

Conclusions

The chapters in this book contribute to progress toward a system of evaluation for postmodern guidance and career counseling narrative interventions for the twenty-first century characterized by a dialogical perspective. The volume was developed under the UNESCO UNITWIN Network Life Designing Interventions (counseling, guidance, education) for decent work and sustainable development. The book demonstrates the value of a new qualitative approach with specific innovative qualitative tools to evaluate interventions' effectiveness. Thus, the book enables reflection on accountability and evidence-based practice.

The economic crisis in the twenty-first century has indeed highlighted the need to follow principles of accountability in terms of attention to service costs, the effectiveness of interventions, and best practices supported by research (Whiston, 2001). According to these principles, it appears essential to offer effective guidance and career counseling interventions without dispersing the available limited economic resources (Whiston, 1996, 2001). Currently, postmodern guidance and career counseling interventions are based on psychological approaches to narrative (Savickas, 2005, 2011, 2015) expressed in narrative counseling (Savickas, 2005, 2011) and also in dialogue interaction (Guichard, 2005, 2013). Traditionally, quantitative tools were employed to evaluate the effectiveness of guidance and career counseling interventions. However, the current postmodern interventions have been inherently narrative and qualitative (Busacca & Rehfuss, 2016; Di Fabio, 2015, 2016; Rehfuss, 2009; Rehfuss & Di Fabio, 2012). For this reason, it has been necessary to develop new qualitative tools specifically realized to identify changes in clients' narratives after guidance and career counseling narrative interventions (Blustein, Kenny, Murphy, Devoy, & DeWine, 2005; Di Fabio, 2015, 2016).

The present volume focused on accountability in postmodern guidance and career counseling narrative interventions, offering a review of case studies and innovative qualitative approaches. The first part of this book presented new perspectives, a new intervention, and new approaches in a different context with a strongly international focus. The introductory chapter by Di Fabio and Bernaud described the framework of reference of accountability principles and the issue of the evaluation of effectiveness

of postmodern guidance and career counseling narrative interventions in the twenty-first century, and some contributions regarding case studies and qualitative approaches in different international contexts were presented. The case study proposed by Kobus Maree showed the value of career construction counseling for a South African postgraduate student in psychology who experienced career indecision, and demonstrated how this intervention can help clients to face with decisional challenges. Jean-Luc Bernaud and Dominique Guédon presented a case study whose results stressed in particular a quali+quanti approach to the evaluation of psychosocial risks, and showed the value of a counseling method to evaluate resources. Also in the French context, Lin Lhotellier, Caroline Arnoux-Nicolas, and Laurent Sovet presented a case study about a Life Meaning Intervention to underline both the qualitative and quantitative effects of this kind of intervention. Peter McIlveen and Allison Creed introduced a new approach to counseling case formulation as metaphor with a specific focus on this professional practice as a highly specialized aesthetic of counseling practice. The case study prepared by Afonso Ribeiro, Guilherme de Oliveira Silva Fonçatti, and Maria da Conceição Coropos Uvaldo revealed the impact of a group-based career counseling model for unskilled adults in crisis in the Brazilian context showed through a qualitative non-structured method an increased reflexivity and a clear process of narrative changes during the counseling.

All the chapters of the first part of the present volume contributed to broadening the perspective of postmodern guidance and career counseling narrative interventions (Blustein, 2006, 2011; Blustein & Di Fabio, 2016; Blustein, Kenny, Di Fabio, & Guichard, in press; Duffy, Blustein, Diemer, & Autin, 2016; Kenny, Blustein, & Meerkins, 2018) and their effectiveness evaluated through qualitative approaches. The chapters offered precious points of view to continue and improve the research on these issues in the perspective of dialogic interventions.

After the introductory chapter of the section by Maureen E. Kenny and Annamaria Di Fabio, the second part of the book offered to readers a wide range of case studies regarding different narrative career interventions for the twenty-first century and different innovative qualitative tools to evaluate the effectiveness of such interventions, including: Career Interest Profile (CIP) as a Life Design Counseling Intervention evaluated using both FCA and LAQuA as qualitative evaluation tools in the case study by Ornella Bucci, Allison Creed, and Annamaria Di Fabio; narrative career counseling intervention based on Career Construction Interview evaluated using LAQuA and CCIO in the two case studies by Letizia Palazzeschi, Allison Creed, Alessio Gori, and Annamaria Di Fabio; Life Meaning Intervention evaluated using LAQuA and CCIO in the case study by Annamaria Di Fabio and Maureen E. Kenny; Intrapreneurial Self-Capital Training evaluated using LAQuA in the case study by Peter McIlveen and Annamaria Di Fabio; Constructing My Future Purposeful Life evaluated using comparatively FCA, LAQuA, and CCIO in the case study by Violetta Drabik-Podgórna, Marek Podgórný, and Annamaria Di Fabio; and Constructing My Future Purposeful Life evaluated using a new qualitative tool (QSEF) in the case study by Annamaria Di Fabio and Peter McIlveen.

The contributions of the present volume thus offered a range of stimuli to reflect on the issue of the evaluation of the effectiveness of interventions in an

accountability framework. The aim of the present book was to propose new perspectives regarding this issue by showing case studies and innovative qualitative approaches and tools. Although there is still much to be done to answer the call for accountability in postmodern guidance and career counseling narrative interventions, we hope that this volume provides renewed impetus toward accountability.

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