



Co-funded by the  
Erasmus+ Programme  
of the European Union

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

## **IO1: REVIEW OF LITERATURE, MEDIA AND RESOURCES**

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**National report - Austria**

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## REVIEW OF LITERATURE, MEDIA AND RESOURCES

### 1 TRENDS IN THE WORLD OF WORK SPECIFIC TO AUSTRIA

#### **1.1. Introduction**

The Public Employment Service Austria (AMS – Arbeitsmarktservice Österreich) provides continuously labour market research for Austria. The following statements are based on the AMS-reports 112, 2015 (Haberfellner) and 120/121, 2016 (Haberfellner/Sturm). They are updated and complemented by relevant publications by other research institutions and authors. An overview on important providers of labour market research in Austria you will find at the end of the report.

#### **1.2. 5 big challenges**

Five megatrends are identified for Austrian labour market development:

- On the way from the service to the Knowledge society
- The aging society
- Digitalisation of the working environment
- On the way to the green economy
- Female shift

##### **1.2.1. On the way from the service to the Knowledge society**

Business processes are becoming more and more knowledge-intensive. Requirements on (mostly all groups of) employees are rising. In the Austrian economy, especially the demand for high-qualified persons is growing strongly, for middle qualified persons slightly and for low qualified persons (only compulsory education) it is shrinking. (Haberfellner/Sturm, 2016, S. 34). At present, the qualifications of the Austrian population are not meeting the expected requirements. The percentage of low qualified persons is with 13,8% too high, the percentage of high qualified persons is with 19,3% too low.

Political interventions in Austria react to these rising qualifications demands, e.g.:

Since 01.07.2017, all young persons who have left compulsory school are obliged either to visit a continuing school or to complete a vocational training until the age of 18. They are supported by different coaching, training and internship offers. (BundesKOST <https://www.bundeskost.at>). The measures have been prepared

and evaluated by scientific studies. (<https://irihs.ihs.ac.at/id/eprint/4136/>;  
<http://irihs.ihs.ac.at/id/eprint/5174/>; <https://irihs.ihs.ac.at/id/eprint/3846/>).

The dual apprenticeship training (starting regularly after the completion of compulsory school) has in Austria long tradition. It is most important for providing a sufficient number of well-qualified skilled workers. As the dual system is competing with the secondary schools, there are indicators for a lack of skilled workers in some sectors (especially technical vocations) (AMS info 452/453, 2019; ibw research brief No.104, 2019) and at the same time efforts to rise the quality and attractiveness of apprentice training by several measures: apprenticeship plus Matura (secondary school examination) (Berufsmatura-Österreich.gv.at), recruiting secondary school leavers for an apprenticeship (in shortened time) (<https://www.wko.at/service/w/bildung-lehre/lehre-nach-matura.html>), improving the quality of apprentice training (<https://www.bmdw.gv.at/Ministerium/Staatspreise/Beste-Lehrbetriebe.html>).

The number of persons who finish higher education has increased in the last years, but is still not sufficient. Positive effects come from the Bologna system with bachelor and master studies (<https://www.bmbwf.gv.at/Themen/Hochschule-und-Universitaet/Europaeischer-Hochschulraum/Bologna-Prozess.html>). A big diversification of the academic study offer has been the consequence. Professions, which have so far not been on academic level, are now offered and educated in universities, e.g. social and health professions. This leads to a rising need of career orientation and education. As consequence in 1998 the obligatory subject "Berufsorientierung" has been implemented by decree in all Austrian schools (compulsory schools and secondary schools, classes 7 and 8). ([https://portal.ibobb.at/fileadmin/Berufsorientierung\\_und\\_Bildung/Aktuelles/bolpahs\\_18259-1.pdf](https://portal.ibobb.at/fileadmin/Berufsorientierung_und_Bildung/Aktuelles/bolpahs_18259-1.pdf))

The knowledge society is based on lifelong learning. This includes besides training in adult education institutions on the job training. The Adult Education Survey (AES) shows for Austria between 2011/12 and 2016/17 a clear increase of the participation rate in continuing education of 11,7 percentage points. This is induced by growing attendance in vocational training and in service trainings offered by companies. (<https://erwachsenenbildung.at/aktuell/nachrichten/12154-weiterbildungsbeteiligung-in-oesterreich-deutlich-gestiegen.php>) There is a challenge for the enterprises to support training opportunities for their employees.

There is another remarkable trend in the Austrian labour market: In the year 2015 already 33,5% of the employees have been working in atypical jobs, that means part-time, in marginal employment or with free employment contracts. The percentage is still increasing ([https://ooe.arbeiterkammer.at/interessenvertretung/arbeitswelt/arbeitsmarktpolitik/A-typisch\\_und\\_prekaer.html](https://ooe.arbeiterkammer.at/interessenvertretung/arbeitswelt/arbeitsmarktpolitik/A-typisch_und_prekaer.html)). This may be caused by the rising number of women entering in the labour market, the wish to optimize the work-life-balance or by the growing opportunities to work under freelance conditions, using the internet options. While for many decades long-term full employment has been the rule, there is now more dynamic in the Austrian labour market, with frequent changes of jobs and parallel employment contracts.

To cope with these conditions, especially if they have the character of free-lancing more and more entrepreneurial skills are required from employees and vocational training institutes are requested to offer relevant training opportunities.

### **1.2.2. The aging society**

Like in other European countries also in Austria, the aging of the society is a fact. The age group of 75plus is the strongest growing population. For the years 2030 it is expected, that 11,3% of the Austrian people will be older than 75 years (Haberfellner/Sturm, 2016, p. 40). This has as consequence that job opportunities for elder people will increase and the needs of these age groups will become more important. This will lead to the development of new goods and services offers, stimulating the economy and the labour market. Nevertheless, Austria is still a growing society. This is due to a sufficient but with 1,49 births per woman not satisfactory birth rate

([https://www.statistik.at/web\\_de/statistiken/menschen\\_und\\_gesellschaft/bevoelkerung/geborene/index.html](https://www.statistik.at/web_de/statistiken/menschen_und_gesellschaft/bevoelkerung/geborene/index.html)) and to migration (p. 41).

Four challenges derive from this situation:

It will be necessary to stimulate the birth rate. This has been done by financial incentives (child benefits, family bonus (<https://www.finanz.at/steuern/familienbeihilfe/>; <https://www.bmf.gv.at/public/informationen/familienbonusplus-faq.html>) and by creating a family friendly environment with childcare.

Controlled migration is welcome. This includes measures of integration especially concerning refugees. Relevant measures are for certain age groups obligatory attendance of Kindergarten and the law regulating a compulsory integration year ("Integrationsjahr") (<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20009899>). A survey to the "Integrationsjahr" you will find in a publication by Thomas Pfeffer (Pfeffer, Thomas (2017).

A great challenge is to secure employment for persons in the age of 50+. the age groups 55 to 59 and 60 to 64 show with 9,9% and 11,6% the highest unemployment rates in Austria (<https://de.statista.com/statistik/daten/studie/820897/umfrage/arbeitslosenquote-in-oesterreich-nach-altersgruppen>). Financial incentives have been established by the government to encourage the employment of 50+ people (grant to the cost of social security for enterprises). In addition individual counselling, workshops and assistance are offered by the labour market service for job seekers 50+. ([https://www.oesterreich.gv.at/themen/arbeit\\_und\\_pension/aeltere\\_arbeitnehmer/1/1/Seite.2100200.html](https://www.oesterreich.gv.at/themen/arbeit_und_pension/aeltere_arbeitnehmer/1/1/Seite.2100200.html)). Yet It is also a challenge for the enterprises, to create relevant and attractive jobs for employees with long experience, e.g. as mentors, or building age-mixed working teams.

The aging society needs new professions in the field of health and care. In Austria, regulated vocations on different education levels are just being prepared and curricula being developed. This means many new job chances for a bigger number of people.

### **1.2.3. Digitalisation of the Working Environment**

Apart from the fact that Information and Communication Technologies (ICT) are classified as "General Purpose Technologies" (like Energy, Water or Transport Infrastructure) and considering that the European Commission ranks ICT as key-sector beside the Green Economy and Health resp. Social Services, concerning (internet-based) Digitalisation in general the situation in Austria is - as in most other European countries - divided into the two main aspects: Automatisations in industrial production on the one hand and collection resp. analysis resp. trade of data on the other hand. Digital technology-based devices like f.e. laser saws or robot welders are manufactured and used by Austrian companies, while within the Austrian ICT-market development, (international) distribution or usage of social media and mobile applications are clearly dominated by US-American 'big players' like Amazon, Google, Facebook etc. In this case, f.e. the Austrian 'App-Economy' needs to get concentrated on mobile niche-markets like the fitness-sector (cf. e.g. the "Runtastic"-app, cf. <https://www.runtastic.com/>) or location-based services (cf. e.g. the different traffic and destination apps from Austria's largest driver's association, "ÖAMTC", cf. <https://www.oeamtc.at/club/die-apps-des-oeamtc-25407914>), the corresponding manner of speaking is to point the phenomenon of rare, but extraordinarily impressive success-stories as the "superstar-principle" (cf. Haberfellner, p. 25). Nevertheless, the labour market benefits from the ever increasing demand for ICT-related services, either concerning infrastructural or concerning especially programming services. Consequently, the service sector within the ICT-industry grows moderately, while the respective production sector declines continuously. This means for Digitalisation in Austria that employees from the ICT-industry and ICT-related employees from outside this sector cover about 4% of the Austrian working population; for the past few years this - in decimal places - indicates a small but even increase and leads to the conclusion that the ICT-related labour market is growing slowly but constantly.

Concerning Digitalisation as game changer for the completely professional and labour reality it has to be noted for Austria that the - some years ago even frequently - encountered fear of job losses by far is not as justified as it had been forecasted earlier. In this case, the widely read and discussed US-American Frey/Osborne-study in 2013 (cf. Frey, C.B./Osborne, M.A., The Future Of Employment: How Susceptible Are Jobs To Computerisation, available at: [https://www.oxfordmartin.ox.ac.uk/downloads/academic/The\\_Future\\_of\\_Employment.pdf](https://www.oxfordmartin.ox.ac.uk/downloads/academic/The_Future_of_Employment.pdf)) had predicted the disappearance of almost 50% jobs in cause of automatisations and Digitalisation. Up to now, this outlook not at all has converged with the work reality as corresponding developments nearly nowhere did occur; furthermore, current estimations consider that - depending upon the respective line of work - 10 to max. 12% of all jobs might disappear (cf. Arntz, M. et al., Digitalisierung und die Zukunft der Arbeit, in: ifo

Schnelldienst 7/2017, 70. Jg. v. 13. April 2017, 6-9, hier S. 7, available at: <https://www.ifo.de/DocDL/sd-2017-07-2017-04-13.pdf>).

Of course, this outcome must not hide the fact that almost all work realities and job profiles due to digital transformation will change and will necessitate continuing education and professional development. As simple repetitive activities increasingly could be carried out automatically, this change means that higher qualification levels will become crucial for work reality and job profiles. Consequently, qualifications with ISCED-level 6 or higher form the requirements for ICT-industry- or ICT-related job profiles. "App-Developer", "Big Data Scientist" or "Production Information Scientist" are examples for a differentiated and expanded occupational classification which could become real soon (cf. Haberfellner, pp. 7.35). In any case, the noticeable fear of unemployment often derives from the fact that digitalization-based changes in total are classified as disruptive and radical, while many influencing factors are to be estimated as gradual and incremental, by the way a phenomenon of innovation most enterprises prefer as well. Especially, this aspect applies to the (further) development and dissemination of the "Internet of Things" which is much more classified as an evolutionary process than a revolutionary change (cf. Haberfellner, p. 29).

Generally, concerning business processes the Digitalization fosters the splitting and granularisation of work steps and workflows. As this enhances the precision of manufacturing as well as productivity it also could open the doors way back to Tayloristic principles and is therefore sometimes critically viewed by employee representatives. They worry about possible unsocial working conditions like modern-day day laboring. This phenomenon often occurs in the context of "Crowdsourcing" resp. "Crowdworking". In recent years, this type of work has arisen and is largely applied within the ICT industry. Nevertheless, due to several negative experiences enterprises switch back to permanent employments and "Crowdworking" is not at all as widely used as f.e. in the US.

Accordingly, digital competencies could be divided in media- and content-related aspects. Media-related aspects encompass design, critical use or well founded judging concerning digitalised content-assets. That means digital competencies do not only consist of software skills, but at least equally rely on culturally underpinned digital literacy. Altogether, social skills like empathy or interpersonal communication, or idea finding and creativity from the human point of view are considered as irreplaceable by digital machines.

In summary, digitalization means a non-linear development, which is characterized by disruptive innovations who withstand common methods of general forecasting (cf. Haberfellner, p. 95).

#### **1.2.4. On the way to the green economy**

At present the world population is more than 7,7 billion. In 2050 the population will have grown to 9,7 billion and in 2100 to 10,9 billion, according to a projection by UNO

(<https://www.br.de/themen/wissen/weltbevoelkerung-bevoelkerungswachstum-menschen-erde-welt-100.html>)

The consequences of this rapid growth are three problematic megatrends: climate crisis, shortage of resources, urbanization (Haberfellner/Sturm, 2016, p. 85). These may be overcome by the conversion to a “green economy”. This will comprise an increased awareness of environment protection, the development of innovative technologies and new ecologically oriented business models. Green economy combines environmentally friendly production and consumption (with careful use of resources) with positive economic growth and employment (Haberfellner/Sturm, 2016, (p. 61). It is based on a political decision-making process and will be accompanied by financial incentives for enterprises (e.g. reducing CO2 emissions in their production; developing environmentally friendly products) and consumers (e.g. buying e-cars). Yet green economy also needs support and initiatives by the civil society. That is why political and media campaigns as well as education measures will be important.

The European Union has formulated three core goals to be reached in Europe until 2020: reduction of greenhouse gas by 20%, saving 20% of the energy consumption, covering 20% of the energy requirement by renewable energy (each compared to 1990) (Haberfellner/Sturm, 2016, p.96). These goals yet have not been reached.

Nevertheless, there are optimistic scenarios for Austria concerning the superior growth of business volume and employment in the environmental sector (Haberfellner/Sturm, 2016, p. 101). The labour demand is concentrating on persons with technological and engineering competences, what means for high or middle qualified people. The consequence is that low qualified people will in future have even less job chances in the green economy. There is in Austria already a shortage of technologically skilled workers and of engineers. Big efforts are needed to overcome this shortage. One starting point may be to attract more women to choose technologically oriented or engineering education. There is an initiative by the Austrian government called “Frauen in die Technik” (<https://www.ams.at/arbeitsuchende/karenz-und-wiedereinstieg/so-unterstuetzen-wir-ihren-wiedereinstieg/fit--frauen-in-technik-und-handwerk>). Yet women still tend to choose so-called typical female jobs and education branches.

Which are the needed green skills/new skills? (Haberfellner/Sturm, 2016, p.105) Preconditions are awareness of and sensitization for the challenging task creating an environment-friendly world. In addition to this attitude, knowledge has to be developed: relevant technical and chemical know-how, recognition of interdependencies, crosslinked thinking. As well, social skills like team working play a role. The requirements differ from branch to branch.

Studies carried out by CEDEFOP assume a high need for upskilling (as example the construction industry is mentioned) which may mostly be done at the workplace. Yet a big challenge will be to adapt the syllabus of vocational schools and apprenticeship training as well as the curricula of study courses (Haberfellner/Sturm,

2016, p. 106). That is why in Austria new regulated vocations have been created in apprenticeship training. In higher education, especially the Universities of Applied Studies have established new bachelor and master courses. Altogether, it is estimated that the green economy will have the role of a job motor. Figures show that employment increase has been stated especially in the environmental industry (Haberfellner/Sturm, 2016, p. 100).

### **1.2.5. Female shift**

As in most European countries, also in Austria the social awareness concerning women's image, their position in society and their situation on the labor market in recent years has changed fundamentally. Mostly, professional career development reciprocally for both sexes has become an important personal and societal value. Nevertheless, the working reality for women still is predominantly characterized by a lower quality of employment, part-time work and a lower income situation. According to "Statistics Austria" in 1998, women aged 15 to 64 years were in employment up to 58.5%, in 2008 the number amounted to 64.8% and in 2018 it rose up to 68.6%. Yet, the increase in female employment to a great extent is due to a rise in part-time work. In 2018, (out of a total of 28.2% of part-time workers in Austria) 47.5% of women and 11.2% of men in employment worked part-time (cf. STATISTIK AUSTRIA ed., ÖSTERREICH - ZAHLEN.DATEN.FAKTEN., Wien 2020, p.43, available at:

[http://statistik.at/wcm/idc/idcplg?IdcService=GET\\_NATIVE\\_FILE&RevisionSelectionMethod=LatestReleased&DocName=029266](http://statistik.at/wcm/idc/idcplg?IdcService=GET_NATIVE_FILE&RevisionSelectionMethod=LatestReleased&DocName=029266)).

Typical female professional activities still derive from the sectors "Health and Social Services", "Retail" or "Education". On the one hand, this reflects the circumstance that women who in general hold more academic degrees than men do still significantly less study MINT subjects – except concerning life sciences (cf. Salchegger et.al. 2019) – and rarely work in scientific or technical fields, which usually are better paid than jobs from the health, social service or educational sector. On the other hand, women who pursue a career based on a scientific resp. technical occupation earn lower wages than men do. (cf. Haberfellner/Sturm, 2016, p. 120).

Accordingly, the Gender Pay Gap, i.e. the differences between the averages earnings of women and men, in Austria is quite high compared to the European average (a slightly higher difference value currently only can be found in Estonia, Germany or Czechia, cf.

[https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=sdg\\_05\\_20&plugin=1](https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=sdg_05_20&plugin=1)).

These differences are also relating to pensions: the average women's pensions are more than 38% lower than men's are. Among other factors caused by a high female part-time employment rate, longer interruptions of working life and sector-specific differences in earnings this leads to a significant higher risk of poverty for female pensioners compared to men (cf. <https://www.trapez-frauen-pensionen.at/index.html>).



In general, women over the past years have made progress on participating in the educational and employment system. However, this cannot conceal the fact that career paths for most female employees in Austria turn out to be much more heterogeneous than for male employees.

## **2 ACTUAL AND INNOVATIVE (USEFUL, RELEVANT) CONCEPTS AND DEVELOPMENTS OF COMPANY-BASED CAREER GUIDANCE AND COUNSELLING RELATED WORK**

### ***2.1. Introduction***

The examples presented in this chapter are predominantly based on authentic reports from enterprises. With these reports they applied for the Austrian state award “Fit for Future”, which is given to enterprises which offer excellent apprentice training (<https://www.bmdw.gv.at/Ministerium/Staatspreise/Beste-Lehrbetriebe.html>). The examples are including best practice in three categories of enterprises: small enterprises (up to 49 employees), medium sized enterprises (between 50 and 249 employees), large enterprises (250 and more employees). The best practice is related to measures of recruitment, skill training, competence development, demands on trainers, contacts to vocational schools and parents, forms of cooperation, career counselling and planning, innovation measures.

Most of the examples are related to apprentice training. However, some examples will refer to more general tasks of human resource development. If no other source is mentioned, the descriptions are based on anonymized reports of award candidates.

The following survey gives an overview on 6 relevant issues which have been chosen because of the need of cooperation between enterprises and institutions/experts of career guidance and counselling. These issues demonstrate, that career guidance and counselling and human resource development in enterprises have much in common (see the NICE professional roles in career guidance and counselling, Katsarov/Schiersmann/Ertelt/Reid 2012)

### ***2.2. Career information***

Career information is a precondition in the recruitment process. For young people who will soon leave school, there are offered vocational fairs which give the opportunity for career information, counselling if wanted, contacting employers, getting information on further education offers. However, the clientele are not only young people. Adults, who seek new employment challenges and upgrading education, are also addressed. One of the most important fairs is BeSt, the biggest fair in Austria for occupation and education (<https://bestinfo.at/de/>). About 350 exhibitors will present their offers and give answers to emerging questions. The fair is accompanied by a series of lectures, which give insight to recent trends in the labor market, and innovative education offers.

The fair is executed by fair organizations under the responsibility of the education ministry and the labour market service. It is the biggest cooperative event for education and employment, with several thousand visitors.

### **2.3. Recruitment**

While large companies often use the BeSt Fair to offer their employment options and to get into contact with applicants, small and medium-sized companies build up their local or regional networks. These include schools, the local branches of the labor market service, counselling providers, offerors of competence tests, training institutes, freelance coaches etc.

For SME the Chamber of Commerce has established the so-called BIZ-Berufsinformationszentren/Vocation information centers (<http://www.wifi-biz.at/>) which support vocation decisions and competence tests. They are important partners for the enterprises in their recruitment processes. Yet SME also undertake several autonomous activities: They give vocational information in schools, invite pupil into their businesses, offer a week of hands-on experience, give feedback and evaluate their performance. This is mostly based on self-developed concepts. Cooperation with professional career guides and counsellors might improve their methods.

### **2.4. Competence development**

The development of vocational skills is usually provided in the companies by internal trainers who have been educated for their task. There exist training plans which have to be fulfilled. Good training practice means, that the methods are manifold and require self-reliant actions. Working in teams, on projects, taking responsibility in real production processes, communication with clients and colleagues, ability of self-evaluation are important goals. This corresponds to the new understanding of employees as “entrepreneurs”.

The development of personal and social competences mostly happens in cooperation with external trainers and coaches, who offer special trainings. In large companies, extensive training catalogues comprise the whole offer of internal and external trainings available to employees. The human resource manager becomes a training manager and a training counsellor.

### **2.5. Career counselling and career planning**

Career counselling and career planning are continuing tasks in human resource development. They are based on monitoring and evaluation of the performance of the employee, on giving feedback and on the self-assessment of the employee. There have been developed standardized interview guidelines for the dialogue between principal and employee, which usually is executed once a year. This serves not only the reflection of

the work in the past but also explores training/education needs for the coming tasks as well as planned career steps.

Much attention is given in most enterprises to career counselling and career planning of their apprentices. The focus may be on the further position in the enterprise, on extending knowledge and skills, on aiming at a leading position or an academic career.

In Austria, it is normally not common to cooperate in career planning with professional partners from career guidance and counselling, except if some employees have special needs (e.g. handicapped persons, migrants, elder employees, persons threatened by job loss).

## ***2.6. Social responsibility***

Social responsibility is in many enterprises not only a question of raising their image. They give employment to handicapped persons, refugees, and people of 50+. Social projects are carried out with the participation of the staff. The enterprises report a number of cooperation with social services.

## ***2.7. Change processes***

Change processes (like restructuring the organization, fusions, acquisition of companies, and incorporation into another business) are disruptive incidents that need cooperation and support by external consultants. The labor market service usually plays an important role in this situation.

## **3 PROVIDERS OF THE SERVICES RELATED TO CAREER DEVELOPMENT SUPPORT FOR EMPLOYEES**

Euroguidance describes precisely the characteristics of the guidance-system in Austria: “There are two established guidance and counselling systems in Austria working in cooperation with each other: guidance and counselling provided by education and training institutions, and guidance services provided by the employment administration and other institutions in the field of careers guidance. The active role of the social partners (Chamber of Commerce, Chamber of Labor) in the provision of career guidance is a prominent feature of the Austrian guidance system.” (<https://www.euroguidance.eu/guidance-system-in-austria>).

There is no clearly regulated training in Austria for guidance practitioners. The development of competences in career guidance and counselling is offered on different educational levels:

### **3.1. Academic level:**

A study programme “Bildungs-, Berufs- und Karriereberatung“ (Education, vocational and career counselling) at Danube University Krems for two semesters (awards a certificate), three semesters (Academic Expert) and five semesters (MA), offered part-time and with acknowledgement of previous knowledge ([www.donau-uni.ac.at](http://www.donau-uni.ac.at)).

This is the only academic programme in Austria with a clear focus on career guidance and counselling. But regarding the goals of the Erasmus+ project Connect! MBA studies are of relevance, which are related to counselling and coaching within enterprises. A good example is the MA study course “Organisations- und Personalentwicklung“ (Organizational and personnel development), which is offered by the University of Applied Studies in Vienna (FHWien) [www.fhwien.ac.at](http://www.fhwien.ac.at).

### **3.2. Middle educational level**

There exist several offers: most important, offered by adult education training institutes are:

- A three-semester diploma training course in educational and career counselling at the Federal Institute of Adult Education (bifeb)-
- A one-year course – Training for careers and educational guidance – at WIFI Wien
- A seven-month diploma training course (incl. 200 training units/hours) Education and Career coach at bfi Wien

### **3.3. Teacher Training colleges**

Within the school system, specific curricula are set up in teacher training colleges according to the above-mentioned IBOBB concept to train student counsellors, career education teachers and career guidance coordinators.

### **3.4. Institute internal trainings**

For AMS-labor market service counsellors, there is the option to attend an internal training course organized by the labor market service.

### **3.5. Policy**

The national Lifelong Guidance (LLG) strategy establishes a general framework for the further development of educational counselling and career guidance. The following five key priorities have been formulated:

- The implementation of basic competences in all curricula so that learners can make education and career decisions autonomously
- A Focus on process orientation and monitoring to enable high-quality decision-making processes
- The professionalization of counsellors and trainers
- Quality assurance and evaluation of offers, processes and structures
- The extension of access by creating offers for new target groups

### 3.6. Research

The following institutes are the most important providers of labour market research in Austria:

- AMS-Forschungsnetzwerk/PES research network ([www.ams-forschungsnetzwerk.at](http://www.ams-forschungsnetzwerk.at)) is the research network of the labor market service. It contains comprehensive information and a service platform, which aims to present and utilize research results and activities relating to the labor market, vocational training, education and qualifications in Austria.
- abif – analyse. beratung.interdisziplinäre forschung/analysis.counselling. interdisciplinary research (<https://abif.at>) is an independent institute for applied social research and counselling. Since 1999 they offer research services and work in an interdisciplinary network.
- ibw - Institut für Bildungsforschung der Wirtschaft/Research and development in VET (<https://ibw.at/en/about-us/our-competencies/>). Its projects focus on application-oriented research issues and topics with relevance for the world of business. ibw was founded in 1975 by the Austrian Federal Economic Chamber (WKO) and the Federation of Austrian Industry (IV).
- öibf – Österreichisches Institut für Berufsbildungsforschung / (<https://oeibf.at/en/>). The öibf is a non-profit research institute. Its aim is to stimulate, promote and carry out scientific studies and research projects in the field of educational research and related disciplines as well as labour market and professional research. They are committed to the further development of scientific methods and basic research as well as national and international research cooperation. It was founded in the year 1970 with support of the Austrian Chamber of workers and employees.
- Euro Guidance Austria (<https://www.euroguidance.eu/austria>) is part of the European Euroguidance Network. It gives information to training and further training in Austria, to the Austrian Education system, mobility options for guidance counsellors, European best practice projects in the world of guidance.

## 4 MEDIA AND RESOURCES ON COUNSELLING

Table 1 presents a list of online/digital resources that can be used to support practice.

| Resources on counselling of employees | Explanation |
|---------------------------------------|-------------|
|---------------------------------------|-------------|

|  |  |
|--|--|
| <p><b>Bildungsberatung Online</b><br/><a href="https://www.bildungsberatung-online.at/startseite/html">https://www.bildungsberatung-online.at/startseite/html</a></p>  | <p>is supported by the Austrian Ministry for Education and the Social Funds of the European Union; it offers online career guidance and counselling</p>          |
| <p><b>Auswahlhilfe</b><br/><a href="https://www.auswahlhilfe.at">https://www.auswahlhilfe.at</a></p>   | <p>is offered by the Austrian Chamber of Commerce; it supports enterprises in their recruitment process of apprentices, allowing to compile competence tests</p> |
| <p><b>LAP Learning Materials</b><br/><a href="https://www.lap.at/lernunterlagen/">https://www.lap.at/lernunterlagen/</a></p>   | <p>provides enterprises with learning material for apprentices</p>   |
| <p><b>WIFI Analysis of Potential</b><br/><a href="http://www.wifi-biz.at/angebot/fuer-erwachsene/potenzialanalyse-fuer-erwachsene/">http://www.wifi-biz.at/angebot/fuer-erwachsene/potenzialanalyse-fuer-erwachsene/</a></p> | <p>is offered by institutes of the Austrian Chamber of Commerce and provides for adults an analysis of their vocational potential</p>                            |
| <p><b>Unemployment Agency Research Network</b><br/><a href="https://www.ams-forschungsnetzwerk.at/deutsch/">https://www.ams-forschungsnetzwerk.at/deutsch/</a></p>   | <p>gives an overview on the research provided by the Austrian Labour Market Service</p>  |
| <p><b>ABIF Research on Labor Market</b><br/><a href="https://www.abif.at/deutsch/download/download.asp">https://www.abif.at/deutsch/download/download.asp</a></p>  | <p>gives an overview on labour market research provided by abif</p>  |
| <p><b>IBW Research on Labor Market</b><br/><a href="https://ibw.at/forschung/">https://ibw.at/forschung/</a></p>   | <p>gives information to labour market related research by the Chamber of Commerce</p>  |
| <p><b>Institute of the Austrian Chamber of Workers and Employees</b><br/><a href="https://oeibf.at/ergebnisse/">https://oeibf.at/ergebnisse/</a></p>   | <p>gives an overview on research results by the öibf, an institute of the Austrian Chamber of Workers and Employees</p>  |

## 5 THEORETICAL AND METHODOLOGICAL APPROACHES FOR COUNSELLORS AND COACHES TO WORK WITH/WITHIN COMPANIES

### 5.1. Trends in Career Development Theories

A short glimpse at theoretical base of career development indicates a plethora of theories, philosophical frameworks and research approaches, which exist in a fragmented way. McMahon (2014) analyses and discusses the main trends in theory development in career psychology and presents the most prominent and widely adopted theories and philosophical frameworks in the field. She describes two main/dominant philosophical positions which have been pervasive: *logical positivism* and *constructionism and social constructionism*. Logical positivism is described as the dominant philosophical framework originated in the early 1900s. It “emphasizes the importance of logical proof, objective measurement and linear progression” (McMahon, 2014, p. 14). This has been the first and the most pervasive significant trend. Constructionism and social constructionism, on the other hand, is relatively new, emerged around 1980s. They “emphasize narrative discourse, subjectivity, personal agency, meaning making and connectedness between individualism and their broader contexts” (McMahon, 2014, p. 14). Social justice approach is rooted in this philosophy. It is noteworthy that McMahon identifies theories fed from constructionism as new trends in career psychology.

Before introducing trending theories, McMahon discusses the pervasive themes in the critique of career psychology which are important to contextualize and better understand the new trends. These are: “

- lack of consensus with regard to key terms and their definitions;
- the Western and increasingly middle-class focus that has seen the field lose touch with its core value of social justice;
- the changing nature of society, globalization, and the internationalization of career psychology;
- the need for more diverse research methodologies; and
- the disciplinary isolation of career psychology from other fields that also share an interest in work and employment such as sociology, developmental psychology, and management and organizational psychology, (p. 16).

McMahon (2014) introduces four trending theory developments and one emerging trend: *contextual action theory* (Young et al., 2011; Young & Valach, 2008), *the chaos theory of careers* (CTC) (Bright & Pryor, 2005; Pryor & Bright, 2011), *career construction theory* (Savickas, 2005), *the Systems Theory Framework* (STF) (McMahon & Patton, 1995; Patton & McMahon, 1999, 2006) of career development and *the relational theory of working* (Blustein, 2001, 2006, 2011a) (as an emerging trend).

These trends can be considered as responses to issues in theoretical context of career development and to global changes and drivers such as technology and new socio-economic structures including dynamic skills ecosystems and labour markets as well as societal challenges as migration. These new trends are based on constructionism and social constructionism and they have a better capacity to contain and respond to complex and dynamic processes the current society compared to logical positivist philosophy.

McMahon (2014) identifies the similarities and differences of these new trends.

-They all have a capacity to accommodate complexity in people's lives and in society because they take holistic, contextual perspectives of career development.

- They all are concerned with the contextually embedded nature of career development and also the process of career development.

- They all value the notion of subjective careers or personal experiences of career as well as the observable, objective career.

-In addition to subjectivity, other less tangible influences on individuals' careers such as spirituality may be accommodated (p. 23).

McMahon (2014) underlines the fact that instead of further polarizing the theories, it is more constructive and helpful to acknowledge and value the contribution of each of them to the field.

Last but not least, the future of career development theoretical field depends on how well the theories adapt and respond to the very dynamic and global world of work which results in more diverse communities and target groups for career services. Career services will play a key role. Especially in the future, when people will need to further broaden their existing skills, for example, or they have to do reskill because their competencies have become obsolete, career guidance and counselling will be needed more than ever. This is especially important for those who are disadvantaged or vulnerable (See Sultana, 2010). Thus in the future, new trends are hoped to have following characteristics:

-more holistic and socially inclusive; (See Sultana (2010) for social inclusion and career guidance)

-having a closer link between theory, research and practice;

-culturally relevant beyond Western-context;

-emerging from non-Western context to contribute to understand culturally relevant approaches (McMahon, 2014, p. 24).

## **5.2. Application of recent theoretical and methodological approaches by counsellors and coaches in HRM in Austria**

### ***5.2.1. Individualized approaches:***

Counselling and Coaching happen to a high degree individualized, by "narrative discourse" and "connectedness between individualism and their broader contexts". This is true for professional providers of career counselling who are familiar with sophisticated methods of counselling and coaching. Yet I have the impression, that In-company trainers and coaches may still have a lack of methodological knowledge. Their performance is more based on experience than on theory.

### ***5.2.2. Social justice:***



Social justice is an important aim of labour market policy. The legal framework is provided by politics. The public employment services offer counselling to the different beneficiaries (based on special social programmes): vulnerable groups like young school leavers who have not yet found an apprenticeship position, (ungraduated) low qualified people, unemployed persons over 50, women with interrupted careers, migrants/refugees, persons with obsolete knowledge and skills, needing updating.

Another aspect of social justice is social mobility. Here again politics have created the legal frame for penetrability of the education system, which facilitates upgrading. Especially counsellors who offer their services in the adult education institutes provide advice for upgrading. But Human resource managers and In-company trainers and coaches often support upgrading measures of their employees

### **5.2.3. Social Inclusion:**

Inclusion is also in the focus of social justice. Especially for young school leavers with physical or intellectual handicaps, (legally based measures have been created to allow them to start an apprenticeship, so getting a vocational qualification. This may be a reduced qualification or taking longer time for graduating. It can be stated that many enterprises accept it as their social responsibility to also recruit handicapped apprentices.

## **6 GLOSSARY OF TERMS USED RELATED TO COMPANY-BASED CAREER WORK**

- **AMS – Arbeitsmarktservice Österreich:** Public Employment Service Austria
- **Atypical jobs:** comprise part-time jobs, marginal employment, jobs based on free employment contracts (without the protection of a proper employment contract)
- **Constructionism and social constructionism:** relatively new philosophical frameworks, emerged around 1980s. They “emphasize narrative discourse, subjectivity, personal agency, meaning making and connect-edness between individualism and their broader contexts” (McMahon, 2014, p. 14). Social justice approach is rooted in this philosophy.
- **Crowdsourcing resp. Crowdworking** stands for the outsourcing of working processes to the working capacity of a large number of users.
- **Digital Literacy** means text comprehension, the ability to abstract, the ability to express oneself through language etc. from the classical scope of literacy, modified and extended by the challenges of the digital era like new media content creation and administration or critical assessment concerning the significance of digital (esp. social) media-based information.
- **Fit for Future:** is an state award dedicated by the Austrian Ministry of Economics to enterprises with excel-lent apprentice training

- **Ibobb – Information, Beratung und Orientierung für Beruf und Bildung:** this term comprises all measures in Austria related to career information, guidance and counselling provided by schools
- **Integrationsjahr:** for the integration of migrants and especially of refugees, the integration year offers the chance of participating in social life in Austria and enhances prospects of success on the labour market by extending and acquiring skills in various professions and occupations and assists in learning German
- **Internet of Things** means the technical vision of integrating and making manageable automatically controllable objects (“smart objects”) based on a universal technical grid and realizing machine-to-machine communication up to the greatest possible extent.
- **Logical positivism:** the dominant philosophical framework originated in the early 1900s. It “emphasizes the importance of logical proof, objective measurement and linear progression” (McMahon, 2014, p. 14).
- **Megatrends:** are already present and mark long-term changes in the global world, covering several centuries and having impact on all levels of a society ([www.zukunftsinstitut.de](http://www.zukunftsinstitut.de)).
- **MINT** is an acronym and serves as a collective term for the main subjects Mathematics, Informatics, Natural Sciences and Technology.
- **Social Inclusion:** The process of improving the terms of participation in society for people who are disadvantaged on the basis of age, sex, disability, race, ethnicity, origin, religion, or economic or other status, through enhanced opportunities, access to resources, voice and respect for rights (UN 2016, p. 20).
- **Social Responsibility:** is an ethical framework and suggests, that organizations or individuals have an obligation to act for the benefit of society at large.
- **Tayloristic principles** refer to Frederick Winslow Taylor, his efficiency guidelines and reorganisation of work processes.

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## Annex 1: List of Providers of Services Related to Professional Career Guidance, Career Counselling, Career Coaching

| <i>Providers of career guidance services to employees</i>  | <i>Short description of providers</i>  | <i>The type of services provided</i>   | <i>The target group to whom the services are provided</i>   | <i>Link to more information</i>  |
|--|--|--|---|--|
| <i>AMS: Arbeitsmarktservice Österreich</i>   | Public employment service;<br>Agencies in every federal state (altogether 9) and every county (altogether 94);<br>More than 6.000 employees  | Career information centres<br>Services for job seekers<br>Services for enterprises                                     | Job seekers<br>Unemployed<br>People with special needs (eg handicapped people, asylum seekers);<br>enterprises                  | <a href="http://www.ams.at">www.ams.at</a>                                 |
| <i>Berufs- und Bildungsberatung der Wirtschaftskammern in Österreich und ihrer Wirtschaftsförderungsinstitute (WIFI)</i> | The Austrian Chambers of Commerce (in each of the 9 federal states) have established Economic Development Institutes, which offer besides continuing education and advanced training Career guidance and Counselling | Career information<br>Individual Counselling<br>Tests, potential analyses<br>Trainings<br>Presentations, events        | Young people, Schools<br>Adults (employed or unemployed)<br>Enterprises   | <a href="http://www.wifi.at">www.wifi.at</a>                               |
| <i>Bildungsberatung der Arbeitskammern in Österreich</i>   | The Austrian Chambers of Labor (in each of the 9 federal states) offer a wide range of information and guidance, addressing especially the laboring classes  | Comprehensive Career information and guidance  | Pupils, school leavers<br>Parents,<br>Employees: digital upgrading  | <a href="http://www.arbeiterkammer/bildung">www.arbeiterkammer/bildung</a> |
| <i>Berufsförderungsinstitute (bfi)</i>   | The Austrian Chambers of Labor (in each of the 9 federal states) have established vocational training institutes   | Career information and guidance<br>Career counselling: career decisions, career change, upgrading<br>Competence checks | Young people at the beginning of their career<br>People who need upgrade or want a career change                                | <a href="http://www.bfi.at">www.bfi.at</a>                                 |
| <i>Österreichische Gesamtinitiative Bildungsberatung im Bereich Erwachsenenbildung</i>                                   | Initiative of the Austrian Government/Ministry of Education;<br>Nationwide (in each federal state) comprehensive regional  | Counselling in questions of adult education;<br>Career information and guidance;                                       | Every citizen;<br>Online Counselling addresses especially persons who seek career counselling independent of location and time; | <a href="http://www.bildungsberatung.at">www.bildungsberatung.at</a>       |

|                              |  |   |  |  |
|------------------------------|--|---|--|--|
|                              | networks of a multitude of providers, offering career guidance and counselling   | Analysis of competences;<br>Online Career Counselling                     | Persons with restricted mobility<br>Persons who seek Anonymity |  |
| <i>Volkshochschulen Wien</i> | Volkshochschulen are community colleges, thus being widespread over Austria; mostly they have the legal status of an association | They coordinate the above mentioned initiative of the Austrian Government | Every citizen  | <a href="http://www.vhs.at">www.vhs.at</a> |

Table 1: List of providers of services related to professional career-guidance, career counselling, career coaching, and related forms of career development support for employees