

Working as a guidance counsellor in a changing world – (do) we have what it takes?

Compendium | Cross Border Seminar Dresden 2023



Foreword

The National Euroguidance Centre in Germany located in the Federal Employment Agency organised in cooperation with Euroguidance centres from Austria, Croatia, the Czech Republic, Hungary, Latvia, Poland, Portugal, Serbia, Slovakia and Slovenia the Cross Border Seminar 2023 “Working as a guidance counsellor in a changing world – (do) we have what it takes?” in Dresden on 23rd and 24th May.

The Euroguidance Cross Border Seminar is an annual event organised by guidance practitioners for guidance practitioners and aims at networking and exchanging experiences between educational and vocational guidance practitioners from Europe.

The event in Dresden attracted more than 80 career counsellors and guidance experts from 13 countries and offered 15 workshops led by experts from 11 countries, where many new ideas and good examples from guidance practice in the different countries could be exchanged.

The theme of this year’s Cross Border Seminar perfectly aligned with the European Year of Skills, as it focused on competence development and the role of career counsellors in a dynamic and ever-changing world. The seminar provided valuable insights into current counselling practice and the daily challenges that career counsellors face.

During the two days, the participants discussed how the demographic, digital and ecological structural change in education, occupation and employment affects the work of career counsellors and which knowledge and competences counsellors will need in the future to be able to give their clients the best possible orientation and decision-making support in their career planning.

With the compendium you are reading now, we have compiled in short articles the contents and insights that were shared during the seminar in the plenary and in the various workshops, so that not only the seminar participants but even more interested people can learn from them.

In addition, national surveys on the seminar topic were conducted in the participating countries prior to the event and published in a separate brochure. The national surveys show in particular which strategies and further training offers for guidance professionals have been developed and are currently offered in the participating countries and contain good examples from guidance practice.

Both publications are available on the Euroguidance website www.euroguidance.eu.

Euroguidance Germany and the participating Euroguidance centres from Austria, Croatia, the Czech Republic, Hungary, Latvia, Poland, Portugal, Serbia, Slovakia and Slovenia would like to thank all the authors who have enriched this compendium with their expertise. We very much hope that all readers will find valuable insights and inspiration for their work.

Enjoy reading!



Ilse Lore Schneider

National Coordinator, Euroguidance Germany



Euroguidance Cross Border coordinators





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Opening Speech



Steffen Sottung

Geschäftsführer Internationales der Bundesagentur für Arbeit (BA) / Managing Director International Affairs of the German Federal Employment Agency

Dear participants of the Euroguidance Cross Border Seminar 2023,
Dear experts and guidance counsellors,

I would like to thank the organisers for inviting me to your annual seminar. At the same time, I would like to express my apologies for not being able to be with you in Dresden.

Germany and especially the German Federal Employment Agency, which I represent today, are very proud to welcome you in Dresden in the framework of the European Year of Skills, which officially started a few days ago.

We are all facing significant disruptions in our respective labour and education markets.

The skills shortages are one of the biggest constraints on the European economy. Demographic change is a challenge for society as a whole.

To maintain Europe's prosperity and attractiveness today, is a joint responsibility of governments, education, training systems, public employment services, companies and workers to master the ongoing transition.

Strategic framework – Current challenges – Megatrends

During the next two days in Dresden, you will discuss your current role as career counsellors and give practical insights into your daily counselling work.

As counselling professionals today, you need to be able to deal with multiple challenges in order to provide good guidance to your clients every day.

How does the demographic, digital and ecological change affect your work as a counsellor? Are you prepared for these changes? What knowledge and competences do you need and how can you build them up?

Professor Weber from the University of the German Federal Employment Agency will certainly give you food for thought on the seminar topic with his keynote speech and you will discuss these issues further by exchanging good guidance methods and approaches from 10 different countries in 15 very interesting thematic workshops during the two days.

To start with, let me briefly outline five central social and labour market policy challenges that we are facing and are of course all aware of:

- Technological possibilities and the orientation towards sustainable and environmentally friendly economic activity are changing production processes and economic procedures worldwide. These developments are also having an impact on global labour markets. **New job profiles** are emerging and existing ones are changing.
- In addition, **digitalisation** is increasingly changing the work of career counsellors too. The COVID-19 pandemic has accelerated this process in recent years. For example, online counselling is now an integral part of communication with clients, and online portals and self-information services are being expanded.

- This means, that the qualification requirements on the labour market are also constantly evolving, so that **lifelong learning** is becoming or must become the norm for everyone. As career counsellors your job will be to foster a culture of learning and to set a good example.
- **Demographic developments** are challenging many countries in the European Union – and worldwide – to meet the growing **demand for labour and skilled workers**.
- Another major challenge for Europe at present and in the future is the increase in refugees caused by war and climate change. The **integration of refugees and migrants into the labour market** is crucial to enable these people to participate in economic and social life.

BA fields of action – Strategy 2025 – BA responses to the challenges

It is important, that counselling organisations such as the German Federal Employment Agency keep in touch with their clients through good and up-to-date services. We have to build up a relationship of trust and professionalism in order to provide support in overcoming different crisis. To achieve this, we want to offer the right services at the right moment in life.

Let me spend one minute describing which services the BA is offering:

Pre-employment career guidance is to open the way for young people to training, study or employment. We want to achieve this by

- Expanding and establishing the offer of proactive career guidance and counselling for pupils at all schools including vocational schools and universities, by intensifying our online but also on-site counselling services. Vocational orientation should become a matter of course for pupils.

- Intensifying cooperation with **network partners and relevant stakeholders** in guidance to improve the impact of individual guidance. A good example here are the Youth Employment Agencies, which link guidance centres, youth welfare offices, job centres and employment agencies. Young people find their contact persons for different but related issues under one roof.
- Strengthening the professional supervision of career guidance as well as the vocational, labour market and methodological training for guidance practitioners in order to ensure the quality of guidance. This conference today contributes to these competence developments.

Vocational guidance in working life is an offer for people who are already in working life and have reached a point in their employment biography where they have an urgent need for (re-)orientation.

In times of a shortage of skilled workers, our goal is to maintain the employability of this group of people in the best possible way. To do so:

- The BA expands its counselling services for people in employment with low qualifications, in the case of a new career or a change of career, for people about to re-enter the labour market and for graduates of vocational and higher education institutions.
- We create topic-specific vocational orientation events in modern, appealing formats.
- We adapt our counselling sessions and office hours in places where our clients are.

In order to be able to implement these goals successfully, new guidance approaches and methods are necessary. It is therefore all the more important to continuously train the counsellors and to give them a platform for exchange through networks – like Euroguidance – such as this Cross Border Seminar in Dresden.



Securing jobs and skilled workers

Another central field of action for the German Federal Employment Agency is securing jobs and skilled labour. As we all know, future labour market needs cannot be met by domestic labour and skilled workers alone.

Therefore, the recruitment and integration of labour and skilled workers especially from third countries (keyword: Skilled Workers Immigration Act) – is a central field of action for the Federal Employment Agency.

As part of the Federal Government's National Skills Strategy, the Federal Employment Agency is increasingly promoting initial and continuing vocational education and training and aims to increase the labour force participation of women, the low-skilled, people with disabilities and the (re-)employment opportunities of older people.

Another potential for securing skilled labour for the domestic labour market is to better support foreign graduates from German universities when they wish to stay and find work in Germany.

Strengthen networking at national and international level

We can overcome all the challenges in Europe if we succeed in building good cross-border cooperations.

For this reason, the German Federal Employment Agency has been deeply engaged for many years in networks and initiatives at European and international level (Euroguidance, EURES, PES-Network, WAPES).

The Euroguidance network is a very good example of how well European cooperation in the field of guidance works. It is important that guidance professionals have knowledge of the European education and labour markets.

With this Cross Border Seminar, Euroguidance makes an important contribution to the competence development of counsellors at European and national level. Guidance practitioners can give through their expertise the best possible orientation and decision-making support in the career planning of their clients.



Euroguidance's products and services also enable guidance professionals to look beyond their national horizons to learn from each other and take on new perspectives. Just as you will do in Dresden.

Another example of good networking is the Academia exchange programme of Euroguidance. Since 2016, more than 200 career guidance counsellors from the German Federal Employment Agency could complete a one-week study visit abroad to learn about the education and guidance systems of other countries, thus improving their guidance skills.

Euroguidance brings people together and makes Europe tangible for guidance professionals. The Euroguidance network is an excellent platform, as in Dresden, for guidance practitioners from all over Europe to learn from each other and share their knowledge and experience of good guidance practice.

For these reasons, I wish you a good event with excellent results.

Thank you and enjoy your stay in the beautiful city of Dresden.



Keynote Speech



Prof. Dr. Peter C. Weber

Hochschule der Bundesagentur für Arbeit (HdBA) /
University of Applied Labour Studies

“New strategies and services in vocational and career guidance in the light of a changing world of work – challenges and future competences for practitioners.”

Introduction

The “Future of Career Guidance” and the focus on the challenges and future development of practitioners’ competences is a relevant topic for today. It is an important issue for all of us who are involved in the training of guidance practitioners or who are involved in organisations that support guidance practitioners in their development. As we look at new strategies and services, as we look at careers’ education and guidance, and as we think about what is needed in the future, I suggest that we put ourselves in the shoes of the people who use our services. This short article is an invitation to think about the people you work with, to reflect on their perspective of their future in the labour market and in life. The article is divided into three parts. Firstly, I will look at the changing world of work and reflect on what is relevant to people. Secondly, I want to look at several new strategies and services that could be relevant to vocational and career guidance. And in the last part I would like to give a small outlook on the question of competences for practitioners.



In the last decade we had some developments to describe career practitioners, competences in the international and in the national contexts (Weber 2013), e.g., from CEDEFOP (2009), European Commission (2014) or NICE (2016), and I think we can discuss whether it is time to rethink these competence frameworks. Reflections on the changing world of work and the changing society should be the starting point for such a task. We have identified five trends to stimulate our reflection from two perspectives: Their physical background and their cultural background or the discourses linked to the trends. For instance, it is technically possible to have an AI chat with a person about their career interests. And on the same time, we have a cultural discourse about this possibility, dangerous or positive effects. Obviously, this is not the same. So how we talk about a trend is not the trend itself, but a layer on its own. Over the last decade the trends presented have changed, as has the discourse about the trends. So, it's not just the physical or technological change, but it's also the cultural power to work with issues and to absorb them and transform them into something else, so both sides interact.

Trends

The trends we are discussing here have a double impact on career guidance. These trends naturally affect people's work and lives. For example, if a person works in agriculture and climate change directly affects the industry and career opportunities. And at the same time, the trends affect the career practitioners themselves. The experience that a good AI bot is able to chat with a person about career interests or provide career information could influence practitioners in how they think about their service to clients.

The five trends identified as a basis for thinking about the changing services and competences of careers practitioners are:

- Digitalisation
- Individualisation
- Contextualisation and collaboration
- Environmental crisis and green economy
- Health and self-care

1. Digitalisation is having a major impact on the world of work. Everyone has been talking about artificial intelligence in recent weeks and months. AI has reached individual users and career guidance services. But other digital services can also make a real difference to working life and career strategies, and at the same time we are facing a widening digital divide. Access to these kinds of services and knowledge is not equal. Parameters such as income, initial qualification or work status affect digital participation and the digital divide. We will also see that big data will affect services. Data protection and the question of 'who has access to what kind of data' and 'what kind of decisions are based on such data' are relevant. In this context, digital literacy should be considered in a broad sense, not just the technical literacy to use a tool or to use software or to plug in a computer. It is about the ability to

make sense of data, to reflect on and process information found on the web, and to create media and data using digital tools. Digital literacy for practitioners and clients is a question of skills, knowledge, but also an attitude to learning and reflecting on one's role and presence on the internet and social media.

2. Individualisation is a long-term trend throughout the industrialised and industrialising world, affecting all levels of institutions – family, work, communities, society. It is directly linked to changing life paths. Now that we are in the era of Industry 4.0 and Work 4.0, individualisation and life trajectories will continue to change. Concepts such as self-efficacy or self-optimisation reflect the changes we have been seeing for the last decade. For example, we know that people who can set goals and reflect on their work and life experiences have a higher chance of planning and realising a career step and are more efficient in their individual career path. At the same time, we should reflect the different cultures in our countries. And not all groups have the same interest or the same ability to adapt. Today, we must be more critical of this notion of individualisation. It's about freeing people from the social context with its opportunities and risks. Someone who is completely individualised is not in a socially secure network, as the family has been for a long time. The welfare state is not able to fill this gap in all cases and in all contexts. And we see people and groups who neglect the individualised world, and we need to think about how a society in the 21st century can or should reflect this.

3. The third theme is contextualisation and collaboration. Here we see a trend that is not as visible as the first two. Perhaps it's a reaction to the higher, modernised, individualised world. In some descriptions, this trend is linked solely to the effects of digital networks, but it is broader. Contextualisation and collaboration are somehow a function of an even more complex, networked, digitalised world. Processes, responsibilities, and problems cannot be solved in a single company, organisation, or country. Classical functional organisations are no longer effective. Classical hierarchical thinking is dysfunctional. Digitalisation enables and leads to a higher degree of connectivity between

4. The fourth theme focuses on the ecological crisis and the green economy. It is obvious that some of the things that are happening are out of our hands. The environmental crisis is a physical fact. But how we deal with it, how we transform our society, is a cultural and social question. Do we want to be more “green” and are we doing enough to counteract negative ecological effects? Can we transform societies at different levels such as politics, economics, and individual behaviour? These questions will affect all aspects of life, including work and careers. The discussion on how to create green jobs or how to decarbonise companies and transform production and work has begun. Existing jobs will need new skills, but the change of course will also put some jobs under pressure, for example some technologies will become redundant in the future.



5. The final trend is health and self-care. Health and self-care are linked to demographic change and the ageing society in Europe. Ageing societies mean that people have to work longer and sometimes want to. At the same time, jobs and work situations are more complex and demanding. Health and self-care are often formulated in a very positive way in companies. For example, health programmes or health management have been set up to encourage exercise, self-care, or mindfulness practices. However, they are not always implemented properly or equally for all employees. We have included the issue of self-care in one of our training programmes for careers practitioners, and when we did this, it seemed intuitive that social and emotional self-regulation is a relevant issue for careers practitioners. And it's amazing how interested practitioners are. Guidance practitioners work with people who have serious life issues and I know from the reflections of our practitioners that they take things home with them, that they need strategies to deal with that in order to be healthy and to deal with the pressures in the world and sometimes the tensions that we feel in our work. Ultimately, people who work with people need to be in balance with themselves to work professionally with their clients.

The individual, the company context, and the responsibility for our societies

The second part of this article is about relevant strategies I can identify for career guidance (CG) services. These reflections are based on my work, and I give examples of three levels of reflection and intervention that I consider relevant. The first level is the societal level, the second is the organisational level, i.e. companies, and the third is the individual as a career guidance client. My argument is that at all three levels we need to adapt our knowledge and develop competence to design services and interventions.

At the societal level, we are faced with a situation where the segregation of different groups and segments has increased. Some authors argue that the split is between a society of low-skilled work on the one hand and creative, knowledge-based work on the other. Sociologists such as Reckwitz (2020)

strongly follow this line of description. Empirically, there is still evidence that there is a relevant segment of professional, technically skilled work between the two. My argument is that CG services need to reflect and design theories and services that focus on such segments of work and society and address all groups with relevant interventions. Now we have services and career theories that are not always aware of the differences.

- Unskilled work leads to high pressure from precarious employment and low incomes. Yet, CG mostly responds to this segment by allocating work. Does CG intervention open opportunities to leave low-paid employment or to stabilise careers?
- Knowledge and creative work, based on high skills and a very mobile labour market. Apart from the opportunities, there is a lot of pressure for self-staging and permanent performance in this segment. Do our services address this group? Do CG services give way to reflection and support for this segment?
- In many societies, professional and technical work is still the backbone of the economy and society. This segment is changing. Young people are less willing to enter such professions. The traditional stability for employees is no longer so clear. And this segment is under high pressure in terms of digitalisation, adaptation, 'status work' and 'fear of relegation' (Kumkar et al. 2022). Parents working in this segment are supporting their children to move into the knowledge work segment. How can CG services respond to this?

CG is relevant to all the segments. But I'm not sure we have services that tackle the different social and labour issues that are embedded. Developing services to address today's issues, recognising people with different needs in the segments and implementing inclusive labour market policies is important to move from an even more segmented labour market to a more integrated one. This starts with working with the school system, which is important for developing basic skills and attitudes before entering the world of work. As CG addresses these societal issues, we need to start thinking more critically about the current system and situation. This is an issue of 'social justice'. A consortium of scholars working in this direction is Sultana, Thomsen, and Hooley (2017). Another relevant author who also thinks critically about this matter is David Bluestein (2022), who states that everyone has a right to a decent and dignified life.

I come now to the organisational level, to business and the economy. In recent years we have always worked in projects with companies, trying to explore the question of what is happening in the company and how CG reflects the changes in companies and human resource work (e.g., with the projects CGC-DigiTrans (2023), Connect! (2023)). The conclusion is that career guidance should know more about these developments, and we need competence to work with organisations on their human resource and work organisation issues. A starting point is to reflect on current concepts such as the 'New Work Order' (2023). What develops in this context is of course embedded in the context of demographic change, technological change, and ecological change. New forms of cooperation and collaboration are emerging. Companies aren't changing their habits because they now understand that they must be good, but of course they have their own interests in the labour market and in the engagement of individuals. So, the interface between CG and business is not without tension, but it is important.

CG practitioners working with adults and young people entering the world of work need relevant knowledge and skills to be able to work at eye level with companies, HR professionals and employees. They need to be able to identify new forms of work, current, digital, and AI-based forms of recruitment and skills assessment, new career paths, work-related aspects such as health, self-care, work-life balance, etc. However, this is an area where CG doesn't have enough insight and it would be good if practitioners were aware of the relevant technologies and processes being used. We should look at 'What can career guidance learn from HR and companies?'

This brings me to my final point, the level of the individual. I think the individual and their psychological strength, their learning and social participation has been a central part of CG practice and research for a long time. The aspect of self-organisation, self-regulation, self-efficacy is very important and one of the most important research topics in our field of work. Another issue of growing interest is that of emotions and emotion management (Weber & Garcia-Murias 2024). For example, it is discussed to link career management skills more with social and emotional learning. Finally, aspects of life motives and values will become more relevant in light of the changing society and the transformation we are facing.

Development of competence models

The article focused on relevant trends and some reflections on strategies for career guidance services, theories, and practices. I suggest that these aspects should inform the further development of competence models for guidance practitioners. We have the existing competence models which are still relevant. They have been developed based on scientific and practical knowledge and I think that many of the things we know to be important for career guidance practice will remain stable. Aspects of work alliance, processual aspects, ethical behaviour, or the need for a sound organisational structure of services will continue to be relevant. On the other hand, there are variables that we should be aware of in the further development of competence frameworks. Practice and research should reflect on the important trends and influences of societal development, changes in organisations, as well as important resources and challenges at the individual level.



What does this mean for practitioner competence? Competence frameworks are made up of essentially four perspectives, which together build the practitioner's competence.

- Working with the client and its resources.
- Identifying links with aspects of the environment, e.g. the world of work.
- To guide a counselling process that activates the client.
- Reflecting on myself as a practitioner and as a person.

If we look at what's changing most and where we should focus our efforts in developing the competence framework of practitioners, it's obvious that knowledge about the environment is a rapidly changing factor. Also relevant is the aspect of how clients view their careers today, and here we have changes in values and motives, for example. Other aspects related to processes change only partially, e.g., when CG services use ICT to reach out to clients (Kraatz et al. 2021).

If we want to learn about changing competences for practitioners, we should broaden our scope and consider discourses from neighbouring fields. The concept of 'future skills' (Ehlers 2020) is an example. Here, too, we find competences that professional practitioners are usually expected to have (e.g. ethical competence, self-competence, reflective competence, decision-making competence). However, other competences discussed in the context of 'future skills' could be interesting aspects for further development (system competence, digital literacy, learning literacy, innovation competence). The NICE standards (2016) already highlight the aspect of systems competence. Systems competence goes beyond working with individuals. It focuses on understanding complexity and acting in the wider network and for a society worth working and living in (contextualisation and connectedness).

In conclusion, I would like to suggest that if the community of practice and research aims to review the competencies of CG practitioners, the focus should be open to current trends and developments as presented. At the same time, the process of developing new competency models needs to be participatory

and client centred. Practitioners and clients should be part of the development process. In addition, the perspective of the services should also be integrated. The management of services, the development of new formats and services are relevant. In order to meet today's challenges, closer cooperation at local, regional and European level is essential.

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AUSTRIA

Workshop 1: Jeanette Hammer, Austria

Opportunities and limitations of Green Guidance. Is Green Guidance a solution to today's challenges in educational and career guidance?

Based on today's challenges for us as educational and vocational guidance counsellors in Lower Austria and Austria, I asked myself whether the model of Green Guidance could be a possible solution to some of the problems we are confronted with in our work and what its limits are.

For this purpose, it is important to explain our network and the conditions of our work in more detail.

The Network Educational and Vocational Guidance Lower Austria (bbn)

“bbn Bildungs- und Berufsberatung Niederösterreich – Verband Niederösterreichischer Volkshochschulen” (Educational and Career Guidance Lower Austria – Association of Lower Austrian Adult Education Centres).

Educational counselling and career guidance in Lower Austria have existed as a funded project since 2005. Since 2007, it has been a funded project of the European Social Fund (ESF) and since 2011, it has been run in the form of a

network – different organisations employ the counsellors and are responsible for individual target groups or regions.

Since 2015, we have been working in the current constellation of a professional network of eight institutions. All organisations active in counselling contribute their various expertise.

The Lower Austrian Educational and Vocational Guidance Network offers educational and vocational guidance for all adults between 15 and 65 years of age in Lower Austria. The prioritised target groups are older people, the low-skilled, people with a migration background, the inactive and people with disabilities. A special target group in Lower Austria are additionally regionally disadvantaged people.

Our 26 counsellors offer an average of 10,000 counselling sessions per year in different formats – individual, group, online chat and competence counselling, telephone counselling and mother-tongue counselling in different forms, as well as outreach counselling and information services – at about 90 locations throughout Lower Austria. The counselling services are client-oriented, confidential, provider-neutral and free of charge.

In addition to the ESF, the funding bodies are the Federal Ministry of Education, Science and Research, the Province of Lower Austria and the Chamber of Labour of Lower Austria.

The counselling topics range from questions about subsidies for education and training, catching up on educational qualifications, finding suitable education and training offers, recognition of qualifications from abroad, support in finding and defining competences, up to basic career orientation after a longer period of maternity leave, unemployment or sick leave.



Challenges and changes

As in other countries, we are confronted with different changes in society and the labour market, which also have an impact on counselling services:

Our clients often have more than one problem

In addition to health problems, which make it difficult to return to work, there are also financial problems due to rising inflation. Furthermore, the lack of care facilities and/or mobility and language problems often complicate the situation of the clients.

Lack of regional training and job opportunities for our clients

In peripheral areas, it is often difficult to find suitable education and training opportunities (language courses, apprenticeships, in-service training, training courses, etc.) and, subsequently, suitable jobs. Commuting to such offers in the nearest larger cities is often difficult or even impossible due to lack of mobility or the absence of care facilities for children or elderly people.

Risk of poverty in old age

Limited mobility and/or the lack of suitable (affordable) care facilities often leads (especially for women) to accepting low-paid work or to staying away from the labour market for a longer period of time. This then often leads to a situation of poverty in retirement at the latest.

Increasing health problems of clients

Even before the pandemic, there was an increase in clients with health problems (physical or psychological). After the pandemic, the situation has worsened, especially for some professional groups such as care workers and the group of young people.

All these factors lead to increased frustration of the clients in counselling, which is sometimes reflected in aggression towards the counsellors. And also, our side of the vocational and educational counsellors is confronted with problems due to the different changes.

Precarious working situations

The funding of educational counselling and career guidance as a 100% funded project and the recurring calls for project submissions at regular intervals make it difficult for the counsellors to work continuously in this field. After each project period, it is uncertain whether the required financial resources can be made available in sufficient amounts by the various funding bodies and in which number of hours the counsellors can continue to carry out their work. This often leads to the paradox that we counsellors ourselves are in precarious employment and work with clients who are also in precarious employment situations.

Increased costs for mobile and outreach counselling

The current inflation makes it costly in a province as large as Lower Austria to provide mobile and outreach counselling at the up to 90 locations. The increased costs of petrol, insurance, service, etc. are often an additional burden for the counsellors due to the rates for kilometre allowance (€ 0.42 per kilometre), which have remained the same for years. The development of public transport

often falls short and the use of public transport is usually only possible in the central region of Lower Austria without difficulties. In the peripheral regions, the counsellors are on the road with their private cars and have to decide whether they want to travel themselves or whether the clients have to cover the distance.

Green Guidance

In the network, we have been working on the topic of sustainability in educational and career guidance during the pandemic and came across the topic of green guidance via the Sustainable Development Goals (SDGs) of the United Nations and a webinar by Euroguidance. If we look at the SDGs and the concerns and issues of educational counselling and career guidance, we see that we can already make a good connection in our work:

SDG 3 – Health and well-being

These are two important issues that come up again and again in counselling and these issues are related to e.g. the desire for job satisfaction, a healthy workplace or even meaningful work. This plays a major role especially in counselling sessions on the topic of “professional reorientation”, when health problems have already arisen and the clients can no longer do their original work.

SDG 4 – High quality education

The search for professional education and training in order to gain a good entry into the labour market or to improve one’s own professional situation is a concern for both our clients and the companies.

SDG 5 – Gender equality

An essential part of our work is to encourage people to realise their opportunities in the labour market and thus also in society, thereby overcoming traditional gender roles – e.g. women in crafts and technology or men in education and care.



SDG 8 – Decent work and economic growth

Many counselling clients come to counselling with the wish to improve their job situation (e.g. problems at work due to psychological or physical stress) or are desperate to participate in the labour market again after a longer (forced) break.

SDG 10 – Reduce inequalities

The increasing rapid changes (e.g. in the labour market or in digitalisation) and the increased occurrence or perceived crises in the world increase inequality in society and especially the socio-economically disadvantaged groups of the population have an unequally harder time. Educational counselling and career guidance intervene here as well and support people in developing their educational biographies and career perspectives in a self-effective way.



Austrian Cross Border coordinator with participants from Austria

While the topic of “green jobs” and “green skills” has played a role in Austria for some time, the topic of “green guidance” was something new for us.

6+ Approaches to Green Guidance by bbn

Career guidance is asking the simple question: What is the impact of your career choice in terms of sustainability? (Plant, 2022, p. 9)

This was the question which came up in our reflections and from which we subsequently started to think about how we could integrate the topic of green guidance into our daily work. The first step was to develop 6+ approaches for Green Guidance. 6+ because we wanted to be open to expansion right from the start:

1. Networking and cooperation with “green” stakeholders and “green” businesses

- Networking meetings with NGOs, environmental organisations, chamber of commerce and “green businesses” at different levels (counsellors, project management),
- Regular exchange and information – knowledge transfer (background knowledge for counselling).

2. “Green” strategy development

- Integrate “green” aspects into the mission statement and vision for educational counselling and career guidance in Lower Austria,
- Raise awareness of Green Guidance among guidance counsellors and project leaders,
- Evaluation in counselling – “Have I brought “green” criteria into relevant counselling?”.

3. “Green” advice

- Raise awareness for and motivate “green” education and career paths,
- Information about green jobs, green education and training, retraining – info sheet for counsellors,
- Include sustainability goals as a criterion in the decision-making process,
- Reference to earning opportunities in green professions (especially for girls/women),
- Further training of counsellors on this topic.

4. Cooperation with politics and administration

- Be familiar with relevant strategies/programmes (regional, state, federal, EU) and participate at accessible levels,
- Knowledge about existing subsidies in the “green” sector and the suggestion of subsidies for e.g. career changers.

5. “Green” public relations

- Present “green” testimonials and businesses (website, social media, etc.),
- Buy advertising materials without plastic, fairly and while saving resources.

6. Making one's own work "greener"

- Business trips of counsellors: check the feasibility of (e-)car sharing models or public transport,
- If possible, choose counselling locations in such a way that the use of public transport is possible for clients,
- "Green" purchasing of office supplies,
- Promote video counselling to reduce the number of trips.

Green Jobs Project

While we were developing these approaches and strategies for the implementation of Green Guidance in our daily activities, we were asked by the Environmental Department of the Province of Lower Austria in 2021 if we would be interested in participating in a project called "Green Jobs" for young people. Together with the environmental department, our network partner "JUSY – Jugendservice Ybbstal" and our overall project manager, we developed the website www.greenjobs-noe.at, workshops for young people and materials for guidance experts.

The goals of the Green Jobs project are

- that the goals of the Lower Austrian Climate and Energy Programme 2023 can be better achieved,
- to make young people aware of the diversity of green jobs during the career orientation phase and to motivate women in particular to take up such a profession,
- that the shortage of apprentices and skilled workers is reduced, especially in the technical fields,
- to convey to young people that a "Green Job" is a profession with a future and (relative) job security, and that they can thus actively contribute to climate protection as well as take up a profession with meaning and impact for society as a whole.

The website www.greenjobs-noe.at explains the term "green jobs", presents "green" professions and companies as well as "green" training and further education in the area of schools and universities and refers to the range of workshops.

The menu item “For multipliers” leads to free materials for advisors who want to work with groups on this subject (www.greenjobs-noe.at/de/downloads). Here you can find Kahoot quizzes, Green Jobs playing cards (quartet), a padlet with learning snacks, the link to the YouTube channel and much more.

In the workshop of the Cross Border Seminar 2023 we tried out the game “Spin the Bottle”. Here, a picture is chosen by turning a bottle on a playing field. One person in the group has the document with the appropriate questions for each picture and poses them either to everyone in the group or to the person who turned the bottle. All the questions deal with the topic of “Green Jobs” and can be knowledge questions about specific occupational fields or open questions about environmentally relevant topics in this context. The questions can be adapted to the respective target group or country context at any time. The game can be downloaded (in German) at the following link [For Multipliers | Green Jobs \(greenjobs-noe.at\)](https://www.greenjobs-noe.at/) – scroll all the way down!

Limits, opportunities and next steps

After this brief sidestep into the methodology, I would now like to address what I consider to be the **limitations of Green Guidance in counselling**. Basically, it must be stated here that it always depends on the concerns of the respective clients whether the topic of “green jobs, green skills, sustainability” plays a role in the counselling interview or not.

“We in educational counselling and career guidance work in a holistic, solution-, resource- and action-oriented way with the aim of expanding our clients’ ability to make decisions and take action. We provide information about educational and career paths, open up room for manoeuvre and support decision-making. We encourage people to take advantage of their opportunities in society and on the labour market. We support them in recognising their personal strengths and abilities and in planning the next steps of their educational and career path in a self-determined way.” (Excerpt from the mission statement of Educational and Vocational Guidance Lower Austria)

It is therefore important that we as counsellors are well informed about the topic of “Green Guidance” and can offer the appropriate information, considerations and alternatives (thinking out of the box), if necessary. But of course, this topic is not relevant in all counselling sessions.

Another aspect is the matching between funding and clients in this area. Currently, there are a few subsidies in the field of green jobs, such as the skilled worker scholarship for the forestry school or for the training in technical chemistry/ environmental technology. But it is often difficult for interested clients to take advantage of these subsidies or training offers because, for example, one can only access this subsidy, if one is a job seeker, it is a full-time training or the training takes place in another federal state.

Not every interested or motivated client has the prerequisites for the training. Often, certain educational or vocational qualifications or professional practice are a prerequisite and the catching up of these qualifications or practice is not promoted or supported. When it comes to full-time training or full-time jobs, it often fails due to the lack of care facilities or the lack of mobility of the clients.

And even if we look at our own work in educational counselling and career guidance with sustainability glasses, we come up against limits. As long as the project is dependent on public funding, we have to reckon with limited financial resources:

Fair-trade and resource-saving products are often more expensive than less sustainable products. The transition to more climate-friendly mobility such as e-cars also often fails due to limited financial resources, the fact that (e-)car sharing services are not yet widely available in peripheral regions, the billing modalities in the project, or all of these factors together.

A switch to public transport, if possible at all, is often associated with long waiting and/or route times in the peripheral regions. From some counselling

locations, there is no possibility to return to the regional office on the same day by public transport at the end of the counselling period. Now we could of course consider abandoning these counselling locations and only offer those locations that our counsellors can easily reach by public transport. However, this would mean that the clients would have to bear the difficulties of the journey (costs, time). This is not an option for us, as we want to offer our clients a low-threshold counselling service.

Despite all these limitations and difficulties in implementation, we consider it important to integrate the topic of “Green Guidance” into our work as far as possible, as it offers many opportunities in guidance work:

Meaningful work

Many of the clients who are in the phase of professional reorientation are looking for “work with meaning”. Here, in counselling, we can offer orientation in the field of green jobs in addition to orientation in the social field (which is often associated with training-related hurdles).

Well-paid and often regionally available work

Questions about job security and good earning opportunities also come up more frequently in uncertain times, and here, too, professions in the field of sustainability offer a possible option. The currently prevailing shortage of skilled workers also makes it increasingly possible to get a job in the immediate area.

Improvement of the life situation

All this can lead to an improvement in the life situation of our clients when they (re-)orient themselves professionally in the field of green jobs.

Our **next concrete steps** in educational counselling and career guidance in Lower Austria on the topic of “Green Guidance” are as follows:

- In 2024, the second phase of the “Green Jobs” project will begin with a focus on the target group of adults in vocational reorientation. In the course of this project we will, among other things, also prepare documents for guidance on this topic.

- We have set up a Green Guidance working group in the network, whose members also act as sustainability officers in the network.
- We will offer special training and networking opportunities for our counsellors in this context (visit to the first climate protection training centre in Lower Austria, learning about training and further education opportunities, presentation of “green” job profiles, etc.).
- Active networking and knowledge transfer at the different levels with relevant organisations in this field.
- Raising awareness of this issue among our clients.
- Regular evaluation of our counselling services and our mobility under the aspect of “Green Guidance”.

The intensive examination of “Green Guidance” in all its aspects should lead to the fact that we as counsellors internalise this topic in such a way that we have the information and methods ready for our clients at any time, if necessary, and that we naturally orient our own (professional) life according to these aspects under the given framework conditions.

We want to support our clients as much as possible in a rapidly changing world so that they can independently plan the next steps of their educational and professional careers.

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CROATIA

Connecting students and employers – The role of internships

In a fast-changing world a career counsellors' job is becoming more and more challenging. Jobs that our parents had and jobs that our children have are so different that we have difficulty finding even few similarities with them, let alone many. And when thinking of what jobs our grandchildren will have, we probably can't even imagine them yet.

In that context, a job of a career counsellor is very challenging, because in order to be a good career counsellor, you always need to be on top of the changes and have the right information. With so much new information and a fast-changing labour market, it is hard to stay on top of things and provide a good service to our clients.

As career counsellor for students, we have a good chance to keep up with the change, because we are directly connected to the right source of information – the employers.

In order to better prepare our students for the challenges of the labour market, we need to know the needs of the employers. For this, we find internships a valuable resource that can help us and our students to be better prepared.

The role of internships

For most students in Croatia, an integral part of the curriculum is a certain number of hours of internship that they need to complete in order to successfully pass a course. The benefits of internships during studies are great for students. Learning is easier, because they can connect theory with practice and try first-hand the things they know only from books; they gain experience which they can add to their CV; they get the sense of the reality of the workspace and obligations of everyday tasks; they meet new people and grow their social capital. But in our opinion, there are two more important parts of internships during studies: students get to know themselves and what their strengths are, what they are good at and get to experience their knowledge by doing and by this they get the most important thing – confidence.

Figure 1: The role of internships for students





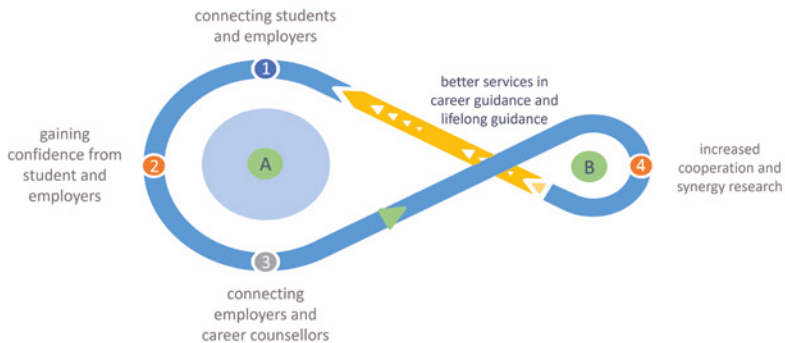
We rarely think about it but student internships are also beneficial for career counsellors as well. One of the jobs of a career counsellor for students is to find suitable employers that are willing to be mentors and connect them to right students. To be able to do that, a career counsellor needs to know the capabilities of students, but also the opportunities that the employer can provide. To know the capabilities of students is much easier, because we are in direct contact with them on a daily basis. But to know the opportunities that the employer can provide to our students is a bit more challenging. Employers sometimes don't see the benefits of them being mentors and "wasting" their precious time on students. So, it takes a little more effort from a career counsellor to better explain that career counsellors and employers have the same common goal: have better employees and employers in the future. We can do that by providing better education for our students; this is a combination of theory and practice provided by employers. With that goal in mind, we see that employers/mentors and career counsellors are actually partners. When we look at ourselves as partners, we can achieve so much more.

Win-win partnership

For a partnership to be successful, it needs to be beneficial for both parties. In order for it to be beneficial, we need to look at it as a win-win model: one party needs to provide the information and services that the other party needs and vice-versa.

As we mentioned above, we know what our needs are from employers – mentoring of students and a direct source of valuable information. We needed to determine the needs of employers. At the Faculty of Humanities and Social Sciences in Zagreb, we conducted research among current partners with surveys and focus groups on what are the services that we can provide them that they need. The result was: support and education. A team was formed to think of a program of workshops for mentors on what it takes to be a good mentor. They also made handbooks describing the process of mentoring with crucial skills and competences of a good mentor, which can be a great resource for first time mentors and a good reference on special topics for the ones with more experience.

Figure 2: The role of internships in career guidance and lifelong guidance



Seven key activities (competences) of multi-partnership management were defined:

Figure 3: Repository of Skills



Within those seven key activities (competences) of multi-partnership management different but interrelated work tasks and activities (sub-competences) are precisely defined. (Keep in pact, 2022)

In the repository of skills, the necessary requirements in terms of clusters of knowledge, skills and predispositions/individual characteristics of a competent multi-partnership cooperation manager are specified within each competence. (Keep in pact, 2022)

The full framework with detailed tables on all mentioned activities is available at keepinpact.eu.

Conclusions

The aim of the workshop provided at the Euroguidance Cross Border Seminar in Dresden was to show that we have a direct source of information in our partners, the employers, that can help us improve as counsellors. But also what the requirements of a good multi-partnership manager are, which can help us educate future career counsellors.

The workshop was divided in two main sections:

1. The role of internships for all the parties involved,
2. Managing multi-stakeholder's partnership in lifelong career guidance and counselling.

In first section the goal was to see what our experiences with internships are, and what the benefits of student internships are for us as career counsellors. Using the Kugellager method the participants discussed their experience with internships, mentors and their career paths. Afterwards, we explained the role of internships in more detail, discussing different experiences.



In the second section, the participants were asked to do a SWOT analysis of themselves as career counsellors in order to detect what do we have, that we can provide to our partners, the employers, as part of a win-win partnership. Each participant compared their SWOT analysis with a partner and then together we combined it into one joint SWOT.

The role of that joint SWOT was to compare it to the repository of skills of the multi-partnership manager to see if we have what it takes to manage multi-stakeholder partnerships and thus provide a better service to our clients.

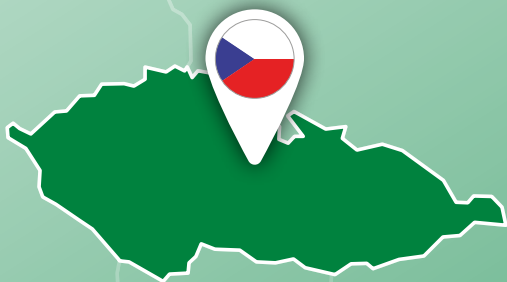
The envisaged outcome of the workshop was to show that although we all have different experiences and a different number of years providing the service of



career counsellors for various groups group of clients, our main objective is the same: to provide the best possible service to our clients and to better prepare them for the demanding and fast changing labour market. But in order to do so, we need to work on ourselves and use all the resources that are offered to us to have what it takes to be a good career counsellor in a changing world.

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CZECH REPUBLIC

C-Game – game for the first vocational choice

The workshop aimed to familiarise the participants with an online game created during 2020–2022 within the ERASMUS+ project called “C-Game: Game in a city full of occupations”. The initiator and coordinator of the project was the Czech Association of Educational Counsellors, which was greatly assisted by the Guidance Services Support Unit of the National Training Fund. The other four project partners were from Slovakia, Greece and Bulgaria (see project.c-game.cz).

C-Game is intended for pupils in their last years of elementary school who are facing their first vocational decision. The game provides pupils with insight into the world of work in a playful, interactive and engaging way and helps them to start thinking about their life and work plans. C-Game is playable on all digital devices with a larger screen with access to a fast and stable Internet and equipped with Google Chrome Internet browser.

C-Game won national career guidance awards, both in the Czech Republic and Slovakia. It is an originally programmed, freely available online game in five language versions (English, Czech, Slovak, Greek, Bulgarian) at play.c-game.eu that features:

- an extensive database of 609 occupations, which are advertised as vacancies in 135 buildings, where pupils build and occupy vacancies in three game levels,
- a user-friendly editorial system allowing project partners to edit and adjust published texts at any time,
- a facilitator environment in which the person working with a group of pupils (facilitator = teacher, educational advisor, career guidance counsellor, leader of a children's interest group, etc.) has the opportunity to set up classes, create pupil access codes (passwords), monitor the progress of the game of each pupil who uses the pupil code to enter the game, as well as print the results

of two questionnaires prepared in accordance with Holland's typology of personality and work environment. The advantage for pupils is that they do not have to enter their email addresses in the game, and they can use the pupil code to enter the game at other times and from another digital device.





In the opening part of the workshop, we discussed basic topics related to the first choice of profession for which C-Game is intended:

- First vocational decision,
- Factors influencing the first vocational choice,
- Stages of working with a group while implementing games or other activities with an educational goal.

The participants discussed the topics in groups and then presented their opinions to others. There were noticeable differences in the perception of topics given the different practices in the countries in which the participants operate. In addition to the exchange of opinions and experiences, the aim of the discussion was to



introduce the issue of the first vocational decision. While the participants easily identified the factors influencing the first choice of occupation, many of them were not sure about the content of the concept of “first vocational decision” and the stages of working with a group in the implementation of games or other activities with an educational goal, which are based on the three-phase learning model of “Evocation – Awareness – Reflection”.

During the C-Game presentation the participants had the opportunity to try C-Game online. While presenting the output from the first level of the game, into which a simple 48-item questionnaire is built based on Holland’s typology of personality and work environment, requests from most of the participants were communicated to present this typology. Because of this, we managed to do only three of five prepared tasks for the practical part:

Prevention of emotional exhaustion at University for Ukrainian Refugees

Relevance of the topic

Today, there are about 2.4 million refugees from Ukraine in Europe. According to a study by the Confederation of Employers of Ukraine, 60% of them do not plan to return home, at least until the war ends (Confederation of Employers of Ukraine, 2023). Given the uncertainty of the duration of migration movements as a result of hostilities, there is a pressing issue of psychological support for the adaptation of Ukrainian refugees in the European labour market.

For a year now, the Masaryk University Career Centre has been implementing a project to support and accompany the integration of Ukrainian refugee students at the university and in the European space as a whole. The complexity of the psycho-emotional state of refugees, their socio-economic problems and emotional instability (because the war is ongoing), forced rather than voluntary migration necessitate a multidisciplinary approach to solving the problem with a significant emphasis on psychological support. For this reason, the adaptation courses developed by the Career Centre include not only seminars and workshops aimed at developing knowledge about the specifics of higher education and the labour market in Europe, but also various activities aimed at providing psychological support to students during the process of adaptation and integration in the new educational environment. Considering the exhaustion of students, their excessive stress, and constant psycho-emotional tension, one of the elements of psychological support was training courses and communication zones aimed at preventing emotional burnout, building stress resistance, overcoming communication barriers, etc.



The purpose of the workshop

The purpose was to share the experience of the Masaryk University Career Centre in preventing emotional burnout among refugee students. It should be noted that the selected methods can be used not only for students, but also for career counsellors.

Outline of the main material

In the spring of 2022, more than 500 applicants and students from Ukraine came to Masaryk University. The vast majority of them were children aged 16–17 who were forced to leave their homes and, under stress, quickly decide where to study, who to be, what profession to master, and what to do with their lives. The Career Centre team accepted the challenge and, based on the identified needs, developed a system of comprehensive services to support the process of adaptation and integration of future students at the university and, subsequently, in the European labour market.

Our system of services included individual and group work. The individual form of work included individual consultations on adaptation issues upon request, as well as standard consultations from the Career Centre, such as advice on writing motivation letters, preparing CVs and career development.

The group form of work had several components:

- seminars, workshops aimed at highlighting the university's learning system, rules and features, for example, the specifics of using the MUNI information system, assessment system, etc.,
- a series of training sessions (during the summer) aimed at developing various soft skills that form the adaptability of students – the ability to adapt quickly to changing conditions,
- a series of workshops and seminars aimed at forming an understanding of the peculiarities of the European labour market and the image of a competitive specialist,
- joint activities aimed at overcoming language barriers and integrating refugee students (Berezka, 2022).

After six months of work, when the students were already well acquainted with the peculiarities of studying at the university and the specifics of the European labour market, we noticed that the overall level of student stress was quite high. This was due to the fact that students were constantly under stress (worrying about their families), had problems with academic Czech, had a lower level of general training due to differences in education systems, and faced communication barriers and cultural misunderstandings. Taking into account these factors and the fact that stress changes the activity of cognitive processes, students had to work twice as hard to catch up with their classmates. This, in turn, led to exhaustion and lack of self-confidence.

We realised that students' needs were changing, so we needed to modify our service system. While maintaining the overall goal of helping people integrate, we added tasks to prevent emotional burnout and provide psycho-emotional support. The implementation of these tasks became possible through the introduction of the following additional activities:

- Creating communication zones – meetings with tea to develop communication competence. On the one hand, communication competence is one of the key skills needed to build a successful career. On the other hand, it is an opportunity to create a sense of mutual support, to relieve feelings of loneliness, and to talk through your own problems.
- Conducting self-discovery training using elements of art therapy. Why self-discovery? Because the search for a resource begins with establishing your identity and knowing yourself. Knowing your strengths and personalities is also useful when building a career. And art therapy techniques made it possible to work through non-verbalised feelings, relieve psycho-emotional stress, and teach relaxation techniques.

Here are some examples of the exercises and methods we used.

A series of exercises to get to know each other

Getting-to-know-you exercises are an important element of group work. They help to unite the group, set the mood for work, and teach them to express themselves to the group.

We used the following exercises: “Circle of Questions”, “Name and Movement”, “The History of My Name”, “My Coat of Arms”, “Three Common Qualities”, etc. (Active citizens: a facilitator’s guide, 2015; Ideas for inspiration ... solutions: a guide for trainers of non-formal education, 2020).

For example, the “Three common characteristics” exercise involved participants in pairs and finding three common personal characteristics among themselves. The “Circle of Questions” activity involved getting to know each other through interesting questions. The answers to the questions were always discussed in

pairs, not as a group. These exercises help to relieve the tension or fear of “I have to speak to the group”, allow you to get to know each other quickly and get a positive attitude.

The exercises are aimed at self-discovery

We have already noted that an important element in preventing emotional burnout is understanding your own identity and finding your own resources, vitality within yourself. That is why we devote part of the training to self-discovery exercises. Here we use both classical methods, such as SWOT analysis, and creative ones, such as “Drawing Your Own Identity”, and the “Values and Needs Scale” (Active citizens: a facilitator’s guide, 2015; Ideas for inspiration ... solutions: a guide for trainers of non-formal education, 2020; Malkhazova, 2022). For example, the “My Values” exercise involved rating your own values and finding a group of people who share similar values. This exercise not only allows you to analyse your own values, but also shows that despite the fact that we are all different, we have something in common, which can be a starting point for building communication.

Exercises to work with emotions

This is actually a set of exercises aimed at developing the ability to recognise and analyse emotions, developing relaxation and psychohygiene skills, and developing stress resistance.

In this block, we use a wide range of different techniques, such as breathing and meditation techniques (square breathing, finger breathing, “Safe Place” technique), self-analysis techniques (“Bone by bone”, “Obverse and Reverse”,

“Find 10 things in a week that surprise/fascinate/bring you joy”; “Autobiography of emotions”), bilateral therapy techniques (“Butterfly hug”, “Humpty Dumpty”), art therapy techniques (drawing on water on a given topic, drawing emotions, neurography, acting out situations, creating a generational story, etc. (Kalka, Kovalchuk, Odintsova, 2021; Malkhazova, 2022; The basics of working with trauma, 2022).

Farewell rituals

In addition to the standard feedback gathering, we used farewell rituals that were focused on consolidating positive emotions and filling up the energy resource. For example, we used the following exercises: “I don’t want to brag, but I am ...”, “I am a gift to humanity because ...”, “I am a master at ...”, “Secret wish for happiness”, “Living corridor of wishes”, “Compliment chair” (Active citizens: a facilitator’s guide, 2015; Ideas for inspiration ... solutions: a guide for trainers of non-formal education, 2020). These exercises helped students to shift their attention from a number of failures to their own achievements, to increase their own importance by remembering their own strengths.

Conclusions

The described exercises and methods of preventing emotional burnout are an element of a comprehensive system of support for the integration of refugee students at universities. These methods can be used to prevent emotional burnout not only for students, but also for career counsellors and lecturers. We see the prospect of further scientific research in the creation of a universal psychological and social system of adaptation of foreign students at universities.

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GERMANY

Workshop 5: Beate Gebauer and Birgit Tschense, Germany

“Staying on top of the counselling game” – How to keep up and improve your counsellors’ performance in a fast changing world!

Aim, content and possible outcomes of the workshop

In order to meet the current and future challenges such as the ageing of society, the climate crisis or the digital transformation in the economy and society, career counsellors need a well-functioning “clockwork” for their daily work. We chose “clockwork” as a symbol for our workshop, because it perfectly symbolises the importance and especially the interaction of the different components of needs for staying on top.

Based on this symbol, our aim was to point out to the participants that career counsellors need good and also regular training, additional offers and further training as well as support offers in order to meet these global challenges and to be able to continue to offer qualified counselling on a daily basis. These offers must mesh like the cogs of a clockwork, so that the career counsellors can meet high standards of counselling.

Figure 4: Staying on top

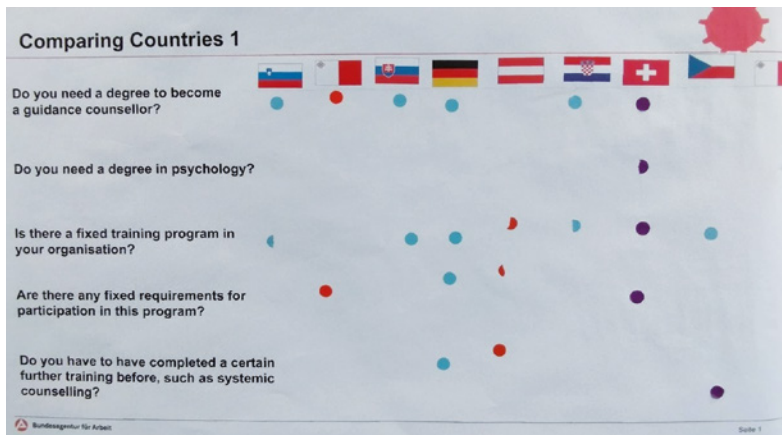


The workshop was divided into more or less four parts:

1. Training
2. Additional offers and further training
3. Support
4. Practical example

Since most of the participants work with young people seeking counselling and also in order not to overload the workshop thematically, we have limited ourselves to counsellors for this target group. Furthermore, we only presented the offers of the German Federal Employment Agency (GFEA) in this workshop. The GFEA is the largest and probably also the most important provider of guidance for young adults in Germany. Moreover, only the GFEA has a regulated framework and guidance standards in Germany.

1. At first, we gave a brief overview of the target groups and tasks of the GFEA's career counsellors as well as detailed information on the training of new counsellors. Afterwards, we invited the participants to share their experiences through a visualised country exchange with impulse questions. Our goal was to quickly obtain a structured overview of the countries participating in the workshop. During and after this exercise, we briefly discussed the results and questions of the participants.





2. In the second part, we presented the GFEA's various offers for self-information and further training for career counsellors. Which institutionalised services can career counsellors in Germany use, in order to keep up with current developments and challenges independently or flexibly? We also discussed the challenge that the use of these offers is mostly voluntary. With the aim that all participants can learn from each other or get new ideas, we then again carried out and visualised a country comparison. For this purpose, we asked the participants to add their additional offers and tools to the prepared pinboard. GFEA employees were also able to contribute local peculiarities. Here, the speakers particularly pointed out the so-called “collegial exchange”, a simple exchange format, that meets the highest quality standards and can be easily applied or implemented in other teams/countries. In doing so, we have fulfilled another of our goals: to give the participants good and simple ideas as a “gift”.

Comparing Countries 2

Social Intranet

- MT Peer Support

Teamboards

- Newsletter
- Digital documentation
- regional model for counselors
- Develop project sites to connecting EUC platform
- Conference over peer exchange offer by Association of Vocational Counsellors
- to job → Billings in the context of internationalization

Conferences

- Network Meetings
- Professional exchange
- Workshops
- Develop project sites to connecting EUC platform
- GER Projects Networks
- Conference over peer exchange offer by Association of Vocational Counsellors

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Comparing Countries 2

Social Intranet

- Career's Library ONLINE
- Learning Nuggets

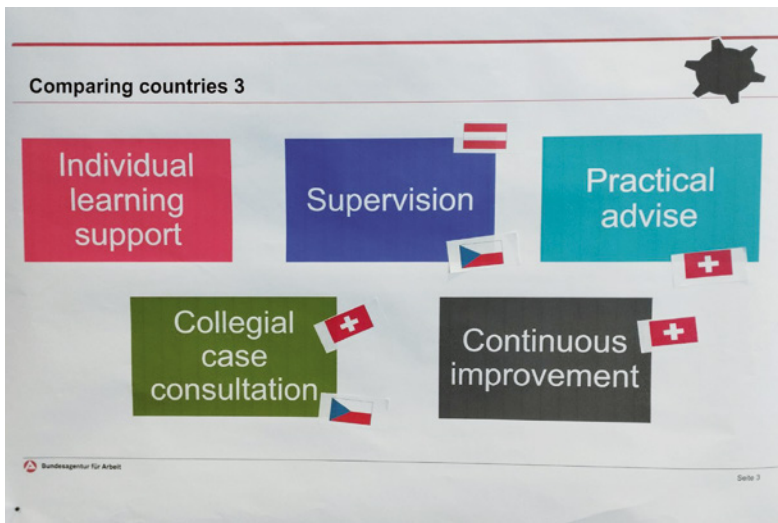
Teamboards

- Newsletter
- Digital documentation

Conferences

- Network Meetings
- Professional exchange
- Workshops

Bundesagentur für Arbeit



3. Now we have presented the different support options. Here, the GFEA offers a far-reaching standardised offer, as was also shown in the final country comparison. In particular, the management method from Japan (KAIZEN) as “continuous improvement” used in the GFEA and the model of “integrated learning support” were still in demand by the European partners. Here we have carried out a two-part country comparison on the prepared pinboard. Here, too, we have fulfilled our goal of giving the participants easily transferable practical examples. We asked the participants to add additional offers from their organisations and share them with us. In this way, we were also able to achieve the goal of European exchange. In the second workshop, there was a somewhat longer discussion about the widespread use of the support offer, especially for supervision.

4. At the end, we had planned the collegial case consultation as a practical exercise. Surprisingly, this method was known to most of the participants. However, since the first workshop had started with a delay, we did not play through this method but discussed it in great detail. Before the second workshop, there were delays in the course of the conference and we had to shorten the content of our workshop a bit. That’s why we didn’t play through the last part and also omitted some comments and discussions in the other parts.





Conclusions

In both workshops there have been many inquiries about cooperation with the universities, job shadowing in Germany as well as more detailed questions about the practical use of the offered tools and methods guidance counsellors can use. It was possible to give the European colleagues a deeper overview of the good standards of the GFEA and nevertheless to initiate an informative exchange. In this way, the goals of the workshop have been achieved and the participants could benefit from their participation. Maybe it will be possible to try out and implement our suggestions. We hope that we have also succeeded in making the importance of the three components (education, additional offers and further trainings as well as support) clear and thus encouraging their regular use. This is the only way career counsellors can prepare themselves for the challenges of the time and meet the growing pressure.

And last but not least: Now we all can stay on top of counselling game!



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Future of career counsellors' competence – what is expected from practice?

Aim and content of the workshop

The workshop discovered requirements for (future) career counsellors' competence from a practical point of view. And participants reflected on which current challenges create new competence needs. To work out these questions, the first step was developed from the method of "Design Thinking". In the workshop, the participants developed a differentiated understanding of the current situation and a common picture of a possible solution ("future career counsellors' competence").

Background: Professional career guidance provides an important service for people and society. To provide such a service, functioning structures as well as well-trained and motivated career counsellors are a prerequisite. High-standard training and stable employment prospects are also important for the attractiveness of the profession of career counsellor. In recent years, career counsellors, associations and networks have continuously strived to describe and establish such high standards for education and further training. But are the contents still up to date, or do they have to be adapted to the current and future challenges?

In the workshop, the participants worked on topics alongside several future trends about upcoming challenges of a "Changing World" and developed ideas for suitable forms of competences for professional guidance counsellors.



The offered trends refer to “Digitalisation and Changing World of Work”, “Individualisation and Changing Life Paths”, “Contextualisation and Collaboration”, “Ecological Crisis and Green Economy” and “Health and Selfcare”. The method of “Design Thinking” consistently uses the view of practice to create ideas and “prototypes” of a desired future in several steps.

In the workshop, we conducted the first steps of a design thinking process. As the process, as a whole, needs more time than one workshop offers, we decided to carry out the first half of a design thinking process. The whole design thinking process consists of six steps, that can be carried out in variable orders, as for example recaps of the past step are needed (cf. Gürtler & Meyer, 2013).

Figure 5: Design thinking process (adapted from Gürtler & Meyer, 2013, p. 34)



Steps conducted during the workshop:

The first step emphasised the understanding of the problem. Workshop participants had the opportunity to visit a word cloud exhibition consisting of the challenges mentioned above. This exhibition provided the opportunity to reflect on the trends and to start the exchange with other workshop participants. In plenum, workshop participants explained what expectations counselees have of the counsellor's competence against the background of the current challenges.

The second step (examination) helped the participants to build empathy with their own situation. They interviewed each other in groups of two by answering the following questions:

- Which trends pose challenges for your counselling practice?
- Which client concerns bring you to the limits of your previous competences?
- What would you like to learn/train/develop with colleagues?
- Which future competences do you know from other professions? To what extent are these also important for your profession as a counsellor?

During the third step (synthesis), participants built groups of four people and started storytelling. The main part of the story was the future Career Guidance and Counselling (CGC) expert.

- How would he/she look like?
- What is important to him/her?
- What environmental aspects affect him/her?

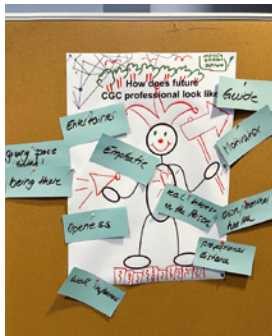
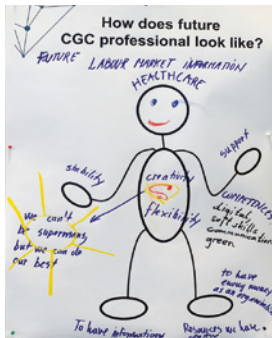
The workshop participants had the opportunity to get creative. They drew and described the future CGC expert. Drawings and descriptions grounded on the interview results and were led by silhouettes the workshop leaders had prepared.

Outcomes of the workshop

The workshop produced several outcomes. For example, the interviews among participants initiated personal reflection processes and exchange between workshop participants. The pictures of future CGC experts the participants painted are the core outcome of the workshop. Therefore, we focus on the results provided by the artworks.

Attributes and characteristics of the future CGC professionals were part of the drawing. The following indications of competence can be derived from the drawings:

- Empathy: All groups drew a heart symbolising empathy. It shows the biggest overlap between all groups. Furthermore, skills such as tolerance, authenticity and listening skills are mentioned and linked to the heart and ears. This underlines that human interaction and social skills will keep their relevance in the future even though technological changes such as artificial intelligence are on the way.
- Digital competences: 6 of 8 groups used symbols as computer mouses, WIFI and technical devises to underline the future importance of digital competences. It underlines that digital skills are important to catch up with the digital transformation.



- Network competence: 5 of 8 groups underlined network competences. They used, for instance, the drawing of network-pounds or another colleague that is within the counselling process. A mobile phone was also shown, which only opens the possibility of calling a peer at a second glance.
- Knowledge and information management: 6 of 8 groups put emphasis on information, for instance expert knowledge. These competences were on the one hand symbolised by books and on the other hand by drawings of brains. This underlines the important role of CGC practitioners as information providers.
- Tools and methodology: 3 of 8 groups mentioned tools as a part of the future CGC professional. They were drawn as a wrench, spoon, knife and fork or as a toolbox. Tools and methodology are related to counselling and question techniques.
- Further competences: 3 of 8 groups mentioned sustainable competences. Therefore, they used for example a green footprint. Furthermore, healthcare and selfcare appeared, e.g. in the form of safe funding of counselling.

Conclusions

The results lead to first impressions of what competences might be important in the future. As the future provides trends and challenges as mentioned in the word clouds above, adjustments and pro-active development of competence frames for CGC professionals are necessary. Furthermore, needs for new training forms to learn these competences might appear.

We will work on the results in the following way:

- Further workshops: The design thinking process will be repeated and continued in further workshops with different participants. Target groups of our future workshops are CGC experts, further training experts and students from counselling related fields. We therefore hope to get a wide range of different characteristics and competences.
- CGC-DigiTrans: The results will be considered in the CGC-DigiTrans project (co-funded by the European Union). CGC-DigiTrans is especially linked to digital competences and networking/collaboration aspects in counselling. The aim of the project is to develop an innovative counselling method, the “CGC Roundabouts for Digital Transformation”, through which Career Guidance and Counselling (CGC) practitioners can improve guidance and counselling in the context of digital transformation. The aim is to facilitate the fit between the training needs of individuals and employers and the qualification offers of training providers through good professional guidance and counselling. The basis for this is both the knowledge and skills of the practitioners in the context of digitalisation and their ability to counsel in multi-actor networks.
- Competence frameworks: Peter Weber is member of different boards (nfb, IAEVG, CareersNET) and supports other networks and associations (dvv, NICE). Therefore, results will be integrated, if possible in future reworks of competence frames in national and international contexts.



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HUNGARY

How can we become more skilled at motivating students in this VUCA (volatile, uncertain, complex, and ambiguous) world?

Aim and content of the workshop

In the times of FOMO, FOBO, climate anxiety, all the changes we have witnessed over the past few years and the mere complexity of how to choose one's career, we are experiencing that more and more students report being unmotivated and feeling lost in how to find their path in life. This gives us counsellors an extremely big challenge to motivate them to take action and inspire them to see the world that is full of possibilities, a world to which they belong a world that is waiting for them to make a difference and be part of a solution.

The VUCA world

The VUCA world we live in today can have a significant impact on students' motivation when it comes to choosing their career path. VUCA is an acronym that stands for Volatility, Uncertainty, Complexity, and Ambiguity. The term was first used by the U.S. Army War College in the 1990s to describe the unpredictable and rapidly changing global environment after the end of the Cold War. Since then, the term has been widely adopted in business and management circles to describe the challenges of navigating complex and rapidly changing markets and organisational environments. VUCA is a useful framework for understanding the nature of the challenges facing organisations and individuals in today's world and for developing strategies to address them.

With constant change and unpredictability in the job market, students may feel overwhelmed and unsure about what the future holds for them.

This uncertainty can lead to a lack of motivation or even fear of making the wrong choice. Students may be hesitant to commit to a particular career path, fearing that their chosen field may become obsolete or be replaced by automation in the near future.

The VUCA world has also led to an increase in non-linear career paths, where individuals may have multiple jobs and switch careers more frequently. Furthermore, it has also led to an increase in mental health challenges among students and adults.

All these factors complicate the role of career counsellors, as they must help individuals navigate these new career paths and find success in an ever-changing job market while providing support to those struggling with anxiety.

However, it is important to remember that the VUCA world also presents opportunities and potential for growth. With new technologies and industries emerging all the time, students have the chance to explore and pursue careers that may not have been available to previous generations. To stay motivated in the face of uncertainty, students should focus on developing skills that are adaptable and transferable across industries. Soft skills such as communication, problem-solving, and teamwork are highly valued in a VUCA world and can help students stand out in any career path.

In the following article our goal is to explore current research on the topic of motivation and investigate how non-directive methods (such as Art of Hosting tools) can help us with motivating students and adults with the intention to help students to navigate the VUCA world and access its potential.

ator and coach
ning & innovation.

osting Participatory Leadership and Generative Collaborative Learning, W.C. Miller
rlands- Who Operations & Supply Chain Management



Non-directive coaching tools

According to the model of Myles Downey, non-directive tools are: asking questions that raise awareness, summarising, paraphrasing, reflecting, and listening to understand. These tools are used in a way to equip another person to be able to solve his/her problem. (Compared with the directive tools that are used when we are solving someone's problem for them). The benefits of non-directive tools are accessing the students' resources and experience. The use of these tools might take more time but they could prove to be more effective in the long run.

Art of Hosting

The Art of Hosting is a specific approach and methodology for group facilitation and systems change, developed and curated according to a common or open-source model by an international community of facilitation practitioners. Starting around the early 2000s, the community shares methods, tools, and terminology to improve how people can understand and mobilise to respond to complex social, political, and economic change in a participatory manner. It applies dialogic techniques and complex systems analysis (e.g. the Cynefin framework and Chaordic organisation), and is partly informed by social theories, including structuration, actor-network theory, and situated knowledge. The practitioners see this methodology of engagement as a way to bring people in complex, social systems into convergence on collective actions, with the participants discovering and proposing their own solutions.

Motivation

Motivation is the driving force behind our actions and behaviours. It refers to the reason or reasons that lead us to act in a certain way. There are two main types of motivation: intrinsic and extrinsic. Intrinsic motivation comes from within and is driven by personal interest or enjoyment in a task. On the other hand, extrinsic motivation is driven by external factors such as rewards, recognition, or punishment. Both types of motivation play a crucial role in our lives and can influence our behaviour in different ways.

Dan Pink's motivation 1.0, 2.0, and 3.0 refer to the evolution of human motivation. Motivation 1.0 is based on survival needs such as food, water, and shelter. Motivation 2.0 is driven by external rewards such as money and status. Motivation 3.0 is based on internal motivators such as autonomy, mastery, and purpose. Dan Pink argues that Motivation 2.0, which relies on external rewards and punishments to motivate people, is no longer effective in today's workplace. This system assumes that people are solely motivated by extrinsic factors, such as money or recognition, and ignores the importance of intrinsic motivation, including autonomy, mastery, and purpose. Pink argues that people are more motivated when they have greater control over their work, opportunities to develop their skills, and a sense of meaning and connection to their work. Therefore, Motivation 2.0 needs to be replaced with a new approach, that emphasises intrinsic motivation and allows people to tap into their full potential.

Motivation 3.0:

1. Autonomy – people are motivated when they have control over their work and how they do it.
2. Mastery – people are motivated when they are able to improve their skills and become better at what they do.
3. Purpose – people are motivated when they have a sense of purpose and feel their work is meaningful.

Art of Hosting tools for motivation

One exercise from the Art of Hosting practices called the Storytelling Triads where participants form groups of three and they each take a rotational role in one of these roles: storyteller, harvester and listener. The practice is aimed at answering a powerful question in the centre of the storytelling, for example "Tell us about a time when a client/co-worker/student was out of motivation and it shifted? How were you part of that shift and what have you learnt about motivation?". The role of the storyteller is to share a meaningful story, that of the harvester is to capture the words of the storyteller and the role of the listener is to listen and hold space for the storyteller.



Hungarian Cross Border coordinators with workshop leaders from Hungary

The instructions would look like this:

1. Choose who starts and appoint who tracks time. Storyteller answers the question in 6 minutes. (Listener listens, Harvester takes notes of what was said).
2. Listener reports back in 1 minute what they have heard.
3. Harvester reports back in 1 minute what they have heard.
4. Storyteller reflects 1 min answering this question: "How was it to hear what the Harvester and Listener observed? What have you learnt about yourself and the topic through them?"
5. Repeat the same changing roles.



Outcomes

From the flipchart of the workshop we collected the outcomes answering the question: “What did you learn about motivation through the Storytelling Triangles?”

- Co-creation: collaboration of ideas can keep up motivation,
- Don't be afraid, accept the challenge. Try! Do it! Go!,
- Openness towards opportunities,
- In a conversation you can feel very well, if a person is motivated, she/he speaks much more passionately,
- Motivation is like a process that depends on your inner self as well as conditions that are all around you,

- Giving the feeling of acceptance,
- Motivation is very various: it might be looking for challenges, creating a productive work-atmosphere or supportiveness for others because of thankfulness,
- Motivation helps us keep the hope,
- Never give up (from yourself and/or others) – Stay humble, work hard and be kind!,
- The key teacher is you! Learning our own reaction,
- Motivation comes through small steps,
- Motivation is an essential part of a personality,
- Motivation triggers creativity and confidence.

Conclusions

The above proposed tool can be used as a non-directive tool in a group setting as this exercise covers the tools of asking questions that raise awareness, summarising, paraphrasing, reflecting, and listening to understand. Depending on what question is crafted for the centre of the storytelling, it can help participants connect to every point of Motivation 3.0: Autonomy, Mastery and Purpose.

Further benefits for counsellors of using such tools:

- Non-directive coaching tools empower students to make their own decisions about their career path, leading to greater motivation and commitment.
- By using non-directive coaching tools, career counsellors can help students identify their own values, goals, and strengths, which can be a powerful motivator for success.
- Non-directive coaching tools can also help students build confidence in their own abilities, which can lead to greater motivation and a willingness to take risks and pursue new opportunities.

- By taking a non-directive approach, career counsellors can create a safe and supportive environment, where students feel comfortable exploring their options and asking questions, which can further enhance their motivation.
- Finally, learning non-directive coaching tools can help career counsellors become better listeners, which can help them better understand their students' unique needs, goals, and motivations, and provide more effective guidance.

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VUCA is an acronym coined in 1987, based on the leadership theories of Warren Bennis and Burt Nanus, to describe or to reflect on the volatility, uncertainty, complexity, and ambiguity of general conditions and situations. The U.S. Army War College introduced the concept of VUCA to describe the more volatile, uncertain, complex, and ambiguous multilateral world perceived as resulting from the end of the Cold War.

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Career equilibrium and sustainable development

Abstract

Sustainability is one of the most commonly used words in modern days. It's somehow connected with another term; balance. Economists as well as natural scientists know very well that equilibrium in the labour markets is transient phenomena, like rainbows in the sky after a summer thunderstorm. This fact is less appreciated by career guidance professionals as career resilience has a detailed literature and is well documented in professional discussions while career efficiency is less discussed.

keywords: sustainability, performance, learning outcomes, equilibrium, efficiency, UN decent work & SDG

The role of the career counsellor is to look after the values of the counsellee, the individual and the family (as opposed to the HR manager who works for the company), so the United Nations SDGs (Sustainable Development Goals) are best used in their daily practice to learn more about the jobseeker's values, attitude and expected lifestyle and reflect this back to them. Career professionals are also there to support the counsellee in how to strike a balance between individually sustainable career goals and productivity through performance and the practice of individual reflection on it. Clearly, career counselling as a profession cannot and does not work without a discussion about performance but without actual performance measurement as it is out of the scope of counselling. For example, the important role of the different homework given by the counsellor to the counsellee is absolutely connected with this issue.



Individual, and family level balances (equilibriums) are the targets of the counselling interventions. The learning outcomes of the counselling interventions can be clearly connected with the issue of personal, household and family level balances. These do not automatically mean sustainability but could lead to a more self-conscious way of life. For example, calculating the counsellee ecological footprint is an exercise which can be connected with the way of life different professions and jobs may provide in the present and in the future. Lifestyle is a concept that is under-emphasised in career counselling, even though it is linked to the attitudes, values, economic opportunities, and sustainability of the person seeking counselling.

Career development support services should teach us how to use our own resources, but also to appreciate the resources of others – our community and our environment. For career counsellors, the SDGs mean tailoring the process to enable people to consider their lifestyle expectations in the context of their local environment. It must be conducted with the decent work agenda in mind.

Labour market, equilibrium, people

Just over two decades ago, the paradigm of harmonious development was a popular concept that had been replaced by sustainable development. The United Nations' Millennium Development Goals (MDGs) later replaced by the Sustainable Development Goals (SDGs) by 2030 are perfect examples for this policy shift. On the other hand economic-technological systems and nature's core values are not in a balance.

- Basic values of economic-technological systems are: efficiency, productivity, growth, profit maximisation, mammoth technologies and organisations, monocultures.
- Nature's core values are: diversity, variety, balancing capacity across broad boundaries, cycles, self-healing. The relationship between the two subsystems is more of a forced one, and can thus only be optimised to some extent. The main difficulty with the paradigm of sustainable development is that each stakeholder has its own interpretation of sustainability and development (Papp, 2002).

Careers are never stable but full of ups and downs as are labour markets where people look for jobs. Balances are temporary, and must be set up again and again. The market never actually reaches equilibrium, though it is constantly moving toward it. This eternal movement is also true for the labour markets where; **“Workers prefer to work when the wage is high, and firms prefer to hire when the wage is low. Labour market equilibrium “balances out” the conflicting desires of workers and firms and determines the wage and employment observed in the labour market.”** (Borjas, 2020:144). Issues such as labour market demand (companies' side) and supply (people's side), wage distribution, unemployment, underemployment, migration and mobility, incentives pay are all discussed and regularly monitored by labour economists and labour administrations all around the globe. The practice and theory of career guidance try to tackle the situation, introducing concepts as career

resilience, career adaptability (London, 1983). These definitions are very useful if we want to understand individual adaptability and to teach counselees to be more flexible in their career choices and development. However, there are of course some logical building blocks missing from this argument, which refer to the productivity and efficiency of labour and careers. Hall (2002) put it this way; career effectiveness has both long-term orientation such as identity and adaptability as well as short-term orientation such as career attitudes and performance. Work and study related performance is a key to finding individual and companies' level equilibrium in the labour markets. The strong criticism with modern societies and economies that as they had been built around the continuous increase of the performance (where money is the value (**valute** in Italian) to measure it) a relative, temporarily stable equilibrium can be never reached as it is unsustainable. The same criticism is probably applicable at the individual's side as well, as careers are about performance and efficiency is often based on exceeding past performance. This led us to a burnout society (Han, 2015).

On the other hand the ability of an ecosystem to remain in equilibrium in the face of disturbances is called resistance (ILO, 2021). However, there is the possibility of how a market that is out of equilibrium can seek a new equilibrium. We can also say that the normal state of the social economy is one of conflict, crisis, and adjustment. How then can the unresolvable problem be resolved? The (labour) market is always about improving efficiency, where there is only a momentary equilibrium, while the individual is looking for a sustainable, workable career. Environmental economics seeks to find answers to these questions. In other words, modern economies are full of (negative) externalities that are often impossible to price locally. According to Daly (1997); **“Sustainable development ... is a definite turn away from the growing economy and all that implies for a growing economy, and towards to a steady-state economy.”** If this view is taken as a starting point, the question of a sustainable labour market cannot be left to itself, and the economy cannot be considered in isolation. The first Club of Rome report (Meadows & Meadows & Randers & Behrens, 1973) looked at the interplay of five factors of sustainable development:

- population,
- industry,
- agriculture,
- non-renewable resources,
- environment pollution.

Repeated report of the Club of Rome (Meadows, 2020) the main message is that **“efficiency gains come at the expense of resilience, and this is felt in all sectors of society.”** Under the Bretton Woods System (1944) after the Second World War until 1971, the exchange rate of currencies against each other, the dollar to gold, and currency trading was directly linked to real economic activity and real exchange rate activities. After 1971, however, this changed (World Economic Research 2012), when the exchange rate between the operating rules of the monetary economy changed. And the need for collective action implied a prisoner’s dilemma; everyone would be better off acting, but everyone should act. Individually, however, each actor has an interest in minimising the effort for the common good.

Decent work and Sustainable Development Goals

The International Labour Organisation (ILO) decent work agenda (DWA) inspired by famous welfare state economist Amartya Sen in 1999 has four building blocks:

- employment creation,
- social protection,
- rights at work,
- social dialogue.

Since 2015 DWA is part of Sustainable Development Goal (SDG) No. 8 which formulates objectives in the language of professional diplomacy; to **“promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”** by 2030. The phrase “to strive” is very

common in UN documents. In Europe, since the Peace of Westphalia (1648), this tone has been used by the ambassadors of each sovereign state to convey the demands of their nations to the other side. However it was only much later (Nijman, 2004) that sovereign and secular states began to engage in professional diplomacy in the modern sense. The foundation of the League of Nations in 1920, including the establishment of the International Labour Organisation (ILO) as later on a UN (1994) agency had created global (golden) standards for trade but also for human development. The very first ILO conventions set the workers right around “**8-hour day or the 48-hour week**” (ILO C001, 1919). Global references for human resource development and counselling had arrived much later as programmes of vocational guidance and vocational training had become important in global trade and manpower development (ILO C142, 1975). However the lack of fairness has persisted in the labour market and there is no sign that it will not persist in the future (Standing, 2014, Blustein et al. 2016). Striving for something does not mean to ever achieve a target, it means participation in a race.

Lessons learnt for career professionals: Careers and ecosystems

The role of the career counsellor is to look after the values of the counsellee, the individual and the family (as opposed to the HR manager who works for the company), so SDGs are best used in their daily practice to learn more about the jobseeker’s values, attitude and expected lifestyle and reflect this back to them. Career professionals are also there to support the counsellee in how to strike a balance between individually sustainable career goals and productivity through performance and the practice of individual reflection on it. Clearly, career counselling as a profession cannot and does not work without a discussion about performance but without actual performance measurement as it is out of the scope of counselling. For example the important role of the different homework given by the counsellor to the counsellee is absolutely connected with this issue.

Economy is always stronger than people but it's always humans that have been shaping it. Individual, family level balances (equilibriums) are the targets of the counselling interventions. Therefore learning outcomes of the counselling interventions and takeaways from counselling sessions can be clearly connected with the issue of personal, household and family level balances. These do not automatically mean sustainability but could lead to a more self-conscious way of life.

For example calculating the counsellee's ecological footprint (www.footprintcalculator.org) is an exercise which can be connected with the way of life different professions and jobs may provide in the present and in the future. Lifestyle is a sociological concept, coming from Adler (1929/2013) that is under-emphasised in career counselling, even though it is linked to the attitudes, values, economic opportunities and sustainability of the person seeking counselling.

Surely, some SGD goals mean entirely different things in different areas of life. For example, the content of SGD 15 (life on land) may be interpreted differently in Norway, where the population density per km² is 14 people, in Canada, where it is only 3 people, and in the crowded Netherlands, where it is 415 people. And still, a national data set is meaningless. For data that is meaningful to the council applicant, it is necessary to localise further. We need to compare, for example, the population density of Oslo with that of e.g. Amsterdam, in order to have a meaningful advisory conversation at the level of the individual about the links between livability, ecological footprint, career goals and lifestyle.

Careers are all part of a bigger ecosystem where each career step has a footprint in local communities as well as in global sustainable goals. Career building is not (usually) about big choices but rather small decisions; **“Shall I take part in a conference in person or keep my ecological footprint lower and join online?”**; **“Do I need to print all of my draft for editing as I used to or shall I buy a bigger second screen for proofreading?”**; **“Do I need my own car**

every day to commute for work or is it ok to wake up 30 minutes earlier and take the bus? Should I stick to coffee served in a disposable cup in the morning? (Harford, 2007)“... etc.. Career development support services also teach us how to use our own resources but also to appreciate the resources of others; our community and our environment. The individualised, tailor-made translation of the SDG targets and in particular the decent work agenda into the counsellee reality and language to clarify the lifestyle expectations of the counsellee can therefore be a useful tool in daily practice of career guidance.

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LATVIA

“Cardiogram of Life”

Providing career support to a person is one of the most significant processes in the dynamically changing conditions of the 21st century. In the course of career counselling, the use of appropriate methods is important in accordance with the individuality, experience and specifics of the life path of each person. Workshop participants had the opportunity to try out for themselves the career counselling method “Cardiogram of Life”, which in a concentrated form looks at all these aspects of a person.

The methodology “Cardiogram of life” is one of the techniques for providing career support, **the purpose** of which is to help a person discover the importance of his internal resources in self-initiated or forced changes, crisis periods, as well as in conditions of uncertainty.

Key words of the methodology: life path, crisis, internal resources of a person.

The **target group** of the methodology is young people and adults who have accumulated some life experience. The method can be used in individual and group career counselling.

Description of the methodology: Before applying the methodology, it is desirable to discuss with the client or clients the concepts of “personal resources”, “forced change”, “crisis” in order to clarify their essence and agree on a common understanding of these concepts. After clarifying the concepts, all participants perform individual work, visually creating a road map of their life with ups and downs similar to a medical cardiogram. In this schematic drawing, the participants are invited to record the most significant events of their life according to the peaks: moments of victory, achievements, moments of success, as well as, conversely, to mark unsuccessful experiences, losses, etc. in the downturns or “valleys”. The cardiogram can be drawn, made as a collage or photo story, placing photos or pictures according to the points of the ups and downs.

After creating a cardiogram, a person is invited to browse through their downturns or valleys and reflect on which internal resources – character traits, skills, abilities, talents, knowledge – have allowed them to “climb out of the valley” and improve their life situation and psychological state. In the individual consultation, the support provider can discuss the clients’ conclusions with them and help them to improve their confidence in their strengths. In group activities, on the other hand, participants can break up into pairs and tell each other their revelations. Since the conversation about crises is a very personal, sometimes intimate and sensitive process, the author of the cardiogram does not necessarily have to recount specific events, but it is enough for people to be able to recognise their internal resources and talk about them. During the pair work, participants also have the opportunity to learn from each other’s experiences how failures and tragic moments can be overcome. After discovering their internal resources, participants can share in a large group their conclusions, which can help a person in a difficult life situation. The methodology can be implemented during an individual consultation or group activity, as well as creating a cardiogram can be a task to be performed at home, which is then reviewed and analysed in person.

Participant **conclusions** after the methodology had been experienced:

- The valleys are usually followed by peaks;
- Studying the reasons for the downturns, a person also pays attention to the upturns and their reasons;
- It is important to see the positive moments in the negative events;
- The keywords are: **how** to “get out of the pit”;
- Analysis of events helps to accurately see the internal resources of a person;
- The reflection of life events shows possible perspectives;
- Sharing experiences allows you to learn from others and draw on the wisdom of the lives of your fellow human beings.



The **contribution** of working with the “Cardiogram of Life” is that during the process of its creation and analysis, people can look at what they believe to be negative events from a different point of view, for example, assessing situations of failures and crises as springboards from which to strive for the next stage of personal growth and career development, how crises and failures can be used to improve the quality of their life. A new perspective allows people to reflect on the possibility of changing their attitude to life in general.

Counselling Issues with International Students

Goal of the workshop

The workshop trainer will outline the experience of three Latvian universities in working with international student counselling and the most typical issues they have to deal with. The participants will share their experience with counselling foreign students and will summarise the most typical difficulties of students, the challenges of counsellors in these consultations, as well as existing and potential solutions for dealing with challenges.

Short summary of theory

International students often face challenges. Kronholz (2014) indicated that international students face distinct difficulties when compared to domestic students. They can experience communication issues, failure in socialisation, loneliness and difficulty in making friends, culture shock, sometimes express feelings of rejection, isolation, tiredness, and stress. Also, the topic of careers is rather current for students who spend a considerable time abroad. Likewise, other investigations have found evidence suggesting international students encounter difficulties with financial stress, discrimination, cultural misunderstandings, dietary restrictions, and lack of support from peers (Heggins & Jackson, 2003; Lin & Yi, 1997; Olivas & Li, 2006). Pedersen, Draguns, Lonner, and Trimble (2002) noted that the focus of research on counselling and international students concentrates on client variables (e.g., presenting concerns, gender, country of origin) as opposed to counselling variables and empirical outcomes (e.g., efficacious intervention, service modality). Under-utilisation of counselling services may be due to the perceived stigma associated with counselling, a cultural



norm consisting of the avoidance of self-disclosure, uneasiness of seeking help, or because of a lack of language competence (Russell, Thomson, & Rosenthal, 2008). Researchers emphasize the role of multicultural counselling, that enables counsellor to better address unique challenges, considering how a client's experience may be different from their own. People of different cultures have unique ways to cope with stressful situations in their lives. Understanding how diverse cultures cope with hardships can help to promote mental health and prevent illness (Gelso, C. J., Nutt Williams, E., & Fretz, B. R. 2014). However, international students are much less likely to engage in the counselling process, the process of obtaining rich, relevant data is rather difficult (Yakunina, E. S., Weigold, I. K., & McCarthy, A. S. 2011). APA guidelines offered include a broad range of issues, discussing the integration of counselling and ethnicity, family and community religion, communication, and prejudice. Specifically, counsellors are encouraged to explicitly define roles and expectations for counselling with their client, integrate other important individuals in the counselling process (APA, 2014).

Description and outcomes of the workshop

At the beginning of the workshop, the trainer presented both a short review of the theory and her research, in which guidance specialists from three Latvian universities were interviewed. Results from this survey outlined that the largest international student groups in Latvia's HEI are from India, Pakistan, Sri Lanka, Kazakhstan, Central Asia, Georgia, Ukraine and Russia. Various types of support

and counselling are available – but the most common are the support of peer-mentors and psychological support. Basic career topics are related to finding temporary work, as well as financial literacy. Psychological difficulties are both general (for example, anxiety, depression, motivation, academic stressors, and homesickness etc.), and also very specific to each region and culture (gender roles, war trauma, social hierarchy, etc.). In the practical part of the workshop, the participants tried the task “Privilege Walk” – this exercise helps your team members become aware of the various privileges they might possess – and it was a great way to begin a dialog about diversity and inclusion. After that exercise participants share their emotions and also answered the following questions, such as: How did it feel to be one of the students on the “back” side of the line? How did it feel to be one of the students on the “front” side of the line? Did anyone think they had experienced an average amount of privilege, but it turned out to be more or less than they thought? What might we draw from this exercise that can help us in our everyday lives? How can you apply what you have learned here to the work you will do as a leader, teacher or counsellor?

The next practical exercise was group work: selection and visualisation of typical representatives from a group of international students (What do they think? What is their lifestyle? What are the main problems they face? What do they want? What do they expect from their studies?). After a short presentation of the results, each group worked on a guidance model relating to one typical international student group (chosen groups were Indian, Ukrainian, Afro-American, Muslim) and answered questions (How can universities help these students? What should counsellors consider in consultations with these students? What kind of resources are needed?).

Short summaries after the group work discussions:

- International students need special counselling attention. They desire a more directive approach to counselling.
- But it is very important to use a person-centered approach with a focus on being fully present, aware of oneself and the client. By becoming fully aware of oneself and the influence of culture, it is possible for a counsellor

to subscribe to the notion of being fully receptive towards international students in the counselling process.

- Counsellors should be aware of over- or under-emphasising cultural differences between themselves and the student.
- The strengthening of bonds between international students and their support system should be encouraged.

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POLAND

Workshop 11: Sylwia Korycka-Fortuna, Poland

How to work with change?

During the Euroguidance Cross Border Seminar in Dresden, the Polish Euroguidance team had the opportunity to conduct a workshop for career counsellors on working with change. The goal of this workshop was to introduce the model of change process and experience the process based on own experiences. A brief description of the substantive content of the workshop is presented below.

Introduction

Change is the only thing that happens all the time. We deal with it both in private and professional life. The work of career counsellors is always about change (attitudes, competences, jobs). In order to support clients on the path of change, it is necessary to know the dynamics of that process to prepare the best appropriate response.

Change in working context

In working context, we deal with two types of change: forced change (i.e. unpleasant surprise) and voluntary change (i.e. planned and controlled). We usually prefer the kind of change we have more control over, i.e. voluntary. But forced change is the one that is easier to implement. Most often we care about changing our jobs, but without the costs and effort associated with this process. Therefore, we often do not take action, or we quickly give up. Being aware of the challenges of change process is crucial to give best career counsellor response.

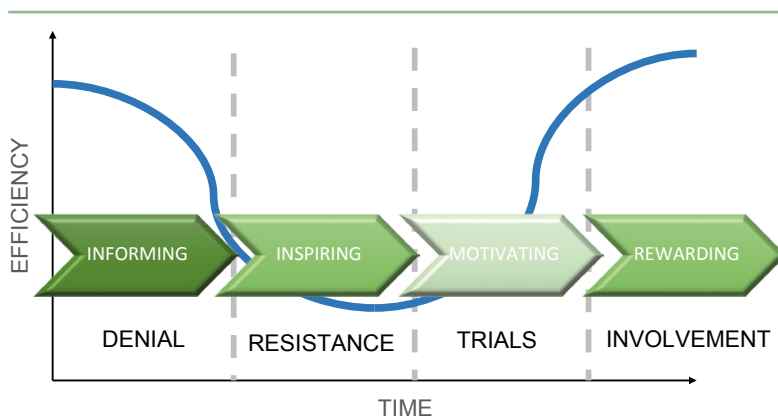
The model of change

Picture model of change here

The model presented above helps to understand the process of change. It was developed based on the experiences of people with terminal illnesses. But it actually applies to all types of change. The process consists of four stages:

- 1. Denial** – (I don't want to see that a change is necessary.)
Best response is to inform, show a real image of the situation to help clients face reality.
- 2. Resistance** – (I'm afraid that I will get worse or lose something that is important.)
The best response is to work on values and inspire i.e. using all coaching techniques.
- 3. Trial** – (I'm trying and I'm successful or not.)
The best response is to motivate.
- 4. Involvement** – (I'm really committed to change.)
The best response is to appreciate and reward taking the action.

Figure 6: Commitment to change





Results

Working with the group, we discovered, that in times of change (both in forced and voluntary), people are often lost, fearful and highly suggestible. They need more than just an appropriate response, they need **emotional guidance** and support from the outside. That is why all coaching techniques are very helpful and supportive. Working in groups we discovered that the counselling process is also similar to the coaching process in terms of rules, timeline and attitude.

That all makes the work of career guidance professionals responsible, important and needed more than ever in a world of constant changes.



PORTUGAL

Workshop 12: Tânia Nunes, Adriana Rodrigues and Isabel Henriques, Portugal

Well-being matters: socio-emotional development practices in school

Aim and content of the workshop

The school is a place of convergence between students, parents, teachers, operational assistants, psychologists, actors of the various ecosystems that integrate it. It is, therefore, a privileged context for promoting the social, physical, and emotional well-being of all those who inhabit it. Mental health promotion is one of the pillars of training children and young people in health promotion and education, which is even more relevant after the pandemic period, which brought us several personal and professional challenges.

Thus, mental health, in light of current scientific evidence, emerges as a priority area of intervention in schools. Socio-emotional learning is described as a process of developing social and emotional skills by children, young people, and adults, corresponding to the knowledge, attitudes, and skills, that each one needs to consolidate in order to make choices consistent with themselves, to have rewarding interpersonal relationships and socially responsible and ethical behavior.

This learning can be deepened through socio-emotional skills programmes and activities. But should mental health be worked on only with students? What is the importance of guidance professionals' self-care? What is the relationship between the socio-emotional development of the guidance professionals and the quality of their work with their clients at school?

It was the reflection on these and other issues that occurred during the workshop “Well-being matters: socio-emotional development practices in school”. To this end, after a brief theoretical contextualisation of the theme and the way in which we integrate mental health and well-being in the Portuguese educational context, the participants reflected on their personal and professional well-being and shared (in group work followed by a presentation by a representative) activities to promote well-being in their work contexts. We ended the workshop with a guided meditation session, offering participants the possibility of experiencing in locus this well-being tool.

Possible outcomes

The workshop was attended by 22 participants from various countries, having been streamlined using a mostly active methodology.

In the beginning of the workshop, participants were invited to reflect on their individual well-being practices. After a moment of introspection, participants shared with the whole group what they do for their mental health and well-being, how much time per week they spend to increase their well-being, their satisfaction with this and they also shared innovative practices they know to improve well-being and self-care.

As can be seen, activities like yoga, walking in nature, listening to music, reading, writing poetry, playing with pets and being with the family were those which were selected by the participants to increase their well-being.

During the workshop, working in small groups, the participants also presented different ways of promoting well-being in the professional context, which resulted in the construction of a “mentimeter” for later reflection with all participants in a large group discussion.



Portuguese Cross Border coordinator with workshop leaders from Portugal



As the “mentimeter” showed in the large group discussion, activities such as supervision, team building, methodological flexibility, organisation, change of perspective, etc., allowed the reflection on how in different countries and with the professional diversity of participants, these dynamics could be implemented and/or improved for the promotion of professional well-being.

Conclusions

Participants were very participatory, with very positive formal and informal feedback.

Participants also showed a high interest in researching more on this topic, with the workshop organisers suggesting exploring the strength project (projectstrength.net), which raised their interest for future research.

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SERBIA

Workshop 13: Andrijana Stojanović and Milica Bogdanov, Serbia

Practical Training for Practitioners: Enhancing Employment Outcomes for Safe House Beneficiaries

This programme was created as a result of cooperation between Caritas Serbia, the Your Job Project and Safe house in Zrenjanin.

YourJob Project is an international regional project funded by the Austrian Development Agency and Caritas Austria. The project's goal is to increase employability of young people by empowering them to enter the labour market through development of their employability competences, youth motivation, preparation for acquiring job experience, providing assistance and support to the youth to make them competitive on the labour market, employers' awareness raising campaign and increasing employers' willingness to employ young people. YourJob Project in Serbia is implemented in three towns: Zrenjanin, Ruma and Aleksinac. The project is envisaged to last for three years, from 2019 to 2022. Project activities will include a total of 800 young people from Serbia, 50% of whom are women. Key project activities are employment counselling and training for employment, besides some other measures such as training, courses, professional practice, starting a business, etc. Project beneficiaries are young people aged 15 to 30, as a hardly employable category of persons, notably the long-term unemployed, social assistance beneficiaries, young people with disabilities and other young people. As part of the programme, a HANDBOOK was also created: Training for employment of Safe House users. Written by Andrijana Stojanović, social worker and Milica Bogdanov, career counsellor. This programme was winner of the Tempus award for an example of good practice.

Having regard to the YourJob Project beneficiaries, young people aged 15 to 30, in particular the young social service beneficiaries, a social work centre has been recognised as one of the key professional and support institutions with regard to a comprehensive integration of the youth in the labour market. Young beneficiaries of social protection services particularly need assistance and support for employment, especially the Safe House women beneficiaries. In view of the overall social and life situation in which the beneficiaries are, the training for the employment programme enables them to seek jobs in a target manner, in line with their wishes, abilities and competences. An adequate job is a prerequisite for a long-term employment which establishes a sustainable mechanism of economic independence. To put it simply, a satisfying job is a job they will keep on a long-term basis and ensure they earn an independent living. For primarily logical reasons, the Handbook is divided in two parts. The first part provides a conceptual framework titled Basis of the Training for Employment of Young Beneficiaries of the Safe House Social Protection Service Programme, and the second part is the very programme of work with the beneficiaries.

The programme is divided into five parts representing separate daily workshops. The reason for choosing this working method is that it includes summing up beneficiaries' personal experience and rounding it out through the exchange of information. The first workshop is 'Activation and self-confidence' through which the beneficiaries will have an opportunity to really see the situation in which they are and to understand the mechanisms for overcoming unpleasant feelings they have. The key things the beneficiaries will become aware of are their competences, and what they know, can do or are able to do. Choosing this workshop as the first one stems from the need for personal acceptance and understanding in order to make 'space' in the following workshops for building up new skills necessary for finding a job. 'Job seeking' is the second workshop in which the beneficiaries set a goal to find a job and learn about the sources and manners of applying for a job. In this workshop, the beneficiaries write a job application, their CVs and practice for a job interview. As the job interview requires business communication and relations, the third workshop



Training for Employment of Young Beneficiaries of the Safe House Social Protection Service Programme focuses on: business behaviour. The fourth workshop is about 'Keeping a job'. Choosing this as a topic of a separate workshop stems from the authors' perception that the beneficiaries find it hard to have a long-term employment. Finally, the fifth workshop is an information session about the YourJob Project.

Social protection, within the meaning of the Law on Social Protection of the Republic of Serbia, is an organised social activity in the public interest aimed at providing assistance to and empowering persons for an independent and productive life in a society of individuals and families, and at preventing social exclusion and eliminating its effects. The main social protection goals are to promote social inclusion, strengthen partnership relations, and to prevent abuse and neglect or eliminate their effects. Each individual or a family facing obstacles in meeting their needs are entitled to social protection if they cannot meet the needs by means of their work or incomes. Social protection beneficiaries are nationals of the Republic of Serbia, but they may also be stateless persons, as well as foreign nationals, in accordance with the Law on International Treaties. Under the Law on Social Protection, social protection services are divided into the following groups:

1. Assessment and planning services – assessment of the situation, needs, strengths and risks of the beneficiaries and other relevant persons in their environment; assessment of the guardian, foster parent and adopter; developing an individual or family plan of service provision and of legal protection measures, and other assessments and plans;
2. Daily community services – day care; home assistance; drop-in centre and other services that support a stay of beneficiaries in families and their direct environment;
3. Independent living support services – supported housing; personal assistance; training for an independent life and other forms of support necessary for active participation of beneficiaries in the society;
4. Counselling and therapy, and social and educational services – intensive support services for families in crisis; counselling and support to parents, foster parents and adopters; support to families taking care of a child or an adult family member with developmental disabilities; keeping family relations, and family reunification; counselling and support in cases of violence; family therapy; mediation; SOS hotlines; activation and other counselling and educational services and activities, and support to persons with emotional, social and health disorders;
5. Accommodation services – accommodation with a kinship, foster or another family providing care to adults and elderly people; residential facility accommodation; accommodation at reception centres and other types of accommodation.

Safe House Beneficiaries of the Safe House social protection service, which is the service relating to the provision of accommodation at a Safe House, are women and children victims of domestic violence or victims of abuse and neglect, and human trafficking victims. The accommodation service ensures that all basic life needs of beneficiaries are met and that they are provided with support in

overcoming a crisis situation and making an independent living. The service aims at establishing safety as a basis for further beneficiary's advancement and empowerment, for the purpose of increasing their ability for a safe life and inclusion into the community.

Although there are no universal characteristics of a certain category of social protection beneficiaries, with regard to employment it may be argued that unemployment means a risk of marginalisation at the labour market and social exclusion. Some categories of the social protection beneficiaries are heterogeneous and very much different from each other, but in social terms they are most usually defined according to their age, sex, ethnicity, family status, disability and other characteristics which might limit the possibility for their employment and work. Experience gained by working at Safe House shows that the beneficiaries are often women with a low educational level and poorly developed work habits who frequently come from a situation where work (outside the home) was forbidden to them by their partners. For the Safe House beneficiaries, training for employment includes activities related to psychosocial support, for the purpose of empowering them to exit the circle of violence notably by developing activation and self-confidence. It has been recognised that the beneficiaries of this type of social protection need to be empowered and trained to find employment and keep a job, because these are the most important solutions for their further life. Experience shows that a woman victim of violence is unemployed and financially dependent on her husband or her unmarried partner. Training her for employment empowers her and enables her to become financially independent. Having in mind the given situation, training for employment includes a comprehensive and above all professional assistance and support, through a systematic training programme for an active employment process. Activation of a social protection beneficiary includes a set of measures and activities aimed at building up beneficiaries' capacities for inclusion into the labour market as a basic prerequisite for their existence and social inclusion. Employment as a precondition for social inclusion is something everyone is entitled to, from the point of view of equal opportunities and social justice, but it is also necessary for reducing the costs of social exclusion, which therefore makes it beneficial for society as a whole.

Training for Employment of Young Beneficiaries of the Safe House Social Protection Service

Pursuant to the definition envisaged by the project itself, and also by the Law on Youth of the Republic of Serbia, the youth are young persons aged 15 to 30. Having regard to the above provisions, final beneficiaries of this programme are young women beneficiaries of the Safe House social protection service, aged 15 to 30. For these beneficiaries to make most of the project, or to ensure they find long-term employment, it is necessary to provide them with comprehensive professional support. Therefore, Training for Employment of Young Beneficiaries of the Safe House Social Protection Service Programme will be implemented in cooperation with an expert advisor in the YourJob Project, and with the professional assistance of the Safe House staff.

As YourJob Project includes not only training for employment, career guidance and counselling, but numerous other project activities as well, after the training for employment the beneficiaries will be able to participate in the following activities:

- soft skills training (time management, teamwork, communication, project management, etc.);
- vocational skills courses (hairdresser, cook, physiotherapist, manicure, baker, bookkeeper, business assistant courses and other);
- paid professional practice programme;
- applying for start-up grants; and other YourJob project activities.

Programme basis

According to the National Youth Strategy of the Republic of Serbia, there is a high level of unemployment among young people in Serbia, as well as their inactivity indicating that a significant number of young people are not in the educational or labour system. The National Employment Strategy of the

Republic of Serbia recognises women as the most numerable vulnerable group in the labour market, and young women aged up to 30 and without professional working experience are recognised as a special category that needs to be prioritised when it comes to employment promotion measures in Serbia. Such strategic orientation and data have indicated the necessity to provide systematic employment support to the above mentioned groups of young women, with a particular focus on young women from vulnerable groups, such as beneficiaries of the Safe House social protection service.

Programme goals

A general goal of this programme is to make beneficiaries able to get employed, through the achievement of some specific objectives:

1. Activation and boosting self-confidence of beneficiaries by identifying their knowledge, skills and abilities,
2. Training in job seeking skills by identifying opportunities in the local labour market and learning how to apply for a job,
3. Training in business behaviour and business communication skills
4. Empowering beneficiaries to keep a job,
5. Informing the beneficiaries about a possibility to participate in YourJob project activities.

Programme outcomes

Outcomes are the final results achieved by fulfilling the goals and objectives. The expected outcomes are as follows: beneficiaries are trained and prepared for employment, meaning that activation and self-confidence necessary for employment are developed; they can identify their own knowledge, skills and abilities; they are aware of the possibilities offered by the local labour market and of the manners of applying for a job; they communicate with an employer in line with business communication and behaviour standards; they are empowered to keep the job; and they are familiar with the possibilities of participating in the activities offered by the YourJob Project.

Programme structure

The programme is divided in five parts (workshops):

1. Activation and self-confidence,
2. Job seeking,
3. Business behaviour,
4. Keeping a job,
5. Information session about YourJob project activities.



Group selection

Based on the experience and beneficiaries' specific characteristics, this programme allows for individual sessions under a condition that the professional is experienced in counselling and therapeutic communication. It is necessary to bear in mind the traumatic period the beneficiary in question has been through, her abrupt change of residence and the necessary adaptation she needs to the new circumstances. Upon reception of a beneficiary in a specific condition, Safe House professional staffs make an individual assessment of her condition. Experience has showed that the time necessary for adaptation, during which the beneficiaries are continuously evaluated, is very individual. When the conditions are met, a group of five beneficiaries is formed. Choosing a small group in quantity results from Safe House real capacities for selected beneficiaries (young, aged 15 to 30), and from the beneficiaries' readiness to join the programme. It is easier to establish an atmosphere of trust in a smaller group and to encourage them to actively participate. Programme implementation is possible in heterogeneous groups with regard to the level of education and subcultural elements, as the programme envisages basic training for employment. Differences among group members may be a driving factor for developing group dynamics and exchange of experience. This model, if applied optimally, includes working with a group whose composition does not change during all five workshops.

Programme duration and continuity

Having in mind the fluctuation of Safe House beneficiaries and work in shifts of the Safe House professional staff, the whole workshop programme may be optimised to some extent. However, if the new beneficiary wishes to join a group which is attending a second or a third workshop, it would be advisable for her to wait for the remaining workshops to finish and to start fresh from the FIRST workshop, for the purpose of achieving comprehensive outcomes. In ideal conditions, the whole programme lasts for 5 days, which means one workshop per day. Each workshop lasts for about 90 minutes. Depending on the beneficiaries' needs and the trainer's assessment, there might be a break during a workshop. After finalising the programme, it is recommendable to keep the beneficiaries' activation in the forthcoming days through consultations and by monitoring job applications' results.

Programme facilitators – workshop facilitators

Successful achievement of goals requires previous experience in working with the beneficiaries due to their specific situation and it is therefore a necessary prerequisite for the implementation of this programme. Success in beneficiaries' employment depends on the quality of relations they establish with programme facilitators, to a greater extent than is the case with other clients. Working with long-term unemployed, vulnerable and marginalised persons requires great sensitivity and communication skills, as well as a much greater personal engagement in finding various possibilities and overcoming the shortcomings in support measures provided by the system. The specificity of working with the beneficiaries is reflected in the establishment of a different counsellor-client relationship, the development of this relationship during the job-seeking period, and monitoring after the employment. With regard to the necessary expertise in social work and employment, programme facilitators, as already mentioned above, are the following: a professional who is a member of the Safe House professional staff, and an expert adviser on employment, engaged by YourJob Project.

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For the Safe House beneficiaries, training for employment includes activities related to psychosocial support, for the purpose of empowering them to exit the circle of violence notably by developing activation and self-confidence.



REPUBLIC OF SERBIA

National Career
Board
of Serbia

Board of
Serbia



SLOVAKIA

Train the Trainer #Skills4Future

OECD Learning Compass within the Future of Education and Skills 2030 defines “transformative competencies” as the types of knowledge, skills, attitudes and values students need to transform society and shape the future for better lives. These have been identified as creating new value, reconciling tensions and dilemmas, and taking responsibility. The world of work in 2023 is heavily influenced by the fast-developing digital technologies, unstoppable globalisation, flexibilisation of relationships and something what we in Europe relentlessly entitle the “green deal”.

Within the past few years, the labour market underwent various dramatic changes. Global pandemic, industry 4.0, geopolitical tensions and the ongoing war in Ukraine – all of these factors have contributed to unprecedented shifts and it doesn't seem likely that this trend will change. Resilience and adaptability are extremely important in this environment, as definite answers are hard to find and more and more questions arise.

Naturally, this also redefines the role of career counsellors, who need to be aware of these trends, monitor the needs and challenges of the labour market and especially the business environment. They can offer invaluable help to their clients as guides who can point out the obvious dangers, identify trends and recommend skills. The future of work is here and ignoring this fact can have very negative consequences. The market values skills, not diplomas, and this is the path we want today's young generation to take. It is very likely that they will be required to update and upgrade their skillset several times during their careers. So can we responsibly declare which kind of jobs we prepare the young generation for? Which direction to guide them? That is why it is critically important to remain curious and adopt the mentality of a lifelong learner, instead of looking for definite answers and imaginary job security.

We need to instill a growth mindset, as opposed to a fixed one, and this is true regardless of if you are a student or a teacher, career counsellor, employer, or mentor.

“The quality of university graduates entering the professional market in Slovakia has been an ongoing topic of discussion for years across all sectors”, we wrote almost twelve years ago in Connection, the AmCham Slovakia quarterly business magazine, while attempting to recap the first successful pilot of the Train the Trainer development programme. Unfortunately, this topic is still more than relevant even in 2023. We feel that university and high school graduates are still not living up to their potential and companies are investing millions of euros into retraining fresh graduates entering the labour market and up-skilling the current employees.

Train the Trainer is an annual series of interactive workshops specially designed for teachers and career counsellors to bring an innovative approach and methods into the education process and the labour market at institutions all over Slovakia.

After dedicating the first four years (2011–2014) to topics such as Human Resources, Marketing, Finance, Accounting or IT, as of 2015 we decided to focus the programme agenda on tailor-made trainings on soft skills. Based on feedback from employers, these are the competencies fresh graduates lack the most when entering the open labour market. The unaccredited Train the Trainer programme consists of seven to eight interactive workshops, run on a weekly basis, mostly provided by the AmCham member companies associated in the Business Service Center Forum (BSCF).

After thirteen full years, more than 1030 alumni, feedback from successful Train the Trainer (TTT) participants shows us regularly that “hunger” for career development and up-skilling is very real among Slovak teachers and career counsellors. All in all, most of them are very grateful for the opportunity to participate in such a project and appreciate that “someone finally does something for their advancement”.



Following the highly successful kick-off in 2015, soft skills topics have been dominating the agenda: Teacher-student relationship, How to make classes more interactive, Presentation skills, How to captivate your audience, Verbal & non-verbal communication, Feedback, Time management, Social intelligence, Negotiating & influencing, Continuous improvement & Project management, and Emotional Intelligence are just some samples off the menu. We are often asked why we run the programme. The answer is quite natural – even though it is not among AmCham’s core activities, we believe in helping teachers and career counsellors become a part of the change they want to see in the Slovak education system and the labour market.

The future is now. How to keep up with the dynamics? Ensure you have your stakeholder map regularly updated and you are fully aware of the challenges your stakeholders are facing. Inevitably, these would include an effective network of employers, who constitute the cornerstone of your relationships. Train your trainers and colleagues who work with your clients daily and focus the training/training courses on developing their soft (non-cognitive) skills. Understanding yourself and the world of work around you, in order to enable your clients to make career, educational, and life decisions, is a first great step on a fascinating journey of career counselling.



SLOVENIA

How to navigate as a career counsellor

At the recent Cross Border Seminar, a gathering of guidance counsellors, career advisers, school teachers, experts, and practitioners from across Europe, we've had the privilege of conducting a workshop on the topic: "How to navigate as career counsellor" in a rapidly changing world. Our workshop aimed to focus on ourselves as career counsellors with a focus on self-reflection and professional development addressing the essential aspects of our work in light of evolving challenges.

The labour market is undergoing significant transformations, the structure of unemployment has shifted, leaving employers struggling to find suitable workers due to widespread shortages. Working with different generations has unique challenges, as does managing our needs as well as those of our clients. Despite this, we have to cope with the ways in which artificial intelligence (AI) and technology are reshaping our professions and employment. In our workshop, we delved into concepts that we believe can assist us in overcoming these challenges and thriving in our roles as career counsellors.

We are living in "a period of rapid changes". The COVID-19 situation affected our lives, especially the way we work. We have seen more changes since the COVID-19 strike, than before, in 20 years. We are living in "a new normal", meaning we are in the "phase of redefining our roles".

When preparing the content, we were asking ourselves the following questions:

- What has changed?
- How do we see ourselves as career counsellors?
- Why do we do what we do? Why is that important?
- What are our core values?
- How do we face challenges?
- How do we manage complex situations?
- How can we support our clients in the best possible way? Where are we stuck? Why?

Before the inclusive work with the group, we shared some starting points and concepts that we find useful in our daily work and in general.



“Recalculating”, as outlined in Lindsey Pollak’s book, provided us with valuable guidance. Taking action, embracing creativity, controlling what we can, knowing our non-negotiables, and seeking help when needed are essential rules to recalibrate our approaches. By encouraging career counsellors to step out of their comfort zones, explore new avenues, and maintain integrity aligned with their “values”, we can navigate the ever-changing landscape with confidence.

“Critical reflection” emerged as a powerful tool during our discussions. By thoughtfully examining our actions, thoughts, and emotions without judgment, career counsellors can gain valuable insights from their experiences.

This self-reflection enables us to improve our practice, challenge biases and assumptions, and better understand the impact of our interventions. It serves as a compass for professional growth and enhances our ability to guide our clients effectively.

Embracing a “growth mindset” is another vital aspect for career counsellors. By believing in the potential for growth and development, we approach challenges and setbacks as opportunities for learning. Modelling a growth mindset inspires our clients to adopt the same perspective, empowering them to persevere, embrace change, and view failures as stepping stones toward success.

Focusing on Susan David’s book, “Emotional Agility”, we tried to emphasise the importance of acknowledging and understanding our emotions. Emotional agility empowers us to respond effectively to challenges, enabling resourcefulness and problem-solving. By recognising our emotional states, we can identify the most appropriate actions to overcome obstacles. “It is not about ignoring difficult emotions and thoughts.” It is about holding them more loosely, facing them courageously and compassionately. Emotional agility helps us make value-based decisions. Our “core values” and our most important goals provide a compass to keep us moving in the right direction.



In the second part of our workshop, we used the “World Café method” to foster interactive and fruitful discussions. Participants rotated tables to share their knowledge, good practices, and thoughts on real-life situations faced by career counsellors. Three open questions ignited insightful conversations.

When addressing the question of “keeping up with recent developments in the labour market and professional trends”, participants highlighted various strategies, including competence orientation, emotional intelligence, informal meetings, research, flexibility, coordination of information, and regular formal meetings. The exchange of ideas and resources proved invaluable for staying informed and adaptable.

How do you keep up with the most recent developments in the labour market and professional trends?

competence orientation
emotional intelligence

informal meetings

less stress

(active) knowledge/information management

active deleting of old info

research on demand/by accident

formal meetings on a regular basis

to be flexible (personal attitude & organisation)

resources (time, tools, information, ... network)

add value to different information

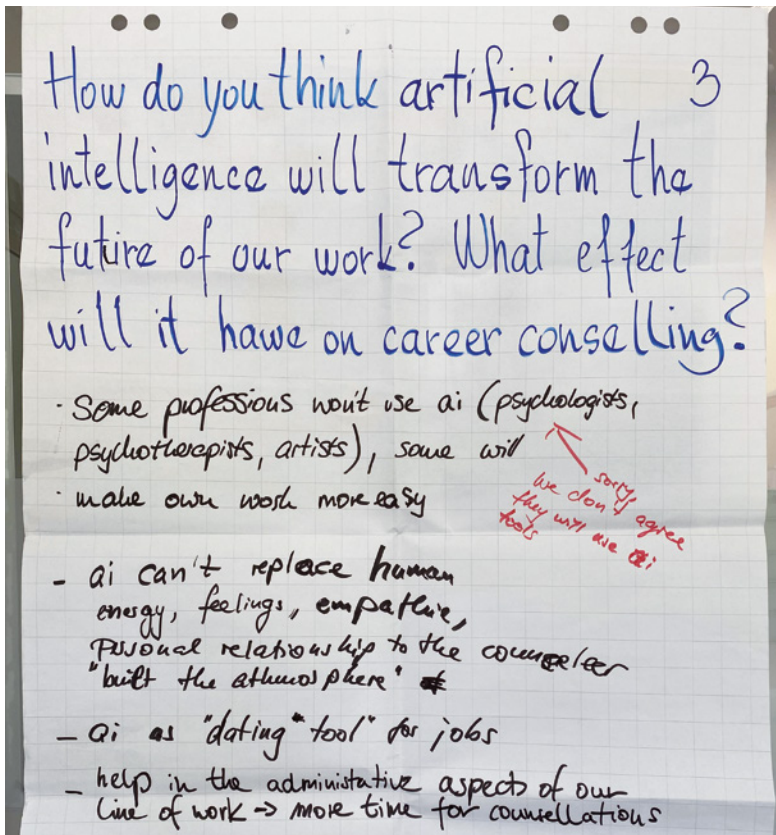
coordinated information throughout the field of career counsellor

Maintaining a “healthy work-life balance/harmony” emerged as a critical concern for career counsellors. Strategies such as exercise, socialising, setting boundaries, seeking help, mindfulness, and reflection were shared as effective means to achieve work-life harmony. By prioritising self-care and finding a balance between personal and professional commitments, career counsellors can sustain their well-being.

How do you maintain healthy work life balance as career counsellor?

- Exercise / Yoga / walking
- Music / Arts
- Socialising / Family & friends
- Leisure
- Zoning out
- Setting boundaries → distance from clients
- Asking for help → employee support (work-related)
- Work life harmony
- Gardening / nature → going outside during work (fresh air)
- How you feel about your work
- Building positive work relationships
- Work-related measures (work-life + family friendly) - Hybrid model + working hours
- Professional sharing of practices
- Escape routine
- Adding variety / changing perspective
- It is okay to fail / make a mistake [avoid perfectionism]
- Taking time
- mindfulness / reflection
- Not leave onus of career counsellor vs Organization (supervision / support)
- Animals / pets (horses)
- Recalculating - reimagining - reframing
- emotional agility - self-awareness - balance.

“The impact of artificial intelligence (AI) on career counselling” sparked insightful debates. While some participants believed that certain professions, such as psychologists, psychotherapists, and artists, would not heavily rely on AI, others argued that even these fields could benefit from AI tools. The consensus emerged that AI cannot replace the human energy, empathy, and personal connections built through counselling. Instead, AI can assist with administrative aspects, providing more time for focused counselling and enhancing job matching capabilities (HR).



In conclusion, our workshop on navigating as career counsellors in a rapidly changing world offered a platform for self-reflection, knowledge sharing, and the exploration of innovative practices. By embracing concepts like recalculating, emotional agility, critical reflection, and a growth mindset, career counsellors can equip themselves with the necessary skills to thrive among evolving challenges.

Furthermore, open discussions and the exchange of innovative practices reinforce our collective ability to adapt and provide meaningful guidance to individuals navigating the dynamic landscape of the modern labour market. As career counsellors, let us continue to grow, support one another, and empower our clients to navigate the ever-changing world of work with confidence and resilience based on the crucial values.

In this changing world, several crucial values are important for career counselling. We concluded by outlining a few:

1. “Adaptability”: As the world changes rapidly, it is essential to be adaptable and willing to learn new skills and technologies.
2. “Empathy”: Career counsellors must be empathetic and able to understand the unique needs and perspectives of their clients. They should be able to listen actively, provide emotional support, and help their clients develop self-awareness.
3. “Diversity and Inclusion”: Career counsellors must be aware of the importance of diversity and inclusion in the workplace. They should also help their clients navigate any barriers related to race, gender, sexuality, and disability.
4. “Technology”: With the increasing use of technology in the workplace, career counsellors must be up-to-date with the latest trends and tools. They should be able to guide their clients on how to use technology effectively to enhance their careers.
5. “Lifelong Learning”: In this rapidly changing world, career counsellors must encourage their clients to engage in lifelong learning. They should provide resources and strategies to help their clients develop new skills, pursue further education, and stay up-to-date with industry developments.



Slovenian Cross Border coordinator with workshop leaders and participants from Slovenia

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Expert Profiles

Austria | Hammer, Jeanette

Jeanette Hammer works as a certified educational counsellor and career guidance counsellor at "bbn Bildungs- und Berufsberatung Niederösterreich – Verband Niederösterreichischer Volkshochschulen" (Educational and Career Guidance Lower Austria – Association of Lower Austrian Adult Education Centres).

Her professional background includes the following tasks and functions in particular:

- Educational and career guidance in a rural region in Lower Austria (individual and group counselling, networking and public relation) as a part of the network educational and vocational guidance in Lower Austria
- Quality and knowledge management for the whole network
- Board member of the Association of Austrian Educational and Vocational Guidance Counsellors
- Board member of a counselling centre for job seekers in Lower Austria

Croatia | Gudan, Marija

Marija Gudan works at the University of Zagreb, Faculty of Humanities and Social Sciences. She has a Master in education of French language and literature and Master in Polish language and literature, but for the last 9 years she has been working in project management and implementation of projects funded by the EU. For 7 of those 9 years, she was also working as a French teacher for children in primary school and high school.

Those seemingly opposite careers helped her improve her communicational and organizational skills and gave her the possibility to work with different groups of clients resulting in great compassion and an open-minded way of thinking.

An EU project led her to her current position – career counsellor at the Centre for Career Development at the Faculty of Humanities and Social Sciences (University of Zagreb), where she helps students navigate the demanding labour market more easily. She works with students, professors and employers every day. She conducts workshops, does vocational informing and career counselling, but at the same time she is actively involved in the implementation of EU projects.

Czech Republic | Freibergová, Zuzana

Zuzana Freibergová works for the National Training Fund & Association of Educational Counsellors. For most of her career, she has contributed to the development of career guidance in the Czech Republic at all levels of education and employment sector, through both practice-oriented and research projects, both nationally and internationally.

Czech Republic | Berezka, Sofia

Sofia Berezka graduated from the Donbas State Pedagogical University with a degree in practical psychology in 2014, and in 2019 received her PhD in Psychology. She worked as a practical psychologist in a preschool educational institution and as an assistant professor at the Department of Practical Psychology at the Donbas State Pedagogical University. Since 2019, she has been working as an associate professor at the Department of Practical Psychology, teaching the disciplines “Psychological Correction”, “Self-Knowledge and Communication Competence Training”, “Leadership Development and Team Building”. She has experience in project activities as part of the work of the NGO “Youth of Eastern Ukraine”, also graduated the School of Facilitators under the program “Active citizens” from the British Counsel. She is an Expert of the National Agency for Higher Education Quality of Ukraine. Since 2022, Sofia Berezka has been working as a consultant at the Career and Counselling Centers of Masaryk University.

Germany | Sottung, Steffen

Steffen Sottung has been Managing Director for International Affairs at the German Federal Employment Agency since August 2022. In this role, he is responsible for the foreign business of the Federal Employment Agency and all related activities. A central focus of the Federal Employment Agency’s activities is attracting workers from Europe and third countries. Mr Sottung has worked

for the Federal Employment Agency since 2005. Since then, he has held various management positions, including operational manager of the Plauen Employment Agency and Head of Divisional Controlling at Headquarters. From March to July 2022, Mr Sottung coordinated the Federal Employment Agency's activities to support refugees within the context of the Ukraine war. Mr Sottung graduated from the University of Mannheim with a degree in Business Administration including intercultural qualifications.

Germany | Gebauer, Beate

Beate Gebauer – Studied political science in Munich. Several years of work experience in international business at multinational companies of the tech industry. Joined the Federal Agency of Employment Hamburg in 2016, working as a guidance counsellor in the Youth Employment Agency (Hamburg model for guidance) with young people from 15–25 since then.

Germany | Tschense, Birgit

Birgit Tschense – Studies in German, journalism, media, political science in Bamberg and Düsseldorf. Initial work experience in journalism and market research. Since 2002, a studies and career counsellor at the Federal Employment Agency Düsseldorf. Training Expert (2013), Eurodesk Mobility Advisor (2014), University Lecturer (2017), EURES-Advisor (2022).

Germany | Weber, Peter C.

Prof. Dr. Peter C. Weber is Professor for Career Guidance and Counselling at the University of Applied Labour Studies in Mannheim, Germany. He is a member of the IAEVG Board, member of the CEDEFOP CareersNetwork, researcher in the field of career guidance and counselling in national and international projects.

Germany | Schulz, Jenny

Jenny Schulz, M.A., is a research assistant at the University of Applied Labour Studies in Mannheim and a career counsellor. She has worked in various counselling contexts at the Federal Employment Agency in Germany.

Hungary | Osika, Judit

Judit Osika is a leadership facilitator and coach. Judit works on projects in the corporate sector and in the educational sector too. This connection between these sectors allows her to have a hands-on mentality and a practical approach when it comes to working with teenagers and young adults on self-leadership skills and career orientation. Next to working with high-schools and universities, she also works with initiatives on facilitating entrepreneurial mindset hackathons, summer schools and start-up competitions.

Hungary | Borbély-Pecze, Tibor Bors

Dr. habil. Tibor Bors Borbély-Pecze is an Associate Professor in Hungary. He has been serving two decades in the national public administration. His specific areas of expertise are: Public Employment Services service design and implementation, skills development and lifelong guidance policy. He has also been active as a PES and career/lifelong guidance (LLG) development expert at the international level.

He was the member of the IAEVG Board 2015–2019. He is the author of more than 200 journal articles, books and book chapters. He is the Co-editor of the Hungarian Labour Market Review. He is a second term volunteer in the CEDEFOP CareersNet network and member of the Advisory Board in the EU27 (2022–2025). He is the Vice-President of the Hungarian Pedagogical Society, Chair of the Career Education Division, and the International Centre for Career Development and Public Policy (ICCDPP), also an International Fellow of the National

Institute for Career Education and Counselling (NICEC) in the United Kingdom. His research interests are in career guidance policy development and evaluation at the global level, with a special focus on Europe and the so-called transition countries (former Communist countries).

Latvia | Lemešonoka, Inta

Dr. paed. Inta Lemešonoka is the Chair of the Latvian Career Development Support Association. Since 2005, she has been involved in school staff training, mainly focusing on the development and provision of modern career guidance services for young persons, including their parents. Since 2007 she has published 6 books in Latvian and English on providing career support in schools, on parents' support of children's career choices, and on career guidance for youth with social risk status. Inta has extensive experience in the development of publications and methodological materials for guidance practitioners. Inta has 13 years of practical experience in face-to-face career counselling, since 2019 also counselling online. She has participated in national and international projects and working groups on career guidance issues.

Latvia | Smitina, Agita

Dr. sc. admin Agita Smitina, career counsellor and assistant professor at Vidzeme University of Applied Sciences, has worked as a career counsellor in higher education for 13 years.

Poland | Korycka-Fortuna, Sylwia

Sylwia Korycka-Fortuna works for the Polish National Europass & Euroguidance Centre. She is a career counsellor & coach with a business background. She has 17 years of managerial experience in international corporations related to media and advertising. She perfectly understands business realities and the

need for self-realization at work. She also has a proven track record of working with individuals on career path planning, burnout syndrome, motivation, commitment and work-life balance and is experienced in creating and running webinars for career counsellors.

Portugal | Pacheco Nunes, Tânia Marlene

Tânia Marlene Pacheco Nunes works for Agrupamento de Escolas de Cristelo, Paredes, Porto (agcristelo.edu.pt). She is a school psychologist, with a Masters and PhD in Psychology applied to the school area, by the Minho University. Currently working in the school context and linked to higher education. Self-regulation of learning, including education, school engagement and socio-emotional well-being are her main topics of interest.

Serbia | Stojanović, Andrijana

Andrijana Stojanović worked at the Safe House for a period of six years, and has since served as the Manager of the Shelter for the Homeless and Day Care for Children with Disabilities (Centre for social protection services) since last year in partnership with Caritas and the Austrian YourJob Project, the “Training for Employment of Safe House Users” program was established.

As part of the project, Andrijana Stojanović and career counsellor Milicom Bogdanov co-authored a manual “Manual for the employment of users of the Social service – Safe House”. This project was awarded Tempus’s first prize for exemplary practices.

Slovakia | Rusiňák, Peter

Peter Rusiňák is a PhD. graduate from the University of Economics in Bratislava, Slovakia, who is passionate about bridging the world of academia with businesses and entrepreneurs. He coordinates all AmCham Slovakia education

initiatives, including the Train the Trainer program where business professionals support high school and university teachers in developing their soft skills. In his spare time, Peter trains future leaders in soft skills, communication and business etiquette.

Slovenia | Kavčič, Katarina

Katarina Kavčič is a career counsellor working with employers at Employment service of Slovenia. She has more than 10 years of experience working in the public sector. Her main expertise is working with employers and jobseekers. For the last seven years, she has been EURES adviser, providing support to employers recruiting internationally and career counselling jobseekers looking for opportunities abroad. She is a social security specialist in the EURES network of training experts.

Slovenia | Raj, Nastja

Nastja Raj is a career counsellor working with jobseekers at the Employment service of Slovenia. Nastja Raj is a political scientist and philosopher with more than fifteen years of experience in both the commercial and public sector providing career counselling to various target populations of jobseekers and the unemployed. She has been a EURES Adviser for international mobility for five years; she is skilled at organising online recruitment events and a training expert within the EURES network.

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