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

EUROGUIDANCE CROSS BORDER SEMINAR

DRESDEN, GERMANY – 22.-24. MAY 2023

WHAT EXPECTATIONS DO (YOUR) COUNSELEES HAVE OF THE COUNSELLOR'S COMPETENCES AND YOUR SERVICES - AGAINST THE BACKGROUND OF THE CURRENT CHALLENGES?



OVERVIEW

- *PART 1: CHANGING WORLD OF WORK*
- *PART 2: NEW STRATEGIES AND SERVICES IN VOCATIONAL AND CAREER GUIDANCE*
- *PART 3: FUTURE COMPETENCES FOR PRACTITIONERS*

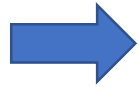
*PART 1: CHANGING WORLD OF
WORK – TRENDS & DEVELOPMENTS*

5 TRENDS OF HIGH RELEVANCE

- Digitalization and Changing World of Work
- Individualization and Changing Life Paths
- Contextualization and Collaboration
- Ecological Crisis & Green Economy
- Health and Selfcare



Trends are based partly on physical changes, partly cultural – both interact



The relevance for Guidance practitioners work is twofold



What topics resonate with you



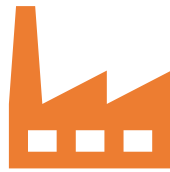
localization
 leadership
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Culture
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 worklifeblending
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 customization
 contextcontextualisation
 progressive-parenting
collaboration
 diversity
 resonance
 environment
 global
 we-culture
 gender-shift
 basic-income
 perspective
recognition
 adaptation
 Systemic
 female
 understanding
 lgbt



*PART 2: NEW STRATEGIES AND SERVICES
IN VOCATIONAL AND CAREER GUIDANCE*

PART 1: DEVELOPMENTS, STRATEGIES



Businesses/economy:

Get to know digitalisation, new professions, industries and working environments

Supporting the changing world of work & new recruitment methods/criteria in companies



Individuals/Customers:

Understanding motives for work broadly(er)

Strengthen psychological strengths

Promote identity, self-organisation, self-direction (in the life course)



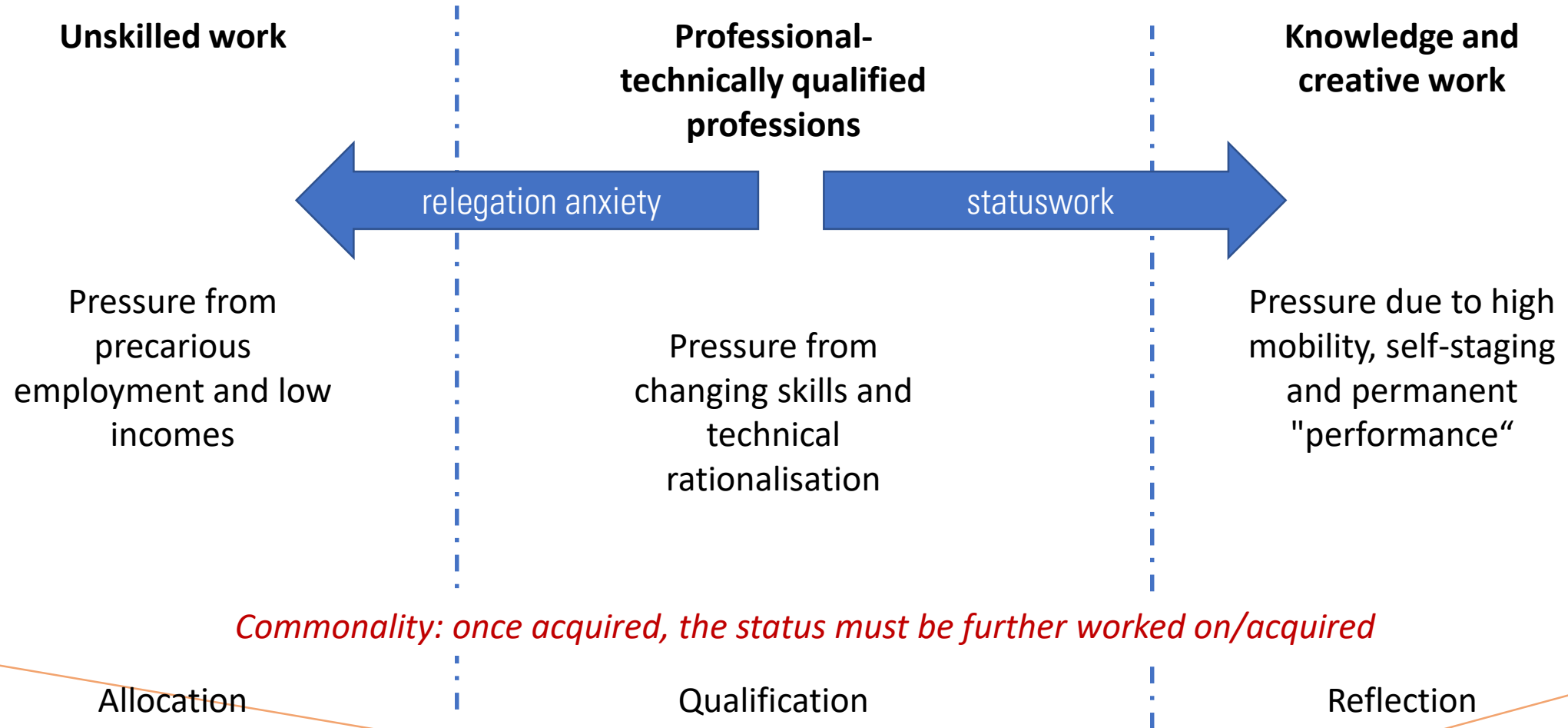
Society:

Enable social participation and recognition (vs. polarisation of the world of work)

Implement inclusive labour market policies

SOCIETY

SEGMENTED LABOUR MARKETS



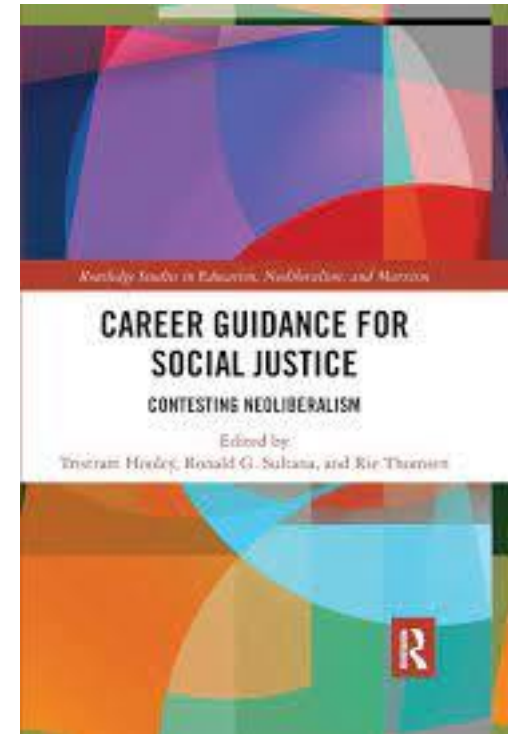
ENABLING SOCIAL PARTICIPATION

- Society:
 - **Enable** social participation and recognition (vs. polarisation of the world of work)
 - **Implement** inclusive labour market policies (e.g. create access to qualifications).
- Initial situation: increasingly segmented labour markets (unskilled jobs, qualified work, highly qualified knowledge work and creative work)
- Hypothesis: an increasingly large proportion of employees feel left behind (income, recognition) and struggle to catch-up

❖ What should be done? Counsellors *promote inclusion*, individuals are recognised for their life achievements, permeability of education and qualification paths is promoted, counselling starts at an early stage and throughout the life of the younger ones.

EXAMPLE FROM THE COUNSELLING DISCUSSION

- "Career Guidance for Social Justice" (Hooley, Sultana, Thomsen, 2017)
 - Seeks to provide answers to current challenges in the labour markets
 - The promotion of inclusion, equal opportunities and diversity as goals
 - Work is seen as having a high integrative and social value
- "Everyone has a right to a decent and dignified life that includes a meaningful career" (D. Bluestein, 2019)



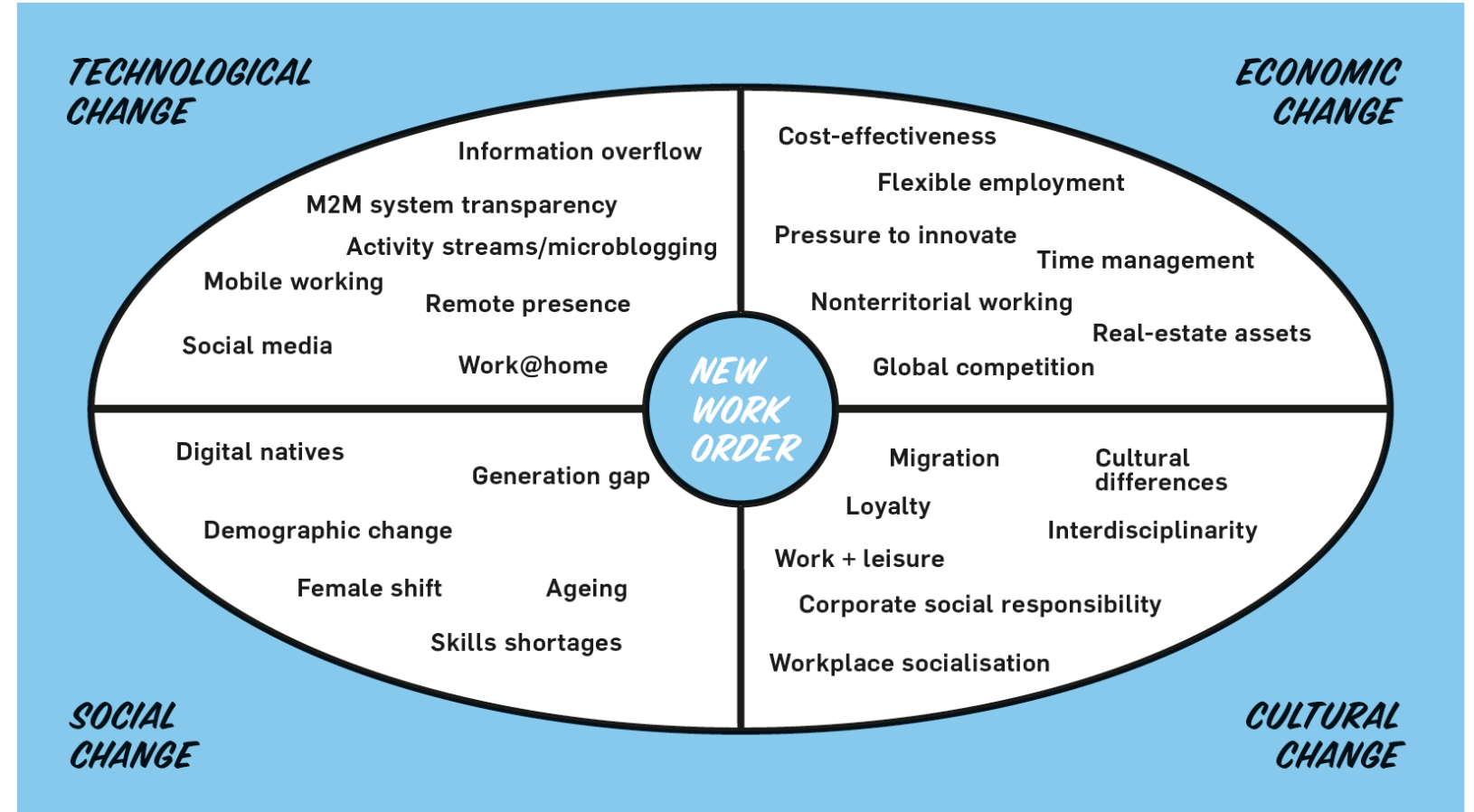
- ❖ Guidance goes beyond the "mere adjustment" of the individual to the needs of the labour market
- ❖ Note: The demand for "adequate work" is rather political in essence and can only be achieved indirectly through guidance



*BUSINESSES AND
ECONOMY*

CHANGED WORKING WORLD

- Change in different perspectives
- Changed world of work as adaptation to environmental conditions
- High dynamics & non-simultaneity



DIGITALISATION, NEW PROFESSIONS, INDUSTRIES AND WORKING ENVIRONMENTS



Situation: Digitisation permeates all professions and areas of life



Consequence: Building up of sector and technology-related *knowledge* of counsellors and corresponding *competences* to address this topics with people and employers

NEW RECRUITMENT CHANNELS/CRITERIA IN COMPANIES

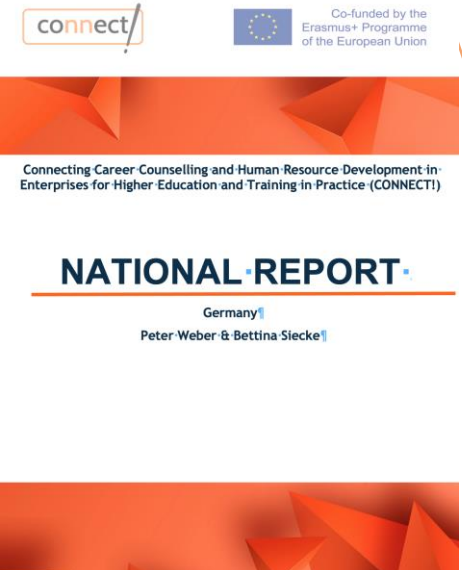
- Career Guidance understand recruitment from the company-perspective, i.e. their recruitment channels and criteria are decisive
- Clients are supported so that they know and can apply modern forms of recruitment
- Transversal competences are (more intensively) included into Guidance
- Social networks and AI recruitment are recognised as challenges and subject of Guidance

- ❖ Practitioners know the relevant *technologies* and *processes* at labour market
- ❖ Guidance promotes the application, implementation and reflection of digital technology

EXAMPLE FROM THE COUNSELLING DISCUSSION

- Qualification and career counselling in and near companies
 - The topic has been under discussion for fifteen years
 - Our current study shows that companies themselves offer little counselling for the broad range of employees; good examples are more likely to be found in large companies and niches.
 - In this context, the topic of "individual career support" become an important part of human resources work.
 - Public offers for small businesses are still marginal
 - The concepts and qualifications for counsellors are expandable

❖ The strategy could be: Develop vocational and career guidance offer *for everyone* in the company, close to the company *or* through local/regional guidance providers.



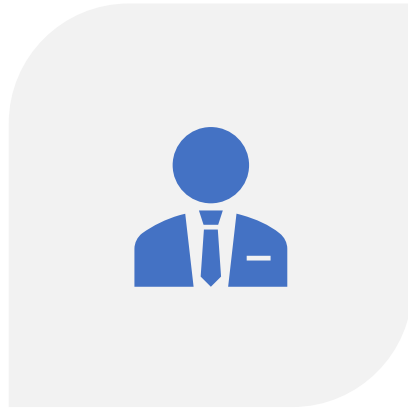
EXAMPLE FROM THE COUNSELLING DISCUSSION

- Counsellors should also develop a sense of the impact of new technologies on their services
- We (Ertelt/Weber) work on a AI project to support professional decision-making processes (KI-BEP) (Weber, 2021)
 - We are developing an AI-supported instrument in cooperation with an AI institute and in cooperation with practice
 - It is designed to help guidance practitioners within the guidance process to support clients' decisions and to provide relevant and tailored (vocational, skills-related, labour market-related) information.

❖ Note: AI in guidance and placement is still in its infancy. However, developments are rapid, especially in use of LMI and placement. On the Guidance side, knowledge about the possibilities, risks and alternatives is necessary (Kraatz, Rübner, Weber, 2021; ILO 2021).

INDIVIDUALS

DEVELOPMENTS, TRENDS



SELF-ORGANISATION, SELF-DIRECTION
(IN THE LIFE COURSE)



STRENGTHEN PSYCHOLOGICAL
STRENGTHS



SOCIAL PARTICIPATION AND
RECOGNITION VS. POLARISATION OF THE
WORLD OF WORK

UNDERSTANDING MOTIVES FOR WORK MORE BROADLY

- Economic benefit not the only or central motive for work
- **Positive emotions /motivating:** self-realisation, self-optimisation, meaning, experiencing, changing something, creating something
- **Negative emotions /non-motivating:** stressful, frightening, uninteresting, unclear, without perspective

❖ *Increasing segregation* between those who value work through achievement, success and multiple motives and those who feel disconnected or seek their individual value outside of work. Guidance need to address these persons.

EXAMPLE FROM THE COUNSELLING DISCUSSION

- Motivational Interviewing (Miller et al., 2013)
 - Counselling approach based on person-centred counselling (Rogers)
 - The counsellor and the person seeking advice should discover together the strengths that are already present in the person.
 - Person can turn to his or her future and become active
 - Core idea: Every human being is motivated
 - Reservations about one's own future are addressed and reduced



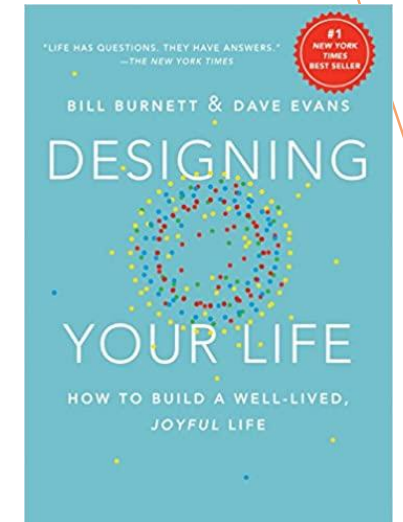
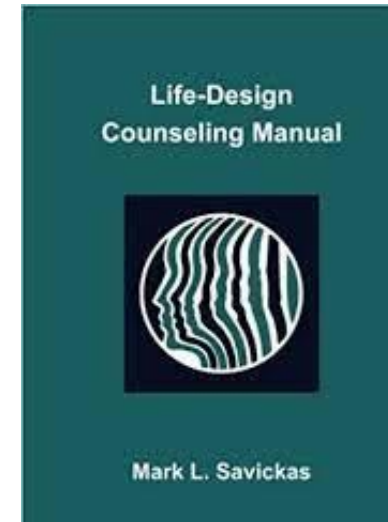
❖ Application within more extensive formats of counselling and vocational coaching is conceivable. Intensive working relationship is the basis! Core ideas are relevant in all services.

SELF-ORGANISATION AND IDENTITY MANAGEMENT AS METHODS

- With the flexibilization and dynamization of career paths since the 2000s, individual skills have taken centre stage:
 - Employability (McQuaid/Lindsay, 2005)
 - Skills of the "labour entrepreneur (Voß/Pongratz, 2003)
 - Career Management Skills (Sultana, 2012)
 - Career Adaptability (Savickas, 1997)
 - Training maturity (Eberhard, 2006)
 - Self-organisation (Schiersmann/Weber et al. 2008)
- ❖ The individual is willing and able to adapt himself again and again, to emerge strengthened from setbacks and to redefine his (professional) identity
- ❖ An excessive demand for many? Does our Services reflect on this change?

EXAMPLE FROM THE COUNSELLING DISCUSSION

- Designing your Life Burnett & Evans, 2016).
- Life Design (Savickas, 2012)
 - The (professional) identity develops in the course of life
 - Through professional biographical reflection and forward-looking "construction", identity and professional perspective can be reshaped
 - Live Design wants to promote the openness to try out new solutions



- ❖ The approach is based on high reflexive and narrative capacities of the person. Successful identity change (vs. stagnation in crisis) is necessary but demanding for many.
- ❖ Critical: the word of work is hardly considered as a relevant factor.

EXAMPLE FROM THE COUNSELLING DISCUSSION

- Guidance as promotion of self-organisation (Schiersmann & Thiel, 2012)
 - Self-organisation is understood as a basic principle of human systems
 - Counselling as a stimulus to interrupt existing "patterns" and establish new ones (systemic approach)
 - Change requires "energisation" such as that which comes from meaning, goals, motives (resources of the person).
 - Counsellors are process facilitators



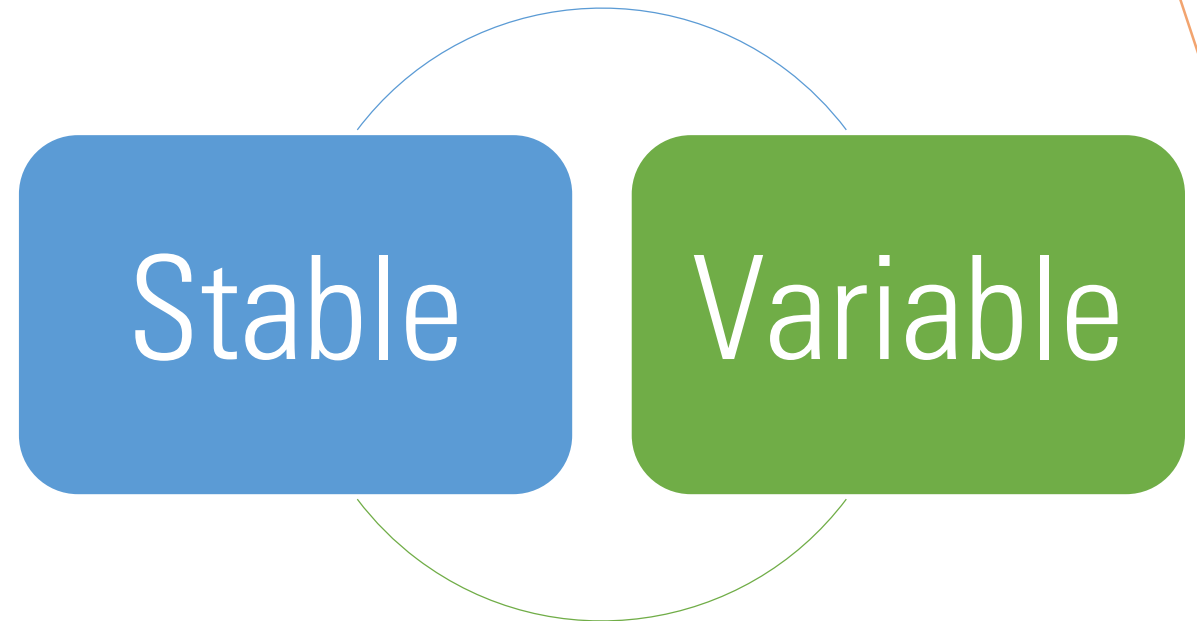
- ❖ The approach tries to combine basic theoretical *principles of human capacity for change* with knowledge about effective forms of intervention in guidance (what works?)
- ❖ The approach is open for linking with *expertise from the field* (what is the case?)

CONCLUSION FOR SERVICES AND STRATEGIES

- Businesses/economy:
 - **Get to know** digitalisation, new professions, industries and working environments
 - **Supporting** the changing world of work & new recruitment and qualification paths in companies
- Individuals/Customers:
 - **Understanding** motives for work broadly(er)
 - **Strengthen** psychological strengths
 - **Promote** identity, self-organisation, self-direction (in the life course)
- Society:
 - **Enable** social participation and recognition (vs. polarisation of the world of work)
 - **Implement** inclusive labour market policies and related services

*PART 3: FUTURE COMPETENCES
FOR PRACTITIONERS*

*COUNELORS
COMPETENCES*



GUIDANCE COMPETENCE- CORE CHARACTERISTICS

- Characteristics of professional and **effective guidance**, linking of
 - professional knowledge and
 - stimulating process
- **Effect** in counselling in the interaction process **by:**
 - Processual activation
 - Resource activation
 - Change of intention
 - Realisation of intentions
- Implementation requires **situational adaptation** by the counsellor as well as appropriate **methodological approaches** and ongoing (process) **reflection!**

COUNSELING COMPETENCE

*WHAT IS
STABLE, WHAT
IS VARIABLE?*

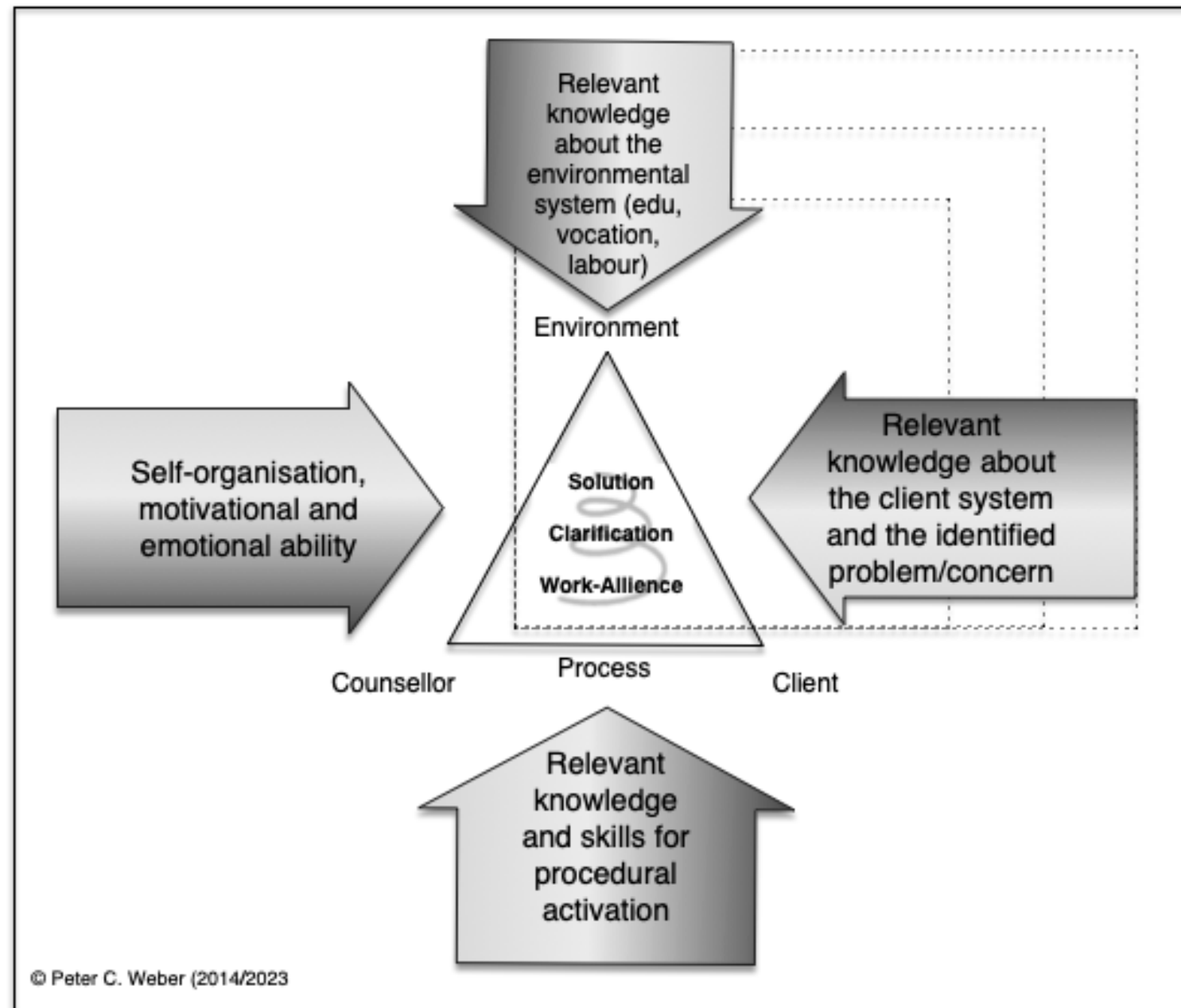


Fig.: Counselling competence in the interplay of partial competences on the process, on the system of guidance seekers, on the environment, and on professional self-organization)

„FUTURE SKILLS“

Future skills as reflection points for enlargement of the competence of counsellors

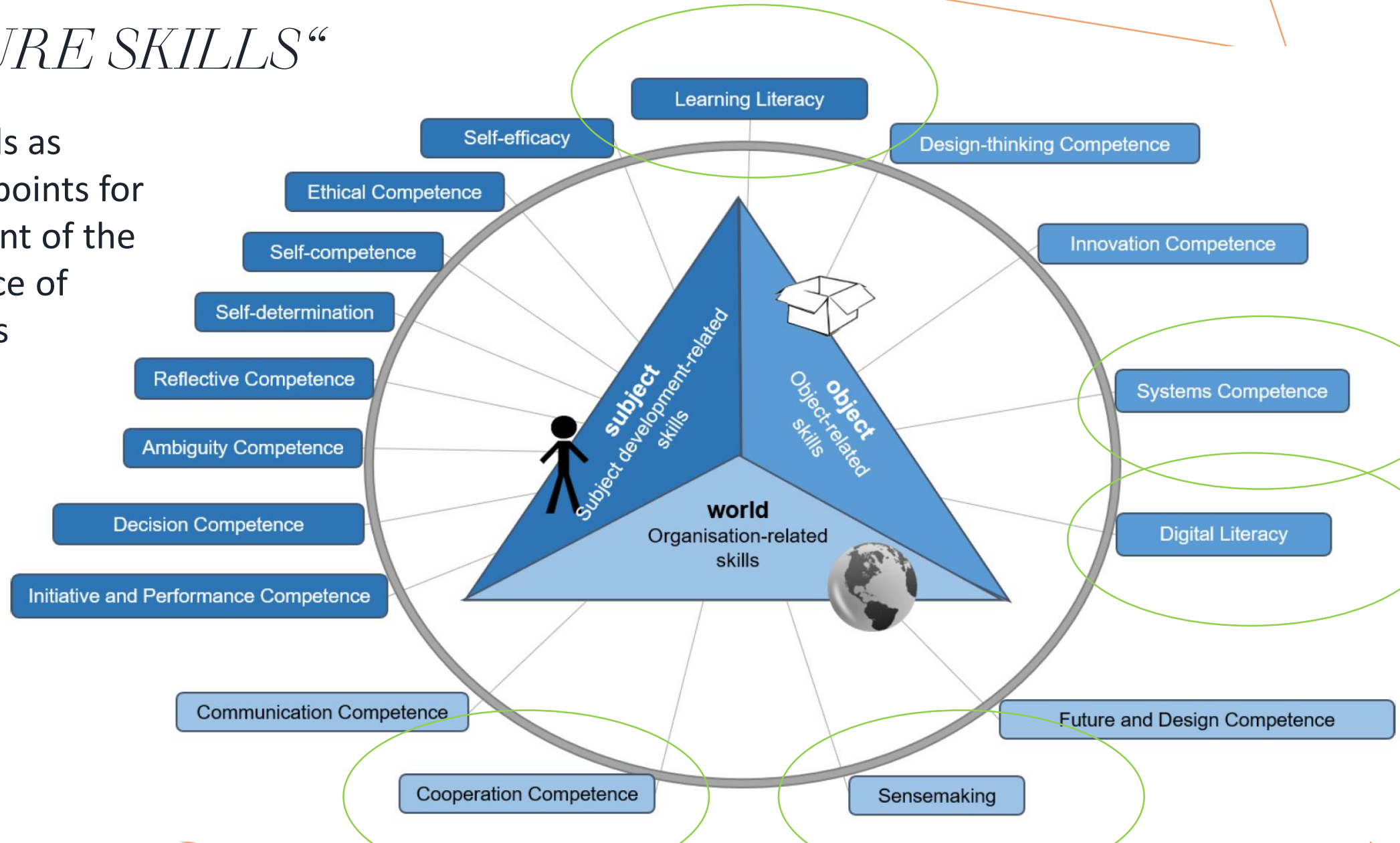
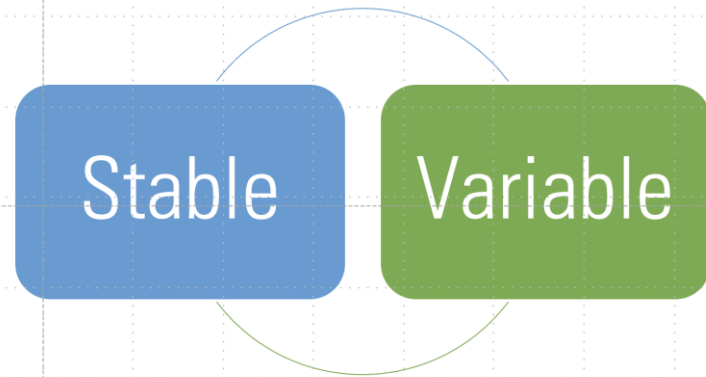


Figure 1: Future Skills overview – allocation to three dimensions (Ehlers, 2020a, p. 42)

CONCLUSION: IMPULSES FOR FUTURE COMPETENCES



- More flexibility, **client-related design** of guidance processes within existing and new services
- **Quality** not through process compliance, but through professionalism
- Professionalism through adequate combination of **activating** and **informative** elements
- Reflection and separation of **roles** (counselling, administration, ...)
- Development of new **formats** and **services** of guidance and counselling (analogue, digital, AI- based, peer-based)
- Deepened **cooperation** with other network partners and with employers
- Further development and widening of existing competence models and new **training** offers for counsellors.

WHAT EXPECTATIONS DO (YOUR) COUNSELEES HAVE OF THE COUNSELLOR'S COMPETENCES AND YOUR SERVICES - AGAINST THE BACKGROUND OF THE CURRENT CHALLENGES?



QUESTIONS, COMMENTS?

I WISH YOU CONTINUED SUCCESS!

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