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THE IMPULSA WORKSHOP-PROGRAM: A CASE STUDY OF DIVERSE GROUPS AT RISK OF SOCIAL AND LABOR EXCLUSION

EL PROGRAMA-TALLER IMPULSA: UN ESTUDIO DE CASO CON PERFILES DIVERSOS EN RIESGO DE EXCLUSIÓN SOCIOLABORAL

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ABSTRACT

Introduction. The current labour market is characterised by dual dynamics that exacerbate barriers to social and labour market exclusion, making training and career guidance a social and ethical responsibility, which is particularly relevant in certain contexts and for vulnerable groups. These groups have needs relating to improving the self-management of their professional careers and employability, which must be met through comprehensive training and career guidance programmes and initiatives. Consequently, this study analyses the implementation and subjective impact of the Impulsa workshop programme. Method. Adopting an interpretative approach, a mixed-method case study design was employed, involving nine service users from a social organization. Discourse analysis of individual and collaborative resources (forum, chat, support networks and focus groups) was combined with a questionnaire ad hoc on perceived impact. Results. The results highlight the importance of methodological and technical support in ensuring the accessibility and effectiveness of the intervention; as well as the role of external validation and recognition from the wider community, which emerge as decisive factors in the development of identity and the transformation of professional and life trajectories. It was also found that collaborative resources demonstrate their value as ecosystems of mutual support, strengthening self-efficacy, a sense of belonging and the development of collective strategies, in the face of professional and social isolation. Discussion/Conclusions. Despite the exploratory nature of the findings, significant improvements have

been observed in career self-management and risk-taking and career difficulties. Highlighting the potential for transfer of the CPC Model (Building My Professional Career, Sánchez y Suárez), which forms the theoretical basis of the workshop-programme implemented.

RESUMEN

Palabras clave:
exclusión sociolaboral, programa-taller *Impulsa*, formación y orientación profesional, empleabilidad, estudio de caso

Introducción. El mercado laboral actual presenta dinámicas de dualidad que intensifican las barreras de exclusión sociolaboral, situando la formación y orientación profesional como una responsabilidad social y ética, especialmente relevante en contextos y para colectivos vulnerabilizados. Estos presentan necesidades para la mejora de la autogestión de la carrera profesional y la empleabilidad, que deben ser cubiertas mediante programas y acciones integrales de formación y orientación profesional. En consecuencia, este estudio analiza la aplicación y el impacto subjetivo del programa-taller *Impulsa*. *Método*. Desde un enfoque interpretativo, se aplica un diseño mixto de estudio de caso, con la participación de nueve personas usuarias de una entidad social. Se combinó el análisis discursivo de recursos individuales y colaborativos (foro, chat, redes de apoyo y grupos de discusión) con un cuestionario *ad hoc* de impacto percibido. *Resultados*. Los resultados destacan la relevancia del soporte metodológico y técnico para garantizar la accesibilidad y eficacia de la intervención; así como, el papel de la validación externa y el reconocimiento del entorno, que emergen como elementos decisivos para el desarrollo de la identidad y la transformación de las trayectorias profesionales/vitales. Se detecta también que, los recursos colaborativos demuestran su valor como ecosistemas de ayuda mutua, fortaleciendo la autoeficacia, el sentido de pertenencia y la construcción de estrategias colectivas. *Discusión*/C*onclusiones*. Pese al carácter exploratorio de los hallazgos obtenidos, se concluyen mejoras significativas en la autogestión de la carrera y en el afrontamiento de riesgos y dificultades. Se destaca el potencial de transferencia del Modelo *CCP (Construyendo Mi Carrera Profesional, Sánchez y Suárez)*, que está en la base del programa-taller aplicado.

Introduction

The current labor market situation is characterized by a duality that exacerbates the gaps and barriers to social and labor market inclusion (World Economic Forum, 2025). According to data from the National Institute of Statistics (INE, 2025), although the overall unemployment rate stands at 11.21%, pockets of structural vulnerability persist, disproportionately affecting specific groups (particularly young people, adults, and women, with unemployment rates of 25.5%, 9.20%, and 12.54%, respectively). Given this situation, there is now an inescapable social and ethical responsibility to provide support and guidance for individuals' career development and employability, especially for those in vulnerable situations (Hooley et al., 2021). All of this is in line with the Sustainable Development Goals (United Nations 2030 Agenda, 2015) (SDG 8: Decent Work and Economic Growth, SDG 5: Gender Equality and SDG 10: Reducing Inequalities), and employment, social, and vocational training policies. This support is based on: a) Law 3/2023, of February 28, on Employment, which promotes equity in access to decent work and establishes the right to personalized career guidance; b) Law 15/2022, of July 12, on Comprehensive Equal Treatment and Non-Discrimination, which calls for the elimination of social and labor barriers faced by the most disadvantaged individuals; and, c) Organic Law 3/2022, of March 31, on the Organization and Integration of Vocational Training, which supports this vision. Consequently, career guidance is promoted as an essential service starting at an early age, and regulations establish an integrated training model that prioritizes guidance.

However, the scientific literature points to the persistence of a gap between the regulatory framework and the operational reality of public employment services, highlighting structural limitations that create tensions in their practice (Echeverría and Martínez-Clares, 2024). This situation makes it difficult to provide a response that is tailored to the population's actual needs. The fact is that education and career guidance cannot be viewed solely as the transfer of technical knowledge. Rather, and above all, priority should be given to a comprehensive and holistic approach that fosters the development of life skills, personal autonomy, and social and labor market inclusion (Savickas, 2013). This proposal encompasses career development, employability, and professional performance; therefore, action frameworks are needed to enable individuals to manage change throughout their professional and personal lives (Anonymous, 2025). In this vein, the CCP Model (Building My Professional Career) (Sánchez-García and Suárez-Ortega, 2018) emerges as a strategic approach capable of systematizing the necessary support, viewing guidance as a process of empowerment and personal and social transformation. This model allows for a critical analysis of the demand, considers guidance as a factor in personal and community transformation, and enables the development of guidance strategies that strengthen critical awareness, resilience, and other necessary life skills (Anonymous, 2025; Ribeiro and Figueiredo, 2025).

Specifically, the CCP Model is a sequential and adaptive system that promotes autonomy in the development of professional and life projects (Sánchez-García and Suárez-Ortega, 2018). This model is based on a reflective and cyclical career development process structured around five core competency areas: 1) exploration and definition of initial goals, 2) a strategically structured process of self-awareness and personal development, and engagement with related environments, 3) readjustment of initially set goals and realistic decision-making with vital significance, 4) strategic planning grounded in a personal sense of purpose for the professional project, and 5) the management and evaluation of this project and its associated subprojects and pathways (Pantoja, 2020;

Suárez Ortega et al., 2023). Consequently, applying the CCP Model to career guidance programs aimed at unemployed individuals and those in situations of social and labor vulnerability (Cruel et al., 2024) presents an opportunity to test the relevance and effectiveness of an innovative methodology that combines personalized learning, collaborative work, digital skills, and the creation of support networks. Skills in exploring, planning, managing, and evaluating one's professional career are developed, enabling individuals to learn how to reshape their professional and life plans in a way that is meaningful to them (Ribeiro and Figueiredo, 2025).

At the same time, in situations involving career transitions or reinvention, the development of support networks emerges as a key factor in successful integration (Stead et al., 2025). These networks go beyond their informational role to become strategic social resources that catalyze the creation of social capital in volatile and uncertain environments. Through these networks or support groups, meaningful connections are formed among participants, professionals, and community members. The intervention is no longer an isolated event but is integrated into a sustainable career ecosystem (De Vos et al., 2020; Marín-Zapata et al., 2022). This collaborative approach strengthens the community fabric and provides emotional and relational support for the subproject and its programs aimed at job search, integration, and social and occupational advancement. In turn, it ensures that the impact of the training and guidance process is sustained over time. Similarly, it contributes to the development of key competencies and skills, such as adaptability and self-directed career planning (De Valverde et al., 2020). This facilitates a tailored response to various career transitions, taking into account the diversity of needs (Cruel et al., 2024). Here, the guidance professional plays a key role (Blustein and Lyon, 2022; López-Medialdea et al., 2025), acting not only as a facilitator of technical tools but also as a strategic mediator capable of translating the demands of a volatile market into meaningful career projects and life paths, and empowering individuals to take an active role in their professional development.

In this context, selecting and adapting the intervention model to the target group is an essential step that requires rigorous coordination among the organizing and collaborating entities, institutional leaders, and the participating group itself. This perspective is consistent with the findings of Steen et al. (2025), who conclude that the most effective interventions for promoting the labor market integration of vulnerable groups are those that combine career guidance, ongoing support, skills development, and social support. Similarly, Kluve et al. (2017), based on a systematic review of youth employment programs implemented in various international contexts, note that comprehensive interventions that combine guidance, training, and support services for job placement yield more consistent results in terms of employability. For his part, Suárez-Ortega (2025), in his review of the current state of the field regarding educational and career guidance, as well as guidance for developing career and life plans, emphasizes the need to adopt a transformative approach to guidance as a strategic mediator between personal and community empowerment, interconnecting resources and actions through reflective, narrative, and co-performative work. In this process, career counselors serve as "keys" that weave together opportunities for action, inclusion, and social and occupational improvement.

Consequently, the CCP workshop program is implemented with a personalized approach, taking into account the specific needs of the participants and promoting meaningful learning to help them build and advance their careers (Suárez Ortega et al., 2023). This type of implementation requires flexible methodologies capable of integrating innovative resources and collaborative work dynamics. It reinforces the idea that career guidance should be a space for inclusion and conscious development (Cruel et al., 2024;

Bautista Bou and Roselli, 2025). This also requires the generation of scientific evidence through evaluation (Chhabra et al., 2022) and enables an analysis of processes and outcomes, thereby assessing their impact on people and the environments in which they live.

Method

The study is based on the implementation and monitoring of the CCP workshop program, which is part of an R&D&I project (reference MCIN/AEI/10.13039/501100011033). Specifically, it consists of a case study (Baxter and Jack, 2008) involving a specific group of participants with diverse backgrounds who are at risk of social and labor market exclusion. To evaluate the work process, quantitative and qualitative tools have been integrated into a mixed-methods design (Obilor and Ikpi, 2025) and an evaluative design (Stufflebeam, 2003; Marín Solórzano et al., 2021) with the aim of obtaining triangulated results (Flick, 2004). However, the design used is primarily interpretive in nature, guided by an analytical, reflective, and comprehensive approach based on the shared perspectives of the people who participated in the experience.

Objectives

The *overall objective* was to analyze the implementation and subjective impact of the CCP workshop program. This is based on the CCP Model (Sánchez-García and Suárez-Ortega, 2018), applied to a group of unemployed individuals facing social and labor-related vulnerabilities. Through the implementation of a virtual learning environment in Moodle, the instructional sequence is applied, evaluating both the process and the outcomes (Requejo et al., 2022; Suárez Ortega et al., 2023; López-Medialdea et al., 2025) from an interpretive perspective.

Specifically, the *specific objectives* were:

1. Evaluate the workshop program's development process based on the main support tools and personal interaction.
2. Explore the contributions made by the support network that developed throughout the process.
3. Assess the subjective impact of the program on the acquisition of career development skills.

Participants

The exhibition features the nine people who completed the workshop program; the group is predominantly female (89%) and of middle-to-older age, with seven of the participants over the age of 39. Given the group's relatively advanced average age (77% are between 39 and just over 60), the profiles reflect the challenges of labor market integration documented in the literature. This includes exposure to the informal economy (ILO, 2023) and the precariousness and invisibility experienced by women in certain sectors of the labor market (Alberto-Carbó, 2025). On the other hand, two participants were in their twenties (21 and 28 years old, respectively), and in terms of education, only one of the participants had a college degree, while another had completed only compulsory education; thus, the majority had a high school diploma or vocational training (66.7%). This vulnerability is exacerbated by family responsibilities in 5 of the cases and an unemployment rate that affects 7 participants. The participants come from diverse backgrounds, including rural (3), semi-urban (4), and urban (2) areas, although all of

them reside in a municipality of Seville, which could be characterized as semi-urban due to its proximity to the capital, yet rural due to the preservation of a traditional culture. The sample was selected using a sampling method based on criteria of vulnerability, motivation, and feasibility. This case is of interest as an *intrinsic case*, for the following reasons: 1) The group consists of individuals with vulnerability profiles, and these profiles are significant in and of themselves; 2) These individuals share common needs for training and career guidance, are seeking or looking to improve their employment situation, and place a demand on the collaborating organization's guidance services; 3) It serves as a representative sample (structural, not statistical) from an exploratory research perspective. During the period in which the workshop program was implemented, the unemployment rate stood at approximately 16.5%, a figure significantly higher than the national average (11.21%) (Argos Observatory, 2024).

Information-Gathering Techniques

On the qualitative side, a variety of data collection activities and techniques were used throughout the process; for this study, information was selected from interactive forums, private chats, and reflective discussion groups (2)—both ongoing and final—which were used to evaluate the progress of the workshop program. These tools made it possible to capture the group's evolution and the richness of its discourse, incorporating reflections on the program's subjective impact and outcomes.

To complement the qualitative study (quantitative component), the CGCE Questionnaire (Entrepreneurial Career Management Competencies) was administered (online). This validated questionnaire uses reliable criteria for assessing competencies related to entrepreneurship and professional career management (Sánchez-García and Suárez-Ortega, 2017). The instrument consists of two scales that assess entrepreneurial competencies (21 items) and career management competencies (12 items). Expert review confirmed that the content was valid in terms of relevance and clarity. Furthermore, confirmatory factor analysis confirmed its construct validity and reliability, identifying four factors in the first scale and two in the second, all with robust psychometric properties. The first scale consists of four factors: self-efficacy and productivity, assertiveness and emotional control, participatory leadership, and coping with risks and difficulties (Cronbach's alpha coefficients, respectively, of 0.887, 0.819, 0.702, and 0.701). The second scale consists of two dimensions: decision-making competencies and life-and-career management competencies (Cronbach's alpha coefficients of 0.843 and 0.852, respectively). Initially, before the intervention (t0), baseline data were collected to assess the participants' career competencies. Once the program was completed, the questionnaire was administered again in a second phase (m1) to measure the changes in competencies achieved. Three months elapsed between the initial and final phases (October 2024–January 2025), during which time the workshop program was carried out. Data were collected by having respondents rate each statement on a 10-point Likert-style scale.

Analysis Procedures and Techniques

In general, the analytical procedure developed is characterized by its use of a mixed-methods approach, which allows for the triangulation of the study of participants' narratives and subjectivities with statistical analysis, thereby providing a deeper understanding of the subject of the study. On the qualitative side, a content analysis method was applied that was descriptive in nature—identifying discursive frequencies—

as well as reflective and interpretive at the group level. This approach makes it possible to systematize the flow of communication generated by the interactive tools used in the workshop program and the discussion groups. The frequency of theme-based interventions and their meanings were systematically analyzed (Krippendorff, 2018). The coding system (Table 1) was developed by identifying central themes and patterns of meaning in the participants' perceptions.

The category system was developed through an iterative process of coding and thematic organization. First, units of meaning related to the study's objectives were identified; these were then classified into categories and subcategories based on their conceptual proximity and frequency in the discourses.

The final system integrated categories derived from the theoretical framework with others that emerged from the analyzed data. An inter-rater process was followed, in which three researchers (acting as coders) developed and compared the ratings. Quantitative criteria (higher frequencies) were established for the analysis of inter-coder reliability. To this was added a qualitative criterion, including the meaning (discursive significance) of the content coded in each category and dimension.

TABLE 1

Category System

Categories	Subcategories	Frequency
Orientation and Guidance	Labor Mediation	7
	Confirmation of Procedure	3
	Resource Contribution	2
	Clarification of Procedures	9
	Clarification of Activities	10
Reviews of the Workshop Program	Positive reviews	20
	Negative reviews	2
	Areas for improvement	5
Entrepreneurial Skills	Self-Efficacy and Proactivity	13
	Assertiveness and Emotional Control	2
	Participatory Leadership	3
	Coping with Risks and Challenges	7
	Help with assignments	15
Career Management Skills	Decision-making	7
	Professional Network	13
	External Recognition of Competencies	5
	Occupational Preferences	2
	Professional and Personal Project Management	3
	Vocational Clarity	1
	Lack of Motivation at Work	4
	Setting Objectives and Goals	4
	Awareness of Acquired Skills	7

Note: Created by the author using NVivo 15.

For the quantitative analysis, descriptive statistics (means and frequencies) were used to characterize the data (Field, 2018), as well as to assess variability using standard deviation and to calculate classical and robust measures of variation. The analytical procedures applied to the questionnaire data are statistical in nature; specifically, they

involve descriptive analysis and comparisons of means. Note that, given the small sample size, in addition to the mean and standard deviation, the information for the different constructs has been supplemented with robust analyses (Wilcox, 2012), specifically the Huber estimator and MAD (median absolute deviation). To compare the means between the two time points, Yuen's method (*t-test* with truncated means) is applied. For these analyses, we combined work within the SPSS environment (IBM, version 27) with the use of several packages in the R program, specifically MASS (Venables and Ripley, 2002) and PairedData (Champely, 2018). This study adhered to the necessary ethical considerations, ensuring the group's voluntary and informed participation and anonymity. The participants received an information sheet and signed the corresponding informed consent form before beginning the process. The "Impulsa" R&D&I Project, from which this study is derived, was approved by the Seville Ethics Committee (Protocol Ref. No. 2213-N-22).

Results

The results are summarized in three subsections aligned with the specific objectives. Although the sample is very limited and predominantly female (89%), and no statistically significant differences were detected in the variables studied, the qualitative analysis revealed gender gaps regarding: a) identity formation and career aspirations; b) the way in which women assimilate what they learn and express their expectations of their environment; and c) mediating variables (the informal economy, family responsibilities, migration, and qualifications), which influence women's professional development.

Public and Private Opinions on the Effectiveness of the "Impulsa" Workshop Program

The analysis distinguished between "private voices"—individual chat-based tutoring sessions focused on personalized follow-up—and "public voices," which consisted of the collective reflections generated during the mid-course discussion group. An initial analysis of the interactions recorded in the chat reveals that users clearly prioritize the need for *task support*, which has the highest frequency among the recorded interactions. This is evident in the narratives:

> I wanted to know why Activity 2 shows up as both in progress and completed, and since there are more than one like that, I don't really know how to use this tool (AMO) very well.
>
> I'm not sure if Activity 1 should be turned in before the next session. Even if we send it, I don't know if we'll be able to resume operations at any time (CTR).
>
> I'm working on Activity 8. I answer the questions, but then I have to step away, and when I come back, I can't find the answers. The same thing happens in Activity 7. Could you please let me know if you received it? Thank you (IEP).

These responses highlight the importance of the facilitator's role in actively supporting the learning process by answering questions and resolving technical issues with the platform. In addition, the tool helps participants develop digital skills.

Based on the data provided on *Self-Efficacy and Proactivity*, beyond simply completing tasks, the results reflect a deep introspection into one's own potential and professional interests—a process undertaken by the participants in the training program:

> It occurs to me that I have an artistic side that I haven't explored much, and that is acting. The thing is, that would be more a matter of exploring it on a personal level to see how I can connect it to my professional life (CTR).

> After giving some thought to my background and my interests, I registered for the entrance exam for the advanced vocational training program with the intention of improving my qualifications for a new job. At first, I thought about social integration because it seemed pretty interesting to me, but after looking at the profiles of the integrators, I don't really see myself in that role (EBL).

In the subcategory *Risk-Taking*, we observe a persistent attitude in the face of technical obstacles, where commitment prevails over the initial frustration that digital tools may cause. At the same time, dealing with *frustration* over the lack of realistic goals gives way to strategic decision-making. There have been concrete improvements in the development of *time management* skills and the definition *of educational and career paths*.

> You can choose a simple goal to explore, and then you can apply the same steps to other goals that interest you. At the same time, you can think about what you wouldn't want to do to see if that helps you identify some motivation (AGF).

Building Bonds: The Program's Contributions to Building Support Networks

Based on the guiding question posed by the counselor, the participants' responses were recorded, revealing a significant pattern of reciprocal interactions among them. Beyond the program's educational purpose, the high level of interaction made the activity a key setting for building networks and peer support. The discussion began with participants sharing their individual backgrounds and goals, quickly evolving into a collaborative dialogue in which they established a support network, drawing strength from the group:

> Good afternoon. There's a company called X in the M industrial park that keeps posting job openings for call center agents. If you're interested, you could check out InfoJobs. Another company that offers similar services is Iberempleos.es (AMO).
>
> There is also Company P, which is constantly looking for telemarketing staff and others (CTR).

This collaborative dynamic took shape through the proactive ex*change of training opportunities and resources* related to their areas of interest. This fact reinforces the group's collaborative nature, while also demonstrating a proactive approach to continuous learning, with a commitment to democratizing access to information in order to improve the group's overall employability.

> Free, 30-hour online courses on word processing software (Word) are set to begin soon; they are funded by SEPE (AMO).
>
> My goals—which I wasn't clear about when we started—are to focus on patternmaking and sewing. I've started a sewing workshop, and I realize I need to prepare more thoroughly. I haven't found any learning resources yet, but I'm working on it (MGC).
>
> I know a girl who teaches pattern-making classes in S; she does it at her shop, which is called L.S. Here's her phone number (X), which she also uses on Instagram and Facebook, in case you're interested (AMO).
>
> I saw this training course on industrial garment manufacturing at the W–S Foundation; here's the link (X)—you might find it interesting (OSM).

Along these same lines, the *support network* evolved into *informal job placement*, transforming the forum into a *collaborative job search environment*. This exchange marks the transition from an isolated search to a shared strategy that maximizes employment opportunities for the entire group.

> They are looking for social workers (working Friday through Tuesday) in XX. For more information, visit LinkedIn, Jooble, and Clickajobs. If you log in via XX as a social integrator or employee at XX, you'll get access to everything I'm telling you about (AMO).

The reflective discussion helped participants view the group space on the platform and in the classroom as an effective guide, reinforcing the blended learning methodology as *a driver of collaboration and mutual support*.

Overall Impact of the Workshop Program: A turning Point

General perceptions were gathered following the completion of the training and guidance program. First, we looked at the opinions regarding how participating in the program has impacted the *management of professional and personal projects*. Empowerment is reflected in the transition from uncertainty to a self-directed roadmap, valuing peace of mind and planning as steps toward the maturity of the process and the sustainability of the results.

Furthermore, the presentations emphasize that the *strategic value of the network* of contacts lies in the diversity of the participants' profiles. This diversity has not only enriched the debate but has also served as a *catalyst for generating synergies*, allowing the variety of backgrounds to become a *collective asset* for mutual learning.

> It helps me develop the ability to create a path that will truly set my professional life back on track (UP).
>
> The interactions have been most positive between older and younger participants. Here are two clear examples: the youngest member of the group has gotten along perfectly with the oldest, and one of the younger participants has connected better with the older ones because the experience of someone with a long professional career has been valuable to the person who is just starting out and is about to launch a project (UP).
>
> Each person's experience helps the others, and everyone brings different skills to the group; in the end, everyone learns from everyone else, and each person's skills help the others (UP).

As for the *feedback on the workshop program*, participants described the platform as a comprehensive resource that goes beyond conventional job searches. Particular emphasis was placed on the *integration* of elements involved in professional career development, as well as the *multidimensionality* of the analysis and the *orientation* of the professional project from an *eclectic approach*. From their perspective, this duality not only provided them with tools but, above all, facilitated their understanding of and learning about job skills. This is how they put it:

> It covers many aspects of the job search process; it doesn't just focus on tools or the traditional activities carried out with job seekers (UP).
>
> The most positive aspect I see is both the immediate and long-term outlook, as well as the self-awareness that comes with the entire process—expanding one’s knowledge to the limit that each person has or desires at this moment (UP).

At the same time, the need to *coordinate the actions* carried out by *guidance services and other related services at the community level* became apparent. Emphasizing the importance of *clarifying and updating the profile of career counselors* in light of current demands, and in line with the contributions of the CCP Model.

> It would be necessary to establish a system of coordination among centers within the network, with at least two professionals from each center (UP) participating.
>
> In many cases, I see that the profiles of professionals working in career counseling are becoming obsolete. Just look at what this training and

> counseling entail, and think about who could provide it here without the support of this project (UP).
>
> We are aware that career counseling must keep pace with the times and be constantly evolving (UP).

The professionals' remarks highlight the need to update the role of the guidance counselor, pointing out a disconnect between traditional practices and current market demands, as well as between performance expectations and professional profiles. This perspective validates the Impulsa workshop program in the eyes of the participants not only as a tool, but as a necessary process to be carried out with the people who use these services, including the professionals who work there.

To complement this perspective with statistical analysis (using an exploratory, rather than inferential, approach), the data are examined from a descriptive standpoint. Tables 2 and 3 list, respectively, all the variables that make up each of the scales and the constructs included, along with their respective descriptive statistics, both at baseline (m0) and after the program was implemented (m1). On the entrepreneurial competencies scale, there has been an overall positive trend across measurements, except for item 21. In terms of self-efficacy and productivity, item 9 stands out initially, followed by item 2, while item 4 has the lowest scores. In terms of assertiveness and emotional control, item 14 has the highest mean scores and item 15 has the lowest in both measurements. In participatory leadership, teamwork (item 18) is rated highest, compared to shared leadership (item 16). Finally, when it comes to coping with risks and difficulties, item 19 shows an increase in its mean score, and items 20 and 21 have the highest scores based on the time of measurement.

TABLE 2

Entrepreneurial Competency Scale, Descriptive Statistics

	Pretest (m0)		Post-test (m1)	
	Media	**DT**	**Media**	**DT**
Dimension: Self-Efficacy and Proactivity				
1. In general, I'm an optimist; I put problems into perspective and see mistakes as opportunities to learn.	6.78	1.72	8.56	1.24
2. I'm passionate about what I do; I usually motivate myself to move forward and work hard every day.	7.44	1.42	9.11	1.36
3. No matter what I do, I have faith and confidence in myself and in the fact that I will succeed	7.00	1.58	8.44	1.88
4. I'm a proactive person; I like to make changes frequently and quickly (without getting stuck in a rut), even if that means stepping outside my "comfort zone."	6.44	1.59	8.11	1.17
5. I tend to alternate between periods of stability and periods of change in what I do	6.44	1.51	8.33	1.41
6. I am consistent over time and persistent when I set a goal for myself	7.56	1.74	8.78	1.39
7. I usually adapt flexibly and rethink my strategy when things don't go as I expected	7.78	1.64	8.22	1.30
8. I'm generally able to cope with the stress and pressure that come with the job; I stay calm when faced with a difficult problem	7.22	1.30	8.22	1.30
9. I'm a practical person; I focus on solutions, not problems.	7.89	1.05	8.67	1.41
Dimension: Assertiveness and Emotional Control				
10. I am able to understand the needs of the people I interact with	8.11	1.45	9.00	1.12
11. I am fully committed to my day-to-day goals	7.67	1.58	9.11	0.93
12. I usually take into account the social and cultural norms (customs, traditions, etc.) of the contexts in which I work	8.22	1.56	9.33	0.71
13. I like to take the time needed to listen to and understand the people I work with	8.00	1.41	9.33	0.87
14. My day-to-day life makes me realize that there's always something to learn	8.56	1.24	9.33	1.12
15. I like to make weekly plans and adapt my strategic plan day by day, based on the needs and circumstances that arise.	7.56	1.81	8.89	1.36
Dimension: Participatory Leadership				
16. I prefer to share leadership with people with whom I feel a strong connection	6.67	1.73	8.56	1.42
17. When it comes to leadership, I believe it's essential to surround myself with highly talented people	8.00	1.94	8.67	1.32
18. I like working as part of a team	8.56	1.24	9.22	1.30
Dimension: Coping with Risks and Challenges				
19. The risks and challenges I often face in my professional life cause me a lot of stress	5.00	1.50	5.89	2.76
20. I have a hard time dealing with uncertainty and unexpected problems	5.11	2.32	5.33	2.83
21. The fear of failing in my job search, at work, and in my life in general is something that's always there	5.89	1.36	5.56	3.21

Note. SD = Standard Deviation).

With regard to the scale of general career management competencies (Table 3), there is also a general increase in scores between the pre-test and the post-test (in this case, without exception). Looking at the results by dimension and item, it can be seen that item 24 has the highest mean score for m0 within the decision-making skills dimension, while item 22 has the lowest. The latter remains at the lowest average (along with item 23) in the subsequent measurement, while item 25 has the highest average. Finally, regarding the dimension related to professional/life management skills, the lowest average score on m0 appears in item 29 and the highest in item 31. These same items also occupy the equivalent positions in the subsequent posttest.

TABLE 3

General Career Management Competency Scale, Descriptive Statistics

	Pretest (m0)		Post-test (m1)	
	Media	**DT**	**Media**	**DT**
Dimension: Decision-Making Skills				
22. I anticipate potential difficulties before making a decision about my career or my personal life	5.11	2.15	7.11	2.71
23. I am able to set realistic career goals	6.33	2.12	7.11	2.71
24. I consider all possibilities and past experiences when making important decisions	7.00	1.50	8.56	1.67
25. My career plan is fully aligned with my personal goals and objectives	6.56	1.51	9.00	1.23
26. The information I have about myself helps me make decisions and develop my career plan	6.78	1.72	8.89	1.36
27. I have a very positive self-image	5.78	1.86	8.00	1.41
Dimension: Professional and Life Project Management Skills				
28. I am able to identify my new needs in order to improve my personal and professional life	6.44	1.67	8.89	1.36
29. I usually notice when interesting opportunities come up, and I know how to take advantage of them	6.22	2.17	8.11	1.90
30. I take my weaknesses into account and make the most of my strengths (qualities, education, experience, etc.) in managing my career	6.33	1.50	8.67	1.58
31. I have a clear idea of the professional roles I'm interested in pursuing	7.11	2.47	9.44	0.88
32. I know exactly where I want my professional future and my life in general to take me	6.56	1.88	9.11	1.36
33. I take a balanced approach to my failures and my successes	6.89	1.36	8.22	1.56

Note. Compiled by the author (SD = standard deviation).

Table 4, meanwhile, presents an analysis of the differences in means between the initial measurement (m0) and the follow-up measurement (m1). The mean and standard deviation for each of the 6 dimensions of the 2 scales are reported. Furthermore, as noted in the section on methodological design, robust statistics are also included in this case to supplement the information given the limited number of cases, with the aim of mitigating potential outliers and deviations from the parametric assumptions; specifically, the Huber estimator and the MAD (median absolute deviation). To assess the differences in means between the pretest and posttest, Yuen's method for paired samples was applied.

TABLE 4

Means and variances (classical and robust) of the dimensions, pre- and post-test, as well as robust mean comparison

	Pretest (m0)		Post-test (m1)		
	Media (DT)	**E. Huber (MAD)**	**Media (DT)**	**E. Huber (MAD)**	**t-test Yuen (p-value)**
Entrepreneurial Skills					
Self-Efficacy and Proactivity	64.56	64.57	76.44	77.10	-3.47
	(9.91)	(10.38)	(10.99)	(11.86)	(0.013)
Assertiveness and Emotional Control	48.11	48.40	55.00	55.05	-2.84
	(7.87)	(4.45)	(4.80)	(5.93)	(0.029)
Participatory Leadership	23.22	23.08	26.44	27.78	-4.82
	(3.73)	(4.45)	(3.32)	(2.97)	(0.003)
Coping with Risks and Challenges	16.00	16.00	16.77	17.90	-0.34
	(4.56)	(5.93)	(8.51)	(5.93)	(0.744)
General Career Management Skills					
Decision-Making Skills	37.56	38.85	48.67	48.71	-2.75
	(8.43)	(4.45)	(7.39)	(7.43)	(0.033)
Professional and Life Project Management Skills	39.56	38.59	52.44	54.05	-3.42
	(7.33)	(5.93)	(7.45)	(4.45)	(0.014)

Note. Created by the author.

As shown in Table 4, there are significant differences in means ($p < 0.05$) in five of the six dimensions—that is, in all but risk and difficulty coping. These data would support the participants' self-reported improvement in career self-management and entrepreneurial skills.

Discussion and Conclusions

The findings from the chat show that the methodological support made it possible to deliver the training in a more accessible way and helped avoid operational barriers related to digital literacy or file management (Bautista and Roselli, 2025). The comprehensive support (Hooley et al., 2021) provided by the program enabled participants to mobilize internal and external resources and to design courses of action with greater awareness and effectiveness (Blustein and Lyon, 2022) in terms of functionality and a sense of purpose. It also made it easier to tailor programs to individual circumstances (balancing work and personal life) when accessing vocational training and career guidance, and improved access to municipal resources

For its part, the process discussion group concluded that external reinforcement (primarily from peers) is important for identifying latent competencies and strengthening identity through recognition by the surrounding community (Ribeiro and Figueiredo, 2025). This external perspective facilitates the transition from a search driven by necessity to a project with personal meaning, serving as the foundation for an exercise in introspection and critical awareness (Marín-Zapata et al., 2022), which transcends the personal to the social. This process makes it possible to transform vague goals into strategic objectives and break free from past labels that acted as barriers. Finally, this situational awareness fosters acceptance of one's own limitations, emphasizing that any career change requires emotional management to ensure the sustainability of one's career and the continuity of one's life plan.

Beyond its academic purpose, the forum established itself as an ecosystem of mutual support (Valencia, 2020) where reciprocity strengthened social self-efficacy and a sense of belonging. This dynamic turned the digital environment into an informal

intermediary network that, through the exchange of resources, transformed isolated searching into a collaborative strategy (Hooley et al., 2021). In contrast to traditional institutional rigidity, the human-centered approach integrated into the CCP Model (Sánchez-García and Suárez-Ortega, 2018) creates safe spaces (involving both professionals and service users) that catalyze the transition from vocational uncertainty to tangible job-search strategies (De Vos et al., 2020; Marín-Zapata et al., 2022).

The final discussion group identified the support network and strategic planning as drivers of change. In this vein, the exchange of social capital and intergenerational transfer helped combat isolation, generating synergies and practical solutions (Requejo et al., 2022).

Overall, the qualitative analysis revealed the existence of gender gaps regarding: a) identity formation and career aspirations; b) the way in which learning is assimilated and demands from the environment are expressed; and c) mediating variables (the informal economy, family responsibilities, migration, and qualifications) that influence women's professional development. These results reflect the precariousness and difficulties women continue to face in the labor market today (Alberto-Carbó, 2025).

In addition, the quantitative analysis made it possible to identify the participants' own perceptions of the intervention's effectiveness in terms of career self-management and employability skills (Sánchez-García and Suárez-Ortega, 2017, 2018). In this regard, it can be confirmed that group-based technical support is crucial for consolidating professional and life goals, especially among marginalized groups (Bautista and Roselli, 2025).

The main limitations of the study relate to the small sample size. Thus, one can identify its limited capacity for generalization, although that is not our intention. The purpose of the study is to understand how the training program is implemented and evaluated by participants, and to what extent they perceive a subjective improvement in their career skills and employability by the end of the process. However, limitations on transferability may stem from the social or organizational context itself, rather than from the program or model being implemented. This is part of a pilot study that allows for the necessary adjustments to be made based on the specific needs and demands of the target group. In this regard, the study highlights the transfer potential of the CCP Model (Building My Professional Career, Sánchez and Suárez, 2018), which forms the basis of the workshop program implemented.

Despite the small sample size, the complementary nature of the quantitative analysis provides indicative results that allow us to explore trends and support the future scalability of the design to multiple-case studies. As a specific consideration for future research, the study design could be expanded to include multiple cases. It would be helpful to establish comparison groups based on situational characteristics, inclusion factors, and the sustainability of career processes. Progress is being made in this area as part of the R&D&I project from which this work stems.

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