

MINISTRY OF ECONOMY AND LABOUR

TRANSNATIONAL VOCATIONAL COUNSELLING

**A GUIDE FOR STUDENTS OF POSTGRADUATE
EDUCATION PROGRAMME IN THE FIELD
OF EUROCOUNSELLING**

Editors

**Augustyn Bańka
Bernd-Joachim Ertelt**

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TRANSNATIONAL VOCATIONAL COUNSELLING

PROJECT
CARRIED OUT WITH THE SUPPORT OF THE EUROPEAN
COMMUNITY WITHIN THE LEONARDO DA VINCI PROGRAMME

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Preface

The present publication of the results of the LEONARDO DA VINCI pilot project „Transnational Vocational Counselling“ (TVC) arranges itself on counselling practitioners, lecturers, students and the policy makers in the service segment vocational and career counselling. It wants to perform a contribution to the extension of Transnational Counselling Competences in Europe.

The project partnership of PES, Ministries and universities offers the unique chance for an active dialogue of practice and science. So the results could already flow into the education and further training of the vocational counsellors during the project work (2001–2004).

The project TVC falls in a period which is marked by reinforced efforts of the European Commission, OECD, Worldbank, CEDEFOP, AIOSP/ IAEVG and other international institutions around a qualified support of the professional transition process by vocational counselling. In all countries exist similar challenges concerning the transition from school to the world of work, the reduction of unemployment, the reintegration of “drop outs”, the re-entry of women into job after the family phase, the support of the transnational mobility, the establishment of equal opportunities in education and work.

The EU-programme LEONARDO DA VINCI has admitted the vocational counselling and the professionalisation of the counsellors a high priority. This is reflected in a series of related projects:

- Modular Distance Learning for European Mobility Career Counsellors/MODILE EUROCARCO (SK, CZ, DE, ES, IR), 2001–2004.
- European Curriculum Guidelines for Lifelong Vocational Counselling in the Line with the Challenge of EU Enlargement (LT, DE, DK), 2002– 004.
- Development of a counselling methodology/a catalogue of methods for vocational distance counselling including a training manual and a training concept (DE, A, CZ, FL (CH), HU, PL, RO, SK), 2001–2004.

- Quality Manual for Educational and Vocational Counseling/MEVOC (AT, DE, IT, LN, PL, RO, UK), 2003–2006.
- Nema Code – A Tool for Interpreting Interest Inventories incorporating the Holland RIASEC Model (IS, CZ, DE, EE, UK), 2003–2005.
- ICT-Skills for Guidance Counsellors (IT, DE, ES, RO, UK), 2002–2004.

Because of the personnel interlinking with the different projects the partnership could use synergetic effects. This will be continued after the official conclusion of TVC.

We want to thank everyone who contributed articles, editorial work and organisational help to the success of this publication; special thanks to the polish coordinators who brought the not always simple realisation process of the project to a successful end.

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INTRODUCTION TO TRANSNATIONAL VOCATIONAL COUNSELLING CURRICULUM

1. Assumptions

Transnational vocational counselling (TVC) is a specific form of Euroguidance. TVC is focused on international and multicultural career counselling. It consists of a set of strategies supporting people in developing their careers in the cross-cultural context. It is a form of practice of assisting people at all life stages in solving problems arising from their voluntary decisions to live, work or study abroad for some period of time. TVC is a collaborative international support concentrated on individuals being intrinsically motivated or forced, for some reasons, to live in separation from their native culture, searching for benefits derived from the participation in other cultures, and trying to establish everyday healthy relationships between work and other life roles. TVC, focused on aiding individual development based on cultural versatility, exploits multicultural competences of counsellors, as well as the counselled. It crosses the boundaries of traditional multiculturalism, which is based on the principle of equal employment opportunities through recognizing the needs of people to locate their work and other basic life roles within different cultural contexts. In the European economic area, TVC is perceived as eurocounselling and the key issue of the so-called "European identity".

The current TVC teaching program has been developed as a result of the sociopolitical environment within the European Community and the resulting work of counsellors within the professional organization. While there have been a variety of organizational initiatives that have focused on nationality like programs focused on immigrants, these guidelines are the first to address the implications of transnationality in vocational education, training, research-testing-assessment, practice, and organizational change. These teaching guidelines are the latest step in an ongoing effort to provide vocational counsellors in Europe with a framework for services to an increasingly diverse population and to assist counsellors in the provision of those services.

These teaching guidelines pertain to the role of transnational vocational counsellors of both national/ethnic minority and non-minority status in education, training, research, practice, and organizations. The TVC post-graduate curriculum is focused on cross-cultural contexts, because in European (transnational) vocational education, training, and practice, all transactions occur among members of two or more cultures. As identity constructs and dynamic forces, nationality can impact counselling practice and interventions at all levels:

- 1 – on the level of immediate communication and interaction;
- 2 – on the level of interaction between all participants of counselee situation;
- 3 – on the level of local community in which the client has to function;
- 4 – on the level of national and transnational situation.

These tenets articulate respect and inclusiveness for the culture heritage of all national groups of the European community, recognition of cultural contexts as defining forces for individuals and groups life experiences, and the role of external forces such as historical, economic, and sociopolitical events.

This philosophical grounding serves to influence the planning and implementation of culturally and scientifically sound education, practice, and organizational change and policy development in the larger European community. To have a profession of transnational vocational counselling (TVC) that is culturally informed in theory and practice, the designed curriculum calls for transnational vocational counsellors (Eurocounsellors), as primary transmitters of the culture of the profession, to assume the responsibility for contributing to the advancement of transnational knowledge, cultural sensitivity, and partnership understanding. In this perspective, TVC counsellors are in European economic are in a position to provide leadership as agents of pro-social change, advocacy, and social justice. Thereby, Eurocounsellors are in the position of leaders promoting societal understanding of diversity, affirmation, and appreciation of multiculturalism against the damaging effects of individual, institutional, and societal harassment, prejudice, and all forms of oppression based on stereotyping and discrimination.

The educational and training program guidelines in the TVC post-graduate curriculum are founded upon the principles of International Association for Educational and Vocational Counselling (IAEVG) Ethical Standards (August, 1995), IAEVG Declaration of Counsellor Qualification Standards (1999), IAEVG Mission Statement (1995), International Competencies for Educational and Vocational Guidance Practitioners (Approved by the IAEVG General Assembly, Berne, 2003). They are as follows:

- 1 – The ethical conduct of Eurocounsellor is enhanced by the knowledge of differences in beliefs and practices that emerge from socialization through national group affiliation and membership.
- 2 – Understanding and recognizing the interface between individual socialization experiences based on national/ethnic heritage can enhance the quality of education, training, and practice in the field of transnational vocational counselling.
- 3 – Recognition of the ways in which the intersection national/ethnic group membership with other dimensions of identity (e.g., gender, age, religion/spiritual orientation, educational attainment/experiences, and socioeconomic status) enhances the understanding and treatment of all people in vocational counselling situation.
- 4 – The Eurocounsellors are uniquely able to promote equity and social justice in transnational perspective. This is aided by their awareness of their impact on others and the influence of their personal and professional roles in European community.
- 5 – Eurocounsellors' knowledge of the roles of organizations, including employers, governmental and supra-national institutions is a potential source of behavioural practices that encourage international discourse, transnational education and training, international institutional change.
- 6 – TVC counselling will be involved in the policy development that reflects, rather than neglects, cultural differences. Eurocounsellors recognize their role as agents of the changing society, with respect to multiculturalism.

2. Development of TVC post-graduate curriculum

The starting point for the development of the TVC curriculum has been a view of “what transnational vocational counselling is” as an emerging profession and a professional specialty in vocational counselling.

The history of development of the TVC curriculum includes three stages. The first one, exploratory stage, was devoted to analyzing the field of work of counsellors in different European countries. In effect it has been identified the character of vocational and educational guidance in Austria, Germany, Hungary and Poland. It has also been collected for the same countries the programs concerning counsellors’ education and training systems.

At the second stage, the data collected in exploratory phase were utilized to analyze competencies, duties and functions which altogether define TVC professional profile. There were reviewed relevant classifications of competencies and descriptions of professional profiles. For purposes of elaboration of TVC curriculum Watts’ (CEDEFOP, 1993, 29–30) classification system of seven main groups of skills, training and qualification competencies with 19 fields of work was adapted.

An analysis of reports and tasks realized by Eurocounsellors led to define the set of activities, duties and functions which are the most characteristic for the professional profile of TVC. In alphabetic order they are as follows in Box 1.

Box 1. The set of activities, duties and functions which are the most characteristic for professional profile of TVC

- Accompanying (A) young people and adults with their individual process of vocational choice.
- Assisting (As) clients to develop readiness skills and job search strategies to find an adequate career in one of the member states of the EU; assisting the elderly, long-term unemployed, and other persons in the re-entry phase in vocational reorientation and occupational preparation for a career outside the home country.

- Consulting (C) with other European organisations.
- Cooperating (Cp) with employers, labour unions, and other relevant networks in the European Union.
- Counselling (Co) in personal problems, educational and career development on the European and international level.
- Developing (D) personality, social skills as well as career and social capital.
- Empowering (Em) the people to live in a changing world by planning and controlling the transition processes.
- Encouraging (Ec) pupils and students to be part of European educational programmes, to complete practical training in organisations or enterprises in one of the member states of the EU, to attend training courses etc. in another country.
- Establishing (Es) a European network which should be available for all transnational vocational counsellors; establishing referrals to other professions, agencies and organisations in the future working country and research on vocational and educational possibilities in other European countries.
- Foreseeing (Fo) of the potential barriers concerning the new working place in the European Union, vocational trends, employment tendencies.
- Guiding (G) the job-seeking person to find adequate ways to realize the new career aspiration.
- Helping (H) persons who seek work to expand their vocational and personal abilities through the process of international vocational guidance.
- Improving (Im) communication and an exchange of information among different public and private organisations and institutions as well as other persons who are involved in vocational guidance systems of other European countries.
- Informing (I) about possible educational pathways, grants for further vocational education in Europe, European employment market for employees.
- Interviewing (In) jobseekers to obtain employment history, educational background and career goals.
- Initiating (In) an online forum which functions as a network for all European vocational counsellors to exchange knowledge and to clarify relevant questions.

- Involving (Iv) themselves in a life-long learning process.
- Managing (M) career information, changes, entry and re-entry adaptations.
- Motivating (Mo) the clients to take advantage of the chance to be part of the European labour market.
- Participating (Pa) in permanent further education, training and research programs about changing working conditions and changing cultural environment.
- Preparing (Pr) vocational capital for the new job in another country.
- Preventing (Pr) women for the same access to education and profession as the opposite gender.
- Promoting (Pr) open-minded and culturally sensitive attitudes toward minorities, foreigners and other cultures.
- Providing (P) needed information and knowledge for clients to have realistic perceptions of the European labour market and their future career aspiration.
- Supporting (S) the clients' occupational decisions made by themselves; supporting the client in the different phases of the job hunting on the European labour market, interested disabled or disadvantaged persons to be integrated in the European labour market.
- Testing and assessing (TA) by using culturally sensitive tools, strategies and relevant theories.

For the purpose of constructed in a TVC curriculum also adapted were taxonomies elaborated by IAEVG of so called *core competencies* which focus on the knowledge, skills, and attitudes needed by all practitioners, as well as *specialized competencies* not to be required by all practitioners in TVC (see: International Competencies for Educational and Vocational Guidance Practitioners -Approved by the IAEVG General Assembly, Berne, 2003; see also: Jenschke, 2003 and Module V). In addition to *core* and *specialized competencies* also summarized were other key elements that define the professional profile of transnational vocational counsellor. They include such issues as follows in Box 2.

Box 2. Key elements of Eurocounsellor professional profile

- Areas of expertise.
- Content of vocational training for occupational counsellors in different countries including specific scientific fields such as psychology, sociology, economy, pedagogy, law, statistics and vocational counselling.
- Requirements of the transnational vocational counsellor (Eurocounsellor): personal, intellectual, and health.
- Conditions for starting work in occupation.
- Working environment: design of workspace, equipment.
- Informational resources.
- Motivational aspects of profession.

After the definition of a professional profile of TVC, in the third stage of development there was constructed a model of the curriculum.

3. Structure and content of the model of TVC curriculum

The reference structure of the model of a TVC curriculum includes the following dimensions and elements:

- 1 – Five modules defining the general fields of skills, functions and competencies.
- 2 – Learning objectives.
- 3 – Time structure.
- 4 – Courses as the domain of knowledge to be studied.
- 5 – Unit (lessons).
- 6 – Methodological guidelines.
- 7 – Type of science (theory) / Taxonomy.

By crossing the five modules (M) with learning objectives (LO), time structure (TS), courses (C), units (U), methodological guidelines (MT), references (R), a multidimensional matrix of components is obtained that shows the structure of the curriculum. The graphic presentation of the model is presented in table 1.

Table 1. General reference model of TVC Post-graduate Educational Curriculum

Modules (1)	Learning objectives (2)	Time structure (3)	Courses (4)	Unit Lessons (5)	Methodological guidelines (6)	References (7)	Type of science: Taxonomy (8)
I. Information management	LO ₁	TS ₁	C ₁	U _{1...n}	MT ₁	R ₁	TAX. 1: Acquisition of theoretical knowledge (Knowledge of theories – explanatory: declarative knowledge – core competencies)
	•		•	•	•	•	
II. Counselling, testing, assessment	LO _n	TS ₂	C _n	U _{x...n}	MT _n	R _n	TAX. 2: Understanding of knowledge (Knowledge of the theory – technological: know-how the theories function)
	•		•	•	•	•	
III. Consultations in human resource development	LO ₁	TS ₃	C ₁	U _{1...n}	MT ₁	R ₁	TAX. 3: Transferring of knowledge (Knowledge of the theory – technological; knowing-how reality can be influenced)
	•		•	•	•	•	
IV. Networking and marketing	LO _n	TS ₄	C _n	U _{x...n}	MT _n	R _n	TAX. 4: Problem solving (Knowledge related to intervention skills – professional competencies)
	•		•	•	•	•	
V. Professionalisation and quality management	LO ₁	TS ₅	C ₁	U _{1...n}	MT ₁	R ₁	
	•		•	•	•	•	
	LO _n		C _n	U _{x...n}	MT _n	R _n	

The five modules cover the whole body of problems of TVC professional profile: competencies, duties and functions listed in Box 1, as well as the key elements of a Eurocounsellor profile listed in Box 2. The first module entitled *Information Management* is due to counsellors knowledge related to professional information concerning different domains of eurocounsellor engagement: education, vocational training, further training, careers and occupations, labour market and job opportunities, living-costs and standards, support services in counselling, information giving, placement. Second module named *Counselling, Testing, and Assessment* is focused on theoretical and practical aspects of transnational counselling methodology. This module is divided into two submodules.

The first one entitled *Theories of Transnational Vocational Counselling from Multicultural Perspective* is focused on issues of application of theories into TVC practice. It explores theoretical, methodological and practical specificity of Eurocounsellor profession. The second submodule named *Testing and Assessment* is concentrated on practical issues of testing and conducting assessment from an international perspective. The third module named *Consultations in Human Resource Development* penetrates the TVC professional profile related to all aspect of functioning of labour market in the European economic area. The fourth module named *Networking and Marketing* is related to methodological and practical issues of Eurocounsellor cooperation with local, national, transnational and international institutions and resource networks working on educational and vocational guidance. The fifth module entitled *Professionalisation and Quality Management* is focused on continues improvement of the Eurocounsellors' competencies and enhancement of quality of the services.

Every module consists of some number of courses which define the domain of professional knowledge to be studied. Courses are partitioned into lesson units, which describe a specific part of TVC professional profile. The particular courses and lesson units include a different teaching method. Bibliography including international literature is attached to every module.

Educational/learning objectives contain four components taxonomy:

- 1 – the acquisition of theoretical knowledge (knowledge of *explanatory theory*),
- 2 – the understanding of knowledge (*technological* knowledge; know-how of the theories function in a particular area of practice),
- 3 – the transferring of knowledge from an educational setting to real situations (knowledge of *technological* theory know-how of the empirical reality of counselling can be influenced; e.g. diagnostic skills)
- 4 – the problem-solving (*technological* knowledge related to the acquisition of competencies for professional activities e.g. intervention skills).

The term *knowledge* is used to refer to theories and concepts on transnational vocational counselling phenomena, to methods and techniques for studying them, and to empirical data. Knowledge in a broad way includes the awareness of different approaches, the relationships between theories, etc. The term *skill* denotes the ability to apply knowledge and to effectively use methods and techniques. Professional competencies are complex sets of knowledge and skills by which problems encountered in the professional TVC practice can be solved.

A distinction was made between *explanatory science*, that tries to understand existing reality on the one hand, and *technological* or *change-oriented* science, that aims at changing reality on the other hand. The distinction between science and technology should not be confused with that between fundamental research and application. Both explanatory science and technology have their fundamental research, and both can be applied by practitioners to the singular problem of people in an international assignment.

Curriculum components are parts of the curriculum covering the knowledge, skills, and competencies to be acquired by students with respect to the various combinations of the field of study (courses and unit lessons), types of science (learning objectives), length of time, specific teaching methods, and some kind of references.

Module II
**COUNSELLING, TESTING,
AND ASSESSMENT**

SUBMODULE II.1
**Theories of transnational vocational
counselling from multicultural
perspective**

Augustyn Bańka

1. General description of the submodule

This sub-module consists of 6 courses each of which covers few unit lessons focused on basic training in theoretical knowledge, skills and competencies uniquely required for the type of transnational vocational counselling activities. The courses devoted to the submodule are explaining the study of TVC as branch of knowledge differentiated from traditional vocational counselling grounded nationally.

In the first course including which involves several units, you will learn about the specificity of a process of counselling from international, and cross-cultural context. In the three unit lessons you will encounter the theoretical and practical issues concerning:

- a) identifying main factors differing transnational vocational counselling from national one;
- b) outlining basic theoretical approaches enabling to understand and to cope with specific problems in TVC like separation;
- c) summarizing theoretical background enabling conducting TVC process as different to traditional/national one.

In the second course including four unit lessons, you will learn about the process of counselling of development of personality of the counsees from perspective of their cultural heredity. This course traces a role of cultural background in determining cognition, emotion and motivation processes. The course explaining how transnational vocational counselling may stimulate a process of self-identity development, processes of acquiring of vocational maturity, and processes of self-enhancement. The first unit lesson is focused on explaining mechanism of positive influence of cultural and ethnic-national diversity on individual development. The second unit lesson is identifying two basic types of personality across different cultures: individualism and collectivism. The third unit lesson outlines the empathy, one of the basic dimensions of competency in transnational career as well as in transnational vocational counselling. The fourth unit lesson summarizes mechanisms of influence of migration and participation in diverse cultures on masculinity and femininity.

In third course you will learn about transnational vocational counselling as an activity based on multicultural assessments and testing

which are differing from those based on national norms, standards, and criteria. First unit lessons describe the meaning of lack of accessibility in TVC of standardized testing and assessment methods with cross-cultural relevancy. It outlines the basic procedures which can help the transnational counsellor to secure cultural, ethnic, and ethical fairness. Second unit lesson explains why and how to interpret worldwide known theories and methods of vocational personality assessment in transnational and multicultural context. Third unit lesson outlines basic principles which transnational vocational counsellors should follow in testing and assessment to achieve equity in transnational context.

In course fourth you will learn about multicultural competencies in transnational vocational counselling. This course consists of three unit lessons. First one is focused on description and explanation of multicultural competencies as factors determining cultural sensitivity of counsellors and counsees. It describes the role of cultural competencies at all points of counselling process; pretraining, training process, posttraining, precounselling, counselling process, and postcounselling evaluation. The second unit lesson explains theoretical foundations and methods of assessment of multicultural competencies based on a method of self-evaluation. The third unit lesson outlines methods of assessment attitudes toward TVC and satisfaction with counselling process.

The course fifth will teach a process of counselling of cross-cultural conflict which inevitably always takes place in transnational assignments. It includes two issues in two unit lessons. First unit lesson explain mechanisms of cultural conflict in transnational context on different levels: intra-cultural, inter-cultural, on the level of groups and nations. This lesson explains the ways of prevention and resolving typical conflicts in TVC situation which may lead to oppression or inequity. The second unit lesson teaches negotiations strategies in situation of collision between cultures in transnational settings.

The course six will teach a process of counselling as a set of activities against ethnic/national harassment, discrimination and inequity. This course explains a role of transnational vocational counsellor both as an agent of positive changes in counsee behaviours and personality, as well as in the counsee environment.

This means that certain knowledge and skills to be required outside the TVC curriculum, preferably before curriculum starts. As entrance requirement a general training in theoretical orientation with at least the following content of vocational and personality development is necessary as follows:

1. Vocational developmental theories concerning *career choice* and *self-concept* theories concentrated on patterns of man's transition through life-span and life-space:
 - vocational development in life-span and life-space (Super, 1957, 1990);
 - occupational choice (Ginzberg, Ginsburg, Axelrad and Herma, 1951);
 - career choice and adjustment (Tiedeman, O'Hara, 1963);
 - career-decision making (Miller-Tiedeman, Tiedeman, 1990).
2. Vocational developmental theories concerning *self constructive process* and *organismic view* theories:
 - Piaget's (1951) theory of moral development and intelligence,
 - Kohlberg (1973) theory of moral development,
 - Levinson (1986) theory of seasons of life.
3. Vocational developmental theories concerning personality conceptions.
 - A – *Psychodynamic* (psychoanalytic) theories including:
 - theory of parenting styles and the role of overprotective/overdemanding environments (Roe, 1956);
 - theory of *intrapsychic motivation* (Ryan and Deci, 2000);
 - *life themes* Watkins, Savickas (1990).
 - B – *Trait-factors theories* or *person environment-fit* including:
 - personal characteristics,
 - styles of behaviours,
 - values, and
 - interests (Dawis, Lofquist, 1984; Holland, 1997);
 - C – *Social learning* and *decision making theories* including:
 - self-observation generalizations parallel to Super's self-concept (Krumboltz, Nichols, 1990),
 - *human agency paradigm* which reflects the impact of cognitive revolution on personality concepts.

1.1. Course overview

- Course 1:** Counselling theories of international careers (1 ECTS crds).
- Course 2:** Counselling of multicultural development (2 ECTS crds).
- Course 3:** Counselling through multicultural assessment and testing (1 ECTS crds).
- Course 4:** Counselling of multicultural interpersonal competencies (2 ECTS crds).
- Course 5:** Prevention of cross-cultural conflicts in transnational counselling (1 ECTS crds)
- Course 6:** Counselling against cultural and ethnic harassment, discrimination, and inequity (3 ECTS crds).

1.2. Time structure

Time structure of course 1: This course consists of 3 didactic lesson units which all together take 4 lesson hours. For the course is planned 1 ECTS credit.

Time structure for course 2: This course consists of 4 didactic lesson units which all together take 6 lesson hours. For the course are planned 2 ECTS credits.

Time structure for course 3: This course consists of 3 didactic unit lessons which all together take 4 lesson hours. For the course is planned 1 ECTS credit.

Time structure for course 4: This course consists of 3 didactic unit lessons which all together take 4 lesson hours. For the course are planned 2 ECTS credits.

Time structure for course 5: The course consists of 2 didactic unit lessons which all together take 4 lesson hours. For the course is planned 1 ECTS credit.

Time structure for course 6: The course consists of 5 didactic unit lessons which all together take 8 lesson hours. For the course are planned 3 ECTS credits.

2. Methods of acquiring the knowledge and skills

The main teaching methods are planned as follows: lessons, readings, and student papers. Proposed teaching methods are: lessons, papers, and readings, as well as exercises of contacts with others through participation in culturally diverse and culture-specific activities. Additional methods are proposed as follows: invited lecturers provided by community leaders, social change agents, and influential individuals such as religious and political leaders.

3. Self-evaluation question

3.1. Course 1: Counselling theories of international careers

Learning objectives

- This course enables the students to acquire general knowledge of vocational activity in international and cross-cultural context.
- The course enables the students of TVC to obtain knowledge of the main psychological theories on psychological separation in situation of emigration, expatriation, work separation from families and local community.
- The course enables students to understand the TVC as a discipline and professional field in the domain of expatriation, emigration, and cultural as well as ethnic separation of individuals and groups.
- The course enables the students of TVC to examine traditional counselling practice interventions for their cross-cultural appropriateness, for example, person-centred, cognitive-behavioural, psychodynamic forms of therapy. They are urged to expand these interventions to include multicultural awareness and culture-specific strategies.

3.1.1. Unit 1: The specificity of international careers

1. Could you describe in your own words the specificity of vocational activities of people realized in international and cross-cultural context?
2. Could you tell in your own words, what are the essential duties of transnational vocational counsellors working with people from another country or the people going to work or to study abroad?
3. Could you tell what did you know about the main theories explaining functioning of individuals and group in separation from their native heritage?
4. Could you explain in your words, what is necessary adaptation in the traditional counselling intervention programmes from their cross-cultural and transnational appropriateness?

3.1.2. Unit 2: Psychological separation of people working and living abroad

1. Could you characterize in your own words the meaning of the theories of separation as explanations models of transnational careers?
2. Could tell in your own words the basic differences between models explaining processes of adaptation to international career?
3. Could you tell what did you know about help-seeking behaviours in job-related separation situations?
4. Are you able to conduct in practice the methods assessing acculturative stress, and level of cultural adaptation?
5. Are you able to use the knowledge concerning mechanism of psychological separation to communicate the people going to work or to study abroad what coping strategies are the most effective to them?

3.1.3. Unit 3: TVC as a professional discipline concerning international career, expatriation, and multiculturalism

1. Could you describe in yours own words the meaning of differences between the concepts of emigration, expatriation and international job assignment for transnational vocational counselling?

2. Could you describe the mechanisms of adaptation of people belonging to ethnic minorities to new cultural organizational environment?
3. Do you know affirmative actions programme functioning in different countries useful in TVC intervention programmes?
4. Could you describe the essential multicultural competencies in TVC?

3.2. Course 2: Counselling of multicultural development

Learning objectives

- The course enables the student to understand the role of different cultural context in the development of personality.
- The course enables the student to acquire a skill to differentiate individualistic vs. collectivistic personalities, and to transfer the knowledge to real situations of TVC.
- The course enables the student to obtain concepts and theories concerning career development both in the international context and life-span context (needs, values, interest, goals, career anchors, career insecurity).
- The course enables the student to understand the role of multicultural embodiment in aspiration, self-enhancement.
- The course enables the student to acquire the skill of diagnosis of ethnocultural empathy.

3.2.1. Unit 1: Culture and development of personality

1. Could you tell in your own words how participation in another culture affects processes of cognition, emotion and motivation?
2. Could you describe in your own words positive and negative influences of transnationalization of life experiences on development vocational maturity in early adulthood?
3. Are you able to measure and assess the level of acculturative stress of people living outside their cultural roots?

3.2.2. Unit 2: Culture and types of personality

1. Could you characterize in your own words the basic types of cultural personalities?
2. Could you describe in your own words the basic differences between individualism and autonomy?

3. Are you able to diagnose and assess the individualistic-collectivistic orientation of people?

3.2.3. Unit 3: Ethnocultural empathy

1. Could you characterize in your own words how do you understand counsellors' competencies in empathy feelings, empathy expression, and empathic perspective taking?
2. Could you describe in your own words how counsellor can acquire culturally specific empathy?
3. Could you describe in your own words how do you understand influence of migration on masculinity and femininity processes?
4. Are you able to self-assess your level of ethnocultural empathy?

3.2.4. Unit 4: Culture, migration and identity

1. Could you characterize in your own words how do you understand counsellors' competencies in empathy feelings and empathy expression?
2. Are you able to assess level of ethnocultural adaptation through different measures of well-being of the counselees?

3.3. Course 3: Counselling through multicultural assessment and testing

Learning objectives

- Students learn not to use instruments that have not been adapted for the target population, and they are also encouraged to use both pilot tests and interviews to determine the cultural validity of their instruments.
- Students learn to exercise critical judgment when they use standardized assessment tools and methods in transnational context.
- Students are encouraged to be knowledgeable about the linguistic equivalence of the instruments (e.g., that it is appropriately translated into the target language) as well as the conceptual and functional equivalence of the constructs tested.
- The course gives the student an overview of approaches to an assessment of vocational interests and testing of vocational abilities from multicultural perspective.

3.3.1. Unit 1: Multicultural context of testing and assessments – accessibility of standardized methods

1. Could you tell in your own words why intelligence and cognitive abilities must be treated as cultural entities?
2. Could you describe in your own words why items of tests and questionnaires must be view by counsellors as symbolic items?
3. Could you describe in your own words the basic assumptions of models of knowing in different cultures?
4. Are you able to use appropriate convention of communication with culturally different clients?

3.3.2. Unit 2: Multicultural context for ability testing and interests assessments

1. Could you tell in your own words why trait-and-factor theory and theories of work adjustment don't work in cross-national and cross-cultural context?
2. Could you describe in your own words using as an example the RIASEC model why the same vocational interests form in different ethnic/cultural context different types?
3. Could you describe in your own words the basic assumptions of models of knowing in different cultures?
4. Are you able to use unisex model of assessment of vocational interests UNICAT?

3.3.3. Unit 3: Understanding cultural identity in assessment

1. Could you tell in your own words why measuring of cultural identity is important thing in assessment of counselees?
2. Could you describe in your own words the characteristics of cultural audit as a tool of assessment of cultural change?
3. Could you describe in your own words the basic assumptions of personality assessment of counselees from cross-cultural and transnational perspective?
4. Are you able to use unisex model of assessment of vocational interests (UNICAT)?

3.4. Course 4: Counselling of multicultural interpersonal competencies

Learning objectives

- The course gives an overview of approaches to multicultural competencies as an effect of counsellors' commitment to cultural awareness and knowledge of self and others.
- The course teaches counsellors the methods of assessing the multicultural competencies at different stages of the counselling process.
- The counsellor is able to diagnose areas of deficit in cultural competencies and resolve the related problems.
- The course enables the students to understand counselee attitudes toward TVC.
- The course gives the students competencies in assessment of counselee perceptions and expectations concerning TVC.
- The students are likely to find themselves increasingly engaged with others ethnically, linguistically, and culturally different from and similar to themselves as human-resource specialists, consultants, agency administrators, and counsellors.

3.4.1. Unit 1: Multicultural and transnational competencies and standards in counselling

1. Could you define in your own words what the multicultural counselling competencies are?
2. Could you describe in your own words main indicators of cultural sensitivity of transnational vocational counsellors?
3. Could you describe in your own words the basic criteria of cultural sensitivity in different points of TVC process?

3.4.2. Unit 2: Assessing the multicultural competencies of counsellors

1. Could you describe in your own words why transnational vocational counsellors should be aware of their social desirability?
2. Could you mention main self-report methods of assessment multicultural competencies?

3. Are you able to use one of the self-evaluative questionnaires to assess your own attitudes to cross-cultural issues in vocational counselling?

3.4.3. Unit 3: Counsellors and counsees assessments of attitudes toward TVC

1. Could you list the factors determining satisfaction of counsees with TVC?
2. Could you describe in your own words the characteristics of counsee credibility toward transnational counsellors?
3. Are you able to measure counsee satisfaction with TVC?

3.5. Course 5: Prevention of cross-cultural conflicts in transnational counselling

Learning objectives

- The course gives the student an overview of the cultural determinants of cognitive representation of conflict.
- The course gives the student an overview of approaches and methods for intervention method relating to mediation in the situation of intra- and inter-cultural conflict.
- The course gives the students the skill to negotiate cultural conflicts.

3.5.1. Unit 1: Intra- and inter-cultural conflicts

1. Could you tell in your own words why cultural conflicts are the matter of interests of transnational counsellors?
2. Could you describe in your own words the characteristics of cognitive representation of cultural conflict?
3. Could you describe in your own words the core beliefs that propel toward conflict between representatives of different nations?
4. Are you able to measure cultural values conflict?

3.5.2. Unit 2: Negotiation behaviour when cultures collide in intercultural settings

1. Could you describe in your own words transnational vocational counsellor duties as mediator of intra- and inter-cultural conflicts?

2. Could you describe in your own words why counselees from minorities as well as counsellors have tendency to in-group favouritism?

3.6. Course 6: Counselling against cultural and ethnic harassment, discrimination, and inequity

Learning objectives

- Students are encouraged to learn how cultures differ in basic premises that shape worldview.
- Students are encouraged to learn how people make sense of their social world by creating categories of the individuals around them, including favouritism, stereotyping, prejudice attitudes, harassment and discrimination.
- Students are encouraged to learn how automatic biases and attitudes lead to miscommunication with counselees, and are able to intervene in consistent ways with the clients' worldview.
- Students are urged to become more aware of and sensitive to their own attitudes toward others and avoid discriminative or stigmatizing approaches by appreciation of the worldview and perspectives of those ethnically different from themselves.
- Students are encouraged to learn culture-centered interventions acknowledge cultural differences and differing worldviews among cultures, as well as experiences of being stigmatized.
- Students are aware of possible reasons of the underutilization of the TVC services, including lack of cultural sensitivity, distrust of services by ethnic clients, and of the perspective that counselling may be an oppressive instrument by those in power (secondary discrimination).
- Students learn to resolve problems of people in international assignment through international career planning including: focusing on the clients within their cultural context, using cultural assessment tools, and having a broad spectrum of intervention.
- Students are encouraged to learn how to prepare to be change agents and promulgators of tolerance, equity, positive diversity in different sectors of society, organizations, government agencies, and other work environments.

3.6.1. Unit 1: Stereotypes and stereotyping in TVC: theory, assessment and prevention

1. Could you tell in your own words the mechanisms of stereotyping of national differences?
2. Could you describe in your own words the processes of immunization of own culture and application of this knowledge to TVC?
3. Could you describe in your own words the main strategies of reducing of prejudices in TVC?

3.6.2. Unit 2: Mechanism and strategies of coping with discrimination in counselling

1. Could you tell in your own words why the in-group orientation of ethnic minorities works as their strategy supporting ethnic identity?
2. Could you describe in your own words the methods by which transnational vocational counsellors are supporting the other-group orientation among international clients?
3. Could you describe in your own words main possible applications of environmental interventions in TVC?
4. Are you able to use accessible inventories in assessment of cultural and ethnic reliability of TVC?

3.6.3. Unit 3: Multicultural competencies as a tool of dealing with discrimination

1. Could you tell in your own words why the models of organizational adaptation in different cultures are applicable in TVC?
2. Could you describe in your own the methods of assessment of contextual factors affecting organizational socialization in transnational context?
3. Could you describe in your own words the methods helping the counselees to diagnose their position in other country?
4. Are you able to use the knowledge in assistance the organization in clarifying their approach to national diversity?

3.6.4. Unit 4: Multicultural organizational socialization in the promotion of diversity and equity

1. Could you characterize in your own words the differences between the processes of organizational socialization among groups of expatriates, inpatriates, and transpatriates?
2. Could you characterize in your own words what are the possible ways of influence the organisational development centred on cultural values?
3. Could you characterize in your own words the ways by which the counsellors may influence the organisational climate due to cultural diversity?

3.6.5. Unit 5: Counselling of international career planning

1. Are you able to tell in your words the main barriers and supports to choice international careers?
2. Are you able to characterize in your own words how to plane international careers as family project?

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Module II
**COUNSELLING, TESTING,
AND ASSESSMENT**

SUBMODULE II.2
Testing and Assessment

**Zofia Łącała
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1. General description of the submodule

The sub-module consists of four courses. They are devoted to the learning, understanding and training practical skills in testing and assessment submitting an application to Transnational Vocational Counselling.

The first course consists of five units. The course deals with issues concerning individual vocational decisions, methods and tests for self-diagnosis, adjustment of individual vocational attitudes, self-esteem, and education at different levels as well as work. There is also attention paid to counselling people of special requirements, like culturally different, unemployment, mental disability and outplacement. Other topics focused in this course are fairness in testing, boundaries due to the professional ethics and personal data protection.

The second course contains also five units. The course deals with issues concerning personal data analyses like application forms, CVs, letter of intents and references, structured interviews, ability and achievement tests, interest and personality inventories, and methods of Assessment Centre.

The third course covers psychometric basics for cultural adaptation of vocational tests and issues concerning cultural adaptation of tests which can be applied by counsellors working within European dimension.

The fourth course faces the issues of organisational staffing, the management of organizational change, the methods of recruitment and selection, and the role of competencies.

1.1. Course overview

Course 1: Individual diagnosis and assessment (5 ECTS crds).

Course 2: Application of diagnostic methods (4 ECTS crds).

Course 3: Psychometric basics for cultural adaptation of vocational tests (3 ECTS crds).

Course 4: Chosen issues in organisational staffing (2 ECTS crds).

1.2. Time structure

The sub-module consists of 4 courses. The first two have 5 units for each one. The third course contains two units and the last one 3 units. The whole sub-module make 350 workload hours. The first course gets 5 ECTS, the second course – 4 ECTS, the third – 3 ECTS, and the last one – 2 ECTS.

2. Methods of acquiring the knowledge and skills

Listening lectures, group discussing, problem solving, case studies, some practical exercises, readings, student essays, interpretation of testing scores and analyses of profiles.

3. Self-evaluation question

3.1. Course 1: Individual diagnosis and assessment

Learning objectives

- Counsellors can transfer the vocational guidance methods to the intercultural and transnational applications and needs.
- Counsellors understand the diagnostic methods suitable in the TVC and their adaptations in the partner countries.
- Counsellors can submit an application of personality studies to the TVC with particular reference to the key issues of personality assessment.
- Counsellors can transfer diagnostic methods on abilities, vocational interests and maturity in career decision making into the TVC.

3.1.1. Unit 1: Individual vocational decisions

1. Could you explain the process of the Individual Vocational Decisions (IVD)?
2. What is the role of information concerning individual's personality, vocational interests and abilities in IVD?
3. What is the role of the Individual Action Plan (IAP) in career planning, job seeking, fighting unemployment and transition of young people from school to work?
4. What are the most valid predictors of performance in most jobs?

5. Which factor of intelligence is independent of any direct learning or experience and is the type of abstract reasoning ability which is free of any cultural influences?
6. Could you explain the meaning of good testing practice and fairness in testing?
7. Could you explain the issues concerning boundaries due to the professional ethics and personal data protection?
8. Could you explain important problems concerning recommendations for referral, score reporting, fairness in predicting job performance from test scores and fairness in selection, given job performance?
9. How to communicate effectively with clients about their interests, abilities, and self-confidence?

3.1.2. Unit 2: Methods and tests for self-diagnosis

1. Could you explain why Holland's expression of personality seems to be resistant to any cultural influences?
2. Could you explain on which factors the consistency of vocational decisions should increase?
3. What is the relation of Holland's personality types to some factors like self-ratings of traits and skills, measured personality characteristics, auxiliary activities and hobbies, social status (including family background), educational aspirations, achievements and vocational decisions?
4. Could you describe the process of self-diagnosis based on the Self-Directed Search?
5. What is the individual's strongest resemblance to one type of vocational personality due to the Holland's hexagon in the three letter code?
6. How can the vocational counsellors working within the European dimension face a new challenge of providing service by using the Holland's method?

3.1.3. Unit 3: Adjustment of individual vocational attitudes and self-esteem

1. What are the basic predictors of individual career success?
2. Could you explain the meaning of individual's attitudes in the context of the service provided by vocational counsellors working within European dimension?

3. What do you understand when talking that attitudes are learned throughout life and are influenced by the socialisation process?
4. Which attitudes are central to people, and may be highly resistant to any change?
5. How to measure individual's attitudes?
6. Why the TVC counsellors should pay attention to the adjustment of individual vocational attitudes and self-esteem?
7. Could you explain why the scales of Self-Esteem Index (Academic Competence, Family Acceptance, Peer Popularity and Personal Security) could be seen as a crucial aspect of the career counselling process in general?
8. To which extend Holland's testing scores helps the counsellor assist the clients with decision making difficulties like sources of indecision, inept decisions, and career change?

3.1.4. Unit 4: Adjustment of vocational education at different levels and work

1. Could you explain the role of adjustment of vocational education and work in career guidance as a challenge of the lifelong learning?
2. What are the main implications of adjustment of vocational education and work upon the TVC?
3. Could you explain the basic points of the official documents like the European Commission's Communication on Lifelong Learning?
4. Could you make a comparison of educational careers in Europe on the base of chosen cases, and their implications for transnational guidance?
5. Could you make a comparison of transition pathways from the world of education to the world of work in chosen European countries?

3.1.5. Unit 5: Counselling people of special requirements, like culturally different, unemployment, mental disability, outplacement

1. Could you explain which of special issues and needs are the most important for the transnational counselling proposes of the culturally different people?

2. Could you point out the basic issues concerning testing people with disabilities?
3. Could you point out the basic career counselling issues for handi-capped?
4. What are the privileges in applying the Individual Action Plan as an effective way for finding the job and career planning of unemployed people?
5. How the balance of competencies may be helpful in individual' skill identification and what is its role in outplacement?

3.2. Course 2: Application of diagnostic methods

Learning objectives

- Counsellors are able to apply diagnoses and adjustment of different methods in TVC.
- Counsellors are able to provide personal data analyses, structured interviews, interest and personality inventories, and assessment centres.
- Counsellors are able and motivated to transfer methods of diagnosing and assessment in TVC with cultural sensitivity (affective goal).
- Counsellors understand the possibilities and limitations in using application forms, references and CVs, interviews, the keys to effective sifting like design of the application forms, construction of a marking schemes.
- Counsellors possess the knowledge about structured interviews in general, different types of interviews like Situational Interview, Patterned Behaviour Description Interview, Comprehensive Structured Interview and Structured Behavioural Interview.
- Counsellors are skilled to construct and conduct interviews: Face-to-face interview, telephone interview, and video-conferencing interview.

3.2.1. Unit 1: Personal data analyses (application forms, CV, letter of intent, references)

1. Could you explain the role of personal data analyses in transnational counselling?

2. What are possibilities and boundaries of using application forms, CVs, letter of intent and references?
3. Could you describe how the information should be sifted from the competency-based application forms, biographical data and CVs in the TVC?
4. Could you prepare an example of the competency-based application form as a case and describe its usefulness in the TVC?
5. Why the organizations who are keen to promote equal employment opportunities, are particularly likely to reject the CVs as a method of application?
6. Could you describe the issues concerning fairness in the application process?

3.2.2. Unit 2: Structured interview

1. Could you point out different examples of structured interviews?
2. Could you describe a competency-based interview taking into account objectives, preparation, questioning, report, structure, notes?
3. Could you prepare an example of the interview based on the competency and summary rating form?
4. Could you explain how to conduct in effective way the face-to-face interview, the telephone interview, and the video-conferencing interview?
5. Could you describe the Motowidlo' structured behavioural interview?
6. Which psychometric properties possess the structured behavioural interview?

3.2.3. Unit 3: Ability and achievement tests

1. Could you differentiate the meanings of ability, attainment, aptitude, potential and competence?
2. Why the General Aptitude Test Battery (GATB) seems to be a basic counsellor's tool in the TVC?
3. Could you assess an individual's ability based on the relevant profile of GATB scores?
4. Could you describe a measure of human intellectual functioning on the case of Multidimensional Aptitude Battery – II (MAB – II)?

5. Could you explain the role of achievement tests in transnational counselling on the case of Wide Range Achievement Test 3 (WRAT 3)?

3.2.4. Unit 4: Interest and personality measures

1. Could you explain the role of interest and personality inventories in transnational career counselling?
2. Could you describe Career-Maturity Inventories and their meaning in prediction of individual's career success?
3. How individual's personality pattern correspond to his or her needs over the life span?
4. Could you explain the application of Cattell's 16 PF to the purposes of transnational guidance?
5. What is the relationship between Holland's typology and bipolar personality domains of the Five-Factor Model and the Myers Briggs Indicator, and its application to the context of transnational vocational counselling?
6. What is a meaning of the correspondence between the MBTI and the NEO PI-R in view of external criteria such as occupational preferences, creativity and educational performance?
7. Why raw scores of personality inventories must be related to the population and different occupational groups?
8. Could you explain main ways of validating personality tests?

3.2.5. Unit 5: Assessment Centre (AC)

1. Could you characterize the main kinds of tasks and tests which constitute the method called AC?
2. How do you understand the multi-trait and multi-method measurements?
3. Could you explain the application of In-tray method to the vocational guidance servicing individual to different culture?
4. Could you explain the application of business games alike methods to the vocational guidance servicing individual to different culture?
5. Could you describe psychometric properties of the AC?

3.3. Course 3: Psychometric basics for cultural adaptation of vocational tests

Learning objectives

- Counsellors possess knowledge and skills in psychometric and statistics applications in career counselling.
- Counsellors possess working experience and intercultural sensitivity in transnational vocational counselling and assessment related to the life span.
- Counsellors are able and motivated to transfer methods of diagnosing and assessment in TVC with cultural sensitivity (affective goal).
- Counsellors understand standards for educational and psychological testing.
- Counsellors understand fairness in employment testing: validity generalization.
- Counsellors understand issues of cultural adaptation of vocational tests.

3.3.1. Unit 1: Psychometrics and statistics in TVC

1. Could you explain what aspects are to be fulfilled that a test can be used as a psychometric measure (reliability, validity, objectivity, standardization and normalization)?
2. Could you describe the meaning of validity generalization in testing for the vocational guidance, servicing individual to different culture?
3. Could you infer about careers on the base of test scores in relation to the TVC issues?
4. How do you find the support of aggregation methods of the test scorings?
5. How do you find the support of statistical methods like factor analyses, cluster analyses, correlation and regression analyses in inferring the test results?

3.3.2. Unit 2: Cultural adaptation of tests which can be applied in educational and vocational counselling

1. What means the cultural adaptation of vocational ability and interests tests?

2. What is the perspective in cultural adaptation of vocational ability and interests tests based on the standards for validity generalization?
3. Could you explain promoting the General Aptitude Test Battery for referral to all jobs found in the EU economy?
4. Could you explain why individual's scores of vocational inventories which are correlated with the scores of personality inventories like MBTI may be cross-culturally universal in explaining relationships between personality and occupational choice?
5. Could you explain the basic issues concerning cultural adaptation of General Aptitude Test Battery?
6. Could you explain the basic issues concerning cultural adaptation of Holland's tests (Vocational Preference Inventory, Self-Directed Search)?
7. Could you explain the basic issues concerning cultural adaptation of Cloninger Temperament and Character Inventory?

3.4. Course 4: Chosen issues in organisational staffing

Learning objectives

- Counsellors know the common procedure of recruitment in enterprises in the partner countries.
- Counsellors understand the role of informal and formal competencies in selection.
- Counsellors can prepare clients to recruitment and selection methods in various context in the partner countries.

3.4.1. Unit 1: The management of organizational change

1. Could you describe the impact of multinational companies in view of the globalisation processes upon the changes in political stability of the European Union?
2. What factors of organizational change shall be focused in counseling the organizational staffing?
3. What are the key characteristics of individuals important for recruitment and selection under organizational change?

3.4.2. Unit 2: Methods of recruitment and selection

1. Could you differentiate the traditional and temporary approach to recruitment and selection?
2. What is the role of fairness in testing and equal opportunities in selection?
3. Could you explain the Smith's model of recruitment and selection which hypothesizes that predictors measuring "occupational" will be most relevant to career guidance decisions?
4. Could you differentiate the meaning of universals (the characteristics required by all work), occupational (the characteristics required by certain job), and relations (the characteristics needed to relate to others in specific settings) in the TVC?
5. Could you point out the most common methods used in recruitment?
6. Could you point out the most common methods used in selection?

3.4.3. Unit 3: The role of competencies in organizational staffing

1. Could you differentiate between the meanings of abilities and competencies?
2. Could you explain why competencies in selection improve accuracy in assessing individual's career success in different jobs?
3. Could you explain what improve judgments about people and make relevant characteristics to appoint the individual to proper job?
4. Could you explain the relation between organizational behaviours and competencies assessed by different techniques?
5. Could you explain the role of competencies in an individual's profile in selection?
6. Could you compare different vocational qualifications standards focusing on defining the tasks and outcomes required of the job in various countries of the EU?

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Module III
**CONSULTATIONS IN HUMAN
RESOURCE DEVELOPMENT**

**Barbara Wiegele
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1. General description of the module

1.1. Course overview

- Course 1:** Basic concepts and basic conditions of transnational vocational placement service (5 ECTS crds – 125 hours workload).
- Course 2:** Operational strategies of staff recruitment and staff occupation at European level (5 ECTS crds – 125 hours workload).
- Course 3:** Institutions and programmes for the assistance of transnational vocational placement service (4 ECTS crds – 100 hours workload).
- Course 4:** Instruments and methods for the assistance of transnational vocational placement service (5 ECTS crds – 125 hours workload).
- Course 5:** Information and advice for choosing an apprenticeship and for job-searching at private and public-sector institutions at European level (5 ECTS crds – 125 hours workload).

1.2. Time structure

The module consists of 5 courses, each one having its own emphasis to be worked on. The whole module contains 600 hours workload altogether. That amount includes 70 contact hours. One contact hour lasts 60 minutes. For four courses the participants are credited 5 ECTS points, whereas for one they get 4 ECTS credits. That means 24 ECTS credits for the whole module.

2. Methods of acquiring the knowledge and skills

- lectures
- self-study
- presentations
- working in groups
- lessons

- exercises
- case studies
- discussions
- documentations
- reflection
- reports
- role-playing
- practical examples
- excursions
- PC-work
- micro counselling
- ...

3. Self-evaluation question

3.1. Course 1: Basic concepts and basic conditions of transnational vocational placement service

Learning objectives

- The European vocational counsellors dispose of knowledge about the labour market and the employment systems of their own country as well as of their partner countries, which is essential for vocational placement activities.
- The European vocational counsellors are aware of the legal and institutional basic conditions for vocational placement activities from and for foreign countries (for their customer group).

3.1.1. Unit 1: Insurance law questions at home and abroad

Checklist concerning insurance law questions:

1. For which intended duration of stay do you have to report to the registry office?
2. Which documents do you need for that purpose?
3. Do you also need a special labour permit for the corresponding country?
4. To which institutions can you address yourself when you are seeking a job?

5. Commencement of employment: How do you register for health insurance?
6. If you are sick, is the treatment free or do you have to pay some extra dues in addition to the health insurance?
7. What do you have to do in case of unemployment?
8. How long can unemployment benefits be ensured?
9. In which form do you have to pay dues to the fiscal system of the corresponding country?

Task for the participants:

- Now, according to the checklist, gather the relevant information to the corresponding country, which is of importance to a client who wants to go abroad in order to take up a job (30 min. time).
- For this purpose, please make a handout, which should be exchanged in the plenum (15 min. time)!
- Discussion of the results in the plenum and clarifying open questions (45 min. time).

3.1.2. Unit 2: Loan prescriptions

Exercise instruction:

After a short input, the participants are asked to compare the individual countries' collective agreements/minimum wage regulations with the help of the EURES database. For that purpose, they are split in groups and get detailed work instructions:

E.g.: metal worker, 10 years of professional experience, would like to work in Germany or Italy. Which wage expectations can he have?

Per group 5 examples should be investigated!

Task:

- Try to answer the following case descriptions as detailed as possible. This information should be used for the counselling of the client!
- Short presentation in the plenum.

3.1.3. Unit 3: Manpower supply and unemployment

Text sample: <http://www.ams.or.at/stmk>, Riedel/Müller et. al., 2003.

Exercise instruction:

Current unemployment statistics are provided from the trainer. The participants work in small groups (max. 4 people/group) and have 20 min. time to interpret the statistics with its implications.

Task for the participants:

Please interpret the statistics on hand according to the following questions:

- What do the statistics actually mean?
- Can social tendencies/trends be read out?
- Which measures (course programmes etc.) would you suggest, if you could influence them?
- Presentation of the results in the plenum and discussion about measures.

3.1.4. Unit 4: Unemployment rates / Register unemployment rates / International unemployment rates

Exercise instruction:

The participants look into the EUROSTAT data (unemployment statistics) and compare them to the national data. They work in groups of two and investigate the Internet. They have 45 min. time.

Task for the participants:

- Please look for the corresponding EUROSTAT data in the Internet and compare these to the national data. Interpret the data, if there are serious differences.
- Try also to compare cross national and hypothesize, where these differences come from.
- Discussion in the plenum.

3.1.5. Unit 5: Foreigners; legal basis for the permission of foreign manpower on the Austrian labour market; entry, residence and employment papers

Suggested reading:

Ottomeyer/Peltzer, 2002: 139f.

Task for the participants:

- Please read the following text (30 min. time).

- Discuss it in small groups (20 min. time).
- Questions in the small group: Which implication does this information have for the counselling of job-seeking foreigners? (20 min. time).
- Please try to formulate counselling guidelines (20 min. time).
- Discussion of the counselling guidelines in the plenum (45 min. time).
- Supplement of the unit by a movie or interview example etc.

3.1.6. Unit 6: The “Maximum Number Model”/ Employment permit; exit and residence permit/EU exit and residence validation

Exercise instruction:

The participants have to deal with the demographic development. For that purpose, they get an abstract from the middle-term prognostic expected population statistics, whereupon they should discuss its effects on the labour-force participation rate.

Task for the participants:

- Discuss the demographic development and possible implications for the employment of foreigners in small groups.
- Design a model, how the moving in/residence and integration of foreigners could be fulfilled.
- Discussion of the models in the plenum.

3.2. Course 2: Operational strategies of staff recruitment and staff occupation at European level

Learning objectives

- The European vocational counsellors know about the practiced research strategies of employers/companies regarding education, internship and exchange regulations in the partner countries.
- The European vocational counsellors are aware of the requirements and employment modalities of the partner countries' companies and the labour market/sectors of education important to them.

- They cooperate with businesses and companies at home and abroad and give advice regarding the creation of requirement profiles and profession analyses.
- The European vocational counsellors know about the human resource management and its possible fields of application. They are able to act as competent mediators with companies, and can inform employees and employers on operational job market politics/policies.
- The European vocational counsellors can judge the organizational systems, incentives and motivational systems of operational human resource management. They give advice and support in this context.

3.2.1. Unit 1: Selection procedure

Exercise instruction:

After the input, the participants get a fictitious job posting as well as different curricula vitae and application folders to be looked at. In small groups, they should now select those applicants which seem most adequate because of their application material. They should also discuss the reasons why they would invite some of them to a job interview and others not.

Task for the participants:

- Examine the curricula vitae and application material at hand critically and explain why you would only invite max. three applicants for a further selection procedure.
- Explain the rejection of the other applicants.
- Presentation of the results in the plenum.

3.2.2. Unit 2: References

Task for the participants:

- Analyse the references at hand (3 samples) and try to find out, of which nature the dismissals could possibly have been, respectively how the employer describes the work performance of the employee.
- Was the work performance of the employee very good/good/satisfactory/unsatisfactory?
- Discussion of the results in the plenum.

3.2.3. Unit 3: Assessment Centre Procedures

Exercise instruction:

Bertelsmann AC: The participants are split into two groups: one group presents its hobby, the other one represents the selection board and decides on the basis of criteria, which candidate presented his or her hobby best, given feedback subsequently.

Task for the participants (presentation group):

- My hobby: describe your hobby in detail and in such a convincing way that the listeners are attracted by it.
- Time for the presentation: max. 10 min.
- Time for the preparation: 25 min.

Task for the selection board:

- Formulate observation criteria.
- Listen attentively to the statements.
- Discuss which presentation has been most convincing.

3.2.4. Unit 4: Negotiations

Tips for the realisation of a negotiation:

Negotiating means: levelling out interests and finding a balance, not fighting and becoming rigid!

- Being well prepared for the negotiation and being aware that it is all a matter of give and take.
- Creating a positive atmosphere.
- Treating the negotiating partner in a fair and equal way – in the same way you would like to be treated yourself.
- Kindly keeping contact (eye contact, listening to someone, letting someone finish speaking) and avoiding an inappropriate tone!
- Negotiating in a controlled way: keeping calm and clear, no poker face!
- Controlling the conversation consciously: keeping track, striving for orderliness, making clear what is still unclear, avoiding escalation, use question techniques.
- Aiming at a mutual problem solving: avoiding a fight (victory or defeat) as well as rituals of appeasement.
- Emphasizing common interests.

- Instead of making stipulations: explaining given facts (avoiding getting stuck).
- Explaining assessments with arguments – not vice versa! Helps contributing to understanding.
- Before rejecting an assessment: listening to, asking, examining if willingness to compromise can be seen.
- Demanding plausible statements.
- Not demanding blindfold.
- Not immediately slamming the door, but encouraging further consideration.
- Possibly asking for a pause before decisions are made.
- If someone tries to apply pressure – rejecting it.
- Staying flexible and avoiding getting stuck.
- Documenting results.
- Aiming at concrete agreements.
- Dealing more extensively with the conversation (reflecting and analysing).

3.3. Course 3: Institutions and programmes for the assistance of transnational vocational placement service

Learning objectives

- The European vocational counsellors are able to provide employer and applicants with information concerning financial benefits of national and European programmes and regulations for transnational mobility activities (studies, education, internships, personnel development, further education etc.).
- The European vocational counsellors know the most important institutions and organisations for placement aids in the partner countries and can call on them.

3.3.1. Unit 1: National and communal contact points for job-related, financial and personal problems

Exercise instruction:

The participants get case studies with fictitious demonstrations of severe problems. Following, measures should be worked out in small groups, which should then demonstrate how they would advise dif-

ferent clients and which institutional aid they would recommend to them.

Task for the participants:

- Try to understand the given case studies and consider how you would proceed in the counselling.
- Work out a plan about measures to be taken.
- Exchange of the results in intervision groups: two groups (max. 8 persons) introduce their cases to each other and consult on adequate measures.
- Exemplary presentation in the plenum.

3.3.2. Unit 2: Career advancement offers for specific target groups

Exercise instruction:

The trainer introduces examples of advancement offers for specific groups. The measures are explained in detail and subsequently, the participants have to develop an advancement programme for a problematic group.

Task for the participants:

- Plan a course programme for the advancement of a problematic group.
- Detailed presentation of the course schedule.
- Presentation in the plenum.

3.4. Course 4: Instruments and methods for the assistance of transnational vocational placement service

Learning objectives

- The European vocational counsellors cooperate very closely with the “EURES-advisors” in the placement area; this includes case-related consultations, as well as regular communication about developments and activities, and collective participation regarding further education procedures.
- The European vocational counsellors know about the efficiency and practicality of computer-based methods of transnational placement.

3.4.1. Unit 1: Application procedure

Sample of an European Curriculum Vitae

EUROPEAN CURRICULUM VITAE

FORMAT



PERSONAL INFORMATION

Name [SURNAME, other name(s)]
Address [House number, street name, postcode, city, country]
Telephone
Fax
E-mail
Nationality
Date of birth [Day, month, year]

WORK EXPERIENCE

- Dates (from – to) [Add separate entries for each relevant post occupied, starting with the most recent.]
- Name and address of employer
- Type of business or sector
- Occupation or position held
- Main activities and responsibilities

EDUCATION AND TRAINING

- Dates (from – to) [Add separate entries for each relevant course you have completed, starting with the most recent.]
- Name and type of organisation providing education and training
- Principal subjects/occupational skills covered
- Title of qualification awarded
- Level in national classification (if appropriate)

PERSONAL SKILLS AND COMPETENCES

Acquired in the course of life and career but not necessarily covered by formal certificates and diplomas.

MOTHER TONGUE [Specify mother tongue]

OTHER LANGUAGES

- Reading skills [Specify language] [Indicate level: excellent, good, basic.]
- Writing skills [Indicate level: excellent, good, basic.]
- Verbal skills [Indicate level: excellent, good, basic.]

SOCIAL SKILLS**AND COMPETENCES**

Living and working with other people, in multicultural environments, in positions where communication is important and situations where teamwork is essential (for example culture and sports), etc.

[Describe these competences and indicate where they were acquired.]

ORGANISATIONAL SKILLS**AND COMPETENCES**

Coordination and administration of people, projects and budgets; at work, in voluntary work (for example culture and sports) and at home, etc.

[Describe these competences and indicate where they were acquired.]

TECHNICAL SKILLS**AND COMPETENCES**

With computers, specific kinds of equipment, machinery, etc.

[Describe these competences and indicate where they were acquired.]

ARTISTIC SKILLS**AND COMPETENCES**

Music, writing, design, etc.

[Describe these competences and indicate where they were acquired.]

OTHER SKILLS**AND COMPETENCES**

Competences not mentioned above.

[Describe these competences and indicate where they were acquired.]

DRIVING LICENCE(S)**ADDITIONAL INFORMATION**

[Include here any other information that may be relevant, for example contact persons, references, etc.]

ANNEXES

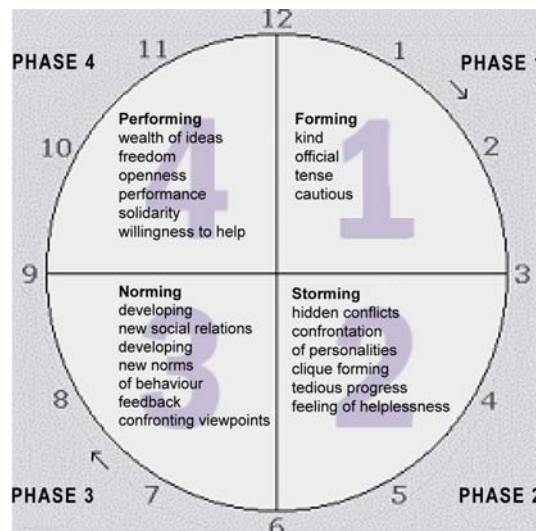
[List any attached annexes.]

3.4.2. Unit 2: Team**Prerequisites of Successful Teamwork (Checklist)**

- Most of the time, the team members agree about decisions. Deviating utterances are accepted without negative consequences.
- The group does not know any leaders; there are no power struggles. Each single person accepts the other one as an equal partner.
- Listening is as important as talking.
- All members of the group participate in the conversation and utter target- and task-oriented contributions.

- The working atmosphere is relaxed. The group members do not discuss and decide on a hierarchical basis.
- Opinions should be challenged and uttered constantly – Silence does not mean consent.
- Criticism should be possible and adopted in a positive way, because it is constructive and does not contain any personal assaults.
- Trouble and interferences are taken up, acted on and eliminated quickly. Conflicts are not obscured or ignored, but revealed and discussed.
- Disagreements and differences of opinion are seen as sources of information and not as disturbing factors.
- Within the teams there is criticism, but not reproach.
- There are no opinions or experiences which could not be questioned.
- Learning needs are made evident at any time. Decline of information has to be reduced, knowledge is permanently communicated.
- Decisions, discussion and work results are constantly noted and illustrated.
- Sticking to the rules is controlled all the time – the rules are talked over once more and renewed, if necessary.

Team Development Phases:



Compare: Francis und Young, 1998: 23f.

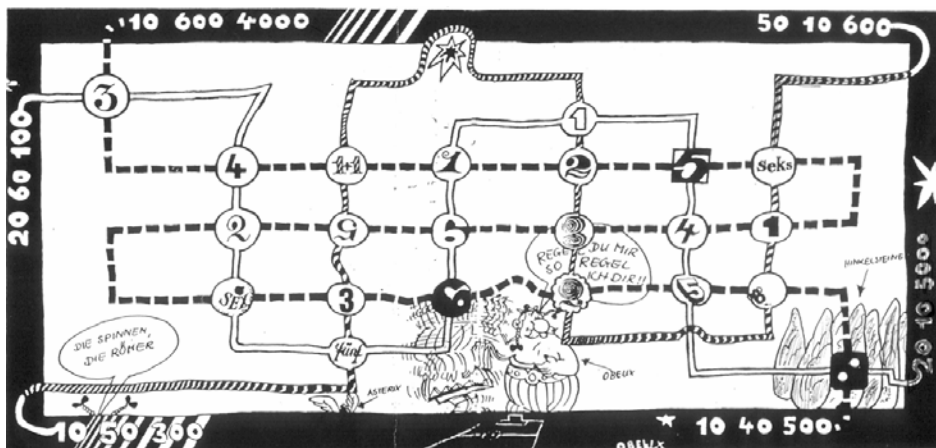
3.4.3. Unit 3: Team exercise for group rules

Exercise instruction:

The group is split into small groups (of max. 8 participants) and then requested to invent the rules for this game. They have one hour time to plan the game, to draw a big plan for it and write down the most important rules on a flipchart.

A group of observers watches them and tries to describe the roles of the individual team members, the style of communication etc., making notes about these points.

After an hour, the game is being played and explained, and the group is requested to reflect on its proceeding and its role within the team.



Task for the players:

- Now try to invent the rules for this game.
- The players do not need to stick to any existing game.
- The only prerequisite is that the game works with the invented rules!

Task for the observers:

- Try to watch the group dynamics closely.
- Please try a rating according to the following catalogue of criteria:

Who has power and influence:

formal or informal, alone or in cooperation with the others?

Who has prestige in relation to:

competence, ability to cooperate, social behaviour etc.?

Who cooperates with whom:

officially or hidden, motivated out of personal or content-related interests?

Who competes with whom:

for acknowledgement, position, influence etc.?

Who takes the role of an outsider:

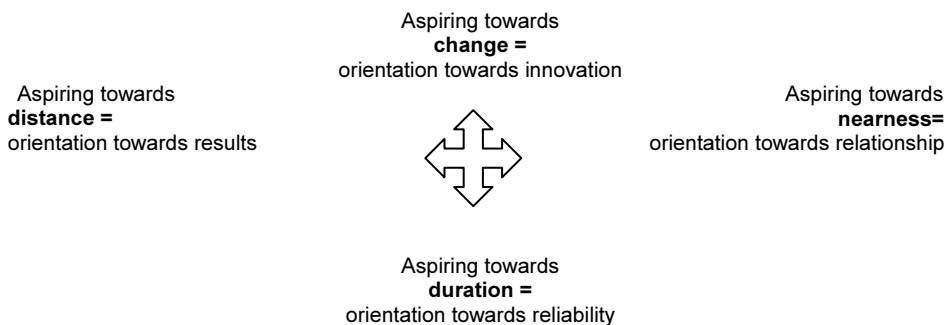
because of lacking competence, because of reservation, because of the social behaviour etc.?

How is the relationship of the team members among each other:

of elderly towards younger people, of men towards women etc.?

After the game, first the players report how they felt playing it in the team, and then the observers inform them about their observations.

3.4.4. Unit 4: Team culture (model by Fritz Riemann)



3.4.5. Unit 5: Team roles

Leader: leads and structures, keeps the overview and thinks with farsightedness.

Moderator: moderates the events, pays attention that all are being heard, sums up all the results.

Structurer: keeps an eye on the general conditions and the time, sums up and tries to help on the results.

Converter: keeps an eye on the feasibility, thinks pragmatically and practically.

Co-ordinator: designs work packages and considers, how and until when they are to be realised.

Creative director: thinks unconventionally, is eager to experiment, spontaneous and open-minded regarding new ideas, gives impulses again and again.

Networker/Contact Person: cultivates outwards contacts, sees about the flow of information, outgoing/sociable, searches out external support.

Teamworker: works for and with the result, but does not take centre stage.

Quality Assurer: sees about that certain norms are being stuck to and that procedures for the achievement of tasks are optimised.

3.5. Course 5: Information and advice for choosing an apprenticeship and for job-searching at private and public-sector institutions at European level

Learning objectives

- The European vocational counsellors offer both direct help with international placement during the application and interview process at companies and follow-up support (follow-up and feedback to providers).
- The European vocational counsellors offer help during the application and interview process for college/study places, internship placements, and jobs in European and international institutions.

3.5.1. Unit 1: Preparing for the test procedure

Exercise instruction:

The participants are requested to use the given Internet addresses and to try out the test procedures.

Task for the participants:

The following two instruction units you have time to apply different test procedures in self-study. Please try out the single Internet addresses and make notes of the results.

Internet addresses for the task:

Collection of Tests: <http://www.testedich.de>

Application quiz: <http://www.bewerben.at>

Personality test, 1 minute:

<http://www.testedich.de/tests/person.shtml>

IQ-test, 15 min., evaluation: [http://perso.wanadoo.fr/nicolas-](http://perso.wanadoo.fr/nicolas-elena/Nicolas-Elena/Series.htm)

<http://www.focus.de/D/DB/DB19/DB19C/db19c.htm>

IQ-test, 142 min., evaluation:

IQ-test, with answers, approx. 20 min.:

<http://www.testedich.de/tests/iqtest.shtml>

Job compass, 20 min.: <http://berufskompass.at>

Job Aptitude Test 2000, approx. 20 min.:

<http://application.wiwo.de/cgi-bin/abitest/abitest.pl?x=1>

EQ-Test, 20 min.: <http://www.telecol.ch/ge/testEQ/testEQ1.html>

E.g.: D2-Test

Performance of a mailbox exercise: „Bonn Mailbox Module’.

Debriefing.

Afterwards, the trainer introduces further procedures, carries them out in the group and reflects on them intensively (e.g.: D2 Test; performance of a mailbox exercise: „Bonn Mailbox Module“).

3.5.2. Unit 2: Application procedures

Exercise instruction:

Together with the participants questions are being discussed, which might be posed in a job interview. Subsequently, they should practise a job interview in pairs. Two interviews are presented exemplarily in the group.

Task for the participants:

- Imagine that you have been invited to a job interview.
- First, tell your partner which line of business could be concerned.
- Your partner has 10 min. time to think about questions he or she will pose.
- The job interview is being carried out and reflected on.
- Change roles.

Afterwards: Discussion and reflection on the exercise and open questions.

Additional information:

Useful advice on the writing of application papers can be found on the Internet:

www.berufstrategie.de

www.careermosaic.com

www.monster.com

www.espan.com

www.users.bigpond.com

3.5.3. Unit 3: The employment contract

Exercise instruction:

The participants get guidelines on information, which should be contained in the employment contract (compare: Schürmann/Mullins, 2001). Following, they have the possibility to take a look at different types of employment contracts and to comment on them, resp. to complement them etc.

Task for the participants:

- Please assess the employment contracts at issue, complement and correct them if you find mistakes!
- Single task!

Afterwards: Reflection in the plenum.

3.5.4. Unit 4: Training contracts and employment contracts

Exercise instruction:

The trainer presents information about training contracts and employment contracts in the plenum. Then, the participants get case

descriptions of employment contracts and should determine which category they can be assigned to.

Task for the participants:

- The case description at issue should be analysed in small groups. Which type of employment is it?
Are the provided facts correct or do they have to be complemented?
- Presentation of the results in the plenum.

General conditions:

Complicated case studies are handed out. With the help of the internet the task should be solved.

3.5.5. Unit 5: Communication competence

Exercise instruction:

The trainer introduces the communication types of Schultz von Thun to the participants. Then, little cards with illustrations of the different communication styles are handed out.

Task for the participants:

Please look carefully at the cards and try to handle following question in small groups:

- Search for examples of typical idioms of this communication type,
- Describe his/her (body) posture.
- His/her manner of speaking (gestics, mimics etc.),
- How does he/she handle conflicts?
- Where are his/her strengths?
- Where does he/she need to improve?

Then, the axiom table of Schultz von Thun is discussed.
(compare Schultz von Thun, 1989)

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General Information:

- Austria:
Jobservice Universität Klagenfurt: www.uni-klu.ac.at/jobservice
Labour Market Service Austria: <http://www.ams.or.at/>
http://www.ams.or.at/neu/1047_2778.htm
www.bmbwk.gv.at
www.dermarkt.at
www.eza.at
www.jobfinder.at
www.jobmedia.at
www.jobpilot.at
- CEDEFOP – European Centre for the Development of Vocational Training: <http://www.cedefop.eu.int/>
- Directorate-General for Education and Culture:
http://europa.eu.int/comm/dgs/education_culture/index_en.htm
- ETV – European Training Village:
<http://www.trainingvillage.gr/etv/default.asp>
- EURES – European Employment Services:
<http://europa.eu.int/eures/index.jsp>
- Euroguidance: <http://www.euroguidance.org.uk/>
- Eurojobs: www.eurojobs.com
- EuroPass: <http://www.europass.at/>
- European Training Village: www.stepstone.com
- Graduate Careers Online: <http://www.graduatecareersonline.com>

- Graduate Careers Website: <http://doctorjob.com>
- IAEVG / AIOSP – International Association for Educational and Vocational Guidance: <http://www.iaevg.org/>
- ILO – International Labour Organization: <http://www.ilo.org/>
- National Resource Centre For Vocational Guidance: <http://nrcvg.hrdc.bg/eng/default.htm>
- Organisation for Economic Co-operation and Development: <http://www.oecd.org/home/>
- Ploteus Portal: <http://europa.eu.int/ploteus>
- The ESTIA Notice-board: <http://www.estia.educ.goteborg.se/notice.html>
- The Leonardo da Vinci Programme: <http://europa.eu.int/>
- UK's Official Graduate Careers Website: <http://www.prospects.ac.uk>

Vocational Information:

- Application Quiz: <http://www.bewerben.at>
- Information about employment contracts/labour law: www.arbeiterkammer.at
- Job Compass, 20 min.: <http://berufskompass.at>
- www.berufsinfo.at
- www.berufskunde.com
- www.best-zeit.de
- www.bw-tips.de
- www.dfz.de
- www.focus.msn.de
- www.frag-jimmy.at
- www.jobline.de
- www.learn4life.at
- www.lehrlinge.at
- www.machs-richtig.de
- www.orientiere-dich.de
- www.sprungbrett.or.at
- www.was-werden.de

Test Procedures:

- Collection of Tests: <http://www.testedich.de>
- EQ-Test, 20 min.: <http://www.telecol.ch/ge/testEQ/testEQ1.html>
- IQ-Test, 15 min., evaluation: <http://perso.wanadoo.fr/nicolas-elena/Nicolas-Elena/Series.htm>
- IQ-Test, 142 min., evaluation: <http://www.focus.de/D/DB/DB19/DB19C/db19c.htm>
- IQ-Test, with answers, approx. 20 min.: <http://www.testedich.de/tests/iqtest.shtml>

- Job Aptitude Test 2000, approx. 20 min.: <http://application.wiwo.de/cgi-bin/abitest/abitest.pl?x=1>
- Personality Test, 1 min.: <http://www.testedich.de/tests/person.shtml>
- www.berufstrategie.de
- www.careermosaic.com
- www.espan.com
- www.monster.com
- www.users.bigpond.com

Women's Career Advancement:

- www.abzwien.at
- www.bibb.de/internat/frauen/indes.htm
- www.ceiberweiber.at
- www.diestandard.at
- www.frauenweb.at
- www.frauenzimmer.at
- www.joblab.de
- www.gem.or.at
- www.job4girls.at
- www.idee-it.de
- www.industriekarriere.at
- www.kinderbetreuung.at
- www.lindlpower.com
- www.netzwerk-frauenberatung.at/NORA
- www.nowhermagor.at
- www.webwomen.at
- www.wolfsmutter.com
- www.womanager.com
- www.womenbasic.com
- www.women-up.at

MODULE IV
NETWORKING
AND MARKETING

Bernd-Joachim Ertelt

1. General description of the module

Module IV has two pivotal points: networking and marketing in the field of career counselling. Activities of all relevant services are required in a situation of the labour market problems, more and more difficult and complex problems of young people with going through successive stages of vocational life and in connection with social and political task of inclusion of the long-term unemployed persons. In this field a focal role is played by the career counselling both as regards individual guidance as well as creation and taking advantage of complex assistance services. The career counselling services apply a method of case management. This method has undergone a transformation from assistance in individual cases into an instrument of influence connected with services in the field of vocational guidance, placement, social issues and health care, targeted at a given person.

International Competencies for Educational and Vocational Guidance Practitioners AIOSP/IAEVG (Bern 2003) networking, i.e. Community Capacity Building in the field of Specialized Competences, include the following ones:

- Skills to develop relationships with key community partners.
- Analysis of human and material resources.
- Needs assessment of the community.
- Work with the community to effectively use these resources to meet their needs.
- Work with the community to develop, implement and evaluate action plans to address economic, social, educational and employment goals.
- Work with local, national and international resource networks for educational and vocational guidance (e.g. AIOSP/IAEVG).

European Commission Memorandum “On lifelong learning” and the recent international studies (OECD, World Bank, CEDEFOP, European Commission) show that the role of marketing in vocational guidance should even more grow. Marketing means more than public relations: A marketing concept is a broad conceptual project oriented at a leading idea and specific objectives, which form a coherent plan (policy paper) of the main framework activities (strategies) and necessary operational activities (instrumentation).

This instrumentation covers product policy, communication policy, distribution and price policies.

In module IV you will find a description of non business marketing in the field of public vocational guidance.

1.1. Course overview

Module IV “Networking and Marketing” covers the following four courses:

Course 1: European related networking in career guidance and placement (6 ECTS crds).

Course 2: Career counselling and consultation with enterprises in local and regional networks (6 ECTS crds).

Course 3: Case management and networking (6 ECTS crds).

Course 4: Marketing in career counselling (6 ECTS crds).

1.2. Time structure

Module IV “Networking and Marketing” contains 24 ECTS credits altogether, that means 600 hours workload for participants. This amount includes 70 contact hours. For each course the participants are credited 6 ECTS points. One ECTS point is equivalent with 25 hours workload (incl. contact hours).

2. Methods of acquiring the knowledge and skills

To meet the requirements connected with degrees of complexity of learnt contents on a basis of “internal conditions” of course participants (possessed knowledge, learning style, perception abilities, learning motivation), appropriate didactic methods should be chosen. They include: lecture, discussion in a group, study of a project, self-learning, work in small groups, training of behaviours in role-playing (micro teaching), work with a computer, written papers and tests to exercise an ability to formulate answers to own questions and external questions.

3. Self-evaluation question

3.1. Course 1: European related networking in career guidance and placement

Learning objectives

- Vocational counsellors are competent and motivated to co-operate actively and innovatively within the network of NRCVG Euroguidance (NRCVG = National Resource Centre for Vocational Guidance).
- Vocational counsellors are competent and motivated to co-operate with the EURES network in the areas of transnational placement, information, media development, public relations (the co-operation with the press and public opinion) (EURES = European Employment Services).
- Vocational counsellors are competent and motivated to broaden constantly their European related networking competencies by participation in the projects and exchange implemented under programmes of the European Union, such as for example LEONARDO DA VINCI, SOCRATES, Grundvig, EU-ACADEMIA, EQUAL, ESF.
- Vocational counsellors are competent and motivated to co-operate with European and international institutions in vocational counselling, learning, training and the labour market problems (for example CEDEFOP, ETF, AIOSEP/IAEVG, ILO, national offices of the European Commission, the European Parliament).
- Counsellors take active part in marketing undertakings for a European network of vocational guidance and placement in the context of target groups (offer / supply marketing) and their own organisation (acquisition / demand marketing).

3.1.1. Unit 1: Structure, functioning and development tendencies of the European guidance network “NRCVG – Euroguidance”

1. What was the origin of the European guidance network “NRCVG – Euroguidance” and what were its predecessors under the LEONARDO DA VINCI programme and earlier under the PETRA programme?

2. Please describe current organisational models of “NRCVG – Euroguidance” in Europe (including their funding).
3. Please conduct a critical analysis of “NRCVG – Euroguidance” activities in your country on the basis of evaluation study, documents’ analysis and interviews with counsellors in a network (method: work with a partner or work in small groups).
4. Please practice the issues connected with client's problems, school education, vocational education, tertiary studies, apprenticeship and work abroad, with the use of presentations in Internet and printed media “NRCVG – Euroguidance”.

3.1.2. Unit 2: Structure and mode of functioning of the EURES network

1. What was the origin of the European Employment Services (EURES) within the framework of Public Employment Services (PES)?
2. Please describe methods of work, functions and qualifications of personnel in EURES.
3. Please conduct a critical analysis of EURES developmental trends on the basis of reports from conferences, evaluation studies and interviews with EURES counsellors.

3.1.3. Unit 3: The offer of services provided by EURES (with a special system of data collection)

1. Please characterise an offer of services provided by EURES and please give - in relation to each of these offers - two examples of typical questions posed by potential clients.
2. Please work out these questions / problems in small groups under the guidance of EURES counsellor.

3.1.4. Unit 4: Tasks, organisation and functioning of the European and international institutions and associations in the context of their significance to vocational guidance in Europe

1. Please form an opinion on areas of activity of the following international institutions:

- CEDEFOP
 - OECD
 - World Bank
 - European Training Fund (ETF)
 - International Labour Organisation (ILO).
2. Please draft – working in small groups or working with a partner – a paper on specific publications and studies of these organisations in the field of career counselling.
 3. What pilot projects or other projects have been hitherto implemented in your country in the field of vocational guidance under the LEONARDO DA VINCI programme (your country playing a role of the coordinator or the partner)?
 4. What projects / undertakings in the field of vocational guidance are presently implemented in your country under the SOCRATES programme?
 5. What important documents have been developed during the recent 10 years by AIOSP/IAEVG?
 6. Please name the most important documents of the European Commission related to vocational guidance over the recent 5 years.
 7. Please describe the way in which the European Parliament deals with vocational guidance: What are actually the pivotal points in this field?

3.1.5. Unit 5: Work in national European networks

Please draw up a report on activities of the national vocational guidance networks for Europe (example: Euroservice of the Federal Employment Agency in Germany), for your country (analysis of documentation, interviews with counsellors and responsible persons in an organisation).

3.1.6. Unit 6: Marketing activities for European networks of vocational guidance and placement

1. A project study:
 - a) Analysis of European undertakings of the „NRCVG – Euroguidance“ and EURES network in the field of image marketing, acquisition/demand marketing and offer/supply marketing at national and European level.

- b) Proposals of further development of image marketing, acquisition/demand marketing and offer/supply marketing for European networks.
2. Please present an outline cooperation between your national networks and services of vocational guidance and placement and relevant networks and services from outside of Europe.

3.2. Course 2: Career counselling and consultation with enterprises in local and regional networks

Learning objectives

- Vocational counsellors are aware of the main reasons of the work establishments for contacting the counsellors.
- Vocational counsellors know the channels of communication with vocational guidance centres in Public Employment Services (PES) preferred by work establishments.
- Vocational counsellors are acquainted with an offer of the private placement and vocational guidance services.
- Vocational counsellors can identify the needs of employers, chambers/guilds and communities for co-operation in human resources management.
- Vocational counsellors have the specific skills at network communication with work establishments.
- Vocational counsellors have the knowledge of the undertakings planned, the structure and further development of the local and regional networks with work establishments and other partners in respect of human resources management.

3.2.1. Unit 1: Co-operation with employers (esp. SME) in Human Resources Development (HRD)

1. What may be the demands of enterprises with regard to the HRD guidance offer?
Please list the most important issues and explain them.
2. Please list the most important European, national and local/regional financial assistance offers for enterprises in the field of HRD, classified as follows:
 - a) Local / regional measures to support economy.
 - b) State aid.

- c) European programmes (for example LEONARDO DA VINCI, ESF, EQUAL).
- d) Transnational programmes.
- 3. Micro counselling (role-playing):
 - Practising contacts and negotiations with employers in the field of HRD.
 - Role-playing supervised by experts in HRD from enterprises and private employment agencies.
- 4. Practising written communication and entering into contacts with employers.
- 5. Please develop methods of evaluation of cooperation between vocational guidance institutions and employers (work with partners or work in small groups).

3.2.2. Unit 2: Building local/regional networks with labour offices, chambers of commerce, enterprises, training institutions and private placement services to integrate people with problems to find a job

- 1. A project study:
 - a) Listing and characterising possible network partners at local and regional level.
 - b) Analysis of existing networks at local and regional level.
 - c) Interviews with chosen partners in local and regional networks on integration and job support.
 - d) Recognition of work establishments' demand for networks in the field of HRD (interviews with experts of selected employers from a given region).
 - e) Drawing up a final report.
- 2. A project study:
 - a) Analysis of local and regional networks to acquaint the population with the labour market problems.
 - b) Designing a local / regional network following a model solution: entering into contact, explanation of the problem, guidance in the field of assessment, implementation, follow up and evaluation.
- 3. What are the stages and criteria in evaluation of local / regional networks? Please design a flow chart for evaluation of social networks, related to actual conditions.

3.3. Course 3: Case management and networking

Learning objectives

- The vocational counsellor is familiar with case management at local, regional, and transnational level.
- The vocational counsellor is motivated to co-operate with community partners to assess clients' need for services of training, education, further training, careers and employment areas of family rapport and intercultural oriented services.
- The vocational counsellor is familiar with the various occupational roles and necessary qualifications of the case manager.
- The vocational counsellor understands the schema of procedures in case management.
- The vocational counsellor knows how to apply the methods of quality maintenance under case management.
- The vocational counsellor knows possible partners in the network in the main area and secondary areas.

3.3.1. Unit 1: Definition and working areas of case management in career counselling

1. Please list and explain the roles of the case manager in career counselling.
2. What are the case manager's scopes of competencies? Please shortly explain each of these scopes.
3. Please conduct structural interviews with case managers from your environment on pivotal points in their work. Please develop a vocational profile, taking into consideration the social working environment.

3.3.2. Unit 2: Case Management support to the process of inclusion in the labour market

1. What main assistance may be provided by case management in the process of inclusion in the labour market?
2. Please characterise factors and conditions influencing the re-inclusion of the unemployed persons in the labour market.

3. Please analyse statistics and studies concerning labour market in your region in a context of causes of problems with the re-inclusion of the unemployed persons in the labour market.
4. What are the subjective reasons of obstacles in the process of the re-inclusion of the unemployed persons in the labour market? Please get this information from job placement officers and case managers in your region.
5. Please make a list of potential partners in a network in the main area and secondary areas in your region. Please characterise each of these partners using the following criteria:
 - designated objective,
 - organisational structure,
 - detailed tasks,
 - function within the framework of case management,
 - potential contents of cooperation agreements,
 - legislative basis.

3.4. Course 4: Marketing in career counselling

Learning objectives

- Counsellors recognise and accept social marketing as an instrument for improving the manner in which non – commercial institutions accept and solve their social.
- Counsellors are familiar with the methods of social marketing and are ready to apply these to their work.
- Counsellors can aid in developing a social marketing strategy for career counselling at national and European level in their organisation and participate in implementing such a strategy.

3.4.1. Unit 1: Dimension of marketing in sectors of non-profit services

1. Please explain why marketing should be considered as a management concept. What areas may be distinguished here?
2. Leading thoughts and leading objectives of marketing.
3. What role is played by the corporate identity in marketing (CI)?
4. A project study (in small groups).
Please develop a social marketing strategy for specific career counselling services in your area of activity:

- a) With this view please specify:
 - a segment, which should be developed,
 - a form of servicing clients,
 - a form of competition-orientation,
 - a kind of offer facilitators/ intermediary agents,
 - combination of marketing instruments.
- b) Please discuss this concept with experts from selected segments of vocational guidance.
- c) Please draw up a final report.

3.4.2. Unit 2: Career counsellors in private practice and marketing the service

1. A project study (work with a partner or in small groups).
Planning an organisation of and marketing activities for a private vocational guidance centre:
 - a) Recognition of a type of services that would be provided within the framework of vocational guidance.
 - b) Giving answer to questions concerning individual studies.
 - c) Planning the marketing strategy for private vocational guidance services (attention should be paid to deviations from the social marketing concept).
2. Discussing the concept with experts from private vocational guidance services.
3. Drawing up a final report.

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MODULE V

**PROFESSIONALISATION
AND QUALITY MANAGEMENT**

Eva Mezo-Zadori

1. General description of the module

The module “Professionalisation and quality management” consists of four courses. They are devoted to learning, understanding and training practical skills concerning the frame criteria and constraints in the field of transnational vocational counselling.

1.1. Course overview

Course 1: Professionalisation of vocational counsellors (6 ECTS crds).

Course 2: Ethical standards (6 ECTS crds).

Course 3: Quality management in career guidance (6 ECTS crds).

Course 4: Quality management in selected forms of counselling (6 ECTS crds).

1.2. Time structure

The module “Professionalisation and quality management” contains 24 ECTS credits all together. This is equivalent with 600 hours workload for participants. This amount includes 70 contact hours, time for self-learning, group work and project work. For each course the participants are credited 6 ECTS points; one ECTS point is equivalent with 25 hours workload.

2. Methods of acquiring the knowledge and skills

- lectures
- self-study
- presentations
- working in groups
- lessons
- exercises
- case studies
- discussions
- documentations
- reflection

- reports
- role-playing
- practical examples
- excursions
- PC-work
- micro counselling
- ...

3. Self-evaluation question

3.1. Course 1: Professionalisation of vocational counsellors

Learning objectives

- Using the transnational and national sources of counselling management of European level, the “eurocounsellors” shall continually improve their knowledge and develop their competencies.
- Consequent improvement of the knowledge in the terminology in foreign languages. Based on the mutual agreement of the partner countries, beside the compulsory English language any other European language can be used during the communication.
- Following and using the latest results of the information and communication technics.
- Introduction to the information systems and data banks for transnational and European counselling and advice giving concerning education, mobility and labour market (PLOTEUS, EURES, data banks of selected countries).

3.1.1. Unit 1: Lifelong career counselling – international prospects of guidance on further vocational training

Presentation of an international classification of the task fields and the rating of the estimated percentages in the own countries concerning the different types of counsellors (by the participants).

1. What are the major fields and tasks of activities of vocational guidance in selected European studies?

2. What are the percentages of each activity out of selected studies?
3. Please estimate the percentages of the task profile of different groups of counsellors in your own country by analysing documents and/or interviewing experts.

3.1.2. Unit 2: International aspects of vocational guidance and career development guidance

Groups work about the newer international studies (OECD, World Bank, ETF, CEDEFOP, European Commission) and reporting in the plenary with discussion.

1. What are the main fields of interest of the international studies on vocational guidance?
2. What can you say about the results of these studies concerning the above mentioned task profile?
3. What are the main messages of these studies about professionalisation of vocational counsellors?

3.1.3. Unit 3: Development lines of professionalism in vocational guidance in an international view

Presentation of selected Leonardo da Vinci Projects on Counsellor Education and discussion in the plenary.

1. What are the main chapters in the ethical standards catalogue published by AIOSP in Stockholm 1995?
2. What kind of ethical standards have you got in your own service?
3. Which are the minimum standards for counselling professions in your own country?
4. Please describe the main projects for vocational counsellor education and further training in the frame of the Leonardo da Vinci Programme.

3.1.4. Unit 4: Types of counsellor training in an international comparison

Introduction by the lecturer with examples and afterwards information by participants about the system in their own country.

1. Please indicate the main types of counsellor education and training in selected EU countries.
2. What are the main recommendations of the international studies (OECD, World Bank, CEDEFOP, European Commission) for education and training of career counsellor?
3. Please analyse the counsellor education and training in your country according to categories and entry requirements, topics, relation theory-practice, degree and job opportunities.

3.1.5. Unit 5: International counsellor qualification standards

Presentation by lecturer, followed by group work: participants from the same working field have a discussion about the profile of competencies in their own service.

1. Please give an overview of the international competencies for educational and guidance practitioners worked out in and accepted in Bern 2003 by AIOSP/IAEVG.
2. What are the differences between core competencies and specialised competencies?
3. Please prepare your personal profile with the AIOSP categories of the international competencies for educational guidance practitioners by application of 3 point scales „I feel completely competent”, „I feel partly competent” and „I am not competent”.
4. Please indicate the competencies in which you would like to be trained.

3.2. Course 2: Ethical standards

Learning objectives

- Keeping the ethical responsibilities and attitudes of the counsellors.
- Counsellors should be able to analyse the status of ethical standards in their own service.
- Counsellors should know the most important international ethical guidelines and their origins, e.g. AIOSP/IAEVG.

3.2.1. Unit 1: AIOSP/ IAEVG ethical standards

Distance learning for preparation and discussion in the plenary.

1. Which ethical standards should be kept by the counsellor and why?
2. What were the reasons for developing the ethical standards by AIOSP/IAEVG?
3. What could be the reasons why public guidance services do not commit with these standards as an official frame of the work of their career counsellors?
4. What is the actual discussion concerning these standards in your country?

3.2.2. Unit 2: Ethical standards and similar guidelines in the partner countries

Analysis with the categories of AIOSP/ IAEVG.

Collecting, interviewing and writing report about ethical guidelines in the own counselling service (individual work preparation of the seminar).

1. Please name the chapters of the ethical standards of AIOSP/ IAEVG and describe briefly the content.
2. Please analyse the situation in your own service by using the categories of ethical standards of AIOSP/IAEVG.

3.2.3. Unit 3: Ethical guidelines of counselling

Presentation by the lecturer and discussion in the plenary.

1. Please indicate the main relations between the selected examples (Leonardo da Vinci pilot project MEVOC) and ethical guidelines of counselling from U.S.A., Canada, CEDEFOP.
2. In which fields of counselling can you see similarities and differences between U.S.A., Canada and selected EU countries concerning the application of ethical standards?

3.3. Course 3: Quality management in career guidance

Learning objectives

- The “eurocounsellors” shall take part in the applied research work, and the evaluation processes. They shall contribute also to the development phases, which help to develop the necessary documents of European level.
- To know and exactly understand the model of the quality management of the eurocounselling.
- The eurocounsellors shall improve the intercultural competences in counselling, information giving and placement.

3.3.1. Unit 1: Introduction and historical aspects of quality management

Input by the lecturers and discussion in the plenary.

1. What are the political and organisational reasons of application quality management in career guidance services?
2. What could be the barriers against the introduction of quality management in career guidance services?

3.3.2. Unit 2: Quality management models

Input by the lecturers (models) and group work about „How are these models functioning in our services?“

With group reporting and discussion in the plenary.

1. Please characterise the main quality management models which are suitable for quality management in career guidance including the EFQM model?
2. Please apply these types of evaluation for quality management in individual counselling.

3.3.3. Unit 3: The EFQM Model (European Foundation for Quality Management)

Presentation by an external expert, with discussion in the plenary.

1. Please explain the system of the EFQM model (European Foundation for Quality Management).
2. Please elaborate a design for transferring of the EFQM model to your own counselling service.

3.3.4. Unit 4: Quality development in guidance and education

Self-study with using the Internet.

Please summarise the main statements of the International Conference about quality development in guidance and education.

3.3.5. Unit 5: Enhancement of professionalism, support and protection of the counsellor

Input by the lecturer, with discussion in the plenary, supported by a podium discussion.

1. Please give some recommendations about programme planning and human resource development of counsellors in your own service.
2. What are their main tasks of supervision in individual and group counselling?
3. What could be the obstacles and conflicts supervision process?

3.4. Course 4: Quality management in selected forms of counselling

Learning objectives

- Developing the inter- and multicultural counselling competencies. In order to achieve the mentioned competencies, maintaining continuous direct contacts is essentially needed.
- To learn how to work with the instruments used during the quality management of the eurocounselling.
- The “eurocounsellors” shall be able to prepare a correct documentation on the counselling activity with the client.

- The eurocounsellors shall understand the information and communication technologies in practical counselling, information giving and placement.
- The eurocounsellor shall be able to analyze the results of selected scientific studies, in the field of transnational counselling, information giving and placement.
- The eurocounsellors shall be aware of self-evaluation and methods to enhance the own professionalisation in transnational vocational counselling (TVC), incl. portfolio, professional documentation of the activities as “eurocounsellor”.

3.4.1. Unit 1: Information structured methodology

Self-study.

Examples for application in individual counselling in plenary by the lecturer.

1. Which counselling approaches are mainly combined in the information structure methodology ISM?
2. Please indicate the differences between rational and heuristic decision making/problem solving models?
3. What are typical faces and stages of individual decision making process?
4. Which types of information and emotions are melt in the several faces and stages of individual decision making in the perspective of the ISM approach?

3.4.2. Unit 2: Multicultural aspects

Case studies in group work with critical incident techniques (C.I.T.) and reporting the results in the plenary.

1. Please indicate the basic requirements of communication in the multicultural counselling.
2. Please apply the critical incident techniques for gathering typical cases in multicultural career counselling.
3. Please describe some selected measures for establishing equal opportunities in education and labour market for minority groups in your country.

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