

PROMOTION OF LABOR INSERTION THROUGH THE BUILD YOUR PROFESSIONAL CAREER [CCP] MODEL. A CRITICAL QUALITATIVE PERSPECTIVE FOR THE IMPROVEMENT OF PROFESSIONAL AND LIFE PROJECTS

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Abstract

Advances in the development of the Reinvent Yourself project are presented, the purpose of which is to validate the CCP (Build your Professional Career) model for job improvement in the Autonomous Community of Andalusia¹ in southern Spain. The CCP model is an integrative and inclusive proposal within the framework of professional career development. Through training in transversal competencies and career management, the CCP model aims to favor the processes of labor reintegration by responding to the needs that people present from a conscious and critical perspective. In this process, a qualitative perspective is prioritized because of what the model contributes to a person's reflexivity, awareness, and self-determination. This paper reflects on the potential of the model and of the critical qualitative methodology in processes of constructing identity and a professional career. The potential of the model and of the critical qualitative methodology to facilitate the processes of building a professional career is evidenced. This methodology and the tools used allow a greater social and personal impact in terms of equality and social justice.

Keywords: CCP model, build your career, labor insertion, critical qualitative inquiry, professional and life projects

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INTRODUCTION

In Spain, the labor laws² have given career counselling a fundamental role in integrating people into the workplace. However, there is a decline in the possibilities of accessing and sustaining employment, or accessible jobs have lower quality working conditions (Torres, 2015). In the Autonomous Community of Andalusia, we are witnessing a very serious structural problem regarding employment and quality labor insertion, issues that are objectives set by the 2030 Agenda. This situation is worsened by the recent health crisis that we are experiencing with COVID-19, with significant economic losses, requiring responses that strengthen, maintain, and generate employment and entrepreneurship opportunities and training for the professional/personal reinvention of citizens. We need answers that provide keys to success and strategies that serve as a sociolabor reference and that allow us to improve people's living conditions.

It is striking that five of the eight Andalusian capitals fail in Sustainable Development Goal (SDG)³ 8, which is related to decent work and economic growth, and the other three are far from achieving it (Sánchez de Madariaga, et al., 2018). The Labor Force Survey in Andalusia, Spain (EPA-Andalusia, 2020), draws an equally discouraging panorama of

² EEAE 2017-2020 by Royal Decree 1032/2017, of December 15, which approves the Spanish Employment Activation Strategy 2017-2020.

Available at <https://www.boe.es/eli/es/rd/2017/12/15/1032>

³ Ministry of Social Rights and Agenda 2030

<https://www.mdsocialesa2030.gob.es/agenda2030/index.htm>

the young and adult population, mainly women: unemployment rates for those under 25 years of age of 44.7% (43, 6% men and 46.1% women); for those under 20 years of age of 58.8% (57.1% men and 61.7 women); and for those between 20-24 years of age of 41.5% (40.2% men and 43.1% women). High unemployment rates affect all levels of qualification, ages and sectors. Employment under conditions of safety and quality is scarce; in particular, career counselling professionals have been working precariously often conditioned by the validity of programs.

In this sense, comprehensive career guidance models are advocated (Hirschi, 2012; Patton and MacMahon, 2006; Savickas, 2021) that make it possible to relate all the interacting aspects in the development of professional projects. Working with people on self-management and self-regulation in job placement processes will contribute to improving employability and entrepreneurship skills, facilitating the construction of itineraries in better professional/personal conditions, reducing the digital gap, and encouraging personal empowerment.

The CCP model constitutes a comprehensive and holistic proposal when planning and managing a professional/life career. The CCP intervention model is based on the most global and comprehensive theories about professional development, mainly on the developmental approaches to a career (Super, 1957, 1983, 1990), considering the vocational decision as a process that develops throughout different stages, essential in the general development of a person. Studies such as that by Krumboltz (1996) from a constructionist perspective argue that interests, attitudes, behaviors, and values are acquired and modified continuously and dynamically, granting a relevant role to learning experiences and cognitive and emotional reactions to them. Authors such as Lent, Brown & Hackett (1996), from a sociocognitive point of view, propose that people develop interests in those activities in which they are perceived to be self-effective, placing the

focus of attention on the cognitive dimension of the selection process. Other studies of a systemic nature (Patton & McMahon, 2006; Patton, 2009; McMahon, Patton & Watson, 2013) identify race as a complex interaction process made up of three interdependent subsystems: individual, contextual, and socioenvironmental.

This interaction is multidimensional, constructive and changing in such a way that changes in one aspect have an impact on others; focuses on the design and adaptability of the career (Savickas et al., 2009, 2012), concentrating on contextual possibilities and generating nonlinear dynamic processes, which adopt multiple perspectives when generating personal patterns; and facilitates the construction of personal identity (Guichard, 2005, 2009), where the individual is concerned about the meaning of his or her life, extending beyond the training and work contexts and integrating all other contexts in which the person participates.

In this context, in this paper, we propose the following objectives: 1) apply the CCP model to validate it with the participating group, analyzing its functionality, potentialities and benefits from the perspective of the protagonists; and 2) reflect on the importance of the critical qualitative methodology in processes of identity construction and the professional career. This is motivated by the importance of identifying tools and methodologies within the guidance field for the development of the professional career that have greater social and personal impacts in terms of equality and social justice.

THEORETICAL FRAMEWORK

The goal of guidance is to serve as a facilitating means for people to manage their professional careers in the best possible way; however, the economic crises of recent years have generated a scenario of instability in the continuity of professional and work

development, requiring a review of the forms of guidance. In this sense, guidance assumes a more inclusive (Zalakain & Barragué, 2017) and more individualized role that provides resources so that people can design and build their own life project (Guichard, 2016) and consider the possible obstacles and alternatives in the design of their own professional project.

Within the career construction model, more proposals for guiding intervention are being incorporated from a person-centered perspective (Gong et al., 2022) that facilitate the better development of necessary competencies to face an environment of constant adaptability and change. Guidance should offer a framework to help people self-regulate their careers (Hirschi & Koen, 2021; Wilhelm & Hirschi, 2019) and promote professional self-determination (Ge et al., 2023) from a more comprehensive perspective, which means broadening the look at the environment and personal spaces of people's lives.

Counseling and guidance, by focusing and stimulating certain psychological processes to face the new challenges of society, should ensure that people gain access to meaningful and satisfactory work that promotes well-being and dignity (Cohen-Scali et al., 2018). In this sense, Wilhelm & Hirschi (2019) note several psychological conditions that must be stimulated from guidance to achieve authentic professional, work, and personal well-being, for example, self-management, proactivity, responsibility, motivation and the establishment of personal and interpersonal relationships that allow generating positive and significant spaces in work and personal environments for adaptation and professional and life satisfaction (Hirschi et al., 2022).

The CCP model (Sánchez-García & Suárez-Ortega, 2018) intends to offer a career counselling model that is comprehensive and inclusive and that generates a reflective and qualitative process; in this model, the person is placed in the center, and he or she can acquire skills and tools for their own career management. In particular, the purpose of the

model is to favor the processes of labor reintegration by responding to the needs that people present from a conscious and critical perspective. The model facilitates a learning process that allows the person to take control of his or her life, not just "assisting" in moments of difficulty, and professional accompaniment is integrated into a process of qualitative criticism in which the person learns about themselves and is able to reorient their life throughout their career. In this sense, the development of the "Reinvent Yourself" project has sought to improve the employment situation of the people participating in the study. The process and general phases of the applied model are shown in Figure 1:

Figure 1

Within the different proposals for evaluating programs or guidance models (Gati et al., 2000; Hirschi et al., 2017; McMahon et al., 2019), the qualitative perspective provides greater flexibility and breadth to understand, in depth, people's particular situations and the influence of other external environments, such as family and social context (Ge et al., 2023), as well as the subjective evaluations that they make of the program.

As Guichard (2016) states, the demands for guidance are more frequent, complex and difficult. People not only want to make a professional or work decision but also seek to design and build their own life. Therefore, reflection becomes a very important resource between counselors and counsees, where new forms of counselling dialogs are incorporated that differ from traditional information or guidance interventions.

Qualitative research, with an interpretative and critical nature, incorporates these reflective and dialogical processes (Salmerón Vílchez & Sebastián García, 2022), allowing a collaborative construction of knowledge (Probst, 2015) between the researcher/counsellor and the people participating in said guidance processes.

The career narrative (Chant, 2019; McMahan et al., 2019; Savickas 2011) and the life story narrative (Suárez-Ortega, 2013) have not only been introduced as resources within critical qualitative research (Denzin, 1998; Denzin and Lincoln, 1994; Goodson and Sikes, 2001) but have also allowed processes of personal and social transformation (Suárez-Ortega, 2013), contributing to the construction of individual and collective identity (Gonick, Walsh & Brown, 2011). By participating in research, people reflect on their own existence, express their wishes and future projects, and rethink their own existence (Suárez-Ortega, 2013).

From this perspective, career counselling incorporates the guidance narrative of a career (McMahan et al., 2019) as an essential element of research (Salmerón Vílchez & Sebastián García, 2022) and as a new challenge of support and advice for constructing people's professional and personal project. In particular, the analysis of career narratives allows an understanding of the way in which people give meaning to their past, current, and future life experiences, strengthening the self-concept and planning of their professional project (Modestino et al., 2019) and generating personal satisfaction and motivation to manage their career. This is the working hypothesis that we propose in this paper.

METHOD

The study design is a qualitative type of action research with the application of the CCP program, with thematic content analysis based on the use of virtual tools (reinventat.net)

platform) and actions for the training and guidance of professional and life projects. In addition, in-depth interviews and focus groups are applied to gather information for the subjective assessment of the program participants.

The sample comprised 63 people (students and professionals in the field of career counselling). Of these, 31 are involved in the guidance field (13 active professionals and 18 in training), and 33 are working in other sectors and related fields. Two focus groups with guidance professionals were used to complement the study of the functionality of the model and its possible transfer to other educational and professional contexts. The sample selection criteria were as follows: young people and adults seeking employment or wanting to improve their employment situation, availability to participate in the program, and accessibility.

The data collection process was carried out in two phases through in-depth narrative interviews and focus groups. After designing the script for the interviews and focus groups, participant recruitment was carried out by contacting different entities or public institutions in the Autonomous Community of Andalusia, Spain. Once the target sample was identified, the research process was explained, and informed consent was obtained.

For the interviews and focus groups, the questions focused on the training process within the construction of one's professional career through the application of the CCP model as well as on the satisfaction and functionality of the process and the benefits that it entails.

Additionally, practicing guidance professionals reflectively assessed the usefulness and applicability of the process as well as the possibility of the model being transferred to the different contexts in which they develop their work. Specifically, deductive categories of the system were identified, for example, self-perceptions about the functionality of the model in professional practice, improvements in academic-professional development itself, and specifically the phases of goal setting, knowledge of the environment and self-

knowledge, decision-making, planning and evaluation and implementation of the professional project. Other categories were related to the functionality, utility, benefits, limitations, social impact and transfer of the model.

For the qualitative analysis, NVivo, version 14, was used. Once the information from the two rounds had been collected, the information was reviewed, coded, and categorized. Mixed coding was carried out: deductive, considering the main dimensions of the system subjected to validation (phases of the CCP model), and inductive, adding new categories and subcategories to the system based on the narrative responses provided by the subjects (Table 1). After analyzing the qualitative information obtained in the two rounds, triangulation was carried out as a methodological integration strategy (Denzin, 2010, 2013), from which the results and final considerations of this study were deduced.

Table 1

RESULTS

The results are presented below and are organized according to the objectives set out in this study. Thus, the results are presented from the perspective of the opinions of the participants concerning the process of constructing their professional/life projects. Second, subjective reflections are provided by the participants regarding the functionality

of the BPC model applied to these professional career development processes. The discussion is also geared to the importance of the critical qualitative methodology for constructing professional projects, improving living conditions and promoting equal opportunities and social justice.

The voices of the participants regarding the process of the construction of their professional/life projects.

From the analysis of the data, one of the surprisingly positive aspects is the capacity shown by the participants to be aware of the need to carry out the professional project to improve their professional situations and, consequently, their lives. As they contribute, on many occasions, the process serves to raise awareness about choices made in the past and that require a review and adjustment in the present. *This reflective process gives you greater control over your life because you can know what decisions you have made (or not), how they have affected you and how you can redirect* (Informant 8).

An apprenticeship for life

The impact that life experiences have on the configuration of professional projects is highlighted, as they are aspects that are often neglected in the planning that is carried out or they are issues that people do not think much about regarding their profession or work. Lifelong learning is carried out to the extent that transversal competencies of career management are developed. *Becoming more aware of the characteristics of the environment is another contribution. This aspect allows you to have clearer goals according to the perceived possibilities, and sometimes, we stop thinking about it* (Informant 11).

The importance of goals and self-knowledge

A very significant aspect of the process is the formulation of professional goals or objectives and the relevance of optimal self-knowledge. About the formulation of objectives, this is one aspect that is difficult, especially because it involves the current characteristics of society and the labor market, characterized by uncertainty and instability. The informants also allude to the difficulty in managing time and reconciling aspects of their life projects, especially decisions related to personal and work dimensions.

There, you discover many issues; you connect elements that serve to give meaning to your life process and then to the professional project you build. Having clear objectives is essential, as well as knowing yourself well so that you know your weaknesses and strengths (Informant36).

Doing the professional project allows you to know the necessary steps and requirements in regard to achieving the professional goals that you set for yourself, and consequently, to better plan your career. As I have been saying, life and professional project planning provides people with the necessary tools to set their goals from a more realistic perspective and define the steps to follow to achieve the professional objectives set (Informant 14).

It has given me the opportunity to better reconcile personal and work aspects since I set incompatible goals at the same time, and I have had to postpone one and give myself more time to achieve the other. If the situation is favorable, great, but I consider it important to be aware of the possible difficulties or inconveniences that may arise; it is much more realistic and eliminates stress (Informant 57).

Professional accompaniment as the main resource

In many cases, given the complexity of carrying out the process, self-applied with teaching support, the informants highlight the importance of accompaniment in passing through the different phases, simulating a guidance process through university tutoring, in this case.

As they underline, this process is very useful as a training tool because it can contribute as practical experience and exemplification and, thus, place value in the realities through which the users work or will work soon. In this sense, some of the answers focus on the importance of carrying out the professional project not only by and for them but also to help others improve their personal and professional trajectory, especially regarding the knowledge of the guiding process and support tools and strategies, with adaptation to different cases and realities.

It is important that in this planning process, the subject is accompanied, at least in its initial stage, by professionals who are experts in career counselling (Informant 14).

It will depend a lot on the counselors who advise you and give your family support (Informant 27).

Another very relevant thing, from my point of view, is that doing the professional project and applying the process and the techniques and activities to my own situation has helped me to understand it better, and thus, you are more capable after applying it rigorously and guiding other people to build and manage their professional projects, to understand the decisions they make according to what happens in their life (Informant 52).

The difficulties that have arisen, a reality to be managed

Some informants alluded in their responses to the situation that occurred with COVID-19 and what it has meant for them at the level of reductions in working hours, the impossibility of continuing to study in training courses that are offered only in person, postponing conflicts, or not having contact directly with users of entities destined to promote employment and labor insertion. All this has led them to have to rethink their professional and life goals.

A high percentage of informants had experience in virtual or mixed formats because they went through the training experience of constructing their professional project during confinement. They state the following:

This model, due to its format, could be applied virtually: not only does it provide original ideas, but it could also be implemented in a very conscious way. With this, a larger population could be reached that may be far from the city but have the necessary technological means to follow sessions or programs virtually, always with the support and guidance of a person, in this case, counselors or teachers (Informant 2).

Opinions on the context

In the conversations, the great labor and economic instability that is experienced in Andalusia is evident as a factor that makes life more difficult for people in this autonomous community, especially young people, because it prevents them from advancing in their professional and personal lives.

The work environment at present, well I see it as quite complex in the sense that, well, we have a high level of unemployment in young people, there are not many jobs, some have to work 2 jobs to be able to make 1000€. (GD1, Family Professor

of Administration and Finance and Professor of the Institute of Secondary Education)

One aspect to consider is that the economic and social situation hinders or favors training opportunities, thus influencing the guidance process.

(...) There are students, young people, who are highly educated; a lot of people go to university, but then, you need a master's degree that cannot pay you that much anymore or then you need another private specialization course, which cannot give you so much, with which I continue to find people with a low economic situation who are not able to go beyond high school or at most a course... (GD2, Technician in the "Employment Shuttle" Program)

The lack of specialized training and the generation gap

The lack of specialized training is established as one of the factors for which companies do not find personnel with this type of training. Consequently, there is a large gap between supply and demand.

I talk about it with people who oversee recruiting who find it difficult to find many profiles, that is, truly, they are not training, or they are not being guided; they are not giving regulated or nonregulated training. For both, the profiles that the labor market is asking for are not being prepared for. (GD2, Technician in the "Employment Shuttle" Program)

A relevant question arises regarding the generation gap in terms of training because there are still many people, for example, who find it difficult to cope with technological means, in contrast to digital natives, who adapt quickly to tools and software of all kinds. This gap is also apparent among people with studies and specialized training, with higher rates for young people and lower rates for older people.

(...) for example, as soon as they finish their degrees, they are trained... there is a lot of specialization; they are increasingly prepared. More and more adolescents come out with an important curriculum, and we are in an age range of fifty to sixty-five, who are still employable and are unemployed, and it is true that when they come to us to guide them, they do not have training; they do not know how to use ICT. Let us say there is a very important gap there. (GD2, Pedagogue and Educational Counselor)

Opinions of the participants regarding the usefulness of the applied methodology

The participants agree that they liked the CCP model a lot and consider it to be a fundamental tool to approach and complement the vocational training curriculum and transversal modules such as guidance and job training.

(...) I think that in each of the contexts, it lands differently; thinking in the shoes of, for example, the FOL teachers or the future FOL teachers, it seems to me a reference manual, and this I say as I think about it. (GD1, Educational Counselor)

Regarding the manual where the model is developed, there is appreciation for development through phases because the participants see it as beneficial to advance little by little in the process in which the steps are related to each other; it provides a better construction of knowledge, skills, and competencies.

(...) what I like the most about this model is that it works little by little, very much like a spiral, very much like a staircase, and allows the students to first have the information; the students, with the information they collect, reach the logical conclusion that I am going to tell them (...) many of the activities that are referenced in the book use or reference previous activities, like see Activity 2.7.

Then, in the end, what it lets you see is that there is a network where the different points of the different activities that are being done are connected, and that seems very interesting to me because it is something that I think we tend to take for granted, but it is not so obvious according to what ages and according to what contexts, and it is how, in the end, each and every one of the areas ends up connecting. (GD1, Educational Counselor)

Improvements in and potentialities of the experience

About possible improvements in the model from the perspective of the participants (users of the program), these points indicate the convenience of adapting the times, shortening the duration of the development of the phases to adapt it to different groups of people. Additionally, the participants suggest its inclusion in university careers from the first year because it provides relevant learning about emotional management, decision-making, profession decisions, the conscious search for resources and the establishment of networks, planning, and the implementation and evaluation of projects, among other career management skills.

The main improvement that I would include would be to make it shorter. This training is very good, but it is very intense, and I do not know if everyone can implement it like that, in such a long time, or at the same level of intensity. I would make some adaptations to the program or consider its duration and characteristics depending on which groups it is applied to (Informant 7).

This model should be included in the study plans, and its application should be started in the first year. When people enter, it would help them to place themselves in the university and to better know what functions they will have to perform as a professional (Informant61).

Responding globally to the impact that carrying out the professional project has had on the participants, some of them perceive an optimal level of development in these competencies because they have been previously trained and are working as counselors. They emphasize that - *with greater or less success - I try to integrate these skills into my professional work, but now the truth is that I feel more secure in the process, and I have learned a methodology and some keys that you need to experiment with to work with others* (Informant 6).

A tool for guidance professionals

The professionals participating in the discussion group emphasize that the model can be a useful working tool for counselors who work in career counseling programs in public institutions⁴ as it provides centralized information and a series of tools to help candidates to work on their professional project.

(...) it gives you flexibility because it allows you to do some specific things with these personnel, with those unemployed people who seek the services of Andalucía Orienta, and you can really open the range with all these possibilities of guidance because no matter how much you are guided by the internet, the problem is not searching the internet, it is that many times on the internet you can find everything; it is to find the right things for you, and there it can be an instrument.

(...) I think it can serve as a working tool. That is, you are going to work on this issue, but look here, you have a series of tools, the information that they are going to provide you centralized, this page, this page, see the other... Apart from the centralized information, look, here you have this tool and with those that are

⁴ Example, the Eastern Andalusia Program of the Autonomous Community of Andalusia, Southern Spain <https://www.juntadeandalucia.es/organismos/sae/areas/mejora-empleabilidad/andalucia-orienta.html>

coming to you... (GD1, Family Professor of Administration and Finance and Professor of the Institute of Secondary Education)

The importance of self-knowledge and self-guidance in the guidance process is mentioned, demonstrating that currently, in most employment programs, including Andalusia Orienta, the accompaniment and guidance process is not carried out with this aspect in mind.

(...) I have never truly gone to a guidance service; so, many of the things that I have seen in the manual, from the techniques, from guidance to self-guidance, which in the end is the objective, I have been applying. So, I have seen myself reflected in part of the whole process; so, since that has been my life and professional stage and it has served me and it has given me good outcomes, I always try to apply it with my users. Then, I think it is phenomenal that it starts from the part of self-knowledge (...) when I started to see the part of self-knowledge, I said: I do not know, I do not understand, I cannot conceive of the accompaniment process if it is not from there. Self-knowledge, we look inward, the part of the external environment, and then put it together. And from there, I believe that it is the starting point of any accompaniment process, and this is not done today in most programs of employment. I come from working in Integra, from the city council of Seville. It goes a long way, and it is one of the flagships that the city council of Seville has in terms of employment programs (...) (GD1, Guidance and Job Insertion Technician, and HR Technician)

The need to adapt the tools provided by the model to people is highlighted, as some tools are too dense, and people who come seek guidance are usually not accustomed to dedicating time to deep reflection. In addition, they tend to come with pressing needs and are in a "rush" to solve their problem, without considering the process.

(...) They always come demanding that we find them a job; the first objective is always “I need to work, I need to eat, I need to live”. From here, we start; this is the first point of motivation, which as a strategy, if we are good counselors with good tools, makes it easier for us to hook these people. (...) this hodgepodge of tools we have to digest, we have to chew them, they cannot be applied as they come in the book because they are not real for people. It would be extremely boring, and it would be extremely unfeasible because we start from people who do not have habits; so, having them think about why they’re not going to do it, it’s going to be a waste of time. (GD1, Employment counselor)

Another suggestion for improving the manual is placing more emphasis of the application of the model to entrepreneurs. Formal education was committed to entrepreneurial education for a while, but little by little, it has been disappearing. In addition, people who seek guidance services, on many occasions, are unaware of the entrepreneurship programs offered by public institutions.

(...) It would be necessary to broaden the topic of entrepreneurship more and more now that the subject of Entrepreneurial Culture has disappeared from high school. It started very strongly in all subjects from 1st, 2nd, 3rd and 4th grade and now in high school has disappeared, and I think it would be very interesting if the book had a chapter on the subject of entrepreneurship within the subject of education, which would be fundamental. Well, in education and I believe in general, if there are unemployed people, guide them to certain programs that exist because there is also some ignorance of the program. (GD1, Family Professor of Administration and Finance and Professor of the Institute of Secondary Education)

As a strong point of the model, the participants highlight self-management, that is, the person himself or herself develops it, for each stage of life, and several stages may be repeated because circumstances and people change over time.

(...) the main benefit that I have found to the application of the project is that it is a life project that does not look at a single stage but can be applied in all the life stages, which also tends to self-management (...) (GD1, Counselor and Technician of Labor Insertion, and Technician of Human Resources)

The importance of working on the gender perspective is also pointed out because in some contexts, the majority of guidance service users are women, given the greater difficulties they have in entering (and maintaining) the labor market.

Look, I have found in the employment programs, when they are directed to vulnerable people or vulnerable groups, that 90% of my users are women; they were users, and many followed the same pattern, which is a woman who has stopped working one day and has not finished her initial studies, she has married early, she has become a mother early. When she has had a breakup with her partner is when she wants to join; she sees herself in the labor market at 35, 40, 45 years old, no experience, and we cannot guide in the same way because the trajectory for a man is nothing like it, although he has followed the same path. Usually, he has fully disconnected from the labor market, not at the level of a woman, and we need guidance tools with a gender perspective, absolutely. (GD1, Counselor and Job Placement Technician, and Human Resources Technician)

Other issues mentioned are the variety of areas in which the model can be applied, such as in FOL in vocational training modules, psychological cabinets, schools, especially, in high schools and at universities, or career guidance services themselves.

It seems to me something fundamental, part of the psych pedagogical cabinet, because when it comes to making an individual intervention, it seems to be a real fantasy. (GD1, Educational Counselor)

One of the issues that stands out is the gradual "disappearance" that is occurring in educational centers due to the number of different issues that are addressed from the guidance area but that lack real value for growth and development.

(...) The director of my center is also a counselor, and the other day, we were exchanging impressions precisely because we think that career counselling, unfortunately, has almost less and less space, at least in high school, because it is true that a lot of times we have to work on many other things that are very urgent, such as health education, sex education, coexistence, positive relationships, digitization, cybersecurity, etc., etc. And in the end, we are often forced to give a series of talks very late in the year that do not make the slightest sense, that do not add the slightest value to the students. (GD1, Educational Counselor)

Status of career guidance and influence on the BPC model

In general, there is a concern about the need for a radical change in career guidance, starting with policies (regional funding, European Social Fund, etc.), which in many cases do not focus on personalized guidance and full support for people but focus on providing basic tools. Professionals consider that greater flexibility is needed to support people and that guidance should be initiated at the school stage. In addition, they consider that the guidance must be totally different depending on the needs of each person and the context and that if it does not change, few results will be obtained.

So, to me, it seems absolutely fundamental that everything that is the realization of the professional and life project has to be rooted in each and every one of the

stages of the educational system, each and every one of them, and in the professional part because in two years, we are all looking to a different place, and we have to set different goals, different objectives, respond to different realities.

(GD1, Educational Counselor)

(...) employment plans usually come with a European social fund, with specific requirements to hire specific people and sometimes require you to hire a counselor, who in the end is dedicated to guiding the graduate to take other types of studies; but, it is not the true guidance that should be carried out. And why isn't it done? Because it is so stipulated; they are so strict in their approaches, they are not flexible at all (...)

(GD1, Family Professor of Administration and Finance and Professor of the Institute of Secondary Education)

It is evident that guidance professionals may encounter difficulty when applying the model in guidance services because Junta de Andalucía sets guidelines, times and objectives that are not realistic with a person-centered guidance process.

I also believe that the fellow counselors who are within the Board need that, I know, right? Because I have many colleagues and friends who work in administration in general, they need to have that greater flexibility to accompany people in one way or another who are very tied hand and foot to do what many would like (...) I also find when I have worked with administration and with programs financed by the administration, they set a series of objectives, but truly, I believe that the guidance is focused as "a coffee for all", and I believe that it has to be totally different. (GD1, Counselor and Job Placement Technician, and Human Resources Technician)

So, we have a thick conflict because of course, I want to give the best to that user, but on the other hand, I have a foot that presses me and tells me: "listen to the

rhythms, don't let time slip away, we need to reach goals". (GD1, Employment counselor)

In addition, the participants highlight the need to break the belief that employment programs have the immediate objective of finding employment when, in fact, they improve employability and facilitate the acquisition of skills that can be applied in the future.

You must get rid of the belief that you are not going to an employment program, or you do not have to go with the immediate objective. I understand that each person has their circumstance to find a job, that urge of "I need a job; I came so that you can find me a job", and I believe that people should be given tools to improve their employability. The objective must be to improve employability, and the final objective, of course, to get a job, but there is a process within that process. Those competencies that you are going to acquire, as a user in an guidance service, will help you to go; I have seen this in my professional and life career. They will help you to apply them in later stages. (GD1, Counselor and Job Placement Technician, and Human Resources Technician)

Another important issue is being up to date in the field of guidance and employability because at present, Andalusian Orienta personnel do not receive continuous training or do so in a very interrupted way. To this is added the establishment of objectives by the administration and the lack of time.

(...) The guidance professional must receive continued education. This does not happen in the programs; it does not happen in Orienta. They rarely receive any guidance beyond the CRO (of the guidance reference center) in some change in the program but not in the trends that are being sought... I know that Andalusia Orienta, for example, cannot work on personal brands; self-knowledge cannot be

fully involved. They go very far above the tip; they give it. I understand that it is a matter of time, it is a matter of objectives as we talked about before, and I know that there are many colleagues who want to do much more than what they have been programmed to do, but they cannot always or do not have that freedom (...)
(GD1, Guidance Counselor and Labor Insertion Technician, and Human Resources Technician)

An interesting point is emotional management, which is not usually taken into account in guidance services, and which is so important in the guidance process, as it has a direct influence on guidance and, consequently, on the results.

(...) If that person does not have that vital part covered and emotional support or tools to manage their emotional intelligence, how will they handle defending their competencies in an interview? (GD1, Counselor and Job Placement Technician, and Human Resources Technician)

Another relevant issue is the need for comprehensive training for job counselors, which would allow them to address different aspects of the job search, emphasizing those aspects related to emotional aspects because these professionals are not usually trained in these types of issues, with training focused purely on labor issues.

(...) I also believe that professionals (colleagues) are needed who are prepared to apply the tool, not only with guidance training but also with the subject of emotional intelligence, coaching, some psychology. I think the profile of a coach, a person who has been trained to be able to assist in the establishment of an action plan and the steps to be taken, I think it would also be important. I think that not every professional can apply this comprehensive tool, from my point of view.
(GD1, Counselor and Job Placement Technician, and Human Resources Technician)

CONCLUSIONS AND DISCUSSION

Considering the main results presented, the BPC model allows the development of career management skills in the process of setting up professional projects, especially regarding exploratory skills pertaining to self-knowledge, decision-making and the planning and management of the project. As Hirschi et al. (2022) and Wilhelm & Hirschi (2019) note, career self-management must be flexible and comprehensive, considering the different roles that a person assumes at different times in their life. For this reason, self-knowledge of himself or herself and their environment as an aspect of planning their career supposes intense efforts of reflection and construction (Charmaz, 2016; Guichard, 2016; Probst, 2015; Salmerón Vílchez & Sebastián García, 2022) for their own life project.

In this sense, the participants recognized the importance of life experiences in the configuration of professional projects, creating a more realistic and comprehensive proposal of their own life project. This implies a regulation of the different aspects of a person's life, both work and nonwork (Hirschi, 2020), and an integration of cognitive, emotional, and social aspects in decision-making (Álvarez Justel, 2022).

External circumstances, such as the COVID-19 phenomenon, have forced people to reformulate their professional and life objectives. In this sense, it is worth considering what was raised by Sasser et al. (2019) about the necessary flexibility between the changes that pose new challenges and the necessary stability and predictability for the construction of the professional project (Sasser et al., 2019).

Additionally, this process provides relevant learning that allows improving the quality of the guidance processes that are developed. This can be related to the proposal by Wilhelm

& Hirschi (2019) about guidance models that promote professional and personal well-being.

They highlight the capacity of the model to favor professional adaptability in the face of the acceleration of current changes. This capacity for personal and environmental adaptation is an aspect that is worked on and reflected on in the CCP model, allowing it to be used at different moments in life (Hirschi et al., 2022; Suárez-Ortega, 2013).

Consequently, the functionality of the model can be confirmed, highlighting its possibilities of self-application through mixed virtual systems with professional accompaniment and generating a system of resources as support.

In the same way, it can be concluded that the qualitative-narrative methodology applied allowed us to obtain meaning and understanding about the scope of the model in the initial and ongoing training of guidance professionals.

The voices of the informants, in-training and active guidance professionals, confirm that the model is a good tool in career counselling regarding its methodological process, sequence and activities as well as the reflective process that it generates prior to professional planning; this is possible through the application of techniques and activities that integrate qualitative methods. The participants suggested some improvements, mainly regarding the length and application time and the characteristics of the groups for which it should be applied. As mentioned, the biographical-narrative method allows people to express their wishes, feelings, and future expectations, creating other possible perspectives of being and experiencing the world (Suárez-Ortega, 2013). Reflexivity and dialogicity are tools of great value (Salmerón Vílchez & Sebastián García, 2022) for the elaboration of one's life project.

The CCP model has made it possible for people to discover what they want to decide and do in the future. This work has implications for the initial and continued training of

guidance professionals; additionally, it provides some keys about the reality they live in terms of managing their career competencies as support for the design of their own life and employment plans. In this sense, the CCP model has provided a different learning space about the role of the counselor and considers the individual needs of people (Hirschi, 2012) and has contributed to the development of professional identity (Carlson et al., 2006).

Finally, the participants developed new ways of reflecting on themselves and their environment, serving as tools for professional advice, moving away from the traditional task of providing information and assuming a more meaningful and integral guidance role (Guichard, 2016), which is especially useful for career counselling professionals and students.

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Tablas

Table 1. Category system.

Category:	Subcategory	Definition	Code	Freq
Improvement		Extent to which the person perceives improvement in his or her personal-professional situation, from the start of the professional project	EYM	206
	Professional development	Relevance of the development and work of the professional project with improvements in professional development	MDP	61
	Employability	Perception of the person about the extent to which the development of and work on the professional project can improve his or her employability	MEM	37
	Labor Situation	Impact that the development of and work on the professional project has on the person's employment situation	MSL	43
	Academic Motivation	Perception of the person concerning the influence that the development of and work on the professional project has on his or her academic or training motivation	MMA	65
	Integration of life aspects	How, thanks to the development of the professional project, the person better integrates his or her life aspects regarding values and interests	IFV	70

Future application	Intent to implement the tool in the future	APF	52
Learning for life	Perception of the person regarding whether the development and implementation of the professional project (developed competencies) serve as a learning tool that can be extended throughout life	APV	42
Adaptation to changes	Perception of the person regarding whether the development of the professional project has made them more adaptable to the changes that are emerging in society	ADA	59
Goal setting	Perception of whether the identification and establishment of goals and objectives at the beginning of the development of the professional project was complicated or difficult	MET	62
Knowledge of the environment	Learning that the person carries out during the exploration of personal, professional or work environments	CDE	1
Security in the identified goals	Level of awareness acquired based on the goals as a result of the completion of the professional project	CCR M	50
Professional profiles approach	Perception of the person regarding whether the way of approaching profiles of interests has changed while carrying out the professional project	CAAP	38
Self-knowledge	Perception of the person about the contributions obtained by working the self-knowledge or self-exploration phase during the constructing of his or her own professional project	AUT O	0
Own aspects	A person's own aspects they had not reflected on prior to carrying out the professional project	Apro	55
Perception of self-esteem and self-efficacy	Whether or not the perception of himself/herself and about his or her abilities, confidence and security has improved, from the person's perspective	APAA	38
Decision-making	Help that completing this phase has meant for the participants	TDD	4
Achievement of goals	Whether the goals at the beginning of the process have been specified and nuanced	TDC M	44
Awareness of needs	How the decision-making phase has served the person to become aware of the needs he or she had	TDCN	25

Mode	Whether this phase has contributed to the way in which different decisions are made or have been made throughout their life	TDM	27
Planning			
Advance in goals	Whether planning of the professional project has contributed to the advancement and achievement of goals	PAM	44
Project adaptation	Whether the planning of the professional project was modified and adjusted to the needs of each person	PAP	43
Evaluation and implementation of the professional project	Opinions on the importance of carrying out this phase at general levels	EVA	6
Ease	Relationship of this phase with the ability and skills to manage and implement the professional project	EFAC	44
Difficulty	Major obstacles faced in the management and implementation of the professional project	EDIF	34

Figuras

Figure 1:

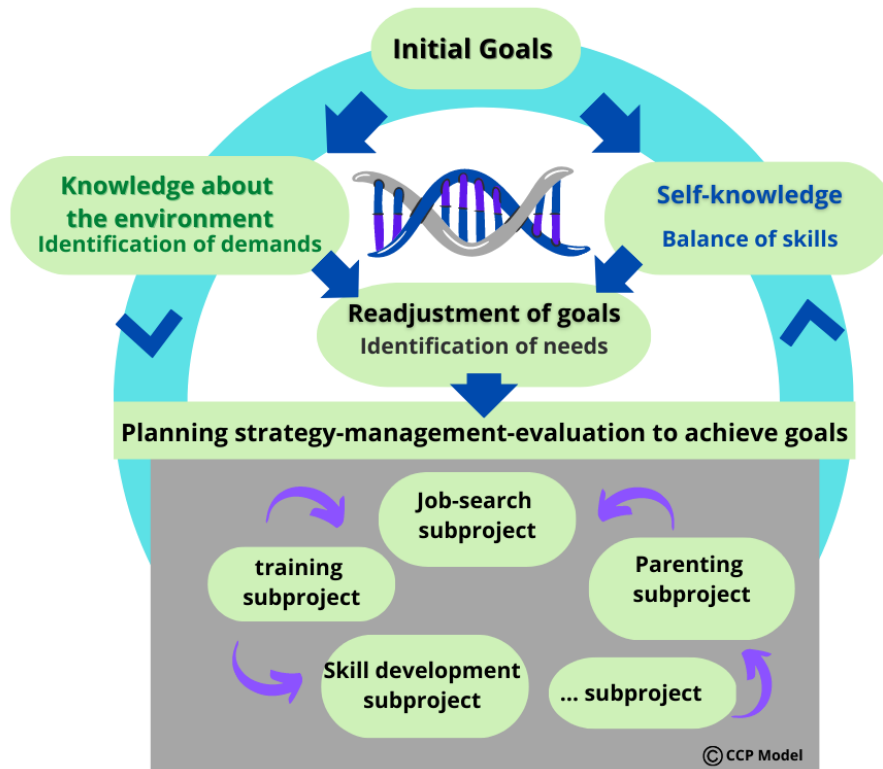


Figure 1. CCP Model: Cyclical dynamics in the developmental stages of the professional project. *Source:* Sánchez-García & Suárez-Ortega (2018, p. 114).