

# INVITED KEYNOTE LECTURE

## PSYCHOLOGY OF SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT: CRUCIAL CONTRIBUTIONS FROM GUIDANCE AND CAREER COUNSELING



**Annamaria Di Fabio**

**TWO INTERNATIONAL RESEARCH AND INTERVENTION  
UNIVERSITY OF FLORENCE LABORATORIES:**

- **Cross-Cultural Positive Psychology, Prevention,  
and Sustainability**  
(IRILabCCPPP&S)
- **Work and Organizational Psychology for  
Vocational Guidance, Career Counseling, Talents  
and Healthy Organizations**  
(WOPLabOProCCareerT&HO )

**Department of Education, Languages, Intercultures, Literatures  
and Psychology (Psychology Section),  
University of Florence, Italy**

**43<sup>rd</sup> IAEVG International Conference,  
Bratislava, Slovakia,  
September 13, 2019**

# OVERVIEW

- ❖ **The Sustainability Science: an introduction**
- ❖ **The new research area of the Psychology of Sustainability and Sustainable Development**
- ❖ **The psychology of harmonization as a vital pillar**
- ❖ **Primary prevention perspective and strength based perspectives in vocational psychology**
- ❖ **Guidance and career counseling: crucial contributions for well-being and quality of life for**
  - **natural environment/different environments**
  - **decent work /decent life**
  - **considering a more inclusive perspective at all levels: both geographically/temporally-near/far**



# SUSTAINABILITY SCIENCE: A BRIEF INTRODUCTION

## Sustainability Science

(Dincer & Rosen, 2013;  
Rosen, 2009, 2017a)



creates a **trans-disciplinary**  
reflection space that combines



natural and applied  
sciences

social sciences

humanities

# SUSTAINABILITY SCIENCE: A BRIEF INTRODUCTION

It is centered on investigating the interactions between **human, environmental and engineered systems**

(Dincer & Rosen, 2013; Rosen, 2009, 2017a)



to understand the **complex factors** that contribute to their degradation



to **preserve the planet** for the future

and

to **promote human well-being**



# SUSTAINABILITY SCIENCE: A BRIEF INTRODUCTION

## Sustainability Science

(Di Fabio & Rosen, 2018)



brings **various disciplines together** to address sustainable development

contributes directly to the **UN Sustainable Development Goals**  
(United Nations, 2018)

These goals address **significant global challenges** included:

- poverty
- inequality
- climate change
- environmental degradation
- prosperity
- peace
- justice
- **human well-being**



# THE PSYCHOLOGY OF SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT

(Di Fabio, 2017a, 2017b; Di Fabio & Rosen, 2018)

**The Psychology of Sustainability  
and Sustainable Development**



represents a **new research area**  
in the field of Sustainability Science



**introduces**  
a **psychological perspective**

**and**

**enhances**  
the **trans-disciplinary framework**  
that forms the foundation of  
Sustainability Science



# THE PSYCHOLOGY OF SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT

(Di Fabio, 2017a, 2017b; Di Fabio & Rosen, 2018)

**Firmly establishing**  
the Psychology of Sustainability  
and Sustainable Development  
as a **research area**



**means** recognizing and integrating  
the value of psychology and  
the psychological approach



in the construction  
of processes linked to  
sustainability and  
sustainable development



# Psychology of Sustainability and Sustainable Development

## As new research area

### officially born in 2016 in the journal

**Springer Publisher**

**Impact  
Factor  
3.855**

<https://link.springer.com/journal/11625>

## Sustainability Science

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Journal no. 11625



### Editor-in-Chief

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(Landscape ecology and planning)

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Leuphana University, Germany  
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(Disaster risk reduction, climate adaptation, resilience and governance, SDGs)

#### Graham Epstein

University of Waterloo, Canada  
(Common-pool resources, collective action, social-ecological systems)

#### Annamaria Di Fabio

University of Florence, Italy  
(Psychology of sustainability and sustainable development)



# New Section in Sustainability (MDPI): “Psychology of Sustainability and Sustainable Development” (2019)

Impact  
Factor  
2.075

**Prof. Dr. Marc A. Rosen**



*Editor-in-Chief*

Faculty of Engineering and Applied Science, University of Ontario Institute of Technology,  
Canada

[Website](#) | [E-Mail](#)

**Interests:** sustainability; sustainable development; energy; efficiency; environmental  
impact; economics; ecology; sustainable engineering and design

**Special Issues and Collections in MDPI Journals**



[https://www.mdpi.com/journal/sustainability/sections/Psychology\\_Sustainable\\_Development](https://www.mdpi.com/journal/sustainability/sections/Psychology_Sustainable_Development)

**Prof. Dr. Annamaria Di Fabio**

*Section Editor-in-Chief*

Full Professor Work and Organizational Psychology, Director of the two International  
Research and Intervention Laboratories: Cross-Cultural Positive Psychology, Prevention,  
and Sustainability (CroCPosPsychP&S), Psychology for Vocational Guidance, Career  
Counseling and Talents (LabOProCCareer&T), Department of Education and Psychology  
(Psychology Section), University of Florence, Italy

[Website1](#) | [Website2](#) | [E-Mail](#)

**Interests:** psychology of sustainability and sustainable development, cross-cultural  
positive psychology, prevention, work and organizational psychology, talents, positive  
career outcomes, career decision-making, workplace relational civility, decent work,  
positive relational-management, intrapreneurial self-capital, acceptance of change, project  
reflexivity, career counseling, guidance, resiliency, emotional intelligence, personality and  
individual differences



The psychology of sustainability and sustainable development is thus focused on different environments from the natural environment, the personal environment, the social environment, the organizational environment, and the inter-organizational environment, to the globalized environment and the virtual environment. Opening the black box of psychological processes in the science of sustainability and sustainable development will be the main aim of the new research area distinguishing this section.

## EDITORIAL

# Opening the Black Box of Psychological Processes in the Science of Sustainable Development: A New Frontier

Annamaria Di Fabio <sup>1\*</sup>, Marc A. Rosen <sup>2</sup>

<sup>1</sup> *Department of Education and Psychology (Psychology Section), University of Florence, via di San Salvi, 12, Complesso di San Salvi, Padiglione 26, 50135 Firenze, ITALY*

<sup>2</sup> *Faculty of Engineering and Applied Science, University of Ontario Institute of Technology, 2000 Simcoe Street North, Oshawa, Ontario, L1G 0C5, CANADA*

\*Corresponding Author: [adifabio@psico.unifi.it](mailto:adifabio@psico.unifi.it)

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## **ABSTRACT**

The psychology of sustainability and sustainable development represents a new research area in the field of Sustainability Science. It introduces a psychological perspective and enhances the trans-disciplinary framework that forms the foundation of Sustainability Science. Firmly establishing the psychology of sustainability and sustainable development as a research area means recognizing and integrating the value of psychology and the psychological approach in the construction of processes linked to sustainable development. Enriching sustainable development through opening the black box of psychological processes in support of sustainable development is a new and exciting frontier, that will likely lead to major developments and concrete advances for making development more sustainable in the 21st century and beyond.

**Keywords:** psychology of sustainable development, psychology of sustainability, sustainable development, sustainability



# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

A new and  
**exciting frontier**



to major developments and  
concrete advances



for making  
**development more sustainable**  
in the 21st century and beyond



# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

The Psychology of Sustainability and Sustainable Development is **primarily important** for environmental sustainability and sustainable development



in relation to the **natural environment:**



**psychological processes** are often involved in environmental decisions and behavior



as well as in developing and establishing a culture of sustainability regarding the natural environment



# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

**internal psychological processes**  
within the individual  
substantiated primarily  
many decisional and  
behavioral processes

they have to be studied  
and understood better:  
**within the individual, between the individuals,  
between human beings/  
natural world/universe**

the **innovative psychological research perspective**  
encompassed in  
the psychology of sustainability  
and sustainable development is

**CRITICAL  
FOR THAT**

# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

**This is also important  
and true**

not only in relation to  
the sustainability  
of the natural environment

or

in relation to  
the traditionally broader perspective  
of sustainability in terms of  
ecological, economic, and social  
dimensions

but also with respect to  
the **psychological environment/s**

aimed at improving  
**well-being** and quality of life  
for **individuals and communities**  
in the **environment/s**



# OPENING THE BLACK BOX OF PSYCHOLOGICAL PROCESSES IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

The traditional perspective  
centered on the 3 “E’s”  
(Brundtland Report, “Our Common Future”, 1987;  
Harris, 2003)

environment

economy

equity

is focused on  
**avoiding:**

**exploitation,  
depletion,  
and irreparable alteration**

The **Psychology of  
Sustainability and  
Sustainable Development**

(Di Fabio, 2017a, 2017b; Di Fabio & Rosen, 2018)

**goes beyond**  
this traditional perspective and  
introduces a framework focused:

not only

on using increasingly  
smaller quantities  
of resources

but also

on **regenerating**  
resources and  
on a **positive approach**

# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

**NEW KEYWORDS**  
**NEW NARRATIVE**

(Di Fabio, 2017a, 2017b, 2019)

**promotion**

**enrichment**

**growth**

**flexible change**



# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT:

A NEW FRONTIER (Di Fabio & Rosen, 2018)

**TRADITION**

**INNOVATION**

Di Fabio, 2016, 2017a, 2017b

avoiding

exploitation

depletion

irreversible  
alteration

promoting

enrichment/e  
quip

grow

flexible  
change

**PRESSURE**

**OPPORTUNITY/  
CHALLENGE**

small amount  
of resources

negative vision of  
stimuli

damage/  
threat

regenerated and  
regenerating  
resources

positive vision of  
stimuli

opportunity/  
challenge

# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

There is a  
**SHIFT IN THE FOCUS**  
(Di Fabio, 2017b)

from pressure



to challenge to find  
new solutions

from small amounts  
of resources



to regenerating  
resources

from damage/threat



to  
opportunity/change



# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

## The **Psychology of Sustainability** and **Sustainable Development**

(Di Fabio, 2017a, 2017b; Di Fabio & Rosen, 2018)



creates a new axis of  
**psychological**  
**reflection:**



**what is really**  
**sustainable**  
**for individual/s**  
**in the environment/s?**



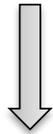
**including the**  
**ecological environment**

# OPENING THE BLACK BOX OF PSYCHOLOGICAL PROCESSES IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

## Meaning

(Di Fabio, 2017b, Schnell et al., 2013; Bernaud, 2016)

a key ingredient of a sustainable construction



FROM  
MOTIVATIONAL  
PARADIGM

From motivation to  
meaningfulness

SHIFT...

TO

(Di Fabio & Blustein, 2016)

MEANING  
PARADIGM...

## WELL-BEING OUTCOMES

### Hedonic well-being

Diener's (1984)  
subjective well-being

positive and negative affects:  
(affective evaluation)  
life satisfaction  
(cognitive evaluation)

### Eudaimonic well-being

(Ryan & Deci, 2001)  
psychological well-being

optimal functioning  
self-realization,  
life meaning,  
purposefulness  
positive/fully functioning

coherence

direction

significance

belonging

# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

**Sustainability  
and sustainable  
development**



anchored to a  
**psychological  
perspective**



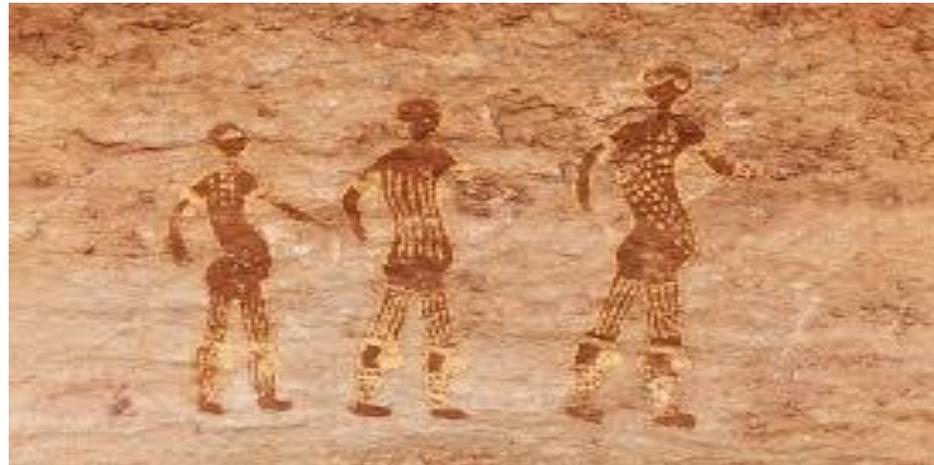
asks for the construction  
of **authentic meanings**  
for **individuals** and  
**communities**

Importance of  
(Di Fabio & Blustein, 2016)

**meaning**

**purpose**

**connections**



**Spatial and temporal  
perspective**



asks for **harmonization**:  
the complexity in relation to  
**each person, environment/s**  
**and the others** (Di Fabio, 2018)

# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

THE PSYCHOLOGY OF SUSTAINABILITY  
AND SUSTAINABLE DEVELOPMENT

(Di Fabio, 2017a, 2017b; Di Fabio & Rosen, 2018)



contribute to the **sustainability**  
and **sustainable development**  
also of **every person**:



facilitating the **flourishing**  
of his/her talents



not only in terms of **interpersonal**  
but also **intrapersonal talents**



FOR THE **BENEFIT** ALSO OF  
THE COMMUNITY OF BELONGING  
AND PROGRESS



# SELF-ATTUNEMENT (Di Fabio, 2014e) FOR FLOURISHING TALENTS

Objective talents and potential



What I am able to

Subjective talents and potential



What energizes me  
What motivates me to do

*“Go between the concepts”*  
(Guichard, 2013):  
greatest performance



Meaningful goals

**PURPOSEFUL IDENTITARIAN AWARENESS**  
(Di Fabio, 2014e)

# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

The psychology of  
sustainability and sustainable  
development

(Di Fabio, 2017a, 2017b; Di Fabio & Rosen, 2018)

is focused on the **well-being** and the  
quality of life of/in the environment/s

of **each individual/s:**

in the natural  
environment

in other kinds  
of environments

# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

The psychology of sustainability and sustainable development is focused on the **well-being**  
(Di Fabio, 2017a, 2017b; Di Fabio & Rosen, 2018)

of the **individual/s**

of the **environment/s**

of the **individual/s**  
in the **environment/s**

considering different kind of environments

**natural**

**personal**

**social**

**organizational**

**community**

**digital**

**cross-cultural**

**...**

**global environment**

# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

The psychology of  
sustainability and  
sustainable development

(Di Fabio, 2017a, 2017b; Di Fabio & Rosen, 2018)



contributions **from**  
**a preventive perspective**



by implementing research and interventions  
also from a **primarily preventive perspective**

(Di Fabio and Kenny, 2015, 2016; Hage et al., 2007;  
Kenny and Hage, 2009)

and **strenght based perspectives**

(Di Fabio & Saklofske, 2014a, 2014b; 2019)

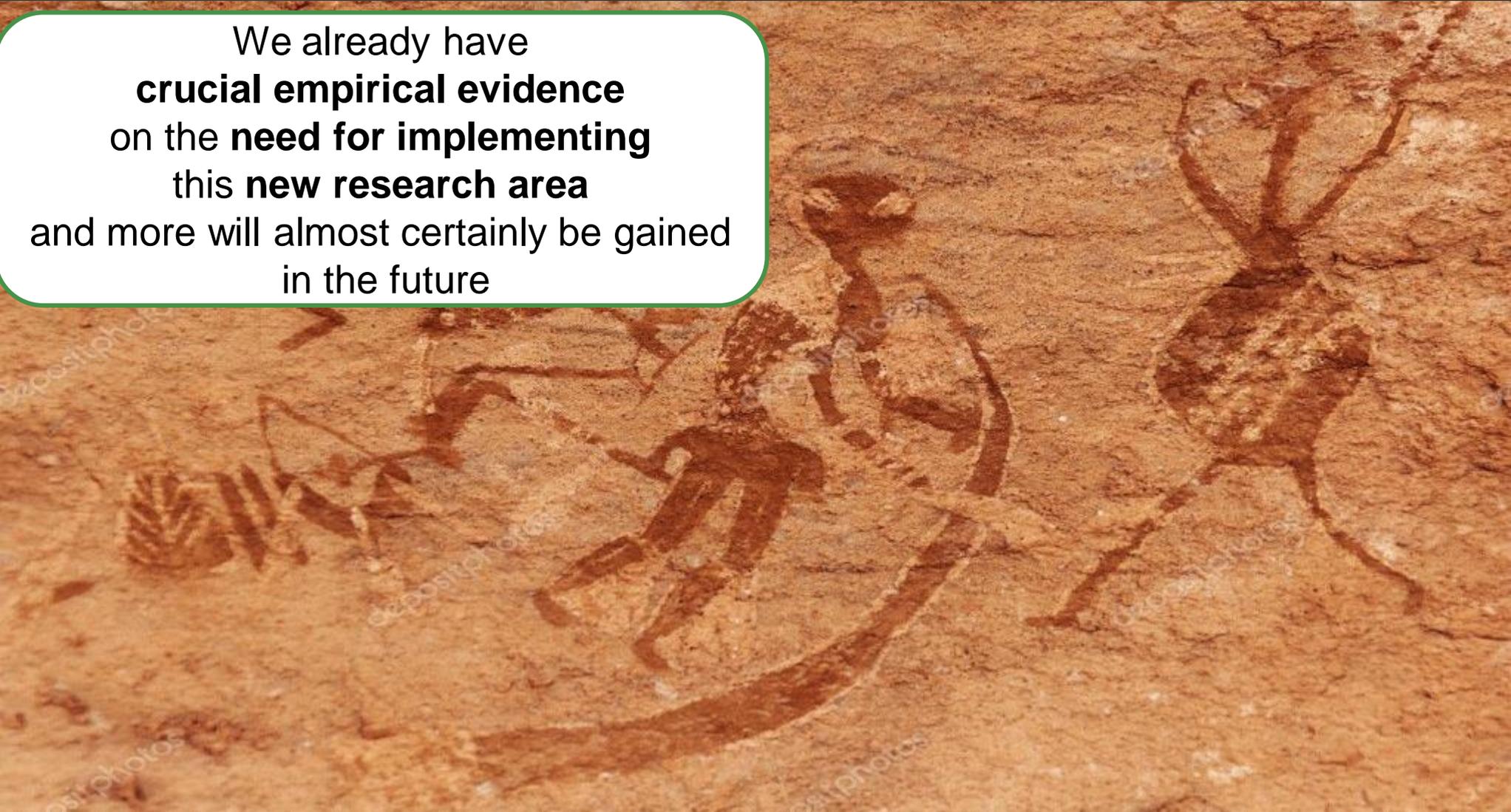


focusing on **crucial** psychological aspects  
to concretely progress towards  
sustainability and sustainable development



# OPENING THE **BLACK BOX OF PSYCHOLOGICAL PROCESSES** IN THE SCIENCE OF SUSTAINABLE DEVELOPMENT: A NEW FRONTIER (Di Fabio & Rosen, 2018)

We already have  
**crucial empirical evidence**  
on the **need for implementing**  
this **new research area**  
and more will almost certainly be gained  
in the future



# SOME EMPIRICAL EVIDENCES

NATURAL ENVIRONMENT



**CONNECTEDNESS TO NATURE** as a

**proxy variable:** making inferences about important environmentally protective and responsible behaviors

**Personality Traits (Agreeableness and Extraversion):** positively associated with **Connectedness to nature (CN)**.  
**No gender differences** emerged



Di Fabio & Rosen (2019)

**Empathy**

(a critical variable for human relationships, increasable through specific trainings): able **to explain** additional variance in **CN** controlling for **personality traits** (traditionally stable)

**FIRST STUDY**



Di Fabio & Bucci (2016)

**Empathy:**

able **to mediate** the relationships between **Personality Traits (Agreeableness and Openness)** and **CN**



Di Fabio & Kenny (2018a)

**Intrapreneurial Self-Capital** (Di Fabio, 2014)

(a core of positive resources for the XXI century, increasable through specific trainings):

able **to mediate** the relationship between **Personality Traits (Extraversion)** and **CN**



Duradoni & Di Fabio (2019a)

**importance of positive increasable resources in relation to CN**

# SOME EMPIRICAL EVIDENCES

## PERSONAL ENVIRONMENT



Personal resources increasable through specific trainings

to enhance **WELL-BEING** of individuals

### **Intrapreneurial Self-Capital** (Di Fabio, 2014)

(a core of positive resources for the XXI century, increasable through specific trainings):  
able **to explain** additional variance in both **hedonic** and **eudaimonic well-being** controlling for **personality traits** (traditionally stable)



Di Fabio & Kenny (2018a)  
Di Fabio, Palazzeschi, & Bucci (2017)

### **Intrapreneurial Self-Capital** (Di Fabio, 2014):

able **to mediate** the relationship between **Personality Traits (Emotional stability)** and **Flourishing**



Di Fabio & Gori (2016c)

### **Life Project Reflexivity** (Di Fabio, Maree & Kenny, 2014)

(a positive resources increasable through specific trainings):  
able **to explain** additional variance in both **hedonic** and **eudaimonic well-being** controlling for **personality traits** (traditionally stable)



Di Fabio (2019)

### **Acceptance of Change** (Di Fabio & Gori, 2016b)

(a positive resources increasable through specific trainings):  
able **to explain** additional variance in both **hedonic** and **eudaimonic well-being** controlling for **personality traits** (traditionally stable)



Palazzeschi & Di Fabio (2019)

# SOME EMPIRICAL EVIDENCES

## PERSONAL ENVIRONMENT

Personal resources increasable through specific trainings

in **STRENGTH BASED PERSPECTIVES**

### Trait Emotional Intelligence

(emotional positive resource, increasable through specific trainings) able to **explain** additional variance in

**Intrapreneurial Self-Capital** (Di Fabio, 2014), controlling for the effects of **personality traits** (traditionally stable)

Di Fabio & Saklofske, 2019b

### Trait Emotional Intelligence

(emotional positive resource, increasable through specific trainings) able to **explain** additional variance in

**Resilience/Resiliency**, controlling for the effects of **personality traits** (traditionally stable)

Di Fabio & Saklofske, 2014b  
Di Fabio & Saklofske, 2019  
Di Fabio & Palazzeschi, 2015

### Intrapreneurial Self-Capital (Di Fabio, 2014):

able to **mediate** the relationship between **personality Traits (Extraversion)** and **Innovative Behaviours**

Di Fabio & Duradoni, 2019b

# SOME EMPIRICAL EVIDENCES

**SOCIAL ENVIRONMENT**



Resources increasable  
through specific trainings

to enhance **WELL-BEING** of individuals

**Positive Relational Management** (Di Fabio, 2016)

(positive relational resources, increasable through specific trainings): able **to explain** additional variance in both **hedonic** and **eudaimonic well-being** controlling for for the effects of **personality traits** (traditionally stable)



Di Fabio & Kenny (2019)

**Academic Relational Civility** (Di Fabio & Kenny, 2018)

(positive relational resources for positive relationships in academic context, increasable through specific trainings): able **to explain** additional variance in both **hedonic** and **eudaimonic well-being** controlling for for the effects of **personality traits** (traditionally stable)



Di Fabio & Kenny (2019)

# SOME EMPIRICAL EVIDENCES

**SOCIAL ENVIRONMENT**



Resources increasable through specific trainings

in **STRENGTH BASED PERSPECTIVES**

**Trait Emotional Intelligence**  
(emotional positive resource, increasable through specific trainings)  
able **to explain** additional variance in **Positive Relational Management** (Di Fabio, 2016),  
controlling for the effects of **personality traits**  
(traditionally stable)



Di Fabio & Saklofske (2019b)

**Trait Emotional Intelligence**  
able **to explain** additional variance  
in **Social support**  
controlling for the effects of **personality traits**  
(traditionally stable)



Di Fabio & Kenny (2012)

**Ability Based Emotional Intelligence**  
able **to explain** additional variance  
in **Social support**  
controlling for the effects of **personality traits**  
(traditionally stable)



Di Fabio (2015)

# SOME EMPIRICAL EVIDENCES

**ORGANIZATIONAL ENVIRONMENT**



Resources increasable through specific trainings

to enhance **WELL-BEING**

**Workplace Relational Civility** (Di Fabio & Gori, 2016a):  
(positive relational resources for positive relationships in workplace contexts, increasable through specific trainings): able **to explain** additional variance in both **hedonic** and **eudaimonic well-being** controlling for **personality traits** (traditionally stable)



Di Fabio et al. (2016)

**Human Capital Sustainability Leadership**  
(Di Fabio & Peiro, 2018):  
(positive resource for sustainable human resources management): able **to explain** additional variance in both **hedonic** and **eudaimonic well-being** controlling for **personality traits** (traditionally stable)



Di Fabio (2019)

# SOME EMPIRICAL EVIDENCES

**ORGANIZATIONAL ENVIRONMENT**



Resources increasable through specific trainings

in **STRENGTH BASED PERSPECTIVES (part 1)**

**Workplace Relational Civility** (Di Fabio & Gori, 2016a):  
(focused on positive relationships in workplace contexts, increasable through specific trainings):  
able **to explain** additional variance  
in **Human Capital Sustainability Leadership** controlling for **personality traits** (traditionally stable)



Di Fabio (2017)

**Workplace Relational Civility** (Di Fabio & Gori, 2016a):  
(focused on positive relationships in workplace contexts, increasable through specific trainings):  
able **to explain** additional variance  
in **Acceptance of Change** controlling for the effects of **personality traits** (traditionally stable)



Di Fabio et al. (2016)

# SOME EMPIRICAL EVIDENCES

**ORGANIZATIONAL ENVIRONMENT**



**Prevention**

in **STRENGTH BASED PERSPECTIVES (part 2)**

**Meaningful Work:** able to mediate the relationship between **Perceived work conditions** and **Turnover intention**



Arnoux-Nicolas, Sovet, Lhotellier, Di Fabio, & Bernaud

**Work-Life balance** able to mediate the relationship between **Positive Relational Management** and **Organizational Trust**. **Managerial hierarchy moderates**



Haar, Di Fabio, & Daellenbach (2019)

**Meaningful Work:** able to mediate the relationship between **Positive Relational Management** and **Happiness**. **Human capital and firm size moderate** this median relationship



Haar, Schmitz, Di Fabio, & Daellenbach (2019)

# PSYCHOLOGY of HARMONY and HARMONIZATION

## A VITAL PILLAR FOR THE CRITICAL RESEARCH AREA

of the PSYCHOLOGY OF SUSTAINABILITY AND  
SUSTAINABLE DEVELOPMENT (Di Fabio, 2017a, 2017b,2018, Di Fabio & Tsuda, 2018)



### PSYCHOLOGY of HARMONY and HARMONIZATION

(Di Fabio, 2017, 2018;  
Di Fabio & Tsuda, 2018)

*intrapersonal*

*interpersonal*

*with natural  
world/universe*

harmonic  
recomposition  
processes  
of internal  
and external  
complexity

geographically

temporally

near/far

from roots  
in the **past**

to the  
**present**

to the  
**future**

strengths  
for  
well-being

and

sustainable  
development

# PRIMARY PREVENTION PERSPECTIVE

(Di Fabio & Kenny, 2015; Di Fabio & Saklofske, 2014):

## PSYCHOLOGY OF HARMONIZATION

(Di Fabio, 2017, 2018; Di Fabio & Tsuda, 2018)

Starting from the **self**

with parts of the **self**

with **others**

with **nature** (world)

geographically **near and far**

temporally **near and far**  
in the past, present and **future**

Starting from the **others**

## PSYCHOLOGY of SUSTAINABILITY and SUSTAINABLE DEVELOPMENT

(Di Fabio, 2017a, 2017b)

building **strengths**

**oxigenating**

respect of the *zone of proximal development*

IN RELATION TO DIFFERENT ENVIROMENTS

**natural**  
E.

**personal**  
E.

**social**  
E.

**organizational**  
E.

...  
E.

For human being:  
**the value of (Who I or We...)**

Who I am

Who I am able to become

Who I am comfortable to become

Who I want to become

**reflexivity**

for the *next chapters* of our lives with others in the world and for the world

**gaining access to generativity**

# A PREVENTION PSYCHOLOGICAL PERSPECTIVE FOR ADVANCING (INDIVIDUAL/S, THE SYSTEM/S...)

**PRIMARY  
PREVENTION**



is focused on both avoiding the emergence of a problem before it begins and on promoting psychological well-being

**SECONDARY  
PREVENTION**



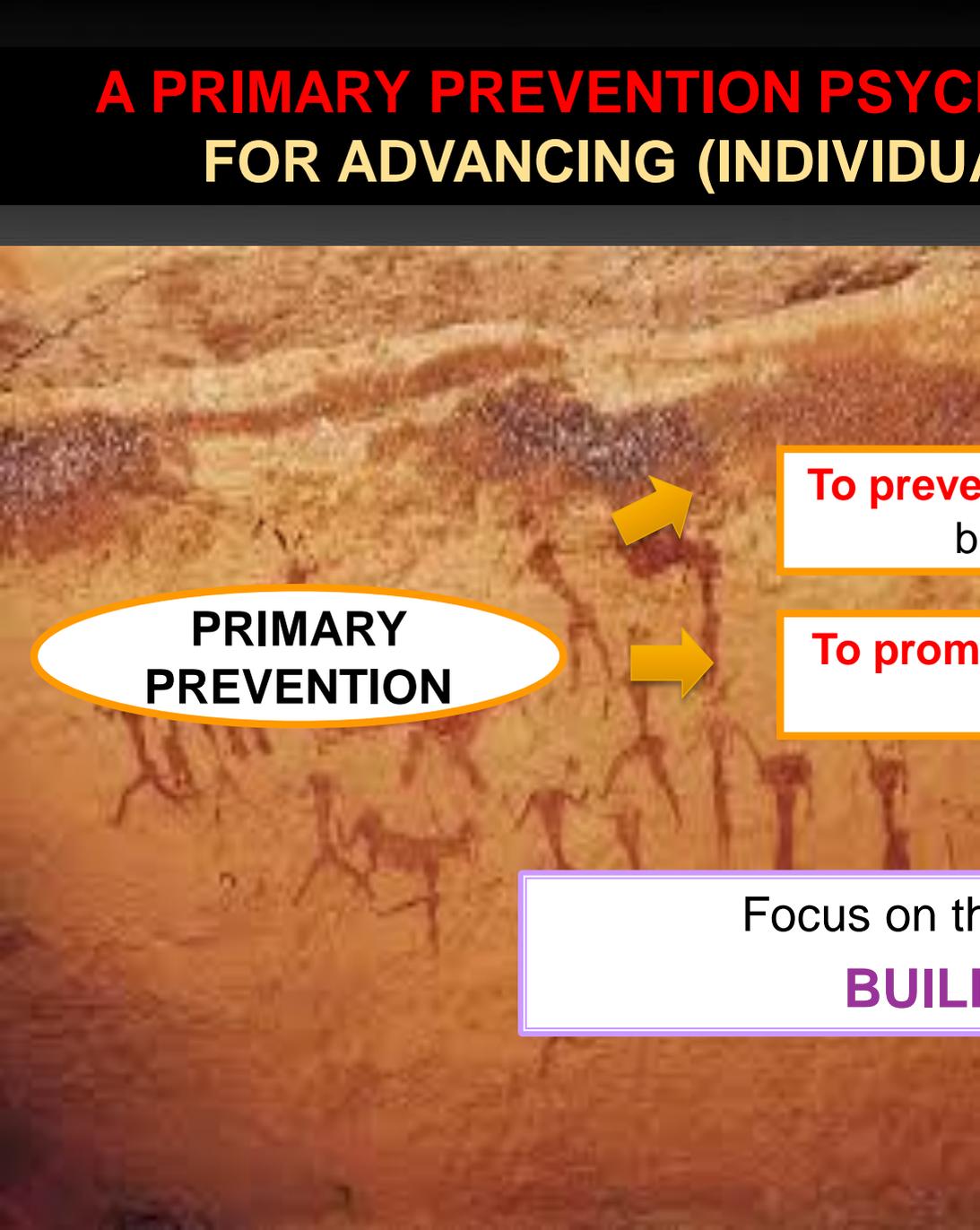
regards early interventions when first symptoms emerged

**TERTIARY  
PREVENTION**



aims to decrease symptoms and to support the functional recovery

# A PRIMARY PREVENTION PSYCHOLOGICAL PERSPECTIVE FOR ADVANCING (INDIVIDUAL/S, THE SYSTEM/S...)



**PRIMARY  
PREVENTION**

**To prevent the development of a problem**  
before it starts from one side

**To promote the psychological well-being**  
on the other side

Focus on the **strengths** of individuals:

**BUILDING STRENGTHS**

# THE VALUE of

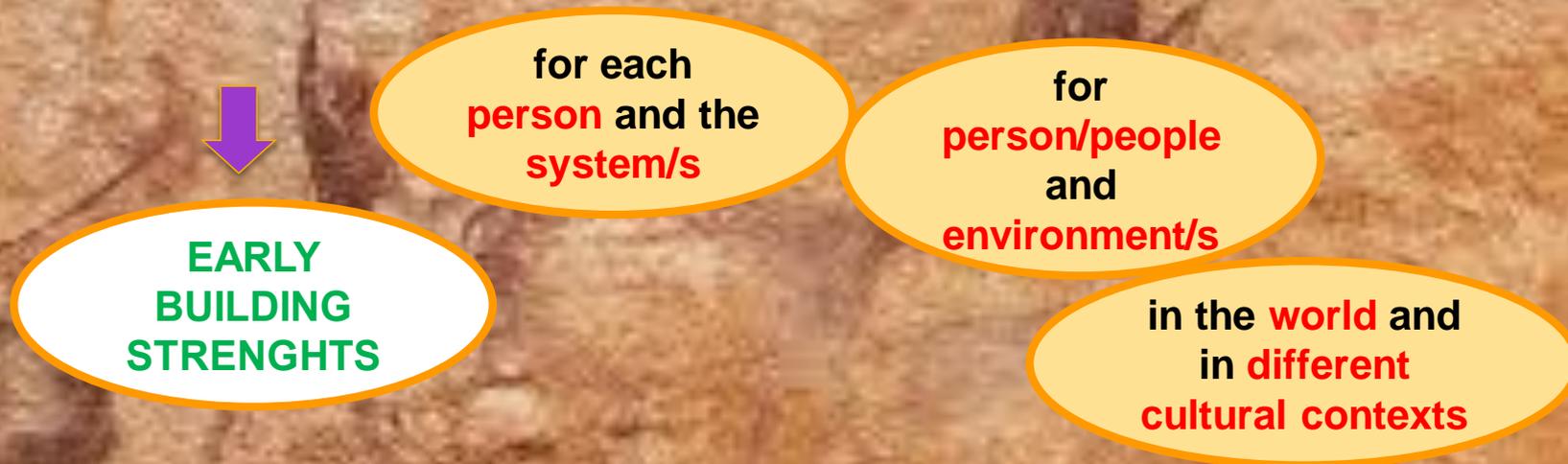
## PRIMARY PREVENTION PERSPECTIVE

(Di Fabio & Kenny, 2012, 2015, 2016)

and

## STRENGTH BASED PERSPECTIVES

(Di Fabio & Saklofske, 2014a, 2014b, 2019)



# RECENT PRODUCTION IN FLORENCE:

**CONSTRUCTS, SCALES  
and TRAININGS**

**Primary Prevention Perspective  
and Strength-based perspectives**

**1) INTRAPRENEURIAL  
SELF-CAPITAL**

(Di Fabio, 2014c)

**2) ACCEPTANCE  
OF CHANGE**

(Di Fabio & Gori, 2016b)

**3) LIFE PROJECT  
REFLEXIVITY**

(Di Fabio, Maree, & Kenny, 2018)

**4) HIGH ENTREPRENEURSHIP,  
LEADERSHIP, AND  
PROFESSIONALISM  
QUESTIONNAIRE (HELP-Q)**

(Di Fabio, Bucci, & Gori, 2016)

**5) POSITIVE  
RELATIONAL  
MANAGEMENT**

(Di Fabio, 2016c)

**8) HUMAN CAPITAL  
SUSTAINABILITY  
LEADERSHIP**

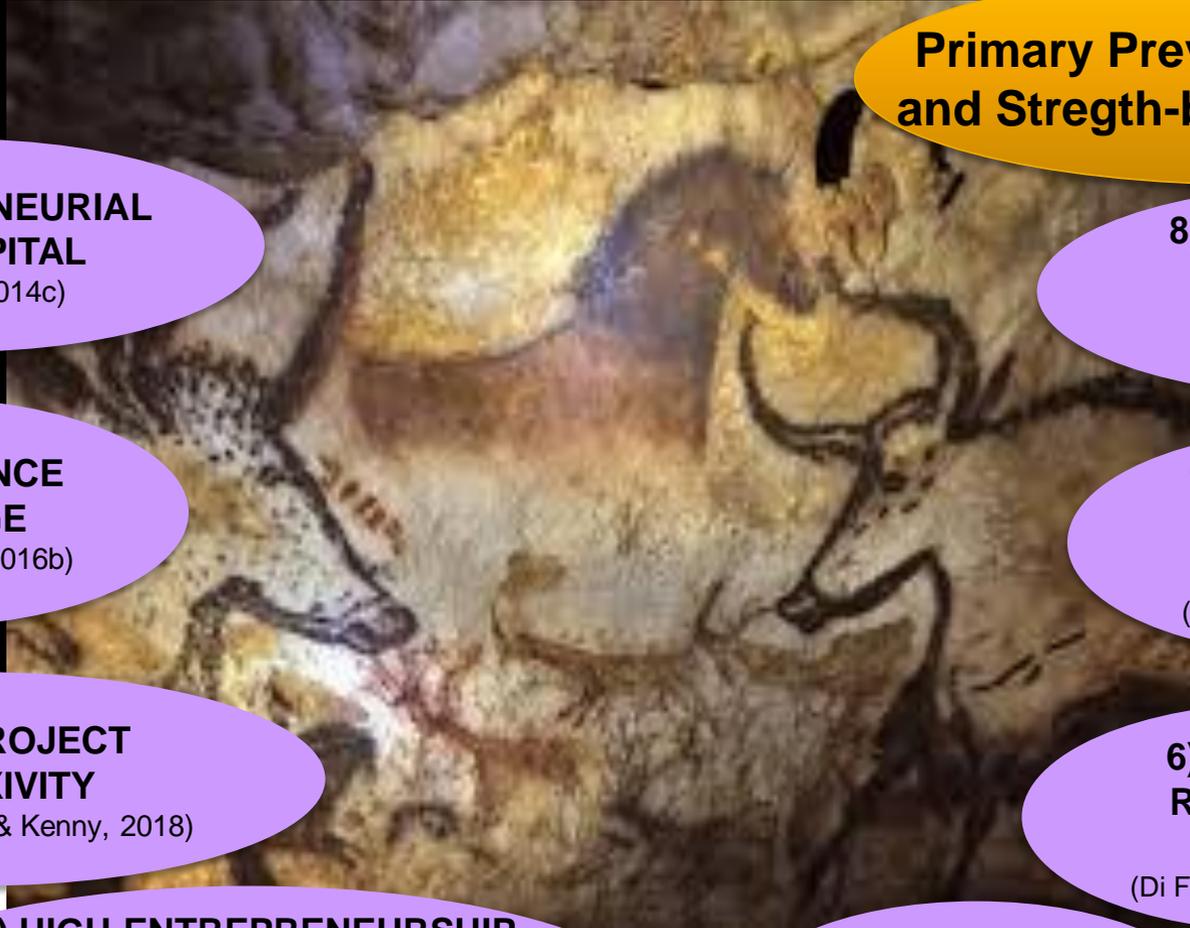
(Di Fabio & Peiró, 2018)

**7) WORKPLACE  
RELATIONAL  
CIVILITY**

(Di Fabio & Gori, 2016a)

**6) ACADEMIC  
RELATIONAL  
CIVILITY**

(Di Fabio & Kenny, 2018)



# CONSTRUCTION OF INDIVIDUAL, CONTEXTUAL, GROUP, ORGANIZATIONAL, COMMUNITIES PRIMARY PREVENTIVE **STRENGTHS** FOR THRIVING (Di Fabio,

## INDIVIDUAL LEVEL

### • INTRAPRENEURIAL SELF-CAPITAL

(Di Fabio, 2014)

### • ACCEPTANCE OF CHANGE

(Di Fabio & Gori, 2016b)

### • LIFE PROJECT REFLEXIVITY

(Di Fabio, Maree, & Kenny, 2018)

### • HIGH ENTREPRENEURSHIP, LEADERSHIP, AND PROFESSIONALISM QUESTIONNAIRE (HELP-Q)

(Di Fabio, Bucci, & Gori, 2016)

## INTERFACE INDIVIDUAL- CONTEXT-GROUP LEVEL

### • POSITIVE RELATIONAL MANAGEMENT

(Di Fabio, 2016)

### • ACADEMIC RELATIONAL CIVILITY

(Di Fabio & Kenny, 2018)

## ORGANIZATIONAL LEVEL

### • WORKPLACE RELATIONAL CIVILITY

(Di Fabio & Gori, 2016a)

### • HUMAN CAPITAL SUSTAINABILITY LEADERSHIP

(Di Fabio & Peiró, 2018)

# CONSTRUCTION OF PRIMARY PREVENTIVE STRENGTHS AT INDIVIDUAL LEVEL IN THE XXI CENTURY

## INDIVIDUAL LEVEL

- **INTRAPRENEURIAL  
SELF-CAPITAL**

(Di Fabio, 2014)

- **ACCEPTANCE OF CHANGE**

(Di Fabio & Gori, 2016b)

- **LIFE PROJECT  
REFLEXIVITY**

(Di Fabio, Maree, & Kenny, 2018)

**HIGH ENTREPRENEURSHIP,  
LEADERSHIP, AND  
PROFESSIONALISM  
QUESTIONNAIRE  
(HELP-Q)**

(Di Fabio, Bucci, & Gori, 2016)



# INTRAPRENEURIAL SELF-CAPITAL SCALE (ISCS)

Di Fabio, A. (2014). Intrapreneurial Self-Capital:  
A new construct for the 21<sup>st</sup> century.  
*Journal of Employment Counseling, 51, 98-111.*

CONSTRUCT

7 SUBCONSTRUCTS

28 ITEM

Higher order construct

A core of  
individual intrapreneurial resources

to deal with the  
frequent changes and transitions  
by creating innovative solutions  
when confronted with constraints  
of the environment  
to turn constraints into resources

RESPONSE  
FORMAT

5-point Likert scales from  
1 = *strongly disagree* to 5 = *strongly agree*

Core  
Self-evaluation

Positive self-concept

Hardiness

Commitment, Control, Challenge

Creative  
self-efficacy

Individual's perception of the ability to face  
and solve problems in a creative way

Resilience

The ability to cope with adversity

Goal mastery

The pursuit of developing own one's skills

Decisiveness

The ability to make decisions in a timely  
manner in any life context

Vigilance

Careful and adaptive searching of relevant  
information in decisional processes

# ACCEPTANCE OF CHANGE SCALE SCALE (ACS)

CONSTRUCT

5 DIMENSIONS

20 ITEM

Tendency to embrace change because acceptance is regarded as positive for a person's well-being

Predisposition to change

ability people have to learn from change and to use change to improve the quality of their lives

Support for change

social support perceived to be received from others when facing challenges

Change seeking

tendency to look for change, ability to acquire and retain information, and to exhibit a need for new stimuli

Positive reaction to change

perception of positive emotions as reactions to change, experiencing change positively, and having benefit from it

Cognitive flexibility

mental ability to switch between different concepts or to adapt cognitive processing strategies



RESPONSE  
FORMAT

5-point Likert- type scale

(1 = not at all, 2 = a little, 3 = somewhat, 4 = much, 5 = a great deal)

Di Fabio, A., & Gori, A. (2016b). Developing a new instrument for assessing Acceptance of Change. *Frontiers in Psychology, Section Organizational Psychology, 7*, 802.

# LIFE PROJECT REFLEXIVITY SCALE (LPRS)

Di Fabio, A., Maree, J. G., & Kenny, M. E. (2018). Development of the Life Project Reflexivity Scale: A new career intervention inventory. *Journal of Career Assessment*, 1-13. doi: 10.1177/1069072718758065

CONSTRUCT

3 DIMENSIONS

15 ITEM

People's **reflexivity** regarding their future work-life projects

**Projectuality**

clarity about personal work-life projects; awareness of the implications of choices and work-life project decisions

**Authenticity**

awareness of work-life projects grounded in personal most authentic values and meaning

**Acquiescence**

inclination to passively accept "other-directed" projectualities



RESPONSE  
FORMAT

5-point Likert scales from  
1 = *strongly disagree* to 5 = *strongly agree*

# HIGH ENTREPRENEURSHIP, LEADERSHIP, AND PROFESSIONALISM QUESTIONNAIRE (HELP-Q)

Di Fabio, A., Bucci, O., & Gori, A. (2016). High Entrepreneurship, Leadership, and Professionalism (HELP): Towards an integrated, empirically based perspective. In G. Giorgi, M. Shoss, & A. Di Fabio (Eds.), *From organizational welfare to business success: Higher performance in healthy organizational environments*. Research Topic in *Frontiers in Psychology. Organizational Psychology*, 7, 1842. doi: 10.3389/fpsyg.2016.01842

## 3 DIMENSIONS

influencing the activities of an organized group toward goal achievement

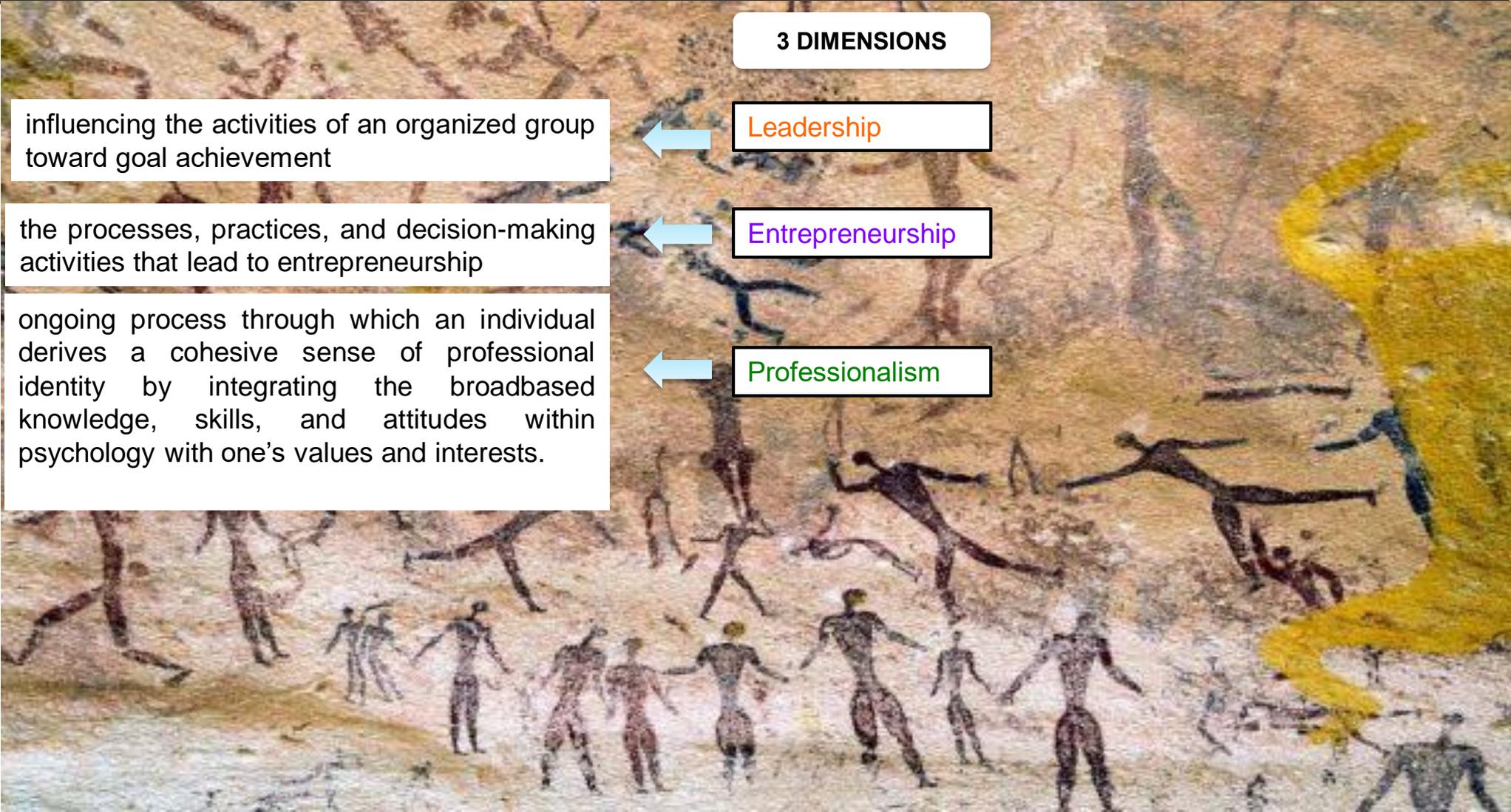
Leadership

the processes, practices, and decision-making activities that lead to entrepreneurship

Entrepreneurship

ongoing process through which an individual derives a cohesive sense of professional identity by integrating the broadbased knowledge, skills, and attitudes within psychology with one's values and interests.

Professionalism



# CONSTRUCTION OF PRIMARY PREVENTIVE **STRENGTHS** AT INTERFACE INDIVIDUAL-CONTEXT-GROUP LEVEL IN THE XXI CENTURY

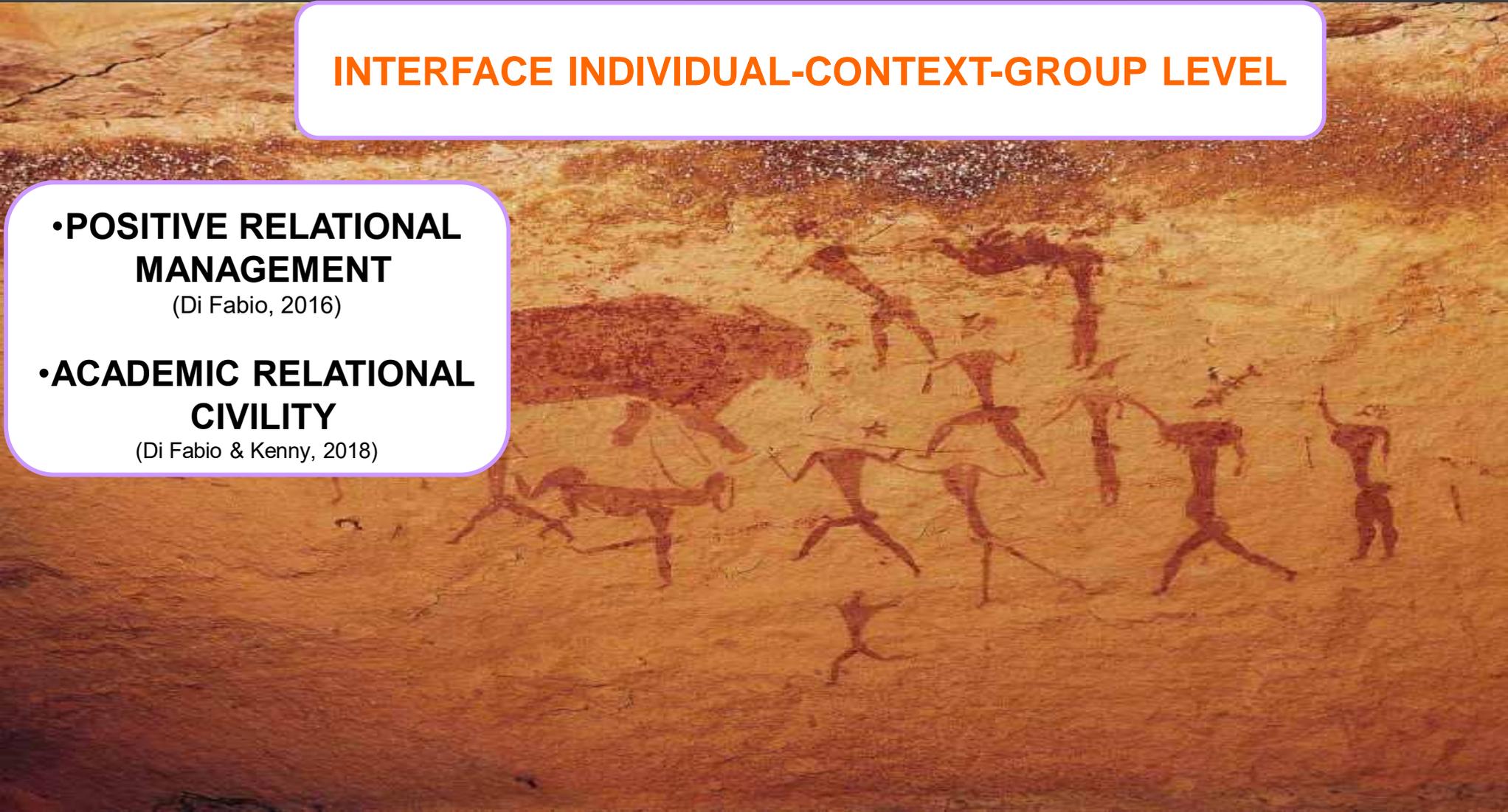
## INTERFACE INDIVIDUAL-CONTEXT-GROUP LEVEL

- **POSITIVE RELATIONAL  
MANAGEMENT**

(Di Fabio, 2016)

- **ACADEMIC RELATIONAL  
CIVILITY**

(Di Fabio & Kenny, 2018)



# POSITIVE RELATIONAL MANAGEMENT SCALE (PRMS)

Di Fabio, A. (2016). Positive Relational Management for healthy organizations: Psychometric properties of a new scale for prevention for workers. In G. Giorgi, M. Shoss, & A. Di Fabio (Eds.), From organizational welfare to business success: Higher performance in healthy organizational environments. Research Topic in *Frontiers in Psychology*. *Organizational Psychology*, 7, 1523. doi: 10.3389/fpsyg.2016.0152

## CONSTRUCT

A resource for relational productive and positive adaptation in the context

## 3 DIMENSIONS

Respect

my respect for others, the respect of others for me, my respect for myself

Caring

my care for others, the care of others for me, my care for myself;

Connectedness

my connectedness with family members, with friends, with significant others, reciprocity

## 12 ITEM

## RESPONSE FORMAT

5-point Likert- type scale  
1 = *strongly disagree* to 5 = *strongly agree*



# ACADEMIC RELATIONAL CIVILITY (ARC) SCALE

Di Fabio, A., & Kenny, M. E. (2018). Academic Relational Civility as a Key Resource for Sustaining Well-Being. *Sustainability MDPI*, 10, 1914. doi:10.3390/su10061914

## CONSTRUCT

A relational style characterized by **respect** and **concern** for the self and others, **interpersonal sensitivity**, **personal education**, **kindness** towards others

decency in relationships, respect for the self and for others, being able to express opinions freely, being assertive, and being tactful

kindness deal with others in a polite manner through effective diversity management

ability to read the emotions of others easily and to demonstrate delicacy, empathy, compassion and attention to their reactions

## RESPONSE FORMAT

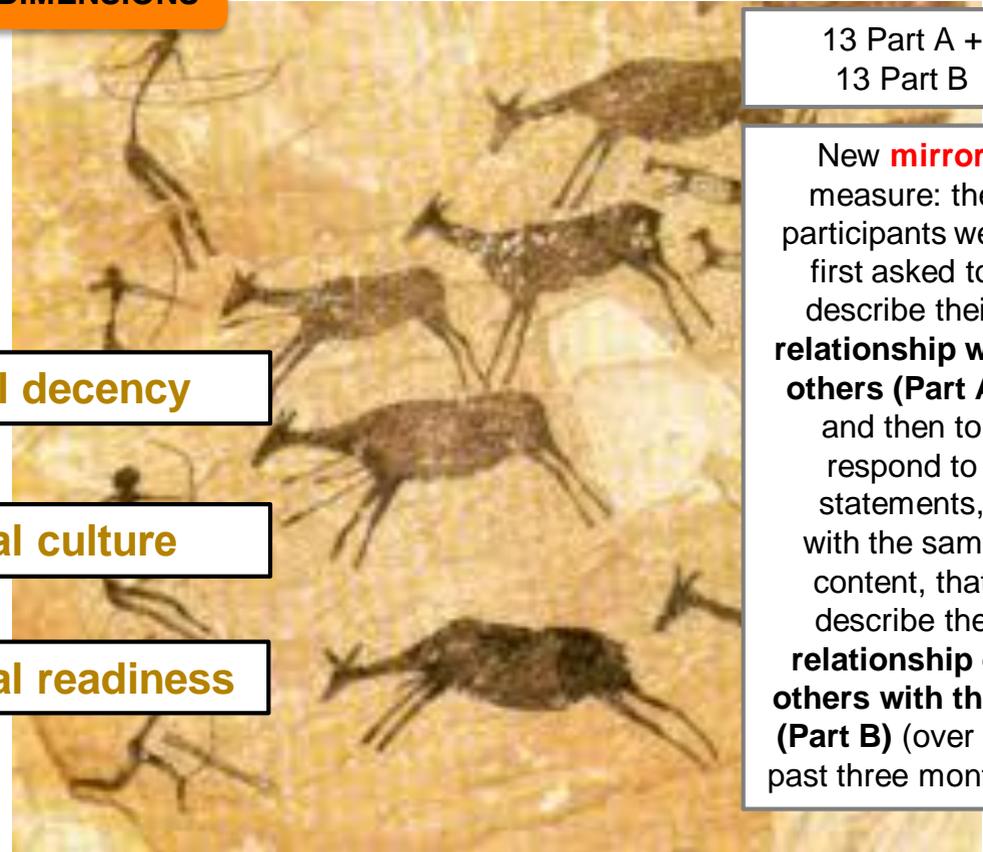
5-point Likert- type scale  
1 = *strongly disagree* to 5 = *strongly agree*

## 3 DIMENSIONS

Relational decency

Relational culture

Relational readiness



## ITEM

13 Part A +  
13 Part B

New **mirror** measure: the participants were first asked to describe their **relationship with others (Part A)**, and then to respond to statements, with the same content, that describe the **relationship of others with them (Part B)** (over the past three months)

# CONSTRUCTION OF STRENGTHS AT INTERFACE OF ORGANIZATIONAL LEVEL IN THE XXI CENTURY

## ORGANIZATIONAL LEVEL

- **WORKPLACE  
RELATIONAL  
CIVILITY**

(Di Fabio & Gori, 2016a)

- **HUMAN CAPITAL  
SUSTAINABILITY  
LEADERSHIP**

(Di Fabio & Peiró, 2018)



# WORKPLACE RELATIONAL CIVILITY (WRC) SCALE

Di Fabio, A., & Gori, A. (2016). Assessing Workplace Relational Civility (WRC) with a new multidimensional “mirror” measure. In A. Di Fabio & D. L. Blustein (Eds.), *From meaning of working to meaningful lives: The challenges of expanding decent work*. Research Topic in *Frontiers in Psychology, Section Organizational Psychology*, 7, 890. doi: 10.3389/fpsyg.2016.00890

## CONSTRUCT

A relational style characterized by **respect** and **concern** for the self and others, **interpersonal sensitivity**, **personal education**, **kindness** towards others

## 3 DIMENSIONS

Relational decency

Relational culture

Relational readiness

## ITEM

13 Part A +  
13 Part B

New **mirror** measure: the participants were first asked to describe their **relationship with others (Part A)**, and then to respond to statements, with the same content, that describe the **relationship of others with them (Part B)** (over the past three months)

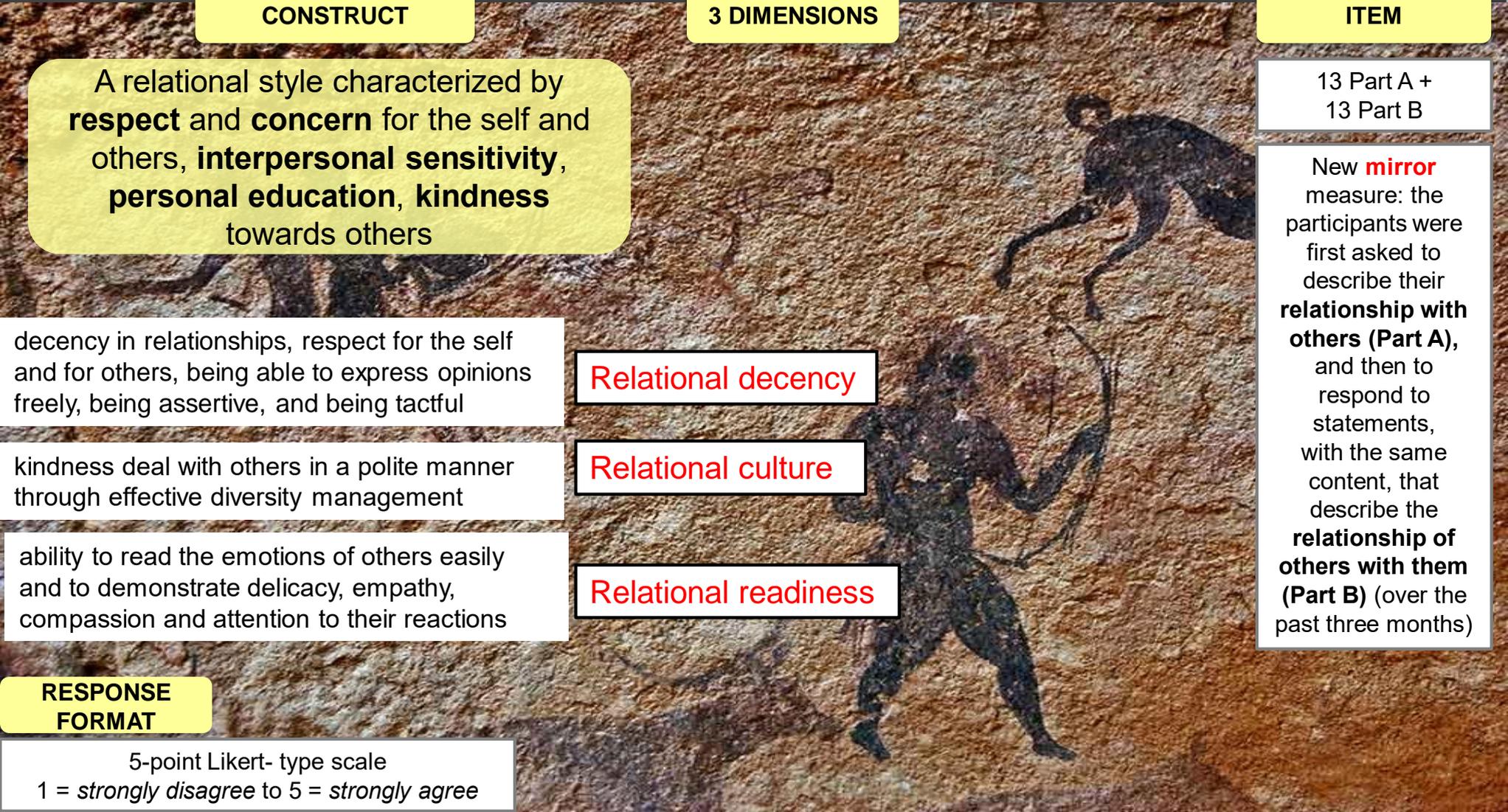
## RESPONSE FORMAT

5-point Likert- type scale  
1 = *strongly disagree* to 5 = *strongly agree*

decency in relationships, respect for the self and for others, being able to express opinions freely, being assertive, and being tactful

kindness deal with others in a polite manner through effective diversity management

ability to read the emotions of others easily and to demonstrate delicacy, empathy, compassion and attention to their reactions



# HUMAN CAPITAL SUSTAINABILITY LEADERSHIP (LEADERS AND FOLLOWERS VERSIONS)

Di Fabio, A., & Peiró, J. M. (2018). Human Capital Sustainability Leadership to promote sustainable development and healthy organizations: A new scale. *Sustainability MDPI, 10*, 1914. doi:10.3390/su10061914

HIGHER-ORDER  
CONSTRUCT

from 4 leadership styles

16 ITEM

Focus on healthy people as flourishing and resilient workers, on healthy organizations as thriving and successful environments characterized by the positive circle of long-term well-being and performance.

Higher-order construct, composed of four specific types of leadership (ethical, sustainable, mindful and servant leadership) evaluated from the leaders' point of view.

Ethical  
leadership

aims to engender fair and just aims, empower an organization's members, create consistency of actions with espoused values, use behaviour to communicate or enforce ethical standards, fair decisions and rewards, kindness, compassion and concern for others

Sustainability  
leadership

creates and preserves continuous learning, secures success over time, sustains the leadership of others, addresses issues of social justice, develops rather than depletes human and material resources, develops environmental diversity and capacity, and is actively engaged in the environment.

Mindful  
leadership

style based on paying attention to the present moment, and recognizing personal feelings and emotions and keeping them under control, especially under stress; awareness of an individual's own presence at a given time and its impact on other people

Servant  
leadership

growth of the followers for their personal interest (not for the interest of the organization or the leader), recognizing their needs and helping them on the basis of a moral responsibility towards them

# **TRAINING FOR ENHANCING POSITIVE PREVENTIVE RESOURCES** from the two international Laboratories in Florence, Italy

## **Training for enhancing Intrapreneurial Self-Capital**

(Di Fabio, 2014; Di Fabio & Van Esbroeck, 2016)

## **Training for enhancing Acceptance of Change**

(Di Fabio, in press; Di Fabio & Gori, 2016b)

## **Training for enhancing Life Project Reflexivity**

(Di Fabio, in press; Di Fabio et al., 2018)

## **Training for enhancing HELP**

(Di Fabio, in press; Di Fabio et al., 2016)

## **Training for enhancing Workplace/Academic Relational Civility**

(Di Fabio, in press; Di Fabio & Gori, 2016a)

## **Training for enhancing Human Capital Sustainable Leadership**

(Di Fabio, in press; Di Fabio & Peiró, in press)



## **Training for enhancing Emotional Intelligence**

(Di Fabio, 2010; Di Fabio & Kenny, 2011)

# CRUCIAL CONTRIBUTIONS OF

## CAREER GUIDANCE AND CAREER COUNSELING

### TO PSYCHOLOGY OF SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT

(Di Fabio, 2017a, 2017b; Di Fabio & Rosen, 2018)

**Guidance and career  
counseling:**  
critical and vital opportunities

for constructing  
well-being and quality of life  
regarding

Natural  
environment

Individual  
environment

Organizational  
environment

Social  
environment

...

# CRUCIAL CONTRIBUTIONS OF GUIDANCE AND CAREER COUNSELING FOR

# WELL-BEING AND QUALITY OF LIFE

## TRADITIONALLY

### GREEN GUIDANCE (Plant, 2014):

- ✓ define guidance, and especially career choice, in terms of **ecology rather than just economy**
- ✓ environmental concerns are put **to the forefront of guidance**
- ✓ puts a wider perspective to career choices: what is **the environmental impact of a particular career path?**

## THE PSYCHOLOGY OF SUSTAINABILITY AND SUSTAINBLE DEVELOPMENT

- ✓ guidance, career choice and career management are defined in terms of **harmonization of ecology, economy, equity and well-being outcomes**
- ✓ environmental concerns are **present and balanced in the process**
- ✓ puts a wider perspective to career choices: **environmental/personal/social/community... impact of a particular career path**
- ✓ puts a wider perspective **to sustainable processes for the natural/personal/social/organizational/... environment/s**

# CRUCIAL CONTRIBUTIONS OF GUIDANCE AND CAREER COUNSELING FOR

# WELL-BEING AND QUALITY OF LIFE

## NATURAL ENVIRONMENT

### Traditionally

#### **Green Guidance** (Plant, 2014; Reid, 2016):

- ✓ needs to be able to provide advice on jobs in sustainability area or green careers  
(as for example green lawyer working with environmental cases...)

#### **Green Career Counseling**

(Plant, 2014; Reid, 2016)

- ✓ enhances awareness of the importance of green and new careers

## Psychology of Sustainability and Sustainable Development

### asks for

**Prevention perspective** (three levels)  
(Di Fabio & Kenny, 2012, 2015, 2016)

### and

**Strength based perspectives**  
(Di Fabio & Saklofske, 2014a, 2014b, 2019)

## BUILDING STRENGTH

environmental and sustainability/sustainable development principles, positive narratives

(Di Fabio, 2017, 2019) and active intervention/s

- at level of individual/s
- at level of influencers

(parents, school and community, regional, national and international policy-makers/stakeholders)

- at a systemic complex level/s

# CRUCIAL CONTRIBUTIONS OF GUIDANCE AND CAREER COUNSELING FOR

## INDIVIDUAL ENVIRONMENT

### Traditionally

**Green Guidance** (Plant, 2014; Reid, 2016):

- ✓ helps to **explore more green choices** in any sector
- ✓ gives **information materials** on career options including environmental aspects/careers

**Green Career counseling** (Plant, 2014; Reid, 2016):

- ✓ can help people explore their **expectations** about life and work, considering **consequences for other in the environment**
- ✓ could encourage individual to be **conscious of the environment** with how they behave **at work**

**Sustainability of professional/ personal project for decent work/ decent lives** (Di Fabio, 2017a, 2019; Di Fabio & Blustein, 2016):

Environmental and sustainability/sustainable development principles, **positive narratives**

(Di Fabio, 2017, 2019)

- and **active intervention/s**
- at level **of/for** individual/s
  - at level of influencers (parents, school and community, regional, national and international policy-makers/stakeholders)
  - at a systemic complex level/s

# WELL-BEING AND QUALITY OF LIFE

## Psychology of Sustainability and Sustainable Development

asks for

**Prevention perspective** (three levels) (Di Fabio & Kenny, 2012, 2015, 2016)

and

**Strength based perspectives** (Di Fabio & Saklofske, 2014a, 2014b, 2019)

## BUILDING STRENGTH

Passage from the paradigm of motivation to the **paradigm of meaning**

(Di Fabio & Blustein, 2016)

**Advocacy for**

- culture/s,
- services,
- accountability

# CRUCIAL CONTRIBUTIONS OF GUIDANCE AND CAREER COUNSELING FOR

## ORGANIZATIONAL ENVIRONMENT

### Traditionally

**Green Guidance** (Plant, 2014; Reid, 2016):

- ✓ needs to pay more attention to sustainability issues in organizations
- ✓ underlines the necessity to recruit staff who understand these concerns

**Green Career counseling** (Plant, 2014; Reid, 2016):

- ✓ encourages job applicants to consider organizations that view their social responsibilities seriously and that implement enlightened human resource policies

## WELL-BEING AND QUALITY OF LIFE

### Psychology of Sustainability and Sustainable Development

**asks for**

**Prevention perspective**

(Di Fabio & Kenny, 2012, 2015, 2016)

**and**

**Strength based perspectives**

(Di Fabio & Saklofske, 2014a, 2014b, 2019)

- Organizations and managers more prepared to the issue of sustainability and sustainable development (Di Fabio, 2017a, 2017b), at the three level of prevention for “healthy business, healthy workers and healthy organizations”

# CRUCIAL CONTRIBUTIONS OF GUIDANCE AND CAREER COUNSELING FOR

## SOCIAL ENVIRONMENT

## WELL-BEING AND QUALITY OF LIFE

Traditionally

In the Psychology of Sustainability  
and Sustainable Development

**Green Guidance** (Plant, 2014; Reid, 2016):

- ✓ promotes ethical values in career guidance and counseling that contribute to building efficient, wealthier, and more just societies – promotion of social justice (Blustein, 2006; Guichard, 2013a)

asks for  
**Prevention perspective**  
(Di Fabio & Kenny, 2012, 2015, 2016)

and  
**Strength based perspectives**  
(Di Fabio & Saklofske, 2014a, 2014b, 2019)

**Green Career counseling** (Plant, 2014; Reid, 2016):

- ✓ promotes a balance between individual aspirations and societal and global needs (Guichard, 2013a; Plant, 2013)
- ✓ underlines the importance of aligning individual needs with the needs of society, the environment, and the common good (Barham & Eagleson, 2013; Guichard, 2013a)

- Not only group interventions, family interventions...
- but also social campaigns, cycles of movies, cultural initiatives, exhibitions, volunteering, ...

# CRUCIAL CONTRIBUTIONS OF GUIDANCE AND CAREER COUNSELING FOR CONSTRUCTING WELL-BEING AND QUALITY OF LIFE

Guidance and Career Counseling



**Bump keys** of primary, secondary and tertiary prevention in relation to

**Natural environment**

**Individual environment**

**Organizational environment**

**Social environment**

asks to paid attention to the sustainability of career and life project  
(Di Fabio, 2019)  
taking into consideration

a primary preventive perspective  
(Di Fabio & Kenny, 2012, 2015, 2016)  
and strength based preventive perspectives  
(Di Fabio & Saklofske, 2014a, 2014b, 2019)

# TAKES HOME MESSAGES...

Guidance and Career Counseling are  
an helping profession



fundamental for professionals to stay constantly updated on



news of  
scientific research



news of good practices  
anchored to research

Scientific associations as **IAEVG** are very useful  
for this purpose

# TAKES HOME MESSAGES...

**IAEVG**

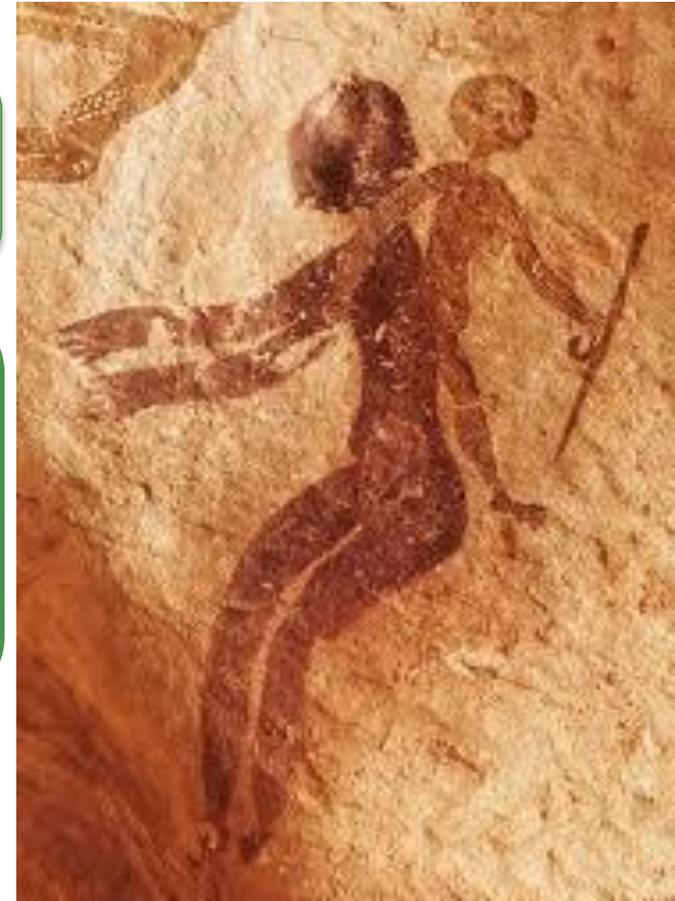


it has performed this function admirably  
since the last century

**OTHER ASSOCIATIONS  
WITH WHICH TO DIALOGUE**

**International Association of Applied Psychology  
(IAAP)**

- Division 16 – Counseling
- Division 1 – Work and Organizational Psychology



# TAKE HOME MESSAGES...

## NOVELTIES/CURRENT ISSUES EMERGING IN RELATION TO THE COMPLEXITY OF THE 21ST CENTURY

1

**Psychology of Sustainability and  
Sustainable Development**  
(Di Fabio, 2017a, 2017b, Di Fabio & Rosen, 2018)  
in a **cross-cultural approach**

2

**Accountability**

3

**Decent Work and Decent Lives**

4

From Psychology of Working Framework (**PWF**)  
to Psychology of Working Theory (**PWT**)



[Submit to Special Issue](#)

[Review for Sustainability](#)

[Edit a Special Issue](#)

## Special Issue "Well-Being and Happiness for Harmonization of Natural and Cultural Resources: Cross-Cultural Pillars of Sustainability"

- [Special Issue Editors](#)

### Special Issue Editors

*Guest Editor*

**Prof. Dr. Annamaria Di Fabio** [Website](#) [E-Mail](#)

Department of Education, Languages, Intercultures, Literatures and Psychology (Psychology Section), University of Florence, 50135 Florence, Italy

**Interests:** psychology of sustainability and sustainable development; cross-cultural positive psychology; prevention; work and organizational psychology; healthy organizations; talents; positive career outcomes; career decision-making; workplace relational civility; decent work; positive relational-management; intrapreneurial self-capital; entrepreneurship in a primary prevention perspective (at different stages); acceptance of change; project reflexivity; career counseling; guidance; resiliency; emotional intelligence; personality and individual differences



*Guest Editor*

**Prof. Dr. Akira Tsuda** [Website](#) [E-Mail](#)

Full Professor of Health Psychology, Kurume University, Japan

**Interests:** indigenous and cultural psychological aspects of stress; health and well-being from the point of view of a biopsychosocial approach; development of stress biomarkers that contribute to examine the underlying mechanism of stress-coping-ill-health outcome processes



# THE 21st CENTURY: THE PILLAR OF ACCOUNTABILITY

In the current period  
of **economic crisis**  
the principles of **accountability**  
are increasingly important!  
(Di Fabio, 2014, 2018)



**Now we also have to answer  
to the CALL**  
(Blustein et al., 2005)



To provide **effective interventions** without wasting  
the limited available resources  
(Whiston, 1996, 2001)



**Accountability:** traditionally concerns for

- **service costs**
- **intervention effectiveness**
- **“best practices supported by research”**

(Sexton, Schofield, & Whiston, 1997)

**for new qualitative tools**

(Di Fabio & Bernaud, 2018)

to detect change in clients' narratives  
and to evaluate the effectiveness  
of narrative career counseling  
intervention

# ACCOUNTABILITY FOR GUIDANCE AND CAREER COUNSELING INTERVENTIONS IN THE 21st CENTURY

2

Importance of evaluation of the **effectiveness** of intervention using multiple measures of outcome from multiple perspectives (Whiston, 1996, 2008)



Evaluation of the effectiveness in a **quali+quanti** perspective (Di Fabio, 2012, 2014b; Di Fabio & Maree, 2013; Maree & Di Fabio, 2015)



**INNOVATION**



In a **qualitative perspective**: importance to develop **new qualitative tools** to detect narrative change (Di Fabio, 2014, Hartung, 2010a, 2010b, 2013; Rehfuss, 2009; Rehfuss & Di Fabio, 2012)

In a **quantitative perspective**: traditional quantitative variables + **new quantitative variables more congruent** with new narrative interventions (Di Fabio, 2014, 2016, Di Fabio & Bernaud, 2018; Di Fabio & Maree, 2013; Maree & Di Fabio, 2015)



Annamaria Di Fabio · Jean-Luc Bernaud  
Editors

# Narrative Interventions in Post-modern Guidance and Career Counseling

A Review of Case Studies and Innovative  
Qualitative Approaches

 Springer

PSYCHOLOGY RESEARCH PROGRESS

# *Positive Psychology for Healthy Organizations*

The Challenge of Primary Prevention  
in a Cross-Cultural Perspective



Annamaria Di Fabio  
Editor

NOVA

3

# DECENT WORK AND DECENT LIVES

(Di Fabio & Blustein, 2016)

**Commitment on the topic of DECENT WORK**

of both **IAAP**  
**(International Association of Applied Psychology)**

and **UNESCO Chair UniTwin**  
on Lifelong Guidance and Counseling  
founded by **Jean Guichard in 2013**  
at the **University of Wroclaw**  
with Violetta Podgórna and Marek Podgórný

2018

# IAAP Committees, Task Forces, Coordinators, Liaisons, and Special Projects

## Special Projects

### CLIMATE CHANGE

Terry Hartig

[terry.hartig@ibf.uu.se](mailto:terry.hartig@ibf.uu.se)

### GENDER EQUALITY

Kristina Potocnik

[Kristina.Potocnik@ed.ac.uk](mailto:Kristina.Potocnik@ed.ac.uk)

### IMMIGRANTS AND REFUGEES

Fanny Verkampt

[fanny.verkampt@univ-tlse2.fr](mailto:fanny.verkampt@univ-tlse2.fr)

### QUALITY EDUCATION

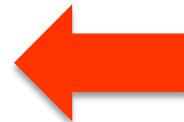
Frederic Guay

[frederic.guay@fse.ulaval.ca](mailto:frederic.guay@fse.ulaval.ca)

### PROMOTING DECENT WORK FOR ALL

Annamaria Di Fabio

[adifabio@psico.unifi.it](mailto:adifabio@psico.unifi.it)



**DECENT WORK**



United Nations Educational, Scientific and Cultural Organization



- UNESCO Chair on Lifelong Guidance and Counseling, University of Wrocław
- Institute of Pedagogy



Uniwersytet Wrocławski



United Nations Educational, Scientific and Cultural Organization



- UNITWIN Network
- "Life Designing Interventions (counseling, guidance, education) for decent work and sustainable development"

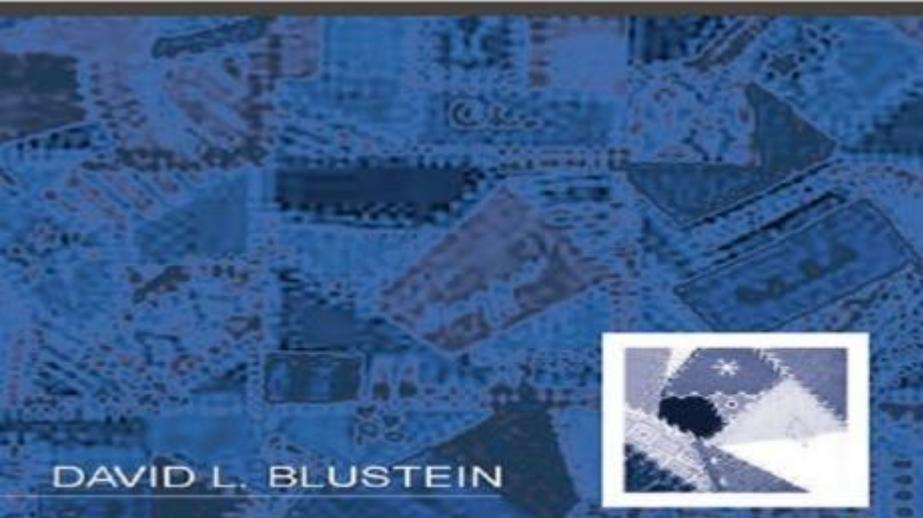


**DECENT WORK**

**DECENT WORK AND DECENT LIVES (Di Fabio & Blustein, 2016)**

A New Perspective  
for Career Development,  
Counseling, and Public Policy

# THE PSYCHOLOGY OF WORKING



DAVID L. BLUSTEIN

Journal of Vocational Behavior 79 (2011) 1–17

Contents lists available at ScienceDirect

Journal of Vocational Behavior

journal homepage: [www.elsevier.com/locate/jvb](http://www.elsevier.com/locate/jvb)



ELSEVIER



## The Psychology of Working Theory

Ryan D. Duffy  
University of Florida

David L. Blustein  
Boston College

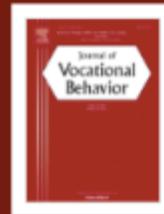
Matthew A. Diemer  
University of Michigan

Kelsey L. Autin  
University of Florida



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## A Cross Cultural Exploration of Decent Work

Edited by Ryan D. Duffy, David L. Blustein

A relational theory of working

David L. Blustein

Department of Counseling, Developmental, and Educational Psychology, Boston College, Campus-315, Chestnut Hill, MA 02467, USA



**REGULAR APPOINTMENTS  
AT THE UNIVERSITY OF FLORENCE  
(ITALY)**

# Positive Organizational Health Psychology in a **cross-cultural primary preventive perspective**

## International Core-group

for the scientific project  
“Healthier societies fostering healthy organizations:  
A cross-cultural perspective”  
International Biannual Conference 2020

- **Maureen E. Kenny** (Boston College, USA)
- **Jose-Maria Peiró** (University of Valencia, Spain)
- **Donald H. Saklofske** (University of Western Ontario, Canada)
- **Akira Tsuda** (Kurume University, Japan)
- **Annamaria Di Fabio** (University of Florence, Italy)

**settled at the University of Florence, Italy since 2016**

**with the honorable participation of**  
**Saths Cooper**

(International Union of Psychological Science IUPsyS  
and University of Pretoria, South Africa)



Healthier Societies fostering  
Healthy Organizations  
International Core Group

# SOMETHING MORE...

## Positive Cross-cultural Organizational Health Psychology

Officially born in Florence in 2017 on the basis of the International Core Group organizing

The First International Cross-cultural Conference  
“Healthier societies fostering healthy organizations:  
A cross-cultural perspective”

**AUGUST 2018**

**From this First International Conference  
maintaining the same direction...**

**to the Second International Conference  
“*Healthier societies fostering healthy organizations:  
A cross-cultural perspective*” (August 30-September 1, 2018)**

**and**

**the First Summer School  
“*Healthy organizations: From research to application*” (August 27-30, 2018)**

**TOMORROW: 2020**

Building together the Third International Conference  
“*Healthier societies fostering healthy organizations:  
A cross-cultural perspective*” (August 24-26, 2020)

Building together also the International Conference  
“*PROMOTING DECENT WORK FOR ALL*”  
(August 26-28, 2020)

and

the **Second Summer School**  
“*Healthy organizations and Societies: From research to application*”  
(August 27-30, 2018)

**Blustein, D. L., Ali, S. R., & Flores, L. Y. (2019).  
Vocational Psychology:  
Expanding the Vision and Enhancing the Impact.  
*The Counseling Psychologist*, 47(2), 166-221**



**“CALL for a more expansive and transformative vision of VOCATIONAL PSYCHOLOGY**

**CORE PILLARS: Theory, Research, Practice, and Training**

**RECOMMENDATIONS: ...**

**INDIVIDUAL AND COLLECTIVE ATTENTION**

as we move forward into an age of growing uncertainty in the workplace

**...CORE OF COUNSELING PSYCHOLOGY’S IDENTITY AND FUTURE: ...**

the reinvigorated mission ... to create a framework for a rejuvenated vocational psychology

... of this challenging era

**TO CONTINUE TO EMBRACE OUR  
BROAD, DEVELOPMENTAL, AND SOCIAL JUSTICE VISION**

**OUR SPECIALTY can meet these challenges: ...**

**creative ideas,**

**compassion** for those on the margins, and ongoing contributions

**enhancing opportunities** for all who wish to have a life of

**dignity, decency, and meaning at work”**



# FINAL TAKE HOME MESSAGE

## VOCATIONAL PSYCHOLOGY: CRUCIAL CONTRIBUTIONS

(Di Fabio, 2019)

- ❖ Inclusivity asks for favoring **ACCESS** to maturation processes and generativity
- ❖ for people near and far in space and time (including future generations)
- ❖ with active mission  
at micro-meso-macro levels
- ❖ using the framework of the psychology  
of sustainability and harmonization  
to favor the construction of  
well-being (not only hedonic but eudaimonic)  
and quality of life (decent work/decent lives)  
in real contexts
- ❖ paying attention to  
**POSITIVE NARRATIVES**, details of **MEANING**, **PURPOSE** and **HOPE**
- ❖ also in a **PRIMARY PREVENTION AND STRENGTH BASED PERSPECTIVES**



**THANK YOU FOR YOUR ATTENTION**



[adifabio@psico.unifi.it](mailto:adifabio@psico.unifi.it)