

Material 4.1.4m

LINES OF DEVELOPMENT IN CGC

Which lines of development of professional career guidance and counselling (CGC) create connectivity to counselling in the HRD context?

In the CGC discourse, professional counselling is primarily understood as an intervention to support individuals in shaping their professional orientation and professional changes and to accompany them in doing so. Theorizing and empiricism focus on aligning these interventions as effectively as possible with the individual client's change, e.g., in terms of their planning and decision-making (Weber et al. 2017).

At the same time, current approaches to counselling give greater importance to the context in which the individual is involved. Of particular importance here is systemic thinking (Patton, & McMahon, 2014; Schiersmann, & Thiel, 2012; Schiersmann, & Weber 2013, other sources). Yet, there are few contributions that systematically conceptualize the linkage between individual and context (Kang, & Gottfredson (2015, pp. 160). It should be noted here: The context, e. g. the company in which a person works or the labour market in which a person moves, significantly determines which career options or challenges have to be overcome. In recent years, starting from a critique of CGC approaches that developed in response to dynamization of career trajectories (e.g., Savickas, 2020) and that are seen as approaches in the spirit of neo-liberal thinking, possibilities for "emancipatory" approaches have been considered (Sultana et al. 2018).

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At the level of occupational and career theories, the link between the individual and the environment is focused on (Sources). These theories are partly connectable in the HR context, as they also address relevant issues from an organizational perspective and offer criteria to design HR processes. For example, the P-O-Fit theory (Kristof, 1996), formulates criteria to capture the fit between organization and individual in order to achieve a long-term and mutually successful fit. For the development of a

CGC to be used in the organization, these professional aspects would need to be strengthened. For this purpose, it is necessary to receive the professional concepts that are applied in HRD and to link them with one's own theoretical traditions.

Last but not least, the discourse in counselling has been broadened by the perspective on the life course. While for a long time the focus was primarily on the learning and developmental phases of adolescence, in the course of lifelong learning a lifelong perspective is also proclaimed for vocational guidance and increasingly implemented institutionally (Schiersmann, & Weber, 2013; ELGPN, 2015). However, the focus is often still on public offers of guidance and the company as a place of learning and development is (still) ignored.