

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

STUDENT GUIDE



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UNIT 1

Changing world of work

Learning session 1
Overview of key trends in the world of work

UNIT 1 – Learning Session 1

1) Introduction

In this session you will learn about trends that impact the world of work and discuss their consequences. You will have the opportunity to gain a deeper understanding of the trends you find interesting and useful for your future work.

2) Goals

You will be able to describe and explain the current and future changes in the world of work. You will be able to discuss their consequences in more detail.

3) List of the materials

At the beginning of Unit 1, you have the opportunity to read the **overview of the training course** (1.1.1p).

If you want to read about the topics presented in *Learning session 1*, we recommend the following **material**:

- 1.1.1m report - Balliester, T., & Elsheikhi, A. (2018). *The future of work: a literature review. ILO Research Department Working Paper, 29.* (free resource)

Here you can find a **list of articles** for group work:

- 1.1.2m literature overview

We also suggest you watching the following **videos**:

- Overview of impact of demographic change on Europe (1.1.1v) - Impact of demographic change on the world of work (<https://www.youtube.com/watch?v=1PCrvZIN5rs>)
- The 5 mega-trends you should know about (World Economic Forum) (1.1.2v) - Overview of impact of climate change (<https://www.youtube.com/watch?v=F289qpeZDgc>)
- The future of work after COVID-19 (1.1.3v) - Overview of changes in the world of work connected to COVID-19 (<https://www.youtube.com/watch?v=8KenNOYOiq4>)
- World Employment and Social Outlook: Trends 2020 (1.1.4v) - World Employment and Social Outlook: Trends 2020 - The report in short, ILO (https://www.youtube.com/watch?v=mytRZ7B7_FM)

You can find useful also the **power point**:

- Overview of changes in the world of work (1.1.2.p)

If you want to learn more, you will find **additional information** on:

- The Future of Work - an international perspective by Paolo Falco, OECD (1.1.5v)
<https://www.youtube.com/watch?v=E1-o8DsQB7w>

In the following pages, we collected all the fact sheets you will use in *Learning session 1*. The table summarizes the main information regarding each of the themes.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Instructions for group work	1.1.1f	1.1.2p 1.1.1v 1.1.2v 1.1.3v 1.1.1m 1.1.2m	6	Collecting data on one specific set of changes that impact the world of work	Developing in-depth understanding of trends influencing world of work
Instructions for homework with a set of questions for reflection	1.1.2f	1.1.4v 1.1.5v	7	Reading an article or some other material (video material, research study, case study...) on changes in the world of work that you find interesting and valuable and answering some questions	Reflecting on the changes in the world of work
Knowledge evaluation form 1.1	1.1.1ef	-	8	Completing multiple-choice questions	Assessing acquired knowledge through standardized questions
Reflective form 1.1	1.1.2ef	-	10	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 1.1.1f

INSTRUCTIONS FOR GROUP WORK

You will work in four small groups. Each group has an assignment to collect data on one specific set of changes that impact the world of work (technological changes, demographic changes, globalization or climate change).

Please, find an article on implications of this change on the world of work, discuss it in your group, and try to answer the next questions:

- Give an overall impression of this article. Is it effective, useful, confusing, informative, etc.? Why? Point to specific features or details to validate your impression.
- Identify at least three points the author makes to explain or further expand the main idea.
- What are the implications of this specific trend on the number of jobs and what are the implications on the quality of jobs?

At the end of this task, please briefly present main impressions to the other groups. You can present the findings in any format you choose.

Fact sheet 1.1.2f

INSTRUCTIONS FOR HOMEWORK WITH A SET OF QUESTIONS FOR REFLECTION

Your assignment is to find an article or some other material (video material, research study, case study...) on changes in the world of work that you find interesting and valuable. The material must contain research results.

You can choose whether you will do the homework individually or in small groups.

You will need to provide a short report or presentation about the material you have found. The report/presentation should include the following components:

- Short description and the sum-up of the material.
- Your reflection and impression of the material.
- Which research question(s) did you recognize in this material?
- What methods were used to predict the changes in the world of work and their implications?
- What are the main messages/conclusions in the material you analysed? Do you agree with them? Why?

You can use different formats for the presentation of your findings. You can choose whether you will report on them in written form, through presentation (in-class or online), record it in an audio format or submit a video.

Fact sheet 1.1.1ef

KNOWLEDGE EVALUATION FORM 1.1

INSTRUCTIONS

Please, answer the following questions:

1. In what areas trends and changes can impact the world of work?
 - a. Number of jobs and the job quality
 - b. Social protection
 - c. All of the above
2. Which of these jobs is less likely to be affected by automation?
 - a. Engineering, Computer and mathematics-related employments
 - b. Electrical appliances and electronics
 - c. Clothing and Footwear industry
3. Which of these statements on implication of technological changes is a false statement?
 - a. Robots might not replace jobs as a whole but only certain tasks
 - b. Many studies on impact of automation look at the probability that a job will be automated
 - c. Technological change will not affect all individuals equally
4. The global increase in the share of older people will result in:
 - a. Increase in the proportion of the young population entering the labour market
 - b. Decline of the growth rate of the potential labour force
 - c. None of the above
5. How many jobs are estimated to depend directly on natural processes and thus to be impacted by climate change?
 - a. More than 10 thousand
 - b. More than a million
 - c. More than a billion
6. Which of these statements referring to implications of climate change is a false statement?
 - a. Transitioning towards green economy could have a positive impact on quality of jobs

- b. Only jobs depending directly on natural processes will be affected by climate change
 - c. Poor and low-income countries are at higher risk of the negative effects of the climate change
- 7. The process by which businesses or other organizations develop international influence or start operating on an international scale is called:
 - a. Commodification
 - b. Globalization
 - c. Consumerism
- 8. In which area are new jobs opportunities expected to arise due to different changes?
 - a. Long-term care sector
 - b. Manufacturing sector
 - c. Production of electricity by coal
- 9. What kind of impact is COVID-19 pandemic likely to have on automation, according to available assessment?
 - a. It will accelerate it
 - b. It will impede it
 - c. It will not have impact on automation
- 10. What does decent work represent?
 - a. Hours that allow for free time and adequate rest, adequate compensation and access to adequate health care
 - b. Organizational values that complement family and social values
 - c. All of the above

Expected answers:

Q1=c; Q2=a; Q3=b; Q4=b; Q5=c; Q6=b; Q7=b; Q8=b; Q9=a; Q10=c.

Fact sheet 1.1.2ef

REFLECTIVE FORM 1.1

INSTRUCTIONS

Please answer the following questions in a written form and hand them to the instructor for feedback. You can use it to reflect on your knowledge and abilities. You can also talk about your reflections with a peer, personal tutor or supervisor. Please write down your thoughts in a few sentences for each question

1. We talked about different trends that could have a major impact on the world of work: technological development, demographic change, globalization, climate change and most recently pandemics. How do you think these changes are interrelated? How do they interact?
2. Which trends are the most relevant for the situation in your country? Are there some trends specific for your country or for the city where you are working in?
3. What trends in the world of work do you think will have the most impact on your future work? Why? In what way do you think that changes in the world of work would impact your future work?

UNIT 1

Changing world of work

Learning session 2

*How do we determine the trends in the world of work
and their implications?*

UNIT 1 – Learning Session 2

1) Introduction

In this session you will learn about the different methods used to determine changes in the world of work and reflect on their comparative advantages and disadvantages. You will practice evaluating information on the world of work.

2) Goals

You will be able to describe methods used to determine changes in the world of work and to reflect on findings on the challenges in the world of work taking into account methods that were applied.

3) List of the materials

At the beginning of the session, you have the opportunity to read the **overview of Session 2** (1.2.1p).

If you want to read about the topics presented in *Learning session 2*, we recommend the following **material**:

- 1.2.1m report - International Labour Office & Organisation for Economic Cooperation and Development (2018). Approaches to anticipating skills for the future of work: report prepared by the ILO and OECD for the G20 Employment Working Group. Available at: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms_646143.pdf (Free resource)

We also suggest you watching the following **video**:

- USU Libraries, Source evaluation (1.2.1v; <https://www.youtube.com/watch?v=Tscm0fcb9CM>)

You can find useful also the **power point** related to:

- Overview of methods used to predict changes in the world of work (1.2.2p)

The table summarizes the main information regarding each fact sheet.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Advantages and disadvantages of different methods	1.2.1f	1.2.2p 1.2.1m	14	Discussing advantages and disadvantages of different methods	Gaining deeper understanding of the methods
Instructions for group work	1.2.2f	1.2.1v	15	Applying RADAR Framework for evaluating sources of information on the world of work	Practice evaluating information on the world of work using different criteria
Instructions for homework	1.2.3f	-	17	Conducting interview with human resource professional or career practitioner	Gaining awareness of how different professionals may use information on the world of work in their job
Knowledge evaluation form 1.2	1.2.1ef	-	18	Completing multiple-choice questions	Assessing acquired knowledge
Reflective form 1.2	1.2.2ef	-	20	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 1.2.1f

ADVANTAGES AND DISADVANTAGES OF DIFFERENT METHODS

Discuss advantages and disadvantages of different methods and list them in the table:

Method	Advantages	Disadvantages
Quantitative forecasting models		
Focus groups, round tables, expert workshops, expert opinion surveys and Delphi style methods		
Foresights and scenario development		

Fact sheet 1.2.2f

INSTRUCTIONS FOR GROUP WORK

We are now going to work in two groups, and the task is going to be to evaluate the source of given information on the change in the world of work using the search engine.

Group 1 will evaluate the following claim: “Robots could take over 20 million jobs by 2030”, while Group 2 will evaluate the claim “85% of jobs that will exist in 2030 haven’t been invented yet”.

Use the questions from the table as a guideline for evaluating the sources. In particular, please examine the method used to obtain the research results supporting the claim.

Rationale	<ul style="list-style-type: none"> a. Why did the author or publisher make this information available? b. Is there obvious and/or extreme bias or prejudice? c. Are alternative points of view presented? d. Does the author omit any important facts or data that might disprove their claim? e. If there is emotion, what is the purpose? f. What tone is being used?
Authority	<ul style="list-style-type: none"> a. What are the author's credentials? b. How is the author related to your topic? c. Is the author affiliated with an educational institution or a reputable organization? d. Can you find information about the author in reference books or on the Internet? e. Do other books or articles on the same research topic cite the author? f. Is the publisher of the information source reputable?
Date	<ul style="list-style-type: none"> a. When was the information published or last updated? b. Have newer articles been published on your topic? c. Are links or references to other sources up to date? d. Is your topic in an area that changes rapidly, like technology or science? e. Is the information obsolete?

Accuracy	<ul style="list-style-type: none"> a. Are there statements you know to be false? b. Was the information reviewed by editors or subject experts before it was published? c. Do the citations and references support the author's claim? Are the references correctly cited? d. What do other people have to say on the topic? Is there general agreement among subject experts? e. If applicable, is there a description of the research method used? Does the method seem appropriate and well-executed? f. Was the item published by a peer-reviewed journal, academic press, or other reliable publisher?
Relevance	<ul style="list-style-type: none"> a. Does the information answer your research question? b. Does the information meet the stated requirements for the assignment? c. Is the information too technical or too simplified for you to use? Who is the intended audience? d. Does the source add something new to your knowledge of the topic? e. Is the information focused on the geographical location you are interested in?

Source: Handout on RADAR Framework for evaluating sources
(<https://libguides.lmu.edu/aboutRADAR>)

Fact sheet 1.2.3f

INSTRUCTIONS FOR HOMEWORK

Homework consists of interviewing an HR professional or career guidance practitioner. It could be the person you know, the staff from your university involved in career guidance, or a friend engaged in human resources. If you decide to interview a person that works in the area of human resources, please consider that it should be someone who deals with the development and management of employees, rather than recruitment.

You can conduct the interview in written form (via e-mail) or in person and choose whether you will do the homework individually or in small groups.

Please find the questions listed here as a guideline for your interview.

- What are the changes in the world of work that you find most relevant for your professional activities?
- In what way do the trends you find relevant affect your everyday work?
- How do you search for information on the changes in the world of work? What are the sources of information you use? How do you assess the quality of information you find?

It is important that you gather information on how your respondents use the information on the changes in the world of work in their professional activities. However, feel free to add additional questions or change the order of the question.

When you gather the information, please report on the findings. You can choose whether you will report on them in written form, through presentation (in-class or online), record it in an audio format or submit a video.

Fact sheet 1.2.1ef

KNOWLEDGE EVALUATION FORM 1.2

INSTRUCTIONS

Please, answer the following questions:

1. One of the quantitative methods that is being used to predict changes in the world of work is:
 - a. Delphi method
 - b. Behavioural models
 - c. Focus groups
2. Quantitative modelling used to predict changes encompasses:
 - a. Factor analysis
 - b. Cluster analysis
 - c. Time series analysis
3. Method for structuring a group communication process so that the process is effective in allowing a group of individuals to deal with a complex problem is called:
 - a. Expert consultations
 - b. Delphi method
 - c. Focus groups
4. How many people focus groups usually include?
 - a. Less than 5
 - b. From 5-10
 - c. More than 10
5. Scenario method is:
 - a. Used within quantitative forecasting
 - b. Focused on accurate prediction of a single outcome
 - c. Used to find out efficiently about a range of people's thoughts and experiences
6. For which of these methods is necessary to have reliable and consistent data on labour markets and population:
 - a. Scenario method
 - b. Quantitative modelling

- c. Expert workshops
7. One of the advantages of using foresights and scenario development is that it is:
 - a. Measurable
 - b. Consistent
 - c. Considering uncertainties for the future
 8. One of the disadvantages of using focus groups, Delphi method and scenario development is that they may be:
 - a. Costly
 - b. Inconsistent
 - c. Anecdotal
 9. When evaluating sources on changes in the world of work the question what tone is used is relevant to assess the source's:
 - a. Authority
 - b. Rationale
 - c. Accuracy
 10. When evaluating sources on changes in the world of work it is not crucial to take into account:
 - a. When was the information published
 - b. What are the author's credentials
 - c. Number of hits returned by a search engine

Expected answers:

Q1=b; Q2=c; Q3=b; Q4=b; Q5=a; Q6=b; Q7=c; Q8=b; Q9=b; Q10=c.

Fact sheet 1.2.2ef

REFLECTIVE FORM 1.2

INSTRUCTIONS

Please answer the following questions in a written form and hand them to the instructor for feedback. You can use it to reflect on your knowledge and abilities. You can also talk about your reflections with a peer, personal tutor or supervisor. Please write down your thoughts in a few sentences for each question.

1. Imagine that you work in an organization where your task is to provide career development support to your employees. If you wanted to identify the major themes in the field of future of work relevant to your organization, how would you approach that task? What method would you use? Why?
2. In group work, you evaluated sources using a set of different questions assessing rationale, date, authority, accuracy and relevance of source. Which of these criteria do you usually use when evaluating sources and which are new to you? What do you think is most important to assess? Why?

UNIT 1

Changing world of work

Learning session 3

*Providing career development support taking into
account trends in the world of work*

UNIT 1 – Learning Session 3

1) Introduction

Learning session 3 is focused on addressing world of work changes in the context of providing career development support to employees. You will read different materials exploring how technological, demographic and environmental changes may impact provision of career development support. You will also have the opportunity to reflect on the interview with human resource professionals or career practitioners you conducted as part of your homework on how they use this type of information in their everyday work.

2) Goals

You will be able to identify situations where you could apply findings on the changes in the world of work in the context of providing career development support to employees.

3) List of the materials

At the beginning of the session, you have the opportunity to read the **overview of Session 3** (1.3.1p)

If you want to read about the topics presented in *Learning session 3*, we recommend the following **materials**:

- 1.3.1m article - Hirschi, A. (2018). The fourth industrial revolution: Issues and implications for career research and practice. *The Career Development Quarterly*, 66(3), 192-204.
- 1.3.2m article - Lent, R. W. (2018). Future of work in the digital world: Preparing for instability and opportunity. *The Career Development Quarterly*, 66(3), 205-219.
- 1.3.3m article - Bergmo-Prvulovic, I. (2017). Demographic changes and the need for later career opportunities. *Dyskursy Młodych Andragogów*, 18, 187-206.
- 1.3.4m article - Di Fabio, A., & Bucci, O. (2016). Green positive guidance and green positive life counseling for decent work and decent lives: Some empirical results. *Frontiers in Psychology*, 7, 261.

You can find useful also the **power point** related to using information on changes in the world of work (1.3.2p).

In the following pages we collected all the fact sheets you will use in *Learning session 3*. The table summarizes the main information regarding each of the themes.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Instructions for group work	1.3.1f	1.3.1m 1.3.2m 1.3.3m 1.3.4m 1.3.2p	24	Discussing findings collected during the interview with an HR professional/career guidance practitioner (homework after Session 2)	Using acquired knowledge about providing career development support using information on the world of work to analyse and discuss results of interviews with professionals
Instructions for group work - Example of an interview with HR professional	1.3.2f	1.3.1m 1.3.2m 1.3.3m 1.3.4m 1.3.2p	25	Discussing findings collected during the interview with an HR professional/career guidance practitioner (homework after Session 2)	Using acquired knowledge about providing career development support using information on the world of work to analyse and discuss results of interviews with professionals
Instructions for homework	1.3.3f	-	27	Reflecting on the use of knowledge gained within Unit 1	Gaining awareness of acquired knowledge and the areas which you would like to explore further
Knowledge evaluation form 1.3	1.3.1ef	-	28	Completing multiple-choice questions	Assessing acquired knowledge
Reflective form 1.3	1.3.2ef	-	30	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 1.3.1f

INSTRUCTIONS FOR GROUP WORK

Each group has an assignment to discuss findings collected during the interview with an HR professional/career guidance practitioner.

Please, discuss your experience with the interviews in your group, and try to answer the following questions:

- What is your overall impression of the interview? Did the interview meet your expectations?
- What are your main findings? What changes in the world of work do the professionals in your interviews find the most relevant and in what way do they see their impact? How do they inform themselves about changes in the world of work? How do they assess the quality of information they find?
- If in your group some of you interviewed career practitioners and some of you interviewed HR professionals, can you notice some similarities and differences in their answers?
- Based on your findings and today's lecture, how would you summarize the use of information on changes in the world of work in providing career development support?

At the end of this task, please briefly present the main conclusions to the other groups.

Fact sheet 1.3.2f

INSTRUCTIONS FOR GROUP WORK - EXAMPLE OF AN INTERVIEW WITH HR PROFESSIONAL

Interviewee works as HR manager in a large company in the transportation industry in Serbia. She has seven years of experience working in the area of HR. Interview has been conducted via email.

What are the changes in the world of work that you find most relevant for your professional activities?

I would say that the most relevant for my professional activities are processes such as automation, the impact of robots on the world of work and digitalization. Also, it is important to monitor changes in the Labour Law.

In what way do the trends you find relevant affect your everyday work?

Well, automation and robotics are some of the most important trends nowadays and I can say that they impact my professional activities in two ways. Some work tasks which are simpler and monotonous are being automated and that leads to anxiety and worry of employees concerning their jobs. My role is to inform them what these changes mean and to provide them with adequate information and training courses which would enable them to gain additional knowledge and skills equipping them for a broader range of work tasks (especially digital knowledge and skills).

When it comes to digitalization, there is an international trend to work online, and flexible work and part-time jobs are more frequent. These changes can lead to the unease of some employees who are more used to the traditional working environment. Informing employees on what these changes mean and the benefits they could have can help them to feel more secure about their jobs. Moreover, numerous HR activities are being digitalised (interviews with candidates are carried online, online testing, online training courses...) which presents a challenge for us who are working in the HR sector as well, but also poses a challenge for potential candidates and our employees. This requires additional skills (being introduced to new technologies and mastering them, but also, being patient when using these technologies). Digitalization leads to the situation in which people miss human contact, working in an office, spending time with colleagues and socializing. Some people miss this to a higher degree, and this can impact the degree of their satisfaction with their job and productivity. This is why it is especially important to be in contact with employees and to be more involved and follow the changes

in their work and job satisfaction to react if some changes are observed. Managers and team leaders should be supported in working with employees in changing circumstances, they should receive adequate training but also necessary consultations regarding specific issues with employees they encounter.

Trends regarding privacy regulations are also relevant for my work, especially GDPR. There have been important changes in collecting, analysing and keeping personal data on potential candidates and employees (who has access to their CVs, informing potential candidates with the way their data will be analysed and stored, in what way their CVs and motivational letters which contain personal data are stored, introducing specific measures to ensure that unauthorized personnel does not have access to this data, collecting just the necessary amount of data, ensuring that CVs are automatically deleted after a certain period, informing and seeking consent from employees for using their personal data...). These changes are mentioned in Labour Law, and I need to be informed on them to be able to inform employees what are their rights and what are their obligations.

How do you search for information on the changes in the world of work? What are the sources of information you use?

I mostly get information by visiting HR conferences and meetings (Stanton Chase) which are organized four times a year in our country. I am trying to regularly attend these events (lectures of experts in this area, HR panel, workshops...) to be informed on changes and their impact on activities in the area of HR. When it comes to the Labour Law, I try to attend training and courses, some of which are being organized in the organization in which I work, such as training on GDPR. In my organization, one person is in charge of the legal matters, and I sometimes consult with her as well.

How do you assess the quality of information you find?

I mostly rely on information presented by experts at conferences. I usually do not read articles in the area of HR. I rely mostly on learning through practice and attending workshops, training, and conferences. There are numerous such events in the HR field.

Fact sheet 1.3.3f

INSTRUCTIONS FOR HOMEWORK

As a homework, reflect on what you have learned using following questions:

1. What are some professional activities you would undertake to enhance career-life preparedness of employees you work with? How would you connect those activities to different roles of career guidance (adaptive, expanded and emancipatory guidance)?
2. How do you think trends in the world of work would impact your career? What are some ways you could prepare for your professional activities taking into account those trends?

Record these reflections and plans for future learning on this topic in any format you choose (written, audio, video).

Fact sheet 1.3.1ef

KNOWLEDGE EVALUATION FORM 1.3

INSTRUCTIONS

Please, answer the following questions:

1. A healthy state of vigilance regarding threats to one's career well-being as well as alertness to resources and opportunities on which one can capitalize is called:
 - a. Career adaptability
 - b. Career-life preparedness
 - c. Career resilience
2. What is the role of adaptive career guidance?
 - a. Helping people to recognize the limitations what can be achieved within the current systems
 - b. Helping people to deal with the changes in the world of work
 - c. Helping people to accept the changing world of work
3. The role of the expanded career guidance is:
 - a. To ensure that more people receive career guidance
 - b. To encourage people to think beyond paid work
 - c. To broaden career options people think about
4. Which kind of skills are likely not going to be needed by most workers in the context of automation?
 - a. ICT generic skills
 - b. Manual skills
 - c. Social and emotional skills
5. Considering demographic changes, career development support should be especially targeted to:
 - a. Older workers
 - b. Women
 - c. All previously excluded groups from the labour market

6. Green guidance is:
 - a. Concerned with sustainable development, environmental conscientiousness and responsibility for the ecosystem
 - b. Focused on providing information on green jobs and green economy
 - c. Concerned with directing individuals to base their career choices on their environmental implications
7. Green career guidance should have a role in:
 - a. Establishing training and education opportunities with a positive contribution in environmental terms
 - b. Creating awareness of the environmental impact of career choices
 - c. Both
8. Using what-if scenarios is recommended to:
 - a. Support employees to enrich their current job
 - b. Help employees plan for unwanted or traumatic work events
 - c. Help employees to decide between different career options
9. Based on the research results that we have so far, in the first period of the pandemic the demand for the career guidance has:
 - a. Decreased
 - b. Stayed the same
 - c. Increased
10. Due to the changes in the world of work professionals who provide career development support should develop expertise in:
 - a. Technology domain
 - b. Helping domain
 - c. Both domains

Expected answers:

Q1=b; Q2=b; Q3=b; Q4=b; Q5=c; Q6=a; Q7=c; Q8=b; Q9=c; Q10=c.

Fact sheet 1.3.2ef

REFLECTIVE FORM 1.3

INSTRUCTIONS

Please answer the following questions and hand them to the instructor for feedback. You can use it to reflect on your knowledge and abilities. You can also talk about your reflections with a peer, personal tutor or supervisor. Please write down your thoughts in a few sentences for each question or use other forms of expression you consider appropriate.

- What did I learn from these sessions?
- What was new to me? What was most interesting for me?
- How can I apply what I learned in my future work?
- What would I like to explore further?

UNIT 2

Innovative concepts and development for company-based career work/HRM

Learning session 1

Turning to a Learning Organization

UNIT 2 – Learning Session 1

1) Introduction

The aim of Unit 2 is to highlight innovative development and changes in Human Resource Management (HRM) and Career work. These are partially caused by the megatrends in the world of work (like movement to the knowledge society, change to a green society, digitalization of the working environments) (*see unit 1*) but also by innovative theories concerning work-based learning and competence development in enterprises, thus inducing a change in the understanding of leadership in enterprises and the role of the employees. Because of the growing complexity of the working and business processes as well as the resulting demands for the staff, there is a stress to individualize the measures of personnel development. One measure may be intensifying counselling.

Considering the impact that these developments have for working, learning and cooperating in enterprises, *Learning Session 1* will deepen the concept of the Learning Organization. In fact, modern management theories stress the need for autonomously learning and flexibly acting employees being able to take initiatives and to adapt to unforeseen situations. The demand is to create challenging tasks, as well as coaching and networking opportunities for the employees to develop their potential.

2) Goals

You will develop awareness of the impact which the developments mentioned above have for working, learning and cooperating in enterprises. More specifically, you will be able to explain the requirement of individualization of personnel development (as a consequence of the innovative concepts and developments in enterprises) and describe relevant methods aiming at individualized learning, coaching and counselling methods.

3) List of the materials

If you want to read about the topics presented in *Learning Session 1*, we recommend the following materials:

- 2.1.1m material – Introduction to Unit 2
 - 2.1.2m material - Learning organisation
 - 2.1.3m material – Multigenerational staff – Generation's value systems
 - 2.1.4m material - Professional life cycle-oriented personnel development
 - 2.1.5m chapter - Autonomous Learning in the workplace
- Noe, R. A., & Ellingson, J. E. (2017). Autonomous learning in the workplace: An introduction.

In R. A. Noe and J. E. Ellingson (eds.), *Autonomous learning in the workplace* (pp. 1-11). NY, Routledge.

- 2.1.6m article - Learning in Organisations

Kessels, J. W. (2001). Learning in organisations: a corporate curriculum for the knowledge economy. *Futures*, 33(6), 497-506.

- 2.1.7m - List of relevant literature

You can find useful also the **power point** that introduces Learning Session 1 (2.1.1p) and the one where the requirement of individualization of personnel development is presented (2.1.2p).

The table summarizes the main information regarding each fact sheet.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Group exercise: categories of autonomous learning. Collection of examples	2.1.1f	2.1.2p 2.1.2m 2.1.3m 2.1.4m	34	Discussing in parallel groups the categories of autonomous learning and find for each category at least two relevant examples	Understanding the necessity of individualization of personnel development considering the actual trends in the world of work and new concepts and developments in enterprises
Homework	2.1.2f	2.1.5m 2.1.6m	36	Choosing between two articles giving some more information and stimulus in connection with the lesson and then answering some questions with help of the chosen literature	Gaining awareness of acquired knowledge and expressing opinions
Knowledge evaluation form 2.1	2.1.1ef	-	38	Completing multiple-choice questions	Assessing acquired knowledge
Reflective form 2.1	2.1.2ef	-	40	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 2.1.1f

GROUP EXERCISE: CATEGORIES OF AUTONOMOUS LEARNING. COLLECTION OF EXAMPLES

For this exercise, please build groups of 3 to 6 students.

There are manifold modes of autonomous learning in enterprises. Some of them are listed here:

- Work-based learning
- Research-based learning
- Innovative learning
- Digital learning
- Networking
- Team learning
- Learning by counselling
- Outdoor learning
- Intercultural learning

This list is neither complete nor is it generally accepted. There does not yet exist an agreed systematics for modes of autonomous learning in enterprises.

Your tasks are:

1. Go through the list and add, if you miss something, an additional category/additional categories.
2. Briefly describe two examples for at least 3 of the categories, one must be “learning by counselling”.
3. Reflect your own learning experience. Describe in detail a situation when autonomous learning has been especially fruitful.
4. Value the benefits of these examples of autonomous learning: for you personally, for your colleagues, for your company, for other stakeholders.
5. Have these benefits been sustainable? Did they have further effects?

Answer in addition the question:

- Which impact has autonomous learning on the necessary competences of in-company trainers/coaches?

Present your findings in a short oral report, on a flipchart, as ppt or whatever you want.

If you still have time and motivation, you may discuss the following case.

Read the materials:

- Generation specific value systems (2.1.3m)
- Life Cycle oriented personnel development (2.1.4m).

Your task:

In the institute/company where you are working, you will be in charge of a student coming for a 4-week internship. The student was born in the year 2004. The young person is still in school and interested in jobs dealing with people.

What do you plan for these 4 weeks to give the student the opportunity to experience a meaningful learning and a fruitful internship?

Present all your findings in a short oral report, on a flipchart, as ppt or whatever you like.

Fact sheet 2.1.2f

HOMEWORK

- Joseph W.M. Kessels (2001): Learning in organisations: a corporate curriculum for the knowledge economy. *Futures* 33, 497-506 (2.1.5m)
- Noe, R. A., & Ellingson, J. E. (2017). Autonomous learning in the workplace: An introduction. In R. A. Noe and J. E. Ellingson (eds.), *Autonomous learning in the workplace* (pp. 1-11). NY, Routledge.

For each article you find some guiding questions which will help you to focus your reading on specific points.

You may answer these questions alone or in groups with up to 3 students. Your answers may be written as word document or as ppt (if it makes sense visualized), or sound recorded.

Joseph W.M. Kessels (2001): Learning in organisations: a corporate curriculum for the knowledge economy. *Futures* 33, 497-506. (2.1.6m)

After having read the article, please answer the following questions:

1. What are indicators of a knowledge economy?
2. What does organization's "knowledge productivity" mean? Why is it essential?
3. What are the consequences of the statement: Human resources are the bearers of knowledge?
4. Argue: "Learning processes occurring at and around the workplace are more powerful than learning processes embodied in formal training settings."
5. Find examples (taken from your own experience) for fruitful learning in the working environment.
6. Which competencies are needed in a knowledge economy?
7. What do you think about the creation of a new class in the knowledge economy?

Jill E. Ellingson/Raymond A. Noe (editors) (2017): *Autonomous Learning in the Workplace*. Routledge, 1-11. (2.1.5m)

After having read the article, please answer the following questions:

1. What does "autonomous learning" mean?

2. What are still open research questions concerning autonomous learning?
3. What are the characteristics of autonomous learning? Can it - and if “yes” - how can it promote sustainable learning effects?
4. What do employees today value as important for learning and work?
5. Why is development of human capital resources important for enterprises?
6. How is autonomous learning facilitated by technology?
7. What are your own experiences with autonomous learning? What would you describe as benefits?

From page 6 to 9 you find an overview on the articles which are included in the anthology edited by Ellingson and Noe. You are not obliged to read this, but if you do so you get an impression on the wide range of topics dealing with autonomous learning.

Fact sheet 2.1.1ef

KNOWLEDGE EVALUATION FORM 2.1

INSTRUCTIONS

You find 10 questions related to the issues of Unit 2 session 1. Which do you value as the right answer?

1. Which is the title of the famous book by Peter Senge?
 - a. The fifth dimension
 - b. The fifth discipline
 - c. The fifth direction
2. Which is the overarching message of Peter Senge?
 - a. Systems thinking
 - b. Shared vision
 - c. Team learning
3. What characterizes a “Learning organization”?
 - a. A rich offer of learning courses
 - b. Open minded learning participants
 - c. Where people are continuously learning how to learn together
4. What is essential for team learning?
 - a. Dialogue and discussion
 - b. A homogeneous group
 - c. Appreciation of the group members
5. When was generation Z born?
 - a. Between 1966 and 1980
 - b. Between 1981 and 1995
 - c. After 1995
6. Which generation is called the “generation-me”?
 - a. Generation X
 - b. Generation Y
 - c. Generation Z

7. Which critical arguments vis-à-vis the generation typification would you agree to?
 - a. High variance within one generation
 - b. Inconsistent findings
 - c. Both
8. Which benefits do you assess resulting from the generation of typification?
 - a. Getting a clear picture of the values of a generation
 - b. Having guidelines how to treat a specific generation
 - c. Awareness that there are differences between the generations which should be considered
9. Which phase of the professional life cycle is decisive for career development?
 - a. Introduction to the enterprise
 - b. Phase of growth
 - c. Phase of maturity
10. Which phases should be supported by cooperation of the enterprise's human resource management with external professional career counsellors?
 - a. Introduction and growth
 - b. Maturity and satiation
 - c. All phases

Expected answers:
Q1=b; Q2=a; Q3=c; Q4=a; Q5=c; Q6=b; Q7=c; Q8=c; Q9=b; Q10=c.

Fact sheet 2.1.2ef

REFLECTIVE FORM 2.1

INSTRUCTIONS

You may undertake the learning reflection alone, with a partner or with a group up to 4 peer students.

As preparation, it is recommended to start the reflection in any case alone. Then you may contact a partner or some peers to exchange your personal findings in a discussion.

The following questions may guide your reflection. But you may find further questions to consider.

1. What did I learn from this session?
2. What has been new for me, raised my interest, inspired me?
3. What would I like further to explore?
4. What could I imagine putting into my professional practice?

UNIT 2

Innovative concepts and development for company-based career work/HRM

Learning session 2

Commitment to Corporate social Responsibility

UNIT 2 – Learning Session 2

1) Introduction

To continue examining the innovative development in Human Resource Management (HRM) and career work that have induced a change in the understanding of leadership in enterprises and the role of the employees, *Learning Session 2* will focus on the acceptance of Corporate Social Responsibility (CSR). More and more enterprises recognize their important and interdependent position in society and take social responsibility. They accept the inclusion of vulnerable people as their task. This again requires individualized personnel work.

2) Goals

You will be able to explain Corporate Social Responsibility as a driver in our society, identify the role of HR professionals for CSR and describe examples of successful social responsibility activities.

3) List of the materials

If you want to read about the topics presented in *Learning session 2*, we recommend the following materials:

- 2.2.1m material – Introduction to CSR
- 2.2.2m material – Definition of CSR and conceptual framework
- 2.2.3m material – Motivation for CSR
- 2.2.4m material – Role of HRM in CSR
- 2.2.5m material – Global and EU principles and guidelines for CSR
- 2.2.6m material – The world best CSR examples
- 2.2.7m – List of relevant literature

You can find useful also the **power point** where *Learning Session 2* is introduced, definition, conceptual framework, motives of CSR are given and the role of HRM in CSR is descriptive (2.2.1p).

The table summarizes the main information regarding each fact sheet.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Corporate Social Responsibility (CSR)	2.2.1f	2.2.1m	44	Discussing the preconception of Corporate Social Responsibility (CSR) and	Expressing the perception of the goals of the session and sharing opinions and

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
				motives of enterprises to engage in social responsibility activities	previous knowledge about what is CSR
Task for group work: international examples of CSR	2.2.2f	2.2.6m	45	Analysing in depth features, motives, impact of one of two examples of best practice.	Gaining awareness of how CSR can be implemented.
CSR in SME – Personal experience and critical reflection	2.2.3f	2.2.2m 2.2.3m 2.2.4m 2.2.5m	46	Collecting additional examples experienced by the students. Discussing the reasons, expectations, values for taking social responsibility in companies	Reflecting on the reasons/motivation which drive companies engaging in activities of social responsibility
Description of the homework	2.2.4f	2.2.7m	47	Discussing a statement about CSR	Gaining awareness of acquired knowledge and expressing opinions
Knowledge evaluation form 2.2	2.2.1ef	-	48	Completing multiple-choice questions	Assessing acquired knowledge
Reflective form 2.2	2.2.2ef	-	50	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 2.2.1f

CORPORATE SOCIAL RESPONSIBILITY (CSR)

In session 1 the importance of CSR activities of enterprises and its impact on Human Resource Management have already been picked out as a central theme.

The following graph contains some of the relevant **keywords**:



Discuss with a few peers surrounding you your understanding of Corporate Social Responsibility (CSR).

What is your attitude towards CSR? Name some reasons.

Fact sheet 2.2.2f

TASK FOR GROUP WORK: INTERNATIONAL EXAMPLES OF CSR

For this exercise, please build groups of 3 to 6 students.

Please, read the document *The world's most reputable companies for Corporate Social Responsibility* (2.2.6m) and then discuss the following questions:

1. Which of the three presented examples do we want to choose? Why did we choose this example?
2. Which of the activities do we find: most amazing? attractive? sustainable?
3. Which may have been the motives for the company to engage in the CSR activities?
4. Which may be the impact of the company's CSR engagement: On the public? On the management? On the employees?
5. How do you altogether assess the CSR activities of the company?

Present the results of the discussion in a written form (flipchart, ppt) or oral as report, sound or video recording.

Factsheet 2.2.3f

GROUP WORK

CSR IN SME – PERSONAL EXPERIENCE AND CRITICAL REFLECTION

For this exercise you may meet in the same groups as in the previous exercise, but it may be more motivational if you build new groups.

The commitment to Social Responsibility is not only found in big companies but also in SME. Two real life examples will demonstrate it. These examples are taken from applications for the Fit for future award of the Ministry of economics in Austria.

1. First example: Inclusion

This is the story of an Austrian SME, which every year wants to give a disadvantaged young person the opportunity to start an apprenticeship training. They contact the Social Service “Jugend am Werk” for recruitment. They offer the job candidate a special apprenticeship with prolonged training.

The owner of the company states that the integration of the disabled young boy or girl changes the team climate in the company, the colleagues being more respectful.

2. Second example: Inter-generation dialogue

This is the story of an Austrian SME being in the neighbourhood of a retirement home for the elderly. The company wants to build good relations with the residents of this home and in addition giving their young employees the chance to come in contact with persons with long life experience. They arrange visits of their apprentices to residents of the retirement home. Young and old come together for talks and exchange their experiences and views.

Some young people committed having been a little shy at the beginning of the meetings but then benefited from the stories of the elder generation.

Collect more examples from your own experience!

Discuss the following questions:

1. Which conclusions do you draw from the differences of the reasons, expectations and values of the companies which engage in CSR?
2. Debate controversially the pro and contra from the ethic point of view of CSR activities

Present the results in a short plenary session after this group work.

Fact sheet 2.2.4f

HOMEWORK

Meet in groups of 3 to 6 persons.

Discuss the statement:

- “CSR is considered as a strategic resource that also aims to improve the employees’ performance. In both aspects this role of HR might be relevant for support of career development of employees.” (Transnational synthesis of the review of literature, media and resources, executed by the international Connect! consortium - IO1 p 7)
- Summarize your findings on a flipchart or ppt slide

The following questions may structure your discussion:

1. Why is CSR a strategic resource for enterprises? List the arguments.
2. In which way is CSR aiming to improve the employees’ performance? Describe examples.
3. Why may both aspects be relevant for support of career development of employees?

Write as teamwork a short article or summarize your conclusions in a ppt presentation or as sound or video recording.

Factsheet 2.2.1ef

KNOWLEDGE EVALUATION FORM 2.2

INSTRUCTIONS

You find 10 questions related to the issues of Unit 2 session 2. Which do you value as the right answer?

1. “Corporate social Responsibility encompasses the economic, legal, ethical and discretionary (philanthropic) expectations that society has of organizations at a given point in time” (Carroll, 2016, p. 21).
Which expectation may be described by: “Do what is just and fair to avoid harm”?
 - a. Legal responsibilities
 - b. Ethical responsibilities
 - c. Philanthropic responsibilities
2. Which role of HRM in Corporate Social Responsibility (CSR) is characterized by “Helps increase employee contribution to CSR”?
 - a. Change agent
 - b. Strategic partner
 - c. Employee champion
3. There may be distinguished intrinsic and extrinsic motives for CSR.
To which group belongs the following: “to attract talent, increase employee engagement, motivation and satisfaction, and reduce employee retention” (Wickert & Risi, 2019)?
 - a. Intrinsic motives
 - b. Extrinsic motives
 - c. Not possible to answer
4. Which one of the following statements are true regarding the relationship between CSR and profit of the enterprise?
 - a. CSR activities increase the profit of the enterprise.
 - b. CSR activities have no impact on the profit of the enterprise.
 - c. There is not enough research and empirical evidence on the nature of the relationship.

5. Do CSR activities of a company have an impact on the employer branding?
 - a. If they coincide with the value system of job candidates
 - b. If the measures are respected in the society
 - c. Both plays a role
6. If SME engage in CSR activities, do intrinsic motives dominate?
 - a. Mostly yes
 - b. Rather no
 - c. Relevant research is still missing
7. Which company leads the Forbes list (2019) for world's most reputable companies for corporate social responsibility?
 - a. The Walt Disney Company
 - b. LEGO group
 - c. Microsoft
8. Which one of the following documents is the European Union's policy position document to CSR?
 - a. Global Compact Principles
 - b. Guidance on Social Responsibility
 - c. Green Paper
9. According to Carroll's Pyramid of CSR, what is the most basic responsibility of a company?
 - a. Philanthropic
 - b. Legal
 - c. Economic
10. According to "Strategic human resource management (HRM) partnership model" developed by Jamali and his colleagues, what would be the contribution of HRM personnel to CSR domains as an "administrative expert"?
 - a. To help define and execute CSR
 - b. To help create CSR change
 - c. To help deliver CSR efficiently

Fact sheet 2.2.2ef

REFLECTIVE FORM 2.2

INSTRUCTIONS

You may undertake the learning reflection alone, with a partner or with a group of up to 4 peer students.

As preparation, it is recommended to start the reflection in any case alone. Then you may contact a partner or some peers to exchange your personal findings in a discussion.

The following questions may guide your reflection. But you may find further questions to consider.

1. What did I learn from this session?
2. What has been new for me, raised my interest, inspired me?
3. What would I like further to explore?
4. What could I imagine putting into my professional practice?

UNIT 2

Innovative concepts and development for company-based career work/HRM

Learning session 3

Benefiting from Networking and Cooperation

UNIT 2 – Learning Session 3

1) Introduction

Cooperation and networking are recent trends in business management. Networking means the establishment and maintenance of personal and business contacts. The aim is the creation of a social network of persons who are in relation to each other and support each other. Sonja Raddatz (2001) has introduced the term “Relationales Management” (relational management) for this development. The development of digital information and communication technology has been an impetus for networking and cooperation. As a consequence, production and business processes have become netted. The development is known as “Industry 4.0”.

In Learning Session 3 the focus is on discovering good practice of networking and cooperation at the intersections between HRM and CGC.

2) Goals

You will be able to describe best practice in networking and cooperation between Human Resource Management in enterprises (HRM) and professional Career Guidance and Counselling (CGC).

3) List of the materials

If you want to read about the topics presented in *Learning Session 3*, we recommend the following materials:

- 2.3.1m material – Introduction to the session benefiting from networking and cooperation
- 2.3.2m material – Exploration of the intersections between HRM and CGC
- 2.3.3m material – Regional education and counselling networks
- 2.3.4m material – Guidelines for enterprises to design of a fruitful cooperation network
- 2.3.5m – List of relevant literature

You can find useful also the **power point** where results of the data collection by the Connect! consortium (2.3.1p) and regional education and counselling network (2.3.2p) are presented.

The table summarizes the main information regarding each fact sheet.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Group exercise: evaluation of practice examples to	2.3.1f	2.3.2m 2.3.3m	54	Evaluating examples of cooperation between HRM and CGC	Exploring examples of fruitful cooperation between HRM and CGC

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
cooperation between HRM and CGC					
Group exercise: evaluation of the guidelines for enterprises to design a cooperation network for company-based career development	2.3.2f	2.3.4m	56	Conducting a SWOT analysis of guidelines for enterprises to design a cooperation network for company-based career development	Evaluating guidelines for enterprises to design a cooperation network for company-based career development
Homework	2.3.3f	2.3.5m	57	Conducting an interview about the cooperation networks in the company in context with specific domains of the professional life cycle	Exploring the cooperation networks in the company of the selected person responsible of HR development
Knowledge evaluation form 2.3	2.3.1ef	-	58	Completing multiple-choice questions	Assessing acquired knowledge
Reflective form 2.3	2.3.2ef	-	60	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 2.3.1f

GROUP EXERCISE:

EVALUATION OF PRACTICE EXAMPLES TO COOPERATION BETWEEN HRM AND CGC

Meet in groups of 3 to 6 persons. Choose one of the following practice reports. All represent “real life” examples. They are taken from enterprise’s self-evaluation reports, applying for the Austrian State Award “Fit for Future” 2019 (<https://www.bmdw.gv.at/Ministerium/Staatspreise/Beste-Lehrbetriebe.html>).

The practice reports list measures of good practice in different domains of the Professional Life Cycle. Get an overview, and then decide in your group, which of the measures you would like to discuss in depth (select 2 or 3). The following questions may guide your discussion:

- What attracted you of the specific measure?
- Which external cooperation partner/s is/are involved? What is the expertise of the partner/s?
- Who are the beneficiaries of the cooperation?
- Which surplus value does the cooperation bring?

Summarize the findings of your group on a flipchart or a ppt slide.

1. Practice Report “Integration of new employees”

The first step is to recruit new employees. It is a special challenge finding talented skilled workers. Usually, they start an apprenticeship engagement right after leaving compulsory school.

What do enterprises undertake to be successful in their recruiting process?

The following measure have been mentioned by enterprises:

- Enterprises deliver vocational orientation by cooperating with regional schools, especially with the teachers who are responsible for career guidance and the development of career management skills. They offer presentations of relevant vocations in schools, inviting classes to visit their enterprise, arrange internships combined with assessment of interests and talents.
- They use the support by institutes of the Chamber of Commerce, offering test material for internal talent check in enterprises or giving the opportunity to undergo tests in their Career Counselling Centres.
- They announce their vacancies to an agency of the Public Employment Service which handles placements, also offering counselling and testing.

- Enterprises willing to give a chance to handicapped people, announce the vacancy to social welfare institutions of their region which support the placement of their clients.

After the recruiting process, enterprises give working contracts to the selected persons.

- The first working weeks concentrate on the integration of the new employees: getting familiar with the enterprise and with relevant managers and colleagues, learning to know their specific field of tasks and responsibility, getting a first concrete task. They are supported by a mentor and often also by a buddy who provides peer counselling.
- Team training is offered by external trainer teams – often as outdoor training.

2. Practice Report “Company based career work”

Because of the manpower shortage it is important for the enterprises to reach a long-term binding of committed employees to their company. This is one of the main reasons why enterprises engage in company-based career work. They want to improve their employer branding.

The relevant measures start from the very beginning of an employment:

- Enterprises support the learning processes of their employees by giving them challenging tasks and supporting them by internal peer counselling but also by specific external training offers (thus bringing knowledge into the company).
- They stimulate the development of self-evaluation competences of their employees. Team leaders are trained by external experts in coaching methods. (There exist manifold programs offering leadership coaching diplomas.)
- To compare their performance with peers, enterprises encourage young trainees/apprentices to participate in national and international vocational competitions.
- To enable (new) employees to have an overview on (for them) relevant working fields in the company, enterprises offer job rotation. Each working station finishes with self-evaluation and an evaluation talk between the department leader and the employee finding out special interests for further development of the employee. If helpful options of external further training are offered.
- Periodically career development is discussed between the leader and the employee. Each career way (e. g. (professional specialization, leadership, academic qualification) affords different education programmes, which are offered by external partners.
- To ensure that employees are talented for a specific further development, some enterprises arrange contact to career counselling institutes (in adult education, chambers, universities etc.).

Fact sheet 2.3.2f

GROUP EXERCISE:

**EVALUATION OF THE GUIDELINES FOR ENTERPRISES TO DESIGN A COOPERATION
NETWORK FOR COMPANY-BASED CAREER DEVELOPMENT**

Read the document *Guidelines for enterprises who want to design a fruitful Cooperation Network for personnel development in the different domains of the professional life cycle* (2.3.4m)

Build a group of 3 to 6 persons.

Undertake a SWOT analysis of the given proposal:

- Which are the strengths?
- Which are the weaknesses?
- Which are the opportunities?
- Which are the threats?

Summarize your findings on a flipchart, or as ppt slides, or as voice or video recording.

Fact sheet 2.3.3f

HOMework

Task for further exploration

This is a task to be done for further exploration of fruitful cooperation in company-based career work. You may execute it alone or with a partner or as a group of up to 3 students:

- Contact a person responsible for personnel development in a commercial enterprise. The size and branch of the enterprise does not matter.
- Ask this contact person for an interview and collect facts about the cooperation networks in the company in context with specific domains of the professional life cycle.
- Evaluate your findings.

You may use as a tool the presented *Guideline to design a cooperation network of enterprises and external partners* (2.3.4m).

Send your results to your university teacher.

Fact sheet 2.3.1ef

KNOWLEDGE EVALUATION FORM 2.3

INSTRUCTIONS

You find 10 questions related to the issues of Unit 2 session 3. Which do you value as the right answer?

1. Which of the following definitions characterises in the best way what “networking” in the business sphere means?
 - a. People and businesses who are in relation to each other support each other
 - b. The establishment and maintenance of personal and business contacts
 - c. To aim at sustainable cooperation
2. What has been a strong impetus and a precondition for networking in the business field?
 - a. The development of digital information and communication technology
 - b. The economic globalization
 - c. “Industry 4.0”
3. In a survey executed by Connect! Project Consortium CGC practitioners and HRM practitioners generally agree about their important roles in the domains of the professional life cycle. Which domain has been valued differently?
 - a. Recruitment
 - b. Development of personal skills and competences
 - c. Management of change
4. In the above-mentioned survey the HRM and CGC practitioners have rated the benefits which they expect from a cooperation between each other. Which of the following measures is less appreciated by the HRM practitioners?
 - a. Exchange of experience
 - b. Learn about best practice
 - c. Attending joint seminars/workshops/trainings
5. Which are the benefits of regional education and counselling networks?
 - a. They comprise the lifelong learning and lifelong guidance services of a region and make them visible
 - b. They are easily available for the citizens in the region
 - c. Both is true

6. Which are still deficits of regional education and counselling networks?
 - a. They are dominated by some big players
 - b. They do not sufficiently include the enterprises of the region
 - c. There are some barriers to reach them
7. Who may support a regional education and counselling network?
 - a. The European Social Fund
 - b. The providers of lifelong learning and lifelong guidance of a region
 - c. May be both
8. What is necessary to build up enterprise related education and counselling networks?
 - a. Enterprises have to take the initiative
 - b. Enterprises should differentiate their networks according to the professional life-cycle domain
 - c. Both is true
9. Which of the following phrases describes most clearly the character of Industry 4.0?
 - a. It is a software tool
 - b. It is an enterprise network
 - c. It is an internet of things which allows connection of machines, products, systems and people
10. What is the difference between “Learning from best practice” and “Learning from counselling”?
Which following sentence is true?
 - a. The impact is different. Learning from counselling is more sustainable
 - b. The role of the counsellor is different. The counsellor plays a central role in learning from counselling. Learning from best practice may happen without a counsellor.
 - c. There is no difference.

Expected answers:
Q1=b; Q2=a; Q3=a; Q4=c; Q5=c; Q6=b; Q7=c; Q8=c; Q9=c; Q10=b.

Fact sheet 2.3.2ef

REFLECTIVE FORM 2.3

INSTRUCTIONS

You may undertake the learning reflection alone, with a partner or with a group of up to 4 peer students.

As preparation, it is recommended to start the reflection in any case alone. Then you may contact a partner or some peers to exchange your personal findings in a discussion.

The following questions may guide your reflection. But you may find further questions to consider.

1. What did I learn from this session?
2. What has been new for me, raised my interest, inspired me?
3. What would I like further to explore?
4. What could I imagine putting into my professional practice?

UNIT 3

Current theoretical and methodological approaches for counsellors and coaches in the company context

Learning session 1

Benefiting from Networking and Cooperation

UNIT 3 – Learning Session 1

1) Introduction

In this session you will learn about basic choices and application of the most recent paradigms in career guidance and counselling. The focus will be particularly on two theoretical approaches: Career Construction Theory and System Theory Framework.

2) Goals

You will be able to describe the Career Construction Theory (CCT) and the Systems Theory of Framework (STF) paradigms. In more details you will be able to identify and report strengths and innovation, constraints, and challenges, and discuss their relevance and limitations in the working contexts.

3) List of the materials

If you want to read about the topics presented in *Learning session 1*, we recommend the following materials:

- 3.1.1 article – Brott, P. E. (2004). Constructivist assessment in career counselling. *Journal of Career Development*, 30(3), 189-200.
- 3.1.2m chapter – Savickas, M. L. (2013). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (2nd ed., pp. 147–183). Hoboken, NJ: John Wiley.
- 3.1.3m article – Patton, W., & McMahon, M. (2006). The systems theory framework of career development and counseling: Connecting theory and practice. *International Journal for the Advancement of Counselling*, 28(2), 153-166.
- 3.1.4m article – McMahon, M., & Watson, M. (2019). Career counselling and sustainable decent work: Relationships and tensions. *South African Journal of Education*, 40(1), S1-S9.

We also suggest you watching the following **videos**:

- [The Career Construction Theory](#) (3.1.1v): Dr Amber Hughes introduces the CCT theory
- [The STF](#) (3.1.2v): Mary McMahon at the Society for Vocational Psychology Conference presents the Systems Theory Framework
- [Postmodern career counselling](#) (3.1.3v): Greenwood Associates reflect about modern and postmodern career counselling

You can find useful also the **power points** related to:

- Career Construction Theory (3.1.2p)
- Systems Theory Framework (3.1.3p).

If you want to learn more, you will find **additional information** on:

- [Closing session of the NCDA 2013](#) (3.1.4v; video): Mark Savickas presentation
- Savickas, M. L. (2019). Career construction theory. Life portraits of attachment, adaptability and identity. (3.1.5m; book)
- <http://www.vocopher.com/>
- <https://ceric.ca/publications/career-theories-and-models-at-work-ideas-for-practice/>
- List with further readings (3.1.6m)

In the following pages we collected all the fact sheets you will use in *Learning session 1*. The table summarizes the main information regarding each of them.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Similarities and differences between the CCT and the STF	3.1.1f	3.1.2p 3.1.1v 3.1.2m 3.1.3p 3.1.2v 3.1.3m	64	Comparing (a) the two theoretical approaches to identify similarities and differences (b) these two postmodern theories with assumptions of modern career counselling	Developing critical knowledge about theoretical paradigm
Homework: reflective questions	3.1.2f	3.1.4m	65	Reading <i>Career counselling and sustainable decent work</i> and answering some questions	Reflecting on the characteristic of career counselling in the postmodern era
Knowledge evaluation form 3.1	3.1.1ef	-	66	Completing multiple-choice questions	Assessing acquired knowledge
Reflective form 3.1	3.1.2ef	-	69	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 3.1.1f

SIMILARITIES AND DIFFERENCES BETWEEN THE CCT AND THE STF

1. Discuss similarities and differences between the two theoretical approaches and list the differences in the table and reflect on their relevance for organizational field.

Similarities	Differences

2. What is the relevance of these two narrative approaches for CGC into organizations?

Fact sheet 3.1.2f

HOMEWORK: REFLECTIVE QUESTIONS

INSTRUCTIONS

Read the assigned article and answer the following questions:

1. Based on your experience and learning, what are the most important characteristics of the postmodern era?
2. What is the role career counsellors may play in the postmodern era?
3. Prilleltensky (1989) suggested that constructive actions should be preceded by reflection through which psychologists should become aware of the “socio-cultural determinants of their professional endeavours” (p. 801). What are the social and cultural determinants of your professional endeavours?
4. What is the relevance of postmodern approaches for CGC in the organizational field?

Fact sheet 3.1.1ef

KNOWLEDGE EVALUATION FORM 3.1

INSTRUCTIONS

Please, answer the following questions

1. The vocational personality encompasses:
 - a. career-related traits that predict the future
 - b. career-related abilities, needs, values, and interests
 - c. career-related categories that highlight one's career path
2. Savickas developed the CCT to
 - a. explain how people negotiate a lifetime of job changes without losing their sense of self
 - b. explain why people change their job so often and how they face these transitions
 - c. give counsellors materials to help clients to find which is the right job their personality match to
3. The Self as Author
 - a. is developed in childhood since people base their life and career choices reflecting on their past experiences
 - b. is developed in adolescence as people become more conscious about how to construct their career and who they want to become
 - c. is developed in adulthood when people integrate actions and agency into a unique identity supported by a life story
4. The Career Theme represents
 - a. The unifying idea that provides primary units of meaning used to understand individual's career related abilities, need, values and interests
 - b. The unifying idea that provides continuity to the Self as Actor, Agent and Author
 - c. The unifying idea that provides the primary units of meaning used to better understand the objective and subjective career

5. In deconstructing the clients' story, counsellors
 - a. eliminate the elements that can lead to a Life Portrait that clients would not appreciate
 - b. identify the elements that are not matching with the career path that clients wanted for themselves
 - c. identify the elements of the stories that represent barriers in order to open pathways not previously possible
6. The STF proposes a dynamic open system that
 - a. is subject to influence from outside and may also influence that which is beyond its boundaries
 - b. is subject to influence from outside but cannot influence that which is beyond its boundaries
 - c. is not subject to influence from outside but can only influence that which is beyond its boundaries
7. In Patton and McMahon (2006) proposal, the source of the influences on individual's career development is
 - a. Intraindividual and social
 - b. Intraindividual, social and environmental-societal
 - c. Intraindividual and developing recursively in a time-based perspective
8. In the STF of Career Development, the Therapeutic System is
 - a. The process of career counselling
 - b. The meeting of clients and counsellors' systems
 - c. The clients' system of influences that emerges from career counselling
9. STF of Career Development recognizes the contribution of
 - a. All career theories based on the narrative approach
 - b. All career theories that consider the influences of different systems on the individual's career development
 - c. All career theories
10. According to a Systems Theory based career development, clients engage in meaning making when they begin to understand
 - a. how they make choices that influence their story
 - b. how specific influences impact on their story
 - c. how their personality, interests and abilities influence their career

Expected answers:
Q1=b; Q2=a; Q3=c; Q4=c; Q5=c; Q6=a; Q7=b; Q8=b; Q9=c; Q10=b.

Fact sheet 3.1.2ef

REFLECTIVE FORM 3.1

INSTRUCTIONS

Complete the following 3 tasks in written form and hand them in to the instructor for feedback. This is also an exercise in self-assessment. You can use it to reflect on your own knowledge and abilities. You can also talk about your reflections with a peer, personal tutor or supervisor.

1. What are the main similarities in the definition of career development offered by the CCT and the STF? Write down your considerations in 5-6 sentences.
2. Focusing on the role of the counsellor in the CCT and in the STF, what do you think are the main competencies needed in order to facilitate the career counselling process? Please write down your considerations in 5-6 sentences.
3. Think about your choice to attend this course. Try to explain it considering the point of view of the actor, the agent and the author (CCT). If it is too personal, imagine a possible explanation one of your fellow students could give. Please write down your thoughts in as many sentences as you need.

Hand in your work to the course teacher for feedback.

UNIT 3

Current theoretical and methodological approaches for counsellors and coaches in the company context

Learning session 2

Postmodern career assessment tools

UNIT 3 – Learning Session 2

1) Introduction

In this session you will learn about the CCT and the STF's assessment tools (e.g., Career Construction Interview, Career Adapt-Abilities Scale; My Systems of Career Influences). You will deepen your knowledge about the application of the assessment tools analysing some case studies and practicing in first person on them.

2) Goals

Based on the knowledge developed and the case studies analysis, you will be able to describe the strengths and usefulness of the proposed assessment tools, to identify similarities and differences.

3) List of the materials

If you want to read about the topics presented in *Learning session 2*, we recommend the following materials:

- 3.2.1m tool - Career Construction Interview: the tool
- 3.2.2m book - [Career Construction Interview](#) - Savickas, M. (2015). Life-design counseling manual.
- 3.2.3m tool - Career adaptability scale: the tool
- 3.2.4m Case study - Case study n.1: example of filled Career Adapt-abilities Scale
- 3.2.5m article - Nye, C. D., Leong, F., Prasad, J., Gardner, D., & Tien, H. L. S. (2018). Examining the structure of the career adapt-abilities scale: The cooperation dimension and a five-factor model. *Journal of Career Assessment*, 26(3), 549-562.
- 3.2.6m material – MSCI. Content and steps
- 3.2.7m Case study - Case study n2: MSCI
- 3.2.8m article - Abkhezr, P., McMahon, M., Glasheen, K., & Campbell, M. (2018). Finding voice through narrative storytelling: An exploration of the career development of young African females with refugee backgrounds. *Journal of Vocational Behavior*, 105, 17-30.
- 3.2.12m Case study - Case study n6: the CAAS
Example of filled Career Adapt-abilities Scale to be analysed

We also suggest you watching the following **videos**:

- [Webinar on career construction interview](#) (3.2.1v): this webinar was held on September 26, 2019. It is a webinar for the NCDA constituency for private practice, Business/industry and

Agencies. Presenter: Amanda Chenkin. Moderator: Marie Smith. NCDA Trustee: Sharon Givens. It focuses on what it is and how to use it to help clients in their career journey.

- [Career Construction Interview](#) (3.2.2v): a short introduction to the career construction interview.
- [My System of Career Influences](#) (3.2.3v): Mary McMahon at the Society for Vocational Psychology Conference presents the Systems Theory Framework.

You can find useful also the power points related to:

- Career Construction Interview (3.2.2p)
- Career Adaptability (3.2.3p)
- My Systems of Career Influences: the tool and the steps (3.2.4p).

We suggest that you consider the following list of **articles** if you want to know more about the application of the tools presented in this session. The fact sheets that you will use in *Learning session 2* and collected in the following pages will focus also on these examples:

- 3.2.9.m article - Maree, J. G. (2014). Career construction with a gay client: A case study. *British Journal of Guidance & Counselling*, 42(4), 436-449.
- 3.2.10m article - Maree, J. G. (2016). Career construction counseling with a mid-career black man. *The Career Development Quarterly*, 64(1), 20-34.
- 3.2.11m article - Hartung, P. J., & Vess, L. (2016). Critical moments in career construction counseling. *Journal of Vocational Behavior*, 97, 31-39.
- 3.2.13m article - Magnano, P., Zarbo, R., Zammitti, A., & Sgaramella, T. M. (2020). Approaches and strategies for understanding the career development needs of migrants and refugees: the potential of a systems-based narrative approach. *International Journal for Educational and Vocational Guidance*, 1-21. The table summarizes the main information regarding each fact sheet.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Case study analysis	3.2.1f	3.2.9m 3.2.10m 3.2.11m 3.2.12m 3.2.13m	73	Analysing one or more case studies and providing a comment answering questions reported in the provided fact sheet	Analysing one or more case study and sharing reflections during the discussion
Homework: the tool in practice	3.2.2f	-	74	Completing one of the tools or interviewing one person;	Practicing with the assessment tools

				analysing the data and reflecting on the process	
Knowledge evaluation form 3.2	3.2.1ef	-	75	Completing multiple-choice questions	Assessing acquired knowledge
Reflective form 3.2	3.2.2ef	-	77	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 3.2.1f

CASE STUDY ANALYSIS

Analyse one of the case studies and report the strengths and constraints.

Strengths	Constrains

Fact sheet 3.2.2f

HOMEWORK

THE TOOL IN PRACTICE

Select one of the tools, complete it or ask one person to answer the questions.

Analyse data collected and provide a short report. Summarize your considerations about the process.

Tool report

Process consideration

Fact sheet 3.2.1ef

KNOWLEDGE EVALUATION FORM 3.2

INSTRUCTIONS

Please, answer the following questions

1. The willingness to meet career tasks, transitions and traumas with fitting responses is called:
 - a) adaptive readiness
 - b) adaptability resources
 - c) adapting responses
2. How many dimensions does Career Adaptability include overall?
 - a) 4
 - b) 5
 - c) 6
3. In CTT human development is conceptualized as
 - a) the adaptation to a social environment
 - b) the transition to the next life's stage
 - c) the possibility to choose what to do
4. What does career adaptability refer to?
 - a) the capacities to adapt to all types of jobs
 - b) the self-regulation capacities to adapt to all kind of environments
 - c) the self-regulation capacities that shape adaptive strategies
5. The Career Construction Interview is conducted in order to
 - a) Gather information about the client's past vocational and/or educational experiences
 - b) Gather information about how the client has constructed his/her Self, identity and career
 - c) Gather information about how the client makes choices about his life and career
6. How many topics does the Career Construction Interview investigate?
 - a) 4
 - b) 5

- c) 6
7. Counsellors ask about clients' favourite story because
 - a) they want to gather information about clients' role models
 - b) favourite stories show how characters deal with problems
 - c) favourite stories represent for clients an alternative situation to the current one they got stuck in.
 8. The tool My System of Career Influences enables clients to
 - a) Identify determinants of career choices
 - b) Identify at least three sources of influences on their career decisions
 - c) Identify, prioritize and story their career influences.
 9. Working on "Thinking about my past, present and future" clients are asked to
 - a) Think about events that occur in their story
 - b) Think about people in their lives and how they have been influential
 - c) Think about influences related to past, present, future or chance events
 10. Developing a Personal System of Career Influences, the client is
 - a) Guided to develop a stable visual representation of the Career Influences
 - b) Guided to contextualize career decisions and career transitions
 - c) Guided to record similarities and differences to compare with group participants

Expected answers:
Q1=a; Q2=b; Q3=a; Q4=c; Q5=b; Q6=b; Q7=b; Q8=c; Q9=c; Q10=a.

Fact sheet 3.2.2ef

REFLECTIVE FORM 3.2

INSTRUCTIONS

Complete the following 3 tasks in written form and hand them in to the instructor for feedback. This is also an exercise in self-assessment. You can use it to reflect on your own knowledge and abilities. You can also talk about your reflections with a peer, personal tutor or supervisor.

1. You are going to conduct a Career Interview with an immigrant person. Considering that he/she has a very different cultural and personal background, which competencies do you think you should have? What attention would you take in order to not be influenced by your possible biases? Please write down your thoughts in 7-8 sentences.
2. Imagine that you are a career counsellor, and your client completed the Career Adapt-Abilities Scale. He/she obtained a low score on career confidence, and he/she asked you how to enhance this psychological resource. What suggestions would you give him/her? Write down your ideas in 4-5 sentences.
3. Imagine now that you are completing the MSCI tool. Think about how the Covid-19 pandemic has influenced your career. What kind of influence has it represented to you? At what level of influence (individual, social, environmental-societal system; past, present, future). If it does not apply to you, please give your general opinion on the matter. Write down your thoughts in 7-8 sentences. Hand in your work to the course teacher for feedback.

Hand in your work to the course teacher for feedback.

UNIT 3

Current theoretical and methodological approaches for counsellors and coaches in the company context

Learning session 3

Implementing career counselling into SMEs

UNIT 3 – Learning Session 3

1) Introduction

Learning session 3 is focused on the implementation of career guidance and counselling (CGC) in small and medium enterprises (SMEs). You will read about and analyse some case studies considering the theoretical approaches and assessment tools presented in *Learning session 1* and 2. In addition, other case studies will be offered as possible scenarios where you will imagine the implementation of CGC activities based on your developed knowledge through the previous learning sessions.

2) Goals

You will be able to identify situations where the dimensions proposed by the paradigms might be useful, together with strategies to promote their use into organization.

3) List of the materials

If you want to read about the topics presented in *Learning session 3*, we recommend the following **materials** (it should be replaced by the partners with the national reports and reflections from O2):

- 3.3.1m report - [IO2 Italian report](#).

You can find useful also the **power point** *IO2 suggestion from Italian participants* (3.3.2p).

We suggest that you consider the following **list of resources** in order to be able to complete the fact sheets collected in the current manual. In these resources you will find **descriptions** and **videos** about case studies in which CGC activities were offered or could be implemented.

- 3.3.2m, 3.3.3m case studies - [DigitaliseSME](#): a video about the story of a SME and one about the description of the digital enabler are presented.
- 3.3.4m - Case study n3: Ed company
- 3.3.5m case study - [Casillo group's integrated annual report 2019](#)
- 3.3.6m case study - [Zanardi coop](#)

In the following pages we collected all the fact sheets you will use in *Learning session 3*. The table summarizes the main information regarding each of the themes.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Understanding changes to move toward the future	3.3.1f	3.3.2m 3.3.3m	82	Analysing case studies and connecting paradigms and tools with specific goals and needs	Using acquired knowledge about theoretical paradigms and tools to address challenging CGC situations
Ed company	3.3.2f	3.3.4m	83		
Casillo group	3.3.3f	3.3.5m	84	Analysing case studies as best practices	Highlight advantages and reflect on how to include CCG into SME as company strategy and develop a plan
Zanardi coop story	3.3.4f	3.3.6m	85		
Homework - A local scenario	3.3.5f	-	86	Analysing a local scenario and completing practice exercise with guided questions	Summarizing main points emerged from the session and using them to analyse a local scenario
Knowledge evaluation form 3.3	3.3.1ef	-	87	Completing multiple-choice questions	Assessing acquired knowledge
Reflective form 3.3	3.3.2ef	-	89	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 3.3.1f

UNDERSTANDING CHANGES TO MOVE TOWARD THE FUTURE

1. Identify and briefly describe the systems of influence underlying the changes that this company faced in its history.
2. What are the needs and goals that career counselling could help to address in this company?
3. Among the approaches addressed, which one do you consider more effective for career counselling actions with the workers of this company? Why?
4. How would you conduct the sessions (schedule, tools, etc.)?
5. Please consider that this company is now in the process of digitization and asked for the support of a **digital enabler**.

The Digital Enabler helps the company in another country to set up and initiate a project that will lead to its digitalization and respond to its necessities. The digital enabler starts with two weeks of desk work plus a visit of two weeks to the company's offices.

Have a look at an Eu project website ([DigitaliseSME](#)) to know more and watch the video ([Digitalisation, SMEs and Digital Enablers](#)) to better understand what Digital Enablers do and do not.

As career counsellors, coach and/or HR, how do you imagine collaborating with this expert?

Fact sheet 3.3.2f

ED COMPANY

1. What are the career counselling needs of the ED company?
2. Among the approaches addressed, which one do you consider more effective for career counselling actions with the workers of this company? Why?
3. Which tools would you use to guide a worker in exploring the local job opportunities? Why?
4. How would you conduct the sessions (schedule, setting, contents/constructs, other tools, etc.)?

Fact sheet 3.3.3f

CASILLO GROUP

1. What are the choices that the Casillo group already successfully implemented for the development and innovation in terms of SDG?
2. What are the goals that a career counsellor could suggest to the company in order to strengthen results already reached? What to increase the workers' job resilience toward unpredictable challenges?

Fact sheet 3.3.4f

ZANARDI COOP STORY

1. Identify the challenges and threats the workers of the Zanardi Coop faced during their crisis and their transition to coop.
2. As a career counsellor, how would have you supported the workers of the Zanardi to navigate the crisis?
3. Now that the worst times seem to be over, what would you suggest the Coop to do in order to include CCG into SME as a company strategy and develop a plan?

Fact sheet 3.3.5f

HOMEWORK

A LOCAL SCENARIO

1. What are the main points emerging from the session?
2. Please, identify a local relevant scenario and use the points made to describe CGC challenges. Then, identify strategies and an action plan.

Fact sheet 3.3.1ef

KNOWLEDGE EVALUATION FORM 3.3

INSTRUCTIONS

Please, answer the following questions:

1. Practitioners offer more frequently CGC activities to
 - a. people that approach the dismissal and the retirement stages due to the difficulties they can find in planning the next actions in their life
 - b. people in the onboarding process to help the employers have well integrated employees
 - c. people at the beginning and in the middle of their career
2. In general, the participants to the survey considered interaction and cooperation between HRM professionals and CGC practitioners as
 - a. very important because they can share best practices
 - b. important because they can attend conferences and workshop together
 - c. not important because they do not engage in such activities so often
3. Data from the Italian National Report highlighted that CGC practitioners and HRM professionals should receive training on
 - a. competencies that allow them to teach people how to change job
 - b. abilities that allow them to convince employees to engage in lifelong learning
 - c. competencies that allow them to devote more attention to people with vulnerabilities
4. The participants highlighted that employers should
 - a. encourage their employees to engage in lifelong learning during their spare time as they can develop key competencies for future jobs
 - b. support their employees in continuing education, as it is resourceful both to individuals and the organization
 - c. develop their competencies and abilities in order to provide continuing education to their employees in the workplace
5. What did you learn in this unit that could be included in your 'tools box'?
6. What is your '*take home message*' from this unit?

7. What would you do in the next future to learn more about the topics we addressed in this unit?

Expected answers:
Q1=c; Q2=a; Q3=c; Q4 = b.

Fact sheet 3.3.2ef

REFLECTIVE FORM 3.3

INSTRUCTIONS

Complete the following three tasks in written form and hand them in to the instructor for feedback. This is also an exercise in self-assessment. You can use it to reflect on your own knowledge and abilities. You can also talk about your reflections with a peer, personal tutor or supervisor.

1. Based on your experiences and knowledge on SMEs located in the area you live in, and considering what emerged in the IO2 Italian Report, what are the main benefits you think there would be in cooperation between CGC practitioners and HR professionals? And what about the main difficulties? Please, write down your thoughts in 6-7 sentences.
2. Imagine that you are an HR professional working in a SME. You want to propose to your employer to introduce a career counselling program for a specific target of employees (new employees, elder employees, employees preparing for retirement...). You know that the employer will be reluctant to accept this activity, but you are going to support your proposition with a list of valid motives. Please select a specific group and write down what you would say to sustain your idea in 7-8 sentences.
3. Go through the case studies you analysed during the session. Which career counselling program did you appreciate the most and why? What other activities would you have implemented? Write down your thoughts in 4-5 sentences.

Hand in your work to the course teacher for feedback.

UNIT 4

Connecting guidance, counselling and coaching for employees and the context of company-based career work

Learning session 1

Connecting CGC in the context of HR-based career work

UNIT 4 – Learning Session 1

1) Introduction

The findings of IO1 (review of literature, studies, media and resources) state, that there is to gain more practical knowledge about CGC in the HR context of enterprises. This implies to find out inter-sections of concepts of CGC and HRD in enterprises as well as working with different target groups and formats of learning in enterprises and especially the use of methods of CGC in the HR context of SME. The results of IO2 (data collection) show, that there exist different concepts of CGC connected with HRD in enterprises. Also, the results show, that in enterprises concepts of CGC differ with respect to target groups and formats of learning (e. g. on-the-job, near-the-job). At least the results give some hints, that using different methods of CGC in the HR context differs regarding the size of the enter-prise (large, medium, small). In the unit 4 these results from IO1 and IO2 are used as a basis to develop three learning sessions. In particular, the Learning Session 1 is discussing Career Guidance and Counselling (CGC) as part of an HRD strategy. The intended goal of this session is to create a basis for discussion for CGC practitioners and/or HR staff who want to become better acquainted with the connection between career guidance and counselling (CGC) and HRD.

2) Goals

You will be able to:

- define basic terms and concepts (formats) of CGC (like guidance, counselling, coaching, supervision etc.) including new concepts of CGC (e. g. agile concepts, individualized concepts)
- explain basic aspects of HRD (see also Unit 2)
- describe intersections of CGC within HRD
- describe examples of common practice respectively good and innovative practice within enterprises
- reflect on the use of different concepts and practices of CGC in HRD considering advantages and disadvantages in various perspectives.

3) List of the materials

If you want to read about the topics presented in *Learning Session 1*, we recommend the following materials:

- 4.1.0m Material 0 – Linking Unit 4 to Unit 3
- 4.1.1m Material 1 - Introduction
- 4.1.2m Material 2 - Career Guidance & Counselling - Definitions

- 4.1.3m Material 3 - Context of CGC
- 4.1.4m Material 4 - Lines of Development in CGC
- 4.1.5m Material 5 - Lines of development in HRD
- 4.1.6m Material 6 - Intersections of professional counselling and HRD
- 4.1.7m Material 7 - Intersections – Table with Examples
- 4.1.8m Material 8 - Cases
- 4.1.9m - Summary of session 4.1

You can find useful also the following **power points**:

- Introduction and understanding of the relevance of CGC in the changing world of work (4.1.1p)
- Knowing basic definitions of CGC and other “innovative” concepts (4.1.2p)
- Knowing basic aspects of HRD (4.1.3p)
- Intersections between CGC and HRD in enterprises (4.1.4p)
- Typical cases of intersection between CGC and HRD (4.1.5p)
- Final thoughts and homework (4.1.6p)

The table summarizes the main information regarding each fact sheet.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Exercise for preparation in advance	4.1.0f	-	94	Reading one of two proposed articles and reflecting on (1) challenges for HR and Talent Management, (2) typical perspectives on the individual from a HR or Talent Management perspective	Reflecting in advance on the topic of the unit
Why CGC is more relevant today	4.1.1f	4.1.0m 4.1.1m	95	Reading a text and answering some open-ended questions about the relevance that CGC has today	Acquiring deeper knowledge on basic definitions of CGC and other “innovative” concepts
Changes in CGC	4.1.2f	4.1.2p 4.1.2m 4.1.3m 4.1.4m	96	Reading two proposed materials about basic aspects of HRD (which can show intersections for CGC)	Knowing basic aspects of HRD

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
				and answering some questions	
Links between HRD to CGC	4.1.3f	4.1.3p 4.1.5m	97	Reading a text and answering some open-ended questions	Deepening knowledge on intersections between CGC and HRD in enterprises
Examples of intersection between CGC and HRD	4.1.4f	4.1.4p 4.1.6m 4.1.7m	98	Reading a text and answering some open-ended questions	Knowing typical cases of intersection between CGC and HRD in enterprises
Homework	4.1.5f	4.1.5p 4.1.8m 4.1.9m	99	Working on case study with innovative practice and answering guiding questions	Deepening knowledge on innovative practice
Knowledge evaluation form 4.1	4.1.1ef	-	100	Completing multiple-choice questions	Assessing acquired knowledge
Reflective form 4.1	4.1.2ef	-	102	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 4.1.0f

EXERCISE FOR PREPARATION IN ADVANCE

Read the following texts:

- Banfield, P., Kay, R., & Royles, D. (2018). *Introduction to human resource management*. Oxford University Press (pp. 3 – 22).
The text is available online under:
<https://books.google.de/books?hl=de&lr=&id=DY9HDwAAQBAJ&oi=fnd&pg=PP1&dq=introduction+human+resource+management&ots=annj6vMc8U&sig=8n9OPB12o4zFQ5GjojFswfoBeOk#v=onepage&q=introduction%20human%20resource%20management&f=false>

And/or

- Lewis, R. E., & Heckman, R. J. (2006). Talent management: A critical review. *Human resource management review*, 16(2), 139-154.

Reflect on the following question while reading:

1. What are the discussed challenges for HR and Talent Management?
2. What are typical perspectives on the individual from a HR (or Talent Management) perspective?

Write down your reflections (Time: 25 min).

Fact sheet 4.1.1f

WHY CGC IS MORE RELEVANT TODAY

Read Material 1 (4.1.1m) and discuss the following questions:

- What is the argument in the material?
- Why counselling or more specific CGC is more relevant today?

Write down your reflection.

Fact sheet 4.1.2f

CHANGES IN CGC

Read *Context of CGC* (4.1.3m) and *Lines of Development in CGC* (4.1.4m) and discuss the following question:

- What are the changes in CGC?
- What are drivers for companies to take a higher responsibility to support employees and their continuing development?
- What CGC can offer to employees?

Write down your reflections (Time: 10 min).

Fact sheet 4.1.3f

LINKS BETWEEN HRD TO CGC

Read *Lines of development in HRD* (4.1.5m) and discuss the following question:

- Where do you see lines of development in the HRD field?
- What are the links between HRD to CGC?

Write down your reflections (Time: 10 min).

Fact sheet 4.1.4f

EXAMPLES OF INTERSECTION BETWEEN CGC AND HRD

Read *Intersections – Table with Examples* (4.1.7m).

Your learning activity is to analyse the short examples with respect to CGC and HRD knowledge and to formulate (critical) questions to enlarge your sensitivity and your knowledge about these intersections.

- What links between the HRD Cycle and the CGC offers do you see?
- Who is benefiting from the service?
- What are the questions you have for the different examples?

Write down your reflections (Time: 25 min).

Fact sheet 4.1.5f

HOMEWORK

You receive Material 8 (4.1.8m) with three examples/cases. Read the material and answer the questions:

- What is the benefit for employees?
- What is the benefit and motivation for companies to invest in these measures?
- What are strong points from the examples?
- What are your questions or critical thoughts?

Fact sheet 4.1.1ef

KNOWLEDGE EVALUATION FORM 4.1

INSTRUCTIONS

Below you will find a series of multiple-choice questions. Please choose the answer that you think is correct. There is only one correct answer for each question.

1. What kind of shift in HRD is suggesting that CGC might be of higher relevance?
 - a. a shift toward outsourcing of HR functions from the companies to external providers
 - b. a shift towards approaches and instruments that focus on the individual and his or her specific competencies, resources, characteristics, and interests
 - c. a shift toward a more rational understanding of HR including the calculation of HR in statistics
2. Which of the following descriptions fit to the term “career” as described in the course?
 - a. career is a prescribed path of growth within a given organizational context
 - b. career as a term cannot be longer used, cause the individual processes between companies and jobs is understood as totally independent of the ideas linked to this term
 - c. career is individualized, unpredictable, risky, fragile, also lateral careers are usual, career can be project-based.
3. Which of the following arguments has been given on the need for change in CGC?
 - a. Changing qualification requirements and the expectation of lifelong participation in formal and non-formal education and training
 - b. The changes in workplace organization, technologies, and related changes in key competencies
 - c. Changes in the design of employment relationships
 - d. All the above
4. What is not an argument for HRD to take a higher responsibility to support employees and their continuing development?
 - a. Higher importance of qualified employees
 - b. Growing number of young people entering labour-market
 - c. Call for HRD to act strategic and future oriented

5. Some critical issues for the link between CGC and HRD have been discussed. Which of the following descriptions fit these reflections?
 - a. Only a few companies offer freely accessible consulting services, where employees can largely determine the access and consequences of the service themselves.
 - b. Most of the HRD practitioners do not see a certain need for individual career reflection or career development
 - c. There are no instruments in place that describe how CGC practice could be implemented in companies

6. The Career Live Cycle can link HRD to CGC. Which of the following aspects seem to be underestimated according to such a cycle model?
 - a. The entering or onboarding to a company
 - b. The shift of career e.g., retirement or mobility within the company
 - c. Offering perspectives not just for identified and “talented” employees but to everybody and particularly to vulnerable groups

7. From the presented examples describing practice in companies, we should not summarize:
 - a. CGC is a well-established practice in the today’s HRD reality
 - b. That in most of the companies well established services and trained CGC counsellors are in place
 - c. In many companies a certain need to think about better development of CGC practice is seen

Expected answers:

Q1=b; Q2=c; Q3=d; Q4=b; Q5=a; Q6=c; Q7=a.

Fact sheet 4.1.2ef

REFLECTIVE FORM 4.1

INSTRUCTIONS

Complete the following three tasks in written form and hand them in to the instructor for feedback. This is also an exercise in self-assessment. You can use it to reflect on your own knowledge and abilities. You can also talk about your reflections with a peer, personal tutor or supervisor.

1. In the preparation of the session, you have read the chapter on HR work. In the first part of the session, you have reflected the main perspectives of CGC and the current challenges as well as basic aspects of HRD. What is your synthesis? Can you describe the major aims and tasks of HRD work and of CGC? Where do you see links and what kind of missing links between the two approaches do you recognize? *Write down approximately five sentences.*
2. In the material 7 you have worked with examples of how CGC and HRD shows intersections. Identify one example and reflect how CGC can support in the described context workers and the company to catch up with current challenges. Describe your reflections in some sentences (five to seven).
3. If you summing up the session from a CGC and an HRD perspective: Can you describe the value CGC can add to HRD work in companies? Can you identify points from the HRD cycle where CGC might be an important instrument? And beyond an instrument perspective, can you describe the strategic value of CGC for HRD work? *Write down approximately five sentences.*

Hand in your work to the course teacher for feedback.

UNIT 4

Connecting guidance, counselling and coaching for employees and the context of company-based career work

Learning session 2

Working with different target groups and different formats

UNIT 4 – Learning Session 2

1) Introduction

Learning Session 2 will focus on the specific needs and potentials of particular groups facing disadvantage and/or discrimination or held back by historic injustices. You will also familiarise yourself with the challenges and opportunities in addressing their situation within organisational contexts. You will become aware of the importance of professional attitudes and self-reflection in working with members of those groups. You will be given the opportunity to explore these issues in set examples.

2) Goals

You will develop and be able to demonstrate an understanding for the necessity of CGC for specific groups in organisations and underpin this with reference to economic as well as ethical reasons. You will be able to work with a basic understanding of the particular importance of professional attitudes in working with specific groups to reflect on their own position and attend to specific needs and experiences as well as individual trajectories and aspirations under organizational constraints. You will be able to apply your knowledge and professional approach to concrete examples.

3) List of the materials

If you want to read about the topics presented in *Learning Session 2*, we recommend the following materials:

- **4.2.0m** - Reading Tasks in preparation for group work 4.2
- **4.2.1m article** - Low qualified and low skilled: the need for context sensitive careers support
Bimrose, J., Mulvey, R., & Brown, A. (2016). Low qualified and low skilled: the need for context sensitive careers support. *British Journal of Guidance & Counselling*, 44(2), 145-157.
- **4.2.2m report** - Promoting an Age-Inclusive Workforce
OECD (2020), *Promoting an Age-Inclusive Workforce: Living, Learning and Earning Longer*, OECD Publishing, Paris, <https://doi.org/10.1787/59752153-en>.
- **4.2.3m article** - Selling diversity to white men - How disentangling economics from morality is a racial and gendered performance
Carrillo Arciniega, L. (2021). Selling diversity to white men: How disentangling economics from morality is a racial and gendered performance. *Organisation*, 28(2), 228-246.
- **4.2.4m chapter** - Career and Lifestyle Planning in Vocational Rehabilitation Settings
Stauffer, M. D., Capuzzi, D., & Olsheski, J. A. (2019). Career and Lifestyle Planning in

Vocational Rehabilitation Settings. In *Career Counseling: Foundations, Perspectives and Applications* (pp. 429-465). New York: Routledge.

- **4.2.5m** - List with further reading suggestions for Unit 4 Session 2
- **4.2.6m** - Summary of Session 4.2

If you want to learn more, you will find **additional information** on *List with further reading suggestions for Unit 4 Session 2* (4.2.5m).

You can find useful also the following **power points**:

- Introduction (4.2.1p)
- Reflection individual selfhood in biographical/historical context (4.2.2p)
- Counselling for specific groups – principles and attitudes (4.2.3p)
- Reflection on exercises and examples (4.2.4p)

The table summarizes the main information regarding each fact sheet.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Group Task A: Counselling Low-Skill Workers	4.2.1f	4.2.1m	106	Applying lecture content and readings.	Deepening knowledge on counselling low-skill workers
Group Task B: Counselling Older Employees	4.2.2f	4.2.2m	107	Applying lecture content and readings.	Deepening knowledge on counselling older employees
Group Task C: Counselling for Diversity	4.2.3f	4.2.3m	109	Applying lecture content and readings.	Deepening knowledge on counselling older employees
Group Task D: Counselling Employees with Disability	4.2.4f	4.2.4m	110	Applying lecture content and readings.	Deepening knowledge on counselling employees with disability
Knowledge evaluation form 4.2	4.2.1ef	-	111	Completing multiple-choice questions	Assessing acquired knowledge

Reflective form 4.2	4.2.2ef	-	115	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions
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Fact sheet 4.2.1f**GROUP TASK A: COUNSELLING LOW-SKILL WORKERS**

This is a group task for a team of three to six participants. You have 35 minutes.

As a homework from Unit 4 Session 1 you have been assigned to read the following:

- Bimrose, Jenny/Mulvey, Rachel/Brown, Alan (2016): 'Low Qualified and Low Skilled: The Need for Context Sensitive Careers Support', in: *British Journal of Guidance & Counselling*, Vol.44, no.2, pp.145-157.

Consider the following situation:

Monica is working as personnel-development and careers advisor for a regional chamber of commerce. The catering company BizCanteen has approached her for advice. BizCanteen employs seven people in their kitchen and a further five service staff. Just two of her kitchen staff have relevant entry qualification certificates, and only the owner-manager, Sally, is a fully qualified chef. The employees are on minimum-wage contracts. Sally says that the company "is doing okay", but feels she is missing some business, because she cannot offer a broad enough menu that also would include some more sophisticated options. Sally has approached Monica to inquire about the availability and the costs for further training for her staff. She was able to point out some attractive opportunities, both for kitchen and service staff. The chamber can even co-fund training, but Sally will still have to chip in forty per cent of the cost. She is unsure about the investment.

Take 15 minutes to draw up a list of possible concerns that Sally may have, which may deter her from enlisting members of her team on the courses offered. Then develop a strategy for Monica to respond to those concerns. The aim should not be to "sell" the courses, but to dispel blanket concerns and convince Sally to invite Monica to talk directly to Sally's staff. You also should think about what form the interaction between Monica and Sally's employees should take and what the goals will be, as Monica will need to explain these aspects to Sally.

Choose two members of your group to enact a five-minutes conversation between Sally and Monica. The others are to take notes. Take another ten minutes to reflect on, if Monica is successful, to what extent her activity will constitute independent career counselling and to what extent she will be limited by external interests (those of BizCanteen, those of the chamber of commerce). On the basis of your notes, summarize the role play and the discussion for a five-minutes oral presentation to the rest of the class. (Take 15 minutes for this last step).

Fact sheet 4.2.2f**GROUP TASK B: COUNSELLING OLDER EMPLOYEES**

This is a group task for a team of three to six participants. You have 35 minutes.

As a homework from Unit 4 Session 1 you have been assigned to read the following:

- OECD (2020): Promoting an Age-Inclusive Workforce: Living, Learning and Earning Longer, Paris: OECD Publishing

You are working for HoP (Hands-on Personnel), a human-resource consultancy mainly focusing on manufacturing and construction industries. Your current project is with Jim Makenew Restorations (JMR) who are desperately trying to expand their workforce, especially looking for qualified carpenters, decorators, and plumbers. They are also short on drafters with up-to-date CAD skills as they just purchased licenses for the newest version of the InventedCAD software. At the same time, they complain about the effort and costs generated by trying to find settlements to release older construction workers into early retirement at the ages between 55 and 59 – while they cannot complain about reliability here (unlike most of their younger colleagues they have good qualifications, acquired initially in apprenticeships and amended through engaging in further training), many of them cannot keep up the pace expected by an increasingly impatient property market. The external labour market is dire – which is why JMR hired you to help them with recruitment.

Your first task: Draw up a short argument, why it may be a good idea to also look at existing resources. Anticipate the employer's counter arguments and make a case, why JMR would stand to gain if they let you talk to those employees they would like to retire. (Take no more than five minutes for this)

Congratulations! You succeeded in convincing JMR to have a series of careers counselling sessions with their older employees. You even managed to convince them that these counselling sessions should not be limited to testing out whether they would be willing and capable to retrain to work with CAD. Your first session will be with Sarah, a 56-year old carpenter. Sarah has been with the company ever since doing her apprenticeship. She has kept up to date with developments, especially new machinery, through vocational college courses, but feeling overpowered by ever more strenuous demands in the workplace has stopped doing so about a decade ago. She nonetheless likes her job, as she loves working with wood. In her spare time, she looks after her grandchildren, helps out in a charity shop, and does a bit of joinery on the side, designing and hand-crafting cabinets for her own use and to give away for birthdays and Christmas. She is sceptical as to whether she could learn "new tricks" after not having been to any courses for a long time now.

Your second task: Plan for a counselling session with Sarah. Enact the session as a role play (one of the team to adopt the role of Sarah, one as the counsellor – the others to take notes). Discuss the emerging issues and create a summary to be presented in class.

Fact sheet 4.2.3f

GROUP TASK C: COUNSELLING FOR DIVERSITY

This is a group task for a team of three to five participants. You have 35 minutes.

In preparation for this task, you have been assigned to read and explore the following:

- Carrillo Arciniega, L. (2021). Selling diversity to white men: How disentangling economics from morality is a racial and gendered performance. *Organization*, 28(2), 228-246.

You are working for a consulting agency Personnel4Future specialized in “talent management”. In that firm you are the specialist for human resource development, career planning and career counselling.

Int-C-Tec, a medium-sized company in the medical technology sector, located in a non-metropolitan area, approaches you requesting support. Being a supplier of superior-quality products for hospitals in the regional and national market, they have developed a path-breaking piece of equipment for emergency care. They are now envisioning a move into the global market. Having seen that their international competitors have strong statements on diversity and their prospective customers come with a myriad of different cultural backgrounds, they have decided to invest in a diversity employer branding.

While all their top management and all HR managers come from traditional backgrounds, about a quarter of their production workers and about ten percent of their specialists and experts are members of racial, ethnic and/or religious minorities. They have formed a task group within top management to come up with first ideas. Up to now, they mainly focused on their web pages and on formulating their job ads in a way that signals they are open for applicants from diverse backgrounds

You are assigned to the team to pitch Int-C-Tec an offer for the development of an integrated strategy.

Your task is to build career counselling for diversity into the offer. Develop a five-minutes argument, using up to three slides. Pay particular attention to the following questions:

- Why is career counselling to be an integral part of the strategy?
- What are the target groups?
- What are the potential reasons why members of minority groups are underrepresented in the management and how could this be changed?
- Do you have suggestions on how to improve the work of *Int-C-Tec's* internal diversity task force?

Fact sheet 4.2.4f

GROUP TASK D: COUNSELLING EMPLOYEES WITH DISABILITY

This is a group task for a team of three to six participants. You have 40 minutes.

As a homework from Unit 4 Session 1 you have been assigned to read the following in preparation for the current task:

- Stauffer, Mark D./Capuzzi, David/Olsheski, Jerry A. (2019): 'Career and Lifestyle Planning in Vocational Rehabilitation Settings', in: David Capuzzi/Mark D. Stauffer (eds): *Career Counseling: Foundations, Perspectives and Applications*, New York: Routledge, pp. 429-465

Consider the following situation:

The City Council of Gopher Prairie has employed your agency, MainstreetHR, to help them modernise their personnel development as they find it difficult to retain staff in a provincial municipality. While you are working on the team advising on how to reorganise training and development to make the Council more attractive as an employer, the administrator responsible for the local library services, Carol M., reveals to you that she herself is thinking about leaving as she complains about the stifling atmosphere of both organisation and town. You have agreed on providing career counselling for her, which City Council is happy to pay for as coaching, hoping she may discover options within the Council as they very much would like to retain her. In session she reveals to you that in fact, she has been diagnosed with depression. She has not talked to her colleagues and manager as she was apprehensive about how they would react.

Based on your readings, develop a strategy to enable Carol to continue working for the Council. What needs to be considered? Who do you need to get on board? What actions should be taken by the various parties involved (including Carol and you)? Write down your result as a fictional case study of how Carol was able to continue working for her current employer with some adjustments. Present your results in class.

Fact sheet 4.2.1ef

KNOWLEDGE EVALUATION FORM 4.2

INSTRUCTIONS

Answer the following questions. Then compare them with the solutions given at the end of this form. If you have questions about how your answers match up, please discuss these with your course tutor.

1. What is the “Social Justice Case” for supporting the careers of members of particular populations?
 - a. The Social Justice Case means that members of disadvantaged groups should be supported to comply with current social expectations, in order to prevent negative perceptions about the company.
 - b. The Social Justice Case means that members of disadvantaged groups should be supported to comply with rules and regulations such as Equal Opportunities or Anti-Discrimination Acts in various countries.
 - c. The Social Justice Case means that members of disadvantaged groups should be supported to comply with demands of equity so that people can thrive despite historic injustices and ongoing discrimination.

2. What are the limits of the “Business Case” for supporting the careers of members of particular populations?
 - a. There are strong arguments that the self-regulating free market in goods and services ensures optimal matches between positions and talent. Helping people who do not secure positions may be socially desirable but does not lead to better performance.
 - b. If you only focus on the business case you are likely to focus only on those from whom the greatest, the most immediate and most visible productivity gains are to be expected, while others for whose advancement more investment would be needed are left by the wayside.
 - c. As more and more enterprises subscribe to diversity management, the competitive advantage gained by engaging in human resources development and career counselling for equal opportunities and equity wears out.

3. Which of the following statements pertains to critical-reflective practice?
 - a. Think about how your own background impacts on your reception and reaction to people who have a different background from you.
 - b. Work on assumption that people normally have reasons for the way they act, respond, or are inactive and irresponsible
 - c. Do not simply accept the version of reality that clients present to you – always question their accounts to help them to acquire a more realistic picture of their own situation and the opportunities that are actually open to them.
4. Which of the following statements pertains to attentive counselling?
 - a. In order to understand individuals, you need to understand the difference in collective experiences as well!
 - b. To constantly inquire and learn in cooperation is much more important than to have fixed knowledges about specific groups
 - c. Modify your own approach so you can speak to the target group's need rather than trying to teach them to adapt to yours
5. Which of the following is a specific challenge when working with disadvantaged target groups *in organisations*?
 - a. The counsellor needs to be aware of how past and present experiences of discrimination can lead to lower expectations so that people may not aim for careers adequate to their full potential
 - b. The client may encounter obstacles that they do not feel able to address by themselves. In such cases the counsellor may need to take on the role of an advocate and support the initiation of change.
 - c. The counsellor may need to engage in networking activities to mobilise support for development conducive to good career outcomes and cannot always rely on simply "activating" the client, e.g., to apply for external funding.

Expected answers:
Q1=c; Q2=b; Q3=a; Q4=c; Q5=b.

SOLUTIONS

Question 1

The correct answer is **c**). Social justice in careers means that we try to achieve equal opportunities – and already at the point of entry people come with different sets of disadvantages and privileges. While career professionals and human resource development will not be able to fix the problem at a societal level, reducing the impact of current and historic injustices by supporting those affected by them is a matter of professional decency. Statement a) belongs to the business case – i.e., negative economic effects of bad publicity are averted by playing to expectations about, for example, the representation of women and people of colour in managerial positions. Statement b) simply refers to the minimum standards of corporate citizenship – of course a company must comply with the law of the land! But if that was enough, we would already have equal opportunities and there would be no need for a social justice case. The social justice case is one for mere decency and fairness acknowledging that we currently do not have equal opportunities and therefore it is not sufficient for organisations not to discriminate but they (and career counsellors accordingly) must also get active to counteract specific disadvantages caused by social conditions, cultural assumptions – and their own organisational structures

Question2

The correct answer is **b**). Statement a) can only be right if, for example, women really were less fit for being managers than men – and there is both common understanding and strong evidence that this is not the case. That they are so heavily underrepresented simply means that the market does not – for a whole host of reasons – work here and that affirmative action is needed. Statement c) does not work as an argument because if more and more businesses make full use of the potentials of all (and not just white middle-class men...), those who still privilege some groups and exclude others will simply fall behind. But b) is a real concern: the business case is not equally valid for all and for some more effort is needed to even out the effects of disadvantage and discrimination. There are also not entirely unjustified concerns about diversity window-dressing, i.e., enacting policies with maximum publicity and minimum effort, which is most likely if the business case is the sole motivator. This also is why we must not lose sight of the social-justice case as part of our professional responsibility.

Question 3

Statement **a)** is the right answer because this is the core element of critical reflection, namely to ensure that you are aware that your own position colours your perception of others, your assumptions and your expectations. The point of critical-reflective practice is to counteract this. Statement **b)** pertains to “attentive counselling” which requires an attitude of critical reflection, but in addition requires the counsellor to actively respond to clients’ specific situations, e.g., by adjusting the setting or timing of counselling. Statement **c)** is *critical*, but not *reflective*. While it is a good idea to get clients to cast a critical look at their own habits and assumptions, this can easily slip into a logic of suspicion in which the counsellor risks coming across like an investigating police officer rather than a partner in a professional working alliance, undermining the trust which is vital for good counselling.

Question 4

Statement **c)** is the correct answer – which becomes clear if you replace “speak” by “attend”. Attentive counselling is all about paying attention to the conditions and motives of the client and, crucially, adjust professional praxis to these. Statements **a)** and **b)** pertain to critical-reflective practice as they focus on the cognitive aspect while attentive counselling translates such insights into a changed professional practice in relation to the life worlds and experiences of the client

Question 5

All answers are correct in their own right, but only statement **b)** specifically reflects on the situation of counselling within an organisation since, uniquely, here the counsellor may have the opportunity to combine the roles of career professional with that of an organisational consultant. Statements **a)** and **c)** are applicable in all career counselling situations where people experiencing disadvantage are concerned – the counsellor cannot, then, retreat to an entirely individualistic stance, but has to be aware of experiences with discrimination and disadvantage (statement **a)**) and be prepared to engage in social systems interventions, i.e. not just “activate” the client to deal with their experiences in an empowered way, but get active yourself in networking for support where necessary and available.

Fact sheet 4.2.2ef

REFLECTIVE FORM 4.2

INSTRUCTIONS

Complete the following three tasks in written form and hand them in to the instructor for feedback. This is also an exercise in self-assessment. You can use it to reflect on your own knowledge and abilities. You can also talk about your reflections with a peer, personal tutor or supervisor.

1. In the first part of the session, we talked about how individuals construct their life and careers under conditions of collective experiences such as historical and current discrimination and disadvantage. Reflect on your own position: How has the way you are part of a specific group helped or hindered your education and career prospects in the past? *Write down approximately five sentences.*
2. Imagine an individual who has a background much different from your own – possibly with intersecting experiences of disadvantage. Reflect on how your own position could influence your expectations towards that person. *Make a list of assumptions you are bringing to the table.* Think about how these can adversely affect the way you conduct your counselling session. *Note down these thoughts as well* (five to ten sentences)
3. Go through the slides again and *draw up a checklist* about what to look out for in terms of catering for the needs of particular groups when working as a CGC expert with organisational human resources development. This list does not need to be exhaustive but should be seen as a work in progress that you should edit and amend as you gather experiences in your professional practice.

Hand in your work to the course teacher for feedback.

UNIT 4

Connecting guidance, counselling and coaching for employees and the context of company-based career work

Learning session 3

Using different methods of CGC and Coaching in the HR context (especially working with SME)

UNIT 4 – Learning Session 3

1) Introduction

In unit 4 new approaches of CGC in the context of HRD (unit 2) and new theoretical and methodical approaches for counsellors within enterprises (unit 3) are brought together by defining “new” intersections and giving practical examples. In *Learning Session 3* these findings (intersections) will be related to particular formats of learning (e. g., on-the-job, near-the-job) and applied to practical internal and external offers of CGC in SME.

2) Goals

You will be able to report different concepts of CGC and coaching in the HR context of SME. You can explain reasons for the little extent of these offers in SME. You will be able to describe concepts and methods of CGC which are offered by external providers like e. g. chambers of commerce or handicrafts or the German public employment service. You will be able to describe examples of good and innovative practice of (intern and extern) offers of CGC in SME and you will be able to reflect on these approaches in different perspectives.

3) List of the materials

If you want to read about the topics presented in *Learning Session 3*, we recommend the following material:

- 4.3.1m research report - Career guidance in communities
Thomsen, R. (2017). *Career Guidance in Communities: A Model for Reflexive Practice*. Derby: International Centre for Guidance Studies, University of Derby.
(<http://hdl.handle.net/10545/621596>)
- 4.3.2m material - Group Work 1 - Counselling provider “Employer Counselling” within the public employment service (PES) in Germany.
- 4.3.3m material - Group Work 2 - Counselling provider “Chambers of industry and commerce respectively handicrafts” in Germany
- 4.3.4m material – Group Work 3 - Counselling provider “Company value: human” in Germany
- 4.3.5m material – Group Work 4 - Training provider with the project “Qualification networks” in Germany
- 4.3.6m - Summary of Session 4.3

You can find useful also the following **power points**:

- 4.3.1p - Brainstorming, aims and content
- 4.3.2p - Introduction, approaches and methods
- 4.3.3p – Group work and reflection
- 4.3.4p - Closing thoughts
- 4.3.5p - Homework and resources

The table summarizes the main information regarding each fact sheet.

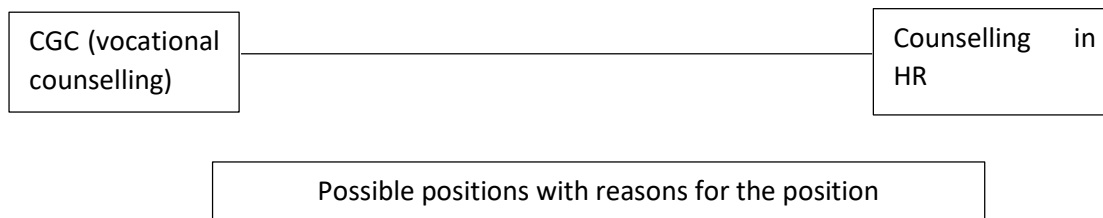
Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Group work exercise	4.3.1f	4.3.2m 4.3.3m 4.3.4m 4.3.5m	119	Reading proposed materials, reflecting and answering some opened questions	Knowing examples of good/innovative practice
Homework	4.3.2f	4.3.5p 4.3.1m 4.3.6m	120	Working on case study with innovative practice and answering guiding questions	Deepening knowledge on innovative practice
Knowledge evaluation form 4.3	4.3.1ef	-	121	Completing multiple-choice questions	Assessing acquired knowledge
Reflective form 4.3	4.3.2ef	-	123	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 4.3.1f

GROUP WORK EXERCISE

Please read the text and discuss in your group the following questions:

- How can the approach be characterized?
- Which approaches and methods are described in the offers of counselling (also “postmodern offers” like the Career Construction Interview (CI) of Savickas or the Systems Theory Framework of vocational Training (STF) of McMahon & Patton)?
- Which benefits are connected with the counselling offer and its methods?
- In which way the counselling offer could show an intersection between CGC (vocational counselling) and the counselling in HR (personnel work)? Make some suggestions for a “positioning” on a continuum from CGC and counselling in HR und represent this graphically (see example). Give reasons for the position you have chosen on the line of the continuum.



- Could further methods of CGC also be suitable in the counselling offer (for example methods, which you got to know in previous sessions)? Make some suggestions!

Prepare a short presentation of your results.

Fact sheet 4.3.2f

HOMEWORK

Text basis:

- Thomsen, R. (2017). *Career Guidance in Communities: A Model for Reflexive Practice*. Derby: International Centre for Guidance Studies, University of Derby, (pp. 3-8).

Exercise: You can do your exercise alone or in a group. Please read the text (especially pages 3-8) and answer the following guiding questions (see below). In your answers you can also use findings from previous units and from unit 4. Write a text with a length of 1-2 pages!

GUIDING QUESTIONS

1. Describe main characteristics of this approach!
2. Describe the specific methods used in the approach!
3. Reflect about benefits and demands of the approach and its methods!
4. Which employers from SME could be adequate to be informed about the approach of “workplace learning” from Thomsen? Make some suggestions!
5. Which factors could be important to generate the interest of the employer?
6. When you think about your professional work experience: Which problems might occur using this approach regarding counselling, implementation, evaluation and which solutions may be found?

Fact sheet 4.3.1ef

KNOWLEDGE EVALUATION FORM 4.3

INSTRUCTIONS

Below you will find a series of five multiple choice questions. Please choose the answer that you think is correct. There is only one correct answer for each question.

1. Which are the main characteristics of the “employer counselling” within the Public Employment Service (PES) in Germany?
 - a. Offer without costs for large companies and SME provided as a short time counselling
 - b. Offer without costs for SME provided as a long-term counselling and partly integrating network partners
 - c. Offer with costs for SME
2. Which are the main characteristics of counselling offers of chambers of industry and commerce respectively handicrafts?
 - a. Broad range of counselling offers and high expertise in different counselling fields for persons within a respective group of profession and a legal obligation of membership
 - b. Free of costs for every enterprise
 - c. Offer only for large companies
3. Which are the main characteristics of the counselling offer of the program “company value: human”?
 - a. Offer for large enterprises
 - b. Offer without costs for the enterprise
 - c. Offer especially for small companies which pay for the offer in a certain amount
4. Which are the main characteristics of the counselling offer of the “Qualification Network” supported by the German Ministry of Labor and Social Affairs?
 - a. Offer with costs for SME to develop further training programs
 - b. Free of charge offer of counselling for SME to develop further training programs within a network of other enterprises

5. How can intersections of CGC and HRD be described within the different approaches of counselling SME?
- a. All approaches have a high amount of CGC within the HRD
 - b. All approaches have a low amount of CGC within the HRD
 - c. All approaches have different amounts of CGC within HRD depending on the special counselling offer

Expected answers:

Q1=b; Q2=a; Q3=c; Q4=b; Q5=c.

Fact sheet 4.3.2ef

REFLECTIVE FORM 4.3

INSTRUCTIONS

Complete the following four tasks in written form and hand them to the instructor for feedback. This is also an exercise in self-assessment. You can use it to reflect on your own knowledge and abilities. You can also talk about your reflections with a peer, personal tutor or supervisor.

1. What are possible communalities of the four approaches of counselling of SME? Try to consider the different aspects of the approaches like e. g. characteristics, methods, benefits/demands and problems/solutions! Please write down your thoughts in 4-5 sentences!
2. What are particular specifics in the four approaches? Please also consider different aspects! Please write down your considerations in 4-5 sentences!
3. How do you assess the intersections between CGC and HRD in SME in the different approaches? How can these intersections be characterized or classified? Write down your thoughts in 4-5 sentences!
4. Where do you see possibilities to improve counselling in the four approaches in the future? Why? Make suggestions, how single improvements could look like and give reasons for your answer. Please also consider your own professional experiences. Write down your deliberations in 5-10 sentences!

Hand in your work to the course teacher for feedback.

UNIT 5

Changing in practice the organizations

Learning session 1

Change Management & Organizational Development: a dive into the theory

UNIT 5 – Learning Session 1

1) Introduction

In this session you will be introduced to the basic theoretical underpinnings of change management and organizational development. Firstly, you will learn the similarities and differences between change management and organizational development, as well as employee vs organizational development. Continuing, you will be exposed to selected theories of change management, namely: Lewin's (1951) three-step model of change, Kotter's (1995) eight-step model of change, and Nudge Theory (2008). Finally, you will be introduced to the basics of critical theory, and how it can aid us in understanding change management.

2) Goals

You will understand the basic theoretical underpinnings of change management and organizational development.

Brief Introduction into Change Management

- What is change management? Presentation of definitions
- What is organizational development? Presentation of definitions
- What are the similarities and differences between CM and OD?
- What are the differences between employee and organizational development? What is their overlap, and are there hidden challenges?

Theories of Change Management

- Lewin's (1951) Three-step model of change
- Kotter's (1995) Eight-step model of change
- Nudge Theory (2009)
- Critical Theory

For each theory, its basic tenets, advantages and disadvantages are presented.

3) List of the materials

If you want to read about the topics presented in *Learning Session 1*, we recommend the following materials:

- 5.1.1m chapter - Exploring the Relationship between Organization Development and Change Management
Creasey, T., Jamieson, D. W., Rothwell, W. J., & Severini, G. (2016). Exploring the relationship between organisation development and change management. *Practicing organisation development: Leading transformation and change (4th, pp. 330-337)*. Hoboken, NJ: John Wiley & Sons.
- 5.1.2m chapter - Models of and approaches to organizational change
Cameron, E., & Green, M. (2009). Organizational change. In E. Cameron, & M. Green (Eds.), *Making sense of change management* (pp. 109-137). London and Philadelphia: Kogan Page Publishers.
- 5.1.3m article - From mechanism to virtue: Evaluating Nudge theory
Kosters, M., & Van der Heijden, J. (2015). From mechanism to virtue: Evaluating Nudge theory. *Evaluation*, 21(3), 276-291.
- 5.1.4m article - Critical theory and the management of change in organizations
Carr, A. (2000). Critical theory and the management of change in organizations. *Journal of Organizational Change Management*, 13(3), 208-220.

We also suggest you read the following **book**:

- *Making sense of change management*, by Esther Cameron & Mike Green (3rd edition). The book is open source and can be accessed at <http://www.mim.ac.mw/books/Making%20Sense%20of%20Change%20Management,%203rd%20edition.pdf>

You can find useful also the **power point** where an overview of Change Management is presented, and the main theories are discussed (5.1.1p).

The table summarizes the main information regarding each fact sheet.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Exercise 1	5.1.1f	5.1.1p 5.1.1m	128	Answering some opened question about Change Management (CM) and Organizational Development (OD)	Deepening knowledge on basic definitions and key concepts about Change Management and Organizational Development

Exercise 2	5.1.2f	5.1.1p 5.1.2m 5.1.3m 5.1.4m	129	Reflecting on how resistance may manifest on each of the eight stages of Kotter's model	Deepening knowledge on basic theoretical principles of CM and OD
Homework	5.1.3f	5.1.1p	130	Finding and briefly describing a theory of change management that the student considers interesting or innovative; reflecting on how it is possible to apply a critical perspective to that theory	Acquiring knowledge on different theories of change management
Knowledge evaluation form 5.1	5.1.1ef	-	131	Completing multiple-choice questions	Assessing acquired knowledge
Reflective form 5.1	5.1.2ef	-	132	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 5.1.1f

EXERCISE 1

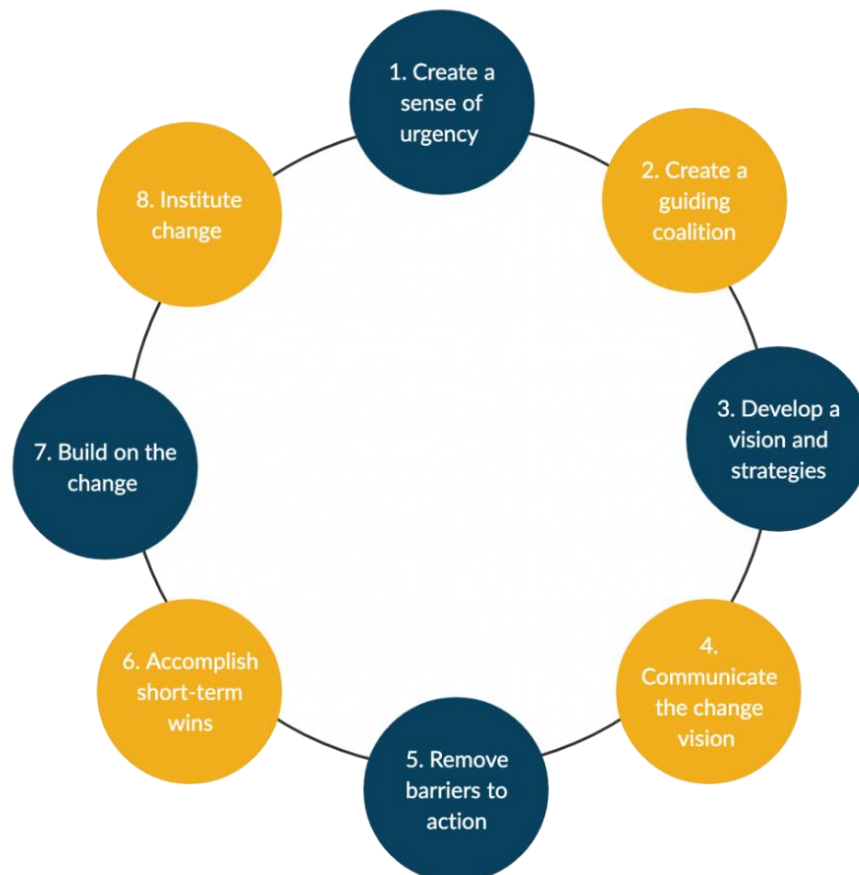
Discuss the following with your team:

1. Is there an overlap between these two types of development?
2. Do they differ in how the organization is benefited?
3. Are there any hidden risks or challenges?

Fact sheet 5.1.2f

EXERCISE 2

Looking at Kotter's model and the eight steps towards effective change, how do you think resistance may manifest in each stage?



Fact sheet 5.1.3f

HOMEWORK

1. There are many approaches to managing change. Find and briefly describe a theory of change management which you consider interesting or innovative.
2. How can you apply a critical perspective to that theory?

Fact sheet 5.1.1ef

KNOWLEDGE EVALUATION FORM 5.1

INSTRUCTIONS

Below you will find a series of 10 multiple choice questions. Please choose the answer that you think is correct. There is only one correct answer for each question.

1. What is the main difference between change management (CM) and organizational development (OD)?
 - a. CM is a whole system application, whereas OD is a project application
 - b. OD focuses on how the entire system functions, whereas CM focuses on how to change organizational processes
 - c. CM is a diagnostic approach, whereas OD is an applied project-focused approach
2. Based on Lewin's three-step model, what is necessary for change to occur?
 - a. The driving forces must outweigh the resisting forces in a change situation
 - b. All parties involved must agree on what needs to be changed
 - c. Understanding the power dynamics hidden behind changes processes
3. In Lewin's three-step model, what does the "unfreeze" stage entail?
 - a. Stabilizing the new state of affairs and desired behaviours
 - b. Establishing good channels of communication and promoting the new vision
 - c. Uncovering the current state of affairs and reveal any driving or resisting forces
4. Which of the following is *NOT* a step outlined in Kotter's eight-step change management model?
 - a. Communicating the vision
 - b. Reprimanding (punishing) behaviours that do not follow the change plan
 - c. Establishing a sense of urgency
5. What is an advantage of Kotter's eight-step model of change management?
 - a. The first three steps create a boost of energy and motivation, which increases overall success possibility
 - b. The lack of order among the steps allows the organization to arrange them in a way that facilitates change

- c. It is bottom-heavy, thus placing greater emphasis on the employees rather than the leaders
-
6. When did Kotter formulate his theory on the eight-steps towards change management?
 - a. 1981
 - b. 1951
 - c. 1995
 7. According to Sunstein and Thaler's Nudge Theory, what is a nudge?
 - a. A detailed plan on how to achieve change
 - b. A small action that can influence people's thoughts and behaviours
 - c. A form of feedback used in organizations
 8. According to Sunstein and Thaler's Nudge Theory, which are the main three types of nudges?
 - a. Perception nudges, motivation nudges, and simple-ability nudges
 - b. Perception nudges, motivation nudges, and reinforcement nudges
 - c. Perception nudges, resistance nudges, and simple-ability nudges
 9. What is the main principle of critical theory?
 - a. It assumes that reality is fundamentally shaped by the forces of power, culture, gender, religion, politics etc.
 - b. It assumes that reality exists independently of humans, and can be objectively measured and altered
 - c. It assumes that reality is shaped by each individual's subjective interpretation of the world
 10. Why is critical theory important to consider when implementing a change plan?
 - a. It helps us uncover which processes or individuals may act as an obstacle towards change success
 - b. It helps us uncover how people's assumptions, biases, and sense of power can impact the change plan
 - c. It encourages us to trust those in power and their decision-making approach towards change management

Expected answers:

Q1=b; Q2=a; Q3=c; Q4=b; Q5=a; Q6=c; Q7=b; Q8=a; Q9=a; Q10=b.

Fact sheet 5.1.2ef

REFLECTIVE FORM 5.1

INSTRUCTIONS

You may undertake the learning reflection alone, with a partner, or with a group up to 4 peer students.

As preparation, it is recommended to start the reflection on your own. Then, you may contact a partner or some peers to exchange your personal findings in a discussion.

The following questions can guide your reflection. But you may find further questions to consider.

1. What did I learn from this session?
2. What has been new for me, raised my interest, inspired me?
3. What would I like to explore further?
4. What could I imagine incorporating into my professional practice?

UNIT 5

Changing in practice the organizations

Learning session 2

The Change Cycle: Needs Assessment, Application, & Evaluation

UNIT 5 – Learning Session 2

1) Introduction

In this session you will learn about the steps of the organizational change cycle. Specifically, you will look into what is a needs assessment analysis, and how it is conducted. Continuing, you will learn about the steps one has to take in order to implement change, as well as which factors can ensure its success. Lastly, you will learn about how change management efforts can be evaluated, as well as how can result be maintained.

2) Goals

You will understand the steps of the organizational change cycle: needs assessment, construction, application (tools and methods), and evaluation.

Introduction of Needs Assessment

- What is a needs assessment analysis? A definition and which are its benefits
- How can be conducted a needs assessment analysis? Steps are presented.
- What types of tools can we use to conduct a needs assessment analysis?

Implementing Change

- Which are the steps to ensure successful change implementation?
- The importance of good leadership in change management.
- How do we sustain and evaluate the results of a change management effort?
- Different approaches in understanding organizations.

3) List of the materials

If you want to read about the topics presented in *Learning session 2*, we recommend the following materials:

- 5.2.1m chapter - Needs Assessment. Frequently Asked Questions
Watkins, R., Meiers, M. W., & Visser, Y. (2012). Needs Assessment: Frequently Asked Questions. In R. Watkins, M. W. Meiers, & Y. Visser (Eds.), *A guide to assessing needs: Essential tools for collecting information, making decisions, and achieving development results* (pp. 15-25). Washington: World Bank Publications.

- 5.2.2m chapter - Need Assessment: Steps to Success
Watkins, R., Meiers, M. W., & Visser, Y. (2012). Need Assessment: Steps to Success. In R. Watkins, M. W. Meiers, & Y. Visser (Eds.), *A guide to assessing needs: Essential tools for collecting information, making decisions, and achieving development results* (pp. 46-55). Washington: World Bank Publications.
- 5.2.3m chapter – Need Assessment: Tools and Techniques
Watkins, R., Meiers, M. W., & Visser, Y. (2012). Need Assessment: Tools and Techniques. In R. Watkins, M. W. Meiers, & Y. Visser (Eds.), *A guide to assessing needs: Essential tools for collecting information, making decisions, and achieving development results* (pp. 81-244). Washington: World Bank Publications.
- 5.2.4m article - Secrets of successful change implementation
Johnston, A., Lefort, F., & Tesvic, J. (2017). Secrets of successful change implementation.
<https://www.mckinsey.com/business-functions/operations/our-insights/secrets-of-successful-change-implementation>
- 5.2.5m chapter – Restructuring
Cameron, E., & Green, M. (2009). Restructuring. In E. Cameron, & M. Green (Eds.), *Making sense of change management* (pp. 187-221). London and Philadelphia: Kogan Page Publishers.
- 5.2.6m chapter - How do you know whether change is working
Cameron, E., & Green, M. (2009). The right way to manage change?. In E. Cameron, & M. Green (Eds.), *Making sense of change management* (pp. 345-350). London and Philadelphia: Kogan Page Publishers.
- 5.2.7m article - Evolution of the PDCA cycle
Moen, R., & Norman, C. (2006). Evolution of the PDCA cycle.

We also suggest you read the following **books**:

- *Making sense of change management*, by Esther Cameron & Mike Green (3rd edition). The book is open source and can be accessed at
<http://www.mim.ac.mw/books/Making%20Sense%20of%20Change%20Management,%203rd%20edition.pdf>
- *A Guide to Assessing Needs*, by Ryan Watkins, Maurya West Meiers, & Yusra Laila Visser. The book is open source and can be accessed at
https://www.researchgate.net/publication/272489507_A_Guide_To_Assessing_Needs_Essential_Tools_for_Collecting_Information_Making_Decisions_and_Achieving_Development_Results_published_open_access_by_the_World_Bank

- Leadership in Change Management (chapter), taken from *Organizational Change Management Strategies in Modern Business*. The chapter is open source and can be accessed at https://www.researchgate.net/publication/342183824_Leadership-in-Change-Management

You can find useful also the **power point** *Learning about and analysing the steps of the change cycle* (5.2.1p).

The table summarizes the main information regarding each fact sheet.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Exercise 1	5.2.1f	5.2.1p 5.2.1m 5.2.2m 5.2.3m	138	Reflecting on what problems could arise if the needs assessment analysis is skipped when planning for change	Reflecting on needs assessment and acquiring deeper knowledge on the topic
Exercise 2	5.2.2f	5.2.1p 5.2.4m 5.2.5m	139	Reflecting on how good leadership is important in achieving successful change results	Deepening knowledge on implementation of change with a focus on the importance of good leadership
Exercise 3	5.2.3f	5.2.1p 5.2.5m 5.2.6m	140	Completing open-ended questions about different types of change	Reflecting on sustaining and evaluating change
Homework	5.2.4f	5.2.1p 5.2.5m 5.2.6m	141	Discussing where errors/challenges could occur in each stage of the change cycle	Deepening knowledge on the change cycle
Knowledge evaluation form 5.2	5.2.1ef	-	144	Completing multiple-choice questions	Assessing acquired knowledge
Reflective form 5.2	5.2.2ef	-	146	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 5.2.1f

EXERCISE 1

What problems could arise if we skip the needs assessment analysis when planning for change?

Fact sheet 5.2.2f

EXERCISE 2

Discuss the importance of good leadership in achieving successful change results.

Fact sheet 5.2.3f

EXERCISE 3

Discuss the following.

1. Do you consider different types of change can be managed more effectively by adopting different approaches to change?
2. Reflecting on your personality, in what ways might you be drawn to the different approaches?

Fact sheet 5.2.4f

HOMEWORK

Evidence suggests that the majority of organizational change plans fail, mostly due to their lack of attention to the basic principles of CM. Below you will see a real case study of a failed change plan, implemented by the HMRC (non-ministerial department of the UK Government responsible for the collection of taxes). **Having read about how the HMRC has tackled change over the last decade, is there anything you would do differently?**

Consider this large-scale project in the UK and the progression of which may serve as a lesson for governments around the world. With the need to cut budget deficits, and reduce the national debt, the government has made public spending and raising taxes priorities. What better place to see both workings than at the tax-collecting agency, the HMRC.

Back in 2012, the HMRC published its first Digital Strategy. The aim was to change the way it does things internally, and also to change the way that its 'customers' interact with it.

The idea is that taxpayers will conduct much more tax related issues online rather than on paper. This cuts waste, reduces processing times, makes for more accurate calculations, and, of course, will reduce job numbers at HMRC.

Evidence of failing change management

The HMRC's change projects have always met with resistance. The department came about through the merger of the Inland Revenue and Customs and Excise in 2005.

Since that time organizational change has been constantly on the agenda. For nearly a decade, change after change has been forced upon the staff. Employee numbers have reduced by nearly 35% from 96,000 to 60,000.

The HMRC's change leaders understand the need for employee engagement in the process, yet they have felt left out in the cold, unloved and unwanted. Change management's idea of employee engagement at HMRC was to issue an annual staff survey. In 2010, the response rate was 69%. Only a year later, this rate had fallen to 52%: a clear indication that employees don't care and have a total distrust of management.

Does a 'no-reply' mean employees are happy?

Employees' distrust of senior management at HMRC ran so hot that most believes that the lack of response would be taken as a sign of staff happiness at work. This distrust was heightened when the staff survey gave no room for comment and was simply a list of questions with multiple choice answers.

Employee feelings, all of which heightened resistance to change, included:

- Employees saw managers as being people inexperienced and uneducated in the business
- Further, they saw the survey as simply paying lip service, a waste of time that was completely ignored
- They believed management to be making mistakes at almost every turn
- Concerns and suggestions for improvement given to lower-level managers would be ignored by senior managers

Simply put, there were so many surveys that employees stopped responding.

Management's response to the 2011 survey was exactly as most employees expected: another large change initiative, this time the 2012 Digital Strategy.

Failing change management

At the heart of the 2012 Digital Strategy was the desire to move customers to a more automated system. Employees were expected to help this process but given no say in the process of doing so. Imagine a bar which had been a Maroons stronghold for decades suddenly being bought out and painted in Blues colours. That's the sort of resistance the forced change at HMRC came up against.

The digital strategy did have some success:

- 200,000 small businesses signed up for digital tax accounts
- 400,000 tax credit customers began renewing claims online

But these results, from tens of millions of taxpayers, took two years to realize.

A new approach to change management at HMRC

HMRC is promising a new approach from its change leaders toward its change projects. It says that it now has a change management strategy that is fuelled by disengaged staff.

At the Employee Benefits Live 2014 conference, Judy Greevy, deputy director engagement and diversity HMRC, said, 'A real challenge we have, like a lot of organizations, is really making it possible for people to feel that they actually have a voice in the organization and that people are listening to them.'

"We're going through this whole big change and we're going to need a lot more skills and different ways of operating, so what we need to do to help people get through this is to make them feel more empowered in terms of what they do in their job, and to enable them to identify ways that things can be done better."

Change management at HMRC believes that supporting staff and helping them build new skillsets was key. Consequently, staff will:

- Have a minimum of five days of training each year

- A new reward offering aligned to staff expectations and needs
- A new digital change management strategy

Change leaders at HMRC have updated the Digital Strategy. Its new 2014 version sets out the 'digital vision' to all customers (individuals, business, and agents) to give all their own online tax accounts. The service wants customers to deal with it online.

HMRC's Chief Digital and Information Officer, Mark Dearnley, has said it will 'go on listening to what customers are telling us.' In the strategy document, there is little mention of the staff.

Further, Dearnley said, "So there's no big fanfare today. It's business as usual for my teams in our two Digital Centres and elsewhere across HMRC working hard to make our digital vision a reality. This is one more small, but important step and I'm really excited about what the future holds."

Set up for continuing change failure

The HMRC seems to have learned little about its employees or how to manage change over the last decade. Employees, shunning the staff survey, feel they have no voice and no input. The response of change leaders is to provide more training and tinker with its reward system. This new program will be aligned with the new digital strategy.

Meanwhile, the new digital strategy document is unveiled and concentrates 99% on the customer.

Employees, feeling disengaged and underutilized will hear only one sentence of the whole announcement by Dearnley:

"It's business as usual for my teams in our 2 Digital Centres and elsewhere across HMRC working hard to make our digital vision a reality."

How taxing is changing projects?

In the modern world, employees want to be heard. They want to know that management takes their views seriously.

People at all levels have different views, different fears, and concerns. They also have a wealth of talent and experience, not only of internal workings but also of customers. Ignore them at your peril.

Fact sheet 5.2.1ef

KNOWLEDGE EVALUATION FORM 5.2

INSTRUCTIONS

Below you will find a series of 10 multiple choice questions. Please choose the answer that you think is correct. There is only one correct answer for each question.

1. Which are the steps of the change cycle?
 - a. Needs assessment → Change Implementation → Change Evaluation → Sustain change
 - b. Needs assessment → Remove risks/barriers → Change Implementation
 - c. Needs Assessment → Change Implementation → Sustain Change → Change Evaluation
2. Which of the following is *NOT* an advantage of needs assessment analysis?
 - a. It's a systematic process to guide decision-making
 - b. It can be executed by anyone, regardless of their knowledge
 - c. It can be scalable, depending on the project size, time frame or resources
3. What is defined as a "need" in a needs assessment analysis?
 - a. A gap between where the organization is now, and where it wants to be
 - b. The difference between an organization's current achievement and its desired accomplishments
 - c. All of the above
4. When implementing change, what should the change agents do to foster a sense of *ownership and commitment*?
 - a. Employ a good leadership style and create the "right buzz"
 - b. Make sure they prioritize the initiatives appropriately, and understand the risks
 - c. Ensure that the right tasks are given to the right people (allocating resources)
5. A key factor of success for implementing change is the *allocation of "resources and capabilities."* Which of the following *DOES NOT* belong in this process?
 - a. A clear definition of the roles and the expectations required by each individual
 - b. The creation of a clear risk assessment for each of the assigned change goals
 - c. The provision of continuous feedback and coaching to those involved

6. Which of the following is a way of evaluating the success of a change plan?
 - a. Measurable outcomes (e.g., employee satisfaction)
 - b. Financial outcomes (e.g., generated profit)
 - c. Opinions of change stakeholders
7. What should we also pay attention to when evaluating a change plan that is not that evident?
 - a. The impact of the context on the change plan
 - b. The fact that feedback may change certain procedures that we have placed
 - c. All of the above
8. According to the *machine metaphor*, how do we understand change?
 - a. As the clear set of measurable outcomes which can be monitored and evaluated throughout the process
 - b. As the degree of effectiveness and efficiency of the information flow across the organization and its environment
 - c. As a factor of key stakeholders' satisfaction and change of policies
9. What is the best paradigm-metaphor to use when considering change in an organization?
 - a. The machine metaphor
 - b. It depends on the type of change we wish to apply
 - c. The organism metaphor
10. Why is good leadership critical for effective change plan implementation?
 - a. Because they are the ones who decide what needs to be changed.
 - b. Because the leaders' high level of psychological investment will drive personal, and proactive action, thus fostering the right climate for change
 - c. Because they can detect which factors (of both human and non-human nature) create problems and can remove them from the change process

Expected answers:

Q1=a; Q2=b; Q3=c; Q4=a; Q5=b; Q6=a; Q7=c; Q8=a; Q9=b; Q10=b.

Fact sheet 5.2.2ef

REFLECTIVE FORM 5.2

INSTRUCTIONS

You may undertake the learning reflection alone, with a partner, or with a group up to 4 peer students.

As preparation, it is recommended to start the reflection on your own. Then, you may contact a partner or some peers to exchange your personal findings in a discussion.

The following questions can guide your reflection. But you may find further questions to consider.

1. What did I learn from this session?
2. What has been new for me, raised my interest, inspired me?
3. What would I like to explore further?
4. What could I imagine incorporating into my professional practice?

UNIT 5

Changing in practice the organizations

Learning session 3

CGC in Organizations: CGC work within the organizational change cycle, and the importance of context and cultural sensitivity

UNIT 5 – Learning Session 3

1) Introduction

In *Learning Session 3*, you will learn about how CGC work can be reflected within the organizational change cycle. You will learn and discuss the importance of context, reflection, and cultural sensitivity whilst conducting career counselling work. You will be introduced to the Culture-Infused Career Counselling Model, a contemporary approach that approaches CGC work through the lens of cultural sensitivity. Finally, the aim of the session is to provide a holistic overview of the entire curriculum, and what has been covered.

2) Goals

You will learn how CGC work can be reflected within the organizational change cycle, and discuss the importance of context, reflection, and cultural sensitivity whilst conducting career counselling work.

CGC Work in the Wider Context

- How has CGC work evolved throughout time?
- What's the importance of CGC work?
- How can CGC professionals act as agents of change? What does the future of CGC hold?

Building a Toolkit: Essential skills for upcoming professionals

- Importance of building peripheral vision
- Importance of practicing self-reflection
- How can culture affect CGC work? → the importance of culture in a CGC context. How do people's culture affect the way with which they conceptualize "career"?
- Presentation of the Culture-Infused Career Counselling Model

3) List of the materials

If you want to read about the topics presented in *Learning session 3*, we recommend the following materials:

- 5.3.1m article - Advancing the career counseling profession: Objectives and strategies for the next decade
Savickas, M. L. (2003). Advancing the career counseling profession: Objectives and strategies for the next decade. *The Career Development Quarterly*, 52(1), 87-96.

- 5.3.2m chapter - Career management: The role of career counsellors in building strategic partnerships between individuals and their employers
Neault, R. A. (2000). Career management: The role of career counsellors in building strategic partnerships between individuals and their employers. *Canadian Journal of Counselling and Psychotherapy*, 34(3).
- 5.3.3m chapter – Importance of Understanding the Context and Self-reflecting
Cameron, E., & Green, M. (2009). Conclusion. In E. Cameron, & M. Green (Eds), *Making sense of change management* (pp. 351-352). London and Philadelphia: Kogan Page Publishers.
- 5.3.4m material - How culture affects how people perceive, define, and act on issues concerning work (retrieved from <http://career.iresearchnet.com/career-development/culture-and-careers/>)
- 5.3.5m article - Infusing culture in career counselling
Arthur, N., & Collins, S. (2011). Infusing culture in career counseling. *Journal of Employment Counseling*, 48(4), 147-149.
- 5.3.6m article - What is Culture? A Compilation of Quotations
Spencer-Oatey, H., & Franklin, P. (2012). What is culture? A compilation of quotations. *GlobalPAD Core Concepts*, 1, 22.

You can find useful also the **power point** related to CGC work within organizations and the change cycle (5.3.1p).

The table summarizes the main information regarding each fact sheet.

Fact sheet title	Code	Referring materials	Page	Activity	Purpose
Homework	5.3.1f	5.3.1p 5.3.1m 5.3.2m 5.3.3m 5.3.4m 5.3.5m 5.3.6m	150	Analysing case studies around organizational CGC work and discussing approach methods. As for homework: choosing one of the two case studies and developing a full change plan that satisfies the employer's needs	Reflecting on organizational CGC work and acquiring deeper knowledge on the topic
Knowledge evaluation form 5.3	5.3.1ef	-	151	Completing multiple-choice questions	Assessing acquired knowledge
Reflective form 5.3	5.3.2ef	-	153	Completing open-ended questions	Reflecting on acquired knowledge through open-ended questions

Fact sheet 5.3.1f

HOMEWORK

Pick the case study you prefer (no. 1 or no. 2) and develop a full change plan that satisfies the employer's needs. Choose a change theory and utilize it to implement your plan. Discuss each stage, and pinpoint possible challenges.

1. CASE STUDY 1

Client: A financial consulting company of large size (employs more than 200 individuals)

Situation: The company's financial success has led it to expand in size, deciding to hire 20 new employees. In its efforts to unite and strengthen its human capital, the company wants to bridge the gap between its experienced leaders and the newly hired, next-gen leaders. As an external professional, they ask you to find ways to bridge that gap, as well as develop a plan of action that will provide career development opportunities for those 20, new employees.

2. CASE STUDY 2

Situation: You work in the HR Department of a London-based business consulting firm. The company recently hired a newly appointed Senior Executive for its management department. The company decides to position you as the assigned coach of the newly hired executive, trusting that you will provide the necessary investment and commitment to the career development of this individual.

Additional information: The newly appointed executive is an African American 42-year-old unmarried woman.

Fact sheet 5.3.1ef

KNOWLEDGE EVALUATION FORM 5.3

INSTRUCTIONS

Below you will find a series of 7 multiple choice questions. Please choose the answer that you think is correct. There is only one correct answer for each question.

1. Which of the following CGC-related changes *DID NOT* happen in the 21st century (contemporary perspective on CGC)?
 - a. CGC work is now provided both internally and externally in organizations
 - b. The focus shifted towards the importance of individual career choice
 - c. CGC is no longer provided by mental health professionals, but also by HRM professionals and consultants
2. In which phase of the organizational development cycle is CGC work important?
 - a. In the start-up phase since the organization needs to set a strong foundation for its future wellbeing and market presence
 - b. In the start-up and the establishment phase, as it will provide the organization a) with a skilled workforce and, b) will ensure a consistency in the quality of the provided services-products
 - c. It is equally important in all stages of organizational development
3. Which are some issues that CGC professionals will have to deal with in the near future?
 - a. The ways with which work-life balance issues may impact career choices and career adjustment.
 - b. The fact that individuals nowadays adopt more than one work roles, and the impact this has on their redefinition of career
 - c. The introduction of cyber-counselling techniques, tools, and methods
 - d. All of the above
4. In order to become an efficient change agent, he/she must have peripheral vision. What does the term “peripheral vision” stand for?
 - a. A developed awareness of the context and what takes place “beyond the obvious”
 - b. Ensuring that one self-reflects on how their actions affect the wider organizational context

- c. The development of specific communication channels that solely focus on the change plan at-hand
5. What is the main benefit of leaders investing in self-reflection?
 - a. Their followers will perceive them as better people, thus putting their trust and faith in them more easily
 - b. Their decision-making will become more holistic and correctly focused, thus improving overall change implementation
 - c. They will eliminate their biases and stereotypical ways of thought and action
6. People differ a lot in the way with which they define and experience culture. Which of the following describes people's preference in working collaboratively or autonomously?
 - a. Uncertainty vs Avoidance
 - b. Internal vs External locus of control
 - c. Individualism vs Collectivism
7. Which of the following is *NOT* a basic principle of the Culture-Infused Career Counselling Model?
 - a. Clients' cultural experiences influence both career-related issues and available resources
 - b. Work with clients based on the culture of the society they live in, in order for them to follow the "rules" of the dominant group
 - c. Encourage counsellors to incorporate multiple levels of intervention

Expected answers:
Q1=b; Q2=c; Q3=d; Q4=a; Q5=b; Q6=c; Q7=b.

Fact sheet 5.3.2ef

REFLECTIVE FORM 5.3

INSTRUCTIONS

You may undertake the learning reflection alone, with a partner, or with a group up to 4 peer students.

As preparation, it is recommended to start the reflection on your own. Then, you may contact a partner or some peers to exchange your personal findings in a discussion.

The following questions can guide your reflection. But you may find further questions to consider.

1. What did I learn from this session?
2. What has been new for me, raised my interest, inspired me?
3. What would I like to explore further?
4. What could I imagine incorporating into my professional practice?

CODING SYSTEM

In order to easily find any material in the higher education course, in the student guide and in the folders on the website, they are labelled according to a coding system that includes three numbers and one or two letters.

- First number = number of the unit
- Second number = number of the session
- Third number = number of the material (progressive for each type of material)
- The letter identifies the type of material as follows: p = power point slides; m = chapter or articles or written material, v = videos, f = fact sheets; ef = learning evaluation forms.

For example, the code 3.1.1p identifies the first ppt slides of unit 3 session 1.

The code 3.1.1v identifies the first video in unit 3 session 1

The code 3.1.1m identifies the first text, such as a chapter or article in unit 3 session 1

The code 3.1.1f identifies the first fact sheet (es. sheets for exercise, homework) in unit 3 session 1

The code 3.1.1ef identifies the first learning evaluation form in unit 3 session 1

Only the first page of materials which are not free resources is provided.