

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

# IO2

# NATIONAL REPORT

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The Netherlands

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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 The Netherlands.

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## 1 INTRODUCTION

### 1.1 Target groups

This report presents the Dutch results of two surveys that were sent to workers in the fields of career support for adults. The surveys were aimed at gathering information on the current practices, needs and requirements of the project's 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.

In this report the results of the two surveys are presented and the conclusions are formulated that came out of the analysis of the two questionnaires and the match that was made between the two. The link to the online questionnaires has been sent by e-mail to:

#### **Career Guidance and Counseling:**

- Alumni and other partners of the relevant bachelor program in Human Talent Development that are involved in the organization of internships and dissertation projects.
- Alumni of the Saxion Knowledge transfer course tracks for career guidance and counseling and supported Jobcoaching.

#### **Human Resource Management:**

- Alumni and other partners of the relevant bachelor program in Human Resources and Business management that are involved in the organization of internships and dissertation projects.
- Alumni of the Saxion AMA Kennnistransfer (transl.: Knowledge Transfer) course tracks for Personell management and Human resources management.

The surveys were originally presented in the Dutch language and after that translated into English.

## 2 CURRENT PRACTICES, NEEDS AND REQUIREMENTS OF CGC PROFESSIONALS

### 2.1 Response group

In this survey, 16 career practitioners took part (Figure 1). Among them, 6 were representatives of independent agencies who offer career guidance and counselling services to companies or directly to employed people, 2 career guidance practitioners from secondary schools, 4 representatives of career consultancies, 2 representatives of reintegration bureaus, one for an commercial reintegration agency and one was representative of the metal- and electro-sector.

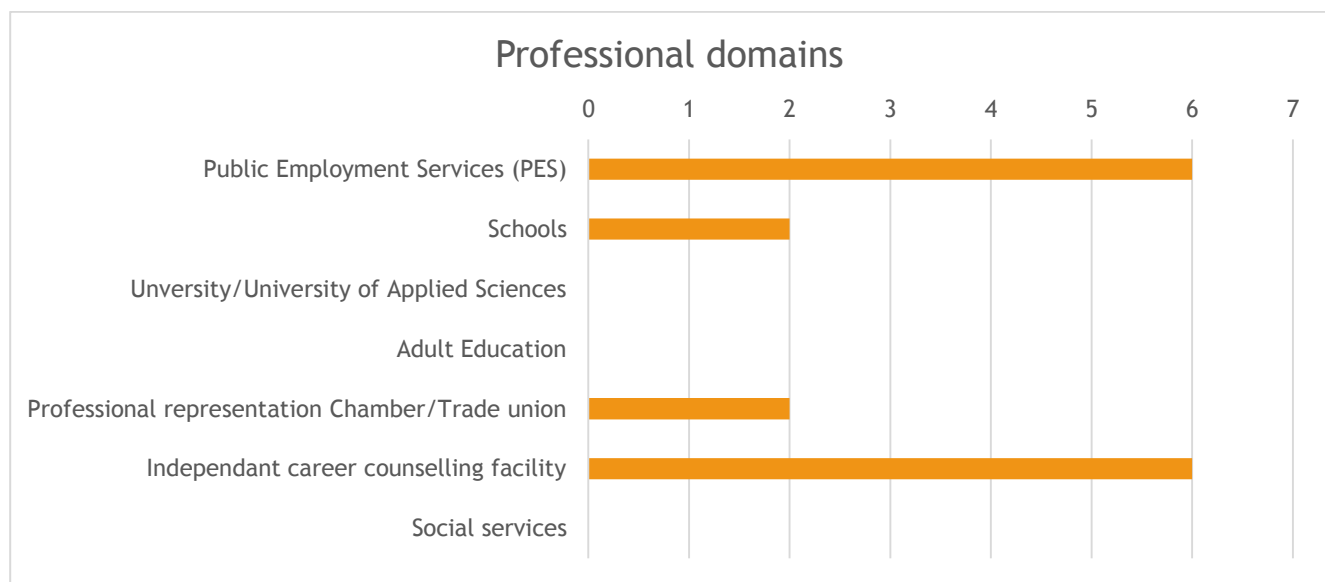


Figure 1 Professional domains

### 2.2 Organisational and professional context

*In this paragraph the answers to the following questions are presented: Who are the actors in Career Guidance and Counseling (CGC)? Are there differences between large institutions and single person businesses? Are there differences between the domains: PES, schools/universities, adult education, professional representations, independent facilities, social services? (analysis questions 1, 2 and 3)*

In The Netherlands, providers of the services related to career development support for employees include career practitioners from the private sector, National Employment Service and career guidance and counselling teams in secondary schools involved in dual education.

Most of the respondents who work for the National Employment Service said that they work full-time as a learning & development specialist, career guidance. The respondents who work part-time have other responsibilities apart being a recruiter, HR consultant and career counsellor. The rest of the respondents also include two directors of the agency, two career guidance practitioners from secondary schools and more career counsellors / career guidance. Three agencies who participated in the survey have more than 500 employees, seven agencies have up to 49 employees, five between 50 and 249 and one has between 250 and 500 employees.

Respondents from the National Employment Service work on career guidance and counselling issues full-time, while respondent from schools and independent agencies who offer career guidance and counselling services to companies or directly to employed people work on this issues part-time, apart from other responsibilities.

The secondary schools who participated in the survey are involved in career guidance and counselling teams in schools either as managers of teams or team members. They work on career guidance and counselling services part-time, apart from their regular teaching and other responsibilities in schools. These schools have up to 49 employees and between 50 and 249 employees, and they are located in different cities in The Netherlands.

The comparison between different sectors will be limited as the number of respondents is small, however, when there are some important differences, they will be mentioned.

### 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)*

Career practitioners who participated in this survey considered their role as important in many domains of the professional life cycle in enterprises (Table 1). All of them said that the role of career counsellors is important in the area of development of professional knowledge and skills, management of changes and recruitment. The development of personal and social competencies and integration of (new) employees was generally seen as significant. The opinions were divided when it comes to dismissal and retirement – some of them see it as important, while others consider the role of career counsellors in these domains as less important or not important at all.

Domains	Very important	Important	Less important	Not important	Not applicable
<b>Recruitment</b>	18.75% 3	50.00% 8	18.75% 3	6.25% 1	6.25% 1
<b>Integration of (new) employees)</b>	31.25% 5	43.75% 7	18.75% 3	0.00% 0	6.25% 1
<b>Development of professional knowledge and skills</b>	25.00% 4	50.00% 8	25.00% 4	0.00% 0	0.00% 0
<b>Development of personal and social competences</b>	50.00% 8	43.75% 7	6.25% 1	0.00% 0	0.00% 0
<b>Management of changes</b>	6.25% 1	75% 12	12,50% 2	6,25% 1	0.00% 0
<b>Dismissal</b>	12.50% 2	37.50% 6	25.00% 4	12.50% 2	12.50% 2
<b>Retirement</b>	6.25% 1	25.00% 4	31.25% 5	18.75% 3	18.75% 3

Table 1: The role of the career counsellor in the domains of the professional life cycle in enterprises

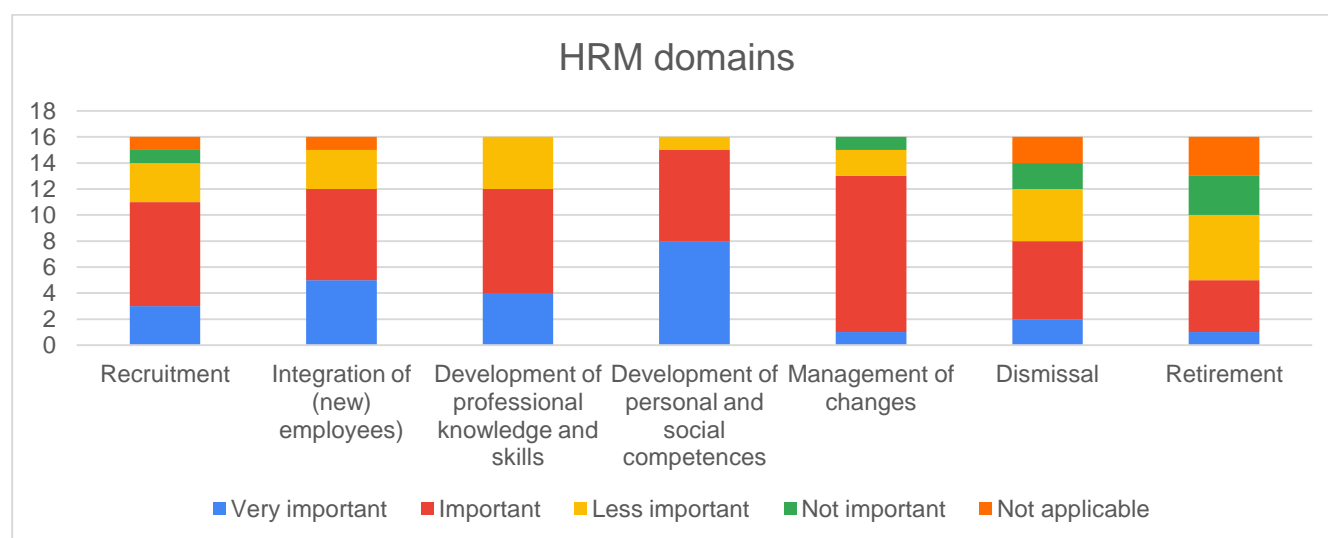


Figure: HRM domains

Some respondents say that a lifelong learning, sustainable employability, internal and external mobility, team composition and study recommendation are important as well.

The majority of surveyed career practitioners are very often involved in counselling and planning career promotion, counselling career decisions and providing career information (Table 2).

Assessing career skills and competences and designing and managing programs for career development & training are activities that are conducted often by some career practitioners and sometimes or occasionally by others.

Executing actions of social responsibility (humanitarian, health, environment) and Taking initiatives for quality development & innovation are less present – some schools and agencies reported that it's not applicable.

Activity	Very often (every week)	Often (several times in a month)	Sometimes (several times in a year)	Seldom (by occasion)	Not applicable
Providing career information	37.50% 6	18.75% 3	25.00% 4	12.50% 2	6.25% 1
Assessing career skills and competences	6.25% 1	25.00% 4	12.50% 2	25.00% 4	31.25% 5
Counselling career decisions	56.25% 9	37.50% 6	6.25% 1	0.00% 0	0.00% 0
Counselling and planning career promotion	37.50% 6	37.50% 6	18.75% 3	6.25% 1	0.00% 0
Designing & managing programmes for career development & training	18.75% 3	18.75% 3	31.25% 5	18.75% 3	12.50% 2
Executing actions of social responsibility (humanitarian, health, environment)	12.50% 2	18.75% 3	18.75% 3	12.50% 2	37.50% 6
Taking initiatives for quality development	0.00%	12.50%	25.00%	12.50%	50.00%

& innovation	0	2	4	2	8
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Table 2: Responses on the frequency of performing the listed activities

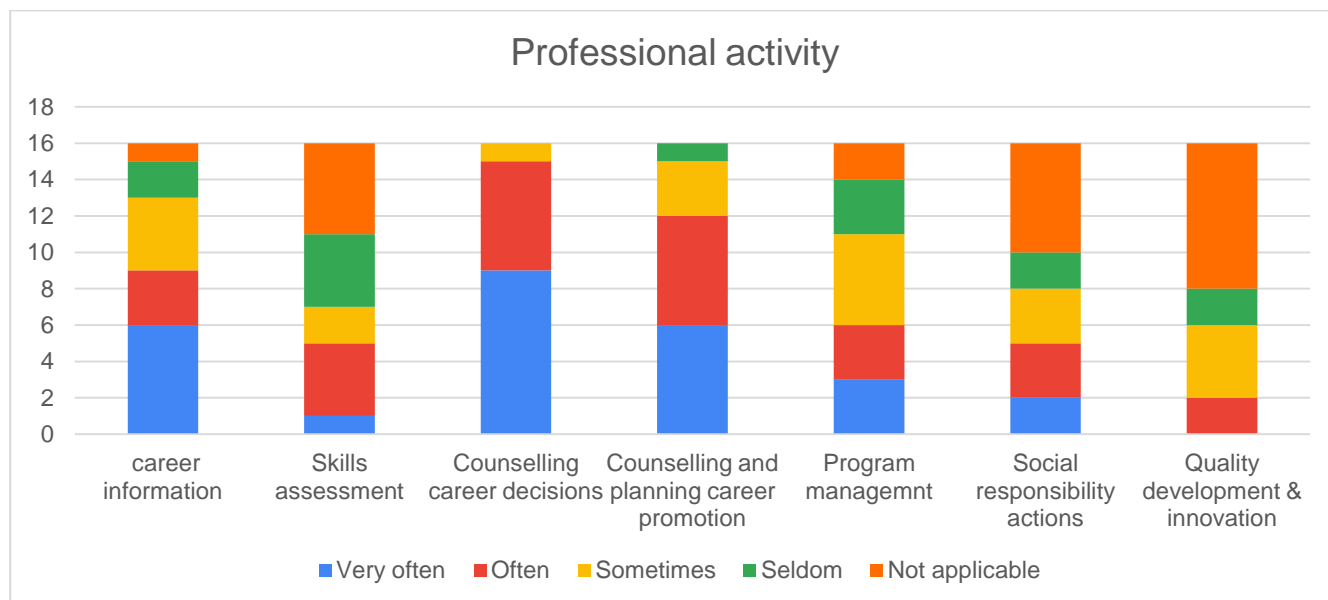


Figure: professional activity

## 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)*

Among different reasons for providing career counselling in enterprises, Finding Individualized solutions, Provide independent counselling and Rising the credibility of the counselling because of the professionalism of the counsellor are founded as very important by the majority of questioned career counsellors (Table 3). The opinions were divided regarding achieving higher acceptance of the (external) counselling offers and arising the commitment to the enterprise as significant reasons – although around half of the respondents did find them relevant.

Reasons	Very important	Important	Less important	Not important	Not applicable
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<b>Finding Individualized solutions</b>	68.75%	31.25%	0.00%	0.00%	0.00%
	11	5	0	0	0
<b>Achieving higher acceptance of the (external) counselling offers</b>	0.00%	43.75%	37.50%	6.25%	12.50%
	0	7	6	1	2
<b>Provide independent counselling (without suspicion of company's interests)</b>	56.25%	31.25%	6.25%	6.25%	0.00%
	9	5	1	1	0
<b>Rising the credibility of the counselling because of the professionalism of the counsellor</b>	43.75%	43.75%	6.25%	0.00%	6.25%
	7	7	1	0	1
<b>Arising the commitment to the enterprise</b>	25.00%	50.00%	6.25%	12.50%	6.25%
	4	8	1	2	1

Table 3: Perception of importance of the reasons for providing career services

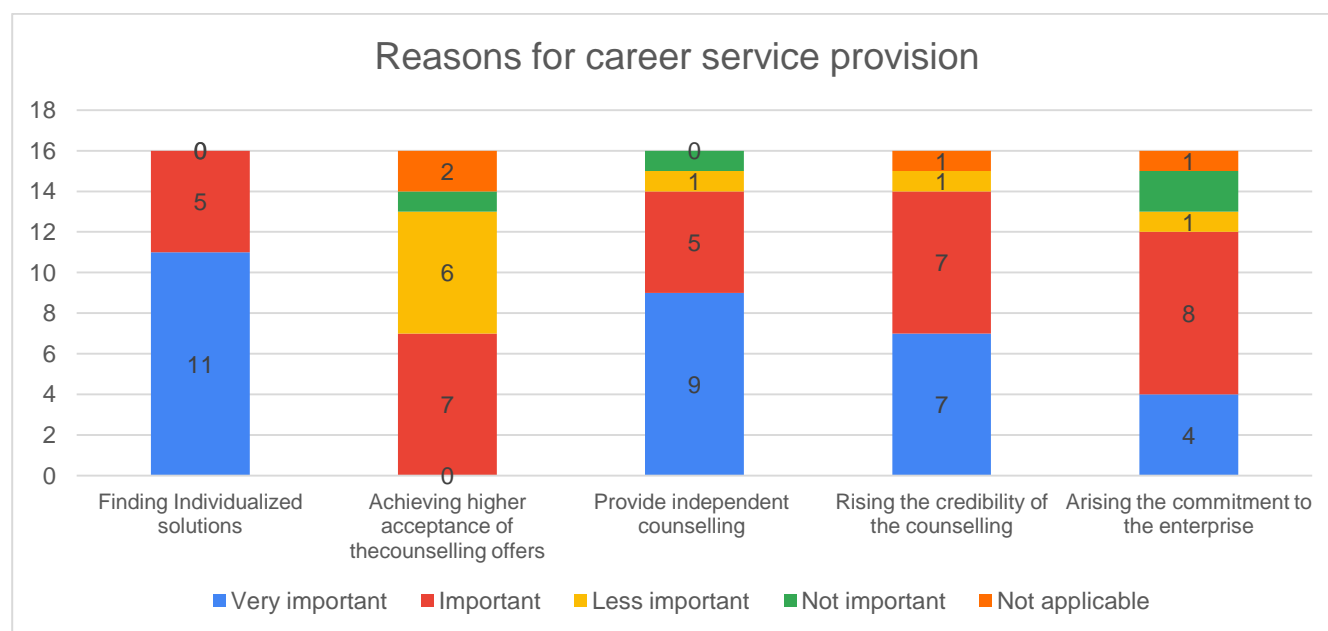


Figure: reasons for career service provision

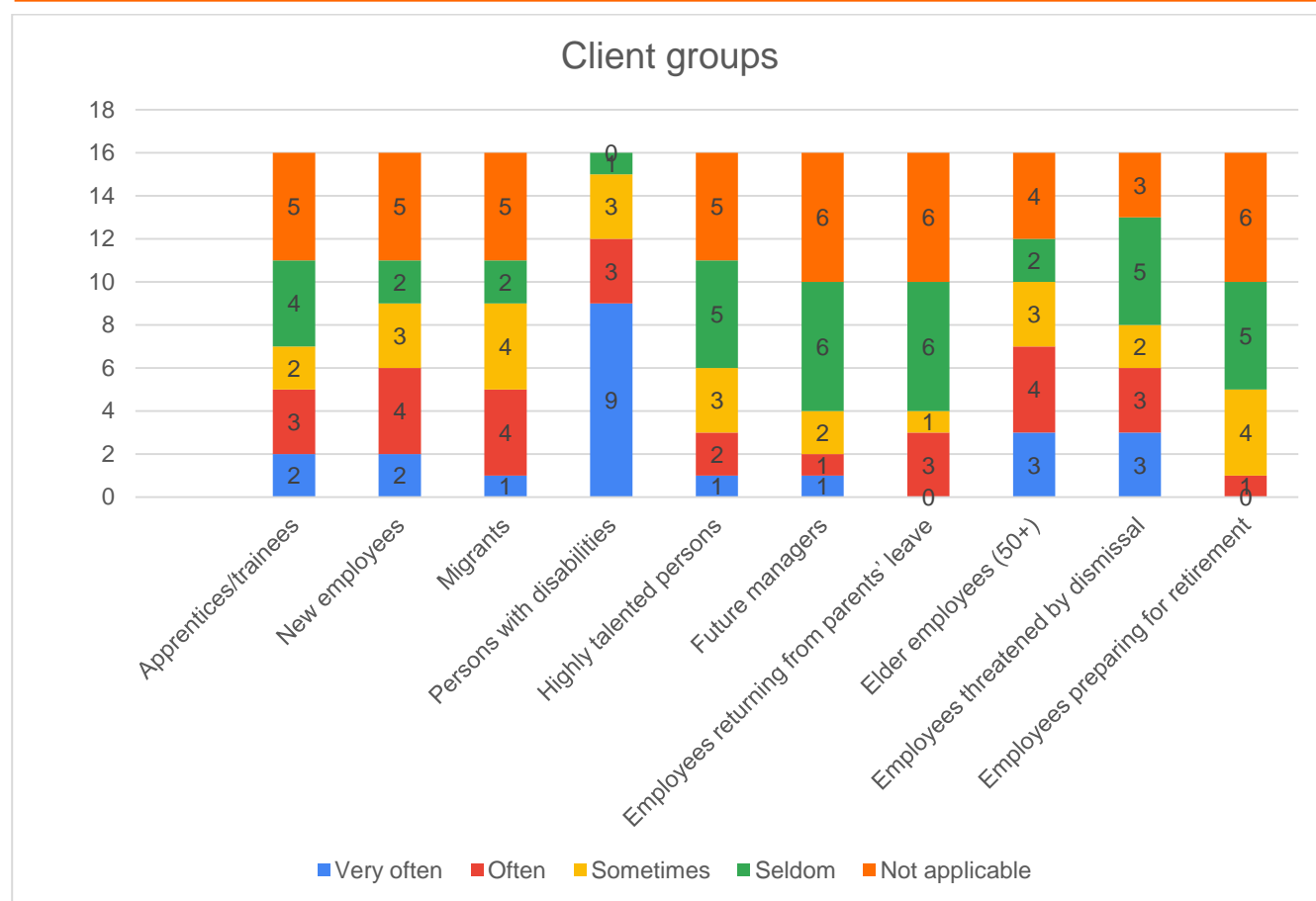
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The responses regarding beneficiaries of career guidance and counselling services vary significantly between respondents (Table 4). For some groups of beneficiaries services are provided very often with persons with disabilities. The services provide several times a year of by occasion is the case with migrants, highly talented persons, employees preparing for retirement and employees returning from parents' leave.

However, many of the respondents said that this question is not applicable to their work when it comes to working with apprentices/trainees, new employees, future managers and also employees returning from parents' leave.

Groups of employees	Very often (every week)	Often (several times in a month)	Sometimes (several times in a year)	Seldom (by occasion)	Not applicable
<b>Apprentices/trainees</b>	12.50% 2	18.75% 3	12.50% 2	25.00% 4	31.25% 5
<b>New employees</b>	12.50% 2	25.00% 4	18.75% 3	12.50% 2	31.25% 5
<b>Migrants</b>	6.25% 1	25.00% 4	25.00% 4	12.50% 2	31.25% 5
<b>Persons with disabilities</b>	56.25% 9	18.75% 3	18.75% 3	6.25% 1	0.00% 0
<b>Highly talented persons</b>	6.25% 1	12.50% 2	18.75% 3	31.25% 5	31.25% 5
<b>Future managers</b>	6.25% 1	6.25% 1	12.50% 2	37.50% 6	37.50% 6
<b>Employees returning from parents' leave</b>	0.00% 0	18.75% 3	6.25% 1	37.50% 6	37.50% 6
<b>Elder employees (50+)</b>	18.75% 3	25.00% 4	18.75% 3	12.50% 2	25.00% 4
<b>Employees threatened by dismissal</b>	18.75% 3	18.75% 3	12.50% 2	31.25% 5	18.75% 3
<b>Employees preparing for retirement</b>	0.00% 0	6.25% 1	25.00% 4	31.25% 5	37.50% 6

Table 4: The provision of career services to different target groups in the enterprise



*Figure: Client groups*

Concerning the issues that are subject of career counselling, the majority of respondents state that they often deal with personal problems and issues about further education & training (Table 5). Team problems and learning and performance problems are also stated as counselling issues that career practitioners deal with often or several times a year.

Counselling issues	Very often (every week)	Often (several times in a month)	Sometimes (several times in a year)	Seldom (by occasion)	Not applicable
Further education & training	43.75% 7	18.75% 3	25.00% 4	12.50% 2	0.00% 0
Career planning	37.50%	31.25%	12.50%	12.50%	6.25%

	6	5	2	2	1
<b>Learning &amp; performance problems</b>	37.50%	31.25%	25.00%	6.25%	0.00%
	6	5	4	1	0
<b>Team problems</b>	6.25%	50.00%	18.75%	6.25%	18.75%
	1	8	3	1	3
<b>Personal problems</b>	62.50%	25.00%	12.50%	0.00%	0.00%
	10	4	2	0	0

Table 5: Career issues

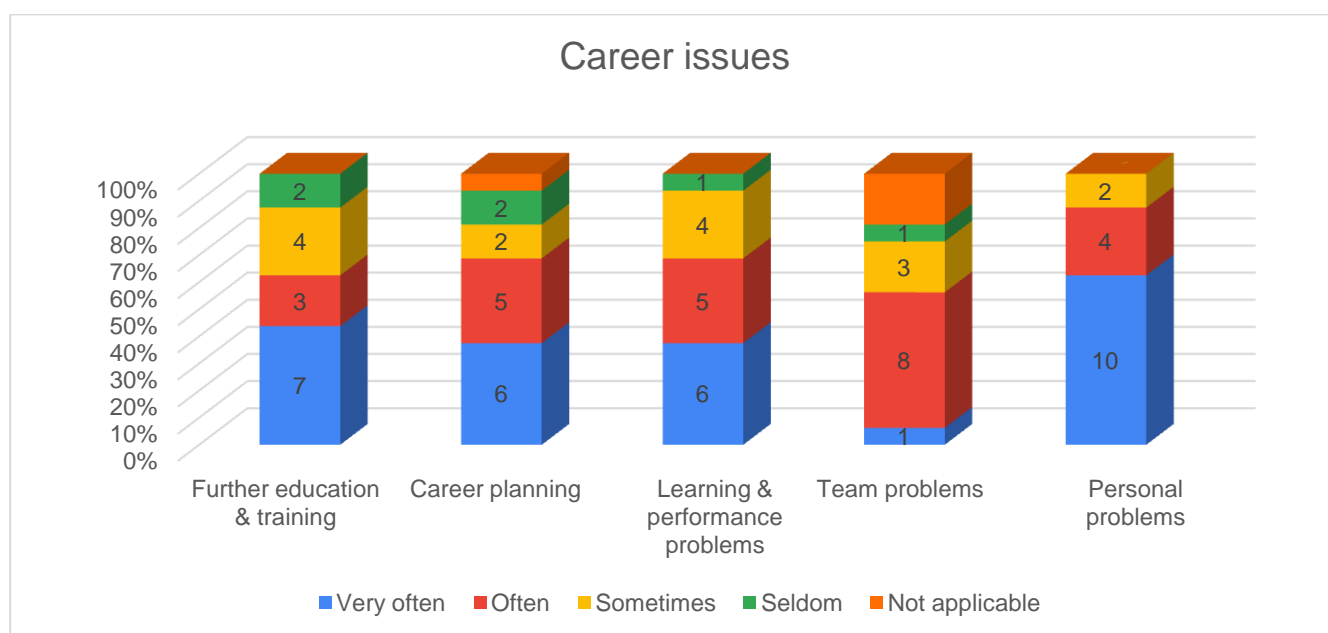


Figure: Career issues

Answers are more varied when it comes to career planning and further education & training – some of them deal with these issues often and some sometimes or only by occasion.

When it comes to modalities of work (Figure ) the majority of respondents provide the services one on one (15 out of 16). Fourteen of them state that they provide services at the client's workplace and 13 out of 16 provide services together with (enterprise) internal managers/trainers/coaches. When it comes to providing services in groups there is a fifty-fifty balance.

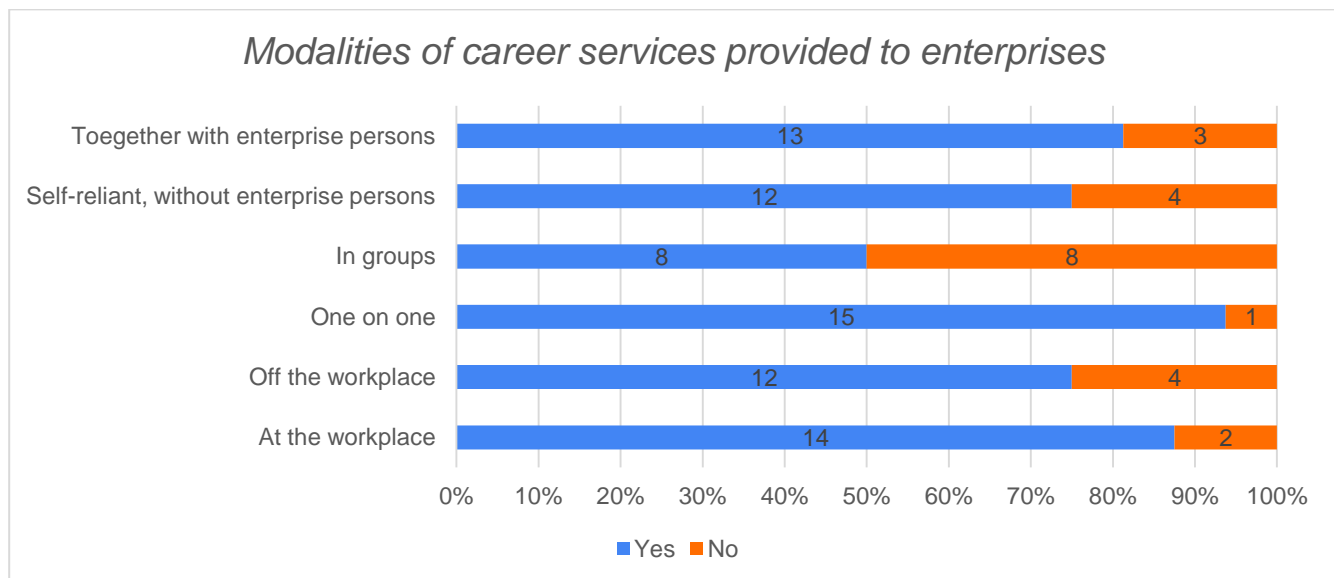


Figure 2: Modalities of career counselling provided to enterprises

## 2.5 Developing knowledge, skills and competences of the career worker

*In this paragraph 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)*

Almost all respondents said that for gaining the necessary knowledge, skills and competences to fulfil their cooperative roles for enterprises former studies, self-study, enrollment in continuing education and attending short training/courses/workshops/conferences is important (Table 6). Advice from external peers and experts and from peers and experts in their institution when applicable was also listed as significant by the majority of them.

Reasons	Very important	Important	Less important	Not important	Not applicable
I still rely on my former (academic) studies	25.00% 4	68.75% 11	6.25% 1	0.00% 0	0.00% 0
Self-study (internet, MOOCs, books etc.)	25.00% 4	56.25% 9	18.75% 3	0.00% 0	0.00% 0
Enrollment in continuing education (face to face and blended learning)	6.25% 1	75.00% 12	6.25% 1	0.00% 0	12.50% 2
Attending short training courses/workshops/conferences	12.50% 2	62.50% 10	12.50% 2	0.00% 0	12.50% 2
Advice from peers and experts in my institution	43.75% 7	50.00% 8	6.25% 1	0.00% 0	0.00% 0
Advice from external peers and experts	18.75% 3	43.75% 7	25.00% 4	6.25% 1	6.25% 1

Table 6: Sources for knowledge, skills and competences development

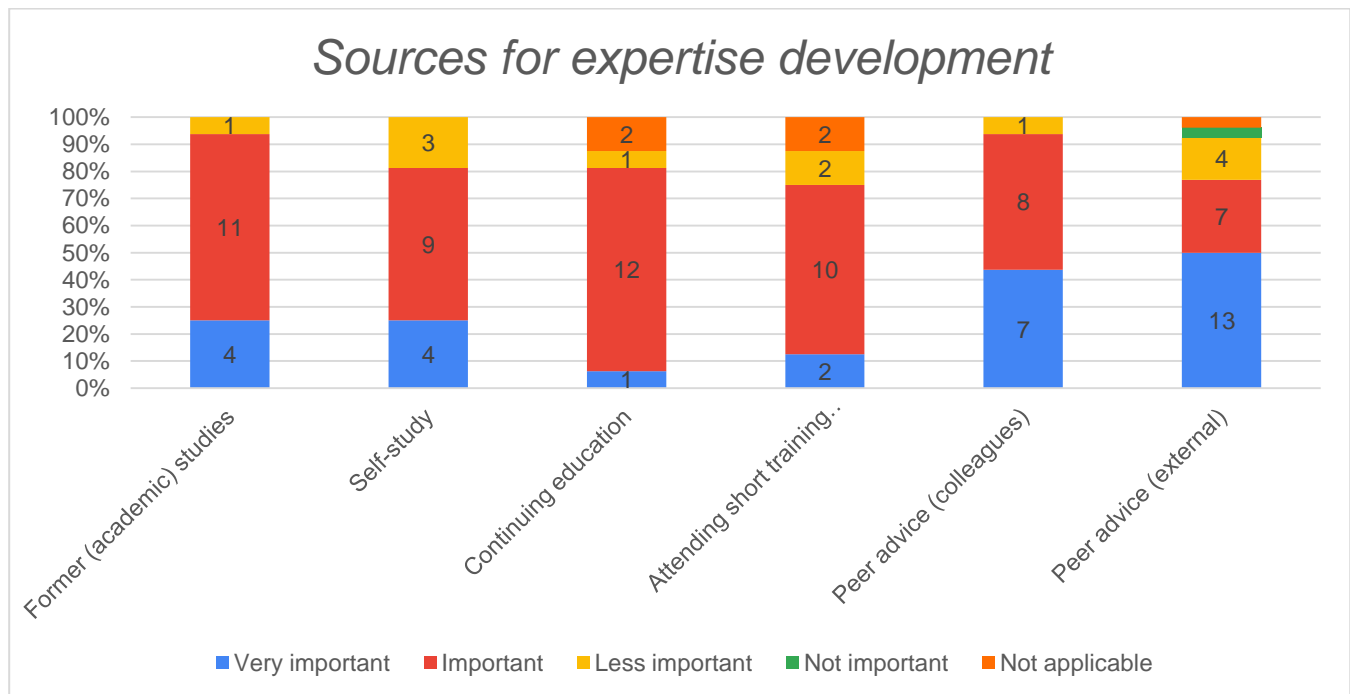


Figure: Sources for expertise development

## 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)*

Already at this moment, the majority of respondents state that they very often interact with members of enterprises or entrepreneurial representations, as eleven of them said that they do it every week, and two that they do it several times a month. Two respondents said that they interact with members of enterprises sometimes, several times in a year. For one respondent it is not applicable.

When it comes to active cooperation (concerning special tasks, development projects, challenging problems), the responses are more varied, five of them said that they do it very often – six of them several times a month and three of them several times a year.

Concerning the list of benefits that are considered as very important and important, almost all respondents said that it is further information, exchange of experience, learning about the best practice examples and



learning from each other. Attending joint seminars/workshops/trainings is more divided, but is also considered as important.

Benefits	Very important	Important	Less important	Not important	Not applicable
<b>Further information</b>	50.00% 8	43.75% 7	0.00% 0	0.00% 0	6.25% 1
<b>Exchange of experience</b>	43.75% 7	32.25% 5	18.75% 3	0.00% 0	6.25% 1
<b>Learn about best practice examples</b>	43.75% 7	43.75% 7	0.00% 0	6.25% 1	6.25% 1
<b>Cooperation for special purpose</b>	50.00% 8	43.75% 7	0.00% 0	0.00% 0	6.25% 1
<b>Learning from each other</b>	43.75% 7	43.75% 7	6.25% 1	0.00% 0	6.25% 1
<b>Attending joint seminars/workshops/trainings</b>	6.25% 1	43.75% 7	31.25% 5	6.25% 1	12.50% 2

*Table 7: Ratings of benefits from cooperation with representatives of professional institutions or independent experts from the field of Career guidance and counselling*

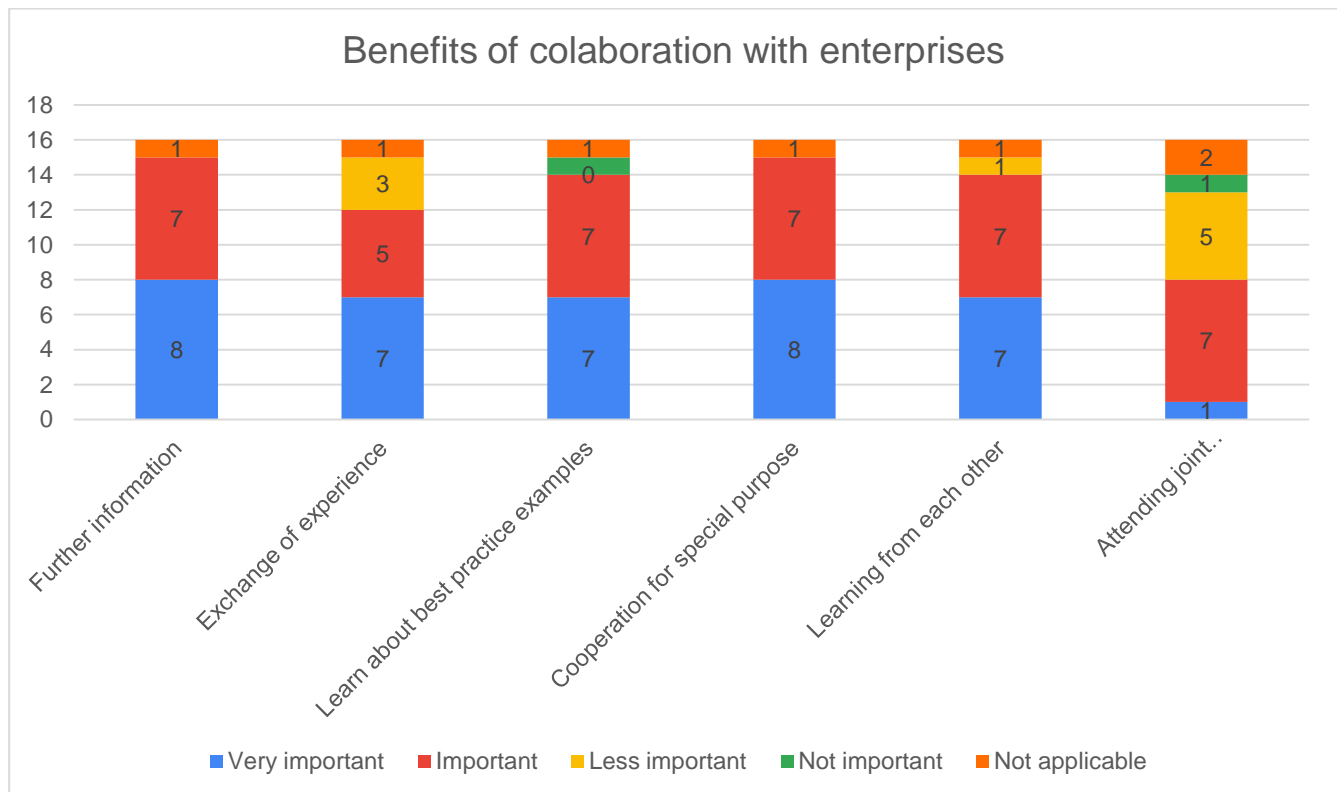


Figure: benefits of collaboration with enterprises

## 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:

### *Flex contracts*

Respondents mention it as a problem that for unemployed it is a problem to establish secure jobs. A respondent, working for the National Employment Service for instance stated: *“People with a distance to the labor market often have a temporary contract, which gives them less opportunities to develop than permanent employees and that is a shame!”*.

### *Employability*

Labor market developments such as ICT and globalization ask for a future oriented approach to career guidance. One of the respondents (also a representative of the National Employment Service) listed the following challenge: *“Developments in the labor market such as automation and more task-oriented jobs in the future”*. As one possible solution, it was proposed to educate the people.

#### *Professionalization*

Another challenge for career professionals is mentioned concerning the ongoing (lifelong learning) challenges for CGC professionals themselves. A representative of an independent agency for career services stated: *“how to strengthen cooperation between Human Resource Development and career services . Concerning what is needed, “training, workshops and articles”*.

#### *Budget*

Another issue that was listed in the open answer section points out the importance of financial support. One of the respondents for instance pointed out these financial aspects. *“Who is going to pay for the transfer to other positions (internal/external) and the studies to be followed?”*

### 3 CURRENT PRACTICES, NEEDS AND REQUIREMENTS OF HRM PROFESSIONALS

#### 3.1 Response group

In total there were 11 respondents in this survey. The responses show an even spread over the sectors. Two respondents come from the companies working in sales/retail and the rest varies from working in agriculture, tourism, technology and IT, education, government, construction, healthcare and logistics.

As for the size of companies, more than half of respondents come from companies, with employees between 50 and 250 (Figure 1). The other half (46%) works at larger companies (50 - 500 ), including one respondent working for a company in the range of 250 – 500 employees.

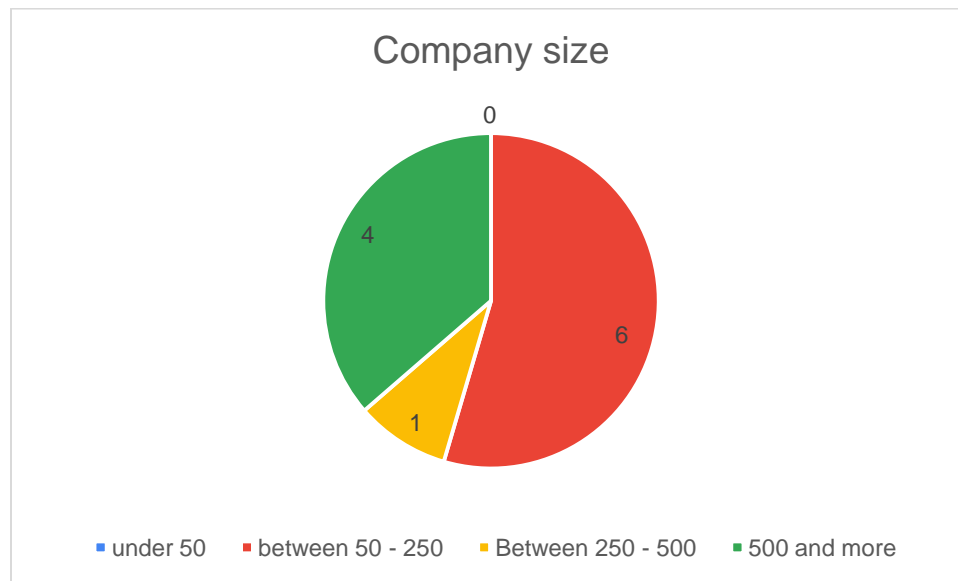


Figure 2: Company size

The majority of respondents work as human resource managers, HR consultant and managers of development and training in various size companies working in different sectors. The survey was also completed by one dean and one staff coordinator. Almost all of the respondents work full time; only two work part-time.

### 3.2 Involvement in the professional life cycle

*In this paragraph 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)*

Almost half of the respondents believe that the role of HR is very important in the domain of the development of personal and social competences. Another field of importance is dismissal (Table ). This finding cannot be seen as connected to the finding that the majority of them, 6 out of 11, state that their enterprise has not a formal onboarding process.

Around half of the respondents state that their role in recruitment, development of professional knowledge and competencies and management of changes is of importance. When integration of (new) employees and retirement are the issue, opinions were divided. Four respondents added as a comment to this question that the role of HR is also prominent in the area of career counseling for students, omission, organization culture and schedule employees.

Domains	Very important	Important	Less important	Not important	Not applicable
Recruitment	27.27% 3	45.45% 5	18.18% 2	0.00% 0	9.09% 1
Integration of (new) employees)	9.09% 1	36.36% 4	36.36% 4	9.09% 1	0.00% 0
Development of professional knowledge and skills	18.11% 2	54.54% 6	18.18% 2	0.00% 0	9.09% 1
Development of personal and social competences	45.45% 5	27.27% 3	18.18% 2	0.00% 0	9.09% 1
Management of changes	18.18% 2	45.45% 5	18.18% 2	0.00% 0	18.18% 2
Dismissal	45.45% 5	27.27% 3	18.18% 2	0.00% 0	9.09% 1
Retirement	18.18% 2	36.36% 4	27.27% 3	9.09% 1	9.09% 1

Table : Responses to the question "How important do you consider your role in the following domains of the professional life cycle?"

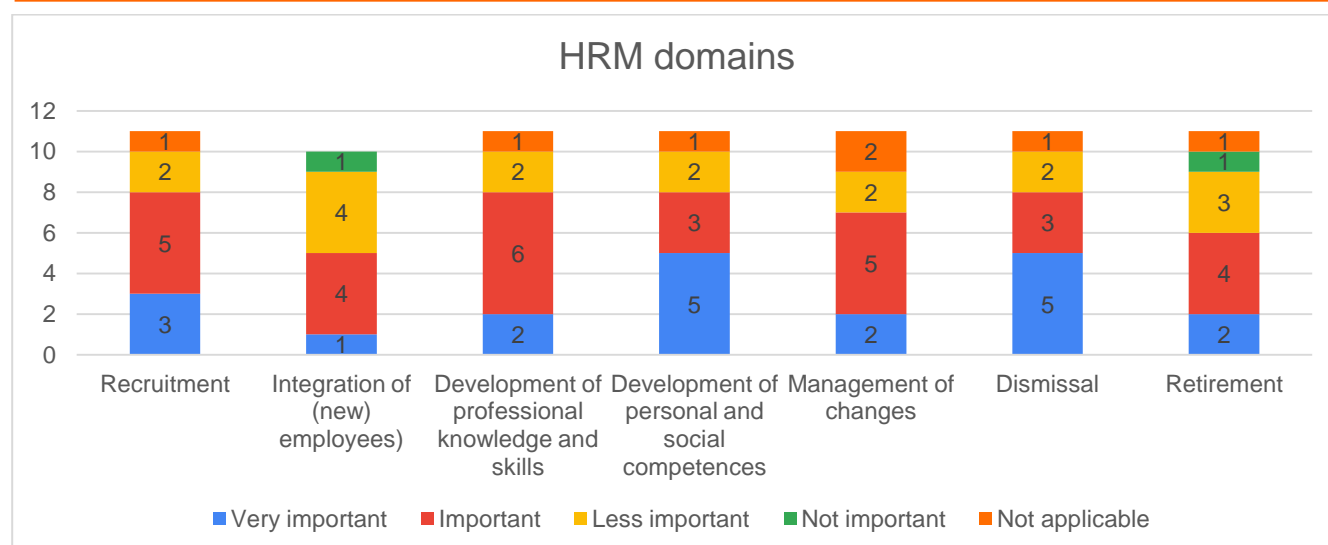


Figure : HRM domains

The results of the survey also indicate that HR professionals in their job most frequently take initiatives for providing career information, as this is the activity that more than half of them said that they do every week or several times in a month (Table 2). Assessing career skills and competencies, counselling career decisions and counselling and planning career promotion were listed as activities being done several times a year.

The companies are divided concerning all initiatives, but designing and managing programmes for career development & training varies the most. Respondents do this several times in a month, a year or by occasion.

One respondent mentioned as a comment to this question that they frequently teach and managing a website.

Activity	Very often	Often	Sometimes	Seldom	Not applicable
<b>Providing career information</b>	27.27% 3	27.27% 3	27.27% 3	18.18% 2	0.00% 0
<b>Assessing career skills and competences</b>	9.09% 1	0.00% 0	45.45% 4	45.45% 5	9.09% 1
<b>Counselling career decisions</b>	9.09% 1	27.27% 3	54.54% 6	9.09% 1	0.00% 0

<b>Counselling and planning career promotion</b>	9.09%	36.36%	36.36%	9.09%	9.09%
	1	4	4	1	1
<b>Designing &amp; managing programmes for career development &amp; training</b>	0.00%	18.18%	36.36%	36.36%	0.00%
	0	2	4	4	0
<b>Executing actions of social responsibility (humanitarian, health, environment)</b>	0.00%	18.18%	27.27%	54.54%	0.00%
	0	2	3	6	0
<b>Taking initiatives for quality development &amp; innovation</b>	0.00%	9.09%	36.36%	45.45%	9.09%
	0	1	4	5	1

Table : Professional activity

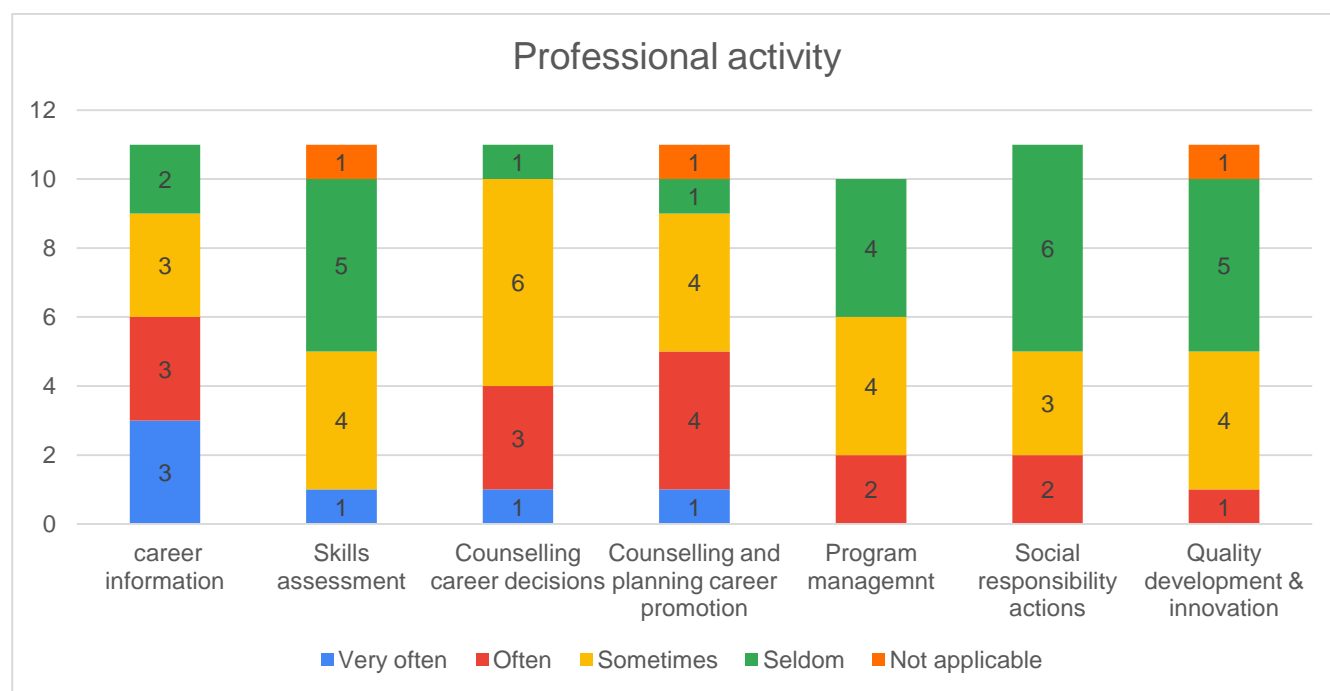


Figure: Professional activity

### 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)*

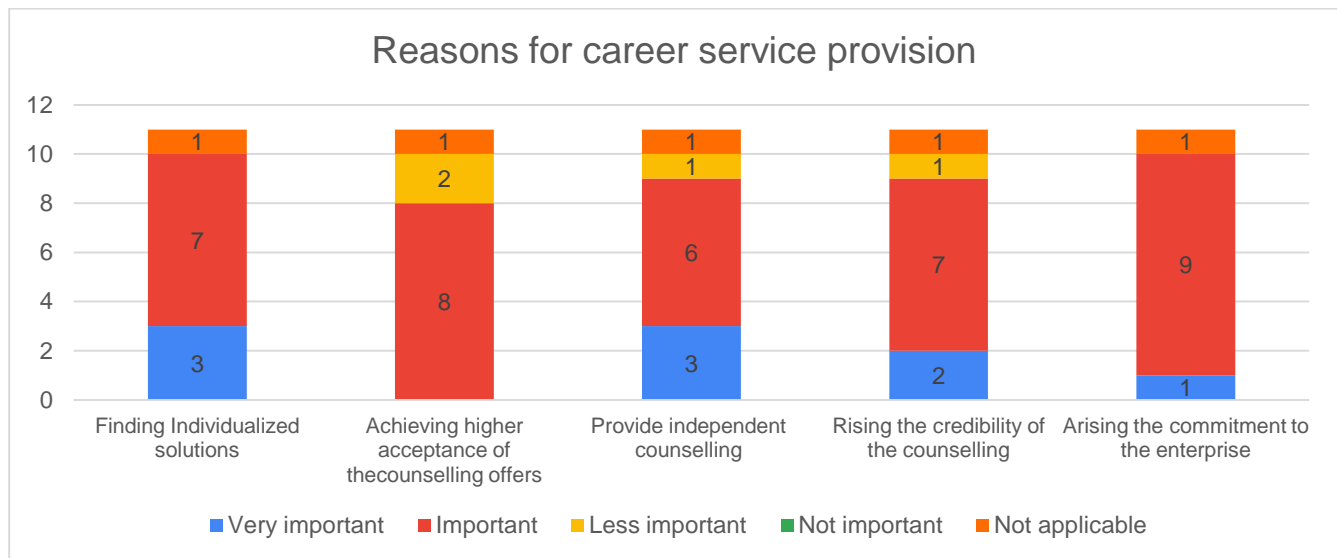
Arising the commitment to the enterprise and finding individualized solutions are the two main reasons that the majority of the HR professionals participating in this research found to be important motivators to conduct career counselling (Table 3). The other listed possible reasons were also almost universally recognized as significant, achieving higher learning affects and increasing sustainability of learning as well as achieving consensual decisions.

One respondent mentioned as a comment to this question that important motives are employee retention.

Reasons	Very important	Important	Less important	Not important	Not applicable
Finding Individualized solutions	27.27% 3	63.63% 7	0.00% 0	0.00% 0	9.09% 1
Achieving higher acceptance of the (external) counselling offers	0.00% 0	72.72% 8	18.18% 2	0.00% 0	9.09% 1
Provide independent counselling (without suspicion of company's interests)	27.27% 3	54.54% 6	9.09% 1	0.00% 0	9.09% 1
Rising the credibility of the counselling because of the professionalism of the counsellor	18.18% 2	63.63% 7	9.09% 1	0.00% 0	9.09% 1
Arising the commitment to the enterprise	9.09% 1	81.81% 9	0.00% 0	0.00% 0	9.09% 1

Table 3: Perception of importance of the reasons for providing career services





*Figure: Reasons for career service provision*

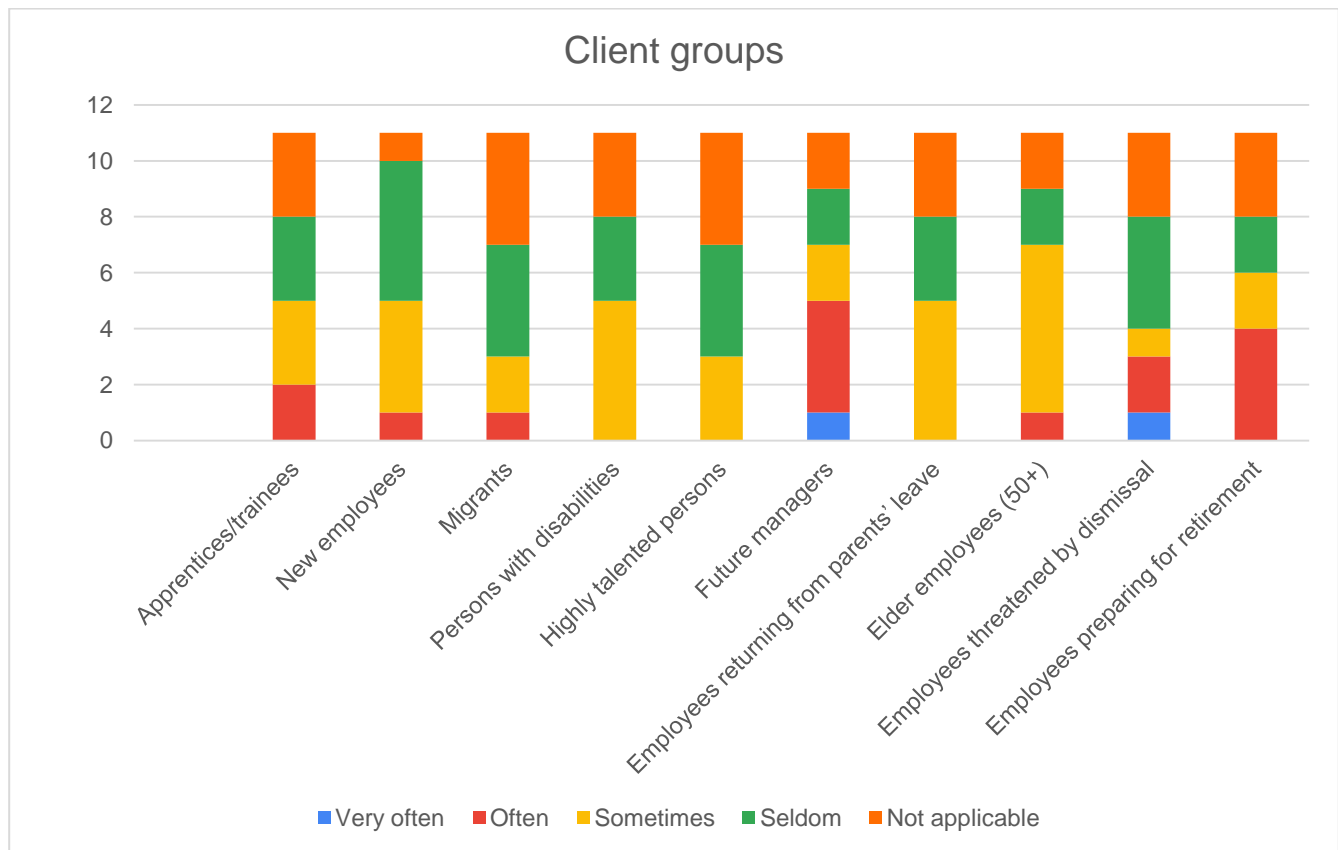
The beneficiaries of career counselling are varying (Table 4). Almost 40 % of HR professionals who participated in the survey reported that they often provide these services to future managers and employees preparing for retirement.

Providing services to apprentices and trainees seems to vary from company to company. Also, more than half of respondents said that they provided career counselling several times a year to elder employees (50+), persons with disabilities and employees returning from parents' leave.

These services are reported to be provided sometimes or seldom to new employees, migrants, highly talented people and employees threatened by dismissal although a lot of the HR professionals stated that this question is not applicable in the case of their company.

Groups of employees	Very often (every week)	Often (several times in a month)	Sometimes (several times in a year)	Seldom (by occasion)	Not applicable
<b>Apprentices/trainees</b>	0.00% 0	18.18% 2	27.27% 3	27.27% 3	27.27% 3
<b>New employees</b>	0.00% 0	9.09% 1	36.36% 4	45.45% 5	9.09% 1
<b>Migrants</b>	0.00% 0	9.09% 1	18.18% 2	36.36% 4	36.36% 4
<b>Persons with disabilities</b>	0.00% 0	0.00% 0	45.45% 5	27.27% 3	27.27% 3
<b>Highly talented persons</b>	0.00% 0	0.00% 0	27.27% 3	36.36% 4	36.36% 4
<b>Future managers</b>	9.09% 1	36.36% 4	18.18% 2	18.18% 2	18.18% 2
<b>Employees returning from parents' leave</b>	0.00% 0	0.00% 0	45.45% 5	27.27% 3	27.27% 3
<b>Elder employees (50+)</b>	0.00% 0	9.09% 1	54.54% 6	18.18% 2	18.18% 2
<b>Employees threatened by dismissal</b>	9.09% 1	18.18% 2	9.09% 1	36.36% 4	27.27% 3
<b>Employees preparing for retirement</b>	0.00% 0	36.36% 4	18.18% 2	18.18% 2	27.27% 3

Table 4: The provision of career services to different target groups in the enterprise



*Figure: Client groups*

More than a half of HR professionals said that they often or very often deal with personal problems and further education & training. They often or sometimes deal with career planning and team problems. However, it should also be noted that more than 60 percent of respondents said that they deal with learning & performance problems only sometimes or by occasion.

career issues	Very often (every week)	Often (several times in a month)	Sometimes (several times in a year)	Seldom (by occasion)	Not applicable
Further education & training	36.36% 4	27.27% 3	18.18% 2	0.00% 0	18.18% 2
Career planning	9.09% 1	36.36% 4	45.45% 5	0.00% 0	9.09% 1
Learning & performance problems	18.18% 2	9.09% 1	36.36% 4	27.27% 3	9.09% 1
Team problems	9.09% 1	36.36% 4	27.27% 3	18.18% 2	9.09% 1
Personal problems	36.36% 4	18.18% 2	36.36% 4	9.09% 1	0.00% 0

Table 5: Career issues

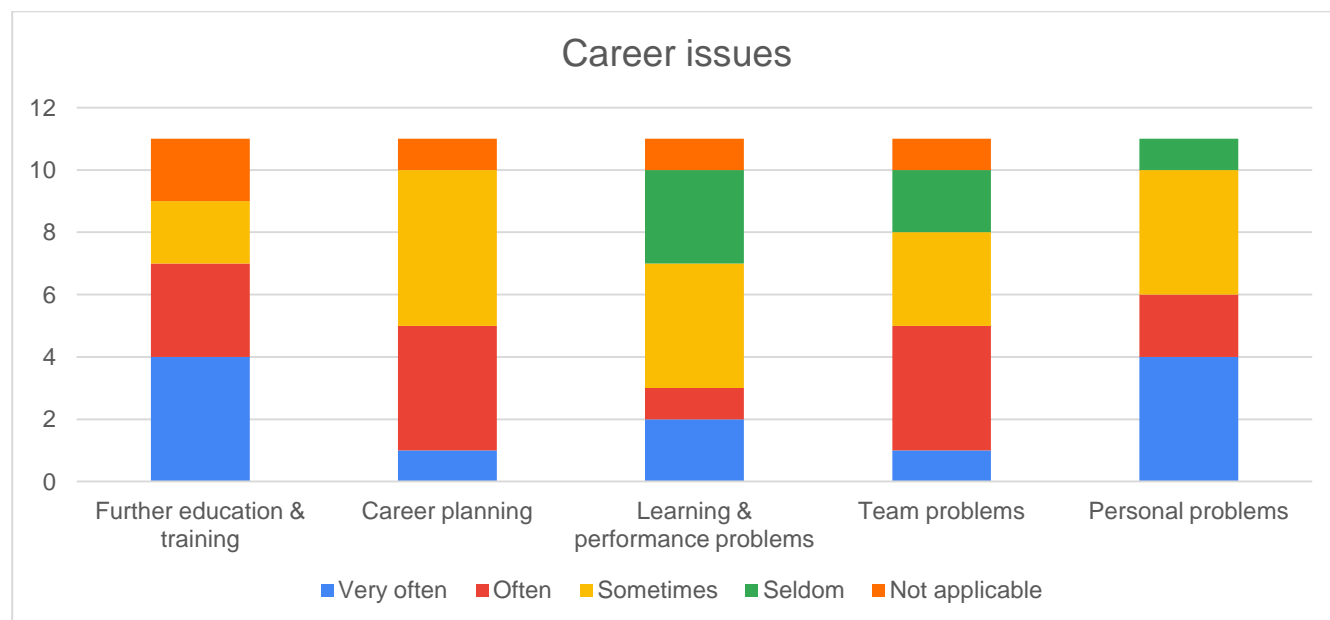


Figure: Career issues

Concerning the type and modalities of career services that are provided in the enterprises covered by this survey (Figure 2), the majority of the respondents provide them one on one, off the workplace and in groups. Eight of them provide them with counsellors and coaches working outside the company, and 8 of them at the workplace. It is less often the case that these services are provided with internal counsellors and coaches. This was reported to happen in 60% of companies (7 out of 11).

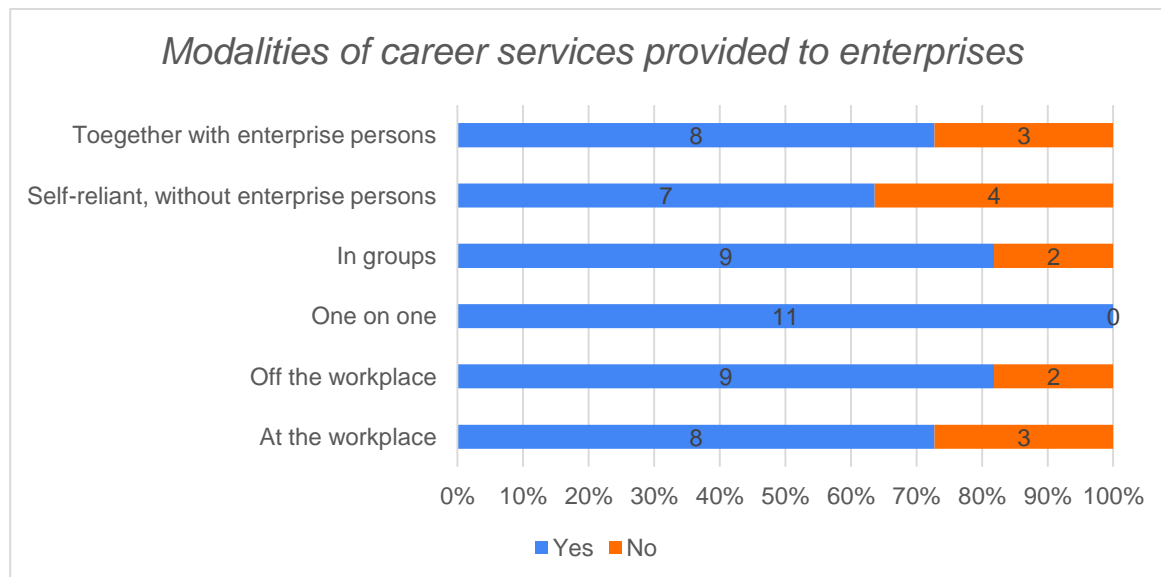


Figure 2: Modalities of career counselling provided to enterprises

### 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)*

All HR professionals who participated in this survey stated that they consider self-study (internet, MOOCs, books etc.) as very important or important to gain the necessary knowledge, skills and competences to fulfill all of their roles (Table 6). The majority of them find also academic studies, enrollment in continuing education and advice from internal and external peers and experts as important. Attending short training was seen by some of the respondents as important, while some stated that it was less important or not applicable in the case of their company.

Reasons	Very important	Important	Less important	Not important	Not applicable
I still rely on my former (academic) studies	45.45% 5	36.36% 4	9.09% 1	0.00% 0	9.09% 1
Self-study (internet, MOOCs, books etc.)	36.36% 4	63.63% 7	0.00% 0	0.00% 0	0.00% 0
Enrollment in continuing education (face to face and blended learning)	27.27% 3	54.54% 6	9.09% 1	0.00% 0	9.09% 1
Attending short training courses/workshops/conferences	36.36% 4	36.36% 4	9.09% 1	0.00% 0	18.18% 2
Advice from peers and experts in my institution	54.54% 6	36.36% 4	0.00% 0	0.00% 0	9.09% 1
Advice from external peers and experts	36.36% 4	45.45% 5	0.00% 0	0.00% 0	18.18% 2

Table 6: Sources for knowledge, skills and competences development

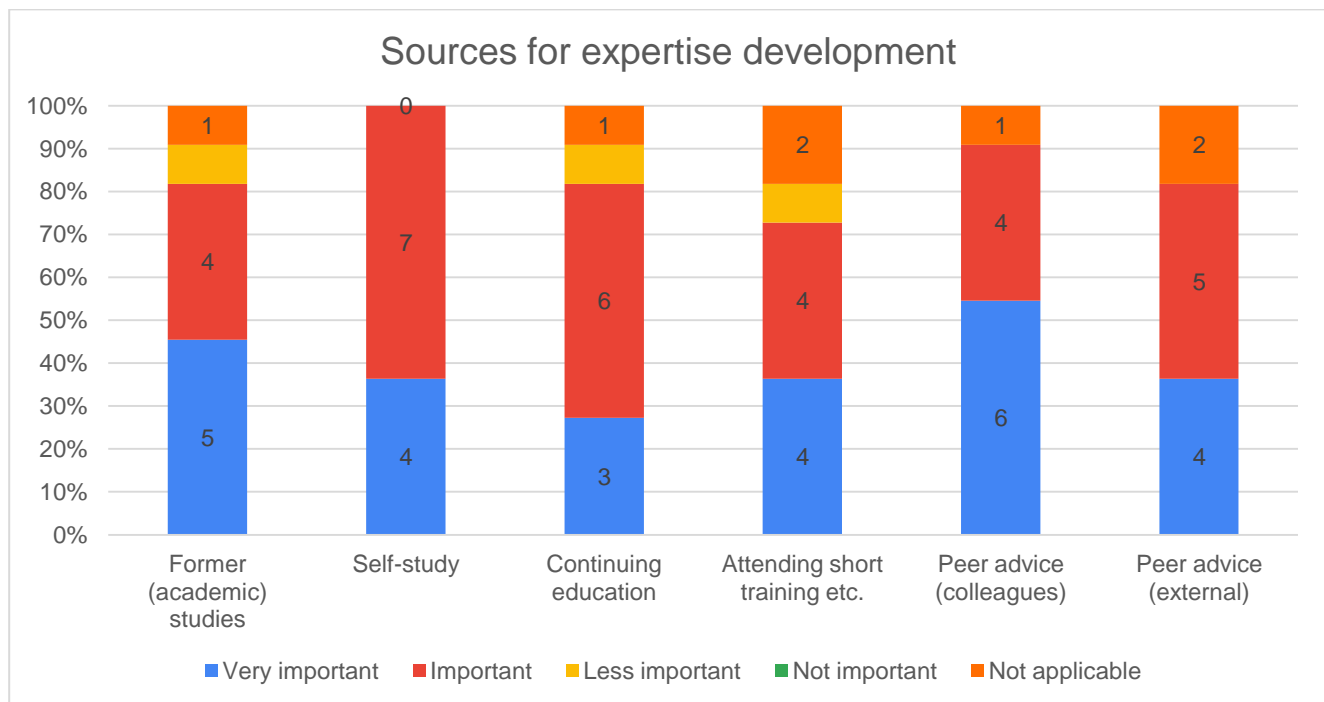


Figure: Sources for expertise development

### 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)*

Human resource professionals stated that interactions with representatives of professional institutions or independent experts from the field of Career Guidance and Counselling is not something that happens often. Only 2 respondents stated that these interactions occur often, several times in a month. Five of them (45,5 %) said that it happens sometimes, and 2 of them answered that this occurs seldom. One of them said that this question is not applicable in the case of their company.

When it comes to active cooperation (concerning special tasks, development projects, challenging problems), situation does not happen often as well. In total 1 HR professionals stated that this happens several times in a

month (9.1%), 6 of them (54.5%) that it occurs sometimes and 3 of them (27.3%) that it is something that happens by occasion.

Concerning the list of benefits (Table 7) respondents might expect from working together with representatives of professional institutions or independent experts from the field of Career guidance and counselling the majority of them see as important attending joint seminars/workshops/trainings and cooperation for special purpose. Further information, learning from each other and exchange of experience is also seen as important.

Benefits	Very important	Important	Less important	Not important	Not applicable
<b>Further information</b>	27.27% 3	45.45% 5	18.18% 2	0.00% 0	9.09% 1
<b>Exchange of experience</b>	27.27% 3	54.54% 6	9.09% 1	0.00% 0	9.09% 1
<b>Learn about best practice examples</b>	36.36% 4	36.36% 4	18.18% 2	0.00% 0	9.09% 1
<b>Cooperation for special purpose</b>	9.09% 1	63.63% 7	18.18% 2	0.00% 0	9.09% 1
<b>Learning from each other</b>	45.45% 5	36.36% 4	9.09% 1	0.00% 0	9.09% 1
<b>Attending joint seminars/workshops/trainings</b>	9.09% 1	72.72% 8	9.09% 1	0.00% 0	9.09% 1

*Table 7: Ratings of benefits from cooperation with representatives of professional institutions or independent experts from the field of Career guidance and counselling*



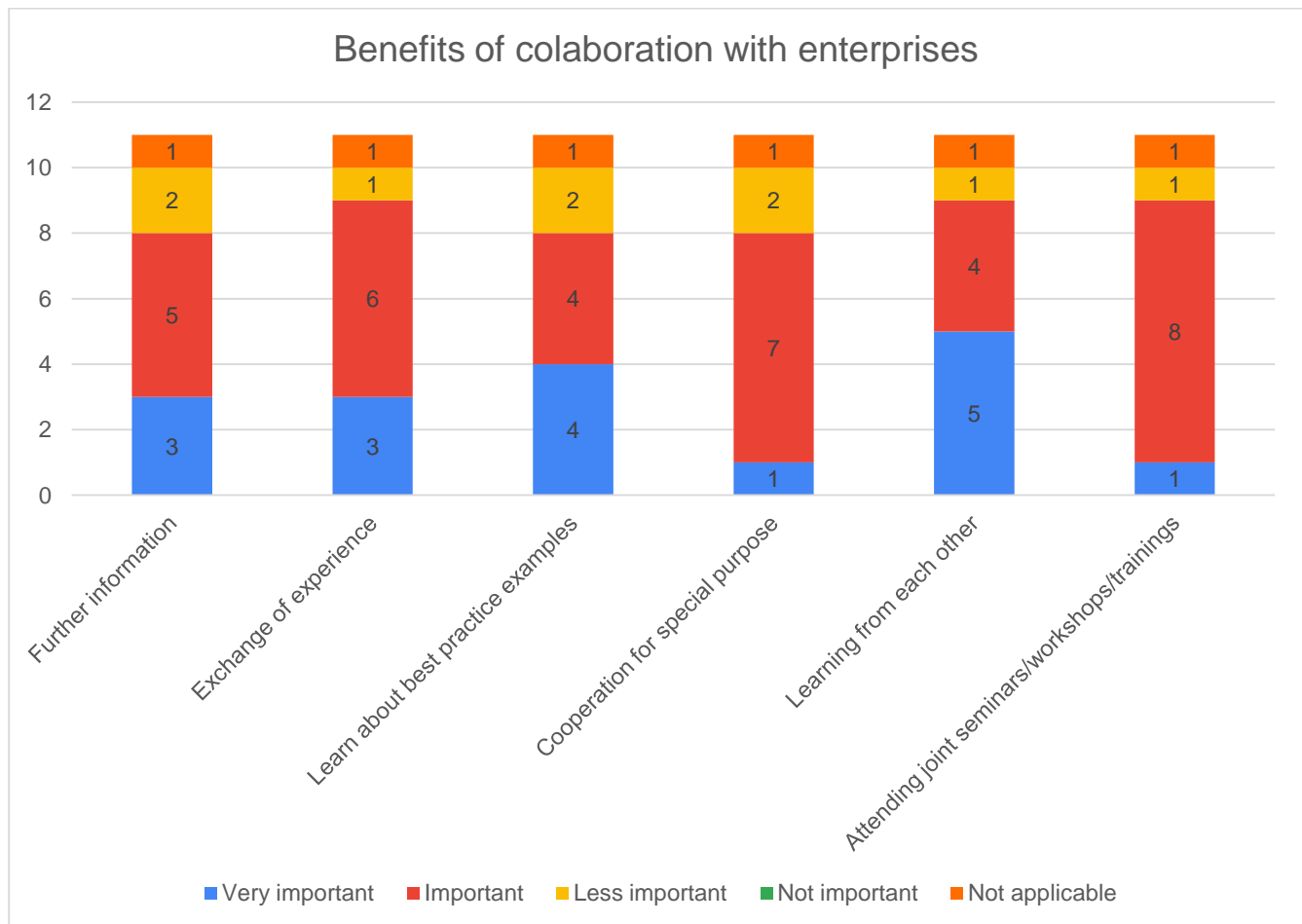


Figure: benefits of collaboration with enterprises

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

There are several topics and problems that HR professionals currently see as the most challenging in human resource development. Some of them are related to the current situation, for instance, one answer was 'digitalization and robotization', and another was 'inclusiveness', for which a possible solution lies in the 'cooperation with other branches'.

The respondents also mentioned that the important issues are 'development of employees' and 'development of coaching skills for managers' and 'sustainability' and 'lifelong learning'.

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## 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 The roles in the HRM life cycle

The career professionals in the survey state that their main contribution to the HRM cycle lies in the area of development of professional knowledge and skills, management of changes and recruitment. The involvement in the area of retirement shows to be of less importance. The development of personal and social competencies and integration of (new) employees was generally seen as significant. The HRM professionals share this orientation, but their involvement is slightly wider and also involves all other areas of activity, including dismissal and retirement..

Concerning the most frequent activities within the professional life cycle it shows that career practitioners other than HR professionals see as their main contribution the offering of counseling services regarding career decisions and career planning. The orientation of HR professionals is more aimed at offering career information.

### 4.2 Motivation offering career guidance in enterprises

For the CGC professionals finding individual solutions is valued as most important. For the responding HRM professionals besides the individual orientation the most important reason for offering career guidance in enterprises is arising the commitment to the enterprise.

For both CGC and HRM professionals the most important issue of career counselling in enterprises aims at further education and training. Besides that career professionals also deal with helping workers with personal problems.

### 4.3 Development of professional knowledge, skills and competences

For their development of skills and competences CGC professionals show a strong tendency toward (internal and external) peer consultancy. This may indicate that career professionals prefer a context of mutual learning. HR professionals show a slightly stronger preference towards self-learning and individual learning.

#### 4.4 Interaction, networking and collaboration

Both surveys show that working together and learning together is important. Networking and cooperation already exist and is executed frequently, although there is room for improvement. Both groups see the benefits from encounters between the two groups, but when comparing the two career professionals value the interaction and cooperation higher than HR professionals.

#### 4.5 Challenges ahead

When looking at the remarks that were made in the open questions regarding challenges both surveys show that the respondents see that the structure and the dynamics on the labor market and in the economy offer great challenges for the field of HRD. Issues like flex-contracts, automation and the threats of robotization and digitization are mentioned. Solutions are expected to lie in the field of facilitating learning and development to enhance employability. This asks for a robust system on training and development and the financial resources that can facilitate such a system. This asks for an open approach and growing collaboration between all professionals involved in learning and development within companies and on a more general (labor) market level.