferiscono a cose che potresti pensare o fare. Leggile una alla volta e rispondi tenendo presente che:

- 1 sta per mi descrive molto poco;
- 2 sta per mi descrive poco;
- 3 sta per mi descrive abbastanza;
- 4 sta per mi descrive molto;
- 5 sta per mi descrive moltissimo.

	1	2	3	4	5
Non vedo l'ora che arrivi il futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guardare avanti mi fa sentire pieno/a di energia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi piace pensare a dove mi troverò tra qualche anno.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A proposito del mio futuro ho molte aspirazioni.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'idea di poter in futuro realizzare i miei sogni mi appassiona sin d'ora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pensare al futuro mi emoziona.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pensare alla mia vita futura mi riempie di speranza.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immaginare il mio futuro mi fa sentire ottimista.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi piace sognare ad occhi aperti su ciò che il mio futuro mi riserverà.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Costruire un futuro positivo per me è qualcosa a cui penso spesso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Penso spesso al mio sviluppo futuro, a come vorrei che andassero le cose in futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	1	2	3	4	5
Mi piace pensare ad obiettivi che debbo ancora considerare con attenzione.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Per il mio futuro ho alcuni obiettivi ben precisi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quando penso al mio futuro punto l'attenzione sul tipo di persona che voglio essere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi considero una persona forte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In qualsiasi cosa mi impegno al massimo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tendo a riprendermi facilmente dopo le 'cose andate storte' (es.: malattie, i imprevisti, insuccessi, ecc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi impegno sempre molto per raggiungere i miei obiettivi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi considero in grado di affrontare tutto ciò che potrebbe capitarmi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anche sotto pressione riesco a concentrarmi e a pensare con lucidità, con attenzione.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riesco a vedere anche gli aspetti ironici delle cose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posso farcela a raggiungere i miei obiettivi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aver affrontato situazioni di stress mi ha reso più forte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ciò che sono riuscito/a a fare bene in passato, mi dà fiducia per affrontare nuove difficoltà.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dopo un fallimento non mi scoraggio facilmente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Il questionario è finito!

Ti ringraziamo per aver partecipato alla ricerca.

Entro circa un mese riceverai, all'indirizzo segnalato, un profilo orientativo personale.

Se sei d'accordo, ti ricordiamo la possibilità di far svolgere anche ai tuoi genitori un questionario di orientamento che li aiuti a riflettere sul loro ruolo nel sostenerti nelle scelte. Il loro questionario lo trovi al link:

[it/surveymonkey.com/r/RicercaGenitori](https://www.surveymonkey.com/r/RicercaGenitori)

Per ulteriori informazioni

Prof.ssa Elisabetta Camussi: [elisabetta.camussi@unimib.it](mailto:elisabetta.camussi@unimib.it)

Dott.ssa Chiara Annovazzi: [c.annovazzi4@campus.unimib.it](mailto:c.annovazzi4@campus.unimib.it)

# Students' Report

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Centro di  
Consulenza  
Psicosociale per  
l'Orientamento –  
Milano Bicocca



**IHRT - International Hope  
Research Team**



Università degli Studi di  
Milano Bicocca

Milano, 07/07/2016

A [REDACTED]

**Oggetto:** Relazione personalizzata

*(Quanto qui contenuto è tutelato dal segreto professionale e vincolato d'ufficio dalle norme del codice penale.)*

Cara [REDACTED]

come ricorderai ti sono stati proposti alcuni questionari per raccogliere il tuo punto di vista riguardo la speranza, la resilienza, la prospettiva temporale e l'ottimismo che nutri, il tuo atteggiamento nei confronti del futuro professionale, i tuoi interessi professionali, i tuoi valori professionali e con quanta prontezza pensi di poter affrontare le difficoltà professionali che potresti incontrare in futuro. Le risposte che hai dato sono state elaborate e hanno consentito la costruzione di questa relazione, composta da cinque parti che permettono di rispondere a queste domande:

- 1. Con quanta energia positiva penso al mio futuro? quanto sono ottimista? con quanta speranza penso ad esso? quanto mi considero in grado di “resistere” agli imprevisti e alle difficoltà?**
- 2. Quanto sto investendo nel programmare il mio futuro? quanto mi sto curando di esso?**
- 3. Con quanta prontezza penso di riuscire a far fronte alle difficoltà professionali che potrò incontrare?**
- 4. Tra le diverse attività lavorative e professionali, quali mi piacerebbe conoscere maggiormente, svolgere o imparare a svolgere?**

*Questa relazione vuole aiutarti a pensare e a rispondere a questi 5 interrogativi, considerando le risposte che hai fornito ai questionari che hai compilato. Inoltre ti vorremmo aiutare a costruire la tua sintesi che potrà esserti utile per progettare al meglio il tuo futuro.*

**Prima domanda: “Con quanta energia positiva penso al mio futuro? quanto sono ottimista? con quanta speranza penso ad esso? quanto mi considero in grado di “resistere” agli imprevisti e alle difficoltà?”**

Il nostro modo di pensare al futuro è sicuramente collegato a quello che abbiamo sperimentato nel passato e a ciò che stiamo vivendo nel presente.

Per dare e scoprire una sorta di continuità in tutto questo è necessario porci in una **prospettiva temporale** che, partendo da ciò che si è, consente di proiettarsi nel futuro, di immaginare come questo potrebbe essere, di creare immagini e scenari diversi, di individuare quello per noi maggiormente promettente, per pensare cosa ci può aiutare a “realizzare” quello che ci sta maggiormente a cuore.

Per fare questo in modo vantaggioso è utile avere una certa dose di **ottimismo** che consiste essenzialmente nella propensione a cogliere i lati positivi delle cose, a trovare vantaggi anche negli eventi più negativi, a immaginarsi situazioni in cui è possibile farcela utilizzando anche i supporti e gli aiuti necessari.

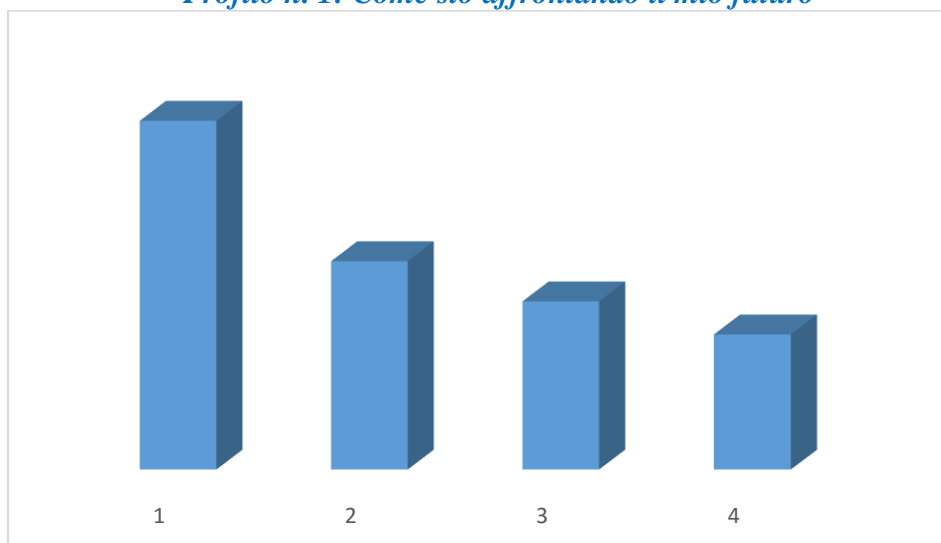
È importante anche avere **speranza**, ovvero la propensione a pensare ai propri obiettivi, a sentire l'energia dell'azione, a pensare che vi sono spazi e possibilità, anche se vanno ricercati con persistenza e perseveranza.

Infine, proprio nella consapevolezza che sarebbe ingenuo pensare ad un futuro completamente roseo e senza difficoltà, oltre a immaginarlo in positivo è al tempo stesso necessario darsi da fare per potenziare la propria **resilienza**, ovvero la capacità di “resistere” alle contrarietà, di riprendersi prontamente dagli insuccessi e dalle difficoltà, anche se impreviste e inattese, continuando a tener presenti i propri obiettivi e cercando, se necessario, strade alternative per perseguirli.

*È importante avere pensieri positivi, speranza, ottimismo, resistenza di fronte alle difficoltà, propensione a proiettarsi nel futuro.*

Il grafico che segue si riferisce a come stai pensando al tuo futuro e se lo stai facendo con prospettiva temporale, ottimismo, speranza e resilienza.

*Profilo n. 1: Come sto affrontando il mio futuro*



*Legenda*

- 1 = Prospettiva temporale
- 2 = Resilienza
- 3 = Ottimismo
- 4 = Speranza

Ora, se vuoi, puoi rispondere alla prima domanda:

*Con quanta energia positiva penso al mio futuro? quanto sono ottimista? con quanta speranza penso ad esso? quanto mi considero in grado di "resistere" agli imprevisti e alle difficoltà?*

*Guardando il profilo n. 1 penso che potrò contare soprattutto su \_\_\_\_\_ e su \_\_\_\_\_*

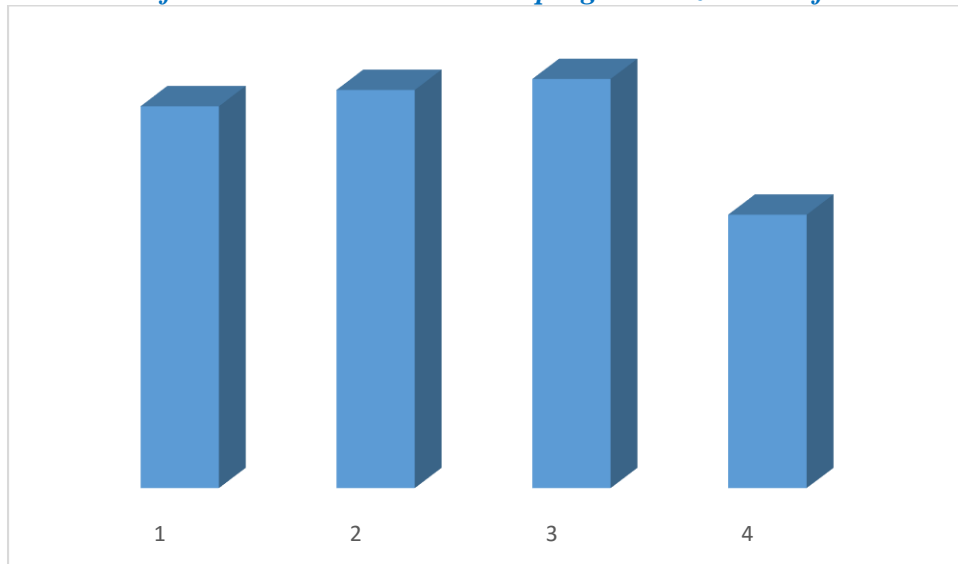
**Seconda domanda: "Quanto sto investendo nel programmare il mio futuro? quanto mi sto curando di esso?"**

Il mondo del lavoro sta subendo numerosi cambiamenti: non si fa più lo stesso lavoro per tutta la vita come accadeva una volta. In futuro, inoltre, anche grazie alle innovazioni tecnologiche, le persone dovranno essere 'pronte' ad affrontare una realtà lavorativa più complessa rispetto al passato e dovranno imparare a svolgere più lavori contemporaneamente, a cambiare tipo o posto di lavoro, ad aggiornarsi continuamente. Per affrontare con successo il futuro lavorativo sono necessarie numerose abilità e capacità. Qui di seguito vi sono quelle che generalmente vengono considerate particolarmente importanti:

1. **Preoccuparsi per il proprio futuro in modo positivo.** È importante pensare per tempo al proprio futuro, individuare gli obiettivi che si vogliono perseguire, avere una certa dose di ottimismo e ricordare che ciò che si fa nel presente potrà influenzare anche ciò che si potrà fare nel futuro;
2. **Assumersi la responsabilità delle scelte che si compiono,** pur ragionando di questo anche con altri e chiedendo aiuti e consigli; l'importante è prendendosi 'cura' del proprio futuro, non aspettare che siano gli altri a scegliere per noi;
3. **Essere curiosi ed esplorare nuove opportunità e possibilità,** ovvero ricercare idee ed informazioni sui lavori e sulle scuole, esplorare nuove opzioni. Se si è interessati alle novità e se si dimostra una certa curiosità si possono scoprire cose nuove, anche su se stessi, su ciò che gli altri pensano e provano, su come funziona il mondo, compreso quello del lavoro;
4. **Avere fiducia in se stessi,** ovvero pensare che si può imparare, che si può migliorare, che si possono affrontare, con impegno e sforzo, gli ostacoli. La fiducia in se stessi aiuta ad affrontare le sfide e a darsi da fare per superare le difficoltà che si possono incontrare anche per la propria realizzazione nel lavoro.

*Ricorda che per individuare ciò che può essere effettivamente importante per te, devi mettere in moto il tuo spirito esplorativo, agire in modo curioso, assumerti delle responsabilità e avere fiducia in te stesso.*

*Profilo n. 2: Investimento nella programmazione del futuro*



*Legenda*

- 1 = Preoccuparsi per il proprio futuro in modo positivo.
- 2 = Assumersi la responsabilità delle scelte che si compiono.
- 3 = Essere curiosi ed esplorare nuove opportunità e possibilità.
- 4 = Avere fiducia in se stessi.

Ora, se vuoi, puoi rispondere alla seconda domanda:

*Quanto sto investendo nel programmare il mio futuro? quanto mi sto curando di esso?*

*Guardando il mio profilo n. 2 penso che potrò contare soprattutto su \_\_\_\_\_ e su \_\_\_\_\_*

**Terza domanda: “Con quanta prontezza penso di riuscire a far fronte alle difficoltà professionali che potrò incontrare?”**

Nei periodi di incertezza ed insicurezza socio-economica avranno maggiori probabilità di riuscire a fronteggiare con successo le minacce e le sfide del futuro coloro che si saranno attrezzati per farlo potenziando la loro "prontezza professionale e personale". Questa consiste nell'essere pronti a rispondere a situazioni ed eventi lavorativi dagli esiti incerti. A tal fine, il questionario “Pensando al lavoro” da te compilato permette di considerare la tendenza a:

- 1. Prevedere gli ostacoli e le difficoltà** e mettere a fuoco soluzioni e vie alternative in grado di salvaguardare gli obiettivi e i desideri che stanno effettivamente a cuore;
- 2. Sostenere la propensione al cambiamento e alla flessibilità**, accettando di provare a svolgere attività nuove e dimostrando interesse nei confronti dei cambiamenti che si stanno realizzando anche nel mondo del lavoro;
- 3. Accettare impegni e sacrifici** per il perseguimento dei propri obiettivi e delle proprie aspirazioni professionali;
- 4. Vigilare**, saper cogliere le opportunità curando anche quanto è necessario per avere successo ed essere ricercati nel mondo del lavoro;
- 5. Perseverare** nell'affrontare difficoltà e problemi, insistere, “non mollare l'osso”, e non lasciarsi spaventare eccessivamente dagli imprevisti;

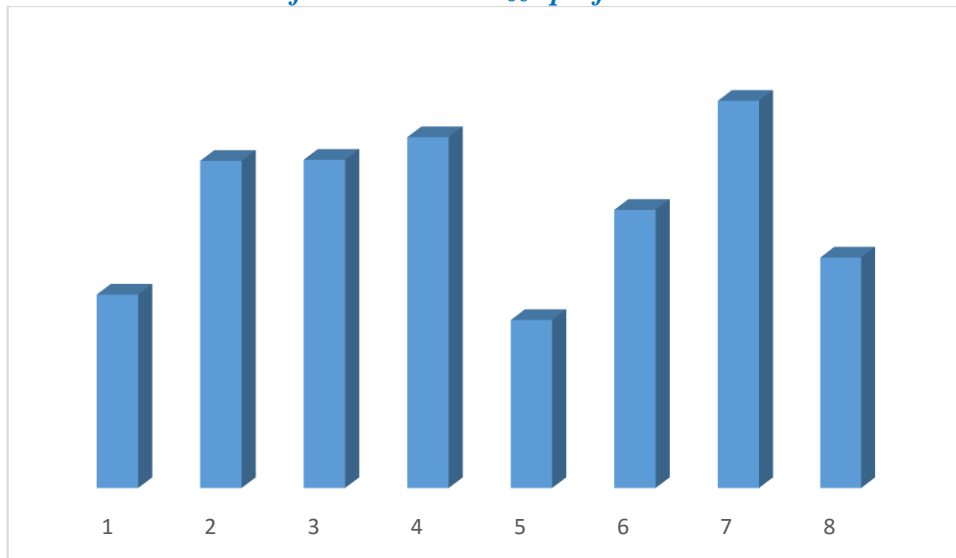
**6. Esplorare l'ambiente circostante** anche raccogliendo informazioni precise sul mondo delle professioni e prestando attenzione ai segnali di novità;

**7. Individuare supporti e risorse** in quanto per riuscire ad essere pronti per affrontare le difficoltà lavorative future sarà necessario essere in grado anche di ricorrere all'aiuto degli altri;

**8. Investire nella formazione** il più possibile cercando di evitare di accontentarsi della mediocrità e di limitarsi a fare lo stretto necessario. Il successo professionale non si raggiunge una volta per tutte, richiede aggiornamento costante e formazione permanente.

*Ricorda che è importante prevedere gli ostacoli, pensare a come si possono affrontare per tempo, dare il meglio di sé, far fronte insieme agli altri alle difficoltà, facendosi apprezzare.*

*Profilo n. 3: Prontezza professionale*



*Legenda*

- 1 = Prevedere gli ostacoli e le difficoltà.
- 2 = Sostenere la propensione al cambiamento e alla flessibilità.
- 3 = Accettare impegni e sacrifici.
- 4 = Vigilare.
- 5 = Perseverare.
- 6 = Esplorare l'ambiente circostante.
- 7 = Individuare supporti e risorse.
- 8 = Investire nella formazione.

Ora, se vuoi, puoi rispondere alla terza domanda. Guarda con attenzione il tuo profilo della tua "prontezza professionale" e completa il riquadro segnando i tuoi **punti di forza**.

*Con quanta prontezza penso di riuscire a far fronte alle difficoltà professionali che potrò incontrare?*

*Guardando il profilo 3 penso che potrò contare soprattutto su \_\_\_\_\_ e su \_\_\_\_\_*

*e su \_\_\_\_\_*



**Quarta domanda: “Tra le diverse attività lavorative e professionali, quali mi piacerebbe conoscere maggiormente, svolgere o imparare a svolgere”?**

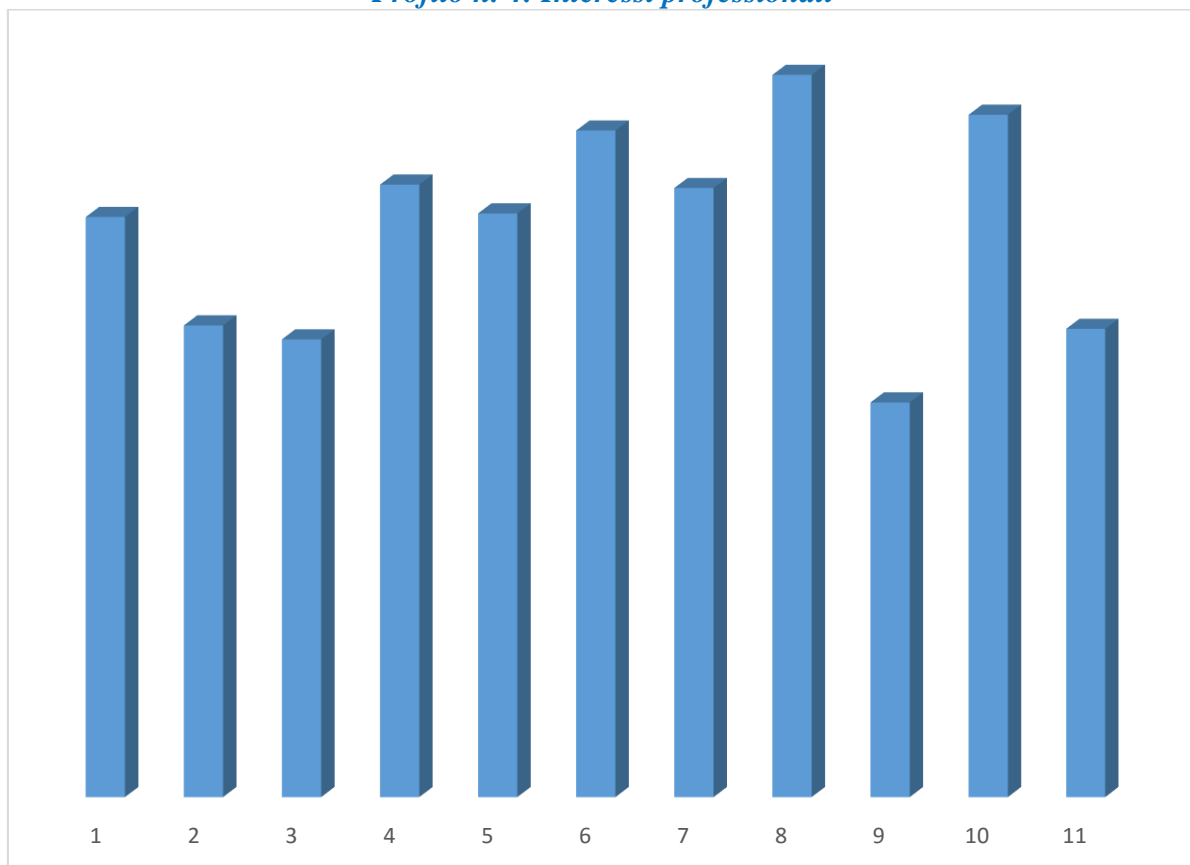
Gli interessi professionali si riferiscono alle attività che piacciono di più, agli oggetti e agli strumenti con i quali ci piace avere a che fare, agli ambienti in cui ci piacerebbe lavorare, alle persone con le quali vorremmo collaborare. Le ricerche che in questi ultimi anni sono state compiute nel settore dell'orientamento indicano che gli interessi professionali non sono innati, ma che tendono a svilupparsi e modificarsi nel corso tempo anche grazie alle esperienze che si fanno o si è deciso di intraprendere. Inoltre, anche in considerazione del fatto che in futuro le persone si troveranno a dover molto probabilmente svolgere lavori diversi, saranno avvantaggiati coloro che avranno coltivato interessi professionali differenti. Per questo uno degli inviti che più frequentemente i ricercatori indirizzano a chi si accinge a mettere a punto il proprio progetto professionale si riferisce proprio agli interessi professionali: **“nel tuo interesse ... coltiva più interessi che puoi!”**.

Gli interessi professionali che compaiono nel profilo n. 4 sono i seguenti:

1. Interesse professionale per le **attività ecologico-ambientali** (monitorare i fenomeni atmosferici, studiare e monitorare lo stato dell'aria e dell'acqua, gestire lo smaltimento di rifiuti tossici, ecc.);
2. Interesse professionale per le **attività psicologico-sociali** (fare consulenze, prevenire il disagio giovanile, risolvere conflitti familiari, ecc.);
3. Interesse professionale per le **attività educativo-formative** (insegnare a bambini e adolescenti, occuparsi della formazione degli adulti, coordinare attività di formazione professionale per immigrati, ecc.);
4. Interesse professionale per le **attività sanitarie** (prescrivere cure sanitarie, curare malattie, ecc.);
5. Interesse professionale per le **attività economiche** (fare previsioni finanziarie, organizzare vendite, programmare scambi commerciali, ecc.);
6. Interesse professionale per le **attività linguistico-turistiche** (curare servizi di traduzione, organizzare visite turistiche, proporre itinerari turistici, ecc.);
7. Interesse professionale per le **attività tecnico-informatiche** (progettare nuovi materiali per le telecomunicazioni, inventare nuove modalità di comunicazione online, progettare siti web, ecc.);
8. Interesse professionale per le **attività umanistico-letterarie** (scrivere testi storici, insegnare lettere, correggere testi e bozze, ecc.);
9. Interesse professionale per le **attività giuridiche e di pubblica sicurezza** (difendere in tribunale persone accusate di reati, garantire la sicurezza dei cittadini, ricoprire incarichi diplomatici, ecc.);
10. Interesse professionale per le **attività nel settore biologico-naturale e agronomo** (gestire e coordinare un'azienda agricola, coordinare e monitorare produzioni biologiche, diagnosticare le malattie delle piante, ecc.);
11. Interesse professionale per le **attività artistiche** (suonare e cantare, comporre musica, illustrare testi di libri e riviste, ecc.).

*Ricorda che è molto importante avere e coltivare interessi professionali per attività diverse*

*Profilo n. 4: Interessi professionali*



*Legenda:*

- 1 = Attività ecologico-ambientali.
- 2 = Attività psico-sociali.
- 3 = Attività educative e formative.
- 4 = Attività sanitarie.
- 5 = Attività economiche.
- 6 = Attività linguistiche e turistiche.
- 7 = Attività tecnico-informatiche.
- 8 = Attività umanistico-letterarie.
- 9 = Attività giuridiche e di pubblica sicurezza.
- 10 = Attività biologico-naturali ed agronome.
- 11 = Attività artistiche.

Ora, se vuoi, puoi rispondere alla quarta domanda:

*Tra le diverse attività lavorative e professionali, quali mi piacerebbe conoscere maggiormente, svolgere o imparare a svolgere?*

*Guardando il profilo n. 4, penso che le attività lavorative che mi piacciono maggiormente sono soprattutto quelle di tipo: \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_ e \_\_\_\_\_*

## **Considerazioni conclusive**

Bene... ce l'abbiamo fatta! Stiamo arrivando alla fine della lettura di questa relazione!

### ***Ricordi i tuoi punti di forza?***

Prova a sintetizzarli qui sotto riportando ciò che i diversi profili che abbiamo costruito pongono in evidenza (i valori più elevati/le colonne più alte):

### **I MIEI PUNTI DI FORZA**

Da un punto di vista personale, ecco l'elenco delle caratteristiche e dei punti di forza su cui posso contare.

1. Nell'affrontare il mio futuro potrò contare su:

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2. Nel progettare il mio futuro, inoltre, potrò contare su:

---

3. Nel prepararmi ad affrontare l'incertezza professionale penso di poter contare sulla mia capacità di: \_\_\_\_\_

---

4. Gli interessi professionali che cercherò di soddisfare riguardano soprattutto le attività:

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Riflettere su questi risultati può essere utile per pensare ad aspetti che ti possono aiutare per le cose che ti stanno a cuore e a pensare anche a ciò che potresti migliorare.

*Nello sperare che questa relazione ti abbia aiutato a mettere in luce alcuni aspetti e punti di forza che ti riguardano, ti facciamo i nostri più sentiti auguri!*

Dott./dott.ssa

*Chiara Amadori*

Nel caso avessi ulteriori quesiti rispetto a questa relazione, puoi contattare il Servizio di Consulenza Psicosociale per l'Orientamento al seguente indirizzo: [consulenza.psicosociale@unimib.it](mailto:consulenza.psicosociale@unimib.it)

# Parents' Questionnaire

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## Essere genitori oggi

"L'orientamento si interessa a come le persone vivono il proprio presente e si rappresentano e programmano, nel limite del possibile, il proprio futuro. Sia la soddisfazione nei confronti della situazione che si vive che le previsioni a proposito del futuro implicano, almeno nella società occidentale, il riuscire a percepire di avere numerose possibilità e opzioni."

(Soresi e Nota, 2007)

Compilando il questionario che segue parteciperà ad una ricerca che si propone di indagare il modo in cui le persone si prospettano il futuro e come agiscono nel compiere scelte in una realtà in continuo cambiamento.

Il questionario analizza alcuni aspetti del suo modo di essere e di credere: troverà una serie di affermazioni per le quali le sarà chiesto di indicare in che misura corrispondono al suo modo di pensare e di agire; i dati verranno utilizzati solo a fine di ricerca e non comunicati a terzi.

Inoltre, entro circa un mese dalla fine della compilazione del questionario, sulla sua casella di posta riceverà un profilo orientativo, che la agevererà nell'identificare alcune caratteristiche personali che potrebbero, in misura diversa, influenzare il suo modo di stare vicino a suo/a figlio/a nel prendere decisioni. Avrà, quindi, la possibilità di comprendere al meglio quelle che sono le sue potenzialità e le risorse che può mettere in atto per definire al meglio il suo ruolo nella gestione del progetto di vita di suo/a figlio/a. Essere consapevole delle proprie potenzialità è un fattore importante, poiché le permette di metterle in gioco o di migliorarle per poi riuscire a stare accanto a suo/a figlio/a con maggior successo mentre compie le proprie scelte.

Ricordi che non esistono domande giuste o sbagliate, la risposta migliore è quella che si avvicina maggiormente alla sua esperienza. Risponda quindi con semplicità e senza censure, ma pensando a come si comporta normalmente.

Per ulteriori informazioni

Prof.ssa Elisabetta Camussi: [elisabetta.camussi@unimib.it](mailto:elisabetta.camussi@unimib.it)

Dott.ssa Chiara Annovazzi: [c.annovazzi4@campus.unimib.it](mailto:c.annovazzi4@campus.unimib.it)

## Essere genitori oggi

### \* 1. Modulo Consenso informativo:

Informativa ai sensi dell'art. 13 del D.Lgs. 196/03

Gentile Utente,

desideriamo informarLa che i Suoi dati personali - raccolti direttamente presso di Lei saranno, ma non comunicati ad altre società, nel pieno rispetto dei principi fondamentali, dettati:

- dalla direttiva 95/46/CE del Parlamento Europeo relativa alla tutela delle persone fisiche con riguardo al trattamento dei dati personali e della circolazione dei dati;
- dalla direttiva 97/66/CE per la tutela della privacy nelle telecomunicazioni;
- dalla direttiva 97/07/CE e dal D. Lgs. 185/99 per la protezione dei consumatori nei contratti a distanza;
- dalla direttiva 00/31/CE per il commercio elettronico;
- del decreto legislativo n. 196 del 30 giugno 2003 "Codice in materia di protezione dei dati personali";
- del Decreto Legislativo 70/2003 in tema di commercio elettronico.

#### OPERAZIONI DI TRATTAMENTO DEI DATI PERSONALI E RELATIVI SCOPI

Di seguito, Le riepiloghiamo tutte le operazioni da noi svolte che implicano raccolta, conservazione od elaborazione dei Suoi dati personali che riguardano la raccolta e conservazione dei Suoi dati personali al fine della fornitura del servizio e per fornire all'Autorità Giudiziaria le informazioni richieste.

#### MODALITA' DEL TRATTAMENTO

Il trattamento avverrà con modalità totalmente automatizzate mediante un processo che consente rilevare i soli dati personali nome ed email e non comprenderà dati riguardanti dati sensibili ai sensi degli articoli 4 lett. D e 26 del D. Lgs. 196/03. Pertanto verrà escluso a priori ogni trattamento che possa riguardare direttamente o indirettamente dati sensibili.

#### LIBERTA' DI RILASCIARE IL CONSENSO E CONSEGUENZE DI UN RIFIUTO

Il conferimento del consenso al trattamento dei dati personali forniti, quali nome ed email, è necessario. In caso di rifiuto alla prestazione del consenso non ci sarà possibile erogarLe questo servizio di orientamento.

#### TITOLARE E RESPONSABILE DEL TRATTAMENTO

Titolare del trattamento è Università degli Studi di Milano Bicocca

Email:

#### DIRITTI DELL'INTERESSATO

Art. 7 D.Lgs 196/03 (Diritti dell'interessato)

1. In relazione al trattamento di dati personali l'interessato ha diritto di ottenere conferma dell'esistenza o meno di dati personali che lo riguardano anche se non ancora registrati e la loro comunicazione in forma intelligibile.
2. L'interessato ha diritto di ottenere indicazione in relazione a:
  - a. origine dei dati;
  - b. finalità del trattamento;
  - c. logica del trattamento;
  - d. estremi identificativi del Titolare e dei Responsabili;

e. dei soggetti ai quali i dati possono essere comunicati.

3. L'interessato ha inoltre diritto di ottenere:

a. l'aggiornamento, la rettificazione o l'integrazione dei dati raccolti;

b. la cancellazione, la trasformazione in forma anonima o il blocco dei dati trattati in violazione della legge compresi quelli di cui non è necessaria la conservazione in relazione agli scopi per i quali i dati sono stati raccolti o successivamente trattati;

c. l'attestazione che le operazioni di cui ai precedenti punti sono state portate a conoscenza a coloro ai quali tali dati sono stati comunicati o diffusi, eccettuato il caso in cui tale adempimento si rivela impossibile o comporta un impiego di mezzi manifestamente sproporzionato rispetto al diritto tutelato.

4. L'interessato ha inoltre diritto di opporsi, in tutto o in parte:

a. per motivi legittimi al trattamento dei dati personali che lo riguardano ancorché pertinenti allo scopo della raccolta;

b. al trattamento dei dati personali che lo riguardano a fini di invio di materiale pubblicitario.

accetto  non accetto

## Essere genitori oggi

### \* 2. Anagrafica:

Nome:

Cognome:

Età:

Indirizzo Mail:

Data compilazione:

Titolo di studio  
posseduto:

Professione svolta:

Numero di figli:

### \* 3. Genitore di ragazzo/a disabile?

sì

no

### \* 4. Ruolo:

Madre

Padre

di (inserire nome e cognome del/la figlio/a)

### 5. Le chiediamo ora qualche informazione in più su suo figlio o figlia:

Età:

Classe frequentata:

Scuola frequentata:



6. Figlio/a 2:

Maschio  Femmina

Età:

7. Figlio/a 3

Maschio  Femmina

Età:

8. Figlio/a 4:

Maschio  Femmina

Età:

9. Figlio/a 5:

Maschio  Femmina

Età:

## Essere genitori oggi

### Confidence

#### 10. Istruzioni

Questo questionario contiene una serie di affermazioni a proposito dell'educazione dei figli. Le legga con attenzione una alla volta, e pensando alla sua vita di genitore, indichi con una crocetta quanto pensa di poter concordare con esse. Nel farlo tenga presente che:

se segna 1 vuol dire che la frase non descrive per nulla la sua attuale situazione e 7 che la descrive perfettamente.

Può ovviamente utilizzare anche gli altri valori (2,3,4,5 e 6) che indicano posizioni intermedie. Ciò che riporterà su questo questionario è tutelato dal segreto professionale.

	1	2	3	4	5	6	7
1. Sono un genitore che è capace di insegnare ai propri figli come ci si deve comportare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Sono un genitore che è in grado di far fronte anche ai comportamenti inadeguati dei propri figli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Sono un buon modello per i miei figli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. So come e quando premiare adeguatamente i miei figli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Sono un genitore che sa "come prendere" i propri figli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Sono solito/a evitare di litigare con il mio coniuge davanti ai figli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Sono in grado di fornire ai miei figli l'aiuto di cui necessitano.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Sono un genitore che sa farsi ascoltare dai propri figli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6	7
9. I miei figli seguono i miei discorsi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Mi considero in grado di affrontare qualsiasi problema possa capitare ai miei familiari.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Con i miei figli sono in grado di non perdere la pazienza.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Penso di conoscere bene le effettive capacità dei miei figli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Penso di conoscere bene ciò che effettivamente interessa ai miei figli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Sono in grado di criticare i miei figli senza perdere la pazienza.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. So come stimolare gli interessi dei miei figli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Mi considero capace di non imporre le mie idee ai miei figli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Sono in grado di aiutare i miei figli a prendere decisioni importanti per la loro vita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Sono in grado di far ragionare i miei figli a proposito delle loro idee e delle loro azioni.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Essere genitori oggi

### Ottimismo

## 11. Istruzioni

Di seguito sono elencate una serie di affermazioni che si riferiscono ai pensieri che le persone possono avere a proposito del loro presente e del loro futuro. La preghiamo di rispondere indicando quando concorda con ciascuna di esse. Non ci sono risposte giuste o sbagliate, ciò che interessa è il suo modo di pensare e comportarsi. Nel rispondere tenga presente che:

0 sta per completamente in disaccordo;

1 sta per in parte in disaccordo;

2 sta per abbastanza d'accordo;

3 sta per d'accordo;

4 sta per completamente d'accordo.

	0	1	2	3	4
1. Nei momenti di maggiore incertezza, di solito mi aspetto il meglio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. È facile per me riuscire a rilassarmi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Se qualcosa mi può andare storto, di sicuro sarà così.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Sono sempre ottimista sul mio futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Mi diverto molto con i miei amici.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. È importante per me avere qualcosa da fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Non mi aspetto quasi mai che le cose vadano come voglio io.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Non mi agito molto facilmente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Raramente faccio affidamento sul fatto che mi accada qualcosa di buono.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Nel complesso mi aspetto che mi accadano più cose buone che cattive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Essere genitori oggi

### Hope Scale

## 12. Istruzioni

Questo questionario propone delle riflessioni che generalmente le persone compiono circa i propri obiettivi futuri. Legga con attenzione ogni frase e indichi quanto le sembra che descrivano il suo modo di pensare. Segni la risposta che intende fornire con una crocetta tenendo presente che:

- 1 sta per: non descrive per nulla il mio modo di pensare;
- 2 sta per: descrive poco il mio modo di pensare;
- 3 sta per: descrive abbastanza il mio modo di pensare;
- 4 sta per: descrive perfettamente il mio modo di pensare.

	1	2	3	4
1. Riesco a pensare a molti modi per uscire da un guaio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Perseguo con energia i miei obiettivi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Mi sento stanco/a per buona parte del tempo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Esistono molti modi per affrontare qualsiasi problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In una discussione sono messo facilmente a tacere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Riesco a pensare a più modi per ottenere ciò che nella vita è più importante per me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Sono preoccupato/a per la mia salute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Anche quando gli altri si scoraggiano, so che posso trovare un modo per risolvere il problema.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Le mie esperienze passate mi hanno preparato bene per il mio futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Nella vita sono una persona di successo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. C'è sempre qualcosa per cui mi sento preoccupato/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Raggiungo gli obiettivi che individuo per me stesso/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Essere genitori oggi

### Satisfaction with life scale

#### 13. Istruzioni

Qui di seguito sono riportate alcune frasi relative alla soddisfazione nella vita. Non ci sono risposte giuste o sbagliate, ciò che è importante è che esprima esclusivamente il suo punto di vista. Legga attentamente ogni affermazione e indichi il suo accordo o disaccordo, tenendo conto che:

- 1 = Completamente in disaccordo;
- 2 = Disaccordo;
- 3 = Abbastanza in disaccordo;
- 4 = Né d'accordo né in disaccordo;
- 5 = Abbastanza d'accordo;
- 6 = D'accordo
- 7 = Completamente d'accordo.

	1	2	3	4	5	6	7
1. Il più delle volte la mia vita è vicina al mio ideale di vita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Le condizioni della mia vita sono eccellenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Sono soddisfatto/a della mia vita	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Finora ho ottenuto le cose importanti che voglio dalla vita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Se io potessi rivivere la mia vita, non cambierei quasi nulla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Essere genitori oggi

### A proposito di lavoro

#### 14. Istruzioni

Le frasi che sono qui riportate si riferiscono ad aspetti diversi del lavoro. Questo questionario non prevede risposte giuste o sbagliate: ciò che è importante è riferirsi unicamente alla propria attuale esperienza lavorativa ed esprimere i propri punti di vista. Dopo aver letto con attenzione ogni frase risponda tenendo presente che:

1 = indica che la frase esprime perfettamente il suo punto di vista e la sua esperienza;

6 = indica che la frase non esprime per nulla il suo punto di vista e la sua esperienza.

Possono essere ovviamente utilizzati anche gli altri valori (2, 3, 4 o 5) che rappresentano intensità intermedie di accordo con le affermazioni qui riportate.

	1	2	3	4	5	6
1. Nel mio lavoro infondo fiducia e speranza.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Le difficoltà che sperimento nel mio lavoro riducono il mio ottimismo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Riesco ad instillare speranza nelle persone di cui mi occupo nel mio lavoro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Con il mio lavoro riesco ad incrementare l'ottimismo e la speranza delle persone a cui mi rivolgo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Riesco ad instillare fiducia e speranza anche nei miei colleghi di lavoro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Sono sicuro/a che i risultati del mio lavoro prima o poi mi saranno riconosciuti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Nel mio lavoro non si può programmare con precisione cosa fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6
8. Le difficoltà delle persone di cui mi occupo con il mio lavoro mi fanno pensare che c'è poco da fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Sono convinto/a con il passare del tempo risulterà sempre più evidente l'importanza del mio lavoro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Le condizioni lavorative di coloro che svolgono la mia professione in futuro sicuramente miglioreranno.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Nel mio lavoro sono costretto/a a ridimensionare l'ottimismo e la speranza delle persone a cui mi rivolgo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. In un lavoro come il mio non si può essere ottimisti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Non mi sento in sintonia con quei colleghi che, nel lavoro, sono ottimisti e pieni di speranza.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Nel mio lavoro è impossibile prevedere ciò di cui hanno bisogno le persone di cui mi occupo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Più anni passano meno fiducia e speranza nutro nei confronti dei risultati del mio lavoro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Sono sicuro/a che il mio lavoro quotidiano produce risultati importanti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Nel mio lavoro mi trovo a fare ciò che effettivamente speravo di fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Da un lavoro come il mio c'è poco da aspettarsi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6
19. Con l'esperienza, in futuro, le mie competenze professionali sicuramente miglioreranno.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Con il mio lavoro si ottengono spesso risultati insperati.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Per il mio futuro professionale sono ottimista.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. È preferibile che una persona non svolga a lungo un lavoro come il mio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Da soli, nel mio lavoro, si può fare ben poco.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Sono sicuro/a che, grazie al mio impegno otterrò risultati importanti con il mio lavoro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Nel mio lavoro è inutile farsi illusioni sui risultati che si possono ottenere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Mi trovo a fare il lavoro che proprio mi attendevo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Le persone con cui lavoro smorzano ogni entusiasmo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Mi sembra di non avere obiettivi, di fare e rifare sempre le stesse cose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Sicuramente, in futuro, la mia professione otterrà maggiori riconoscimenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Immaginavo il mio lavoro più interessante di quanto si è dimostrato.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Capisco molto bene i colleghi che provano poco entusiasmo nel lavoro che svolgono.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6
32. Sto pensando a come potrei migliorare la mia posizione lavorativa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Nel lavoro che svolgo non si può essere ottimisti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Nel mio lavoro, nonostante tutto, si riesce, ogni giorno a fare dei passi avanti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Essere genitori oggi

### Questo\_sono\_io

#### 15. Istruzioni

Questo questionario contiene alcuni pensieri che hanno espresso, a proposito di loro stessi, persone della sua età. Li legga uno alla volta ed indichi quanto ritiene che possano valere anche per lei.

Nel fornire la sua risposta tenga presente che:

1 sta per NO, io non sono per nulla così e 7 per SÌ, io sono proprio così.

Si possono ovviamente utilizzare anche gli altri valori (2, 3, 4, 5, 6) che indicano posizioni intermedie.

	1	2	3	4	5	6	7
1. Se c'è una cosa che proprio non mi manca è il coraggio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Sono una persona interessata soprattutto al presente, a ciò che accade nell'immediato.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Se parlo con qualcuno che sta male, o che ha molte preoccupazioni, anche io sto male e provo sensazioni di disagio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Anche nei momenti di difficoltà riesco a non perdere il mio senso dell'umorismo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Anche senza volerlo il mio pensiero si rivolge spesso a ciò che mi è capitato in passato.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Se mi è possibile non esito ad aiutare gli altri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Io non perdono: prima o poi gliela faccio pagare a chi si è comportato male con me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Sono una persona che è molto interessata a conoscere gli altri, i loro gusti e pensieri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6	7
9. Quando sbaglio lo ammetto facilmente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Sono uno/a che tende a pensare spesso al futuro, a ciò che farà e sarà.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Nei rapporti con gli altri sono generalmente gentile e cordiale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Riesco a comprendere gli stati d'animo degli altri e lo dimostro dicendo che loro possono contare su di me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I miei problemi sono miei e cerco innanzitutto di risolverli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Sono una persona che perde facilmente le staffe (che si arrabbia facilmente).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Anche in situazioni difficili riesco a fare ciò che è giusto fare o che ci si aspetta da me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. A volte mi sembra di essere insensibile nei confronti dei bisogni e dei sentimenti altrui.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Per me il passato è passato e il futuro non esiste ancora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Se le cose mi vanno storte, riesco a non arrendermi e a riprendermi prontamente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Riesco facilmente a controllare i miei nervi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Quando sta per accadermi qualcosa di imprevisto penso che sarà qualcosa di bello o positivo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Quando sono triste mi piace ricordare i momenti belli della mia vita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6	7
22. Mi piace non perdere il buon umore anche nei momenti difficili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Sono una persona che manifesta apertamente la propria gratitudine per i favori e gli aiuti che riceve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. In confronto agli altri mi considero una persona felice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Anche se le cose vanno storte, insisto e non mollo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Sono una persona che accetta i suggerimenti ed i consigli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Sono sicuro/a che il futuro sarà per me migliore del presente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Non sono una persona "difficile e complicata" e apprezzo molto le piccole e semplici cose della vita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Se qualcosa mi va storto non mi abbatto, mi riprendo subito.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Non sopporto chi mi offende e parla male di me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I momenti migliori della vita li ho già vissuti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Sono una persona che tende a pensare che le cose andranno secondo i propri desideri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Sono uno che riesce facilmente a farsi nuovi amici.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Essere genitori oggi

### Career Adaptability Inventory

#### 16. Istruzioni

Questo questionario considera le modalità con le quali le persone affrontano i cambiamenti e le transizioni (ad esempio da un lavoro ad un altro). La preghiamo di leggere con attenzione l'elenco di abilità qui di seguito riportato e di indicare quanto ritiene di possedere ognuna di esse. Nel fornire le sue risposte tenga presente che:

- 1 sta per "Posseggo molto poco questa capacità";
- 2 sta per "Posseggo poco questa capacità";
- 3 sta per "Posseggo abbastanza questa capacità";
- 4 sta per "Posseggo molto questa capacità";
- 5 sta per "Posseggo moltissimo questa capacità".

Qui non ci sono risposte giuste o sbagliate; ciò che è importante è il suo modo di pensare e di comportarsi.

	1	2	3	4	5
1. Riflettere su come sarà il mio futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Rendermi conto che le scelte che faccio oggi influenzeranno il mio futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Prepararmi per il mio futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Diventare consapevole delle scelte formative e professionali che devo fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Programmare come raggiungere i miei obiettivi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Preoccuparmi del mio futuro professionale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Essere perseverante.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Decidere autonomamente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	1	2	3	4	5
9. Assumermi la responsabilità delle mie azioni.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Difendere i miei punti di vista.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Contare su me stesso/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Fare ciò che è giusto per me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Esplorare il mio ambiente di vita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Cercare opportunità che mi aiutino a crescere come persona.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Conoscere le alternative prima di fare una scelta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Considerare modi diversi di fare le cose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Cercare delle risposte agli interrogativi che mi pongo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Essere curioso/a a proposito di nuove opportunità.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Essere competente nelle attività che devo fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Essere coscienzioso/a e fare le cose bene.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Imparare nuove abilità.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Migliorare le mie abilità.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Superare gli ostacoli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Risolvere problemi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Essere genitori oggi

17. Figlio/a 1:

Maschio  Femmina

Età:

## Essere genitori oggi

### Resilienza

#### 18. Istruzioni

In questo ultimo questionario vengono riportate delle frasi che si riferiscono a cose che le persone potrebbero pensare o fare.

Legga un'affermazione alla volta ed indichi quanto a suo avviso lo/la descrivono.

Tenga presente che:

1 = Descrive molto poco la sua situazione ed il suo modo di pensare;

2 = Descrive poco la sua situazione ed il suo modo di pensare;

3 = Descrive abbastanza la sua situazione ed il suo modo di pensare;

4 = Descrive molto la sua situazione ed il suo modo di pensare;

5 = Descrive moltissimo la sua situazione ed il suo modo di pensare.

	1	2	3	4	5
1. Mi considero una persona forte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In qualsiasi cosa mi impegno al massimo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Tendo a riprendermi facilmente dopo le "cose sono andate storte" (es.: malattie, imprevisti, insuccessi, ecc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Mi impegno sempre molto per raggiungere i miei obiettivi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Mi considero in grado di affrontare tutto ciò che potrebbe capitarmi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Anche sotto pressione riesco a concentrarmi e a pensare con lucidità, con attenzione.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Riesco a vedere anche gli aspetti ironici delle cose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Posso farcela a raggiungere i miei obiettivi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1

2

3

4

5

9. Aver affrontato situazioni di stress mi ha reso più forte.

10. Ciò che sono riuscito/a a fare bene in passato, mi dà fiducia per affrontare nuove difficoltà.

11. Dopo un fallimento non mi scoraggio facilmente.

## Essere genitori oggi

Il questionario è finito!

La ringraziamo per aver partecipato alla ricerca.

Entro circa un mese riceverà, all'indirizzo e-mail da lei segnalato, un profilo orientativo personale.

Se è d'accordo, le ricordiamo la possibilità di far svolgere anche a suo figlio o figlia un questionario di orientamento che lo/la aiuti a riflettere su se stessi, i suoi interessi e le sue scelte formative o lavorative.

Il loro questionario lo trova al link: [it/surveymonkey.com/r/ScelteStudenti](https://it.surveymonkey.com/r/ScelteStudenti)

Per ulteriori informazioni

Prof.ssa Elisabetta Camussi: [elisabetta.camussi@unimib.it](mailto:elisabetta.camussi@unimib.it)

Dott.ssa Chiara Annovazzi: [c.annovazzi4@campus.unimib.it](mailto:c.annovazzi4@campus.unimib.it)

# Parents' Report

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Centro di  
Consulenza  
Psicosociale per  
l'Orientamento –  
Milano Bicocca

**IHRT - International Hope  
Research Team**

**Consulenza Psicosociale per l'Orientamento  
Piazza in Difesa per le Donne  
Università degli Studi di Milano-Bicocca  
Edificio U17  
Mail: [consulenza.psicosociale@unimib.it](mailto:consulenza.psicosociale@unimib.it)**

Milano, 12/07/2016

**Oggetto:** Relazione personalizzata

*Quanto qui contenuto è tutelato dal segreto professionale e vincolato d'ufficio dalle norme del codice penale.*

Gentile Sig. [REDACTED]

Nel periodo di Giugno 2016 Le sono stati proposti alcuni quesiti e questionari per raccogliere il suo punto di vista riguardo alla fiducia che sperimenta come genitore, alla speranza e all'ottimismo che nutre. L'essere genitore è sicuramente un compito impegnativo, e le condizioni che stiamo vivendo da un punto di vista socio-economico possono porre le persone di fronte a sfide nuove. Gli studi sulla vita parentale suggeriscono di prendere in esame alcune capacità specifiche che i genitori si riconoscono insieme ad aspetti positivi come la speranza e l'ottimismo.

Pensare che si può costruire un futuro migliore, che l'impegno aumenta le possibilità di svolgere al meglio il proprio compito di genitori, che è importante avere obiettivi prossimali e distali, sono tutte considerazioni che sostengono le persone nell'affrontare le sfide che incontrano garantendosi maggiori possibilità di successo e una migliore qualità di vita.

Le risposte che ha fornito sono state elaborate e hanno consentito la costruzione della relazione che qui si allega.

Come constaterà essa è articolata in tre parti:

- a) nella prima sono state raccolte le sue autovalutazioni circa i livelli di competenza che ritiene di possedere a proposito di alcuni suoi importanti compiti di genitore;
- b) la seconda parte è dedicata all'analisi di quanto ottimismo, speranza e resilienza riesce a percepire;
- c) la terza parte riguarda i suoi livelli di adattabilità professionale;
- d) nella quarta parte, infine, saranno sintetizzati i suoi punti di forza.

Per facilitarle la lettura di quanto segue, i suoi punteggi sono stati riportati su una scala a 100 punti (punti T) nella quale i valori oscillanti tra 40 e 60 possono essere considerati "medi".

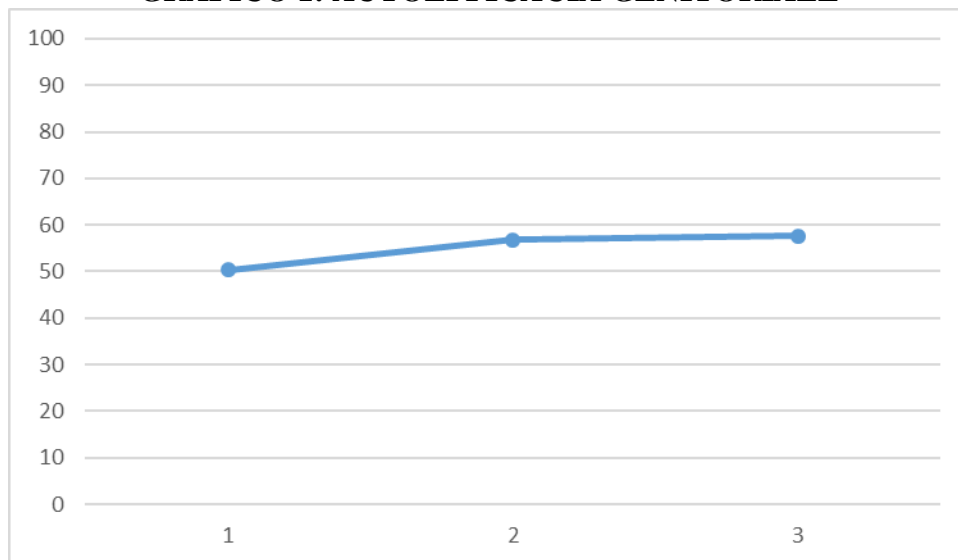
**PRIMA PARTE: L'AUTOEFFICACIA GENITORIALE**

Il questionario “*Quanta fiducia ho in me?*”, che lei ha compilato, si propone l’analisi delle autovalutazioni a proposito delle "credenze di efficacia", ovvero della "quantità" di fiducia che le persone nutrono nei confronti di loro stesse e delle proprie capacità. Coloro che ottengono elevati punteggi di "autoefficacia", tendono a considerarsi artefici del proprio destino, in grado di riuscire a "controllare" ciò che avviene attorno a loro e a gestire efficacemente i compiti che si trovano a dover affrontare. Scarse credenze di autoefficacia, ovvero il pensare negativamente alle proprie possibilità di riuscita, comportano la tendenza ad evitare compiti ed attività e, conseguentemente, anche l'aumento della probabilità di ottenere risultati insoddisfacenti.

Nello specifico lo strumento prende in considerazione la fiducia nutrita nei confronti delle proprie:

- **Capacità di educare i propri figli** ovvero di insegnare loro, facendo da modello e ricorrendo anche a modalità premianti, e di gestire i loro comportamenti inadeguati in modo efficace.
- **Capacità di mantenere la calma (interagire positivamente con i familiari)**, ovvero di creare in famiglia relazioni positive e serene, di mantenere l’armonia, scegliendo il momento migliore per affrontare le difficoltà con i figli o il coniuge.
- **Capacità di fornire sostegno alle capacità decisionali dei loro figli**, ovvero di prendere in esame e stimolare gli interessi dei figli, di favorire le loro capacità decisionali, evitando di imporre le proprie idee e facendoli ragionare sull’adeguatezza delle loro decisioni e delle loro aspirazioni.

**GRAFICO 1: AUTOEFFICACIA GENITORIALE**



*Legenda: Fiducia nutrita nei confronti delle capacità di:*

1. Educare i figli;
2. Mantenere la calma;
3. Fornire sostegno alle capacità decisionali dei figli.

*Fiducia nutrita nei confronti delle capacità di educare i figli:* I valori da lei conseguiti, compresi tra 40 e 60, indicano che crede abbastanza nelle sue possibilità e capacità di educare il proprio figlio/a.



*Fiducia nutrita nei confronti delle capacità di mantenere la calma e di interagire positivamente con i familiari:* I valori da lei conseguiti, compresi tra 40 e 60, indicano che crede abbastanza nelle sue possibilità e capacità di mantenere la calma e di interagire positivamente con i familiari.

*Fiducia nutrita nei confronti della capacità di fornire sostegno alle capacità decisionali del proprio figlio/a:* I valori da lei conseguiti, compresi tra 40 e 60, indicano che crede abbastanza nelle sue possibilità e capacità di sostegno alle capacità decisionali del proprio figlio/a.

## SECONDA PARTE: OTTIMISMO, SPERANZA E RESILIENZA

Il pensare positivamente alla propria situazione, alla possibilità di riuscire a migliorare le proprie condizioni, all'idea che si possono affrontare le difficoltà che sorgono nell'interazione con le persone che si frequentano e ritenere che siano di fatto possibili evoluzioni e cambiamenti possono spesso aiutare e sostenere i genitori.

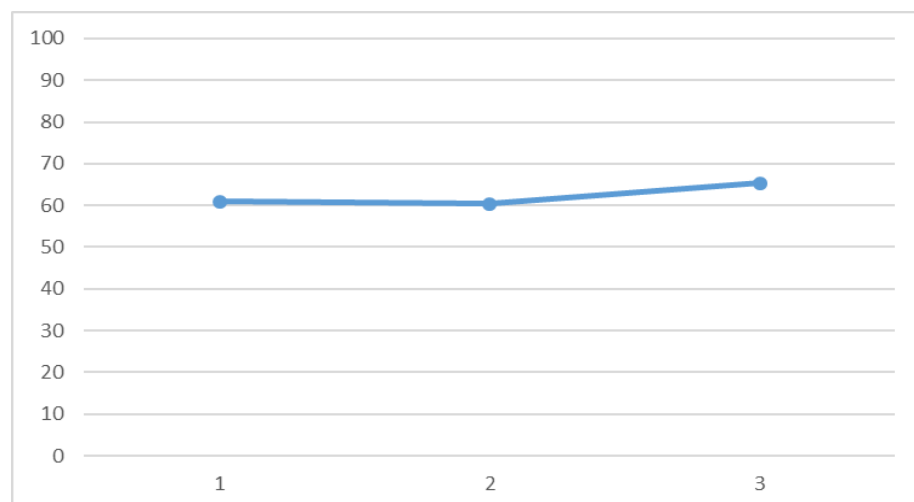
Il grafico sottostante riporta i livelli di ottimismo, speranza, e resilienza che si percepiscono.

1. Il primo punteggio riguarda **la propensione all'ottimismo** che Lei si riconosce, ovvero quanto le sembra di riuscire ad essere ottimista nella sua vita, a trarre vantaggio dalle opportunità offerte e a pensare che le cose possano andare bene. Sperimentare sensazioni di ottimismo generalmente si associa al riconoscersi maggiori possibilità, ad una maggiore fiducia in se stessi, ad una minore percezione di stress e ad un maggior successo professionale.

2. Il secondo punteggio considera la propensione che Lei si attribuisce a nutrire **speranza nei confronti nella propria vita**. La presenza di questo atteggiamento positivo si manifesta nelle attività che vengono attivate nel perseguire i propri obiettivi con energia, nel ritenere che esistano più modalità per affrontare problemi e difficoltà e tentare di ottenere ciò che si desidera. La speranza si associa all'idea di avere obiettivi e al pianificare il da farsi per perseguirli.

3. Il terzo punteggio considera la sua **propensione alla resilienza**, ovvero la capacità a proposito delle sue capacità di resistere alle difficoltà impreviste, e di riuscire a farvi fronte riuscendo addirittura a trasformarle in occasioni di crescita personale. La resilienza comporta l'adozione di strategie sia cognitive (es. porsi delle domande per analizzare una situazione, pensare a come risolvere il problema, ecc.) sia comportamentali (es. chiedere aiuto ad esperti; cercare informazioni attendibili; cercare di attuare ciò che si è programmato, ecc.) che permettono a chi le mette in atto di rispondere efficacemente alle sfide che può incontrare nel proprio contesto professionale.

## GRAFICO 2: OTTIMISMO, SPERANZA E RESILIENZA



*Legenda:*

1. Ottimismo;
2. Speranza;
3. Resilienza.

*Propensione all'ottimismo:* I valori da lei conseguiti, compresi tra 61 e 100, attestano la presenza di una elevata propensione a pensare in modo ottimistico.

*Propensione alla speranza:* I valori da lei conseguiti, compresi tra 61 e 100, segnalerebbero la presenza di autovalutazioni di speranza decisamente elevati.

*Propensione alla resilienza:* I valori da lei conseguiti, compresi tra 61 e 100, segnalerebbero la presenza di autovalutazioni di resilienza decisamente elevati.

### **TERZA PARTE: I SUOI LIVELLI DI ADATTABILITA' PROFESSIONALE**

Sono molti coloro che affermano che “il futuro non sarà più quello di una volta” e che dovremo imparare ad accettare dosi anche massicce di incertezza e insicurezza. Questa situazione richiede ai lavoratori, maggior adattabilità, la capacità di prepararsi per tempo a gestire una realtà lavorativa complessa, il pensare che sarà improbabile svolgere, nel corso della propria esistenza, una sola attività professionale, l'imparare a considerare con attenzione più alternative possibili e a tollerare tassi anche elevati di insicurezza.

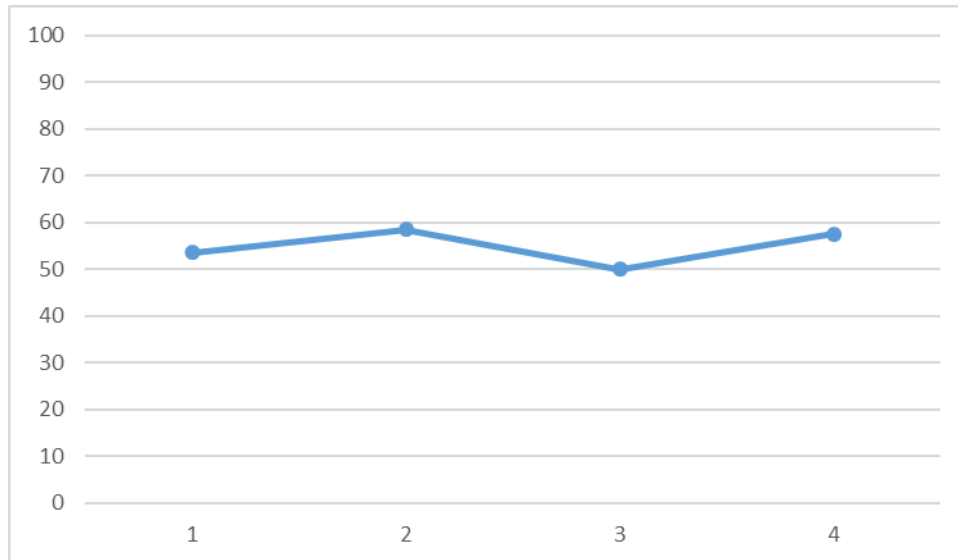
Il questionario Career Adapt-abilities Inventory che ha compilato ha consentito la raccolta delle sue autovalutazioni a proposito della:

**1. Propensione a preoccuparsi per il proprio futuro in modo positivo:** al fatto, cioè, che nel pensare al proprio futuro si ritiene importante nutrire una certa dose di ottimismo e speranza ed essere propensi alla pianificazione. Tutto questo, generalmente, consente all'individuo di attivarsi nei confronti del domani acquisendo consapevolezza delle tappe professionali e delle transizioni lavorative da affrontare e delle scelte da compiere.

**2. Propensione ad assumersi la responsabilità delle scelte che si compiono.** Questa dimensione si riferisce al fatto che è possibile, almeno in parte, riuscire a programmare il proprio futuro. Coloro che ritengono di poter controllare gli eventi professionali generalmente si assumono la responsabilità del proprio futuro e, pur tenendo conto dei suggerimenti di altre persone significative, si considerano i principali artefici della propria carriera e si danno da fare per realizzare i propri progetti. Credere il contrario, molto spesso, fa sì che le persone lascino al destino, alla fortuna, alle circostanze o ad altri la possibilità di scegliere e determinare il proprio sviluppo professionale.

**3. Propensione ad essere curiosi ed esplorare nuove opportunità e possibilità.** Quando si riflette sul proprio futuro e ci si accinge a progettare, essere interessati alle novità e dimostrare una certa dose di curiosità nei confronti dei cambiamenti che stanno avvenendo può permettere di scoprire interessi e possibilità a volte inaspettate. Tutto questo può consentire nuovi apprendimenti e conoscenze a proposito di se stessi, di ciò che gli altri pensano e provano, su come funziona il mondo, compreso quello lavorativo.

**4. Propensione ad avere fiducia in se stessi.** Questa dimensione si riferisce al fatto che la fiducia in se stessi aiuta le persone ad affrontare le sfide e a darsi da fare per superare gli ostacoli che possono incontrare anche per la propria realizzazione professionale. L'essere fiduciosi generalmente dà 'la carica', stimola l'impegno verso il perseguimento delle proprie aspirazioni e consente di realizzare i propri obiettivi compiendo gli adattamenti necessari.



**Legenda:**

1. Propensione a preoccuparsi per il proprio futuro in modo positivo
2. Propensione ad assumersi la responsabilità delle scelte che si compiono
3. Propensione ad essere curiosi ed esplorare nuove opportunità e possibilità
4. Propensione ad avere fiducia in se stessi

**1. Propensione a preoccuparsi per il proprio futuro in modo positivo:** I valori da lei conseguiti, compresi tra 40 e 60, sono indicatori di una moderata propensione a preoccuparsi per il proprio futuro in modo positivo.

**2. Propensione ad assumersi la responsabilità delle scelte che si compiono:** I valori da lei conseguiti, compresi tra 40 e 60, sono indicatori di una moderata propensione ad assumersi la responsabilità delle scelte che si compiono.

**3. Propensione ad essere curiosi ed esplorare nuove opportunità e possibilità:** I valori da lei conseguiti, compresi tra 40 e 60, sono indicatori di una moderata propensione ad essere curiosi ed esplorare nuove opportunità e possibilità.

**4. Propensione ad avere fiducia in se stessi:** I valori da lei conseguiti, compresi tra 40 e 60, sono indicatori di una moderata fiducia in se stessi.

**QUARTA PARTE: SINTESI DEI PUNTI DI FORZA**

Alla fine di questa relazione si può anche formulare una sintesi dei suoi punti di forza e delle risorse su cui può contare. I risultati emersi permettono di affermare che lei si riconosce:

- Fiducia nutrita nei confronti della capacità di fornire sostegno alle capacità decisionali del proprio figlio/a;
- Propensione all'ottimismo;
- Propensione alla speranza;
- Propensione alla resilienza;
- Propensione ad assumersi la responsabilità delle scelte che si compiono.

Riflettere su di essi può essere utile anche per programmare futuri sviluppi e scegliere ambiti su ciò che può essere più vantaggioso investire.

*Nello sperare che questa relazione l'abbia aiutata a mettere in luce alcuni aspetti e punti di forza che Le riguardano, le faccio i miei più sentiti auguri!*

Dott.ssa *Chiara Anzovani*

Nel caso avesse ulteriori quesiti rispetto a questa relazione, può contattare il Servizio di Consulenza Psicosociale per l'Orientamento: [consulenza.psicosociale@unimib.it](mailto:consulenza.psicosociale@unimib.it)

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