

Editorial

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Our *Journal's* second issue of volume ten again contains a large diversity of contributions. This diversity is a characteristic of our *Journal* that we highly encourage, as we would like to diffuse theoretical and empirical contributions from scholars and practitioners from all over the world in order to discuss new approaches or new findings in our field. This issue contains two empirical contributions, one quantitative and the other qualitative, and two conceptual contributions.

In the “Validity of Childhood Career Development Scale Scores in South Africa,” Graham B. Stead and Donna E. Palladino Schultheiss presented the results of a well-done validation study in a specific cultural context that is characterized by its own diversity. The Childhood Career Development Scale (CCDS) is a theoretically derived instrument based on Erikson’s and Super’s theories. This instrument has now been validated in two different cultural settings. Interestingly, the structure and the items are slightly different for the two versions, suggesting that the environment might have an impact on the structure and meaning of this construct. The authors also presented that self-esteem and internal locus of control are positively associated with career development, as measured in their study. These kinds of results always raise the question of how practitioners should take children’s specific vulnerabilities, such as low self-esteem, into account, and the authors offered implications for theory, research, and practice in their discussion. Further longitudinal studies are certainly needed in order to better describe childhood career development.

In “The Involvement of the European Union in Career Guidance Policy: A Brief History,” A. G. Watts, Ronald G. Sultana, and John McCarthy presented an historical analysis of the development of policy related to career guidance in the European Union. This article completed, updated and extended the analyses of career guidance polities performed by A. G. Watts and colleagues in several other

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recent publications, including one in the *IJEVG* (e.g., Watts & Sultana, 2004). The authors analyzed three broad periods of guidance policy development and implementation and clearly illustrated the shifts in priorities and increases of the European Union involvement in career guidance policy across time. As they demonstrated, these changes are, of course, linked with the development of the European Union in terms of its evolving size and complexity; additionally, such changes have had an impact on practice and career guidance services with a shift from “vocational guidance” to “lifelong guidance.”

In “Relational Aspects in Career and Life-Designing of Young People,” Marjatta Vanhalakka-Ruoho qualitatively analysed the influence of significant others on the way adolescents make decisions concerning vocational, educational, and career issues. Her analyses were based on narratives from a large set of participants and illustrated the influence of adolescents’ significant others on their process of life-designing. The author claimed that rational and relational or emotional aspects are of importance in making career decisions. Moreover, these relationships might have a support function and also an impact on the development of adolescents’ adaptability skills. Because these results very clearly showed the importance of relational aspects on life-designing, further studies should certainly be conducted to analyze the interactions between different aspects involved (rational, emotional, relational, and social elements) in life-long self-construction.

Finally, in “Vocational Behavior and Development in Times of Social Change: New Perspectives for Theory and Practice,” a conceptual article, Fred W. Vondracek, Joaquim Armando Gomes Ferreira, and Eduardo João Ribeiro dos Santos confronted emerging conceptions of work and career and discussed the potential implications of these conceptions on the interventions in our field. The authors posited that a comprehensive and dynamic theoretical framework might be crucial in order to take social evolution into account in terms of an individual’s professional pathways. However, they suggested that post-modern, constructivist, and empirical, positivist approaches are not incompatible. In fact, these approaches might be as complementary as qualitative and quantitative research methods are. Conceiving individuals as self-organizing living systems might allow going beyond these dichotomies. The authors suggested that Ford and Smith’s (2007) “thriving with social purpose approach” should be considered in order to redesign interventions in our field in order to complement other contemporary theories.

We hope you will find that issue 10(2) provides you with a number of new and interesting insights and that it contributes to your own professional development. We wish you pleasant reading in the hopes that this issue will stimulate your own thoughts and lead to the other contributions to our *Journal*.

References

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