

Connecting Career Counselling and Human Resource Development in
Enterprises for Higher Education and Training in Practice (CONNECT!)

IO3 – THE HIGHER EDUCATION COURSE



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THE CONNECT! HIGHER EDUCATION COURSE

1. PREMISE

This training course is the result of the intellectual output 3 of the Erasmus+ project CONNECT!. All the partners contributed to its development that had its intensive germination phase from October 2020 to May 2021.

The development of this training course for higher education is based on the results of the national and cross-national reports delivered in the intellectual outputs O1 and O2. For an extensive evaluation, we refer the readers to the entire documents ([Project Outcomes – CONNECT! \(connect-erasmus.eu\)](https://connect-erasmus.eu)). Here we wish to remind three key drivers that guided us in the curriculum development: the need of supporting the reciprocal knowledge and cooperation between career counsellors and HR professionals, an increasing attention toward vulnerable groups of workers, and make the organisation more ready to meet 21st century challenges.

In this methodological guide the readers find four main sections. In the first section a description of the structure and the content of the training course is provided. In the second section the pedagogical approach is presented with suggestions on how to use provided teaching and learning materials. In the third section after the definition of innovation, we describe how each course unit is innovative and meets the sustainable developmental goals of the 2030 UN Agenda. Finally for each unit a detailed description of the goal and the learning plan and the list of teaching and learning materials are provided.

TRAINING OVERVIEW

1. ATTENDEES

This training course is aimed at students who have basic knowledge of work and organisational psychology and of career guidance and counselling. It could be of interest for all the courses that aim to provide knowledge and competences about the links between the two fields in the context of small and medium enterprises.

2. THE TRAINING COURSE STRUCTURE

The training course consists of 5 units. Each unit includes 3 learning sessions for a total of 15 sessions. Typically, in each unit, the first session describes theoretical approaches and synthesises the literature, the second one introduces methods and tools, and the third one focuses on practice.

Unit 1 was developed by Serbian partner, unit 2 by Austrian partner, unit 3 by Italian partner, unit 4 by German and Dutch partners and unit 5 by Greek partner.

Each learning session will last 90 minutes, that is 4 hours and 30 minutes for each unit and a total of 22.5 hours.

This proposal should not be considered rigidly. Flexibility is recommended to adapt structure, contents and methodologies both to participants needs and the context with its rules and constraints.

3. CONTENT OF THE UNITS

The themes and the contents of the five units and 15 sessions are summarized in table 1.

4. MEDIA CENTRE

In collaboration with the Output 6, all the materials necessary to perform the activities is posted in the Media Centre: <https://connect-erasmus.eu/media-centre/>

Unit1

The Changing world of work

Describe and explain the current and future challenges in the world of work. Discuss their consequences in more detail.

Describe methods used to determine changes in the world of work. Reflect on findings of the changes in the world of work taking into account methods that were applied.

Identify situations where students could apply findings on the challenges in the world of work in the context of providing career development support to employees.

Unit2

Innovative concepts and development for company-based career work/HRM

Explain the requirement of individualization of personnel development. Describe relevant methods aiming at individualized learning, coaching and counselling methods.

Explain corporate social responsibility as a driver in our society. Describe examples of successful social responsibility methods

Describe best practice in cooperation between Human resource management in enterprises and professional career guidance and counselling.

Unit3

Current theoretical and methodological approaches for counsellors and coaches in the company context

Describe the selected paradigms in career guidance and counselling: identify and report strengths and innovation, constraints, and challenges; discuss their relevance and limitations in the working contexts.

Describe the strengths and usefulness of the proposed assessment tools, to identify similarities and differences.

Identify situations where the dimensions proposed by the paradigms analyzed and addressed by tools might reveal useful, together with strategies to promote their use into organisation.

Unit4

Connecting Guidance, Counselling and coaching for employees and the context of company-based career work

Define basic terms and concepts of CGC (guidance, counselling, coaching, supervision etc.) including new concepts of CGC (agile concepts, individualized concepts). Explain basic aspects of HRD. Describe intersections of CGC within HRD with examples of good and innovative practice.

Present selected approaches of CGC for different groups of employees in enterprises. Explain approaches of CGC for “typical” groups of employees and for disadvantaged groups of employees. Show learning formats belonging to different approaches of CGC and target groups.

Report different concepts of CGC and coaching in the HR context of SME. Explain reasons for the little extent of these offers in SME. Describe concepts and methods of CGC which are offered by external providers like chambers of commerce or handicrafts or the German public employment service.

Unit5

Changing in practice the organisations

Describe the basic theoretical underpinnings of change management and organisational development.

Describe the steps of the organisational change cycle: needs assessment, construction and application (tools and methods), and evaluation.

Describe how new forms of CGC can be implemented within organisations, as well as how the gained knowledge can be disseminated across the career community.

TEACHING AND LEARNING METHOD

1. PEDAGOGICAL APPROACH

After sharing the goal of the unit throughout the three sessions, an overview of the concepts or the focus ideas is provided with a lecture. This step is followed by an example and an application (i.e., case study, expert opinion, etc). By providing models of behaviours or analysis together with strategies to activate their own reflections the participants will be provided support for an Independent Practice.

2. UNIVERSAL DESIGN FOR LEARNING

The training course was developed referring to the principles of the Universal Design for Learning. This framework is used to design course activities and define a learning environment with the aim of meeting the wide heterogeneity of learners. For this reason, it is recognised for valuing diversity and participation of all. As reported by Cast (Center for Applied Special Technology), the non-profit organisation for education research and development that created the Universal Design for Learning framework in 1984, the UDL follows three principles.

Principle 1: Multiple Means of Engagement

It is about providing different opportunities for participants' involvement (e.g., interactive activities, group discussions, online discussion boards). It reflects the idea that participants have different motivations to engage in learning.

Principle 2: Multiple Means of Representation

It is about providing learners various ways to access and engage with course materials and information. The goal is to support participants in using multiple representations. It also includes pedagogical approaches to a topic or concept: a concept overview (lecture) followed by an example and an application (case study, expert opinion).

Principle 3: Multiple Means of Action and Expression

It encourages participants to demonstrate their learning through various forms (e.g., multimedia, concept maps, papers, projects). It involves finding, creating, using, and strategically organizing information (Executive functioning). This process can include different tools and technologies.

Table 2 summarizes the main questions used in developing a training course for higher education (La, Dyjur & Bair, 2018).

UDL principle	UDL questions
	<i>To what extent does the session</i>
Considering Multiple Means of Engagement	<ul style="list-style-type: none"> · Incorporate variety in your teaching approaches and participants learning activities? · Incorporate participants' interaction and collaboration into your course? · Use technology to engage participants in authentic learning? · Identify opportunities to incorporate participants' choices? · Encourage participants' self-regulation and personal coping skills?
Considering Multiple Means of Representation	<ul style="list-style-type: none"> · Ensure that course materials are accessible to as many participants as possible? · Present main course concepts in more than one format? · Offer opportunities to encourage participants' agency? · Emphasize comprehension of key concepts with learning activities?
Considering Multiple Means of Action and Expressions	<ul style="list-style-type: none"> · Incorporate multiple means of expression? · Identify opportunities to incorporate multiple means of expression in assignments? · Provide opportunities for feedback? · Offer opportunities regarding assignments, communication, and content delivery?

Table 2. Summary of the questions developed to facilitate the implementation of each principle in the course development (adapted from La, Dyjur & Bair, 2018)

3. HOMEWORK

To facilitate a deep learning of what is proposed during the learning session, students will be invited to complete a task before the subsequent session. Homework aims to allow them to reflect on new contents, generalize to new settings and practice new skills. The work done will be discussed at the beginning of the following session, during the reconnecting moment, that links the previous and the following session, just before starting with the new topic.

4. MONITORING OF LEARNING

At the end of each session the trainer will involve students in a final activity that includes a multiple-choice questionnaire (knowledge evaluation form) and/or a reflective activity (reflective form). It has a twofold aim. First, it allows students to monitor their learning. Second, it allows the trainer to check how the teaching and learning process is advancing in the expected direction. The feedback will be

provided in the following session during the reconnecting moment that links the previous and the following session, just before starting with the new topic.

5. STUDENT GUIDE

A guide for students has been developed. It includes a short presentation of the content and goal of each session, the lists of materials, the factsheets to facilitate the learning, and the knowledge evaluation forms to assess the learning process.

It could be used by students that do not have the opportunity to attend the course with teachers as a self-learning tool.

6. MATERIALS AND CODING SYSTEM

Both trainers and learners can find the list of chapters, articles, videos, reports and other relevant materials in each unit. Only the first page of materials which are not free resources is provided.

In order to easily find any material in the higher education course, in the student guide and in the folders on the website, they are labelled according to a coding system that includes three numbers and one or two letters.

- First number = number of the unit
- Second number = number of the session
- Third number = number of the material (progressive for each type of material)
- The letter identifies the type of material as follows: p = power point slides; m = chapter or articles or written material, v = videos, f = fact sheets; ef = learning evaluation forms.

For example, the code 3.1.1p identifies the first ppt slides of unit 3 session 1.

The code 3.1.1v identifies the first video in unit 3 session 1

The code 3.1.1m identifies the first text, such as a chapter or article in unit 3 session 1

The code 3.1.1f identifies the first fact sheet (es. sheets for exercise, homework) in unit 3 session 1

The code 3.1.1ef identifies the first learning evaluation form in unit 3 session 1

INNOVATION AND SUSTAINABILITY IN THE COURSE

1. THE CONCEPT OF INNOVATION: STATE OF THE ART

In order to have a common understanding of the key terms of the project we conducted an in-depth reflection on the notion of innovation. Innovation derives from the Latin verb “innovare” and means renewal. It may also be understood as “reformation”, “modernization”. Mostly it is related to a special sector, like society, education, economics, technology.

There are several definitions of innovation available, as it is studied within different disciplines that approach the concept from different angles (e.g., Damanpour & Schneider, 2006). It is described as a “multidimensional concept that includes varied meanings”, however, there are some attributes that are in common to different definitions, including “invention,” “novelty,” and “change” (Edwards-Schachter, 2018, p.65-66). Very often the term innovation is used in the context of economy and at the firm level. Although some definitions overlap, an all-encompassing definition is not currently available (Baregheh, Rowley, & Sambrook, 2009).

It was defined as the process of introducing new ideas to the products, processes or any other aspect of the firms’ activities which result in increased firm performance (Rogers, 1998). More recently, Besant and colleagues (2005) define innovation as “Representing the core renewal process in any organisation. Unless it [the organisation] changes what it offers the world and the way in which it creates and delivers those offerings it risks its survival and growth prospects” (p.1366).

Another definition found in the OECD and EUROSTAT Oslo manual (2018) which provides guidelines for collecting and interpreting data on innovation, specifies that innovation can refer to both activity and the outcome of the activity. According to the definition it represents “a new or improved product or process (or a combination thereof) that differs significantly from the unit’s previous products or processes and that has been made available to potential users (product) or brought into use by the unit (process)” (p. 20).

Although innovation is often associated with technological innovation, the scope of innovation is considered to be broader – for instance, eco-innovation is being recognized as a type of innovation, which has as a defining characteristic “reduction of environmental risk, pollution and other negative impacts of resources use (including energy use) compared to relevant alternatives” (Kemp & Pearson, 2007, p. 7). Another example is social innovation defined as a “novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals” (Phills, Deiglmeier & Miller, 2008 p.36).

In the context of Human Resource Management Practices (HRMP), the domains of economics within the organisation, strategic management, and human resource management (HRM) have been gaining increasing attention in recent years (Wei & Lau, 2010). As regard, HRM and innovation, researchers indicate that the link remains unclear (e.g., Beugelsdijk, 2008; Messersmith & Guthrie, 2011). We refer to a recent systematic review by Easa and Orra (2021) that helped shape our definition of innovation. Focusing on the relation between HRM and innovation, Easa and Orra defined innovation as per Damanpour, Szabat and Evan (1989): “The adoption of an idea or behaviour, whether a system, policy, program, device, process, product or service, that is new to the adopting organisation” (p. 588).

We touched on Baregheh and colleagues’ study, as we considered it to be useful in the context of the ‘CONNECT!’ project. Through content analyses of sixty definitions of innovation, Baregheh and colleagues identified recurring attributes across seven disciplines, namely, (i) business and management, (ii) economics, (iii) organisation studies, (iv) innovation and entrepreneurship, (v) technology, science and engineering, (vi) knowledge management, and (vii), marketing (the recurring attributes identified are shown in the table 3). Although not all-encompassing, Baregheh and colleagues’ definition of innovation can serve as a basis for our project, that is, “The multi-stage process whereby organisations transform ideas into new/improved products, services or processes, in order to advance, compete and differentiate themselves successfully in the marketplace” (p. 1334).

Attribute	Definition
Nature of innovation	Refers to the form of innovation as in something new or improved
Type of innovation	Refers to the kind of innovation as in the type of output or the result of innovation (e.g., product or service)
Stages of innovation	Refers to all the steps taken during an innovation process which usually start from idea generation and end with commercialization
Social context	Refers to any social entity, system or group of people involved in the innovation process or environmental factors affecting it
Means of innovation	Refers to the necessary resources (e.g., technical, creative, financial) that need to be in place for innovation
Aim of innovation	Is the overall result that the organisations want to achieve through innovation

Table 3. Baregheh, Rowley and Sambrook’s (2009) six attributes of innovation recurring in the studies identified in their research

For our project it seems also relevant to have a look at educational innovation. Serdyukov (2017) in his analysis of educational innovation defines it as “to look beyond what we are currently doing and develop a novel idea that helps us to do our job in a new way. The purpose of any invention, therefore, is to create something different from what we have been doing, be it in quality or quantity or both. To produce a considerable, transformative effect, the innovation must be put to work, which requires prompt diffusion and large-scale implementation.” (p.8). In other words, innovations in education are intended to impact productivity and efficiency of learning and/or increase learning quality. It could refer to several aspects such as a new pedagogic theory, methodological approach, teaching technique, instructional tool, learning process, or institutional structure that, when implemented, produces a significant change in teaching and learning.

2. POINTS OF INNOVATION IN THE PROJECT CONNECT!

Innovation induces sustainable changes and improvements in knowledge, methods, procedures, products, quality, performance, results, impacts etc.

In the context of the ‘CONNECT!’ project we aim to provide new answers to address the challenge of connecting HRM with CGC fields as well as to develop an original roadmap to help students and professionals acquire a new understanding. In other words, innovation is expected to be reflected in the practice guidelines (HRM/CGC) and in the teaching methods (BA/MA) that result from the project outcomes (IOs). In practice, this will involve incorporating new knowledge and methods in the content of the curriculum – according to the definition presented above – render it innovative. We have also to recognize that the first who benefit from the effort of the project in terms of innovation are ourselves. We in fact are learning a lot from each other and are evolving as professionals innovating our knowledge.

Our efforts are based on research, but also on remarkable experiences, on fruitful cooperation and on intuition. Accordingly, although we do not claim to revolutionize a sector, we aim to produce at least some incremental changes in some context. In fact, aspects such as incorporating UDL principles, combining contents in a new way, using technology, and stimulating learning with practical exercise and case study are expected to produce an evolutionary change. Additionally, innovation measures in fact require to be accepted, supported and incorporated by a community (leaders included) to create impact.

Table 4 reports the main point of innovation for each unit in the context of the SMEs.

Units	Points of innovation
Unit 1	<p>Different innovations have an impact on the changes in the world of work, which is a topic of Unit 1. As technological, environmental and social innovations both contribute to emerging trends in the world of work and can support addressing the challenges connected with some of these trends, they are relevant to be considered within the Unit.</p>
Unit 2	<p>Unit 2 is based on innovations in the context of a new understanding of leadership and the role of employees.</p> <p>Appreciating employees as “Intrapreneurs”, who learn and act autonomously (and whom “is given freedom and financial support to create new products, services, systems, etc. and does not have to follow the corporation's usual routines or protocols”, <i>citation from dict.leo.org</i>), is an innovative concept. The theoretical roots of this concept and the impact it has for the individualization of personnel development and staff career management, is issue of session 1.</p> <p>The second innovative concept which is discussed in session 2 is derived from enterprises’ ethics: Corporate Social Responsibility. It has been outlined in a Greenbook of the EU and plays a role in the enterprises’ social actions, comprising among others Environment protection, Health promotion, Inclusion of vulnerable people in their staff recruitment. It is also seen as an important factor for Employer Branding.</p> <p>The third concept, cooperation, is not new but may generate innovations. In the focus are regional innovative clusters of educational and counselling institutions. The questions raised in session 3 are: How are these clusters being developed and communicated, how do they function, are they accepted as working partners by the human resource management of enterprises in situations where cooperation may increase the results, which benefits of cooperation have been experienced?</p>
Unit 3	<p>Unit 3 offers a postmodern glance on two of the most relevant career counselling approaches that with their tools aim to respond to career development challenges of the 21st century. Specific attention was devoted to providing examples that target the heterogeneity of workforce and related contextual constraints and strengths, inside and outside the SMEs that can play a role in progress as workers into and working context. Reflections at national level are promoted to better understand sociocultural drivers.</p>
Unit 4	<p>In this unit we are using examples of innovative practice in the newly emerging cooperation and integration between CGC and HRD in organisations. Students are familiarized with challenges and opportunities at the intersections of CGC and HRD and encouraged to play</p>

through new approaches in general (session 1), but also with particular attention to specific groups of employees (session 2) and in the context of smaller and medium-sized enterprises (session 3), both areas which up to now have been outside the focus of HRD and in particular company-based CGC. The innovative aspects consist both in the transfer of existing good practice into new fields of application as well as in the consideration of new approaches within those fields.

Unit 5 Through the introduction of different discourses (different approaches to organisational change) and taking into account the latest evidence from the relevant literature, a holistic approach to change will be taught to students. Examples of different approaches to organisational change include Beckhard and Harris' (1987) and Cooperrider and Srivastva's (1987) models that are not frequently cited in relevant courses.

Table 4. Points of innovation in the Connect! Curriculum

THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

The 17 Sustainable Development Goals seek to realize the human rights of all and to achieve gender equality and the empowerment of all. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social, and environmental. It is a plan of action for people, the planet, and prosperity.

All countries and all stakeholders, acting in collaborative partnership, are invited to implement this plan; to take the bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path, to pledge that no one will be left behind.

It requires, then, to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused on the needs of the poorest and most vulnerable individuals.

Some target goals of SDGs are most likely fit with our project.

1. THE PROJECT AND THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT



SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

It is in the spirit of the overall project, our efforts might serve certain targets of the fourth SDG, namely “Quality Education”. In particular, the Project may align with the following

targets:

4.4. Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.

4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development.

The project is aimed, in fact, to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. Our direct target groups are CGC and HRM students and practitioners, thanks to the CONNECT! training course, acquire a set of competences useful to make the difference in the career life of their clients in the context of SMEs.

The training program aims at both quality and accessibility. The learning material, as well as the teaching methods, are constructed to aid students of all learning styles and are aimed at fulfilling their learning needs. Additionally, it can be easily accessed, which further enhances our efforts of reaching a wider

audience. Lastly, the main aim of the project is to act as a “tool kit” with which future professionals can utilize to improve the contemporary world of work in the spirit of SDGs.

Finally, starting from Unit 1 and along the curriculum, contextual challenges which impact trends in the world of work materials will also be in focus.

Target goals of SDGs that are more specific for our project are Goal 8, Goal 9, and Goal 10.



SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

More specifically, the CONNECT! Project may align with the following targets:

- 8.2.** Achieve higher levels of economic productivity through diversification, technological upgrading, and innovation, including through a focus on high value added and labour-intensive sectors.
- 8.3.** Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity, and innovation, and encourage the formalization and growth of micro, small- and medium-sized enterprises, including through access to financial services.
- 8.4.** Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programs on sustainable consumption and production, with developed countries taking the lead.
- 8.5.** Achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.
- 8.6.** Substantially reduce the proportion of youth not in employment, education, or training.
- 8.8.** Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment.

In **Unit 1**, through supporting students in understanding challenges in the world of work, key trends, and their consequences on different groups of people, this SDG will be addressed. Establishing a safe and secure working environment for all workers (target 8.8) and achieving full and productive employment and decent work (target 8.5) will be discussed with students in the context of the technological, social, and environmental challenges.

Unit 2 session 1, addresses individualized personnel development. It promotes every staff member in accordance with his/her talents, interests, motivation, and hence not only personal growth of the employee but also by his/her performance, all of this contributes to the growth of the enterprise (8.2); moreover, with high competences ensure their job and the further safe development of their firm (8.3).

With session 2 the concept of Corporate Social Responsibility that supports environmental regardfulness (8-4) is in the focus of the action; Corporate Social Responsibility of enterprises also supports the inclusion of vulnerable persons in the staff (8.5).

Sessions 1 and 2 support the new understanding of the role of employees as “intrapreneurs” and induce the development of new staff from the very beginning (8.6). Qualifying young persons and binding them to the enterprise secure the future development of an enterprise. Following the concept of Corporate Social Responsibility triggers the leaders of enterprises to give vulnerable young persons also a job chance.

In **Unit 3** the career counselling theories and practical tools target the growth of enterprises suggested in the SDG 8.2 through an improvement in the self-awareness of workers with special focus on their talents and potentials inside the SMEs. In all sessions, attention to providing specific suggestions and discussing case studies that focus on people who experience a wide range of vulnerabilities (i.e., disability, migration, etc.) allow to meet both the SDG 8.5, 8.6 and 8.8.

In **Unit 4**, target 8.2. is addressed as the knowledge and skills inculcated will support employees hitherto not receiving the full attention of HRD and CGC in organisations to develop and make fuller use of their potential. Thereby an amelioration of productive human resources is envisaged. Such support also can contribute to job security in roles where employees develop human potential, and creativity is applied and recognized – also and especially in SME (target 8.3.). A wider focus of individualized counselling and development on a wider spectrum of employees and organisational contexts will also improve opportunities for employees to achieve what they consider decent work – particularly in acknowledging and addressing their diverse starting positions (target 8.5.).

As regards **Unit 5**, target 8.2 relates to the second and third learning session. By teaching students innovative consulting methods, as well as showing them how to make these processes fair and holistically concrete (change process), we contribute to each company’s innovative potential, economic prosperity, and employee inclusion. Additionally, 8.3 is related to the entirety of the unit: by teaching how change takes place and how it can be used effectively across all organisational levels, we prepare students to make a positive change within the organisation and create jobs which foster security and productivity.

These benefits will especially resonate within small and medium sized enterprises, which can utilize the learning outcomes for their own wellbeing.



SDG 9 Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

In particular, the CONNECT! Project may align with the following targets:

- 9.1. Develop quality, reliable, sustainable and resilient infrastructure, including regional and trans-border infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all.
- 9.5. Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending.

In **Unit 1**, with session 3, SDG 9, target 9.5 is addressed by providing support to future CGC and HRM professionals to identify situations where they could apply findings on the challenges in the world of work in the context of offering career development support to employees. In this way, they are supported to put their careers and the careers of their future clients in the context of innovations in the world of work.

In **Unit 2**, with sessions 1 and 3, SDG 9.5 is addressed; autonomously learning and acting employees who are open for networking with external experts and researchers will create a spirit of innovation and inventions.

The **Unit 3**, emphasizes the need for career counselling and guidance to adopt approaches and methodologies that help them to organize and provide services that - in the light of SDG 9.1 and in the specific context of SMEs - empower all workers, especially those who are more at risk for the presence of vulnerabilities.

Unit 4, in its drive to apply innovative career counselling concepts in organisations beyond existing boundaries, particularly in terms of groups of employees and also in smaller organisations, contributes to improving access to the benefits of CGC for all employees (target 9.2.). Particularly through its application in SME, Unit 4 responds to the need to secure the retention and development of experts in technology, business administration and human services (target 9.5.).

In **Unit 5** learning sessions 2, and 3 address goal 9.5: CGC and HRM professionals who apply innovative methods and can communicate and disseminate this knowledge across sectors can only act as a competitive advantage for their organisation, while simultaneously promoting best practices and communication channels across sectors.



SDG 10 Reduce inequality within and among countries

In particular, the CONNECT! Project may align with the following targets:

10.2. By 2030, empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

In **Unit 1**, by taking a decent work perspective, the social, economic, and political inclusion of all is a subject of discussion. Students are encouraged to reflect on the consequences of the changes in the world of work on different groups of people and the need to provide targeted support in the process of mitigating possible negative aspects of these changes.

With **Unit 2**, across the three sessions, the concept of Corporate Social Responsibility emerges as a driver for an inclusion strategy in enterprises. Benefits are comprehensive with a view on the whole staff by developing their social competences. Partnerships with social institutions may be an enrichment.

In all **Unit 3**, theories and tools with practical and reflective activities aim to equip participants with knowledge and competences that help them to work with a wide range of workers adopting a perspective that promotes equal opportunities, participation for all, and alignment with social justice.

Unit 4 specifically addresses the needs of groups of employees hitherto outside the focus of HRD and company-facing CGC, sensitizing career professionals to relevant issues which impede the careers of those groups, particularly in their intersectional complications. Set into practice, there hence is a potential for very concrete social-justice outcomes.

The entire **Unit 5** is highly focused on highlighting the importance of diversity and inclusion of people of all backgrounds. All change processes are challenged in terms of “addressing sensitive/minority groups” to raise awareness. The main aim of the unit is to create professionals who can “keep an eye” out for injustice and learn to implement methods that can minimize it or completely eradicate it.

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STRUCTURE OF THE COURSE

UNIT 1: THE CHANGING WORLD OF WORK

1. RATIONALE FOR THE UNIT

The findings from IO1 (review of literature, studies, media and resources) showed that there are different trends in the world of work that are important for understanding the needs of both employees and companies concerning career development. Some of them are global, and some of them are specific to the national context. Findings from IO2 (data collection) also indicated that both HR professionals and career guidance practitioners reflect on the impact of some of these changes in the context of their work. This illustrates the need to understand the trends and provide specific kinds of support for employees in the context of those changes.

2. THEORETICAL ANCHOR

The Unit 1 will be based on relevant and recent research results on the trends in the world of work. It will provide a basis for considering the System Theory Framework within Unit 3, by discussing changes in the broader environmental-societal system and their impact.

3. DESCRIPTION OF THE LEARNING GOAL OF THE UNIT

a) Description of the learning goal of learning session 1.1

Students will be able to describe and explain the current and future challenges in the world of work. They will be able to discuss their consequences in more detail.

b) Description of the learning goal of learning session 1.2

Students will be able to describe methods used to determine changes in the world of work, their similarities and differences. They will be able to evaluate methods that are used to obtain information on the world of work and to identify their usefulness and shortcomings.

c) Description of the learning goal of learning session 1.3

Students will be able to identify situations where they could apply findings on the challenges in the world of work in the context of providing career development support to employees.

4. STRUCTURE PLAN AND DETAILS

4.1. Unit 1 Learning Session 1

Overview of key trends in the world of work

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
1.1.1	10	Overview of the training course and description of the goal of session 1	Providing overview of the training course Discussion about what current and future changes in the world of work students have recognized	Brainstorming session	Flipchart Ppt (1.1.1p)
1.1.2	30	Teaching and learning activity 1: providing content about changes in the world of work	Providing brief overview of some current and future changes in the world of work supported by research	Lecture, discussion with students	Ppt (1.1.2p) Video (1.1.1v; 1.1.2v; 1.1.3v) Report (1.1.1m)
1.1.3	30	Teaching and learning activity 2: working in groups	Students work in teams. Each team has an assignment to collect data on one specific trend in the world of work and to present its main economic, social and other consequences. After the presentation there is a group discussion. They can use different formats for presentation of their findings. If there is no time for students to search for articles, alternatively, articles provided in factsheet 1.1.2 can be used	Group work: students are required to answer a set of questions and to report in the main discussion. Alternatively individual or pair work can be applied.	Fact sheet (1.1.1f) Material (1.1.2m)
1.1.4	10	Closing thoughts and homework	Summarizing the main points on changes in the world of work and providing students with a list of relevant literature for further reading. As homework they need to find an article or some other material on trends in the world of work that they find interesting	Guided discussion, written exercise	Flipchart Video (1.1.4v) Fact sheet (1.1.2f)
1.1.5	10	Evaluation level of learning	Multiple choice and open-ended questions to assess and reflect upon acquired knowledge	A short questionnaire is completed at the end of the session in class or at home (paper version or delivered online)	Evaluation forms (1.1.1ef; 1.1.2ef)

UDL IMPLEMENTATION FOR LEARNING SESSION 1.1

a. Means of representation

The materials should be adapted considering the number of participants, whether activities are conducted face-to-face or virtually and the goals of the course. If the trainers assess that some adaptation is needed, it can be recommended that the trainer select those materials that are best fit with students' needs in the available time dedicated to this Session. Key points in the presentations and key questions for the discussion can be selected taking into account what is most adequate for the students.

It is assumed that students have some knowledge of research questions and methods needed for participation in group work. The trainer should assess whether students might need some additional support regarding this. If needed, students can be provided with access to scientific databases to support them in search of relevant research studies.

Within this learning session presentations and written materials (articles, chapters of books, other materials available online) will be used. Trainer can provide lecture outlines online that students can annotate during class. For digital text, the trainer will try to ensure that there are options for text enlargement, along with choices for screen colour and contrast.

Video materials and animation will also be used to convey concepts. When using video materials, the trainer will try to provide captions on videos and when possible, ensure that there are transcripts for audio. Trainer will try to select the videos that are freely available online so that students can control playback speed. Additional video materials can be used.

Ppt and written materials: trainer's descriptions are accompanied by ppt and written materials (articles and other publications)

- **1.1.1m report** - Balliester, T., & Elsheikhi, A. (2018). The future of work: a literature review. *ILO Research Department Working Paper, 29*. (free resource)
- **1.1.2m literature overview** - Articles for group work
- **1.1.1p ppt** - Overview of the training course
- **1.1.2p ppt** - Overview of changes in the world of work

Videos

- **1.1.1v** - Overview of impact of demographic change on Europe
<https://audiovisual.ec.europa.eu/en/video/I-192114?lg=EN>
Impact of demographic change on the world of work
- **1.1.2v** - The 5 mega-trends you should know about (*World Economic Forum*)
<https://www.youtube.com/watch?v=F289qpeZDgc>
Overview of impact of climate change

- **1.1.3v** - The future of work after COVID-19
<https://www.youtube.com/watch?v=8KenNOYOiq4>
Overview of changes in the world of work connected to COVID-19
- **1.1.4v** - World Employment and Social Outlook: Trends 2020
https://www.youtube.com/watch?v=mytRZ7B7_FM
World Employment and Social Outlook: Trends 2020 - The report in short, ILO

Additional Video

- **1.1.5v video** - The Future of Work - an international perspective by Paolo Falco, OECD
<https://www.youtube.com/watch?v=E1-o8DsqB7w>

b. Action and expression

In group exercise (1.1.1f), if the trainer assesses that there is no time for students to find articles themselves, additional examples of articles have been provided (1.1.2f).

Students can choose whether they will do the homework individually or in groups in line with their preferences and there will also be optional if they want to submit the homework in written form, through presentation (in-class or online), to record it in an audio or to submit a video. Students should have an option to choose, but they may be encouraged to practice use of different didactic aids so they could estimate which way of presentation is suitable for presenting different types of findings and which one is the best one for them as presenters.

When giving feedback, the trainer will provide an option that apart from written feedback students can opt for audio feedback or meet with students online or face to face.

Moreover, there are two different options for evaluation of knowledge – using standardized questions and using reflective questions, so the most adequate one can be chosen.

c. Engagement

Trainer will pay attention to varying content, level of challenge and type of support provided to students. Students will choose the topic that they are going to explore further as homework in line with their interests.

4.2. Unit 1 Learning Session 2

How do we determine the trends in the world of work and their implications?

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
1.2.1	15	Description of the goal of the session	Trainer stimulates participants' reflections about methods used to predict the changes in the world of work and their impact	Group discussion where students share their reflection related to homework	Materials collected through homework Ppt (1.2.1p)
1.2.2	30	Teaching and learning activity 1: short lecture on methods used to determine trends in the world of work	Trainer presents an overview of different methods used to analyse changes in the world of work and discuss how to assess the validity of information on the world of work	Lecture, group discussion	Ppt (1.2.2p) Video (1.2.1v) Report (1.2.1m) Fact sheet (1.2.1f)
1.2.3	25	Teaching and learning activity 2: working on case studies	Students are divided into groups and they receive different information on the changes in the world of work. Their task is to determine validity of the source of the information using the provided template. They are also encouraged to reflect on findings taking into account methods that were applied (e.g., they consider whether the different impact of some trend on different groups of people was considered, whether various perspectives and sources of data were used...).	Group work: students are required to answer a set of questions and to report in the main discussion. Alternatively individual or pair work can be applied	Fact sheet (1.2.2f)
1.2.4	10	Closing thoughts	Summarizing the main points and providing students a list of relevant literature for further reading	Guided discussion	Flipchart or ppt slides
1.2.5	5	Homework	Trainer explains the homework to students. As homework they need to do a short interview with a HR professional or career guidance practitioner and to explore how, they use information on the trends in the world of work (how they inform themselves, how they assess the quality of information, how does it impact their work...).	Written exercise, individual or group work	Fact sheet (1.2.3f)
1.2.6	5	Evaluation level of learning	Multiple choice and open-ended questions to assess and reflect upon acquired knowledge	A short questionnaire is completed at the end of the session in class or at home (paper version or delivered online)	Evaluation forms (1.2.1ef; 1.2.2ef)

UDL IMPLEMENTATION FOR LEARNING SESSION 1.2

a. Means of representation

The materials should be adapted taking into account the number of participants, whether activities are conducted face-to-face or virtually and the goals of the course. If the trainers assess that some adaptation is needed, it can be recommended that the trainer select those materials that are best fit with students' needs in the available time dedicated to this Session. Key points in the presentations and key questions for the discussion can be selected taking into account what is most adequate for the students.

It is assumed that students have some knowledge of research questions and methods needed for this Learning session. The trainer should assess whether students might need some additional support regarding this. If needed, students can be provided with access to scientific databases to support them in search of relevant research studies.

Within this learning session presentations and written materials (articles, chapters of books, other materials available online) will be used. Trainer can provide lecture outlines online that students can annotate during class. For digital text, the trainer will try to ensure that there are options for text enlargement, along with choices for screen colour and contrast.

Video materials and animation will also be used to convey concepts. When using video materials, the trainer will try to provide captions on videos and, when possible, ensure that there are transcripts for audio. Additional video materials can be used.

Ppt and written materials: trainer's descriptions are accompanied by ppt and written materials (articles and other publications)

- **1.2.1m report** - International Labour Office & Organisation for Economic Co-operation and Development. (2018). Approaches to anticipating skills for the future of work: report prepared by the ILO and OECD for the G20 Employment Working Group, available at: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms_646143.pdf. (Free resource)
- **1.2.1p ppt** Introduction to Learning Session 2
- **1.2.2p ppt** Overview of methods used to predict changes in the world of work

Video

- **1.2.1v** - USU Libraries, Source evaluation
<https://www.youtube.com/watch?v=Tscm0fcb9CM>

b. Action and expression

Students can choose whether they will do the homework individually or in groups in line with their preferences and there will also be optional if they want to submit the homework in written form, through presentation (in-class or online), to record it in an audio format or to submit a video. Students should have an option to choose, but they may be encouraged to practice use of different didactic aids so they could estimate which way of presentation is suitable for presenting different types of findings and which one is the best one for them as presenters.

They can conduct interviews in written form (via e-mail) or in person.

When giving feedback, the trainer will provide an option that apart from written feedback students can opt for audio feedback or meet with students online or face to face to discuss their progress.

c. Engagement

Trainer will pay attention to vary content, level of challenge and type of support provided to students. Students will choose whom they are going to interview within their homework, and they will have the option to add questions on what they want to know more about during the interview.

4.3. Unit 1 Learning Session 3

Providing career development support taking into account trends in the world of work

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUP-PORTS
1.3.1	10	Description of the goal of the session	Students share their thoughts on using information on changes in the world of work in the process of providing career development support. Discussion about what implications of changes in the world of work to providing career development support students have recognized. Trainer connects their impression with the goal of the learning session.	Brainstorming session and discussion	Flipchart or ppt slides Ppt (1.3.1p)
1.3.2	20	Teaching and learning activity 1: shaping career development support using information on changes in the world of work	Providing perspectives of using findings on the changes in the world of work in activities aimed at providing career development support to employees. Students are encouraged to share their examples.	Lecture, exchange of experience in group discussion	Material (1.3.1m; 1.3.2m; 1.3.3m; 1.3.4m) Ppt (1.3.2p)
1.3.3	35	Teaching and learning activity 2: using information on changes in the world of work in practice	Students in groups discuss their homework in more detail and analyse differences and similarities in the approaches of interviewed professionals. If there has not been time for students to do homework from Learning Session 2 (to conduct an interview with a professional), an example of an interview can be used	Working in small groups, group discussion	Fact sheet (1.3.1f; 1.3.2f)
1.3.4	10	Teaching and learning activity 3: summarizing main points of discussion	Trainer in cooperation with students create a summary of potential use of what they have learned in work contexts	Group discussion	Flipchart, ppt slides or audio to summarize the main points
1.3.5	10	Reflection on learning and homework	Students reflect on what they have learned using following questions: What did I learn from these sessions? What was new to me? What was most interesting for me? How can I apply what I learned in my future work? What would I like to explore further?	Short individual work followed by exchange of the results with partners in pairs	Fact sheet (1.3.3f)

			Homework is to record these reflections and plans for future learning on this topic in any format they choose (written, audio, video).		
1.3.6	5	Evaluation level of learning	Multiple choice and open-ended questions to assess and reflect upon acquired knowledge	A short questionnaire is completed the end of the session in class or at home (paper version or delivered online)	Evaluation forms (1.3.1ef; 1.3.2ef)

UDL IMPLEMENTATION FOR LEARNING SESSION 1.3

a. Means of representation

The materials should be adapted taking into account the number of participants, whether activities are conducted face-to-face or virtually and the goals of the course. If the trainers assess that some adaptation is needed, it can be recommended that the trainer select those materials that are best fit with students' needs in the available time dedicated to this Session. Key points in the presentations and key questions for the discussion can be selected taking into account what is most adequate for the students.

It is assumed that students have some knowledge of research questions and methods needed for this Learning session. The trainer should assess whether students might need some additional support regarding this. If needed, students can be provided with access to scientific databases to support them in search of relevant research studies.

Within this learning session presentation and written materials (articles, chapters of books, other materials available online) will be used. The trainer can provide lecture out-lines online that students can annotate during class. For digital text, the trainer will try to ensure that there are options for text enlargement, along with choices for screen colour and contrast.

Video materials and animation will also be used to convey concepts. When using video materials the trainer will try to provide captions on videos and when possible that there are transcripts for audio. Additional video materials can be used.

Ppt and written materials: trainer's descriptions are accompanied by ppt and written materials (articles and other publications)

- **1.3.1p ppt** - Introduction to Learning Session 3
- **1.3.2p ppt** - Using information on changes in the world of work
- **1.3.1m article** - Hirschi, A. (2018). The fourth industrial revolution: Issues and implications for career research and practice. *The Career Development Quarterly*, 66(3), 192-204.
- **1.3.2m article** - Lent, R. W. (2018). Future of work in the digital world: Preparing for instability and opportunity. *The Career Development Quarterly*, 66(3), 205-219.
- **1.3.3m article** - Bergmo-Prvulovic, I. (2017). Demographic changes and the need for later career opportunities. *Dyskursy Młodych Andragogów*, 18, 187-206.
- **1.3.4m article** - Di Fabio, A., & Bucci, O. (2016). Green positive guidance and green positive life counseling for decent work and decent lives: Some empirical results. *Frontiers in Psychology*, 7, 261.

b. Action and expression

Students will have different options for submitting the homework. They can do it in written form, through presentation (in-class or online), to record it in audio format or to submit a video. Students should have an option to choose, but they may be encouraged to practice use of different didactic aids so they could estimate which way of presentation is suitable for presenting different types of findings and which one is the best one for them as presenters.

When giving feedback, the trainer will provide an option that apart from written feedback students can opt for audio feedback or meet with students online or face to face to discuss their progress.

Moreover, there are two different options for evaluation of knowledge – using standardized questions and using reflective questions, so the most adequate one can be chosen.

c. Engagement

Trainer will pay attention to vary content, level of challenge and type of support provided to students. Students will choose what they want to learn more about and share those reflections with the trainer who can direct them to relevant sources.

5. THE TRAINER IN ACTION

At the beginning of each learning session, the role of the trainer is to raise attention to the importance of the topic and to stimulate interest of students to learn more about it. The trainer encourages students to share their knowledge and opinions on the topic, which enables them to use what they already know as a basis for further learning.

Following the description of the goal of the session, each learning session contains a short lecture when the trainer presents the main points around the subject, using research findings from different sources. The trainer here uses both presentation slides and video materials explaining the topic.

After a short presentation, each learning session also contains interactive exercises organized by the trainer. The exercises are conducted in small groups where students have an opportunity to discuss, support and challenge each other's opinions. The role of the trainer is to manage and facilitate the process of collaborative work of students so that they can learn from each other.

Within the closing session, the trainer provides a summary of the session and provides literature for further reading. Each session is followed by homework which the trainer analyses, providing feedback and encouraging reflection on homework during the next learning session.

In the end, the trainer hands out a short questionnaire (or provides a link to an online evaluation form) to assess whether the goals of the sessions were met and whether there is anything left that is unclear to students and that needs to be further explained and discussed.

6. LIST OF MATERIALS

Materials (articles, chapters, case studies, questionnaires, reports, etc)

- **1.1.1m report** - Balliester, T., & Elsheikhi, A. (2018). *The future of work: a literature review. ILO Research Department Working Paper, 29.* (free resource)
- **1.1.2m literature** - Articles for group work
- **1.2.1m report** - International Labour Office & Organisation for Economic Co-operation and Development (2018). *Approaches to anticipating skills for the future of work: report prepared by the ILO and OECD for the G20 Employment Working Group*, available at: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms_646143.pdf (free resource)
- **1.3.1m article** - Hirschi, A. (2018). The fourth industrial revolution: Issues and implications for career research and practice. *The Career Development Quarterly, 66(3), 192-204.*
- **1.3.2m article** - Lent, R. W. (2018). Future of work in the digital world: Preparing for instability and opportunity. *The Career Development Quarterly, 66(3), 205-219.*
- **1.3.3m article** - Bergmo-Prvulovic, I. (2017). Demographic changes and the need for later career opportunities. *Dyskursy Młodych Andragogów, 18, 187-206.*
- **1.3.4m article** - Di Fabio, A., & Bucci, O. (2016). Green positive guidance and green positive life counseling for decent work and decent lives: Some empirical results. *Frontiers in Psychology, 7, 261.*

Fact sheets

- **1.1.1f** - Instructions for group work
- **1.1.2f** - Instructions for homework with a set of questions for reflection
- **1.1.1ef** - Knowledge evaluation form 1.1
- **1.1.2ef** – Reflective form 1.1
- **1.2.1f** - Advantages and disadvantages of different methods
- **1.2.2f** - Instructions for group work
- **1.2.3f** - Instructions for homework
- **1.2.1ef** - Knowledge evaluation form 1.2
- **1.2.2ef** - Reflective form 1.2
- **1.3.1f** - Instructions for group work
- **1.3.2f** – Instructions for group work - Example of an interview with HR professional

- **1.3.3f** - Instructions for homework
- **1.3.1ef** - Knowledge evaluation form 1.3
- **1.3.2ef** - Reflective form 1.3

Ppts

- **1.1.1p** - Overview of the training course
- **1.1.2p** - Overview of changes in the world of work
- **1.2.1p** - Introduction to Learning Session 2
- **1.2.2p** - Overview of methods used to predict changes in the world of work
- **1.3.1p** - Introduction to Learning Session 3
- **1.3.2p** - Using information on changes in the world of work

Videos

- **1.1.1v** [Overview of impact of demographic change on Europe](#)
- **1.1.2v** [The 5 mega-trends you should know about](#)
- **1.1.3v** [The future of work after COVID-19](#)
- **1.1.4v** [World Employment and Social Outlook: Trends 2020](#)
- **1.1.5v** [The Future of Work - an international perspective](#)
- **1.2.1v** [USU Libraries, Source evaluation](#)

UNIT 2: INNOVATIVE CONCEPTS AND DEVELOPMENT FOR COMPANY-BASED CAREER WORK/HRM

1. RATIONALE FOR THE UNIT

The aim of the present unit is to highlight innovative development and changes in Human Resource Management (HRM) and Career work. These are partially caused by the megatrends in the world of work (like movement to the knowledge society, change to a green society, digitalization of the working environments) (*see unit 1*) but also by innovative theories concerning work-based learning and competence development in enterprises, thus inducing a change in the understanding of leadership in enterprises and the role of the employees. The goal is to make students aware of the impact which these developments have for working, learning and cooperating in enterprises. They are based on the concept of the Learning Organisation, the acceptance of Corporate social responsibility and on the appreciation of Cooperation beyond the own organisation. Learning by networking and counselling play an increasing role. Main rationale for this unit includes:

- The findings from the Intellectual Output 1 of the project “Connect!” (review of literature, studies, media and resources) state that the actual trends in the world of work require individualization of personnel development.
- Modern management theories stress the need for autonomously learning and flexibly acting employees being able to take initiatives and to adapt to unforeseen situations. The demand is to create challenging tasks, as well as coaching and networking opportunities for the employees to develop their potential.
- A higher number of enterprises is taking social responsibility, recognizing their important and interdependent position in society. They accept the inclusion of vulnerable people as their task. This again requires individualized personnel work.
- The results from Intellectual Output 2 of the project “Connect!” (data collection) have proved that cooperation of enterprises with professional career counsellors may support enterprises in their personnel work and that they are basically open for intensifying contacts with counsellors and learning from each other.

2. THEORETICAL ANCHOR

The relevant concepts and theories are connected to the following subjects:

- *Modern management theories.* An important trigger has been the publication by Peter Senge: The fifth discipline (1990) aiming at the “Learning organisation” which innovated and influences the management strategies until today. The aim is the development of innovative approaches which increase the learning ability of teams and organisations, thus handling the complexity and dynamic of the organisation’s environment.
- Concepts which indicate the need of *individualization of learning, coaching and counselling in enterprises*, such as the “Lebenszyklus orientierte Personalentwicklung” (Life Cycle oriented personnel development) by Anita Graf (2002) or Generation-specific value systems by Anders Parment „Generation Y. Mitarbeiter der Zukunft (2013): Parment, Anders: Mitarbeiter der Zukunft“ (2013) and „Sustainable Employer Branding” (Dyhre, Anna/Parment, Anders, 2013)
- *Learning theories and paradigms.* They explain learning from different theoretical viewpoints and influence the organisation of learning processes. Of relevance for the Learning organisation are the paradigms “Constructivism” (Rolf Arnold) and “Connectivism” (George Siemens).
- *Corporate Social Responsibility (CSR).* This is an economic ethics movement. Its principles have been formulated in a “Green Paper” of the European Commission (2001).
- *Networking and cooperation.* Networking and cooperation help enterprises to cope with the increasing challenges in a complex and dynamic business world. Digitalization and community technology greater facilitated these opportunities.
- *Innovation.* As a consequence of the digitalization, production and business processes have become netted. This development is known as “Industry 4.0”. Yet also in the educational and personnel development field networking and cooperation provide important stimuli for innovation. There is a growing awareness of the strong impact of learning from counselling as well as best practice learning

3. DESCRIPTION OF THE LEARNING GOALS OF THE UNIT

The three innovative concepts and developments in enterprises following the changes in the world of work (technological change, demographic change, globalization, climate change) include:

- Turn to a Learning Organisation
- Commitment to Corporate Social Responsibility
- Benefiting from Networking and Cooperation

They build the topics of the following three learning sessions and their learning goals, as follow:

a) Description of the learning goal of learning session 2.1

At the end of the session each student should be able to: (a) Explain the requirement of individualization of personnel development (as consequence of the innovative concepts and developments in enterprises); (b) Describe relevant methods aiming at individualized learning, coaching and counselling methods.

b) Description of the learning goal of learning session 2.2

At the end of the session each student should be able to: (a) Explain Corporate Social Responsibility (CSR) as a driver in our society; (b) Identify the role of HR professionals for CSR; (c) Describe examples of successful social responsibility activities.

c) Description of the learning goal of learning session 2.3

At the end of the session each student should be able to: (a) Describe best practice in networking and cooperation between Human Resource Management in enterprises (HRM) and professional Career Guidance and Counselling (CGC).

4. STRUCTURE PLAN AND DETAILS

4.1. Unit 2 Learning Session 1

Turn to a Learning Organisation

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
2.1.1	10	Introduction	Focus of Unit 2. Connecting to Unit 1. Impact of changes in the world of work on enterprises	Lecture	Ppt (2.1.1p) Material (2.1.1m)
2.1.2	10	Description of the goal of the session. Perception of the goal by the students	Participants discuss their preconception of individualization of personnel development	“Murmur group” with 2 or 3 students nearby	(See No.2.1.1)
2.1.3	20	Derive the necessity of individualization of personnel development from the actual trends in the world of work and new concepts and developments in enterprises	Talking about the recent innovative concepts and developments in enterprises and their influence on the measures of personnel development: Learning organisation, multi-generational and multi-cultural staff in different phases of their professional life-cycle, Need of individualization of HRM	Lecture and dialogue with students	Ppt (2.1.2p) Material (2.1.2m; 2.1.3m; 2.1.4m)
2.1.4	30	Categories of autonomous learning	Students discuss in parallel groups the categories of autonomous learning and find for each category at least two relevant examples	Small group work (3 to 6 students), short presentation	Fact sheet (2.1.1f)
2.1.5	10	Literature references, Homework	Presentation of relevant literature. As homework students may choose between two articles giving some more information and stimulus in connection with the lesson. Presentation of a set of questions to answer with help of the chosen literature	Lecture	Fact sheet (2.1.2f) Material (2.1.5m; 2.1.6m; 2.1.7m)
2.1.6	10	Evaluation level of learning	Students answer standardized questions to the knowledge content of the session. Reflect: What did I learn from this session? What was new/most interesting for me? What would I like further to explore?	Individual work Short individual work then exchanging with 1 or 2 partners	Evaluation forms (2.1.1ef; 2.1.2ef)

UDL IMPLEMENTATION FOR LEARNING SESSION 2.1

a. Means of representation

In this session the learning issues are presented in lectures by the teacher, supported by ppt presentations and if reasonable by video. The students find corresponding fact sheets in the manual for students, which accompanies the session. The ppt slides contain the essential statements (with references to the sources), underlined by visualization for helping to understand complex facts.

In addition, literature references are given for further independent studies.

As homework the students are encouraged to read an article.

Ppt and written materials: trainer's descriptions are accompanied by ppt and written materials (article or chapters)

- **2.1.1m material** – Introduction to Unit 2
- **2.1.2m material** - Learning organisation
- **2.1.3m material** – Multigenerational staff – Generation's value systems
- **2.1.4m material** - Professional life cycle-oriented personnel development
- **2.1.5m chapter** - Autonomous Learning in the workplace
Noe, R. A., & Ellingson, J. E. (2017). *Autonomous learning in the workplace: An introduction*. In R. A. Noe and J. E. Ellingson (eds.), *Autonomous learning in the workplace* (pp. 1-11). NY, Routledge.
- **2.1.6m article** - Learning in Organisations
Kessels, J. W. (2001). Learning in organisations: a corporate curriculum for the knowledge economy. *Futures*, 33(6), 497-506.
- **2.1.7m** – List of relevant literature
- **2.1.1p** - Introduction
- **2.1.2p** - Requirement of individualization of personnel development

b. Action and expression

Learning is an active process by the learner (following Jean Piaget's learning paradigm "constructivism"). To make the learning goals of the session to questions of the learner, the students activate at the beginning of the session their relevant previous knowledge and experience by talking about it informally in so-called "murmur groups".

Following the lectures actively, they are encouraged to follow the presentation by making notes and writing down their open questions. The lecture is followed by a work in small groups where students may relate the issues of the presentation to their own experience and find innovative applications.

As homework the students are encouraged to read an article (they may choose between two) and answer some related questions. They may do it alone or in partnership with another student. (Team work has been mentioned in the presentation and been regarded as an effective form of learning.) The students may choose the format for their work: Text, ppt, audio or video recording.

Knowledge evaluation and reflection of learning make the students aware of their learning achievements.

c. Engagement

The engagement of the students is raised by a vivid presentation but primarily by active involvement in attractive tasks in different social settings (informal murmur group, small working group, partner work).

4.2. Unit 2 Learning Session 2

Commitment to Corporate Social Responsibility

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
2.2.1	10	Description of the goals of the session. Perception of the goals by the students	Participants discuss their preconception of Corporate Social Responsibility (CSR) and motives of enterprises to engage in social responsibility activities	“Murmur group” with 2 or 3 students nearby	Fact sheet (2.2.1f) Material (2.2.1m)
2.2.2	20	Becoming familiar with the character of CSR and its impact on HRM	Definition of the term Corporate Social Responsibility (CSR); conceptual framework, role of context, motivation for CSR, impact, role of HRM in CSR/domains of contribution, global and EU principles & guidelines. Best practice examples	Lecture	Ppt (2.2.1p) Materials (2.2.2m, 2.2.3m, 2.2.4m, 2.2.5m)
2.2.3	30	Discussion of best practice examples	Students get an overview on best practice examples: they choose one of the examples and analyse in depth its features, motives, impact.	Small group work (3 to 6 students)	Fact sheet (2.2.2f) Material (2.2.6m)
2.2.4	10	Reflection of the reasons/motivation which drive companies engaging in activities of social responsibility	Collection of additional examples experienced by the students; Discussion of the reasons, expectations, values for taking social responsibility in companies	Small group work (3 to 6 students). Exchange of personal experience with CSR. Controversial discussion (pro and contra from the ethic view). Presentation of the results	Fact sheet (2.2.3f)
2.2.5	10	Literature overview, Homework	Literature references. Announcement of the task for the homework (Discussing the statement: “CSR is considered as a strategic resource that also aims to improve the employees’ performance. In both aspects this role of HR might be relevant for support of career development of employees.” (Transnational synthesis IO1 p 7)	Lecture Homework to be executed in small groups	Fact sheet (2.2.4f) Material (2.2.7m)
2.2.6	10	Evaluation level of learning	Students answer standardized questions to the knowledge content of the session. Students answer open-ended questions (What did I learn from this session? What was new/most interesting for me? What would I like further to explore?)	Individual work Short individual work, then exchanging with 1 or 2 partners	Evaluation forms (2.2.1ef) 2.2.2ef)

UDL IMPLEMENTATION FOR LEARNING SESSION 2.2

a. Means of representation

In this session the learning issues are presented in lectures by the teacher, supported by ppt presentations and if reasonable by video. The students find corresponding fact sheets in the manual for students, which accompanies the session. The ppt slides contain the essential statements (with references to the sources), underlined by visualization for helping to understand complex facts.

In addition, literature references are given for further independent studies.

As homework the students are encouraged to draw their own conclusions from a given statement concerning the impact of CSR on supporting enterprise-based career development of employees.

Ppt and written materials: trainer's descriptions are accompanied by ppt and written materials (article or chapters)

- **2.2.1m material** - Introduction to CSR
- **2.2.2m material** - Definition of CSR and conceptual framework
- **2.2.3m material** - Motivation for CSR
- **2.2.4m material** – Role of HRM in CSR
- **2.2.5m material** - Global and EU principles and guidelines for CSR
- **2.2.6m material** - The world best CSR examples
- **2.2.7m** – List of relevant literature
- **2.2.1p ppt** - Commitment to CSR

b. Action and expression

Learning is an active process by the learner (following Jean Piaget's learning paradigm "constructivism"). To make the learning goals of the session to questions of the learner, the students activate at the beginning of the session their relevant previous knowledge and experience by talking about it informally in so-called "murmur groups".

Following the lectures actively, they are encouraged to follow the presentation by making notes and writing down their open questions. The lecture is followed by a work in small groups where students analyse best practice examples of CSR activities of enterprises. One of the examples (chosen by the group) they discuss in depth. They relate the issues of the presentation to their own experience and start a pro and contra discussion to the enterprises' motives to engage in CSR.

As homework the students are challenged to draw their own conclusions of the impact of CSR on enterprise-based career development of employees. They are invited to do it in groups with some students. (Teamwork is being regarded as an effective form of learning.) The students may choose the format for their work: Text, ppt, audio or video recording.

Knowledge evaluation and reflection of their learning processes make the students aware of their learning achievements.

c. Engagement

The engagement of the students is raised by a vivid presentation but primarily by active involvement in attractive tasks in different social settings (informal murmur group, small working group, partner work).

4.3. Unit 2 Learning Session 3

Commitment to Corporate Social Responsibility

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
2.3.1	5	Perception of the goal of the learning session	Announcement of the goal by the teacher. Focus: identifying intersections between HRM and CGC	Lecture	Material (2.3.1m)
2.3.2	15	Presentation of outcomes of the Connect! data collection	Intersections: activities of HRM and CGC; openness for cooperation and learning from each other	Lecture, dialogue teacher-students	Ppt (2.3.1p) Material (2.3.2m)
2.3.3	20	Explore examples of fruitful cooperation between HRM and CGC	Evaluate examples of cooperation between HRM and CGC (examples are selected according to different aims of cooperation (e.g., career information and recruiting, development of personal and social competences, management of change, social responsibility activities)	Small group work: supported by guiding questions, analysing the involved actors and their benefits from cooperation. Summarizing the findings. Poster presentation	Fact sheet (2.3.1f)
2.3.4	15	The role of regional educational and counselling clusters; explore special benefits of regional educational and counselling clusters	Presentation of regional innovative networks. Students read a case study (2.3.3m) and answer some questions.	Lecture, dialogue teacher-students.	Ppt (2.3.2p) Material (2.3.3m)
2.3.5	15	Guidelines for HRM and CGC: "Design your cooperation network"	Evaluation of guidelines for HRM and CGC: "Design your cooperation network". Students read 2.3.4m and work in small groups.	Presentation of the guidelines by the teacher, dialogue teacher/students, small groups work	Fact sheet (2.3.2f) Material (2.3.4m)
2.3.6	10	Homework	Explanation of the task for homework. Presentation of relevant literature's list.	Lecture, building working groups for homework	Fact sheet (2.3.3f) Material (2.3.5m)
2.3.5	10	Evaluation level of learning	Students answer standardized questions to the knowledge content of the session Reflect: What did you learn from this session What was new/most interesting for me? What would I like further to explore?	Individual work Short individual work; then exchange with partners	Evaluation forms (2.3.1ef; 2.3.2ef)

UDL IMPLEMENTATION FOR LEARNING SESSION 2.3

a. Means of representation

In this session the learning issues are presented in lectures by the teacher, supported by ppt presentations and if reasonable by video. The students find corresponding fact sheets in the manual for students, which accompanies the session. The ppt slides contain the essential statements (with references to the sources), underlined by visualization for helping to understand complex facts.

As homework the students are encouraged to cooperate with an enterprise and to explore its cooperation network.

Ppt and written materials: trainer's descriptions are accompanied by ppt and written materials (article or chapters)

- **2.3.1m material** - Introduction to the session benefiting from networking and cooperation
- **2.3.2m material** - Exploration of the intersections between HRM and CGC
- **2.3.3m material** - Regional education and counselling networks
- **2.3.4m material** - Guidelines for enterprises to design of a fruitful cooperation network
- **2.3.5m** – List of relevant literature
- **2.3.1p** - Results of the data collection by the Connect! consortium
- **2.3.2p** - Regional education and counselling network

b. Action and expression

Learning is an active process by the learner (following Jean Piaget's learning paradigm "constructivism").

Following the lectures actively, students are encouraged to follow the presentation by making notes and writing down their open questions. The lecture is followed by a work in small groups where students explore practical examples of cooperation between HRM and CGC. Some of the examples (chosen by the group) they discuss in depth. They engage in analysing regional education and counselling networks and try to define their benefits for career counselling but also have a critical look on the separation of such networks addressing generally the community on the one hand and the enterprises on the other hand. They debate a proposal of guidelines for enterprises, encouraging them to design their cooperation network (with view to enterprise-based career development).

As homework the students are challenged to contact an enterprise and to explore its cooperation network. They are invited to do this task in groups with some students (Team work is being regarded as an effective form of learning). The students may choose the format for their work: Text, ppt, audio or video recording.

Knowledge evaluation and reflection of their learning processes make the students aware of their learning achievements.

c. Engagement

The engagement of the students is raised by a vivid presentation but primarily by active involvement in attractive tasks in different social settings (informal murmur group, small working group, partner work).

5. THE TRAINER IN ACTION

The trainer is responsible for the relevant and attractive learning input. He/she must also play the role of facilitator, clarifying the connection to former and later units, explaining the workflow of the session, giving clear instructions to the tasks, helping to understand, giving stimulation and motivation.

6. F. LIST OF MATERIALS

Materials (articles, chapters, case studies, questionnaires, reports)

- **2.1.1m material** – Introduction to Unit 2
- **2.1.2m material** - Learning organisation
- **2.1.3m material** – Multigenerational staff – Generation’s value systems
- **2.1.4m material** - Professional life cycle oriented personnel development
- **2.1.5m chapter** - Noe, R. A., & Ellingson, J. E. (2017). Autonomous learning in the workplace: An introduction. In R. A. Noe and J. E. Ellingson (eds.), *Autonomous learning in the workplace* (pp. 1-11). NY, Routledge.
- **2.1.6m article** - Kessels, J. W. (2001). Learning in organisations: a corporate curriculum for the knowledge economy. *Futures*, 33(6), 497-506.
- **2.1.7m** - List of relevant literature
- **2.2.1m material** - Introduction to CSR
- **2.2.2m material** - Definition of CSR and conceptual framework
- **2.2.3m material** - Motivation for CSR
- **2.2.4m material** – Role of HRM in CSR
- **2.2.5m material** - Global and EU principles and guidelines for CSR
- **2.2.6m material** - The world best CSR examples
- **2.2.7m** – List of relevant literature
- **2.3.1m material** - Introduction to the session benefiting from networking and cooperation
- **2.3.2m material** - Exploration of the intersections between HRM and CGC
- **2.3.3m material** - Regional education and counselling networks
- **2.3.4m material** - Guidelines for enterprises to design of a fruitful cooperation network
- **2.3.5m** – List of relevant literature

Fact sheet

- **2.1.1f** - Group exercise: categories of autonomous learning. Collection of examples
- **2.1.2f** - Homework
- **2.1.1ef** - Knowledge evaluation form 2.1
- **2.1.2ef** – Reflective form 2.1
- **2.2.1f** - Corporate Social Responsibility (CSR)
- **2.2.2f** – Task for group work: international examples of CSR
- **2.2.3f** - CSR in SME – Personal experience and critical reflection
- **2.2.4f** - Homework
- **2.2.1ef** - Knowledge evaluation form 2.2
- **2.2.2ef** - Reflective form 2.2
- **2.3.1f** - Group exercise: evaluation of practice examples to cooperation between HRM and CGC
- **2.3.2f** - Group exercise: evaluation of the guidelines for enterprises to design a cooperation network for company-based career development
- **2.3.3f** - Homework
- **2.3.1ef** - Knowledge evaluation form 2.3
- **2.3.2ef** - Reflective form 2.3

Ppt

- **2.1.1p** - Introduction
- **2.1.2p** - Requirement of individualization of personnel development
- **2.2.1p** - Commitment to CSR
- **2.3.1p** - Results of the data collection by the Connect! consortium
- **2.3.2p** - Regional education and counselling network

UNIT 3: CURRENT THEORETICAL AND METHODOLOGICAL APPROACHES FOR COUNSELLORS AND COACHES IN THE COMPANY CONTEXT

1. RATIONALE FOR THE UNIT

Results from O1 and O2 suggest that more knowledge should be provided from the recent debates in career counselling literature. This should refer to both theoretical, applied and practice level, including recent theoretical approaches and perspectives, assessment tools and training activities.

2. THEORETICAL ANCHORS

Basic choices and application of most recent paradigms in career guidance and counselling will be addressed (e.g., life-design approaches, coaching approaches, social justice approach, guidance at the workplace approaches, guidance for qualification approaches).

Amongst the most recent approaches, career construction theory has a prominent role with its attention to intraindividual resources and a minor extent on life contexts. Aspects that emerge to play a crucial role include career adaptability as a dimension and narratability as methodological principle. These dimensions have been found to have positive and significant outcomes both for workers, with and without vulnerabilities (i.e., disability, history of migration, etc.) and several types of organisations across diverse cultural contexts. In more details, we refer here for example, to future career planning, possible selves, life satisfaction, work-life balance, work satisfaction and work engagement, productivity, and POB.

The System Theory Framework (STF) is the second theoretical approach considered. This framework allows a mapping of systems of influence where the individual system intersects with influences from the social system (such as the family, community and the workplace), and within the context of a broader environmental-societal system that includes influences such as political decisions, globalization and employment markets. The narrative systemic tools based on this framework can effectively capture the dynamic interplay between individuals and their systems of influence, and help people develop awareness of the influences in their context of life as well as increase their participation into the world of work. Evidence exists of its usefulness with individuals that experience life challenges of diverse complexity such as, for instance, their history of migration, disability, minorities.

3. DESCRIPTION OF THE LEARNING GOAL OF THE UNIT

a) Description of the learning goal of learning session 3.1

Students will be able to describe the selected paradigms in career guidance and counselling. In more details they will be able to identify and report strengths and innovation, constraints, and challenges, and discuss their relevance and limitations in the working contexts.

b) Description of the learning goal of learning session 3.2

Based on the knowledge developed and the case studies analysis, students will be able to describe the strengths and usefulness of the proposed assessment tools, to identify similarities and differences.

c) Description of the learning goal of learning session 3.3

Students will be able to identify situations where the dimensions proposed by the paradigms analysed and addressed by tools might reveal useful, together with strategies to promote their use into organisation.

4. STRUCTURE PLAN AND DETAILS

4.1. Unit 3 Learning Session 1

Current theories in career guidance and counselling

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
3.1.1	10	Reconnecting with 2.3 and description of the goal of the session	Review of contents previous session. Discussion about what career counselling is, expectations and usefulness in relation to the complex world of work and organisational field (link to unit1 and 2). This requires adopting theories and methodologies that move forward matching paradigm toward socio-constructivist and life designing approaches	Discussion with guided questions about the homework and the knowledge evaluation form of the previous session. Brainstorming about the goal of the session. The trainer should at the end of the discussion provide explanation about postmodern approaches to career counselling	Flip chart Ppt (3.1.1p) Material (3.1.1m)
3.1.2	15	Teaching Activity 1: providing content about theoretical paradigm	Description of the Career Construction Theory: basics and guiding principles (examples of questions to be answered: what are the basic principles of the CCT? What are the career issues it aims to answer? What is its link with the practice?)	Lecture	Ppt (3.1.2p) Video (3.1.1v) Material (3.1.2m)
3.1.3	15	Teaching Activity 2: providing content about theoretical paradigm	Description of the System Theory Framework in career counselling: basics and guiding principles (examples of questions to be answered: What are the basic principles of the STF? What are the career issues it aims to answer? What is its link with the practice?)	Lecture	Ppt (3.1.3p) Video (3.1.2v) Material (3.1.3m)
3.1.4	20	Learning Activity 1: develop critical knowledge about theoretical paradigm	Comparing (a) the two theoretical approaches to identify similarities and differences (b) these two postmodern theories with assumptions of modern career counselling (when students already have knowledge about the topics) (c) exploring and reflecting on their relevance for organisational fields	Group work: students are required to fill a grid and to report in the main discussion	Fact sheet (3.1.1f)
3.1.5	15	Closing thoughts	Summarizing the main points highlighting similarities and differences of the two approaches	Guided discussion starting from elements reported on the flipchart	Flip chart Video (3.1.3v)
3.1.6	5	Homework	Reading an article and answering some questions	Written exercise	Material (3.1.4m) Fact sheet (3.1.2f)

3.1.7	10	Evaluation level of learning	Multiple choice and open-ended questions to assess and reflect upon acquired knowledge	A short questionnaire and some open-ended questions filled at the end of the session in class or at home. It could be online with feedback provided online and/or discussed at the beginning of the following session.	Evaluation forms (3.1.1ef; 3.1.2ef)
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UDL IMPLEMENTATION FOR LEARNING SESSION 3.1

a. Means of representation

Ppt and written materials: trainer's descriptions are accompanied by ppt and written materials (article or chapters)

- **3.1.1p ppt** - Session 1 introduction
- **3.1.2p ppt** - Career Construction Theory
- **3.1.3p ppt** - System Theory of Career Development
- **3.1.1m article** - Introduction to postmodern CGC
Brott, P. E. (2004). Constructivist assessment in career counseling. *Journal of Career Development, 30*(3), 189-200.
- **3.1.2m chapter** - Career Construction Theory and Practice
Savickas, M. L. (2013). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (2nd ed., pp. 147–183). Hoboken, NJ: John Wiley (free resource)
- **3.1.3m article** - The System Theory Framework
Patton, W., & McMahon, M. (2006). The systems theory framework of career development and counseling: Connecting theory and practice. *International Journal for the Advancement of Counselling, 28*(2), 153-166 (free resource)
- **3.1.4m article** - Career counselling and sustainable decent work
McMahon, M., & Watson, M. (2019). Career counselling and sustainable decent work: Relationships and tensions. *South African Journal of Education, 40*(1), S1-S9.

Additional references

- **3.1.5m book** - Career Construction theory. Life portraits
Savickas, M. L. (2019). Career construction theory. Life portraits of attachment, adaptability and identity.
- **3.1.6m** – List with further readings

Videos: trainers could use videos before, during or after the lesson.

- **3.1.1v** - The Career Construction Theory
<https://www.youtube.com/watch?v=jhMiIMYMUt0>
Dr Amber Hughes introduces the CCT theory
- **3.1.2v** - The STF
<https://www.youtube.com/watch?v=1PCrvZIN5rs>
Mary McMahon at the SVP Conference presents the STF
- **3.1.3v** - Postmodern career counselling

<https://www.youtube.com/watch?v=FCRAWKjoyos>

Greenwood Associates reflect about modern and postmodern career counselling

Additional Video

- **3.1.4v** - Closing session of the NCDA 2013
<https://www.youtube.com/watch?v=rJC6e2caZ6E>
Closing session of the NCDA 2013. Mark Savickas presentation

Other Free resources

- <http://www.vocopher.com/>
- <https://ceric.ca/publications/career-theories-and-models-at-work-ideas-for-practice/>

b. Action and expression

Homework could be done in group or individually and students could prepare a ppt or a short video presentation.

c. Engagement

Based on the type of students:

- Initial, brainstorming could be replaced with a description (lecture) by the trainer.
- Activity 1 and 2 could be replaced by a guided discussion: students should be given in advance the materials to study (Article 3.1.1m; Chapter 3.1.2m, Chapter 3.1.3m, Video 3.1.1v, Video 3.1.2v). Questions for the guided discussion are: what are the basic principles of the CCT and of the STF? What are the career issues they aim to answer? What is the link with the practice? Think about the complexities of the world of work and organisations (unit 1 and 2), what are their importance for the organisational field?. Personal reflections on examples could be promoted and shared.

4.2. Unit 3 Learning Session 2

Postmodern career assessment tools

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
3.2.1	5	Reconnecting with 3.1 and description of the goal of the session	Review of the contents of the previous session. Stimulate reflections of participants about potential contents and questions of assessment tools	Discussion with guided questions about the homework and the knowledge evaluation form of the previous session. Brainstorming about the goal of the session	Fact sheet (3.1.2f) Ppt (3.2.1p)
3.2.2	15	Teaching Activity 1: presentation of the first tool	Description of the Career Construction Interview and analyses of one of the case studies	Lecture and guided questions	Ppt (3.2.2p) Materials (3.2.1m; 3.2.2m) Video (3.2.1v; 3.2.2v)
3.2.3	10	Teaching Activity 2: presentation of the second tool	Description of the Five C- Career Adapt-Ability Scale CAAS and analyses of a case study	Lecture and guided questions	Ppt (3.2.3p) Materials (3.2.3m; 3.2.4m; 3.2.5m)
3.2.4	15	Teaching Activity 3: presentation of the third tool	Description of the interview My System of Career Influences	Lecture and guided questions	Ppt (3.2.4p) Materials (3.2.6m; 3.2.7m; 3.2.8m) Video (3.2.3v)
3.2.5	25	Learning Activity 1: tools practicing	Some case studies are provided. Students, in small group (or individually) are required to analyse one or more case studies and provide a comment answering questions reported in the provided fact sheet	Case study; Group work: in small groups students analyse one or more case study and share their reflections during the discussion	Materials (3.2.9m; 3.2.10m; 3.2.11m; 3.2.12m; 3.2.13m) Fact sheet (3.2.1f)
3.2.6	10	Closing thoughts	Summarizing strengths and constraints of the three tools	Reporting main points of the written exercise and reflecting on the case studies sharing thoughts	Flip chart
3.2.7	5	Homework	Practicing with tools: completing one of them or interviewing one person, analyse the data and reflect on the process	Written exercise	Fact sheet (3.2.2f)
3.2.8	5	Evaluation level of learning	Multiple choice and open-ended questions to assess and reflect upon acquired knowledge	A short questionnaire and some open-ended questions are completed at the end of the session in class or at home. It could be online with feedback provided online and/or discussed at the beginning of the following session	Evaluation forms (3.2.1ef; 3.2.2ef)

UDL IMPLEMENTATION FOR LEARNING SESSION 3.2

a. Means of representation

Ppt and written materials: trainer's descriptions are accompanied by ppt and written materials (article, chapters, case studies)

- **3.2.1p ppt** - Session 2 introduction
- **3.2.2p ppt** - Career Construction Interview
- **3.2.1m Tool** - Career Construction Interview: the tool
- **3.2.2m Book** - Career Construction Interview: book
Savickas, M. (2015). *Life-design counseling manual*.
- **3.2.3p ppt** - Career adaptability
- **3.2.3m Tool** - Career Adapt-Ability Scale: the tool
- **3.2.4m Case study** - Case study n.1: example of filled Career Adapt-abilities Scale
- **3.2.4p ppt** – MSCI - The tool and the steps
- **3.2.5m Article** - Career adaptability
Nye, C. D., Leong, F., Prasad, J., Gardner, D., & Tien, H. L. S. (2018). Examining the structure of the career adapt-abilities scale: The cooperation dimension and a five-factor model. *Journal of Career Assessment, 26*(3), 549-562.
- **3.2.6m Tool** – MSCI – Contents and steps
- **3.2.7m Case study** - Case study n2: MSCI
- **3.2.8m Article** - System of influences
Abkhezr, P., McMahon, M., Glasheen, K., & Campbell, M. (2018). Finding voice through narrative storytelling: An exploration of the career development of young African females with refugee backgrounds. *Journal of Vocational Behavior, 105*, 17-30.
- **3.2.9m Case study** - Case study n3: the CCI
Maree, J. G. (2014). Career construction with a gay client: A case study. *British Journal of Guidance & Counselling, 42*(4), 436-449.
- **3.2.10m Case study** - Case study n4: the CCI
Maree, J. G. (2016). Career construction counseling with a mid-career black man. *The Career Development Quarterly, 64*(1), 20-34.
- **3.2.11m Case study** -Case study n5: the CCI
Hartung, P. J., & Vess, L. (2016). Critical moments in career construction counseling. *Journal of Vocational Behavior, 97*, 31-39.
- **3.2.12m Case study** - Case study n6: the CAAS
example of filled Career Adapt-abilities Scale to be analysed
- **3.2.13m Case study** - Case studies n7-10: the MSCI

Magnano, P., Zarbo, R., Zammitti, A., & Sgaramella, T. M. (2020). Approaches and strategies for understanding the career development needs of migrants and refugees: the potential of a systems-based narrative approach. *International Journal for Educational and Vocational Guidance*, 1-21.

Videos: trainers could use videos before, during or after the lesson.

- **3.2.1v Video** -Webinar career construction interview

<https://www.youtube.com/watch?v=fSs38ICMLNE>

This webinar was held on September 26, 2019. It is a webinar for the NCDA constituency for private practice, Business/industry and Agencies. Presenter: Amanda Chenkin. Moderator: Marie Smith. NCDA Trustee: Sharon Givens. It focuses on what it is and how to use it to help clients in their career journey.

- **3.2.2v Video** - Short introduction to the career construction interview

https://www.youtube.com/watch?v=h1b8Y4po_Aw

- **3.2.3v Video** - Short introduction to the MSCI

<https://www.youtube.com/watch?v=1PCrvZIN5rs>

Mary McMahon at the SVP Conference presents the STF

b. Action and expression

Homework could be provided with a video and the report could be done using maps and graphs.

c. Engagement

Based on the type of students' homework, the reconnecting discussion could be replaced by a description (lecture) of the goal by the trainer. Examples and case studies could be selected based on students interests or needs. Taking into account time consuming, activities 1 to 3 could also be conducted in parallel, assigning them to diverse groups of students and asking to describe the work done to the other groups.

4.3. Unit 3 Learning Session 3 Implementing career counselling into SMEs

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
3.3.1	5	Reconnecting with 3.2. and description of the goal of the session	Review of the content of the previous session. Stimulate participants' reflections about potential of CGC in SMEs	Discussion with guided questions about the homework and the evaluation form of the previous session. Brainstorming about goal of the session	Fact sheet (3.2.2f) Ppt (3.3.1p)
3.3.2	15	Teaching activity 1: identify situations of needs or requests to professionals emerged from the national contexts	Analysis of results from CCG and HR in IO2 to describe challenging CGC situations (to be adapted locally by each partner)	Lecture	Ppt (3.3.2p) Material (3.3.1m)
3.3.3	25	Learning activity 1: link theoretical paradigms and specific use of the tools to the real work contexts	Use acquired knowledge about theoretical paradigms and tools to address challenging CGC situations	Group work: connect paradigms and tools with specific goals and needs. The trainer could select one or more case studies and ask groups to work on the same or on different ones	Material (3.3.2m, 3.3.3m, 3.3.4m) Fact sheet (3.3.1f, 3.3.2f)
3.3.4	25	Learning activity 2: promote best practices into organisations	Highlight advantages and reflect on how to include CCG into SME as company strategy and develop a plan	Group work: Analyse case studies as best practices. The trainer could select one or more case studies and ask groups to work on the same or on different ones	Material (3.3.5m, 3.3.6m); Fact sheet (3.3.3f, 3.3.4f)
3.3.5	10	Closing thoughts	Summarize potential use of the approaches and tools in SMEs	Reporting main points from activity 1 and 2 and discussing implications for practice.	Flip chart
3.3.6	5	Homework and preparation in advance	Summarizing main points emerged from the session and use them to analyse a local scenario. Introduce the preparation readings for next session	Practice exercise with guided questions Reading and reflective questions	Fact sheet (3.3.5f) Fact sheet (4.1.0f)
3.3.7	5	Evaluation level of learning	Multiple choice and open-ended questions to assess and reflect upon acquired knowledge	A reflective questionnaire and some open-ended questions filled at the end of the session in class or at home. It could be online with immediate feedback, or it could be discussed at the beginning of the following session.	Evaluation forms (3.3.1ef, 3.3.2ef)

UDL IMPLEMENTATION FOR LEARNING SESSION 3.3

a. Means of representation

Ppt and written materials: trainer's descriptions are accompanied by ppt and written materials (article, chapters, case studies)

- **3.3.1p ppt** - Session 3 introduction
- **3.3.2p ppt** - IO2 suggestion from Italian participants
- **3.3.1m report** - IO2 Italian report
- **3.3.2m case study** - Case study n1: understanding changes to move toward the future
This case study refers to the digitaliseSME project <https://digitalisesme.eu/>
The case is presented in the text and is also available in video
<https://www.youtube.com/watch?v=IB8YrI7UUuY&t=5s>
- **3.3.3m case study** - Case study n2: SME digitalization
This is a second case study on the topic of digitalization that was found into the website of the digitaliseSME project <https://digitalisesme.eu/>
- **3.3.4m case study** - Case study n3: Ed company
This is a case study of a company that has to manage with the closure of two
- **3.3.5m case study** - Case study n4: Casillo group
Here the integrated annual report is presented. It is available also into the website
<http://www.casillogroup.com/bilanci-e-relazioni.html#>
- **3.3.6m case study** - Case study n5: Zanardi coop story
An article about the story of this SME is presented. It is also available into the website
<http://www.clzanardi.it/it/>

Videos

In the first case study 3.3.1m, two videos accompany the written description:

- the story of a SME
<https://www.youtube.com/watch?v=IB8YrI7UUuY&t=5s>
- the description of the digital enabler
<https://www.youtube.com/watch?v=d6JaGBtENMI&t=420s>

Other resources

Websites that were consulted in this session include:

- <https://digitalisesme.eu/> website of the Pilot Project **DigitaliseSME**, co-financed by DG CONNECT of the European Commission, on proposal of the European Parliament
- <http://www.casillogroup.com/> website of the Casillo company
- <http://www.clzanardi.it/it/> website of the Zanardi coop

b. Action and expression

Activities could be done using maps and graphs, pictures and videos.

c. Engagement

Trainer could adapt case studies to specific local situations and complexities. Students are requested to contribute with reflections and examples from their experience. Taking in account time consuming, activities 1 and 2 could also be conducted in parallel, assigning them to diverse groups of students and asking to describe the work done to the other groups.

Moreover, as concerns homework students could be asked to interview a professional or an owner about the relevance of CGC in a SME and present it to the class.

5. THE TRAINER IN ACTION

Trainer is required to (a) be familiar with the goals of the project and the intellectual outputs; (b) have knowledge about main theoretical approaches and tools in CGC.

During the diverse moments of each session, the trainer could meet the goals reported as follows:

- Reconnecting: the trainer connects the new session with the previous one. The review of the homework and the knowledge evaluation form could be useful to this aim.
- Introduction of the session: the trainer activates knowledge about the topic, arouses interest and engage students.
- Content presentation: the trainer describes and provides knowledge about the specific topics with lectures that use multiple sources
- Guiding exercise: the trainer facilitates personal understanding and learning by organizing and managing practical activities
- Guided reflection: the trainer stimulates critical thinking with questions and debate
- Homework analysis: the trainer facilitates learning and generalization of learning by analysing homework and giving feedbacks
- Closing session: the trainer summarizes main goals achieved during the session; asks participants to answer the final questionnaire (knowledge evaluation form) to assess his/her efficacy in the teaching-learning process.

6. LIST OF MATERIALS

Materials (articles, chapters, case studies, questionnaires, reports, etc.)

- **3.1.1m article** - Introduction to postmodern CGC

Brott, P. E. (2004). Constructivist assessment in career counseling. *Journal of Career Development, 30*(3), 189-200.

- **3.1.2m chapter** - Career Construction Theory and Practice
Savickas, M. L. (2013). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (2nd ed., pp. 147–183). Hoboken, NJ: John Wiley (free resource)
- **3.1.3m article** - The System Theory Framework
Patton, W., & McMahon, M. (2006). The systems theory framework of career development and counseling: Connecting theory and practice. *International Journal for the Advancement of Counselling, 28*(2), 153-166 (free resource)
- **3.1.4m article** - Career counselling and sustainable decent work
McMahon, M., & Watson, M. (2019). Career counselling and sustainable decent work: Relationships and tensions. *South African Journal of Education, 40*(1), S1-S9.
- **3.1.5m book** - Career Construction theory. Life portraits
Savickas, M. L. (2019). Career construction theory. Life portraits of attachment, adaptability and identity.
- **3.1.6m** - List with further reading suggestions
- **3.2.1m tool** - Career Construction Interview: the tool
- **3.2.2m book** - Career Construction Interview: book
Savickas, M. (2015). *Life-design counseling manual*.
- **3.2.3p ppt** - Career adaptability
- **3.2.3m tool** - Career Adapt-Ability Scale: the tool
- **3.2.4m case study** - Case study n.1: example of filled Career Adapt-abilities Scale
- **3.2.4p ppt** – MSCI - The tool and the steps
- **3.2.5m article** - Career adaptability
Nye, C. D., Leong, F., Prasad, J., Gardner, D., & Tien, H. L. S. (2018). Examining the structure of the career adapt-abilities scale: The cooperation dimension and a five-factor model. *Journal of Career Assessment, 26*(3), 549-562.
- **3.2.6m tool** – MSCI – Contents and steps
- **3.2.7m case study** - Case study n2: MSCI
- **3.2.8m article** - System of influences
Abkhezr, P., McMahon, M., Glasheen, K., & Campbell, M. (2018). Finding voice through narrative storytelling: An exploration of the career development of young African females with refugee backgrounds. *Journal of Vocational Behavior, 105*, 17-30.
- **3.2.9m case study** - Case study n3: the CCI
Maree, J. G. (2014). Career construction with a gay client: A case study. *British Journal of Guidance & Counselling, 42*(4), 436-449.

- **3.2.10m case study** - Case study n4: the CCI
Maree, J. G. (2016). Career construction counseling with a mid-career black man. *The Career Development Quarterly*, 64(1), 20-34.
- **3.2.11m case study** -Case study n5: the CCI
Hartung, P. J., & Vess, L. (2016). Critical moments in career construction counseling. *Journal of Vocational Behavior*, 97, 31-39.
- **3.2.12m case study** - Case study n6: the CAAS
example of filled Career Adapt-abilities Scale to be analysed
- **3.2.13m case study** - Case studies n7-10: the MSCl
Magnano, P., Zarbo, R., Zammitti, A., & Sgaramella, T. M. (2020). Approaches and strategies for understanding the career development needs of migrants and refugees: the potential of a systems-based narrative approach. *International Journal for Educational and Vocational Guidance*, 1-21.
- **3.3.1m report** - IO2 Italian report
- **3.3.2m case study** - Case study n1: understanding changes to move toward the future
- **3.3.3m case study** - Case study n2: SME digitalization
- **3.3.4m case study** - Case study n3: Ed company
- **3.3.5m case study** - Case study n4: Casillo group (<http://www.casillogroup.com/bilanci-e-relazioni.html#>)
- **3.3.6m case study** - Case study n5: Zanardi coop story (<http://www.clzanardi.it/it/>)

Fact sheets

- **3.1.1f** – Similarities and differences between the CCT and the STF
- **3.1.2f** – Homework: reflective questions
- **3.1.1ef** – Knowledge evaluation form 3.1
- **3.1.2ef** – Reflective form 3.1
- **3.2.1f** – Case study analysis
- **3.2.2f** – Homework: the tool in practice
- **3.2.1ef** – Knowledge evaluation form 3.2
- **3.2.2ef** – Reflective form 3.2
- **3.3.1f** – Case study n1 and n2
- **3.3.2f** – Case study n3
- **3.3.3f** – Case study n4
- **3.3.4f** – Case study n5
- **3.3.5f** – Homework: a local scenario
- **3.3.1ef** – Knowledge evaluation form 3.3

- **3.3.2ef** – Reflective form 3.3

Ppts

- **3.1.1p** - Session 1 introduction
- **3.1.2p** - The Career Construction Theory
- **3.1.2p** - The System Theory Framework and Career Development
- **3.2.1p** - Session 2 introduction
- **3.2.2p** - Career construction interview
- **3.2.3p** - Career adaptability
- **3.2.4p** - MSCI_ the tool and the steps
- **3.3.1p** - Session 3 introduction
- **3.3.2p** - IO2 suggestion from Italian participants

Videos

- **3.1.1v** - [The Career Construction Theory](#)
- **3.1.2v** - [The System Theory Framework](#)
- **3.1.3v** - [Postmodern career counseling](#)
- **3.1.4v** - [Closing session of the NCDA 2013](#)
- **3.2.1v** - [Webinar on career construction interview](#)
- **3.2.2v** - [Short introduction to the career construction interview](#)
- **3.2.3v** - [Short introduction to the MSCI](#)

UNIT 4: CONNECTING GUIDANCE, COUNSELLING AND COACHING FOR EMPLOYEES AND THE CONTEXT OF COMPANY-BASED CAREER WORK

1. RATIONALE FOR THE UNIT

The findings of IO1 (review of literature, studies, media and resources) state that there is to gain more practical knowledge about CGC in the HR context of enterprises. This involves finding out intersections of concepts of CGC and HRD in enterprises as well as working with different target groups and formats of learning in enterprises and especially the use of methods of CGC in the HR context of SME. The results of IO2 (data collection) show that there exist different concepts of CGC connected with HRD in enterprises. Also, the results show that in enterprises concepts of CGC differ with respect to target groups and formats of learning (e. g. on-the-job, near-the-job). At least the results give some hints that using different methods of CGC in the HR context differs regarding the size of the enterprise (large, medium, small). In unit 4, these results from IO1 and IO2 are used as a basis to develop three learning sessions.

2. THEORETICAL ANCHOR

The theoretical approaches of unit 1, 2 and 3 are the basis for unit 4. The knowledge about trends (unit 1), new developments in HR-career work (unit 2) and new theories of counselling (unit 3) is the background to explain practical applications of counselling in the HR context of enterprises. It can be helpful to understand the large range of practical applications of counselling in enterprises and explains its changes. And it can also be helpful to identify possible new systematics and classifications regarding e. g. intersections of counselling in the HR context of enterprises, target groups and their learning formats or the specific requirements of SME. This may lead to new perspectives on counselling in the HR context of enterprises in the sense that counselling is increasing in its volume, meaning and professionalism.

In unit 4 new approaches of CGC in the context of HRD (unit 2) and new theoretical and methodical approaches for counsellors within enterprises (unit 3) will bring together by defining “new” intersections and giving practical examples. In session 2 and 3 these findings (intersections) will be related to particular target groups and formats of learning (e. g. on-the-job, near-the-job) and applied to practical internal and external offers of CGC in SME. In all sessions examples of practice will be used.

3. DESCRIPTION OF THE LEARNING GOAL OF THE UNIT

a) *Description of the learning goal of learning session 4.1*

Connection with unit 3: in unit 3 students discussed different contemporary CGC theories. These theories help to understand how CGC can support individuals in their career development. In unit 4 we open

up to an HRD perspective and show how companies can/will support individuals in their career related topics.

Students will be able to define basic terms and concepts (formats) of CGC (like guidance, counselling, coaching, supervision etc.) including new concepts of CGC (e. g. agile concepts, individualized concepts). They can explain basic aspects of HRD (see also Unit 2). For these two different fields of CGC and HRD they can describe intersections of CGC within HRD. Based on this they can describe examples of common practice respectively good and innovative practice within enterprises. They will be able to reflect on the use of different concepts and practices of CGC in HRD considering advantages and disadvantages in various perspectives.

Connection with unit 5: in unit 5 students will be able to assess possibilities of using other formats of CGC within HRM, which are still not used very often in HRM and reflect the demands of implementation.

b) Description of the learning goal of learning session 4.2

Students will develop and be able to demonstrate an understanding for the necessity of CGC for specific groups in organisations and underpin this with reference to economic as well as ethical reasons. They will be able to work with a basic understanding of the particular importance of professional attitudes in working with specific groups to reflect on their own position and attend to specific needs and experiences as well as individual trajectories and aspirations under organisational constraints. They will be able to apply their knowledge and professional approach to concrete examples.

c) Description of the learning goal of learning session 4.3

Students will be able to report different concepts of CGC and coaching in the HR context of SME. They can explain reasons for the little extent of these offers in SME. Students will be able to describe concepts and methods of CGC which are offered by external providers like e. g. chambers of commerce or handicrafts or the German public employment service. They will be able to describe examples of good and innovative practice of (intern and extern) offers of CGC in SME and they will be able to reflect on these approaches in different perspectives.

In summary, students can describe intersections between CGC and HRD for employees in enterprises and they can explain examples of common, good and innovative practices regarding these intersections (a). They will be able to describe and reflect these intersections with respect to the work with different target groups and learning formats in enterprises (b) and they will be able to describe the use of different methods of CGC and coaching in the HR context with respect to different sizes of enterprises (especially SME) (c).

4. STRUCTURE PLAN AND DETAILS

4.1. Unit 4 Learning Session 1

Connecting CGC in the context of HR-based career work

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
4.1.0	25	Reading in preparation (homework)	Each participant is reading the preparation text	Reading	Fact sheet (4.1.0f)
4.1.1	10	Link to Unit 3, Introduction and Description of the goal of Unit 4 and the session 4.1	“Warming up” with students (2 Min.): What have been the main focus of Unit 3? What do they know about CGC in enterprises? Which experiences and opinions do students have? What are important points from the reading? Teacher reports aim of session 1 and therefore ties in with finalized unit 1 to 3 (8 Min.)	Brainstorming Discussion	Flipchart or ppt Ppt (4.1.1p) Material (4.1.0m, 4.1.1m) Fact sheet (4.1.1f)
4.1.2	10	Teaching and learning Activity 1: Knowing basic definitions of CGC and other “innovative” concepts	Overview on basic definitions of concepts of CGC and other formats with final synopsis	Introduction by teacher Discussion	Flipchart or ppt Material (4.1.2m, 4.1.3m, 4.1.4m) Ppt (4.1.2p) Fact sheet (4.1.2f)
4.1.3	10	Learning Activity 2: Knowing basic aspects of HRD (connection to unit 2)	Overview on basic aspects of HRD (which can show intersections for CGC)	Brainstorming Discussion	Flipchart or ppt Fact sheet (4.1.3f) Ppt (4.1.3p) Material (4.1.5m)
4.1.4	15	Learning 3: Developing knowledge about intersections between CGC and HRD in enterprises	Students find out possible intersections and examples; teacher complements intersections and examples	Short exercise Discussion	Flipchart or ppt Material (4.1.6m, 4.1.7m) Ppt (4.1.4p) Fact sheet (4.1.4f)
4.1.5	30	Learning Activity 4: Knowing typical cases of intersection between CGC and HRD in enterprises	Students work on case studies (examples of common, good respectively innovative practice), students use guiding questions (given by the teacher); students present results	Group work: students work on different case studies and present results of group work	Flipchart or ppt Ppt (4.1.5p) Material (4.1.8m) Fact sheet (4.1.5f)
4.1.6	5	Closing thoughts	Summarizing possible intersections between CGC and HRD	Guided discussion	Ppt (4.1.6p)
4.1.7	5	Homework	Working on case study with innovative practice and answering guiding questions	Written exercise	Material (4.1.8m) Ppt (4.1.6p) Fact sheet (4.1.5f)
4.1.8	5	Evaluation level of learning	Multiple Choice questions to assess acquired knowledge and reflect upon acquired knowledge	Written exercise	Evaluation forms (4.1.1ef, 4.1.2ef) Material (4.1.9m)

UDL IMPLEMENTATION FOR LEARNING SESSION 4.1

a. Means of representation

Ppt and written material: Trainer’s descriptions are accompanied by presentation slides, flipchart templates and lists of written materials (article or chapters to be provided under existing licenses or purchased by institution).

- **4.1.0m** - Material 0, Linking Unit 4 to Unit 3
- **4.1.1m** - Material 1, Introduction
- **4.1.2m** - Material 2, Career Guidance & Counselling - Definitions
- **4.1.3m** - Material 3, Context of CGC
- **4.1.4m** - Material 4, Lines of Development in CGC
- **4.1.5m** - Material 5, Lines of development in HRD
- **4.1.6m** - Material 6, Intersections of professional counselling and HRD
- **4.1.7m** - Material 7, Intersections – Table with Examples
- **4.1.8m** - Material 8, Cases
- **4.1.9m** – Summary of Session 4.1
- **4.1.1p ppt** - Introduction and understanding of the relevance of CGC in the changing world of work
- **4.1.2p ppt** - Knowing basic definitions of CGC and other “innovative” concepts
- **4.1.3p ppt** - Knowing basic aspects of HRD
- **4.1.4p ppt** - Intersections between CGC and HRD in enterprises
- **4.1.5p ppt** - Typical cases of intersection between CGC and HRD
- **4.1.6p ppt** - Final thoughts and homework

Other free resources

- Banfield, P., Kay, R., & Royles, D. (2018). *Introduction to human resource management*. Oxford University Press. (pp. 3 – 22; Free resource available at this [link](#))
- Lewis, R. E., & Heckman, R. J. (2006). Talent management: A critical review. *Human resource management review*, 16(2), 139-154. [\[PDF\] academia.edu](#) (pp. 139-141)

b. Action and expression

Homework could be done in groups or individuals. Teachers give individual feedback.

c. Engagement

No special comments.

4.2. Unit 4 Learning Session 2

Working with different target groups and different formats

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
4.2.0	(45)	Reading in preparation (homework)	Each participant is assigned one of the four course texts (pre-selecting, thereby, the teams for group tasks 2.3., group tasks already attached, so reading time during group task is reduced)	Reading	Material (4.2.1m; 4.2.2.m; 4.2.3m; 4.2.4m as listed in 4.2.0m)
4.2.1	3	Introduction	Session goals and content. Reflection on homework	PowerPoint presentation	Ppt (4.2.1p)
4.2.2	5	Connecting to Unit 3	Placing the self as biographical trajectory to be constructed under individual and collective, past, present and future conditions (i.e., making the career construction and the systems framework relevant) – core message: accounting for collective experiences of injustice while keeping the focus on the individual	PowerPoint presentation	Ppt (4.2.2p)
4.2.3	10	Teaching Activity: Introducing core themes	Reasons (social justice and business case), approaches (critical reflexive practice and attentive counselling), challenges and opportunities working with/in organisations	Lecture	Ppt (4.2.3p)
4.2.4	35	Learning Activity: Group tasks	Specific tasks referring to individual groups, in which students are to apply lecture content and readings (readings and tasks have been handed out in previous session)	Breakout groups, classroom presentations	Material (4.2.1m; 4.2.2.m; 4.2.3m; 4.2.4m as listed in 4.2.0m) that have been read in advance Group task background stories with instruction (4.2.1f; 4.2.2f; 4.2.3f; 4.2.4f)
4.2.5	7	Presentation of group results	Groups hold five-minutes summaries of their results, feedback aided by pointers from ppt slides (three minutes per group)	Classroom presentations, feedback/discussion	Flipcharts Ppt (4.2.4p)
4.2.6	5	Evaluation level of learning	Short summary Handing out self-evaluation with reflective exercises, pointing out list with additional readings for those who want to explore topics in more depth	Written exercise	Evaluation forms (4.2.1ef; 4.2.2ef) Material (4.2.5m; 4.2.6m)

UDL IMPLEMENTATION FOR LEARNING SESSION 4.2

a. Means of representation

Ppt and written material: Trainer’s descriptions are accompanied by presentation slides, flipchart templates and lists of written materials (article or chapters to be provided under existing licenses or purchased by institution).

- **4.2.0m** - Reading Tasks in Preparation for the Group Work 4.2
- **4.2.1m article** - Low qualified and low skilled: the need for context sensitive careers support
Bimrose, J., Mulvey, R., & Brown, A. (2016). Low qualified and low skilled: the need for context sensitive careers support. *British Journal of Guidance & Counselling*, 44(2), 145-157.
- **4.2.2m report** - Promoting an Age-Inclusive Workforce
OECD (2020), *Promoting an Age-Inclusive Workforce: Living, Learning and Earning Longer*, OECD Publishing, Paris, <https://doi.org/10.1787/59752153-en>.
- **4.2.3m article** - Selling diversity to white men - How disentangling economics from morality is a racial and gendered performance
Carrillo Arciniega, L. (2021). Selling diversity to white men: How disentangling economics from morality is a racial and gendered performance. *Organisation*, 28(2), 228-246.
- **4.2.4m chapter** - Career and Lifestyle Planning in Vocational Rehabilitation Settings
Stauffer, M. D., Capuzzi, D., & Olsheski, J. A. (2019). Career and Lifestyle Planning in Vocational Rehabilitation Settings. In *Career Counseling: Foundations, Perspectives and Applications* (pp. 429-465). New York: Routledge.
- **4.2.5m** - List with further reading suggestions
- **4.2.6m** – Summary of Session 4.2
- **4.2.1p ppt** - Working with different target groups, part 1
- **4.2.2p ppt** - Working with different target groups, part 2 (flip chart templates)
- **4.2.3p ppt** - Working with different target groups, part 3
- **4.2.4p ppt** - Working with different target groups, part 4

Other free resources

- Chugh, Dolly (2018): ‘Use Your Everyday Privilege to Help Others’, in: *Harvard Business Review* 18th September. <https://hbr.org/2018/09/use-your-everyday-privilege-to-help-others>
- Dowdle, Glynn (2020): ‘Combating ageism in the workforce: Benefits of hiring older employees – Opinion’, *The Tennessean*, <https://eu.tennessean.com/story/opinion/2020/09/09/combating-ageism-valuing-older-employees/5752800002/>
- IBM (without year): *Be Equal* <https://www.ibm.com/impact/be-equal/>

- Pfeffer, Jeffrey (2019): 'Why It's Important to Include Age in Diversity and Inclusion Efforts', *Wellness Council of America Blog*, 11th November 2019 <https://www.welcoa.org/blog/why-its-important-to-include-age-in-diversity-and-inclusion-efforts/>
- Mind (without year): *Depression* (website, particularly the included video "Depression: Talking about Mental Illness") <https://www.mind.org.uk/information-support/types-of-mental-health-problems/depression/about-depression/>
- OECD (2019): *Getting Skills Right: Engaging low-skilled adults in learning*, <https://www.oecd.org/employment/emp/engaging-low-skilled-adults-2019.pdf>
- Social Change UK (2019): Equality and Equity, Blog post <https://social-change.co.uk/blog/2019-03-29-equality-and-equity#:~:text=Equality%20vs.,people%20differently%20dependent%20on%20need>

b. Action and expression

Teachers give feedback to single/group homework. Results of homework will be available for all.

c. Engagement

Group exercise with presentation and feedback.

4.3. Unit 4 Learning Session 3

Using different methods of CGC and Coaching in the HR context (especially working with SME)

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
4.3.1	10	Description of the goal of the session	“Warming up” with students (3 Min.): Which forms of CGC exist in SME? Which chances and challenges could be typical? Teacher reports aim of session 3 and shows connection to the finalized session 4.2 by using the knowledge evaluation form 4.2.1ef (7 Min.)	Brainstorming Discussion	Flipchart Ppt (4.3.1p) Knowledge evaluation form (4.2.1ef)
4.3.2	15	Teaching Activity: Knowing 3-5 concepts and methods of CGC offered within HRM of SME and offered by external providers	Overview on concepts and methods of CGC offered within HRM of SME and offered by external providers (and short overview on methods of CGC in general)	Lecture	Ppt (4.3.2p)
4.3.3	40	Learning Activity: Knowing examples of good/innovative practice	Students work on examples of good/innovative practice and reflection on similarities/differences and problems/solutions	Group work with presentation and discussion	Ppt (4.3.3p) Fact Sheet (4.3.1f) Materials (4.3.2m; 4.3.3m; 4.3.4m; 4.3.5m)
4.3.4	10	Closing thoughts	Summarizing approaches of CGC for SME from HRD and external providers	Lecture	Ppt (4.3.4p)
4.3.5	10	Homework	Working on case study with innovative practice and answering guiding questions	Written exercise	Ppt (4.3.5p) Material (4.3.1m) Fact sheet (4.3.2f)
4.3.6	5	Evaluation level of learning	Students use knowledge evaluation form to assess acquired knowledge. If required students can work on a reflection form (after the session) and ask the teacher for feedback after a subsequent session	Questionnaire with multiple choice questions at the end of the session in class. It could be online	Evaluation forms (4.3.1ef; 4.3.2ef) Material (4.3.6m)

UDL IMPLEMENTATION FOR LEARNING SESSION 4.3

The teaching activity (4.3.2) contains only approaches from Germany. It is possible that the teachers adapt these examples to their own national context.

In the group work 4.3.3 teachers can change the examples of the group work (materials 4.3.2m, 4.3.3m, 4.3.4m, 4.3.5m) by using examples from their own country. The closing thoughts (4.3.4) suitable have to be adapted. On the contrary, is possible to use the examples from Germany (materials 4.3.2m, 4.3.3m, 4.3.4m, 4.3.5m) and let the students reflect on similar approaches in their own country.

The homework (4.3.5) can be done by the students individually or in a group. Teachers give individual feedback to the homework done in groups or done by single students. It could be done online.

The reflective form (4.3.2ef) can be used as an additional evaluation instrument. If required, the teacher gives the reflection form to the students with the order to work out this like some homework. The teacher gives individual feedback to the written text of the students.

a) Means of representation

Ppt and written material: Trainer's descriptions are accompanied by presentation slides, flipchart templates and lists of written materials (article or chapters to be provided under existing licenses or purchased by institution).

- **4.3.1p ppt** Brainstorming, aims and content
- **4.3.2p ppt** Introduction, approaches and methods
- **4.3.3p ppt** Group Work and reflection
- **4.3.4p ppt** Closing thoughts
- **4.3.5p ppt** Homework and resources
- **4.3.1m research report** - Thomsen, R. (2017). *Career Guidance in Communities: A Model for Reflexive Practice*. Derby: International Centre for Guidance Studies, University of Derby (free resource; <http://hdl.handle.net/10545/621596>)
- **4.3.2m material** - Counselling provider "Employer counselling" within the public employment service (PES) in Germany
- **4.3.3m material** - Counselling provider "Chambers of industry and commerce respectively handicrafts" in Germany
- **4.3.4m material** - Counselling provider "Company value: human" in Germany
- **4.3.5m material** - Training provider with the project "Qualification networks" in Germany
- **4.3.6m** – Summary of Session 4.3

Other free resources

- INQA-Check "Knowledge and Skills"
https://www.inqa-check-wissen.de/check-wissen/daten/mittelstand/pdf/ingacheck_wissen_kompetenz_en.pdf

b) Action and expression

Homework could be done in group or individually and students could prepare a text or PowerPoint presentation.

5. THE TRAINER IN ACTION

In this unit, it is particularly relevant that the trainer maintains the rhythm of the several activities and adapts them to the students' needs, the local organizational and counselling situations. The time schedule of the institutions where the training is provided should be considered.

6. LIST OF MATERIALS

Materials (articles, chapters, case studies, questionnaires, reports, etc.)

- **4.1.0m** - Material 0, Linking Unit 4 to Unit 3
- **4.1.1m** - Material 1, Introduction
- **4.1.2m** - Material 2, Career Guidance & Counselling - Definitions
- **4.1.3m** - Material 3, Context of CGC
- **4.1.4m** - Material 4, Lines of Development in CGC
- **4.1.5m** - Material 5, Lines of development in HRD
- **4.1.6m** - Material 6, Intersections of professional counselling and HRD
- **4.1.7m** - Material 7, Intersections – Table with Examples
- **4.1.8m** - Material 8, Cases
- **4.1.9m** - Summary of Session 4.1
- **4.2.0m** - Reading Tasks in preparation for group work 4.2
- **4.2.1m article** - Low qualified and low skilled: the need for context sensitive careers support
Bimrose, J., Mulvey, R., & Brown, A. (2016). Low qualified and low skilled: the need for context sensitive careers support. *British Journal of Guidance & Counselling*, 44(2), 145-157.
- **4.2.2m report** - Promoting an Age-Inclusive Workforce
OECD (2020), *Promoting an Age-Inclusive Workforce: Living, Learning and Earning Longer*, OECD Publishing, Paris, <https://doi.org/10.1787/59752153-en>.
- **4.2.3m article** - Selling diversity to white men - How disentangling economics from morality is a racial and gendered performance
Carrillo Arciniega, L. (2021). Selling diversity to white men: How disentangling economics from morality is a racial and gendered performance. *Organisation*, 28(2), 228-246.
- **4.2.4m chapter** - Career and Lifestyle Planning in Vocational Rehabilitation Settings
Stauffer, M. D., Capuzzi, D., & Olsheski, J. A. (2019). Career and Lifestyle Planning in Vocational Rehabilitation Settings. In *Career Counseling: Foundations, Perspectives and Applications* (pp. 429-465). New York: Routledge.

- **4.2.5m** - List with further reading suggestions for Unit 4 Session 2
- **4.2.6m** - Summary of Session 4.2
- **4.3.1m research report** - Career guidance in communities
Thomsen, R. (2017). *Career Guidance in Communities: A Model for Reflexive Practice*.
Derby: International Centre for Guidance Studies, University of Derby (free resource;
<http://hdl.handle.net/10545/621596>)
- **4.3.2m material** – Group work 1 - Counselling provider “Employer counselling” within the public employment service (PES) in Germany.
- **4.3.3m material** – Group work 2 - Counselling provider “Chambers of industry and commerce respectively handicrafts” in Germany.
- **4.3.4m material** – Group work 3 - Counselling provider “Company value: human” in Germany
- **4.3.5m material** – Group work 4 - Training provider with the project “Qualification networks” in Germany
- **4.3.6m** - Summary of Session 4.3

Fact sheets

- **4.1.0f** - Exercise for preparation in advance
- **4.1.1f** - Why CGC is more relevant today
- **4.1.2f** - Changes in CGC
- **4.1.3f** - Links between HRD to CGC
- **4.1.4f** - Examples of intersection between CGC and HRD
- **4.1.5f** - Homework
- **4.1.1ef** – Knowledge evaluation form 4.1
- **4.1.2ef** – Reflective form 4.1
- **4.2.1f** - Group Task A: Counselling Low-Skill Workers
- **4.2.2f** - Group Task B: Counselling Older Employees
- **4.2.3f** - Group Task C: Counselling for Diversity
- **4.2.4f** - Group Task D: Counselling Employees with Disability
- **4.2.1ef** – Knowledge evaluation form 4.2
- **4.2.2ef** - Reflective form 4.2
- **4.3.1f** - Group work exercise
- **4.3.2f** - Homework
- **4.3.1ef** - Knowledge evaluation form 4.3
- **4.3.2ef** - Reflective form 4.3

Ppt

- **4.1.1p** - Introduction and understanding of the relevance of CGC in the changing world of work
- **4.1.2p** - Knowing basic definitions of CGC and other “innovative” concepts
- **4.1.3p** - Knowing basic aspects of HRD

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- **4.1.4p** - Intersections between CGC and HRD in enterprises
 - **4.1.5p** - Typical cases of intersection between CGC and HRD
 - **4.1.6p** - Final thoughts and homework
 - **4.2.1p** - Introduction
 - **4.2.2p** - Reflection individual selfhood in biographical/historical context
 - **4.2.3p** - Counselling for specific groups – principles and attitudes
 - **4.2.4p** - Reflection on exercises and examples
 - **4.3.1p** - Brainstorming, aims and content
 - **4.3.2p** - Introduction, approaches and methods
 - **4.3.3p** – Group work and reflection
 - **4.3.4p** - Closing thoughts
 - **4.3.5p** - Homework and resources

UNIT 5: CHANGING IN PRACTICE THE ORGANISATIONS

1. RATIONALE FOR THE UNIT

The aim of the present unit is to showcase how change is undertaken within organisations. Specifically, the goal of this unit is to inform students on the entirety of the organisational change cycle, namely, theoretical underpinnings, needs assessment, construction and implementation of change plans, and evaluation. Finally, students will learn how CGC work can be reflected within the organisational change cycle, and discuss the importance of context, reflection, and cultural sensitivity whilst conducting career counselling work.

2. THEORETICAL ANCHOR

Although basic organisational change models are introduced in the present unit — such as Lewin's (1951) three-step model and Kotter's (1985) eight-step model — the main aim is not to adhere to one specific view of organisational change. Rather, through the introduction of different discourses, along with the awareness of con-temporary evidence and taking into account cross-cultural differences, the goal of the present unit is to provide students with a holistic approach to change, both with-in and outside the CGC context.

More specifically, students will understand that one's conceptualization of what constitutes an organisation alters the very nature of how change may be implemented. Organisations can be seen as:

- Machines
- Political systems
- Living organisms
- A form of flux and transformation

3. DESCRIPTION OF THE LEARNING GOAL OF THE UNIT

a) Description of the learning goal of learning session 5.1

Students will understand the basic theoretical underpinnings of change management and organisational development.

b) Description of the learning goal of learning session 5.2

Students will understand the steps of the organisational change cycle: needs assessment, construction, application (tools and methods), and evaluation.

c) Description of the learning goal of learning session 5.3

Students will learn how CGC work can be reflected within the organisational change cycle, and discuss the importance of context, reflection, and cultural sensitivity whilst conducting career counselling work.

4. STRUCTURE PLAN AND DETAILS

4.1. Unit 5 Learning Session 1

Change Management & Organisational Development: a dive into the theory

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
5.1.1	5	Description of the goal of the session	Students will understand the basic theoretical underpinnings of change management and organisational development.	Lecture	Ppt (5.1.1p)
5.1.2	20	Knowing basic definitions and key concepts	<ul style="list-style-type: none"> - Current definitions of change management and organisational development. - What is the difference between them? - Why are they important? - Employee development vs. Organisational development 	Lecture Group Exercise	Ppt (5.1.1p) Material (5.1.1m) Fact sheet (5.1.1f)
5.1.3	40	Knowing basic theoretical principles of CM and OD	<ul style="list-style-type: none"> - Discuss the basic theories of change management. - Discuss the basic principles of leading change management theories - Resistance to change 	Lecture Group discussion	Ppt (5.1.1p) Material (5.1.2m; 5.1.3m; 5.1.4m) Fact sheet (5.1.2f)
5.1.4	10	Closing thoughts	Summary of the session	Lecture	Ppt (5.1.1p)
5.1.5	10	Homework	<ol style="list-style-type: none"> 1. There are many approaches to managing change. Find an approach to change management which you consider interesting or innovative. 2. How can you apply a critical perspective to that theory? 	-	Ppt (5.1.1p) Fact sheet (5.1.3f)
5.1.6	5	Evaluation level of learning	Multiple choice and open-ended questions to assess and reflect upon acquired knowledge	Learning evaluation	Evaluation forms (5.1.1ef; 5.1.2ef)

UDL IMPLEMENTATION FOR LEARNING SESSION 5.1

a. Means of representation

The content is delivered and presented in a variety of forms. These include PowerPoint presentations, chapters and selected pages from books, links to informative YouTube videos, and links to websites with relevant material. Additionally, both in-class exercises, and the homework assigned are provided in a variety of forms. Pen-and-paper exercises/assessments and group discussions are utilized. Moreover, students perform the activities both individually and in groups.

All learning material provided can be accessed free of charge. The content (books, websites, articles, etc.) is retrieved from open sources. As such, students do not have to pay to access the learning material.

Ppt and written materials:

- **5.1.1p ppt** Overview of Change Management and discussion of main theories
- **5.1.1m chapter** - Exploring the Relationship between Organization Development and Change Management
Creasey, T., Jamieson, D. W., Rothwell, W. J., & Severini, G. (2016). Exploring the relationship between organisation development and change management. *Practicing organisation development: Leading transformation and change (4th, pp. 330-337)*. Hoboken, NJ: John Wiley & Sons.
- **5.1.2m chapter** - Models of and approaches to organizational change
Cameron, E., & Green, M. (2009). Organizational change. In E. Cameron, & M. Green (Eds.), *Making sense of change management* (pp. 109-137). London and Philadelphia: Kogan Page Publishers.
- **5.1.3m article** - From mechanism to virtue: Evaluating Nudge theory
Kosters, M., & Van der Heijden, J. (2015). From mechanism to virtue: Evaluating Nudge theory. *Evaluation, 21*(3), 276-291.
- **5.1.4m article** - Critical theory and the management of change in organizations
Carr, A. (2000). Critical theory and the management of change in organizations. *Journal of Organizational Change Management, 13*(3), 208-220.

b. Action and expression

One of the aims of the unit is to facilitate all students, attending to their individual learning needs. As such, the lecture provides students with an opportunity to share their opinion and unique perspective. Additionally, to accommodate the learning needs of each student, they are given the option of uploading their homework in written, audio, or video format.

c. Engagement

As previously mentioned, all material covered including in-class exercises and homework are provided in a variety of forms in order to maximize engagement and diversity in the learning process.

4.2. Unit 5 Learning Session 2

The Change Cycle: Needs Assessment, Application, & Evaluation

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
5.2.1	5	Description of the goal of the session	Students will understand the change cycle: needs assessment, implementation, & evaluation	Lecture	Ppt (5.2.1p)
5.2.2	20	Step 1: Needs assessment	-What is a needs assessment analysis? -How does one conduct it? -Brief overview of tools and methods	Lecture Group discussion	Ppt (5.2.1p) Material (5.2.1m; 5.2.2m; 5.2.3m) Fact sheet (5.2.1f)
5.2.3	20	Step 2: Implementation of change	-How is change implemented? -Which are the success factors?	Lecture Group exercise	Ppt (5.2.1p) Material (5.2.4m; 5.2.5m) Fact sheet (5.2.2f)
5.2.4	20	Step 3: Sustaining and evaluating change	-How are results maintained? -How can the effectiveness of CM be evaluated? -Importance of cyclic nature. Does change ever stop?	Lecture Exercise	Ppt (5.2.1p) Material (5.2.5m; 5.2.6m; 5.2.7m) Fact sheet (5.2.3f)
5.2.5	10	Closing thoughts	Summary of the session	Lecture	Ppt (5.2.1p)
5.2.6	10	Homework	Evidence suggests that the majority of organisational change plans fail, mostly due to their lack of attention to the basic principles of CM. Below you will see a real case study of a failed change plan, implemented by the HMRC (non-ministerial department of the UK Government responsible for the collection of taxes). Having read about how the HMRC has tackled change over the last decade, is there anything you would do differently?	-	Ppt (5.2.1p) Fact sheet (5.2.4f)
5.2.7	5	Evaluation level of learning	Multiple choice and open-ended questions to assess and reflect upon acquired knowledge	Learning evaluation	Evaluation forms (5.2.1ef; 5.2.2ef)

UDL IMPLEMENTATION FOR LEARNING SESSION 5.2

a. Means of representation

The content is delivered and presented in a variety of forms. These include PowerPoint presentations, chapters and selected pages from books, links to informative YouTube videos, and links to websites with relevant material. Additionally, both in-class exercises and the homework assigned are provided in a variety of forms. Pen-and-paper exercises/assessments and group discussions are utilized. Moreover, students perform the activities both individually and in groups.

All learning material provided can be accessed free of charge. The content (books, websites, articles, etc.) is retrieved from open sources. As such, students do not have to pay to access the learning material.

Ppt and written materials:

- **5.2.1p ppt** - Learning about and analysing the steps of the change cycle.
- **5.2.1m chapter** - Needs Assessment. Frequently Asked Questions
Watkins, R., Meiers, M. W., & Visser, Y. (2012). Needs Assessment: Frequently Asked Questions. In R. Watkins, M. W. Meiers, & Y. Visser (Eds.), *A guide to assessing needs: Essential tools for collecting information, making decisions, and achieving development results* (pp. 15-25). Washington: World Bank Publications.
- **5.2.2m chapter** - Need Assessment: Steps to Success
Watkins, R., Meiers, M. W., & Visser, Y. (2012). Need Assessment: Steps to Success. In R. Watkins, M. W. Meiers, & Y. Visser (Eds.), *A guide to assessing needs: Essential tools for collecting information, making decisions, and achieving development results* (pp. 46-55). Washington: World Bank Publications.
- **5.2.3m chapter** – Need Assessment: Tools and Techniques
Watkins, R., Meiers, M. W., & Visser, Y. (2012). Need Assessment: Tools and Techniques. In R. Watkins, M. W. Meiers, & Y. Visser (Eds.), *A guide to assessing needs: Essential tools for collecting information, making decisions, and achieving development results* (pp. 81-244). Washington: World Bank Publications.
- **5.2.4m article** - Secrets of successful change implementation
Johnston, A., Lefort, F., & Tesvic, J. (2017). Secrets of successful change implementation. <https://www.mckinsey.com/business-functions/operations/our-insights/secrets-of-successful-change-implementation>
- **5.2.5m chapter** – Restructuring
Cameron, E., & Green, M. (2009). Restructuring. In E. Cameron, & M. Green (Eds.), *Making sense of change management* (pp. 187-221). London and Philadelphia: Kogan Page Publishers.

- **5.2.6m chapter** - How do you know whether change is working
Cameron, E., & Green, M. (2009). The right way to manage change?. In E. Cameron, & M. Green (Eds.), *Making sense of change management* (pp. 345-350). London and Philadelphia: Kogan Page Publishers.
- **5.2.7m article** - Evolution of the PDCA cycle
Moen, R., & Norman, C. (2006). Evolution of the PDCA cycle.

b. Action and expression

One of the aims of the unit is to facilitate all students, attending to their individual learning needs. As such, the lecture provides students with an opportunity to share their opinion and unique perspective. Additionally, to accommodate the learning needs of each student, they are given the option of uploading their homework in written, audio, or video format.

c. Engagement

As previously mentioned, all material covered including in-class exercises and homework are provided in a variety of forms in order to maximize engagement and diversity in the learning process.

4.3. Unit 5 Learning Session 3

CGC in Organisations: CGC work within the organisational change cycle, and the importance of context and cultural sensitivity

NO.	TIME (min)	STEPS TOWARD THE LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS AND SUPPORTS
5.1.1	5	Description of the goal of the session	Students will learn how CGC work can be a factor of change, as well as the importance of context and culture sensitivity	Lecture	Ppt (5.3.1p)
5.1.2	15	New CGC practices within organisations	-Evolution of CGC across time -Importance of CGC in the organisational change cycle -What lies ahead for the future of CGC work	Lecture	Ppt (5.3.1p) Material (5.3.1m; 5.3.2m)
5.1.3	20	Holistic approach to CGC implementation	-Importance of context awareness -Importance of self-reflection -Cultural Sensitivity	Lecture	Ppt (5.3.1p) Material (5.3.3m; 5.3.4m; 5.3.5m; 5.3.6m)
5.1.4	15	Examining case studies	-Presentation of case studies around organisational CGC work. -Discussion of approach methods	Guided discussion and group work	Fact sheet (5.3.1f)
5.1.5	10	Closing thoughts	Summary of the session	Lecture	Ppt (5.3.1p)
5.1.6	10	Overall summary	Summary of the curriculum	Lecture	Ppt (5.3.1p)
5.1.7	10	Homework	Case Study: Pick the case study you prefer (no.1 or no.2) and develop a full change plan that satisfies the employer's needs. Choose a change theory and utilize it to implement your plan. Discuss each stage, and pinpoint possible challenges.	-	Ppt (5.3.1p) Fact sheet (5.3.1f)
5.3.8	5	Evaluation level of learning	Multiple choice and open-ended questions to assess and reflect upon acquired knowledge	Learning evaluation	Evaluation forms (5.3.1ef; 5.3.2ef)

UDL implementation for Learning Session 5.3

a. Means of representation

The content is delivered and presented in a variety of forms. These include PowerPoint presentations, chapters and selected pages from books, links to informative YouTube videos, and links to websites with relevant material. Additionally, both in-class exercises and the homework assigned are provided in a variety of forms. Pen-and-paper exercises/assessments and group discussions are utilized. Moreover, students perform the activities both individually and in groups.

All learning material provided can be accessed free of charge. The content (books, websites, articles, etc.) is retrieved from open sources. As such, students do not have to pay to access the learning material.

Ppt and written materials:

- **5.3.1p ppt** - Understanding CGC work within organisations and the change cycle
- **5.3.1m article** - Advancing the career counseling profession: Objectives and strategies for the next decade
Savickas, M. L. (2003). Advancing the career counseling profession: Objectives and strategies for the next decade. *The Career Development Quarterly*, 52(1), 87-96.
- **5.3.2m chapter** - Career management: The role of career counsellors in building strategic partnerships between individuals and their employers
Neault, R. A. (2000). Career management: The role of career counsellors in building strategic partnerships between individuals and their employers. *Canadian Journal of Counselling and Psychotherapy*, 34(3).
- **5.3.3m chapter** – Importance of Understanding the Context and Self-reflecting
Cameron, E., & Green, M. (2009). Conclusion. In E. Cameron, & M. Green (Eds), *Making sense of change management* (pp. 351-352). London and Philadelphia: Kogan Page Publishers.
- **5.3.4m material** - How culture affects how people perceive, define, and act on issues concerning work (retrieved from <http://career.iresearchnet.com/career-development/culture-and-careers/>)
- **5.3.5m article** - Infusing culture in career counselling
Arthur, N., & Collins, S. (2011). Infusing culture in career counseling. *Journal of Employment Counseling*, 48(4), 147-149.
- **5.3.6m article** - What is Culture? A Compilation of Quotations
Spencer-Oatey, H., & Franklin, P. (2012). What is culture? A compilation of quotations. *GlobalPAD Core Concepts*, 1, 22.

b. Action and expression

One of the aims of the unit is to facilitate all students, attending to their individual learning needs. As such, the lecture provides students with an opportunity to share their opinion and unique perspective. Additionally, to accommodate the learning needs of each student, they are given the option of uploading their homework in written, audio, or video format.

c. Engagement

As previously mentioned, all material covered including in-class exercises and homework are provided in a variety of forms in order to maximize engagement and diversity in the learning process.

5. THE TRAINER IN ACTION

Across the three lessons, the role of the trainers/facilitators is twofold. Firstly, they must present to students the necessary theoretical and practical knowledge around the subject of interest. Secondly, they must test and help students absorb that knowledge, by using interactive exercises and various types of homework.

As illustrated above, almost each lesson subsection is divided into two parts: theory and exercise. The exercises are usually conducted in groups, as to induce dialogue and diversity in opinions. As such, the trainer is not solely an instructor, but also a conversation facilitator, ensuring that all opinions are respected and heard.

It is imperative to note that the trainer's role is to provide students with a holistic view on change and CGC in organisations, underlining the importance of discourse, culture and diversity.

6. LIST OF MATERIALS

Materials (articles, chapters, case studies, questionnaires, reports, etc.)

- **5.1.1m chapter** - Exploring the Relationship between Organization Development and Change Management
Creasey, T., Jamieson, D. W., Rothwell, W. J., & Severini, G. (2016). Exploring the relationship between organisation development and change management. *Practicing organisation development: Leading transformation and change (4th, pp. 330-337)*. Hoboken, NJ: John Wiley & Sons.
- **5.1.2m chapter** - Models of and approaches to organizational change
Cameron, E., & Green, M. (2009). Organizational change. In E. Cameron, & M. Green (Eds.),

Making sense of change management (pp. 109-137). London and Philadelphia: Kogan Page Publishers.

- **5.1.3m article** - From mechanism to virtue: Evaluating Nudge theory
Kosters, M., & Van der Heijden, J. (2015). From mechanism to virtue: Evaluating Nudge theory. *Evaluation*, 21(3), 276-291.
- **5.1.4m article** - Critical theory and the management of change in organizations
Carr, A. (2000). Critical theory and the management of change in organizations. *Journal of Organizational Change Management*, 13(3), 208-220.
- **5.2.1m chapter** - Needs Assessment. Frequently Asked Questions
Watkins, R., Meiers, M. W., & Visser, Y. (2012). Needs Assessment: Frequently Asked Questions. In R. Watkins, M. W. Meiers, & Y. Visser (Eds.), *A guide to assessing needs: Essential tools for collecting information, making decisions, and achieving development results* (pp. 15-25). Washington: World Bank Publications.
- **5.2.2m chapter** - Need Assessment: Steps to Success
Watkins, R., Meiers, M. W., & Visser, Y. (2012). Need Assessment: Steps to Success. In R. Watkins, M. W. Meiers, & Y. Visser (Eds.), *A guide to assessing needs: Essential tools for collecting information, making decisions, and achieving development results* (pp. 46-55). Washington: World Bank Publications.
- **5.2.3m chapter** – Need Assessment: Tools and Techniques
Watkins, R., Meiers, M. W., & Visser, Y. (2012). Need Assessment: Tools and Techniques. In R. Watkins, M. W. Meiers, & Y. Visser (Eds.), *A guide to assessing needs: Essential tools for collecting information, making decisions, and achieving development results* (pp. 81-244). Washington: World Bank Publications.
- **5.2.4m article** - Secrets of successful change implementation
Johnston, A., Lefort, F., & Tesvic, J. (2017). Secrets of successful change implementation. <https://www.mckinsey.com/business-functions/operations/our-insights/secrets-of-successful-change-implementation>
- **5.2.5m chapter** – Restructuring
Cameron, E., & Green, M. (2009). Restructuring. In E. Cameron, & M. Green (Eds.), *Making sense of change management* (pp. 187-221). London and Philadelphia: Kogan Page Publishers.
- **5.2.6m chapter** - How do you know whether change is working
Cameron, E., & Green, M. (2009). The right way to manage change?. In E. Cameron, & M. Green (Eds.), *Making sense of change management* (pp. 345-350). London and Philadelphia: Kogan Page Publishers.

- **5.2.7m article** - Evolution of the PDCA cycle
Moen, R., & Norman, C. (2006). Evolution of the PDCA cycle.
- **5.3.1m article** - Advancing the career counseling profession: Objectives and strategies for the next decade
Savickas, M. L. (2003). Advancing the career counseling profession: Objectives and strategies for the next decade. *The Career Development Quarterly*, 52(1), 87-96.
- **5.3.2m chapter** - Career management: The role of career counsellors in building strategic partnerships between individuals and their employers
Neault, R. A. (2000). Career management: The role of career counsellors in building strategic partnerships between individuals and their employers. *Canadian Journal of Counselling and Psychotherapy*, 34(3).
- **5.3.3m chapter** – Importance of Understanding the Context and Self-reflecting
Cameron, E., & Green, M. (2009). Conclusion. In E. Cameron, & M. Green (Eds), *Making sense of change management* (pp. 351-352). London and Philadelphia: Kogan Page Publishers.
- **5.3.4m material** - How culture affects how people perceive, define, and act on issues concerning work (retrieved from <http://career.iresearchnet.com/career-development/culture-and-careers/>)
- **5.3.5m article** - Infusing culture in career counselling
Arthur, N., & Collins, S. (2011). Infusing culture in career counseling. *Journal of Employment Counseling*, 48(4), 147-149.
- **5.3.6m article** - What is Culture? A Compilation of Quotations
Spencer-Oatey, H., & Franklin, P. (2012). What is culture? A compilation of quotations. *GlobalPAD Core Concepts*, 1, 22.

Fact sheets

- **5.1.1f** – Exercise 1
- **5.1.2f** – Exercise 2
- **5.1.3f** – Homework
- **5.1.1ef** - Knowledge evaluation form 5.1
- **5.1.2ef** – Reflective form 5.1
- **5.2.1f** - Exercise 1
- **5.2.2f** – Exercise 2
- **5.2.3f** – Exercise 3
- **5.2.4f** – Homework
- **5.2.1ef** - Knowledge evaluation form 5.2
- **5.2.2ef** – Reflective form 5.2

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- **5.3.1f** - Homework
 - **5.3.1ef** - Knowledge evaluation form 5.3
 - **5.3.2ef** – Reflective form 5.3

Ppt

- **5.1.1p** - Overview of Change Management and discussion of main theories
- **5.2.1p** - Learning about and analysing the steps of the change cycle
- **5.3.1p** - Understanding CGC work within organisations and the change cycle