



**The Role of Coaching Psychology in Addressing
Occupational/Personal Identity Confusion in Young Adults
Aged 23–35 Years in Israeli Society**

by

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Remembering the members of the Friedman family massacred in Jedwabne,
Poland, and honouring those living in Israel and abroad.

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Abstract

This doctoral paper presents a participant discipline of Occupational Coaching Psychology (OCP)/Career Coaching Psychology (CCP). The research presents an evidence-based concept of themes and a lucid framework that can be implemented with normative young adults. Young adults (between the ages of 18-35 Generation Y or Millennials) suffer from personal and occupational identity confusion. This phenomenon is becoming more prevalent among normative young adults without a history of mental disorders. They report manifestations of anxiety, depression, and a sense of helplessness.

This “millennial” age group is not profiled in the literature, instead included within various measurements of broader age groups aged 25-64, despite their unique characteristics. The studies conducted on this population are mainly within other segments of populations with mental illnesses or welfare groups. Most coaching methods in the literature related to young adults’ occupational confusion as a part of life coaching. Surveys and articles that were written about this age group recommended the development of meaningful intervention methods for this specific age segment.

This study examined if CCP can offer young adults pave their professional futures according to their personal and professional identities. The study is preliminary and exploratory and is, therefore, a qualitative study. the participants are those who report symptoms of confusion.

Seventeen young adults volunteered to participate in the study, following an online campaign. All participants completed the study and reported complete satisfaction. The research lasted over a year and produced over 500 hours of personal coaching.

The study showed that the concept of career planning and construction seemed alien to the participants, and previously most of them had made decisions that differ from their personal and professional identity, which had reached a crisis point in their 30s.

The study confirmed the need for in-depth coaching since family, friends and employers tend to provide biased opinions about young adults’ occupational possibilities. Academic education does not meet the g adults’ desires and abilities have a boomerang effect on their satisfaction and happiness. Furthermore, the study participants’ confusion was not affected by more education.

No confirmation was found for the Self-actualization approach. On the contrary, some of the participants felt relieved when they were freed from the need to find at present, their unique calling. Furthermore, those who could adopt a flexible mindset towards their calling could pave faster their pave to a desired and successful position.

The research pointed to other typical phenomena in this age phase: life in the light of false self-truth; false positive and negative feedback; the “sticky floor”; “occupational scars”; and a quick path to happiness. It was found that the decade between the ages of twenty and thirty is significant for shaping the identity of the young adult.

This study has developed a variety of methods to deal with occupational and personal confusion with great success, while constantly assessing and adapting its flow. It would be expected that the next steps would be adjusting the OCP method to minority segments and challenging the methodology in dealing with other age groups. There would also be a benefit of the presentation of the research methodology to public and government entities dealing with young adult employment.

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Preface

This research is concerned with the field of occupational identity and the confusion among young adults. One of the major characteristics of postmodern society is the disintegration of stabilizing social values. A lack of stabilizing values could lead to difficulties in identifying authentic and meaningful values for shaping the identity. Stabilizing values are necessary to build self-confidence in the young adult when making life choices, especially career-building choices (Ashforth & Mael, 1989). Society has stopped signalling what the coveted milestones in the transition to adulthood are and what the ways are to achieve them. In the absence of these milestones young adults trying to navigate their lives independently will become frustrated and confused (Lapsley & Hardy, 2017; Hill & Redding 2021).

Shaping values contribute to self-confidence in both one's personal life and career-building and has a long-lasting effect on the entire life of the young adult (Jacobs & Asokan, 1999; Berkman et al. 2017; Lapsley & Hardy, 2017). The building of career identity is affected by postmodern societal values. Challenges such as unlimited global career possibilities, the inflation of academic degrees, the desire for a self-actualizing career and the pursuit of happiness may complete with each other or differ and contradict each other. Career aspirations may increase confusion when the individual operates without stabilizing inner values to guide their choices. This leads to prolonged frustration and a confusing period of life for young adults, as they seek but fail to find satisfying employment (Jay, 2012; Lukianoff & Haidt, 2018). This phenomenon exists across cultures and societies, and at all stages of professional development (Barroso et al., 2019). This study focuses on normative individuals in Israel.

An examination of the literature revealed that most of the studies on identity confusion or self-identity among young adults have been performed on "captured populations" that are easily accessed (Curran & Hill 2019; Arnett 2016; Osterale 2013; Hadley et al., 2010). Most studies are conducted with student populations and the managerial corps, while others emanate from populations receiving welfare or people with mental wellness issues (Wood et al., 2018). All these have already been categorised and marked such that they narrow the way the large normative young adult population's journey is included. There is a need for an evidence-based approach to address normative young adults who are experiencing confusion and to offer solutions. This study proposal refers to non-pathological populations and their need to resolve their

occupational identity confusion. Almog and Almog (2013, pp. 46–47) suggest “*focus on methods to influence and to help the young Y Generation in their voyage to adulthood*”. However, there is a lack of solutions for young adults living in a postmodern society, and thus Almog and Almog’s (2013) suggestion forms part of the motivation for conducting this research.

The career coaching literature has not kept pace with the identity issues this generation is confronting. This research sought to address both gaps in the literature and practice, thereby contributing to the knowledge base in these two areas. Coaching Psychology is the most suitable method for tracking and decreasing the career and personal identity confusion of the normal young adult population. Accordingly, the study entails an in-depth qualitative study of patterns in contemporary young Israeli adults’ career confusion.

INTRODUCTION

In recent years, the difficulty of building a career which is suited to the aspirations of educated young adults is increasing. The reasons for this are varied. This study is concerned with a prominent phenomenon in postmodern society: value shifting and the disintegration of values.

Both stabilizing and conventional values are necessary to build self-confidence in the young adult's voyage toward career building. The concept of "work" has become unclear and work satisfaction has changed in multiple ways, as working in a conventional workplace may lead to feelings of missed opportunities and lack of fulfilment (Emmons et al., 1986). These issues are common among young adults, from those who are not in employment, education, or training (NEET) to those who have successfully completed their education and may be employed. This study focuses on those who have passed their matriculation examinations, served in the army, studied for three years for a bachelor's degree, but have been unable to build a satisfying career as they expected.

In recent years, the number of clients approaching my clinic for treatment on the issue of occupational identity confusion has proliferated, and this appears to be a growing phenomenon. The applicants define themselves as suffering from a crisis or disturbances in their normal lives. This phenomenon interested me due to its extensive manifestation in young adult applicants. Subsequently, a professional investigation resulted in the realization that there is a lack of academic research on this issue; that is, on the self-identity crisis being experienced by young adults today. Accordingly, I would like to explore the theme of occupational identity confusion and the role of coaching in addressing it.

The individuals who come to see me report certain symptoms such as a sense of helplessness, which manifests in confusion, sub-clinical depression, sadness, despondency, a sense of self-inefficacy and disappointment in their lives. At times, these feelings are accompanied by physical manifestations such as panic attacks, insomnia, crying outbursts, difficulty breathing, a rapid heart rate, and more. Several individuals have received medication but found it unhelpful in successful career building; others moved to different placement centres and workshops, but nothing changed. The advice they receive from friends and parents is even less helpful because these cultural agents predict the future based on their past experiences.

Moreover, conventional therapy, in addition to anti-depressive medication, is not always useful (Davis, 2020a, pp. 210–256). This summarises the present crisis.

Grant's (2006, p. 12) notion reflects my perspectives on my clinical work: "Many of us were frustrated that there was so little, how to apply theory to practice, and it was frustrations such as these which gave impetus to the emergence of coaching psychology." His words are my inspiration.

PURPOSE OF THE STUDY

The purpose of this study is to examine the phenomenon of young adult career confusion, track the narrative, listen to the individual life stories, and observe changes in their self-identity perception and their attempts to have authentic and meaningful lives.

This behavioural study attempted to contribute to the existing knowledge by addressing occupational and personal identity confusion among normative Israelis aged 20 to 35. The research focused on the professional practice of counselling in clinical settings. The purpose was to explore the role of the Coaching Psychology (CP) approach in improving results for participants seeking this kind of assistance.

CP offers an advanced combination of humanistic theories and focused coaching methods to investigate and decrease confusion in young adults. Grant (2003, p. 13) differentiates between psychological treatment and CP: "Psychology has traditionally focused on alleviating dysfunctionality or treating in clinical or counselling populations rather than enhancing the life experience of normal adult populations." Young adults are shaping their professional identity in a process of social and personal identification with social values and norms. This can be defined as the sense of oneness a person has with a profession, and the degree to which they identify themselves as members of that profession (Ashforth & Mael, 1989).

Professional identity consists of the individual's perception of the roles, responsibilities, values, and ethical standards that comprise their specific profession (Goltz et al., 2014). It is important to note that professional identity is not static but fluid; it is strongly influenced by how one sees oneself, how one perceives others perceiving them and how one is viewed by society at large (Beijaard et al., 2004; Curran & Hill, 2019).

RESEARCH QUESTIONS

Do psychological coaching methods help in forming a sense of career identity and confidence in professional pursuits? This research question raises the following sub-questions: What factors affect normative young adults' career confusion? What patterns of change can be offered to influence personal and occupational identity? Is it possible to build evidence-based coaching methods while simultaneously providing a unique coaching experience for each participant?

The research rationale

This study entailed exploratory research and addressed young adults' occupational behaviour, which is both controversial and inconsistent (Arnett, 2000; Jay, 2012). This behavioural study contributes to the existing knowledge by addressing occupational and personal identity confusion among normative Israelis aged 20 to 35.

Initially, when researchers started to notice behavioural changes during the transition between adolescence and adulthood, and before this stage became distinctive, there was no consensus that this was a new life phase. A multiplicity of terms and names have been given to this period of life, indicating the multiplicity of stands of the various researchers in the field, both concerning the distinctness of the stage and the span of this age range. Such appellations include Generation Y (Strauss, 1991), Millennials (Strauss & Howe, 2000), Generation Me (Twenge, 2006), Echo Boomers (Raphelson, 2014), Emerging Adulthood (Arnett, 2000) and many more. All of these refer to the same developmental phase and aim to grant more time in modern societies for "early experimentation and error" (Arnett, 2000). During this period different occupational and personal identities and different social roles are examined. (Almog & Almog, 2013; Cinamon, 2012, 2018; Flum & Blustein, 2000; Goldberg, 2020; Shaputis, 2004). In this life phase, personal and social identity are not defined once and for all but are changing and being tested continuously, and it takes time for an individual to reach a stabilized cohesive identity (Cinamon, 2012, 2018; Bialik & Fry 2019; Dimock 2019; Martens & Hoffman, 2007).

The research rationale stems from the main contributions of this research to innovate and expand knowledge in this emerging arena of research; firstly, by suggesting coaching methods to formulate self-identity in confused young adults. Formulating the adult self-identity is a critical milestone, which is agreed upon by researchers as the essence of accomplishing the transition to adulthood (Arnett, 2000; Cinamon, 2018;

Jay, 2012; Marcia, 1999). A large body of research exists on self-identity and the formation of decision-making and its influencing factors. However, the actual process of forming the self-identity, especially during this life phase, has been investigated to a lesser degree in the field of CCP (Hargrove et al., 2002; Paulsen & Betz, 2004; Pop & Van Nieuwerburgh, 2019).

Secondly, the research innovates knowledge base of the CP field, as Grant (2006) suggests, using CP theory and tools in this research. CP relies on internal strengths and judgement, helping to navigate the young adult's path in a blurred world which is lacking in milestones (Grant, 2006; Jacobs & Asokan, 1999; Berkman et al. 2017; Lapsley & Hardy, 2017; Pop & Van Nieuwerburgh, 2019). This can help in understanding and formulating an individual's identity and, as a result, assist in making personal and occupational decisions. It was also hoped that the coaching would develop self-exploration tools, resilience, and work-life balance, as well as knowing that the journey to find one's inner voice includes the release of perceived norms and limiting beliefs.

The tools used in this CP journey may assist in achieving success throughout the different life phases (Curran & Hill, 2019; Krumholtz, 2004; Pryor & Bright, 2011; Watts, 1977, 2006). Grant (2006) urges researchers in the field to develop and validate a future research agenda, including psychology-based coaching methodologies that are effective and engaging for non-clinical populations. This could enliven the emergence of specific areas in CP practice such as wellbeing-related coaching. The research contributes to Grant's call to explore new populations and areas of interest.

Additionally, a significant part of CCP research has been conducted on convenient populations such as executives, students, and people in welfare populations. Other researchers have examined young adults' career-building processes, but usually only those with abnormal characteristics (e.g., addictions) (Grant, 2006). There is accordingly a lack of behavioural studies that monitor young adults who are in a transitional phase in their pursuit of identity attainment (Burke, 2018; Dolinski, 2018; Levinson, 1978).

Although this qualitative research narrows the ability to encapsulate the entire young adult population, it may pave the way for a deeper understanding of the phenomenon, characterizing the studied population and others who may benefit from the research data, including practitioners, families and managerial personal.

Another contribution of this research is its aim to explore and monitor the way young adults identify their personal and occupational inner calling. Employment counselling and occupational psychology aim to help individuals in finding meaningful employment. Nevertheless, occupational psychology has taken a narrow perspective which emphasizes trait diagnosis. Employment counselling is aimed mainly at direct recommendations for job placements, rather than the pursuit of identity. This research is about finding the occupational self-identify by means of a deep exploration of one's personal ontological experience using CP theory and its tools. However, the CP literature fails to address the creation of meaning in one's occupational identity as a distinctive field which is considered to belong in lifestyle coaching. The research contributes to a distinctive segment to the field of CCP: an evidence-based framework dealing with the confusion in young adults' careers.

This study casts light on real-time processes for dealing with the personal and occupational confusion of young adults. It links to personal growth issues and the employment world; this may validate the experience of any individual who has or will be in the midst of a similar transition. The study themes describe vividly and comprehensively issues, deliberations, and situations that other young adults can identify with and find meaning in decision-making. This is different from stance and retrospective recall questionnaire studies conducted among large groups (Levinson 1978), which provide important statistical information instead of cases to identify with. Young adults are attracted to information that resonates with them (Strauss & Howe, 2000). These research findings may benefit career-coaching practitioners and researchers interested in dealing with similar challenges (Pop & Van Nieuwerburgh, 2019).

This study may open new research paths in additional directions. The world of employment is undergoing dramatic changes spanning globalization, automation, and artificial intelligence (AI). These developments contribute to an abundance of knowledge, requiring a wide education to facilitate successful immersion in the job market (Almog & Almog, 2013; Howe & Strauss, 2000; Twenge, 2014). The developments have created locomotion along the developmental continuum reached later in life. Recently, the recovery from the Covid-19 pandemic and its economic consequences, which are expected to last for several years, has also been added and will affect many young adults' career paths. These factors and others may result in steep layoffs and will require new ways of thinking and attuned training, spurring frequent transitions between companies and vocations (Anderson et al., 2021).

Young adults' personal and occupational identities require special and distinct attention as they become a prominent life arena (Pop & Van Nieuwerburgh, 2019; Somech & Kadari, 2017).

An important catalyst for the definition of a distinct age phase appears in the form of the phenomenon of NEET, previously unknown in the occupational field, and education, psychology, and governmental policy (OECD 2008). This term refers to people, especially young adults, who are unemployed and not receiving an education or vocational training. NEET may be viewed as one of the main symptoms of young adults expressing their occupational and personal confusion. Such young adults are, for the most part, educated but remain removed from adult life qualities (Yates & Payne, 2007).

The International Labour Organization (ILO, 2013) reported the number of unemployed young adults globally at more than 75 million. Every year there is an expected 4 to 5% increase in educated young adults who join their ranks (Gelbart, 2013). The forecast was that by 2020, those young adults will comprise a third of the American population and will make up as much as 75% of the US workforce by 2025 (Dews, 2014).

Currently, there is no comprehensive theory that is acceptable to all the researchers in the field dealing with this phenomenon. However, the common denominator among the different approaches is the consensus regarding its negative symptoms (Yates & Payne 2007; Cinamon 2012, 2018). This research added information by tracking and facilitating progress in young adults while researching what makes them a part of this phenomenon. Tracking the phenomenon systematically assisted in building a coached career path for this NEET population. The research methodology was developed and adjusted dynamically to fit the actual needs of the participants. The methods included targeted positive diagnosis, and individual coaching sessions (Burke, 2018).

Another challenge facing this study was the lack of statistics on the age group studied provided by a central body such as the Organisation for Economic Cooperation and Development (OECD). The OECD decided to divide the total workforce into two age categories: young people aged 15 to 24 and those aged 25 to 64 and to present their data accordingly. It is derived that the age group studied, becomes transparent. This division affects other research bodies who follow and copy this methodology and also affects how the world views and comprehends the issue and may distort the way the

challenge of young adulthood is brought to the public eye. For example, OECD (2018) data support the fact that those with more education are more steadily employed than those with low or no education. The average calculation is biased by the majority of well-established employees aged 25 to 64 versus the younger population aged 15 to 24. When making use of the OECD (2018) data, it should be carefully examined. Additionally, the lack of data makes it difficult for practitioners and researchers to establish a long-term factual knowledge base. One of the contributory areas of this study was to pave a path for contemporary data concerning the upper tier of this group, ranging from 30 to 35.

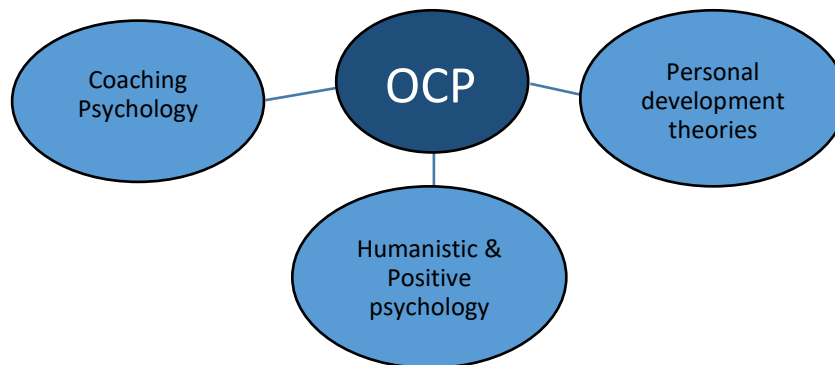
In conclusion, the rationale for the study was based on the ability to help young adults while studying in-depth the phenomena that characterize their path into adulthood. This study also attempted to innovate knowledge in the field of OCP by experimenting and monitoring the use of its tools.

THEORETICAL BACKGROUND

The theoretical background of the study combines a review of theoretical models and research on identity confusion and value-based career pursuits. These goals require reviewing a large range of various knowledge arenas intertwined in varied theoretical constructions. It is, therefore, an integrative review that addresses developmental psychology, occupational profile theories and coaching psychology approaches. The theories reviewed are those that may shed light on the phenomena under study and contribute to establishing a coaching process for the participants.

The selection criteria for the reviewed theories are the extent to which each theory contributes to establishing an integrative and comprehensive theoretical platform in its field.

Figure 1: *Occupational Coaching Psychology (OCP): Theoretical Background*



Development theories are the basis for understanding the process involved in shaping personal and occupational identity in the complex journey undertaken by young adults paving their career paths. The societal perspectives and expectations of young adult's form part of this process. Development theories renew themselves and create changes in social perceptions of the young adult's voyage to adulthood nowadays.

Humanistic psychology mainly Positive Psychology are the bases from which CP emerged. Within these approaches lie possible explanations for the plight of young adults in society.

. CCP is a new application derived from positive psychology and CP, which are both evidence-based theories.

The theoretical background chapter consists of three parts: a literature review, the sources of confusion affecting young Israeli adults, and CP theory, including tracking tools for the research population.

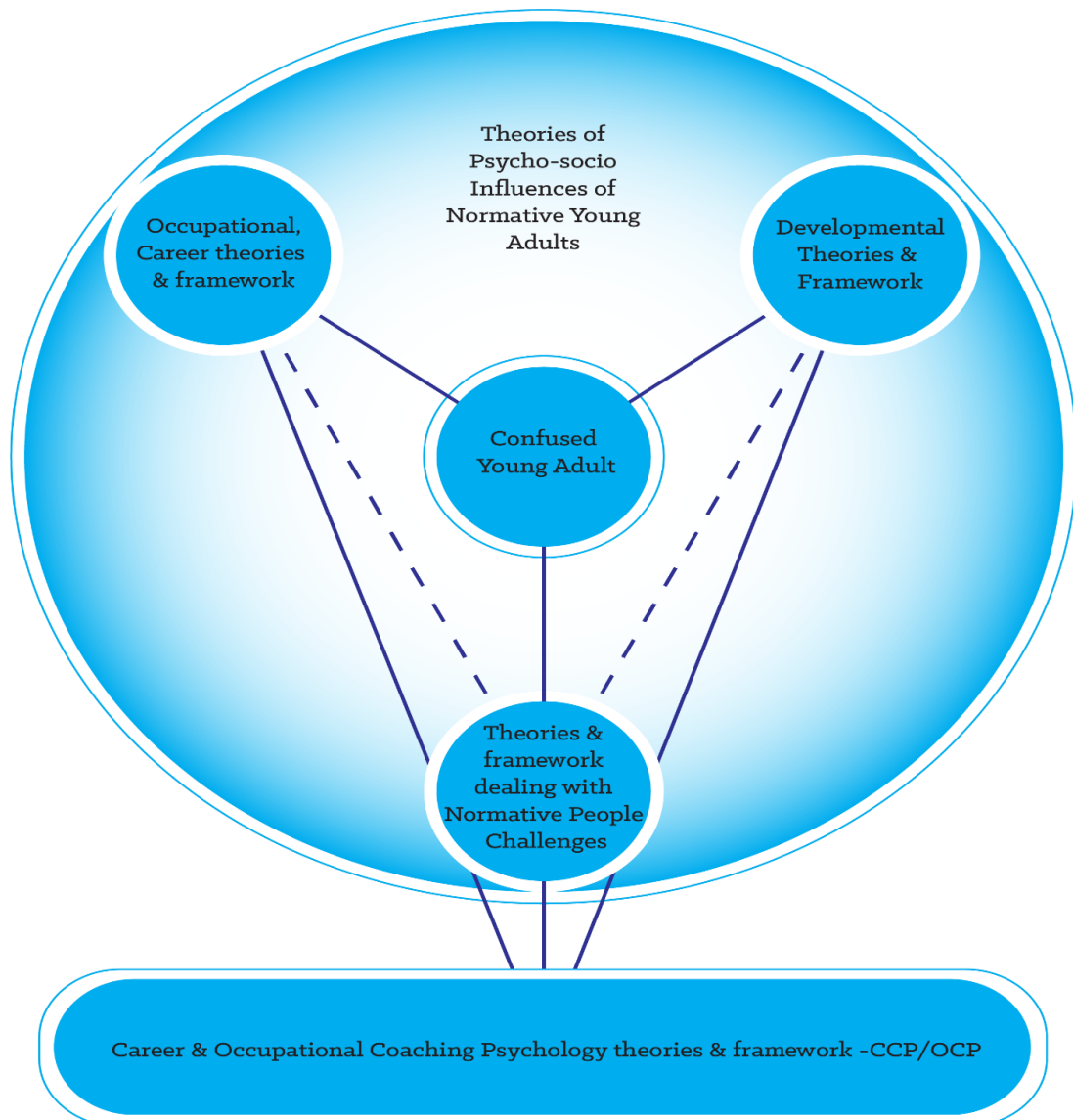
LITERATURE REVIEW

Human life is a singular phenomenon and a cohesive whole. The separation of development psychology, occupational profiling theories and coaching approaches in the literature review is a methodological distinction and is made for research purposes. At the end of the review, I will tie all the theories and reviewed models to each other to structure an understanding of the ontological and epistemological phenomena observed.

This section will present the breadth of research dealing with personal development phases, occupational profiling theories, and Coaching Psychology (CP). It will also review relevant societal norms, values, and rules. This review focuses on and identifies the contribution of the current occupational environment to confusion during young adulthood. It further integrates employment profiling theories and evaluates which of them prioritises well-being. The specific connection between well-being and the pursuit of career goals via self-exploration has been insufficiently addressed (Cinamon, 2018).

I chose to base the study on emerging ideas in CP. CP is an interdisciplinary approach that provides a flexible framework for accommodating ongoing changes as coaching progresses. Grant (2006) suggests that the CP approach is well suited to exploring clients' needs. The intended review delves into the empirically supported and strengths-based psychological humanistic theories, as well as positive psychology which deals with challenges experienced by normative populations.

Figure 2: *Structure of the Background Review*



Note: The straight lines in the model show direct links between the parts of the model, while the dotted lines show hidden or sub-links between the various fields.

The fields of inquiry shown in Figure 1 are interrelated, thus each field adds to the others. The first field of knowledge in which I was interested was the transition from adolescence to adulthood which defines the life phase of the population under study.

Development Theories

This section will present theories dealing with the transition from adolescence to adulthood. Up to three decades ago, developmental theories discussed the direct transition from adolescence to adulthood, as described by Erik Erickson and his successors (Mussen et al., 1969). In the 1990s, however, researchers started

indicating an intermediate stage within the transition between adolescence and adulthood (Strauss & Howe, 1991).

From Adolescence to Adulthood

Erik Erikson asserted that the transition from adolescence to adulthood is a crisis focused on the commitment to the adult world versus the desire to drop or reject this commitment. A successful transition produces a mature self-identity. The identity building process already occurs in childhood and consolidates into a stable self-awareness in adulthood. Society plays a major part in the development of personal and occupational self-identity alongside internal processes. This process influences self-esteem, self-positioning in the social environment, occupational affiliations, and the setting of life goals (Mussen et al., 1969).

According to Erikson, the process of identity formation tends to be difficult for a young person and their significant one's and sometimes even mentally challenging (Curran & Hill, 2019; Mussen et al., 1969; Irwin 2010; Reuben & Turgeman, 2018). Curran and Hill (2019) and Wood et al. (2018) claim that this period of life is vulnerable and prone to mental illness because of the intensity of the required changes and the loneliness that often accompanies young adults. Although Erikson described the transition from adolescence to adulthood, he did not single out an intermediate phase describing a new life phase, young adulthood.

In line with Erikson and focusing on the transition to adulthood regarding employment, Marica (1966, 1999) developed a typology of four common identity-formation phases for young adults, in creating their occupational and career identity when these two are maladapted in the transition to adulthood.

Identity achievement – refers to those who have gone through a crisis of decision-making and harbour independent views.

Foreclosure – refers to those who are committed to their employment, the ideology connected to conformity and the expectations of parents and society.

Moratorium – those who are in the investigation stage and are aware of the challenge and feel ill at ease.

Diffusion – those who have not experienced a crisis and have not continued toward a commitment phase.

It is argued that young adults who do not adequately resolve the identity crisis, especially those belonging to the third and fourth types of moratorium, and diffusion, will find it difficult to function in their next life phase.

The rationale behind these steps' rests on the assumption that maturity is contingent upon the achievement of economic independence and starting family life (Bialik & Fry, 2019; Dimock, 2019).

These steps are

- completing their studies
- integrating into employment
- finding a life partner
- starting a family and having children.

Confused young adults have achieved biological maturity, completed the process of socialization, but they have yet to acquire the abilities and skills required to become fully functioning adults (Arnett, 2007b; IARD, 2001).

Approaches that were agreed upon in the middle to late 20th century, concerning the transition to adulthood in a clearly defined manner, are now less valid considering more recent approaches describing the blurred line which now stands where previously there was a border. Young adults are paving their path to adulthood while addressing the set milestones, such as stabilizing a sexual identity, travelling alone, volunteering, or experiencing relocation abroad. The set routes that were presented at the beginning of this section are now optional (Cinamon, 2018; Lavie et al. 2019; Arnett, 2000, 2007a; Katzir, 2005; Martens-Hoffman, 2007).

The expectations to reach maturity created during this phase are inconsistent at times with economic and social changes. The neoliberal and meritocratic ideology has seeped into society and changed young adults' and their parents' expectations of what comprises maturity and the ways to achieve it. Most of the research that has dealt with these changes has focused on negative consequences (Flett & Hewitt, 2002; Hewitt & Flett, 1991; Lukianoff & Haidt, 2018; Twenge & Foster, 2010; Fry et al. 2020; O'Connor, 2018; Bialik & Fry, 2019).

A New Phase in Life: Post Adolescence – Contemporary Theories

Research focusing on the current century poses the question of whether there is a distinct developmental phase or whether it is a mere symptom or characteristic unique

to this century. Furthermore, is this a state of a social group characterized as belonging to an affluent Western society?

In the early 21st century, it was claimed that these young adults were privileged in terms of both social and monetary standing. These characteristics grant group members the freedom to wrestle with identity questions and feel open to all possibilities (Anderson & Rainie, 2012).

The approach which perceives young adulthood as a distinct life phase gradually established a viewpoint, as scholars began to define this new phase in life and coined the phrase suspended adulthood or post-adolescence. This phase is defined by late maturation and a lengthened period of youth development (Galland, 2003; Strauss & Howe, 1991, 2000). Drake et al. (2012) emphasize that young adulthood is the distinctive time for crucial decisions that have sweeping effects on the young adult's entire life. The identity crystallization is not taken for granted by young adults and their surroundings; it must be sought with effort. These characteristics differ in quality and lie closer to adult evolutions than youth, therefore, this phase is termed suspended adulthood or young adulthood (Du Bois-Reymond, 1998; Galland, 2003).

The acceptance of a post-adolescence period is supported by recent developments in brain science. It is proposed that signs of adolescence may be recognized in the brain and cognitive development, ranging from ages 10 to 19 at the very least and may even include up to the age of 25 (Sawyer 2018). While labels may vary, young adulthood and post-adolescence are both positioned as learning periods. This is particularly visible in post-conscript Israel, where young adults aged 21 are taking their first steps into adulthood. Most of them will follow additional steps to formulate a personal and occupational identity (Csikszentmihalyi, 2021; Silver, 2018; Stetka, 2017; Twenge et al. 2017).

Arnett (2000) coined the term "emerging adulthood" and emphasizes the need for self-exploration in young adults' lives in diverse and multifaceted ways. Emerging adulthood is a period in one's life when many different directions remain possible and when little about the future has been determined. Arnett (2000, 2004, 2007a) presents an interdisciplinary approach to the study of this stage in life. It combines a developmental psychological approach, focusing on the development and maturity of cognition, identity and ego, and a worldview that deals with multiple stages of life and focuses on the transition to adult roles; this while referring to the cultural and economic contexts of each society. The process of identity formation begins in

adolescence but takes place mainly further on during emerging adulthood through the exploration of identity.

Arnett calls this period a "roleless role" as a life phase which is less burdened by social roles and by normative expectations. It allows for free exploration, unconstrained by any "role requirements". As such, they are free from the individualistic characteristics associated with adult status such as the roles related to a career, marriage and/or parenthood. Arnett emphasizes the vital time-consuming nature of this investigation as there is no single way to make the transition to adulthood.

According to Arnett (2000, 2004, 2007a), this stage of life is characterized by five main criteria that distinguish this developmental stage and are not available to adolescents or adults.

Exploration and examination. This is a period of inquiry and examination between several possible self-identities mainly regarding love, work, and worldview. Studies indicate that few young adults reach the point of forming their identity in their late high school years, and in fact, the process of identity exploration and shaping continues into the 20s up to the early 30s. Moreover, following social norms, it is customary to change residences between living independently and back in their parents' home, to engage in uncommitted relationships including uncommitted living together without offspring, to wander between and abandon various jobs, making the interrogation process legitimate and acceptable (Barroso et al., 2019; Cinamon, 2018). Arnett considers this openness and the independence that comes with it as the primary factors that allow young adults to carry out the exploration and self-examination and discover more about themselves than in the preceding years. This stage of exploration and examination allows for experiences that mimic adult life without the commitment (Arnett, 2002).

Instability. The legitimacy of experience without commitment creates a state of instability. Such instability is a catalyst for exploring different options without serious outcomes if mistakes are made. The main notion of this phase is learning, and to be able to learn an individual requires the freedom to roam. This instability seems normal in many communities and is seen as a significant step toward the next stage when commitment is established followed by stability.

Focusing and concentrating on oneself. At this stage of life, there is a differentiation from the parents and sometimes a residential distance. Thus, many personal experiences take place in different areas of life, allowing young adults to focus on themselves and examine their different love interests, inclinations, and abilities. During adolescence, they were busy fulfilling social tasks dictated by their families and peers. In this stage, the young adults are consumed by mental and emotional changes and are forced to focus within. This may appear selfish, but it is required for the young adult to traverse this life phase (Twenge, 2010, 2013).

The transition between periods. The processes of inquiry and instability create the sense of an intermediate stage in life; a stage of transition from the parents' home from all the help derived from living with them to a stage of creating a home and a completely independent life.

Options, hopes, and dreams. The many temporary and non-binding experiences create a sense of possibility and hope. This period is characterized by optimism and high hopes (Arnett, 2006a, 2007b). It was found that even young people from a weakened social background and low economic status are, at this stage of life, hoping that the future will be better. As long as there is the possibility of finding the "best job" and the "most suitable partner for me" – there is hope that this will happen and therefore it is possible to be optimistic. Once a choice is made and a commitment is made, all other possibilities that could have happened are no more. Du Bois-Reymond (1998) argues some young adults hold perceptions of adult life as serious and boring, characteristics that prevent them from committing to and becoming adults. These issues should be addressed to reach maturity.

Arnett restricted his theory and argued that this period of emerging adulthood is mainly characteristic of Western affluent societies (Arnett, 2016). Arnett's claims may explain the phenomenon of unemployed young adults, especially educated ones, whose numbers remain high even as the world economy improves. The OECD (2018) figures show that this trend is expected to continue in the coming years. It appears that the phenomenon is global and occurs beyond industrial countries. The ability to postpone entry into adulthood is possible only in societies where the young adult is supported either by parents or state benefits. In non-western societies, like South Korea, which meet the criteria for familial or social support networks, the emerging adulthood phase will appear as well.

In line with Arnett's approach, Tanner (2006) supports the claim of new age phase and emphasizing that in this period of life in which there is a transition of power and responsibility from parents and teachers to the young adult, and from family and school to the self-guidance of the young adult. They still rely on their original family, but are distinguished and separate from it, and have sole accountability for their decisions and actions. Tanner explains the main developmental processes which take place at this stage of life: the processes of separation, the strive for individuation, and ego developmental processes. These processes explain the great diversity that exists in this age group, where individuality is formed in the areas of work, study and relationships.

Young adults are not required to give absolute answers to questions, yet they certainly need to learn to ask themselves questions about the long-term outcomes of their professional and familial choices, a process that imparts skills of self-inquiry that will serve the young adult in later stages of life. This skill of asking self-questions while examining all their roles should be natural and clear so that they can do it independently in each of the following stages of development during life and, at different times in life, it will be important for different roles (Jay 2012; Cinamon, 2018; Flum & Blustein, 2000). This has implications for the awareness of continuous change, as well as education on the expectations of constant change as part of life's routine in young adults. Present and future planning by the young adult should include flexible options and tailored changes (Cinamon, 2018).

On the other hand, Jay (2012) argues that Arnett's theory is ill-advised yet agrees with Arnett that this life phase is defined and has a prolonged effect. Jay refers to this life phase as the "defining decade" to emphasise that it is a crucial emerging adulthood life phase and will shape the young adult's life for years to come, if not till life's end. Jay argues that the seeking of self-identity by trial and error and the roleless role (Arnett, 2000) phase is a waste of precious time during young adulthood and ultimately results in tremendous hardship. Arnett claims that part of the exploration is chosen or not chosen not for the sake of practising working skills or accumulating knowledge, but for the sake of the exploration itself and knowing that current activities may not lead to future practice. Jay argues that the "permission" society gives young adults to explore their identities during their twenties is not followed through to clear goals and may eventually place them, in their early thirties, in a state of distress and dismay. Young adults may tend to view their prior jobs to obtain money for their

pleasures instead of occupational preparation (Almog & Almog 2013; Galloway, 2021; Jay, 2012).

Grubbs et al. (2019) take the debate one step further and claim that young adults respond to a new social stereotype which is expected of them. The media perpetuates stigmas about young adults' life-perception and behaviour. The academic world is also responsible for the formation of a narrative of young adults acting out of narcissism and entitlement. Grubbs et al. considered the phenomenon of young adults' behaviour as social obedience rather than a new developmental phase. Twenge (2014) argues that young adults are more miserable than ever, even though they grow up in an affluent society. Twenge ties this feeling of unhappiness to the entitlement sensation young adults have and to the disappointment, they are experiencing. In her opinion, this is a social characterization and not a characterization of a distinct age phase. Twenge (2010, 2014) notes that the characteristics of self-focus and self-inquiry are not prescribed for the better: young adults are narcissistic, less empathetic and hold a less developed worldview, factors that may be to their detriment in the future. The sociologists, Almog and Almog, partially support this approach (Almog & Almog, 2013; Grubbs et al., 2019; Hershkovitz, 2014).

Hill and Redding (2021) present an argument similar to Twenge claim that young adults are not a different generation from their predecessors. Their characterizations are a result of the economic situation and the challenges they are facing in the reality of a meritocratic, neo libertarian, global and digital society.

Wood et al. (2018) claims that no stage in life, other than perhaps infancy, experiences such dynamic and complex changes on the personal, social, emotional, neuroanatomical, and developmental levels. These occur during a period when there is a decrease in institutional and familial support (Curran & Hill, 2019; Foster & Gifford, 2005; Osgood et al., 2005; Reuben & Turgeman, 2018). Curran and Hill (2019) and Wood et al. (2018) claim that this period of life is vulnerable and prone to mental illness because of the intensity of the required changes and the loneliness that often accompanies young adults. Seventy-five per cent out of the entire history of mental, emotional, and behavioural disorders begin by age 24 (Kessler et al., 2005; Kessler et al., 2010). However, Sultana (2017) and Arnett (2016) claim that there is not enough distinctive reference to the crisis of personal and professional identity in normative young adults. When other crises in life are considered, the forties crisis, the adolescence crisis, the research on the crisis of the transitions to adulthood is not

sufficient. Shanahan and Mortimer (2005), Furstenberg (2006), Irwin (2010) and Robinson (2016) claim that society needs to pay more attention to young adults because they tend to be in worse situations than adolescents.

Agarwal et al. (2020) explored what linguistic themes are associated with quarter-life crisis (QLC), a term that describes developmental crisis episodes that occur during early adulthood, ages 18–30 (Robinson 2016). They analysed 1.5 million tweets written by over 1,400 users from the United Kingdom and United States. The results show clear links with the theory of emerging adulthood and early adult crisis. The most common words were work, time, night, weekend, and me. Work was the word most strongly associated with QLC.

Comprehensive research is needed to target normative young adults ages 18–35 to represent the age group in all its myriad diversity (Arnett, 2016). Most research focus on college males aged 18–26 (Hadley et al., 2010), or Arnett's similar claim referring to the majority of young female students in his research. These populations may be partially privileged young adults starting on their path, but without a doubt cannot be a trustworthy representation of the entire age cohort. There is a lack of knowledge concerning normative young adults who are not listed in the workforce, in welfare or healthcare authorities, or are not in school, nor do they appear in official publications. Those who are NEET and do not receive their unemployment benefits, do not exist on any record. Therefore, the existing knowledge regarding the diversity of young adults' paths to reach maturity is limited, and few studies have focused on normative middle-class, non-students and non-Americans in their mid-thirties (Arnett, 2006, 2016; Cinamon, 2018; Nelson, 2003; Nelson & Chen, 2007; Sultana, 2017).

Schulenberg and Schoon (2012) focused on distinct patterns of social role combinations in early adulthood. Their research tried to track how the factors which promote health and well-being correlate with different countries' distinct patterns (Maggs et al., 2012; Räikkönen et al., 2012; Salmela-Aro et al., 2012; Schoon et al., 2012). The data span two birth cohorts (born around 1958 and 1970) and three countries were included, the United Kingdom, United States and Finland, with both birth cohorts represented in each country. The aim was to contribute to an understanding of the transition to adulthood.

Schulenberg & Schoon (2012) and Wood et al., (2018) main contribution of their research is the important step it takes in placing the transitions from adolescence to adulthood within the appropriate context. The studies show the relevance of

structural, developmental, national, and familial historical factors in shaping transitions; the need for societal acknowledgement of the variation and diversity in paths in the transition to adulthood; the importance of objective markers and their combination as predictors of well-being, and the need for a broader definition of what comprises a “successful” transition to adulthood.

Davis (2013) emphasized five main influencing factors in the young adult’s life is supported by other researchers as Arnett (2000, 2007), Oesterle (2013), Curran and Hill (2019), Almeida and O’Reilly (2020) and Hill and Redding (2021). Two are meaningful to this research,

- Young adults’ career efforts may predict later career success (Wood et al., 2018).
- Young adults should start their career life as early as possible. They may have fewer opportunities and prospects, and lower employment rates than mature adults. This situation is less frustrating in one's twenties than in the mid-thirties (Galloway, 2021; Jay, 2012).

Drake et al. claim that in this particular life stage the influence of peers is higher for positive and/or negative consequences and is greater than ever. The familial involvement is still higher than in older adults but lesser than in younger youth.

In summation, as might be expected in a postmodern period, there can be no unequivocal agreement as to whether this is a new age stage or characteristics of a period that requires a new consideration which is mainly unfamiliar to the adults in society. This, in consideration with the overwhelming global digitation, AI, data-science and youth social platforms. However, some agreements can be presented; there is an agreement on the need to form personal identity goals as a stage that every young adult must undergo to reach maturity. It becomes clear that there is no one way to make the transition and each unique way is acceptable. This factor, that on the one hand facilitates the young adult's voyage but on the other hand, leaves them to solitary with the need for a prolonged process of personal growth. The expectations for an optimal solution may lead to an increase in tension and vulnerability. Young adults have to address some new issues that did not previously exist in their lives with great power and responsibility (Almeida & O’Reilly, 2020; Bialik & Fry, 2019).

Young adults as the underclass

According to some researchers, the lack of integration of young adults into employment characterises them as an underclass: "A social group, which has poor access to social resources" (Martens & Hoffman, 2007, pp. 8–9).

Like any generation shaped by the major events which took place during its time, such also happens to the younger generation of adults who were influenced by events which took place during the time they grew up and entered adult society. It should be noted, that in line with the globalization trend and the media's vast influence, local events today resonate in the global media and have a greater influence on worldviews, values, and beliefs of young adults throughout the world (Bialik & Fry, 2019; Hershkovitz, 2014; Hill & Redding, 2021).

In most Western countries, poverty is not an issue for adults, but young adults do lack opportunities. The EU (2021) reported a statistical survey noting that in 2019, the rate of young people aged 16–29 years at risk of poverty or social exclusion in the EU was 25.1%, or 18.6 million young people, with women at a slightly higher risk than men. In 2019, 9.0% of young people aged 16–29 years in the EU lived in households with very low work intensity. Owing to these data, young adults were labelled the Risk Generation, an extension of the Danger Society concept coined by Beck (1998).

In other words, while there were many of the beneficiaries of the neoliberal regime that assisted the previous generation, young adults have become its losers. The ILO (2021) argues that the decline in employment rates in 2020 among young workers internationally was 2.5 times greater than that experienced by adults. Covid-19 did not create a new problem but laid bare existing concerning levels of youth and young adults' unemployment and underemployment in the world. Young adults will have to face growing inequality coupled with limited job and internship opportunities available in many countries, young workers are forced to compete fiercely with their peers to stand out from the pile of hundreds of applicants. According to the ILO report, most of this age group may lack the professional and economic resources necessary to tackle such a disruptive global crisis. The National Insurance Institute, in Israel is concerning the chronic unemployment of young adults who lack digital education and the ability to integrate into post-modern society (Gams, 2021b).

When the current young adults graduated and wanted to launch their careers, they met a recession and employers who are "loyal" to the cheapest employee. According

to data quoted by *The Economist*, of the 1.2 billion young adults in the world, 75 million are unemployed, and another 290 million are NEETS. That is, a third of the world's young adults have not found their personal and occupational place in society. The International Labour Organization (ILO, 2020) has calculated that a young adult is almost three times more likely than an adult to be unemployed.

In Israel, young adults are rated high in a survey of recipients of unemployment benefits from the National Insurance Institute. In 2012, a third of unemployment benefit recipients were under the age of 34. It is even more disturbing to find that the rate of unemployed academics aged 30–34 increased by 19% from 2000 to 2012. This is a warning sign (Tzuriel-Harari & Pasovesky, 2013).

Findings of the Israeli National Insurance Institute show that the ratio of young unemployed people up to the age of 35 was stable – about 30% of all unemployed people until 2019. During Covid-19 their ratio jumped to circa 45%. A steeper increase occurred in the rate of the unemployed, whose wages were very low (less than half the average wage in the economy) and were mostly young adults. National insurance noted the percentage of young adults returning to the workforce is lower and some may sink toward chronic unemployment (Tocker, 2021a).

Shalev (2011) argues that even if the recession ends and a wave of global growth begins, for some young adults it is too late. Shalev explains that if young adult does not prosper at the age of 30–35 in terms of pay raises or rank, it is far more difficult for them to prosper later. This lies in accordance with the Israeli National insurance predictions of young adults thriving in lower ratios when they have not thrived in the past and exhibit more vulnerability to decline during Covid-19 and onward.

The perception that being employed is better than its opposite has created a phenomenon of overeducation. Accordingly, young adults are employed in positions where their education is greater than required to fill the position (Bleich, 2020).

According to the ILO (2020) data, one in seven young adults in Western countries is too talented for the job in which they work. In Israel, according to the Central Bureau of Statistics, 40% of college graduates do not work in their field of study, and they are less satisfied than those who work in the fields for which they have studied (Sade, 2018). Bleich cites OECD data, according to which the rate of over-education in Israel is 32% and is within the top level of the Organization's member states.

Another problem is the part-time jobs that generate less income. ILO (2020) report that thirty per cent of employed young adults remain in extreme to moderate poverty despite having a job. This occupational situation leaves the young adults poorer and in an economic underclass (Vallas & Schor, 2020). It has taken a long time to determine whether this wound is leaving a scar, and meanwhile, some evidence has begun to accumulate especially about the gig economy (Almeida & O'Reilly, 2020; Sade 2018; Tzuriel-Harari & Pasovesky, 2013). Pew Research Centre (2010b) noted that self-esteem of young adults is low, thinking that they are part of the lower class, even though they were born into the middle class.

Hill and Redding (2021) challenge the idea of "emerging adulthood" as a distinct life stage and claim young adults are not less mature today than in previous generations. Their illustrated findings reveal that when young adults take longer to achieve the markers of adulthood, it is not that something has changed about them; it is that the world has changed.

Young adults in Israel find it difficult to make the transition to economic independence. They must face the high cost of living, expensive housing, inflated rates of college tuition, and high rates of unemployment (Katan, 2009). Hill and Redding (2021), Barroso et al. (2019) and Desilver (2016) found this description valid for both US and European young adults as well. These conditions often contribute to depression, confusion, and anger (Orpaz, 2017).

Rosenhek and Shalev (2013) claim that it may take eight to ten years to change the young adult's primary entrance to the world of work. Seventy per cent of wage growth occurs during the first ten years of a career, so even according to the most optimistic forecast, the recovery potential is stunted. All this stands alongside the current world crisis of Covid-19.

Almeida and O'Reilly (2020) noted that their research participants all wished to enter the world of adults, finding full-time stable employment that paid a living wage with benefits. However, for many young adults this option is unachievable owing to the global and digital markets and with them a new phenomenon called the gig economy (Donovan et al., 2018; Vallas & Schor, 2020). This is a result of the on-demand platforms based on digital technology that have created jobs and employment forms that are differentiated from existing offline transactions by the level of accessibility, convenience, and price competitiveness (Sutherland & Jarrahi, 2018). They could be

online platform workers, on-call workers, zero hour contract workers or temporary workers (Donovan et al., 2018; Vallas & Schor, 2020).

The Edison Institute (2018) claims that for 53% of the gig workers aged 18–34, their gig job is their primary source of income. Thirty-eight percent of young adults aged 18–34 work in the gig economy, versus 25% aged 35–54 and 11% age 55+. The Edison Institute reports that gig workers are vastly more likely to have a high anxiety index score than those in a non-gig position, and those whose work is their first source of income are even more likely to have high anxiety index scores (Gross et al., 2018). Caro et al. (2019) note that a substantial number of young self-employed young adults are employed bereft from legal rights they deserve.

When examining the qualitative research of Almeida and O'Reilly (2020), it reveals a picture in which the gig jobs may have served as a sort of safety net to avoid economic decline for the study participants. Sixty-four per cent of the gig workers had non-related, dog walking and food delivery jobs, which were not at all related to their goals. This exemplifies the biggest challenge for gig economy participation for high-education and low-income young adults. Ravenelle (2019) concluded this situation, for workers who have high levels of social, cultural resources and skills, the gig and sharing economy can offer leverage to pave their career. But for workers who lack these components, the gig economy takes already low-level work, adds an app, and leaves them trapped.

Emerging Adulthood: A Complex Challenge

In Israel, there is a select group of young adults who succeed on a global scale with lucrative deals for start-ups (Bialik, & Fry 2019). Gams (2021b) reports a sharp jump in wages for high-tech youth of 27% in the first quarter of 2021. The success of this elite group exacerbates the difficulty of others (Almog & Almog, 2013). Many young adults are making the transition to this industry. The media perpetuate daily phenomenal success stories of young entrepreneurs who broke the \$1 billion (unicorn) limits, and this has a huge impact on paving an authentic path (Ziv, 2021).

Training courses offered as part of academic and vocational programmes are generally not innovative enough and do not help young adults launch a tangible career (Bialik & Fry, 2019). The common trend among young adults is to skip academic studies and to integrate into the high-tech industry where salaries are generous, and training is done by the companies themselves (Degani, 2021).

The study dealt with several sub-questions arising from the literature review: Is it possible to find distinct characteristics for a new developmental age phase? How do these new phase characteristics affect personal and occupational identity creation? What are the critical challenges of this developmental stage? Is it possible to design coaching solutions for the challenges related to this stage? These questions shaped the research methodology and the ethical consideration (Hofer & Piccinin, 2009; Reuben & Turgeman, 2018).

When dealing with difficult and complex problems, a typical contemporary research phenomenon, as Brown et al. (2010) argue, is that the character of a complex problem relates to the difficulty in defining the problem in the study and the tendency for definitions to change during research. It is possible that up to the end of the study and even afterwards, there will not be a clear-cut answers and new challenges will emerge (Brown et al., 2010).

General summary, despite being a distinct age group in the professional literature, the 18–35 age group is indistinct in the figures of international organizations such as OECD (2021) dealing with adults and their various aspects of life. Other studies, for the most part, deal with the age range of the early and mid-twenties in young adults, both in clinical and non-clinical populations. This narrow range cannot educate of the effects of substantial processes that occur later in the emerging adult stage (Arnett, 2016; Hadley et al., 2010; Lukianoff & Haidt, 2018; Robinson, 2016; Rubin, 2018; Sanford et al., 2011). The same is true for participants who are students or members of support and development groups (Arnett, 2006b, 2016; Curran & Hill, 2019; Wood et al., 2018). These groups do not necessarily reflect confusion or difficulty because they are already placed on a particular path. Nonetheless, the findings point to the vulnerability of this phase, its importance, and the urgent need to formulate programmes to assist young adults with issues related to self-identity formation and wellbeing (Duffy et al., 2019; Twenge & Joiner, 2020; Twenge et al., 2017; Wood et al., 2018).

Humanistic Theories

Psychological approaches included in the theoretical background meet the following criteria:

- approaches dealing with a normative population
- approaches dealing with a low set number of sessions and time
- approaches dealing with issues whose solutions may ease confusion, such as self-actualisation, well-being, positive psychology and meaningful life.

Humanistic Psychology and Occupational Identity

Humanistic psychology views human challenges as a normative process experienced by people at different intensity levels. The Dictionary of Psychology (2010) defines humanistic psychology as "*A perspective on the human condition that inspires psychological research and practice*". The theories and varied ideas, research and different frameworks aim to conceptualize basic assumptions of human personal growth.

In general, humanistic psychology can be defined as an approach to help the participant develop a stronger and healthier sense of self, by acknowledging their inner potential and striving to realize this potential.

The attempt to move the participant toward self-discovery and actualization includes several expressions driven from different approaches: self-actualization, self-discovery, self-reflection, self-realization, and self-exploration (Koltko-Rivera, 2006). These approaches adopt a holistic approach to human existence and pay special attention to such qualities as innate goodness, creativity, free will and positive human potential, which may benefit the participants of this research. Humanistic psychology acknowledges spiritual aspiration as an integral part of the psyche (Aanstoos et al., 2000; Bridgman et al., 2019). These approaches are part of a conceptual array for the coaching in this research.

Humanistic theories may relate to identity confusion among young adults and suggest possible interventions contributing to professional identity formation, given their focus on ontological meaning and self-actualisation. Occupational identity, in this stream of theories, is perceived as one of the human challenges as part of the pursuit to achieve self-actualization. It is connected to the desire of human beings to improve their life

situation, which may contribute to the understanding of the participant's confusion when they have to re-pave their path.

This can be seen as the theoretical foundations of coaching approaches and PC, as this is the conceptual platform for implementing coaching tools for normative individuals. Therefore, these approaches are appropriate for this study (Aanstoos et al., 2000; Ben-Shachar, 2010; Bridgman et al., 2019; Burke, 2108; Rogers, 1951, 2015). Stemming from this branch of psychology is Maslow's hierarchy of needs.

Maslow's Hierarchy of Needs Model and Human Motivation

Maslow (1943, 1954) changed the psychological perspectives concerning the human condition; a human is not a person under stress, conditioned by their surroundings and concerned with reducing their stress. Instead, a more positive view is presented in which a person is motivated to realize their full potential.

Maslow was the first to coin the term self-actualization and defined self-actualization as *"the desire for self-fulfilment", namely the tendency for him [the individual] to become actualized in what he is, potentially. This tendency might be phrased as "the desire to become more and more than one is, to become everything that one is capable of becoming"* (Bridgman et al., 2019; Kaufman, 2017). He noted that the basic needs of humans must be met before a person can achieve higher needs such as self-actualization. Maslow called his concept a model of the "Hierarchy of Needs and Motivations". The specific form that these needs take will vary from person to person (Maslow, 1943). Maslow stated that the intrinsic need to grow is already in the organism and, under optimal conditions, people will naturally move toward full humanness (Deckers, 2018; Koltko-Rivera, 2006; Maslow, 1943).

Maslow examined the nature of people who strived for self-actualization to assess the common qualities which led each to become self-actualized. In general, he found that these individuals were most accepting of themselves and their life circumstances; were focused on finding solutions to cultural challenges rather than to personal problems; were open to others' opinions and ideas; had a strong sense of privacy, autonomy, morality, and appreciation of life; and had a few intimate friendships rather than many superficial ones. He also believed that each of these people had somehow managed to find the core nature that is unique to them and is one of the true goals in life (Wahba & Bridwell, 1976).

Further research on the theory of the Hierarchy of Needs found that self-actualization occurs rarely, certainly in less than 1% of the adult population (Diener & Tay, 2011; Diener & Louis, 2011; Vitz, 1994; Whitson & Olczak, 1991). The fact is that most people function most of the time on a level lower than self-actualization. Maslow called this phenomenon the psychopathology of normality (Diener & Tay, 2011; Kaufman, 2019; Villarica, 2011).

Moreover, Bridgman et al. (2019) claim that Maslow never presented the pyramid model intending to emphasize the clear content of each stage and the need to move linearly from stage to stage only if each stage was completed with full success. The pyramid model was created by Charles McDermid. He popularized the Maslow model yet deliberately ignored many of the nuances and qualifications that Maslow had articulated. (Eaton 2012). According to Bridgman et al. (2019), Maslow knew about the pyramid diagram and hadn't protested.

Maslow accepted the critiques of new researchers and noted that the order in which these needs are fulfilled does not always follow a standard progression of a rigid hierarchy (Cianci & Gambrel, 2003; Kaufman, 2017). Bridgman et al. (2019) suggest perceiving the hierarchy of needs as a ladder on which people can move up and down. Still, the ladder model does not present multiple choices at the same time. I suggest that this model should be seen as seeing eight different realms connected and one can be simultaneously in one or more plans. In this way, a person's election profile is obtained across several planes. Finally, Bridgman et al. (2019) sought to cease presenting the pyramid diagram as a representation of Maslow's model, to correct the common and detrimental mistake relating to Maslow's work. I agree with this suggestion.

Maslow's approach became popular and some of his recommendations for self-actualization became a collection of shallow slogans and simplistic performance goals. As a result, Perls (1981) made a distinction between "self-actualizing and "self-image actualizing". He focused on the dangers of imitating others in their actualization without undergoing the process itself.

Krems et al. (2017) tracked the impact of Maslow's work nowadays in terms of how the non-psychologist's population viewed self-actualization. He found that part of participants looked for status as recognized success which is externally motivated. This outcome conflicts with Maslow's (1943) initial separation of status/esteem and self-actualization. In the postmodern era, many of the behaviours involved in pursuing

one's full potential are linked to external status, both directly and indirectly (Kenrick et al., 2010).

In summary, Maslow's approach can illuminate this research by exploring the needs of young adults on their path to self-actualization and considering the changing needs of young adults at different age stages, while considering current and unique cultural, educational, and social values and characteristics. I understand that participants need to experience their way of self-discovery and not gain simplistic insights about their paths.

Self-Actualization in Carl Rogers' Theory

Carl Rogers perceived the term self-actualization as an ideal to strive for and not as a goal to achieve. He described it as an ongoing process of maintaining and enhancing the individual's self-concept through empathic conversation. Rogers used the terms client and a person and not a patient, emphasizing his positive approach to prioritizing health. His Person-Centred Therapy (PTC) dialogue contained a reflection of the client and the reinterpretation of the experience by the therapist or the client. Rogers' improved Maslow's work by emphasizing the process a person must undergo till they acquire full awareness and autonomy about their self-separateness from others (Tudor & Worrall, 2006).

Self-identity in Rogers' Theory

Rogers shared the biological approach with Maslow. He claimed that the desire for self-actualization is innate. The humanistic approach states that the self is a unique composition of concepts of ourselves. The self-concept includes three components: self-worth (or self-esteem) – what we think about ourselves; self-image – how we see ourselves; and the ideal self – the person who we would like to be. The voyage towards individual maturity and actualization is ongoing throughout the life cycle. These notions may contribute to the understanding of the research participants' confusion.

PCT may serve as a foundation of the CP method and has three basic assumptions:

- The tendency of the individual to take a proactive approach to life: the tendency to self-maintain, self-enhance, flourish, and be self-protective.
- Every human being can be aware of their deeper needs, but they can accomplish them only if their basic needs are fulfilled.

- The therapist's role is to help the person to express their deepest needs by tracking the person's path (Levitt, 2005). The tracking is done using two main tools:
 - empathy – creating a safe place in an atmosphere of acceptance and taking a non-judgemental approach.
 - listening attentively and creating a comfortable conversation which generates insights through non-directive therapy (Rogers, 1951, 1980).

The self-actualization process entails continually reflecting upon and reinterpreting one's experiences, restructuring, and reinventing oneself. To use the participant's "native wisdom" and the power to continue adapting and modifying themselves in response to experiences from external and internal stimuli (Cooper et al., 2013; Worsley, 2009). These principles were adopted in my coaching, as they met both the participant's need to strive for self-actualization and ease their tension and my way to implement coaching.

Critics claim the three parts of the self that appear in Rogers' theory are the product of self-definition of Western modern society only and may not be universal and innate, and not every person can feel them owing to their living conditions (McLeod, 2015; River, 2018). Greenberg and Van Balen (1998) claim that PCT method is useless, when a person experience trauma or any blockage in their live course. It follows, then, that this approach is more suitable for people who have an inner knowledge of their identity and at the same time have a desire to pursue personal growth. (Rogers, 1951, 2015). Such an approach can partially suite to my research participants. PCT approach is strongly embedded in the foundations of CP, even the notion that at times the coach must create a unique path.

In summary, Maslow (1969) and Rogers (1980) both suggest the necessary attitudes and/or attributes that need to be internal to an individual as a prerequisite for self-actualization. Uncovering painful aspects in the participants' lives will lead them to grow by accepting and integrating these parts in themselves. Unlike Maslow, Rogers presented a list of characteristics and notions worth striving for rather than a list of actions or behaviours to perform and thus his approach does not become simplistic.

Positive Psychology (PP) and Self-Actualization

The application of a Positive Psychology (PP) approach has many advantages for this study. CP relies on PP as an evidence-based theory and is accompanied by significant therapeutic tools. Grant (2006) suggests that PP can be understood as *“the scientific study of optimal functioning, focusing on aspects of the human condition that lead to fulfilment and flourishing”*. PP is about normative people and has the power to offer the customised solutions in coaching that I was seeking. Its goal is to develop a preventative approach to halt feelings of depression and assist in developing emotional resilience as well as a happy and meaningful life. It is an attempt to find and nurture strengths, positive qualities, and talents. This can be seen as the construction of a new path to define modern ways to achieve self-actualisation. These goals are consistent with this research objectives (Linley et al. 2006).

Diener (2009) were the first to develop the notion of well-being, positing three components: frequent positive affect, infrequent negative affect, and cognitive evaluations such as life satisfaction. (Diener & Eunkook, 2000; Diener & Tov, 2013).

Ellis (2000) indicating well-being as a highly desired goal of self-actualization. Well-being is one of the fundamental ideas of PP (Bernard et al., 2010). In line with these studies, researchers examined self-actualization as a component of well-being and indicate how self-actualization and well-being are related to each other (Compton, 2001; Kim et al., 2003; Maybury, 2012).

The PERMA Theory: Developing a Meaningful Life

The path to finding a satisfying personal and occupational identity encompasses processes and goals that need to be explored and addressed. During one's journey toward self-actualization and the wish of the research participants to stop their confusion and to embark on a meaningful life path, there are processes, questions, and topics that the participants will have to go through concerning their wishes. Seligman (2011) suggested five components that create a “meaningful life” – the acronym is PERMA:

Positive Emotions, **E**ngagement, **R**elationships, **M**eaning and purpose, and **A**ccomplishments. (Seligman 2011; Sze 2015).

Positive emotions include a wide range of feelings, not just happiness or joy. These emotions are frequently seen as connected to positive outcomes, such as longer life and healthier social relationships (Fredrickson, 2017; Seligman, 2002, 2011).

Engagement refers to involvement in activities that draw and build upon one's passions and desires. Full engagement involves a feeling of intensity that leads to a sense of ecstasy and clarity. When one is fully engaged, one may feel a flow sensation which indicates that one is concentrating on the task and is completely absorbed and has no awareness of time passing (Csikszentmihalyi, 2004; Seligman, 2011). It seems that individuals aspire to feel that way not only in their private life but also in their workplaces where they spend the best part of their day.

Relationships have a positive influence on people's well-being. Intimacy, warmth, cooperation, partnerships, and closeness in all walks of life are important elements of a sense of a good life and contribute to self-actualization. (Lyon & Writer, 2009; Lyubomirsky & Dickerhoof, 2010).

Meaning is also known as purpose. Giving meaning to what one does is a significant part of the joy of life and self-actualization. This is what gives the strength to continue striving for a desirable goal (Murphy, 2013; Lyubomirsky, 2010). This area is significant for study participants; exploring personal meaning may alleviate confusion and pain and help formulate a path that matches their identity.

Accomplishments are the pursuit of success and mastery of feelings towards life events. Accomplishments sometimes can lead to negative emotional outcomes such as lesser level of empathy. Yet, they can activate other elements of PERMA, such as giving pride, resilience, and determination. (Fredrickson, 2017; Lyubomirsky, 2010; Kashen, 2011; Seligman, 2002, 2011; Slavin et al., 2012).

Seligman's definition made Maslow's definition of self-actualization more accurate and practical. The need to balance the opposing parts in the process of self-actualization and the positive interpretation of failure will be a personal goal for the research participants.

Csikszentmihalyi (1990, 2004) and Feldman (2010) claim that positive and negative emotions are independent factors and not the opposite of each other. Happiness is a different emotion; it is an experience created over time; it is not a momentary emotion. This notion is prominent in the research dealing with normative young adults who can

experience a normal life while at the same time suffering from non-resolved employment issues.

PP, Criticism, and the Second Wave of PP

Held (1995) emphasizes the importance of dealing with negativity in PP. PP sometimes fosters invalid concepts and values which exaggerate over-positivity and toxic positivity and lead to avoidance of concern with any emotion or thought associated with negative or harsh emotions (Ehrenreich, 2010; Schneider, 2011; Wright, 2014). Held (2014) argues that PP can sometimes be a simplistic approach taken by some practitioners. It appears as a “one-size-fits-all” approach which is possibly not beneficial to the advancement of the field of PP practice. She suggests a need for individual differences to be incorporated into PP. This suggestion is one of the main reasons for this exploratory research, which aimed to have “tailor-made” coaching for each participant, without a rigid method or structured toolkit.

Other effects are the distortion of reality and positive illusions, attitudes of extreme optimism that endure even in the face of facts and real conditions (Held, 1995, 2004; Schneider, 2011; Taylor & Brown, 1988, 1994). For example, the perception of what encompasses happiness and how to find happiness may be presented simplistically, and therefore result in reality distortion thus causing distress (Ehrenreich, 2010; Held, 1995, 2004, 2014). Accordingly, some of the study participants could have misconceptions of happiness and meaning in life, which may in part be the sources of confusion and unhappiness. Wolin & Wolin (1993) claim that the PP approach has less to offer in dealing with human hardship and acute suffering, which cannot be ignored in human lives (Diener, 2009).

Seligman's successor, Wong, referred to these challenges and presented a new PP layer; PP Version 2.0 or the second wave of PP (Wong, 2011a). The focus of this is on adaptive processes and positive outcomes in both positive and negative conditions (Ryff & Singer, 2003; Larsen & Prizmic, 2008). The new theme of happiness involves different personalities, circumstances, and pathways, and should be a more person-sensitive method tracking each person's unique path (Bufford et al., 1991; Diener et al., 2009; Wong, 2011a; Wood et al., 2008). This person-sensitive method, the PP 0.2 approach is the basic notion of this research in trying to track the individual path.

Grant (2006) argues that aside from the contribution that PP has for CP, it is still a structured psychological approach. PP lacks the flexibility that the CP approach is

based on. Besides, PP is a hierarchical approach in which the therapist is the professional authority in the room, and it is a fundamentally different approach from the working -alliance concept of CP. These factors are limiting the PP contribution to the CP approach and for the study participants.

In summary, PP principles have already been applied in CP research within the context of professional pursuits (Burke, 2018; Sims, 2017). This provides an evidence-based theory of people on their journey of self-improvement for this research and served as an educated interpretation of the emotional state of the research participants. Yet, PP theory does not offer specific tools to address confusion and distress in young adults' transition to adulthood. I am aware of the limitations of PP theory in this study.

Coaching psychology

rooted in the PP approach, was chosen as the combined research method, comprised of the perspectives of the theories mentioned above with their flexibility to enable a particular coaching method tailored to the participants' diverse needs. Coaching approaches and the brief therapy method used in the pilot which preceded this study will be presented below to examine the first results of the combined method.

Coaching and Career Coaching (CC)

Kauffman connected the roots of the coaching approach to the theoretical basis of PP, emphasizing goals, well-being, satisfaction, happiness, interpersonal skills, and personal responsibility (Kaufmann, 2006; Kauffman & Linley, 2007). Over the last two decades, coaching has developed and flourished, with many approaches and methodologies emerging (Burke, 2018).

The International Coaching Federation (ICF) defines coaching as "*partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential, which is particularly important in today's uncertain and complex environment*".

According to the ICF, coaching is a joint method in which the participants is an expert in their life and work – the participant is perceived as a whole, creative, and resourceful. The coach's part is to facilitate the participant to discover, clarify, achieve, and generate strategies and solutions. The method is based on an alliance with the client and holds the client responsible and accountable (Barkan, 2019).

Seligman (2007) and Maddux et al. (2004) considered PP to be the proper theoretical base for supporting the practice of coaching. They describe the traditional ideology of clinical psychology that prioritizes abnormality over normality, poor over healthy adjustment, and sickness over health. PP rejects clinical diagnosis and instead views “patients” as normative people experiencing life challenges.

This research addresses normative young adults seeking assistance which will strengthen them and cultivate their abilities. Although coaching has multiple approaches and is not always evidence-based, the research suggests that people, can and will change given the right platform (Grant, 2006).

Coaching has been broken down into sub-disciplines, such as health, business, parenting, couples coaching, education, career coaching and more, there are common stages for coaching in all disciplines (Cummings & Worley, 2009; Smith 2006, 2007).

- Mapping the "here & now" needs of the client
- Envisioning the future
- Exploring, testing, and clarifying goals
- Generating and evaluating possibilities
- Moving toward action

Deiorio et al. (2016) suggest a four-step CC model designated for students and managers, based on the coaching model (Cummings & Worley, 2009).

Establishing principles of the relationship. Initial coaching meetings should establish the goals and parameters of the relationship, as well as ethical and confidentiality considerations.

Conducting an assessment. This step involves both personal and systemic assessments. Review of both types of assessment must lead to a feedback process to begin self-monitoring and encourage learners to gain reflective skills to help them set goals for their programme.

Developing and implementing an action plan. This step includes goal setting, determining new and revised actions that will lead to goal attainment, identifying learning opportunities that build knowledge and/or skills, or initiating actions that will demonstrate the participant's progress toward competence. The participant reflects on what is working and what is not working, relate these to learning

styles, and see new possibilities for action. Action plans should include specific methods, timelines and milestones that allow both the coach and participant to monitor progress. The participant designs the plan; the coach holds the learner accountable.

Assessing the results of the action plans and revising accordingly. At appropriate intervals, the coach and participant should review and evaluate how the participant's progressing according to the action plan and whether features of the plan should be revised.

Deiorio et al.'s (2016) CC model is based on two main assumptions:

- The first premise of CC assumes that the coachee holds all the knowledge required for change in their career. The coach's role is to ask meaningful questions which will evoke a reflection process in the coachee.
- the second premise is that the coach has no agenda and does not contribute knowledge to the coachee. In addition, the coach's role is to maintain the framework and boundaries of the established coaching programme (Cummings & Worley, 2009; Deiorio et al., 2016).

These premises were inaccurate for the participants of this study, as I knew it from the preliminary research results. Some participants mentioned they do not know how to continue to manage their lives on a personal level, especially when it comes to managing their occupational life. Some said, as shown in the first theme in the Results chapter, that they had gone through such processes and reached a dead end, and this technique caused them heartache. It seems that the study participants need a different approach to dealing with their needs. The role of the coach should be with a different level of involvement than that defined in CC (Levi, 2013).

For these reasons, this study cannot rely on CC and should thus apply another approach in the field, even though there are specific topics in CC that may be relevant to this study.

The co-active coaching model can make a specific contribution to this research, as it is based on partnership and dialogue between the participant and the coach, and therefore both the coaching setting and the means of communication are more flexible (e.g., WhatsApp, Email, Zoom, Skype) than in the therapeutic context (Whitworth et

al., 2006). This approach was deemed suitable for normative young adults who are accustomed to communicating using novel sorts of media.

Finally, Grant (2019) notes that there is an unmonitored number of coaching methods, a variety of unscientific and uncontrolled coaching methods and coaches whose training is not clear enough. These combine to make coaching a non-scientific approach. In line with Shenton's (2004) arguments for establishing qualitative research on proven methods in the field, coaching is regarded as problematic as a theoretical basis for this research.

Coaching Psychology (CP) and Career Coaching

There is no one definition of CP; the diversity of definitions is a characteristic of evolving and ongoing change in an emerging field, which changes following the needs of each national professional society, its committees, input, and regulations (Grant, 2003; Palmer & Whybrow, 2018; Van Nieuwerburgh et al., 2018). Today there is no question as to whether CP works, instead the question is how it works and how it can be better developed and thrive (Passmore, 2010). Van Nieuwerburgh et al. (2018) define CP as an academic field and a professional activity that aims to enhance the well-being and performance of people. It is underpinned by models of coaching grounded in established psychological approaches.

Although it is a rather new approach, CP proclaims that it relies on proven evidence-based methods and differs from coaching (Latham & Locke, 2007; Palmer & Whybrow, 2018; Spence & Oades, 2011). Stand-alone coaching tools may miss the goal of attaining participant wellbeing. For example, result-oriented coaching can worsen the coachee psychological state if one has a non-diagnosed and unreported mental problem (Burke, 2018; Grant, 2009). The APS Interest Group for CP established in 2002, defined CP mainly as a practical tool of PP:

Coaching Psychology as an applied positive psychology draws on and develops an established psychological approach and can be understood as being the systematic application of behavioural science in the enhancement of life experience, work performance and well-being for individuals, groups and organizations who do not have clinically significant mental health (sic) or abnormal levels of distress" (APS 2018).

Relying on the PP approach dictates a more conventional definition for CP practitioners. They should be familiar with the PP or other established approaches

and their practices, meaning that the practitioner should be a psychologist or have equivalent knowledge and skills (Palmer & Whybrow, 2018; Van Nieuwerburgh et al., 2018).

In practice, it is argued by Palmer and Whybrow (2018) that many therapists are not necessarily psychologists (the definition of a psychologist also differs and varies from country to country). In addition, CP therapists deal with mentally challenged participants whether it is in the field as a work search or in parallel with clinical therapy. It follows, then, that even a broad and updated definition of the field ultimately does not cover it.

CP seeks a thorough understanding of the human motives behind the coaching tools used and is concerned with the ethical aspects of coaching, such as awareness of the emotional risk factors when dealing with populations as in this study (Burke, 2018; Kauffman & Linley, 2007; Palmer & Whybrow, 2018). Passmore recognizes and embraces the diversity of research methodologies that can capture the equally diverse ways in which coaching is applied as a change methodology. By incorporating psychological theories, and their ultimate aims of well-being and functioning (e.g., SDT; Deci & Ryan, 1985), these insights could be used to develop both existing and new coaching interventions, as well as the development of the cumulative knowledge framework needed to advance CP as a field of practice and an academic discipline (Passmore, 2010; Palmer & Whybrow, 2018; Green & Palmer, 2019).

In the segment on CCP, most of the research is oriented towards organisational environments, such as human resources (HR) professionals, perceptions of executive coaching and views on its efficacy, benefits and return on investment, competence and more (Cavanagh & Palmer, 2006). The pursuit of a career is treated as part of life coaching and there is a lack of literature on the unique challenges young adults face when dealing with confusion in this regard.

The Practice of CP

I chose as main tool the use of Palmer's (2008) PRACTICE model of coaching, which is an elaborated adaptation of Wasik's (1984) seven-step model. PRACTICE is an acronym for Problem identification, Realistic, developing relevant goals, generating, and exploring Alternative solutions, Consideration of consequences, Target the most feasible solution(s), Implementation of chosen solutions and Evaluation. The model includes the following steps: 1) problem identification; 2) goal selection; 3) generation

of alternatives; 4) consideration of consequences; 5) decision-making; 6) implementation; and 7) evaluation.

Palmer's PRACTICE has a calmer, containing, and comprehensive approach towards the coachee compared to other approaches. For example, at the start of the first coaching meeting, the coachee is allowed to talk about themselves without immediately focusing on their problems and concerns, thus allowing for a calmer atmosphere, which is especially needed in psychological situations relevant to the participants of this study (Jackson & McKergow, 2007; Palmer, 2008).

In addition, it allows me to learn more about the participants' perspectives and needs (O'Connell, 2003). The "loose" nature of the coaching process results in a sense of relief and normalises the participants' situation, which is important for these study participants. Another tool relevant to this research is my ability to direct the participant's attention to any relevant descriptions and examples relating to their competence, life anchors, strengths, successes, and qualities.

Burke (2018) proposed a conceptual framework for an integrated method for PP and coaching. Six elements are required for effective practice: 1) in-depth knowledge of PP on the part of the coach, 2) the application of strength-based models in coaching, 3) the use of positive diagnosis, 4) the co-creation of optimal-functioning goals, 5) the application of positive psychology interventions, and 6) the evaluation of the coaching using positive measures. This framework outlines the methodology guidelines used to construct the intervention for this study. Changes and adjustments may occur in section five where there may be a need to introduce additional intervention tools because of the emotional state of the participants. This dynamic and integrated approach has been demonstrated to be possible in the combination model of PP and coaching by Trom and Burke (2021).

CP is a developing field in a forward motion and as stated by Cavanagh and Palmer (2006) is seeking more knowledge, practice, and research. This study seeks to meet all three criteria stated by Cavanagh and Palmer:

- Development and validation of psychologically based coaching methodologies.
- Expanding coaching interventions that utilize existing theory and techniques, relevant to a nonclinical clientele.

- Conducting academic research in the fields of human change and well-being

Career Coaching Psychology (CCP)

CCP is an attempt to create a distinct field within the psychological coaching approach. The need arises from the fact that CCP is part of lifestyle coaching or a part of organizational coaching. Most research in the field has been done by various researchers who developed parts of models suitable for organizations and managers or employees in organizations. Other models were developed on student populations (Arnett, 2016; Burke, 2018; Littman-Ovadia et al., 2014; Pop & Van Nieuwerburgh, 2019). The results of these researchers may not be adequate for the current research population and perhaps not for other population segments seeking assistance, such as unemployed young adults, those who have never earned their living and individuals lacking an academic degree. In addition, normative young adults who are in crisis or experiencing difficulties, looking for specialized, brief, and personal fitting ways, to improve their lives. In postmodern society, modern tools should be active, brief, modified and with actual solutions assisting young adults to be proactive in the occupational world.

General Summary

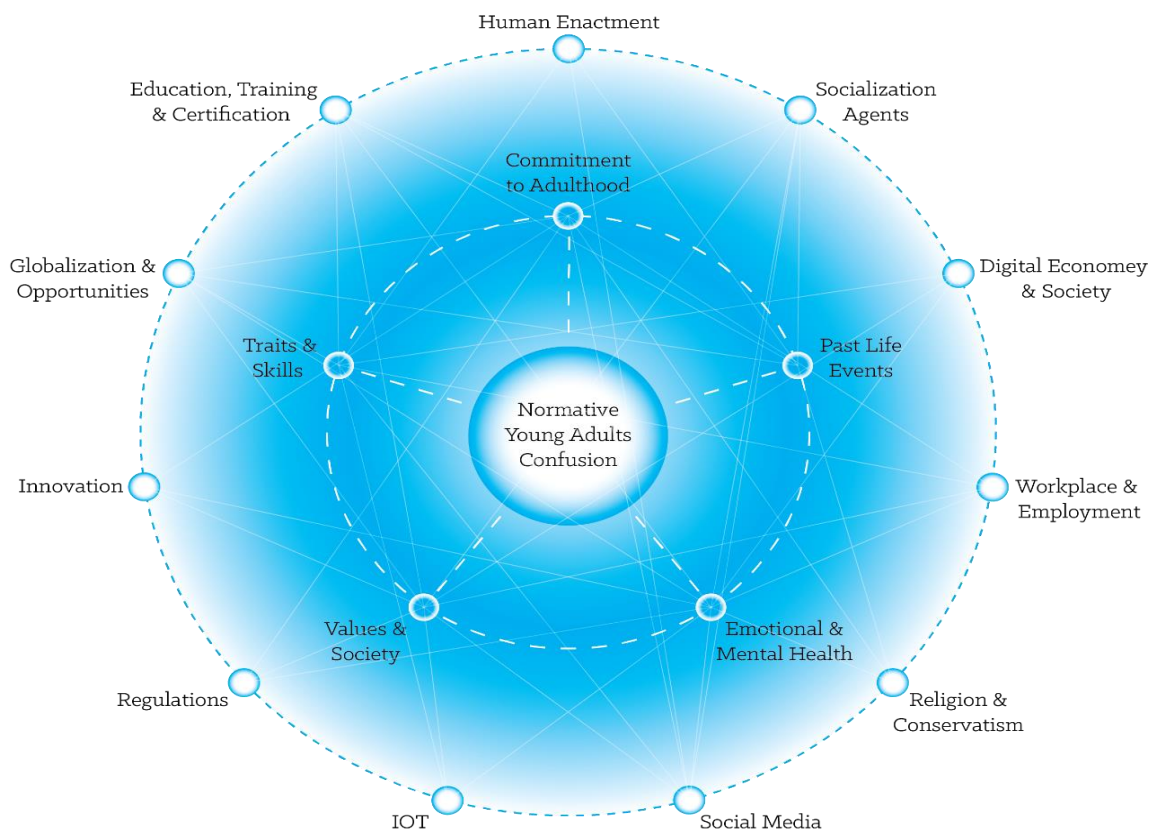
It was noted above that there are different and diverse ways to achieve maturity. Therefore, the coaching methodology offered should have multiple repertoires for addressing young adults through their transition. One of the most important criteria for choosing CP is a result of the theory and the emphasis on the tool of, personally fitted coaching versus readymade classifications or other preconstructed tools. Concerning the research question, the methodology must include an evidence-based psychological and occupational approach that can deal with occupational identity issues and relates to young adults. This study adopts an eclectic approach that incorporates broad theoretical knowledge with diverse techniques so that it can provide the best-fitted solutions. The study will attempt to add to the body of knowledge and expand findings on young adults in their thirties who seek their personal and professional identity in order to express their ontological situation in their voices. At this time, when young adults are facing the Covid 19 crisis and its varied consequences who are expected to last years ahead, focusing on this large group of young adults seem to be a major challenge at the countries, communities, and young adults level including their families (Fry et al. 2020; Cohn, 2020).

Young Israeli Adults Experiencing Occupational Confusion

The second part of the literature review deals with the influence of the human community and digital society on the lives of young adults in Israel, as represented by the integrative model below. Theorising about practice relies on an integrative and interdisciplinary model which ties research knowledge and practices to broader content related to the young adult's challenges.

Young adults in Israel account for 21.5% of the total population (Kolzchut, 2021); the highest ratio recorded among OECD countries as well as in other countries around the world (Ackerman, 2016). This ratio highlights the issue of transition to adulthood as an important challenge for young adults at the national and individual levels.

Figure 4: *Map of Variables that Influence Normative Young Adult Confusion*



These changes and innovations described in the figure above have not begun presently but are at the height of all times in terms of daily use of automation, digital platforms, and services in all aspects of life (Vallas & Schor 2020; Donovan et al. 2018). Digital skills became the entry gate to most young adult's positions (Şerban, 2020; Caro et al. 2019). Young adults in Israel are not differently placed from their colleagues in the Western world.

Unique characteristics of young Israeli adults

Young adults in Israel have their own unique set of characteristics that in part corresponds to the same pursuit of career and academic status as seen in other Western countries, specifically the US model (Lavie et al. 2019). Similarly, to their counterpart, sociologists Almog and Almog (2013) state that young adults in Israel find it difficult to see themselves holding a single position for their entire life and therefore the occupational traits diagnosis may not reflect their desires. Furthermore, self-actualization and the wish to pave a career path considering it, has become a strong aspiration of many (Almog & Almog, 2013; Bialik & Fry, 2019; Lavie et al. 2019). They differ from other Western countries in terms of complying with their family's values who still see them as "children" (Aaron & Fogel-Bizoui, 2018. Cinamon, 2018; Fry, 2017; Fry et al. 2020; Lavie et al., 2019).

Young Israelis are required to complete various standardized tests, starting at birth and up to their military service, providing them with knowledge of their skills and abilities at no charge. Although they acquired their knowledge bank, they do not always wish to pursue a career based on those skills (Berman, 2017; Katan, 2009; Moshe & Tiarjan-Orr, 2019).

Recently, many young adults have deviated from the expected path and prolonged their trips, start working and refuse to commit to academic's studies, devoting time to their self-development and well-being (Bonny-Noah 2014; Lavie et al. 2019)

Confusion factors for young adults in Israel

Since Israel has a relatively small number of inhabitants (9.2 million total inhabitants) (Kolzchut, 2021), the personal impact of the socialization processes is intense because of the high level of personal acquaintance between the young adults of the same age cohort and therefore the ability of high social comparison, resulting in pressure and confusion (Curran & Hill, 2019; Gross et al., 2018; Kendra, 2020). The mandatory conscription to army service in Israel is a heterogeneous intersection

which assimilates young adults from three age groups and accelerates the processes of social comparison (Elmasi, 2013).

In addition, Israel poses a great challenge to its young adults as it suffers from a poor education system. It is ranked low on the OECD scale in educational achievements, a position that has remained unchanged for the last couple of decades. This factor adds pressure for those who want to make their transition to adulthood, yet they are devoid of skills and knowledge (Belas, 2020; Eisenberg & Selivansky-Eden, 2019; Levinson, 2020). Israel has a cumbersome bureaucracy, and minimal government benefits for young adults (Kahn-Stravchinsky et al., 2016). Personal responsibility, competitiveness and parents' resources all contribute to young adults' success. Those who lack economic resources, networking and appropriate education are prone to feel confusion and inability to pave their own path (Eisenberg & Selivansky-Eden, 2019; Rabinowitz 2017).

Another factor contributing to the confusion is the army service. There is evidence that military service hinders the process of identity formation, which is an important component of an adult personality (Katzir, 2005). On the other hand, Safraei (2019) claims that military service contributes positively to the young adults' time spent between adolescence and adulthood. The other benefits are the possibility to acquire a profession that may pave the young adult's civilian career and to gain a leadership experience that is highly valued in the commercial market (Manela, 2019). Nevertheless, what about those who have not acquired leadership experience or have not engaged in one of the advanced fields of high-tech training in the military? It turns out that during their army service, young adults negatively compare themselves to others who are considered successful and those whose futures are guaranteed.

Lavee and Katz (2003) claim that young adults in Israel are caught between modernization and traditional values. Israeli society still operates in large part on traditional family values; individuals are urged to marry, start a family, find a profession, and establish themselves in it. Traditional, religious, and ethnic factors also have a strong influence on young adults (Amit 2018; Cinamon 2018; Hareven, 1998; Lavie et al., 2019). This tension is growing, mainly as a result of the huge impact of the local high-tech industry in recent decades, which recorded a peak in IPOs in 2021 (Ziv, 2018, 2021). Choosing the high-tech professions is a detour to avoid the Israeli economic and cultural maladies. It is also a chance to integrate with worldwide technological growth, enhancing the prospect of success on a national and international scale (Peretz, 2021).

Israel has the second-highest number of high-tech ventures per capita after the US (Ziv, 2018). Every day, the media highlights news items on the phenomenal success of young entrepreneurs who have broken the \$1 billion (unicorn) limits, and this has had a huge impact on young adults paving an authentic path (Peretz, 2021; Ziv, 2021; Gams, 2021a).

Owing to this pressure, young adults often feel as though they are failing and disappointing their families who continue to support them even if they do not conform or measure up to the expectation to excel in all these areas (Amit, 2018; Harpaz & Ben Baruch, 2004).

Gams (2021b) argues that the outbreak of Covid-19, followed by an economic crisis revealed the difficulties of Israeli education mainly concerning populations that have not acquired digital skills and are likely to sink into chronic unemployment, despite their young age. The CEO of the Employment Service declared that the crisis has deepened the gaps in society.

On the other hand, Peretz (2021) claims that the Covid-19 crisis revealed a continuing shortage in high-tech professionals which has existed for several years and intensified following the crisis, due to the lasting influx in the field and the sharp jump in the demand for digital services.

There is a diverse range of opinions, statistics, and positions, which contradict and compliment the knowledge in these areas. A situation that confronts those involved in the field with the question of how to help a confused young adult find their way without a pre-prepared, customized, and social model.

The advantage of research conducted in Israel is that it may present relevant themes for young adults in Western countries alongside the appeal to young adults living in both industrialized and traditional countries such as those in the Far East, some south-eastern European countries, and the Middle East.

METHODOLOGY

The methodology chapter is divided into five sections: Section I: Definitions, Section II: Research Design, Section III: Research Tools, Section IV: Procedures and Section V: Ethics.

* Owing to procedural processes that took place at the beginning of the Methodology chapter, a certain gap was created between the actual progress of the research (as instructed by Prof. Levy and Prof. Lane) and the dates on which the panels took place.

Section I: Definitions

The first stage in research design is the construction of definitions and the research terms. Since terms create and carry meaning, the choice of research terms should be as precise as possible. In cases where I had doubts about choosing exact words, a dilemma is presented.

Employed – according to the Israeli National Insurance Institute this includes any person between the ages of 16 and 72 who has worked at least one consecutive year, including those who are employed in part-time work, shift work, or student employment for one year. Beveridge (1944) adds that employed means that everyone who wants a job and has all the hours of work they need on "fair wages".

Unemployed – according to the OECD, this includes any person aged 15 to 74 who is currently without work, currently able to work and actively seeking work.

Underemployment – this includes the under-use of a worker who is employed in a job that does not use the worker's skills, is part-time, or leaves the worker idle (Feldman, 1996).

Job placement is "a service for finding a suitable job for someone, such as a temporary job for a student or unemployed person" (Cambridge business English dictionary, 2017).

Temporary work/employment – this covers a working arrangement limited to a certain period based on the needs of the employing organization (Graham et al., 2017).

Bias – this is an inherent phenomenon in any research and is considered to be negative. It may appear at any stage of the research, for example the design stage, participant selection, the research process, the analysing stage and writing (Bloor & Wood, 2006; Sabar, 2008, 2015).

Depression – “Depression is a state of low mood and aversion to activity that can affect a person's thoughts, behaviour, tendencies, feelings, and sense of well-being” (De la Serna, 2019). It is defined by the DSM-5 (2013) as: “Depressed mood, is also a symptom of some mood disorders such as major depressive disorder or dysthymia.”

Anxiety – “Is an emotion characterized by an unpleasant state of inner turmoil, often accompanied by nervous behaviour such as pacing back and forth, somatic complaints, and rumination. It can be the subjectively unpleasant feelings of dread over anticipated events” (Seligman et al., 2000).

Confusion – the Oxford English Dictionary (2021) suggests the following definition: “Uncertainty about what is happening, intended, or required”, “A situation of panic or disorder”, “and the state of being bewildered or unclear in one's mind about something”. (Oxford English Dictionary, 2021).

The Merriam-Webster dictionary suggests three definitions that may describe the research participants' state and feelings more accurately in this study: “A situation in which people are uncertain about what to do or are unable to understand something clearly”, “the feeling that you have when you do not understand what is happening, what is expected, etc.” and “[a] state or situation in which many things are happening in a way that is not controlled or orderly” (Merriam-Webster dictionary, 2020).

Defining identity confusion

The first dilemma in planning the research was to select the exact terminology for the studied phenomenon to avoid confusion. The difficulty stems from multiple expressions of distress expressing descriptions of mental pain, such as depression and suffering. The following section presents my concerns and decisions.

A preliminary study conducted by me in 2013 refers to this phenomenon. Although the study participants described their authentic feelings in words such as depression, confusion and distress, their condition did not show evidence of psychological health problems requiring drug intervention or clinical therapy. The study participants found

'confusion' to be the word that best described their mental state. I attached significance to this choice and adopted it for this research. Barthes (2006) claims that the meaning of words or terms is emergent knowledge which is created during conversation and mutual discourse. Participants used the word "confusion" in interviews and sessions as a metaphor for poor mood. Confusion, although expressed in this psychological context, has a non-clinical significance and is part of everyday discourse (Barthes, 2006).

The study addresses people who are "confused" but function in their daily lives. They are not in psychotherapy, are not on psychiatric drugs and are not undergoing clinical therapy. The candidates also had not undergone any psychiatric hospitalization in their lives and were not on any other welfare programmes in the State of Israel. Confusion was therefore deemed to be the right choice to describe the participants' challenges. "Confusion" is a simple, commonly used term, which people can easily relate to. It captures both the nature of a psychological state of mind as well as paving a way in which coaching may help.

The preliminary research and CP literature indicate that participants exhibited anxiety, stress, distress, and dysthymia at various levels. This raises the question of whether it is an expression of experiencing normative existential challenges or the exhibition of undiagnosed mental health issues. Researchers dealing with the integrative application of CP indicate that CP allows coaching on emotional difficulties, at certain levels, by incorporating research-based psychological methods in CP interventions (Van Nieuwerburgh et al., 2018). However, this question inevitably remains an open one that influenced this study, its design and the ethical issues of coaching a non-normative population (Grant, 2009).

Section II: Research Design

Qualitative Research

"The aim of qualitative research is not to discover, measure or define reality, but rather to explore different interpretations of it" (Lincoln & Guba, 2000). Qualitative research usually sets out to reveal patterns embedded in reality, to analyse and interpret them, and to examine personal phenomena that are not measurable. The aim of this research was not to prove any particular theory, but rather to discover possible influences that CP methods might have in helping confused young adults and tracking the process they have undergone.

Research Design

The following paragraph outlines the research design and is followed by sections that elaborate on the methodologies used in this research. The research applies qualitative methods for collecting data. The data presented are gathered from the coaching sessions held with the participants.

The research is based on the experiences, perceptions and thoughts that young adults shared, discussed and realized during the coaching sessions. It is their voices that are presented in this work. The qualitative data embedded throughout the work enable a deep understanding by identifying, presenting and explaining the main themes that emerged throughout the sessions (Barkan, 2019; Sabar, 1990).

Choosing a qualitative research method

Qualitative research has developed tremendously, and qualitative analysis methods are abundant, some of which overlap each other which makes it difficult to distinguish between them. Nevertheless, several major guidelines are recognised and are widely used (Wertz et al., 2011). Five main methods were considered options for analysing the research data: Phenomenological psychology, Grounded theory, Discourse analysis, Narrative analysis, and Thematic analysis. The chosen method was Thematic analysis. The alternatives were examined and found to be less effective for the needs of this study (details of the selection procedure see Appendix No. XVII).

Thematic analysis, it can be best described as an umbrella term for a variety of different approaches, rather than a singular method. Almost all qualitative researchers are to some degree utilising thematic analysis to analyse collected qualitative data (Braun & Clarke, 2006; Holloway & Todres, 2003).

One of the salient features of thematic analysis is its flexibility which stems from the fact that it is not tied to any specific theoretical framework. Flexibility applies to framing theory, research questions and research design. Thematic analysis can be used to track the factors and processes that influence and shape particular phenomena, as well as the explicit and implicit norms and “rules” governing particular practices (Braun & Clarke, 2006).

As the study was characterized by the need for flexibility in data analysis, that thematic analysis can provide. Seventeen participants provided substantial, diverse, and varied data that could potentially generate a large number of themes, which

dictate methodological content judgment, thematic reduction or expansion when ethical aspects accompany each decision. thematic analysis allows for a tailored procedure.

Furthermore, thematic analysis uses an inductive research approach which meets the research requirements. In an inductive approach, the themes identified are strongly linked and emerge from the data. The process of data categorising and coding does not try to fit the data into a pre-existing theory or framework. However, the induction approach in thematic analysis is not “pure” induction; it is not possible for me to free myself from ontological, epistemological, and paradigmatic assumptions, as categorizing, coding and initial themes, will always reflect my philosophical standpoint and research values (Boyatzis, 1998; Braun & Clarke, 2006). Braun and Clarke (2006) argue that for those committed to qualitative research values, their subjectivity is viewed as a resource (rather than a threat to credibility), and so concerns about reliability do not hold (Shenton, 2004). Braun and Clarke (2006) claim that there is no correct or accurate interpretation of data; interpretations are inevitably subjective and reflect my positioning. Quality is achieved through a systematic and rigorous approach and through transparency in my work.

Another advantage of thematic analysis for this research is the possibility of processing large data sets more easily by sorting them into broad themes, but this also involves the risk of missing nuances in the data. There is also the difficulty of maintaining a sense of continuity of data between individual accounts. Themes and codes may mesh (Guest 2012). Furthermore, thematic analysis is often quite subjective and relies on my judgement within the data analysis. My freedom to modify themes during the process may lead to a certain bias in research and in particular to missing the connections to the phenomena under study.

Braun and Clarke (2006) suggest remedies for these disadvantages such as keeping a rigorous reflective log focusing on choices and interpretations during each phase of the thematic analysis. The reflective process enables monitoring biases or mistakes and reduced by being aware of their existence. Conducting a repeated tests of the themes obtained from the data and consulting with a support group or study tutors helps to analyse any problematic issues in the process. My subjectivity cannot be avoided, but it can be used for the best results of this research.

Thematic analysis was therefore chosen as the method that could best describe the nature of the research and the analysis of the materials (see the details of the data analysis procedures in the Procedures section).

Sampling Strategy

Purposive sampling was the chosen method. It is the most commonly used form of non-probabilistic sampling (Miles & Huberman, 1994; Pop & Van Nieuwerburgh, 2019; Shenton, 2004). The goal was to track the participants in-depth, without preliminary assumptions, which necessitated a well-targeted research sample to obtain rich and varied data. Dervin (1983) has emphasised the necessity of obtaining a variety of perspectives to get a better, more stable view of the phenomena under study, based on wide observations from a broad base of points in time-space.

Recruitment of participants was conducted via an online campaign open to all young adults, offering free coaching sessions. It aimed to increase the probability of sampling from diverse layers of normative population segments (Appendix III). This method of recruitment is common in medical studies which require volunteers when there is a diverse distribution of patients suffering from a somatic condition in the population (Guest et al., 2006).

Sample Size

Guest et al. (2006) found that saturation was the key to satisfactory qualitative work, and this typically occurred within the first twelve interviews. Although, essential elements for overarching themes are often present as early as six interviews. In Guest et al.'s (2006) study, each participant had one interview. The issue of long-term commitment to multiple interviews was not possible in Guest et al.'s research because it was conducted on a convenient population (African women who came for medical treatment) without any liability to come for future treatments.

In light of the difference between the research discussed in this ongoing work and Guest's short-term research, it was decided to recruit seventeen participants. Twelve participants, as Guest et al. (2006) recommend, to ensure thick data and five additional participants were selected as reserves in case some dropped out during the twelve sessions and jeopardized the study (Guest et al, 2006; Shenton 2004). This sample was large enough to ensure that meaningful themes would emerge (Barkan, 2019).

Participants

Planned demographic characteristics

Several limitations were experienced in selecting the research population. From an ethical perspective, regarding population choices there is a concern about participants' emotional risk-taking. Another limitation is for those who were engaged in similar or identical work elsewhere (therapy or mentoring). I removed potential barriers and ensured the accessibility of the research to a variety of potential participants. I included multiple voices, exhibiting similar, dissimilar and a variety of characteristics, to gain greater knowledge as close to the population as possible (Shenton, 2004; Stake, 1994).

Failure to limit inappropriate candidates may cause a significant difficulty since inappropriate individuals could enter the study and sabotage the research, resulting in a mismatched expectations or other agendas (Bouma & Atkinson, 1995; Hamel et al., 1993).

Age: 20–35 was chosen owing to enlisting in the Israeli army (females complete their service at the age of 20, males at the age of 21).

- No limitations on gender, race, ethnicity, education, and religion

Military service: Military service is mandatory in Israel. However, not all young adults serve their full term in the army. Some drop out of the military during their service while others do not serve at all, and others, mainly females and minorities, volunteer to serve in other forms of national service. The sample included participants from all the segments mentioned.

Residence: Residents of Israel only, no coaching sessions were conducted via Skype.

Dissemination of the study population: No limitations, but the participants resided in a geographical area within a radius of up to 60 km from the town of Ramat Gan or Ramat Ha-Sharon (up to a one-hour drive).

Family history and narratives: A wide variety of participants, including immigrants in the assimilating processes, third-generation Holocaust survivors, those who grew up in Kibbutzim, and residents of developing towns and disadvantaged neighbourhoods.

Mental/physical health condition: not suffering from chronic physical or mental illnesses, and not in any psychiatric or physical rehabilitation process or on welfare.

Expected Research Population

The CP sessions were offered at no cost to participants of lower-middle and low socioeconomic status. It was recognized that the lowest percentiles of populations would not participate in the study, as these populations are accustomed to being paid for their participation in social programmes and also having their expenses covered. For ethical reasons, this study was not supported by public entities. As mentioned above, selecting the appropriate participants is a key factor impacting on the research (Bouma & Atkinson, 1995; Hamel et al., 1993).

Minorities and sub-groups in Israeli society:

Minorities populations were not expected to participate in the research for ethical and methodological reasons. Either because they had other challenges or due to their conservative religious ideology which restricts their individual free choice and self-identity, affecting their occupational choice (Fuchs & Friedman-Wilson, 2018; Rubin & Novis Deutsch, 2018). However, if candidates of the described minorities subgroups would volunteered to participate in the study, they would have been accepted.

Obtaining the correct sample

Grant (2009) observed that 25–50% of individuals seeking coaching have increased levels of anxiety, stress, or depression. Townsend-Handscorn (2013) surveyed coaches in the UK and found that 72.29% of them had at least one participant who suffered from mental health symptoms and that 40.36% said that they had experienced a coachee with more than one symptom of distress. I was aware of phenomenological and ethical issues in this situation and thus created a design that minimizes the participation of such individuals. (Details of the processes are included in the Tools section, subsections of interviews and questionnaires.) Hamel et al. (1993) emphasise the importance of appropriate selection tactics to increase credibility and my confidence that candidates are typical members of the broader “selected society”, in this case, the population of normative young adults (Shenton, 2004).

To strengthen the ability of the research to operate with the right selected candidates, it was essential to inform prospective candidates in advance of all possible risks of the research, as well as certain rights and obligations. Thus, from an ethical aspect, the participants were able to make the right decision about themselves and simultaneously increase the chances of selecting those who met the research conditions. I attempted not to conceal any information that could sabotage the research or impair the participants' mental/emotional state while trying to reach the appropriate candidates. Adherence to the rules of ethics, particularly voluntary participation in research, is an essential prerequisite for raising the credibility of the study sample (Shenton, 2004).

Method for recruiting participants

Recruiting through social media raises the issue of obtaining an appropriate sample and is also accompanied by ethical issues in the research design. My decision-making aimed to reduce participants "recruitment" bias through social media. This type of recruitment is commonly used in medical and healthcare studies. However, there were concerns that populations without access to social media would not participate and that some potential candidates might be afraid to turn to digital media that leaves a trail. There may also be other, unknown reasons that resulted in participants not taking part. As such, this may reduce the sampling range and sampling of a sub-population to those who take part in the social media world. Or it might have caused a sampling bias that I might not have been aware of.

Despite the disadvantages specified, I decided to recruit participants through her social network and to face the challenges. The main reason was driven by the fact that the research population uses social media more than any other media. This became a threshold criterion to ensure that the applicants had sufficient knowledge of Hebrew and were able to comply with all the research conditions, like submitting the questionnaires.

The study tried to recruit random candidates in the appropriate age range within a radius of up to 60 km from my clinics. This would not have been possible without the use of social media.

The alternative was a convenience sample based on my personal and professional connections (friends, students, ex-participants, groups in organisations, etc.). However, this choice excluded the random sampling of participants.

Section III: Research Tools

I used various types of tools according to the needs of the different research phases:

- Results of the preliminary research conducted in 2013 by me
- A reflexive translated log-bracketing process (Appendix I)
- Recruitment of an interdisciplinary support team
- A recruitment ad on my professional page on Facebook (Appendix III)
- Interview manual of the two screening interviews, as detailed below (Appendix V–VII)
- A research participation consent form (Appendix VII)
- A set of questionnaires, as detailed below (Appendix IX–XI)
- Two optional questionnaires as additional tools for deepening knowledge during the study (Appendix XII–XIV)
- In-depth interviews
- A feedback questionnaire (Appendix XV)
- A table for analysing information emerging from in-depth interviews, participants' life stories and feedback (Appendix XVI)
- Reflective commentary consultation with me during the study (see pp. 66, 69 below)
- A translated file of seventeen participants summaries, including citations of participants' language.

The following paragraphs refer to research tools not discussed earlier.

Preliminary Research

Preliminary research held during March–June 2013 was conducted prior to the current research, as part of the final requirements for the completion of a Diploma in Coaching Psychology in collaboration with Bar-Ilan University and supervised by Prof. A. Levy. The study was conducted on the same population segment in terms of demographic characteristics as the proposed study. Feedback, results and conclusions of the preliminary research were taken into consideration while designing the current research.

Results and conclusions of the preliminary research

Twelve sessions were carried out and reported as sufficient by the participants and observed as such by me. The structure was adapted from short-term

therapy. Participants' feedback stated that the limited number of sessions had a positive effect on their goal-oriented thinking, as they were focused on their objectives. This finding is compatible with the rationale for short-term therapy (Mann, 1973).

Participants were unable to keep a running diary in addition to the coaching tasks. They stopped writing after the two first sessions but did prepare topics for the session. After a few more sessions they ceased writing altogether. They claimed that the writing was unnecessary and overwhelmed them when faced with the other objectives. As a result, this task was omitted from the proposed research design. This finding is in line with Lincoln and Guba's (1985) suggestion not to deter participants by making too many demands.

A set of questionnaires was prepared for the preliminary study, comprising four questionnaires. This set included about 145 questions plus a graph and a diagram. Participants were told that the questionnaires were for initial introduction purposes only. They were promised that information would not be gathered to prepare a personal or occupational profile, or for employment placement.

Participants' feedback stated that the questionnaires were not easy to complete and required considerable time and effort. Therefore, several repeated questions were shortened following the feedback identical questions with synonyms, or questions which collected information that was not needed for my research. Shenton (2004) emphasizes the importance of honesty and freedom to participate or not when contributing data as a factor to increase credibility. There was a concern that to gain participation in free coaching, participants would not answer genuinely. Therefore, the feedback given by participants took this into account.

All the questionnaires sent prior to the study were completed and sent back in time. This once-off task, according to the participants' feedback, prepared them to reflect on the coming sessions and to focus on their goals.

Even without a reflection diary, participants reported giving considerable thought to each session and acted according to the decisions they had made and reported a "ripple" effect – their improvement extended to other life areas.

The concept of "confusion" was investigated and found to be appropriate by the ontological descriptions of the study participants.

A thorough examination of the implementation of the changes requires a time interval between the coaching sessions. Examining the resilience, lasting effect and analytical feedback required that the later meetings took place over more extended periods. The research therefore took place over 15 months, between August 2015 and November 2016.

Reflexive Log – Bracketing Process

The practice of reflexivity began before the research. A reflexivity diary was kept following Hycner's (1999) suggestion to use the "bracketing" technique for phenomenological reduction. This is a reflective process which places my attitudes in brackets, thus enabling self-awareness about the research participants, and my attitude towards them. In the bracketing process, I described primary emotions, thoughts, and paradigms in detail, especially those which may impair the research process. Bracketing is an important pre-research process, particularly as I was well acquainted with the research population and had conducted preliminary research in the field (Appendix I).

Assistance Team

Preparations were made to gather an inter-professional support team to assist me. The supportive services included:

- Prof. A. Levy, a licensed clinical psychologist and one of the research tutors, who was prepared to provide clinical psychological help if required.
- Dr J. Zimmerman, an expert psychiatrist and former director of a psychiatric ward, who was available to help patients if their situation deteriorated due to participation in the research.
- I, a licensed family and marital consultant and an integrative psychotherapist, would support the participants if needed.

Ethical Rules

Any participant found in need of psychological or psychiatric treatment during the study would be asked to leave the study and would be referred to one of the support team. If necessary, the participant would be referred for outside help. I was committed to this step; however, if the participant decided not to receive the proposed help, I could not force this issue.

I provided the participants with the names of the research tutors and their contact information, and the participants' right to turn to them at any time of their choosing.

Participants were asked to inform me of any special need or distress they might be experiencing at any phase of the research.

I informed the participants that they had the right to read their file at any time.

I informed the participants that they had the right to leave the study at any time, with no explanation required.

Disqualification of participants from taking part in the research due to life events was at my discretion and the accompanying professional staff. The participants could ask and check any information relating to the research or to me.

The participants could terminate the admission process without any explanation if the information set out in this section did not suit them.

Screening Interviews

The coaching offered has unique characteristics that required the participant to consider and make a binding decision over a period of time. The study tracked participants' present behaviour and therefore the participants' interaction with me took place over a relatively long period. The study was planned to run over about three to five months, which was a significant long-term commitment.

For these reasons, I wanted to conduct two admissions interviews so that the candidates could, at their leisure, digest the nature of the research, carefully consider examine their ability to meet the requirements and then decide.

I prepared a screening interview manual which attempted to cover critical issues and allowed the candidates to ask questions. I also prepared a manual for those candidates who were not included in the research. The detailed manuals are included in Appendix VII.

First screening interview

Every potential candidate underwent a first screening interview. This aimed to ascertain the candidate's eligibility by examining the necessary prerequisites for participation in the study – appropriate age, accountability for research commitments and geographical accessibility. In this first interview general information about the

study, ethical issues, and information about me was provided, hence ensuring that candidates ultimately gave informed consent to their participation in the research without being coerced or incentivized by me (see Appendix IV).

Ineligible candidates were told they were unsuitable on the spot and, where applicable, references for professional help were provided. Their interview was stopped and so was the information gathering. The candidate was also informed that the personal data already provided would immediately be shredded.

Eligible applicants were asked to decide whether they wished to continue with the process. All ethical issues related to their participation were explained to them and I openly answered their questions (Appendix V).

Second screening interview

I selected the first seventeen participants from the list in the order in which they applied to register for the study. The first one found suitable was participant number one, the second in line, according to the date on which they registered, was number two and so on until seventeen potential participants were identified. I verified with each participant that they were ready to participate in the study and had considered the long-term commitment.

I explained all the terms of the study and again emphasised the ethical issues. She also explained the topic of the preliminary questionnaires. Finally, the session location was chosen, and the session date and time were agreed upon (Appendix VI).

Emphasis on ethical issues and especially voluntary participation are some of the conditions for increasing research credibility (Shenton, 2004). Credibility increases when genuine sharing takes place, diverse ideas are raised, and information related to the research topic is provided. When a connection between the research and the participants' life events occurs credibility increases.

My part is to ensure that ethical codes are explained before the decision to join the research is made. These explanations emphasise my commitment to establishing the first necessary steps in developing a trusting relationship, which is necessary for prolonged engagement, as suggested by Lincoln and Guba (1985, 2000).

I provided explanations of the general purpose of the research, expectations of the participant (including the amount of time required) and the potential risks and benefits (including psychological, social, or marital outcomes). Accordingly, she

- emphasized that participation was voluntary and that participants could withdraw at any time without any explanation or any negative repercussions
- described how the confidentiality of the participant would be protected
- informed participants how to contact me and the research tutors with questions or problems related to the research before deciding to participate in the research (Mack et al., 2011) (Appendix VIII)
- explained how to complete and submit the preliminary questionnaires. It was clarified that the first meeting would be take place only after the questionnaires had been returned.

I prepared a leave protocol for participants who did not meet the admission requirements for the study. I telephoned such candidates explaining that they would not be able to participate in the research. This decision was made after processing the information collected during the second interview and processing the questionnaires.

Candidates who sought referrals for treatment or counselling were given several options to choose from (Appendix VII).

Questionnaires

I administered a set of questionnaires which were used in the preliminary research. These questionnaires were intended to establish familiarity. Two questionnaires were in a full version and two others had been shortened. I was aware that a modified form limits the credibility of the tool (Shenton, 2004); however, experience from the preliminary study indicated that this was a necessary step as the participants perceived the questionnaires as too long and tedious.

The set of questionnaires used examined the participants' self and career concepts and assisted participants in becoming focused and ready for the sessions. I was careful not to send diagnostic questionnaires for depression or other clinical problems. The mood questionnaire being shortened to 21 items. The instructions are attached in Appendix XIII. Those who were uncomfortable with some, or all the questions were instructed to feel free not to comment. In cases where answers indicating that the candidate may have been suffering from mental difficulties, they were passed on for consultation with Prof. Levy and Dr Zimmerman, in the support team.

The decision to modify the two questionnaires derived from the following reasons,

- Analysing just 17 potential participant questionnaires did not allow for any statistical significance, even if the full version of the questionnaire had been used.
- The full version of the questionnaires could provide broad personal information about the participants, which was not necessary for the present study. The collection of unnecessary information on participants is an ethical flaw.
- The feedback from the preliminary study showed that the participants had difficulty completing tasks that were mainly in the interests of the research. Participants claimed that the questionnaires were too long and repetitive and therefore tedious. Considering this, a tailored version could reduce this bias.

The research questionnaires consisted of modified questions of the first two questionnaires listed below. The battery consisted of two sets of questionnaires covering psychological and occupational coaching.

Questions about self-image and moods were taken from Etzion and Laski's self-image questionnaire (Etzion & Laski, 1998).

- Some items from Appreciation Inquiry (Ben Yosef, 2014).
- Some items from Schwartz's Scale of Values (Schwartz et al., 2001)
- A life-graph questionnaire and a life-cycle questionnaire were used (Bachkirova et al., 2017).

The psychological questionnaire aimed to deal with the self-perception and actual mood of the potential participants. The three others were occupational coaching questionnaires focused on occupational issues. The questionnaires were relevant for the selection stage.

During the study, three optional questionnaires/paperwork were offered when necessary (Appendix XIII–XIV):

- CP Objectives Questionnaire
- CP Goal Targeting Questionnaire
- Feedback Questionnaire

These questionnaires are tools mainly for targeting coaching goals and gathering data about the participants' past life events or family history. The questionnaires were not distributed to all participants, and only selected questions were used, according to the flow of the research and the needs of the participants.

The set of questionnaires was sent by email (Appendices VII–XI) as planned.

Research feedback questionnaire

A feedback questionnaire was prepared for this research covering the study stages, CP method, coaching style, changing points, etc. The questionnaire formed the basis for the feedback conversation between each participant and me separately. I chose to emphasise the gathering of data that expressed each participants' ontological experience describing the participants' experiences at the most precise level. Using questionnaires helped me to design relevant questions for the feedback phase and as a reminder to cover the same questions with all participants so that there was as much uniformity regarding the questions and as much diversity in the answers as possible. (Appendix XV).

Collaboration feedback questionnaire

Collaboration meetings were held to gain oral and written feedback from peers, young adults and their parents and managers with their teams. Each meeting included a lecture on the findings, a discussion, and a self-administered questionnaire (Appendix XVII). A feedback questionnaire was distributed after the meeting. The questionnaire is open-ended and aims to summarise the attitudes of various partners in the community, as detailed in Appendix XVIII.

In this qualitative research study, questionnaires were not the primary tool for data collection and its verification. I preferred an open personal conversation, rather than a structured questionnaire. Open-ended conversation increases the ability to identify the smallest emotion for each participant, to study in depth the emotional and cognitive expressions of their experiences. This is in line with Dolinsky (2018), who argues that psychology has become the science of filling out questionnaires or providing hypothetical answers on values or behaviours that are not always consistent with human actual behaviour. In his book, Mozes (2021) mentions the scales of scientific work in medicine and the social sciences that rely on filling out questionnaires only and which may come up with irreversible findings and erroneous results that may harm the general population. However, posting the questionnaires in

the appendices to this study may increase the transferability of these questionnaires and allow researchers and practitioners to find information of interest in them (Shenton, 2004).

To summarize, the most important purpose of this study was to track knowledge emerging from the ontological descriptions of the study participants, not to create quantitative measurement tools to rate normative youth confusion based on personal and occupational identity. The study accepts the subjective descriptions as the valid qualitative baseline to start individual tracking and coaching them from this point on, considering the self-report bias attached to this decision. Studying behaviours is more difficult, harder to verify, and usually more expensive than analysing written questionnaire replies (Arnett, 2006; Dolinsky, 2018). This study is about tracking young adults' attitudes and actual behaviours.

In-depth Interviews

An in-depth interview is one of the central tools for understanding a person's initial and authentic depth experiences. An in-depth interview is an open and flexible conversation where the subjective experience is at the centre of the discourse (shaked, 2003, 2011; Spector-Marzel, 2010). This kind of interview tries to penetrate beyond the linguistic language formats, targeting the initial experience of being in the world, in this way promoting my comprehension, towards a more complete (relatively of course) understanding of the ontological experience of the participant. The physical dimensions of facial expressions, body language, comfort, and physical discomfort also contribute to understanding the experience beyond the word descriptions (Macdonald, 2011). I entered this study with some knowledge of the research question (specified above in the subsection, Preliminary research). To ensure as far as possible that this prior knowledge would not dictate the research data, I utilised the in-depth interview tool to elaborate the data. An in-depth interview was identified as the optimal route to data collection, enabling spiral drilling down to each participant's context, values, and ideals (Keegan, 2009).

I adhered as much as possible to basic ethical guidelines aimed at maintaining the well-being of the participants, along with obtaining a description of their inner experiences without taking a judgmental position.

At the beginning of each interview, I defined the interview goal, making it clear that there is no "right" or "wrong", "good" or "bad" replies. Every word, emotion, and

physical feeling is essential. During each interview and especially towards the end of it, I repeated the participants' words but in their own words, making sure of a clear understanding of the participants' intentions. We both discussed and reaffirmed my wording, and this reaffirmation process was undertaken until it was clear to me that the participants' experiences and intentions were accurately described and understood by me (Macdonald, 2011). It was important for me to focus on questions dealing with "how" rather than "why" or "what". When needed, I attempted during the interview to help the participant to connect, as far as possible, to their initial experiences and to try to relive them (Ataria, 2014; Grant, 2014, 2019; Wilson & Foglia, 2011).

Section IV: Procedures

This section deals with the procedures used to implement the CP sessions. The study design included 20 phases and the script presented below attempts to be as detailed as possible. It was taken into consideration that there might be changes in the contents, schedules, and tools of the sessions. The detailed description of the steps in the rendition contributes to increasing the dependability dimension of the study. The detailed descriptions may allow for the repetition of the study under similar circumstances, as detailing the original design, actual performance description or unexpected events also raises the level of dependability (Lincoln & Guba, 1985; Shenton, 2004).

Research Procedures

1. Ethical approval was obtained from the Research Authority of Middlesex University.
2. The research tutors were consulted regarding ethical issues arising from the research procedures. The definition of "confusion" as discussed above was used and the research title was changed accordingly.
3. Before the study began reflections notes pertaining to the "bracketing" document was written. A psychological process was followed aimed at increasing awareness of self-attitudes toward the research goal and the participants (see pp. 48 in Tool section; Appendix I).
4. Preparation of the clinics for disabled and accompanying participants.
5. Preparation of call charts for two phone interviews, selecting critical topics for appropriate participation (see pp. 49-52; Appendices VI-VIII).
6. Preparation of a professional assistance team for research (see pp. 48-49).

7. Two telephone interviews were conducted with each participant to ensure compatibility for the research, to introduce the study, to obtain informed consent, and to discuss the ethical code (see pp. 49-51).
8. Questionnaires were sent to all participants by email to be returned to me prior to the first session (see pp. 52-54; Appendices VIII-XI).
9. Participants were given coaching that was tailored to their specific goals, and session logs were managed.
10. Participants' feedback was collected following each session, including more thorough feedback at the midpoint and termination of the coaching programme (see pp. 55; Appendix XV).
11. Debriefing sessions took place between tutors and me.
12. Rebuilding of CP session content or tools, when needed.
13. Use of "reflective" commentary when needed to help address setbacks experienced by participants and mentioned by colleagues.
14. Processing of the data began and took place both during and after sessions.
15. Participants' session logs were summarized and translated by an independent professional translator.
16. Data analysis took place within collaboration with peers (see pp. 62–63).
17. Research themes were described.
18. Research themes were triangulated with the translated English Word file.
19. The research outcomes were compared with existing knowledge and where findings were in line with other research studies, and where new knowledge emerged and needed to be discussed, this was pointed out.
20. The research results were elaborated by means of feedbacks with the research participants, "peer scrutiny" (see pp. 68–69) and with meetings in the community, as specified in Appendices XVII–XVIII.

In the following paragraphs, sections that need a further explanation will be elaborated.

Coaching Session Content

This section will present the model components of the sessions. Each of the sessions involved three components: the tracking component, the psychological component and the training component. The selection of the coaching path will be described together with examples (see Appendix XX).

The research method used for CP was based on the stages of the co-active coaching model (Whitworth et al., 2007). Shenton (2004) argues that to increase a study's credibility it is essential to rely on existing models of intervention in qualitative research.

Tracking component:

Conversation – I learnt about the needs of the coachee, utilizing specific tools detailed above.

Establishing a positive diagnosis – tracking the participants' strengths, successes, and passions (Biswas-Diener, 2010; Burke 2018; De Haan et al., 2016; Linley et al., 2010).

Consulting – solutions generated by the work alliance comprising the coachee and the coach (Henderson & Palmer, 2021).

Psychological component:

Drilling in-depth – to investigate and clarify obstacles that block the participants' advancement and to attempt to describe their origins or crucial past events. Sometimes, the initial definitions of confounding factors change as a result of the investigation in this component. This may give rise to other agreed coaching goals (see Appendix XX).

Training component (implementation) – building optimal-functioning goals, identifying strategies for implementation, building indicators of success; obtaining feedback from the participants' workplaces. Burke (2018) states that the combination of components varies from one session to another, according to two elements:

- The unique needs of each participant
- The stage of the coaching process

The coaching programme featured three opening sessions and one closing session with the remaining sessions being flexible. The need for fewer sessions for some participants was taken into consideration:

First session: Mutual personal acquaintances, collaborative drafting of coaching goals.

Second session: Describing motifs and narratives across life until recently – how did I find myself confused?

Third session: Establishing a CP method oriented to the participants' needs and wants.

Fourth to eleventh session: Participant-oriented intervention.

Twelfth session: Summation, feedback, closing and farewell

Ethics in Procedures

This section presents the challenge I experienced in terms of conducting ethical qualitative research embedded within the ethics codes related to the research planning and decision-making. The first challenge concerned the participants' safety.

Given the intensity of the coaching process, I have the responsibility to ensure the participants' well-being. Accordingly, I committed to refraining from asking questions or assigning tasks that might impair the participants' mental well-being or affect them in a psychological or otherwise improper manner. This situation may arise as a result of the desire of the participant or myself to achieve quick and impressive results or due to a lack of awareness or consideration of the participants' difficulties (American Educational Research Association, 2011; Code of Ethics, American Psychological Association, 2010; Ethical Principles of Psychologists and Code of Conduct, British Educational Research Association, Ethical Guidelines for Educational Research, 2011). The questions or tasks of the research should match the participants' emotional and cognitive abilities.

I committed to transparency by sharing data and presenting accurate findings as part of the effort to avoid bias and manipulation to suit my interests. This mandates the disclosing of all actions, providing accurate reporting, and limiting the citing of participants' details. I committed to transparency and objectivity in the collection, analysis and interpretation of facts and findings, as well as the verification of the concepts developed.

My anonymity was somewhat difficult to ensure as information is readily available on the internet. Even if I had been playing the role of a silent observer, the professional information would have been exposed and may have influenced the participants.

The preservation of the participants' anonymity was a challenge. All internet interactions leave a digital trail, and there might be a hidden third party (Curtis, 2014; Lunnay et al., 2015). I committed to protect the anonymity of the participants and the potential candidates in all stages of the research. I maintained absolute and permanent confidentiality regarding the content of the sessions. A general summary without mentioning a participant's name is possible and does not affect the issue of preserving personal information (Sperling, 2016). Owing to the sensitivity of the information being discussed, I did not involve any third party in the two screening interviews or in decisions about the subjects' compatibility for the study. This approach required a structured, profound, and clear criterion for screening potential participants.

Recruiting applicants through the internet raises ethical issues in the design. Owing to the characterization of the sample for this study, participants were recruited through a social network. This decision was accompanied by a fear of narrowing the research sample since the preconditions required internet accessibility, a social media account, knowledge of the language and internet usage (Curtis, 2014; Page et al., 2016). This bias is inevitable and young adults with no internet access could not be a part of the research.

Data Analysis

Thematic analysis was the method selected for analysing the data. The data were thoroughly and systematically analysed according to the process described by Price (1999), Braun and Clarke (2006) and Smith and Osborn (2007).

Shortly after each coaching session ended, the personal data of each participant was read multiple times to gain an "intimate" sense of the data. Each participant had a separate file containing the written records of the session. Significant words and phrases were noted to delineate units of meaning, relevant to the research question.

The units of meaning grouped to categories having the same meaning, the title of these categories was the research codes. Codes were appropriately named, for example: "uncertainty", "acknowledgement of career planning" or "overprotective parents". At this stage, all personal data were reviewed and highlighted alongside scrutiny peers, as was everything that deemed relevant or potentially interesting within the code. Furthermore, all the phrases and sentences that matched these codes were highlighted. This allowed for a condensed overview of the unique and

common meanings of the main points. There was a tapestry of interviewing codes, some gave a few connected phrases and others were wordy and many, made up of several participants' contributions. All codes were weighted equally.

In generating themes, I looked over the codes listed and identified repeating patterns among them or singular patterns. Similar patterns were combined reducing the codes from the hundreds into dozens, once again rereading and filtering and conveying with my scrutiny peers. The meta denominators that arose became the research themes. For example, phrases related to parental over-protectiveness were combined into a code named "parental involvement". Additional phrases which described other behaviours of parental involvement, such as positive and negative false feedback, control over, and more, were formulated into a code named "patterns of parental involvement". All these are included in the second theme which contains the codes relating to external influence (A detailed description of the process of building the theme is accompanied by examples in appendix No. XXVI)

Themes were then reviewed to make sure that they were useful and accurate representations of the data. Scrutiny peers' theme analysis was accomplished after community meetings in the post-research phase following the participants' questions. The themes underwent a process of honing and focus following written feedback on the meeting material.

All materials were documented, and a translated text file was prepared to highlight each participant. This is open to review. The results contained rich excerpts from what participants said during the sessions. The participants' quotes are the most attractive part of the research. Perceptions or conclusions on my part generated from the summaries of the sessions are noted as I have understood them directly from the participants. These were re-checked with the participants during the sessions and the post-research meetings.

The length of time spent working with the participants and the repetitive nature of the work raised a bias stemming from the changes I have experienced while processing data at different points in time. I knew "more" when I analysed the last participants' data. This is an inevitable bias that is difficult to prevent because the participants started and completed the study at different times.

However, during the construction of the themes I went through the files of the raw materials, categories, codes, and flow charts that were made for each participant. The

themes underwent repeated analysis with scrutiny peers and were also compared to the translated text file, all to reduce the bias caused by pre-existing knowledge. However, I still acknowledge the fact that other researchers could produce different results.

Reducing Research Bias

Bias is an inherent phenomenon in any research and may distort the results of the research. It may derive either from a conscious or unconscious tendency to collect data or interpret it in such a way as to produce erroneous conclusions that favour their own beliefs or paradigms (Bloor & Wood, 2006). Quantitative research bias is considered a negative outcome that may be detrimental or disruptive to the research results (Mozes, 2021). In qualitative research, bias is a challenge that is accepted as part of the approach, with my striving to weaken and reduce them.

Bias can appear at any stage of the research design, participant selection, research process, analysis, and the writing stage (Bloor & Wood, 2006; Roulston & Shelton, 2015). There are many diverse types and definitions of bias, both in the quantitative and the qualitative research literature (Bloor & Wood, 2006; Norris, 1997). In this study, the participants were volunteers who knew they were about to receive a benefit that had a high economic value. This could evoke several biases that I took care in the design and during coaching.

Several actions have been taken to reduce research bias as much as possible. The participants had to go through two personal admission interviews, complete a set of questionnaires and commit to a lengthy time period for the study (up to 12 sessions which were held over three to six months). These three tools used in the entry phase discouraged unthinking responses and reduced the risk of superficial, inauthentic, and repetitive responses biasing the results.

The long-term commitment and multiple interviews increased the level of credibility of participants' self-reports and the chances that the phenomenon under study is close to the reality of young adult's lives (Shenton, 2004). Initially, in the design stage, I considered the possibility of recruiting paid participants. The lengthy commitment raised fears about not being able to recruit enough participants who would stay the course and be of the right age group. I chose to avoid both these possibilities as this would have resulted in missing the research goal of learning as much as possible about the broad population and would have reduced the diversity of the chosen

sample (Arnett, 2016). Mozes (2021) claims that choosing a narrow scope forces the researcher to double back and seek reasons to explain why the results have trustworthiness. The internet recruiting design avoided a “captive population” bias and promoted the possibility of data trustworthiness (Shenton, 2004).

The inevitable bias listed below were taken into consideration and reviewed based on ethics codes. I utilized Yardley’s validity principles based on sensitivity to context: Commitment and rigour, transparency and coherence, and impact and importance (Hefferon & Gil-Rodriguez, 2001; Shenton, 2004; Yardley, 2000, 2008).

The section below presents the biases relevant to the research presented and the action that was taken to reduce them.

Researcher bias is an inevitable bias in qualitative research. Throughout the study, there is an inherent conflict between the need to be close and familiar with the participants and the need to maintain a neutral stance and to ensure that the findings reflect the research phenomenon. Shenton (2004) states that early acquaintance with a culture of participation should be made before the first session takes place. Furthermore, in qualitative research, the researcher forms part of the research instruments; is the interviewer in the field and the media through which interpretations of the participants' phenomenological descriptions are made. Researcher bias is addressed by the awareness of the researcher to possible bias and an understanding that qualitative research contains components of research bias within every stage of the research from beginning to end. For example, a participant's life story may affect the researcher emotionally and make them want to help excessively and become the participant's saviour rather than her coach.

Orientation bias refers to the researcher’s predisposition when choosing the specific research topic, methodology and hypothesis. These choices reflect my inherent subjectivity and are inescapable. In this study, I debated different options of research design, examined the ethical implications of my choices and was aware of the meaning of the decisions made. A self-inquiry was conducted into the research topics and my attitude towards the participants. I ensured the involvement of the research's scrutiny peers during all stages of the research, presenting the research themes to the participants, holding post-research sessions in the community for feedback and presenting all the materials from the research analysis.

Selection bias refers to selection issues that arise, for instance during the selection of the participants, by preferring a participant that evokes pleasant feelings, the choice of time and place, as well as the questions that will be asked. All my choices, even if they had methodological justifications, reflect my subjective reality and are inevitable.

Researcher/experimenter bias describes the situation when the researcher affects the participants' responses and unintentionally "contaminates" the data. For example, head nodding, an unconscious smile and raising the eyebrows. This bias is inescapable.

Observation bias, A mutual bias, that appears when the researcher's stance influences the way participants observe their reality, influencing the way the researcher formulates questions and interprets replies, which influence the participants. This bias stems from the nature of the research and it is unavoidable.

Dual role – in view of the role of the researcher as both academic researcher and professional coach, this study is an example of "practitioner research". In practitioner research, the researcher is the expert in the field and has accumulated practical and theoretical knowledge before beginning the research (Groundwater-Smith & Mockler, 2007; Sabar, 2015). The dual role is considered a virtue of the research and not part of the bias (Barkan, 2019; Shenton, 2004). The researcher has simultaneously several role changes: researcher-practitioner, interviewer-facilitator, and academic researcher. These role changes certainly create some inevitable bias. I acknowledged this bias and referred to it in the reflection process I went through.

To reduce the influence of researcher bias, Kasan and Cromer-Nevo (2009) elaborated on the notion that the qualitative researcher should undergo a reflective process to reduce bias stemming from own experience. This process is an opportunity for illuminated self-inquiry. As part of the coaching procedure, I kept a log describing emotions, opinions, dilemmas, and decisions. I started my reflective journal before the first session (Bracketing process, Appendix I) and made entries in the journal at turning points, peaks, and feedbacks sessions (Smith & Osborn, 2007). It helps to acknowledge my belief system and attitude towards the characteristics of the participants such as gender, academic degree, special needs, and wealth (Miller & Crabtree, 1992; Roulston & Shelton, 2015). I consulted with my research reflective commentary peers when necessary.

Halo effect and anonymity – the first impressions participants acquire of the researcher may impact their behaviour during the research. As this inevitable bias is not under the researcher's control. I monitored its presence through participants' responses to each stimulus. I tried to reduce it by giving these responses a place until they disappeared or simply addressing them politely and removing the topic from the agenda. However, it is impossible to prevent this bias (Sarniak, 2015).

As mentioned previously, the halo effect or anonymity bias are inevitable in today's research dealing with young adults. All participants reported that they had made inquiries about me through my professional pages, and had read as much as possible about CP. This is an unavoidable bias because it is impossible today to avoid leaving a digital trail of people or content.

Throughout the study, I dealt with the ethical aspects of anonymity. At the beginning of the coaching, a discussion was held with each participant about the knowledge acquired from the internet about CP and me. This was aimed at reducing the inevitable gaps between the participants by bringing up concealed topics.

Social desirability bias or **pleasing bias** – derives from the human inclination to present a favourable persona in research questionnaires or to give the researcher desirable answers in the sessions. The tendency for social desirability, mainly within the first sessions, cannot be ignored. However, the attendance of twelve prolonged sessions may cause a decline in the social desirability factor due to adaptation to the coaching situation, as well as the desire of the participants to help themselves. Despite these arguments, it can be assumed that the close relationships that developed between the participants and me made it hard to detect when participants were trying to please and generating consensually and non-consensually flattering answers, especially in the feedback sessions when my coaching style and CP's contributions were discussed. This is one of the unavoidable research biases.

Gratitude bias certainly exists and is almost inevitable in the provision of 12 free coaching sessions. Gratitude bias also occurs regardless of paid or free sessions, as people feel grateful for the assistance. The research included populations with low financial means and therefore they were not charged even a token price. This approach proved itself and some of the participants came only because the sessions were at no charge. It is possible to assume that this may have made them more grateful, consensually and non-consensually. I abided by the ethical code and did not ask the participants for any benefit.

Self-report or information bias is an inevitable bias that will accompany research from beginning to end. It stems from relying on self-reports provided by the participants that may sometimes be inaccurate. In principle, the main research tool is self-report. Memory bias, bias arising from a "pre-prepared" life story, are part of the research process. I prepared myself to acknowledge or to try as far as possible to reduce this bias. The fact that the study included several sessions over time may have somewhat diminished this bias, several feedback sessions were held through which I could cross-check information and filter out noise and bias. I was aware that this bias may have been active at the beginning of the study when there was concern that genuine self-reporting would result in exclusion from the study (Pannucci & Wilkins, 2010).

Non-normative participant bias is a unique bias in CP research striving to target normative populations. To limit the possibility of a high percentage of the non-normative population, I utilised the methods described above regarding admission to the research.

Small research sample and lack of generalizability – as the research is qualitative in nature, it does not meet the stipulations required for inclusion due to the lack of reliability and validity as demonstrated in quantitative research. The goal in this research was to develop an answer to a question that originates in the coaching field and not research for the sake of research. There are other criteria and tools that I followed, and they are the ones that build the research findings' trustworthiness (Guba, 1981; Silverman, 2001; Shenton, 2004).

Dealing with Potential Bias

Research bias may be explicit, inexplicit, or latent, and ethical steps should be made to address it.

An open text file of all seventeen participant sessions was prepared and translated into English by a certified translator. This file provides a wider background for "vivid" understanding. Participants' portfolios will remain confidential. Shenton (2004) recommends the use of "reflective commentary" and "peer scrutiny" as an opportunity to obtain fresh perspectives throughout the research and when processing data.

Reflective commentary allowed me to gain external feedback and inner reflections. They accompanied me from the beginning of the study, through monitoring the sessions and pointing out the emergence of patterns in the research. In this study,

the reflective advisors facilitated reflections on the sessions, deliberating on treatment choices and the dual role of coach and researcher up to the data processing and theme deliberations.

Peer scrutiny – this is an opportunity for colleagues, peers and academics to explore the project throughout the research phases. Their fresh perspectives challenged assumptions made by the me, whose closeness to the project could have frequently inhibited my ability to process data and findings with detachment. Questions and observations enabled the me to refine the methods, develop a more significant explanation of the research design and analysis and strengthen the arguments in the light of the comments made. Peer scrutiny was also used for the list of meetings and schedules post research (see Appendix XIX). Both individual and group meetings with peers and colleagues took place. At the end of every meeting, the peers were asked to complete a feedback questionnaire (Appendix XVIII).

Several professional colleagues and friends who accompanied me through the various stages gave me ongoing feedback, among them were:

Prof. A. Levy, A well-known professor of clinical psychology with vast experience in coaching psychology and qualitative research.

Dr I. Sagiv is a senior organizational consultant specializing in building career paths for young adults. She also has knowledge in qualitative research. She was of great help in the theme producing stage and in building the Discussion chapter. Our process included correspondence, deliberation and personal meetings.

Mr G. Briar, a colleague and a certified and experienced organisational consultant and a doctoral student himself. I consulted with him several times during the study, and we held several work meetings.

Ms N. Zadik, a colleague and a certified and experienced social worker who is a professional career counsellor. As the manager of the regional governmental employer connections unit, I consulted with her several times during the study and I also conducted a post-research meeting on her work with the staff.

Mr S. Friedman (no family relation), a certified coach in operant conditioning and stress management who holds certifications in various research

methodologies. The work with him was intensive, using various in-person meetings, zoom meetings and discussions and correspondence.

Two young adults of the research participants' age contributed discussions, viewpoints and focal mini groups when required.

During the period in which I conducted the research, I was helped in several ways:

For approximately a month, I met with S. Friedman twice weekly, especially during the data analysis and theme building phases. I communicated with Dr Sagiv by sending her the themes and data analysis and she responded with her reflections and at times her assessment of the matters at hand. I held research discussions with the rest of the advisers, the reflective commentary peers, during the sessions phase. The post research meetings data were analysed by the entire group.

Ad hoc outreach was done throughout the sessions phase to obtain advisory input and reflection when required. At the same time, I kept a log of the entire process of the sessions, especially during the peak points. This was done to distance myself when I was disturbed or emotionally preoccupied with the study. It helped me to keep a clear mind and to process the data while also recognising any bias as far as possible.

Participant validation allowed participants to have an active part in the analysis process by sharing the outcomes and their current analysis with them. This forms part of the ethical code and promotes research trustworthiness (Lieblich et al., 2010; Van Maanen, 1983). Due to the large number of participants I was aware that the research sessions might take a while to complete (almost a year). during the last sessions, I decided to present the data and analysis gathered from each participant. Furthermore, I shared and discussed current and partial theme delivery gathered from other participants. Each participant could relate to the reliability of the data collected on them, and to the complete themes at their stage of the initial processing, as they were at the time. Those who wanted to browse their data set or obtain a copy were welcome to do so.

For ethical reasons, I was not able to disclose the original research materials to "reflective commentary". Therefore, feedback from participants in real-time is one of the critical tools to increase the credibility of the data obtained (Barkan, 2019).

After the study was completed, an attempt was made to meet with the participants for an in-depth and in-person interview. However, as there was no overall willingness to hold the meetings, I met with the participants who agreed to meet. Owing to the inconsistency of this process and the fear of multiple biases, the data obtained from those meetings was not included in the Results chapter but was presented if needed, as part of the Discussion chapter.

Up to 2021, many participants have contacted and updated me on their progress and life path. There is an open communication channel between me and the participants, who seek advice and share their life events. All participants were assured that the study findings would be sent to each participant upon publication.

Section V: Ethics

The issue of ethical complexities is inherent to the world of research in general. Ethics in qualitative research poses some additional dilemmas due to the inherent conflict between being close to and familiar with the participants and the need to aim toward the research perspective and conducting procedures to reduce biases and contamination (Shenton, 2004; Hammersley & Traianou, 2014). The therapeutic professions in particular present additional issues (Corrie & Lane, 2015; Thompson & Russo, 2012). The goal of the therapeutic professions in general, is to monitor and treat changes in the patient/client/coachee, whereas the main goal of any research is the advancement of knowledge. This might cause an internal complication due to the nature of the relationships developed between the two sides of the equation. my obligation not to exploit or show carelessness when providing coaching. Such research places a lot of responsibility on me who is required to be attentive, sensitive and flexible (Brinkmann & Kvale, 2008). For example, my main interest when a participant raises a difficult issue, or the condition worsens is to deepen the knowledge of the situation by delving into the “what” of it (Grant, 2019). The participant's interest may be to skip the "what" and to aim toward the “how” in order to alleviate or solve the issue. Another prevalent example within this research is having participants ask questions and raise issues they hold of high importance but are not viable for the research, and I have to focus and limit the sessions to the main topic. I treated the participants with respect, listened and provided a place for them to be heard. I referred them to outside resources for possible solutions where necessary.

Ethics is an essential part of any decision that I made in this study. Throughout each section in the methodology chapter, I embedded the ethical component of the research considerations. The main guiding principles are overall ethical issues, recognised and known as described in the "Qualitative research in clinical and health psychology" (Rohleder & Lyons, 2014).

The issue of *respect and decency for people* requires a commitment to ensure the autonomy of participants and, where autonomy may be diminished, to protect them from the exploitation of their vulnerability. (The researcher's statements regarding ethics preservation, the research processes and the preservation of data and information have been submitted to and approved by the Middlesex University Research Authority.) Adherence to this principle ensures that candidates and participants will not be used simply as a means to achieve the research objectives.

Beneficence requires a commitment to minimizing the risks associated with research, including psychological and social, and maximizing the benefits that accrue to the research participants (Rohleder & Lyons, 2014).

Justice requires a commitment to ensure a fair distribution of the risks and benefits resulting from the research. Those who voluntarily decided to participate were made aware, at the commencement of the research, of the risks and benefits involved (Mack et al., 2011).

Respect for communities – the researcher should respect the values and interests of the community and, wherever possible, protect the community from harm (Aharon, 2009; Weijer et al., 1999). Thus, the work was open, and the families were included in cases where there was a chance of harm. The post-research meetings gave many young adults and their families insights into the processes and three meetings were held with governmental regulatory bodies who benefited from the data and knowledge.

The full ethics code was created to suit the research requirements (see Appendix XVII).

RESULTS AND DISCUSSION

Two divisions of outcome are presented. The first division provides the participants' descriptions, the research schedule, duration, and the research methodology as practised. The second category of data is the research themes. The theme category provides the major themes which arose during the analysis of the information gathered from the interviews, questionnaires, and coaching sessions. The themes are intertwined yet are each presented as a separate chapter and each chapter presents a unique idea in a logical sequence according to the research progression. In creating a logical flow, each theme includes both quotations and parts of the discussion relevant to the theme. The discussion will also include references to post-research meetings held with different groups in the community, experts in the field, and young adults who are contemporaries of their research colleagues and those who are considered high achievers (Marcia, 1966, 1999). The final chapter comprises the contribution that this research makes to the field, its limitations and bias, and recommendations for future research. This is an integral part of the discussion and will be acknowledged in this chapter.

Four themes are presented. The themes are composed of sub-theme clusters.

1. Research Engagement – describing the participants' motivation for joining the research.

2. Emerging Awareness – a human “research lab” where the reasons for confusion were revealed:

Exploring Past Life Events – a human “research lab” where the choices made in the past were explored by the participants and me together.

Exploring the Present – a human “research lab” where the potential solutions for current confusion were explored by the participants and me.

3. The Career Change – the change patterns the participants manifested during the research.

- *Post Change Stabilization* – patterns in stabilizing the change.
- *New Cultural Perception* – cementing new values and cultural changes by creating an innovative worldview.

4. Enriching Feedback – enriching the research perspectives and further understanding the processes followed during study and coaching.

- *CP Feedback* – a proposal for the CP method developed via the feedback

The Results chapter contain only the methods that were used with all the participants. I suggested meeting with the participants throughout 2018 and verifying how they mirrored and continued to manifest the results of the research in their careers. Owing to changes in the lives of the participants resulting from relocation or other factors, however, some of the participants could not meet with me. In this section, findings belonging to only some of the participants will be noted in the part of the discussion related to the relevant topic.

As described in the methodology chapter, throughout 2018-2019, the I initiated post-research meetings to present and discuss the research results. I met with colleagues and researchers in the field, and set specific focus groups with young adults, parents and three heterogenous age groups in their workplace. At the end of each meeting, the participants were asked to fill out a short questionnaire (Appendix XVII). The feedback received from 67 participants was integrated into the discussion section (Appendix XIX).

Division One – Participants Socio-Demographic Data and Research Data

Sample Characteristics

The following are the characteristics of the research participants:

Participants were active in the recruitment procedure (they had to apply for the research).

The participants decided they needed coaching in light of their search for occupational/career and personal identity

A total of 65 applicants submitted to the research. Thirty potential applicants met the research requirements and were interviewed for the first screening.

Suitable candidates who dropped out in the first or/and second screening interviews were those who had difficulty making a long-term commitment and those who asked for assistance with job placement.

The first eligible candidates, numbering 17, comprised the research participant list.

The strategy for recruiting participants via social networks was effective as the 17 participants constituted a non-homogenous sample of individuals who described themselves as suffering from confusion or distress. The sample, while not statistically viable, does include various groups of Israeli society: men and women, Jews and non-Jews, native-born Israelis and immigrants, LGBTQ+ heterosexual individuals and high school graduates, as well as those with higher education. Some participants were employed, some were single whereas some had life-partners and/or children. This characterisation, of the participants reinforces the trustworthiness of the research sample, in the sense of a diverse cast of contributors to knowledge, and therefore, the sample transferability (Preece, 1994; Stake, 1994).

All 17 participants completed their part in the research when they were at different stages of developing their career paths. By the end of the research, they were all employed, even though job placement was not defined as one of the direct goals of the coaching.

Application to participate in the study continued six months after the publication was taken off social media and the registration was complete. A total of 65 people applied to participate in the study throughout that time period. It should be noted that at the time of the registration process, applications were received from candidates who knew that they had passed the age threshold, but nevertheless asked to be admitted if the research conditions permitted it. This was a biggish group of applicants aged 36-52 and was almost in equal proportion to the suitable applicants. I noted this finding but focused on my chosen age bracket. The greater significance of this finding arose after the research in the post-research meetings, shedding light on the deep processes within Israeli society and revealing the distribution of this phenomenon throughout a wide range of the population.

All 17 participants reported satisfaction regarding my chosen parameters. The feedback was collected during each session, and specifically during the sixth and final sessions (Appendix XV). No assistance was required from the supportive research team – clinical psychologist, psychiatrist, or psychotherapist, at any stage of the research.

Socio-Demographic Characteristics

Although not a quantitative research study, it is of interest to review the demographic data in order to examine the compatibility of the demographic characteristics with other findings in the field, as well as to enhance the study credibility (Lincoln & Guba, 1985; Shenton, 2004).

Table 1: Participants' Socio-demographic Data

Participants' Socio-Demographic Data	
Average age	31.52941176
Native	14
Immigrants	3
Female	13
Male	4
Primary education (without matriculation)	2
Secondary education (without matriculation)	3
Tertiary education (BA)	5
Tertiary education (MA)	7
Unemployed	5
Employed	12
Average length of employment in years	3.40

N = 17

Participants' age

The youngest participant was 29 years old as no participants within the age range of 21 to 28 volunteered for the study. The average age of the participants was 31.5 years. This socio-demographic finding is slightly different from the one detailed in Arnett's (2000) research dealing with this new life phase. Arnett focused on young adults in a lower age group, as it was more convenient and thus most of his research was composed of a younger age group aged 15–29 (living with their parents, attending college or university). He claimed this group to be the most representative of emerging adulthood, while the older age group was harder to reach (Arnett, 2000; Lavie et al., 2019).

In Israel, the situation is slightly different; owing to the mandatory military service which precedes academic studies, mostly completed at age 24 to 27 and thus the current study reached young adults aged 30 to 35 (Lavie et al., 2019; Shafran-Gittleman, 2018). Arnett (2000) argues that all his claims concerning ages 15 to 29 are valid for the older age group as well. Therefore, despite the differences between

participants in this study and other research in the field, the study participants in this research are included in Arnett's definition of young adults. This study's contribution to the knowledge lies in dealing with the top of the age group, which is less researched. Another contribution is the ability of research participants to describe and analyse perspectives in an ontological manner, spanning almost a decade,

One may argue that this finding may indicate a lack of interest on young adults' part when seeking a personal and occupational identity in their early twenties. On the contrary, this finding strengthens the "lost decade" phenomenon of Jay (2012). She claims that some young adults waste their time during their twenties and in their thirties, "waking up" in panic and fear for their future. This argument offers a proper explanation for the participants' situation.

Participants' education

Education levels across the group varied from high school dropouts to those who passed the matriculation exams to those with a bachelor's or master's degree. The participant group had studied for an average of 14.64 years. This finding is in line with Ben-David (2019) who states that the percentage of Israelis of working age and a college education is among the highest among the OECD countries, pointing to no less than an educational "explosion" that Israeli society has undergone in recent decades. The last OECD report dealing with higher education in Israel, Education at a Glance 2019, notes that 60% of Israeli students who commit to a bachelor's programme will graduate within three years. This figure is compared with 39% on average across countries and economies in the OECD. In Israel, an additional 23% of students will graduate three years after the end of the theoretical duration of the programme they enrolled in, reaching a graduation rate of 83%. In comparison, on average across the OECD countries and economies reported data, the graduation rate increases from 39% by the end of the duration of the programme to 67% three years later.

Israel has a unique condition of mandatory civil service which explains two statistical differentiations from the OECD report of 2019. The first is the lower rate of enrolment in courses and education among the 15–19-year-olds (66% compared to 84% in the OECD) because most study ends at the age of 18 when students have to enlist (in Israel, mandatory education ends at 16 and dropouts may be enlisted at 17 under certain conditions). The second is that 20–24-year-olds have a lower enrolment rate to higher education institutions (21% in Israel compared to 42% in the OECD). This

low percentage is explained by completing mandatory service at 21 and the following preparation for enrolment into higher education, as well as a culture of travelling the world after the young adult's military service is complete (Almog & Almog, 2016). In the 25–29 age group in Israel, 20% are still working on their higher education compared to 16% in OECD countries (OECD, 2019).

To sum up: the research participants are no different to other young adults in Israel and are representative of Israeli society. According to the last OECD survey, the proportion of Israelis holding a college degree is 31.6%, which places Israel third on the table of developed countries after Canada and Japan (OECD, 2020). The relative proportion of study participants with academic degrees is higher (70%) than their share of the population. This figure may reflect three main factors: first, the screening process for taking part in the study required certain skills to understand the proposal and to apply it in a particular manner, which might have disqualified young adults without higher education. The second reason may stem from the assumption that participants with higher education are more concerned and apprehensive about their careers and are also the ones who were willing to invest time and effort to advance themselves. Thirdly, as this is qualitative research, this data may have not a statistical importance. In practice, my first two assumptions were not met. Participants with twelve years of schooling behind them applied for the study and were accepted. The use of digital media and communicating with applicants by email did not constitute a barrier to participation.

These findings are an addition to knowledge as the prevailing tendency is to think that young adults with higher education are more certain about their personal and professional future than those with less education. This information may be important to decision-makers at a strategic level, usually, providing policies supporting those with less education. It is necessary to re-think this approach, especially considering the outbreak of Covid-19 that affected the entire young adult population. (For a comprehensive discussion on this topic refer to the section Education and Frustration.)

Participants' employment history

Employment status varied across the group from unemployment/never employed to fully employed for up to fifteen years; the participants had worked on average for 3.4 years. This finding is consistent with the NEET phenomenon, reviewed in the Literature Review section, of continuing job confusion and parental support. It is also

in line with the study of Barroso et al. (2019), who claim that there is a rise in parental support of young adults in America into their thirties, with similar behaviour in Israel (Kahn-Stravchinsky et al., 2016). However, the mandatory service alone cannot explain the average employment range of 3.4 years, as the youngest participant had been released from service 7–8 years previously. Despite the possibility of a statistical anomaly, this finding is in line with Arnett (2000), who characterizes young adults with delayed entrance to the workforce as resulting from prolonged studies.

Participants' gender

Most of the research candidates, and therefore most of the participants, were female. This finding is consistent with other studies, demonstrating that females tend to turn to help more than males (Eliezer, 2017; Nolen-Hoeksema et al., 1994; Arnett 2000). Half the females were married, and a quarter had one child or more. Of the four men, three were with a significant other and only one was a bachelor. Male participants arrive at the point of seeking assistance after either psychological and functional difficulties about their work arise or bankruptcies and economic collapses are experienced (Jay, 2012). They were less likely to spend long periods reflecting on and exploring their inner calling, certainly not in the period between their twenties and thirties (Almog & Almog, 2013; Lavie et al., 2019).

The high percentage of female candidates may also come from females participating more in education and the pursuit of education, meaning that they may have more career deliberations and confusion. A figure from the Central Bureau of Statistics shows that in the years 2019/2020, 70% of females who were eligible for matriculation were integrated into academic studies compared with 61% for males (Masika & Krenzler, 2021). The females in this study had higher education participation than the males in the research. Both mothers and single females had the same questions, which meant they both saw themselves as fulfilment seekers, and as supplementary to the significant other. This claim is supported by data from the OECD (2019). The percentage of women who enter a bachelor's programme and complete any tertiary programme is higher than the percentage of men (64% compared to 55%).

After three additional years, the completion rate rises to 87% for females and 79% for males. Finally, these findings are supported by the research of Lavie et al. (2019), who found that young female adults in Israel experience confusion due to the conflicting expectations projected on them by society. However, they claim that this pattern is prevalent in many other Western countries. Women are expected to take

on an equal burden when earning a living or supporting themselves financially, along with the conflicting expectation that they will carry the lion's share of raising a family upon their marriage. These expectations create a great deal of confusion in paving a career path. In this study it was also shown that young Israeli women with successful careers had to prioritize their family life over their career choices.

In general, there is a different approach in how society perceives young females' deliberations so that an educated and talented young woman experiences occupational confusion earlier and more intensely. This research demonstrates the discrimination mechanism. In comparison with most of the male participants, who had received more encouragement to leave a similar position and try to advance to another position, the females in the study were more likely to be discouraged than the males in the beginning stage of this study.

This study makes a unique contribution by clearly expressing the conflicts of young women in their thirties which have been overlooked by studies due to not having a convenient sample. Studies on females who work and pursue their other life goals have been done on either the lower strata percentiles that the government supports and studies, or female students who are easy to sample and track, or the female managerial class (Lavie & Katz, 2003; Lavie et al., 2019; PWC, 2021). Data are lacking on diverse classes and age brackets of females who deal with confusion and challenges in real-time (Handels, 2010).

Participants' location

Participants' location ranged geographically, starting 30 km south from the metropolitan centre of Israel and 100 km north from the centre. This range allows for a higher degree of participant diversity which contributes to the trustworthiness of the sample (Bouma & Atkinson, 1995; Shenton, 2004). Most of the participants lived on their own, except for two participants who lived with their parents. This finding corresponds with the relatively higher age of the participants. Most of the study participants live in the centre of Israel, close to Tel Aviv the Israel's business metropolis. Hence, more than half of the participants were not initially from the centre of Israel and were raised in developing regions, peripheral areas and developing towns in Israel and abroad. This characteristic contributes to the trustworthiness of the sample.

This finding is in line with Arnett (2000) who claims that one of the salient features of young adults is high geographical mobility, perhaps the highest they will experience

in their entire adult lives. The participants who live in the centre of Israel are not necessarily natives but young adults from all over the country. Only five participants were raised in the centre of Israel.

The Covid-19 pandemic changed this reality completely. Many young adults have abandoned cities in the centre of the country in favour of parental homes and living in the suburbs, the peripheral areas, and developmental towns (Cohn, 2020). Whether young adults will return to the metropolitan cities is difficult to ascertain, but this will surely have a significant impact on their self-exploration trends. This change is an important topic to be explored and studied.

Participant's diversity

The study was open to all minorities, ethnic and religious groups, and those with special needs. However, none volunteered. This result is supported by additional studies regarding ethnic and religious groups in Israel; ultra-orthodox populations across any segment of Israeli society do not participate. In addition, social pressures make young educated Arabic young women conform to career paths that are suitable for motherhood and married life (Fuchs & Friedman-Wilson, 2018). The vast majority of the participants were secular Jews or Christians, including several upholding traditions, with one participant being raised in a Jewish orthodox family. Since the CCP model is based on self-determination and freedom of choice, it may conflict with the values of some of the ethnic and religious groups in Israel. Preparations were made for special needs groups; I believe that none applied due to the special programmes and government assistance they tend to receive, which are accompanied by paid living expenses and additional funds. Starting in 2018 I implement post research findings with special-needs groups career intervention for adolescence and young adults, Shaldag NPO career mentoring for young adults, and Futuring Up career mentoring for the unemployed over forty. In choosing both a different age bracket and special-needs populations, this makes a unique contribution to the field.

The participants from the LGBTQ+ community had no characteristics which set them apart from others in the research.

Participants' social-demographic strata

As explained, the study was open to all young adults living in central Israel. The participants were a blended population, ranging from low to middle-low strata along

with several from a higher stratum. A few came from neighbourhoods where a poor upbringing is the norm and compose former welfare populations from Israel and abroad. Some had served time in jail, had gone bankrupt or were paying off debts. Others came from the middle and upper class and thus higher socio-demographic strata. In this sense, the study population did not match most of the other research populations in the field. Most of the studies were conducted on young adults focus on college and university students in Europe and the United States, who belong to a high socio-demographic stratum (Arnett, 2016). The main critique of Arnett's approach comes from attributing a phenomenon demonstrated in a thin segment of the population to its entirety (Arnett et al., 2011; Heinz, 2009; Hendry & Kloep, 2007; Silva, 2013). Therefore, it is less applicable to those who belong to the working class or the poor who have far fewer options.

This research adds to the body of knowledge and expands the current data set concerning emerging adulthood. It cements this developmental phase in two ways, first in widening the choice of social strata to the lower and medium strata and second in reaffirming the research in non-Anglo-American societies (Lavie et al., 2019; Arnett, 2016). This focus of future research in line with Arnett's (2016) suggestions concerning a wider exploration of the economic strata of the young adult's transition into adulthood.

Although this quantitative research was held in a country which is a member of the OECD, it is not entirely an Anglo-American society (Cinamon, 2012; Scabini, 2000; Swirski et al., 2014). On the other hand, it can be stated that the young adults in the upper strata of the socioeconomic ladder resemble their counterparts in similar strata in Western, Anglo-American societies (Perrone-McGovern et al., 2014).

In summary, the participants had characteristics similar to those of participants in other studies in the field. The unique contribution of the participants in this study was their age range of 29–35. Most if not all studies of the leading researchers in the field of emerging adulthood (Arnett, 2000, 2004, 2015, 2016; Cinamon, 2012) focus on participants in their twenties. Arnett (2000) claims that the age group of 20–29 years is similar to the age group of 30–35 years. The novelty of this study lies in the rich data of the higher age group. They provided descriptions from a vantage point, where they already have a wider perspective, due to their recent past and the possibility to explore their occupational changes.

Coaching General Data

Schedules

- Participant recruitment began in August 2015.
- The study was conducted between August 2015 and November 2016.
- Processing of data, preparing participants' English summaries, analysis of research findings, construction of themes and additional literature review started in May 2016 to the present.
- Supporting the trustworthiness of the research through “peer scrutiny” with different cultural partners, as discussed in the Methodology chapter, started in October 2018, and continued to September 2019 (see Appendix XIX).

Total Coaching Hours

The total coaching hours amounted to 248 hours of personal sessions, 15 hours of Skype sessions, about 50 hours of email correspondence, and 30 hours of short phone consultations.

The seventeen participants received a total of 163 sessions with the average per participant being 9.5 sessions, as some of the participants required less than the number of sessions offered. The lowest number of sessions was five. The very first session was held on 23 August 2015, and the other participants joined in the following months. The entire research spanned thirteen months (Israel has a few annual holidays and national rest days throughout September-October and April which affected the schedule pattern). The meetings were held either in a row or according to the process needs and personal needs. A few chose to halt the sessions for a few weeks to recalibrate their actions and thoughts. I sought to allow a flexible and self-contemplative schedule to facilitate the reality testing the participants gained from manifesting the session goals. This allowed me to track the changes and modify the sessions accordingly.

Pre-session Procedure Results

After completing the two screening interviews, the study participants were sent several questionnaires to fill out before the first session. The questionnaires were sent and returned to me by email. The following is a list of the types of questions the questionnaires contained

- 111 closed structured questions in two questionnaires
- Two semi-structured questionnaires with open-ended questions
- Two open graphs accompanied with open-ended questions.
-

Participants' Reactions to the Questionnaires

- Participants did not find it difficult to complete the structured questionnaires.
- Some of the participants reported greater difficulty in completing the Life-Graph questionnaire, in which they were asked to draw a graph based on two axes (see Appendix XII). As a result, some of the participants required additional help to complete the task.
- Some of the participants also encountered difficulty filling out the Life-Cycle questionnaire, albeit at a smaller rate.
- Some of the participants preferred to respond verbally to the two open-ended questionnaires or to complete the tasks with my help.

No significant inconsistencies were found between participants' reports concerning their emotional-psychological state in the screening process and their answers in the questionnaires.

I provided a substantial number of sessions over more than a year, which caused many technical issues in gathering, ordering, and analysing the data and created a heavy workload for me and the "scrutiny peers". On the other hand, Barkan (2019) argues in favour of the benefits of many sessions, including the advantage of being involved in a continuous spiral of inquiry, which provided plenty of occasions for validation of the issues raised during the coaching sessions.

In conclusion, a dozen study participants were chosen with five more in reserve. A sample of twelve participants is recommended by other researchers as an adequate number for presenting the research themes clearly (Barkan, 2019; Guest et al.). In this study as well, twelve participants were a representative number to flesh out the main themes of the study. Participants 1, 3, 6, 8, 16 were of the same type. The benefit was in a richness of nuance.

Based on the research findings, it can be assumed that ten sessions were sufficient, and this is mirrored by Barkan's (2019) research.

Division Two - Results of the Theme Analysis

This part identifies the major themes derived from the coaching sessions. Each theme describes the tracking efforts made to understand the young adult's confusion and the results of applying CCP.

Each theme is presented as an independent section, as each presents a unique and distinct part of the intertwined research. Each theme includes quotations and parts of the discussion relevant to the theme. Reference to research contributions, limitations, and recommendations for future research in the field is an integral part of the theme description and discussion. The research results are a combination of five themes:

- **Research engagement** – describing the participants' motivation to join.
- **Emerging awareness** – a human research laboratory where the reasons for what brought on the confusion were explored together.
- **Exploring the present** – a human research lab where the reasons for current confusion were explored jointly by the participants and me.
 - The influence of significant others and life events
 - Education and the participants' frustrations
- **The career change** – the changes the participants manifested during the research period.

The influence of significant others and life events within the change

- **Reality testing** – the participants' enriching feedback, which gave depth and further understanding to the processes, which provided further study and coaching. The feedback consisted of three parts:
 - Feedback concerning the change processes
 - Feedback concerning the coaching using the CP method
 - Feedback concerning my coaching style

Theme One – Research Engagement

Introduction

The first theme deals with the reasoning the participants used as their drive to engage with the research. The analysis represents the patterns describing the participants' cognitive and emotional state of mind at the time that they applied for CP.

Tracking the motivation to engage with the research is significant in several respects. This study methodology closely mimics the way unattached individuals seek assistance. Referrals, word of mouth, recommendations, and the use of or reinforcement of choice via digital media. This is the authentic way participants seek assistance in their lives rather than a theoretical position indicated in a questionnaire. Their reactions highlight the first decision made to create change and a better understanding of their unmet needs. Furthermore, this motivational tracking may contribute to the design of a recruitment process for further behavioural research in the field (Gyllensten et al., 2020; O'Keefe et al., 2018b).

The decision to engage with the study reflects the participants' genuine attitude towards psychotherapy and coaching interventions. Most of the participants reported that they had undergone various therapy, counselling and coaching in the past, resulting in their existing knowledge and experiences of psychotherapy. Coaching or professional counselling are newer approaches that not all participants had experienced individually. Prior experiences had an effect on this study but none of the participants or their significant others had experience of CP. The participant inquiry in this context was done through an elimination process: what they wanted or didn't want to happen based on the personal information they had of other approaches. Their past experiences raised expectations of undergoing "something else" with the CP method. It also challenged me when I had to deal with participants' subjective perspectives, past difficulties, and quick judgements. It also intensified the need to conduct meaningful sessions, starting with the first crucial session. This contributes to the discussion in the field about the different contributions of psychotherapy and coaching and the unique place of CP (Aboujaoude, 2020; Grant, 2006; Levy, 2013; Schwartzman, 2021).

The current research can offer ways to improve the performance of CP techniques during the coaching in real-time and make suggestions for improvement through

continued focused research concerning other caregivers on the issues of young adults' preferences concerning their respective treatment options.

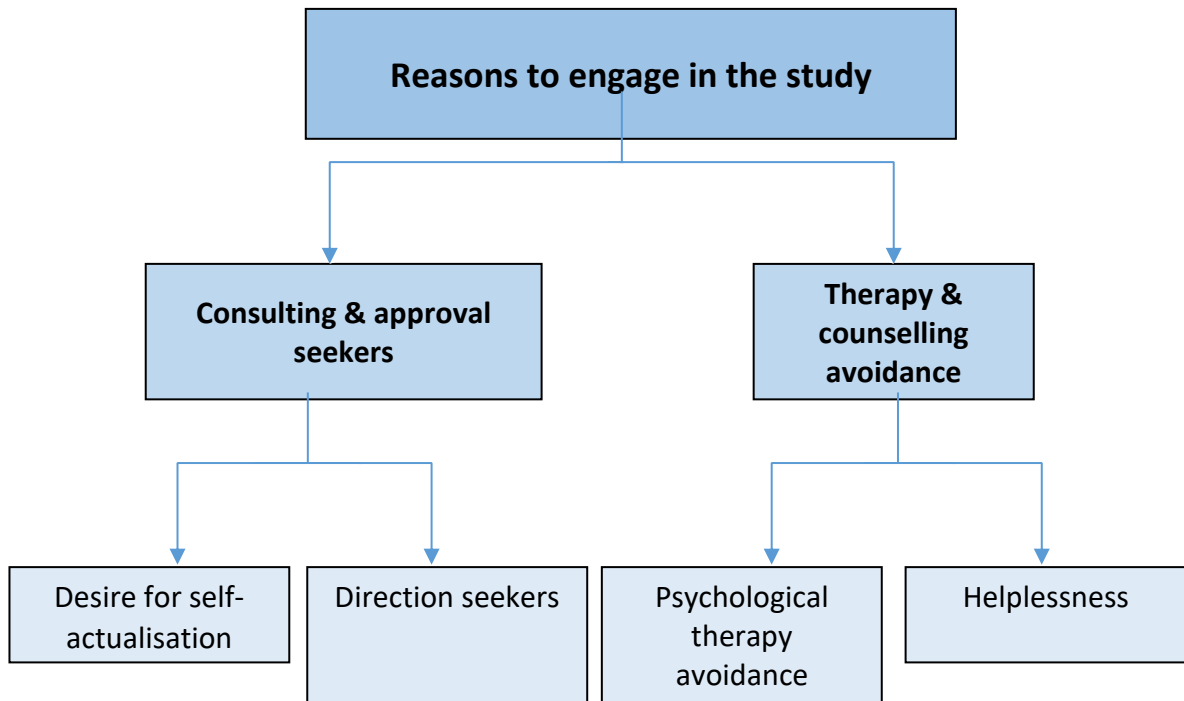
Two major themes emerged from the theme analysis of the reasons to engage with the study,

Consulting and approval seekers

Therapy and counselling avoidance

Each major theme was divided into initial and broad themes

Figure 5: *Reasons for Choosing to Participate*



Consulting and approval seekers

The first major theme includes those who looked for consulting/coaching to reduce their confusion and anxiety levels in their search of a career path. It is divided into two initial themes: Desire for Self-actualization and direction seekers.

Desire for Self-actualization, this theme is characterized by people who possess self-awareness and a desire for self-actualisation as a prominent value in life. They seek approval to reshape their careers:

Participant 6: "For a long time I've thought about making a change. It's hard for me to abandon what I've built so far, but I know it's time. I knew a while ago that I have to deal with this occupational issue, but I dared not... (nods hesitantly). I know that I had to engage in an artistic profession and not in what I am currently doing, even though I am pretty successful in my position."

I: "Have you already made a definite choice?"

Participant: "Yes, and I even started practising it as a hobby. I want this to be my main occupation and I am afraid; I can say that I am almost paralyzed. "

Few know their calling yet there are those with a general direction which requires honing. This quote emphasizes the confusion and its psychological influence:

"I have had enough of useless sessions which just reflected my confusion... I have already been told that I am talented... And I have lists of potential occupations that could suit me based on tests I had taken before... For some reason, they did not help me... I would like to work in a position that really suits me. I think I have several directions to turn to, but I am still confused... I feel I need someone to support me from my point of view... I have some ideas about my future occupation, but they are far from what I am expected to pursue... I am frustrated because I do not progress toward my goals. My fear weakens my confidence in my abilities". (P3)

The unique role of CP is shown by coaching young adults in an unstructured model that can assist those who are looking for an internal and individual exploration process. In addition, implementing CP makes it possible to deal in depth with limiting thoughts and sub-clinical anxieties.

Direction Seekers, this second initial theme is characterised by those participants who wish to achieve self-actualisation, but don't know how to pave their own path:

Participant 15: "I have read the post and then started reading your Facebook feed and blog. Then I read more about Coaching Psychology, and I felt that Coaching Psychology met my needs. I also liked the fact that I will participate in research... I understand that you have a lot of experience. I decided to come to you."

I: "Do you have a deeper depiction of yourself which you hold inside?"

Participant 15: "I have no idea of where to go or what to do. I feel that where I am today is wrong and from the sessions, I expect to find what is the right path for me, although I already have a lot of experience in many occupations."

Another pattern represents those who thought that they were paving their career path and failed. They now seek a new path:

Participant 1: "I thought I knew the way and walked it. I was sure everything was going well."

I: "So what prompted the need for change?"

Participant 1: "Five years ago, I started to have doubts about what I was doing and my fears of advancement began to gnaw at me. I felt a glass ceiling and no chance of promotion... The moment I requested my tenure, people belittled me, and I was disillusioned by bureaucracy and waiting periods from above."

I: "How do you feel today?"

Participant 1: (All choked up) "Today I am stuck and unemployed. I am disappointed in myself, my former boss, my partner, and my parents. I do not know what to do. I know I'm a talented person and yet everything is stuck...I need to find a new direction"

What connects all these participants is the desire and readiness to progress after having had a taste of the job market. Part of them is ready to manifest a change once found and part of them is lost and has to go through the guidance to rediscover their way. These participants illustrate how occupational history, whether positive or negative, assists in guiding them down a new path (Naumenko, 2020). Naumenko highlights the importance of professional coaching in finding a new path and that not everyone finds it on their own.

Therapy and counselling avoidance

The second broad theme includes those who preferred not to turn to therapy or counselling. These were young adults who felt deep within themselves that their career building problems were connected to deeper issues in their lives, but avoided psychotherapy or had not found a treatment or counselling/coaching solution. This theme is built from two initial themes.

- Those who avoid psychological treatment due to non-positive past experiences
- Those who preferred options other than therapy or occupational counselling

Psychological therapy avoidance:

Those who avoid psychological treatment due to non-positive past experiences,

Participant 8: "It was important to me to make sure that you are not a clinical psychologist."

I: "Can you please explain why this distinction is important to you?"

Participant 8: (Swallowing hard and fidgeting) "As a child, I have undergone psychological therapy and I didn't feel it helped me... It was a waste of time... I remember my parents insisted that I go."

I: "Have you considered why it didn't help you?"

Participant 8: "I think I didn't understand the purpose of therapy; I was in second grade... Maybe I didn't want to feel guilty and marked... I ended up moving to another homeroom class and all the problems that I had were resolved. The friends I knew back then are still in my life."

I: "What do you mean when you say you didn't want to be guilty or marked?"

Participant 8: (In a shaky voice slowly growing) "I didn't like to be alone with the psychologist. I felt alone and punished by my parents... I think that I felt then as if I am going to be a 'probation officer' ... I remember when I was playing and drawing, I didn't understand why I was there ... I wanted my mom to be there with me and I found out later, that she came to separate sessions... My parents continued to receive counselling even when my therapy stopped. Since then, I recoil from psychologists."

This participant expressed her process in detail, but she was not alone, although her words were the most vivid. While this voice needs to be heard, one must be cautious regarding a decade-old memory of a young child.

Other facets of psychological treatment that other participants shared included the following:

Participant 17: "I prefer coaching psychology over psychological counselling because I feel my need is very focused. I have experienced psychology therapy for over five years. The treatment had no current and future goals, and instead I reached into my past and my awareness of it. While it helped me with understanding myself, my employment needs, and career-building require something else."

I: "Have you tried to broach this subject with your therapist?"

Participant 17: "Yes, several times, and at length but I received no help in dealing with my confusion and distress connecting to my career path... Maybe my therapist did not seem to have anything to say to me on the subject ... I must also say that my distress affected my marriage, and my life partner insisted I relived this distress through this research she found. I agreed to participate because it is not psychological therapy. I would not approach anything with psychology on it by myself."

This finding contributes to Grant's approach of solution-focused coaching, which focuses on constructing solutions which serve the client better than problem deconstruction. (Grant, 2012, 2014, 2019).

Another angle within this same category:

(Excitedly drumming on the table and then wiping the spectacles) "I am an impatient individual and when I experienced the question for question continuum inside therapy, I could not and would not participate further... I need a dialogue between two people, where the other side leads and provides some guidance and actual answers. I want to feel some progress after a session and not be empty and lost". (P13)

This finding focuses on the role of the CCP approach, and it contributes to research in the field emphasizing the unique dialogue and partnership between the coach and the client, which psychotherapy sometimes fails to support (Aboujaoude, 2020; Bar & Kiper, 2020; Levy, 2013).

Those who avoid psychological treatment due to present experiences,

Another motive the participants displayed when applying to the research, came from knowing what manner of assistance they seek.

Participant 1 (States assertively) "I was ready to try the coaching, but I knew that if it would be anything based on someone else's particular life experience, I would reject the kind offer."

I: "Why is that?"

Participant 1: "It seems a little strange to me that someone would help me because they have an extraordinary life story, and now they turn to be a guide or coach... I have read posts and went to lectures, which were great excitement at that time. I felt afterwards that it was an empty experience which held no value or substance for my own goals or life."

I: "Being that the CP method has coaching elements, why did you pursue it then?"

Participant 1: "I have read that CP is an evidence-based practice and the coaching offered is an academic method instead of a particular life experience."

The finding highlights and enriches the new profile for the new young adults, as perceived by this study. They are opinionated and sophisticated and have a clear view of the coaching services they aim to receive despite being confused.

This is contrary to critique stated by Aboujaoude's (2020) that clients blur the lines between coaching and psychotherapy, as they cannot discern what can be treated by coaching and what requires psychotherapy. The current non-quantitative study, while not being able to generalise to wider populations, does display a plethora of participants who are sophisticated and aim to reach out to a coach who is right for them.

For example:

Participant 9: "... your post came up when I was seeking psychological help but I hesitated. I don't know if I am looking for counselling or therapy. The combination of coaching with a psychological approach drew me to it."

I: "Please explain why you think that you need therapy?"

Participant 9: (calm and smiling) "It has been quite a hectic time in my life, and I have made no progress. I think it is because I do not know what I want for myself, and I felt counselling would be beyond my current standing and

credentials. I thought psychotherapy was beyond my means as I expected it to last for a very long time. I remember reading the ad and feeling it was exactly what I needed. I would love to participate in this research and maybe I will be able to find out what I really wish to do with my life... the idea of experiencing the new method and taking part in this new innovative research excites me and of course the no-charge option.”

Those who feel that occupational consulting does not meet their needs,

A perspective from a current introspection:

“I felt I needed something other than all the tests... I wanted personal consultation prescribed to my passions... I have checked with a friend who recommended that I approach you... I have already done several diagnostic tests and their respective results. The information held nothing but a reflection of my known abilities and occupational test results. It didn't help at all... I know what I'm talented at, but I don't want to find a job in those fields... I want something else, something I don't know how to define, that's why the diagnostic tests and the examiners don't resonate with this." (P14)

This participant represents several participants in the study who felt that there is a huge gap between the offerings in the market and the occupational assessments and their wishes to carve out their own unique career paths. This gap results in confusion and conflict, although the participants are motivated, they are unable to launch their careers. They are also unjustly criticized by those around them (Gupta, 2020).

This phenomenon of occupational confusion also exists in participants coming from lower brackets on the socio-economic ladder:

Participant 4: “I see myself in a complicated situation. I've already exhausted all my allocated public and free resources. I've been unemployed for a long time. From a relatively young age, I was in several projects offered to me by the Employment Bureau, but without success. My family and I have no financial ability to finance any prolonged professional counselling of any kind. I tried to seek help through the NHS, but that fell through. I am happy to participate in the study; I am willing to work hard to succeed.”

I: “Can you please tell me what happened to you in the projects you have mentioned?”

Participant 4: (In a contemplative mood) "I don't know why projects I've been on didn't help me... Perhaps because I had the necessity of learning or going through a process to get an allowance from the state. Perhaps I wasn't mature, and perhaps I needed someone else to genuinely reach out to me... Now that I think of it, they didn't try to get to know me. They wanted to give me rote advice and guidance. There was always a 'ten-phase' programme coming to mould me into something which was not suitable for me. There was a brush on the surface and a profile of me was made which was paper thin... I felt embarrassed by not knowing what I want... I need something which fits me, but I don't exactly know what this thing is."

While Arnett (2000) claims that occupational confusion resides in the middle and upper classes in developed countries, this example expands on and contributes to Arnett's claim by showing how the phenomenon also exists in the lower brackets of the socioeconomic ladder in Israel. This demands further study in Israel and other class-based countries.

The finding supports the work of Bridgman et al., (2019) updated Maslow's theory of needs and claim that Maslow made it quite clear that people from all socio-demographic levels can seek self-actualization. People move up and down the hierarchy as they address more than one need simultaneously. As found in this research, the hierarchy of needs is better described as a mobility pyramid where even those whose needs at the base of the pyramid are lacking, can still seek to self-actualize. Understanding this may contribute to new paradigms for studying young adults' confusion.

Those who feel that their career building problems connect to deeper issues in their lives:

Participant 12: (Fidgeting and sitting on the edge of her seat) "I'm coming to you because I feel that I need external help, and if I hadn't been sent your post on Facebook, I would have gone to a psychologist from the NHS. I feel a lot of confusion, a lack of desire to go to work, I'm pretty much numb and waiting for the day to pass."

I: "Can you expand on that?"

Participant 12: "Yes, I feel I have never been in a place where I wish to be. It has been almost two years since I felt that way... It's getting harder from day to

day, and I am running circles in my head; I'm afraid to quit my job and I dread what my family will say and do. I visited a doctor and was diagnosed with psychosomatic and orthopaedic problems from my hard labour. I know what I need to do but something in the back of my head makes me weak and paralysed."

Another example:

"I guess my past was playing a role in my occupational path, but I don't see the connection... I participated in a governmental occupation programme... that was the first time the trainer tried to show me the ties between my past life events and my current choices. Perhaps it's true, but still, I don't see any helpful connections coming from my life in Eastern-Europe to my life in Israel." (P15)

This finding is in line with Grant (2014) and Levy (2013), who emphasize that participants of this type have little connection to and less awareness of how their deeper issues affect them. It can be difficult to achieve such insight, awareness and, in many cases, it cannot be achieved without guidance (Naumenko, 2020).

Helplessness

The last initial theme is displayed by those experiencing distress, but don't know its source and how to reduce it. Unlike the previous group, they experience a disconnect between themselves and the cause of their distress. The occupational issue is one of the reasons for their distress, but it is just one of several issues worrying them. Subsequently, greater awareness of psychological issues was achieved during the coaching. Grant (2006) and Aboujaoude (2020) claim that people may participate in coaching while needing psychotherapy because they are not aware of their unmet needs or have never been diagnosed.

"I knew that my family's poor economic situation has had a bad influence on my life, especially my dad's terrible bankruptcy... I thought that I was going in the opposite direction and leading a successful life until I collapsed...I feel today, totally lost and desperate... I was in psychotherapy for five years and I am uncertain if my family background is the cause of my current state and if so, what can I do with it?" (P17)

Another example of a participant who profoundly described his daily suffering in life combined with occupational challenges:

(Morose and tearful) "The reason I want to join the study is that I am 34, I have had long periods of unemployment and I live at my partner's expense. I feel that I have become a nobody... I travel the globe with my partner and experience no stability. I am dealing with the marital and financial issues of my dependency on my partner... I guess that the psychological component is important to me... I feel terrible, I suffer from nightmares, fears like walking on the verge of an abyss. My partner and family speak with me all the time, but I do not know how to start helping myself out of this state." (P14)

Gupta (2020) claims that young adults who lose their jobs and career paths suffer from various psychosomatic manifestations, from dermatological issues to diagnosed depression and performance issues. In this research, almost all the participants reported various issues including tremors, nightmares, and anger issues. The group experiencing helplessness expressed more issues compared to the other participants. Unlike other participants, this group could not pin down the occupational issue before entering the research and were more sceptical (Grant, 2014; Levy, 2013). The participants did not know whether there was any solution for them and lacked faith in the process as a result of having failed in previous intervention attempts. Additionally, it is also possible that a non-dogmatic approach promotes lack of judgement and avoids labelling from the participant's part. CP allows the participants to think and act outside the box and make a greater contribution to themselves and their surroundings.

CP's unique contribution is reflected in those participants who often have difficulty finding a psychotherapist who will be able to address all their complex needs. Rarely do they act as experts in the occupational field. Coaches often avoid participants who are so confused and distressed. CP as an approach, using the tools of the occupational field, allows for psychological work with participants in this situation. This unique combination as expressed in the fifth theme elevates and assists in creating the desired change.

General Discussion and Contributions made by the Analysis of the First Theme

The research affirms that the participants consciously articulated their preference for CP over psychotherapy. This preference, although it cannot be generalized to the general population, is important to this study. The research question seeks to establish what the role of the CP approach is in helping confused young adults. This

is the reason why I tracked the participants' perceptions about previous non-CP experiences.

Grant (2006) and Aboujaoude (2020) both claim that participants may choose CP over psychotherapy because coaching in general is more socially acceptable owing to the mistakenly stigmatized link between clinical psychotherapy and psychiatric disfunction.

The research participants criticized psychotherapy for several reasons, but the associated stigma was never among them. Several participants mentioned that they would have turned to psychotherapy if this study had not been available. This gap in opinion may stem from the differences between this specific research population and Grant's and other research populations in other studies. The latter's populations usually comprised management personnel, where stigma might have played a heftier role.

The criticisms the participants raise about psychologists connect to a lively debate in the literature concerning the value of the contribution made by clinical psychology, psychotherapy and coaching in an evolving reality (Bar & Kiper, 2020; Berman, 2020; Cabanas & Illouz, 2019; Davis, 2020a; Pechler, 2020a). This debate makes room for CP, and it emphasizes the prominent role that CP can play as a helping method, as presented in this study.

The goal of this discussion is not to debate the value of clinical or dynamic psychotherapy and the tremendous contribution and importance of psychology, in all walks of life, is not contested in this discussion. However, Illouz (2005, 2007, 2008) directs her thoughts to whether psychology is the proper approach to best handle today's external rapidly changing realities for normative populations. At times, people's realities are beyond their control. Examples vary from Covid-19, mass unemployment and global pollution damage, which are all external issues. Will introspection on participants' life events, especially those in the past, prevent or dissipate their effect?

Attitudes toward psychology and coaching are paramount to further deep research, in light of the changes the world is undergoing, especially concerning young adults, carving their path in a world where the unknown and the changing reality are ever-present. Covid-19 has emphasized that not all the challenges young adults are experiencing are connected to their personality traits and abilities.

The line between the different helping methods becomes blurred as the world changes. Aboujaoude (2020) deals with the unique contribution made by therapy and coaching and states: "Is it therapy? Is it coaching? Does it matter? The increasingly confusing boundaries between two helping professions." He poses a series of substantive questions to highlight the difference between coaching and psychotherapy.

This study supports the idea of developing new know-how resulting from conceptualizing knowledge and data emanating from the young adults' actual evolving perceptions and needs.

It is important to add to the discussion which deals with the benefits of using different helping professions, as people sometimes do not distinguish between the treatment they have undergone, especially in retrospect. The term "psychotherapy" is a generic name for various treatments. However, children are not alone in this regard; adults also often have difficulty distinguishing a psychologist from an emotional therapist or counsellor.

Most of the participants in this research are people who did not profit from psychotherapy or coaching. Hence, they still represent a known phenomenon described in Macdonald's (2011) handbook. He notes that critics of previous caregivers or therapy methods, coming from clients participating in Solution Focused Brief Therapy (SFBT), are common and he suggests some therapeutical responses. This research will try to provide a separate interpretation of this phenomenon below.

In addition, it is impossible to deny that some participants may be sharply biased against other counselling and therapeutic disciplines. It is possible that some behaviours were exhibited by the participants to increase their desirability and their gratitude for participating in the research.

The criticism here, even if it does not stem from a representative sample of the young adult population of Israel, is linked to other voices of clients and professionals in Israel, who participated in post research meetings in the community and who wish to provide up-to-date services tailored to their clients' needs.

Learning about the reasons for joining the study indicates that there is a need for a "new" approach, benefiting those who failed to gain help or those who wanted "something different" in recognizing their unique situation. Participants felt they needed external help (Levy, 2013; Naumenko, 2020). The NEET notion was also

confirmed in describing unemployed young adults without professional help and career orientation in life. This research claimed that CP can play an important role in formulating the assistance they require.

At the time of planning this study in 2013, there were no advanced solutions in Israel that meshed psychological perspectives and methods, together with occupational coaching and financial tools, allowing for flexible adaptation for clients. Today, there are several projects, using computer-assisted tools, which combine much of what is needed to explore one's career path. They enable savings on consulting hours, swift processing of data and the ability to implement tools; they are also accessible and easy to work with for both the user and the consultant or therapist. All form-based data collection that the coach/therapist needs to know about the participants, is stored on the treatment platform and before the first session begins, the therapist/coach is ready with topics prepared for a joint discussion. The impact on feelings of respect, acceptance and trust is deep and immediate. From the participants' feedback, it may be gleaned that the decision to commit to the study and the trust they expressed come from the initial preparedness and intensity of the first sessions and those further on.

Another contribution of this research lies in the part played by me. One of the benefits of an innovative project like this one is a fundamental change which takes place and is facilitated for free by the caregiver. It removed the biases that exist among private caregivers in terms of selling more sessions and sponsoring projects while giving as few hours as possible (Berman, 2020; Pechler, 2020a, 2020b).

This study coins the term: The selective informed participant. A different interpretation suggests seeing the participants as sophisticated, highly self-informed and therefore selective in the way they make informed decisions, thinking for themselves and putting their priorities first. Is this behaviour negative? Does the fact that they dare to talk about the challenging parts of psychotherapy or coaching mark them negatively? Does the fact that they do not treat psychotherapy with reverence justify negative labelling? (Grubbs et al., 2019; Hill & Redding, 2021; Twenge, 2014; Twenge & Foster, 2010).

These behaviours are different and perhaps strange, and challenge the beliefs of adults, but should be looked at from a relatively objective perspective. In addition, they should be examined to ascertain whether this is not perhaps an advanced challenge of mental and emotional care practitioners.

The Covid-19 period has been a catalyst for accelerating the selection processes regarding therapists and coaches suitable for people's needs, and when many therapists also transitioned to Zoom, additional options opened up.

During the research, constant learning took place between the participant sessions, with each session adding a piece to the puzzle. I evolved with each session, with additional understanding and data coming from the sessions themselves and the insight from the reflective commentary group. This is a different approach that openly states that the interviewer comes with a certain stance. Levy's (2013) arguments support this position by saying that each caregiver comes with an agenda when they meet the client. Methodologically and ethically, the agenda should be consciously and verbally expressed by the caregiver. The findings relating to the fourth theme show that the research participants appreciated this approach from the first sessions and viewed it as part of the "something else" they were looking for. This approach may be successful in organizational coaching and the CCP fields, but it requires further research to confirm the findings of this study in larger populations and in a broader age range.

Further suggestions

- The selectively informed participants are sophisticated and well-versed in social and digital media and are unabashed in sharing their difficulties and trials (Lev-On, 2015). That's why I think it's important to provide them outcomes relevant from this research, in a way that's accessible to them. It needed to invest in thinking outside the box.
- Investing and further developing in an OCP model dealing with the participants' actual occupational life issues and demonstrates mastery of other occupation-oriented tools relevant to the occupational field and appears to be an adequate method.
- The structured counselling given to young adults by governmental organizations and private groups failed to assist the participants of this study. Even if they were compulsory and financially assisted, participants failed in these programmes and keep seeking personalized counselling. In the spirit of this research, it seemed worthwhile to continue targeting these specific segments of young adults with a customized CCP model.
- The challenge to individualize and attune the helping session to the masses is monumental. I see possibilities through hybrid models or AI technology capable of providing a reliable response to large populations. The application of these

developments should be accompanied by intensive research that examines both the benefits derived from the CCP and the extent to which the interpersonal process is lacking.

Second Theme – Emerging awareness

This entailed a human research lab where the reasons for what brought the confusion were explored jointly:

In the desire to conduct a non-judgemental investigation of past choices, which may be painful, I created a neutral “research lab” aimed at exposing each participant’s life story in all its various meanings. Participants were invited to express any emotion, hesitation, resentment, and pain. This was a laboratory in the sense that I detached the participants from the constant daily grind and gave them a chance to devote time to reflect. Another contribution of this laboratory was a detachment from self-judgement by the participant and allowing them to delve into past choices in a safe environment and in a self-reflective manner. Both contributions were found to have a considerable impact on this research outcome, as established in the research of Gyllensten et al. (2020). To encourage the self-reflection process, I did not express embarrassment or difficulty in listening to challenging event descriptions, offered no solutions or opinions about other people in the participant's life. In this way, participants were able to openly and calmly describe how they perceived past life events and the fundamental decisions they made regarding their life course.

Grant (2012, 2014) argues that CP is also about learning the participant's problems. In CP, even though the goal is to be focused on solutions, it is important to let the participants' voices be heard.

Aiming to reach toward the ontological experience of the individual, I adopted the approach of Lahad and Doron (2018), by listening to the details and asking diverse and engaging questions makes the participant feel how important each detail of their life is. Furthermore, the crux of the method was to adopt the essential expressions used by the participants and through them, to facilitate an authentic connection. (Macdonald, 2011).

The first subject I wanted to explore was the participants’ decision-making model. Regarding their employment journey from their early twenties, what led them to the present state of distress and confusion? Were they aware of their needs during the

times they were making career decisions? Were they aware of their needs or did they repress them? Did they not know what was right for them? Had they thought about the stages for the rest of their career path?

The important contribution of these questions stems not only from the need to increase understanding of what young adults are going through in their twenties, but also to understand what the required change strategy is. Change originated by sharing similar crossroads in life, the same difficulties, and struggles, but making completely different decisions (Prochaska et al., 1992; Zimmerman et al., 2000).

Themes describing participants' past patterns

I was interested in understanding the various strategies the participants developed or adopted to reduce confusion throughout their career paths till now. The participants' age, spans the first decade of their career, allowing them to glean lessons which may help them and others onto parallel development to peers.

Two broad themes emerged from analysing young adults' first career choices:

- Trial-and-error patterns
- Career planning strategies

Trial-and-error patterns:

Turning away from trial and error – participants who skipped the trial-and-error period and jumped headlong into the job market and usually, remained in the first job they found. Many of them chose similar jobs that came as a result of their military service, or they followed their peers and felt satisfied and fulfilled due to the perceived high status of the position and jump in pay compared to other starting positions.

Participant 1: "I've never gone through a trial-and-error period; I went straight from the army to a similar job in the government and felt initial satisfaction. I also pursued my first degree during this job and my parents, husband and I were very satisfied. There was no misgiving or a moment of doubt about my choice ... I was overly thankful for my position."

I: "When did you start feeling there was something wrong?"

Participant 1: "About five years after I began my government position."

I: "What have you done to resolve the situation?"

Participant 1: "My mood and output at work went down and my parents recommended I pursue an MA in organizational consulting and offered to fund this as well.

I: "Did that move succeed?"

Participant 1: "It ended up as a great disappointment. I understood that I have lost two years and a great sum of money and from expecting a promotion I fell into nothing."

I: "What seems to be the best choice in your head right now?"

Participant 1: "This may seem odd, but I say this through gritted teeth. I want to go through this time of trial and error where I truly find out who and what I am."

Continuing the same subject:

"I am at a crossroads on my career path and feel lost in the stream. I cannot sleep and have stress and anger rising and expressing at work. I feel detached from my organization and could probably succeed somewhere else. I am torn between what I have and what I wish for... I am sad to say I have done little to ease my distress... I do not dare to enter the trial and error. I think of my parents and my position and what people will say if I dare change. I know I have to go back to square one... I know it is not as if I am at the beginning, but I have to find out where my passions are... I must say that as things are today, I may never pursue this process of finding my passions and it is too late for me." (P8)

While the first type was satisfied during the first stages of their career with their employer, thinking they were taking steps forward a few of them remained with the same employer but felt no satisfaction and had no plans:

Participant 2: "I went through my trial-and-error phase within a financial institution. I started with no academic degree and went through many vertical and horizontal placements within the institution. I knew inside I was making a compromise, yet hoped for things to align in the end... I went through this for eight years and was valued and appreciated in the institution until the crisis hit."

I: "Haven't you wanted to alter your employer during this period?"

Participant 2: "I have had my doubts and I knew the significant experiences would be in one city (Tel Aviv) but due to other reasons, like being reluctant to leave the on, I chose to stay where I was."

The following is another angle of the same condition, where trial and error at the same employer brought the participant to a dead end:

Participant 12: "I feel that I have lost ten years of my life. I see it in the direst way possible. I started working in a cafeteria. My duties were subject to the will of my employer and my pleasing personality held me back... I came into this, thinking I would only stay a while and ended up staying a decade."

I: "Did you gain any skills and abilities during this period that may you in the change?"

Participant 12: "It was an entry job as a waitress with another girl like me. The boss "promoted" me to a barista position and let the other girl go and I told myself this was a promotion, while in fact I was taken advantage of. I am a proficient waitress and a barista, and I can run a coffee shop, but all these things gained over ten years brought me nowhere."

Trial and error hoppers- Participants who have had many disconnected entry-level attempts in various jobs and have not passed through any tests or gained advanced skills and abilities.

"I worked for nine years in various jobs which got me nowhere. I gained no skills or knowledge and although I am a high school graduate, I feared higher education and as a result receiving a promotion... I migrated from job to job and ran every time a promotion was offered, and I got into debt in my last job due to a shopping addiction." (P9)

Another pattern description:

"I had no identity of my own... I jumped on any direction I saw someone else pursue. I was hoping internally that if I followed a path, it would catch on, and become my path... I am in a deep crisis... Nothing I have done suits me and I do not know where to go." (P11)

Intentionally Non-Normative Trial-and-Error Period-

these participants chose unusual paths in shaping their careers due to their ideology or as a response to social and parental pressure and expectations. While having taken steps to carve their own path, they still found themselves stuck.

Participant 13: "I am a certified barrister and from the first moment I decided to pursue something else. I chose to go through random experiences and chose to be devoid of connection to anything."

I: "Why is that?"

Participant 13: "My life motto is lack of attachment and freedom. I want to be able to go and do what I want. My passion is caring for animals and especially the elephants in Thailand... No job will restrict my passion... I must be able to get up and leave as I choose..."

I: "Can you point out what brings you here today to this session?"

Participant 13: "I know that on the surface my life seems like the Y generation fairy tale. I work only four days a week and dictate my work conditions but in retrospect, I am rather miserable because although I hold myself highly, I am doing administrative work due to my lack of commitment to the job... My life is boring, and I am in a vicious cycle of making money toward my trips, as my worries about making a living later on grow... I am learning no new skills in any field. I am in my mid-thirties, and I am beginning to seem pathetic to myself."

On the other hand, despite the fact, Participant 17 thought he was gaining work experience which would lead him to success; however, the many leaps he made in the path led him unintentionally to a series of disappointments and confusion:

Participant 17: "I have been employed from age thirteen and haven't learnt any better. I threw away all the advice people tried to give me."

I: "Why haven't you listened to the advice?"

Participant 17: "I was too full of myself. I had my own ideology of what I wanted to do with my life. I understand now that I have had experiences but no worthwhile experience. I think I did not understand what was happening to me. I changed countries and positions. I bankrupted myself, I spent time in jail, I

paid off debts and was not able to focus on what I am and what is right for me to do."

I: "What do you do today?"

Participant 17: "I am a hired hand in an international commerce company and hate every moment of it."

This adds another angle to the genre, as these participants disregarded career planning entirely, relying on their superiors to guide them and considered hopping from job to job as the way things should be:

Participant 4: "I moved from job to job when one ended or when I was done with it and was unemployed at times... "

I: "So, how did you think you would provide for yourself over the years?"

Participant 4: "I am talented and good at what I do and there was always a connection from where I was to take the next step... I never considered long-term planning."

I: "If this existence was so good, where did the confusion arise?"

Participant 4: "As I grew older, the unemployment periods became longer and longer and my involvement in my freelance projects dwindled. I found myself slightly versed in various fields but fitting none properly to get a job. My connections died down and as I relied on my bosses to make those career choices for me, I was left adrift. Out of desperation, I became an illegal immigrant in another country."

In conclusion, the research findings support Jay's (2012) and Arnett's (2000) views on the importance of a significant trial-and-error process. This process comprises vocations where the young adult must step up their game. Bloom et al. (1956) created a taxonomy of six elements: knowledge, implementation, comprehension, analysis, synthesis, and evaluation. The six elements form a hierarchy, as they rely on each other to develop and function. Harpaz (2015) introduced the significance of the "Data eEconomy", stating that the energy and raw material of the technological industry, is knowledge. The ability to thrive in the competitive economy is in routing, processing, monitoring, and creating knowledge. Trial-and-error experiences, which involve repetitive actions, are rated low on the Bloom ladder, and contribute little to

developing the skills required to become a part of the modern economy. Therefore, when they form the entirety of the young adult's work experience, side jobs, starter jobs and repetitive jobs, jobs in the gig economy, create frustration, as the young adult has worked and worked but has not gained higher cognitive skills (Almeida & O'Reilly, 2020; ILO 2021; Ravenelle, 2019).

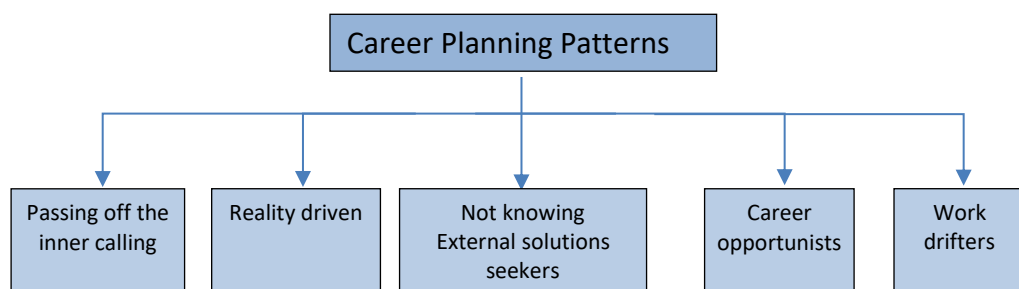
A defining period of trial and error constructs the occupational and personal identity of the young adult. Even if changes are made due to personal development, difficulties and obstacles, this process will allow self-evaluation from a point of self-knowledge and without experiencing confusion again. Finding a professional personal identity can be seen as Jay (2012) sees it, as a stable internal foundation in a changing world.

Career planning patterns

This theme's contribution is in understanding the causes and wishes when young adults plan their careers and may assist those who are in similar positions. Understanding the choices and actions the participants made will help in building their coaching plans.

This theme deals with career planning patterns and is divided into five subcategories:

Figure 6: *Career Planning Patterns*



Passing off the inner calling- these participants knew to some degree that they have some calling or passion but gave it up for various reasons and ended up feeling stuck and misplaced. Some participants who believed that they were planning the “right” career had taken steps to realize their vision. Most of the time, the decisions they made were unknowingly based on various timely notions or growing understandings about their identity, but their career path did not stem from their desires.

I wished to check if young adults, when starting their employment, had an inner calling they ignore to some degree, or none? Were they aware of how they made their career choices, or did they knowingly choose to ignore them or was it an afterthought? Are they even to this day unaware of their inner calling?

Participant 6: (Acute expression of concentration) "At the time I was very happy with my decisions. After my military service, I went to study law and went to work for a global corporation. I worked in a law office, but I felt that I had to alter my career path."

Coach: "So what did you plan?"

Participant 6: "I didn't do any real planning but started working in an advertising agency, married and gave birth, and in the process began writing a novel."

I: "Did you feel then that you had found your occupational identity?"

Participant 6: "Every change that I have made seemed at that moment to put me on the right track... I don't know how to continue because my decisions were made with the mindset of pleasing my parents and I never made room for myself in the process... I have done nothing with my continuous process and want to prioritize that from now on."

I: "How did you know that your career path was unfruitful?"

Participant 6: "Now it is easy to see... either I get fired or quit. In the space of nine years, I worked in five positions in unrelated fields."

I: "What are the main obstacles which caused it?"

Participant 6: "Loyalty to my family's perspectives on my working life. Everything I did is connected to my family connections and networks. It was never my own doing. I let them plan my work life. I was not truthful to my own identity. I really tried to do the right things."

I: "Are you ready to pay the price for your decisions?"

Participant 6: "I find myself in a moment of doubt about my occupations and personal identity. And now, I am ready to remove the mask and reveal myself. I can now proceed with my creative process, despite the pull of my friends and family which regard it as a retirement option".

Other participants simply followed their peers and repeated their choices instead of making their own. This way, they avoided the frustration attached to the process of self-exploration.

"When I made my decision to pursue academic studies and to work in a large public organization, I felt complete and satisfied. I was sure that these were very wise decisions and reflected my wishes. I think that it was a mistake or maybe my decisions were right for the time. I did not think about what was right for me. I followed what most of my friends were doing. I entered a large organization and thought that the organization would pave my way... I can recall that I thought of regular and orderly work, and I was busy complying with this organization." (P3)

Another pattern of passing off the inner calling took almost the same course. Participants started working in organizations they thought would head their careers. They chose to avoid the pain of self-exploration and during their early successes revelled in their organizational placement. After a few years, they realized the organization was indifferent to their wishes and reneged on their needs and desires. This insight shook many of them, caused frustration and certain related somatic symptoms. They thought that the swift advancement during their initial career would continue as they went up the ladder.

"I never thought that I have to plan my career, but that the organization will take care of me... Never had a plan B if things did not work out... I gave up on my creative dreams... I devoted myself to the organization and was grateful to be in it." (P1)

Following an initial period of gratitude for belonging to an organization, doubts concerning the match between the organization and the participant begins to arise. At this stage, most young adults feel guilty and out of place due to a lack of gratitude. They do not dare to share this with their co-workers, bosses, and significant others. Once they do share, the responses vary from parents pushing them toward another degree, bosses ignoring the situation and co-workers and friends expressing puzzlement.

"Revealing my confusion and distress to my co-workers, parents and friends resulted in puzzlement and confusion from my will to pursue another path which suits me better. My parents and significant other disliked this very much... My

boss heard and continued talking of other things as if nothing was said... My friends suggested I take a leave of absence from my job to think this through. I stayed stuck in the same situation and emotionally hurt." (P2)

It takes a while longer for young adults to understand that their path is really blocked. They are in a position that they no longer bear. The confusion and anxiety attacks then force them to act.

Participant 1: (Flustered and choked up) "I felt hate toward my boss and I started to think that there are conspiracy plots around me. I felt as if I was buried alive, I felt helpless and lacking in motivation... Once in a meeting, I started to stutter and had a panic attack... I resigned my position a few days following the attack."

I: "What were the reactions from your boss, co-workers and family?"

Participant 1: "My parents felt saddened that I left a prominent position at a good organization but due to my emotional condition they said they would not interfere further. My co-workers, including the HR department, gave a show of sadness but there was an undertone of relief. My friends and my husband gave me support but no guidance, there was a feeling of paralysis and apprehension. My parents and my husband were already aware of my feelings for a few years and wanted me to carry on no matter what."

Table 2: The Course of Passing off the Inner Calling

Stage	State of mind
Choosing a profession to practise	Hope for self-actualization and joy
Joining an organization	Gratefulness
Cracks in identifying with the position	Hidden fears and self-blaming
Discussing career blockage	Fears about admitting mistakes and confusion escalating
Asking for guidance	The solitude and being misunderstood
Blockage	Confusion accompanied with anxiety

In summary, the crisis stems from the fact that there was a full personal and professional identification with the organization. The young adult identifies as their role in the organization. As long as the routine carried on, there was no hesitation or worries. As soon as a major crisis touched on the roots of the professional identification, the young adult became confused. This finding is consistent with the results of the “lost decade phenomena” in the careers of young adults (Hofferth, 1987; Jay, 2012).

Reality-driven career planning- The participants in this group, formulated their position because of various life events such as childbirth, lay-offs, relocation, marriage and others. It was this break that initiated an introspection process and altered the prospect in career change. Several participants in this group had no prior awareness of their occupational situation.

Participant 9: “Only after a few months away from my position, I realized that I had no desire to return to it... I started to understand the situation when unpleasant feelings emerged when I thought about my work. Then I realized that I'd ignored communication from my bosses and gradually separated from the idea of returning to my previous position.”

Coach: "Do you think this change could only have happened during such a leave of absence?"

Participant 9: "During my time away from work, things surfaced which would not when working and from them I understood that I was postponing pursuing my calling.

Coach: "How do you feel now?"

Participant 9: "That it is really strange how I could have lived so blindly to my needs. It is most surprising I was once quite satisfied with my position."

The assumption that individuals have deep knowledge of their self-actualization, or else easily discover it, is not reviewed in the study. This is in line with Levy (2013), who argues that the fact that coaching assumes that the participant is self-aware and knows the path is misguided. This finding mirrors Levy's (2013) and Naumenko's (2020) claim that self-actualization is gained first and foremost with assistance, and the coachee usually has no idea of their agenda and solutions. (Levy, 2013, pp. –3636 37).

Path seekers- Participants who were path seekers were those who had an awareness of the process of finding their path and from this occupational situation, they took action to proceed on a path in that general direction. They understand that they must make something of their lives and begin a career which seems to be the right one at the time. They sometimes try to alter their professional training or retrain in seeking to maximize their perceived skills in lucrative and accepted jobs. Usually, they tend to ignore the need to follow through in seeking their path. Traditionally, questions about these issues lower their mood and their wake-up call arrives in their early thirties when they are horrified to see the void in their lives. Panic increases when they compare themselves to their peers (Arnett, 2000; Jay, 2012).

Participant 7: "Until the age of twenty I believed I was a misanthrope... It was unclear to me why I worked in a food and beverage business... I feel my life is a paradox. I am thirty-three and my occupational life is inconsistent."

Coach: "Can you please clarify why you are describing yourself in a paradoxical situation?"

Participant 7: "I love the countryside life. I love animals and the most fulfilling period of my life was when I worked in a cowshed. But then, in a complete disconnect move, I started working in restaurants."

Coach: "This is really a big change. How did you make the decision?"

Participant 7 "I do not recall any process... I think that I wanted to earn more money and jumped into the deep end of the pool. I always felt confused with ideological and personal choices in my life, and this repeats itself right throughout my career. Failures without planning, and then regrets and restarting with the first job that comes up. I never dared to investigate my deep thoughts ... I silenced them."

Another example of external solution seekers:

Participant 10: "I always convinced myself and my friends that this time the job suited me, and I would follow through."

Coach: "Were you sufficiently self-aware to realize you were telling yourself a tale?"

Participant 10: "It's hard for me to answer. Now it seems that it was all a lie, but at the time, I thought I believed that if I had found the right job, then I'd get along like everyone else."

Coach: "How do you feel now?"

Participant 10: "I am anxious. The most difficult feeling that I am experiencing right now, is that my life already peaked and now I am slowly crashing down."

These young adults are different from "Passing off the inner calling", by knowing they need to find their path but being unaware of how to pursue it. They wish to be someone of substance and therefore seek a position with function and purpose.

Career opportunists- young adults who believed they had to find fruitful employment. Yet, they did not actually build a career path linked to their own values, desires and needs. Their decision-making is based on an opportunist mindset to improve their current position. The analysis indicated two main types of career opportunist. The first type is those who enthusiastically obtained an attractive position, found it favourable, and remained there without any profound self-reflection. The

second type, opportunists lacking in self-worth, who pursued whichever job was available due to lack of self-belief in achieving a fulfilling position. Both types continue these paths until a major employment crisis arrives and they feel helpless in the face of reality.

Participant 8 is a typical example of a skilled young adult with the first type of opportunist's career mindset:

I: "How did you choose to work in your field?"

Participant 8: "I got into the field of ___ by chance, when one of my friends got a job in the agency, and I so did I. I may not be passionate about my field, but I invested a lot of time and conscious effort in doing it all well. I am regarded as a very good manager in my organization."

I: "How do you mean by chance?"

Participant 8: "I had no direction... This may seem odd, but both this job and my higher education came to me by chance... I found out about it through people in my circle... It appealed to me to work in an international company with a high reputation, where I could advance and reach a high position although I have no inclination or passion for the field (laughs in embarrassment). It is ridiculous that I hold a high position in a field which I got into by chance."

I: "What steps did you take till now to solve this?"

Participant 8 "I haven't done anything in particular. I feel very confused, and I express my confusion with anger... I spoke to my manager, but she gave me no clue as to future positions for me... I am afraid to get a promotion, where I have to invest in something, I have no connection to... I can't stay at my job anymore and I want to quit and do something else... I feel as if I am going crazy."

The second type of career opportunists is those with a lack of self-worth. Usually, these participants are desperate young adults who thought they have nothing to offer and "jumped at" the first reasonable offer they received and were grateful for the opportunity. After a while, they began to understand that their choice brought them to a dead end. Usually, they tend to think that their problem is a lack of education or skills.

Participant 9: "I have only twelve years of schooling but no graduate degree. I joined the fashion industry after my military service; it was the first interesting and flattering offer I received. In the beginning, it was nice, and I got promoted to a junior manager position, but I have reached the top rank my qualifications will permit."

I: "How did you arrive at a dead end in this field?"

Participant 9: "I don't have any academic education; I cannot get another promotion. I have been in this situation for two years now. I felt lost throughout last year."

I: "Have you attempted to further your education?"

Participant 9: "I can't. Studying is my weakness. I am incapable of studying."

I: "Can you please elaborate how this lack of further education affected your career choices?"

Participant 9: "Whenever I feel like it's time for a promotion, I run away. I am embarrassed to share I have no higher education, and I will not be eligible for the next position... I'm afraid of my managers' reactions and my shortcomings. This vicious cycle happens every two years ... and then I resign, using some excuse I find and escape to the next position. I've switched positions but at the same level of responsibility. I feel I am always doing repetitive tasks. I don't see how to fulfil my true potential. I am afraid that my life is lost."

Another example of a similar situation:

Participant 10: "I would very much like to find a job where I can and will feel good about myself. I am displeased with my current position for two years now... It's hard for me to speak with my managers about change because I feel I have nothing to offer. It is hard for me to pursue change with no academic degree and only a basic level of English."

Coach: "Did you ever have a gut feeling or know what is right for you to engage in?"

Participant 10: "I wish it was so. I joined this company at the very beginning... I felt that it was a great privilege. The adrenalin of the beginning gave me a lot of satisfaction and happiness."

I: "So what happened to you? Why are you confused? "

Participant 10: "I've long since repressed my feelings. My friends and my mother try to help me keep this job by showing me the positive side of it, mainly because of the high salary and the benefits."

I: "What do think is the problem?"

Participant 10: "I am at the same position I started at ... I expected that my contribution from the start would propel the managers to offer me a promotion themselves. I know how I see myself stops me from asking for it myself."

These findings are in line with Levy's (2013) claims that most coaching participants have little to no connection with their gut feelings and little inner knowledge. "*We know today, that there is no secret knowledge. Not in the hands of the therapist or the coach, but certainly not in the hands of the coachee. Certainly, there is no secret wisdom*" (Levy, 2013, pp. 36–37). The confusion is created by a lack of awareness of one's self-identity with a strong desire to reach significant achievements in work. a deterrent personal and professional identity is necessary to achieve and maintain this goal. These findings are consistent with Naumenko (2020), who describes the collision path of an ambitious young worker.

Table 3: Opportunist Career Planning

Stage	Emotions and reactions
Accepting an opportunity to work	Hope for success
Joining an organization	Gratefulness and devotion to the organization
Being blocked	Feelings of shame; activating defence mechanisms
Leaving one job for a similar one or staying put	Confusion, helplessness, and anxiety

The career opportunist type is characterized by the fact that they lack a personal and occupational identity but are filled with motivation to have a successful career. Their choice of profession is chosen based solely on reward. They conduct their working lives based on the assumption that dedication and loyal work will result in promotion or other benefits. When a major employment crisis or decision arrives, they find themselves confused and unable to commit to the organization at such a level. Usually, they replace one position with a similar position, just in another organization. Kilby (2020) notes the similarity to the “imposter syndrome” where the young adult fears being exposed as unqualified for advancement. Prior to the change, they escape to avoid being exposed and the pain related to it.

Work drifters- Work drifters are participants who did not plan a career path strategy. This often occurs when the maturation process is interrupted by external or internal factors. For example, parental intervention, family or monetary crises or emotional disorders. While finding their identity, the young adults are interrupted or segmented and begin to drift. Jay (2012) argues that the price of being a work drifter comes to the fore during their early thirties and will take a toll on their lives or be rejected somewhat as their lives change when they are required to provide for children or ageing parents. The research included participants who were in their early thirties and therefore the results had two characteristics. The first was being at an irreversible point in time for some of the participants, where they could not act on their inner calling from their station in life. The second was having families or being in debt which placed them in a position where they had to take whatever they could find to provide for others or pay the debt.

Some of the participants tended to blame the world for their lack of luck while others mistakenly evaluated their skills and abilities.

Participant 13: (Emotional outburst) "My mother, she wanted everything to be normal... she intervened in everything, in my studies and my relationships."

I: "Please elaborate on how she influenced your studies?"

Participant 13: "During the trip I took after my service, my mother enrolled me in law school. I knew that I would never practise that occupation."

I: "Did you tell her or your father that you didn't want to practice law?"

Participant 13: "My dad was under my mother's control. I felt that I didn't have anyone in my corner. They both tried to convince me, I would be happy with this choice once I was studying... I spent five years of my life in school and gaining experience for a profession which will never match my needs and desires."

I: "What have you been doing after this period in your life, how did you make a living?"

Participant 13: "I held 10 to 12 jobs in administration, jumping from one to the next. I liked it because I could do it with my eyes closed and had a lot of time for myself. I thought at the time I was doing good for myself."

I: "Maybe administrative work suits you best? The fact that you have been doing this for a long time may indicate that you feel good doing it?"

Participant 13: "With time, I came to understand this is all a waste of my time in dealing with other people's lives and never mine."

Another type of career drifter is participants who grew up in problematic or disorganized families:

Participant 17: "I started working as a teenager and have gone through many jobs. I don't have a high school diploma... I left high school abroad to come to Israel... I stopped studying because my father went bankrupt, and I started to work with him... There were always financial problems at home... After my father passed away, I left Israel and didn't complete my obligatory military service."

I: "Why did you leave Israel?"

Participant 17: "I felt I had no choice. My father left great debts on his passing, and I was left alone to deal with them. My mother had no presence in the house, and I saw no choice other than leaving the country in trying to avoid falling deeper financially."

I: "When did you return to Israel?"

Participant 17: "I returned after three years and opened a company, I worked there for three years. I didn't have any commercial skills and I almost went bankrupt."

Coach: "How did you plan your career path after you attempted to be an entrepreneur?"

Participant 17: (Laughing bitterly) "I didn't plan a thing, life just happened... I found work in a marketing intelligence company, and I've been working there ever since... I worked two jobs simultaneously and slept two to six hours a night. I am still working to repay my father's debts. I failed with my company, sold everything at a loss and closed it."

I: "Was this your existence for the last eleven years?"

Participant 17: "Things got worse. In 2010 I was unemployed and slept on the streets... I was depressed and arrested by the police due to the debt... I am in the same position, but I feel again that I want to leave everything, but this time I am a father."

General Discussion

The cessation of the normative process may have a negative long-term impact on the life of the young adult and sometimes on their entire adult life. These findings are in line with Jay's (2012) claims about the necessity for a normative and substantive trial-and-error period when paving a career path, especially for those who do not have a clear idea about their path. The research participants painted a picture of their rapid moves from job to job which resulted in them gaining little to no knowledge about their nature and abilities (Harpaz, 2006). An analysis of the initial career planning choices shows that all the participants in this group who were currently employed held the positions they did for monetary/status reasons or family factors and thus there was little satisfaction from the choices made. A few of the participants mentioned that they were compensated well for their positions but still they were ill at ease. Two patterns appeared in the analysis:

Anger at the end of the paved path:

I suggest that young adults tend to exchange one dependency for others, creating a dependence on parents and employers. When they started to work in their twenties, they felt gratitude and were dependent towards their employers and parents who supported them. When a crisis came, they could not navigate their path. They walked a path that was not their own. The deep disappointment and anger they expressed in

the sessions were overwhelming and indicate that disappointment and anger are experienced in similar measures to their initial expectations and gratitude.

The crises that appear in relationships with parents are also part of the disappointment that parents can no longer protect them and pave their way to safety and success.

Find your calling as an existential threat:

There is an air of imaginary profit attached to finding a "chosen" employment path and a sense of actualization and well-being stemming from having found the way. At times, the young adults are not convinced yet, they silence the voices questioning the course and whether the "right decision" was made. Only during a crisis or a leave of absence does it become clear to them that they were on an imaginary profit path as a response to existential fears.

Further suggestions

This research emphasizes the importance of the trial-and-error period as a major milestone in career planning. The ability to sail through this period lies not just in gaining skills and making choices, but in making quality decisions concerning the career path as disinterestedly and independently as possible.

Surveys that publish forecasts about the world of work and youth employment are sometimes inaccurate. The findings contradict each other, and every guess is correct (Charlton, 2020; Parker et al., 2021; The Economist, 2021). Considering the reality of statistics ambiguity and changes in societal opinions, a field study is required to examine and accompany young adults in practice. The outbreak of Covid-19 is a good example. On one hand, the vulnerable population of young adults got a hit from a quick layoff but on the other hand in 2021 and onward there is a sharp demand for young adults' positions. (Chernichovsky et al., 2020 Parker et al., 2020; Parker et al., 2021) A confusing reality.

From my coaching experience, data from qualitative research will be preferable to statistical data which analyses broad trends among millions of young adults does not address sometimes personal and subjective needs. Each individual is a 100% sample representing themselves. It does not matter to them or their managers if 10% of all young adults feel or experience a different reality. This is a unique place for therapists, coaches, and counsellors to provide an updated intervention.

Theme Two part two – Exploring the present

The previous theme described the participant's perception how past factors influenced their past decision-making. Hence, not all the factors influencing young adults' vocational decisions relate to their past; current factors also affect them in their actual work journey. This theme describes the current factors that have an influence on their journey. Understanding the actual thinking patterns and ways of coping with their situation allowed me to tailor a coaching programme.

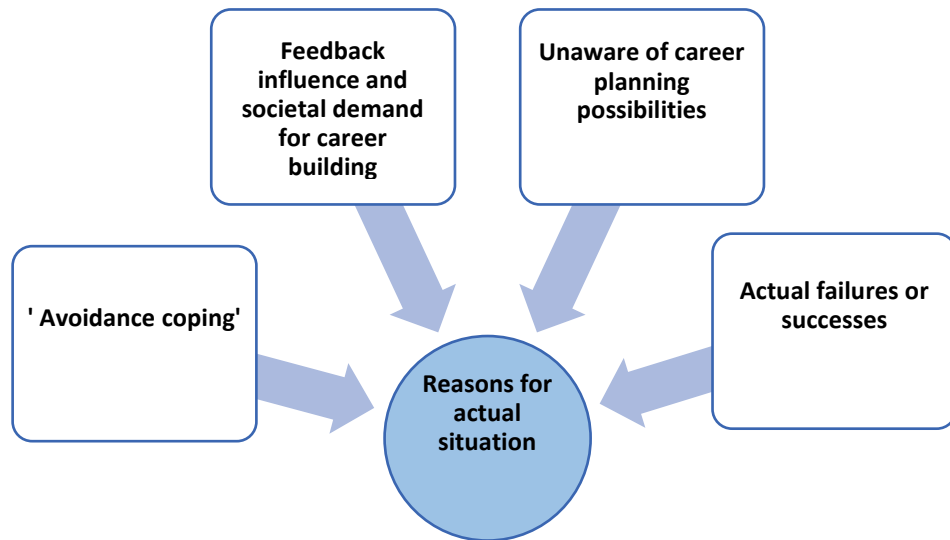
Young adults of this generation face a different and harsher socioeconomic climate. Since the seventies, in Western countries including Israel, governments have changed their involvement pattern to a less involved approach (Ipsos MORI, 2014). This neoliberal economic policy had two major effects: the state created competition on a steeper gradient, and created lower social security for the young adults, influencing them more in comparison to their parents' generation (Collishaw et al., 2012; Twenge, 2014; Inglehart, 2008; Piketty, 2014).

Curran and Hill (2019) and Verhaeghe (2014), claim that these economic and cultural shifts have brought about changes in the personalities of young adults and encouraged their excessive perfectionism. Young adults require guidance in navigating these rough waters in addition to emotional support. This theme continued in the laboratory approach in this study, researching the current factors influencing the young adults to find both emotional and practical solutions (Grant ,2019).

Four main factors emerged:

- Avoidance coping
- Feedback influence and societal demands for career building
- Unawareness of career planning possibilities
- Actual failures or successes

Figure 7: *Main Reasons for the Participants' Actual Career Situation*



Avoidance Coping

Although not unique to this population, some of the research participants preferred not to connect their personal histories to the way their lives developed in the wake of past events. This tendency is named “Avoidance coping” – choosing how to behave based on trying to avoid particular thoughts or feelings. It may involve excessive acts of “doing” or “not doing” and it is a type of defence mechanism. (Boyes, 2013; Friedman & Silver-Cohen, 2006). However, the self-consciousness “knows” the troubled history and prevents progress and thriving. Boyes (2013) found avoidance coping to be an important factor in creating anxiety. Kseib (2020) argues for the pivotal role of emotions in overriding the decision-making mechanism and thus people avoid possibly painful emotional states. This may relate to the emotional expression in the first theme, where participants rationalized their intentions to join the research. A further reverberation exists to some extent in the previous grouping of “Passing the inner calling”.

Participant 15: (Conversing in a flat tone) “I was born in a derelict village, not in Israel. My dad was a hard-working man who worked very hard to support our family... He was always angry or drunk. My mother was unhappy, always said negative things about everyone... I was her scapegoat. She never spoke nicely to me. I always wanted to escape my house. I am continuously escaping. My

father beat me...I think this is the reason why I was frightened of people and especially forceful people.”

Coach: “Do you see any connection between your past life events and your work situation now?”

Participant 15: “I understand that my childhood hurt me, but I don’t understand the connection between my life as a child and my current occupational situation. We were very poor, but both my parents were hard working. In Israel, I was also very hard working. I learnt Hebrew and completed two academic degrees over ten years, I have built myself up but now everything has fallen apart.”

Coach: “What do you mean by ‘everything has fallen apart’?”

Participant 15: “I worked in marketing communications, I was fired five years ago, never got back on track and now I am working in very under-qualified jobs. I am depressed and cannot go to interviews. I live in a dangerous area of the city and live in poverty... I started having irritable bowel syndrome; I lost weight and started losing my hair. I feel alone in the world, I cry a lot. I don’t dare leave my menial job. At home, I only sleep, and I don’t clean my room or cook.”

Coach: “If you compare the general patterns of your childhood to your current life, do you see any similar patterns?”

Participant 15: “I don’t see any resemblance to my situation even though a few coaches tried to show me the connection in programmes I have attended.”

Another example:

I: “Can you recall the main issues in your family pertaining to work, career or money?”

Participant 14: “My father was an orthodox religious hard-working man. He ran a small independent business, and his attitude was very strict about money. From a very young age, I had to help in the family business. There were always materialistic or financial anxieties. Surely it affected me to some degree.”

I: “Can you see any impact on your life today?”

Participant 14: “I do not see the impact of my choices in my career path and on the marital situation I am in today. I think I've completely freed myself from the

effects of my miserable childhood although I do admit I am a people pleaser. I am aware that I am living off my wealthy life partner while I am currently almost a year unemployed. My relationship with my life partner is not very good either, but I do not think it has anything to do with past events. I am experiencing a new life phase unrelated to past events in my life.”

In summary, there are two manifestations of this theme. One is an isolation mechanism, where early life events are isolated from the present in the mind of the participant and the other is an intellectual defence mechanism where the participant deals with the issue in their mind in a cerebral manner.

On the other hand, one is compelled to view this phenomenon from another angle; people who are currently under pressure from harsh living conditions feel that opening old scars and reliving old pain may send them over the edge and cause a complete collapse. They fear exposing hidden memories which will disrupt the status quo, as they managed to achieve in the present. Davis’s (2020b) article titled "After psychology claims that people are moving away from treatments based on a person's history and social background and in turn, are almost blindly relying on the powerful effects of biochemistry to ease the pain. This corresponds with the finding of the first theme when some of the participants' reluctance to undertake psychotherapy.

Participant 14 claimed that he was aware of past events and had internalized them, while recreating the emotional toll with a current partner, creating an unhealthy dependency which also affected his occupational path. Naumenko (2020) and Levy (2013) claim that awareness alone is not sufficient to affect change and a current trusted caregiver is required to pass within. Participating in this research is a sort of admission of current pain and anxiety existing in the participants’ lives and is an outstretched hand to outside assistance to traverse these obstacles. The contribution of this example devoid of psychological exploration lies in the participants’ inadequate comprehension and understanding in the face of the internalization of the “human causes” as Davis (2020a) claims. In the absence of a more complete self-exploration people remain informed but undeveloped. This is the contribution made by CP, as an optional method with flexible capabilities to include newer methods while still retaining the psychological approach where it is needed (Grant, 2006, 2019).

Feedback Influence and Societal Demands for Career Building

While Naumenko (2020) and Levy (2013) claim that outside assistance is required to facilitate change and to reach a higher degree of self-exploration, many are affected by their families and significant others on this path. Most of the participants mentioned their families and inner circle as shaping and affecting their decision-making processes to this day. Despite the participants' advanced age, the parental involvement was apparent and in some who had their own families and children. This finding is in line with the current research in the field and the relationships are mutual as parents see their involvement as part of their role (Curran & Hill, 2019). The young adults on their part also seek parental support and assistance, even when they reach the stage of having their own families (Barroso et al., 2019; Jay, 2012).

Three factors were noted in parental involvement:

- Over-perfectionistic parents
- Treating employment security as a threat
- The influence of false feedback on career building

A model of how the influence mechanism works in young adults.

Over-perfectionistic parents

Arnett (2000, 2004) argues that the emerging adulthood period is characterized by a re-evaluation of the parent-child relationship, primarily regarding autonomy. At this stage, the parents and the encompassing family members' role as protectors and caregivers' changes to acknowledge and accept their child's status as an adult. Mal-adaptive parents and families are those that maintain their attachment style from adolescence to young adulthood (Smith, 2010; Waters et al., 2000). Arnett argues that in Western countries the transition to full adulthood happens in cultures which allow for a period between adolescence to marriage, and occupational stability (Arnett, 2000).

In Israeli society, composed of both Western and Eastern influences, parents tend to be excessively involved in their children's choices and attempt to shape their children's occupational path (Kahn-Stravchinsky et al., 2016). The US norm is moving toward this yet is still far from being widely accepted (Barroso et al., 2019). Sixty-eight per cent of US parents who were interviewed considered their involvement to be excessive while only 22% of the young adults thought the same. The Israeli young

adult's situation resembles that of most young adults in parts of the Mediterranean and East Asian countries. Those cultures share the benefits of an affluent society with the strong pursuit of education and established welfare systems, combined with having a minimal sense of individualism (Lavie et al., 2019). Individualism clashes with the needs of the many and affects the way a young adult will either pursue their desires and wishes or tow the party line or meet their familial expectations (Curran & Hill, 2019). Curran and Hill (2019) signify a special place for the parental role in creating discomfort in young adults over social perfectionism. Hewitt and Flett (1991) and Curran and Hill (2019) claim that parents feel responsible for the young adults' successes and failures in their careers and not just for their upbringing and higher education. Soenens et al. (2015) coined the term "child-contingent self-esteem" which is evident in the rise in parental expectations. These "extreme" parental expectations are noted as the main cause of much of the discomfort and anxiety in Western countries (Sevilla & Borra, 2015).

I: "What did you feel during the years spanning from adolescence to passing the bar?"

Participant 13: (Speaking with bouts of laughter and scorn) "Confused most of the time. My parents tried to control my decisions... They are my parents, and they know what is best for me... Am I just a stubborn child? What is wrong with continuing the family legacy? My mother used to lecture me all the time: 'It's a good thing for you to be a lawyer like Dad, you will continue the family firm.'... While studying, sometimes I thought it was truly my choice. Other time, I didn't care as much... I remember, the day I told my parents, I would study law, my mother reacted happily and said an unforgettable sentence: 'It's a dream come true for you to become a lawyer, you always wanted it.'"

Another example:

Participant 3: "I think I got conflicting messages from my parents. They rushed me to learn and to aspire to achieve excellence. In the beginning, I believed them. They were supportive parents and funded all my studies and accommodation during my university years. They were very happy and satisfied when I was accepted for a government job after finishing my studies... But over the years, along with the joy of my achievements, I felt that they were expecting me to find a groom from a good and financially well-off family. It saddened me very much because I realized their true aspirations for me were threefold: to get

married, to give them grandchildren and to have a career path which would support the family life... My career path was planned by them to position me as a 'catch' for the right partner. A partner that would finance and produce the desired grandchildren and status... Once that understanding set in, all the air ran out of me... I have been fed their needs and desires for so long that I am unsure what mine are... I am pained by the conflict between finding what I want and following the constant directives from my parents. Today, they are so ingrained in me that I don't know what comes from me and what from them..."

The participants' reliance on the parents' decisions, especially in the early years of career building, is supported by the findings of Kahn-Stravchinsky et al. (2016) who note that 53% of young adults between the ages of 20 and 24 call on their parents first for support when they need advice on personal, emotional, and family issues. Uzann (2020) support this notion and emphasizes the mutual relationships between young adults returning to the parental nest, during Covid-19, and their parents willing to accept them.

Treating employment security as a threat

Parents who participate in the meritocratic struggle consider their experience more valid than that of their young adults and thus see fit to affect and mould their young out of fear for their future. They seek to create a secure base for them and to avoid the pitfalls they have often experienced themselves. *"On top of their own duty to succeed, they are also responsible for the successes and failures of their children"* (Curran & Hill, 2019, p. 413). Although it may be from genuine concern, if done constantly, there is a price to be paid which may divert the career path of the young adult, as many of these research participants have attested.

During their early twenties participants felt committed to their parents. Once they reach their thirties, they break out on their own and start to feel the dissonance between their existential needs and their parent's wishes. The described process can explain the confusion they feel about this dual loyalty to self and parent (Sevilla & Borra, 2015).

This study presents the way a single word or phrase, even said unintentionally, can affect and mould the outlook and path the young adults will take:

Coach: "Can you describe your mother's reaction when you told her about your desire to study business administration?"

Participant 12: "She said: 'you are not fit for desk work; you are good with your hands.'"

Coach: "Why was she so determined to claim this?"

Participant 12: "I don't know. Maybe she wanted to protect me or maybe she didn't understand what benefits would come out of studying business administration. That one claim from her caused me to halt for ten years and I did manual labour during that period."

The next example shows a different approach, where overbearing parents attempted to dictate their occupational choices of a 35-year-old woman with children of her own.

Coach: "Can you tell me what was your parent's reaction when you told them about your crisis at your workplace?"

Participant 2: "My parents fought me and pushed me not to stay in that position, thinking they knew best as parents... They even turned my husband against me... They pushed me to leave my workplace and fought me over it... They saw that I was suffering and instead of strengthening me, they weakened me."

Coach: "How did you react?"

Participant 2: "This is a terrible time for me. I am fighting them, and they are not supposed to be a factor in my decisions... This conflict with my parents is eating me from within... I must focus and make my own choices for myself. My parents assume they know what is right for me and my family and I feel no respect for myself and my husband."

Fear, shame, and guilt are "acceptable tools" in the interchange between parents and children, as the following example illustrates:

"I recall my father telling me off when I questioned him about my career path. He said: 'There's no point in dreaming of running an independent business, you're really not good at it, and you're going to have to work as an employee... Remember, you'll have to support a family one day and it's not easy at all.' Obviously, I did not dare dream of an independent career afterwards. It took me ten years to break free." (P14)

Another example of parental disregard for their young adult's wishes, while aiming to secure their future, is as follows.

"My parents told me 'Art is a job for a retiree, in life a woman needs to secure her livelihood. You cannot know what will happen.' This pushed me to get my BA in law and just work at it... ... Even today as my feelings are in the open and my life course was not my own... It is obvious to me I wasted a piece of my life juggling all sorts of positions I would never pursue again or benefitted from... Even today, because of my parents, I am afraid to change and to give way to art in my life." (P6)"

Some parents choose destructive ways of communication – the “ultimate weapon” is guilt:

Participant 11: “I remember both my parents cornering me for a lecture. My mother did the talking: 'We worked so hard to give you this opportunity, and now you do not want to study at all? We saved money from what we wanted for ourselves so that you could study at the university... You do not understand what grief you are causing us... Think again about what you're saying. I feel betrayed and heartbroken.'... I obviously went to university and studied in a field that I attempted to pursue but was unsuited for... Five years have passed, and I am drifting aimlessly between jobs. I feel my inner voice is cut off... With the passing of the years, I am numb.”

From adolescence to their lower twenties, young adults were found to be influenced by their parents to a great degree; in this research, it was found that the range of influence extended to the early and mid-thirties. This finding aligns with Barroso et al.'s (2019) claims that young American adults are supported and influenced by their parents into their mid-thirties, including those who have a family with children themselves. The importance of this section lies in the detailed identification of the patterns of parental behaviour. Identifying the patterns allows for a broad understanding of the influence mechanisms and opens ways to deal with them.

The mechanism the influence of false feedback on career building

The theme analysis raised the issue of how the influence of significant figures from parents to bosses and significant others flows into two fundamental mechanisms. These are the main conveyers of positive and negative false feedback received from social agents. These mechanisms manifested insignificant force and the feedback

received reflects reality, which the young adult experiences as an authentic message. This carries a significant and long-term effect on how one shapes oneself and occupational self-identity, as Curran and Hill (2017) claim.

- *False negative (FN) feedback*: These are young adults who received false-negative feedback from significant figures, mainly their parents. The negative feedback harmed their self-esteem and their ability to take risks.
- *False positive (FP) feedback*: These are young adults who received extremely positive feedback from significant figures, mainly their parents, which twisted their self-perceptions and created a manufactured self-occupational identity.

FN feedback may be the main cause of fear and panic for these young adults. It derives mostly from a will to protect the young adult from the future failure they predict (Curran & Hill, 2019). The young adult accepts the input as given and retains the feeling of not being “good enough”. This negative feedback will mar their view of themselves as their lives unfold, even without further parental interference. Curran and Hill (2019) argue that part of young adults’ destructive self-image originates in this parental framing.

Lukianoff & Haidt, (2018) claim this parental behaviour is “paranoid parenting” as they expect to know and be a controlling agent in what is happening in the young adult’s occupational life and micro-managing it. In this study, a pattern was identified where the parents press the young adult to maintain a position, they consider to be the best their offspring can achieve despite its difficulty and illustrate the hardship that leaving the position will bring. Fourteen participants described the FN reactions as overbearing in their desire to make a career change. However, after the young adult’s insistence on making a change, those in their immediate surroundings usually accepted the change and supported it. The research showed a great deal of parental participation and backstage dealings along with involvement in the process throughout.

Coach: “You have worked so many years in____ and never changed positions, why is that?”

Participant 12: “I began as a simple unqualified worker, and I now manage the shop. I wanted to leave any times; every time I wanted to leave my boss bribed me to stay with more money and benefits.”

Coach: "Is this is the only reason that kept you in this particular job?"

Participant 12: (Her face pale and speaking in broken sentences, almost stuttering) "No, not really... I have two successful sisters who hold good positions in finance companies... Both never encouraged me to change my workplace but more than that, they threatened me to persuade my mother to throw me out of the home if I quit... I am worthless otherwise and will find nothing better... I dare not speak to them... I feel dead inside. I feel embarrassed to say where I work... I have panic attacks thinking I will be in the same workplace in ten years..."

Coach: "What made you change your mind now?"

Participant 12: (Becoming more resolute) "Maybe I grew up and found my strength... I refuse to accept that this is my future, and this is my life until my retirement... I wanted to leave many times, but I didn't have the courage I know my family does not support me and I have to rely on myself... I want the strength and confidence to quit my position."

FP feedback is a phenomenon created by significant people in young adult's lives. Parents and friends deliver intentional positive information and opinions, reflecting nothing authentic about the young adult's abilities and achievements. The postmodern era and the politically correct manner of child-rearing have had a significant impact on young adults' self-perception.

Positive feedback can be beneficial and encourage self-flourishing but when it has little to no base, it can harm the young adult's reality testing and their knowledge of self. This life-long process creates expectations where promotions are gained effortlessly, and careers are fail-proof. It also creates difficulty in accepting negative feedback (Ehrenreich, 2010; Illouz, 2007, 2008).

I: "You risked yourself in what you describe as an unstable legal standing, were you not worried in the least?"

Participant 4: "I was not afraid for a moment... I always succeed... people love me."

I: "How can you explain your current employment situation?"

Participant 4: "I can't explain it that's why I am so frustrated... So maybe I'm not so good ... That's why I came to coaching. Your questions made me think about my past... I concluded that I perceive myself as more successful than I really am and what I have actually done in my life... It's a big step for me to admit such a thing."

I: "Can you please tell me more about how you see yourself at work?"

Participant 4: "The truth is that whenever work became serious, I ran away."

I: "Do you know why you ran away?"

Participant 4: "I think I was afraid that they would discover that I was a fake, an empty shell, a check with no balance."

I: "Did you feel that way in the past?"

Participant 4: "Not as a child or as a teenager. I felt that I had the magic touch. My parents always encouraged me; they told me that I was the best at everything I laid my hands on".

I: "Did your achievements in life mirror this feeling?"

Participant 4: (Laughing awkwardly) "I was not a good student through my schooling and now I understand I had learning disabilities... Both parents and school were not of much help... My charm helped me pass the grades but at home, I was always the "king" for my parents and still am, no matter how the situation outside is... I started suffering from anxiety attacks, but still could not face myself... Our last meetings revealed to me that my 'reality' was just a made-up lie..."

I: "What do you mean by saying 'I am living a lie'?"

Participant 4: "I never tried in either job or school... I enjoyed bypassing the process by making grand entrances and posing... I looked for shortcuts ... I thought somewhere there is a big success waiting for me... I took unreasonable risks because I had a strong belief that I could not fail... Now I know it is a made-up belief. If you ask me why I thought that way, I can only say this was how I dealt with my life."

FN and FP feedback are both extremes and therefore many young adults do not benefit from concrete reflection on their skills, efforts and abilities. This phenomenon of false feedback cannot come in isolation, as it is reported from co-workers and friends in addition to parents (Curran & Hill, 2019).

Friends and significant others do not always tell harsh truths or what they think. People's inner circle prefer to wear rose-tinted spectacles instead of discussing reality.

Another point of interest was how many of the participants were advised to join the research by someone outside their inner circle such as an acquaintance or a distant friend. This finding is in line with the study of Granovetter (1973) "The strength of weak ties", which deals with the weak and less honest feedback people in close social network connections provide in times of crisis and when making life decisions. Others, in wanting to empower the young adult, go to the other extreme, choosing to deliver constant praise. In the end, the young adults find themselves with no guidance at all. Ehrenreich (2010) claims that close friends sometimes prefer not to talk about the need to improve abilities, skills, and commitments. Ehrenreich emphasized that the common slogans which are aimed to create an overly positive atmosphere are false and deceiving, and as Curran and Hill (2019) state, intentionally blame those who fail in the rush to riches and success. "Ask and you shall receive", "You deserve it", "If you think positive, you will lead a positive life. Lukianoff and Haidt (2018) claim the source of many student's ills originate from several great "untruths", such as "always trust your feelings". When life is not a bright dream for young adults, they feel lost, frustrated, and confused. Curran and Hill (2019) claim this dissonance causes a rift in the young adult's belief system and they experience self-contempt and cannot plan a life course when all they see ahead is black. Mental health ailments can also arise as part of the reaction to this dissonance. Data from the World Health Organization (2017) shows a rise in severe mental illness afflicting young adults in substantial numbers in the Western world. These young adults have higher levels of anxiety and suicide than their counterparts a decade ago (Bloch, 2016).

Furthermore, in their book, *The Coddling of the American Mind: How Good Intentions and Bad Ideas are Setting Up a Generation for Failure*, dealing with the forming of political identity in the American campus, Lukianoff and Haidt (2018) claim that the overprotective manner displayed by parents and university staff comes to negate any unpleasant confrontation and discussion, weakens the young adults and diminishes the forming of their identities. They call this notion "safetyism" and define it as a culture

or belief in which physical and emotional safety has become a “sacred value”. This may lead to young adults becoming unable to compromise on their demands and life views, coming from people outside their homogenous group.

A completely different outlook on young adult's relationships with their parents comes from Salzman (2020), who describes a positive relationship between young adults and their parents and grandparents. This comes from two factors, first is the rise in life expectancy where the period of young adulthood is prolonged, and many seek to establish their careers in their forties. More and more young adults are gladly meeting with their parents and even grandparents and sharing leisure time experiences with them. Living at home longer does not seem as strange in Israel as in Italy or the US (Barroso et al. 2019; Jay, 2012; Lavie et al., 2017). Secondly, there is a regard of wellness where they seek to live a balanced work-life existence and the generational gap grows narrower. He also claims that young adults seek their parents' connection and feedback. They place their trust in responsible adults in society such as parents, employers, managers, lecturers and the like (Mendel, 2020).

A careful attention should be paid to generalizations. Lukianoff and Haidt (2018) assert that their approach suits the upper middle-class parents trying to pave the way for their child and not to prepare the child for the road ahead. This research, which included young adults from the low-middle class and higher, found no difference in terms of false feedback to young adults from upper and lower classes. This may stem from Israel's dynamic social mobility and lack of a prevalent upper class.

Another point of view places the change in child-parent relationships and the culture of self-entitlement within a deep cultural-philosophical change that has manifested over the last three decades. Salzman (2020) argues that the older generation lives in a world of “thank you for bringing me into the world”, in which the offspring is grateful to their parents who gave them the sacred gift of life. The generation of young adults today hold a reversed existential philosophy, claiming that offspring owe nothing to their parents and in turn, the parents owe their children everything (Brinker, 1992). From this perspective, the “entitlement culture” is an obvious derivative. These research participants also had no qualms about receiving assistance from their parents. There were arguments on the content of the assistance but not on the involvement itself. The uneasy independence process requires immense mental investment (Naumenko, 2020).

A similar approach is presented by Inglehart (2008), who claims that the improvement in the economic situation in the world since World War II has created a sense of economic security and therefore the younger generation feels a smaller need to fight for its daily existence. The younger generation is free to adopt post-materialist values that deal with the freedoms and rights of the individual. This platform is cross-cultural in Western societies and in some that are not completely so, such as Japan, South Korea, and Israel. According to this approach, getting out of the Covid-19 pandemic will have a significant impact on the young adults who will take their first steps in the world of employment, and one should expect more dependence on parents whose financial situation is less vulnerable (Parker et al., 2020; Parker et al., 2021).

A Model of how the Influence Mechanism Works on Young Adults

The broadest common denominator among all participants was the influence of others on their decisions and the process of change during the research. This repeating pattern emerged despite the participants' relatively "older" age (29–35).

Most of the participants had displayed psychosomatic and emotional symptoms during the years of their poor employment status which was extended toward their close relatives, who were a part of the process and funding participants for some. The post-research meetings in the community during 2018–2019 (Appendices XVIII & XIX) affirmed this picture, where all the participants including their parents or significant others, reported a deep concern for the young adult's situation and a deep commitment to improving the occupational status as well. The feedback from the post-research meetings also affirmed the finding that the participants reported being confused for a period of two to five years.

As a result of this attitude, in the first phase of the study, when the young adults announced that they would take part in research in order to find their occupational identity, most of their close relatives supported them and their choices.

Seven phases of change were noted:

1. ***Committing to change***: This can be considered as a pre-session decision to create change. During this phase, the participants were supported and encouraged by their immediate social circle.

(Giggling nervously and playing with her hair) "I think that I am not normal... I yell at my parents, feel desperate and helpless... I have gained weight and

blamed my mother... When my parents heard of my wish to join the study, they were happy and excited. I told them it is a study and not psychological therapy, and they were content with it." (P8)

Another example:

I: "I know from previous sessions that your lifestyle involves traveling constantly with your life partner. Will it cause problems for you as a couple?"

Participant 14: "My partner understands my situation and he promised to fully support me. It is a process that I have to go through."

I: "How do you feel about him saying that?"

Participant 14: "Very happy, this step has big financial repercussions on him, and he is willing to take this leap for me. I cherish this."

2. **Vision:** Sharing with others the extent of the potential planned change. One of the initial stages is to fully visualize yourself in a detailed, and emotionally invested manner in the coming years (Prochaska et al., 1992; Zimmerman et al., 2000). This process harnesses energy toward this future self. At this point, as opposed to the participant's expectations, there may come the first signs of disapproval and rejection or silence along with a lack of interest.

"...My family and friends tell me to keep my current job. They are shocked by my wish to make a dramatic change which I discuss in the coaching sessions... the idea that I want to leave." (P3)

Another example:

(With a bitter expression on her face) "When I sat down with my family to the Friday supper, I announced I am not returning from maternity leave to my previous position and instead I will pursue my blogging career and publish my book. A deafening silence took hold and after a long moment, my mother asked if she could serve the last course." (P6)

3. **Planning:** The most crucial phase is when plans start to emerge, and the young adult starts to check their feasibility. Significant others display fear, anger, and threats. It is a paramount test of the trust between the coach and the coachee, where support and coaching are crucial.

(Speaking with a mixture of resentment and surprise) "... I shared my attempts to find a study course with my family and was met with strong resistance and threats to keep me in my lane... I was met with disdain and was shocked and speechless. I collapsed into myself in my pain... It took me a while and despite my depression, this time, I intend to stay on my path to change... I feel dead inside... my sisters told me that they would not financially support me and would not help me find a job in their respective fields... They threatened that my mother would throw me out of the house if I quit. This scared me deeply..."
(P12)

It should be noted that participants who wanted to make an intra-career change within their organizations were also met with resistance at times.

"I told my mother I plan to speak with my boss in order to shift positions within the organization. She responded with objection and warnings. I fail to understand why my mother does not support my attempt to reach higher with a concrete plan and be able to present it to my managers in an erudite manner... I am determined to keep with the coaching and to follow through with the plan."
(P10)

4. **Action:** Taking steps to advance new career goals. In this phase, the resistance begins to diminish, and signs of interest emerge. Determination is the cause of this change in reaction (Prochaska, et al., 1992; Zimmerman et al., 2000).

Participant 11: "My father explained that he couldn't understand my shift through the coaching process to become a teacher, which he deemed to be a lesser position. This is in his words, '*after the bachelor's degree and three diplomas you've earned you chose to be a teacher... for what?*' Despite me having told him of my vision several times, only now he understood my intention for the long run and the steps I am willing to take to make it happen. "

5. **Partial success:** This is an optional transitional phase that occur sometimes in the process to pave a new path. Sometimes it takes a few attempts until the right career path is achieved. At this stage, the participant develops resilience to failures or rejections and flexibility or willingness to engage in temporary jobs, part-time work, or volunteer work, until the personal vision is realized. What is on trial is the authentic quality of the vision the coachee

built during the process. Participants 4, 5, 9, 12, 14, 15 and 17 had to deal with this partial success.

"My thoughts are less destructive and I see that as a success and my wife sees an improvement in my mood and my attitude to my toddler... But with my bosses, I have experienced partial success. I spoke with them and while one avoided me, playing on my ADD, which always managed to put me off and anger me... Only threats of leaving or leaving got me anywhere. Unlike in the past, I started negotiating with others about my career path. I have never negotiated in such a way... It was always just money to me and not about the life-work balance. The way I spoke, and my attitude made the other boss sit and listen to me. The leaving of the first boss did not anger and upset me this time... I was able to separate the situation and myself... I had a lot to unload on my bosses but that can wait... This personal achievement puts wind in my sails and helps me sail onward." (P17)

Another example:

"I was not able to reach my goal while negotiating with my bosses in my organization, and I approached another organization. New opportunities became visible to me through this process. I am sure that without this struggle in my organization and especially the coaching I would not be making these steps or be able to carry on with such a snub. Only now I am seeing these opportunities." (P5)

6. **First significant success:** The first success materializes and with it the satisfaction of the participant. The social environment becomes more interested in the new career, and it begins to encourage the young adult.

"My manager started supporting me. She gave me back two senior members from my team who were taken from me before. Clients are displaying their satisfaction with me and my boss over the phone, and even my parents and friends are commending my success. The change is so great, I resumed speaking with my parents and my state of mind improved from dreary to happiness and I started exercising again. This even manifests in my appearance and way of dressing." (P2)

7. **Successes:** The career path is clear, along with the desired outcomes, and satisfaction. At this stage, the significant others are supportive and proud. Most of those who strongly objected feel some remorse for the pain and injustice they caused the young adult (see unusual feedback on Appendix XXII).

(With a big smile) "Everyone is proud now that my novel is published and my new career in digital media is on the rise... My parents are proud of what I do and the status that came with it." (P6).

Another example:

Participant 4: (Quoting his parents) "When you told us you were aiming to leave to X for half a year we got scared. Only now that you are paying off the debt from your overseas paycheck and much good feedbacks are arriving from the field, we realize this is a good path and we support and are proud of you." (P4).

In this study, despite not having any pre-tailored methodology for familial involvement, there was great tolerance for them and on more than one occasion the participants were asked to discuss coaching issues with their inner circle and create a consultative, constructive and open dialogue with them. Simultaneously, the coach fostered and protected the process from familial resistance, making the change feasible for the young adult. Thus, they were able to withstand the resistance of their significant others. The recommendation henceforth must be to consider the ecosystem that participants live in (Chernichovsky et al., 2020; Macdonald, 2011; Parker et al., 2020).

This research considers the basics of life including the family unit and especially the parents who are here to stay. A source of inspiration for me is a method called Open Dialogue. This approach places the parents and other inner circles in the community as an integral and major part in the healing and the intervention part, unlike the closed doors approach common in psychodynamic approaches. Although the method has not been designed for normative populations, the principles of humanistic thinking of the approach, which deals with the healing power of words and the strengthening dialogue with the inner circle, can be applied (Macdonald, 2011; Van Nieuwerburgh, 2014, 2020).

It should be noted, however, that the Open Dialogue approach is in line with the opposition to the expectation that the process of becoming an adult will run without

outside assistance. This along with common approaches has been negated by today's young adults who lifestyles include a sheltered adolescence and retaining their inner circle in their decision-making processes well into adulthood (Curran & Hill, 2019; Jay, 2012; Lukianoff & Haidt, 2018; Olson et al., 2014; Stockmann, 2015).

This study calls for a re-examination of whether and when the coaching/therapy door should be left closed and when those involved in the trainee's life should be very carefully invited in. The inner circle may be a part of the cause of the problem and thus a part of the solution. The main significance of this, in the coming years, lies in helping young adults who suffer from challenging mental health conditions with a concern for their wellbeing (Curran & Hill, 2019; Van Nieuwerburgh, 2014, 2020).

In summary, Considering the results of this research, much more is asked of future research that will deepen knowledge on the qualities of the parent-young adult relationship and the CP solution-focused approach to it.

Unaware of Career Planning Possibilities

Most participants in the research did not discuss the idea of “career planning”; as a term, it was new to most participants. They used terms such as work, suitable work, self-actualisation and more. Career planning appeared through the content investigation as a concept for senior executives, those with a career plan or at least for those who wanted to be self-employed in their careers rather than be employed. Many of the participants (13/17) perceived themselves as salaried employees rather than self-employed and therefore they placed the responsibility of building their career on the organization and their superiors.

Coach: “Have you ever planned your career path? thought about it?”

Participant 3: “(Smiling in embarrassment and laughing) Until the sessions with you I did not think at all in terms of career building. It's a big concept. Career planning sounds like a threatening concept to me.”

Coach: “Why do you think so?”

Participant 3: “Career planning is for executives; it sounds like something out of reach for me and it also requires commitment which I am lacking. I just wanted to find a job.”

Coach: “What were your expectations from the workplace?”

Participant 3: "I wanted to find a good job and get by. I truly hoped that the organization I worked for, would recognize my skills, and promote me."

Coach: "Can you please elaborate on your expectations from your future workplace?"

Participant 3: "(Crossing arms) I, of course, will invest in learning the organizational needs, be loyal and devoted... I'm mostly considering advancement options within the organizational hierarchy; that is the way I see my career. It is all about to give and take."

Another example:

Coach: "Have you considered planning your career? What were your thoughts on this?"

Participant 4: "(Laughing bitterly and throwing a puzzled glance) I haven't been able to earn my wages; I have had no skill training I haven't worked for a couple of months... I do not see how career planning is relevant for me."

Most participants had the passive anticipation that one event would naturally lead to another. Most of the expectations were directed at the manager as a figure that would advance the young adult. They were seen as key figures in shaping and building the young adult's career.

I: "How did you formulate your concept of a career?"

Participant 16: "Totally by myself. No one, in my life, including my parents, who are both successful people, ever spoke to me about the concept of career planning. At school, the subject has never come up. Among friends, of course, we talked most of our dreams."

I: "Can you share with me your plan to succeed in your career path?"

Participant 16: "I do not recall if I considered the term career... I realized that I need to learn something practical and of use, and then to find a suitable workplace. I thought that my professional development would evolve organically with my workplace and my managers would lead me onward."

The participants were able to plan two to three initial steps for gaining employment and higher education to climb one rung on the ladder. Beyond that, they found it

difficult to describe what would happen and what would be required to climb the fourth rung in the ladder.

Chen et al. (2020) conducted a study with college students which found that a strategic mindset was the crucial factor in student success in education and all walks of life. A strategic mindset was determined as a way of thinking where a problem is attacked from different directions, as well as asking questions on how to reframe the problem and find new solutions and workarounds. This metacognitive strategy was lacking in the participants of this study. Accordingly, I formulated this as one of the goals to improve the participants' strategic career thinking and implementation.

Nevertheless, one cannot ignore the belief that career planning relates to superiors and bosses, and not in wane. Most research on career building and development is conducted with students (due to accessibility) and managers. Most other populations are guided towards job placement. Planning and developing a career are not always mentioned. (Grant and O'Connor, 2019). (The other segments of welfare populations, who are also studied due to their accessibility and being part of the welfare state, are advised on the most basic steps of becoming employed and remaining employed).

No differences were found between participants from different socio-demographic strata or education levels. It demonstrates the acute need for education on career planning across all the segments of participants. It is worth investing in developing a long-term career perception and not only urging young adults to find a job.

The OECD youth council (OECD, 2013, 2020), is aware of the European young adult's lack of awareness of career planning. It advises the provision of career planning education from the high school level and beyond. Considering the findings of this research and others in Europe, it is highly recommended that education on metacognitive strategy should be introduced in high school and higher education.

Actual Failures or Early Successes Contributing to Confusion:

Previous sections dealt with the influence of significant figures in the inner circle that influence the young adult's career path. This section will present the contribution of actual failures and early successes to confusion and frustration.

I examined the effect of the early successes or failures experienced by the participants on the perception of personal and professional identity through the way young adults coped with current life's events. Two main patterns emerged:

- *The influence of failures and early success* on the participant's distress and confusion
- *The influence of academic studies* contributing to confusion and frustration

The results of the preliminary questionnaires showed that some of the participants had trouble answering questions regarding current painful issues in their workplace. Most of them tended to blame themselves rather than internalize which external factors led to success or failure. Disruption of plans and occupational failure led to two main phenomena: “turning against the self” and loss of path and despair. The pattern of turning against the self is a defence mechanism designed to relieve feelings of high anxiety and tension by blaming oneself and protecting and cementing an undesirable reality. Through this, they maintain the perception of a promising occupational possibility (Carmer, 2006; Geiser et al. 2005).

There is a stark conflict between the two opposing approaches. Participants on the one hand harnessed themselves to the plough to pull success into their lives and blamed themselves for both failures and misfortunes. On the other hand, there is no societal forgiveness for any perceived failure, and one is expected to take “ownership” of everything happening in one’s life (Curran & Hill, 2019; Kilby, 2020). The participants are in a position where events outside their control are perceived as self-generated and the stress this brings is amplified internally (Curran & Hill, 2019; Kseib, 2020).

Two main factors were described by the participants, the first factor was confusion and anxiety due to a lack of growth in their job, especially for those who relied on their organization to guide their careers. The research showed the “Passing on their inner call” and “Career opportunist planners” were the most vulnerable to be hurt by an organizational blockage.

Participant 16: “(Delivered with both anger and sadness) I was aware of strong organizational political forces, but I was passive and falsely expecting to be rewarded for my positive behaviour... My boss was blocked by political forces and was terminated... Co-workers advised me that a new chief was coming and with it, there would be a wave of firing.”

Coach: “Could you elaborate how what happened made you feel?”

Participant 16: "I was shocked. I did not understand what I had done wrong... I broke down and resigned. I cannot look for a new job... I keep thinking about what I was wrong about, why I was not careful about my organizational behaviour, what could I have done differently? I blamed myself for everything".

Participants 1, 2, 3, 10, and 14 had a similar occupational experience in which events outside their control determined their termination from the organization. They experienced the feeling of a door closing in their faces, a lack of empathy and compassion. Participants' initial reaction was to turn on themselves and it was difficult for them to accept that this is a learnt cultural reaction to inhibit their reality testing and dissociative defence mechanism (Curran & Hill, 2019; Lahad & Doron, 2018).

This type of perception is prevalent, and mentors are advising job seekers not to reveal personal difficulties beyond their control in job interviews. They are advised to smile and put on a show as they are hinted at, being responsible for their situation using subtle hints and cues, instead of strengthening their abilities and accepting their occupational influence. This reflects a social orientation which views human difficulties as something to be ashamed of and concealed (Booth, 2019).

"My deep guilt and disappointment had me stuck and numb... How could I bear the shame?... I was once close to my former boss, and I daydreamed I was confronting the man who betrayed my confidence uncaringly... I know I have to stop thinking about it but I cannot. It interrupts my thinking in flashes without care". (P1)

Even after the participant left her job, the signs of chronic pain continue to linger in her life accompanied by flashbacks she cannot control. These are signs that may indicate posttraumatic symptoms (Brom et al., 2017; Lahad & Doron, 2018).

The second factor regarding being terminated is the sensation of reaching a dead-end, leaving one bereft of any future vista. The research participants who belonged to the Drifters and Career opportunists felt helpless without a plan B. Both these groups never had a plan in the first place They switched from one workplace to the other, and when an obstacle occurred, they were lost.

"I lost my job, and I didn't know what I could do... what could I offer the world? I was completely engrossed in my organization. I never thought that I would have to deal with such a chaotic situation... I still don't know what to do. Should

I look for another position? Turn freelance? Working to just make a living?"
(P11)

Another example:

I: "Can you please share with me how you got to this situation?"

Participant 9: "I had no real plan... I became a saleswoman in an international chain store. I got along pretty well with my managers..."

Coach: "What happened then?"

Participant 9: "I could not get promoted to pass through junior management because I did not have the right education. It took me time to realize that I really had no future anywhere... I was desperate and said nothing to the people close to me. Instead, I began to spend large sums of money on buying cloths. I am in debt, and I am currently unemployed. To be a saleswoman again is the most I can think of, as being employed. I am very sad and totally desperate."

Rapid success, just like the other end being a failure, also effects the participants' perception of their abilities and influence in building a professional identity. The most significant effect was among those, who quickly reached higher levels at a younger age. A part of them developed a false perception as fast climbers or as having the "golden touch". When unexpected obstacles arrived, the crisis was great and painful.

I: "Please tell me about the way your career was conducted in the organization you worked for?"

Participant 6: "At first, my progress in the organization was very quick. It was a similar position to the one I held during my military service. From a very young age, I had a good job, a good salary and excellent working conditions.

I: "Tell me about these years"

Participant 6: "Six months after I took my position, I was promoted to the rank of junior director, and after that position, I managed a larger team. I participated in important meetings and within three years I finished my bachelor's degree, got married and was appointed a team leader. I felt happy that all my dreams were coming true. I invested, I took the right steps and things happened. I

expected further progress at a fast pace. I was in a big organization, and this was definitely a realistic expectation.”

I: “Can you please share what happened then?”

Participant 6: “Reality hit me. My promotion halted, and new positions were frozen. My principal began ignoring all my requests for promotion. I was coddled with non-significant amounts in wages but could not move forward in the professional ranking.”

I: “How did you feel during this period?”

Participant 6: “I began to feel bad and constrained. The worst was during a conversation with a personnel manager who told me that I had been promoted very quickly and now it is time for me to establish myself; go to graduate studies and wait patiently for my next promotion. My vision turned black; I could not accept that situation... It felt like a slap to the face.”

I: “And what did you do next?”

Participant 6: “I suppressed all my emotions and did what she said, I went to pursue a master's degree in organizational counselling. I postponed the conflict for two and a half years.”

This finding is also supported by Bianchi and Mohliver's (2017) study, which presents the negative effects that followed rapid success at the beginning of the career of a young manager. The sense of continuous rapid success created a strong feeling of entitlement, which triggered young executives to perform unethical acts to reach what seemed to them the occupational perks they deserved. Rapid success takes away the person's ability to handle the coming barriers and causes misjudgement in the face of obstacles (Bianchi & Mohliver, 2017). Naumenko (2020) also noted that early successes correlated with later failures and difficult recoveries. These required outside assistance on many accounts. In contrast, young managers who have matured in times of difficulty in the organization were more willing to work hard in a crisis and to invest more to succeed.

In conclusion, two challenges characterized my work. One is the challenge of preventing the transformation of distress and despair into chronic posttraumatic stress. The second is to assist in re-planning the path in an appropriate way for each

participant's unique situation by creating occupational continuity and a sense of being in charge of one's life.

Lahad and Doron (2018a) note that the response to traumatic events is unique to each individual and touches on the threshold of threat stimulation for its psychophysiological response patterns. Several factors may affect the participants' subjective response threshold to unexpected work stoppage threats:

- *Unexpectedness*: how suddenly the event was experienced and how it interrupted the norm and planned life sequence
- *Lack of responsiveness*: the extent to which the participant experienced themselves as incapable and/or not proficient in dealing with the event combined with their personal, psychological, and physical characteristics
- *Helplessness*: The degree to which a person can reasonably handle the event.

Lahad and Doron (2018) and Brom et al. (2017) recommend using proven evidence-based tools that are effective in dealing with trauma and posttraumatic situations, such as CBT, See Far CBT, SE, and Prolonged Exposure Therapy. CP as a flexible method can integrate and implement these methods (Grant, 2012, 2019). Lahad and Doron(2018a) point out that it is necessary to expand the empirical basis of the knowledge gained from practitioners of the various methods. The exploration of traumatic occupational situations combined with the CP approach is yet to be researched.

As a major example, encountering outside influences on current life events occurred in many a young adult's life during the Covid-19 pandemic, which has resulted in many young adults losing their jobs, leading many to seek help for their complex personal and occupational statuses (Klingbale, 2020a; Popper, 2020; Zeira et al., 2012). In times of crisis, young adults are a vulnerable population in the job market as they are easy to let go and are easily replaced (Klingbale, 2020a; Parker et al., 2020; Zontag et al., 2020). The challenge of CP is twofold: first to avoid trauma which can harm the mental health of the young adult and secondly to find a new occupational path for them which will suit both them and their reality (Parker et al., 2021).

Education and Frustration

During this research, it became clear that the issue of education is significant. The issue of education permeated through all the participants' lives. Acquiring education is a significant factor in two respects: Firstly, the lack of an appropriate education lowers the participant's self-worth (Kilby, 2020). Secondly, the pursuit of excess education caused frustration due to the inability to reap the fruits of the investment (Kilby, 2020). Kilby claims that we are living in a society which emphasizes the pursuit of titles and degrees. In her opinion, it's an endless judgement process that perpetuates the sensation of being not good enough. The race for academic degrees can ignite the sensations of the "imposter syndrome" which comprises three tendencies: the mistaken perception that other people have an inflated idea of one's abilities; the fear that one's true abilities will at some point be exposed; and attributing success to luck, randomness, and other external factors (Kilby, 2020).

The research participants demonstrated a vicious circle; when they expressed frustration over their inadequate positions, one of the common solutions was to acquire more academic education or a new diploma. Often influenced by family, employers, friends, and state welfare projects: the young adults started to study again. The advice of "go study" was most present among parents who supported the young adult financially (Barroso et al., 2019; Curran & Hill, 2019). The willingness to help led the older generation to advise young adults that studying is essential to pave one's path or to be promoted. Academic degrees or diploma studies were considered the step required to attain knowledge and the guarantee of higher wages. It also allowed for some time to think over career dilemmas and to hope for new horizons and networks on completion. However, problems emerged when the advanced studies failed the young adult because they had no relevance to their current position. These were often outdated and stuck in the past or offered training which failed to bring advance them.

Participant 1: "When I felt that my path is blocked at work and my frustration grew, I accepted my parents' advice and went for my master's degree in organizational consulting. Three friends of mine got the same advice and we all earned useless academic degrees."

I: "Why do you say that it is a useless degree?"

Participant 1: “Now I can tell that deep in my heart I knew that it was a useless move. I did not know how to react to my organizational blockage. I think now while telling you the circumstances of my decision that I wanted to gain time to think through my professional path and it matched... The organization supported my decision, my parents agreed to pay the tuition. Therefore, I studied for two more years. I think that my friends were in the same boat.”

I: “Do you find in retrospect that those studies, after all, were helpful?”

Participant 1: “Yes and no. It helped me to gain a raise and I do hope that it will help me in my next position through my upgraded CV. No, because the master's degree made me even more frustrated, two more years passed and I am in the same situation... My frustration got worse. Neither did anyone mention my degree in appreciation. I felt it was just a paper I brought to HR.”

Lacking occupational awareness, the confused young adults repeated the decision-making patterns that were used in the past and led them to study irrelevant subjects in the first place. All they did was gain a title and postpone the inevitable by two years.

Academic studies are expensive, and, in most cases, parental involvement is required (Barroso et al., 2019). Studies are the “magic solution” in Israeli society and have an immediate positive impact on families and employers...

Studying for a bachelor's degree regardless of the relevancy of the academic institution becomes a societal norm. Those with financial backing turn to universities, others turn to low admission colleges. These attainments often turn into a dead-end (Feniger et al., 2013). As for a one-year master's degree without a thesis, it is a commodity on the shelf which lacks any academic value.

Lahad and Doron (2018) note that a person who experiences difficulties such as confusion at a high level will make efforts to get their lives back on a normative trajectory. This may be the reason why young adults and their parents tend to return to a familiar and safe path during complex conflicts. According to preliminary data published by the Council for Higher Education-MALAG (2020) in Israel, there was a 20–25% increase in enrolment in colleges and universities for the 2020–2021 academic year. The main explanation the MALAG offers is the effect of Covid-19 on young adults' lack of prospects for employment and recreation for this year. Education never looked better.

Twelve participants had a postgraduate education, five of whom already had a master's degree. Two had a bachelor's degree and the rest had a high school education.

Four initial themes surfaced:

- Education as a lever for career self-actualization
- Education as false leverage
- Education as a default choice
- Educational avoidance

Education as career leverage: This involves choosing to pursue higher education to advance in a career. Higher education was indeed necessary and gave the participants important practical advantages. Some of the participants who chose to further their education did so within a career-planning path.

Participant 5: "I know that a Master's in nutrition will give me a better position in the competitive arena of the dietitian's consultants... I want to meet people from a position of strength and clear identity... This will also determine what kind of cooperation I can come up with and to get to the right clients and partners. My professional identity will be clearer that way."

Education as false leverage: Those in this category choose higher education to temporarily escape dead-end jobs, however it produces false beliefs about potential promotion. The six participants who chose further education did so as a false career-planning path.

"I didn't know how to proceed... I felt that my work left me empty ... My parents recommended that I continue to study for a master's degree. At the same time, my friends decided to pursue a master's degree in organizational consulting, so I joined them. I hoped it would lead me to a better direction at work and balanced wellbeing in life... In fact, I didn't intend to work in organizational consulting, I am specializing in another field now. I did not even get an extra salary raise... a complete disappointment." (P8)

Education as a default choice: those in this category choose to pursue a bachelor's degree without a genuine personal and occupational identity. There is a general norm in Israeli society that it is "good" to study law, communications, and business

administration by a high margin. Participants who chose advanced education did so as a default career-planning path.

"Every time I got stuck at work I quit and went to learn something new. This is how it turns out that I have a BA and other five-diploma studies in various fields... It gave me every time new hope and I managed to escape from the question of what I wanted to do with my life." (P11)

Another example:

Participant 13: "I had no clue how to pursue a career. I was on my post-service trip when my mother informed me, she had enrolled me in law school, and I simply went with it."

I: "Did you feel a need to attend this law school?"

Participant 13: "I don't know. I felt that this will be a shelter for at least five years from experiencing my distress."

Educational avoidance: Those in this category choose not to pursue higher education. They attribute certain attitudes to education such as that it is a waste of time, an anachronism. On the other hand, some people refrain all their lives from acquiring additional education, fearing that they are unable to learn, that they are not smart enough, that studies are not meant for them. Studies are often an open and pulsating wound in a person's occupational history. This can be seen as one of the harshest expressions of the imposter syndrome (Kilby, 2020).

"I wanted to leave my work many times because there is no promotion without getting a degree, but I didn't have the courage. In fact, I didn't believe that studying would improve my work situation. I am too old to start studying now." (P12)

Another example:

Participant 7: "I left school and left my hometown where I lived. In elementary school, I was a good student... Studies will not help me at all. They did not help in the past and will not help today. Today I have other goals"

Coach: "Would you be willing to study for a diploma to specialize in your field as a manager?"

Participant 7: "I am working in a field that I am not connected to, and I worry every day that the managers and my co-workers will feel that I have nothing to offer."

Another example:

Participant 17: "I don't even have twelve years of schooling... There is no academy for what I do...I can teach what I am doing as an international successful trader... My knowledge is worth a lot of money... But ... sometimes I'm afraid I don't have the certificates, and I wish to have a backup for a potential layoff... I sometimes feel like imposter or kind of fake."

In summary, pursuing a degree is a complex and presents the young adult with a serious dilemma: those without a degree feel unworthy or imposters while many see-through the chaff of outdated degrees and find it difficult to find a meaningful degree to pursue when considering the prolonged investment in terms of time and money. Higher education is at the heart of a social storm and is undergoing an accelerated process of far-reaching changes, due to sharp criticism of the Israeli academy (Almog & Almog, 2020). The state of academia in Israel further contributes to the confusion of young adults paving their careers and creates complex problems for parents, and career and academic counsellors.

Indeed, the OECD data shows that Israeli employees with an academic education will receive 59% higher wages than employees with high school education and below (Detal, 2018; Zontag et al., 2020). This is one of the most prominent reasons why many parents and young adults tend to acquire degrees one after the other, although they know in most cases that studies will not pave the way for their careers.

On the other hand, young adults in Israel protest the expensive and lengthy academic studies which do not provide them with the coveted jobs and high salaries they expected. The reasons for this are related to degree inflation and the fact that they have turned into a commodity which has no perceived advantage. Some of the studies are anachronistic and do not prepare students to find employment even after a prestigious master's degree in law or business administration (Almog & Almog, 2020; Hetzroni, 2018). This characterized most of the research participants, who studied primarily to have an academic degree and not directly to enter a profession. Moreover, some of them knew that they would not engage in the profession they were

studying for or knew that there was almost no connection between the academic studies and their current occupation.

Detal (2018) cites data from the OECD report, claiming that tuition in Israel is ranked among the eight countries with the highest tuition rates in the OECD. In addition, the OECD notes that funding for higher education in Israel comes from households and private financing, at 42%, compared to 30% on average in the OECD.

As a result of these trends in terms of high demand and out of a wish to bring higher education closer to all socioeconomic layers, colleges began to flourish in Israel. Low acceptance requirements and money are the determining criteria for academic admission (Kadri-Ovadia, 2018). Shahar (2019) notes a decline in enrolment in higher education institutions is felt in the number of bachelor's degree recipients, which increased in 2018 by only half a per cent. In 2018 the rate of college degree recipients climbed to the highest ever. Kadri-Ovadia (2018) analysed the data obtained from the OECD, demonstrating that Israel ranked second in the world, with 49% earning a higher education qualification, second only to Canada. But do Israeli young adults need so many degrees and years of schooling? How does it contribute to the study participants' confusion? What is the effect of multiple degrees on the employment ratio in the field in which young adults work?

It turns out that the situation is alarming and that most graduates are not engaged in a profession they have studied for, especially if it is in the humanities (Almog & Almog, 2020; Hetzroni, 2018). Thirty-seven per cent of Israelis are not employed in the field they studied for, usually due to discrepancy in the level of employee education and the demands in the employment market. The Central Bureau of Statistics in Israel (2020) found that there is minimal diversity between actual practising professions such as social work and medicine, seven years after completion of degrees. In contrast, in fields such as social sciences, the breadth of diversity in professions in percentages is high and the connection between the degree and the profession is low. This finding emphasizes the notion that advanced degrees without a personal identity will contribute little to the long run.

The frustration of young adults, among them, the participants of this study, is increasing as they are unable to trust that their degree course will lead them to the coveted occupation. This state causes confusion, distress and confrontation with the parents who do not understand their attitude towards academic studies.

The universities add to the confusion by developing master's degree programmes that take one academic year to complete do not include a research thesis. Subsequently, the labour market had been flooded with graduate students who made this the new bar for job acceptance (Hetzroni, 2018). Another step on the ladder that Curran and Hill (2019) point out is that this is common in a meritocratic society where you are never good enough – a quality that is also relevant to this study's participants.

In Israel, in the last two decades, the military has become a significant vocational training entity, steering young adults mainly into the high-tech world (Klingbale, 2020b; Margalit, 2017). The military changed the rules of the game in the field of academic training. In principle, graduates of the appropriate military courses can immediately integrate into the labour market with lucrative benefits and wages. Mennella (2019) claims that one-third of those employed in the tech industry are veterans of combat units and there are companies which openly favour candidates with combat backgrounds due to the quality of their training. High-tech industries regard the graduates of these courses highly and take them in with no degree, thus bypassing university. The universities, in response, have built micro-degree programmes, with the option to complete the undergraduate degree, further down the road (Detal, 2019b, 2020). The rapid and dramatic changes add fuel to the fire of confusion for young adults trying to steer their professional path along with academic studies.

During the last three years, the number of unemployment claimants with an academic education has increased by no less than 14%. This reinforces the unfortunate fact that an academic degree has long been little guarantee of a permanent, and lucrative position (Bagno, 2019). The last report of the Israeli Central Bureau of Statistics (2020) shows that seven years after graduating with a bachelor's degree, 9.4% are unemployed. These figures add to the confusion of young adults and raise questions about the necessity of academic studies as the accepted way to pave a promising career path. If many young adults tend to aim for an economically lucrative profession, then what is the point of academic counselling or job counselling in choosing a profession? Finding a personal and occupational identity is pushed aside because it can sometimes not satisfy the desire of the young adult and their parents at the beginning of the career path. An instructive example of this is participant 3, who knew that her calling was writing. She was completely put off by her parents who rejected her wishes and told her that it was a suitable occupation for a pensioner.

One can assume that participants 1, 3, 6, 7, 11 and 16 would also find their way to other professions, without the pressure of parents, spouses, and employers. Certainly, they would not have done a master's degree that had no meaningful occupational significance for them. It can therefore be assumed that a large part of the confusion experienced by some of the study participants lies in the traditional meritocratic path they walked until a crisis came and the path was blocked.

In 2018–2019, I worked in the field of CCP with a wide range of ages and held meetings with various groups in the community (Appendix XVIII & XIX). A similar picture was found even in the more advanced ages of 36–50. They made “practical” choices and not choices that suited them. Over time, they could no longer leave this path they were on because of their commitments. These findings are in line with Nisan (1996, 2001) who argues that if the proper perceptions are not related to one's identity and the value does not connect to the person's self-perception and express their identity, the chosen profession may be cold and barren. The research participants and post-research sessions show how making pragmatic decisions at a young age without considering one's disposition, may lead to disassociation and a feeling of disconnect with the path they chose long ago.

The outbreak of the Covid-19 pandemic completely devastated the employment market and the first to be fired was the young adults. Young adults are the major victims of the coronavirus in respect of jobs for several reasons: Klingbale (2020b) cites data obtained from the Israeli Employment Service stating workers under 34 are the hardest hit group by the Covid-19 crisis. According to the data, employees in this group make up 47.4% of those who went on unpaid leave and 44.7% of all employed people who have left the labour market. She argues that, owing to their minimal knowledge of the organization, its clients and procedures, young adults, including academics are less valuable to their organizations and are easy to release back into the job market. Another reason for young adults being terminated is that they are in the early stages of their careers and the organization is not available to provide them with this guidance during such a crisis.

The “broken stairs” phenomenon is one of the severe side effects of a high and prolonged unemployment rate when young people do not integrate into the employment market when they are supposed to start building their careers. As a result, they miss the opportunity to gain beneficial employment experience, and their ability to integrate later suffers as the employment situation improves (Klingbale, 2020b; Margalit, 2017). Klingbale quotes data from research conducted with college

students in the US after the 2008 financial crisis and the recession period which followed. Five years later the impact was found to be that 33% had begun to find a career path while 67% were still under-employed. Ten years later, 47% had begun finding their career path, while 57% were still under-employed. These gaps exist even in young adults with high abilities and higher education, but the effect is more prominent among those with beginner skills and less education (Zontag et al., 2020). In the Covid-19 crisis the same phenomenon repeated itself: a degree did not particularly help many unemployed young adults. This is a factor which undermines the ultimate importance of the accumulation of degrees and diplomas in modern Western society (Parker et al., 2020; Parker et al., 2021).

A careful assessment shows that companies such as IBM, Wix, Code Door and Skillsoft have developed online certification study platforms. These begin the reverse trend – to take control and ownership of academic training. For example: “IBM Skills Build” offers a platform which has a range of 6,500 courses, already active in eleven countries, including Israel. The variety of certification courses are for people with no high-tech background, and include code writing, data analysis for marketing or cyber system management and improved “soft skills” such as interpersonal communication and teamwork. These courses are offered at no cost (Goichman, 2020).

Covid-19 is creating a revolutionary moment, where the parents and at times the academy, see the low returns of a multi-year degree and agree with the choices of the young adults in attempting to adjust their programming (Detal, 2019, 2021). This will directly affect the relationship between higher education, personal and occupational identity and earning a living.

General summary, Contributions and Further suggestions for

This theme consists of three contributions that add to and enhance the existing knowledge regarding the personal and occupational confusion of young adults.

The first contribution is the ability to identify decision-making patterns among young adults and to adapt them to their subjective relevant situation. In some cases, statistical research data may contribute little. On controversial issues such as academic studies, parental involvement, the multiplicity of different and contradictory information is often backed up by quantitative surveys.

Quantitative knowledge of trends and tendencies among broad populations may be of marginal assistance to the individual in facilitating educated decisions. The flood of

data may trigger confusion. The multifaceted coping patterns described in this theme encase meticulous, rich, and comprehensive detailed descriptions and breakdowns of processes and mechanisms, allow the readers to find themselves within the pages.

This shapes contributory decision-making on two levels: expanding the professional evidence-based coaching content and know-how in this field. Secondly, it delivers an applied tool to the process of resolving the confusion.

Studies dealing with the relationship between parents and young adults usually deal with one aspect of this relationship such as over-protectiveness (Jay, 2012; Lukianoff & Haidt, 2018), over-perfectionistic parents (Curran & Hill, 2019), patterns of parental support (Barroso et al., 2019) and more. In the current literature there is a lack of a detailed analysis of the mechanisms of several influencing factors and their effects in practice with detailed examples.

The second contribution is in the embracement of the involvement of one's close circle in coaching. Instead of seeing these people as an unnecessary stumbling block, a place is given for open, fertile, and supportive discourse. This approach should continue to be research-tested for additional normative populations (see Appendix XXII).

The third contribution is in line with a new wave already existing in the coaching arena but along more dramatic lines. The basic models of career planning such as Holland's or Schein's are a part of a period in which people were expected to organize themselves mentally and functionally according to theories and not the other way around (Avrami, 2016). Young adults are expected to receive tools and ideas defining and redefining the broad and complex range of the career-building challenge in an era of uncertainty. The importance of the individual's authentic voice may increase. Participants will be less likely to accept a diagnosis of a defined theory of who they are and what they are suitable for.

The CCP approach enables the construction of such a model which is a contribution to the role of CCP; a model that contains flexible concepts from which innovative theories can emerge, theories that complement, contradict, or argue with existing approaches and thus allow for a wide, complex, and in-depth approach to helping young adults in planning their careers and studies.

Further suggestions:

- The outbreak of Covid-19 is accelerating processes that have already begun in the employment field such as remote work, emphasis on technological professions, preferences for training and professional experiences. A comprehensive and long-term study is needed to monitor, explore, and examine the effects of these factors on shaping models to assist young adults to pave their way.
- Conducting comprehensive and long-term research on young adults who will have to deal with uncertainty, and not just the uncertainty which stems from personal identity components. Research that can strive to understand the effects of uncertainty, lack of employment and underemployment on the well-being of young adults.
- Develop the CCP method to assist young adults and their employers who choose a job or academic specialization, out of financial constraint, to improve the elements of their success.

Third Theme – the change

Types of Career Change

The results presented in this chapter are an attempt to illustrate the types of occupational changes and outcomes that comprise the research. Analysing the patterns of change adopted by the participants can help to formulate a methodology for CCP.

The research outcomes showed four leading types of change which young adults chose to evolve their careers:

1. *Revolutionary changers*: young adults who made a paradigm shift. They created a new career path which is linked to their desires and has no connection to their previous employment. All study participants in this group had prior employment experience.
2. *Inter-career path changers*: young adults who remained within their vocation scope but honed their understanding of their career preferences. The change was made in their internal values, self-perception, and occupational identity. They typically left their previous position.
3. *Intra-career path changers*: young adults who made a change in their perception of their existing field and were able to associate themselves with

new identity components in themselves and their occupational identities. By reconnecting with their identity, they discovered new employment possibilities in their existing workplace.

4. *Self-discovery changers*: participants in this group are making the transition from confusion to adulthood. These are young adults who seek to find their identity and to dispel the confusion.

The change model:

The revolutionary path changers: the following steps describe their change.

Preparing to launch: To reach the road ahead, the first step was to reduce factors which slowed participants down, both internally and externally, and accept their capabilities. Only one participant had a defined awareness and a particular decision about the revolutionary change she wanted.

Analysing the outcomes reveals that between the first session and the fourth, an important process of insight and self-awareness took place. Personal and professional identities were explored and revealed in depth (Gyllensten et al., 2020). Participants claimed that the growth in self-awareness generated much satisfaction and relief. This is in line with Gyllensten et al. (2020) although their research used the methods of group CP only on executives and not on young adults. Every new thought in the process was later accompanied by doubts and unease, which were released and removed during the sessions and through the participant's actions. This stage corresponds to the description of the Contemplation Stage in a model by Prochaska et al. (1992) where the person wonders about the change they want to make and the extent to which the change is appropriate for them.

Change, according to Prochaska et al. (1992) is not a linear process. It is spiral, ascending and descending, and contains repetitions. The process is divided into intermediate stages, and different tools are suitable for each stage (Lahad & Doron 2018; Rizaq, 2020; Zimmerman et al., 2000).

The following participant came to terms with her career change in that she intended to leave the success and status she held in the company and to embark on a new and unrelated path. This could result in termination or having to seek employment elsewhere.

"I had an idea about the field I wanted to pursue but it was hidden for years under other ideas and other thoughts... At first, I was satisfied and dissatisfied

at the same time with my work... I thought that I am always dissatisfied because this was the beginning of my career, and it will change down the road. Then I got a promotion in my administrative role, and I loved it. Gradually I started to feel bad in my role... I have to be honest and say that I had other issues mixed in. I had a problem with assertiveness, and I expected my managers to turn to me and guide me in the next steps in my career... My lack of assertiveness placed me in a cocoon

...In a perspective look, my bosses felt my unease and, in an attempt, to help they brought someone to replace me... I was really mean to my replacement. I was not able to give up my position in the organization because I was not whole with myself. ... Here you helped me understand my real motives and accept and release some unpleasant realizations about myself...

Now I am ready to go through a retraining period and start from scratch because that is what I really want to do. ... Maybe I did not dare to express my desires in this field, because my mother is engaged in this field, and it seemed to me as if it was to compete with her or that it was her place... I now feel liberated and can happily plan the steps of my retraining. I am happy I can maintain the tenure and position I had in the organization but transfer within it to my chosen new path. The coaching sessions allowed me to communicate with my bosses clearly and engagingly... They engaged in a path to train and transfer me to my chosen path. Now is the time for me to plan my next steps and I am overjoyed and excited about it." (P10)

Quitting Work: Leaving a distressing job to free oneself from the day-to-day struggle and to enable engagement and full participation in the new path. When analysing the participants' behavioural reports during this phase, the participants reached their lowest level of patience in waiting for change. The announcement of quitting brought relief and released resources to flourish instead. Most of the participants who decided to resign also had decided not to take any days off and started looking for their next position the following day. These steps show inner calm and confidence in the process and in themselves (O'Keefe et al., 2018b). Participants 4, 6, 10, 11, 12, 13 and 15 resigned from their place of work for the employment revolution. The fact that not everyone had self-knowledge about what they should be doing otherwise is consistent with Hidi and Renninger's (2006) and Palmer's (2019) position that the self-actualization discovery process could be of more help than predetermined inner knowledge.

Participant 6 had a clear idea of what her self-actualization was. She was on maternity leave when she participated in the study. She felt she could not return to the job that was waiting for her and subsequently gave notice.

"I know I cannot go back to my previous job. I suffered there not because the job was not good or didn't bring in decent wages... Although I am distanced from my organization, it is hard for me not to go back and disappoint my employers, my husband and especially my parents who have accompanied me all the way and funded me for years... This change is an earth shift for me and my family". (P6)

Participant 12 is an example of the first step – quitting her job during coaching to explore desirable change. She hesitated to leave her workplace because she didn't have any idea about her passion and how to actualize it. This fact delayed her for years. She knew she wanted to pursue academic studies but leaving to do so at the age of thirty and without her family's support was not something she could imagine doing. She was in the initial stages of the change and needed validation to commit to it and manifest it.

"I want to pursue my passion in academics and train myself in a new career path... I recall how I was a good student in high school, but I did not follow through because of the fears my family instilled in me.... I was never sick in the decade that passed, but now my knees are hurting me. I feel this is symbolic that my legs don't support me anymore... I know I must resign... I just have to pass through the fear of leaving what I have now." (P12)

To sum up this part, the distress and pain of leaving a position are inevitable but coaching can assist in processing the loss, separation, and the fears of the unknown. Coaching helps in reaching acceptance and viewing the presence as a jumping-off point to explore new possibilities (Gyllensten et al. 2020).

Planning and Implementing Steps: This is the core of the coaching method and what differentiates it from therapy (Grant & O'Connor, 2019). The participants began materializing their dreams by taking initial steps toward their new path. Prochaska et al. (1992) named this phase "Decision"; this is the process during which the meaning of change and the mental forces required to achieve it are explored. Since most of the participants in this group did not have precise knowledge about their self-actualization, they were offered coaching tools of self-inquiry. The goals of the

coaching process were decided together, following the live feedback of the actions in this stage. Several participants were assisted with tactics such as honing their CVs for the new path, preparing to attend a job interview, and seeking appropriate courses and higher education and other customized tactics which were within the coach's reach.

(Speaking with calm and confidence) "I went to interviews and even when there was rejection, this time I accepted it without feeling broken... My mood has improved... I have rewritten my CV and now I am looking for a research position in a governmental office... Through interviews, I have learned that it is not only important to know what you want but also to be able to go down the road of getting it." (P15)

Once participants had a firmer grasp of their new path, tailored coaching tools were given additional goals were set accordingly. For example, if the objective was to build a professional network, I tailored the required actions: two weekly meetings with previous associates or other colleagues directly or indirectly related to the desired new path. Those who were working on branding and positioning themselves, were asked to create posts in digital newspapers and blogs on platforms such as LinkedIn or Glassdoor. Participants 4, 10, 11, 12, and 15 required focused CP occupational training to affect the desired change. The following is the example of participant 4:

"... I decided through our sessions, that I aim to practice real estate abroad and to achieve that goal, I must go through a median phase where I work and progress with my English, rebrand myself in my chosen destination and create funds to be able to pursue my goals abroad... I understand that with my current CV and how it reflects on me, I cannot materialize my goals... I must say this was in no way included in my frame of mind... My immediate tasks are to present my strengths and anchors in my CV and rewrite it as such that it will allow me to find a position now to pay off my debts and later, acquire a position abroad. Another important life goal is to pay my financial and to systematically build my passage to my destination." (P4)

To summarise the first pattern, from the fourth session to the end of the research, the revolutionary change participants began to actualize their new career path. The participants reported that they obtained feedback on their desires and skills, and they clearly understood the emotional and mental challenges they had to face. They had started to find suitable training and new partnerships. The results showed that the

participants needed encouragement to proceed and not to lose faith in their path. These findings are consistent with other researchers in the field emphasizing the importance of coaching while creating a change (Kahn-Stravchinsky et al., 2016; Levi, 2013; Naumenko, 2020; Prochaska et al. 1992; Zimmerman et al., 2000).

Inter-Career Path Changers

Inter-career path changers are those participants who made a change within a work environment that did not suit them anymore. The results obtained from the coaching process showed that each participant's values, life goals and desires for self-actualization were clarified, and it became clear that these participants were not in the right position to achieve their aspirations. Participants 1, 3, 9, 14 and 16 were confused and unable to distinguish the organizational factors influencing their passions and goals. I met them after their dismissal or while they were in the process of resigning... The coaching sharpened and focused participants' self-identity and at the end of the process, most of them realized that they had chosen the right field but had not chosen the right path which suited their passions. This is the main difference between them and the revolutionary path changers.

Participant 16: "I know I enjoy working with people, but I only have a general direction. ... I dislike my workplace but not the field... my life is boring; I had no adventures because I was always conservative ... I want to dream."

I: "What is your wildest dream?"

Participant 16: "My dream is to practice HR in the US and live in NYC for as long as we don't have kids... I want to live on my own together with my husband..."

I: "What are the steps you intend to take toward making the dream a reality?"

Participant 16: "Before anything else, I must sit down with my husband and see if my plan fits his... The sessions with you helped me realize my passion is in HR and separate how the profession was marred by my experience in my last position. I was about to change my course in employment when I began the coaching, but the sessions revealed to me my passion and path".

Participant 1 had already resigned after realizing the organization was blocking her advancement. She was offered other positions, but she could not accept paths that

did not suit her... Resigning was just a part of the prolonged process; acceptance was required to achieve separation while delving into the unknown.

(Displaying unease and trying to calm herself constantly) "I didn't think I'd quit but in the end I did it.... nothing was waiting for me.... I just couldn't continue anymore... It was only my deteriorating mental and physical state that caused my family to display empathy and let me be... After the first two sessions, I let go of the anger and was available to begin an exploration of what I want. My anger dissipated on the *scale from 95 points of self-score to 50 points. I understand it will take a while to let go of my deep emotions." (P1)

In her search for the right field, participant 1 focused on the field of social and human contribution. She noted that her dream is to dance. She danced in her youth and abandoned it. As part of the process of finding her personal and professional identity, she returned to dance. Her previous occupation was diagnostics in the field of HR, and she found a position as a diagnostician, in an educational school chain for children on the autistic spectrum.

"I feel excellent... From the moment I arrived in coaching, I started researching organizations where I could express my desire to contribute to society while doing significant work in the field in which I want to work; contact with people, close contact but not therapeutic... I was amazed by how smoothly I found my position... .. I work in a small organization in comparison to the organization I came from... The principal has an open-door policy and is very warm and supportive.... I feel satisfaction and that's important to me... I'm less nervous, I can spend a lot more time with my daughter, I dance, work-life balance is great, and it is very important to me." (P1)

In a conversation held in 2018 after analysing the results and presenting them to the research participants, participant 1 shared that she had left her job because the organization was too small and not interesting enough. The work became monotonous, and she found she had little interest in young children... She noted that she did not change her inner passion and she started to realize it in a larger organization, where she returned to work in the HR department, and she really enjoyed this experience. In addition, she said she continued dancing until she got pregnant. In a conversation held in 2019, participant 1 stated that she had left the organization where she worked and is studying for another master's degree in dance therapy and that she wants to realize her love of life at work.

This finding is consistent with Hidi and Renninger's (2006) who claim that finding interest in an occupation that expresses self-actualization may develop through a multi-stage process and is influenced by environmental and familial factors. The motivation is based on building a long-term interest in actualizing their passion. In addition, Gourov and Lomas (2019) argue that helping to balance and stabilize the participant's mental state will allow them to pursue an occupational path.

The results revealed that participants in this group reported happiness despite a decrease in wages or the need to attend new courses when changing to another organization or another segment in the field in which they were practising before. They knew that, over time, it would pay off.

Participant 11: "All my family and friends were very surprised that I chose, after having so many diplomas and a BA degree, to be a teacher. They did not understand that it would be a first step to build a long-term path to reach my goal to practise educational consultancy. ... As a teacher at school, I would meet the population I will work with...I have a part-time position in a high school and a part-time position in an elementary school... I understand that I have to accept a low salary at the beginning of my new path.

I: "Are you satisfied with your path?"

Participant 11: "Yes, I am satisfied and feel much happier. I realize how much I am satisfied after every lesson teaching a child, see them smiling and appreciating me... I feel that I chose a difficult and unexpected path, but I have no doubts, I feel this is my genuine calling."

These processes of CP contribute to the work of Locke (1996) and Grant and O'Connor (2019), who argue that sometimes it is the coach's role to extend their concrete goals to an agreed elaborated path, to perform better. For example, the coaching goal of participant 5 was not to diminish her three simultaneous jobs but to create a path that embedded her desires and skills in a practical career path. These coaching processes differentiate CP from therapy and coaching and contribute to enforcing the unique role of CP (Grant & O'Connor 2019).

Intra-Career Path Changers

The Intra-career path change participants had gone through the most challenging transition. They made a fundamental change in their current identity and interests.

They realized that there was no need to leave their workplace to achieve satisfaction, self-actualization, and happiness. Two main reasons for this emerged:

1. *People who have lost their way:* Participants that had lost both interest and course; the moment a crisis reared its head in the workplace or disturbed their work-life balance they became confused and disassociated themselves from their previous tasks (Hidi & Renninger, 2006).
2. *Reasonable obstacles which did not allow employment transition:* Life obstacles that limited the participant's development, such as marital status, illnesses, debts, lack of education or making irreversible choices in their lives. Some of the participants in this group felt that they had been sentenced to a life of having to provide, while somehow knowing that something else was calling to them which left them bitter and forlorn.

People who have lost their way:

This group of participants were those whose professional paths were stuck; they saw no possibility for external change. Many of them chose their current path with no deep individual interest and exhibited fewer developed interests and less maturity in their choices (Hidi & Renninger, 2006). Some of them planned to change their initial path but during the coaching they decided otherwise. They found initial connection to their position which needed nurturing and coaching. Coaching enabled them to define occupational and personal functioning goals (Burke, 2018; Hidi & Renninger, 2006), and they were ready to examine the possibility of achieving them.

Participants were asked to build a tree diagram consisting of a stem with branches. The stem indicated values, goals and individual aspirations. The branches were the sub-goals derived from the values along with a timetable for realising them. The outcome of this exercise showed that participants in this group felt that they did not have a deep knowledge of themselves and their passions. They reported frustration when they had to describe their aspirations and desires. These findings are in line with Grubbs et al. (2019) and Regev (2016) who claim that this age group, the Millennials, may have been convinced by generational stereotypes about who they are and what type of professions and lifestyles they should choose, and that the media has perpetuated and fed them these messages. O'Keefe et al. (2018) argue on the one hand that supporting the young adult's pursuit of what holds value for them is beneficial, yet on the other hand it may yield a history lacking in trial and error and self-development where the longing for what they value can prevent them from

exploring and finding other interests and vocations. These young adults grew up requiring reality to bend to their wishes instead of dealing with what is (Lukianoff & Haidt, 2018). Times of crisis or personal doubt leave them unable to cope and they remain confused.

Grubbs et al. (2019) argue that for the last twenty years the academic world has taken part in this myth and is also responsible for it. The psychologists were the first to talk about narcissism and other stereotypes concerning young adults but not about the influence such criticism attracts. Twenge (2006) in her book, *'Generation Me: Why Today's Young Americans are More Confident, Assertive, Entitled and More Miserable Than Ever Before'*, coined a new phrase to follow the many stereotypical descriptions of young adults. Yet, the dilemma remains: What is the effect of raising stereotypes and turning them into a social truth and norm? It is a self-fulfilling prophecy? A clear example of how widespread and popular this approach became, can be found in the embedded *Times* (2013) front-page article, which brought the phrase "Generation ME" to many doorsteps beyond academia (Stein, 2013). Grubbs et al. (2019) documented college students' reactions to insulting labels of their generation and found that the young adults had accepted the tags with few denials or doubts, and they had assimilated what the social media attributed to them.

"The unbelievable change happened to me. The coaching had me assemble my skills into a clear path that suits me... I now feel secure to collaborate with people in my field and leave behind pursuits and people that held me back... ... Current meeting is after giving a lecture to clients I am really interested and target through screening". (P5)

On the other side of the equation, a young successful manager described her situation. She lacks passion in her field and feel frustrated with the media stereotypes telling her how things should be and how passionate she needs to be in her vocation.

"I found myself at a crossroad. I did not wish to remain where I was or progress vertically and be removed from the creative side of my field. The imminent promotion to an administrative and troubleshooting VP would bring the anger out of me and dissolve any work-life balance. ... I was filled with anger and anxiety at the beginning of the process and now with the sessions, I am relieved of the feeling of missing out on my passion. I grew to understand many people are devoid of passion ... I now feel calm and know I may yet find my passion and perhaps not...

The most important part of the change I made during the coaching, was to deepen my interest and research how my field of work is developing and evolving and what within it raised my interests. I met with people in the field who knew things about it I did not. The advice I received in the coaching to meet with people who have loose connections to my network brought me honest and professional advice...I realized staying within my organization and choosing a new path within it was my desire... I had to realize starting again in digital media would be a restart in the field but from a point of growth and self-awareness... I met and discussed my needs with my CEO from a position of strength and was met with appreciation and a wish to preserve me within the organization... This fills me with excitement, and I am falling in love with my work and this time from deep inner awareness..." (P8)

The issue of work-life balance was demonstrated by participant 8 and others. This variable could assist in mental and emotional recovery as it lies within the grasp of small immediate changes, which elevate the mood and motivation to live a meaningful life (Lahad & Doron, 2018).

Participant 8 altered the priorities in her life. During the research she gave more time to finding a partner and returned to dance classes. The sessions guided her to regain a sense of control in her life and take initial steps to restore balance. This work is consistent with the Futuring UP model (2018) which reinforces coping with work-life balance during the pursuit of personal and occupational identity.

Participant 9 had a general idea of the field to pursue but within the field, much like other participants (participants 2 and 17), had no idea how to build her occupational identity. She suffered from impostor syndrome due to her lack of qualifications. Paradoxically, her choice of path illuminated her deficiencies. This caused anxiety which manifested in a shopaholic tendency. Participant 9 went through a process of letting go of desires that did not match her growing self-awareness. A qualifications-based career path was not to be at this stage of her life, and she had to come to terms with this.

The crux of the sessions for participant 9 and other participants who shared a similar diagnosis lay in two factors: releasing pain by accepting the current reality and a personal commitment to pursue the next steps. To build a new career path within the field in which they were already employed. The moment the frustration and pretence were released, a place for rebuilding was found. I encouraged finding mentors in the

field in which the participant wanted to thrive in, terms of practical measures to implement the new decisions (Naumenko, 2020).

“After the second session, I felt relief. I grew to accept that at my age, having no four-year degree to match my path, it will not happen... My shame in my educational history and learning disabilities brought me to seek employment in an international fashion network to cover up for my shortcomings... The coaching sessions had me realize my shopaholic tendency which amounted to tens of thousands of pounds... My anxiety caused me to pretend and show off on Instagram...

The moment I began to be at ease with leaving the angst of the academic path behind, I was open to seeing and pursuing different paths to realize my dreams... You led me to find bypassing courses to my path and my lack of basic skills. This knowledge was brought to the foreground... The real-life success stories in my field you shared with me, allowed me to fathom a future and see myself in such a state in the close future... This was the first time I felt on a successful path in the occupational field, and this filled me with enthusiasm and a desire to plan. Put to work my business place and seek courses, locations and more. It became effortless to do all the things my path requires... Your idea for the sale of the unused clothes I hoarded, was significantly helpful. Finding how well I handled the sale and how well the event I created was received, changed my mood. The funds I acquired from my event are good for my future course and the steps I will make to achieve my dream". (P9)

Reasonable obstacles that do not allow for an employment transition: Some of the participants had no choice but to find the components of their self-identity in their workplaces to sustain their livelihood. Usually, this realization came after a few failures which left them confused and penniless. For example, after the first session participant 7, a low-level manager who was stuck in his job, revealed his inner calling to start veterinary school. At the age of thirty-five without any financial means, he realized it was unrealistic. Such a participant would have to continue in his current position, which has nothing to do with veterinary science. Another participant had lost faith in their own abilities, suffered from social criticism, and had grown desperate. The challenge was to find their inner calling within their workplace.

Participant 7 is representative of making wrong occupational choices because of immaturity and having to deal with these choices for years. During the sessions, the

participant was employed in a field which did not match his preferences or his nature. Owing to his circumstances, including heavy debt, he was unable to shift courses. His occupational history was wrought with failure and even his last position had been acquired as a favour from a previous work connection. The frustration from past failures was hard and the coaching exacerbated it at first by revealing his unrealized passion. The coaching nevertheless continued, delving more deeply into the participant's passion to harness his motivation and steadfastness.

One of the techniques which were used was the "fantastic plane" of the imagination to facilitate healing along with appreciation inquiry, filtering the constructive experiences from what existed (Lahad & Doron, 2018). Due to the participant's feeling of enslavement to his blue-collar position unrelated to his passion for veterinary science, a success story was used to inspire his imagination. The success story was about a similar persona who led a heroic rescue. This was a display that manifested creativity, harnessing people who pursued veterinary science, to act through force of character and intrinsic self-knowledge.

A few weeks later the transference was occurred seamlessly. The moment participant 7 was able to personify his strengths and anchors, he changed his attitude towards work, peers and managers and he was a changed man. He took on a new persona and every interaction morphed in line with his new image.

"I now feel good, whole, and stable. Something eased inside me. I forgot what it was like to feel good... Today I understand, I was motivated but my motivation stemmed from an inauthentic place. I paid a high price for it..."

After the first session, I realized the magnitude of my missed life opportunities. I understood what my calling was and with a lot of pain, I realized it would never be possible. I must invest for the long term in order to be able to support my family.

I am working in a job I seemingly have nothing to do with. The coaching gave me strength. You were a partner in exploring my inclinations and researching my life decisions. Your inspiration has resonated within me and the unexpected turnaround I made at work shuffled all the cards and changed my work situation entirely... I have travelled several milestones during the sessions... The revelation of my road untaken impacted my depression for a short period. ... Researching my identity and values during the coaching helped me focus on

myself after many years of running after my wages and allowed me to be with the process. The other exploration which was amazing to me was exploring the values of the road I could not take anymore. I found within myself, qualities I hold dear and wish to be true to. Values such as taking responsibility, commitment, initiative, resiliency, resourcefulness, and placing others before me. I found these values manifested and guided me in my previous position as I was pursuing my goals and in my current one despite my lack of thriving in both.

The same process led me to explore my knowledge and inclinations I gained in previous employments (chuckling)... you gave me advice contrary to any I was given and that made the difference. I did not consider how my experience and abilities to lead and manage as an owner could translate to my hired present. The change manifested in releasing blame I placed on myself for lost opportunities, and I began to feel good. I started to understand how my knowledge is of worth and as for my dream, I may pursue it in a volunteer capacity.

My life-altering event happened in a way where I saw my abilities come to life flawlessly and effortlessly when a work accident happened. I managed a team to rescue and save the lives of two people under an upended tractor. The qualities I possessed could not come out without the self-awareness I developed during the sessions. It allowed me to seize the day. It was not just an internal change; others saw my confidence and assuredness, and this elevated me in the workplace with both peers and management... I feel different and treat myself completely differently and most importantly I am a happy person waiting for the birth of his firstborn.". (P7)

The contribution to knowledge of this part lies in the rich detail of the mechanisms of action through which the change is made and a display of the storytelling technique (Barker & Gower, 2010).

Self-discovery changers: The participants in this group expressed high rates of confusion and described occupational hopes. The participants of this group comprised various employment choices combined with periods of unemployment and underemployment, including periods of study and course work in uneven trajectory. The frequent transitions between jobs hinder the ability of the participants to build a continuous employment experience from which an occupational identity can be

formed. However, all the participants in the group expressed a commitment to work and wanted to hold a position that would bring them satisfaction and self-fulfilment.

A perplexing phenomenon that should be mentioned here was that some of the participants could describe what they did not want or did not like but changing this list to give a positive description didn't help. For example, if a participant did not like a demanding work environment, they did not necessarily see the benefit of the opposite. Sometimes it is more convenient for participants to negate the existing characteristics of a job than to clarify their desires.

This phenomenon requires techniques for overlooking the information provided and elaborating the investigation of the career path. This finding is in line with Levy (2013), who claims that participants hold no special or secret knowledge of themselves, and the coach has a professional position in the setting and the know-how to assist the coachee. This is important fact in separating coaching from CP. The psychological understanding of the types of answer that participants provide is critical for the quality of coaching given, in the sense that a coaching psychologist should possess the skills and knowledge to distinguish between answers that express a behavioural or cognitive issue and those that are an expression of anxiety. Without making a distinction, it is possible to reach the wrong conclusions and perhaps even cause harm due to untreated anxiety.

Participants have different ways of indicating that they do not know exactly what they are looking for.

Participant 17: "I thought that when I listen to myself and do what I feel is right for me it's my truth and I should follow it. Now I understand that it was not a mature attitude... It was mainly caused by parental neglect from a young age and an early leap into the workplace without training and education... I could only say what I did not want and this negative thinking did not lead me to good places... .. because I started working with my father at a young age, I thought I already had some business training, but it was a mistake. I was my father's helper in his business and that is how I stayed. A diligent worker who works hard but is not a part of the decision-making... I did not understand it... I worked hard for consecutive days in two or three businesses with nothing to show for it ... I now understand that declaring a desire/dream is not a plan of action and neither is setting an immature goal and hard work... It takes acquiring knowledge in the field, interpersonal skills and proper business conduct and I

did not know that... (laughing bitterly) ... I had a different world of values, for example, I wanted to be a friend of my clients and for them to love me and become a replacement to the family I did not experience... it devolved into many business troubles ... I understand now, how much more I could learn, and I will do it willingly. My job and my boss do not make me want to leave and walk away when something goes wrong and I also do not immediately fall into thinking I can get hurt by people around me."

Coach: "What are the most important insights you have gained in the process?"

Participant 17: "The most important insight is that I have a lot to learn from my boss. He is a talented businessman, unlike my father, who was an unsuccessful businessman... Another important insight is, that taking into account significant other's needs is a quality of being mature and not as I interpreted it as giving up personal freedom. It is giving to those I love very much."

I: "Can you describe what do you feel now?"

Participant 17: "I am less nervous and anxious; I am calm and considerate knowing what I am doing and what my goals are. I can negotiate with my boss with less anger or suspicion though I still feel a little suspicious and I'm aware of it.

Coach: "I am glad to hear about these changes and especially about personal calm and self-awareness. What do you point out as a path continuation?"

Participant 17: "I still dream of owning an independent surfboard business. Yet, I can also consider that my wish will come true perhaps in the future, maybe in another country and maybe not at all and that's fine. I am at peace with it."

The findings revealed several discussion questions that have also arisen in peer and post-research meetings (2018–2019) with colleagues, specialists, young adults, and adults: Does the idea of self-actualization at work benefit young adults or frustrate them? Are young adults adhering to social conventions in seeking a position which contributes to the greater good? What is the effectiveness of vocational selection systems that aim to locate main strengths and expect these to be capitalized on, even though the young adult may choose other possibilities which go unnoticed by these systems?

One of the most important contributions of this research and this theme is the liberation from the idea that every person has inner knowledge about the career path that just needs to be discovered, an inner vocation guide to life, passions, or a desire to strive for.

CP contributes to the understanding that satisfaction and happiness in life develop and changes over time and is not necessarily innate in everyone (Emmons et al., 1986). This contribution contradicts the prevailing perceptions of self-actualization motivation, as well as coaching tools that deal with the discovery of one's calling and passions. In a path paved with good intentions, the coachee may be led to years of suffering.

This theme contradicts some of the theories and perceptions in coaching, rejecting the belief that every passion and goal is always open and possible in life. One needs only to choose the desired goal and strive for it and the goals will be fulfilled. The Talmudic law on which we were educated which states: "You have wallowed and persisted – now believe, you have not attempted and have found – do not believe" (Babylonian Talmud, Tractate Megillah) does not always hold true for everyone. Those people who strive and fail are the ones who usually seek help. This can be paraphrased as the target participants group of therapists and coaches is primarily this group and it enhances the role of CP as the most adequate helping tool.

A deeper exploration of this research data revealed a factor that held high significance for the participants and was very different from the notion of searching for your sole purpose in life. This entailed coaching to develop the participants' ability to formalize a flexible approach to realize their passions. The coaching helped them to be open and to explore additional self-actualization possibilities that could connect to their identity components in a way they hadn't previously thought of.

This approach is supported by Hidi and Renninger (2006) and O'Keefe et al. (2017) who researched the educational interests and motivation of young adults in college. Hidi and Renninger (2006) presented a motivational model to engage, maintain and succeed in academic studies. They divided the students into two gross groups: fixed and growth theories of interest. The fixed theory group comprised those who believed that they have a specific calling and the growth group believed that they need exploring their path.

The findings are relevant to this study: concerning growth theory, the fixed group had fewer interests beyond their already existing interests. They had the idea that their passion, when found, would provide them with unending motivation. The pursuit would be easy to accomplish. When that expectation failed, it resulted in a sharp decline in interest. Regarding O'Keefe et al. (2018b), their research focused on a broader population of students to affirm the outcome of their study. "We focused on college students because they are developing their interest identities and enjoined to 'find your passion'. Whether other populations would show similar patterns is not known" (Frank, 2016).

The research also demonstrates that for most participants, the perception was that at the age they were at, and in their socio-demographic situation, they should be able to actualize their inner calling and since this did not happen for some of them, personal frustration and disappointment were paramount (Grubbs et al., 2019). It was a great relief for some participants to discover that not everyone has significant knowledge of their inner calling to actualize themselves at work (Levy, 2013). This research adds to the innovative knowledge on this theme; that it is often enough to have a real interest to inspire the motivation to continue onward (Hidi & Renninger, 2006). Some participants were helped by the idea that finding interest in the job is an evolving process, and it is possible that this process will lead to the discovery of a deep passion in the future, or it may not ever happen.

Young adults who were channelled into their career path and who shaped and loved it was not among the study participants. However, such participants were at the meetings with the post-research groups and many of them understood during the presentation of the research outcomes that a limited interest guided them. They expressed frustration about their path and their job, and their unwillingness to achieve the higher-order goals expected of them (see Appendix XXIII).

These findings question the necessity of sorting and placement systems, for the confused population. Because if the inner calling and passion are vague, then are the systems able to present a successful career path when much of the required knowledge is not yet known?

The previous concern is related to the question about the content career counselling has to offer. Should a CP coach also be acquiring knowledge in the field of career offerings, as happens for example in the Holland model? This question is honed when one considers the field of CCP as a unique branch. CCP, can provide the "something

else” that the participants were looking for. Therefore, deliberations, confusion and vague ideas about self-identity were not regarded as obstacles. For those who had no long-term vision and were dismayed by the low-level positions offered by the selection system, several methods were used for exploring additional identity components (Baron et al., 2000). The aim was to increase both mental and emotional flexibility to find an occupational interest in a field that triggered curiosity, imagination, motivation, and learning.

Arises another question of the motivation that is outwardly triggered can lead to personal development and satisfaction. This study reinforces this possibility. It needs to maintain and activate occupational factors that can affect motivation. This study recommends that managers and organizations should not neglect the personal development of young adults. Without constant nurturing of the level of interest they possess, the interest in the occupation will fade and disappear and the young adult will start to suffer.

Another novelty of this research is the outcomes that illustrated that even participants who were aware of capabilities in fields they were capable in, chose not to practise in these fields for years due to their wish to actualize other parts of their personality. This differs completely from approaches that were prevalent in the past. If a person had above-average abilities in mathematics and physics, they were directed to choose to engage in professions such as engineering, computers, mathematics, and the like. The assumption was that if they were talented in certain areas, they would want to engage in them and succeed in them all their life. This assumption has never been researched. The school selection systems and then the army or other entities led young adults in a particular direction and so they acted. Hence, no one could understand the frustration of a talented young engineer wanting to leave their position.

Some of the conventions young adults aspire to are that they wish to contribute to the greater good (Grubbs et al., 2019). This research, however, found contradictory findings; most of them did not mention this notion and this void speaks volumes. The few who did mention the greater good and their desire to contribute to it via their calling emphasised their self-actualization and adding to the cause as a secondary calling (see Appendix XXIII).

However, as a result of the qualitative nature of this research, further research will be needed in this field. It may be assumed that after the outbreak of Covid-19, the behaviour of young adults will not be either-or. Premade structured conclusions

should be less prominent and less unhelpful owing to the individual's willingness to express their needs and their need to be heard.

This may be due to the emotional-cognitive state in which the participants in this study found themselves. Other explanations follow the idea that not all young adults have an interest or passion for contributing to the greater good. Since the research sample was diverse, and not a sample made up of passionate college students or high-level managers, this phenomenon did not appear. This finding also produced young adult participants in the post-research community meetings, who did not feel that this was a burning passion for them. In another post-research meeting, the participants were in their mid-forties and overexpressed a desire to contribute to the greater good through their occupation or by volunteering. This gap demonstrates the critical difference between opinions shaped by the age cohort taken from opinions deduced from poll statistics, and in-depth interviews with individuals describing their ontological experiences in real time. The differences present varied truths and give less emphasis to inclusions.

Finally, the core of the work was the emotional-behavioural coaching throughout. However, many questions about the fundamental meaning of coaching nowadays, and the ways of developing the field remain open.

Further suggestions:

- Expanding the research into the unpredictability of trends in the occupation field; the perceptions and behaviours of young adults concerning their career confusion.
- Expanding the research on the changes in professions both in the present and the future, and their influence on young adults' confusion and CCP coaching methods.
- Further exploration of the changes in the patterns of trial and error of young adults at the beginning of their professional path, and the effect these on confusion, flexibility and finding balance in life.
- Construction and expansion of the concepts, terminology, and framework of the CCP method as a structured and unique field of career coaching.

Manifesting the change through CCP

The change manifested in the participants encompassed three main patterns which were identified throughout the process via verbal feedback from the participants and were expressed their shift toward positive wording. They began using words such as “self-actualization”, “career planning”, “satisfaction”, “balance”, “self-acceptance”, “contentment” and “happiness”.

A large part of the change descriptions is already included in the quotes of the change patterns. Therefore, in this section I will highlight only the leading principles of the changes for the benefit of future work with participants like the research participants.

Three patterns of expressing the change were identified:

- Patterns of realistic expectations
- Patterns of expressing happiness and self-acceptance
- Patterns of self-actualization

Patterns of realistic expectations

The participant’s resilience to life-changing events increased regarding their self-acceptance and their self-assessment of their abilities. During the coaching, they parted ways with their illusionary dreams and frustrations by revisioning the vista of occupational vocations and accepting the idea that personal growth may take time but would allow them to grow and progress beyond their prior fixed interest or idea (O’Keefe et al., 2018b).

“My challenges are to earn a living and act maturely... I realize my dreams will not come true by wishing it, and that some pursuits may never come true... I understood that I always wanted to use shortcuts because I always saw myself as a genius, special, one of a kind... Today I understand that I have a long way to go, and I do not fear it.” (P4)

Participants let go of common ideas and slogans which had failed them:

“*If you believe in yourself, you will find the way...* This useless thought caused me terrible wastes of time and a lot of pain..... I understood much of my discontent came from my unrealistic expectations and cast a shadow on any achievements I did realize... I've learned to accept myself... I know there are obstacles in my way, but I now have the frame of mind to enlist the resources, to go through them and not get discouraged...”. (P13)

"Be connected to the abundance of the world, the more you give, the more you receive, which of course, never happened and only made me feel worse... I realize I chose to embrace them because it was hard for me to be assertive and go after them myself. I thought positive thinking would get me there without any effort... Now I understand I chose to be naïve... If I will succeed in accomplishing my dream while I stay in my current position it will be a huge success. If my plans won't work, I will not be afraid anymore... If it will not succeed in one place, I will just try another". (P10)

"If you believe in yourself, everything will work out. It didn't work out for me... I had tons of self-confidence, at least that's how I paraded around, and it didn't work because faith and degrees were not enough ... I have worked on myself to change, and I will continue this path ... I realized after a few job interviews that I need to expand my knowledge in the field, I decided to work in it. My path is clear to me even if there will be difficulties or delays, it will not deter me or make me scramble for jobs that are not right for me."(P14)

The participants, after a prolonged period of disappointing experiences at work, made an essential change which revealed a realistic career path. Instead of feeling disappointed that they could not “conquer the world”, they experienced a sense of calm. These findings are in line with Grubbs et al.’s (2014) and O’Keefe et al.’s (2018a) claims concerning the damage common beliefs about success are doing.

It takes courage and thinking out of the box to internalize that some of the beliefs and perceptions that one grows with are generalizations that do not work for everyone. This is the most important contribution of this part of the study and it contradicts several perceptions that are deeply rooted in society and are considered “truths”. These “truths” are not research-based and therefore are not easy to refute. Their impact is a solid truth in the fields of education, psychology, medicine, and employment but does not pass muster in research (Ehrenreich, 2010).

This work suggests that young people experiencing confusion should be careful about relying on slogans that deal with motivation and the essence and meaning of life, and check whether they elevate or hinder their quality of life.

The coaching helped mainly to personally strengthen the participant. The characteristics of the “unsuccessful” occupations were recorded and from them, the possible traits and desires were filtered. In this case, the manner of thinking and

perceptions of the participant were applied from a fixed destiny into a flexible frame of mind. The participants altered the way they saw self-actualization and became able to accept different variations of self-actualization with a realistic understanding of the need for a systematic, evolving and flexible investment in the desired direction.

It can be assumed that the need for employment realistic perspectives will expand due to the outbreak of Covid-19 that changed the world of employment. Companies have already closed; young adults have been fired from their jobs, and investors have withdrawn from some of their investments in various sectors of the economy. Distress resulting from dismissals or frequent changes in organizations will increase the need for realistic expectations.

This work includes identifying and documenting the need for realistic expectations and providing qualitative validation to young adults who are not "defective".

Patterns of expressing self-acceptance and happiness:

This section describes the investigations of what happiness is for the participants and how to create it. The concept of what comprises self-acceptance and happiness has changed during coaching. While these terms are in daily use in society and have a strong effect on shaping young adult's perceptions (Curran & Hill, 2019; Grubbs et al., 2019; O'Keefe et al., 2018), few stop to consider what they mean to them individually and how this shapes their lives and occupational choices.

" As we drew the new reality of my vocational life, with all the enthusiasm I had brought to the sessions, it seemed to me like empty words... Now when I experience the change, it is no longer just words, it is a great feeling of being calm, happy, self-accepted out of knowing the path... Creating my path and overcoming the inhibiting thoughts by creating my own language for the annoying thoughts, really does me good... Not to fear my concerns about a lack of funds, or loss of a temporary job... New feelings are ebbing in me now that I am released from the shackles of fear which held me before." (P5)

Another example of the sense of release experienced when realistic goals are accepted concerning past behaviours:

" I blamed others for everything that happened to me, even though I knew from theoretical knowledge that I had a part in those fights with others... It's a slogan I heard but had no internal belief in. I must admit, it was not really clear to me what my part was... Before changing, everything they told me, hit me, obsessed

my thoughts because I did not know who I was. Other's critique and reality obstacles shocked my world quite easily ... Now that the road is paved, it is easy for me to describe the change. It is a change of calmness, happiness, self-acceptance at every level and contentment at finding who I am.... I think not only have I found myself, but I have also become a nicer person to others..." (P10)

Participants 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15 and 17 came to accept their troubled past and let go of the shame and distrust which hindered their growth.

" I can speak today of my past without bursting into tears and blaming my parents and myself. I see people who listen to my story are giving support and not judgment and I feel a great relief that I do not have to hide a big part of my past." (P15)

Participants 10 and 11 described moving from an "immediate" and unrealistic concept of happiness to a process where a person feels content with who they are and who they were, including their mistakes. This process includes acceptance of their capabilities and their situation without feeling shame as an unfortunate person might. The participants combined clear aspiration and education which matched their passions and perseverance in the chosen field.

The contribution of this work lies in contradicting conventions of beliefs and misconceptions among participants about the notion of happiness and the way to achieve happiness. My ability to offer a mental and emotional alternative of self-acceptance as a basis for happiness and coming to terms with life events without turbulent and difficult emotions has greatly helped participants find the right path for them. This work may help to question social "truths" and to promote personal happiness based on the individual's life experience and those who address their needs.

Work-life balance: One of the most meaningful conceptual changes was that some of the participants understood that a vertical promotion is not the only proof of success. Those participants adopted a new pattern of thinking and found what led them to wellbeing. Wellbeing, balance in life and feeling a flow sensation were chosen by the participants as indicators of success in life.

Participant 8: (Speaking with joy and contentment. She arrived to the meeting at 18:00 which is considered to be a part of the workday in her field) "My job

flooded out bad characteristics which I recognized from my past. I was unbalanced and the situation was becoming worse, and it affected my personal life. The next promotion phase will be to a VP position."

I: "And what is wrong with that?"

Participant 8: "I look at my boss, she is one of the most successful VPs in the company. I saw what is ahead for me. Endless quarrels and arguments as a problem solver who is disconnected from the ground level... I was raised to think that a vertical promotion is the expression of success and achievement... Now I understand that wellbeing and my mental health is what I want, and I can stay at my position without the thought that I am a failure..."

Happiness and self-acceptance were interpreted by part of the participants as the balance between their personal and occupational lives. The tension created by the pressure of submitting to the societal norms of constantly climbing the corporate ladder and changing positions against the cost of losing personal lives creates many doubt, pressure and confusion. I encouraged the participant to take into consideration more than the advancement in the workplace. The importance of the work-life balance was brought forward, the result being that participants felt freer and happier to spend their time playing with their children, engaging in their hobbies and enjoying their leisure and stopped seeing pursuing their career advancement as the only life actualization.

"I am proud that I stopped practising law and that I am authentic... I don't have any ambition to take advantage of the social standing of my family. I understand there may be a financial effect coming from this decision but I am willing to live this life and I know I will be able to make my desires real. I accepted the fact that my intentions are not the standard ones. I will never work in any job which will tie me down... I need more personal freedom. I managed to start behaving differently; less nervous and less aggressive. I learned to accept my own preferences and attitude and love myself. When people criticize me, I laugh and say It's all good. The critique then magically disappears, and people become interested in what I am doing now." (P13)

An example of happiness is the ability to balance career demands and promotion opportunities, and other personal and familial obligations. In this study, it was observed only in the female participants, especially those who had received false-

negative feedback. Those who received this feedback were given the confidence to feel content with themselves, which gave them great relief after years of feeling strange, not aspiring enough and not hardworking enough. The post-research community meetings included people who supported this notion and one of the attendees was a mother of three children and an ex-teacher. She had been doing odd jobs for four years. She stood up and expressed her indignation against the obsessive-compulsive drive to achieve. Her inability of not to comply with adopted personal norms, in her twenties (Appendix XXIV).

It is important to note that investing in the participants' wellbeing help the participants elevate their feelings by reviving their hobbies and family life. These could be revived more immediately and helped the participants feel better during times of no noticeable advancement. The coaching resulted in an increase in drive and thus an increase in investment in well-being improved their moods and increased their energy. This in turn synergistically elevated their desire to succeed in the workforce and helped them gain trust in the coaching (Futuring Up, 2018; Lahad & Doron, 2018).

The contribution of this work lies in encouraging participants and coaches to re-examine the truths that motivate them in defining what comprises success, promotion and a balanced life for them, thus challenging the contradictions and confusion in the participant's expectations or compliance with organizational norms and expectations of others. This work may help to question social truths that are not based on the individual's life experience and are not appropriate for them.

The process of CP contributes to three planes: It creates a "laboratory" to redefine what is subjective advancement in full for the life of the participant and whether a promotion will adhere to the guidelines of what constitutes this advancement. Secondly, it guides, redefines, and creates occupational choices which both advance the participant and adhere to the needs of the participant in terms of growth and matching their identity. A part of this phase lies in releasing the participant from the social requirement to advance vertically. Thirdly, it energizes and propels the participant to the point of beginning this new pathway, which may seem unclear before it manifests. For example, participant 8 chose not to pursue any vertical promotion out of fear.

Participant 8: "As a single woman, I understand that if I advance further, I will not have time to find a partner and start a family. I am expected to leave work at eight or nine in the evening as a daily routine... When campaigns launch,

most senior executives stay up until three in the morning...It is impossible to start private life late at night...I am aware of the achiever in me, and I will not part with it. More than I want to achieve, I want to renew myself."

After several weeks of inquiry and meetings, participant eight found a new interest within her organization. She shared this with her management, and the other departmental director allowed her to join the department and synergize her skills with the ones needed in that department. This change is not a promotion but a renewal. Her interpretation of life-work balance was met by changing her managerial principles. She referred to this as "coming out the door into daylight".

Another example:

"I accepted the fact that I am a mom and the price of absence from my children's lives is not one I can pay... At the same time, I knew I will not leave my position. I understood and accepted after going through coaching that the promotion will have to wait until later in their lives and my climb up will be delayed... Once my decision was made that I am staying at my position and making a place for my family in my life, I felt relief and I am a completely different person now... I understand I must recommit to my position and regain trust while still maintaining the work-life balance.... I have become a much more productive manager and I feel complete and more satisfied which come back to me in business feedbacks. My manager promised to return my lost workforce and I am a much happier mother who gets to see her children more. I am just happier." (P2)

In a meeting held in 2017 with participant two, she shared that she was succeeding and flourishing in her position but making sure she came home while it was still light to see her children. In 2022 she aims to seek a promotion if it will fit with her life-work balance and if it will interest her as a new challenge

Failure, laziness, over-indulgence, or weakness sticks to those who feel the career race has thrown them off balance. Participants 1, 2, 5, 6, 8, 12, 13 and 17 felt relieved about accepting the concept of life-work balance. These findings are in line with Curran and Hill (2019) who claim that young adults are prone to develop abnormal disturbances due to the continuous race to achieve. Nowadays work is characterized by working anywhere and anytime, which threatened the well-being of the participants (Santuzzi & Barber, 2018). Santuzzi & Barber (2018) explored the pressure caused

by working remotely and called it “telepressure”. This is linked to higher levels of exhaustion (physical and cognitive) and more sleep-related problems. Results also showed a negative indirect effect of workplace “telepressure” through psychological detachment in work engagement, despite the positive effect that flexible work hours can have.

It may not be by chance that most of the participants were female. Almost all of them already had a family or wanted to start one. Do young male adults experience the frustration of subjugating their private life in favour of hard work? This issue requires qualitative research including in-depth interviews. There is a wall of denial stemming from social norms which target young men, primarily pushing them to focus on work and to bypass non-work activities. A questionnaire approach may not do in these cases (Appendix XXI).

The outbreak of the Covid-19 pandemic showed that the young female population was the most vulnerable population to dismissals and resignations (World Bank Group, 2020). This work contributes by contradicting the idea of the choice that the young adult females supposedly had. Today a young female can ostensibly choose her career path without giving up on a relationship and starting a family. This work shows that this is not the reality for the study participants and possibly for other younger female adults. Some of the study participants are still forced to choose between the different tracks. The "Sticky Floor" phenomenon presents them with harsh decisions which were made allegedly as an independent and voluntary choice (Barzilay & Ben-David, 2017).

Patterns expressing self-improvement:

Liberating disturbing thoughts is an essential step to enable participants to act. Assistance was provided through various methods, including popular behavioural therapy techniques. The decision on which method to choose was made based on the symptoms manifested by each participant, as well as the extent to which they had previously tried different methods to successfully relieve stress and confusion. This style of coaching is the CP signature style, as presented by researchers in the field (Bozer & Jones, 2018; Grant & O'Connor, 2019).

" ... I learned to answer to my dreadful thoughts rolling in my head... I started to ignore and reject the dialogue with the anxious thoughts. In other cases, I knew to label the source of my thoughts and it was not fear at all... The part contributing most was when I learned to tell myself that these thoughts are not

the 'truth' but a reconstruction of false sayings people told me about myself... Those 'close' people had their own reasons but now I am not a child anymore and I can choose to separate myself from those old sayings in my mind... if I continue to be afraid of other people sayings, I'm just a cloned reflection of other people's sayings... It is the beginning of the journey to self-discovery and self-worth." (P17)

There were patterns of improvement in the way participants dealt with the stress that arose from work:

"Little victories created confidence. Not every job turned out well. But I was maturing to the point where I realized that life is like that, and that not every problem is entirely my fault... I understood that even when you do your best, some things are going to fail... Slowly the self-healing process started building me back... " (P15)

Besides the self-improvement change, the CCP improved other aspects of the participant's life as well. Most of the participants reported a spontaneous positive effect of the CCP on their behaviour towards family and friends. Akshuthi and Peleg found that inmates in the coaching programme weaned themselves off the smoking habit, avoided prison brawls and applied for rehabilitation hostels before their release. All those valued contributions were positive outcomes additional to the goals of the coaching programme.

In this research, a similar process occurred. Participants worked on finding their path, as well as on elevating their employability skills such as avoiding aggressive language, showing more empathy and positivity to others, acting as creative leaders and more. Participants reported that they stopped having tantrums and emotional outbursts and making harsh criticisms of others' behaviour. They felt a sense of deep and expanding change.

"I start getting positive feedback from my family and friends and a lot of people told me that I have changed." (P4)

"I want a similar kind of coaching for my relationship. The change happened on many levels. I want to have the possibility of returning for consultation from time to time." (P11)

"My relationship with my partner improved. We are both much happier now."
(P14)

Changing one's life story as leverage for self-acceptance and rebuilding a life story allows the presentation of the emerging identity without the past difficulties.

Participant 17: "All my life, I believed my father never failed in work, something bad always happened because of other people... .. My thoughts lead me to think that I could not succeed because people are cheaters and that is what they did to my father. Now I realized that he had a big part in his downfall."

I: "What did you understand about your father and yourself?"

Participant 17: "I understand that he was careless and hadn't thought about the obstacles that could be in the way of an independent entrepreneur... It is true that people also deceived him, but he could have prevented much of it... lately, I think he might have had ADD and it made him believe in people because he might have had a hard time getting to details... I was able to separate in coaching that I am not him, even if I have ADD problems... Despite what has happened to me in my business to this day, I feel that I can understand the whole history of my life and all of what comes from it."

I: "Can you please note some of the changes you feel?"

Participant 17: "I am cautious and not suspicious, happier, not afraid of corporate intrigues... I try to use them to my advantage... I've learned and rehearsed some tactics in coaching... One of the main differences is that I don't come every day to meet a fight instead of work. I understand that I can really succeed, and history will not repeat itself. I will remain in my position and reap the fruits of my labour. This coaching motto changed my life."

I: "What kind of an impact does it have on your surroundings?"

Participant 17: "People treat me with more respect, my boss trusts me more than ever. He started to seek my advice about business strategies... gave me a longer break when there are high waves in the sea to surf them... my wife thinks that I need to continue therapy or coaching."

Here is another angle to re-building a life story:

Participant 10: "When I heard the hours of work from the HR interviewer, I shrank... I suffered when I finish working late. I did not know what was happening to me. These are regular job offers for the field in which I work. Then I realized in coaching that the work displaced my two parents away from me. Both my parents always came home when it was already dark, I hated and feared it... I felt demanding work hours stole my life from me and I did not understand why... Now, I feel that the story is not about a small child in an adult's world. I'm not lost anymore."

I: "What has changed?"

Participant 10: "I know what my new path is now, and it strengthened me. I work in the same position, study intensively for my diploma and work every day at home to deal with assignments. I don't have a spare moment and I'm happy."

I: "Can you please share the reasons for the change?"

Participant 10: (Eyes glistening with appreciation at the insight) "The deep understanding of who I am, what I want from my life and the understanding that I will have to invest in myself a lot. Yes, it's parallel to my parent's lives, but I'm not them... They have some rigidity that I don't have, I also don't have kids depending on me... I think I mistakenly thought that my parents' work was the problem, and now I realize that it was something about them the messages they transfer at home about work... maybe they disliked the long working hours and I inherited this... I now go with great joy and love in my heart to my workplace, daily."

The alternative life story aimed to liberate participants from a restrictive mindset linked to their family or past events in employment. It became necessary to construct a broad family historical understanding that included thoughtfulness and creating an alternative life story. This alternative life story was valid only if it made sense to them and if it explained the most unfortunate personal, familial and employment events. This technique involved some of the main aspects of CP methodology: problem-solving by asking "Why" questions; reframing the participant's information (Grant & O'Connor, 2019); and solution-focused coaching as suggested by Burke (2019), Grant (2019) and Grant and O'Connor (2019).

The following are the steps of the research process in action, considering the changes which occurred during the research:

The Research Model of Change

Building trust: Creating familiarity with the participants being prepared and honed beforehand, and with several proposed interview topics. Preparatory work was done from the materials the participants sent in their emails and a brief content analysis of the two study screening calls. The main technique was to be interested in every detail exposed, and not to do any professional labelling. Learning the participant's ontology in the most suitable way possible (Lahad & Doron 2018).

Forming coaching goals: Post introduction, set realistic goals which were built upon the concrete goals the participant held previously. Relieve feelings of failure and loss by facing fears and anxiety. Utilizing psychoeducation to expand the participants' knowledge of themselves (Brom et al., 2017; Lahad & Doron, 2018).

Contextualizing fears: Understanding that fears and anxieties are part of one's thoughts rather than an objective "truth". Other techniques separated the participant's actual life from the one borrowed from others who told them who they were, as well as internalized familial behavioural errors, and surrendering to social dictates; thus, striving to find the components of a natural personal identity (Grubbs et al., 2019; Twenge & Foster, 2010).

Coping with fears: Developing sets of functional thoughts and self-answering techniques that weaken fears, rather than repressing them or being angry with oneself (Brom et al., 2017). Realizing future outcomes which may occur if the defective personal script drives the participant's life. Internalizing and foreseeing the improvements of the planned path contributes to increased control and self-awareness.

- *Past-related guided imagination (optional)*: This refers to imaginary job scenarios in which the participant failed in the past or present, owing to a restrictive internal playground. The change technique applied used the imaginary space to create a positive emotional experience reimagine the past event scenarios. This phase was repeated until the participants felt capable of facing reality. (Brom et al., 2017; Lahad & Doron, 2018; Lahad & Leykin, 2012).
- *Future-related guided imagination (optional)*: The participant imagines potential difficulties at work and creates solutions to upsetting work situations. The solutions relied on creative out-of-the-box techniques. Emphasis is

placed mainly on the participants' ability to manifest traits and feelings (anchors). Some of these anchors are fruitful experiences in which participants displayed traits and emotions they were not always aware of. This phase was repeated, from minuscule to grand stimuli, until the participant felt capable of facing reality (Brom et al., 2017; Foa et al., 2004; Lahad & Doron, 2018; Lahad & Leykin, 2012).

Self-forgiveness and self-acceptance: Diminishing the self-blame and passing on to self-forgiveness by accepting one's personal history and past decisions with compassion (Brom et al., 2017; Lahad & Doron, 2018).

Restructured self-scripting: Building an integral story that attributes different meanings to past events and positively interprets skills and abilities, as a predictor for future employment behaviour, and connecting the previous building blocks into a coherent life story, composed of new insights, reflections, and self-awareness.

Life-culture: Building a culture on one's values. These values propel the participants to seek suitable employment and create a balance between leisure, volunteering, and family life. The balanced future decisions are a crucial step in the process of anchoring the new occupational behaviour and self-image in the long term. I assisted in reframing the setbacks in the process and anchoring the new self-image.

Reality testing: Testing the new identity and skills in life. Preparing a CV which reflects the values and new perspectives of the participant. Preparing and rehearsing a pitch that emphasizes the improved identity components. Rehearsing for job interviews or modified self-presentation with current employer. Executing screening job assessments. Maintaining a professional network of contacts and preparing new references. Two-meter systems were created – getting interviews and assessing their outcome.

Continuous feedback: Learning how to receive challenging feedback from interviews and employers, internalizing knowledge from new experiences and creating continuous improvements based on the concept of lifelong learning.

Lifelong learning philosophy: Embedding a frame of continuous learning and evolving one's professional self. This includes knowing that career planning and life planning are dynamic, in the sense that they will fluctuate in line with one's career path. The coached abilities and frames of resiliency and emotional strength bolster the participant through career changes, retraining, unemployment and underpayment.

The psychological contribution to post-research development is twofold: First in knowing they have inside themselves strengths and anchors which can propel them forward, and secondly, that they can seek assistance which comes within a short and effective timespan.

The coaching model presented is the fruit of changes, adjustments, and expansions of coaching, gleaned from an intimate dialogue and in-depth exploration of the participants. It makes a significant contribution to the CP model within the segment of self and occupational identity building.

Out of the desire for more research to emerge in the field, I took care to indicate each stage of the study as performed, to allow for a repetition of the model stages in populations similar to the study sample and others. Repetition will increase trustworthiness and contribute to the creation of new knowledge, both about how to deal with confused young adults and the further development of the CP model as a reliable research and coaching method.

Further suggestions:

- Additional confirmation by studies to establish the proposed model in a cohesive framework that can be offered to the entire population of young adults who feel confusion or distress on their journey to pave their careers.
- Adapt the model to specific target populations, which were not included in the research, such as minorities, special needs populations and those without secondary education.
- Examine the applicability of the model among older populations, for example ages 36–50. Clues for the need to implement the change model to this population emerged in the recutting phase of this research, and in the participants' feedback in post-research meetings.

Theme Four – Enriching Feedback

Using the participants' testimonies, this theme validates concerns about the research question and its derivatives, whether the coaching assisted in lessening or resolving their confusion and stress, and whether CP is a method whose tools match the challenges the participants presented with.

I collected oral feedback from the participants at the beginning of each session, and at length in the sixth session and the last two sessions. Participants underwent twelve sessions although some completed the process more quickly. The feedback was verbal and in freestyle and aimed to track the participants' ontological experiences in the research.

Questions at the beginning of each session were varied. These included: "How did you feel about the previous session? What sustained you from the previous session? What did you plan to do and did not do? What are the topics you plan to discuss today? Are there any topics you have omitted and would like to discuss at present? Do you have any comments about the coaching style?" (Not all the questions were asked at the beginning of every session.)

Examples of questions at the sixth meeting: How do you feel so far about your participation in the research? Are you getting the benefits you expected? Are there other or additional benefits? Are there any issues in your life which worsened after the coaching sessions? Would you like to give feedback about the coaching style and the coach's work with you? Is there something that hurt you or did not help you? What would you like to do in the coming sessions? Is this different from what you originally expected?

A few participants ended the programme after five or six sessions, feedback was collected after the second session.

Examples of questions asked in the last two sessions: "Did coaching help you only on the career level? How do you feel at the end of the process? In which session did you feel the turning point? Can you list the three most important lessons you received from the coaching? How did the coaching style feel to you? Did the coaching benefit other areas of your life?"

Some questions in the questionnaire had more than one option. I aimed to track the participants' perspectives on the process they underwent over several weeks. (Since the number of participants does not allow for quantitative statistical analysis, this method was not applied.)

My questionnaire, which included several main questions about the feedback process, the research process, the timing of the change, and my coaching style, is attached in Appendix XV.

Some participants did not reply to certain questions, and those replies were referred to as “empty cells”. Others wanted to emphasize a rejection, and those replies were referred to as “Answers 0”. Verbal feedback was gathered and placed within the forms by me bypassing the resistance and shorthand questions raised.

Answers 1: Represent a positive reaction

Answers 2: Represent a negative reaction

Answers 3: Represent an uncertain reaction

Table 4: Distribution of Replies to Feedback Questions

Type of answer	Number of reactions
Answer 0	70
Answer 1	415
Answer 2	179
Answer 3	87
Total	751
Total cells	833
Empty cells	82

The Right Time for Participants to Join the Sessions

The set of questions 25–28 (Appendix XV) deals with the timing of when the participants chose to take part in the research, and the point in time at which they felt ready to make changes in their lives. The majority felt that the timing was perfect for them, although a minority thought they had been ready two or three years prior. They claimed that they had failed because they had not found the methods which suited them, and the appropriate coach or psychologist. The majority of participants reacted positively when the programme came into their lives at the right moment, but some of them had additional thoughts.

"I came to the end of the road. I am beyond ready to take steps towards a new position, even radical decisions. I now need to be helped." (P10)

"I want help in finding a constructive way of making peace with my job or to quit. It must happen now." (P7)

A minority thought that they could have begun the coaching process earlier:

"I started to think of taking counselling in this direction a few years ago but I was afraid to make the move. I hope I am ready now; a new approach may better help me. I feel that it is time to stop avoiding my needs..." (P6)

Some felt they would have been too immature for the programme if they had encountered it few years previously and that the feeling of being in a dead end had led them to choose to participate in the research:

"Wearing brands elevate my confidence and my general feeling... But I bought sizes that don't fit me and that bothered me, but I've still done it... I turn to professional help because I am penniless, and this bad situation cannot continue anymore." (P9)

From the same category participant 4:

"I really hope that I will find now, with your help, a new occupational path. I feel that I am a loser for the first time in my life and realize it may be me who is responsible for where I am... now I realize that I need professional help. Maybe I am not the smart and charismatic person I considered myself to be." (P4)

The readiness to join the study didn't show any single clear conclusion emerged regarding the appropriate time to join the study. Three threshold conditions of the readiness necessary to join this study, emerged from the analysis: some awareness of personal responsibility of the current situation, the feeling of the end of the road, and the lack of financial resources. These motives can be a measure of readiness to participate in the study-the situation of the participant's life and their potential to make a change now.

Feedback Sequence and Turning Points

Feedback sequence:

I wanted to identify the most efficient feedback sequence and timing. Most of the participants felt that the midterm feedback was the most important one and gave them tools to deepen their understanding.

"After the midterm session, it was clear to me what I was doing. It was a challenging session and I understood why I didn't manage to commit to different jobs. I finally put together the pieces composing my life story." (P14)

Others thought that the feedback at the beginning of each session was most helpful. It helped them to be more secure in their new career paths, especially in the first sessions when significant figures in the participants' lives did not believe in them.

"The feedback at the beginning of each session made me feel fully heard. It was unlike anything I experienced outside of this research." (P6)

"Knowing each session will begin with feedback made me prepare for it and organize my thoughts." (P3)

Turning Points:

Most of the participants felt that towards the end of the sessions, they had actually fulfilled their goals. The change had become a fact of life. The feedback at these sessions was significant because it helped the participants to precisely perceive the change.

"The greatest contribution of the coaching was the understanding that I was following in my father's steps, and I stopped. The motto of 'harvesting the fruits' will always be with me... I know today that my identity is connected to the sea. It is connected to surfing... I understand though that I have to provide for my family... I can also take a few hours to go surfing. ... Maybe in the future, this passion will become my profession and even if not, it will not be a tragedy. Everything became easier to handle when I realized this." (P17)

The decision to end the sessions prior to the dozen mark was made by consensus between the participants and me. In any case, their last sessions were most empowering and important was made.

"The CP sessions gave me the strength to go through the steps of separating from my old fears and to know how to find new partners in marketing and new clients... I understood that the CP model that I practised with you is in fact the model I should use with my clients and myself for future career decision-making. The model for my success was already determined in our sessions and I felt no need for repetition. The process felt like a gift to me, and I wanted it to pass forward to another person." (P5)

Some of the participants felt that the first session was revolutionary, and many felt they had choices to explore. This session was the trigger for many participants to remain in the research process and move toward a new career path.

"I understood a lot after the first coaching session... It was a shocking session for me but taking a few days to digest it, I felt excellent. I thought that my goal is to be a man and one who is mature." (P4)

In the same category, participant 8 had the following to say:

"After the first session, I began to feel a change that finally there is someone who does understand me. I felt that I am not alone and that someone is trying to help and not criticize me. This is the reason that I was ready to complete this tasking. Usually, I have a natural objection to what people are asking me or telling me to do, but I did not feel so with you... I felt in a safe place." (P8)

Others thought that the third meeting was their turning point, as they needed more time to evolve and to allow change. It took these participants time to get to know me, to feel safe and to trust the methodology of coaching psychology.

(Speaking with an air of self-satisfaction) "The first two sessions were the densest and a turning point occurred between the second and the third session. It was the time to be in the centre and avoid pressures from my family and workmates. I was relieved and able to decide on a course of action from that point on." (P2)

In the same category, participant 14 indicated:

"The CP was like a lightning strike. The first two sessions were introductory. The third session was a breakthrough because my life story was laid out before me. It was hard to digest but paved the road for the process to work". (P14)

It is possible here to point out the importance of frequent feedback which led to a constant improvement. The participants felt that their lives were considered and their voices were heard. Everything they said was significant and appreciated. I was aware of their comments and thus an atmosphere of trust, confidence and openness was created.

The thorough examination of what is done in each session, the examination of the participants' feelings when arriving at each session, land earning and adjusting the coaching track during work is a condition for success (Lambert et al., 2018). A breakdown of all the metrics mentioned above indicates how I examined the way each session was modified and met the exact needs of the participants, as well as

participants' degree of satisfaction with the session content and my coaching style (Goldberg et al., 2016).

The advantage of research style over paid work is the ability to devote time to feedback that sometimes in reality, for fear of "wasting" the coachees precious time, is either not collected properly or not collected at all.

The importance of feedback in clinical work is well known and measurement scales of patient satisfaction have been constructed to prevent dropout from therapy (Duncan et al., 2003). Orlinsky et al. (2003) demonstrate that a positive alliance is one of the best predictors of session outcomes. Duncan et al. (2003) developed the Session Rating Scale (SRS), a measure used for psychiatric purposes, pointing to the huge importance of feedback in the alliance between therapist and participants. It can be assumed that for normative populations as well, frequent, and exploratory feedback deepens the alliance and contributes to coaching quality.

The feedback collected in each phase in the process, including checking the feedback collected, contributes significantly to knowledge about the flow of coaching processes and the crossroads and turning points. It described the important nodes in the process, as well as those who can help researchers plan the next CP study and help coaches plan their intervention phases.

Effectiveness of the Methods of CCP

Participants expressed full satisfaction with the CCP methods. They expressed their satisfaction by coming to the sessions and none of the participants abandoned the research programme despite knowing they could leave without explanation. Initial satisfaction with the CCP training method was not surprising, since participants chose to participate in the research, and they had learnt about this method.

However, this fact by itself does not give a guarantee of satisfaction, as it is a commitment to twelve sessions, often after a long day of work or at weekends. The element of persistence is proof of continued satisfaction. A minority of participants found it difficult to leave and hinted that they wanted to continue coaching for a few more paid sessions.

"The process helped me a lot. I came to all the sessions. In the beginning, I came once every week and then with further gaps to fill the lessons from the sessions... I want to continue coming for emotional treatment after finishing the

coaching... the OCP and you midwife my, and my husband dream... It is a very strong experience. I want therapy for a longer period". (P16)

Participants were highly involved in the process and took action to accomplish their goals. The process affected other areas of the participants' lives, such as interpersonal relationships and communication. This overall influence contributed to the participants' overall satisfaction.

"My partner was also involved in the process because it changed our lives. This created more intimacy between us which did not exist before. We feel we share a deep inner drive now... My partner who did not come to the sessions made several serious life choices as an effect from the process". (P14)

Most of the participants said that they would like to enact this coaching method about other issues in their lives.

"It is very important for me to continue the coaching. I would like to continue coaching after the end of the research and my wife and boss encourage me to do so... I could never stand shrinks and coaches, but I now understand the importance of seeking expert help from the right method and person and its value." (P17)

Other reactions included those who wanted to have "free-style" coaching, without focused sessions about occupational issues. They indicated a desire to push the boundaries of the sessions by uploading personal content and trying to harness the sessions to other purposes. Some participants expressed frustration at this and argued that it was difficult to separate the occupational issue from personal ones. After a discussion, the goals were reclarified and the motives for flooding the sessions with other topics were examined.

"I want to have long-term therapy or coaching because I need a place to be completely free and speak my mind and pour my heart out... There were times during the study I was longing to talk with you as if you were my therapist." (P16)

Further to this line came comments regarding my style of coaching:

A fraction of the participants found the my coaching style to be inflexible and felt that I was firm on their objectives. Clarifying the issues revealed that the participants' motives ranged from a desire to take over and dictate the content of the sessions to a desire to subconsciously sabotage the achievement of their occupational goals.

This response was surprising as the participants were satisfied with the process but at the same time requested a less solution-focused session alongside the scheduled process. On the other hand, discussing theme one dealing with choosing the research, some complained about the undirected nature of psychotherapy.

I chose to interpret this phenomenon as an expression of trust in the method. The positive feelings evoked by the sessions may have contributed to the understanding of additional personal, marital, familial and social needs which may not have been on the participants' minds when they joined the study. Indeed, it led some of the participants to plan to seek professional help or coaching immediately after this coaching.

“I realized that I would not have any further privileges after participating in the research with no monetary investment, and I will have to invest in couples counselling myself.” (P11)

In summary, I understood after more questioning that the mixed feedback had various causes. CCP may pave the way to understanding that life can be improved successfully, and the will to continue investing in oneself can be aroused and developed.

The Participants' Feedback on the Coaching Style

The participants felt that I was pleasant and gave them a feeling of safety. They all reported that I behaved professionally and that I am well experienced.

The feedback came with four major notions. The strongest was on 1. professionalism; 2. focused, immediate and understanding; 3. reliable leading and guidance; 4. non-judgemental.

Professionalism – Participants appreciated the preparation as well as the use of preceding questionnaires. The process was swift, and the two organic screening interviews were used to create familiarity and acknowledgement, thus forming a safe space.

“I came with cramps coming from the previous coaching and I was surprised... I was met with a person who waited and was prepared for me. Your voice was familiar to me, and you were prepared with papers and questions. I felt important to you... Even the guidance you provided to get to your office was so

thorough I could not get lost. Your office had a safe aura, and I liked the arrangement of plants and pictures.” (P15)

Another example broadens the scope of professionalism:

Being with the times: being available and flexible over several social media platforms and other communication channels and being able to communicate outside official sessions was a breath of fresh air and assured the participants they were currently in competent and caring hands.

“I was surprised and in a good way... It was not like the regular therapy by psychologists I knew... It felt like you really cared and cut the red tape for me to be able to succeed ... I shared my feelings with my wife and friends that you were available for me beyond the sessions and cared for my progress and wellbeing.” (P7)

“The fact that the session lasted as was needed, with no limit of 50 minutes, was a breath of fresh air ... It is to conduct oneself accordingly and accurately for the wellbeing of the participant... Your flexibility to widen the time frame between sessions so that I will be able to see the fruits of this labour and gain something of substance. It showed me actual caring and true professionalism. It was a stark difference from what I knew to that point.” (P17)

Focused, immediate and understanding: The sessions were focused on the unique issues of the participants. Furthermore, they appreciated my focusing on the solutions and ways to achieve them.

“From the initial sessions, I felt you knew me completely. It was like you drew for me the inner workings of my personality as a learning and working person.” (P11)

Another piece of feedback draws on dealing with the immediate obstacle and disassembling it in the manner of working using CP:

“I managed to hide my shopaholic problem from many and for a long time. You managed to reveal it and how it affected my entire life... There were things you told me about it that were completely unknown to me, ... You communicated it to me in a constructive manner which harnessed me to the solutions instead of antagonizing me against it as my past experiences did.” (P9)

Some of participants noted my enthusiasm, the willingness to help them and that the participants seemed to matter to me. They noted that I showed attention, remembered details about their lives, a factor that added to the feelings of security and the desire to continue with the coaching.

The feedback on the coaching style and the breakdown of the characteristics that the coachee valued as extremely important, added detailed meaningful information about what is central for the coachee to find in their coach. This information has an impact on both the characteristics and skills a coach and the ways of training coaches and developing coaching skills: emphasize what the coachee expects to find and how the coach can fine-tune the path to the desired goals.

Reliable Leadership and Guidance

The participants were appreciative of being there for them in moments of crisis and failure.

“I left an interview with wobbly knees... I understood I was fooled and played by superiors... My first thought was to turn to you, and I knew you would be there for me with true and applicable guidance... I think that if I had not spoken with you in those moments, I would not be able to get on the bus and return home.” (P14)

“One of the things that helped me come out of the fights I had, was our agreement to save the fights for our sessions. ... I knew I could talk to you for a few minutes if I needed it and that was of great help to me. Your being there for me was enough for me, so I never had to make use of it. Your on-point reminders made me prepare and be ready for our sessions when they grew further apart... we are partners sharing a therapeutic voyage.” (P8)

Non-judgements

The participants felt they were not judged on their lives and there was no bias regarding their past failures and decisions. They appreciated the acceptance they felt and heard in the sessions and throughout.

“I know I shared things about my life I had not with anyone before. I guess I tested you, to see if you were on the level. You showed yourself to be a straight shooter... Then I felt, I could reveal the questionable plan I had for another country... I was expecting judgement, but you surprised me... You showed me

how to get my goals done legally and gave me acceptance and a place I could be myself.” (P4)

In summary, both sides were aware of meticulous preparation and digital availability which saved time and helped to achieve goals faster and with better clarity and flexibility. The participants were “educated clients” who expected something new and different and would not have remained in the process without it.

Further Suggestion:

- I suggest that a coaching rating scale be created which attributes a measure to various coaches in the CP field and contributes to developing the CP alliance between the practitioner and the participants. This follows Duncan et al.’s (2003) Session Rating Scale (SRS) which was built for therapists.

Overall Summary of the Discussion

This study set out to explore the research question: What is the role of Coaching Psychology in addressing occupational/personal identity confusion among young adults aged 23–35 in Israeli society? Answering the research question demands answers to two sub-questions:

1. The first is whether the coaching helped confused young adults resolve or ease their situation.
2. The second sub-question relates to the role of CP in resolving the personal and occupational identity confusion of young adults.

Two main arenas were examined to clarify whether the CP approach helped confused young adults resolve or ease their situation.

1.1 The first arena is designed to explore and expose the different identity components consisting of core values, main beliefs, passions and needs. Tracking the influence of past decisions and their effects; as well as exploring the effect of present decisions and external influences on actual employment, recognizing, defining, and accepting the components of their identity enabled the participants to

draw a refined picture of their needs in employment, corresponding with their lives and in standing with their values. It was about setting optimal and not maximal performance goals, to enhance the participant's well-being.

1.2 The second arena was designed to explore the applicability and ways of realizing the identity components revealed, as well as acquiring up-to-date skills and knowledge aimed at building a career path and practising the change in sessions and in real life.

2. The second sub-question sought to examine the role of the CP approach in assisting individuals to improve their situation. To achieve this goal, CP tools were implemented. The coaching provided the confused young adults with an opportunity to explore their inner needs by delving into these under safe "laboratory" conditions detached from daily life. CCP enabled the unique combination of using the best psychology and career coaching approaches for each participant. The main contribution was a client-centred approach combined with the unstructured CP intervention module.

The CCP enabled the participants to resolve their confusion either by finding their career path as it emerged from their inner calling, or to accept other alternatives, dealing with the present and aiming for further learning. All participants clearly witnessed a significant improvement in their mood and overall satisfaction with changes to their career path. Other secondary objectives attained during the coaching resulted in acquiring new personal and occupational behaviours and skills. These included improved communication skills and alternative options for reacting in couple, marital or familial situations.

After conducting the research, which was composed of the CCP sessions and the post-research meetings, as well as analysing comprehensive amounts of data, it is possible to assess whether the two sub-questions, as specified above, were answered.

One can say with confidence that the first sub-question, comprising two arenas, has been achieved based on the following outcomes: participants expressed complete satisfaction throughout the coaching both in the sessions and in the feedback collected during each session and in two special feedback sessions. Participants reported success in both their work and personal lives.

During the coaching, I decided to emphasize the benefits of life-work balance which was not included in my initial design. This is in line with the work of Van Nieuwerburgh et al. (2018) who emphasize the notion of attaining optimal personal goals while improving the client's well-being. I have noticed that to ease the confusion and to keep participants' spirits high during their occupational searches it is beneficial to improve the work-life balance. I found support in the approach from one of the largest employment projects in the Israeli economy, "Futuring Up", which deals with the training and placement of unemployed people. It also emphasizes work-life balance while people are carving their path. Another manifestation of the improvement in participants' attitude was their use of more positive linguistic terminology and adopting a more optimistic approach to their professional future. This attitude connects to Seligman's (2011) PERMA model. In addition, everyone at the end of the study had employment.

The second sub-question of this research was no doubt achieved due to the role of CP. The flexible structure of the method and the ability to adapt the approach to each participant was critical factor in the success of the research/coaching. Had a structured and fixed method been adopted for all sessions, it is doubtful whether it would have suited seventeen participants. The participants in the study are "elderly" young adults who have a position and knowledge regarding their needs. Any structured approach used would have had only partial success, as this is what happens with placement organizations or government projects, as participants reported. Presenting the results of the research to some of the participants along with the post-research meetings significantly strengthened and expanded the knowledge obtained by the research findings. It helped deepen the understanding and established CP tools as most appropriate.

In conclusion, I believe that the research question was fully answered through the research data. It can be said with confidence that individual career coaching implementing the CP method is a well-grounded and viable method for addressing occupational/personal identity confusion.

A few personal words

This work is a summary of a journey of forty years of work in the fields of psychology and counselling and the beginning of a new path. Thoughts and ways that I have been working on for years have reached maturity and a research-scientific conceptualization.

I felt for years that there was a need for other answers for the participants, and I made it happen. This is the beginning of a new way to give a broad stage to the fascinating process I went through and to the CCP approach. I'm sure many others think like me, that there is a need for a fundamental change of perception, for participants and therapists, for whom psychology is over.

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Appendix I: Bracketing reflective notes summary

Ramat Gan, 13 April 2019

Bracketing reflective notes summary- prior to research

Part I. Introduction:

1. My thoughts were written by hand in Hebrew during a few weeks of July-August of 2015 prior to the research commencement. This document is typed unaltered from the original source during April of 2019.
2. My reflections were gathered in a folder from notes that accumulated over two months. In April 2019, I have decided to bring them together, erase duplicates and clearly and eloquently distil emotions, thoughts, and issues into this document.
3. My thoughts at beginning of the process were that these notes would remain confidential.
4. Now, while typing the notes, it becomes clearer how important this process was. I understand the importance of exposing this procedure in terms of research ethics and research credibility (Shenton, 2004).
5. The reflective document will be translated into English by a translator, so that can supplement the research work.
6. The necessity of this bracketing process came from my rich previous acquaintance with the research population. This knowledge may impair fresh thinking or as Prof. Levi called it, 'beginner mind'. I felt the requirement to examine myself and the "knowledge" I have, knowingly and unknowingly, formed about the research population.
7. It is evident to me that the population that did answer the call does represent a part of the population that not only emotes difficulty and distress but also does feel a need for external help. It is clear to me that many others experience these difficulties but do not apply for external assistance. Thus, there is no phenomenology of their issues, and some may do not ever experience it at all.
8. The pungency of the issue rose to my consciousness following several requests for help from several young people, without any publicity, as an expert in the field. My approach came from thirty years of consulting and a

high inclination to practical solutions treating random clients. My success with them raised my publicity in the ear-to-ear method.

9. Each individual uniquely expresses their phenomenology but a few of the writers took the time to describe the methodology of examining the phenomenology descriptions they present. Sometimes the participant's quotes are frozen and lack the 'vivid' sensation of a real person's emotions. What are the "iron combs" these words have combed with? How do they corroborate conflicting truths and is everything quoted all there was or what fitted the desired results I aimed at?
10. My drive to conduct research arises from a desire to study the issue of self-identity and employment identity. Understanding and deepening the origins of the difficulties and the solutions systematically and thoroughly in them, as I establish my proficiency in the field. I understand that "attempt to conceptualise professional framework depends on much of conducting noiseless methodology in the sense of muting much as possible the background noises" (Hycner, 1999). For this purpose, reflections notes were written.
11. There is another "noise" variable in the form of the randomness of the applicants. There were months with just a few relevant participants and some with dozens and at times none. I understand that systematic knowledge building requires focused and attuned work by me with the target population and not randomly as the external happenings become a "main effect" and this interacts with the research characteristics. Other types of "noise" are participants who raise several issues which are intertwined (employment, coupling, eating disorders, etc.) in the search for the employment identity goal, which makes it harder as coaching became diffused.

Part II: Bracketing process the original text (July--August 2015)

Do I possess prejudiced opinions about young adults? How do I perceive those who suffer difficulty based on personal and professional identity?

1. It irks me to read posts and articles claiming young adults are overprivileged, spoiled, dependent, self-indulgent, spending, unable to withstand difficulty, lacking work discipline, and considering everything must come to them with no lingering effort. The 'Starbucks generation', the 'snowflake generation' and other labels I do not associate with and why?

It is because I can see the suffering and distress they express, and it does not appear disingenuous. I am not in the employ of regulatory or commercial bodies with a stand stemming from this position. Whoever arrives at consulting, comes of their free will and no side benefits rise from meeting with me (tax benefits, social security support, etc.) therefore I believe each one suffers.

I do err on the side of empathy and identifying with whoever approaches me, but it may be a requirement for success in my profession; to love and feel close to the person sitting in front of me. This occurs with regular therapy as well. I recall how a certain professor told me years ago; that you are making your students into patients.

2. I feel it is inconvenient that the field suffers from a sort of dramatic and determinism approach, stemming from a “black and white” perspective. It seems to me that almost anything can be said about young people when the writer’s claims are sometimes based on interviews with executives they know personally, or students or personal opinion. I very much lack a quality knowledge base on how to conduct random qualitative research in this field. Almost every study or survey ends with a 'having to do something' recommendation.
3. Will I be able to establish a closer research approach to the lived realities of young adults? How will I know and be able to address all the research bias, mostly the ones I didn't think of?
4. I come open to hearing any idea raised by young people, is that true? How true is it about me? I am good at critiquing other work such as seeing inclusive schemes of behavioural patterns generalised over hundreds of thousands or millions of young adults all over the world. I genuinely hope that I can see the uniqueness of each individual. Young adults were my guides to this subject. Will I succeed in not failing myself and them?
5. I have met young people with inflated self-esteem who did not understand how after a single year, they were not promoted to senior positions in the organization. A few who hung their entire hopes and dreams on their immediate managers and were devoted workers, a few whose parents were very excessively involved in their professional lives and those who wanted to make lots of money.

In the past, I felt internal resistance and sometimes criticism mixed with anger at such young adults and see them as rude people. Over time, I realised that they express personal distress, and I could see the

shortcomings of formal education. I feel that most of them need a revolution in their employability perception and were not candidates for counselling, coaching or advisement. Their expectation is of a quick cure to get rid of the pain and frustration fast with the emphasis on fast.

6. I see a visible gap between knowledge, development of abilities, and thinking among young adults facing the challenges of the work environment; many of them find it hard to implement fast what they studied at high school or university. There is a level of frustration due to uncoordinated expectations. Some of the people who approached me to possess stereotypical thinking and have a need to mimic existing norms, a desire to please others and a great deal of fear for reality and their occupational future. They are shocked by reality, revealing itself to them and what is required of them in study and action to succeed. I found myself being asked many times to supply shortcut tips or to use my professional network, and it became embarrassing.
7. Life goals – Many among us find self-awareness and authentic desires unclear, which makes me feel that in many cases the participants are looking for occupational direction and not a deeper self-awareness and a search for an authentic path. It is annoying to discover while coaching that this is the goal. I hope that I am tolerant and have developed a set of questions mainly on the existential level, which makes the participants think again and think in depth. Maybe it's not bad that people are in such a situation, it's my doing.
8. Many clients are unable to succeed until they complete a path and undergo a specialisation simply because not everyone is talented and performs well from the first day of their professional life. I see how the thought of "success may come at the forties" is very hard for a significant chunk of them. Terms such as "flow", "loving the path" and "recognising the good" are nothing but postmodernist slogans to them. They may experience a great dissonance from the gap between their occupational self-image and how they are talented and successful. There is work to be done on acceptance and awareness of what I can do for many of them. Usually, I enjoy it, this is my work. Sometimes I feel lost in the face of the empty postmodern slogans. Participants enjoy quoting these slogans and find it hard to help them to stop believing in them. Sometimes I need to do some brainwashing back. With some participants, parents and the education system gave them incorrect feedback on their abilities, and I now need to clean up the "dirty trail" they

dared not take care of. For example, I'm angry when I meet a dyslexic guy whose parents and teachers encouraged him to believe he could be a pilot. On the other hand, I feel deep empathy for the lingering pain that participants feel. Years of the pain of failure, hiding, lying, and knowing that there is a problem, and no one talks about it. It hurts them when reality slaps them in the face. Some prevent me from sleeping

9. Young adults suffer a gap between the individual and the ideal identity, between what they are genuinely willing to invest in the long term to manifest the coveted identity. It seems like separate paths, the desirable world of values against the world of action where you need to make a living and gain financial status. The counselling here is difficult, and some of the clients are initially unable to delve to the depths where that answer resides for a decade or more. Israel has a running version of false-positive thinking. Many have never received true feedback as the thinking is to aggrandise and praise a young person even if there is nothing to praise for. Reality crashes down on these twenty-plus adults and I feel that many teachers, parents, commanders, and bosses left me the unsavoury task of introducing the young adult with his world and their true unimagined abilities. All I've described here; I didn't put guilty on the young adult. I sympathize with the pain of the thump in which a young adult conflicts with the facts of life.
10. I see a lot of eyes that reflect desolation and emptiness. They do not suffer from mental disturbances but a lack of personal-educational-social development. The Israeli education system is so barren and especially in underdeveloped areas, that the desolation is a long-time member and people there have no clue how to escape the mental emptiness they bear daily. They are aware of money and what it can acquire for them. I feel a great sadness inside me. I hear the low language level, and I know that a disservice had been done to this person who may or may not close the gap at all. Sad is a small word to express what I feel. It makes me want to cross the line between a caregiver and a coach – give, educate, be a sort of mother. Some ask me for readings, and I don't know whether to rejoice or fear the missed coaching boundaries. In practice, this makes me volunteer for three organisations that help young people and women in distress.
11. I have found that some suffer from a constant diet of media celebrating others, their overnight success. Why is that not me? What does that worthless girl have that I don't? What did I do wrong? Is it a fixed game? Do elites control everything? Dumb luck? These thoughts create a cocktail of

anxiety, being stuck, fears and ignoring how each individual comes from a singular beginning in their private world. It would be a lie if I said it didn't affect me either. Makes me wonder about my professional choices. Underestimate part of my professional successes and weakens in the sense of the fact of how I could easily succeed in life today. Is it true? Obviously not always, but in difficult moments, these thoughts capture me.

12. A tough subject in counselling and learning about personal abilities and identity is the will to reproduce a fantastic outcome of an advertised startup sale in the papers while forgetting the road the inventors have paved since high school to accomplish what they have. Difficult and misleading feelings, sometimes, me too. The press is filled with amazing success stories almost every day. Do I have any resistance to it? Can I develop resilience in my clients? Is it harder for me when I know the people? Yes. It is more difficult when it is close to the people known or the topic known. A substantial number of the participants suffer from a range of ADHD, which granted them adjustments and leeway throughout high school and academic life. As they arrive on the job, there is not any consideration. It interests no one. Some flexibility in the working hours, working from home and part-time work exist. Still, there is no solution for people who cannot develop job proficiencies and who are continually ejected from the workplace. Employability, that term so often discussed, is lacking in so many young adults and some of them develop depression. Here too, the gap between a false reality and the intellectual one is jarring, and the counselling is extremely difficult. Are they spoiled and used to this manner of leeway? Is it possible that there are so many young adults requiring adjustments? Are they not being weakened and confused about their abilities in the end? Many young adults take unprescribed Ritalin before exams, and that is common practice these days. How does this prolonging behaviour relate to the required effort in the workspaces?
13. The childish need for applause, social media likes and praise, endless Facebook pictures and stories on Instagram with excessive praise is hard to witness. I believe it to be mostly fake, ridiculous and in the end very weakening and cartoonish. Am I part of it? Yes. Is this a big part of my world? No. It is simply impossible to avoid the world of social media. Do young adults I know live life in digital media? Yes. almost everyone. Do I have tools to help them reduce usage? Not really. Maybe not at all? Maybe it's my problem and not theirs?

14. I wonder at the value and the future of the educational and employment counselling, which draws substantial funds and includes many advisors, psychologists and coaches. It appears that many young adults are choosing to practise professions unrelated to the authentic inclination or their hearts' desires. Many young one's flock to law schools as it is relatively easy to learn and has the potential for high earnings. Or accountancy or programming? Is all the searching for occupational identity a show? Personal failures presented in a postmodernist way? Are we adopting a new practice of solving problems which are not problems as reality trumps everything? How many dare to be creative artists? To work and invest for years with little pay until they are professionally mature? Does it exist and at what price? These questions keep me busy for a long time and result in many questions about my research.

Do I hold prejudice?

1. I adore and envy a part of these young adults, mostly women, who dare to be dominant, unafraid of success and "manly" regarding their professions while aiming to earn a high wage exactly like men.
2. More young men arrive at career consultation, unlike treatment where women are the majority. Is it due to the perceived comfort of career consultation? Or is it a change in how young men address themselves?
3. I love the confidence some of them have in the world, in themselves and in reaching their goals as opposed to the many insecurities I held for years.
4. The desire to experience the world as an enjoyable place as well as to bear the burden appeals to me. I consider it the right way to live in comparison to my generation who did everything fast and early and bore the burden unquestioned. Admittedly, I envy some young people's ability to enjoy the world when they are young and not wait for the pleasures to come when they grow older. But perhaps all this is an illusion in the sense that it is not a profoundly philosophical concept of life but simply because the parents' generation supports them and gives them these options.
5. Asking the existential and ontological questions is wonderful in my eyes. I estimate that few asked these questions in previous generations and assume that if they did ask the questions: Do I want to live? What is worth living for? What is worth dying for? Those people were labelled as odd and requiring mental assistance or as lost souls. I think these are fundamental questions that the young people I meet dare to ask and are not due to

suicidal thoughts or lack of pain while addressing them. It is important to note that in previous generations, this privilege of existential questions was reserved for elites. Today, because of the economic well-being of many families and parents, young adults can afford to delve into these domains. I don't know exactly how to see this topic; is it an advantage or escape from dealing with adult life.

6. I love the will to think of the world beyond myself and my existence. This direction which I love gives great satisfaction and meaning to our existence.
7. The early rich who figured the way to develop start-up companies raise envy and weakening thoughts in me. What is the value of my entire experience and effort in my many years of employment in comparison to a youngster who invented something that benefits the work and if not, at least to his/her pocket? Would I be able to give fair counselling to those who succeeded and are searching for more? Would I be able to help those who failed?
8. I love the flexibility of the new way people work and the successful merging of work and private life. It requires a lot of work on borders, but in general, the perception of personal freedom is greater.
9. Employment mobility is great and that is an advantage of the ability to learn and advance relatively easily. Envidable.
10. The academic revolution is gaining ground in Israel and its buds are seen in the drop in the number of university sign-ups, coming from the understanding that they do not provide a future for those who do not need a specific degree for employment. I find it very brave.
11. Contrary to what I read about young adults in the various professional literature and media, many of them, when put on the spot, figure things out swiftly and recalculate their course with a relatively short instruction and high level of skill. Am I worried about some of their excellent technical capabilities? Do employers fear some of them? Is that part of the reason there is so much criticism? Fear? Recoiling from the ease with which part of them find themselves in everything new? Yes, it is pretty scary, and surely in some instances, I would fear for my place and maybe turn my fear into criticism.
12. The ability to take time for oneself, without fretting or worrying that the world will come to an end is excellent and contributes to our mental health. The desire to enjoy, travel the world, avoid marriage, postpone having children and place me first. These behaviours express courage, freedom and authentic freedom of choice. Envidable.

My top feelings are:

1. Envy of young adults' ability to dare to live their lives with all the prizes and not so much to fear.
2. I do not like the beautiful and false social media pictures with fake posts and post-truths, notions that I find difficult to swallow. I wouldn't want to be a young mother today and raise a child in the sugar-coated false world.
3. To be scared to the end and reach the abyss of pain that I did not allow myself to delve into the past or allow myself today. I don't know for sure who will be there for me.
4. Admiration of the way some of them create their lives and I envy quite a bit of personal freedom at an early age .
5. I do not like the approach of silencing whoever does not succeed and who is in difficulties.
6. Yes, I feel weakened by the impressive achievements at an early age. It puts a lot of questions in front of me about my life choices.
7. I wonder if it would have been possible for a large number of young adults if parents and government had not supported them until their mid-thirties and sometimes more? So maybe I/we live what we missed through them? Allow them and us what we wanted for ourselves?

Appendix II: Questions of the preliminary research

1. How many sessions that correspond to the OCP coaching are sufficient?
2. Whether non-students would meet the task of thorough reflection?
3. What is the impact of filling in a preliminary questionnaire?
4. Check the appropriate numbers of questionnaires which could be delivered to a participant.
5. General examination by oral feedback of the OCP model and tools.
6. Are there any unexpected methodological and ethical issues?

A detailed analysis of those issues was submitted as part of the final requirements of Coaching Psychology diploma studies at Bar-Ilan University, Israel. Tutor: Prof. Levi.

Appendix III: The internet advertisement

Volunteers Needed for a Doctoral Thesis in Psychology Coaching!

Volunteers are needed for a thesis in Psychology Coaching in the field of employment. The study deals with the challenges of finding a job and planning a career for people aged 23-35. The Research Process presents a feasible, innovatively intensified and fast model.

The study examines a feasible model for planning a career and during the study, several individual sessions and workshops will be given, free of charge.

For the attention of the volunteers:

- The volunteers will be chosen randomly for the experimental group from all the received requests.

Commitments of the volunteers:

- To fill out questionnaires (twice) at the beginning of the research experiment and the end of it. To meet the prescribed tasks and keep track of the research process from a personal perspective.
- To attend all the scheduled sessions and workshops.

Confidentiality:

Anonymous use will be made of the data of the questionnaires, the observations, records, photos, and the documentation of the personal sessions and workshops. Whoever wishes to do so, can leave feedback which is not anonymous. All details about the volunteers will be kept completely confidential while writing the doctoral dissertation.

Pre-requisites for acceptance: the absence of diagnosed mental health problems, never taking anti-anxiety and/or depression drugs.

Estimated starting date: September 2015

Estimated completion date: August 2016

For further information and registration: Aviva Friedman 052-6336662 in the morning.

Appendix IV: Questions to ensure appropriate qualitative analysis

1. What is the theoretical contribution of the study?
 - 1.1 Does the research go beyond the description and wording of content categories?
 - 1.2 Are specific research cases organized into an entire coherent body of knowledge from which one can move to a theoretical stance?
 - 1.3 Is the connection between the theoretical statement and the subjective stories clear and transparent?
 - 1.4 Are there enough examples for the reader to be able to discern the logic that led to the conceptualization of a theoretical basis for the data based on the narratives?
2. Does the theoretical contribution allow for the diversity and multiplicity of human experience?
3. Do the results also include doubt and place for ambiguity?
4. Is there an in-depth discussion of the limits and limitations of the research?
5. Was the study's contribution discussed in the context of the unique contribution to theory, the world of content, method and practical aspects?

Appendix V: Manual of first screening Interview with a potential candidate

Hello, my name is Aviva Friedman, and I am the researcher conducting the research which you saw posted on social networking sites. I am responding to your call/answering your call. Pleased to meet you.

Before I introduce you to the objectives of the study, I would like to ask you some initial questions to see if you are eligible to participate. You can end our conversation at any time if you do not wish to continue.

Is it okay for you to talk now?

The study deals with the process of finding an occupational identity while undergoing professional counselling in the approach of coaching in a clinical setting. The study is not about finding a job or job placement. Do you want to hear more?

Before we proceed, I want to tell you that this is the first interview. Based on this interview and whether you match certain criteria, you will enter into a list of potential research participants. Once you have met those criteria, we can talk about the details of the research and your participation in it.

You must know what the research entails so you can make an informed decision about whether to participate. Taking part in the research involves committing to a coaching programme that includes up to 12 private sessions. Besides, the coaching programme will include setting goals and meeting those objectives in your day-to-day life. Please consider whether you are available for such a programme. Ideally, please inform me about your decision on our next phone call. You can, as I said, tell me at any point that you are not interested in participating without having to explain your decision.

In addition, if you choose to cease the interview and withdraw your application to the study, all the information collected will be discarded, and no further information will be collected. The same process will occur if it becomes clear you are ineligible for participation.

Is this clear to you? Do you have questions about this process? There are things you don't understand? Do you need me to repeat?

At this point, I would like to ask some questions about you. If you are uncomfortable with some or all of the questions, please tell me, and I will stop the interview.

- How old are you?
- My clinics are in Ramat Gan and Ramat Hasharon. Do you have a convenient way to reach one of them?
- Will you come alone, or will you be accompanied?
- Are you currently undergoing psychological or psychiatric treatment, or are you planning to start treatment any time soon?
- Are you taking psychiatric medication now? Are you taking any medication permanently? (If yes, which medication at what dose? Consult with the research aid team.)
- Do you participate in any therapeutic or counselling or rehabilitation programme? Does this include programmes occurring in the context of a workplace, government and municipal agency, insurance programme, school, or other settings? Are you going to participate in such a programme any time soon?
- Do you participate in an employment or vocational counselling programme in the context of a workplace, government and municipal agencies, or any other setting? Are you going to participate in such a programme at any time soon?
- Do you need adjustments for special needs like a wheelchair or crutches?

Thank you for your answers. When I finish interviewing all the potential participants, I will inform you whether you are eligible. If you are, we will continue to the next interview at which point I will explain in more detail about the programme. If you are not included in the research, I will notify you, and the personal information you have given me during this call will not be preserved. You will have to trust me in this regard.

Thank you very much for contacting me.

Appendix VI: Manual for the second interview with potential participants

Hello, it's Aviva Friedman the researcher who spoke with you last_____. I am calling you back for the second initial interview. Is this a good time for you to speak for a couple of minutes?

As I explained to you a few days ago, if you meet the criteria for the research, then you will be included and may participate. I am happy to inform you that you meet those criteria and are eligible to participate. Are you interested in participating? Can you share why (or why not)? Or other thoughts that you had about your decision?

(If the participant chooses not to participate s/he will be informed about the elimination of all data collected so far. The participant will be thanked and a farewell gesture will do).

I am happy that you decided to participate. Thank you. I want to ask you another series of questions. As a reminder, you may end our conversation at any point if you like without explaining yourself without any negative consequences. As I mentioned, if you withdraw, all information about you will be deleted, and none of it will be used in any manner.

I will tell you a little bit more about myself and my research. This study is part of the doctoral research that I am conducting via the University of Middlesex in London, UK.

The research is being conducted privately, and any other bodies or organisations do not fund me. Your participation in the study will not cost you anything, and you will not be paid anything for your participation, including your transportation to and from the office. Is that okay with you?

The research is being supervised by one supervisor based in Israel and another in the UK. Soon, I will write to you with their names and contact information in case you would like to contact them and ask them any questions about the research. Is that okay with you?

At this point, I will note that during your participation in the research and the coaching, you may feel some psychological struggles like heightened levels of stress, anxiety, or depression. If you are experiencing these things, the research has a support staff that can provide an instant treatment solution at no cost, including psychological and psychiatric treatment. Is that okay with you?

I would appreciate it if you raise any concern that arises in the course of the research so that we can address it and hopefully resolve it. During the study, I can help you with any psychological issue connected to your life that comes up. By that, I mean – the issues that arise throughout the research. Is that okay with you? (if they ask for examples – relationship crisis, a close relative's death or illness, divorce, receiving a severe medical diagnosis, the need to relocate due to work, loss of employment, etc.)

I need to repeat that you can leave the study at any time without any explanation.

Do you have any questions? Do you need more clarification?

Before we set a face-to-face meeting, I want to send you some questionnaires via email. It is essential that you answer as you see fit. There are no right or wrong answers. The right answer is the most honest. Please complete the questionnaires and return them to me via email, and then we will set our session.

The goal of the questionnaires is for me to get to know you better and to help me prepare for our sessions. You can add whatever you feel is necessary and what will help me get to know you. If you have trouble with the questions, you can send me a text message or email. If the questions make you uncomfortable or cause you any difficulty, please contact me. Is that okay?

At the end of this conversation, I will send you the questionnaires. Within the week, please return them to me, and then we will set our session. Is that okay with you? Is one week enough?

Before our call ends, I want to find out do you want to ask any additional questions? Is there anything unclear enough? Do you need some more explanations?

Did you decide which clinic you would like to have our meetings in?

Do you have a preferred day and time? Can you give me some options? I will try to be flexible for your convenience. If I cannot, I will tell you, and we can try again.

Do you have viable ways of getting to the office? Do you need any sort of help?

Thank you for your time. Next time, we will meet face-to-face. Remember that if you do not want to continue, you can stop at any time without reason. Please notify me of your decision.

Appendix VII: Manual for participants who are not to be included in the research

Hello, this is Aviva Friedman. We had discussed setting our first meeting for today. Is this a good time?

I wanted to inform you that, based on the questionnaires you submitted, you may not be eligible to participate in the research.

In the interview, you informed me that you are experiencing a period of (anxiety, stress, depression, insomnia, lack of appetite, irritability, etc.). In the questionnaires, you indicated that you have been facing these issues continuously for a while. Was there a misunderstanding? If it is okay with you, can you tell me how you have been feeling the last couple of days? If you would like, we can skip this, and you can choose not to participate in the study without you discussing this with me.

Open conversation about what was shared in the interview, what was submitted in writing, and the disparity between them

I understand, and I must inform you that you are ineligible to participate in the study. I am not an expert in clinical psychology, and your partaking in the research will delay you obtaining the help you may need or cause you more distress. I do not want that to happen. Do you understand? How do you feel about it?

Now that I understand the issue that you are facing, I can recommend potential treatment options. The coaching psychology approach, which is the subject of this study, may not help you right now. In any event, if you wish to consult with me about any related topic, I will be available to you.

Thank you for the time that you devoted to this process. All the material you shared with me will be shredded or deleted as soon as possible to maintain your confidentiality.

Thank you, very much, and good luck.

Appendix VIII: Personal information and waiver of confidentiality for volunteers in the study

The personal details listed in the questionnaire are to communicate with you and they will be guarded meticulously.

The information about you which you are asked for is for purposes of the study only and will be confidential.

Part i: Personal information and means of communication:

- First name and surname: _____
- Mobile telephone number: _____
- E-mail address: _____
- Age: _____
- Marital status (circle): Single, Divorced, Married, Married with children, Parent of a child outside the framework of marriage
- Number of years of study: _____
- Current residential address: _____

Part ii: General Information:

- Are you currently employed? (Circle) Yes/No
- If you are not employed, please answer the following questions:

How long have you been unemployed? _____

Have you been employed at a regular job for at least a year? _____

At how many places have you been employed since you graduated from high school? _____

- If you are employed, please answer the following questions:

How long have you been employed at your current job? _____

Is this job being a temporary one? _____

- Have you undergone psychological therapy or any mental/emotional/spiritual counselling at any time during your life?

—

- Are you currently undergoing psychological therapy or mental/emotional/spiritual counselling?

—

- Have you undergone employment counselling in the last three years, if so, please specify where:

—

Part iii: Waiver of Confidentiality for benefit of the study:

I agree with my signature hereunder, that all the material which will be collected through me, in questionnaires, workshops, counselling meetings, documentation of sessions, research reports, recordings or photocopies, belongs to the study and the researcher, Aviva Friedman.

No use will be made of the data which could publicize my full identity.

I am aware that the researcher may disclose part of the recordings to other professional listeners or consult in writing or orally about me with mentors of the doctorate in Israel and abroad. The material as a whole or in part may also be presented in meetings of the doctoral candidates in Israel for study purposes. I waive the confidentiality of my personal information.

All the data has been collected for academic research only. The database which will be published will be comprehensive and not conservative. Should the researcher want to quote my sentences or allegations or make any other use that is not mentioned above, the researcher should ask for special permission about it after showing me the sentences/topics in question.

Examinees who will be found to be unsuitable for the study at the first interview, will not be able to participate in the study. If possible, they will be directed to therapeutic professionals or other counsellors.

Examinees who will be found to be unsuitable for the process during the study procedure, will not continue with the study and will be referred to a therapeutic professional.

Examinees who will wish to withdraw during the study, for any reason whatsoever, will be able to do so, without needing to provide any explanations.

The examinees are entitled not to answer questions at any stage of the study, or provide information, which they believe may harm them.

In witness whereof I hereby sign (Signature): _____

I.D. number. _____

Appendix IX: Questionnaire of values and self-esteem

Questionnaire of values

Please note that: As agreed, the questionnaires are for the current research purposes only. information gathered will never be used.

If you find out questions you don't wish to answer; you don't have to. Please inform me if decided not to fill out a part of all questionnaires.

General instructions: Fill out the questionnaires when you have time and you are able to focus on your answers. You do not have to fill them all at once. If the instructions are not clear, you may ask for explanations. If some matters are not clear in the content of the questions, answer as best you can according to your understanding and judgment. There are not 'good' or 'bad', 'right' or 'wrong' answers, just describe your feelings and thoughts.

Here is a list of statements which characterize the different importance of the employment world in your life. These statements can be true or false about you.

Next to each description inscribe the number indicating the degree of your agreement or disagreement with the description.

I strongly agree	I rather agree	I do not agree and I do not object	I rather object	I do not agree at all
------------------	----------------	------------------------------------	-----------------	-----------------------

5	4	3	2	1
---	---	---	---	---

1. Economic success is extremely important to me. _____
2. A stable and permanent job is important to me. _____
3. It is important to me to make a decent living. _____
4. An outside observer cannot understand why despite my professional success, I am not happy. _____
5. It is important to me to implement my skills and qualifications at work. _____
6. It is important to me that my work will be varied. _____
7. It is important to me to achieve status, dignity and prestige in my job. _____
8. It is important to me to devote time to hobbies, to my family and to myself. _____

9. To a certain extent I feel that if I had have changed my profession, I would have been happier. _____
10. It is important to me to influence others. _____
11. To a certain extent, I feel that I compromised in the choice of a vocation to adapt myself to reality. _____
12. It is important to me to help others. _____
13. It is important to me to please my environment. _____
14. It is important for me to excel in my place of work. _____
15. Sometimes I have wanted to have a different life. _____
16. It is important for me to receive appreciation from others. _____
17. Often, when I have time to think, I feel emptiness. _____
18. It is important for me to be liked at work. _____
19. It is important to me to have comfortable free time. _____
20. It is important for me to follow my dreams. _____
21. It is important to me to know that I have promotion prospects. _____
22. It is important to me to work around people. _____
23. It is important to me that there are be elements of tension and challenge in my work. _____
24. It is important to me that my work has a real and beneficial impact on society. _____
25. To a certain extent, I feel that my choice of professional field is mostly derived from my responsiveness to social norms. _____
26. In my work, I feel a general sense of lack of satisfaction. _____
27. I do not dare to resign from my job, because I do not believe that I will find a better one. _____
28. It is important to me to have an artistic and creative element in my work. _____

Self-Description

Here is a list of sentences describing the characteristics of various people, and these may be true or untrue for you. Inscribe the number representing the degree of your agreement or disagreement to the description next to each description.

I strongly agree	I rather agree	I do not agree and I do not object	I rather object	I do not agree at all
5	4	3	2	1

I see myself as:

1. A person who lately tends to feel sad. _____
2. Lately I have been feeling rather tense. _____
3. A person who lately worries frequently. _____
4. A person who does not become sad easily. _____
5. A person who is always moody. _____
6. A person who frequently finds fault in others. _____
7. The right person to help others. _____
8. A person who usually trusts people. _____
9. A person who usually can be cold, arrogant and remote. _____
10. A person who is kind and thoughtful to almost everyone. _____
11. A person who likes to cooperate with others. _____
12. An employee who performs his work well and thoroughly. _____
13. A person who can sometimes be lacking concern. _____
14. I am a reliable employee who can be trusted. _____
15. A person who tends to be disorganized. _____
16. A person who sticks to his goal until it is fully completed. _____
17. A person who does things efficiently. _____
18. A person who makes plans and sticks to them. _____
19. A person who is easily distracted. _____
20. A person who tends to be lazy. _____
21. A person who sometimes likes to think and to have fun with abstract ideas.

Appendix X: The Circle of Life – Worksheets


First name and surname: _____

Date: _____

The Circle of Life – Worksheets

Blueprint of a circle of life for example:

- Career
- Fitness and health
- Self fulfilment
- Friendship
- Financial state
- Money
- A relationship
- Family
- Physical surroundings
- Enjoment and creativity



Draw the wheel of your life:

To what extent do you feel a sense of fulfilment/satisfaction/dissatisfaction in each field? Money, relationships, health?

What do you learn when you look at the wheel of your life?

Are you able to expand and think deeply?

Do you see a connection between the various segments?

If you were to come now for training, what would you be working on?

What does it take to feel a sense of fulfilment?

What field will be regarded as a life of fulfilment to you?

To which areas do you attach priority in the field of professional performance?

Identify one or two other fields in which you would want to improve?

What is required to raise the sense of a higher ranking?

What are you willing to do to achieve fulfilment?

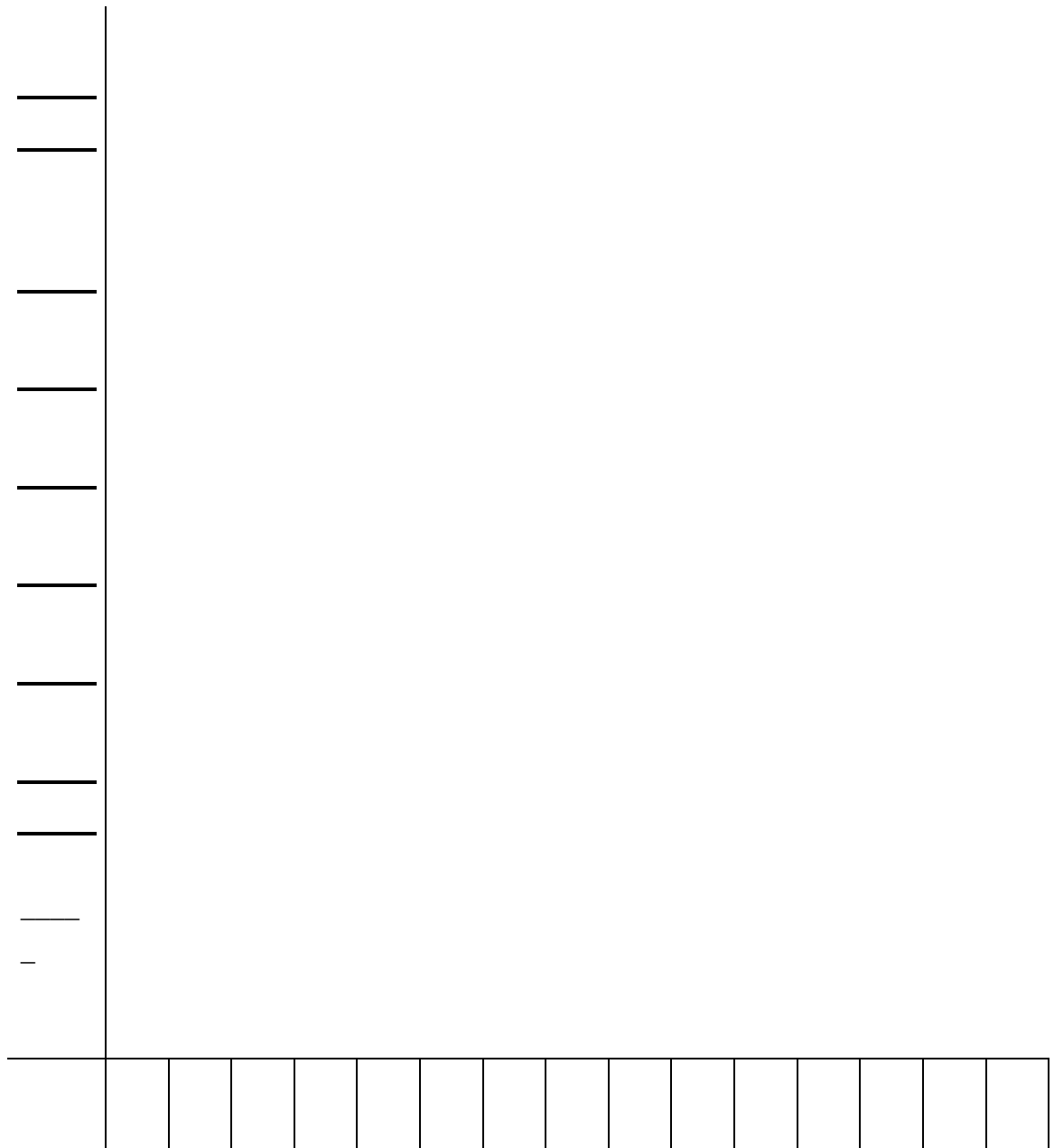
Have you set yourself a plan of action and a timetable for doing both actions and what are they?

What support do you need to ensure that these actions will be performed?

Draw the wheel of your future life.

Appendix XI: Graph of life – Worksheets

S u c c e s s



T i m e

Draw the graph of life from left on the vertical axis allocated to success as an action towards self-realization.

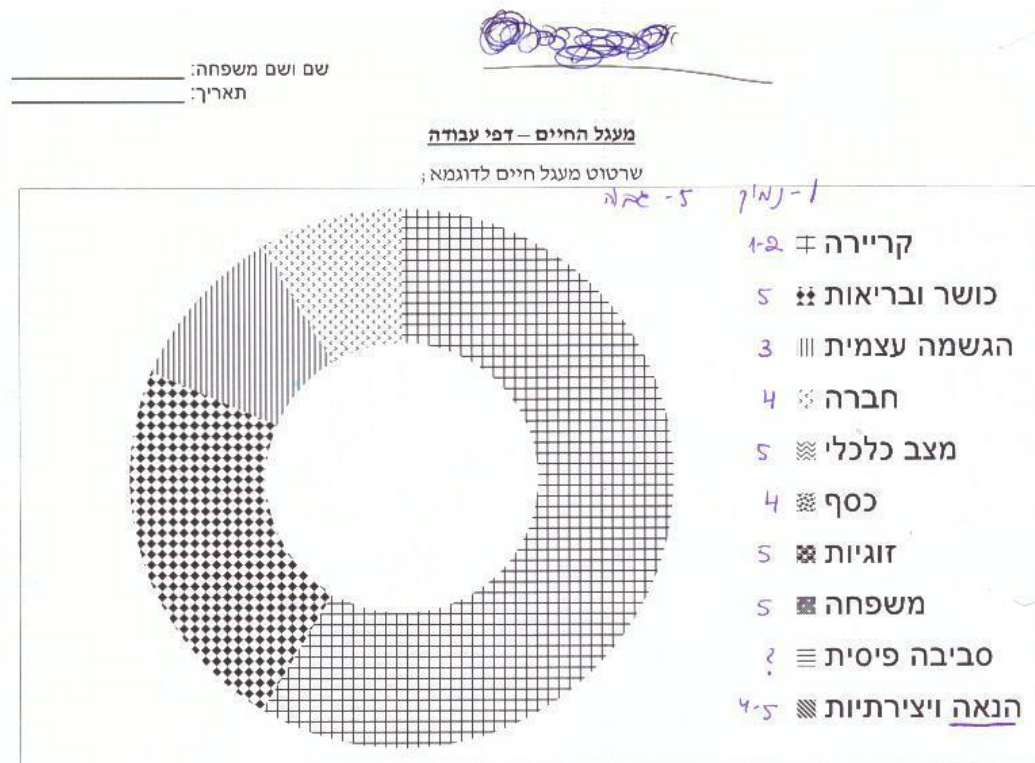
Mark an asterisk where you are now.

Highlight critical events on the line.

On each occasion, address the following questions:

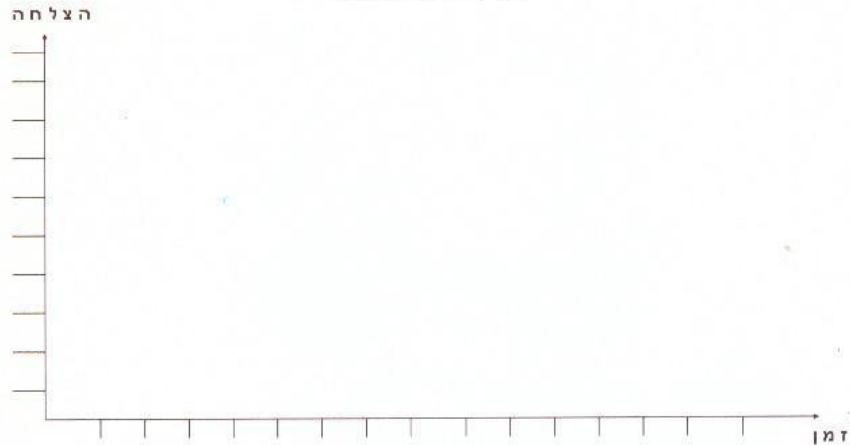
- What obstacles do I encounter?
- How do I overcome them?
- What did I learn from this event?
- When you look at the graph, what do you see?
- What stands out for you on the graph?
- What are you proud of?
- What can you learn from this about yourself?
- What are the most important events in the life of your career?
- What were the culminating events?
- What were the lowest events?
- Is there a turning point on the graph, when there was an internal or an external change in you?
- From contemplating all the events, which prominent rules govern your life?
- What are the values which are important to you that come into play in the culminating event in your life?
- What is the story of your life?
- To where do you want to advance?

Appendix XII: Examples of participant's replies to Graph of life & Circle of Life



• שרטוט את גלגל החיים שלך;

גרף החיים - דפי עבודה

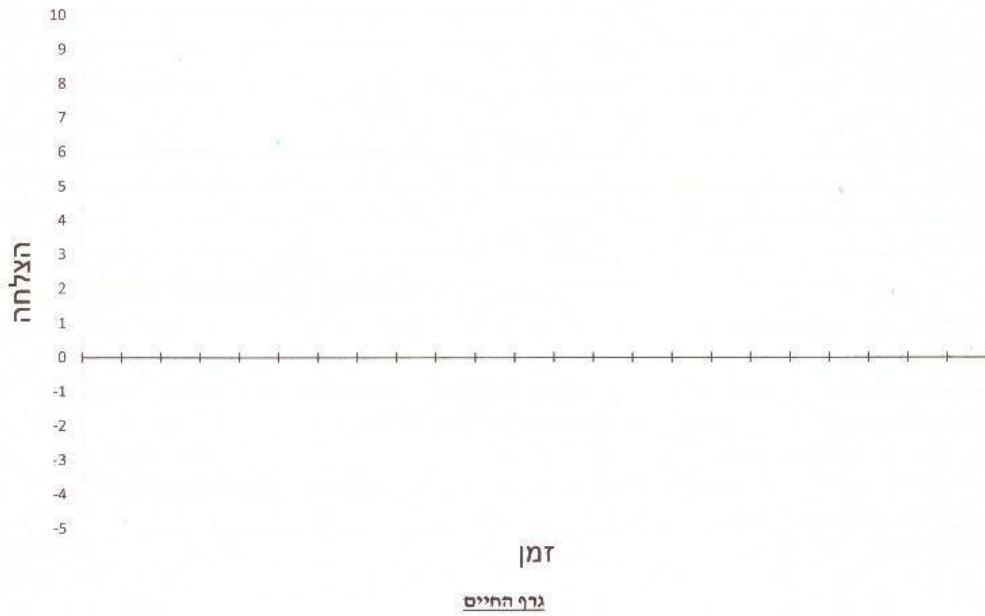


שרטט את גרף החיים משמאל לימין על הציר האנכי פרש הצלחה כפעולה לקראת הגשמה עצמית.

סמן כוכבית במקום בו אתה נמצא כרגע. סמן מאורעות קריטיים על גבי הקו.

על כל אירוע, התייחס לשאלות הבאות:

- אילו מכשולים אני פוגש? (הגשמה אישית, הסגולה החברתית, וכו') ואיך אני מנסה להתמודד איתם?
- איך אני מתגבר עליהם? לפעמים בלתי נרצות, לפעמים מתעלם, לפעמים מתעלם (אני מנסה להתמודד איתם)
- מה למדתי מאירוע זה?
- כשאתה מסתכל על הגרף, מה אתה רואה?
- מה בולט לך בגרף?
- במה אתה גאה? ביכולת, סבלנות, והתנהלות, וכו' כאלו אחרים.
- מה אתה יכול ללמוד מכך לגבי עצמך? שאולי אני מתעלם או אינני מסוגל להתמודד איתם?
- מהם האירועים החשובים בחיי הקריירה שלך? (הסגולה) אירועים חשובים + האירועים החשובים.
- מהם אירועי השיא? אלו הם האירועים החשובים.
- האם יש על הגרף נקודת מפנה, שבה חל שינוי פנימי או חיצוני אצלך? כן או לא.
- מהתבוננות על כל האירועים, אילו כללים בולטים מנהלים את חיירך?



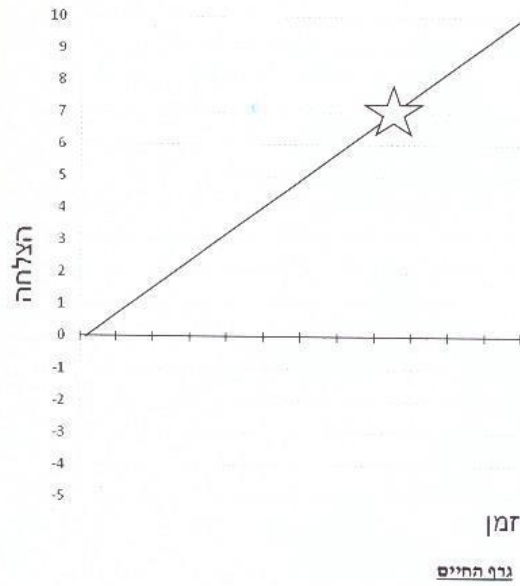
שרטט את גרף החיים משמאל לימין על הציר האנכי, פרש הצלחה כפעולה לקראת הגשמה עצמית.

סמן מוכבית במקום בו אתה נמצא כרגע.

סמן מאורעות קריטיים על גבי הקו.

1. כשאתה מסתכל על הגרף, מה אתה רואה? _____

2. מה בולט לך בגרף? _____

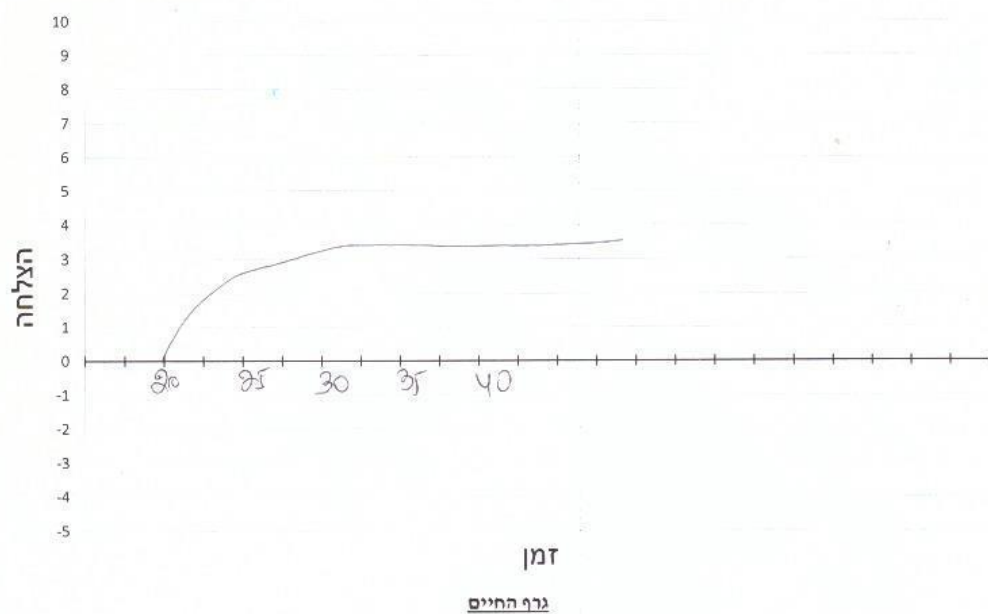


שרטט את גרף החיים משמאל לימין על הציר האנכי, פרש הצלחה כפעולה לקראת הגשמה עצמית.

סמן מוכבית במקום בו אתה נמצא כרגע.

סמן מאורעות קריטיים על גבי הקו.

1. כשאתה מסתכל על הגרף, מה אתה רואה? שיש לי עוד דרך כדי שאגיע להגשמה עצמית מלאה



גרף החיים

שרטט את גרף החיים משמאל לימין על הציר האנכי, פרש הצלחה כפעולה לקראת הגשמה עצמית.

סמן כוכבית במקום בו אתה נמצא כרגע.

סמן מאורעות קריטיים על גבי הקו.

1. כשאתה מסתכל על הגרף, מה אתה רואה? סגור של מותג אקס

Appendix XIII: Objective's questionnaire

1. Assuming everything is possible, what are the three most important goals for you shortly? The ones you would like to achieve, or you want to make progress on, for example, in the coming year (it is important to formulate the objectives in clear behavioural and timely terms).
2. What are the three most important decisions you need to make that will help you get started on reaching your objectives?
3. Rate from 1 to 10 your level of commitment that you feel toward each goal you set; score 1 expresses the lowest level of commitment and score 10 the highest level.
4. What do you think might be delaying or hindering you from reaching your objectives? (Write down everything that goes through your mind without filtering.)
5. What are the strengths and abilities you own that can help you achieve your objectives? (Specified talents, knowledge, skills, etc.)

Appendix XIV: Personal and family descriptions

1. Describe in behavioural terms, what would you like to change/improve in your life?
2. Describe six life events that, in your opinion, have shaped your life up to the age of 21?
3. What do you "gain" from the behaviours you suffer? For example, anxiety that runs life but momentarily creates a sense of control, the realisation of a mistaken worldview of worry and more.
4. If you know what you want and have the means, why haven't you achieved your goal to this day?
5. Describe your father's and your mother's personality in the past and present, each on at least one page.
6. Do you have a "gut feeling" of what your difficulties are and especially from where they arise?
7. As you now feel, is the current lifestyle of your choice or primarily intended to please others?
8. Describe your life in ten years in every aspect of family, friends, occupations, hobbies, livelihoods, place of residence, etc.

Appendix XV: Researcher's feedback questionnaire

Participants made it clear that they did not like to fill out questionnaires, especially if they were long. Therefore, I carried out oral feedback sessions and summarized the feedback from the sessions, maintaining the participants wording.

The number of subjects does not justify statistical analysis, but I had realized that analysis strengthens the understanding of the data.

The feedback questions were grouped into frequency tables, in which the average was examined.

The questions could have multiple answers and were not based on one choice.

Question 1: To what extent did the coaching you received help you?

1. Helped me a lot and I would like to continue with other issues
2. Helped me a lot on this subject.
3. Prefer clinical psychology treatment.
4. Following coaching I will proceed with therapy on another issue, i.e. marriage consultation.
5. The midterm feedback was very important and there was a change after it.
6. The feedback at the beginning of each session was unnecessary.

Question 2: Did you find the questionnaires and the graphs attached helpful?

1. The questionnaires were bothersome
2. The questionnaires prepared me for the session and were an important element.
3. They had no effect. I answered randomly.
4. The graphs were too hard. I did not understand how to use them.
5. I was pleased with the idea of saving time, being efficient and familiarizing myself early.

Question 3: When did you feel you made a significant change?

1. The first session was a stir up and a surprise.
2. The third session was a turning point.
3. The sixth session was a turning point.
4. The last three meetings made a big difference for me.

Question 4: If you had asked to pay for the coaching ahead (before experiencing it), today from your point of view, would you pay?

1. Yes
2. Not sure
3. No – I do not have money
4. I would prefer clinical psychology treatment
5. Depends on the price
6. Expect it to be paid by national insurance

Question 5: If you had to pay full price for the coaching which you already underwent would you do that? (Only one answer)

1. Yes, sure
2. Not sure
3. No

Question 6: If you had gone through this process two, three years ago, would it have had the same impact as you feel today? (Only one answer)

1. This was the right time.
2. Yes, of course, it would have helped me a lot.
3. I'm not sure then that it could help, I was not mature.
4. Not at all

Question 7: What are your life priorities?

1. Family
2. Studies
3. Work and career
4. Hobbies and leisure
5. Vacations and trekking
6. Idleness

Question 8: How much time do you spend on each part?

1. Family
2. Studies
3. Work and career
4. Hobbies and leisure
5. Vacations and trekking
6. Idleness

Question 9: To what extent do you feel that your coach is professional and the process you underwent was focused and professional?

1. Very professional and experienced
2. Pleasant and gives a feeling of safety
3. Not always professional and focused
4. Too rigid
5. Too pleasant

Question 10: To what extent did you feel comfortable cancelling sessions, or postponing personal coaching assignments?

1. Not at all, it's my commitment
2. Very few times
3. When I was afraid of criticism
4. When I felt I had enough and did not say openly

Appendix XVI: Criteria draft to analyse the research material

Subject Number	The participant's words and expressions declare the reasons and expectations to participate in the research	Main current events/issues in private and occupational life.	Words used to indicate perception and perspectives of occupational life circle (self-narrative)	Keywords/ new narrative presented by the participant	Participant's involvement in the research	The participant conclusion
			The participant perceptions about his strengths, best abilities, successes, peak events in his career.			
			The client perceptions about his challenges to improve his weakness and low light events in his career life.			
			The client is interruptions about his successes and un-successes events in his occupational life.			

Appendix XVII: Ethical code – Extras*

The participants' part:

- To participate in the research.
- Not to counsel any information that can impair their mentally/emotionally state, or sabotage the research
- Participants who are related to the researcher will not be able to participate.
- To inform the research of any special need or distress.
- Disqualification of participants due to life events will be at the discretion of the researcher and the professional staff accompanied.
- Participants may ask and check any information relating to the research or me till satisfaction.
- Each participant will sign a letter of consent. This letter of consent shall include information about the participant's rights. At the end of the document, there shall be a complete signature accompanied by required personal information.
- I will provide the participants with the names of the research tutors and their communication information. I will also provide all the contact details required to communicate with me in a variety of ways in Israel and abroad.
- If during the research sessions a participant will report or manifest emotional difficulties, they will leave the research and will be under the my care until they find professional treatment.
- If an applicant is ineligible to participate, s/he will not participate. If necessary, the applicant will be referred to outside help.
- A participant can withdraw from the research at any time, no explanation is needed.
- If a participant is involved in therapy, he/she will inform and consult with the therapist about being an appropriate participant for this research. There is no need for written consent (Sperling, 2016).
- In a situation where there are hidden conflicts of interest between the participant and me , the participant should report them.
- Participants shall be entitled at any time to review their professional files. (Aharon, 2009).
- Participants will be entitled to receive a copy of the research work after the publication of the dissertation.
- Potential candidates who reach out after the recruitment period will receive an initial telephone instruction for assistance tailored to their needs.

- No monetary compensation or any other reward will be offered to the candidate for participation in the research including transportation fee.

The researcher's part:

- I commit to professional research standards that must be matched to the highest standards of research, practice, and public service.
- I must rely on knowledge, scientific, research and professional practices and act sincerely and honestly.
- I will act following her professional qualifications; offer knowledge research, and be aware of up-to-date research and professional information in the fields of activity.
- At the time the research is being done, I shall refrain from cooperating with any of the parties having a professional or commercial interest in the research and its results.
- I shall not discriminate participants based on race, ethnicity/nationality, culture, origin national, gender, sexual orientation, age, religion, language, disability, health status and socioeconomic status.
- I will protect the anonymity of the participants and the potential candidates in all stages of the research.
- I will maintain absolute and permanent confidentiality of the contents of the sessions. However, a general summary without mentioning a participant's name is possible and does not affect the issue of preserving personal information (Sperling, 2016).
- I will not involve any third party in the two screening interviews, due to the sensitivity of the information being discussed and the need to make decisions about the subjects' compatibility for the study.
- I committed to expose and reveal truthful data by presenting true findings and avoiding bias in the results of the study to suit her research needs. The practical nature of this requirement is through proper disclosure of all actions she could do to bring things as they had been occurred and reported, by mentioning limitations. A critical examination of the questions of how reality was presented, what was inserted and what was omitted.
- I committ to transparency and objectivity in the collection, analysis and interpretation of facts and findings and verification of conceptualization.
- Questions should not be posed, or tasks may not be assigned to participants that may impair their mental well-being or physical abuse or affect them in a

psychological or another improper manner. (American Educational Research Association. 2011. Code of Ethics; American Psychological Association. 2010. Ethical Principles of Psychologists and Code of Conduct; British Educational Research Association. (2011). Ethical Guidelines for Educational Research).

- The questions or tasks in the research should match the participants emotionally and cognitive abilities.
- It is important to emphasize that it is not my responsibility to ensure that all potential candidates and participants who were referred to outside assistance received it.
- Preparations had been made to allow populations of young adults, suffering from physical disabilities, to take part in the study.
- I commit to maximum availability during the research towards the participants. However, consultation outside the boundaries of the sessions should be coordinated at short notice.
- If I notice that the method is harmful to one of the participants, the participant will leave the research. I will explain the situation and will refer them to external help.
- Midterm and oral feedback will be carried out and may also be recorded and photographed with the consent of the participant.
- Some recorded feedback will be taken at the end of the research, under the same conditions mentioned above.
- I used an interpreter, unrelated to the study, to summarize each participant's file in English. I handed the files to the participants without personal identification marks.
- In case of unexpected damage to any of the participants or the community, I undertake to report immediately to the dissertation tutors and the research authorities of the University.
- I undertake that there will be no conflicts of interest with the participants. In the case of a conflict of interest, I will disqualify myself without giving explanations to the third party in order to preserve the confidentiality of the participant.
- I undertake not to continue the sessions with the participants beyond the twelve sessions that were set.
- I will not ask the participants for any benefit, including publishing the research, public relations, feedback on the Facebook page, etc.

Data preservation:

- Data analysis include all the data that had been gathered in the sessions.
- The cluster of screening questionnaires would not be analysed by systematic test.
- All seventeen original (raw) files including my notes, will be kept for 10 years as required
- The files are kept in an office safe.
- A digital numeric file will be prepared for each participant, which will include a short summary of the coaching session
- If the participants request me to destroy the raw material, it will only occur after the publication of the dissertation
- The general summaries are stored in two geographical locations, with a hard and digital copy each.

* Rohleder, P. P., & Lyons, A. C. (2014). *Qualitative research in clinical and health psychology*. Palgrave Macmillan.

Appendix XVIII: Collective learning meeting; personal feedback questionnaire

Colleagues/ consultants/community and young adults Feedback

Position in the organization:

Occupational specialization:

Work experience:

Academic or other degrees:

Age:

Gender:

1. Have the meeting topics matched and/or strengthened your ideas of professional experience in the field?
2. Did the meeting raise new issues?
3. What are they?
4. Have issues that came up at the meeting you did not agree with?
5. What are they?
6. What would you focus on as the most important and prominent issues you have heard at the meeting?
7. Additional comments you would like to contribute:

Thank you very much for your cooperation

Appendix XIX: -Table of collective learning meetings

Meetings with research participants to enhance the trustworthiness of the study results. Each of them could check the written information. The citations presented, as well as a general presentation of the research results. Beginning on 4/9/18 through 17/8/19. The sessions were individual and lasted between two and two and a half hours.

1. Individual meetings with consultants and experts in the field: Senior placement consultant columnist in economic Journal, senior organizational consultant Doctoral student in the Department of Psychology, Director of the Unit for the Care of Young, Young Adults and Adults in the Tel Aviv Municipality, Former Director of a well-known high school in the Gush Dan area. The sessions were from March 2019 to June 2019.
2. Peer meeting – 17 employees in the Department for Adult and Young Adults, named 'Maaze 9' of Tel Aviv. Lecture + discussion. Ages 30-54. All academic staff are mostly social workers. Women and men are of equal number. Duration of two and a half hours. 19/01/2019 in the department building of Maaze 9 Tel Aviv.
3. Lecture + discussion in the Office of the Legal Bureau of the Prime Minister's Office in Jerusalem 20 people + department manager. Most are academics, secretarial staff and lawyers. The group also included women, men, Jews and Arabs. Age range 29-61.
4. Community meeting of a heterogeneous group. Fifteen people, men and women, academically and without a college degree, young and old, unemployed and employed. Successful (by their definition) and those who are looking for a professional path. 30-66 age range. Held on Ganei Tikva Gush Dan District on 23/2/2019
5. Meeting in the Cabinet Secretariat 12 members of a heterogeneous group, age range 28-67, without the presence of the department manager. Most are academics, men and women. The meeting took place at the Prime Minister's Office on 13/08/2019
6. Meetings with high school students and their parents. Two sessions for each student. One session was a personal meeting to learn the way s/he perceives and plans her/his career building. The second session also included the parents. There were: S. Tzur, A. Yitzhaki, N. Nadav, G. Zara, A. Schneidman,

M.P. The students were in grades 11 and 12. Total: 12 sessions of 25 hours. Meetings began in September 2018 and ended on 23/10/2019.

7. A marathon with young adults who testified that they are succeeding and have chosen a career path with which they are satisfied. Male and female between the ages of 35 and 31. Doctorate holders in relocation in the US. Held on June 15, 2019.
8. A meeting at the 'Shetofim' (Shares) organization, prepares proposals for organizing and improving the performance of government offices. Presenting the main findings to the Institute's researchers. The research results and focusing on the research methodology. Took place at the Institute's offices in Beit Yehoshua, Central Israel, June 2019.

Appendix XX: - Phases in choosing coaching strategy

Phase I – Emotional Coaching psychology

This phase is conducted for participants who suffered from confusion and anxiety at the level which disturbed them from focusing on building their careers. The selected psychological coaching method was according to participants' descriptions of their ontological experiences. Participant's interpretation is a leading discretion to choose the coaching strategy on the first sessions .

1. Selecting an appropriate method of coaching aimed at reducing confusion or crisis before participants can work on self-identity and occupational construction .

2. Additional anxieties and other confounding factors were raised in some cases during coaching which hindered the participant from progress. In cases that displayed these factors, the coach made an overall interpretation that contained additional causes of confusion and stress. For example: The participant sought to work on procrastination as an inhibitor and anxiety factor of occupational success. The coach (after re-examining the questionnaires, the initial interviews, and the material provided by the coachee at the first sessions), suggested that this may be a manifestation of overall anxiety. (This anxiety may manifest in other areas of life as well). The inquiry into this situation was made together with the guidance of the coach and the coaching goals have been redefined. Another example: the participant suggested working on social skills at work as a factor that suppresses success. In-depth clarification has emerged that the participant is preoccupied with existential thoughts that cause recoil in most people. Is there a purpose for my existence? How do I find a life purpose? Questions that are interpreted as negative thoughts, creating social rejection. The inquiry into this situation has been made in collaborating with the guidance of the coach and, the coaching goals have been redefined.

3. Another consideration in choosing a psychological coaching method is selecting a method that allows a wide response to a higher number of inhibitory symptoms — for example, choosing guided imagery as a tool for reducing anxiety and stress that provides relaxation in extensive stressful situations .The CBT technique has been used in cases of dealing with anxious thoughts that were the basis of personal confusion.

Phase II- Career Coaching Psychology(1)

This step was performed by all participants. Each participant was treated to a different level of intensity depending on the needs identified.

1. Career coaching through personal enquiry into values, needs and reality.
2. Diagnosis of assisting forces existing in the participant
3. Diagnosis of inhibitory forces and their sources.
4. Coaching techniques for changing a personal paradigm, exploring the meaning of the participant's life, values, priorities, gaps between desirable and undesirable situations, life impact factors, etc. Guided imagination technique to visualize future goals. Creating a useful and optimistic life script by various interpretations of the participant's history and family.
5. Self-acceptance, self-esteem as a career-building tool, such as freestyle writing, inspiration board, exploring inspiring events and people in the life of the participant.
6. Dealing with issues such as a perception of a changing world, lifelong learning, a non-continuous career, Self-inquiry of development of an occupational self-identity.

Phase III – Career Coaching Psychology(2)

This step was performed for most of the participants, according to their needs .

1. Career-building coaching – Experience in creating a life course, learning how to process feedback from the field and how to improve performance.
2. Building self-branding tools
3. Recalculate route in light of feedback
4. Developing and enhancing new strengths and capabilities that were acquired in the process and impact on the emerging self-identity.

Appendix XXI: The case of participant 13

Participant 13 worked a decade in a restaurant that supplied lunches to two business towers. She was used and abused by her boss who left her to tend to everything and she was a non-academic person who saw no light at the end of the tunnel. Remained stuck there for ten long years. She belongs to the LGBTQ community and remained partnerless during this time, she lived with her aged mother and took care of her while maintaining a low level of living. Her established sisters took part in this abuse and enjoyed the ingrown caregiver they could look down on.

The year before she contacted the research, she started suffering from pain in her knees due to reduced cartilage in her joints. No one in her family cared and pressed her to remain as a servant both in her job and at home. She recalled her good grades in school but was afraid to pursue them. Her boss bribed her with small tokens and managed to make use of her sense of duty.

During this time, she was of service to two business towers and the clients were appreciative and respectful of her meticulous memory of orders and service. A lawyer even offered her a position if she did not find another, telling her that she could find a place in his firm. It went over her head in the haze of working the grind. She did not believe in her worth nor pay real attention to the opportunity. It was revealed during a conversation as a form of giving strength to her qualities from others but not from herself.

The transitional change she went through, she quit her job. Got her ten-year severance and looked for positions in the field she wanted to pursue. She felt great distress as she looked for a position while taking a course in a higher education institution that offered remote learning.

During one session where we explored the possibilities for finding a good position. I reminded her of the offer and good words she received during her tenure in the restaurant. She felt small and inadequate and did not want to follow through but I encouraged her to approach that lawyer and know there is nothing to lose. It was a part of her homework to build a social network and work to accept her situation and own it. She met with him and told him of her situation and trials.

She was greatly surprised to hear the lawyer say "For a girl who always remembered the number of olives I like in my salad, the heat and type of coffee I like and when I like it, there will always be a place in my firm. You are welcome to work for me and there will always be a place for you with us. I have one condition though; you must study while holding a position in my firm and you must apply for the bar".

She took the position.

Appendix XXII: The unusual feedback

This feedback emerged during pivotal sessions during my occupational coaching way. A participant in her twenties exhibited learning disabilities and several social norms conditions. She was diagnosed as a high functioning person on the autistic spectrum and after her military service in Israel, aimed to become a teacher for special assistance children in middle school. Her parents and especially her mother supported her both monetarily and in encouragement. She lived with her parents and experienced many times, mental breakdowns due to not understanding normal interactions. It is important to note, she comes from an established family whose father was an engineer in a big plant and her older brothers were both successful in the cyber fields and finances.

She was always an exception in every way in her family and her parents paid for psychological sessions for her since early childhood.

We met when she was already employed in an administrative role and learning to be a teacher. As she came close to finishing her studies, it became clear that she cannot stand before a class and teach. Her father berated her and told her he expected her to fail and that she would not amount to anything and will always be a burden on others her entire life. This brought on an emotional outburst that ended in fainting and hospitalization.

During her fourth year of studies and after the psychological sessions concerning the means and drive, she had to return to school and face students and be a teacher in the teacher's hall, she was still unable to do so, despite being given tools like CBT. Gradually it emerged that her own occupational identity involved more engineering, computers and logistics.

With my encouragement, she signed onto courses in mathematics and physics before being able to enrol in an information's systems practical engineer programme. She passed her courses and enrolled successfully. This session was in the middle of her eight-semester, two-year programme. Her parents came to a session at their request. The intent was feedback.

Her father opened; "Aviva and X, I owe you an apology from the bottom of my heart. Especially you X. I have done you a great misdeed, not only in this period but also

before and during your entire childhood. When I attempt to weigh things properly, I understand with pain, I have never supported and encouraged you to go into the world and be yourself.

When I understood you were different from your brothers, I gave up on you. Mother took care of you and saved you. She is the reason you are here and successfully finishing your Practical Engineering programme. I was content with you studying to be a teacher and never once stopped to think if this fits you. I just thought it will provide for you in a safe place. I now understand how wrong I was, how talented and gifted you are. I want to be proud of you but the shame I carry stops me from being able to do so. I have to ask your forgiveness too Aviva, you formed a special bond with X and allowed her to progress like no one other. Your warm and trusting relationship with X and her mother was the platform, on which, all was built."

On my behalf, this participant's journey taught me a lot.

First in seeing that the privilege of self-actualization does not belong only to those who are privileged in life. Even those who suffer or have educational difficulties or have special needs can aspire to achieve as high as they can.

When this happens, when they meet their authentic identity, things happen. They reach their purpose and the flow sensation and sense of rightness allow them to perceive and challenge their obstacles successfully. This was an enriching and educational experience for me.

This also demonstrated to me the milieu of factors that assisted and moulded the surroundings and facilitated the growth and change that took place.

Lastly, on career planning that was done on her behalf. We built an extended frame of continuous education and learning. Her independent existence was one of the goals and a value we strove for. We also created a hobby that can grow into an occupation for her that will be there for her in her retirement. She will handle and train canines as they were part of the coaching in making a connection and attachment and improving on her wellbeing.

I can update she has already taken dog handling courses and has already adopted a dog. Her logistic career is thriving and she tried to enrol into an engineering diploma and failed. Her life is balanced and independent.

Appendix XXIII: Conversation points from post research community meeting

Date: 16 September 2019

Location: The Tel-Aviv metropolitan

Participant's age: 34

Employment status: Unemployed for three months. Receiving governmental comp. An ex-employee of one of the major media conglomerates. looking for a job in comfort, hanging with friends. Came to my lecture from her interest and took part in the open discussion. In the end, she approached me asking me to share her view about the greater good and self-commitment to it.

Most of the participants' opinions in the discussion, supported the idea of combining contribution for the greater good in professional life. Anyone who thought otherwise stayed silent. Eva presented a different opinion and I decided to document the conversation with her. I quoted the relevant part of the conversation. The other topic concerned her decision to return to Israel to get married.

(At the time a big media storm was brewing concerning illegal immigrants' children who were living in squalor and longing to any human touch)

E: *"Studying for an MBA abroad, I was asked to write my epitaph. I wrote and detailed my passion to succeed... I wanted success... but for the majority of my life I dedicated myself to contribute to humanity and especially to children."*

Researcher/Interviewer: *"Do you find time now that you are unemployed to volunteer toward these goals?"*

E: *"Not at all. I feel no inclination to create something on my own and when I will do something, it will be through a recognized organization".*

Researcher/Interviewer: *"Can you please elaborate as to your choice to pursue your passion through an organization?"*

E: *"I see no value in personal action, which gets swallowed in the sea, and only if an organization approaches me, I will act upon it...and only if there is some kind of personal recognition of my actions".*

Researcher/Interviewer: *"Let me thank you for these clarifications".*

Appendix XXIV: Minutes from one of the post-research meetings held on 18.10.2019

Location – Ramat Gan

The meeting was held with six participants whose ages mirrored the research participants ages. These participants volunteered to listen to a lecture and hold a dialogue directed by the researcher and filling a questionnaire.

MF is a Married mother of three children. An ex-teacher who left teaching in favour of writing. She left her position four years ago to pursue her wishes and is yet to pave her path and gather a following.

When I presented the meritocratic upward climb and the unceasing push to succeed, she rose and requested to speak and began speaking with more and more fervour.

"I know not from where these life-demolishing ideas come. I feel obsessed to be worthy by gathering achievements and successes... When we met with friends, I felt ashamed in the past, to admit I was an elementary school teacher. Everyone would ask, What next? It was assumed I would be aspiring to be a school's manager or a teacher's teacher... No one cared or inquired if I am well or if I enjoy my position. The message was clear.

I am content with my resignation, but I am confused ever since. I would live to fulfil myself through writing, but I am haunted by the desire to gain a position where I would be earning as much as my husband does. Everything on this earth is measured in achievement. My writing is nothing if it is not monetary fruitful. I am at a loss for words for this existence..."

Appendix XXV: The case of participant 7

A 35-year-old young adult waiting for his firstborn in a few months and engaged after a decade of losses and hurt investing in the liquor business. An ex-partner took pity on him and gave him a maintenance job to keep afloat. He was trusted in a large established business with its own clique and as he was pressed into the job. He was not well accepted and due to additional changes in the business, he was on the verge of losing his job anytime.

He shared during the first session that he came to the country into a community settlement (kibbutz) as a teenager and worked in the herbivore range, achieved his GED and completed his military service. His connection and relations with his family in North America were lukewarm and he felt out of place due to constant fighting between his parents and critique coming from his rich grandfather who reigned over the family with his funds. He chose to distance himself from his family and live on his own.

By the end of the first session as his hand was on the doorknob, he opened up and said he realized the best time in his life was during his time in the kibbutz. Now at thirty-five, "I understand I wished to be a veterinary doctor and I have missed out on my calling." He left the room and an atmosphere of electric shock remained in the air.

Many thoughts ran through my mind as I considered what to do as in this age, it is less realistic to achieve, yet it was a passionate call. There was no private school in Israel that would admit him and with his debts and coming child, it was not a plan to consider.

In the following sessions, I broke down the essence of being a veterinary doctor in his perceptions with him. We amassed a list of qualities such as leadership, decisiveness, honesty, giving and empathy along with the strength to carry out life and death decisions.

During the third session, I related to him a tale of inspiration. An Israeli vet flew to USA and reached a godforsaken hamlet with none of the amenities he was used to. He worked in a simple day-care and a patient with a canine whose eye almost popped out in a car accident rushed in. Procedure dictated to refer the case to a hospital where the dog would not make it most likely alive to the required care. The vet chose

to take the case. He swept the dog up in one hand and prepped the surgery on his own with his meagre staff and equipment. He led his team to save the dog and when the head surgeon heard of this, he requested the clinic owner to berate the vet for taking initiative beyond his scope. A short time passed, and another animal came to his care in dire straits. He again chose to take the case and once again saved the animal's life. The head surgeon put a choice in the hands-on of the clinic owner between him and the unruly vet and she chose the new vet.

We discussed the story and concluded that in any place, no matter how small, a person can find meaning and the will and quality to make a change. People around such a person will acknowledge this and see what shines from within.

A month later, another session occurred, and he shared what happened a few days prior. There was an energy to him that carried him to another stature. He told me, he and others were loading a pallet and a heavy carrier overturned and rolled over another worker who was close by. He did not know how and why but still, he ran to the carrier, assessed the person's condition and woke the people who were in a stupor around. He arranged to hoist the carrier of the injured, had him on a plank to avoid spinal injury. He treated the injured and the driver who was also hurt until the first responders arrived.

He related that the world changed around him once the moment was over. The other workers began appreciating him for his coolness and ingenuity, his peers saw the spark that ran inside him, and his sense of self altered as if he was a different person altogether. He brought up the story I told him during a previous session inspired and sunk into him in several ways.

In a post-research meeting, I met the now young father, he was happy and content in his job.

Appendix XXVI - From raw data to themes

The process of building the themes

The analysis was done in the following process:

I created units of meaning that would allow me to analyze the large amounts of data collected. Because of the preliminary nature of the research, I chose not to reduce part of the topics which came up (give up on topics completely, or not expand a few of them). I preferred to analyze the data that came up concerning personal and occupational confusion.

Units of meaning from raw data- highlighting meaningful words from each participant's file.

Categories- all units of meaning sharing the same meaning, or single units or different or contradictory were gathered into separate categories.

Codes- Several categories sharing the same general notion have been made into codes.

Initial theme - several codes containing an overall meaning comprise a primary theme.

Broad theme- several initial themes that encompass the broad meaning of the content and expand on the idea.

Extended theme – several broad themes which elevation the understanding and extend the idea.

Major theme- a theme that includes several extended themes and represents comprehensive ideas.

Mega theme- a theme that includes several major themes representing a general and meaningful idea concerning the research question.

The procedure-

The first phase included reading multiple times all the participants' files and the English summary of the participants' profiles. The reading in this phase was holistic

and focused on the entire data. This was done for familiarization with the data and to raise initial ideas for building categories.

The second phase included omitting content that is not related to the research question (inheritance, marriage crisis, friendships, and irrelevant background details).

The third phase included rereading each participant's file, in an analytical orientation, by highlighting words, sentences, expressions and phrases. Marking of repeating, unusual, and singular notions, all concerning one subject. I have extracted meaningful units from the raw data such as the reason to participate in the research, declared needs, desired goals, the manifestation of confusion, parental involvement, and the way they perceived their past decisions. The change characteristics, expressions of satisfaction from the transition during the research, expressing the difficulties in the change process, dealing with obstacles, turning points and when they occurred, the feedback process from the participants and dozens more.

In the fourth phase, I have grouped into one category all the descriptions that articulated a particular idea. I wrote them separately and gave this category a title. Each entailed all the expressions relevant to it. One category is parents aiding their offspring's careers. Other, parents threaten the career of their offspring. I have marked beside each category the number of participants who are included within. The descriptions entailed the different styles of parental attitudes grouped into different categories. For example, threatening and manipulative parents (P.12,13) displeased parents (P.2,6,10), controlling parents (P.11,10,13), supportive parents (P.1,8), and parents paying for my studies (P. 1,3,8,11). Parents who have not intervened out of their despair of the situation (2,11,13). Parents who fear worsening the mental state of their offspring (1). Parents who push to agree on their direction (2,6,10,12,13). Encouraging parents (1,8,16), oppressive parents (2,11,12), controlling parents (P.11,10,13), indifferent parents (14,15), angry parents (2,11), and parents helping and taking part in the young adult's life. (1,4,8,10,16). I created a collection of categories all concerning the same idea. (During this phase I consulted with Mr Friedman and Dr Sagiv).

In the fifth phase- I accumulated the categories relating to the same meaning into a code. The code name articulates a broader meaning that includes all the categories listed within. Each code is an intersection of descriptions, which are similar, single, or opposing each other.

"Controlling, manipulating and decisive parents" included all the participants listed under this code (P.2,6,10, 11, 12,13,14,15).

The code "Helping parents" included: supportive parents (P.1,8), parents paying for my studies (P. 1,3,8,11), and encouraging parents (1,8,16).

The code "Parents with negative attitudes" include threatening parents (P.12,13) displeased parents (P.2,6,10) and parents who do not intervene out of their despair at the situation (2,11,13). Parents who fear worsening the mental state of their offspring (1). Oppressive parents (2,11,12), indifferent parents (14,15), angry parents (2,11)

In the sixth phase, I looked for the common denominator between the codes, realizing that positive or negative attitudes present parental participation. I have grouped all the descriptions into three initial themes relating to their content. The presented themes are encompassing enough to hold various directions of the same notion. These are the initial themes I've created:

- Over-perfectionist parents (include the 'negative and 'positive and single attitudes)
- Treating employment security as a threat (controlling, manipulating and decisive parents)
- The influence of false feedback on career building (False negative or false positive)

I thought to include the topic of the Influence of false feedback on career building in the theme of Over-perfectionist parents but after consultation, I decided to separate it for two reasons: the theme of Over-perfectionist parents will be overwhelming, and the reader may be lost in the context. The other reason was my wish to emphasise the dramatic influence of a parent even in a single sentence uttered once as described by participant 14.

In the seventh phase, I repeated the same process and I extracted 'meaning units' related to bosses, organizations, and spouses. I continued to categorize and codify.

I revealed two initial themes dealing with the relationships between young adults and their bosses and one theme concerning the relationship with spouses.

Initial themes related to bosses and organizations:

- Bosses and organizations as paving career paths.
- The disappointment from bosses and organizations.

Initial theme concerning spouses:

- The 'cold supportive' spouses

In advance, during the research, I narrowed down the exploration of the couple's relationships. I took care of not being carried away by this challenging subject. Furthermore, I limited the analysis only to information related to the topic of career building. At first, I had three initial themes:

- The accepting passively supportive spouses
- The indifferent spouses
- The 'cold supportive' spouses

Finally, I decided that passive, indifferent, and cold attitudes are forms of 'cold support'. I formed an initial theme- The 'cold supportive' spouses.

In the eighth phase, I grouped the initial themes related to bosses, organizations and spouses into a broad theme and named it –"**The Influence of others on the formation of professional identity**".

In the ninth phase, I added the topic of parental participation to the broad theme "The Influence of others on the formation of professional identity", and created an extended theme named- "**Feedback Influence and Societal Demands for Career Building**".

In the tenth phase, I found a connection between this extended theme to three other extended themes dealing with current factors influencing young adults to find both emotional and practical solutions:

Coping avoidance

Unawareness of career planning possibilities

Actual failures or successes

Feedback influence and societal demands for career building

In the eleventh phase, I grouped the extended four themes into one major theme and named it- **Exploring the present- exploring potential solutions for the current confusion**

In the twelfth phase, this major theme was included in one of the research's mega themes.

Emerging Awareness – a human “research lab” where the reasons for confusion were revealed.

- Exploring past life events and choices
- **Exploring the Present – exploring potential solutions for the current confusion**

After constructing this broad theme, I was debating whether to divide the subject of parental involvement into two major themes, exploring past life events and choices and Exploring the Present – exploring potential solutions for the current confusion.

The first major theme deals with the explorations of the participant's past, and the second deals with the contemporary factors affecting the young adult's decisions.

I decided that there is no point in dividing the topic of parental involvement between the two major themes. First, the subject of my research is not an in-depth investigation of the parents' influences throughout the periods of young adulthood. Second, because, most parents who were involved in the past continued to be involved in the present. Therefore, there was no point in dividing the issue into two. Because of the duration of involvement and its current consequences for young

adults in their fourth decade, I decided that this topic would be included in the third theme.