

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

IO2

COMPARATIVE REPORT

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Comparative survey on the current practices, needs and requirements of
experts and professionals in the fields of CGC and HRM, executed in six partner
countries of the project Connect!

Austria, Germany, Greece, Italy, The Netherlands, Serbia



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1 INTRODUCTION

Project Connect aims at developing innovative concepts on guidance and career counselling in and near enterprises. It strives to pool the knowledge from the HRD with the concepts and practice from the CGC field and will disseminate innovative ideas by connecting these two – till today mostly – separated worlds of practice and science and make them learn and profit from each other. Second project result “Guidelines for innovative practice” aims at gathering information on the needs, requirements, and current practice of the project’s main target groups – HR Experts and Practitioners, Lecturers and Trainers (University, VET), and Counsellors and Coaches. This report presents the comparative results of the data collected in project countries from the project target groups.

1.1 Aims of the data collection

The focus of the Intellectual Output IO2 is collecting data from the target groups

- CGC (Career Guidance and Counselling) practitioners and
- HRM (Human Resource Management) practitioners

to explore their experience and attitudes concerning closer cooperation with view to enterprise-based career guidance and counselling.

The data collection is directed to the following questions:

- Who are the actors in CGC and in HRM?
- How are they involved in the professional life cycle of employees in enterprises? Which intersections exist between the activities of the two groups?
- Which role does career counselling play in HRM?
- How do the CGC and HRM practitioners gain the necessary knowledge, skills and competences to fulfil all their roles, counselling included?
- Do interaction, networking and co-operation already exist between the sectors CGC and HRM? Which benefits are being expected as result of cooperation?

1.2 The target groups

The CGC target group is very diverse, including among other officers and counsellors in

- public employment agencies
- institutes of adult education
- schools, Universities
- Chambers and trade unions
- local authorities
- private institutes for career guidance and counselling
- freelance career counsellors, coaches, personnel consultants, and others.

The partners in the project Connect reached these target groups by contacting their relevant institutional networks of alumni and lecturers, joint agency clusters and by cooperating with institutes of the Chamber of Commerce, the Chamber of Labour, Trade Unions, labour market research institutes and others who gave access to their networks.

The HRM target group consists as well of big enterprises as of SMEs and includes entrepreneurs, managers, personnel developers, trainers.

Again, the partners reached these target groups by contacting their networks of alumni and lecturers of management studies (focus on Human Resource Management, Personnel Development, Professional Learning and Training), joint business clusters and by cooperation with the Chamber of Commerce and others.

1.3 The mode of data collection

The partnership decided to develop online questionnaires, separately for the two target groups, but with corresponding questions to be able to explore the accordance and differences between the two groups. The English versions of the questionnaires have been coordinated by all partners (see Appendices 1 and 2).

To encourage also small enterprises and counselling agencies as well as freelancers to take part in the survey, every partner translated the questionnaires into their national language (Germany and Austria developed the German version together). The links to the online questionnaires have been sent by e-mail to the target groups or by publishing it in newsletters. In addition, the German and Italian partners carried out interviews. The data collection was executed in the period from June to October 2020. Due to the severe problems the pandemic caused since February in many enterprises and the challenges which the counselling agencies had to face, we decided to postpone the start of the survey to summer.

1.4 Structure of the comparative report

The national reports of the six participating countries of the project Connect present a separate, more detailed evaluation for each target group in each country. Differently to the national reports, this report gives an integrated evaluation allowing a direct comparison of the answers of the CGC practitioners and the HRM practitioners. This was possible because of the analogy of the questions.

There are also provided comparative evaluations related to the partner countries of Connect. In this case the answers of the HRM group and the CGC group have been summed up. We recommend reading the national reports, where you will find more detailed information for each of the target groups according to a specific country.

1.5 The sample

Altogether the partners collected 77 responses from the CGC sector and 79 answers from the HRM sector. The sample is rather balanced. No country is extremely dominating. Figure 1 shows the distribution of the participants according to county and target group.

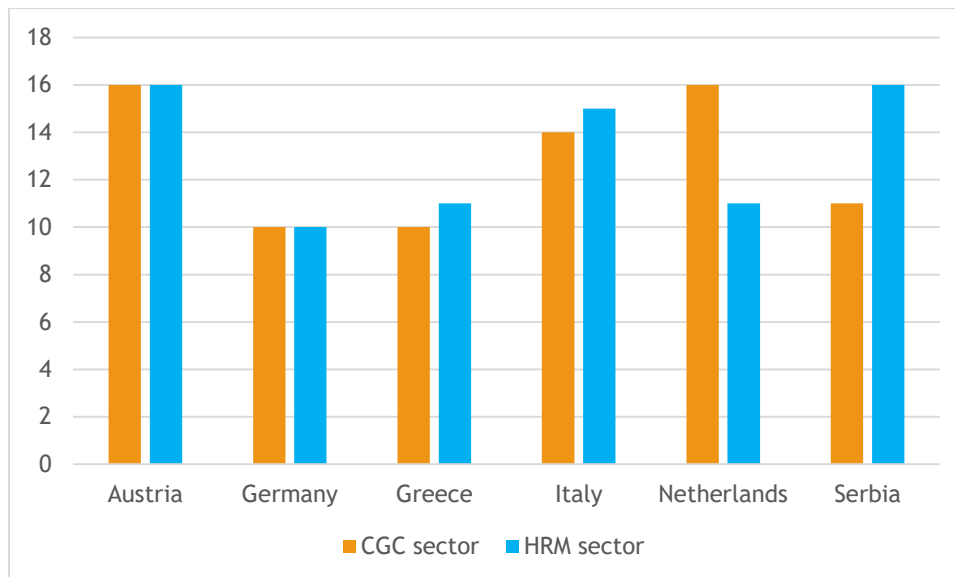


Figure 1 Distribution of sample according to partner countries

The sizes of the enterprises which are represented in the sample may also be of interest, as well as their professional function. This will be further illustrated in the next chapter.

Because of the small number, the sample is not representative for the target groups. It has also to be considered that it is not based on random sampling. Every partner tried to reach respondents who have proved a certain engagement in career development. The aim was to learn from those with relevant experience. Thus, the survey is to classify as an explorative study.

The following chapters will summarize and analyse the results of the questionnaires. The last chapter will draw the conclusions from the analysis and present their impact for the following Intellectual Outputs as well as suggestions for future development and research.

2. CURRENT PRACTICES, NEEDS AND REQUIREMENTS OF PARTICIPANTS

2.1 Respondents of CGC and HRM groups

Domains of the participating companies resp. freelancers from the sector CGC

The public service sector, like Public Employment Service and Social Services, plays an important role in the CGC sample. Independent Career Counselling is also well represented. Education institutions like schools, universities, adult education play a certain role as well as chambers and trade unions. Altogether the sample includes all the typical actors in CGC (See Figure 2).

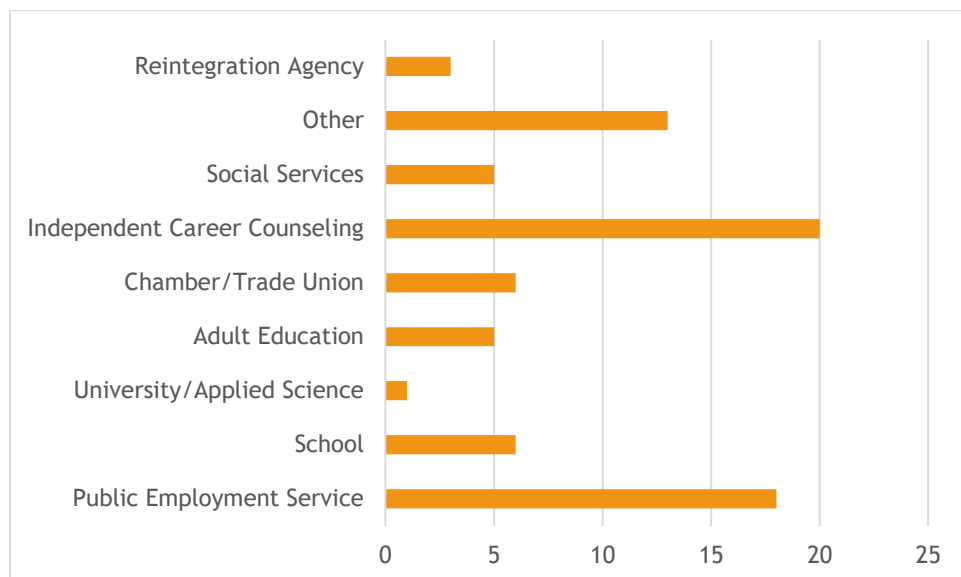


Figure 2 Domains of the participating companies for CGC

Domains of the participating companies – HRM sector

The first survey gives an overview on the branches represented by the HRM sample. It shows a rather wide field. As being expected the most frequent branches are industrial production, service and technology/ICT, trade/sale. Interesting that education follows after the sectors as banking, finance, and insurance (Figure 3).

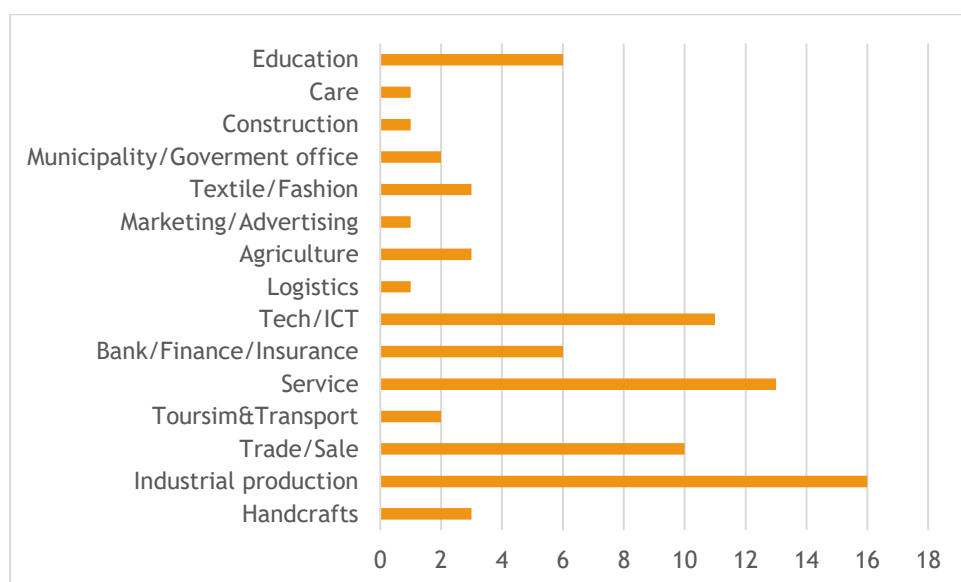


Figure 3 Domains of the participating companies for HRM

Position of the participants from CGC



Figure 4 Position of CGC participants in their organizations

Position of the participants form HRM



Figure 5 Position of HRM participants in their organizations

Figure 4 and 5 indicate that the typical positions of the CGC sample are Counselling Practitioner or Independent Counsellor/Trainer/Coach and of the HRM sample HR Director, HR Development Manager. This states that the central persons have been reached by the survey.

2.2 Organizational and professional context

In this part we asked about the size of the enterprises in which the representatives of the sample are working. The sizes of the institutions/enterprises show that the majority of actors in the field of CGC work as single persons companies or in small companies (See Figure 6). This may imply that business enterprises are not aware of their services, what may hinder their decision for cooperation. Information and transparency of the offers of CGC players may be improved.

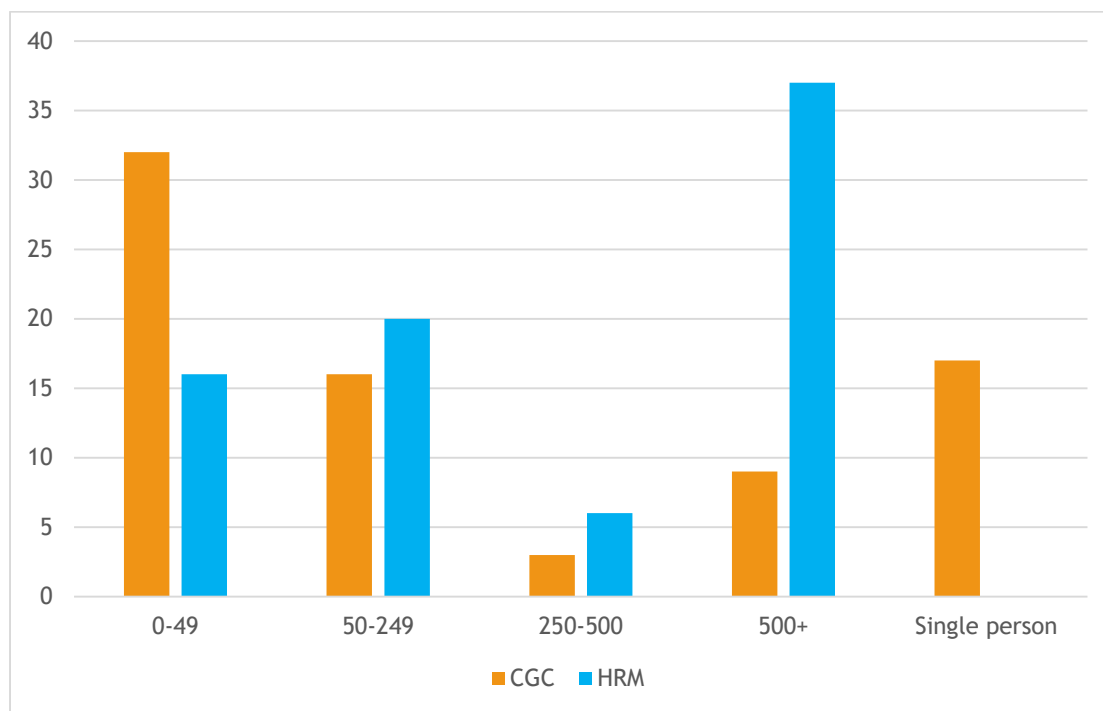


Figure 6 Size of the enterprises according to target groups

An option may be the establishment of cooperation networks comprising service providers in the field of CGC and business enterprises.

2.3 Involvement in the HRM life cycle

In this part we tried to answer the following questions are presented: How is CGC involved in the enterprises according to the professional life cycle? By which activities? (Results of the questions 4, 5 and 6 in the survey)

Question 4 explores the role of career counselling in the professional life cycle from view of CGC and HR practitioners.

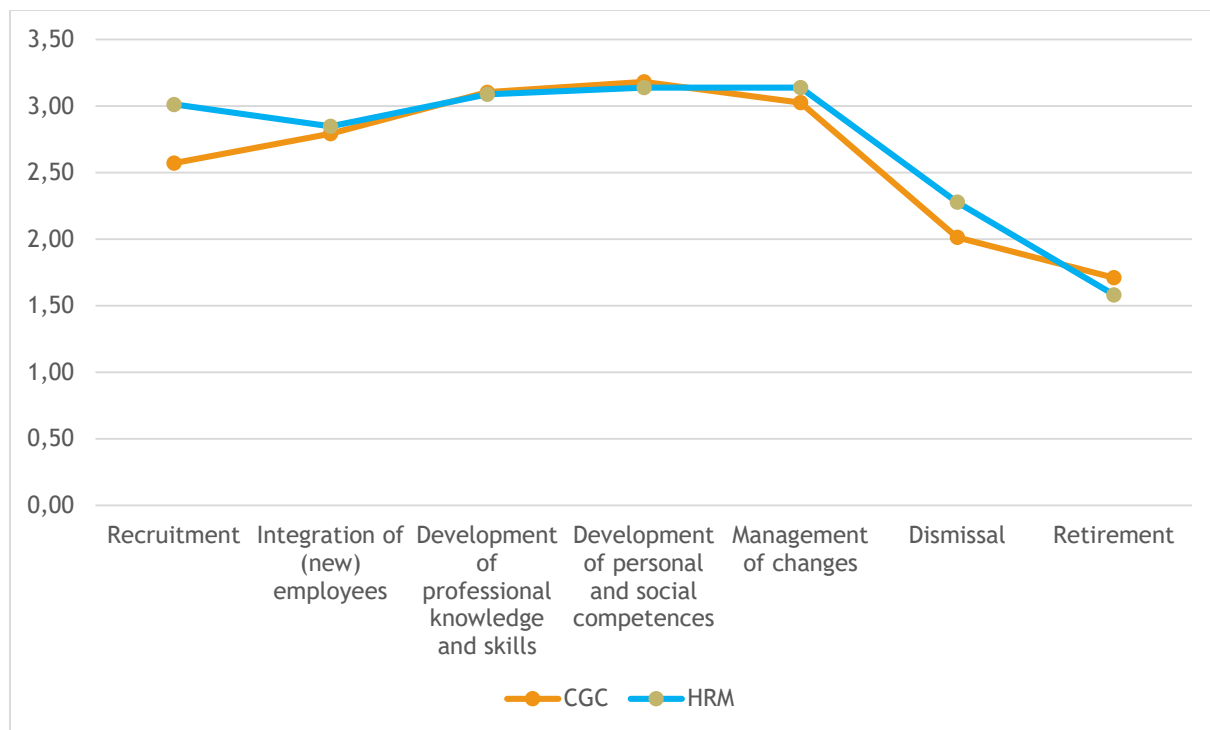


Figure 7 Roles of the career counselling in the domains of the professional life cycle in enterprises according to target groups

As Figure 7 presents, it depends on the phase in the professional life cycle which employees undergo, if they receive strong or weak support in their career development. Both, CGC and HRM practitioners see their roles being important in the following domains: Development of professional knowledge and skills, Development of personal skills and competences. Cooperation in these domains will be fruitful.

From HRM view the phase of Recruitment and the phase of Management of change and Dismissal are more in the focus than for CGC practitioners. While CGC practitioners feel more than HR practitioners responsible for the phase of retirement.

The view on the different partner countries confirms this general tendency, yet also makes differences obvious. The importance of the roles of Development of professional knowledge and skills as well as personal and social

competences is assessed much higher in Greece and Austria than in Germany and Serbia (See Figure 8). To engage in the phase of management of change is accepted by the samples of all partner countries.

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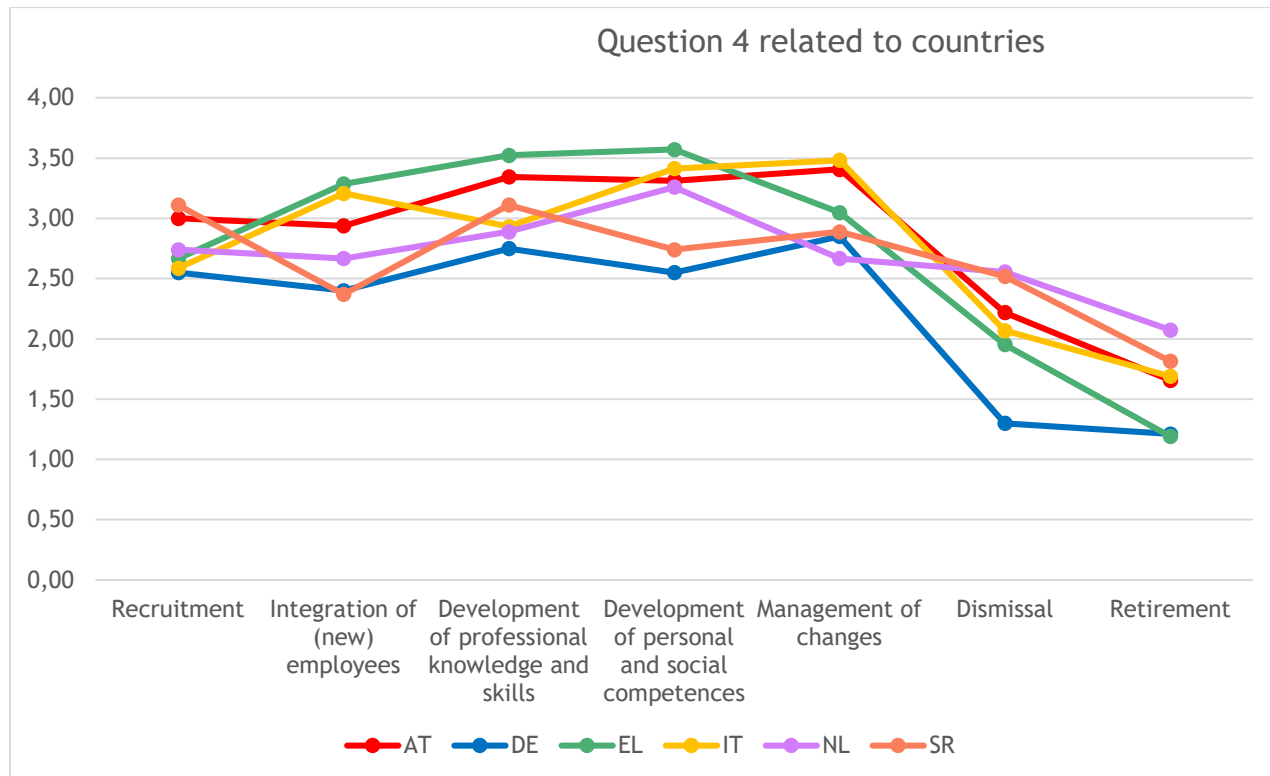


Figure 8 Roles of the career counsellor in the domains of the professional life cycle in enterprises according to country

Question 5 was directed to the role which CGC and HRM practitioners play in a formal onboarding process. Most of the HRM practitioners agreed. CGC practitioners mostly denied this question.

Question 6 asked for the frequency of performing certain professional activities which are related to career development. Figure 9 shows that the frequency of professional activities is different for HRM and CGC. HRM practitioners execute more often Providing career information and Assessing career skills and competences, Designing and managing programmes for career development & training, as well as Executing actions of social responsibility and Taking initiatives for quality development & innovation. CGC practitioners execute more often Counselling career decisions and just a little more Counselling and planning career promotion.

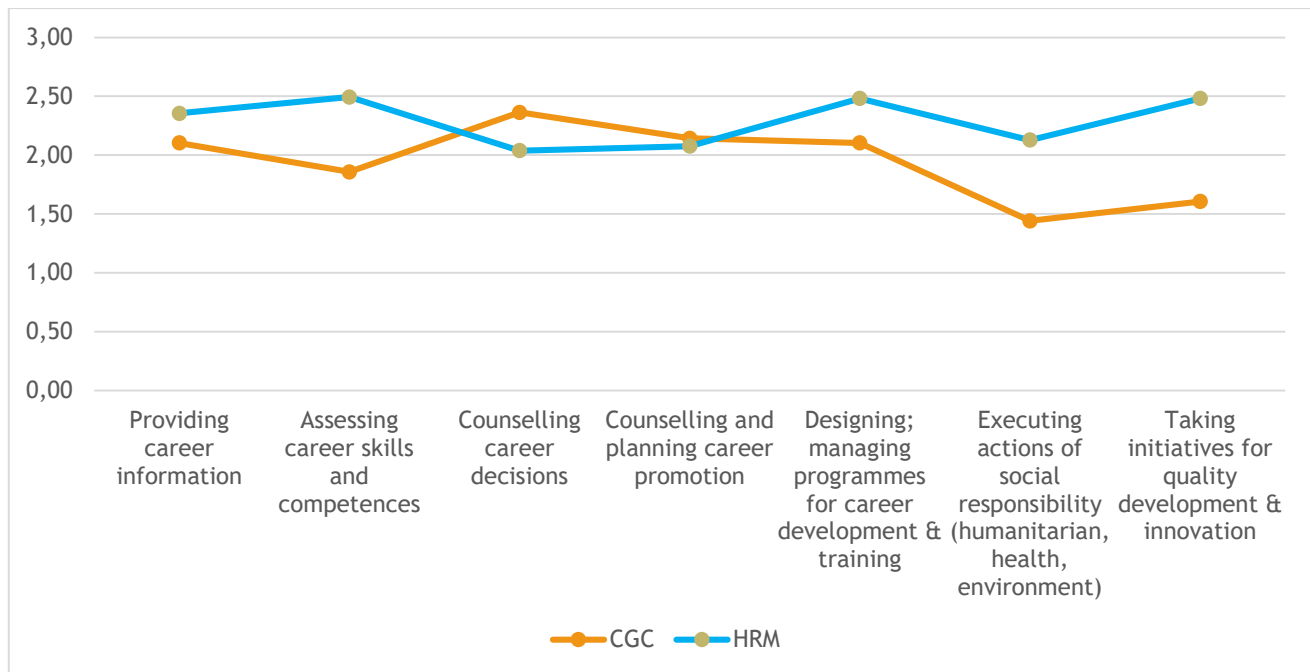


Figure 9 Responses on the frequency of performing professional activities according to target group

The view on the different partner countries (See Figure 10) shows an equal tendency, except for the Netherlands: *assessing career skills* and *taking initiatives for quality development and innovation* happens less often than in other countries. On the other side *counselling career decisions* and *planning and counselling career promotion* happened more often. It is interesting that in German sample *designing and managing programmes for career development and training* is one of the most frequent activities.

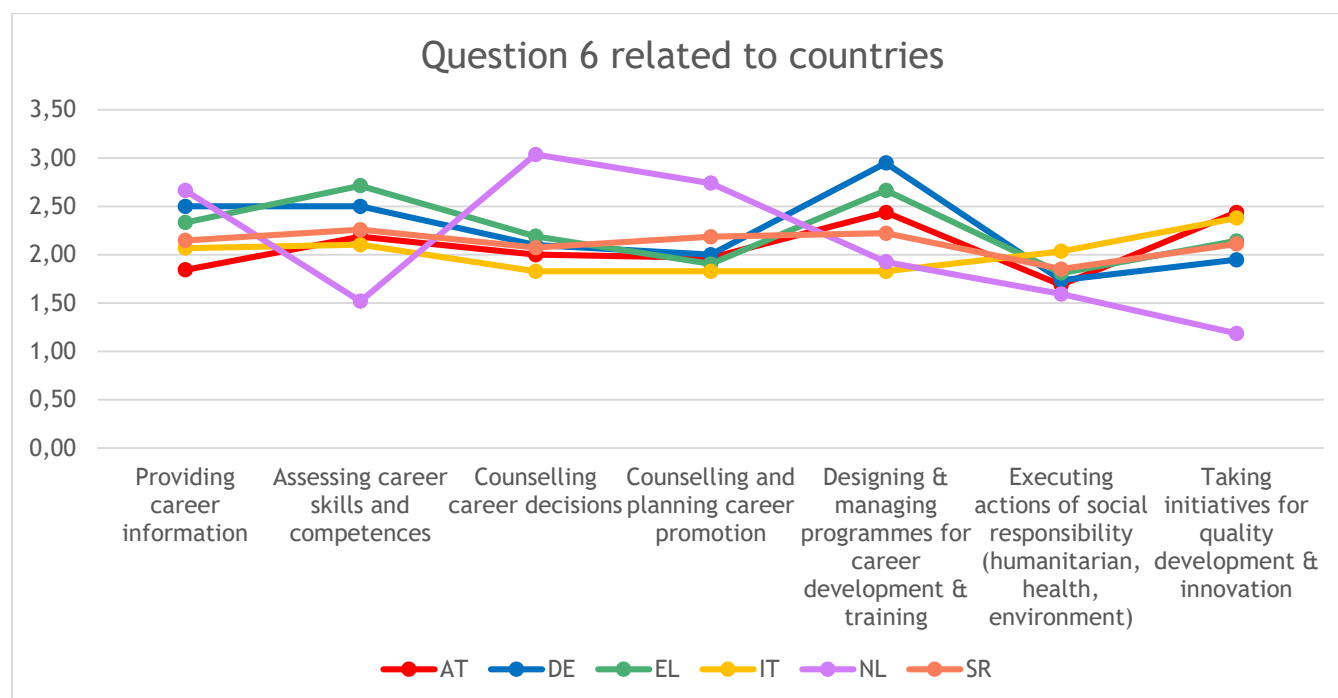


Figure 10 Responses on the frequency of performing professional activities according to country

2.4 The role of CGC in enterprises

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

Question 7 explores the reasons for providing career counselling in enterprises. Results (See Figure 11) indicate that there is a very similar assumption of HRM and CGC practitioners concerning the importance of the reasons for providing career services in enterprises. The CGC group assesses Finding individual solutions more important and Achieving consensual decisions less important than the HRM group.

There is a consensus that career services support learning effects and rise the commitment to the enterprise. The last argument is important in the given demographic situation in well developed economies, that the lack of skilled workers will cause severe problems in future.

The view on the partner countries shows especially for Serbia a difference to the general tendency (See Figure 12). All mentioned reasons are assessed less important than in the other countries. Obviously, the awareness for the benefits of career services in enterprises is less developed.

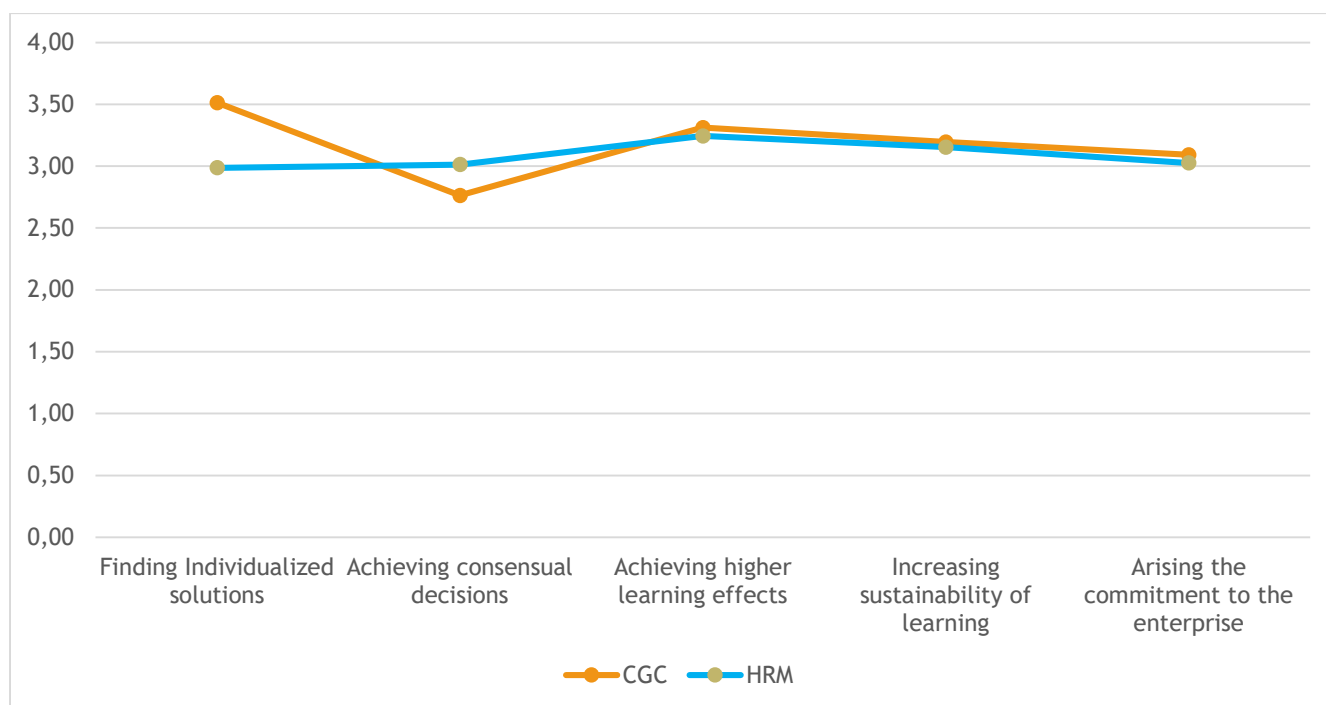


Figure 11 Perception of importance of the reasons for providing career services

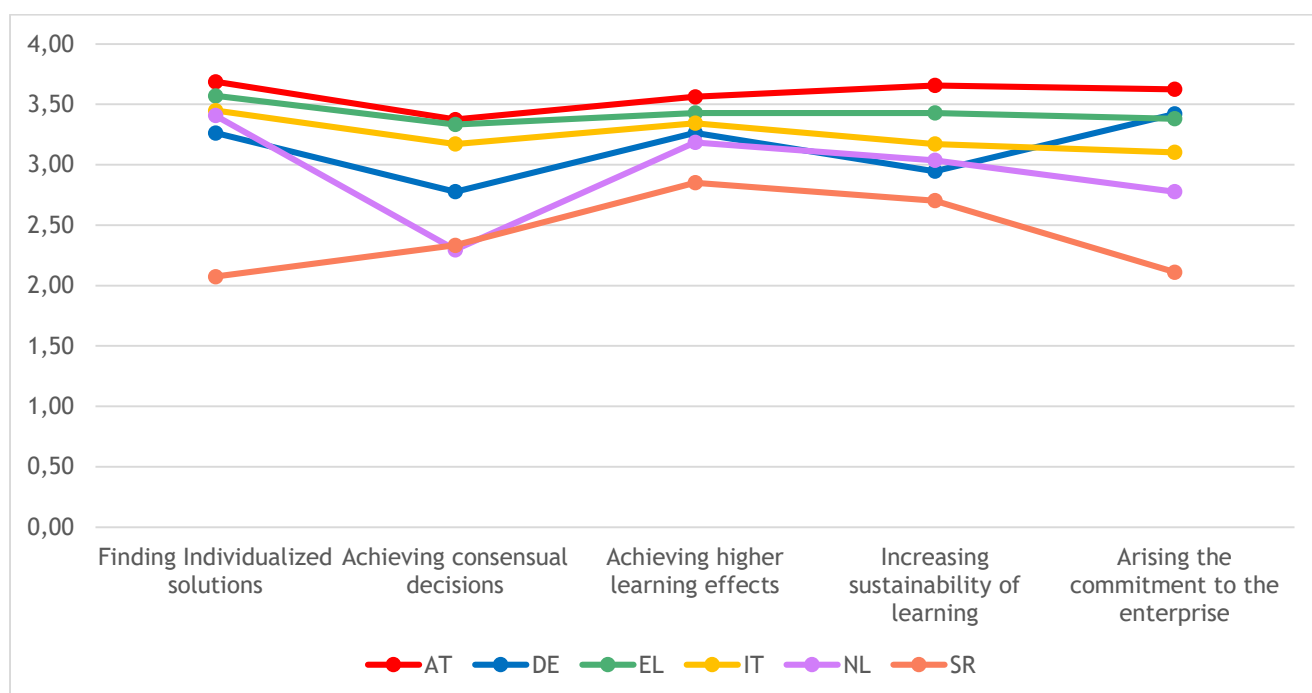


Figure 12 Perception of importance of the reasons for providing career services according to country

Question 8 is directed to the different groups of employees in the enterprises. Do they receive equal awareness in their career development? Are some groups more in the focus than others?

Analysis yielded remarkable differences according to the view of CGC and HRM practitioners (Figure 13).

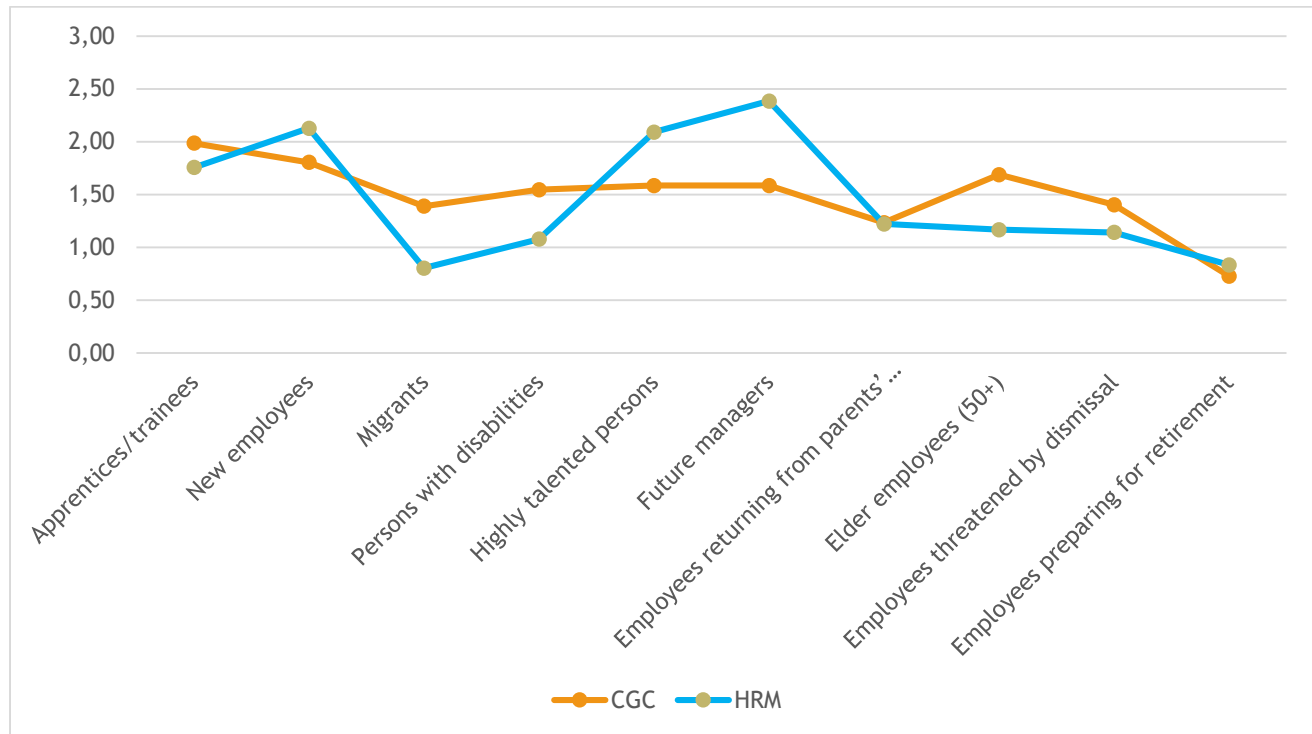


Figure 13 Provision of career services to different client groups in the enterprise according to target groups

HRM and CGC practitioners focus on different target groups with their career services. For HRM the most important groups of employees are future managers, highly talented persons and new employees. (The fact demonstrates the importance of qualified staff – which is scarce but needed for a successful future of the enterprise).

CGC practitioners concentrate more on vulnerable groups like migrants, persons with disabilities, elder employees and employees threatened by dismissal. This result demonstrates the necessity of career development actions, carried out as well by CGC and by HRM practitioners in a fruitful cooperation.

These differences in the focal points of career development are also visible if we differentiate according to the partner countries (See Figure 14). Especially the comparison of Germany and the Netherlands demonstrates the more entrepreneurial and the more social orientation with respect to the client groups for which career services are provided.

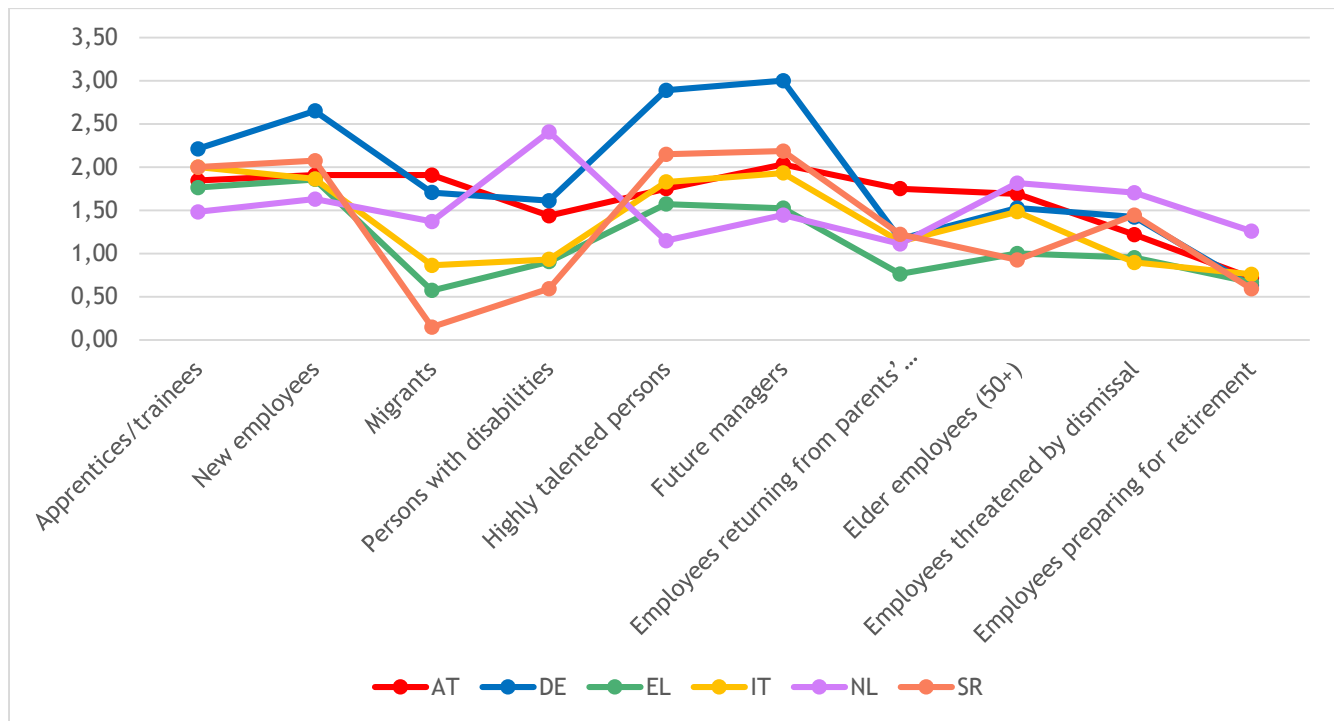


Figure 14 Provision of career services to different client groups in the enterprise according to country

Question 9 concentrates on the importance of the issues of career counselling. The answers show a high accordance between the HRM and CGC practitioners.

The issues of Career counselling in enterprises are reported by HRM and CGC practitioners very similarly (Figure 15). Altogether the HRM practitioners give them a little higher weight. Only Team problems are more often mentioned by HRM practitioners. Obviously, they are more aware of their negative effects, thus playing a bigger role in career counselling.

Interesting is the comparative view on the participating countries (Figure 16). There again are remarkable difference between Germany and the Netherlands, especially concerning the issue Personal problems. The result underlines the contrast between the more entrepreneurial and more social orientation in personnel management and leadership.

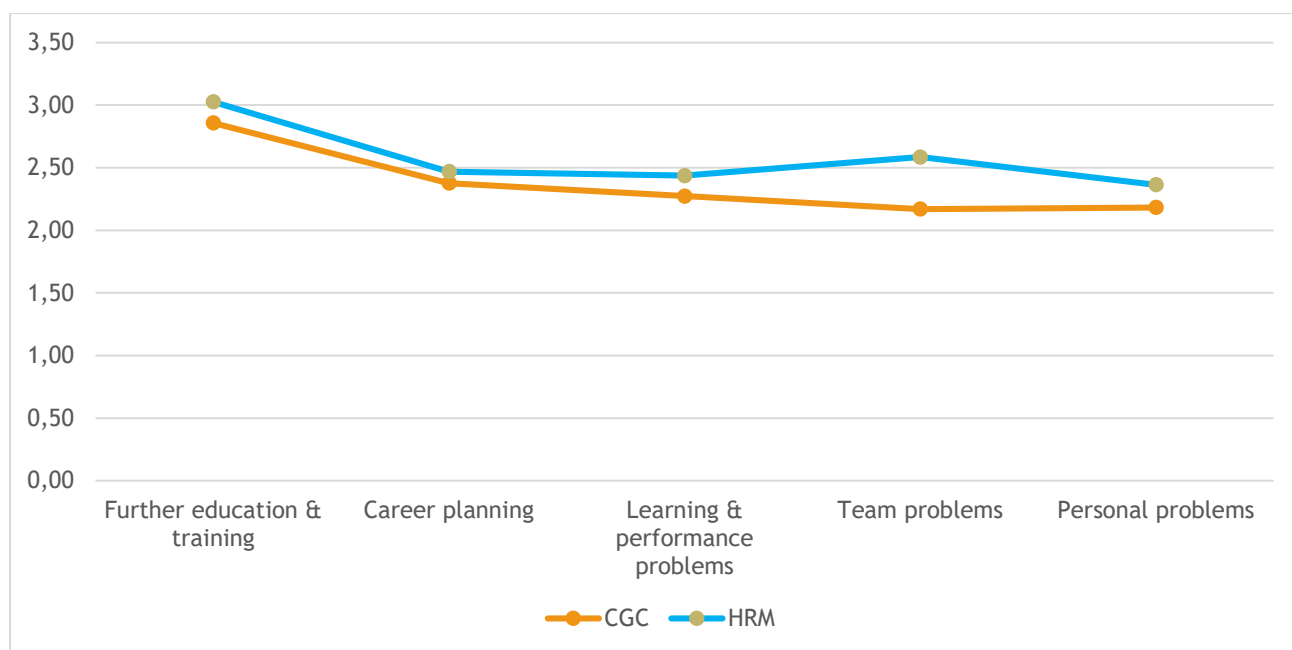


Figure 15 Importance of the issues in Career Counselling according to target group

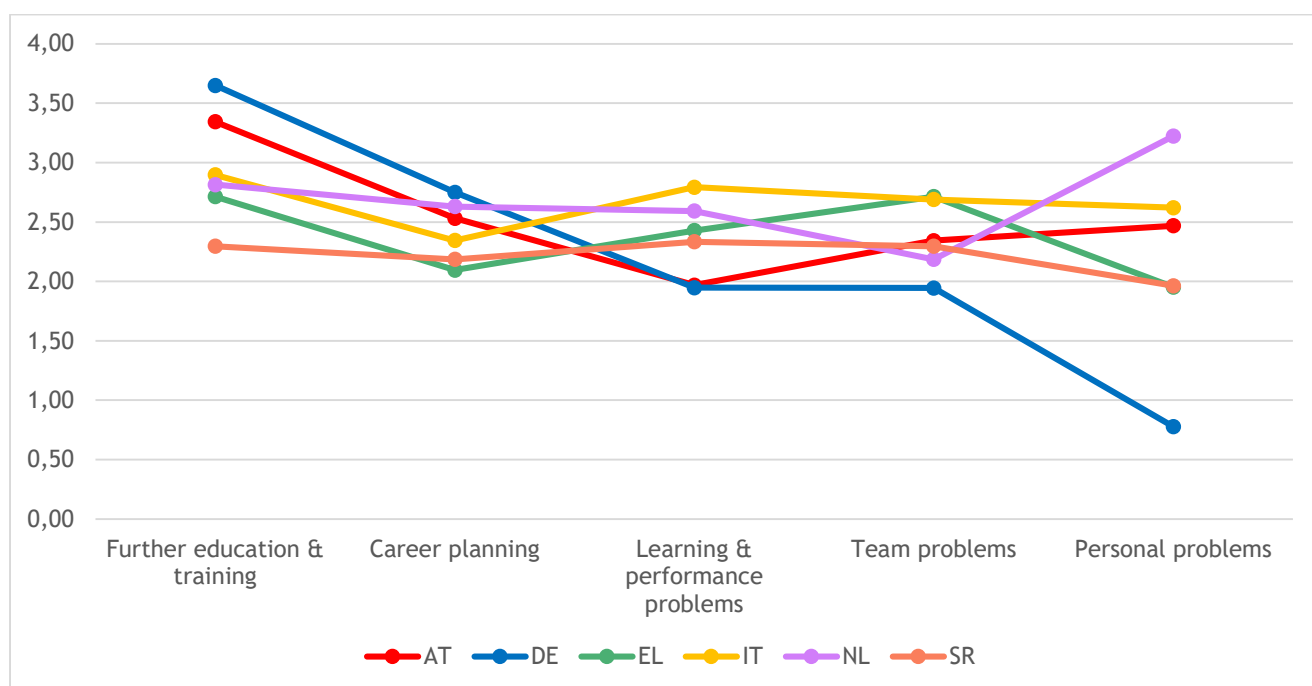


Figure 16 Importance of the issues in Career Counselling according to country

Question 10 concerns the modalities of career counselling. The results prove the big variety of measures being used in career counselling by both groups.

The modalities seem to be used alternatively, according to the target group, the issue, the context etc (See Figure 17). There may be a slight preference for one-to-one counselling methods, with internal counsellors and at the workplace. It might be inspiring for both groups of practitioners to exchange their experience and reflect their procedures, e.g. by participating in joint workshops and exchanging their approaches or even share their tools

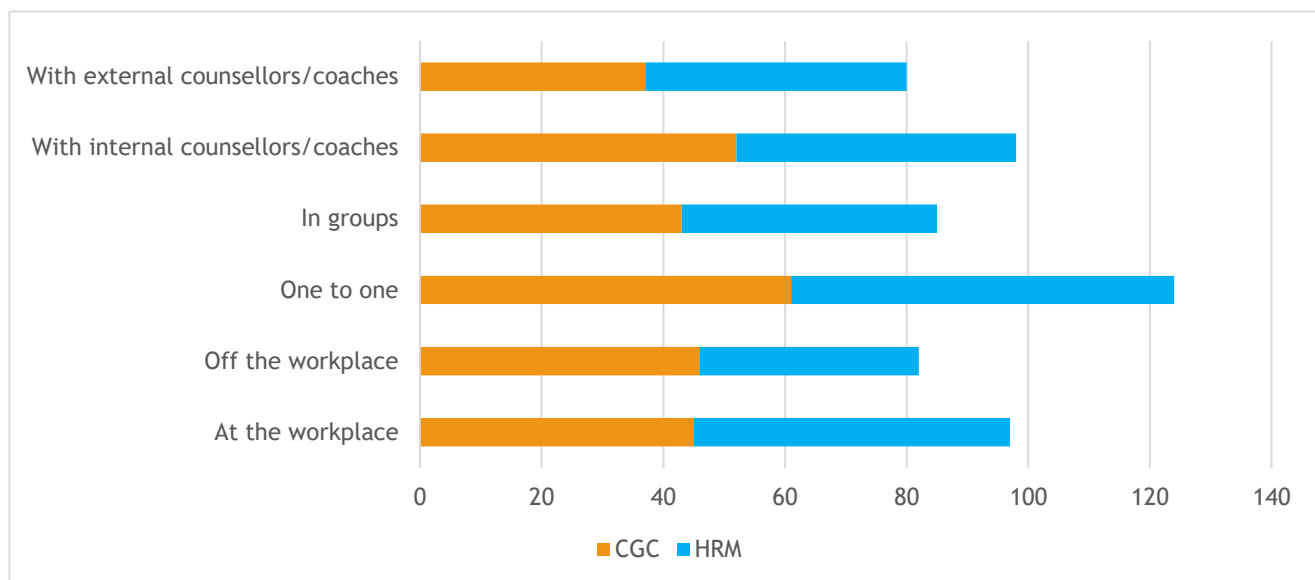


Figure 17 Modalities of career counselling provided to enterprises according to target groups (There is no German data for this question)

The country comparison shows interesting differences (Figure 18). Again, one-to-one coaching is the most popular modality in all countries. Coaching off the workplace is less used in the Greek and Serbian sample. This is also true for coaching with external counsellors in Greece as well as coaching in groups.

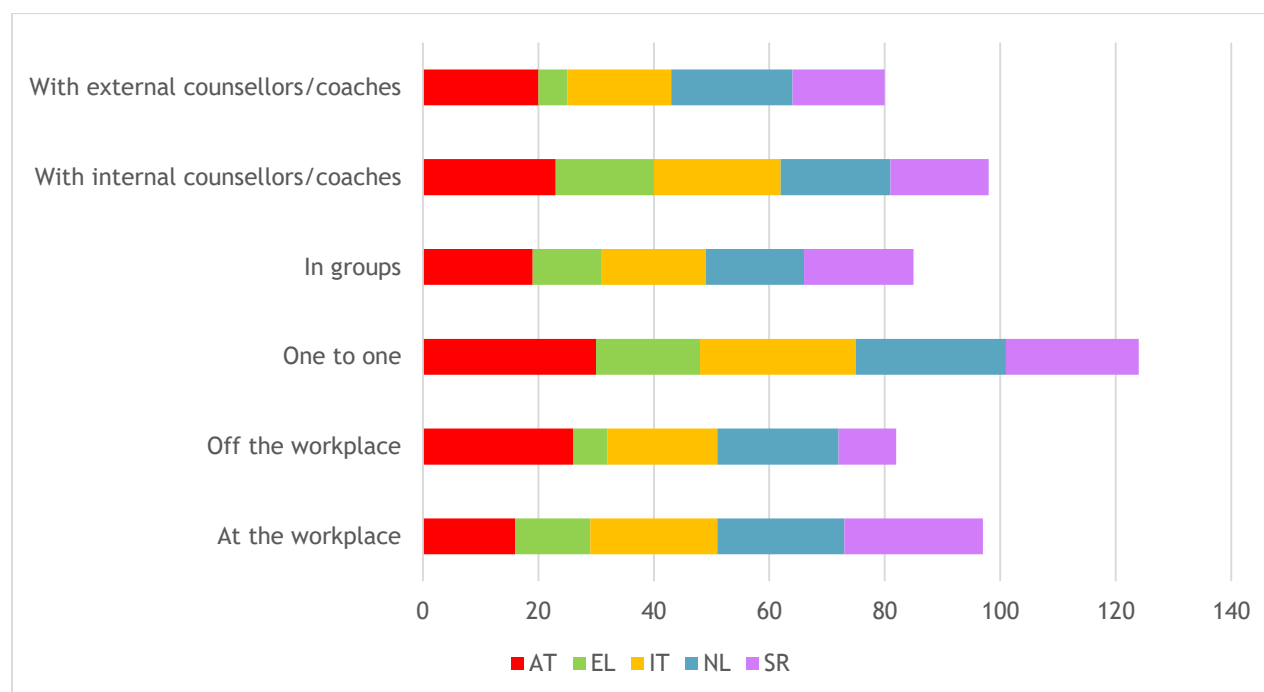


Figure 18 Modalities of career counselling provided to enterprises according to country (There is no German data on this question)

2.5 Developing knowledge, skills and competences of the career worker

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

Apart from the fact that CGC practitioners value the importance of all options a little higher than the HRM practitioners, there is not much difference (Figure 19). All options are appreciated.

This is also stated in the country comparison. Remarkable are the clear priority in Austria for using self-study means, the low appreciation of enrolment in continuing education in Serbia, the division in almost two country groups concerning short trainings and the differences in seeking advice from external peers (See Figure 20).

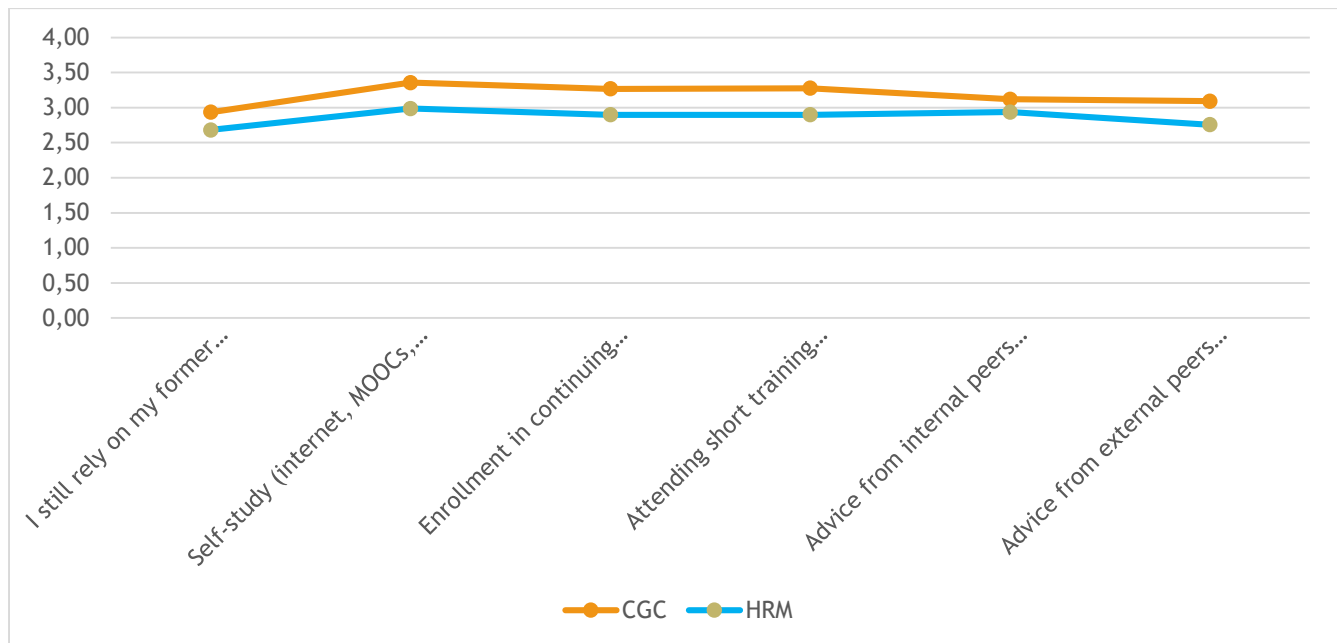


Figure 19 Sources for knowledge, skills and competences development according to target group

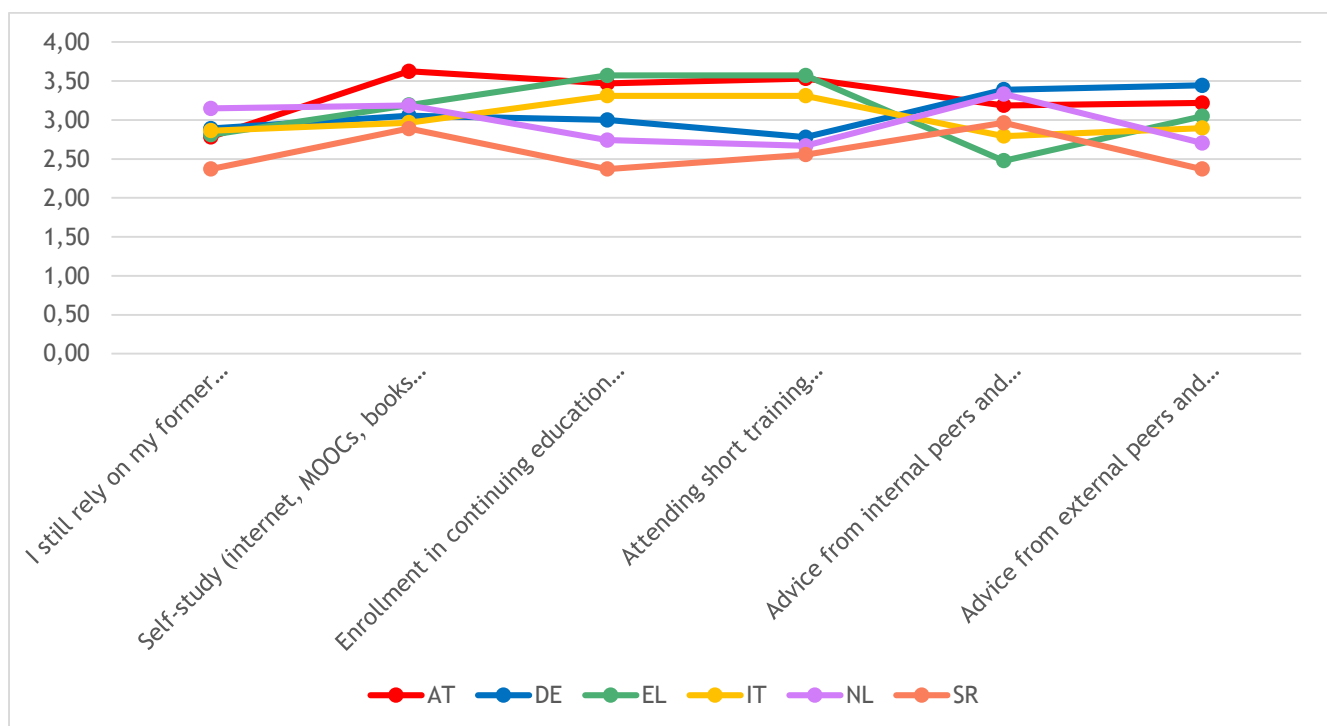


Figure 20 Sources for knowledge, skills and competences development according to country

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

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

Questions 12 and 13 are directed to the frequency of interactions and cooperation between CGC and HRM practitioners.

It was surprising to the project team that the CGC practitioners in the sample state a higher frequency of interaction and cooperation with HRM practitioners than the HRM practitioners do concerning interaction and cooperation with CGC practitioners (Figure 21). This may indicate the importance of this kind of contacts for CGC Practitioners.

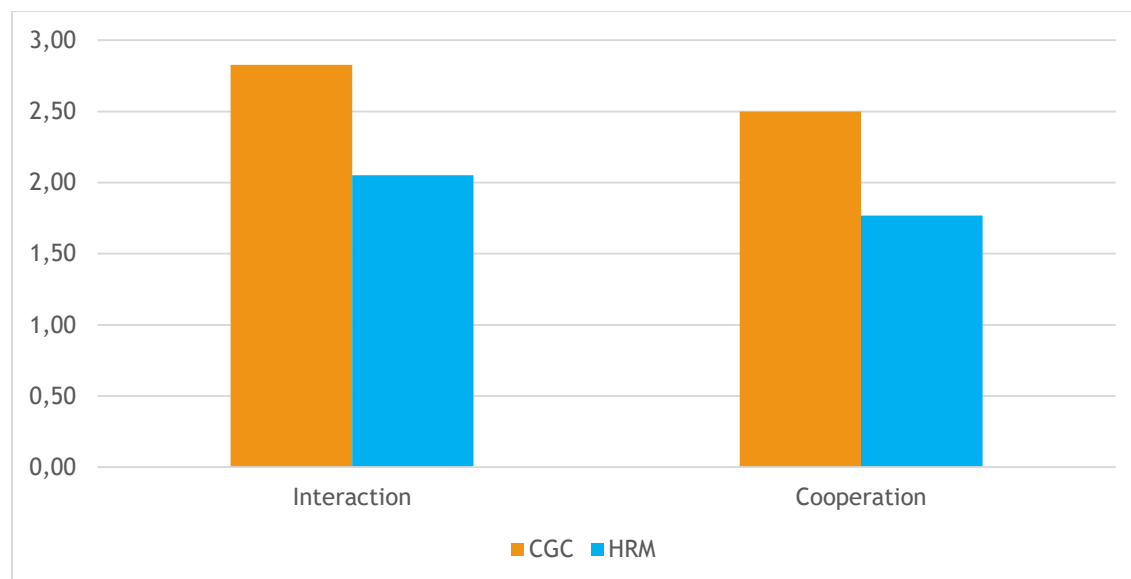


Figure 21 Frequency of interaction and cooperation with CGC/HRM professionals according to target group

The country comparison shows that interactions happen altogether more often than cooperation (Figure 22). This is extremely true in Germany and in the Netherlands.

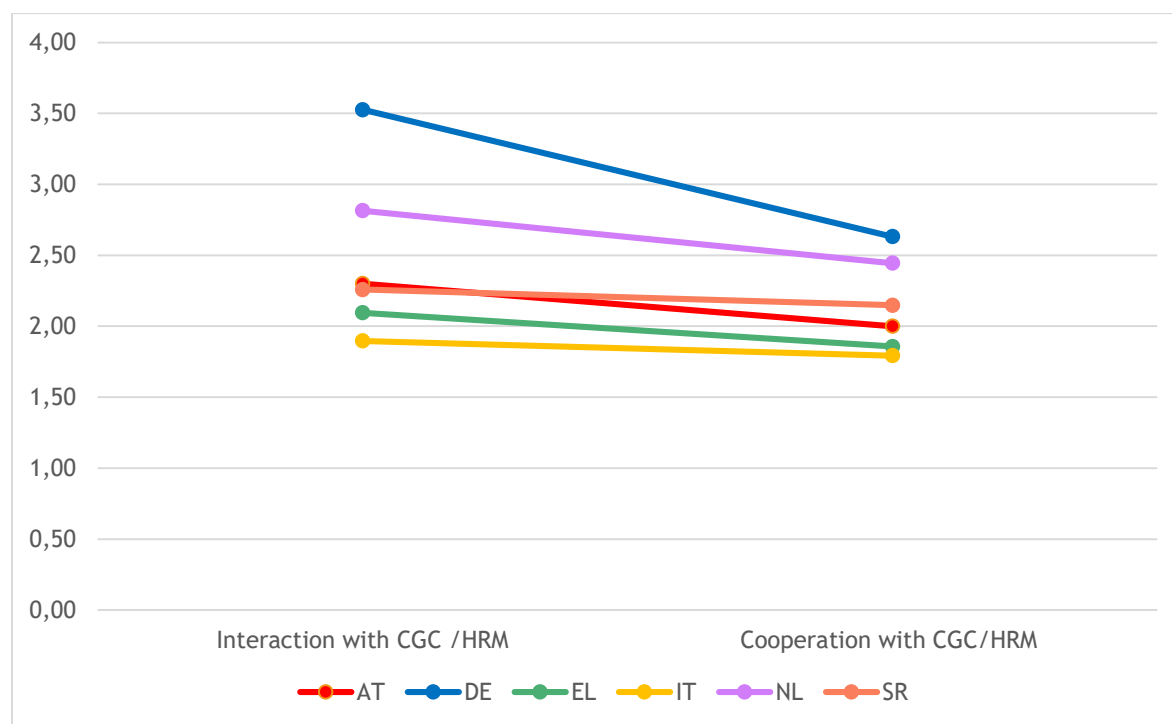


Figure 22 Frequency of interaction and cooperation with CGC/HRM professionals according to country

Question 14 asks for the benefits which CGC and HRM practitioners expect from working together.

It is obvious that CGC practitioners expect more benefits from forms of cooperation than HRM practitioners (Figure 23). The HRM practitioners in the sample expect especially Exchange of experience, Learn about best practice examples and Learning from each other.

The country comparison shows that the expectations are altogether rather low in Serbia. It is surprising how low appreciation of Attending joint seminars/workshops/trainings in the Italian sample is. Only in Austria, Greece and Germany this form of working would be appreciated. In other countries there is more scepticism (Figure 24).

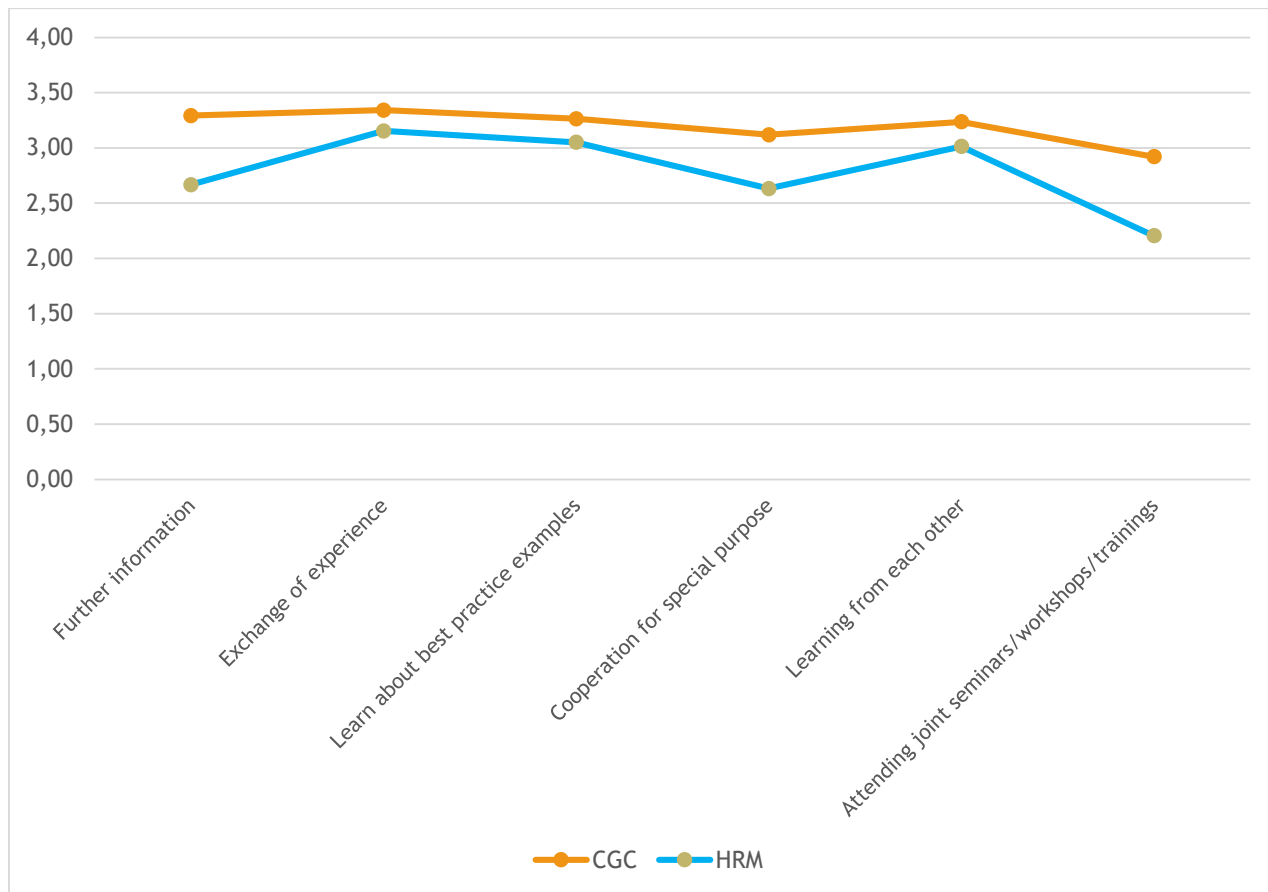


Figure 23 Ratings of benefits from cooperation with representatives of professional institutions or independent experts from the field of Career guidance and counselling according to target group

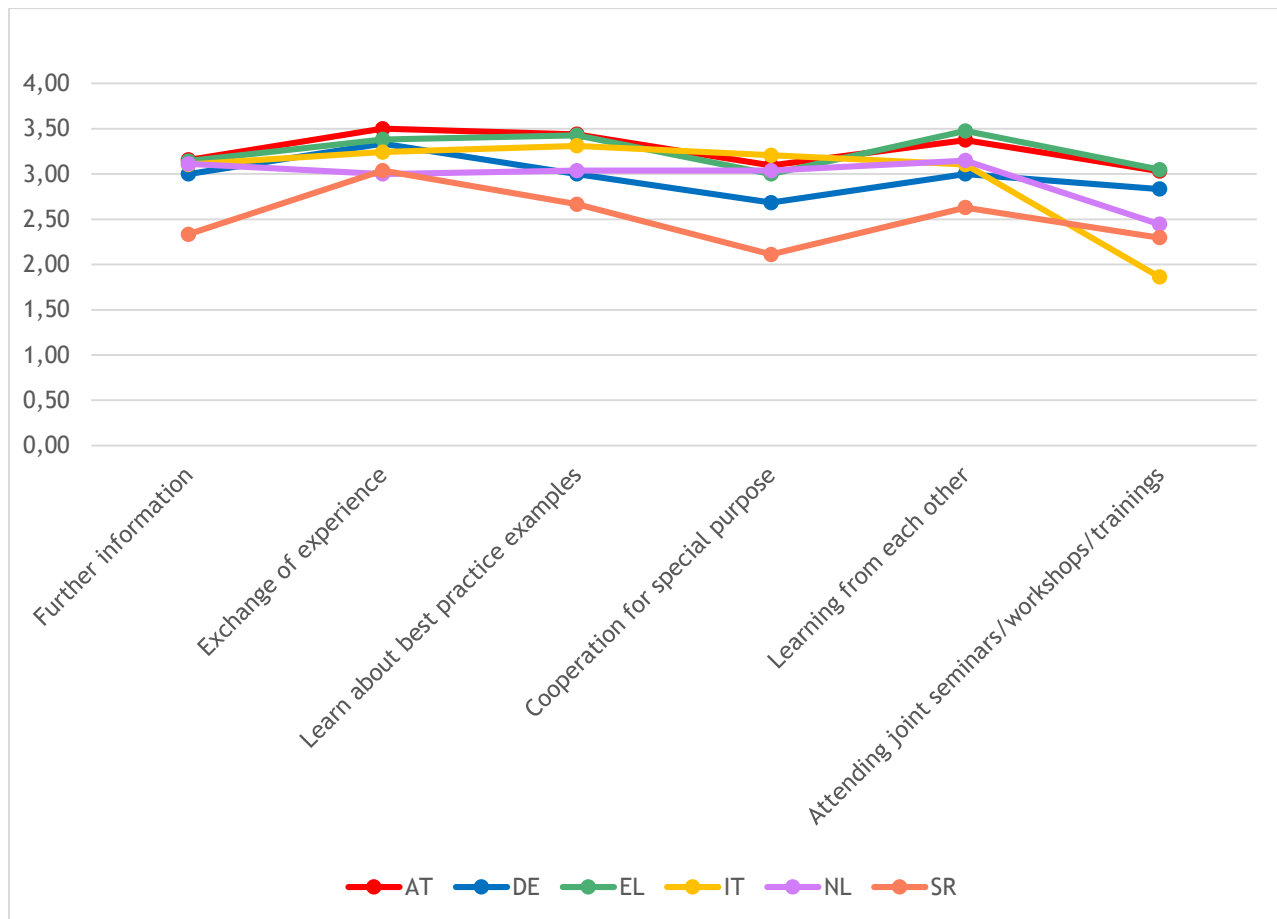


Figure 24 Ratings of benefits from cooperation with representatives of professional institutions or independent experts from the field of Career guidance and counselling according to country

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

Regarding topics and problems that are currently most challenging for career counsellors and HRM practitioners, respondents mention the following issues as answers to the questions:

Question 15

Question 15 is directed to topics and problems which are currently most challenging in company-based career development.

A lot of issues have been mentioned by the participants. To give a first overview the following structure may be helpful:

- Challenges deriving from the megatrends in the world of work: digitalization, demographic change
- Challenges in time of crisis and uncertainty
- Challenges deriving from the shift of values
- Transformation of management styles
- Strengthen the focus on strategic elements of HRM
- Lack of knowledge about the importance of cooperative company-based career development

Challenges deriving from the megatrends

The digitalization requires from the employees at all levels new analytical and methodological competences – the management included. This also means fostering inclusiveness in personnel development. The demographic change has created a shortage of skilled workers in the enterprises. It has become a challenge to keep employees, meaning to give them more attention in their individual career development. A successful recruiting process is decisive. It will also be necessary to promote women and elderly people in their professional positions and provide helpful conditions for their retention.

Challenges in time of crisis and uncertainty

During the period of the survey, Covid 19 became an urgent problem. This fact has risen the consciousness of an effective crisis management yet also a preventative change management. Experience of employees should be improved in times of unpredictability. Remote work and learning should be further developed.

Challenges deriving from the shift of values

Some persons claimed the growing demotivation especially of younger employees and observed a certain shift in the values of younger generations. They want a better focus on the relevant work-life-balance but also on talent management and corporate social responsibility, as young people ask for more personal challenges and appreciate socially engaged employers.

Transformation of management styles

Innovative management theories support less direct control and more consensual agreement on targets. Thus, the ability of self-evaluation must be fostered: coherency with the goals, also concerning “soft skills” (personal and social competences). It also requires giving effective feedback to low performers.

Strengthen the focus on strategic elements of HRM

Often it may be difficult aligning short-term goals with long term goals of the company. Persons responsible for HRM are sometimes too much focused on business and not on the people. This fact may hinder the cooperation between CGC and HRM practitioners.

Lack of knowledge about the importance of cooperative company-based career development

Some persons regret that the value of lifelong learning is not sufficiently recognized. There is a certain bias among managers that well qualified employees may leave the company or become too expensive. There is also a reservation concerning cooperation. It is stated that the resource of cooperation is too rarely used – maybe

because of a scepticism against external influence: individual goals of individuals may conflict with goals of the enterprise.

On the other hand, CGC practitioners argue that there is still a limited understanding of the value which counsellors and coaches add to the company. There is identified a need for coaches to change the way of approaching entrepreneurs and companies.

As conclusion, not only development of employees but also development of managers: coaching skills for managers and understanding of sustainability, lifelong learning and cooperation as support of management would be very necessary.

Question 16

Question 16 explores the helpful measures to cope with the indicated problems. The following issues have been mentioned:

- Further education and training for managers
- Strengthen cooperation between Human resource management and Career services
- Overcome the shortage of skilled workers by careful recruitment and binding to the enterprise
- Focus on the development of crucial employee groups

Further education and training for managers

“Learning seemed to be the main tool to respond to challenges.” This statement was found in one of the responses. There is obviously a clear consensus about the power of learning: There should be created a positive perspective of lifelong learning as an enrichment. Learning should be a “self-evident element of the corporate culture”.

Some statements stressed the importance of learning for managers with respect to enterprise-based career work: “Infuse them with knowledge and competences that are people centered and not only on economic profit.” The managers should also be more aware of their responsibilities toward the community.

Also, some managerial professional competences have been mentioned as being necessary to cope with challenges: “Have a lightened vision of the future – knowing tools for promoting the development of themselves and all the employees”; “managing complexities and uncertainty, cope with unexpected situations like Covid 19”, digitalization of HRM, promoting evaluation of performance (coherency with goals).

There is the requirement of development of coaching skills for managers. A similar statement is: Mentor and career counsellor for HRM as well. It is also mentioned to facilitate generational change in leadership.

Strengthen cooperation between Human resource management and Career services

Learning is also seen as a motor for cooperation. It “appeared also as the main point of interaction and cooperation with external actors”. Answers to question 16 show a strong commitment to cooperation between CGC and HR practitioners. Several proposals give a clear picture of working together:

- having a platform for cooperation and interaction

- keeping contact and communication with peers and colleagues
- exchange of experiences with peers who have been confronted with similar problems and managed them
- presentation of projects already carried out in the company and in the world of education as well as research
- cooperation with senior executives and staff
- internal internships and shadowing
- support networking and creating more and more opportunities for CGC and HR practitioners to know each other and share best practice
- meet career counsellors from national and international companies within trainings and workshops
- exchange of experience with experts from chambers who have developed a system of career guidance and counselling within their chambers (Austria, Germany, Switzerland)
- Online consultation and counselling with members of teams of career guidance and counselling

All these proposals may be summarized in the postulation: “Fostering a shared identity and the development of an organizational climate that promotes cooperation and trust”

Overcome the shortage of skilled workers by careful recruitment and binding to the enterprise

Some concrete challenges have also been outlined in some contributions and proposals have been put forward. Especially in Germany and Austria the growing lack of skilled workers has become a recent problem which so far has been sufficiently managed by the dual apprentice training system. Apprentice training should be better promoted and subsidized. In one contribution a more holistic strategy is required embedded in general education and supported by a special fund. There should be more care on recruitment and integration of new employees. In this context may be seen the demand for “selection of high-quality CVs, a higher quality collaboration with universities and research centres”.

Focus on the development of crucial employee groups

One contribution requires to have a stronger focus on lower levels of the hierarchy. Much career counselling and personnel development focuses on leadership and talent. There is little attention to disadvantaged groups of employees. Career counselling is often being mentioned in the form of coaching provided to staff further up the organizational hierarchies. Take care as well of career transition of elder employees and persons with disabilities. More generally it is pointed out “to harmonize the requirements of the job with the competences of the people. That means “quality of selection for positions”.

Question 17

Question 17 is related to additional remarks beyond questions 15 and 16. There have been given some important general statements:

- Personal development requires sensitiveness and understanding of human behaviour.
- Consensual solutions may reach the best results for all involved
- Raise the awareness of lifelong guidance options

- It is important to include SMEs in career counselling
- Other statements refer to certain facts and needs:
- Corona has generated a big boost towards virtual learning platforms
- Cooperation of CGC and HRM may help to prevent burn-out and support promotion
- Save good practice examples

Interesting is the idea to provide financial support for transfer to other positions (internal/external). Who is going to pay for the studies to be followed?

3 CONCLUSIONS

When synthesizing the data from the two surveys we can find some remarkable similarities and differences between the two groups. The collected data from the HRM and CGC professionals bring the following conclusions and possible consequences, which are formulated as “recommendations”:

- The sizes of enterprises in the sector of CGC show, that – besides of the “big players” like Public Employment Services (PES) - the majority of actors in the field of CGC work as single persons companies or in small companies. This may imply that enterprises are not aware of their services or have difficulties finding them as an effective cooperation partner.

Recommendations:

- Information and transparency concerning CGC players may be improved and disseminated.
- In several cases CGC institutions and representatives have created regional clusters or even organized networks (with their own homepage and concise marketing strategy including public relations activities and press work).
- As well, several business enterprises have built cooperation groups especially with view to personnel development to share services of training institutes.
- CGC clusters and business clusters may be supported to connect: e.g. by inviting representatives of enterprises to information sessions and workshops initiated CGC. Business enterprises offering internships to CGC practitioners or CGC students.
- Another action may be the development of guidelines for initiating (strategy-based) successful networks in the sectors CGC and HRM. There may be offered case studies and best practice examples of innovative clusters with view to career development.

Best practice case studies related to innovative regional education and counselling networks have been collected by the Connect project team. They are available in the Connect Homepage as a special document: “Regional education and counselling networks/clusters”

- Both, CGC and HRM practitioners see their roles being important in the domains of development of professional knowledge and skills, development of personal skills and competences, management of change, integration of new employees.

Recommendations:

- Building sustainable partnerships between enterprises and CGC players in these fields: e.g. by delivering information to relevant training and counselling services (online, print, fairs), organizing meetings for exchange of experience (maybe supported by chambers of commerce, communities, CGC networks etc.), invitation to HRM peer meetings.
- Organizing contacts to schools, Universities, adult education institutes.
- Often word-of-mouth recommendations play a role in finding cooperation partners.
- The frequency of professional activities concerning career work is different between HRM and CGC. HRM practitioners execute more often Providing career information and Assessing career skills and competences, Designing and managing programmes for career development & training, as well as Executing actions of social responsibility and Taking initiatives for quality development & innovation. CGC practitioners execute more often Counselling career decisions and just a little more Counselling and planning career promotion.

Recommendations

- Initiate encounters between the two groups to learn from each other: e.g. by inviting HRM experts/practitioners to meetings/training sessions with CGC persons and vice versa, presenting and discussing relevant case studies, publish best practice examples of fruitful cooperation
- Use career fairs for bringing the two groups together.
- Regarding the question to “important reasons” for providing career counselling in enterprises, for CGC practitioners it is most important Finding individual solutions, while achieving consensual decisions is more important for HRM practitioners. Achieving higher learning effects, improving the sustainability of learning and arising the commitment to the enterprise is valued as important by both groups.

Recommendations:

- Foster the awareness of these effects of career counselling in enterprises.
- HRM and CGC practitioners focus with their career services on different target groups. For HRM the most important target groups are future managers, highly talented persons and new employees. (It demonstrates the importance of qualified staff – which is scarce but needed for a successful future of

the enterprise). CGC practitioners concentrate more on vulnerable groups like migrants, persons with disabilities, elder employees and employees threatened by dismissal.

Recommendations:

- Enterprises which want to engage in Corporate social responsibility projects will find competent partners in CGC practitioners. Cooperation is to be encouraged: e.g. by enterprises contacting CGC clusters, intermediation of the Public Employment Service or Social Services.
- The initiative may also start from the CGC side, who seek enterprise partners who are willing to offer internships and trainings, as well from education institutions who ask for career information, work experience, talent tests.
- The issues in Career counselling in enterprises are reported by HRM and CGC practitioners very similar. Though the issues are similar, the methods may differ.

Recommendations:

- It might be inspiring for both groups of practitioners to exchange their experience and reflect their procedures: e.g. by participating in joint workshops and exchanging their approaches or even share their tools.
- There are various modalities in the methods being used in career counselling for employees. The modalities seem to be used alternatively, according to the target group, the issue, the context.

Recommendations:

- The CGC practitioners may become familiar with the work-integrated methods which HRM practitioners apply (continuous evaluation, reflection, peer counselling, continuous process improvement) and with systems like mentoring, employee suggestion system, yearly appraisal interviews (including further development and career planning).
- The HRM practitioners may benefit from the professional and sophisticated methods CGC practitioners adopt in counselling talks: e.g., by participating in joint workshops, providing guidelines, tools, best practice examples
- Apart from the fact that CGC practitioners value the importance of sources for developing knowledge, skills and competences altogether a little higher than the HRM practitioners, there is stated a general appreciation of further professional development.

Recommendations:

- HRM practitioners more prefer self-study options, attending short training courses and advice from internal peers, while CGC practitioners also prefer self-study and advice from external peers. This should be considered in the design of further training offers for the two groups:

e.g., by offering self-study material (available on-line), organizing short training courses which include teamwork, enable internal and external peer advice (by inviting experienced internal and external peers for discussion sessions and ongoing exchange of experience via a communication platform)

- The questioning results make obvious that CGC practitioners expect more benefits from the cooperation with HRM persons than HRM practitioners expect from the cooperation with CGC persons. For both groups Exchange of Experience, learn about best practice examples and Learning from each other is valued high.

Recommendations:

- These issues should be considered in the design of the academic Curricula and in the workshops for CGC and HRM practitioners: e.g., by working with case studies, working in smaller groups which allow exchange of experience and knowledge, organizing presentations which demonstrate best practice, exploring best practice by visiting enterprises and CGC institutions, providing best practice examples online.

4. APPENDIX

4.1 Questionnaire for CGC

4.2 Questionnaire for HRM

4.3 Additional insights from the empirical material from Germany

4.4 Synthesis presentation results survey The Netherlands

4.5 Summary of Italian data collection: Conclusion

4.6 Comments and reflections from data gathered in Serbia

Appendix 4.1. Questionnaire for CGC

Thank you for agreeing to join our survey which is being conducted within the framework of Project Connect!

Connect! is a strategic partnership project in the EU Programme Erasmus+. The aim of the project is to connect career counselling and human resource development in enterprises for higher education and training in practice. The project consortium is comprised of six partners from Italy, Austria, Netherlands, Greece, Serbia and Lithuania and coordinated by University of Applied Labour Studies of the Federal Employment Agency (HdBA) in Germany.

This questionnaire puts the focus on the intersections between Human Resource Development (HRM) in enterprises and public or private providers of Career Guidance and Counselling (CGC). Which links are already existing? How may efficiency be improved?

In xxx (*insert name of your country*) yyy (*insert name of your university/Institute*) is partner in the project. Training and Education Measures being developed in the project shall be built on the experience, needs and goals of the persons concerned.

We have taken all reasonable measures to protect your identity and responses. The questions in this survey do not ask you to reveal any personally identifying information and all of the responses in the survey will be recorded anonymously.

Thank you for answering the following questions!

Section I: Entry questions

Please provide some details related to your institution and your position (*tick the relevant*):

1. In which career counselling domain does your Institution operate?

- ☐ PES Public Employment Services
- ☐ School
- ☐ University/University of Applied Science
- ☐ Adult Education
- ☐ Professional representation: Chamber/Trade Union
- ☐ Independent Career Counselling facility
- ☐ Social Services
- ☐ other : _____

2. How many people are employed in your institution?

- ☐ up to 49
- ☐ 50 to 249
- ☐ 250 to 500
- ☐ more than 500
- ☐ Single Person Business

3. Job details

3.1 What is your function in the institution?

- ☐ managing director/branch office manager
- ☐ head of the counselling department
- ☐ counselling practitioner/career counsellor
- ☐ teacher/professor with career counselling functions
- ☐ independent counsellor/trainer/coach
- ☐ other: _____

3.2 What is the mode of work concerning your function in CGC?

- ☐ full-time
- ☐ part-time (besides other jobs in the institution)

Section II: Involvement in HRM

4. How important would you consider your role as career counsellor in the following domains of the professional life cycle in enterprises?

5.

Domains	Very important	Important	Less important	Not important	Not applicable
Recruitment					
Integration of (new) employees)					
Development of professional knowledge and skills					
Development of personal and social competences					
Management of changes					
Dismissal					
Retirement					
Other: _____					

6. Do you play a fixed part in formal onboarding process of enterprises?

- ☐ yes
- ☐ no

7. How often do you perform the following activities in cooperation with enterprises (by the initiative of enterprises)?

Activity	Very often (every week)	Often (several times in a month)	Sometimes (several times in a year)	Seldom (by occasion)	Not applicable
Providing career information					
Assessing career skills and competences					
Counselling career decisions					
Counselling and planning career promotion					
Designing & managing programmes for career development & training					
Executing actions of social responsibility (humanitarian, health, environment)					
Taking initiatives for quality development & innovation					
Other: _____					

Section III: Counselling activities in enterprises

In the following section, we would like to know your point of view about career counselling in enterprises.

8. Below there is a list of reasons for providing career counselling in enterprises. How do you estimate the importance of each of them for the enterprises?

Reasons	Very important	Important	Less important	Not important	Not applicable
Finding Individualized solutions					
Achieving higher acceptance of the (external) counselling offers					
Provide independent counselling (without suspicion of company's interests)					
Rising the credibility of the counselling because of the professionalism of the counsellor					
Arising the commitment to the enterprise					
Other: _____					

9. How often do you provide career counselling to the following employee groups of enterprise?

Groups of employees	Very often (every week)	Often (several times in a month)	Sometimes (several times in a year)	Seldom (by occasion)	Not applicable
Apprentices/trainees					
New employees					
Migrants					
Persons with disabilities					
Highly talented persons					
Future managers					
Employees returning from parents' leave					
Elder employees (50+)					
Employees threatened by dismissal					
Employees preparing for retirement					
Other: _____					

10. Below, important issues of career counselling are listed. Please indicate, how many times you deal with each of them in cooperation with enterprises.

Counselling issues	Very often (every week)	Often (several times in a month)	Sometimes (several times in a year)	Seldom (by occasion)	Not applicable
Further education & training					
Career planning					
Learning & performance problems					
Team problems					
Personal problems					
Other: _____					

11. Please select the type and modalities of career counselling which you provide for enterprises.

Modalities of counselling	Yes	No
At the client's workplace		
Off the client's workplace		
One to one		
In groups		
Self-reliant (without enterprise persons)		
Together with (enterprise) internal managers/trainers/coaches		
Other: _____		

12. How important are the following sources for you to gain the necessary knowledge, skills and competences to fulfill your cooperative roles with enterprises?

Reasons	Very important	Important	Less important	Not important	Not applicable
I still rely on my former (academic) studies					
Self-study (internet, MOOCs, books etc.)					
Enrollment in continuing education (face to face and blended learning)					
Attending short training courses/workshops/conferences					
Advice from peers and experts in my institution					
Advice from external peers and experts					
Other: _____					

Section IV: Networking and Cooperation

In the following section we would like to know your experience and expectations about networking with members of enterprises or entrepreneurial representations (like Chambers of Commerce).

13. How often do you interact with members of enterprises or entrepreneurial representations?

- ☐ Very often (every week)
- ☐ Often (several times in a month)
- ☐ Sometimes (several times in a year)
- ☐ Seldom (by occasion)
- ☐ not applicable

14. How often do you actively cooperate (concerning special tasks, development projects, challenging problems) with member of enterprises or entrepreneurial representations?

- ☐ Very often (every week)
- ☐ Often (several times in a month)
- ☐ Sometimes (several times in a year)
- ☐ Seldom (by occasion)
- ☐ not applicable

15. Below there is a list of benefits you might expect from working together with members of enterprises or entrepreneurial representations. Please indicate how important they might be for you.

Benefits	Very important	Important	Less important	Not important	Not applicable
Further information					

Exchange of experience					
Learn about best practice examples					
Cooperation for special purpose					
Learning from each other					
Attending joint seminars/workshops/trainings					
Other: _____					

Section V: Open Questions

Now, at the end of the questionnaire, we would like to give you the opportunity to express your concerns and needs which you would like to convey.

If you do not want to answer a question, please indicate this with “no answer”.

16. From your point of view, which topics and problems are currently most challenging for career counsellors in their cooperation human resources development?

I like to mention the following:

() no answer

17. What would be helpful for you to cope with these challenges?

I like to mention the following:

() no answer

18. Is there anything else you would like to add?

I like to mention the following:

() no answer

We thank you very much!

Appendix 4.2. Questionnaire for HRM

Thank you for agreeing to join our survey which is being conducted within the framework of Project Connect!

Connect! is a strategic partnership project in the EU Programme Erasmus+. The aim of the project is to connect career counselling and human resource development in enterprises for higher education and training in practice. The project consortium is comprised of six partners from Italy, Austria, Netherlands, Greece, Serbia and Lithuania and coordinated by University of Applied Labour Studies of the Federal Employment Agency (HdBA) in Germany.

This questionnaire puts the focus on the intersections between Human Resource Development (HRM) in enterprises and public or private providers of Career Guidance and Counselling (CGC). Which links are already existing? How may efficiency be improved?

In xxx (*insert name of your country*) yyy (*insert name of your university/Institute*) is partner in the project. Training and Education Measures being developed in the project shall be built on the experience, needs and goals of the persons concerned.

We have taken all reasonable measures to protect your identity and responses. The questions in this survey do not ask you to reveal any personally identifying information and all of the responses in the survey will be recorded anonymously.

Thank you for answering the following questions!

Section I: Entry questions

Please provide some details related to your enterprise and your position (*tick the relevant*):

1. In which business domain does your enterprise operate?

- ☐ Handicraft
- ☐ Industrial production
- ☐ Merchandising
- ☐ Tourism
- ☐ Services
- ☐ Bank
- ☐ Technology/ICT
- ☐ other : _____

2. How many people are employed in your enterprise?

- ☐ up to 49
- ☐ 50 to 249
- ☐ 250 to 500
- ☐ more than 500

3. Job details

3.1 What is your function in the enterprise?

- ☐ entrepreneur/managing director
- ☐ personnel manager
- ☐ head of personnel development/training
- ☐ (in-company) trainer/coach
- ☐ other: _____

3.2 What is the mode of work concerning your function in HRM?

- ☐ full-time
- ☐ part-time (besides other jobs in the enterprise)

Section II: Involvement in HRM

4. How important do you consider your role in the following domains of the professional life cycle?

Domains	Very important	Important	Less important	Not important	Not applicable
Recruitment					
Integration of (new) employees)					
Development of professional knowledge and skills					
Development of personal and social competences					
Management of changes					
Dismissal					
Retirement					
Other: _____					

5. Does your enterprise have a formal onboarding process?

- ☐ yes
- ☐ no

6. How often do you perform the following activities?

Activity	Very often (every week)	Often (several times in a month)	Sometimes (several times in a year)	Seldom (by occasion)	Not applicable
Providing career information					
Assessing career skills and competences					
Counselling career decisions					
Counselling and planning career promotion					
Designing & managing programmes for career development & training					
Executing actions of social responsibility (humanitarian, health, environment)					
Taking initiatives for quality development & innovation					
Other: _____					

Section III: Counselling activities in enterprises

In the following section, we would like to know your point of view of career counselling in organizations.

7. Below there is a list of reasons for providing career counselling. How important is each of them in your enterprise?

Reasons	Very important	Important	Less important	Not important	Not applicable
Finding Individualized solutions					
Achieving consensual decisions					
Achieving higher learning effects					
Increasing sustainability of learning					
Arising the commitment to the enterprise					
Other: _____					

8. How often do you provide career counselling to the following groups in your enterprise?

Groups of employees	Very often (every week)	Often (several times in a month)	Sometimes (several times in a year)	Seldom (by occasion)	Not applicable
Apprentices/trainees					
New employees					
Migrants					
Persons with disabilities					
Highly talented persons					
Future managers					
Employees returning from parents' leave					
Elder employees (50+)					
Employees threatened by dismissal					
Employees preparing for retirement					
Other: _____					

9. Below, important issues of career counselling are listed. Please indicate, how many times you deal with each of them in your work.

Counselling issues	Very often (every week)	Often (several times in a month)	Sometimes (several times in a year)	Seldom (by occasion)	Not applicable
Further education & training					
Career planning					
Learning & performance problems					
Team problems					
Personal problems					
Other: _____					

10. Please select the type and modalities of career counselling which are provided in your enterprise.

Modalities of counselling	Yes	No
At the workplace		
Off the workplace		
One to one		
In groups		
With internal counsellors/coaches		
With external counsellors/coaches		
Other: _____		

11. How important are the following sources for you to gain the necessary knowledge, skills and competences to fulfill all your roles?

Reasons	Very important	Important	Less important	Not important	Not applicable
I still rely on my former (academic) studies					
Self-study (internet, MOOCs, books etc.)					
Enrollment in continuing education (face to face and blended learning)					
Attending short training courses/workshops/conferences					
Advice from internal peers and experts					
Advice from external peers and experts					
Other: _____					

Section IV: Networking and Cooperation

In the following section we would like to know your experience and expectations about networking with representatives of professional institutions or (independent) experts of career guidance and counselling.

12. How often do you interact with representatives of professional institutions or independent experts from the field of Career Guidance and Counselling (CGC)?

- ☐ Very often (every week)
- ☐ Often (several times in a month)
- ☐ Sometimes (several times in a year)
- ☐ Seldom (by occasion)
- ☐ not applicable

13. How often do you actively cooperate (concerning special tasks, development projects, challenging problems) with representatives of professional institutions or independent experts from the field of Career guidance and counselling (CGC)?

- ☐ Very often (every week)
- ☐ Often (several times in a month)
- ☐ Sometimes (several times in a year)
- ☐ Seldom (by occasion)
- ☐ not applicable

- 14. Below there is a list of benefits you might expect from working together with representatives of professional institutions or independent experts from the field of Career guidance and counselling (CGC): Please indicate how important they might be for you.**

Benefits	Very important	Important	Less important	Not important	Not applicable
Further information					
Exchange of experience					
Learn about best practice examples					
Cooperation for special purpose					
Learning from each other					
Attending joint seminars/workshops/trainings					
Other: _____					

Section V: Open Questions

Now, at the end of the questionnaire, we would like to give you the opportunity to express your concerns and needs which you would like to convey.

If you do not want to answer a question, please indicate this with “no answer”.

- 15. From your point of view, which topics and problems are currently most challenging in human resources development?**

I like to mention the following:

() no answer

- 16. What would be helpful for you to cope with these challenges?**

I like to mention the following:

() no answer

- 17. Is there anything else you would like to add?**

I like to mention the following:

() no answer

We thank you very much!

Appendix 4.3 Additional insights from the empirical material from Germany

Additional insights from the German interviews

Line managers as personnel developers by proxy – the issue of second-order counselling

In most of the companies we have been looking at, advice and guidance on career opportunities is provided by mostly by line managers. More than a few HRD managers asserted that all managers should be, at least in part, also personnel developers. This meant that rather than counselling on careers directly, HRD professionals were more engaged in counselling the counsellors, second-order counselling as it were. Only the more complex cases were dealt with by HRD directly or considered as potential candidates for coaching by an external CGC expert. For independent CGC professionals, this indirect approach was also prevalent. The implication would be to consider how this impacts on the role for CGC professionals who may find their services mainly in demand for such second-order counselling for line managers (in one of the companies this was already the case in quite a systematic way). This poses the question what additional skills and competencies are necessary to provide such a service and how such a service can be made compatible with other consulting roles.

“Talents” and “leaders” as levers of change

There was a strong focus of human resource development on leaders. Respondents often justified this not so much by referring to them as high-cost priorities, but mainly because they see them as levers for organisational and cultural change. Therefore, focusing resources on them was seen as an efficient way to introduce new attitudes and values to be cascaded down the line. This also relates to their role as extended arm of human resource development as outlined above.

Unless one assumes CGC professionals have nothing to offer to non-managerial employees that line managers could not deliver just as well, the implication here would be that CGC experts need to think about how to encourage organisations to facilitate professional career counselling for rank-and-file members of staff as well.

Work experience / intra- and inter-organisational internships as career development tool

A number of our HRM respondents and one of our CGC respondents reported using internships or secondments for gaining work experience as a tool in career development. This is an interesting aspect because, while it is quite common in CGC for career starters to encourage internships and work experience, it is much less so in mid-career. Practitioners emphasised that for such internships to work it is essential that they are connected to a concrete task or project with defined responsibility. This contrasts with the often low-commitment internships of career starter since full responsibility also means a more authentic and realistic experience of the job in all its aspects. Inter-organisational internships were promoted and facilitated by one of the consultants – highlighting the combined benefits of career development while also fostering links between cooperating companies and organisations.

The implication would be to consider how such and other activities going beyond the immediate counselling dialogue could be connected, encouraged and facilitated. From a practical point of view it is also worth thinking about what roles existing networks could play for the implementation of such a tool, and how it could be also used to extend and strengthen such networks.

Individual counselling v. modular approaches

In some of the companies we found a modular approach to personnel development, meaning that individual employees were encouraged to pick and choose from a menu or catalogue of courses and other development activities, autonomously assembling a programme to fit their personal development needs and aspirations. In the more sophisticated cases such offers were presented in a way that links them to specific starting points and career targets. Individual guidance is only offered when this approach finds its limits. If this approach, which could be seen as competing approach to tackle individualisation should prove to be more widespread, the implication would be that counsellors need to be able to position their services in relation to modular tools and integrate such systems in their work.

Professionalism and independence

For many, professionalism understood as competence and independence was central to ensure best results through a collaboration in trust. Interestingly, the litmus test in some cases was that counselling or coaching could also result in pursuing a career path outside the organisation. On the one hand, professional independence is a supreme source of trust and thus an absolute necessity for effective counselling – on the other hand ways need to be found to reassure clients of the benefits of independent counselling not just for to individual but to the organisation. One counsellor explained that its potential to reveal under-utilised individual resources and creativities for enterprises outweighs the risk of an open-result counselling.

The issue of public service provision of career counselling and human resource development consulting

Public service and institutional providers like public employment systems (PES) and chambers of industry and commerce offered a relevant perspective as they can supply low-cost high-quality counselling services. Also, they are committed to independence and neutrality by statute. However, for PES actively combining consulting employers and counselling employees is proving a challenge. As they are currently still in the process implementing and developing services aimed at workers in employment alongside expanding the consultancy on qualification and upskilling to employers, the success cannot yet be finally assessed. There are also contentious issues with regards to chambers of industry and commerce as there is a potential conflict around how much and what kind of services can be provided by the chamber without getting into undue competition with private-sector providers (which also have an obligatory membership in a regional chamber).

Knowledge – the need for hybridity and interactional expertise

The responses showed not just, as expected, a very positive attitude to knowledge as such, but also indicates what kinds of knowledge are particularly valued. When asked about their backgrounds, most participants (both in HRM and CGC) presented themselves as, as it were, citizens of both worlds. Often, they combined study backgrounds in business or management studies with a social sciences, psychology or education studies degree. Others combine a background in business with a history of taking extensive courses in systemic counselling. Consultants providing career counselling within organisations often have previously worked in private sector companies. Respondents who did not share such chequered backgrounds strongly emphasised that for a career counsellor working with business organisations it is not sufficient to have counselling skills. They had acquired good working knowledge of HRM and management in general, in addition to detailed knowledge about the business landscape they are working with (in terms of regional conditions, specifics of particular lines of business). Respondents typically were conversant in both languages, integrating vocabulary from the discourse universes of HRM with that from the world of social workers, therapists and counsellors. When talking about sources of knowledge, experts and peers inside and outside the organisation were named very frequently. These networks partly were functional (emerging from local business contacts and past cooperation), partly personal (often going as far back as student life). Typically, networks were not confined to either HRM or CGC circles. This indicates that this hybrid use of specialist language – and the knowledge base it refers back to – could partly be the result of an emerging human resource development subculture carried by online networks, blogs, vlogs, webinars and (pre- and post-pandemic) offline seminars and workshops. I suggest we understand this process in terms of an emerging interactional expertise – see below.

Interactional expertise – a short reflection.

The work of Harry Collins and collaborators may be helpful when thinking about the problem of mutuality in adaptation between HRM and CGC. Collins et al. (2006: 658) define interactional expertise as follows:

‘The idea of interactional expertise is readily exemplified by the skill required by a sociologist of scientific knowledge who learns to engage respondents in technical discussions of a scientific domain without being able to publish or carry out experiments; the sociologist develops interactional expertise without developing “contributory expertise”, the ability to contribute to the science. Interactional expertise should not be confused with the kind of formal knowledge that can be written down. Interactional expertise involves mastery of a language and is characterized by rules that cannot be explicated; it is a tacit knowledge-laden ability that can only be acquired through immersion in the discourse of the community.’

This is an important point, as the implication would be that it does not suffice for CGC professionals to read up on HRM practices and techniques, but they need to engage in conversations with them in a sustained way – which may be one reason why they are so keen on networking. On the other hand, it is interesting that apparently it is not necessary to engage in ‘full immersion in the esoteric form of life including its practical components’, as Collin et al (ibid.)

‘... show that immersion in the sea of language alone is enough to enable the entire language to be acquired. The interactional expert does not thereby gain the ability to do anything practical within the domain, nor does the interactional expert share the experiences of what it is to be practically involved in the domain, but this does not adversely affect the interactional expert’s ability to use the language fluently.’

In terms of our target groups: in order to develop interactional expertise to engage with human resource managers, career counsellors do not have to become HR managers in the sense that it is not necessary to be able to do their job to understand their job – and vice versa. But they need to be able to understand what is going on when such matters as, for example, the bottom-line implications of hiring an external coach are being talked about and they have to be able to respond in ways that the other side realises they are being understood. Another example would be that they need to be conversant in matters pertaining to succession planning and any other issue that constitutes a frame of reference for career decisions within a business organisation. Thus, while they do not need contributory expertise (they do not need to be able to take over the other's job), they need interactional expertise in order to integrate their own contribution within the other's context.

A further contribution from this perspective is the idea of fields of contact and cooperation as trading zones, with the cooperation field between CGC and HRM indeed resembling a linguistic fractured trading zone at once requiring and fostering interactional competence. (see Collins et al. 2007: 660ff.) It may be useful to find access to this particular "trading zone" by also looking at a shared pool of concepts, i.e. mainly ideas or theorems that seem to have traction with both HRM and CGC professionals. Candidates may be such notions as Schein's 'career anchors' which occur in both HRM and CGC literatures, or the narrative approach, which seems to have started seeping over into HRM discourse a couple of years ago (e.g. Dachner et al. 2013).

References

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Appendix 4.4 Synthesis presentation results survey The Netherlands

SUMMARY OF NETHERLANDS DATA COLLECTION: CONCLUSION, BY Jan Woldendorp MSc

Preliminary outcomes IO2 survey

Response rate (agreed response n = 10)

	Invitations	Response	% response
CGC	150	16	11%
HRM	169	11	7%

The roles in the HRM life cycle

Focus of CGC to the HRM cycle lies in the area of development of professional knowledge and skills, management of changes and recruitment (See Figure 1).

- The development of personal and social competencies and integration of (new) employees was generally seen as significant.
- The HRM professionals also involves all other areas of activity, including dismissal and retirement.
- CGC other than HR professionals see as their main contribution the offering of counselling services regarding career decisions and career planning. The orientation of HR professionals is more aimed at offering career information

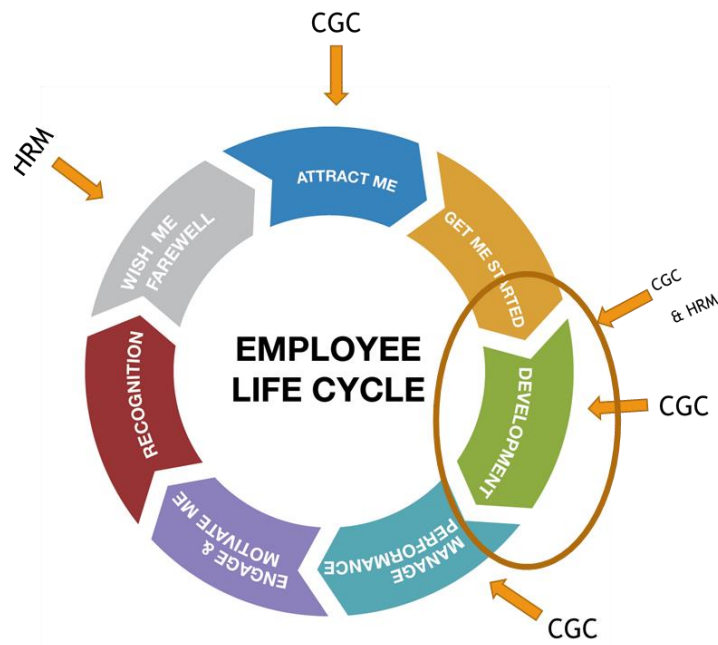


Figure 25 The roles in the HRM life cycle

Motivation offering career guidance in enterprises

- For the CGC professionals finding individual solutions is valued as most important.
- For the responding HRM professionals besides the individual orientation the most important reason for offering career guidance in enterprises is arising the commitment to the enterprise.
- For both the most important issue of career counselling in enterprises aims at **further education and training**.
- Besides that career professionals also deal with helping workers with personal problems.

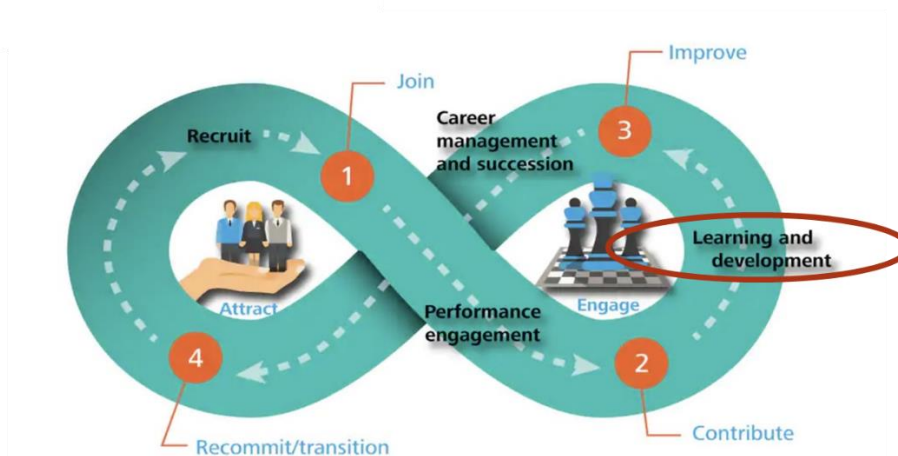


Figure 26 Motivation offering career guidance in enterprises

Development of professional knowledge, skills, and competences

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

Interaction, networking, and collaboration

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

Challenges ahead (open question)

The structure and the dynamics on the labour market and in the economy offer great challenges for the field of HRD:

- Flex-contracts
- Automation, robotization and digitization

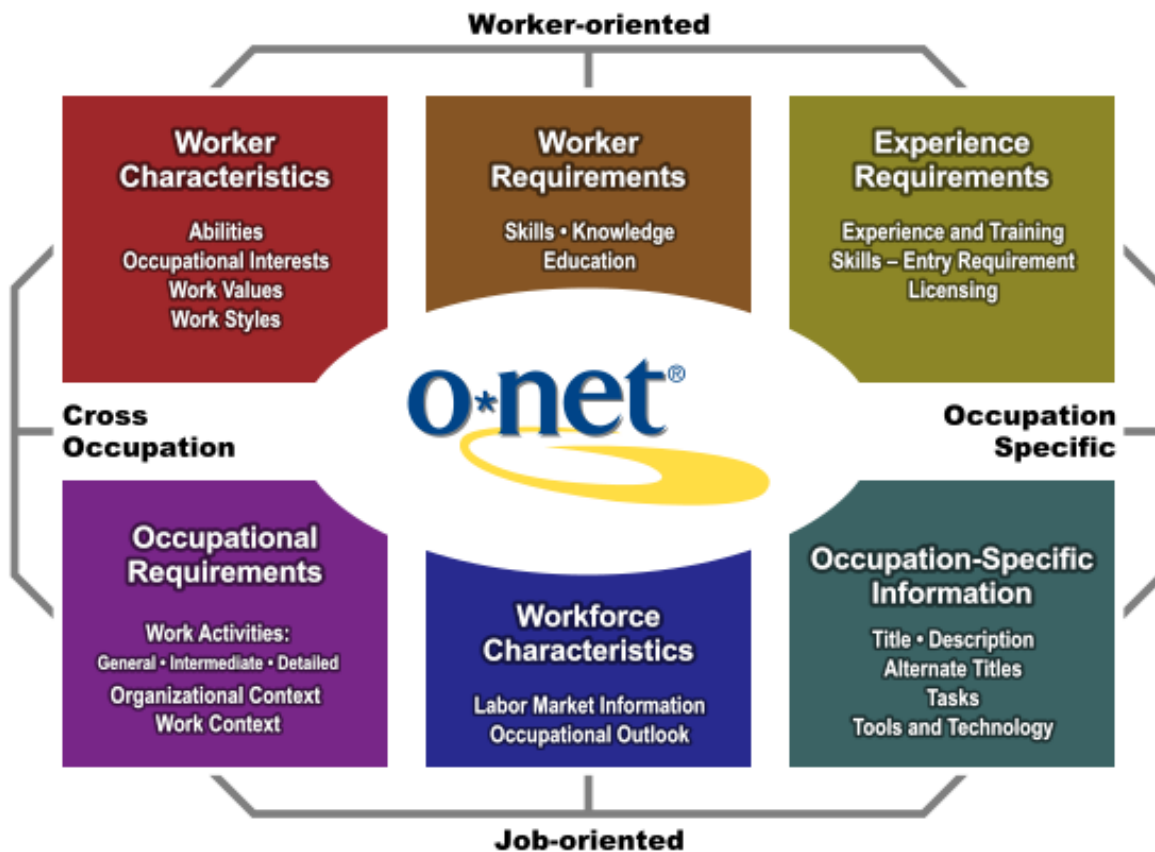
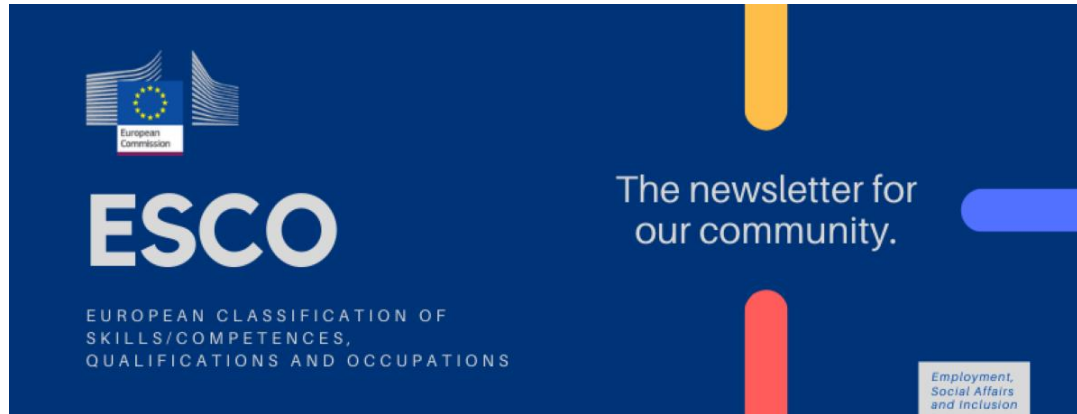
Solutions are expected to lie in the field of:

- Facilitating learning and development to enhance employability. A robust system for training and development incl. the financial resources
- An open approach and growing collaboration between all professionals involved in learning and development within companies and on a more general (labour) market level.

On offer (from The Netherlands)

- My House of Skills (Myhouseofskills.nl)
- <https://www.houseofskillsregioamsterdam.nl/about-house-of-skills/>
- De Paskamer (The Fitting Room)
- Loopbaan Centraal (Career platform) (James)
- Skills Passport (Pilot Schiphol Airport)
- Individual Learning Account (James)
- Learning Ambassadors (James)
- Corporate Curriculum (K&S The Learning Company)

Latest news: development of a skills language & classification/ontology



Appendix 4.5 Summary of Italian data collection: Conclusion

SUMMARY OF ITALIAN DATA COLLECTION: CONCLUSION, by Lea Ferrari & Teresa Maria Sgaramella, University of Padova

CONCLUSIONS

In general, data show that HR and CGC have a very common understanding of the role of CGC into enterprises. Very few differences emerged that are mainly related to the idea that CGC work more with people who is not yet in the world of work, mainly youth who are at the beginning of the career counselling process. It seems HR do not have a clear awareness that CGC can collaborate with them into companies, work for workers development or that they could benefit of some specific career counselling knowledge and competences. On the contrary, the coaches seem more accepted into organizations as testified by the request made by one HR that asked for coaches in the qualitative answer.

Involvement (q4-6)

Both HR and CGC do not differ in their role in professional life cycle. Dismissal and retirement are the less relevant compared to recruitment, integration of new employees, development of professional and interpersonal skills. Management of Changes is for both groups the most important. These data suggest that both group of professionals mainly work with people who is at the beginning or in the middle of their career. Areas of dismissal and retirement could be areas to cover in the future by, for example, investing in age diversity management strategies. CGC also suggest that most of their work is with people who is not yet into the world of work or is out of it.

Onboarding process is not a common practice for both groups. This is another area that could be part of training programs for both groups.

Different specializations areas emerge from the activities performed. Counselling for career decision and planning is more frequent for CGC. Providing career information and assessing career skills and competences are more frequent in HR. Also executing actions for social responsibility and taking initiative for quality development and innovation are more important for HR. Designing and managing programs for career development and training is similarly relevant in the two groups.

Career counselling (q7-10)

All the listed reasons for providing career counselling are considered important or very important by all the HR. Surprisingly for some CGC these are in general less important. This could be related to the specific area of working of our CGC. Consistent with the common representation of the two occupations, career counselling is in general provided less often by HR than CGC for all the categories listed. HR provide more career counselling with highly talented persons and future managers than CGC.

The presence of vulnerabilities increases the probability of receiving less CGC and this suggests future training should work for equipping professionals of those competences that allow them to devote more attention and be effective in working with those who 'are not blonde with blue eyes'. This is in line with the SDGs.

All the listed issues of career counselling are addressed more than several times by both groups. HR appear to work more often on Further education and training, and this is in line with the specific role they play.

Counselling is provided at the workplace and less off the workplace. It is more often one to one than in group. Self-reliant counselling is preferred than counselling with enterprise personnel. All these results suggest the need to be creative and innovate both the professions. As some participants report, digitalization could be a strong resource that could help in change many traditional ways of working.

Training (q11)

In general, both groups of practitioners consider important or very important all forms of education and study as well as the help from both internal and external peers and experts. The percentage of people who considers them not important or not applicable is higher in the CGC. This support the idea that both groups of professionals are open to many forms of continuing education.

Interaction (q12-14)

Interactions with stakeholders for both groups mainly happen few times a year or less, and nonetheless half of them cooperate. Most respondents in both groups consider all the benefits listed important or very important. This suggests that for these professionals networking is important for performing well. Training programs should consider the opportunity of teaching 'managing networking' also because, as one participant noticed, they have money and can fund career counselling projects and initiatives as well as influence policy.

Qualitative answers (q15-16)

The analysis of quantitative answers highlights some areas that could be of interest in thinking about training programs. These include:

- Digitalization and in general technology advancement, for themselves as professionals and for the workers;
- Managing changes and uncertainty of future as well as complexity of actual societies and living contexts that are mirrored into the world of work, and this might require focusing on approaches that put people at the center;
- Supporting a positive view of the profession, for example advertising good projects and activities with the employers aimed at co-building a change and visions that should become shared;
- Continuing education and people thriving are the added value of modern companies and this should become an investment not only for the people but also for the organizations (i.e. loyalty to the organization);
- Promoting a fruitful dialogue among diverse practitioners to share good practices that in this time of pandemic are carried out with small groups of people and in the future could be applied with bigger groups of workers. In the same time, make the relationships with universities and research centers more intense and reciprocal to include successful practices into the teaching and also research.

Appendix 4.6 Comments and reflections from data gathered in Serbia

Comments and reflection from data gathered in Serbia, by Aleksandra Djurovic, Belgrade Open School

Comments on the IO2 cross-national comparison presented on February 18th

Some of the additional insights from the data gathered in Serbia are summarized below:

- In Serbia, both HR professionals and career guidance practitioners consider their role as important in the domain of integration of (new) employees and the development of personal and social competencies, which is also one of the conclusions in the cross-national comparison. Recognizing the need for the development of personal competencies by both groups could provide a starting point for their cooperation, given the importance of improving competencies in different areas (such as communication and teamwork for example). The methods used by career guidance practitioners and HR professionals for the development of competencies could be different, and they could benefit from the exchange of experiences in this regard.
- Moreover, management of changes and development of professional knowledge and skills are roles that all career guidance practitioners see as important, whereas this was the case for some of the HR professionals involved in the research study. It is possible that depending on the company the roles of HR professionals differ which could explain the discrepancy in the findings. However, given the importance of management of changes and development of professional knowledge and skills, especially in the context of lifelong learning, which was recognized in other countries in the survey, these are the roles that should be promoted more, perhaps again through establishing networks of HR professionals and career guidance practitioners.
- Counselling and planning career promotion and counselling career decisions are activities that surveyed career practitioners said that they do often in Serbia, as it was the conclusion of the cross-national comparison.
- Persons with disabilities, elder employees and employees preparing for retirement, as well as migrants, are not frequently beneficiaries of career guidance services of neither HR professionals nor career guidance practitioners. This could be because professionals questioned through this survey do not have the opportunity to be in contact with these groups, or because they do not target them as beneficiaries. A special focus should be put on providing career development support to these groups as well and raising awareness of both groups of professionals on this issue.
- When it comes to cooperation between CGC and HR professionals both groups see the benefit in learning about best practice examples, exchange of experience and learning from each other. In the case of Serbia, it has been mentioned that exchange with professionals from other countries could also be beneficial, e.g. representatives of the Chamber of commerce mentioned that they are interested to learn more about the role that chambers have in other countries in this regard.

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- It is also relevant that some representatives of both groups when responding to open questions listed mentoring and consultations as something they would find useful for professional development. It could be recommended that opportunities for mentoring and consultations are offered in addition to training, networking and other methods for improvement of knowledge and skills.
 - The challenges related to the pandemic and its consequences have been mentioned in responses in the survey, so this is something that can be of interest to both CGC and HR professionals in terms of learning more about management of changes and providing support to people to know how to manage uncertainty and changes.