

Material 4.1.3m

CONTEXT OF CGC

Career Guidance and Counselling (CGC) in the context of education, vocation and employment as a societal response to complex life situations.

The development of technology, the growing change in forms of employment, the diversification of the world of work, and the changes in the organizational structures of companies (as well as public employers) have permanently altered the employment system, professional activity, and people's careers (cf. Pope 2015; Hirschi/Dauwalder 2015; Guichard 2011; Sullivan 1999). A wide variety of influencing factors can be identified that play a significant role here and that also have a lasting impact on the type of guidance and counselling that is in demand, e. g.:

- The changing nature of education systems and educational opportunities, particularly the focus on job-ready skills.
- Changing qualification requirements and the expectation of lifelong participation in formal and non-formal education and training
- The changes in workplace organization, technologies, and related changes in key competencies
- Changes in the design of employment relationships
- A changed understanding of the role of the state, collective security systems and companies in covering personal risks
- The change in life plans and values in the course of increasing individualization.

(cf. Kaudelka/Kilger 2013; Keupp 2013; Sappelt 2011; Berger/Hitzler 2010; Kron 2000).

In the process, these changes affect both sides. Both employees and employers are often no longer able to respond to the faster-moving developments with forward-looking planning. Issues that were dealt with in separate social and institutional spheres are increasingly overlapping (e.g., the education system and the world of work). Investments once made in one's own qualifications or those of employees become obsolete more quickly. A career path or the careers of employees can no longer be readily planned, job security or secure advancement are less likely today than they were a few years ago, leading to real or perceived insecurity (cf. Kaudelka/Kilger 2013; Stickland 1996). At the same time,

different population groups are affected very differently by these phenomena, e.g. low skilled people take a much higher risk (cf. Weber/Kochem/Weber-Hauser 2017).

In this context, today it is primarily the people themselves who have to actively shape their professional development, their identity and their educational efforts. The competencies and knowledge required for this, as well as the emotional security and confidence to act, are not easy to achieve for all people. The qualities often required, such as decisiveness, the ability to self-direct or adaptability (cf. Keupp 2013, p. 55f; Weber 2013, p. 291ff.; Brown/Bimrose, 2017), not infrequently require support and encouragement through suitable offerings, e.g. counselling. Policies (public and private) must respond to these requirements in terms of the expansion and further development of counselling and support services or the further development of the professionalism of counselling.

Questions for reflection:

- What are the changes in CGC?
- What are divers for companies to take a higher responsibility to support employees and their continuing development?
- What CGC can offer to employees?