

Integrating Green Guidance into Your Practice

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Co-funded by the
Erasmus+ Programme
of the European Union



Goals of the workshop

- Understand the emergence of the green guidance, different dimensions of sustainability and potential implications for practice
- Reflect on ethical issues related to green and sustainable guidance
- Experience examples of green guidance activities for different target groups
- Reflect on ones practice and identify potential for integrating the sustainability dimensions
- Participate on a creative process of brainstorming green guidance tools



Your practice/experience of career guidance...

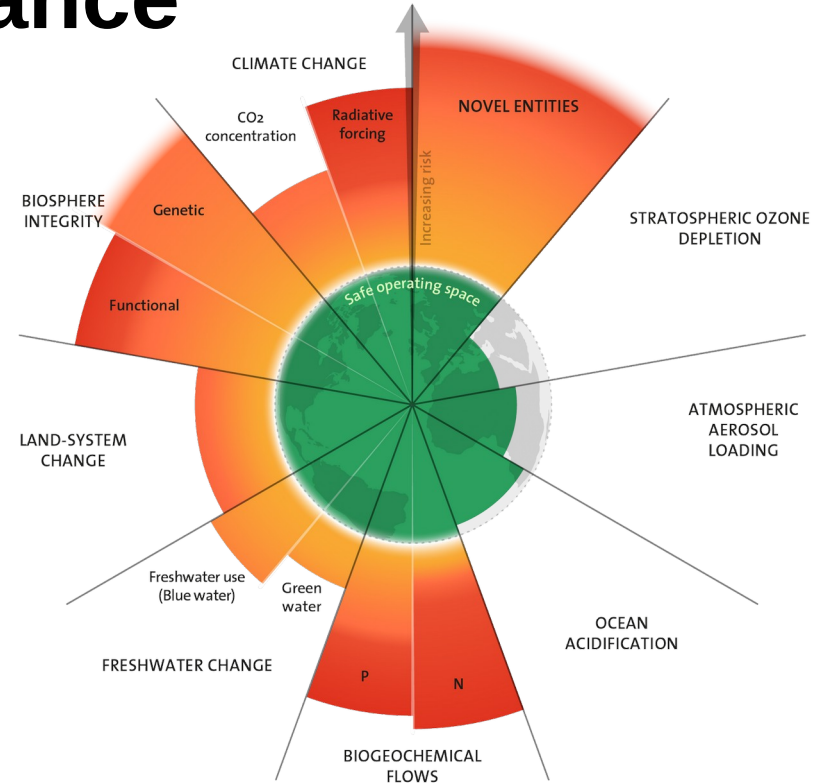
- One to one
- Group
- Teaching
- Employability programme
- Coaching
- Mock interviews
- Role plays
- Research



Green guidance

- guidance should take into account and create awareness of the environmental impact of career choices and career development;
- guidance should play an active role in establishing training and education opportunities with a positive contribution in terms of sustainability;
- informational materials on career options should include environmental aspects;
- guidance results should be measured, not only by an economic yardstick, but also by green accounting, i.e. by relating sustainability goals to guidance activities;
- guidance theories and practices should address broader sustainability career development issues.

Plant, P. (2014). *Green guidance*. In G. Arulmani, A.J. Bakshi, F.T.L. Leong, & A. G. Watts (Eds.) *Handbook of career development: International perspectives* (pp. 309-316). Springer.



Quizz



IS THIS OUR
JOB?



DO WE HAVE
THE EXPERTISE?



SHOULD WE BE
DIRECTIVE?



IS IT TOO
POLITICAL?



CAN WE MAKE A
DIFFERENCE?



Literature: Four views on our role...

- Practitioners ***must be socially and politically committed to change*** - question the role of research and practice in maintaining oppression and social injustices (Pouyaud, Cohen-Scali, 2016), commitment to resolving multidimensional crises (Guichard, 2016), practitioners as political actors to promote social justice and sustainable development (Rossier and Masdonati, 2023), *"think more deeply about whose interests we serve, what it is we should be seeking to achieve for the individual and society, and what contribution we can make in relation to a "green" justice future, and present"* (Roe, 2020).
- ***Change of paradigm*** of career guidance (Plant, 2020): fundamentally rethink the guidance practice to ensure its full participation in the development of social justice and climate transition, educate individuals about climate change (Cohen-Scali, 2022), *"even if it means sacrificing the neutrality and impartiality of the guidance process"* (Masdonati and Rossier, 2021). Discussing both individual and collective well-being in career decision-making (Pouyaud and Cohen-Scali, 2016), start guidance process from the "needs of the world", rather than the liberal individualistic perspective of "needs of the individual" (Chauvet, 2024).
- ***Enlarging perspective does not significantly alter the underlying paradigm*** - Introducing the question of *"the needs of the world"*, adding another topic for discussion alongside interests, values, competencies, and other decision-making factors (Rochat, 2021). Ethical commitment to consistently consider these aspects in client interactions, without necessitating a fundamental overhaul of their skills and practice.
- ***Green transition as an integral aspect of professional life***. *"An increasing number of clients are likely to proactively raise concerns about the environment,"* entailing that guidance practitioners address these concerns and proactively introduce the ecological transition "as a key contextual issue that is shaping career development."(Hooley, 2022)



Sustainability is multidimensional... gradual?



Decent work (salary, hours, health & safety)

- Promote empowerment, engage in advocacy

Dignity (autonomy, meaning, satisfaction)

- Help access jobs meaningful for the client

Sustainable career (continuity, agency, sense)

- Career security, stability, securing transitions

Ethical imperative (needs of the community and world)

- Discuss social, environmental impact of career choices, sustainability





Approaches to ethics/practitioners' role

- We are never neutral.
- We are bearers of change.
- Values (and sustainability is one of them) are a natural part of the counseling process.
- We are not imposing, but asking questions.
- We do not push, we open topics. Naturally, in a language that our client understands.
- We include the green topic naturally in the exploratory process with the client.
- We use less” loaded” words like sustainability, nature, animals, plants, earth, planet.
- We are non-judgmental, focusing on the needs of our clients.
- We are authentic, close to clients and to their life situation.



Recommendations for practice

- We can focus on how the client sees the world, how his work can affect the environment in the future.
- We can shift the focus from client himself/herself, asking: "And what does the world need? What he would like to bring to this world?"
- We don't have to go the full way. We can aim for greener, not fully green jobs. For example, "You work in a factory, what can you specifically do there to make it greener?".
- It's about changing the mindset, freeing yourself from stereotypes and broadening perspectives. The paradigm shift applies to all contexts, all professions have an impact on the environment.



Recommendations for practice

- Close link to social justice – we should focus on/promote dignified work, good working conditions, good and healthy working environment.
- We need education, legislation and a whip (legislative nudges that support green transition).
- For our generation perhaps sustainability topics are a matter of controversy and debate, but for the new generation it will be natural as long as it is introduced into the curricula.
- Having more LMI specifically focused on green jobs would be useful for the counseling process.



Examples of tools

- Shekina Roachat – Sustainable Career Card Sort
- Sabrina Tacchini – Narrative approach



How could the topic of sustainability be introduced in career practice with these 3 groups based on their attitudes towards climate change? Divide in 3 groups.

1. **Doubting** – unconvinced about climate change, not feeling the impacts, climate transition is just an artificial burden, rising energy prices caused by the EU and eco-fanatics. Conservative, free market. Little trust towards medias, institutions. Low interest in the issues of environment. Doubting about human cause of CC, about impact of individual actions.

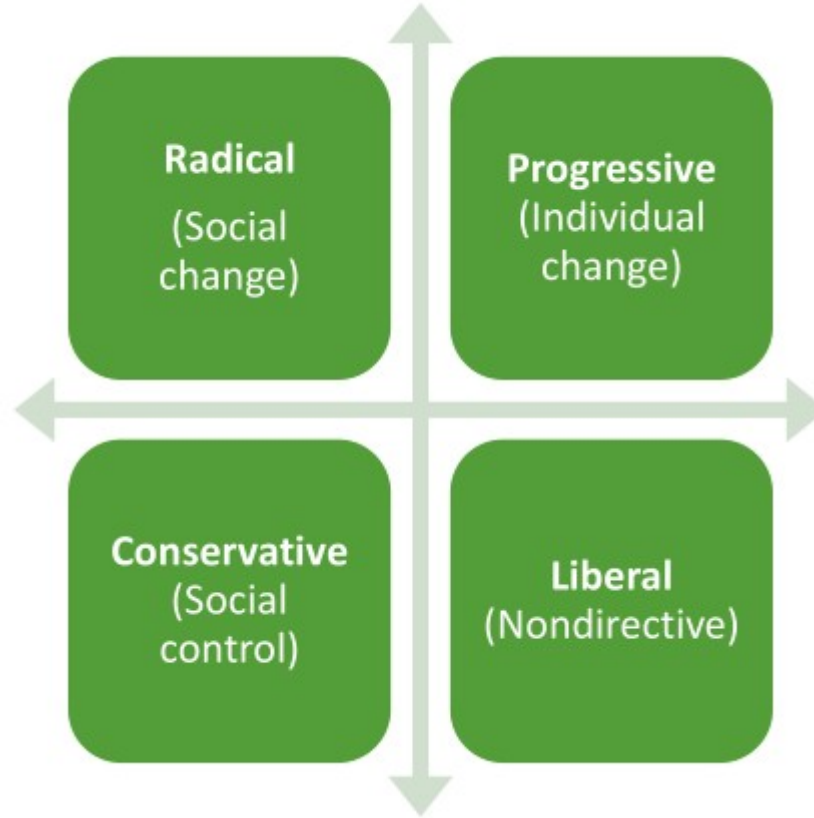
2. **Reserved** – Believe in climate change and its impacts, but does not feel them. Afraid of the negative impact of economic transformation, think we should not exaggerate, because individual efforts don't change anything, don't support strikes, taxation and limiting consumption. Catholic, rural identity. Low trust in science. Left leaning. Positive relation to nature.

3. **Ambivalent** – Engaged citizen (petitions, NGO support), strong negative emotions related to CC (powerlessness, anger), unclear vision of its impact. willingness to change things, but don't know how - frustration, powerlessness.

(Source: Survey “Slovak climate 2022”, <https://institut2050.cz/reprezentativny-vyskum-slovenska-klima-2022>)



Watt's Socio-Political Ideologies



Where is your current practice?

Where would you put your practice example?

	Focus on society	Focus on individual
Focus on change DARK GREEN (Ecologism)	RADICAL (social change) In careers practice this might look like: helping individuals to see social and environmental challenges as group – rather than just individual – challenges, e.g. through green critical pedagogy.	PROGRESSIVE (individual change) In careers practice this might look like: encouraging and empowering individuals to make individual career choices that take ecological wellbeing into account.
Focus on status quo LIGHT GREEN (Environmentalism)	CONSERVATIVE (social control) In careers practice this might look like: acting as a ‘gatekeeper’, assisting individuals to develop their skillset/attributes for a greener economy.	LIBERAL (non-directive) In careers practice this might look like: helping individuals who are environmentally-minded to make career choices in line with their personal values and skillset.



What might you do to 'green' your practice?



Five dimensions of environmentally sustainable career guidance

- Using nature as a career guidance setting
- Working with existential or/and grounding- inspired approaches
- People's attitudes and emotions in relation to nature and the environment
- Working with craft approaches
- Collective and group based settings evoking universality and Hope

Affective

Connect career with the world

- Collective, group oriented or community based
- Focus on how we can live together
- Build solidaristic communities of mutual aid with both those who are like us and those who are different
- Work together to understand which actions are needed to contribute to a socially and environmentally sustainable community for human beings and all things living

Social-economic

Build solidarity with the world through careering

- Career guidance activities about the connection between the climate- and environmental crisis, the production systems and the world of work.
- Exploration of the environmental impacts of different career paths, occupations, and sectors
- Providing quality LMI that addresses environmental sustainability
- information on needed skills both technical and transversal for the green transition.

Educational

Learn about careers in a sustainable world

- Career guidance activities that focus on imagining and inventing a vocational future worth hoping for
- Working and collaborating in creative ways to make change happen in your life, community, and world.
- Making inventions for the future
- Scenario building, preferable futures

Transformational

Imagine and invent the world as you career

- "From laying brick to building a cathedral" – systemic practice as means of comprehending work/nature reciprocity, enabling development of career values and meaningful career goals
- Critical interrogation of dominant and emergent political and societal ideologies
- Demasking content, power structures and actor interests
- Develop sensitive approaches to transparency and partiality
- Engage dialectically with students and clients without imposing own values and positions on them

Political - ideological

Change the world through career



Training: Green Career Guidance – From Theory To Practice

5-day training programme for career practitioners

- Focus on durably impacting practice
- Possible Erasmus+ funding
 - Bratislava: autumn 2025 (EN)

More information: www.green-guidance.eu



Day 1: Introduction to Green Guidance

- Participant introductions, setting expectations, and establishing group guidelines.
- Reflection on the role of career guidance, drawing on key critical texts.
- Overview of green guidance: definitions, significance, and the global context.

Day 2: Theories, Frameworks, Ethics and Case Studies

- Introduction to key theories and approaches, with an in-depth look at career development theories and their connection to sustainability.
- Ethical considerations and impartiality in green guidance.
- Case studies and examples of green guidance in practice.
- Gentle and realistic “green” career transitions, strategy of first small steps. Alternative narratives of career success. Frugal careers, active live (vita activa) vs. career.

Day 3: Green Guidance Tools – Initiation and career exploration

- Operational framework for delivering green guidance.
- Introduction to the Green Guidance Handbook and Resource Pack.
- Green guidance tools for the initiation and career exploration phases.
- Practical workshop: role-playing and simulation exercises using various tools.

Day 4: Green Guidance Tools – Career decision-making, action-planning, implementation

- Green guidance tools for career decision-making, action planning, and implementation.
- Specificities of individual or group settings and with different target groups.
- Role-playing and simulations: applying green guidance in diverse scenarios.

Day 5: Green labour market information and integrating Green Guidance into practice

- Labour market trends and available resources on employment and training opportunities related to the green transition.
- Reflection techniques for incorporating green guidance into client sessions (‘conversation starters’).
- Analyzing one’s practice and identifying areas for integrating sustainability.
- Action planning for embedding green guidance into current professional practice.



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