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

IO4 - COURSE FOR COUNSELLORS AND COACHES

INDEX

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TRAINING OVERVIEW

PREMISE

This training course is the result of the Intellectual Output 4 of the Erasmus+ project CONNECT!. This Intellectual Output is an adaptation of the Higher Education Training Course that was developed for the purposes of Intellectual Output 3. The aim of the training course is to equip CGC and HRM/HRD professionals with strategies and relevant materials that will help them in their everyday counselling work. In this guide, the readers can find an overall description of the structure and the contents of the training course, as well as a detailed description of the goals, structure, and list of teaching and learning materials for each of the didactical units.

ATTENDEES

The training course targets career counsellors, coaches and other practitioners working in public practice (e.g., employment agencies, chambers, job centres of adjacent services) or in private companies (HR services, freelancers) in the partner countries.

TRAINING COURSE STRUCTURE

The training course consists of 5 units. Each didactical unit is completed in one session, lasting 135 minutes. As such, the overall training course consists of 5 units, amounting to a total of 11.25 hours. Unit 1 was adapted by the Serbian partners, Unit 2 by the Austrian partners, Unit 3 by the Italian partners, Unit 4 by the German and Dutch partners, and Unit 5 by the Greek partners. The course is designed as a 2-day seminar. In order to accommodate participants' time, Unit 3 was suggested to be split into two sub-sections. As such, Units 1, 2, and 3.1 are taught on Day 1, and Units 3.2, 4, and 5 are taught on Day 3.

This proposal should not be considered rigidly. Flexibility is recommended to adapt structure, contents, and methodologies both to participants' needs and the context with its rules and constraints.

MEDIA CENTRE

All materials necessary for the conduction of the training course are posted in the project's Media Centre and Learning Platform (https://connect-erasmus.eu/media-centre/).

MATERIALS AND CODING SYSTEM

In order for both trainers and participants to easily recognize the materials, they are labelled as follows:

o   First number = number of the unit
o   Second number = number of the material (progressive for each type of material)
o   The letter identifies the type of material: p=powerpoint slides; m=any written material, v=videos, f=fact sheets.

For example, the code p.5.1m identifies the first material used for unit 5**.
The code p.3.4f identifies the fourth fact sheet in unit 3.
The code p.4.1p identifies the first PowerPoint in unit 4.

**Please note that all materials in the practitioners' course begin with the letter "p" in their code. This is to distinguish them from materials used in IO3 ("p" stands for practitioners).

STRUCTURE OF THE COURSE

UNIT 1: THE CHANGING WORLD OF WORK

RATIONALE FOR THE UNIT

The findings from IO1 (review of literature, studies, media, and resources) showed that there are different trends in the world of work that are important for understanding the needs of both employees and companies concerning career development. Some of them are global, and some of them are specific to the national context. Findings from IO2 (data collection) also indicated that both HR professionals and career guidance practitioners reflect on the impact of some of these changes in the context of their work. This illustrates the need to understand the trends and provide specific kind of support for employees in the context of those changes.

THEORETICAL ANCHOR

Theoretical basis are relevant and recent research results on the trends in the world of work. This part of the seminar will provide basis for considering the System Theory Framework within Unit 3, by discussing changes in the broader environmental-societal system and their impact.

DESCRIPTION OF THE LEARNING GOALS OF THE UNIT

a) *Changes that impact the world of work and how do we find information about them*

Participants will be able to describe and explain the current and future changes in the world of work, to discuss their consequences in more detail and to reflect on the information of changes in the world of work given its context.

b) *Shaping career development support using the information on changes in the world of work*

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

STRUCTURE PLAN AND DETAILS

TIME	LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS
0	Prepared readings (30 minutes)	Each participant is reading the suggested articles and materials	A list of suggested materials is provided in advance	Article p1.1.1m p1.3.2f fact sheet Example of an interview with HR professional
10	Overview of the 2-day seminar	Discussion with participants about their expectations from the seminar Providing overview of the seminar	Brainstorming and discussion Presentation slides	Flipchart Ppt p1.1.1p
10	Overview of the session	Discussion about what current and future changes in the world of work participants have recognized and how they affect their work. Participants share their experience.	Brainstorming session	Flipchart

30	Teaching and learning activity 1: Providing content about changes in the world of work	Providing a brief overview of some current and future changes in the world of work supported by research and discussion how to assess the validity of information on the world of work.	Lecture and discussion with participants	Ppt p1.1.2p Video p1.1.1v Video p1.1.2v Video p1.1.3v Video 1.2.1v
30	Teaching and learning activity 2: Working in groups	Participants work in teams. They receive different information on the changes in the world of work. Their task is to determine the validity of the source of the information using the provided template.	Group work: participants are required to answer a set of questions and to report in the main discussion. Alternatively, individual or pair work can be applied.	Templates with a set of questions for group work Fact sheet p1.2.2f
10	Presentation of group results	After the presentation, there is a group discussion. Groups report short summaries of their results.	Presentations of results, group discussion	Flipcharts
15	Optional break			
35	Teaching and learning activity 3: shaping career development support using the information on changes in the world of work	Providing perspectives of using findings on the changes in the world of work in activities aimed at providing career development support to employees. Participants are encouraged to share their examples.	Lecture Exchange of experience in group discussion	Presentation slides p1.3.2. ppt p1.3.3kef fact sheet Reflection questions - Template with a set of questions for reflection
10	Closing thoughts and reflection on learning	Participants reflect on what they have learned using the following questions: What did I learn from these sessions? What was new to me? How can I apply what I learned in my future work? What would I like to explore further? Summarizing the main points on changes in the world of work and providing participants with a list of relevant literature for further reading.	Short individual work followed by the exchange of the results with partners in pairs Guided discussion	Question sheet - p1.3.2kef p1.3.4f List of literature for further reading

Suggestion: If there is a possibility to extend this part of the seminar to a 3-hour format, it can be suggested to increase the time allocated for group exercise (1.5) as well as the time allocated for presentations (1.4 and 1.7) to allow for more time for discussion and exchange of experiences.

LIST OF MATERIALS

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

PowerPoint Presentations

p.1.1.1p ppt Overview of the seminar

p.1.1.2p ppt Changes that impact the world of work and how do we find information about them

p.1.3.2p ppt Shaping career development support using the information on changes in the world of work

Videos

p.1.1.1v video: Overview of impact of demographic change on Europe

p.1.1.2v video: The 5 mega-trends you should know about

p.1.1.3v video: The future of work after COVID-19

p.1.2.1v video: USU Libraries, Source evaluation, https://www.youtube.com/watch?v=Tscm0fcb9CM

Fact sheets

p.1.2.2f fact sheet Instructions for group work

p.1.3.2kef Question sheet

p.1.3.2f fact sheet Example of an interview with HR professional

p.1.3.3kef fact sheet Reflection questions - Template with a set of questions for reflection

p.1.3.4f List of literature for further reading

UNIT 2: INNOVATIVE CONCEPTS AND DEVELOPMENT FOR COMPANY-BASED CAREER WORK/HRM

RATIONALE FOR THE UNIT

The focus of this session is to highlight innovative developments and changes in Human Resource Management (HRM) and career work.

THEORETICAL ANCHOR

The innovative development and changes are partially caused by the megatrends in the world of work but also by innovative theories concerning work-based learning and competence development in enterprises, thus including a change in the understanding of leadership in enterprises and the role of the employees. Those theories are based on the concept of the Learning Organization, the acceptance of Corporate Social Responsibility and on the appreciation of Cooperation beyond the own organization. Learning by Networking and Learning by counselling are playing an increasing role.

DESCRIPTION OF THE LEARNING GOALS OF THE UNIT

a) *Explain the reasons why enterprises have to tend to a learning organization and which roles the Human Resource Management(HRM) plays in this development*

b) *Explain Corporate Social Responsibility as a driver for innovative practices in Human Resource Development*

c) *Describe best practice in networking and cooperation between Human Resource Management (HRM) and Career Guidance and Counselling*

STRUCTURE PLAN AND DETAILS

TIME	LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS
20'	Becoming aware of innovative changes in HRM, resulting from current challenges as well in the world of work as in each enterprise, but also resulting from a (theory-based) new systemic understanding of leadership and the role of employees	Introduction: Creating awareness of new developments in HRM	Brain Storming with the whole group: Which innovative developments and changes do the participants realize? Calls by the participants, documentation of each contribution (by the teacher or by one person from the auditorium) on flipcharts	p2.1 p2.1f Flip charts
15'	Using the following 3 categories as headings: Learning Organization, Corporate Social responsibility, Networking; Collating the contributions to the three headings (3 different flipcharts);	Distinction of 3 categories of developments in HRM; collating noticed developments in HRM to these categories; identifying further categories	Involvement of the participants in the collation process; discussion of additional categories	p2.2f 3-4 flip charts (1 per category)

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	If necessary, finding new categories for not yet allocated contributions			
30'	Recognizing the spirit and the processes of a Learning organization; understanding the impact of Corporate Social Responsibility on HRM; Understanding the benefits of cooperation and networking	Explanation of the characteristics of the "Learning Organization", the activities of "Corporate Social Responsibility", the benefits of cooperation and networking (and their impact on HRM, the people involved the role of management)	Lecture	p2.2p p2.3p p2.4p
40'	Exchange of experience in small groups; reporting case studies from the own practice of the participants; discussing further opportunities and initiatives	3 to 4 groups according to the interest of the participants; each group focuses on a different topic: Group 1: Examples of successful learning activities in organization Group 2: Examples of successful activities of Corporate Social Responsibility Group 3: Examples of successful cooperation and networks in career guidance and counselling (including HRM and CGC)	Participants meet in small groups (according to their interest) around a flipchart and document their contributions	3 to 4 flip charts p2.3f p2.4f p2.5f p2.6f
20 '	Summarizing the results of the group sessions (shown in the poster presentation)	Discussing the learning results; Reflection Further activities	Poster exhibition: Each group presents to the other groups their results (in front of their poster; discussion	3-4 Flip charts, shared in one room; groups move from one poster to the next
10'	Learning reflection	Questions: What stimular_ed me? What did I learn? Which benefits did I experience from the peer exchange?	Individual work (using the reflection sheet to document the benefits)	p2.7f Reflection sheet

LIST OF MATERIALS

PowerPoint Presentations

p2.1p: Overview on the unit

p2.2p: Turn to a Learning Organization

p2.3p: CSR

p2.4p: Networking and Cooperation

Fact sheets for individual and group work

p2.1f: Overview on the goals, the working plan, the entrance task

p2.2f: Introduction to group work

p2.3f: Tasks group challenge 1 - Learning organization

p2.4f: Tasks group challenge 2 - Corporate social responsibility

p2.5f: Tasks group challenge 3 - Networking and cooperation

p2.6f: Tasks group further challenges - not being allocated to 1 ,2or 3

Learning Reflection sheet

p.2.7f: Learning Reflection Sheet

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UNIT 3: CURRENT THEORETICAL AND METHODOLOGICAL APPROACHES FOR COUNSELLORS AND COACHES IN THE COMPANY CONTEXT

RATIONALE FOR THE UNIT

Results from O1 and O2 suggest that more knowledge should be provided from the recent debates in career counselling literature. This should target theoretical, applied and practice level, including recent theoretical approaches and perspectives, assessment tools and training activities.

THEORETICAL ANCHOR

Among the most recent approaches, career construction theory has a prominent role with its attention to intraindividual resources and a minor extent on life contexts. Aspects that emerge to play a crucial role include career adaptability as a dimension and narratability as methodological principle. These dimensions have been found to have positive and significant outcomes both for workers, with and without vulnerabilities and several types of organisations across diverse cultural contexts. In this unit specific attention is devoted to a career adaptability assessment tool. The System Theory Framework (STF) is the second theoretical approach considered. This framework allows a mapping of systems of influence where the individual system intersects with influences from the social system, and within the context of a broader environmental-societal system. The narrative systemic tools based on this framework can effectively capture the dynamic interplay between individuals and their systems of influence, and help people develop awareness of the influences in their context of life as well as increase their participation into the world of work. Accordingly, the MSCI is a second tool that is introduced to participants.

DESCRIPTION OF THE LEARNING GOALS OF THE UNIT

a) Participants will learn how to apply to two assessment tools. They will be able to describe the strengths and usefulness of the proposed assessment tools, to identify similarities and differences.

b) Participants will be able to identify situations where the dimensions addressed by tools might reveal useful, together with strategies to promote their use into organisation.

STRUCTURE PLAN AND DETAILS

TIME	LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS
***	Autonomous learning	Attendees are requested to become familiar with the two selected theoretical frameworks	A list of suggested materials is provided in advance	3.0.1m chapter 3.0.2m article 3.0.3m article 3.0.1v, 3.0.2v 3.0.3v
10	Introduction to the session and presentation of the selected tools	Description of the Five C- Career Adapt-Ability Scale CAAS and of the interview My System of Career Influences. It is suggested to anchor the tool to the theoretical framework and the clients' issues they allow to answer	Lecture and guided questions	Ppt 3.1.1p Ppt 3.1.2p Materials 3.1.1m, 3.1.2m, 3.1.3m Ppt 3.1.3p Materials 3.1.4m, 3.1.5m, 3.1.6m Video 3.1.1v

20	Learning Activity: tools practising	Some case studies are provided. Attendees, in small groups (or individually) analyse one or more case studies.	Case study. Group work: in small groups attendees analyse one or more case study following the proposed questions and share their reflections during the discussion	Materials 3.1.7m, 3.1.8m Fact sheet 3.1.1f
10	Discussion	Summarising strengths and constraints of the two tools and stimulating reflections on their usefulness in their working contexts	Reporting main points of the written exercise and reflecting on the case studies sharing thoughts about their usefulness in their working contexts. The trainer summaries the main points of the discussion on a flip chart.	Flip chart
5	Closing thoughts	Participants are required to reflect and share their thoughts about the day	Reflective exercise: participants write their thought on a post-it; the trainer collects and posts them on a poster	Post it and paper poster
SESSION 2				
5	Link to the first day and introduction to day 2	Summary of the first day and presentation of the goal of the second day	Feedback and lecture: The trainer groups the post-it, comments on the first day and then describes the goal of the day	Ppt 3.2.1p
10	List situations of needs or requests to professionals in the national contexts	Summary of results from CCG and HR in IO2 to describe challenging CGC situations (to be adapted locally by each partner)	Lecture and discussion: the trainer shows the results of the IO2 report and then asks participants to comment	Ppt 3.2.2p O2 report 3.2.1m
30	Learning activity		Based on the attendees' needs and preferences, two paths are suggested. The trainer selects the one that fits best.	
	Path or group 1: Specific use of the tools in the real work contexts	Address challenging CGC situations	The trainer selects one case study and asks group to work on it or more case studies and ask groups to work on	case study n1, 3.2.2m case study n2, 3.2.3m Fact sheet for case study n1 and n2, 3.2.1f case study n3, 3.2.4m Fact sheets: case study n3, 3.2.2f
	Path or group 2: Promote best practices into organizations	Why and how to include CCG into SME as company strategy and develop a plan	Analyse case studies as best practices. The trainer selects case studies and asks group to work on	Case study n4 3.2.5m Fact sheet 3.2.3f Case study n5 3.2.6m Fact sheet 3.2.4f
30	Group discussion	Identify the potential use of the approaches and tools into SMEs	Reporting main points from activity 1 and/or 2 and discussing implications for practice.	Flip chart

LIST OF MATERIALS

- **3.0.1m chapter** - Career Construction Theory and Practice. 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 (free resource)
- **3.0.2m article** - The System Theory Framework. 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 (free resource)
- **3.0.3m article** - Career counselling and sustainable decent work
McMahon, M., & Watson, M. (2019). Career counselling and sustainable decent work: Relationships and tensions. *South African Journal of Education, 40*(1), S1-S9.
- **3.1.1m tool** - Career Adapt-Ability Scale: the tool
- **3.1.2m case study** - Case study n.1: example of filled Career Adapt-abilities Scale
- **3.1.3m article** - Career adaptability
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.
- **3.1.4m tool** – MSCI – Contents and steps
- **3.1.5m case study** - Case study n2: MSCI
- **3.1.6m article** - System of influences
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.
- **3.1.7m case study** - Case study n6: the CAAS
example of filled Career Adapt-abilities Scale to be analysed
- **3.1.8m case study** - Case studies n7-10: the MSCI
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.
- **3.2.1m report** - IO2 Italian report
- **3.2.2m case study** - Case study n1: understanding changes to move toward the future
- **3.2.3m case study** - Case study n2: SME digitalization
- **3.2.4m case study** - Case study n3: Ed company
- **3.2.5m case study** - Case study n4: Casillo group (http://www.casillogroup.com/bilanci-e-relazioni.html#)
- **3.2.6m case study** - Case study n5: Zanardi coop story (http://www.clzanardi.it/it/)

PowerPoint Presentations
- **3.1.1p ppt** - UD3 session1 Introduction
- **3.1.2p ppt** - Career adaptability
- **3.1.3p ppt** – MSCI - The tool and the steps
- **3.2.1p** – UD3 session2 Introduction to second day and Session 2
- **3.2.2p ppt** - IO2 suggestion from Italian participants

Fact sheets
- **3.1.1f** – Case study analysis
- **3.2.1f** – Case study n1 and n2
- **3.2.2f** – Case study n3

- **3.2.3f** – Case study n4
- **3.2.4f** – Case study n5

<u>Videos</u>
- **3.0.1v** - The Career Construction Theory
  https://www.youtube.com/watch?v=jhMiIMYMUt0
  Dr Amber Hughes introduces the CCT theory
- **3.0.1v** - The STF
  https://www.youtube.com/watch?v=1PCrvZlN5rs
  Mary McMahon at the SVP Conference presents the STF
- **3.0.2v** - Postmodern career counselling
  https://www.youtube.com/watch?v=FCRAWKjoyos
  Greenwood Associates reflect about modern and postmodern career counselling
- **3.1.1v Video** - Short introduction to the MSCI
  https://www.youtube.com/watch?v=1PCrvZlN5rs
  Mary McMahon at the SVP Conference presents the STF

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UNIT 4: CONNECTING GUIDANCE, COUNSELLING AND COACHING FOR EMPLOYEES AND THE CONTEXT OF COMPANY-BASED CAREER WORK

RATIONALE FOR THE UNIT

The findings of IO1 state that there is to gain more practical knowledge about CGC in the HR context of enterprises. This implies to find out intersections 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 show that there exist different concepts of CGC connected with HRD in enterprises, and that concepts of CGC differ with respect to target groups and formats of learning. The results give some hints, that using different methods of CGC in the HR context differs regarding the size of the enterprise (large, medium, small). Unit 4 was developed based on these aforementioned findings.

THEORETICAL ANCHOR

In unit 4, new approaches of CGC in the context of HRD, and new theoretical and methodical approaches for counsellors within enterprises will be brought together by defining "new" intersections and giving practical examples. These findings will be related to particular target groups and formats of learning and applied to practical internal and external offers of CGC in SME)

DESCRIPTION OF THE LEARNING GOALS OF THE UNIT

a) *Participants can describe intersections between CGC and HRD for employees in enterprises as well as examples of common, good, and innovative practices regarding these intersections.*
b) *Participants will be able to describe and reflect these intersections with respect to the work with different target groups and learning formats in enterprises*
c) *Participants will be able to describe the use of different methods of CGC and coaching in the HR context with respect to different sizes of enterprises (especially SME)*

STRUCTURE PLAN AND DETAILS

TIME	LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS
0	prepared readings, blended learning (30 minutes)	Each participant is reading the preparation text	Reading	p4.1f p4.1m p4.2m p4.3m p4.4m
5	Link to Unit 3, Introduction and Description of the goal of Unit 4	What have been the main focus of Unit 3? What do they know about CGC in enterprises? Which experiences and opinions do students have? What are important points from the reading? What are important points from the reading? Teacher reports aim of session 1 and therefore ties in with finalized unit 1 to 3 (8 Min.)	Brainstorming, discussion	Flip-Chart, Presentation, ppt p4.1p p4.5m

10	Teaching and learning Activity 1: Knowing basic definitions of CGC and other "innovative" concepts	Overview on basic definitions of concepts of CGC and others formats with final synopse	Introduction by teacher and discussion	Flipchart or ppt Presentation p4.1p
10	Learning Activity 2: Knowing basic aspects of HRD (connection to unit 2)	Overview on basic aspects of HRD (which can show intersections for CGC)	Brainstorming and discussion	Flipchart or ppt Presentation p4.1p p4.2f p4.6m p4.7m
30	Learning 3: Developing knowledge about intersections between CGC and HRD in enterprises	Students find out possible intersecions and examples; teacher complements intersections and examples	Group exercise (2 Groups) discussion	Flipchart or ppt Presentation, guiding questions from the teacher presentation p4.1p p4.3f p4.8m
10	Teaching Activity: Knowing 3-5 concepts and methods of CGC offered within HRM of SME and offered by extern providers	Overview on concepts and methods of CGC offered within HRM of SME and offered by extern providers (and short overview on methods of CGC in general)	Lecture	p4.1p
10	Teaching Activity: Introducing core themes	Reasons (social justice and business case), Approaches (critical reflexive practice and attentive counselling), challenges and opportunities working with/in organisations	Lecture	p4.1p p4.2p
30	Learning Activity: Group tasks on specific groups and on SME	Students work on examples of good/innovative practice and reflection on similarities/differences and problems/solutions. Students are pre-assigned to groups of three to six participants. The lecturer selects from the tasks. There should be at least one group working on an SME (p4.4f to p4.7f) theme and one working on a task regarding specific groups of employees (p4.8f to p4.11f).	Group work with presentation and discussion	p4.4f with p4.9m p4.5f with p4.10m p4.6f with p4.11m p4.7f with p4.12m p4.8f p4.9f p4.10f p4.11f
20	Presentation of group results	Groups hold five-minutes summaries of their results, feedback aided by pointers from ppt slides	Classroom presentations, feedback	Flipcharts
10	Closing discussion	Participants to recount their take-aways from the session, guided by central questions (what are the benefits of CGC in organisations, what are the challenges and how does it connect to their own professional practice)	Classroom discussion	4.1p 4.13m

LIST OF MATERIALS

PowerPoint Slides:

p.4.1p: Connecting CGC in the context of HR-based career work

p.4.2p: Disadvantaged Groups Of Employees

Materials:

p.4.1m: Introduction

p.4.2m: Career Guidance & Counceling – Definitions

p.4.3m: Context of CGC

p.4.4m: Lines of Development in CGC

p.4.5m: Statement Of Purpose - By Way Of Introduction

p.4.6m: Lines of Development in HRD

p.4.7m: Intersections of Traditional Counselling and HRD

p.4.8m: Intersections: Tables with Examples

p.4.9m: Counselling Provider "Employer Counselling" Within The Public Employment Service (Pes) In Germany

p.4.10m: Counselling Provider "Chambers Of Industry And Commerce Respectively Handicrafts" In Germany

p.4.11m: Counselling Provider "Company Value: Human" In Germany

p.4.12m: Training Provider With The Project "Qualification Networks" In Germany

p.4.13m: Unit 4 Statement – The Gist Of It

p.4.14m: Career Counseling As Hrm Services: Three Case Studies

p.4.15m: Career guidance in communities: A model for reflexive practice, by Rie Thomsen

p.4.16m: Getting Skills Right: Engaging low-skilled adults in learning, by the OECD

Fact Sheets:

p.4.1f: Preparatory Exercise

p.4.2f: Exercise

p.4.3f: Exercise

p.4.4f: Group Work Exercise

p.4.5f: Exercise

p.4.6f: Group Work Exercise

p.4.7f: Group Work Exercise

p.4.8f: Group Task: Counselling Low-Skill Workers

p.4.9f: Group Task: Counselling Older Employees

p.4.10f: Group Task: Counselling for Diversity

p.4.11f: Group Task: Counselling Employees With Mental Health Conditions

p.4.12f: Consolidation Exercise

p.4.13f: Consolidation Exercise

p.4.14f: Consolidation Exercise

UNIT 5: CHANGE IN ORGANIZATIONS

RATIONALE FOR THE UNIT

The aim of the present unit is to showcase how change is undertaken within organizations. Through this unit, practitioners are familiarized with the entirety of the organizational change cycle, namely, theoretical underpinnings, needs assessment, construction and implementation of change plans, and evaluation. Additionally, participants will learn how CGC work can be reflected within the organizational change cycle, and will be introduced to the importance of context, reflection, and cultural sensitivity whilst conducting career counselling work.

THEORETICAL ANCHOR

Although basic organizational change models are introduced in the present unit — such as Lewin's (1951) three-step model and Kotter's (1985) eight-step model — the main aim is not to adhere to one specific view of organizational change. Rather, through the introduction of different discourses, along with the awareness of contemporary evidence and taking into ac-count cross-cultural differences, the goal of the present unit is to provide practitioners with a holistic approach to change, both within and outside the CGC context as to elevate their knowledge and practice.

Through theory, group work, and the discussion of case studies, participants will understand that change is a challenging notion to pin down, let alone conduct. By being informed on how it applies to organizations, as well as how their subjective experience and biases alter it, they will obtain a renewed approach to how they conduct their work.

DESCRIPTION OF THE LEARNING GOALS OF THE UNIT

a) *Change Management & Organizational Development: A Dive into The Theory*
b) *The Change Cycle: Needs Assessment, Application, & Evaluation*
c) *CGC in Organizations: CGC work within the organizational change cycle, and the im-portance of context and cultural sensitivity.*

STRUCTURE PLAN AND DETAILS

TIME	LEARNING GOAL	CONTENT	TEACHING METHOD	MATERIALS
-	Prepared readings	- Lewin's, Kotter's, and Sunstein & Thaler's theories on Change Management. - Introduction of their basic principles, advantages, and disadvantages	Selection of chapters & articles	p.5.1m, p.5.2m
5	Session Overview	Participants will understand the basic structure of the lecture	Lecture	p.5.1p
5	Critical theory	-What is Critical Theory? - How does CT apply to Change Management and Organizational Development?	Lecture	p.5.1p p.5.3m
10	Resistance to Change	- Why does resistance occur? - In what levels does it occur? - Tips on how to overcome it	Lecture	p.5.1p
15	Resistance to Change	- Group Exercise: *In your area of work, how have you approached or implemented change? How was resistance manifested?*	Group Discussion	p.5.1f

15	Change Cycle: Step 1: Needs assessment	-What is a needs assessment analysis? -How does one conduct it? -Brief overview of tools and methods	Lecture	p.5.1p p.5.4m, p.5.5m, p.5.6m
15		Optional: Short 15-minute break		
10	Change Cycle: Step 2: Implementation of change	-How is change implemented? -Which are the success factors?	Lecture	p.5.1p p.5.7m, p.5.8m
10	Change Cycle: Step 3: Sustaining and evaluating change	-How are results maintained? -How does our perception of an organization affect change?	Lecture	p.5.1p p.5.9m
15	Change Cycle: Participants' Experience	Group Exercise: *Thinking back on your professional experience, what has been the most challenging element in implementing change? Did you find any stages more difficult than others? Why do you think so?*	Group discussion	p.5.2f
10	Holistic approach to CGC	- Role of CGC in change work - Importance of context awareness, self-reflection, and cultural sensitivity	Lecture	p.5.1p p.5.10m, p.5.11m, p.5.12m, p.5.13m, p.5.14m, p.5.15m
15	Practical Application	Exercise in pairs: *Think of a real change that you wish to implement in your current professional environment? What is it? How would you do it? What possible resistance may you come across. Discuss with your partner and exchange views on each other's change plans.*		p.5.3f
20	Closing thoughts and reflection on learning	*1. What new or unexpected information have you learned about change and change management?* *2. How do you think this new knowledge will impact your career and professional work?* *3. In your opinion, which is the most challenging area of change management?*	Group Discussion	p.5.4f

LIST OF MATERIALS

Pre-readings:

- **p.5.1m:** Chapter 3.2: models of and approaches to organizational change, taken from Making sense of change management, by Esther Cameron & Mike Green
- **p.5.2m:** From mechanism to virtue: Evaluating Nudge-theory (2015), by Jeroen van der Heijden

Materials List:

- **p.5.1p:** PowerPoint slides for UNIT 5
- **p.5.3m**: Critical theory and the management of change in organizations (2000), by Adrian Carr
- **p.5.4m**: Section 1: Needs Assessment: Frequently Asked Questions, taken from A Guide to Assessing Needs, by Ryan Watkins, Maurya West Meiers, & Yusra Laila Visser
- **p.5.5m**: Section 2: How Do You Conduct a Basic Needs Assessment?, taken from A Guide to Assessing Needs, by Ryan Watkins, Maurya West Meiers, & Yusra Laila Visser
- **p.5.6m:** Section 3: Needs Assessment: Tools and Techniques, taken from A Guide to Assessing Needs, by Ryan Watkins, Maurya West Meiers, & Yusra Laila Visser

- **p.5.7m**: Secrets of successful change implementation, by Alasdair Johnston, Frıdıric Lefort, and Joseph Tesvic, https://www.mckinsey.com/business-functions/operations/our-insights/secrets-of-successful-change-implementation
- **p.5.8m**: Chapter 5: Restructuring, taken from Making sense of change management, by Esther Cameron & Mike Green
- **p.5.9m**: Chapter 10: How do you know whether change is working?, taken from Making sense of change management, by Esther Cameron & Mike Green
- **p.5.10m**: Advancing the Career Counseling Profession: Objectives and Strategies for the Next Decade (2003), by Mark L. Savickas
- **p.5.11m**: Career Management: The Role of Career Counsellors in Building Strategic Partnerships Between Individuals and Their Employers (2000), by Roberta A. Neault
- **p.5.12m**: Importance of Understanding the Context and Self-reflecting, taken from Making sense of change management, by Esther Cameron & Mike Green
- **p.5.13m**: How culture affects how people perceive, define, and act on issues concerning work
- **p.5.14m**: Culture-infused career counselling model (CICC), by Nancy Arthur and Sandra Collins
- **p.5.15m**: What is Culture? (2012), by Helen Spencer-Oatey

Fact Sheets:

- **p.5.1f**: Resistance to Change [Group exercise]
- **p.5.2f**: Most challenging element of implementing change [Group exercise]
- **p.5.3f:** Practical Application: Implementing change in your own professional environment [in pairs]
- **p.5.4f:** Reflection Questions [Group discussion]