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Connecting Career Counselling and Human Resource Development in
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IO2

NATIONAL REPORT

Austria

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National survey on the current practices, needs and requirements of
experts and professionals in the fields of CGC and HRM in Austria

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1 INTRODUCTION

This report presents the Austrian results of two surveys that were sent to professionals in the fields of career support for adults by the Danube University Krems. The surveys aimed at gathering information on the current practices, needs and requirements of the project's two main target groups:

- Experts and practitioners in the professional field of career guidance and counseling (CGC) services
- Experts and practitioners in the professional field of human resources management.

Two separate survey forms in German were created to collect data from these professionals. Data was collected with an online survey placed in the project website, and the link to the survey was sent to participants by e-mail. Data was collected during September-October 2020. In this report the results of the two surveys are presented and the findings are discussed and they are synthesized and conclusions are presented at the last part.

1.1 Target Groups

Our survey aimed at reaching two groups. During the data collection, 16 participants from each target group completed the survey.

Career Guidance and Counseling Professionals:

The link to the online questionnaire has been sent by e-mail to:

- Alumni of the relevant Master Study Programmes “Bildungs- und Berufsberatung” (*Career Guidance and Counselling*), offered by Danube University. The curriculum addresses part-time students, what means that all students are already working in the CGC-field and have professional experience with career guidance and counselling.
- Selected Alumni of the Master Study Programme “Professional Teaching and Training” (*Human Resource development*), offered by Danube University as part-time study programme; from the alumni those have been chosen who already work as counsellors.
- Selected Teachers of the Master Study Programmes “Bildungs- und Berufsberatung” and “Professional Teaching and Training”, who work as part-time teachers in this study programmes, but are in their main profession counsellors.
- Recipients of the Newsletter of the Educational Network Lower Austria
- Recipients of the Newsletter of the ibw Austria – Research and Development in VET, addressing Career Guides and Counsellors

Human Resource Management Professionals:

- Alumni of the related Master Study Programme “Professional Teaching and Training” (*Human resource development*), offered by Danube University. The curriculum addresses part-time students, what means that all students are already working in the HR-field and have professional experience with personnel development.
- Teachers of the Master Study Programme “Professional Teaching and Training”, who work as part-time teachers in this study programme, but are as specialists of personnel development also employed in enterprises or have their own business, thus having professional experience in HRM.
- Selected enterprises who have proved their engagement in personnel development by having applied for the Austrian Fit for Future award.
- Recipients of the ibw Newsletter (*ibw Austria - Research & Development in VET*) for trainers in in Human Resource development

2 CURRENT PRACTICES, NEEDS AND REQUIREMENTS OF CGC PROFESSIONALS

2.1 Respondents

In this survey, 16 career practitioners took part (Figure 1). In the Austrian sample 6 respondents work in Public Employment Services and represent with 38% the biggest group. 4 persons (25%) are affiliated with adult education institutions and again 4 (25%) with independent career counselling facilities, 1 respondent declares him/herself as independent career counsellor and another person refers to his/her special issue of counselling which is competence management and development. Nobody works in the context of schools or universities, professional representations or social services. Thus, the sample does not show the widespread actors of career counselling in Austria. Yet it may be stated that (with 86%) the most important players have been reached.

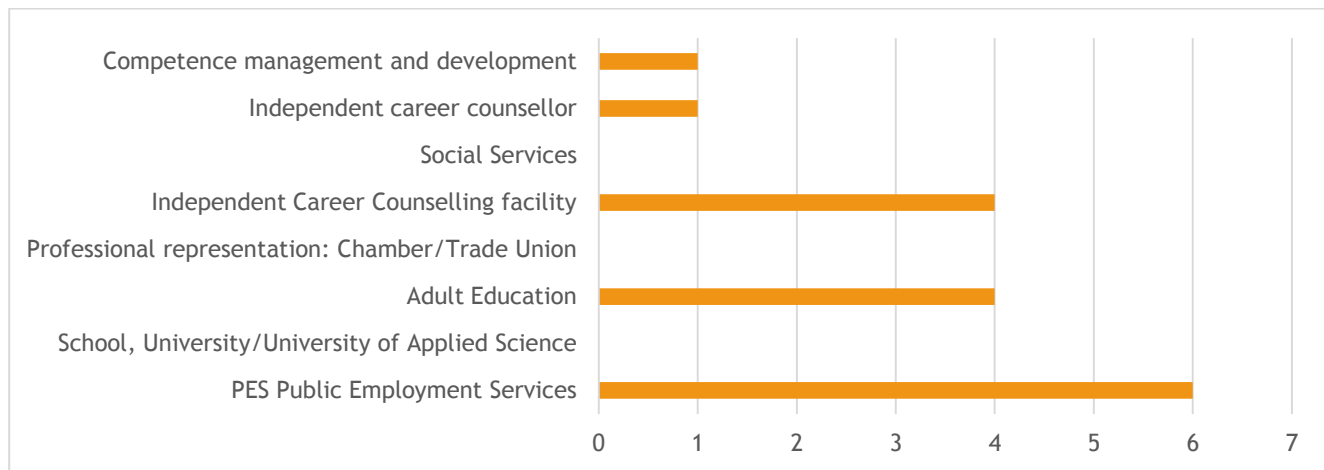


Figure 1 Professional domains of the respondents

2.2 Organisational and professional context

Austrian data indicates that 14 respondents work as counsellors, only 1 person is the head of the counselling department and another 1 has the function of a director. Moreover, 7 respondents work full-time and 9 of them work part-time. This may prove a low professionalization of career guidance and counselling in Austria

Regarding the organisations they work in (Figure 2), 8 respondents (50%) work in small counselling businesses (up to 49 employees), 6 represent a single person business, and 1 respondent works in institutions with 50 to 249 employees and 1 participant in institutions with 250 to 499 employees. This shows that career counselling in Austria is divided in small sections. Only the Public Employment services are bigger organizations, yet structured in smaller units. Four of the 6 respondents from the public employment services state that their institution belongs to the category up to 49 employees, while only two participants declare that their institution has between 50 to 249 resp. 250 to 499 employees.

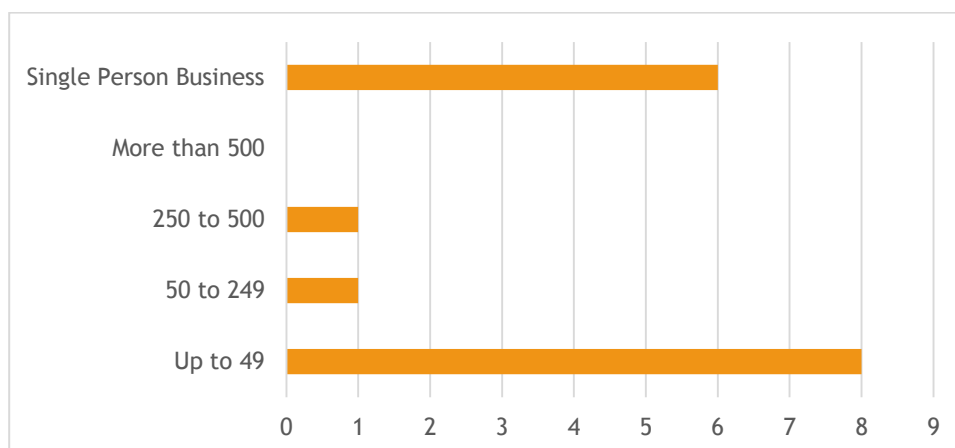


Figure 2 Size of the enterprises

2.3 Involvement in the HRM life cycle

In this paragraph the answers to the following questions are presented: How is CGC involved in the enterprises according to the professional life cycle? By which activities? (analysis questions 4, 5 and 6)

The career counsellors and specialists estimate their role as very important in the following phases of the professional life-cycle (See Figure 3): Development of professional and social competences (9 respondents), management of change (9 respondents), and development of professional knowledge and skills (8 respondents). For these issues the expertise of professional counsellors is seen as welcome.

If we add up the frequencies “very important” and important”, the integration of new employees (10 respondents) and recruitment also come into the focus. Only few persons valued some of the activities as “not being important” or “not applicable”.

Under the “other” option, there were some remarks related to return from parent’s leave and adapting to the late work-phase as well as preparing for the post-work phase. It is interesting that some respondents also see their role in internal job changes and in the development of taking manager functions. This would require close connections of HRM and CGC professionals. In addition, the support of career decisions (of young people) and talent- and career management have been mentioned.

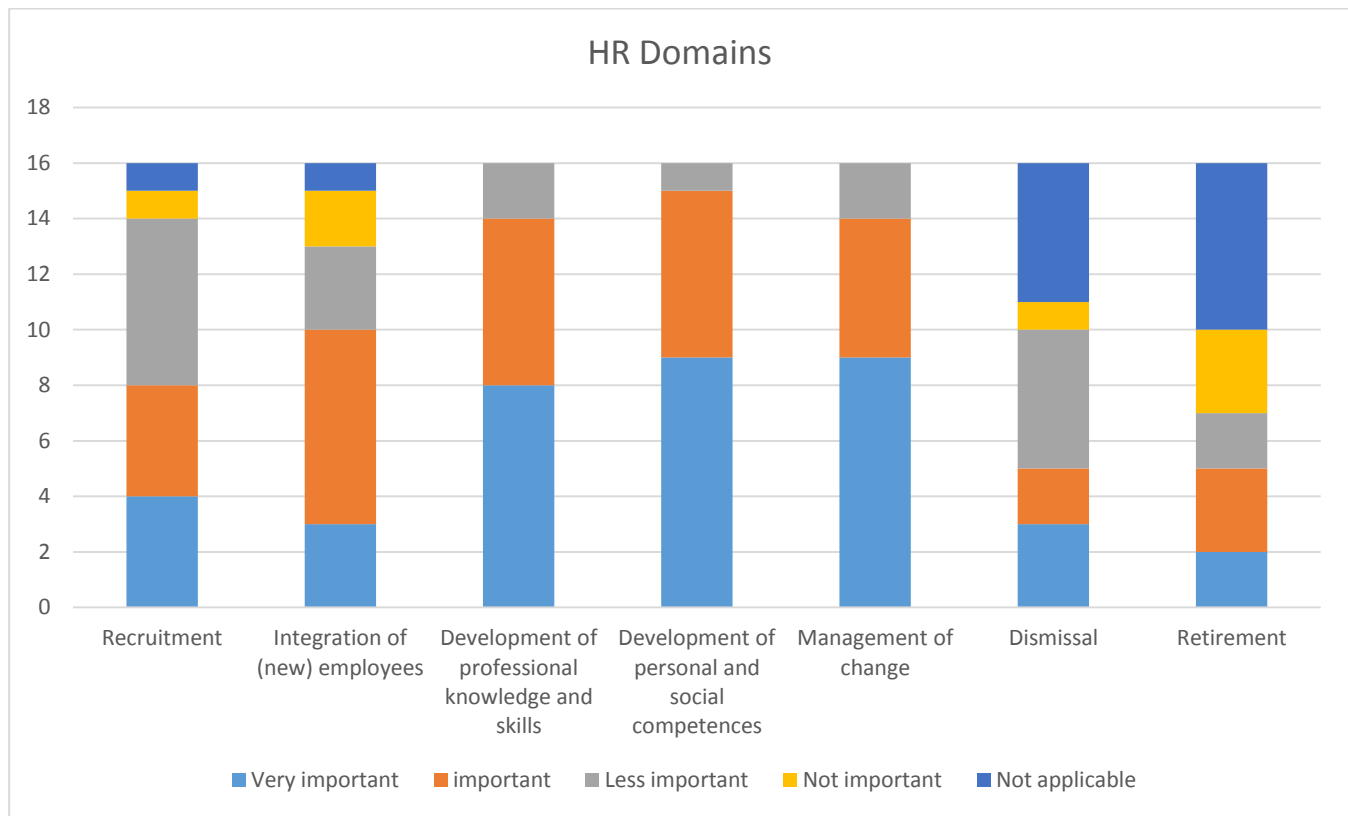


Figure 3 Roles of the career counsellor in the domains of the professional life cycle in enterprises

Despite of the perception of high value of their role in the professional life-cycle, it is surprising that activities provided by CGC professionals in cooperation with companies are rather rare (See Figure 4). If we add the frequencies in “very often” and “often” referring to providing activities directly with enterprises, only “designing & managing programmes for career development & and training” as well as “taking initiatives for quality development & innovation” have been stated by 7 resp. 9 respondents. Yet “counselling career decisions” and “counselling and planning career promotion” do obviously also happen together with enterprises.

Under the “other” option following issues were mentioned: contacts with enterprises in order to arrange work experience; information making enterprises familiar with the offers of career guidance and counselling; support in the recruiting process; gender-related counselling; information concerning subsidies for further education and training; several respondents mentioned planning and implementation of learning and training activities/moderations/coaching/competence diagnosis.

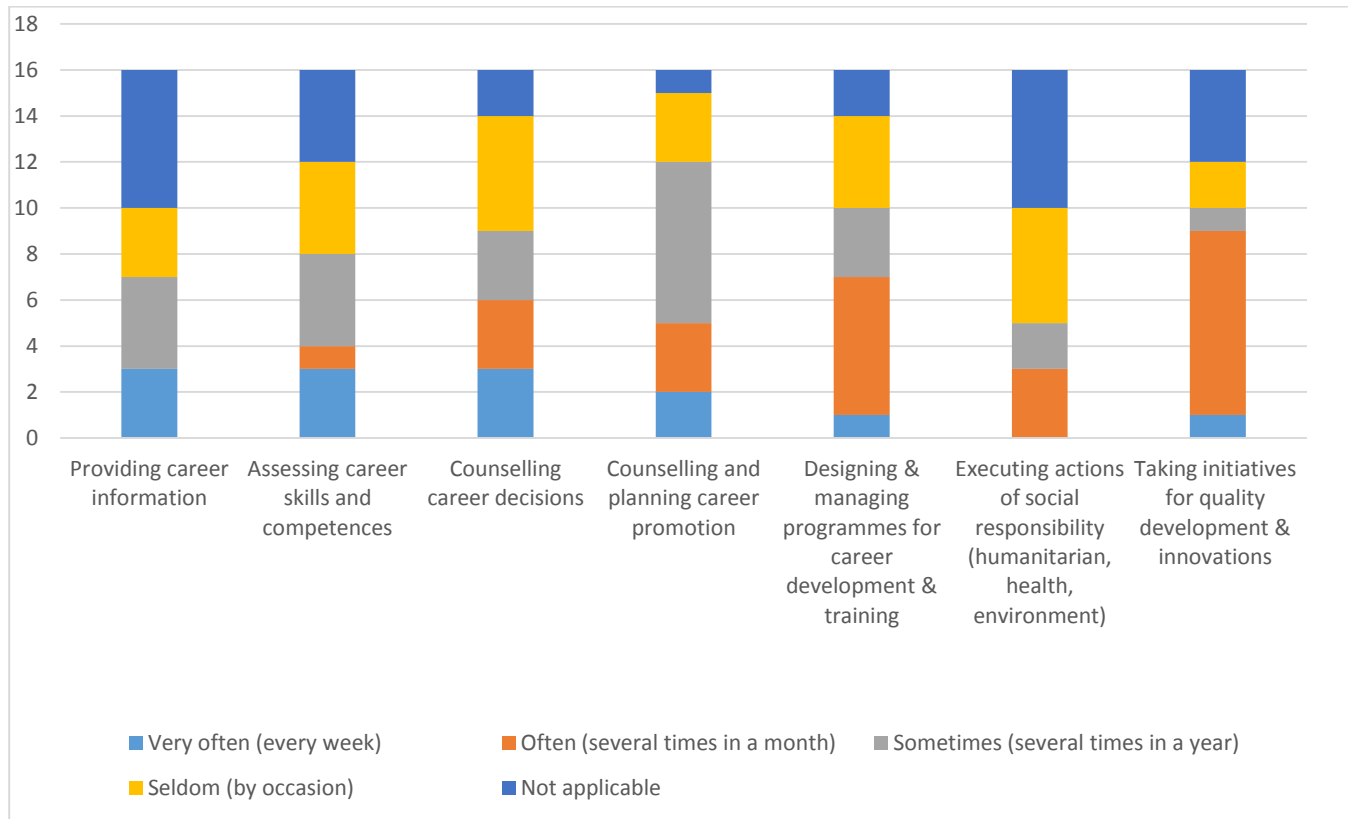


Figure 4 Responses on the frequency of performing professional activities

Last, only 2 participants agreed that they play a role in the formal onboarding process of an enterprise.

2.4 The role of CGC in enterprises

In this paragraph the answers to the following questions are presented: Which role does career counselling play in enterprises? What might motivate enterprises to cooperate with CGC practitioners? Who are in this case the beneficiaries? Which are the issues of counselling? In which way is it provided? (analysis questions 7, 8, 9 and 10)

Regarding the question exploring “important reasons” for providing career counselling in enterprises, 14 respondents answered with “finding individual solutions”, 13 respondents with “rising the credibility of the counselling because of the professionalism of the counsellor” and 11 answered with “improve the sustainability

of learning” (See Figure 5). Some remarkable reasons were mentioned under the “other” option: supporting diversity of generations by education and training, appreciation of the employees, sustainable further development of the employees through health promotion. One argument was stated as “targeted orientation of the employees with view to the enterprise goals.”

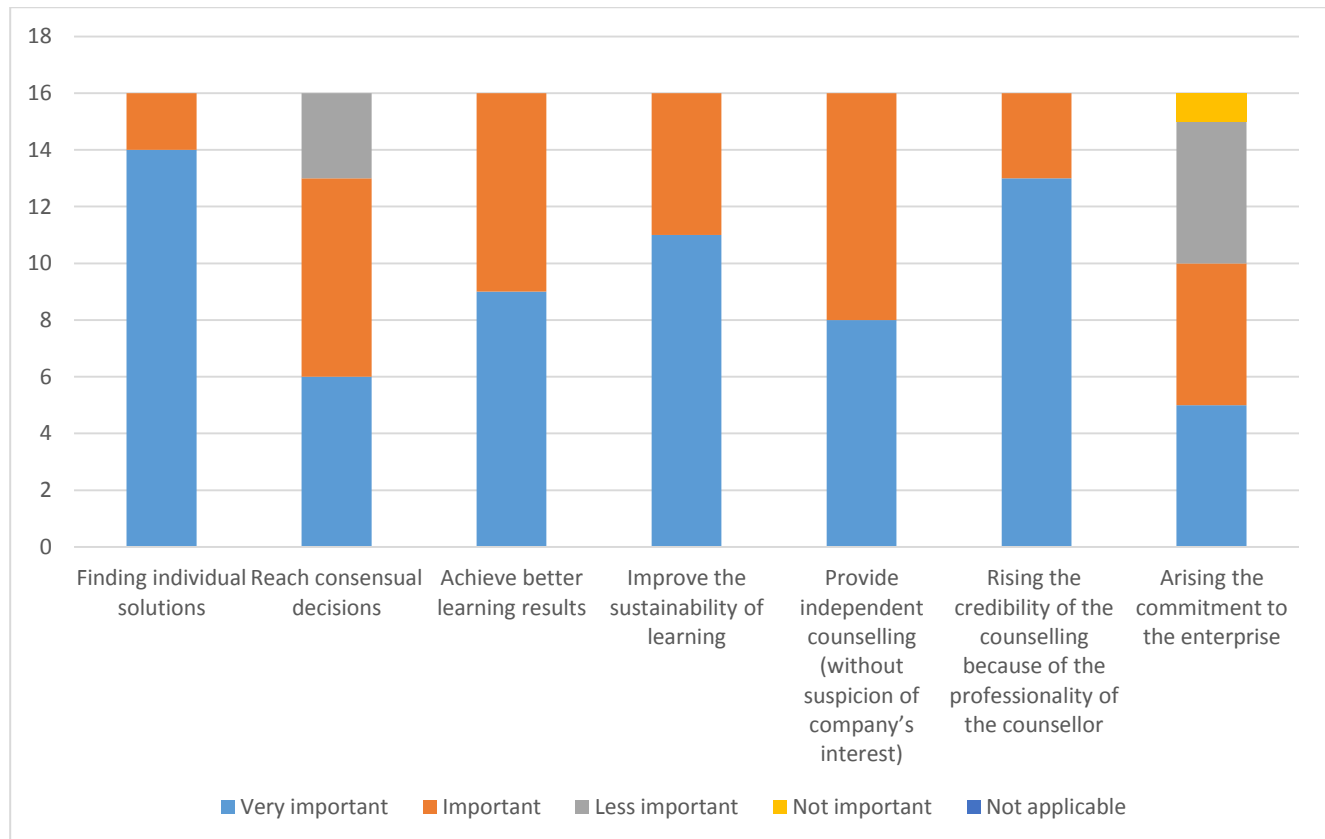


Figure 5 Perception of importance of the reasons for providing career services

The groups of employees who receive counselling from the respondents are diverse (Figure 6). The answers do not show any significant group as the dominant group. If we add the answers “very often” and “often” with respect to the frequency of counselling, apprentices/trainees, migrants and elder employees (50+) get a little more attention than other groups. It is remarkable, that employees threatened by dismissal and those preparing for retirement have a very high number of respondents valuing “not applicable”. Under the “other” option trainees, young people and early school leavers are mentioned, but also managers and (surprisingly) overqualified personnel.

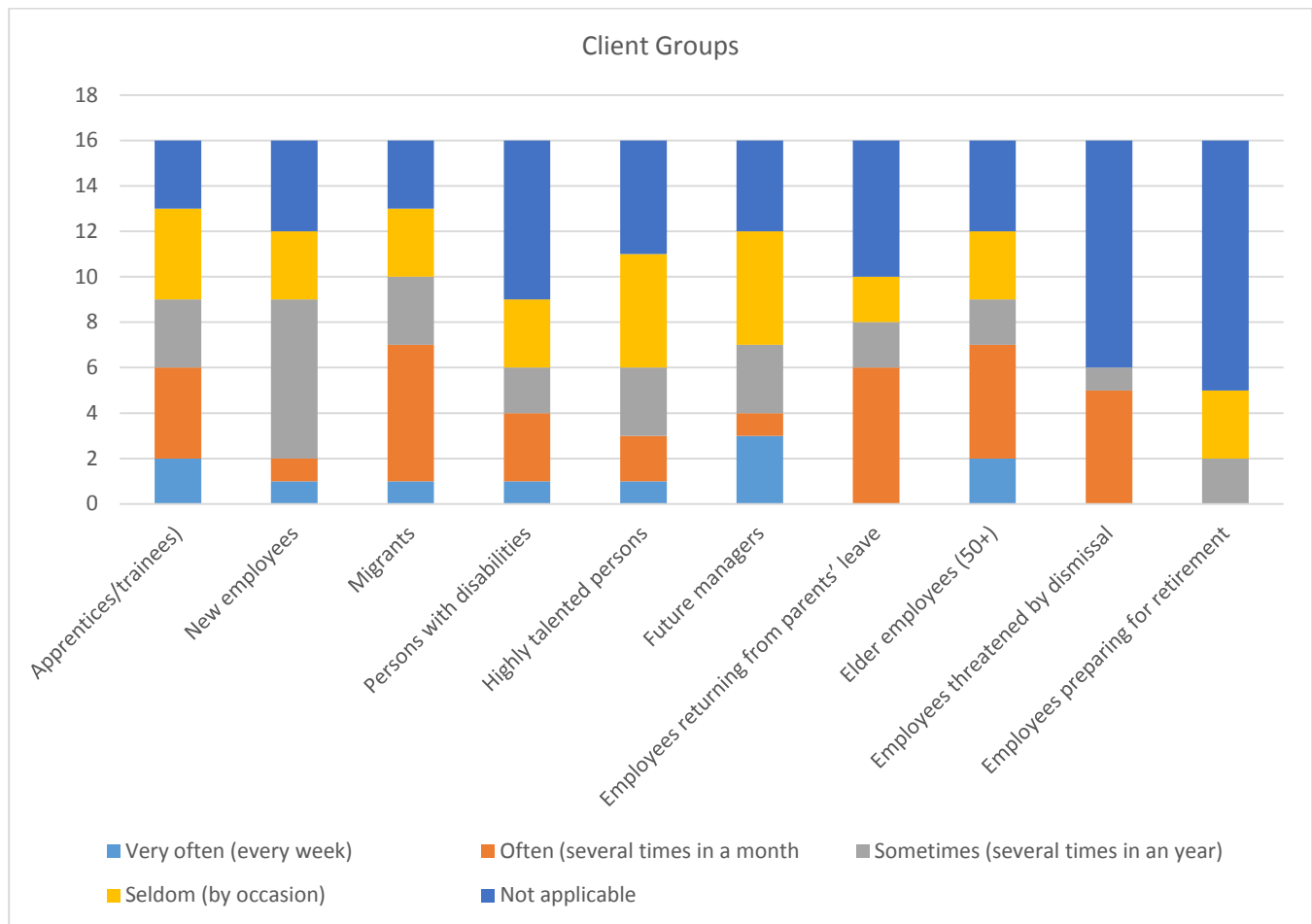


Figure 6 Provision of career services to different client groups in the enterprise

Figure 7 indicates that clearly the most frequent issue of counselling is further education and training followed by career planning. Under the “other” option following issues are mentioned: career orientation/finding a reasonable profession; recognizing own resources/encouragement (biography-oriented counselling); compatibility of family and work, care for children and relatives needing high maintenance; career interests of elder people, interests for non- traditional gender vocations; stress caused by long travelling to the workplace; acknowledgement of diploma gained abroad, catching-up of diploma; comeback after a period without working; job seeking and job application coaching. One person mentioned a special challenge for counsellors: the labour market service sends clients and expects career plans.

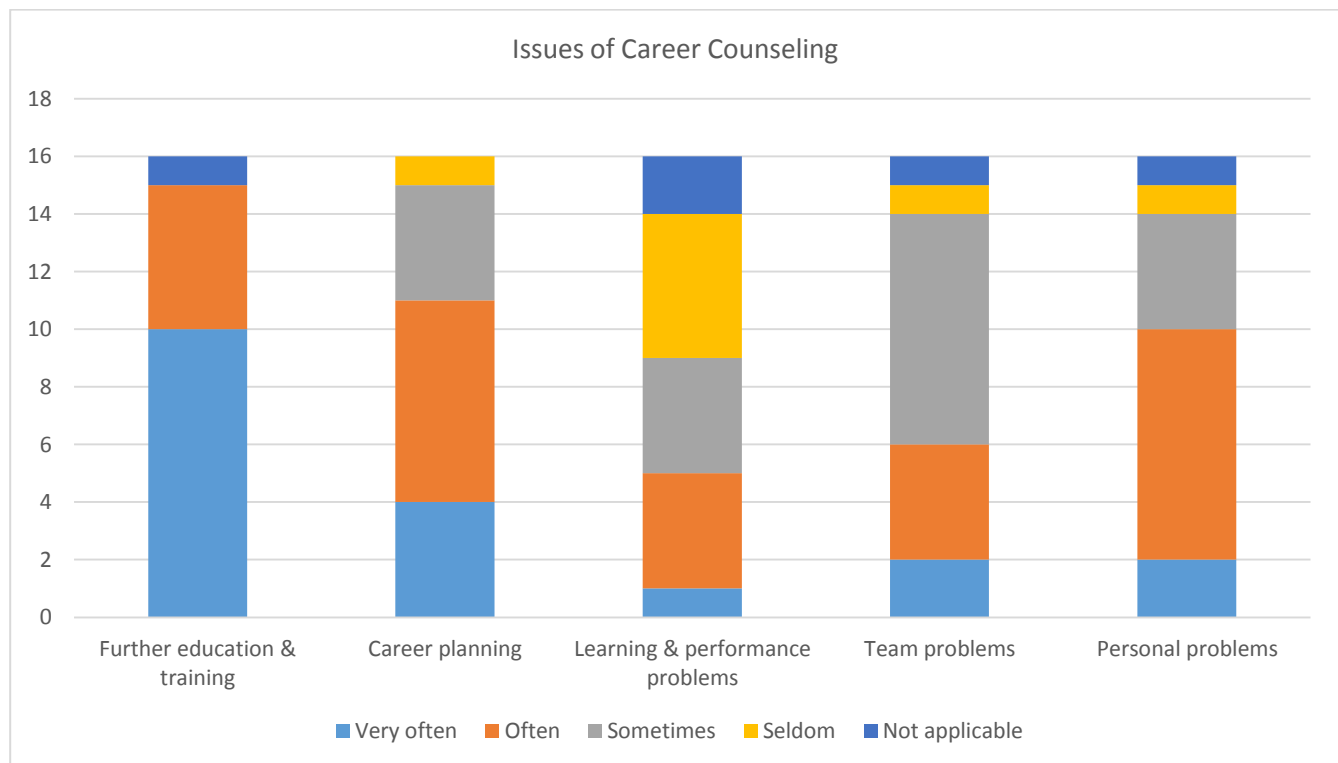


Figure 7 Issues of Career Counseling

The most common modalities of career counselling provided for enterprises are “off the client’s workplace”, “one to one” dialogue, “self-reliant (without enterprise persons)” (Figure 8). Yet it is interesting, that counselling “in groups” is also practiced rather often as well as counselling “together with (enterprise) internal managers/trainers/coaches”. Under the “other” option, some more complex modalities were mentioned: competence workshops, career information days. Additionally, 3 responses referred to digitalized counselling modes: virtual/online/remote counselling.

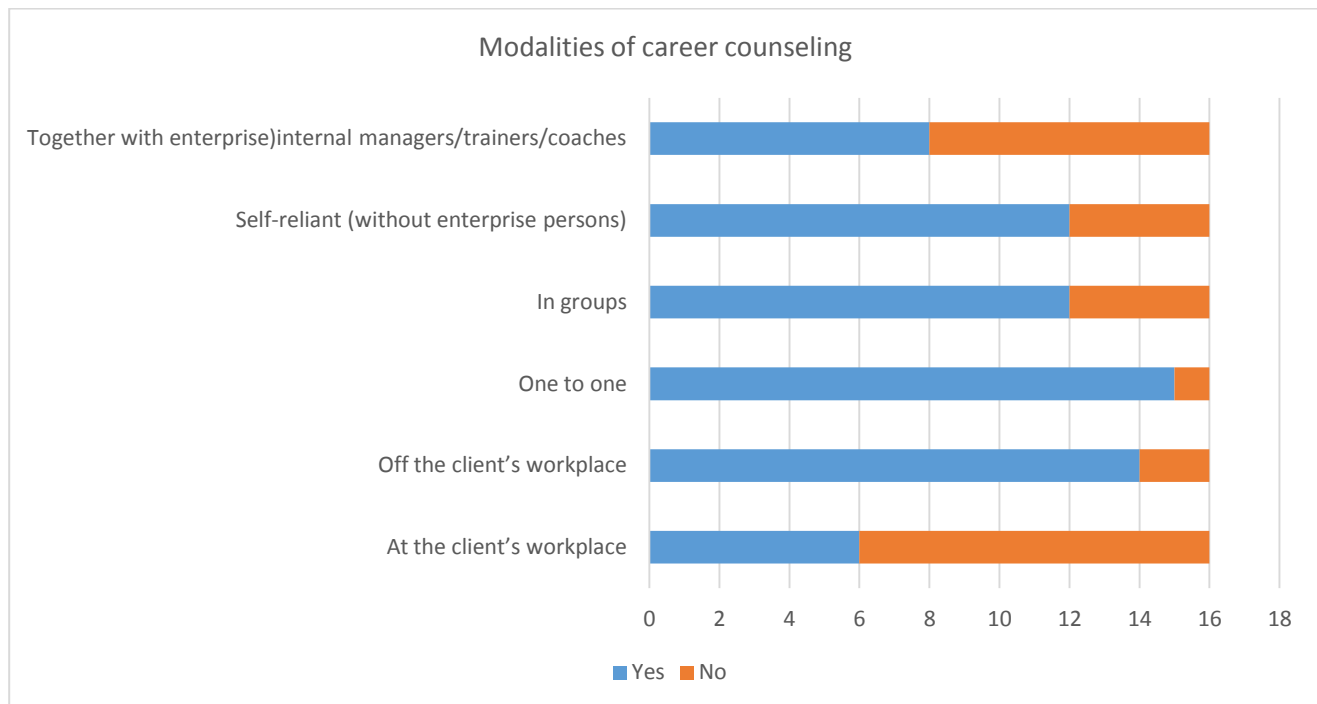


Figure 8 Modalities of career counselling provided to enterprises

2.5 Developing knowledge, skills and competences of the career worker

In this part, the answers to the following questions are presented: How do CGC practitioners gain the necessary knowledge, skills and competences to fulfil their cooperative roles for enterprises? (analysis question 11)

Figure 9 shows that for the counsellors the most important sources for updating their knowledge, skills and competences are “Self-study (internet, MOOCs, books etc.)” mentioned by 14 respondents as “very important”, followed by “Enrollment in continuing education (face to face and blended learning)” and “Attending short training courses/workshops/conferences (each 10 respondents evaluated as “very important”). Former education does not seem to play a big role. Under the “other” option, it became clear that informal learning through diverse professional contacts also plays an important role: active and widespread networking, openness and curiousness towards innovative developments have been mentioned.

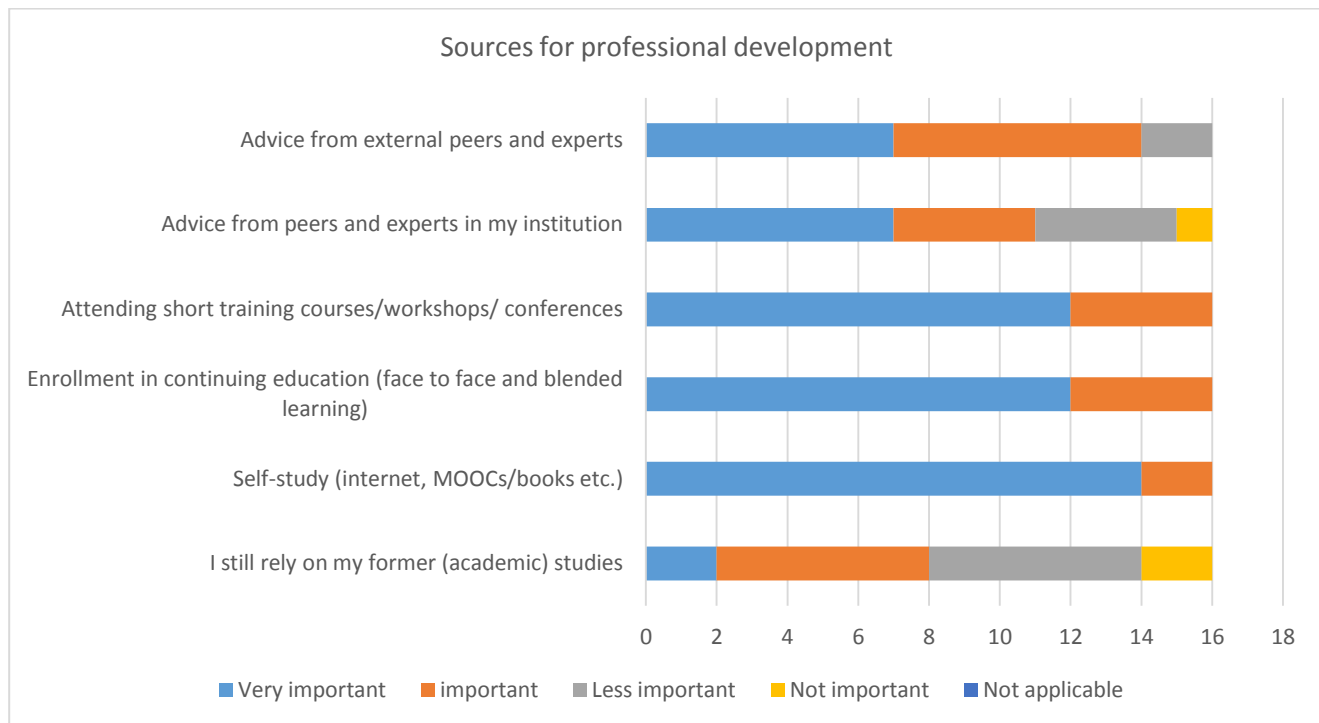


Figure 9 Sources for knowledge, skills and competences development

2.6 Interactions/networking and co-operations between the actors of CGC and HRM

In this paragraph the answers to the following questions are presented: Do interactions/networking and co-operations already exist between the actors of CGC and HRM? Which benefits are being expected? (analysis question 12, 13 and 14)

Questions 12 and 13 were directed to already existing interactions and cooperation between HRM and CGC professionals. The responses show that contacts or even cooperation are given but are not very intensive (Figure 10).

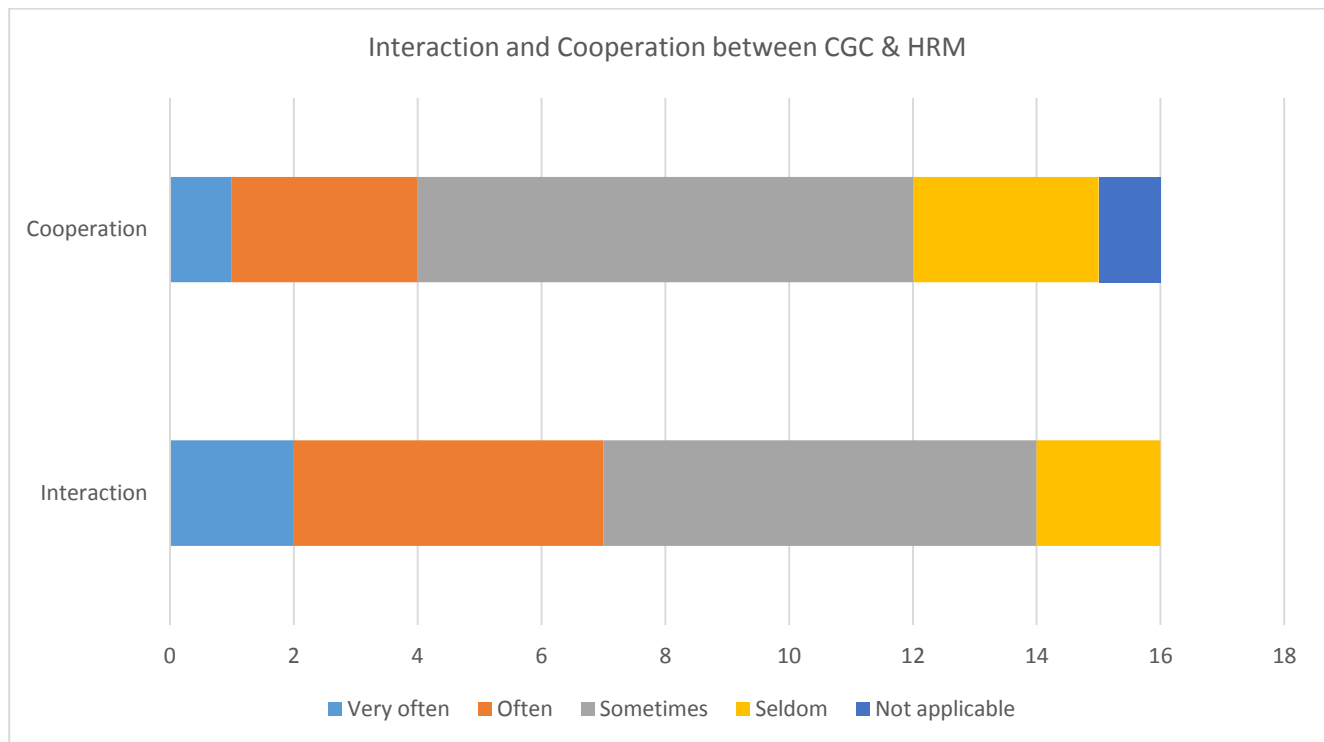


Figure 10 Frequency of interaction and cooperation with HRM professionals

Figure 11 presents the benefits which career counselling professionals might expect from working together with members of enterprises or entrepreneurial representations.

“Exchange of experiences” (10 responses), “Learn about best practice examples” (9 responses) and “Learning from each other” (8 responses) are valued as “very important”. It is remarkable, that none of the mentioned benefits have been declared as not important or not applicable. Thus, we may derive a given willingness for interaction and cooperation.

Under the “other” option, the following expectations were stated: a new professional orientation, a broader know-how, exchanging expects of a reasonable work; widening the personal network, information concerning projects/initiatives/innovations in the world of work; improving the education of career counsellors in schools; generating mandates. Apart from these more personal benefits, a more general statement has been expressed: strengthening the commitment, acceptance and esteem between the professionals in the fields of HRM and CGC.

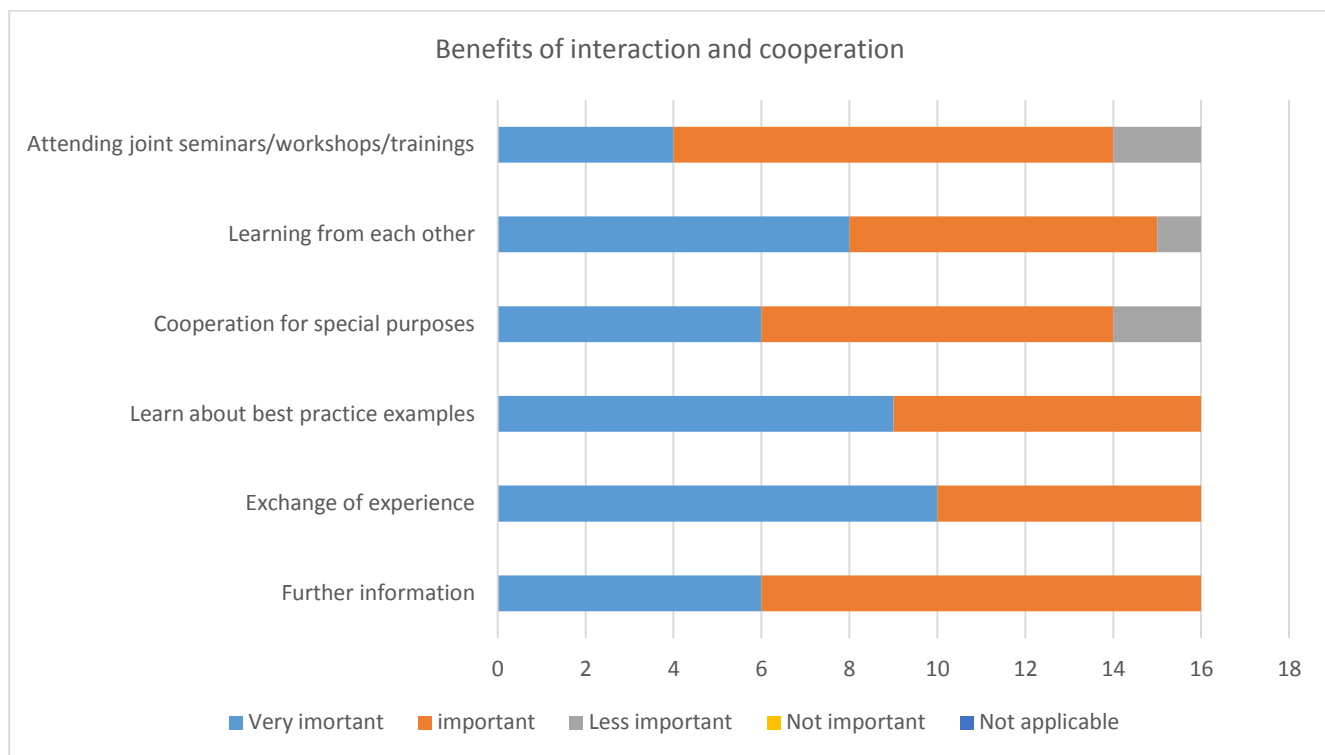


Figure 11 Ratings of benefits from cooperation with representatives of professional institutions or independent experts from the field of Career guidance and counselling

2.7 Challenging issues (qualitative analysis open questions 15, 16 and 17)

Regarding topics and problems that are currently most challenging for career counsellors, respondents mention the following issues in each question:

Question 15

Question 15 is directed to topics and problems which are currently most challenging in CGC.

The following important points have been mentioned:

- *Diversity (generation and gender)*
- *Economic crises caused by Covid-19*
- *Demotivation*
- *Value of lifelong learning*
- *Lack of Cooperation*

With view to the demographic development **generation diversity** of the workforce will play a role, including the elder experienced generation but also the young generation to ensure sustainability. Another not yet reached aim is **gender diversity** in management positions and more women in non-typical gender professions. Also, ethnic diversity is a point. A big challenge is at present the **economic crisis caused by Covid 19**. It provokes reduction of personnel and of training programmes. Another problem is the **demotivation** of the employees by working pressure and bullying. To avoid frustration investment of time and money in further education of employees is helpful as well as promoting professional reorientation. The **value of lifelong learning** should be better recognized. Some enterprises are biased that well qualified employees may leave the company or become too expensive. Some counselling professionals regret that the **resource of cooperation** is too rarely used. From the enterprise side they assume, there is skepticism towards external influence. Another argument is that individual goals of employees may conflict with the goals of the enterprise. They feel that it is difficult to build a solid communication base. Yet especially in unstable times cooperation may give security. One person stated that HR departments are not sufficiently informed of the possibilities and the potential of career guidance and counselling.

Question 16

Question 16 explores the helpful measures to cope with the indicated problems.

Following issues mentioned:

- *Positive perspective on lifelong learning*
- *Self-evident element of the corporate culture*
- *Networking and joint seminars and workshops*
- *Having a platform for cooperation and interaction*

One respondent mentioned the need for a more **positive perspective on lifelong learning**, recognizing education and further training as enrichment, not as a necessary (ordered) evil. Further training and learning should become a **self-evident element of the corporate culture**, showing the appreciation of each employee. **Networking and joint seminars and workshops** of HR and CGC professionals will create benefits. Short and digital training offers may be useful. One respondent proposes to describe the counselling offers on a special **platform**, adding that a higher budget will be needed.

Question 17

Question 17 gives the opportunity for further remarks. Main issues stated are:

- *Importance of including SMEs in career counseling*
- *Awareness about lifelong guidance*
- *Good practice examples*
- *Cooperation of CGC and HRM on burn-out and promotion*

One person underlines the importance of **SMEs** being included in Career counselling. The awareness of **lifelong guidance** is put into the focus. A demographic orientation of counselling is mentioned as being necessary. Good practice examples may act as **role models**. An interesting aspect is the **cooperation of HRM and CGC** may be useful avoiding burn-out and promoting health.

2.8 Conclusion

The sample of Danube University Krems comprises 16 CGC professionals, the majority related to PES Public Employment Services (38%), other well represented domains are Adult Education and Independent Career counselling facilities (each 25%). 50% are working in small counselling businesses (up to 49 employees) and 38% run their own single person business. These facts show a realistic picture of the career counselling scenery in Austria. Even the public employment services are structured in small regional units (bringing them closer to the clients). Majority of the participants work as counsellors (87.5%), only 2 of them have leading functions.

The counsellors and managers see their most important role in the professional life cycle in the management of change, together with development of professional knowledge and skills, followed by development of personal and social competences. This sounds understandable and being in accordance with their central expertise.

Their activities in cooperation with enterprises are quite diverse, and not yet very intensive, because many respondents declare that they provide these activities rather seldom or that they are not applicable, even counselling career decisions. On the other hand, 50% of the participants declare that they rather often take initiatives for quality development & innovation. In this regard their special knowledge and know-how is welcomed in the enterprises.

The counsellors value as most important reason for providing career counselling in enterprises “finding individual solutions”. Yet “rising the credibility of the counselling because of the professionalism of the counsellor” is also esteemed as a very important reason (followed by “Improve the sustainability of learning”) and do not really show a special favoured group. Slightly more in the focus are elder employees (50+) and migrants. The clearly most frequent counselling issue is further education & training. Career planning is the next important one.

Counselling is mostly offered off the client’s workplace and as one to one talk. Yet counselling in groups is also common. Usually the counsellor acts self-reliant (without enterprise persons).

For counsellors the most important source for updating their knowledge and know-how is self-study. In addition, 75% of the respondents state as well the enrollment in continuing education as attending short training courses/workshops/conferences.

Almost 90% of the respondents affirm interactions with HR professionals, at least several times in a year and 75% even affirm cooperation. The counsellors expect as important benefits from interaction and cooperation the exchange of experience, learning about best practice examples and learning from each other. The

willingness to attend joint seminars/workshops/trainings is obviously rather high. Almost 90% value such events as very important or important.

The question concerning intersections between HRM and CGC and how they are managed resp. what is needed for constructive solutions will be answered in a separate synthesis document.

3 CURRENT PRACTICES, NEEDS AND REQUIREMENTS OF HRM PROFESSIONALS

3.1 Respondents

In total there were 16 responses analyzed for the results. The Austrian sample comprises enterprises from all business domains except banking, finance and insurance. Big enterprises (more than 500 employees) dominate with 38%, followed by small enterprises (up to 49 employees) with 31% and medium-sized enterprises (50 to 249 employees) with 25% (Figure 12). In small enterprises the entrepreneur himself answered the questionnaire and is obviously responsible for Human Resource Development. Medium-sized and big enterprises have a more distinct hierarchy with specialized positions for the personnel work.

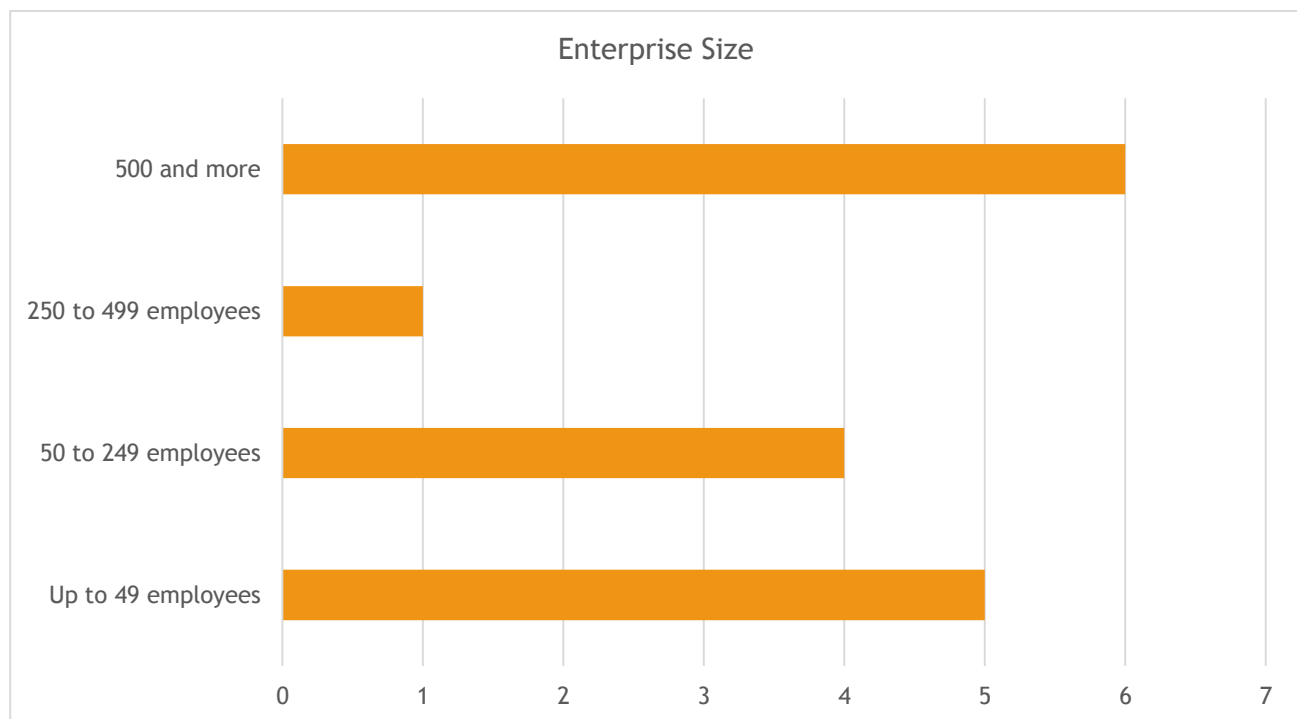


Figure 12 Size of the enterprises

Figure 13 indicates that services and industrial production proved to be the most frequent domains. The business domain has not shown a special influence. Half of the respondents are engaged full-time in personnel development. The other half fulfils this task as part-time job.

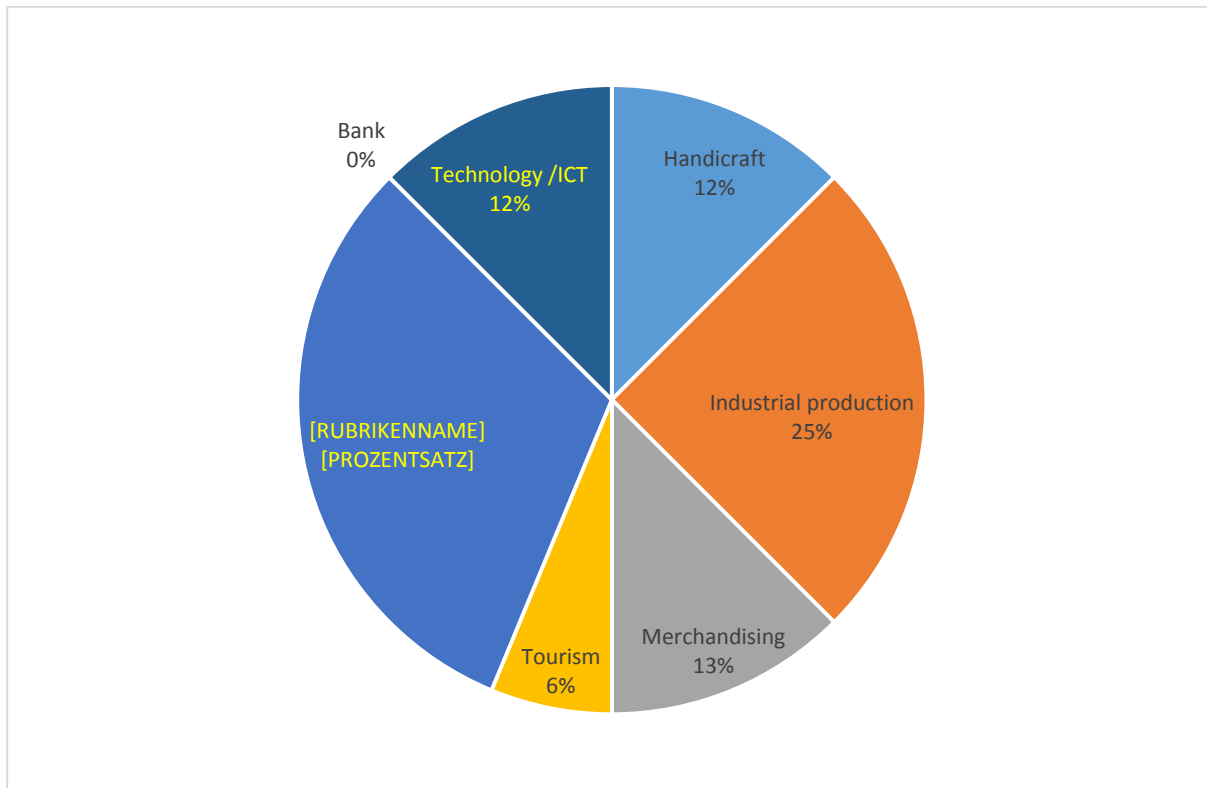


Figure 13: Business domains

The majority of respondents work as entrepreneurs resp. human resource managers, HR consultants and managers of development and training, in various size companies, working in different sectors. The survey was also completed by one staff coordinator and one business partner. 50% of the respondents work full time; 50% work part-time.

3.2 Involvement in the professional life cycle

In this part the answers to the following questions are presented: How is HRM involved in the professional life cycle? By which activities? (analysis questions 4, 5 and 6)

Figure 14 presents that the role in the recruitment process is considered as the most important one followed by the role in management of change and development of professional knowledge and skills. If we add the answers “very important” and “important” the integration of new employees appears also to be important.

In addition, under the “other” option, following domains were mentioned: working atmosphere, conflict management, mentoring, successor development, employer branding.

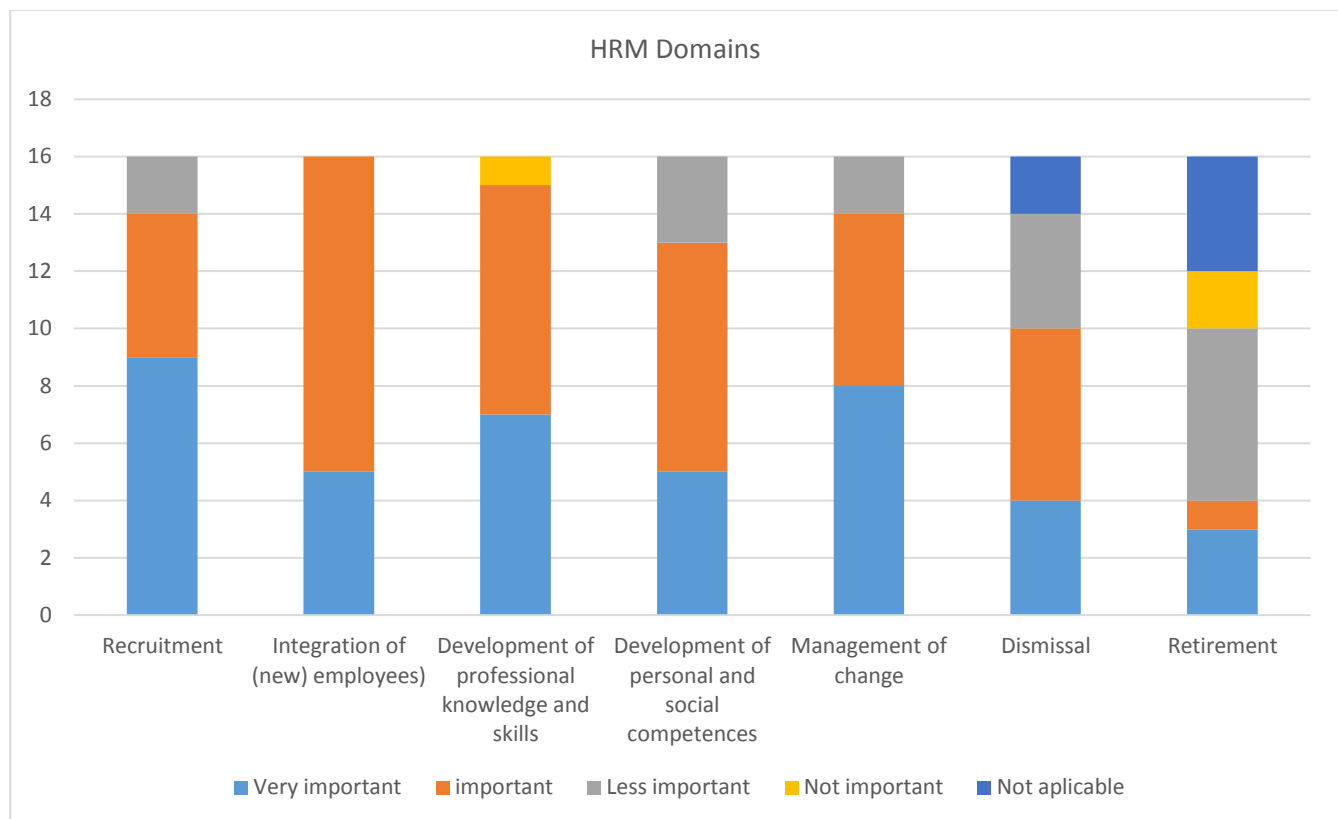


Figure 14 HRM Domains and their importance for the professional life cycle

14 out of 16 respondents reported that their enterprises have a formal onboarding process and the respondents take part in this process.

As most frequently conducted activities the respondents have mentioned (Figure 15): Taking initiatives for quality development & innovation, assessing career skills and competences, executing actions of social respon-

sibility. If we add the answers “very important” and “important” designing & managing programmes for career development & training also are considered as frequent tasks.

Under “other” option the following tasks have been mentioned: Project planning & managing, digitalization of HR-processes, personnel marketing, teaching/training/coaching, workshop moderation, employer branding

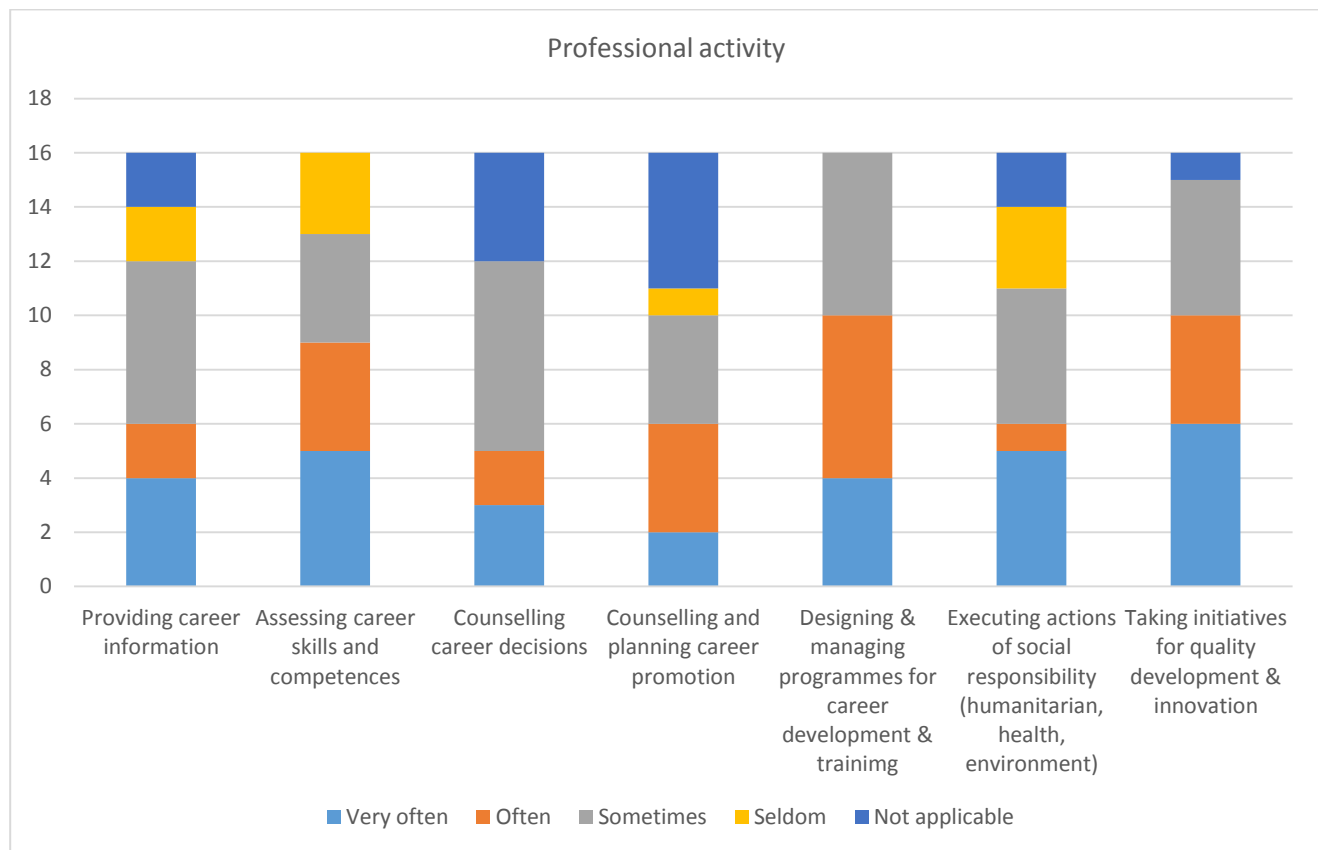


Figure 15 Frequency of professional activity

3.3 The role of CGC in enterprises

In this paragraph the answers to the following questions are presented: Which role does career counselling play in HRM? What motivates enterprises to offer career counselling? Who are the beneficiaries? Which are the issues of counselling? In which way is it provided? (analysis questions 7, 8, 9 and 10)

The HR specialists assess the role of career counselling as very important or important for their enterprises (See Figure 16). It is remarkable that 12 respondents chose “Arising the commitment to the enterprise” as the most important motivation to provide career counselling to their employees, followed by “increasing sustainability of learning” (11 votes). Nobody declared career counselling as not important or not applicable.

Other reasons mentioned were raising the motivation of the employees; preparation to take management function; talent promotion; employer branding; strengthen the know-how in the enterprise.

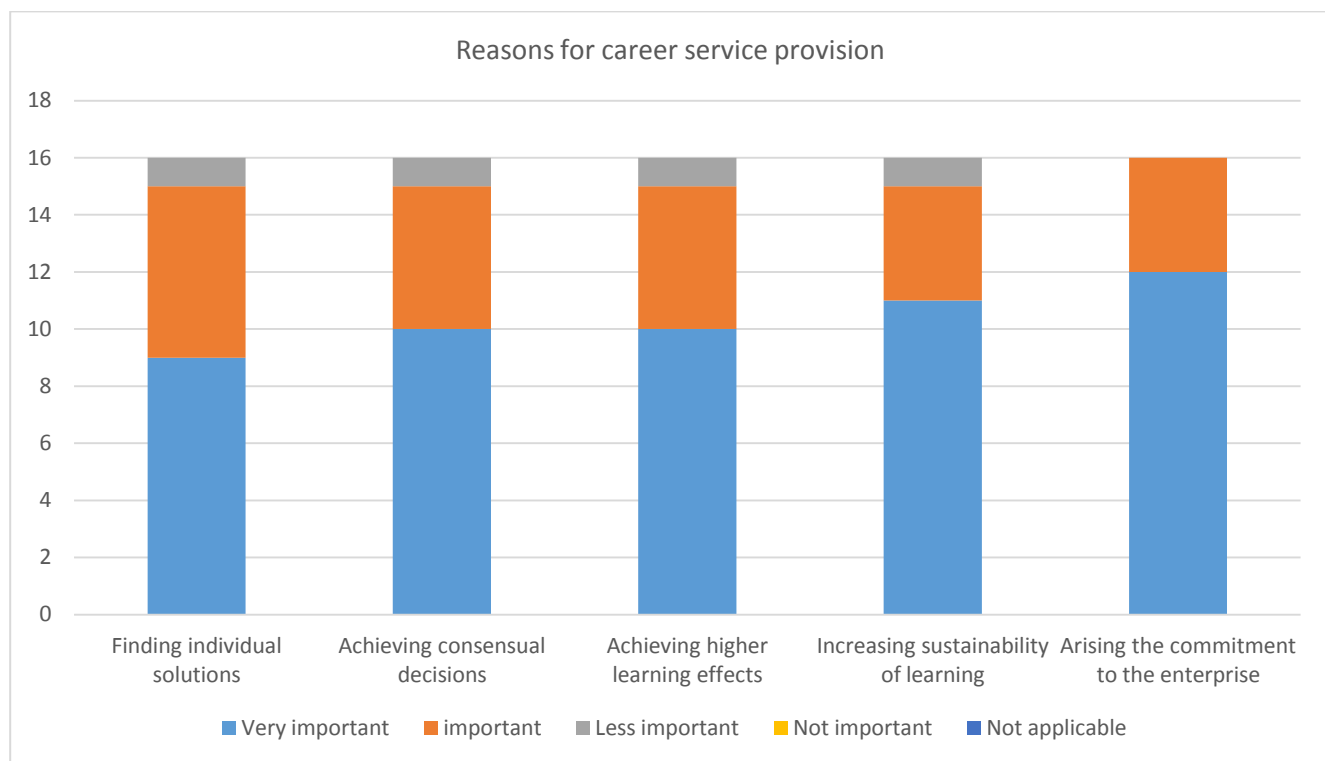


Figure 16 Perception of importance of the reasons for providing career services

The answers concerning the frequency of career counselling provided for special groups of employees were very diverse (Figure 17) and do not show that special groups are favored. Yet manager candidates, highly tal-

ented persons and new employees are a little more in the focus of career counselling than other groups. Under “other” there was only one answer: everybody in the enterprise.

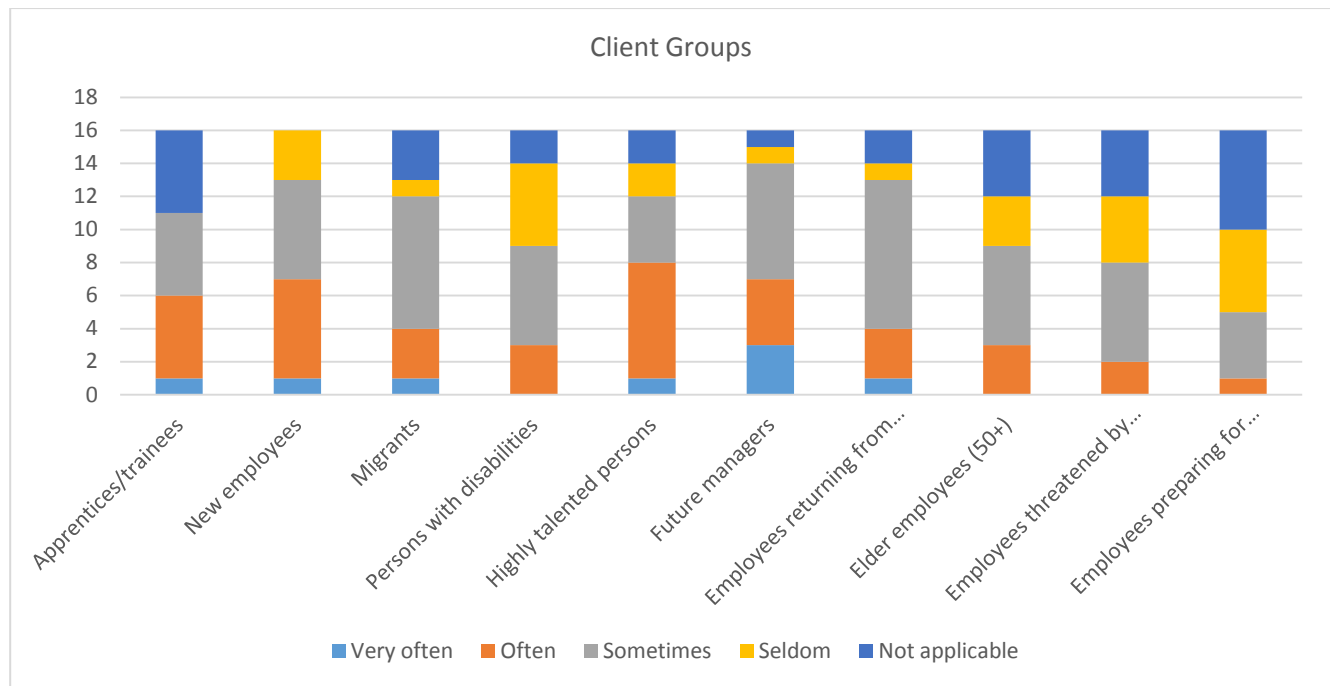


Figure 17 The provision of career services to different target groups in the enterprise

Figure 18 presents that the most frequent issue of career counselling is further education & training, followed by team problems and learning & performance problems. If you add the answers “very often” and “often” career planning takes the second place together with personal problems.

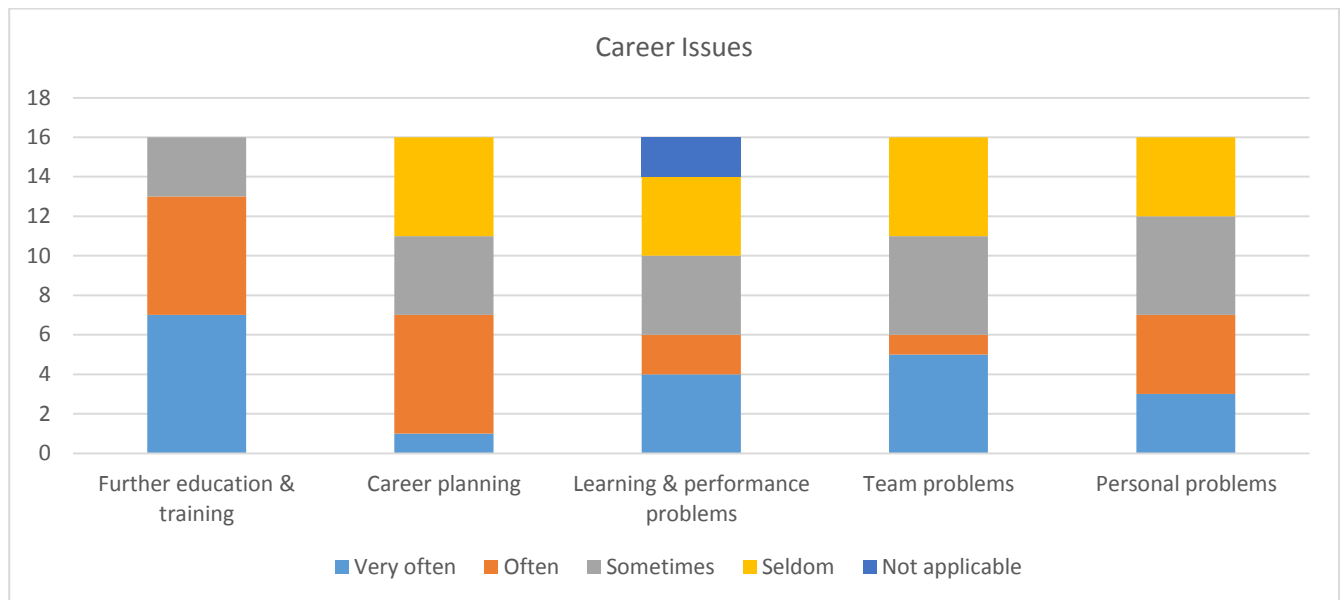


Figure 18 Issues of career counseling

The modes of career counselling in enterprises are manifold. Mostly the counselling is characterized by one to one conversation off the workplace. But counselling at the workplace is also very common. Group counselling is also offered. Counselling takes place as well with internal counsellors/coaches as with external counsellors/coaches.

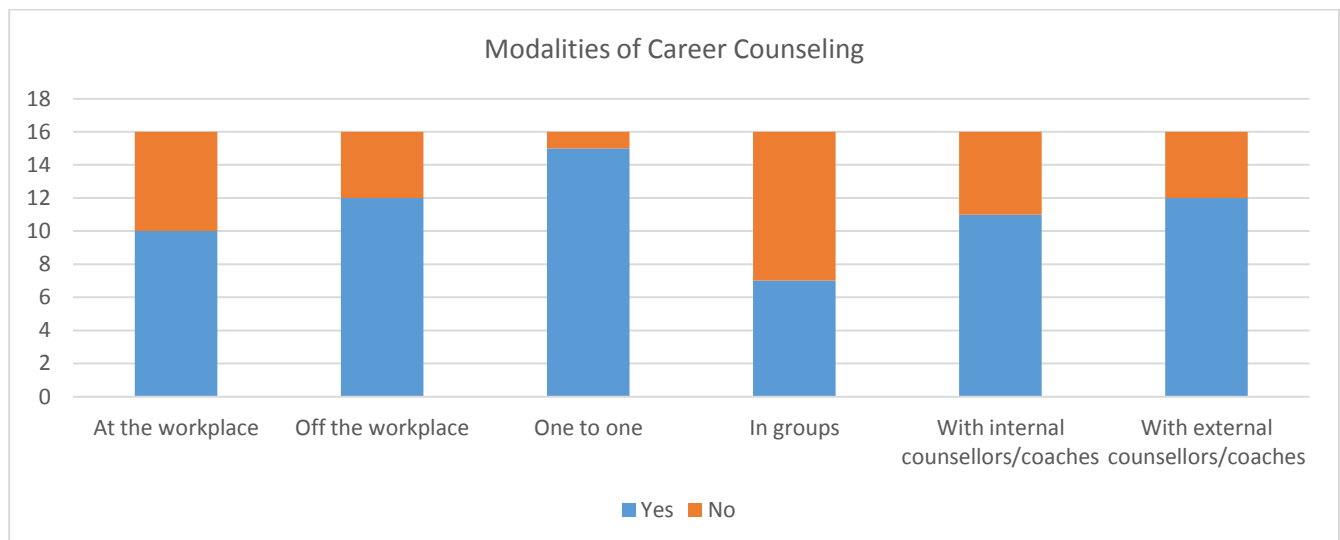


Figure 19 Modalities of career counselling provided to enterprises

3.4 Developing knowledge, skills and competences of the career worker

In this paragraph the answers to the following questions are presented: How do HRM practitioners gain the necessary knowledge, skills and competences to fulfil all their roles, counselling included? (analysis question 11)

Fifty percent of the respondents reported the self-study (using internet, MOOCS or books) as being very important for their development. Yet again 50% also rely on advice from internal peers and experts. If we add the answers “very important” and “important” it is interesting that 14 persons out of 16 can still rely on former (academic) studies, which proves the importance of basic education. Altogether all mentioned modes of further learning are highly accepted, perhaps short trainings are a little more preferred than longer trainings. Figure 20 presents the distribution of the responses.

Under “other” have been mentioned: training events offered by professional bodies, but also feedback from employees and deriving autonomously relevant solutions from the gained experiences

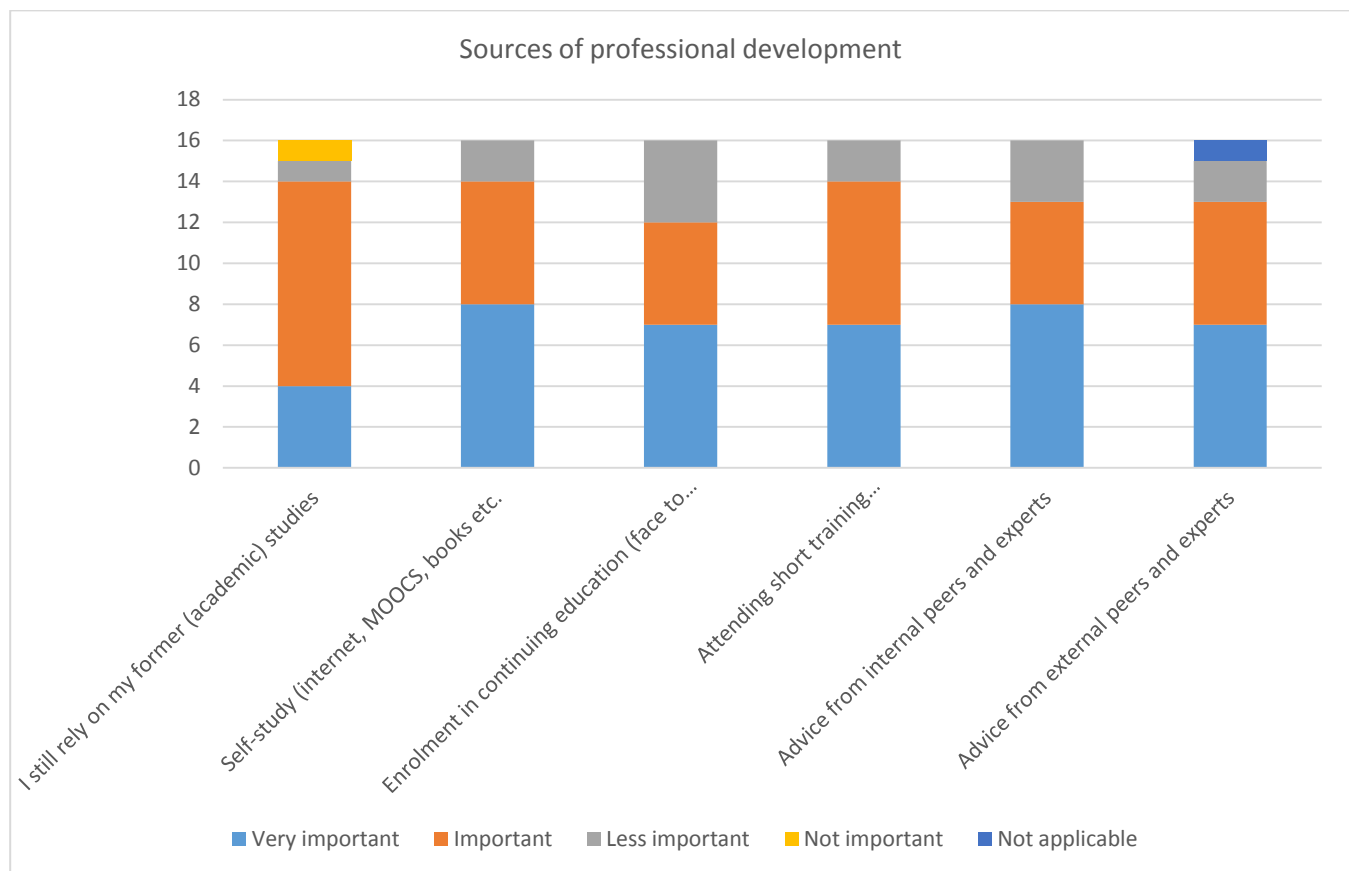


Figure 20 Sources for knowledge, skills and competences development

3.5 Interactions/networking and co-operations between the actors of CGC and HRM

In this paragraph the answers to the following questions are presented: Do interactions/networking and co-operations already exist between the actors of HRM and Career Guidance and Counselling? Which benefits are being expected? (analysis question 12, 13 and 14)

It appears from questions 12 and 13 that contacts and cooperation between actors of HRM and career Guidance and Counselling are currently not very intense. Only 10 out of 16 state such contacts at least sometimes and 9 state this for cooperation (Figure 21).

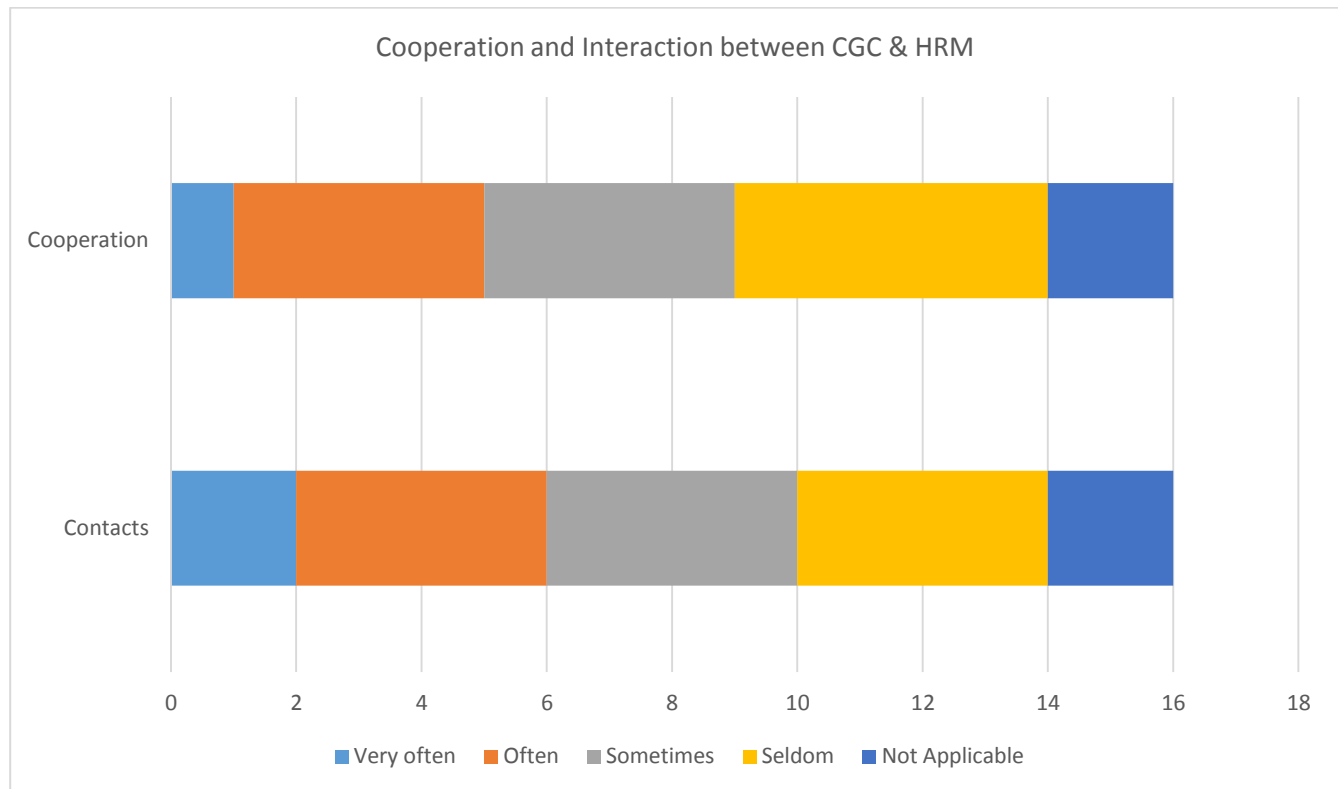


Figure 21 Frequency of interaction and cooperation between CGC and HRM professionals

Nevertheless, the respondents assume some important benefits coming out from such contacts or cooperation (Figure 22). 7 persons assess the exchange of experience as “very important”. If we add the frequencies “very important” and “important”, all respondents expect high benefits from such meetings in respect to “learn about best practice examples” and “Learning from each other”.

It is remarkable, that 13 respondents might appreciate joint seminars/workshops/trainings of HRM and CGC specialists.

Under the “other” option these issues were mentioned: building personal contacts; extending the network, receiving promptly information to current trends (based on partnership)

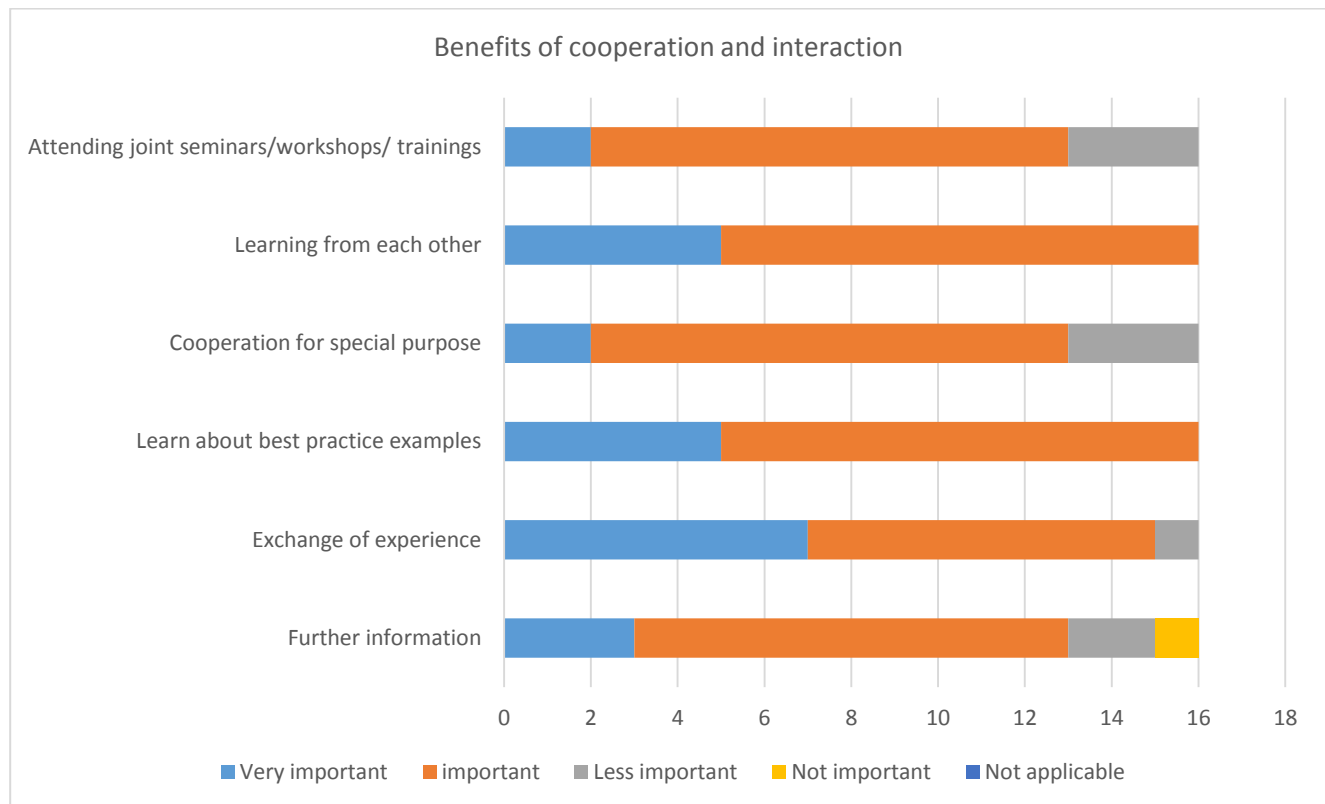


Figure 22 Benefits from cooperation with representatives of professional institutions or independent experts from the field of Career guidance and counselling

3.6 Challenging issues (qualitative analysis open questions 15, 16 and 17)

These part presents and discusses the answers to open ended questions.

Question 15

Questions 15 is directed to topics and problems which are currently most challenging in HRM.

The following issues were identified by the participants:

- Effective crisis management
- Recruitment
- Binding employees to organization
- Supporting young employees

- Further training and work based learning

There is a need for effective **Crisis management** in the situation of pandemic Covid 19; it will make sense using the situation for further developing the employees and for digitalization of trainings and workshops due to Covid 19. **Recruitment** of employees causes a lot of problems. A target group related employer banding may help in recruiting talented employees for key positions and management functions. Also finding sufficiently educated skilled workers is difficult. Often young people have a lack of basic knowledge and competences (mathematics, languages, IT). Despite of the high number of unemployed persons it is another problem to find people for “simple” jobs who are willing to do shift work.

A further problem is **binding employees** to the enterprise. Often people after having received a solid training leave the company, often changing to other trades, and take a lot of knowledge and know-how with them. It is important to **support young job applicants in their career choice**. They often miss perspectives and visions for their own future.

Growing demands at the workplace make it more and more complicated to **combine work and further training**. This is especially true for employees working in the production process and means a big challenge as well for the employee as for the enterprise.

Question 16

Question 16 asked for measures which would help to cope with these challenges.

The following proposals have been mentioned:

- Exchange of experience
- Providing short trainings
- Apprenticeship training
- Better subsidies

Two respondents propose **the exchange of experience** with other enterprises and peers, who have been confronted with similar problems and have managed them. As well a closer cooperation of the social partners might be useful (especially in the Covid 19 crisis. In addition, better IT equipment and software for virtual collaboration will be necessary. Again, two respondents see **short trainings** (summer academies, online trainings) as a relevant measure. One respondent refers to **apprentice training** and wishes a more holistic strategy. A comprehensive training system, especially what concerns the general education, might be helpful. Young people must gain a perspective for their life. Better **subsidies** for apprentice training will be necessary, so that also SME may afford apprentice training in future. A special proposal aims at higher cost balance: enterprises which employ trained apprentices (but do not engage themselves in apprentice training) should make a financial contribution to a special fund.

Question 17

Question 17 gives the respondents the opportunity to add additional remarks.

Two respondents used this opportunity:

One person underlined the fact, that personnel development is a wide field which requires **sensitiveness and understanding** of human behaviour. It is important to find consensual solutions to reach the best results for all involved. Another person stated, that Corona has generated a big **boost towards virtual learning platforms**.

4 CONCLUSIONS

When synthesizing the data from the two surveys we can try to find some remarkable similarities and differences between the two. The collected data from the HRM and CGC professionals bring the following conclusions:

4.1 Intersections of roles and tasks of HRM and CGC professionals in the professional life cycle

The responding HRM professionals see their most important role in the recruitment process, while CGC professionals value development of personal and social competences as one of their most important domains. It is remarkable that HRM and CGC professionals are conform giving **management of change** a very high rank, listing it as their second important role (HRM) and (together with the development of personal and social competences) as their other most important role (CGC). Management of change is obviously a critical phase and requires cooperation and transfer of know-how between the two groups. In dynamic economic situations (as they currently appear) bundling of know-how is a must.

Concerning the most frequent activities within the professional life cycle, **designing & managing programmes for career development & training** as well as **taking initiatives for quality development and innovation** are likely to be constructive tasks for cooperation of HRM and CGC professionals.

4.2 Motivation offering career guidance in enterprises

For the responding HRM professionals the most important reason for offering career guidance in enterprises is **arising the commitment to the enterprise**, while for the CGC professionals **finding individual solutions** is valued as most important. Yet there is a consensus between both groups, **increasing the sustainability of learning** being one of the most important reasons for offering career guidance in enterprises. It may be recommended that the cooperative designing of learning and training programmes with focus on sustainable learning outcomes is worthwhile. For HRM and CGC professionals is the most important issue of career counselling in enterprises **further education and training**.

4.3 Updating of professional knowledge, skills and competences

For their continuous updating the HRM professionals as well as the CGC professionals assume **self-study** as very important. The HRM respondents also rely on **advice from internal peers and experts** (and to a certain extent also on advice from external peers and experts). The CGC professionals also use - to a certain extent - organized learning opportunities like **enrollment in continuing education** and **attending short training courses/workshops/conferences**. This is not in the same degree true for HRM professionals.

4.4 Interactions/networking/cooperation

Contacts, interaction, cooperation between HRM and CGC professionals already exist, but are not very intensive. Yet both groups expect **benefits** from encounters between the two groups: The CGC professionals value the effects of interaction and cooperation higher than the HRM professionals: For both groups the **exchange of experience** is the most important benefit, but also **learning about best practice examples** and **learning from each other** is assessed being important. The **attendance of joint seminars/workshops/trainings** is seen by HR and CGC professionals as being important.

4.5 General remarks

It may be mentioned that the questionnaires have been appreciated by the two target groups. There was a high willingness not only to answer the standardized questions but also the open questions. Some respondents welcomed the initiatives fostering interaction between HR professionals and CGC professionals, thus providing knowledge and know-how transfer. This may be especially stated for the career guides and counsellors. Some of them expressed some skepticism on the part of HRM concerning external influence and conflict between the goals of employees and goals of the enterprise.

It may be a challenge to bring the world of personnel development closer to the world of adult education. Both sectors so far work more separately than together. Yet obviously (as an outcome of the questioning) openness is given to overcome the barriers.