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

O1: REVIEW OF LITERATURE, MEDIA AND

National report - Germany
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Introduction	3
1 Trends in the world of work specific to Germany	4
1.1 New forms of work and need for continuing education and training (CET)	6
1.2 Change of organizations and effects on HR	7
1.3 Individualization in the society	9
1.4 Labour market aspects - lack of skilled worker	10
1.5 Academization and lifelong learning	13
2 Review of actual and innovative, useful and relevant concepts and developments of company-based career guidance and counselling related work	15
2.1 STRATEGIC SHIFT IN THE HR DEPARTMENTS AND PROFESSIONALIZATION OF HR ROLE(S)	15
2.2 Emphasis on (new) career models in companies	16
2.3 Guidance and Counselling in HR context	17
2.4 Lifelong learning	18
3 Providers of services related to career development support for employees	19
3.1 Companies and Leaders as supporters for career development	19
3.2 Coaching and supervision by contracted professionals in company contexts	19
3.3 Specific career guidance/counseling/coaching services in companies	19
3.4 “Qualifizierungsberatung” - “In-company” career and lifelong learning guidance and counselling services from external providers	20
3.5 Public services for lifelong guidance and lifelong learning support	20
3.6 National law affecting HRD and lifelong learning	20
3.7 Continuing education and degree programs in counseling (CGC)	21
4 Analyses of actual and innovative literature, studies, media and resources on counselling concerning employees	22
4.1 Human Resource Development - Research and Practice	23
4.1.1 Research	23
4.1.2 Practice and Methods	24
4.1.3 Professionalization	24
4.2 Private practice for Consulting, Counselling, Coaching and Supervision	25
4.2.1 Research	25

4.2.2	Practice and Methods	25
4.2.3	Professionalization	26
4.3	Public Consulting and Counselling of SME (e.g. ‘Qualifizierungsberatung’) and individuals (e.g. ‘Weiterbildungsberatung’)	26
4.3.1	Research	26
4.3.2	Practice and Methods	28
4.3.3	Professionalization	29
5	Analysis of the theoretical and methodological approaches for counsellors and coaches to work with/within companies	29
6	Additional terms for a glossary	32
7	List of references	33
7.1	Research articles on the trends in the world of work specific to Germany	33
7.2	Research articles on career development support provided to employees in Germany	34

INTRODUCTION

Personnel work (or HRM) and personnel development (or HRD) are only to be understood in their close interrelation with the operational organisation of work and its change. Today, the world of work is changing, driven by digitalization, new value chains, dissolving organizational boundaries, the importance of network organizations and global challenges such as demographic development and climate change. Although the transformation of the world of work is strongly driven by technological changes, the technologies, especially digital networking, have an impact on the organization of work and change previous notions of functional division of labor, hierarchy, the temporal structuring of work or the affiliation of people to organizations. These highly dynamic developments have an impact on the world of work and specifically on the demands on human resources (Bruch & Muenchen 2017; Pfeiffer et al. 2016; Hackl & Gerpott 2015; Gaugler 2012). In order to discuss the possible role of Career Guidance and Counselling (CGS) as an internal or external service in the operational context, knowledge of this changing world of work is therefore necessary. For these reasons, too, the scientific occupation of CGC opens up to the subject areas of personnel and organizational development. From the perspective of CGC and more specifically of career, further training or qualification counselling, the question arises as to how far companies give space to these counselling formats and how, if necessary, increased attention for counselling on the above-mentioned and other topics is promoted (Weber 2020).

Thus, the present contribution is dedicated to current developments in personnel work and more specifically in personnel development and follows the thesis that personnel work is currently oriented more strongly towards aspects of individualisation, which in turn can result in areas of tension between organisational requirements and individual perspectives. In this context, guidance and counselling can be important as a cross-sectional task. The present contribution thus arose in connection with the question of how vocational guidance and counselling reacts or could react to the changes in operational personnel work, which can be seen in the context of changes in the world of work.

The aim of intellectual output 1 (O1) is to summarise **the state of innovative research and development and higher education programs**, based on publications, existing approaches, research initiatives, studies, projects, media, etc. related to the project's overall topic "Professional career-guidance, -counselling and coaching and related forms of support for employees". The national reports will serve as a basis for the overall final report, a transnational summary of outcomes, including a glossary of terms.

The national report contains the review of the most recent developments, innovation and new ideas around the topic of counselling for employees (in small, medium and large companies; in profit and non-profit companies) and related topics at the

- **intersection between career counselling and HR,**
- **with a focus on promising and innovative elements for higher education programs and practice.**

The identified concepts and instruments are seen as innovative and promising and proven by research and/or practice.

1 TRENDS IN THE WORLD OF WORK SPECIFIC TO GERMANY

Focusing on trends today is an important and widely used way to structure the agenda in politics, economy and science. Many different studies from different sources and quality can be found. The following sources have been analyzed. The relevant trends are:

- Demography
- Individualization
- Social Inequality/Cultural Inequality
- Health
- Gender

- Mobility
- Digitization
- Learning from nature
- Technology
- Knowledge
- World of work
- Resources

A table with the most relevant trends discussed in these reports can be found in the annex 1.

Links to sources about trend-studies

Links to the sources used (4/2020):

- Z-point: <http://www.z-punkt.de/themen/artikel/megatrends>
- Strong for the future: <http://www.zukunftsstark.org/megatrends>
- Alliance:
https://www.allianz.com/de/economic_research/publikationen/working_papers/branchen/megatrends.html
- Future Institute "Megatrendmap": <https://www.zukunftsinstitut.de/artikel/die-megatrend-map/>
- Important HR Trends 2020 <https://www.humanresourcesmanager.de/news/hr-2020-das-sind-die-wichtigsten-trends.html>

There are also other sources on this topic that allow you to explore these megatrends (4/2020):

- BMBF study on current trends: <https://www.bmbf.de/de/trendsammlung-932.html>
- Journal for futurology: <http://www.zeitschrift-zukunftsforschung.de/>

- Zukunftsinstitut.de: <https://www.zukunftsinstitut.de>
- Trend Study of the OECD: http://www.keepeek.com/Digital-Asset-Management/oecd/education/trends-shaping-education-2016_trends_edu-2016-en#.V_-B5pOLRE4#page24

For the report a set of issues close to the topic will be discussed more in detail.

1.1 New forms of work and need for continuing education and training (CET)

In general, a strong increase in sophisticated services can be expected, also within the manufacturing industry (for example organisation, management, planning, consulting, research, development). Other traditionally important jobs, on the other hand, will disappear. This development is not new, but it is becoming virulent in a new way as production and services become increasingly technological and automated. With regard to forms of work, changes are taking place, for example, in terms of membership of companies (temporary work, networking of companies, periods of employment, new forms of self-employment), remuneration (goal-related remuneration), personal responsibility (teamwork, flat hierarchies, decision-making and execution in one hand, and flexibility (in terms of space, time and activity).

This development is also linked to new qualification and educational goals: Learning and qualification adaptation are becoming more and more separated in terms of time and space; learning is becoming lifelong and work-related. In addition, qualification contents are also changing. What is needed is not so much knowledge content that can be applied in a linear fashion but complex and adaptable skills, networked and methodical thinking. Where subjects and occupations used to be clearly delimited, today interdisciplinary and cross-disciplinary thinking is required.

An important change in the field of qualification requirements from the economy is therefore orientation towards action competences and the transferability of learning outcomes into current practice. While specialist knowledge on the one hand has to be constantly renewed (adaptation training), on the other hand, personal and social skills come to the fore, such as the ability to take

criticism, the ability to quickly acquire an overview, to think in a networked way, to take responsibility for oneself and others or to maintain the ability to learn throughout one's life.

Another area that has become more important for companies is keeping employees in step with permanent change processes. It is now much more important than before to successfully deal with change and the ability to adapt to the ever more rapid changes and to be able to shape them. However, this described trend to adapt at various levels through lifelong learning is not reflected to the same extent in continuing training statistics (e.g. CET reporting system, Adult Education Survey). While a large group of employees participate regularly in CET (mainly to continue to meet current requirements, but partly also with the expectation of professional establishment, stabilisation or promotion), there is also a large group of employees who do not participate or hardly participate at all in CET.

Important and interesting internet sources on this subject area (4/2020)

Adult Education Survey <https://www.bibb.de/de/1656.php>

Report on vocational training <https://www.bmbf.de/de/berufsbildungsbericht-2740.html>

Federal Statistical Office on the subject of further education
<https://www.destatis.de/DE/ZahlenFakten/GesellschaftStaat/BildungForschungKultur/Weiterbildung/Weiterbildung.html>

1.2 Change of organizations and effects on HR

The performance of human resources management is determined by different aspects. On the one hand, human resources management is related to so called „hard“ and “soft“ factors, i.e. it is measured either by its rather economically measurable benefit for the enterprise as a whole (and by objective criteria in this sense) or by its immaterial and individual, subjective benefit for the employees (Mudra, 2012). The aspect of human resources development and specifically of counseling ranks among the latter, while, for example, human resources controlling, personnel cost accounting and the like represent the „hard“ aspect of human resources management.

Moreover, performances of human resources management are measured by their strategic contribution to the entire enterprise. This would mean that human resources would be tied strongly to the strategic considerations of the enterprise, and that the „top management“ would recognize a strategic contribution in the performances of HRM and furthers it accordingly (Wegerich, 2015, p. 26). The literature demands this strategic alignment and conceptualizes it in different models (Wegerich, 2015; Mudra, 2012). Thus it is demanded that, for example, all activities related to human resources management have to be coordinated with this strategic alignment, e.g. employee

selection, succession planning, profit-sharing (Wegerich, 2015, p. 28). In practice, however, this demand appears to be difficult to realize. Human resources is partly (still) perceived as a „service function“ detached from corporate strategy (Hackl/Gerpott, 2015).

A third important perspective on the alignment of human resources management is the orientation towards the internal and the external (Scholz, 2003, p. 132). While - similar to the entire literature on organizations - the focus on the internal was predominant for a long period (one would focus on how a company can be structured internally, planned, navigated, and controlled), also the external perspective is now perceived as especially meaningful. Notice was attracted to questions like: What does the environment of the enterprise look like and how does it change? Which impulses from the environment can be incorporated promisingly? How does the environment (e.g. customers, competitors) perceive the company? The meaning of an external perspective for the human resource management becomes especially apparent by the issue of staff recruitment (keyword, skills shortage) and by the (potential) contribution of personnel work to the „employer brand“ (Hesse/Mattmüller, 2015; Schuhmacher/Geschwill, 2009). On the one hand, human resources management shall at this point observe the environment and orient its actions towards an enterprise-environment interface that is especially beneficial to staff recruitment. On the other hand, human resources management shall represent a company externally and contribute to how an enterprise is perceived from the outside as well as what image do prospective employees as well as higher education institutions and other actors of the education sector have.

Important and interesting internet sources on this subject area (4/2020)

BMAS Federal Ministry of Labour and Social Affairs

<https://www.bmas.de/DE/Themen/Arbeitsmarkt/Arbeiten-vier-null/arbeiten-vier-null.html>

White Paper "Work 4.0" (BMAS 2016)

https://issuu.com/support.bmaspublicispixelpark.de/docs/161121_wei_buch_final?e=26749784/43070404

New Work Order

https://www.birgit-gebhardt.com/new-work-order/New_Work_Order_%20Organisations_in_Transition.pdf

<https://www.birgit-gebhardt.com/new-work-order/studien.html>

Work Report 2019

<https://www.zukunftsinstitut.de/artikel/work-report-2019/>

1.3 Individualization in the society

Whether CGC is aimed directly at individuals or as organizational consulting only indirectly at the individual, the changing demands on individuals also change the function and significance of CGC. Both, external factors (political framework requirements, expectations on the part of employers) and individual-related factors (level of qualification, learning experiences, willingness to change, attitudes, life plans, subjective value of gainful employment, career orientation) play a role here. As an example, three aspects can be distinguished.

- Social change: pluralization of forms of employment, de-institutionalization.
- Political (re-)definition of the individual.
- The significance of gainful employment.

Social change can be described and analysed from a variety of perspectives and terms. As relevant for the development of counselling, only a few points will be picked out and outlined here. In many cases, these analyses and considerations have already penetrated far into the public discussion and have partly become commonplace in the media and politics. Nevertheless, they should be taken into account in the search for trends. In view of the breadth of potential target groups of counselling, general assumptions should be critically examined and questioned.

We can raise the question whether and to what extent “individualization” exerts influence on HR activities and what this influence may look like. In this context, “individualization” means the individualization of professional progression / occupational biographies as well as professional competence development. Concurrently, an individualization of HR activities can be determined which result from the adaptation of the role of HR, for example, to individualized values, competence profiles and career paths.

Parallel to the changes in HRM, a stronger orientation towards the individual appears to become necessary (Mudra, 2012, p. 39). Hackl and Gerpott (2015) designate such individualization to be one of three central pillars of a new „value architecture“ of HRM (p. 112). On the one hand, this is explained with employees themselves wanting to control their own development, and knowing best the framework that they deem appropriate for a high level of efficiency (ibid.). It is also related to a transforming image of an employee as a „co-entrepreneur“ (Gaugler, 2012, p. 20f.). With this in mind employees are no longer „beneficiaries“, but they actively shape their own progress and the progress of the organization. Human resources management thus achieves a different self-perception: „Guide values and policies are continuously questioned through reflection and openness, and are adapted to the needs of the target group, if required. In contrast to an artificial fighting of symptoms, causal research and finding sustainable solutions are paramount with such a

learning orientation (of HR)“ (Hackl/Gerpott, 2015, p. 113). Counseling is a suitable instrument for this purpose, because it enables this specific way of reflexivity and openness for impulses by employees and managers. Counseling is not a top-down instrument, but one that works in both directions: it can convey ideas and impulses to employees and managers, but as well take up and incorporate to the company those aspects which employees and managers regard as solutions or problems.

Important and interesting internet sources on this subject area (4/2020)

Sinus Study on Milieus <http://www.sinus-institut.de/sinus-loesungen/sinus-milieus-deutschland/>

Shell Youth Study 2015 and 2019

<http://www.shell.de/ueber-uns/die-shell-jugendstudie.html>

Study on changing values in the working world 4.0

<https://www.arbeitenviernull.de/mitmachen/wertewelten/studie-wertewelten.html>

On employability

<https://www.bibb.de/veroeffentlichungen/de/publication/download/id/1365> and

http://www.boeckler.de/wsimit_2009_06_brussig.pdf

1.4 Labour market aspects - lack of skilled worker

Consulting focuses on a wide variety of target groups, each of which can also be described in terms of their position on the labour markets. From school leavers without a degree to graduates of an 'elite university' or from the long-term unemployed to globally mobile specialists, each target group is dependent on different labour market factors. This range shows how difficult it is to include 'the' labour market in a trend analysis. There will always be parallel and opposite developments that are relevant for different groups. But even this observation can be useful for counselling in the face of a one-sided prejudice. For counsellors working at the interface to the labour market, a good knowledge of orientation (sectors, regions, qualification levels) as well as access to current labour market data, vacancies, etc. is indispensable (see Links).

In order to describe this heterogeneous and difficult field (for the time being), the following aspects are included here:

- Uncertainty of employment and currently existing persistent risk of unemployment for some target groups (especially low-skilled workers)
- High demand on the labour market for qualified employees
- The increase in total employment or the employment rate
- Structural justification of unemployment and cyclical justification of unemployment or the demand for labour (see for example Southern Europe).
- The change in labour markets and the emergence of new employment areas
- Employment security, flexibility, mobility, job rotation.

The labour market and unemployment situation in Germany, as in other countries, is subject to fluctuations. With an improvement in the unemployment rate and an increase in the number of jobs on offer, as well as a slight rise in jobs subject to social security contributions since around 2008, the number of unemployed is now officially back at around 2.68 million, whereby an additional 2 million can be expected depending on the calculation. The difference can be explained by groups that are no longer included in the unemployment statistics, above all "inactive persons" but also persons undergoing further training measures. It is also difficult for many people who become unemployed to find an adequate job. While well-qualified people looking for work in regions with lower unemployment have short periods of unemployment, it is mainly the low-skilled and certain regions that are in a very poor starting position. The situation for the short-term unemployed (ALG I) has improved continuously and noticeably over the last 10 years, whereas only slight improvements have been recorded in the area of ALG II. In addition, the perceived threat of insecurity or fear of unemployment influences the behaviour of people on the labour market.

In addition to the regularly published unemployment figures of the Federal Employment Agency, the Federal Statistical Office also provides figures on the employment situation of the working population. Three of these regularly collected statistics will be listed here. Current figures can always be researched on the corresponding pages on the Internet (see Links). On the one hand (at the time of writing) there is a trend of 'underemployment' and 'a-typical employment' for a part of the adult population. According to this, 13% of the employed are underemployed according to their own statements, i.e. they would like to or have to find employment on a higher level. A large percentage of this group earns less than EUR 500 per month. Secondly, since the beginning of the 1990s the percentage of employed people has remained relatively stable at 67-69%, with the percentage of unemployed increasing from around 5% to 8% (until around 2006), but then falling steadily to 5.9% (see link to unemployment statistics). The percentage of those looking for employment and the number of employed has increased continuously. The labour market in Germany has therefore grown steadily in recent years in quantitative terms and offers employment to more people than ever before (although not always adequately in terms of fit and size). The third statistic given here as an example is that of unemployed young people. Here the situation is particularly difficult throughout Europe, but in Germany it is increasingly positive. Between the

beginning of the 1990s and 2006, the employment rate of the under-25s rose from around 9% to almost 16%. Today this rate has fallen to 5.7%. The distribution between the federal states, however, is very different.

If we try to deduce trends for vocational guidance & counselling from these figures, this is of course difficult, since CGC cannot solve the existing structural problems directly, but only indirectly through individual adaptation to circumstances. It is possible to derive indications of the precarious situation of certain groups to whom counselling and other forms of assistance (e.g. educational opportunities, support for self-employment, offers of the second labour market) must be particularly addressed (e.g. young people without school-leaving qualifications, adults with atypical employment, long-term unemployed, inactive persons with a desire for work, but also highly qualified persons with an interest in making full use of their possibilities by changing jobs). It is also possible to derive the requirement for advice to back up career risks and opportunities with well-founded technical data.

If one looks for reasons of the poor labour market situation for the groups mentioned above (for example the continuous decline of so-called normal employment relationships (full-time employment subject to social security contributions or the disproportion between a positive economic development and a less positive development of the labour market for disadvantaged groups), structural problems of the German labour market were frequently cited as the main reason.

Important and interesting internet sources on this subject area (4/2020)

DE-STATIS on the labour market in Germany

<https://www.destatis.de/DE/ZahlenFakten/Indikatoren/LangeReihen/Arbeitsmarkt/lrab003.html>

DE-STATIS on employed persons

<https://www.destatis.de/DE/ZahlenFakten/GesamtwirtschaftUmwelt/Arbeitsmarkt/Erwerbstaetigkeit/Erwerbstaetigkeit.html>

Statista.com Statistics and data on work and occupation

<https://de.statista.com/statistik/kategorien/kategorie/900/themen/902/branche/arbeitsberuf/>

BPB. Data on the social situation in Germany <http://www.bpb.de/nachschlagen/zahlen-und-fakten/soziale-situation-in-deutschland/61684/erwerbstaetigkeit>

Career Development Navigator (BEN) <https://ben.arbeitsagentur.de>

1.5 Academization and lifelong learning

If one observes different areas of education (school, vocational training, higher education or further education), four significant trends of change can be described - without claiming to be complete:

- There is greater competition between educational organisations and a more segregated education market is emerging. It can be observed in all areas of the education sector that - whether governmental or non-governmental organisations are affected - competition between providers is increasing. The entire education sector is increasingly being interpreted and restructured from a market perspective. Commercial providers are entering into competition with state providers. Changing framework conditions, such as the international service and trade agreement or Europeanisation, intensify these effects. For educational providers this means above all that they must maintain and increase their marketability, e.g. through attractive offers, falling costs, expansion or mergers. In some areas, a more segregated market of 'elite offers' and 'offers for the broad masses' is already beginning to emerge than in the past. This can be seen very clearly in the higher education sector, but these trends are also evident in the school sector (emergence of new private schools, professional education, competition for pupils). For the individual, the pressure to make the 'right choice' (within an unmanageable variety) is intensifying. Education providers will therefore possibly attach greater importance to counselling as a service. The demand for independent, transparent and well-informed advice will become more important in all areas of the education sector.
- State educational organisations are increasingly being granted and expected to be more independent. In the 'market' described above, independence for educational organisations is a necessary condition for them to assert themselves as attractive providers. At the same time, however, a new economic and content-related pressure for success and legitimation is emerging. In addition, many control and design tasks that have long been in the hands of the state fall to the education providers or higher-level, non-governmental bodies (e.g. quality assurance or accreditation). The challenge for the organisations is to design new management and organisational structures and to establish a new understanding of their role as independent actors. For individuals who are able to bear the probably increasing costs of education, there may be a lack of transparency in a less controlled education sector. Individuals who cannot afford to pay for attractive offers may have to master complicated procedures

of support or be content with less promising offers. Besides the economic component, 'performance' or 'efficiency' remains the central selection criterion to justify the stratification of educational offers.

- Educational services are evaluated according to their 'output' and their 'quality'. Transparency and comparability play a greater role. Demands for and procedures of output evaluation are increasingly gaining ground (e.g. Pisa). In all areas of education, the meaningfulness and effectiveness of (subsidised) measures is no longer accepted without question. Attempts are being made to create greater transparency through quality assurance and quality development measures, such as the introduction of quality management or the accreditation of educational offerings. This development also brings new tasks of organisational design and organisational development for the providers. For individual participants in education, this may make it easier for them to select courses and to further exploit them on the labour market.

Last but not least, the character of learning processes is changing. In recent years, developments have taken place in the design of learning processes that have greatly changed traditional forms of teaching and learning, but also, for example, in recognition and certification. The European Credit Transfer System (ECTS) and the German Qualifications Framework (DQR) can be mentioned as examples. The aim is to increase permeability in the educational pathways and systems. Formerly formalised educational provision in the form of seminars and courses is increasingly being supplemented or replaced by learners' self-management, work-based learning arrangements in in-company training and the use of new media. Non-formal learning is increasingly to be certified by other forms of recognition. For providers and teachers, this also means a change in tasks and roles. Learning support and moderation of learning processes as well as the more tailored design of learning arrangements are becoming more important. For the counselling of individuals, new tasks of learning guidance, online tutoring and educational needs assessment arise. The certification of competences will also become a more important task in the future.

Important and interesting Internet sources on this topic (4/2020)

OECD Education at a glance <https://www.oecd.org/berlin/publikationen/bildung-auf-einen-blick.htm> (2019)

OECD country notes on Germany

https://www.oecd.org/berlin/publikationen/EAG2019_CN_DEU_GER.pdf (2019)

Bildungsbericht Deutsch-land und Kurzfassung (Insb. Kap. A. and for WB Kap. G)

<http://www.bildungsbericht.de/de/nationaler-bildungsbericht>

<https://www.bildungsbericht.de/de/nationaler-bildungsbericht> (2019)

Trends in the education system [http://www.bildungsbericht.de/de/bildungsberichte-seit-2006/bildungsbericht-2016/pdf-bildungsbericht-](http://www.bildungsbericht.de/de/bildungsberichte-seit-2006/bildungsbericht-2016/pdf-bildungsbericht-2016/BBE16_Maaz_AktuelleTrendsHerausforderungenuPerspektiven.pdf)

[2016/BBE16_Maaz_AktuelleTrendsHerausforderungenuPerspektiven.pdf](http://www.bildungsbericht.de/de/bildungsberichte-seit-2006/bildungsbericht-2016/pdf-bildungsbericht-2016/BBE16_Maaz_AktuelleTrendsHerausforderungenuPerspektiven.pdf) (2016)

2 REVIEW OF ACTUAL AND INNOVATIVE, USEFUL AND RELEVANT CONCEPTS AND DEVELOPMENTS OF COMPANY-BASED CAREER GUIDANCE AND COUNSELLING RELATED WORK

2.1 STRATEGIC SHIFT IN THE HR DEPARTMENTS AND PROFESSIONALIZATION OF HR ROLE(S)

A conversion in human resource management (HRM)[1] and, more specifically, in Human Resource Development (HRD), to approaches and instruments that focus on the individual and her/his specific competences, resources, characteristics and interests can be observed in scientific literature, trend studies and in practice. Although HRM strongly gears towards an operational rationality (Neuberger, 1997), this trend concurrently and inevitably results in an orientation towards individual aspects (Hackl/Gerpott, 2015; Weber, 2015). From a broader organization-theoretical perspective, these two perspectives can be attributed to the “modern performance-oriented paradigm” or the “post-modern pluralistic paradigm” (Laloux, 2015)[2]. This is not least reflected in instruments and approaches that are economically substantiated, but that are based on scientific evidence and knowledge derived from psychology, sociology and guidance studies[3]. While in-firm training and further education are considered classical and well-established instruments of human resource management, new instruments that are based on findings within the mentioned sciences emerge from dynamic conversion processes and operational challenges. Examples are “competence management”, “talent management”, “operational health management”, counseling formats like “coaching”, “mentoring” or “collegial advice” as well as career-related instruments like “career management”, “staff retention” or “outplacement”[4].

The following main HR topics can be highlighted as relevant in the context of the project:

- individualized career development,
- coaching, supervision, (career) counseling and coaching,

- competence assessment and competence documentation,
- identification and retention of potentials and talents, competence development,
- personnel selection and career design or career support,
- work-life balance and company health care.
- Aspects of technologization/digitalization of HR activities may also be taken into account

2.2 Emphasis on (new) career models in companies

Career models are in constant change. Since the 90s the literature refers to careers which individuals design. The authors Voß and Pongratz (1998) already diagnosed the “employee entrepreneurs” in the 90s and asked, “en route to the individual profession?” (Voß/Pongratz, 1998). Concurrently, we can observe a trend towards post-organizational careers within career theory and career research. In a comparative study on career theories, Gasteiger (2007) states the “subjectification” of career theory and research and summarizes the turnabout from organizationally determined to individually planned (and justified) professional careers [5].

In this context, approaches like the “boundaryless career” (Littleton, Arthur & Rousseau) and “protean career” (Hall, 2004; Hall, 1996) are important concepts. The core hypothesis is: it is to a lesser extent that the organization is able, willing or has the need to continuously facilitate and - through regular promotions - secure professional careers [6].

In contrast, individuals are also more mobile and less tied to one company. In some ways, this can be empirically proven: it was demonstrated that younger generations’ professional careers are considerably more complex (Strunk, 2009) or that the churn rate increases and more downward mobility can be recorded from generation to generation (e.g. comparing the postwar generation with baby boomers and generation X) (Lyons et al., 2012). However, providing an explanation for this development is not that easy. The following factors of influence may have an effect:

- The organization of labor has changed, which is expressed, among others, in flat hierarchies and a faster decline of competences.
- HR concepts recommend to companies a more flexible interaction with their staff, which may be particularly virulent to low-qualified working areas, however, in the course of technological and digital development it also becomes virulent to knowledge-based professions.
- Human resource decisions may be made in accordance with transactional cost factors within the context of a high-qualified labor market and supplier environments (i.e. a long-term development and retention of the staff is not always the “best” solution from a company’s standing point); “breathing workforces”, outsourcing and networking become rational alternatives (cf. Scott 2006).

- Political deregulation (e.g. alleviation of union influences, more flexible employment laws), although these should rather be regarded as a consequence or an intensifying component than a stimulus.

The aforementioned career theories can be considered the individuals' reaction to this situation, but they are also recursively related to it. Lastly, the approaches assume that individuals (must) develop competences and take on the responsibility for shaping their careers. They must be changeable (like Proteus in the Greek saga) and they must react to the conditions and possibilities of a boundaryless labor market in an adaptive and flexible way. Once obtained qualifications or previous pertinent experiences may, in best case, be necessary but not sufficient criteria to shape an individual career (towards the promotion or preservation of the achieved status).

In this context we can see several activities in the conceptual HR debate as well as in practice as:

- Concepts of talent management
- Lateral career paths and successor programs
- Guidance for lifelong learning in the company
- Employer branding
- Retention programs
- etc.

2.3 Guidance and Counselling in HR context

Guidance and Counselling is presently also for Human Resource Management (HRM) or Human Resource Development, respectively, a relevant task and an instrument that can be used for the realization of different HR-related objectives. HR achievements are rendered with respect to the enterprise as a whole as well as to executives (see HR business partner concept) and to employees (see Werkamnn-Karcher, 2010, p. 353).

We argue that counseling contributes to HRM in various different ways. On the one hand counseling is a direct merit of HRM through counseling services, on the other hand it can be regarded as part of a transforming leadership and management competence which can be promoted through HRM (Weber, 2012). Counseling addresses both employees and managers (especially as technical counseling following the idea of the HR business partner concept) as well as an organization in the sense of organizational counseling and organizational development (Werkmann-Karcher, 2010). Not least, external counseling (business consultancy, strategy consulting, human resources consulting etc.) needs to be purchased, which requires from HRM the ability to assess the quality and potential performance of counseling. To sum up, counseling can be understood as an important hinge function for HRM.

The existing literature does not yet comprehensively understand counseling as an instrument of HRM. It is partly understood as an overlapping instrument, however mostly it is only single formats of counseling that are named, which can be offered or promoted by HRM.

These are, for example, counseling services for employees in special problem situations:

- Advice services (for issues with salary, insurance or pension), counseling in concrete problem situations (bullying, sexual assault, unfair evaluation by the superior) as well as psycho-social counseling (for issues with addictions, sickness, debt or the individual environment) (Werkmann-Karcher, 2010, p. 354).
- Also reintegration counseling after a longer off time caused by illness or reentry counseling for parents after parental leave or counseling for aged employees for the arrangement of partial retirement can be named in this context.

2.4 Lifelong learning

“Learning” (whether formal or informal) is an integrative aspect of today's working life. The individualization of competences (development) as well as progression and values (and thereby vocational biographies) is nothing new. The majority of key discussions and developments in the context of education can be described as a part of or a reaction to this trend. The attention granted to the concept of competence (in contrast to clearly circumscribed qualifications), discussions about lifelong learning and terminologies like “employability” or “self-guidance” of learning processes serve as examples. These terms and discussions reflect twofold: on the one hand, an increased responsibility for personal action is attributed to each individual, whereby the borders of learning blur in terms of time and learning implicitly follows the idea of permanent or, at least, regular adaptation to new circumstances [7]. On the other hand, they describe a transforming role of institutions (from kindergarten to profession and companies) and teachers (instructors, supervisors, superiors). This transformation may consist in facilitating individual learning and development without determining the knowledge that is to be imparted or, at least, to enhance the ability to take on personal responsibility in addition to the knowledge that is to be imparted. To further these thoughts, these institutions (which concurrently facilitate the frame for an individual's education) become obsolete to the extent that individuals may acquire themselves what they need to meet current challenges. The Internet, social networks or self-study centers are places of individualized education.

3 PROVIDERS OF SERVICES RELATED TO CAREER DEVELOPMENT SUPPORT FOR EMPLOYEES

3.1 Companies and Leaders as supporters for career development

Focusing on the role of management and leaders, we can recognize an emerging role in “being the first HR developer” for the employees and the teams. This understanding can be recognized in HR literature (cf. Ulrich et al. 2012) as well as in competency sets for management and leader in Germany (cf. Erpenbeck et al., 2013). In addition to embedding counselling in personnel development measures, counselling can also be offered as "personnel development", "further training", "qualification" or "learning counselling", whereby these tasks have so far mainly been regarded as management tasks (e.g. in the context of annual appraisals) (Becker 2013: 596 f.)

3.2 Coaching and supervision by contracted professionals in company contexts

Literature mainly refers to coaching and mentoring as forms of counseling closely linked to the workplace (Becker, 2013; Wegerich, 2015), whereas they mostly function as individual measures which are not accessible for every employee, but which are part of human resources development programs instead. Coaching addresses personal development especially through reflection as well as compiling action alternatives (e.g. in regards towards new tasks/duties). Becker (2013) describes coaching as „intensive support or counseling of employees and managers (coachee) through psychologically trained counselors (coach) in special counseling situations“ (Becker, 2013, p. 658). And Wegerich records: „In an entrepreneurial context one thus understands the terminology of coaching as an individual companionship for people in periods of change or in unclassified situations with a comprehension of professional questions.“ (Wegerich, 2015, p. 49). While coaching is taken over by a qualified, external coach, mentoring constitutes a counseling support, within which an older (and more experienced) specialist or manager takes over the role of the mentor for a new or younger employee to advice, accompany and promote the latter (e.g. for taking on a first leadership position or for preparations for an overseas stay) (Wegerich, 2015, p. 44f.). Wegerich remarks, mentoring can also be characterized as a suitable instrument to support career planning (ibid., p. 46; Becker, 2013, p. 667).

Supervision and cooperative counseling are two formats that support employees and teams in achieving their professional duties. At this point, Becker talks about „Peer Supervision“ (Becker, 2013, p. 682). Supervision and cooperative counseling initially established themselves in social professions, where the reflection of cases take on a special meaning. Both methods target especially a „situation analysis“. The advantage of this method lies in the fact that it approaches a concrete working situation and promotes leadership and team behavior as well as train cross-functional thinking through a comprehensive analysis (Wegerich, 2015, p. 52).

3.3 Specific career guidance/counseling/coaching services in companies

Last but not least, counselling can also be offered to employees who are planning or want to develop their career in the company context, who want to be supported or included in development

programmes. Even those who have "failed" in such programmes can be supported by counselling in order to maintain their motivation and reflect on the "setback" (Röser 2013: 129; Ertelt & Frey 2012). Becker speaks of "systematic development consulting". This aims to support employees in professional decision-making processes (Becker 2013: 677 f.).

Career issues can potentially be the subject of counseling or coaching in the company, even the career might be outside the current occupation. In terms of the high degree of individualisation, personnel marketing and the high dynamics of change, companies shape the relationship with their employees more intensively. For example, the departure of employees or the promotion of individual career development considerations, which (potentially) can also lead beyond the boundaries of the current organisation, can be the subject of consultancy within the company. Large companies maintain their own outplacement departments or cooperate with service providers who offer such advice. Some organisations offer independent career advice that is also open to questions beyond the company. Such services are not normal or widely established and can be seen as an emerging pattern.

3.4 "Qualifizierungsberatung" - "In-company" career and lifelong learning guidance and counselling services from external providers

Qualification counselling ("Qualifizierungsberatung") has gained in importance as an external service, especially for small companies which themselves have few resources for personnel development (Baderschneider et al. 2012; Düsseldorf & Fischell 2018; Loebe & Severing 2012). While Germany shows an industrial structure where SME are dominating, external offers for inhouse counselling have been developed. Typically chambers of commerce or other comparable institutions are the suppliers. Also free-lancer working in this area. The German Public Employment Service developed a comparable service in 2013, but it is not fully established yet.

3.5 Public services for lifelong guidance and lifelong learning support

Since about 2010 a relevant number of federal states in Germany has started to establish public lifelong guidance services for adults. These activities are mainly launched and financed by ministries of economic and/or education and follow the aim to support adults in taking part in lifelong learning and maintain their employability. The situation between the federal states is very different and the analysis of the current status of the described actions is not possible within this study. Schiersmann & Weber provided an overview (2013). The annex 2 gives an actualized overview about the status at that time (need to be actualized).

3.6 National law affecting HRD and lifelong learning

Since the last few years in Germany some new legislation aims to support employees to adjust to the qualification needs of the digitalized world of work. The law ("Qualifizierungs Chancen Gesetz")¹ enables employees to get financial support and career guidance to identify individual

¹Ministry of Labour, <https://www.bmas.de/DE/Service/Gesetze/qualifizierungschancengesetz.html> (2020-06-14).

training needs. The environmental aspects and the employers situation are seen as important aspects for training and career individual development.

3.7 Continuing education and degree programs in counseling (CGC)

First the focus is on qualification programs for career guidance and counseling. A study by Schiersmann and Weber (2016) identified 21 Master courses in addition to the two Bachelor programs and one Master program at the PES university in Germany. Moreover, in the field of education quality standards have been included in legally binding regional standards. Since the early 2000s, the initiative of the RQZ (Regional Qualification Centers for Educational Guidance and Skills Development) provide continuing education for practitioners combining an academic approach with a strong practice orientation Certificate of Advanced Studies - 15 ECTS).

For this report a new analysis was done by using the largest platform for the search of study programs.

The search was conducted via the study program search page "Hochschulkompass" (<https://www.hochschulkompass.de/>). The search was conducted using the keywords Counselling and Coaching.

Approximately 20 study programs were found in Germany at the Bachelor's and Master's level. Most of the programs are at the master's level. All Master's programs are part-time Master's programs for people with work experience. Presented is a collection of representative examples.

Example for Bachelor Programs (approx. 5 existing):

Counseling for Education, Career and Employment

University of Applied Labour Studies of the Federal Employment Agency in Mannheim and Schwerin; Degree: Bachelor of Arts; Type of study: dual study, practice-integrated, full-time, www.hdba.de/studium/bachelorstudiengaenge

Example for Master Programs (further training for experienced people) (approx. 20 existing)

Consulting in the World of Work - Coaching, Supervision and Organizational Consulting, Frankfurt University of Applied Sciences; Degree: Master; Form of study: Part-time; <http://www.frankfurt-university.de/studium/studienbuero.html>

Consulting & Coaching, Nuremberg University of Technology. Degree: Master; Form of study: Part-time; <https://ohm-professional-school.de/studium/master/beratung-und-coaching/>

Beratung und Beratungswissenschaft - Coaching - Training - Consulting an Human-Centred Design; Humboldt University of Berlin; Degree: Master; Form of study: Part-time; <http://studium.hu-berlin.de/>

Study Programs for Human Resources Development / HRD (CGC)

The search was conducted using the study program search site "Hochschulkompass" (<https://www.hochschulkompass.de/>). The search was carried out with the keyword "Human Resource Development"/"Personalentwicklung" (HRD).

Found were 46 study programs in Germany on Bachelor and Master level. The majority of the study programs are master's programs, and the majority of these are part-time programs for people with work experience. Presented is a collection of representative examples.

Example Bachelor (13 existing):

Educational Science/ Industrial Education/ Human Resource Development; University of Koblenz-Landau; Degree: Bachelor's degree; <http://www.uni-koblenz-landau.de/de/uni/organisation/verwaltung/abteilungen/abt-3/studienberatung-landau>

Example for Master Programs (8 existing):

Business Education and Human Resource Development; University: Georg-August-Universität Göttingen; Degree: Master; Type of study: full-time. <http://www.uni-goettingen.de/de/1697.html>

Human Resource Management (M. Sc.); University: Pforzheim; Degree: Master; Type of study: full-time. https://businesspf.hs-pforzheim.de/studium/studierende/master/human_resources_management_msc

Example for Master Programs (further training for experienced people) (25 existing):

Human Resource Development, University of Applied Sciences Kaiserslautern; Degree: Master; Type of study: Part-time, distance learning; <http://www.kis.uni-kl.de/campus/all/unit.asp?gguid=0x10998EFC1AF27744B8E666FF5C13DA61&tguid=0xACA2830FBD495A47A2BBFA9C240A6856>

Organizational and Personnel Development; Friedrich-Alexander-Universität Erlangen-Nürnberg; Degree: Master; Type of study: Part-time, <http://www.ibz.fau.de/>

4 ANALYSES OF ACTUAL AND INNOVATIVE LITERATURE, STUDIES, MEDIA AND RESOURCES ON COUNSELLING CONCERNING EMPLOYEES

Career counselling for employees can be distinguished into different fields with different traditions or perspectives. These traditions or perspectives have overlappings but each of it has typically different roots, separated fields of research, different levels of professionalization etc. The following list - for a German context - might not be complete and within this preliminary study it is

not possible to identify the literature, studies or other resources in a complete way. Thus it should be understood as an exemplar collection with the need of deeper research.

We are structuring the analyses in the following three fields:

- Human Resource Development - Research and Practice
- Private research and practise for Consulting, Counselling, Coaching and Supervision
- Public research and practice for Consulting and Counselling of SME (e.g. Qualifizierungsberatung) and individuals (e.g. Weiterbildungsberatung)

Each of the fields will be described with respects to the *typical perspective* regarding the *topic of guidance and counselling for individual employees*. We try to analyse the latest literature and studies and we give a short introduction into the ways of *professionalization and training* in these fields.

4.1 Human Resource Development - Research and Practice

4.1.1 Research

The literature review for the field identified a number of relevant articles on the topic of (career) counselling within companies or HRD. Yet there is not much empirical research existing, discovering how this practice is developed or delivered. Relevant articles are:

- Becker, M. (2013): Personalentwicklung: Bildung, Förderung und Organisationsentwicklung in 819 Theorie und Praxis (6. Aufl.). Stuttgart: Schäffer-Poeschel.
- Ertelt, B.-J. & Frey, A. (2012): Theorien der beruflichen Entwicklung und Beratung in ihrer Bedeutung für HRM. In: Ertelt, B.-J. & Frey, A. (Hrsg.) (2012): HR zwischen Anpassung und Emanzipation: Beiträge zur Entwicklung einer eigenständigen Berufspersönlichkeit (37-49). Frankfurt am Main u. a.: Lang.
- Gmür, M. & Thommen, J. P. (2007): Human-resource-Management: Strategien und Instrumente für Führungskräfte und das Personalmanagement in 13 Bausteinen. Zürich: Versus.
- Shuck, B., McDonald, K., Rocco, T. S., Byrd, M., & Dawes, E. (2018). Human Resources Development and Career Development: Where are We, and Where Do We Need to Go. *New Horizons in Adult Education and Human Resource Development*, 30(1), 3-18.
- Weber, P. (2020). Beraterische Perspektiven im Human-Resource-Management in Zeiten zunehmender Individualisierung. In Freiling, T., Conrads, R., Müller-Osten, A., & Porath, J. (2020). *Zukünftige Arbeitswelten*. Springer.

- Werkmann-Karcher, B. (2010): Das Human Resource Management in der Beratungsrolle. In: Werkmann-Karcher, B. & Rietiker, J. (2010): Angewandte Psychologie für das Human Resource Management: Konzepte und Instrumente für ein wirkungsvolles Personalmanagement (353-373). Berlin, Heidelberg: Springer.

4.1.2 *Practice and Methods*

From our own field studies we can describe four examples of how career counseling is developed in companies. All four examples are from larger organizations, private companies or public bodies. They have in common that counselling is offered to the employees outside or in addition to the systematic HRD work. Thus, in both areas (HRD) and in extra services these companies offer counselling or coaching. While within the HRD scheme the services are bound to decisions e.g. by leaders or programs, in the extra services the employee can decide him-/herself to make use of the service. Within this document the four examples are described in short, longer case-vignettes are existing and can be used for training or further research. The cases are described in the Appendix 3.

- Case 1: Large Industry Company (private)
- Case 2: Software company (private)²
- Case 3: Large Administration (public)
- Case 4: Public Employment Service (public)

In terms of methodology, in these companies concepts and methods as described for individual career guidance and counselling and coaching seem to be in use (see these sections).

4.1.3 *Professionalization*

We assume a continuing professionalization in the HRD sector. As Dave Ulrich described, the roles in the HR sector are specializing (Ulrich et al. 2012). In Germany, there are different qualification routes into this sector of work. Traditionally people who did their training in the company (clerical occupations) can have a further training as HR specialist (Personalfachkaufmann/-frau)³. Parallel to this semi-professional qualification, there are other specialized roles to develop and deliver training programs for apprentice or further training. These training roots are organized by the chambers of commerce and industry. In recent years more people with an academic background from economics, education or psychology are working in the HRD departments. In all these faculties we can identify

² See also: Grafe, K. & Kronig R. (2011) und ICF (International Coach Federation). (2017).

³ <https://www.dihk-verlag.de/gepruefter-personalfachkaufmann-gepruefte-personalfachkauffrau.html?cid=140> (2020-06-14).

specialized HRD study programs on Master-Level. These programs are offered by universities or universities of applied science.

4.2 Private practice for Consulting, Counselling, Coaching and Supervision

Counseling and Coaching is offered to a large extent by counsellors and coaches in private practise. The term coaching is widely used here. But counselling and supervision are also common. Studies show, that about 8000 private coaches are working in Germany⁴, 60% of those in private practise. Coaching or supervision can address a variety of topics, where career development or further (personal) development are just two specific aspects (cf. Werkmann-Karcher, 2010; Becker, 2013).

4.2.1 Research

In the last decade the research interest on coaching is increasing. The following literature might give an idea of relevant topics.

- Kimmle, A. (2004). Mentoring und Coaching in Unternehmen - Abgrenzung der Inhalte, In: Organisationsberatung, Supervision, Coaching. Ausgabe 11/2004. Wiesbaden: Springer VS Verlag für Sozialwissenschaften, S. 233-237.
- Mudra, P. (2012). Personalmanagement im Spannungsfeld von Individualisierung und Persönlichkeitsentwicklung. In: Ertelt, B.-J. / Frey, A. / Kugelmeier, C. (Hrsg.). (2012). HR zwischen Anpassung und Emanzipation - Beiträge zur Entwicklung einer eigenständigen Berufspersönlichkeit. Frankfurt am Main/Berlin/Bern/Wien (u.a.): Peter Lang, S. 37-49.
- Schreyögg, A. (2010). Supervision - Ein integratives Modell (5. Auflage). Wiesbaden: Springer VS Verlag für Sozialwissenschaften.
- Triebel, C. (Ed.) (2016). Qualität im Coaching: Denkanstöße und neue Ansätze: Wie Coaching mehr Wirkung und Klientenzufriedenheit bringt. Berlin ; Heidelberg: Springer.

4.2.2 Practice and Methods

The practice-oriented literature on coaching and supervision is huge. From the large production we can give some examples of relevant and widely used standard literature:

- Kugele, J., Vitzthum, N., & Richthofen, C. v. (2013). Handbuch Karriereberatung. Weinheim: Beltz Verlagsgruppe.

⁴ <https://www.coaching-report.de/coaching-markt.html> (2020-06-14).

- Greif, S. (2008). Coaching und ergebnisorientierte Selbstreflexion: Theorie, Forschung und Praxis des Einzel- und Gruppencoachings. Göttingen ; Bern ; Wien [u.a.]: Hogrefe.
- Schreyögg, A. (2012). Coaching: eine Einführung für Praxis und Ausbildung (7. Aufl.). Frankfurt am Main [u.a.]: Campus-Verl.

4.2.3 Professionalization

The training for coaches and supervisors is organized in private institutes. The field is diverse and there are no legal regulations on the extent and the quality of the training. In the field some standards are established but not formally binding for the suppliers. Relevant standards or frames for licensing are delivered for example by:

- DGSv Deutsche Gesellschaft für Supervision⁵
- ECA European Coaching Association⁶

Aside these examples there are more than 20 other associations with parallel activities. Often the standards are directly linked to qualifications offered by the associations or private companies.

4.3 Public Consulting and Counselling of SME (e.g. 'Qualifizierungsberatung') and individuals (e.g. 'Weiterbildungsberatung')

In the German Discussion we recognize public Consulting and Counselling for SME and individual employees since the nineties. Typically different service providers offering services for individuals or companies and their employees. While public services for adults typically use the term "Weiterbildungsberatung" (Counselling for further training), the in-company consultancy for career development and further training in SME the term "Qualifizierungsberatung" (Counselling for qualification). These terms do not recognize very well the variety of problems and requests adults face in their career. The finance of such services is public, mostly in projects or other temporary forms. Suppliers are communities, training institutions or chambers of craft or chambers of commerce and industry or project consortia. The national PES (public employment service) is also offering such counselling service.

4.3.1 Research

The research base in the individual Career Guidance and Counselling offers for adults has increased in the last decade. For the field of in-company consultancy for career development and further

⁵ https://www.dgsv.de/wp-content/uploads/2018/04/DGSv_Standards_2013_web.pdf (2020-06-14).

⁶ <https://european-coaching-association.de/eca-international/> und <https://european-coaching-association.de/eca-lizenzierungen-im-ueberblick/#1557326722773-1bb5d1d6-ce4c> (2020-06-14).

training in SME (Qualifizierungsberatung) a stronger focus was recognizable around 2005-2012, nowadays it declines.

Research articles for individual Career Guidance and Counselling

- Arnold R, (Ed.) 2008. Bildungsberatung im Dialog. Baltmannsweiler: Schneider, Hohengehren
- Gieseke W, Stimm M. Praktiken der professionellen Bildungsberatung: Innensichten auf die Entscheidungsfindung im Beratungsprozess. Wiesbaden: Springer VS; 2016. doi:10.1007/978-3-658-10878-6.
- Jitschin A, (Ed.) Perspektiven der Bildungsberatung: [mit einer Tabelle]. Göttingen [u.a.]: Vandenhoeck & Ruprecht; 2014.
- Schiersmann, C. & Thiel, H.-U. (Hrsg.) (2012): Beratung als Förderung von Selbstorganisations- 898 prozessen: empirische Studien zur Beratung von Personen und Organisationen auf der Basis der 899 Synergetik (Vol. 5). Göttingen: Vandenhoeck & Ruprecht.

Research articles for in-company consultancy for career development and further training in SME

- Baderschneider, A., Diller, F. & Döring, O. (2012): Qualifizierungsberatung auf dem Prüfstand: 808 Status quo und Handlungsempfehlungen (35-72). In: Loebe, H. & Severing, E. (Hrsg.) (2012): 809 Qualifizierungsberatung in KMU: Förderung systematischer Personalentwicklung (Vol. 67). Bielefeld: Bertelsmann Verlag.
- Döring, O., & Rätzl, D. (2007). Verbesserungen in der betrieblichen Weiterbildung durch Qualifizierungsberatung. Zeitschrift für Berufs- und Wirtschaftspädagogik, 103, 196-212.
- Düsseldorf, K., & Fischell, M. (2018): Qualifizierungsberatung für Kleine und Mittlere Unternehmen. Ergebnisse und Erfahrungen zur Qualifizierung und Professionalisierung der Weiterbildungsarbeit in KMU. In: Dobischat, R., Elias A. & Rosendahl, A. (Hrsg.) (2018): Das Personal in der Weiterbildung (423–438). Wiesbaden: Springer Fachmedien.
- Loebe, H. & Severing, E. (Hrsg.) (2012): Qualifizierungsberatung in KMU: Förderung systematischer Personalentwicklung (Vol. 67). Bielefeld: Bertelsmann Verlag.

- Pöllauer, W. (2012). Bildungsberatung im Betrieb zwischen Subjekt- und Organisationsbezug. Project DIALOG. Bessere Chancen für Bildung und Beruf durch Beratung.

4.3.2 Practice and Methods

For the practice different toolkits and handbooks has been published in the two fields

Practice Handbook for individual Career Guidance and Counselling

- Gasteiger, R. M. (2014). Laufbahnentwicklung und -beratung: berufliche Entwicklung begleiten und fördern ; [mit Arbeitsmaterialien und Fallbeispielen] (Bd. Band 29). Göttingen ; Bern ; Wien: Hogrefe.
- Lang- von Wins, T., & Triebel, C. (2012). Karriereberatung: Coachingmethoden für eine kompetenzorientierte Laufbahnberatung (2. Aufl.). Berlin, Heidelberg: Springer Berlin Heidelberg. <http://doi.org/10.1007/978-3-642-20066-3>
- Maier-Gutheil C, Nierobisch K. Beratungswissen für die Erwachsenenbildung. Bielefeld: wbv; 2015.

Practice Handbook for in-company consultancy

- Bundesagentur für Arbeit (2013). *Qualifizierungsberatung für Unternehmen*. Nürnberg: Bundesagentur für Arbeit.
- Bundesagentur für Arbeit (2019). *Qualifizierungsberatung.*, unter: <https://www.arbeitsagentur.de/content/1463060587906> (zuletzt abgerufen am 07.03.2019).
- Dobischat, R.; Düsseldorf, K.; Fischell, M.: Qualifizierungsberatung für KMU. Stand der Forschung und Entwicklungsperspektiven. Essen 2008.
- Forschungsinstitut berufliche Bildung (f-bb) gGmbH (2007), Leitfaden für die Beratungspraxis. Sonderreihe Bd. 1-6: erschienen in: Schriftenreihe der beruflichen Fortbildungszentren der Bayerischen Wirtschaft (bfz) gGmbH, Bielefeld: W. Bertelsmann Verlag 2007.
- Hoffmann, J./Reiche, A./Willems, E. (2018). Anerkennungs- und Qualifizierungsberatung im Förderprogramm IQ am Beispiel Thüringens. In dvb Forum - Zeitschrift des Deutschen Verbandes für Bildungs- und Berufsberatung e.V., 58. Jahrgang Ausgabe 1, S. 49-52

4.3.3 Professionalization

For the field of individual career guidance and counselling different projects and publications developed standards for the competence or training. Such “Standards” describe goals and directions, but there is not regulatory frame for the qualification or the licensing in place (Germany).

- DGfB (Deutsche Gesellschaft für Beratung/German Association for Counselling)⁷
- Nfb (Nationales Forum für Beratung in Bildung, Beruf und Beschäftigung/National Forum for Guidance and counselling)⁸
- NICE (Nice Network for Innovation in Career Guidance and Counselling)⁹

5 ANALYSIS OF THE THEORETICAL AND METHODOLOGICAL APPROACHES FOR COUNSELLORS AND COACHES TO WORK WITH/WITHIN COMPANIES

In this last chapter we consider theoretical aspects that might be discussed for the field of counselling and coaching with/within companies. From our opinion, the field of individual career guidance, but also the existing in-company work delivered by public services is not linked strongly to organizational perspectives. It is very rare that CGC textbooks or articles focus on this topic. Some important international article with an integration of organizational aspects that might be considered are:

- Kang, Z., & Gottfredson, G. D. (2015). Environments: Diversity in theoretical foundations of career intervention. In P. J. Hartung, M. L. Savickas, & B. W. Walsh (Eds.), *APA handbook of career intervention*. Vol. 1. Foundations (pp. 159-185). Washington, DC: American Psychological Association
- Kristof, A. L. (1996). Person-organization fit: An integrative review of its conceptualizations, measurement, and implications. *Personnel psychology*, 49(1), 1-49

⁷ <https://www.dachverband-beratung.de/dokumente/Beratung.pdf> (2020-06-14).

⁸ <http://bequ-konzept.beratungsqualitaet.net/kompetenzprofil/> (2020-06-14); Schiersmann & Weber, 2013).

⁹ <http://nice-network.eu/> (2020-06-14); NICE, 2016.

- Swanson, J. L., & Schneider, M. (2013). Minnesota theory of work adjustment. *Career development and counseling: Putting theory and research to work*, (29-53), Hoboken, New Jersey: John Wiley & Sons, Inc.

Within the theoretical discourse and production in the CGC field we recognize some newer streams that might be considered with critical interest. The following articles formulate a standpoint, where the individual is fully dependent for his own career, the environment is stepping back, companies do not care. This is linked to career research of the 1990, where the decline of classical careers in industry companies have been analyzed¹⁰.

- Amundson, N. (2005). The Potential Impact of Global Changes in Work for Career Theory and Practice. *International Journal for Educational and Vocational Guidance*, 5(2), 91-99. doi:10.1007/s10775-005-8787-0
- Guichard, J., Pouyaud, J., de Calan, C., & Dumora, B. (2012). Identity construction and career development interventions with emerging adults. *Journal of Vocational Behavior*, 81(1), 52-58. doi:10.1016/j.jvb.2012.04.004
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Newer contributions are extending these perspectives and might be informative for the theoretical discussion of the current development:

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¹⁰ Important articles in the international and German literature on this are Arthur (1994); Baruch (2003); Inkson (2012); Gasteiger (2007); Scholz (2003); Voß. & Pongratz (1998).

- NICE (2016): European Competence Standards for the Academic Training of Career Practitioners. NICE Handbook Vol. II, hrsg. von C. Schiersmann, S. Einarsdóttir, J. Katsarov, J. Lerkkanen, R. Mulvey, J. Pouyau, K. Pukelis, und P. Weber. Opladen: Verlag Barbara Budrich.¹¹
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In Terms of the HRD discussion, some relevant literature is presented in the first two chapters. It might be relevant to identify the up-to-date theoretical discussion that feeds into the further development of the HRD concepts. Following some aspects are highlighted:

- BMAS. Bundesministerium für Arbeit und Soziales. (2016). Weißbuch: Arbeiten 4.0. <https://www.bmas.de/DE/Service/Medien/Publikationen/a883-weissbuch.html> (2020-06-14).
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- Laloux, F. (2015): *Reinventing Organizations. Ein Leitfaden zur Gestaltung sinn-stiftender Formen der Zusammenarbeit*. Vahlen.
- Nolan, C. T., & Garavan, T. N. (2016). Human resource development in SMEs: a systematic review of the literature. *International Journal of Management Reviews*, 18(1), 85-107.

¹¹ From the NICE (2016) Standards, the topic of “System Developer” might be a contribution to the role of professionals in organizational environments.

- Pfeiffer, S., Lee, H., Zirnig, C. & Suphan, A. (2016): Industrie 4.0 - Qualifizierung 2025. Frankfurt, Main. Online unter: <https://www.sabine-pfeiffer.de/files/downloads/2016-Pfeiffer-Industrie40-Qualifizierung2025.pdf> (2020-06-14).
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- ZHAW (2017). Der Mensch in der Arbeitswelt 4.0
https://digitalcollection.zhaw.ch/bitstream/11475/1861/1/2017_Genner_IAP_Studie_ZHAW.pdf (2020-04-30).

Further literature review might be needed. The integration and synthesis of the two perspectives, career guidance and counselling or coaching on the one hand and concepts of HRD on the other is seen as the biggest task within the project. An important actual article, bringing both worlds together might be:

- Shuck, B., McDonald, K., Rocco, T. S., Byrd, M., & Dawes, E. (2018). Human Resources Development and Career Development: Where are We, and Where Do We Need to Go. *New Horizons in Adult Education and Human Resource Development*, 30(1), 3-18.

6 ADDITIONAL TERMS FOR A GLOSSARY

We suggest using the glossary of the NICE Network as a basis for our shared understanding of terms.

Additional terms might be integrated from the HRD and organizational field:

- Agility
- Human Resource Development (HRD)
- New Work Order
- Talent, Talent Management

- Organization, Organizational Culture, Organizational Development

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Endnotes

[1] Both terms are used synonymously, the way it is common in pertinent German language literature. It can also be anticipated that neologisms will incrementally replace the term HRM.

[2] Specifically, Laloux (2015) states how modern and evolutionary practices of HR differ (annex 4, p. 318f.). Although this juxtaposition may at first appear oversimplified, it shows to what extent postmodern and evolutionary practices emphasize the individual, her/his personal freedom, value orientation and accountability (according to Laloux).

[3] This parallelism must be understood as an area of tension. Economic rationality and individual rationality are conflicting, which will inevitably be reflected in human resource measures. Pertinent authors describe the orientation of HR between these poles as a paradox. Ulrich et al. (2012) exemplify how those responsible for HR navigate HR alignment between the extreme poles of these two sides. HRM can empirically not clearly be ascribed to either of these sides. Also Hackl & Gerpott (2015) find this tension between the hypothesis of individualization in HR and other trends in the field.

[4] This list of terms already makes it clear that we are dealing with terminology and concepts which are impelled by trends and “innovation pressure” within science and practice. Not every new term involves new content and not every new content will sustainably establish itself in practice. Concurrently, practice demands concepts, which react to challenges effectively and at the present time. It is therefore necessary that HR must identify trends and topics and assess their relevance, since not everything might be meaningful or could be established simultaneously (see Hackl & Gerpott, 2015).

[5] Also vividly analyzed in an empirical study by Kels (2009).

[6] See further below the reference to Scott (2006) and the hybrid organization.

[7] The term adaptation should be critically reflected. First, it is missing any reflexive or emancipatory component. Second, the reverse assimilation of the environment to the individual is also missing.

Annex

Annex 1: Table with Analyses of different trend reports (German). The first column shows the synthesis of the four analysed reports

Zusammenfassung	Quelle „Z-Punkt“	Quelle „Zukunftsstark“	Quelle „Megatrend Map“	Quelle „Alianz“
Demographie	Demographischer Wandel	Herausfordernde Bevölkerungsentwicklung	Silver Society	Demographischer Wandel: Kaum ein Wirtschaftsbereich bleibt unberührt
Individualisierung	Neue Stufe der Individualisierung	Fortschreitende Individualisierung	Individualisierung	Individualisierung: Auf dem Weg zur Heimfabrik
Soziale Ungleichheit/Kulturelle Ungleichheit	Soziale und kulturelle Disparitäten	-	-	-
Gesundheit	Umgestaltung der Gesundheitssysteme	Große Gesundheitsfortschritte	Gesundheit	Gesundheit: Ein sich wandelnder Wachstumsmarkt
Geschlechter	Wandel der Geschlechterrollen	Geschlechterrollen im Wandel	Gender Shift	-
Mobilität	Neue Mobilitätsmuster	Wachsende Mobilitäts- und Logistikbedürfnisse	Mobilität	-

Digitalisierung	Digitale Kultur	Internetkultur und Digitalisierung	Konnektivität	Ambient Intelligence: Der Computer ist immer und überall
Lernen von der Natur	Lernen von der Natur	-	-	Die Natur als Vorbild: Biologie inspiriert Technologie und Gesellschaft
Technologie	Konvergenz der Technologien	-	-	Miniaturisierung : Nanotechnologie allgegenwärtig
Wissen	Ubiquitäre Intelligenz	Intelligente Produkte und Infrastruktur Wissenschaft auf dem Vormarsch	Wissenskultur	-
Arbeitswelt	Wandel der Arbeitswelt	Arbeit und Unternehmen im Umbruch	New Work, z.B. Industrie 4.0 und Outsourcing	-
Ressourcen	Umbrüche bei Energie und Ressourcen	-	-	-

Annex 2: LLG projects and offers by the federal states in Germany (Schiersmann/Weber 2013) (links tested 4/2020, need to be updated).

Bundesland	Bezeichnung der Initiative	Quelle
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Bayern	Bildungsportal Bayern, gefördert aus Mitteln des Bayerischen Staatsministeriums für Unterricht und Kultus	http://www.bildungsportal-bayern.info (4/2020)
Baden-Württemberg	Weiterbildung in Baden-Württemberg: Landesnetzwerk Fortbildung (gefördert durch das Wirtschaftsministerium)	www.fortbildung-bw.de (4/2020)
	Landesnetzwerk Weiterbildungsberatung (gefördert durch das Kultusministerium)	http://www.vhs-bw.de/uebergreifendes/projekte/landesnetzwerk-weiterbildungsberatung.html (4/2020)
	Unterstützung von Arbeitslosen(beratungs)zentren (gefördert durch das Sozialministerium)	https://wm.baden-wuerttemberg.de/de/arbeit/arbeitsmarktpolitik/landesprogramm-neue-chancen-auf-dem-arbeitsmarkt/ (4/2020)
Berlin	Weiterbildungsberatung und Information Berlin	https://www.berlin.de/sen/arbeit/weiterbildung/bildungsberatung/ (4/2020)
	Bildungs-Beratung Berlin	http://www.bildungsberatung-berlin.de/ (4/2020)
Brandenburg	Chance Weiterbildungsberatung - Bildungsberatung- Brandenburg gefördert durch das Ministerium für Bildung, Jugend und Sport	https://www.wdb-brandenburg.de/Service-Bildungsberatung.31.0.html (4/2020)
	Weiterbildungsberatung gefördert durch das Ministerium für Arbeit und	http://www.masf.brandenburg.de/cms/detail.php/bb1.c.185335.de (outdated)

	Soziales	
Bremen	Weiterbildungsberatung - Land Bremen	http://www.bremen.de/wirtschaft/weiterbildungsberatung (4/2020)
	Weiterbildungsberatung bei der Arbeitnehmerkammer Bremen	https://www.arbeitnehmerkammer.de/weiterbildung.html (4/2020)
Hamburg	Weiterbildungsberatung W.H.S.B. Weiterbildung Hamburg	http://www.weiterbildung-hamburg.de/weiterbildungsberatung.php (4/2020)
Hessen	Hessencampus (gefördert vom Hessischen Kultusministerium)	http://www.hessencampus.de/ (4/2020)
	Weiterbildungsberatung Hessen (gefördert vom Hessisches Ministerium für Wirtschaft, Verkehr und Landesentwicklung)	https://www.proabschluss.de/startseite/ (4/2020) https://www.bildungsberatung-hessen.de (4/2020)
Mecklenburg-Vorpommern	Bildungsserver Mecklenburg-Vorpommern (keine Beratung für Erwachsene)	https://www.bildung-mv.de/erwachsenenbildung/weiterbildung/ (4/2020)
Niedersachsen	Bildungsberatung Niedersachsen	http://www.bildungsberatung-nds.de (4/2020)
Nordrhein-Westfalen	Weiterbildungsberatung in NRW, gefördert durch das Ministeriums für Arbeit, Integration und Soziales	https://www.weiterbildungsberatung.nrw (4/2020)

	Beratung zum Bildungsscheck	
Rheinland-Pfalz	Weiterbildungsportal Rheinland-Pfalz - Ministerium für Bildung, Wissenschaft, Weiterbildung und Kultur	https://weiterbildungsportal.rlp.de (4/2020)
Saarland	Berufliche Weiterbildung und Qualifizierung, gefördert durch das Ministerium für Wirtschaft, Arbeit, Energie und Verkehr	http://www.saarland.de/weiterbildung_qualifizierung.htm (4/2020) http://weiterbildungsberatung-saar.de (4/2020)
Sachsen	Bildungsmarkt Sachsen, Bildungsportal des Freistaates Sachsen	http://www.bildungsmarkt-sachsen.de/apps/beratung-weiterbildung/index.php (4/2020)
Sachsen-Anhalt	Beratungsangebote für Weiterbildung in Sachsen Anhalt	http://www.sachsen-anhalt.de/index.php?id=58714 (outdated)
Schleswig-Holstein	Weiterbildungsverbände Schleswig-Holstein, gefördert durch die Landesregierung	https://www.weiterbilden-sh.de/startseite/ (4/2020)
Thüringen	Beratung & Förderung - QualiService Thüringen, Gesellschaft für Arbeits- und Wirtschaftsförderung des Freistaats Thüringen	http://www.qualiservice-thueringen.de/cms/synchroweb/qualiservice/Beratung_Partner/foerderungberatung.html (outdated) https://www.gfaw-thueringen.de/cms/?s=gfaw_qualiservice& (4/2020)

[1] Original list from 31.7.2013 (update 28.4.2020). The list makes no claim for completeness. Not all federal states have started initiatives for counselling, therefore the references refer in part to initiatives that were primarily launched by the federal government, ESF or other funding bodies or to state sites that provide an overview of the regional counselling offer.

Annex 3 Case vignettes on Career counseling as HRM services

Counseling therefore plays a role in human resources management in different manners, and it can be predicted that that this role will keep on growing in the future. Especially challenges that arise from a stronger external orientation of HRM, a more intense individualization of HRM and a high volatility of labor markets suggest to pay more attention to employees' individual careers or career developments, respectively, because it is increasingly the employees themselves who decide which enterprise they would like to work for (Ertelt/Frey, 2012, p. 99). These challenges can be taken up more proactively by enterprises by offering services to their employees which deal with and reflect career issues as well as questions of qualification and continuing learning. Such a counseling can be (and should be) conducted separately from the usual human resources development measures and annual dialogues with the employees.

Case example „career coaching at a software enterprise“

This company is the largest software enterprise in Europe. For several years and worldwide the software house has offered internal coaching that is offered to all employees and not directly linked to human resources or the current leadership (Wiebke, 2014, p. 3). „Activating self-reflection of employees" is the main orientation. Coaches work with systemic methods and encourage the advice-seeking to reflexion and self-reflexion. It is the aim to put the advice-seeking into the position to solve a self-formulated problem independently and autonomously. Counseling thereby typically focuses on an employee's recent career issues, e.g. in terms of prospective development possibilities, taking on a new duty or a new role, one's own competency development, work-life-balance, collaboration within their own team. Not least, employees made use of this open form of counseling to receive independent feedback for themselves, their previous development or other questions that arise from their work (ibid., p. 5).

Thus, this format distances itself from other (rather technically/professionally oriented) formats of counseling within an enterprise. Also the immediate superiors function as coaches. There are mentorship programs for new employees, there are technical counselors for different work-related problems and there is coaching that directly targets an improved performance or a solution for technical problems within the context of human resources measures (ibid., p. 3).

Over the last 12 years this form of internal coaching at the software house developed from a bottom up initiative by some employees to an internal service offered worldwide. [...] A special characteristic of the program is that the coaches are no professional counselors, but employees within the enterprise who acquired coaching skills through qualified external training and supervised exercises. By now almost 300 internal coaches were trained and are available to the employees. The approach to a coach is organized through an internal platform and is free of charge. The program and the coaches are supervised and supported by several internal authorities/departments/entities (ibid., p. 8f.). The program is continuously being evaluated and further developed (ibid., p. 13).

Case example learning guidance and career orientation at a industrial company

The company, located in Mannheim area, offers learning guidance and career orientation to its more than 10Tsd employees. Both offers are anchored in the corporate strategy and human resources development strategy „Best Team Strategy“. „Learning and development/growth“ is one of the strategic aims that shall contribute to the superordinate aim „outstanding employees“ (Isemann-Horney, 2015, p. 4). The enterprise strives for recruiting the best employees and provide them with space for their performances and growth. „Structurally, the counseling services are part of the learning center at a large industrial company and are attached to the department of „global talent management“ (ibid.).

The counseling services are attributed to the broader context of continuous and autonomous advancement of employees (ibid., p. 7). Both guidance formats are part of the learning center at the company headquarters, which also provides learning media, online training and learning events, and functions as a learning venue. Learning guidance is a counseling service that is accessible to all employees at any time. Employees can, for example, seek counseling for learning and qualification goals. Also the issue of how to pursue and meet a learning target are subject to this service. It also supports employees for organizing learning, and selecting and using learning programs/learning opportunities. Often it also deals with preparation for examinations (e.g. apprentices, master training), language learning, familiarization with an new work task or preparation for one's own employee dialogue.

The service provision of learning guidance exists since 2006. Over this period of time it became apparent that the question „Which direction am I heading to?“ came to the fore. „Clarify advancement wishes“, „information on regulations and opportunities within the company“, „planning concrete next steps“ are all issues which are dealt with through a specific service in career orientation. Topics include: individual strengths and potentials, individual advancement planning, development possibilities at the company, possibilities of internal job change, information on the competency framework of the company, possible follow-up actions for professional orientation, questions about advanced further trainings and in general a higher qualification, or extra-

occupational studies. It also deals with specific job opportunities at the company, a discovery of individual strengths and interests, or the tie of work and private life. Also in regards to career orientation an individual's autonomy and responsibility is emphasized and the counseling service as perceived as a support within an „employee development process“ (Where do I want to be in 5-10 years?) (ibid., p. 11).

Counseling is offered by 5 employees with different work profiles. All advisors gain additional training in the field of counseling and frequently participate in continuing training programs. It is further emphasized that technical knowledge about qualification questions, careers with the company, existing human resources development instruments as well as continuing learning and qualification opportunities are an essential part of the advisor's field of knowledge.