MINISTRY OF ECONOMY AND LABOUR

TRANSNATIONAL VOCATIONAL COUNSELLING

A MODULAR POST-GRADUATE EDUCATION PROGRAMME FOR VOCATIONAL COUNSELLORS IN THE FIELD OF EUROCOUNSELLING

Editors

Augustyn Bańka
Bernd-Joachim Ertelt

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TRANSNATIONAL VOCATIONAL COUNSELLING

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Contents

Contents

Contents

Contents

Contents

Contents

Contents

Contents

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 Compentences 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 Counselling/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.

Prof. Dr. Augustyn Bańka   Prof. Dr. Bernd-Joachim Ertelt
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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 (Euroconsellors), 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 Eurocounsollor 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 multidimentional 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)	Methodo-logical guidelines (6)	References (7)	Type of science: Taxonomy (8)
I. Information management	LO_1 . . . LO_n	TS_1	C_1 . . . C_n	$U_{1...n}$ . . . $U_{x...n}$	MT_1 . . . MT_n	R_1 . . . R_n	TAX. 1: Acquisition of theoretical knowledge (Knowledge of theories – explanatory: declarative knowledge – core competencies)
II. Counselling, testing, assessment	LO_1 . . . LO_n	TS_2	C_1 . . . C_n	$U_{1...n}$ . . . $U_{x...n}$	M_1 . . . MT_n	R_1 . . . R_n	TAX. 2: Understanding of knowledge (Knowledge of theory – technological: know-how the theories function)
III. Consultations in human resource development	LO_1 . . . LO_n	TS_3	C_1 . . . C_n	$U_{1...n}$ . . . $U_{x...n}$	MT_1 . . . MT_n	R_1 . . . R_n	TAX. 3: Transferring of knowledge (Knowledge of theory – technological; knowing-how reality can be influenced)
IV. Networking and marketing	LO_1 . . . LO_n	TS_4	C_1 . . . C_n	$U_{1...n}$ . . . $U_{x...n}$	MT_1 . . . MT_n	R_1 . . . R_n	TAX. 4: Problem solving (Knowledge technological related to intervention skills – professional competencies)
V. Professionalisation and quality management	LO_1 . . . LO_n	TS_5	C_1 . . . C_n	$U_{1...n}$ . . . $U_{x...n}$	MT_1 . . . MT_n	R_1 . . . 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 Euroconsellor 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 I
INFORMATION MANAGEMENT

Bernd-Joachim Ertelt

1. Preamble

This guide for lecturers was developed as part of the pilot "Transnational Vocational Counselling" project within the LEONARDO DA VINCI programme.

The project objective was to design a curriculum for the academic education of vocational counsellors working on a transnational forum.

Module I "Information Management" comprises four sets of classes with the total workload of 600 hours, including 70 hours of contact time (attendance).

The course workload value (for accredited participants) is 24 ECTS crds.

It is assumed that the lecturers have in-depth knowledge of career development and counselling theories, career-related information systems (national and European), as well as good knowledge of counselling practice.

The learning units consist of attendance time (content delivery, work in the project, controlled practice, classes and tests) and self-study time (preparation for classes and revision after classes). The approximate 25 hours workload corresponds to one credit (crd), and includes 4 academic attendance hours.

The topics in the module, methodological implementation suggestions, questions concerning the study and references to source materials are intended as a framework and a form of encouragement for focusing on certain content using the accompanying "Students Guidebook".

Please note that the complexity level of the learning objectives is based mainly on the cognitive taxonomy levels: 3 (transfer) and 4 (problem-solving). Of course, the planning must be adapted to the students' own learning capabilities.

Module I "Information Management" has various references to the remaining 4 modules, especially Module III "Consultations in Human Resource Development".

Module I requires individual access to the Internet. The classroom must have an Internet connection and-preferably-a beamer.

Course overview

Course 1: Definition of information management and its role in vocational guidance and career development (6 ECTS crds).

Course 2: Applying information in vocational decision making, problem solving and career development (6 ECTS crds).

Course 3: National and European-related media, data banks, Internet offers, counselling and information networks (6 ECTS crds).

Course 4: Procedures for optimising media, information systems and personal forms of information giving, and for information marketing (6 ECTS crds).

The course units will be described in detail by the following items:

– Learning objectives
– Learning contents
– Methodological guidelines with evaluation remarks

2. Course 1: Definition of information management and its role in vocational guidance and career development

2.1. Learning objectives

- The European vocational counsellor knows the definition of information management and understands the individual work areas (TAX. 1 and 2).
- The European vocational counsellor knows the components of the information management practice and can apply them within the vocational counselling services provided (TAX. 2 and 3).
- The European vocational counsellor recognises the role of information management in current international studies of vocational counselling (TAX. 2).
- The European vocational counsellor can categorise in-formation systems in selected services related to vocational counselling according to supply and demand criteria (TAX. 3).

- The European vocational counsellor knows the basic structure of information pertaining to vocational counselling (TAX. 2).

2.2. Unit 1: Information management in vocational counselling: the definition

Definition: Information management is the professional management of information with regard to the target groups in vocational counselling as well as the ability to employ relevant networks and participate in their further development.

Tasks:

– Collecting, structuring, developing (with regard to the recipient) and disseminating information about oneself (the client) and about the professional and labour environment.
– Systematic monitoring of the information market, discovering new information sources for vocational counselling.
– Evaluation of information sources with regard to their potential, effectiveness and relevance to the target group.
– Mastering new media and Web-based information systems for vocational counselling and participation in their further development.
– Information marketing in vocational counselling.
– Counselling-related ethical issues, especially with regard to Web- and computer based information systems.

2.3. Unit 2: Information management components

1. Component: Information acquisition management
– Organising and supervising the acquisition, documentation and distribution of information.
– Analysing the costs of internal and external information acquisition and processing.
– Demand research forms.

2. Component: Information technology management
– The ongoing monitoring of information technology development (including attendance at industry fairs, exchange of experience, symposiums).

- Creating and supervising a data set with internal information technology profiles.
- Researching the demand for information technology and analysing its users among vocational counsellors, vocational information centre staff and clients with regard to information technology (user-friendliness).

3. Component: Knowledge management
- Transforming implicit knowledge into explicit knowledge: special knowledge developed in individuals, workgroups or organisational units must be systematically collected and processed to make it suitable for knowledge transfer.
- Organising internal knowledge and associating it with external knowledge: the development of an internal "knowledge register" or "knowledge map" must be connected with external sources of knowledge so that users in the organisation and clients can find optimised, comprehensive content.
- Detecting knowledge gaps in the organisation, beginning with fundamental knowledge or "knowledge islands" where the organisation-specific know-how is maintained. To that effect, knowledge topology (a knowledge map) should be used, i.e. **who has what knowledge** and **where** it is.
- Knowledge management as the optimization of knowledge collection-information processing and disseminating, taking into account the mission of the organization and cost-effectiveness. This includes limitation, selection of the most important topics and information marketing.

2.4. Unit 3: Information management in international studies of vocational counselling

- European Commission Memorandum on Lifelong Learning (October 2000)
- OECD
- World Bank
- ETF
- CEDEFOP
- AIOSP/IAEVG: *International Competencies for Educational and Vocational Guidance Practitioners*, Bern: September 2003.

2.5. Unit 4: Supply- and demand-oriented information systems in vocational counselling

– Information overload in contemporary society: The total supply of information in modern society is increasing faster than demand for information. Therefore, the main problem is not the creation of new media and data, but the stimulation of **demand for information.** When information overload occurs, the quality of decision-making and problem-solving decreases: both on the social and the individual scale.

– Managing individual information stress (Ertelt, 2001, p. 1385, 1386):

Information chunks – summarising available information with superordinates.
Omission – focussing on specific information and rejecting other content (partial absorption).
Queuing – the recipient creates in the short-term memory a queue of incoming information to gain more time later for the selection of information to remember.
Escaping – ceasing the receiving and processing of information at a certain point of information overload ("switching off").
Filtering – the offered information is perceived selectively through a filter of subjective criteria or search strategies.
Abstracting – the individual receives only general information structures without paying attention to the details.
Habituation – from a certain point of information overload, the individual follows only adopted patterns, and the offered data is of secondary importance to the solution of the problem.

– The effect that providing information has on individual communication behaviour, also in vocational counselling:

1. The activating power of the offered information always has to increase; there is an activating competition among information providers.
2. Recipient's interest in information decreases or even a defensive attitude develops towards new information.
3. Pictorial communication increases, while the verbal expression of thoughts and feelings becomes less attractive.

– Supply- and demand-oriented information systems in vocational counselling:

1. **Demand-oriented systems**, in their structure and development, follow the recipients' "internal capabilities": skills, motivation, involvement, learning ability, familiarity with media, and especially their problem-solving abilities. User habits and types of interaction with the source of information are crucial to the further development of information systems.

2. **Supply-oriented systems** focus on material logic, structures defined by experts and what is essential for information. From a critical point of view, it could be argued that in information supply the most important principle is "the gatherer and the hunter". Supply-oriented systems can be found in vocational information centres, prescriptively organised vocational orientation institutions and data banks as an expert system.

3. **Web-based information sources** for vocational counselling:
   Integrated web sites are distance counselling components in vocational counselling and usually offer organisation-specific information as well as links to other relevant services of the organisation.
   Independent web sites offer unrelated information and services for vocational counselling: self-evaluation programmes, job marketplaces, talent marketplaces and educational information sites run by companies, educational offers, and career guidance.
   Both web site types are usually **supply-oriented,** i.e. they are based on the assumption that the user can precisely formulate his/her needs and decide whether the web site will bring any benefits.
   Demand-oriented information systems allow the user to:
   a) define his/her needs first,
   b) select sources that lead to specific results,
   c) obtain information how to use the sources for the user's own needs,
   d) understand when personal assistance by a vocational counsellor is necessary,
   e) use only links that help to solve the problem.

2.6. Unit 5: The scope of information management

– Information about people: interests, outlook on life, qualifications, health.
– Information about education, vocational education and advanced training in Europe.
– Information about jobs and careers in Europe.
– Information about the job market and vacancies in Europe.
– Information about living standards, insurance, area information.
– Information about counselling, information and agency services in Europe.
– Information about Computer Assisted Career Guidance Systems.

2.7. Methodological guidelines

Unit 1: Information management in vocational counselling: the definition

Lecturer: A lecture about the definition and objectives of information management in vocational counselling (an expositional teaching method).

Aids: Overhead foils or a PowerPoint presentation.

Participants: The participants are expected to evaluate their own experience using various task areas. If they should have no experience in vocational counselling, other areas of experience can be used.

Aids: Questionnaires with tasks from various areas for self-evaluation using keywords and scales.

Unit 2: Information management components

Lecturer: An introductory lecture on the components of Information Acquisition Management, Information Technology Management and Knowledge Management.

Aids: Overhead foils or a PowerPoint presentation on the key concepts.

Participants: Project work in small groups on the individual components. The starting point should be specific vocational counselling

organisations or persons/companies providing such services. The results should be documented in project reports that are the basis for the final discussion and evaluation.

Aids: Sheets with categories of the individual components for structuring the project work. Project groups submit their work plans and choice of the analysed organisation for the lecturer's approval. During the project work, the lecturer provides assistance with regard to the objectives and course of the project.

Unit 3: Information management in international studies of vocational counselling

Lecturer: An introductory presentation of the latest international studies of vocational counselling – an overview.

Aids: Memorandum on Lifelong Learning (European Commission, 2000), OECD, World Bank, ETF, CEDEFOP studies and a synthetic report by R. Sweet (2002 – 2003): a keyword summary on participants' sheets.

Participants: Work in small groups, each one analyses an international study, its objectives, what it recommends or criticises.

Estimated duration: 2 hours.

Aids:
– One study per small group (for studies see **Lecturer**).
The results are then reported by representatives of the small groups and discussed in the entire group forum.
Homework: an editorial team creates a report on the results to be copied for all the participants:
– Reports from the work in small groups and from the discussion in the entire group.
– Report on the results (after the homework).

Unit 4: Supply- and demand-oriented information systems in vocational counselling

Lecturer: A lecture that presents supply- and demand-oriented information systems. The lecturer then moderates over a discussion on

the performance and drawbacks of those systems in vocational counselling.

Aids:
– Overhead foils or a PowerPoint presentation,
– A board to record and organise discussion points.

Participants: After the presentation and discussion in the entire group, participants in small groups categorise chosen vocational counselling information systems, including web sites, by their supply or demand orientation.
The results of the group work are then discussed from a critical point of view.

Aids: Print media, video footage from vocational counselling meetings, the Internet.

Unit 5: The scope of information management

Lecturer: An overview report on information management areas, based on national and international literature.

Aids: Overhead foils or a PowerPoint presentation.

Participants: After the lecture, participants collect known examples of information management areas in the entire group forum.

Aids:
– flip chart,
– meta plan and cards with answers written by the participants.

3. Course 2: Applying information in vocational decision making, problem solving and career development

3.1. Learning objectives

• Vocational counsellors can always match information with clients' individual decision-making and problem-solving processes (TAX. 3).

- Vocational counsellors have mastered the teaching and methodology of vocational group information and career orientation (TAX. 3).
- Vocational counsellors, depending on clients' requests, can use information sources and, possibly, encourage the clients to use them themselves (TAX. 4).

3.2. Unit 1: The role of information activity in selected career development and vocational counselling theories

– Trait & factor theories in counselling, especially John Holland's.
– Client-centred theories.
– Career-development counselling.
– Psychodynamic theories.
– Cognitive and behaviourist theories.
– In particular: the information-structural approach (Informationsstrukturelle Methodik, ISM), Cognitive Information Processing (CIP), problem-solving oriented counselling, Problem-Management (G. Egan).
– Krumboltz's social learning theory.

3.3. Unit 2: Information in individual decision-making and problem-solving processes

– Rational and heuristic decision-making models.
– Phases and stages of individual decision-making processes.
– Information types in decision-making and problem-solving processes:
  – **Fact-based knowledge** (knowledge of alternatives and "satisfactory offer").
  – **Appraising knowledge** (qualifying information, criteria).
  – **Process knowledge** (individual decision-making rules, personal heuristics).

3.4. Unit 3: Emotions (affective information) in problem-solving and decision-making

– Conflict – a decision-making model (Janis & Mann).
– Reactions to information overload.

– Involvement, motivation.
– Extroversion and introversion with regard to informational behaviour.
– Reactance and cognitive dissonance.

3.5. Unit 4: An analysis of target groups for career information meetings

– Information behaviour and style.
– Introductory information.
– Involvement, interest, motivation.
– Learning ability.
– Level of advancement in decision-making and problem solving.
– Problem perception in career choice and development.
– Social and cultural background (unemployment, class-specific traits, minority status, labour and education market, school education, etc.).
– Recipient analysis methods, written and oral methods, statistical analysis: cross-tables, *Chi*-square test, a graphical representation of the pedagogic motivating tension ("pädagogische Spannungsbögen").

3.6. Unit 5: Teaching concepts and presentation techniques for career orientation and information in partner countries

– Presentation methods.
– Discovery learning methods.
– Media-based methods, distance learning.
– Preventive vocational information forms (especially career orientation) and supportive forms, i.e. meetings for target groups (e.g. for less qualified people, the unemployed, people returning to work after a family-related period off work, immigrants).
– Separating the role of counsellor and teacher in vocational group information (a counsellor needs to think about individual needs even during group meetings, while a teacher must follow a curriculum defined for the group).
– Organising fairs – presentations and series of lectures related to careers.

3.7. Unit 6: Selected group work concepts in vocational counselling

– Interactive topic-centric methods.
– A person-centric concept.
– A behaviour-centric concept.
– Work forms in group vocational counselling in partner countries.
– The legal framework for career orientation in education, advanced training and job management in partner countries.
– Information at job (finding) clubs.

3.8. Unit 7: Analysis and evaluation of media and information systems in vocational counselling in partner countries

– The ability to adapt to the specific characteristics of the target group.
– The teaching concept and methodological requirements.
– Quality criteria: correctness, representativeness, topicality, usefulness, comprehensibility, differentiation (the scope and depth), user-friendliness, network access.

3.9. Methodological guidelines

Unit 1: The role of information activity in selected career development and vocational counselling theories

Lecturer: Classes devoted to the analysis of information types and the role of information transfer in specific theories.
A class based on the lecturer's guiding questions on the application of information.

Aids: Overhead foils or a PowerPoint presentation.

Participants: Participants prepare for the meeting using an overview paper.

Aids: A paper on selected theories (see aids for Module II).

Unit 2: Information in individual decision-making and problem-solving processes

Lecturer: The lecturer's input using the structural information methodology (ISM) and the Cognitive Information Processing (CIP) concept.

Aids: Overhead foils or a PowerPoint presentation.

Participants: Participants read relevant research papers to prepare and broaden their knowledge: Ertelt, Schulz, 1997; Ertelt, Schulz, 2002; Sampson, Reardon, Lenz, in: Brown, 2003; The manual for vocational counsellors elaborated in the LEONARDO DA VINCI "Distance Counselling" pilot project, 2003/2004.

Aids: Research papers.

Unit 3: Emotions (affective information) in problem-solving and decision-making

Lecturer: The lecturer's input based on guiding questions.

Aids: Overhead foils or a PowerPoint presentation.

Participants: Additional reading of research papers.

Aids: Research papers: Ertelt, Schulz, 1997; Ertelt 2001 (ibv 45/2001, 1385–1396); Schulz, Ertelt, 2002; (and the literature listed there).

Unit 4: An analysis of target groups for career information meetings

Lecturer: Input on the categories in recipient analyses.

Participants: Work in small groups to develop an instrument for the analysis of specific career information target groups. Completing a recipient analysis with the participation of other groups. Evaluation with a simple statistical method that enables creating a cross table (e.g. Chi-square). Determining the pedagogic motivating tension characteristics ("pädagogische Spannungsbögen"). Presentation and discussion in the entire group forum.

Aids: Overhead foils, flipchart, copies of the developed analytical instruments for all the participants.

Unit 5: Teaching concepts and presentation techniques for career orientation and information in partner countries

Lecturer: Input on specific concepts, then micro-teaching in groups of 5–8 to practise concepts related to different topics.

Aids: Video equipment to record and play sequences from the class.

Participants: Preparation and execution of exercises in small, supervised groups (with video recordings).

Aids:
– Sample sheets for planning information meetings.
– Class analysis and evaluation sheet.
– Material for press presentation and a series of lectures.

Unit 6: Selected group work concepts in vocational counselling

Lecturer: The lecturer's input on the possibility of using concepts in various target groups and for various subjects. Next: exercises in groups and a discussion on the implementation of group concepts and the experience from the implementation in partner countries.

Aids: Overhead foils, flipchart.

Participants: Participants report on the implementation of group work concepts in vocational counselling.

Aids: Overhead foils, materials from partner countries.

Unit 7: Analysis and evaluation of media and information systems in vocational counselling in partner countries

Lecturer: An overview lecture summarising Units 1 to 6.

4. **Course 3: National and European-related media, data banks, Internet offers, counselling and information networks**

4.1. Learning objectives

- The European vocational counsellor is able and motivated to acquire and update information about education, training, studies, careers and jobs in Europe independently (TAX. 3).
- The European vocational counsellor is able and motivated to make transnational comparisons of educational and training systems, studies, and labour market conditions in partner countries (from a national point of view and using neutral categories [tertium comparationis]) (TAX. 3).
- Use of specialised national, international and European media and data banks for transnational information and counselling tasks, tailored to clients' expectations. Ability and motivation to cooperate on a transnational scale (TAX. 4).
- The European vocational counsellor masters ICT Skills (TAX. 3) that are necessary to use data sources related to counselling.
- The European vocational counsellor knows and respects relevant legislation on the use of information sources and handling personal data (TAX. 3).

4.2. Unit 1: National, transnational and European media, CD-ROM's and online tools used to exchange information about schools, universities, vocational education, the labour market, job data banks, best practices, traineeships, EU projects, mobility in Europe, counselling services, training opportunities for counsellors

National and European examples

Germany: The Federal Labour Agency
– http://www.ba.de/hst2/gb_i/ref_ic2/index.html
– http://www.arbeitsagentur.de

Keywords:
"BERUFEnet" (jobs and activities)
"asis" (a training place information system)

"KURS" (a data bank that provides information about education, advanced training and studying opportunities)
– http://www.studienwahl.de (studying in Germany)
– http://www.hochschulkompass.hrk.de (information about universities, university courses, doctoral studies, international cooperation)
– http://www.daad.de (studying and exchange worldwide)
– http://www.inwent.org (advanced training and development worldwide)
– http://www.arbeitsagentur.de

Keywords:
"Job-Vermittlung" ("job agency")
"Praktikantenbörse" ("trainee fair")

Poland
– http://www.poland.pl/science (links to the subject "Edukacja", a list of universities, vocational schools)
– http://www.wow.pl/Edukacja/Uczelnie (links to the subject "Edukacja")
– http://www.praca.gov.pl/nczpz/ (Ministry of Economy and Labour)
– http://www.nrcgkowez.edu.pl (Ministry of National Education and Sport)
– http://www.dpjw.org (German-Polish Youth Office – an exchange programme)

Austria
– http://www.bmbwk.gv.at (studying in Austria, tips for foreign students, school service sites)
– http://www.fhr.ac.at (studying at universities)
– http://www.berufsbildende schulen.at (secondary schools and universities offering professional qualifications)
– http://www.ams.or.at (the career information centre of the Austrian labour market service, job seeking, job fairs, private job agency)
– http://www.berufsinfo.at (the career information centre of the Economic Chamber, a computer system supporting career choices)
– http://citizens.eu.int/ (information about recognising education in Europe)
– http://www.berufsbildende schulen.at

Hungary
– http://www.fsz.bme.hu/hungary/c_edu.html (a list of universities and departments)
– http://bmwf.gv.at/2stuinf/10intern/stufoin.htm (studying and research in Europe)
– http://www.uni-online.de/studium/rundum.htm (information about studying abroad)

European data banks and media
– EURO – CD-ROM – Fit for Europe – a guide developed as part of the LEONARDO DA VINCI project (information about education, training, studying and working with access to the Internet and links to national and international data banks in various language versions)
– http://europa.eu.int/ploteus (a central online tool for educational and vocational counselling as well as career information)
– http://www.chance-europa.at (an online tool supporting mobility in Europe)
– EURopean Employment Services (EURES) (the European cooperative network of Public Employment Services (PES) with a central data bank and over 500 national partners for negotiating employment abroad, working and living conditions, job offers, traineeships, EUROSTAT – statistics about population, unemployment, economic attractiveness of regions)
– http://europa.eu.int/eures/index.jsp
– euroguidance (the European network of transnational vocational counselling)
– http://www.euroguidance.org.uk/
– http://www.europass.at/ (information about EuroPass)

4.3. Unit 2: ICT competencies for counselling practitioners

– General abilities in Word processing and Text management: Manipulate text, format and position text, use writing tools, create and use tables, use graphics and drawing-tools, E-mail skills and Internet/Intranet skills.
– Net-communities and E-learning skills as user and as manager: Take part in discussions forums and chat room discussions, take part or moderate a videoconference, use learning management systems, prepare material for the world wide web.

– Presentation skills: Create databases, enter and edit data, manage data using multiple queries, create reports, import and export data from/database.
– Database skills: create databases, enter and edit data, manage data multiple queries, knowledge about databanks for vocational counselling and information giving.
– Spreadsheet and presentation skills: Manipulate the spreadsheet, use charts, link information between different sheds and files, use graphics and objects, prepare a slide show.
– Other ICT skills: Use SMS-text messaging on mobile phones, use a digital camera, a video player and camera, provide support for computer user.
– Guideline for Web-based Guidance (see Ariadne/SOCRATES Programme GRUNDTVIG I).

Users: Advantages, users profile, reviewing and handling information, cognitive skills of users.

Delivery: Types of web-delivered guidance services, necessary skills for web-guidance practitioners, impact on the guidance practice, monitoring and evaluating.

Design/Developing: Human-Computer Interaction in web design, individual learning styles, useful web design.

Theory: The distance challenge, theories and web-based tools, role of the guidance practitioner.

Ethics: Ethics and web-based practice.

4.4. Unit 3: Legal issues concerning media and use (incl. copyright)

– The national level.
– The transnational level.
– The European level.
– The non-European level (especially the U.S.A. and Canada).
– The private and public levels.
– The commercial and non-commercial levels.
– Personal data.

– Forms of cooperation on the information market among institutions and organisations that are important sources of information for vocational counselling.

4.5. Methodological guidelines

Unit 1: National, transnational and European aids

Lecturer: The lecturer's input on methods of transnational comparisons of educational and employment systems (the reference country, tertium comparationis).

Participants: Work in small groups on transnational comparisons – each time on one issue only (education, training, employment, etc.), based on various requests (clients' questions). Reports on the results are then presented in the entire group forum.

Aids: The Internet, brochures (e.g. "Europa kommt – gehen wir hin"), CD-ROM (e.g. Fit for Europe).

Unit 2: ICT competencies for counselling practitioners

Lecturer: Input on guidelines for web-based guidance in the entire group forum.

Aids: Ariadne: A Guidance for Web-based Guidance (SOCRATES programme: Grundtvig action).

Participants: Partner work (depending on the background information) on the development of specific skills. Project work: creating a vocational counselling website with a presentation and evaluation in the entire group forum.

Aids: The Internet with relevant tools.

Unit 3: Legal issues concerning media and use (incl. copyright)

Lecturer: Input (a lecture) by a specialist on comparative European media and user rights.

Aids: Overhead foils, lecturer's script with a comparative presentation.

Participants: Self-study (homework) of national legal regulations concerning the major media/Internet offer in vocational counselling.

Aids: A short report to be handed out to other participants.

5. Course 4: Procedures for optimising media, information systems, personal forms of information giving, and information marketing

5.1. Learning objectives

- European vocational counsellors are aware of the necessity to conduct personal and media cost and benefit analyses of media and information systems (the affective learning objective) and can use relevant methods (TAX. 3).
- European vocational counsellors can efficiently create, manage and optimise media and information systems depending on the question/request and target group, required effort (the counsellor's and client's) and social costs (money, time, benefits of the counselling) (TAX. 4).
- European vocational counsellors know the main information marketing methods and are ready to participate in relevant implementations on a national and transnational level (TAX. 3).
- European vocational counsellors can use the main quality management methods in vocational counselling services (TAX. 4).

5.2. Unit 1: Costs and prices of media

- The cost/price of media, information systems and data banks with regard to:
  - the purchase,
  - management and updating,
  - distribution,
  - personal implementation and administration costs,
  - translation, dubbing, adaptation.

5.3. Unit 2: Marketing as a management concept

for purposefully designed exchanges with partners inside and outside of the organisation and the public in general. Since career guidance is in almost all partner countries a non-commercial activity, this is called non-profit or social-marketing. The following field of marketing must be discussed in this context: Social marketing, information marketing, image marketing, obtaining marketing, sales marketing.

5.4. Unit 3: Four questions to be answered by information marketing

a) Which type of information is directed to the different clients and target groups: (content, forms)?
b) How and in which order is this information vitalised?
c) At which point does the counsellor interfere?
d) Under which conditions efficient information transfer to individuals and groups can be organised?

This questions can be assigned by the creation of four tools and their optimal combination for a "marketing mix":

1. Product policy/Programme policy: a)
2. Communication policy: b)
3. Distribution policy: c)
4. Price policy: d)

5.5. Unit 4: The product policy/programme policy for information in career guidance relates to the following decisions

– What can and should the product do?
– Which specific requirements must the information product meet?
– Which restrictions exist (financial, equipment, copyright, professionality of counsellors)?
– Are there any complementary or replacement products?
– Who can produce such information products, and in which time?

We recommend the instrument of a marketing portfolio for the development of new kinds of information services with two dimensions

"Attractiveness for target groups" and "Effectiveness for the target groups".

Table 1. Marketing portfolio for information services

	low	medium	high	
Attractiveness for target groups	1.1	1.2	1.3	high
	2.1	2.2	2.3	medium
	3.1	3.2	3.3	low
	Effectiveness for the target groups			

The first step is to assign the existing information media and services to one of the boxes.

Information marketing is most interesting for the boxes that show the widest gap between "effectiveness" and "attractiveness", i.e. boxes 1.1 and 3.3.

In general the following information products can be defined for the target groups of information transfer of concern here:

School leavers that must choose a university

(1) university study opportunities and alternatives.
(2) alternatives to university studies.
(3) career guidance and information systems for career choice.

Graduates and newcomers to the labour market

(1) Career information.
(2) Job search strategies.
(3) Self – assessment.
(4) Programmes to assist with placement.

Job seekers (unemployed persons and those looking for re-training)

(1) Job exchanges on the Internet.
(2) Systematic analysis of newspapers and other resources with job ads.
(3) Opportunities for self-employment (establishing a firm).
(4) Further and re-training (opportunities, funding, labour market prospects).

Employed persons threatened by dismissal

(1) Opportunities for adaptive vocational training.
(2) Vocational orientation: structure of the labour market, job rotation, working short hours, sabbatical year.

Employers

(1) Information for enterprises (esp. SME) to prevent dismissals or outplacement.
(2) Information about special national and international programmes for enterprises.
(3) Information about placement and hiring personnel.
(4) Information and counselling for HRD.

5.6. Unit 5: Communication policy

In information marketing communication policy is about how the target groups' attention can be drawn to the information services and how they can be made to accept them. It has take into consideration that the information supply is growing stronger than the information demand in our modern society leading to a growing information overload.

The communication policy shall convince the recipient that the career guidance services are willing and capable to provide him/her with specific information to solve the problem at hand in precisely the dosage he/she is willing and capable processing.
The communication advertising career guidance information systems to potential clients must also stress their capabilities for pre – decision, post – decision and the decision phases. The client will only become involved if he/she can expect to receive the information about facts, criteria and procedure (process information) that's fits the decision-making stage.

Public relations methods in vocational counselling

– Press publications (in regional, national, transnational and European media) as part of vocational counselling.
– Logo (corporate design) and corporate identity (CI) as major elements of public relations.

– Preparing brochures, presentations at fairs, web sites, radio and TV programmes.
– Advertising: ads, advertising articles, advertising in public media, web advertising, lobbying.
– Press conferences / hearings.
– Preparing brochures, posters.

5.7. Unit 6: Distribution policy

The distribution policy is about making the different "products" and services available to the different target groups at the right time, in the right place, in the right amount and in the right way.

The **direct method** is direct communication between the target group and the counsellor or counselling institution.

The **indirect method** is via school, university, associations, church communities etc., i.e. via a facilitator.
When media and computer-based systems are used systematic counsellor support is required to achieve an optimum distribution of information and combination of direct and indirect methods.

The following matrix is helpful to understand the **indirect distribution** of career information. It helps to define the relationship between career guidance and the potential partners on the information market.

Table 2. Relationships with the potential partners

	Coordination		Cooperation		Conflict	
	actual	target	actual	target	actual	target
Facilitator	actual	target	actual	target	actual	target
Target groups' opinion leaders	actual	target	actual	target	actual	target
Competitors	actual	target	actual	target	actual	target

Persons or institutions and the type of co-operation with them are entered in the boxes (**actual** = as it is now and **target** = the way it should be in future).

5.8. Unit 7: Price policy: Consideration policy

The "price policy", in social marketing termed "consideration policy", determines the material conditions for providing the information services to the target groups.

Here monetary and non-monetary considerations must be distinguished:

– direct consideration,
– direct immaterial consideration,
– indirect consideration with cost elements,
– indirect immaterial consideration.

The valuation of information services with a "price" is prerequisite for the economic (efficient) use of resources.

Making things available to people for free is not always synonymous with a social mandate. Therefore especially public employment and career guidance services must find ways to warrant the efficient and effective use of their services with the help of a consideration policy.

5.9. Unit 8: Designing marketing strategies for information management in vocational counselling

– Defining relevant market segments (work areas, target groups).
– Defining the way the target groups is addressed (client self-selection) or an active approach to the group.
– Determining which persons or organisations can be involved as "agents" transferring information.
– Determining the main focal points for marketing instruments.
– Determining the success indicators and success measurement strategies.

5.10. Unit 9: Information service quality management in vocational counselling

– Evaluation scope:

Input evaluation: an analysis of target groups, requests, the demand for information.

Target evaluation: the scope and differentiation of information targets in vocational counselling.

Process evaluation: evaluation of the ongoing transfer of information, the results so far and implementation of corrective measures (if necessary).

Output evaluation: evaluation of the results of providing information with qualitative criteria.

Transfer evaluation: measurement of the extent to which users can use information to satisfy their needs.

Resource evaluation: evaluation of the effectiveness of the human and material resources of information systems in vocational counselling.

– Evaluation criteria:

Product-related criteria
Topicality, representativeness, authenticity, differentiation (the scope and depth, links to other data banks), attractiveness, marketing, orientation: transnational – international, explicitness – comprehensibility.

Information user-related criteria
Adaptability to the way users perceive problems, interactivity, accessibility, user satisfaction, teaching and methodological criteria.

Organisational and institutional criteria
Effectiveness, organisation policy criteria, academic criteria (theory-based, transparent, objective, valid, reliable, representative), ethical criteria related to counselling, human resources management criteria (counsellor's satisfaction, qualifications, role), adapted to transnational cooperation (especially Euroguidance, EURES).

– Grounds for the evaluation:

• Reasons related to the organisation's policy.
• Economic reasons (national – European).
• Service improvement (scope, differentiation, media, staff qualifications).

- Further development of the vocational counselling organisation.
- Further strategic development (national – European).

– Evaluation instruments:

- Internal evaluation:
  (a) by internal evaluators,
  (b) self-evaluation.
- External evaluation: by external evaluators.
- Supervision techniques in vocational counselling: self-report, client feedback, peer observation, observation by a participating supervisor, consultation.
- Selected techniques of empirical social research (research design, random sampling, case studies, designing and testing with questionnaires (standard and semi-standard), evaluation using one or multiple variables, content analysis, interpretation and presentation of the results).
- Using computers in evaluation and statistical analysis.

5.11. Methodological guidelines

Unit 1: Cost/prices of media

Lecturer: Input on cost assessment and accounting in information services.

Aids: Flip chart, overhead foils.

Participants: Self-study (homework) of the assessment and accounting of information services costs at participants' own counselling institutions. Class meeting: comparison and discussion in small groups, with a report in the entire group forum and summary reports.

Aids: Materials from each partner country and counselling institution.

Unit 2: Marketing as a management concept

Lecturer: The lecturer's input on marketing as a management concept.

Aids: Overhead foils, PowerPoint presentation.

Participants: Self-study (homework) – an analysis of marketing concepts at one's counselling organisation and the relation with the management system, focusing in particular on information services. Class meeting: discussion in small groups on the results of the self-study work. Next, a presentation and moderated discussion in the entire group forum.

Aids: Documentation with group reports with examples from partner countries.

Unit 3:   Four questions to be answered by information marketing

Lecturer: The lecturer's input (paper).

Aids: Overhead foils, PowerPoint presentation.

Unit 4:   The product policy/programme policy for information

Lecturer: The lecturer's input on marketing portfolio and market segmentation in services.

Aids: Overhead foils, PowerPoint.

Participants: A project study involving the creation of a product/programme building portfolio for information marketing, taking into account target groups.

Aids: A portfolio designing form, an overview of target groups and their expectations.

Unit 5:   Communication policy

Lecturer: An expert presentation on advertising, preparing press publications and public relations with regard to providing services.

Aids: Overhead foils, PowerPoint presentation, demonstration materials.

Participants: A project study of the communication policy concept development for information marketing in vocational counselling.

Aids: PR materials, digital camera, PowerPoint, video system.

Unit 6:   Distribution policy

Lecturer: An introductory report, with a discussion in the entire group forum.

Aids: Overhead foils, PowerPoint.

Participants: Group work devoted to an analysis of information distribution (direct and indirect) in participants' own counselling institutions. Presentation and discussion on the results in the entire group forum.

Aids: A diagram for the categorisation and evaluation of relations with potential partners on the information market.

Unit 7:   Price policy: Consideration policy

Lecturer: A lecture and discussion in the entire group forum.

Aids: Overhead foils, PowerPoint.

Participants: Partner work on the pricing of selected information services. Next, a presentation in the entire group forum.

Aids: Information offer in vocational counselling in partner countries.

Unit 8:   Designing marketing strategies for information management in vocational counselling

Lecturer: Input on marketing strategies in counselling services.

Aids: Information flow chart.

Participants: A long-term project study (class attendance and distance learning). Progress reports and final reports in the entire group forum.

Aids: Reports, overhead foils, PowerPoint presentation.

Unit 9:   Information service quality management in vocational counselling

Lecturer: An introductory report on the criteria and forms of information service evaluation in vocational counselling.
Presentation and discussion on sample evaluation studies.

Aids: Empirical evaluation studies from partner countries (summaries), overhead foils, PowerPoint presentation.

Participants: Group work on the design, implementation and interpretation of empirical evaluation studies of information management. The study is carried out between the classes.

Aids: A group report with the design, instruments, presentation of the results (to be discussed in the entire group forum).

Module II

COUNSELLING, TESTING, AND ASSESSMENT

SUBMODULE II.1

Theories of transnational vocational counselling from multicultural perspective

Augustyn Bańka

1. Preamble

1.1. Basic assumptions and definitions

All individuals exist in social, political, historical, and economic contexts, and transnational vocational counsellors are called upon to understand the influence of these contexts on individuals' behaviour. This module is focused on the preparation of the teaching guidelines on multicultural practice for counsellors working with individuals and groups based on their ethnic/national heritage and social group identity or membership.

The specific goals of these guidelines of a TVC curriculum are to provide students and vocational counsellors with:

(a) the rationale and needs for addressing multiculturalism and diversity in counselling practice,
(b) basic theories, relevant terminology, current empirical research from multicultural counselling and related disciplines,
(c) references to enhance ongoing education, training, research, practice, and organizational change methodologies; and
(d) theories that broaden the purview of transnational vocational counselling as a profession.

These TVC teaching programme guidelines address individuals as well as minority groups, young people, families from transnational and multicultural backgrounds.

We are defining the term *multicultural* in these guidelines narrowly to refer to interactions between individuals from national groups in the European culture. The teaching guidelines address counsellors' work and interactions with individuals from other nations, including international students, expatriates, immigrants, and temporary workers in this country.

The term *teaching* guidelines refers in this section of TVC curriculum to sciences, pronouncements, statements, and learning objectives based on theories as well as research that suggest or recommend specific professional behaviour, endeavours, or conduct for transnational vocational counsellors. Theory and empirically driven teaching guide-

lines are intended to facilitate the continued systematic development of the TVC profession and to help assure a high level of professional practice by transnational vocational counsellors.

In this section, we define *culture* as the belief systems and value orientations that influence customs, norms, practices, and social institutions, including psychological processes (language, caretaking practices, media, educational systems) and organizations (media, educational systems). Inherent in this definition is the acknowledgment that all individuals are cultural beings and have an ethnic/national heritage. Culture has been described as the embodiment of a worldview through learned and transmitted beliefs, values, and practices, including vocational, educational, religious and spiritual traditions. It also encompasses a way of living informed by the historical, economic, ecological, and political forces on a group. These definitions suggest that culture is fluid and dynamic and that there are both cultural universal phenomena and culturally specific or relative constructs.

The term *nationality* in this section refers to ethnicity as the acceptance of the group mores and practices of one's culture of origin and the concomitant sense of belonging to concrete nation. Moreover, individuals may have multiple national identities that operate with different salience at different times.

The term *multiculturalism*, in a broad sense, includes all aspects of identity stemming from nationality in relation to a broad scope of dimensions of language, gender, age, socioeconomic status, education, religious/spiritual orientation, and other cultural dimensions. All of these are critical aspects of an individual's ethnic/national and personal identity, and TVC counsellors are encouraged to be competent in issues related to all of these dimensions of culture. In addition, each cultural dimension has unique issues and concerns. Each individual belongs to/identifies with a number of identities, and some of those identities interact with each other. To effectively help clients, TVC counsellors are encouraged to be familiar with issues of these multiple identities within and between individuals.

TVC also deals with diversity. The term *diversity* refers to the individuals' social identities, including nationality/ethnicity, age, lan-

guage competencies, socioeconomic status, workplace role/position, religious and spiritual orientation, and work/family concerns. Coping with diversity implies the necessity of use by TVC counsellors of culture-centered practices.

The term *culture-centered* is used throughout the teaching guidelines programme as concept of encouraging clients by TVC counsellors through "cultural lens" as a central focus of professional behaviour. In culture-centered practices, transnational vocational counsellors recognize that all individuals, including themselves, are influenced by different contexts, including the historical, ecological, sociopolitical, and educational context. Only culture-centered transnational vocational counselling may be ethically fair. TVC teaching programme focuses on cultural competencies, because help-giving services in TVC need to serve diverse (international) clientele. By multicultural counselling competencies in this section we understand the counsellors' awareness of their own nationality, culture, language, and power status and awareness of how these variables operate in the lives of their clients.

1.2. Introduction to the teaching guidelines and principles

The teaching guidelines of this sub-module pertain to the role of transnational vocational counsellors of both national minority and non-minority status in education, training, research, practice, and organizations.

In TVC education, training, and practice, all transactions occur between members of two or more cultures. As identity constructs and dynamic forces, nationality and ethnicity can impact counselling practice and interventions at all levels:

1 – on the level of immediate communication and interaction;
2 – on the level of interaction among all participants of counselee situation;
3 – on the level of local community in which the client must function;
4 – on the level of global (European) situation.

The curriculum only covers the basic training in theoretical knowledge, skills, attitudes, and competencies which are uniquely required

for the type of transnational vocational counselling activities. This means that certain knowledge and skills have to be required outside the TVC curriculum, preferably before the 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 (1965) theory of moral development and intelligence.
– Kohlberg (1973) theory of moral development.
– Levinson (1967, 1978) 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, 1972, 1984);
    – theory of intrapsychic motivation (Ryan and Deci, 2000);
    – life themes (Watkins, Savickas, 1990);
  B – *Trait-factors* theories or person environment-fit including:
    a) personal characteristics,
    b) styles of behaviours,
    c) values, and
    d) interests (Holland, 1997; Dawis, Lofquist, 1984);
  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.

It is assumed that the lecturers have comprehensive knowledge in the field of personality theories, vocational development theories, counselling theories as well as cross-cultural ones. It is also assumed that the lecturers posses a good orientation in the field of vocational guidance practice on the state and international levels. Generally speaking, sub-module II.1 consists of 250 workload hours, which include lessons with participant (transferring materials, work on the project, training under supervision, practical classis and exercises), homework study (preparation for class and memorisation of material after class. 250 workload hours by the student is equivalent to 10 ECTS, included in it 30 lesson hours.

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).

2. Course 1: Counselling theories of international careers

2.1. Learning objectives

- This course enables the students to acquire general knowledge of vocational activity in international and cross-cultural context (TAX.1).
- 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 (TAX. 1).
- 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 (TAX. 2).

- The course enables the students of TVC to examine traditional counselling practice interventions for their cross-cultural appropriateness, for example, person-centered, cognitive-behavioural, psychodynamic forms of therapy. They are urged to expand these interventions to include multicultural awareness and culture-specific strategies (TAX. 3).

The course consists of 3 didactic lesson units which all together take 4 lesson hours. 1 ECTS credit is planned for the course.

2.2.   Unit 1: The specificity of international careers

– Patterns of international assignments (Bańka 1997; Adler, 2000).
– Expatriation and the psychological contract (Arthur et al., 1999).
– Support expectation of the expatriates (Adler, 2000).
– Managing expatriates effectively (Adler, 2000).
– International assignment as family problem: models of spouse adjustment (Vormbrock, 1993; Shaffer & Harrison, 2001).
– Living globally: working and living abroad (Arthur & Rosseau, 1996).
– Identifying of international assignees at risk for premature departure (Guzzo et al., 1994).

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

– The theories of separation as mental models of family and adult relations (Tokar et al., 2003).
– Attachment theories and job related separation (Vormbrock, 1993).
– Job related separation and work-family conflict (Vormbrock, 1993).
– Psychological mechanism of entering a new organizational, cultural, work or educational reality (Adler, 2000).
– Problems, mechanism, and cycles of adaptation to work, to study or to live in separation from ethnic heritage (Adler, 2000).
– Reentering one's own culture (Hofstede, 1997; Adler, 2000).

– Theories of help-seeking behaviours in job-related separation (Chirkov et al., 2003):

- Knowledge concerning men's and women's masculinity in the context of social construction of help-seeking behaviours.
- Gender role-socialization in cultural context.
- Why men are less likely than women to seek professional help: the consequences for TVC.
- Which persons are prone to self-disclosure in relationship with counsellor?
- How to stimulate reflective vs. reactive autonomy.
- How to stimulate willingness to follow expert advice (Chirkov et al., 2003).

– Acculturative stress: theory and measurement among international students (Berry, 1980; Sandhu, Asrabadi, 1994).
– Cultural adaptation measurement (Sandhu et al., 1996).

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

– Use of theories in TVC as a tool of understanding the specificity of TVC profession:

- affirmative action and equal employment opportunities in different countries,
- ethnic models developed for stadial explanation of adaptation of general and specific minority groups to new environment (e.g. Minority Identity Development Model – Atkinson et al., 2000; Symptom of Culture Shock – Marx, 1998, 2000).

– Use of theories of international careers as a dimension of counsellor's competencies in TVC.
– Goals of transnational vocational counselling from the perspective of international assignment, expatriation and multiculturalism (Adler, 2000).
– Relevancy of traditional counselling theories in TVC (Bańka, 2004b).

2.5. Methodological guidelines

Lecturer: The main method of teaching used by the lecturer is the lecture. By way of introduction is the presentation of current international and global career theories.

Aids: Printed materials, slides, PowerPoint presentation.

Participants: Participants/students study the cases and write papers.

3. Course 2: Counselling of multicultural development

3.1. Learning objectives

- The course enables the student to understand the role of different cultural context in the development of personality (TAX. 1).
- 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 (TAX. 4).
- 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) (TAX. 1).
- The course enables the student to understand the role of multicultural embodiment in aspiration, self-enhancement (TAX. 2).
- The course enables the student to acquire the skill of diagnosis of ethnocultural empathy (TAX. 4).

The course consists of 4 didactic lesson units which altogether take 6 lesson hours. 2 ECTS credits are planned for the course.

3.2. Unit 1: Culture and development of personality

- The cultural self-perspective: Implication for cognition, emotion and motivation (Markus, Kitayama, 2001).
- Culture and intellectual development and vocational maturity.
- Culture, globalization and change in vocational and personal development of self-identity: "emerging adulthood" (Arnett; 2000).

- Concept of causality in different cultures: differentiation and universalism.
- The role of multicultural and transnational experiences in self-enhancement and resilience (Masten, Douglas, 1998; Sedikides, Brewer, 2001).
- The role of multicultural and transnational experiences in coping with career indecision.
- Acculturation, cross-cultural adaptation and cultural modernization (Berry, 1990; Bańka, 1997).
- Acculturative stress among immigrants, expatriates and other clients of TVC: assessment and measurement (Berry, 1990).

3.3. Unit 2: Culture and types of personality

- The tradition of cultural dichotomies: The west versus the rest (Triandis, 1995, 1996).
- Individualistic cultures and personality types and behaviours (Triandis, 1996).
- Collectivistic cultures and types of personality and behaviours: assessment and measurement (Triandis, 1996).
- Globalization and deteritorialization of culture: Interpretation of the global and the local (Hermans et al., 1998).
- Differentiating autonomy and cultural individualism (Chirkov et al., 2003).
- The scales for diagnosis of individualism-collectivism orientation: assessment and measurement of horizontal and vertical individualism and collectivism (Triandis, 1996).

3.4. Unit 3: Ethnocultural empathy

- Empathic feeling and expression in counselling (Wang et al., 2003).
- Empathic perspective taking in transnational counselling (Wang et al., 2003).
- Acceptance of cultural differences.
- Culturally specific empathy and empathic awareness (Wang et al., 2003).
- The Scale of Ethnocultural Empathy (Wang et al., 2003).

3.5. Unit 4: Culture, migration and identity

– Assessment of the adaptation to migration (Zamarripa, 2003).
– Assessment of the adaptation to migration through measurement quality of life (Derbis, Bańka, 1998).
– Masculinity, femininity and migration (Zamarripa, 2003).

3.6. Methodological guidelines

Lecturer: The main methods of teaching used by the lecturer are the lecture and exercises. By way of introduction is the presentation of current counselling theories from cross-cultural vocational development. The lecturer presents the tenets of test constructions used to diagnose the cultural personality dimensions. He presents the thesis of the scales measuring the quality of life, as well as the scale measuring cultural empathy.

Participants: Participants/students study the cases through use of scales, inventories, test and questionnaires and they write papers and interpretations. The results are discussed in small groups.

Aids: Printed materials, transparencies, PowerPoint presentation.

4. Course 3: Counselling through multicultural assessment and testing

4.1. 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 (TAX. 2).
- Students learn to exercise critical judgment when they use standardized assessment tools and methods in transnational context (TAX. 3).
- 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 (TAX. 3).

- The course gives the student an overview of approaches to an assessment of vocational interests and testing of vocational abilities from multicultural perspective (TAX. 3).

The course consists of 3 didactic lesson units which altogether take 4 lesson hours. 1 ECTS credit is planned for the course.

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

– Intelligence and cognitive abilities as cultural genres (Greenfield, 1997).
– Ability tests as items of symbolic items (Ellis et al., 1991).
– Ability tests applied outside their culture of origin (Ellis et. al., 1991).
– Do the same items mean the same things in different cultures? (Ellis et. al., 1991).
– Models of knowing in different cultures (Dana, 1993).
– Convention of communication accurate in the TVC diagnosis process (Dana, 1993).

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

- Trait-and-factor theory from the international and multicultural perspective (Rounds & Tracey, 1998):
  – Self-understanding in the international context and the role of test diagnosis based on.
  – The relevancy of vocational information in TVC (Fry & Hirasawa, 1997).
  – Integration of self-estimation and world of work in the international context.
- Theories of work adjustment:
  – Person-environment correspondence in cross-cultural perspective (PEC).
- Assessment of abilities, values, personality and vocational preferences in the transnational context (Meir & Tziner, 2004):
  – Assessment of vocational demands on global labour markets (Griggs & Louw, 1995).

  – Adaptation to vocational demands of global labour markets (Bell, 1990).
- John Holland's theory of the types in the multicultural and transnational perspective (Ryan et al., 1996; Meir & Tziner, 2004):
  – RIASEC and hexagonal typology of personality in different cultures.
  – Using Holland's constructs in career development in the cross-cultural perspective.
  – The meaning of vocational information in Holland's concept from the global perspective.
  – Holland's assessment tools and their meaning in the transnational vocational counselling.
- UNICAT as an example of tool of assessment of vocational interests in multicultural context (Round & Tracey, 1998).

4.4. Unit 3: Understanding cultural identity in assessment

– Measuring of cultural identity in assessment (Dana, 1998; Spengler, 1998).
– Using cultural audits as a tool in assessment and change (D'Andrea et al., 1999).
– Assessment of personality in the transnational context (Ellis et al., 1991; Ivey et. al., 1998; Sodovsky, Kuo, 2001).
– Standardized assessment instruments in TVC (Constantine, 1998).
– Achieving equity in testing and assessment of culturally different people (Sandoval et al., 1998).

4.5. Methodological guidelines

Lecturer: The main methods of teaching used by the lecturer are the lecture and exercises. By way of introduction is the presentation of current counselling theories regarding cross-cultural assessment and testing. The lecturer presents the tenets of test constructions used to study cultural personality dimensions. He presents the thesis of the scales measuring the quality of life, as well as the scale measuring cultural empathy.

Participants: Participants/students study the cases through use of

scales, inventories, test and questionnaires and they write papers and interpretations. The results are discussed in small groups.

Aids: Printed materials, transparencies, PowerPoint presentation with key concepts.

5. Course 4: Counselling of multicultural interpersonal competencies

5.1. 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 (TAX. 1).
- The course teaches counsellors the methods of assessing the multicultural competencies at different stages of the counselling process (TAX. 4).
- The counsellor is able to diagnose areas of deficit in cultural competencies and resolve the related problems (TAX. 3).
- The course enables the students to understand counselee attitudes toward TVC (TAX. 3).
- The course gives the students competencies in assessment of counselee perceptions and expectations concerning TVC (TAX. 3).
- 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 (TAX. 3).

The course consists of 3 didactic lesson units which altogether take 4 lesson hours. 2 ECTS credits are planned for the course.

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

- Dimensions and of multicultural counselling competencies in TVC (Sue et al., 1998; Pope-Davis et al., 1997, 1998; Jenschke, 2003).
- Indicators of cultural sensitivity in multicultural transnational vocational counselling: prerequisites of culturally responsive behaviour, culturally responsive behaviours, effects of culturally responsive behaviours (Ridley et al., 1994).

– Evaluation of cultural sensitivity in different points: pretraining, training process, posttraining, precounselling, counselling process, and postcounselling evaluation (Steward et al., 1998; Sue & Sue, 1999).

5.3. Unit 2: Assessing the multicultural competencies of counsellors

– Multicultural counselling competencies: Verbal content, counsellor attributions, and social desirability (Worthington et al., 2000).
– Self-report multicultural counselling competence scales (Constantine & Ladany, 2000).
– Measuring and self-evaluation of multicultural counselling in TVC (Sodovsky et al., 1994; Sodovsky et al., 1998).
– Assessing and measuring of social desirability tendency in counselling (Crowne & Marlowe, 1960; Drwal, 1995).
– Assessment of cross-cultural competencies in TVC: Cross-Cultural Counselling Inventory-Revised (LaFromboise et al., 1991).
– Multicultural Counselling Inventory (Sodovsky et al., 1994).
– Scales of self-assessment the quality of couunselling (Bańka, 2004a).

5.4. Unit 3: Counsellors and counselees assessments of attitudes toward TVC

– Predictors of satisfaction with TVC (Constantine, 2002).
– Effects of perceived etiology attribution of similarity on client ratings of counsellor credibility (Worthington & Atkinson, 1996).
– Rating scales of satisfaction with TVC (Worthington & Atkinson, 1996).

5.5. Methodological guidelines

Lecturers: The main methods of teaching used by the lecturer are the lecture and exercises. By way of introduction is the presentation of current theories regarding counselling multicultural interpersonal competencies. The lecturer presents the tenets of test constructions used to assess multicultural competencies. He presents the thesis of the methods of measuring multicultural competencies.

Participants: Participants/students study the cases through use of scales, inventories and questionnaires measuring the multicultural competencies, and they write papers and interpretations. The results are discussed in small groups.

Aids: Printed materials, transparencies, PowerPoint presentation with key concepts.

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

6.1. Learning objectives

- The course gives the student an overview of the cultural determinants of cognitive representation of conflict (TAX. 1).
- The course gives the student and overview of approaches and methods for intervention method relating to mediation in the situation of intra- and inter-cultural conflict (TAX. 2).
- The course gives the students the skill to negotiate cultural conflicts (TAX. 3).

The course consists of 2 didactic unit lessons which altogether take 4 lesson hours. 1 ECTS credit is planned for the course.

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

- Cultural conflict as a reaction to acculturation (Mossovici, 1998).
- Cognitive representation of conflict in different cultures and countries (Gelfand et al., 2001).
- Core beliefs of individuals that propel toward conflict (Eidelson & Eidelson, 2003).
- Assessment of cultural values conflict (Inman et al., 2001).
- Eliminating cultural and ethnic oppression in transnational counselling (Sue, 1978).

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

- Cultural differences in negotiations behaviours (Adair et al., 2001).

– Transnational vocational counsellor as mediator of intra- and inter-cultural conflicts (Geartner & Dovidio, 2000).
– Culturally normative negotiation behaviours (Adair et al., 2001).
– Minorities and ingroup favoritism; implications for TVC (Turner et. al., 1979).

6.4. Methodological guidelines

The main teaching methods are planned: lessons, papers, and readings, and exercises.

Lecturer: The main methods of teaching used by the lecturer are the lecture and exercises. By way of introduction is the presentation of current theories and methods regarding counselling international and inter-cultural conflict. The lecturer presents the tenets of test constructions used to assess intercultural conflicts. He presents the thesis of the methods of measuring multicultural competencies.

Participants: Participants/students study the cases through use of scales, inventories and questionnaires measuring the intercultural conflicts, and they write papers and interpretations. The results are discussed in small groups.

Aids: Printed materials, transparencies, PowerPoint presentation with key concepts.

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

7.1. Learning objectives

- Students are encouraged to learn how cultures differ in basic premises that shape worldview (TAX. 1).
- 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 (TAX. 2).
- 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 (TAX. 3).

- 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 (TAX. 2).
- Students are encouraged to learn culture-cantered interventions acknowledge cultural differences and differing worldviews among cultures, as well as experiences of being stigmatized (Tax. 3).
- 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) (TAX. 1).
- 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 (TAX. 3).
- 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 (TAX. 3).

The course consists of 5 didactic unit lessons which altogether take 8 lesson hours. 3 ECTS credits are planned for the course.

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

- Minority group stereotyping (Abreau, 2001).
- Immunization of one's own values (Abreau, 2001).
- Theories of reducing prejudices (Mosscovici, 1998).

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

- Ethnic identity and in-gorup and other-group orientation (Lee, 1999).
- Ethnic harassment experiences in counselling (Sue, 1978).
- The role of the environment in TVC (building, and specific office) as a source of messages to clients or employees (bilingual phone

service, receptionists, magazines in the waiting room, and other signs can demonstrate cultural and linguistic sensitivity) (Arrendodo, 1996).
– The diagnosis of cultural harassment: Ethnic Harassment Scale (Schneider, 2000).

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

– Self-awareness of one's own values and perspective-taking in TVC.
– Client's attitudes toward counselling and predictors of satisfaction with TVC (Constantine, 1998).
– Cultural sensitivity in TVC (Ridley et al., 1994).
– Multicultural counselling competencies: verbal content, counsellor attributions, social desirability (Worthington, Atkinson, 1996).
– Perceived counsellor credibility (Worthington, Atkinson, 1996).
– Self-assessment of quality of counselling in TVC: Multicultural Counselling Inventory (Sodovsky et. al., 1994).

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

– Adaptation to organizational culture different from the culture of origin.
– Recognizing contextual factors which may affect the organizational client worldview (behaviour, thoughts, or feelings) (Meneses, 1991; Vondracek & Fouad, 1994; Lent et. al., 2000).
– Methods, frameworks, and models of multicultural organizational development (Cox, 1993; Cox & Finley, 1995; Adler, 2000).
– Helping the counselees to recognize whether they are the target of prejudice, harassment or discrimination.
– Assessment and controlling of organizational socialization as a part of organizational culture-centered change (parochial, ethnocentric, and synergistic model of organization) (Adler, 2000).
– The creation of organizational climate for diversity supporting organizational socialization of TVC clients (Cox, 1993).
– Assisting the organizations in clarifying their approach to multiculturalism and diversity (Griggs & Louw, 1995; Arrendodo, 1996; Adler, 2000).

– Advocating for organization through developing an ability to question, challenge and change the operating norms and assumptions from the cross-cultural perspective.

7.6. Unit 5: Counselling of international career planning

– International career planning in the European perspective (Vorbeck, 1999; Watts, 1999, 2000; Young Programme, 2000; Jenschke, 2003).
– Barriers, supports and affordances in international careers: concepts and assessment (Reid, 1999; Adler, 2000; Lent et al., 2000).
– Planning an international career as interaction of client's worldview and cultural background with individual, family and group concerns (Vondracek, Fouad, 1994; Sanchez, 2001; Spokane et al., 2003).
– The assessment of the role of culturally and sociopolitically relevant factors in a TVC client's history: relevant generational history (e. g., manner of coming to the country), citizenship or residency status (e. g. , number of years in the country, parental history of migration, expatriation, or immigration), fluency in standard official language (and other languages or dialects), extent of family support or disintegration of family, availability of community resources, level of education, change in social status as a result of coming to this country (for immigrant or expatriate), work history, and level of stress related to acculturation (Herr, 1978; Bell, 1990; Fry & Hirasawa, 1997; Arrendodo, 2002; Bańka, 2003).

7.7. Methodological guidelines

Lecturers: The main methods of teaching used by the lecturer are the lecture and exercises. By way of introduction is the presentation of current theories regarding counselling multicultural interpersonal competencies. The lecturer presents the tenets of test constructions used to assess multicultural competencies. He presents the thesis of the methods of measuring multicultural competencies. Additional methods are proposed as follows: lecturers provided by invited community leaders, social change agents, and influential individuals such as religious and political leaders.

Participants: Participants/students study the cases of clients coming from different countries through inventories and questionnaires measuring the cultural stereotypes. They write papers and interpretations. The results are discussed in small groups. The also exercise methods of coping with clients culturally different.

Aids: Printed materials, transparencies, PowerPoint presentation with key concepts.

Module II

COUNSELLING, TESTING, AND ASSESSMENT

SUBMODULE II.2

Testing and Assessment

Zofia Łącała
Czesław Noworol

1. Preamble

Despite the diversity of cultural educational and socio-economic contexts that mark the countries of European Union, all face a broad set of similar challenges for Testing and Assessment (T&A) that have significant implications for Trannsnational Vocational Counselling (TVC). To understand what is meant by T&A within the European dimension it is necessary to understand the meaning of TVC in a context of the other modules: underlying theories, information management, professionalisation of counsellors, QM, HRD and to some extend networking and marketing.

Roughly speaking T&A constitutes a foundation of counselling as a source of information about vocational interests, abilities, aptitudes, skills, intelligence, personality etc. All what can support client to make the best vocational decision like a future job, educational pathway or changing the work.

Testing is measurement and assessment is something more including observations and attitudes of personnel, their likes and dislikes, the tasks and difficulties they experience within organizations, the effect of personnel performance as well as any entity with a goal achievement which usually implies a standard of effectiveness. Testing is widespread and may be administered at school, career centre, labour office to plan individual educational or vocational career pathway (Williams, 1994).

The British Psychological Society divided tests into two main categories:

1. Typical performance tests.
   The answers for that tests identify preferences indicating an individual's choices and strength of feelings. Examples of such tests which are useful in TVC are personality assessments and vocational interests inventories.

2. Maximum performance tests.
   The answers for that tests assess an individual's ability to perform effectively under standard conditions. Examples of such tests which are useful in TVC are ability and aptitude tests.

Counselling, T&A imply both no psychological and psychological approach. The first involve mainly economic and sociological concepts viewing the behaviour at work of the individual as a rather unimportant aspect of his career. The latter focuses in contrary the personnel behaviour at work viewing the individual differences (personality traits), intelligence, attitudes, vocational interests and abilities as a crucial base of career development.

TVC deals with European labour market thus the crucial role play all the methods and tests which are to some extend resistant to the cultural differences. From this point of view all tests which are based upon personality assessment or related in sense of correlating the personality traits are privileged. Personality is being of key significance in organizational decision making. Thus, it is almost always for organizations to take the personality of a candidate into consideration at a selection interview.

Hence the role of testing and assessment in TVC is the more crucial the more based on psychometric tests. For a test to be considered as a psychometric it must be objective, standardised, reliable, valid and discriminating.

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 organizational staffing (2 ECTS crds).

2.   Course 1: Individual diagnosis and assessment

2.1. Learning objectives

- Counsellors can transfer the vocational guidance methods to the intercultural and transnational applications and needs (TAX. 3).
- Counsellors understand the diagnostic methods suitable in the TVC and their adaptations in the partner countries (TAX. 2).
- Counsellors can submit an application of personality studies to the TVC with particular reference to the key issues of personality assessment (TAX. 4).

- Counsellors can transfer diagnostic methods on abilities, vocational interests and maturity in career decision making into the TVC (TAX. 3).

The course consists of 5 units which all together take 125 workload hours including 14 contact hours. The course has 5 credit points.

2.2. Unit 1: Individual vocational decisions

– The decision making process is complex, spread in time, and it needs different information and often very deep help of Transnational Vocational Counsellor (Savickas, 2000).
– Measures of ability – especially general mental ability (Robertson, 1994) – achievements and knowledge are the most valid predictors of performance in most jobs (Schmitt, Unes, Hunter, 1992).
– An essential role in TVC plays an Individual Action Plan (IAP) which is in use in Canada, Denmark, France, Poland and United Kingdom as the efficient method of fighting the unemployment in particular countries (Mik-Meyer, 1999; Atkinson et. al. 2000; Born, Jensen, 2002).
– Standards for validity generalization opened a solid perspective for cultural adaptation of vocational ability and interests tests and a good base for application of testing in TVC (Hartigan and Wigdor, 1989).
– Fairness in testing (Jackson, 1996), a very good example which can deeply illustrate issues of fairness in testing, bounders due to the professional ethics and personal data protection comes from promoting the General Aptitude Test Battery throughout the Employment Service for referral to all jobs found in the U.S. economy (Hartigan and Wigdor, 1989).
– Bounders due to the professional ethics (Hartigan and Wigdor, 1989).
– Personal data protection (Hartigan and Wigdor, 1989).

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

– Self-diagnosis influences very strong an individual's vocational decisions (Savickas, 2000).
– There is a number of concepts of Self (Combs and Snygg, 1959; Guilford, 1959; Super, et. al., 1963; Tiedeman and O'Hara, 1963).

– John L. Holland's longitudinal and cross-sectional research indicate that the personality types (RIASEC) can be differentiated with some factors like self-ratings of traits and skills (Holland, 1985).
– SDS measures personality characteristics, auxiliary activities and hobbies, social status (including family background), educational aspirations, achievements and vocational decisions which are a function of intelligence plus self-evaluations (Holland, 1985).

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

– Self esteem appears in the well known hierarchy of Maslow's needs model (Maslow, 1943, 1954).
– The most prominent need theory of vocational choice is the one formulated by Roe (1956, 1957).
– Attitudes defined as providing a tendency to respond in a particular way (Ribeaux, Poppleton, 1978) should be taken into careful and detailed consideration by vocational counsellors working within European dimension.
– Following Holland, Daiger, and Power (1980) with some modifications it is possible to generate what role diagnosis will play in the transnational counselling process.
– Prediction of individual career success when based on the diagnosis following tests and self-evaluation depends mostly on a vocational adjustment (Savickas, 2000).
– Diagnosis and prediction of individual career success (Holland, 1985):
  • Holland's theory contributes to prediction of individual career success:
    – career decisions,
    – career involvement,
    – vocational accomplishments,
    – career stability.
  • It helps the counsellor assist the clients with decision making difficulties (Holland, 1985):
    – sources of indecision,
    – inept decisions,
    – career change in the level or type of work.

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

– The European Commission's Communication on Lifelong Learning identified Career Guidance as a key tool facilitating personal development and employment corresponding to a constant learning and training (European Training Foundation, 2003).

  • Information about structure of education in Europe (Key data on education in Europe, 2001).
    – Applications of ICT at different level of education (Key data on education in Europe, 2001).

– Comparison of educational engineer careers in Europe. Example of career pathways in France and in Poland (Stolarska, 1998).
– Transition from the world of education to the world of work (www.schoolandbusiness.at).
– Career guidance is vitally involved in a challenge of the lifelong learning. The TVC adds and creates a new opportunities to clients and counsellors.

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

– Special issues and needs of the culturally different people (Zunker, 1986).
– Assessment of the culturally different individuals (Zunker, 1986).
– Testing people with disabilities (Payne, 1995).
– Career counselling issues for handicapped (Zunker, 1986).
– Assessment instruments for handicapped individuals for career planning (Zunker, 1986).
– System of vocational help for unemployed people (Bańka, 1995).
– Individual action plan as an effective way for finding the job and career planning of unemployed people (PARP, IMC Consulting Ltd., 2003).
– Skill identification and outplacement (Zunker, 1986).
– Outplacement as a special solution for effective careers (Smith and Robertson, 1993).

2.7. Methodological guidelines

The main teaching methods are lectures, group discussions, problem solving, case studies and some practical exercises, presentation of psychometric tests and focusing the methods of interpretation.

3. Course 2: Application of diagnostic methods

3.1. Learning objectives

- Counsellors are able to apply diagnoses and adjustment of different methods in TVC (TAX. 3).
- Counsellors are able to provide personal data analyses, structured interviews, interest and personality inventories, and assessment centres (TAX. 4).
- Counsellors are able and motivated to transfer methods of diagnosing and assessment in TVC with cultural sensitivity (affective goal) (TAX. 3).
- 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 (TAX. 2).
- 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 (TAX. 1).
- Counsellors are skilled to construct and conduct interviews: face-to-face interview, telephone interview, and video-conferencing interview (TAX. 4).

The course consists of 5 units which all together take 100 workload hours including 12 contact hours. The course has 4 credit points.

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

– Personal data analyses an important counselling and selection source of information (Lewis, 1992; Smith and Robertson, 1993; Wood and Payne, 1999).

- Possibilities and boundaries of using application forms, CVs, letter of intent and references focuses an efficiency of counselling (Keenan, 1995; Sheppard, 1997; Wood and Payne, 1999).
- Competency-based application forms, biographical data and CVs which in sophisticated technology allow to be sifted electronically (Bird, 1997).

3.3.   Unit 2: Structured interview

- The meaning of structured interviews (Cook, 1993; Wood and Payne, 1999).
  - Initial screening, in depth assessment and information giving (Cook, 1993; Wood and Payne, 1999).
- Counsellor's practical skills (Silvester, Haddleton, Anderson, Cunnigham-Snell, and Gibb, 1997).
  - Competency-based interviews covering objectives, preparation, questioning, rapport, structure, taking notes (Wood and Payne, 1999).
- The most effective methods of interviews is the structured behavioural interview which possess the psychometric properties (Motowidlo, Carter, Dunnette, Tippins, Werner, Burnett, and Jo Vaughan, 1992).

3.4.   Unit 3: Ability and achievement tests

- The nature and measurement of ability require a differentiation between attainment, aptitude or potential and competence (Cook, 1993).
- The role of aptitude tests (Dictionary of Occupational Titles, 1991; Cook, 1993; Carless, 1999).
- The role of achievement tests (Zunker, 1986).

3.5.   Unit 4: Interest and personality measures

- The interest inventories in transnational career counselling (Holland, 1997; Day, Rounds, 1998; Blake, Sackett, 1999; Fuller, Holland, Johnston, 1999; Hansen, Scullard, Haviland, 2000).
- Career-Maturity Inventories as measure of individual career success (Zunker, 1986; Levinson, Ohler, Caswell, Kiewra, 1998; Savickas, 2000).

– The personality inventories in transnational career counselling (MCrae, Costa, 1989; Paunonen, Jackson, Trzebinski, & Forsterling, 1992; Seibert, Crant, Kraimer, 1999; Katz, Joyner, Seaman, 1999; Tobacyk, Cyrson, Tobacyk, 2000; Buboltz, Johnson, Nichols, Miller, Thomas, 2000).

– Individual personality patterns identifying and clarifying client's needs which change over the life span (Steers, Porter, 1991; Bańka, 2000).

3.6. Unit 5: Assessment Centre (AC)

– Assessment centres constitute the multi-trait and multi-method measurements (Schneider & Schmitt, 1992; Shore, McFarlane & Thornton III, 1992; Thornton III, 1992; Tziner, Ronen, Hacohen, 1993; Woodruff, 1993; Wood and Payne, 1999).
  • Application of ACs in the TVC is related to the knowledge and skills of vocational counsellors in constructing methods.
  • Psychometric properties of ACs (Schneider & Schmitt, 1992; Shore, McFarlane & Thornton III, 1992; Thornton III, 1992; Tziner, Ronen, Hacohen, 1993; Woodruff, 1993; Wood and Payne, 1999).

3.7. Methodological guidelines

The main teaching methods are lectures, group discussions, problem solving, case studies and some practical exercises, presentation of psychometric tests and focusing the methods of interpretation.

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

4.1. Learning objectives

• Counsellors possess knowledge and skills in psychometric and statistics applications in career counselling (TAX. 4).
• Counsellors possess working experience and intercultural sensitivity in transnational vocational counselling and assessment related to the life span (TAX. 4).
• Counsellors are able and motivated to transfer methods of diagnosing and assessment in TVC with cultural sensitivity (affective goal) (TAX. 3).

- Counsellors understand standards for educational and psychological testing (TAX. 3).
- Counsellors understand fairness in employment testing: validity generalization (TAX. 3).
- Counsellors understand issues of cultural adaptation of vocational tests (TAX. 3).

The course consists of 2 units which all together take 75 workload hours including 8 contact hours. The course has 3 credit points.

4.2. Unit 1: Psychometrics and statistics in TVC

– Psychometric tests, reliability, validity, objectivity, standardization and normalization (Jackson, 1996; Brzeziński, 1998).
– Validity generalization (Harington, Wigdor, 1989).
– Statistical inference based on test scores in relation to the TVC issues.
– Chosen methods of aggregation the scorings and inferring the test results like factor analyses, cluster analyses, correlation and regression analyses (Noworol, 1989).

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

– General Aptitude Test Battery – GATB (Beauvale, Noworol, Łącała, 1998).
– Holland's tests:
  - Vocational Preference Inventory – VPI (Nosal, Piskorz, Świątnicki, 1998).
  - Self-Directed Search – SDS (Łącała, Noworol, Beauvale, 1998).
– Cloninger Temperament and Character Inventory (Cloninger, Przybeck, Svrakic, Wetzel, 1994; Hornowska, 2003).

4.4. Methodological guidelines

The main teaching methods are lectures, group discussions, problem solving, case studies and some practical exercises, presentation of psychometric tests and focusing the methods of interpretation.

5.   Course 4: Chosen issues in organizational staffing

5.1.   Learning objectives

- Counsellors know the common procedure of recruitment in enterprises in the partner countries (TAX. 2).
- Counsellors understand the role of informal and formal competencies in selection (TAX. 2).
- Counsellors can prepare clients to recruitment and selection methods in various context in the partner countries (TAX. 4).

The course consists of 3 units which all together take 50 workload hours including 6 contact hours. The course has 2 credit points.

5.2.   Unit 1: The management of organizational change

- The globalisation of business, the location and impact of multinational companies, the European Union and changes in political stability in different parts of the world (Rothwell, 1995, Thornhill, Lewis, Millmore, Saunders, 2000).
- Key individual characteristics important for recruitment and selection under organizational change (Flynn et al, 1990, Smith, and Robertson, 1993, Keenan, 1995, Saunders, 2000).

5.3.   Unit 2: Methods of recruitment and selection

- Systematic approach to recruitment and selection (Cook, 1993; Wood and Payne, 1999).
- Equal opportunities in selection (Employment Department Group, 1994).
- It can be hypothesized that predictors measuring "professionals" will be most relevant to career guidance decisions, "promotion" decisions and selection decisions in organizations experiencing considerable stability (Smith, 1992, Smith, and Robertson, 1993).
  - Universals, the characteristics required by all work.
  - Occupationals, the characteristics required by certain job.
  - Relations, the characteristics needed to relate to others in specific settings.

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

– Competencies improve accuracy in assessing people's suitability or potential for different jobs (Levy-Leboyer, 1997; Sparrow, 1997; Wood and Payne, 1999).
– The meaning of abilities and competencies (Wood and Payne, 1999).
– Boyatzis' 21 competencies (Boyatzis, 1982).
– The British government, through the medium of the National Council for Vocational Qualifications (NCVQ), has focused on defining the tasks and outcomes required of the job (Standards BTEC Publications, 1990).

5.5. Methodological guidelines

Lecturing, group discussing, problem solving, case studies and some practical exercises, presentation of psychometric tests and focusing the methods of interpretation.

Module III
CONSULTATIONS IN HUMAN RESOURCE DEVELOPMENT

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1. Preamble

This handbook for trainers has been developed within the scope of the EU project "Transnational Vocational Counselling".

The project's aim was the development of an instruction curriculum for so-called "Transnational Vocational Counsellors", i.e. vocational counsellors, who are working within the European context. The curriculum currently comprises five modules including relevant subject areas for international vocational counsellors, which have been designed and elaborated by the different project partners.

Module III, "Consultations in Human Resource Development", has been designed by the project partner A2: "Gesellschaft zur Förderung der Berufsplanung an der Universität Klagenfurt" ("Association for the Career Planning Advancement at the University of Klagenfurt") and contains five courses, which each comprise 125 working hours – except for one (with a workload of 100 working hours). The attendance time of the module (70 hours) can be used for training measures.

It is assumed that the trainer who uses the handbook disposes of comprehensive experience in the range of adult education and can fall back on practical experience with instruction and training measures related to vocational counselling.

The single tutorials are therefore just briefly described and the suggestions for further work should serve as proposals. Depending on the participants' resonance, single parts of the tuition can be extended or shortened, respectively complemented by other didactical means of realisation.

Time framework

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 credits, whereas for one they get 4 ECTS credits. That means 24 ECTS credits for the whole module.

Course overview

Course 1:   Basic concepts and basic conditions of transnational vocational placement service (5 ECTS crds).

Course 2:   Operational strategies of staff recruitment and staff occupation at European level (5 ECTS crds).

Course 3:   Institutions and programmes for the assistance of transnational vocational placement service (4 ECTS crds).

Course 4:   Instruments and methods for the assistance of transnational vocational placement service (5 ECTS crds).

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).

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

2.1. 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 (TAX. 1).
- 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) (TAX. 1).

Contents

- Labour market systems and employment systems of the European Economic Area (EEA):
  a) Competence regulations for the different target groups and conceptual formulation.
  b) Employment rights/work permits at home and abroad.
  c) Minimum wage at home and abroad.
  d) Questions affecting insurance law at home and abroad.
  e) Public and private vocational placement service (incl. fee regulation).

f) Job offers and applicant offers in the partner countries as a pre-requisite for transnational vocational placement service.
g) Employment of women (women's career advancement)
h) Employment of foreigners.
i) Basic understanding of economics, the labour market situation and its general and sector-specific development.
j) Meaning of work and unemployment, job satisfaction, job requirements, staff turnover, changes in society and work, working time models.
k) Labour time models.

- Educational, instructional and postgraduate educational systems in the European Economic Area (EEA).

- Public and private placement possibilities at national level.

- Legal, labour market and job-related basic conditions for placement at national level.

Time frame: 125 hours workload.

2.2. Unit 1: Labour market systems and employment systems of the European Economic Area (EEA)

a) Competence regulations for the different target groups and conceptual formulation

Exercise instruction:
The participants get current brochures about the main foci of ongoing advancement programmes of labour market administrations in different countries. Their task is to prepare a short presentation on them in order to inform their fellow participants.

b) Employment rights/work permits at home and abroad

Exercise instruction:
In pairs, according to the checklist, the participants are looking into the EU countries' demands and design a handout for their fellow participants on the PC, according to the sample of the given table. It is drawn by lot which country is being worked on by the participants.
Information on the respective country:
http://www.ams.or.at/neu/1047_2778.htm

c)   Minimum wage at home and abroad

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!

d)   Questions affecting insurance law at home and abroad

Exercise instruction as in b): Questions are connected with each other and should be worked on together:
In pairs, according to the checklist, the participants are looking into the EU countries' demands and design a handout for their fellow participants on the PC, according to the sample of the given table. It is drawn by lot which country is being worked on by the participants.

e)   Public and private vocational placement service
(incl. fee regulation)

Exercise instruction as in a), because of the fact that the topics are interwoven.

f)   Job offers and applicant offers in the partner countries
as a pre-requisite for transnational vocational placement
service

Exercise instruction:
The participants get one time unit to acquaint themselves with the EURES database and investigate independently. Afterwards, they receive fictitious customer requests and they have the task to gather information from the database.

g)   Employment of women (women's career advancement)

Exercise instruction:

The trainer briefly explains the WEB-sites' contents (see bibliography) and assigns the different addresses to the groups, who are requested to investigate on them in the Internet. The groups have to collect the characteristics of the initiatives, and give a lecture on them afterwards.

h) Employment of foreigners

Exercise instruction:
The participants should be sensitised for the concerns of foreign fellow citizens. The factual information should be complemented with background information about asylum seekers and their destinies. For this purpose, texts for reading are handed out, which should initiate a discussion.
As text samples, newspaper articles/media reports about asylums (Traiskirchen etc.) can be taken. Suggested reading material: Ottomeyer/Peltzer, 2002: 139 ff.

i) Basic understanding of economics, the labour market situation and its general and sector-specific development

Text sample: *Arbeitsmarktvorschau 2006* (2002).

Exercise instruction 1:
This input is being presented to the participants and following, there should be a discussion about it.

Exercise instruction 2:
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.

j) Meaning of work and unemployment, job satisfaction, job requirements, staff turnover, changes in society and work, working time models

Exercise instruction 1:
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.

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

Exercise instruction 2:
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.

k)   Labour time models

Further information: www.best-zeit.de

- Information about labour time/labour time models.
- Information about labour time accounts:
  – short-term accounts,
  – flexitime,
  – annual working time account,
  – flexitime account: "Ampelkonto" ("traffic light account", type of labour time account which helps employee and employer to administer flexitime jobs; it serves the recording of labour time and absences in tables, based on a traffic light principle which signals in green, yellow or red, how much labour/free time is still left on the account),
  – "Arbeitszeitkorridor" ("labour time corridor", companies determine autonomously the labour time in a corridor of 35 to 40 hours per week),
  – long-term account sabbaticallife working time account,
  – advantages and disadvantages of the model (this part is not yet lectured on, but it should be worked out in small groups).

Exercise instruction:
The participants discuss the advantages and disadvantages of the models in small groups and illustrate their results subsequently in the plenum.

Supplement by the trainer:
Advantages and disadvantages for the employer/employee.
Input by the trainer:
– part-time work,
– variants of part-time work,
– "block" part-time work (the employee is working in the first half of

his partial retirement full-time, getting the half-time loan, but in his/her second half he/she is not working anymore at all, but he/she is still employed and profits from amenities),
– annual part-time work,
– qualified part-time work,
– working time of choice,
– combinations of part-time work with other flexible labour time models.

Exercise instruction:
The participants discuss the advantages and disadvantages of the models in small groups and illustrate their results subsequently in the plenum.

Supplement by the trainer:
Why part-time work? Advantages and disadvantages of the model for the employer/employee.

Input by the trainer:
– job sharing,
– variants of job sharing.

Exercise instruction:
The participants discuss the advantages and disadvantages of the models in small groups and illustrate their results subsequently in the plenum.

Supplement by the trainer:
Advantages and disadvantages of the model for the employer/ employee.

Input by the trainer:
– work on call,
– regulations of work on call,
– work on call as a special form of part-time work.

Exercise instruction:
The participants discuss the advantages and disadvantages of the models in small groups and illustrate their results subsequently in the plenum.

Supplement by the trainer:
Why work on call? Advantages and disadvantages of the model for the employer/employee.

Input by the trainer:
– shift work,
– variants of shift labour time,
– flexibilisation of shift systems.

Exercise instruction:
The participants discuss the advantages and disadvantages of the models in small groups and illustrate their results subsequently in the plenum.

Supplement by the trainer:
Why shift work? Advantages and disadvantages of the model for the employer/employee.

Input by the trainer:
"Vertrauensarbeitszeit" ("confidence labour time", abolishment of the formal time recording in companies; abolishment of attendance recorders; the labour time does not play a role anymore for the assessment of job performance).

Exercise instruction:
The participants discuss the advantages and disadvantages of the models in small groups and illustrate their results subsequently in the plenum.

Possible supplement by the trainer:
Why confidence labour time? Advantages and disadvantages of the model for the employer/employee.

Input by the trainer:
– amorphous labour time,
– variants of the amorphous labour time.

Exercise instruction:
The participants discuss the advantages and disadvantages of the models in small groups and illustrate their results subsequently in the plenum.

Input by the trainer:
– telecommuting.

Exercise instruction:
The participants discuss the advantages and disadvantages of the models in small groups and illustrate their results subsequently in the plenum.

Supplement by the trainer:
Advantages and disadvantages of the model for the employer/ employee.

2.3. Unit 2: Educational, instructional and postgraduate educational systems in the European Economic Area (EEA)

Further information: www.bmbwk.gv.at

Exercise instruction:
The model is introduced to the participants, supplemented by educational systems of other EU countries (possibly take PISA study as background information). After the theoretical input, questions regarding other educational systems are being treated.

2.4. Unit 3: Public and private placement possibilities at national level

Already treated in a).

2.5. Unit 4: Legal, labour market and job-related basic conditions for placement at national level

Already covered in other exercise instructions.

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

3.1. 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 (TAX. 2).

- 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 (TAX. 1).
- They cooperate with businesses and companies at home and abroad and give advice regarding the creation of requirement profiles and profession analyses (TAX. 4).
- 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 (TAX. 4).
- 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 (TAX. 4).

Contents

- Basic conditions of human resource management:
  A) Demand of manpower and assessment.
  B) Manpower marketing.
  C) Phases of staff recruitment (creation of requirement profiles etc.).
  D) Different methods of staff recruitment (recruitment strategies, employment modalities, maintenance of applicants' profiles etc.).
  E) Personnel development.
  F) Personnel placement.
  G) Personnel release and outplacement.
  H) Personnel controlling.
  I) Quality management.
  J) Cooperation management.
  K) Operational incentive systems.
  L) Motivation strategies.
  M) Agents of personnel recruitment (personnel consultants, recruiters, human resource management – leasing etc.)
  N) Personnel services/marketing of services.

- Personnel assessment of foreign trainees, apprentices, employees.
- Requirements and employment modalities of companies at home and abroad.
- Social skills training.
  A) Leadership and negotiation skills.

Time frame: 125 hours workload.

3.2. Unit 1: Basic conditions of human resource management

a) Demand of manpower and assessment
b) Manpower marketing
c) Phases of staff recruitment (creation of requirement profiles etc.)

With regard to a) b) and c), the trainer provides input to the following topics:
- Manpower requirements planning and assessment.
- Manpower requirements planning and methods.
- Statistical techniques (trend assessment and regression analysis).
- Key figure method (determined by: operating relations, labour productivity, time need per unit, achievement span).
- Procedures of personnel assessment (several work steps are being exactly calculated and projected).
- Estimation procedure (on the basis of expert opinion).
- Job chart method (gross manpower requirements are calculated from job and organisation charts).
- Reserve requirements (compensation for times absent).

Exercise instruction:
After the input, the participants get examples of job postings. The postings (max. 3/group) should be well analysed in small groups (max. 6 persons) and questions to them should be answered. Subsequently, the results are presented exemplarily in the plenum.

d) Different methods of staff recruitment (recruitment strategies, employment modalities, maintenance of applicants' profiles etc.)

Exercise instruction:

After the participants are provided with theoretical input, they have the task to assess the manpower requirements with the help of a fictitious example (planning game). For this purpose, the example of a company is taken – with exact indications about the current workforce, sales figures, chances on the market etc. and forecasts about future trends. In a planning game, participants should now demonstrate how to proceed.

e) Personnel development

Exercise instruction:
The trainer provides an example of a company's personnel development plan and discusses it with the participants.

f) Personnel placement

Exercise instruction as in d)

g) Personnel release and outplacement

Exercise instruction:
After the input, the participants receive examples of references. They should determine if, according to their opinion, the reference has been made out correctly and how it describes the efforts of the employee.
If the participants do not know about formulations in references, the trainer has to prepare an ad hoc input.

h) Personnel controlling

– personnel files
– information about the formal personnel files with their documents
– material personnel files with their documents

Exercise instruction:
The participants are shown a real example of a personnel file (anonymous), whereupon they should discuss it.

i) Quality management
j) Cooperation management
k) Operational incentive systems

Literature: Gruber/Katzauer, 2002.

Credits for i) to k):

Exercise instruction:
The participants get 15 min. time to read a text. Subsequently, there is an open discussion about what has been read.

l) Motivation Strategies

* Motivation strategies: basic information
* Maslow
* ERG-Model by Alderfer
* Two-Factor-Theory by Herzberg
* Kinds of Needs by McClelland
* Cognitive Model by Vroom
* Expectation Theory by Atkinson
* Equilibration Theory/Interchange Theorie by Adams
* Motivation Model by Porter und Lawler
* Synopsis

Exercise instruction:
The trainer describes the different theories, and in doing so, considers the questions of the participants. Then, the participants are requested to comment on the theories.

m) Agents of personnel recruitment (personnel consultants, recruiters, human resource management – leasing etc.)

Exercise instruction:
The participants are told about the procedures and backgrounds of an Assessment Centre and they carry out separate components of an AC procedure (characteristics, hobby presentation, group discussion).

n) Personnel Services/Marketing of Services

3.3. Unit 2: Personnel assessment of foreign trainees, apprenticeships, employees

See exercise instruction m).

3.4. Unit 3: Requirements and employment modalities of companies at home and abroad

See exercise instruction m)

3.5. Unit 4: Social skills training

a) Leadership and Negotiation Skills

Exercise instruction 1:
In a brainstorming, hints for the realisation of a negotiation are being discussed with together with the participants.

Exercise instruction 2:
The participants are split in two groups! They have the task to negotiate about a certain topic. The two groups take oppositional stands towards a certain topic. Beforehand, each group thinks about arguments supporting its position. Afterwards, it is being acted. A representative of each group takes the position of the conduct of negotiations and negotiates with the representative of the other group. There is always the possibility to ask for a break in order to consult with the own group. It is also possible to nominate a new chief navigator, representing the position of his or her group.

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

4.1. 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.) (TAX. 4).
- The European vocational counsellors know the most important institutions and organisations for placement aids in the partner countries and can call on them (TAX. 3).

Contents

- National and European programmes and networks for the logistic and financial support of a transnational placement for college

places, apprenticeship positions, traineeships, exchange places and work places, in particular:

a)   LEONARDO DA VINCI II
b)   EURES
c)   DAAD
d)   EUROGUIDANCE
e)   SOCRATES II
f)   YOUTH
g)   EU-ACADEMIA

- Clarification of equivalents and recognition of qualifications, certificates and degrees which have been acquired abroad, as well as job-related qualifications (validation, ECTS etc.).

- Advancement/scholarships/grants.

- Important institutions and organisations for placement aids abroad and at home.

- National and local contact credits for professional, financial, social and personal problems.

- Job-related promotion offers for specific target groups (migrants, ethnic groups, risk groups)

Time frame: 100 hours workload.

4.2. Unit 1: National and European programmes and networks for the logistic and financial support of a transnational placement for college places, apprenticeship positions, traineeships, exchange places and work places, in particular

a)   LEONARDO DA VINCI II

Input by the trainer:

- **European Exchange Programmes:**

SOCRATES

comprises the following eight actions:

Action 1 (**Comenius**)
aims at improving the quality of education and strengthening its European dimension.

Action 2 (**Erasmus**)
aims at improving the quality of higher education, strengthening its European dimension, promoting the transnational cooperation between higher education institutions and the mobility of students and tutors, as well as improving the transparency and acknowledgement of courses of studies and final degrees within the European Community.

Action 3 (**Grundtvig**)
aims at improving the quality and the European dimension of adult education and providing the European citizens with enhanced access to possibilities of lifelong learning.

Action 4 (**Lingua**)
supports the other SOCRATES-actions by measures for the promotion of the linguistic diversity within the European Union, for the improvement of the quality of language courses and the acquisition of languages as well as for the facilitation of a lifelong access to a tuition fitting the individual needs of the learner.

Action 5 (**Minerva**)
tries to promote the European cooperation in the range of open instruction and distance learning (OID) as well as the information and communication technologies (ICT) in the education system. The aim is to facilitate the understanding of teachers, learners, decision makers, and the public for the effects of OID and ICT on education.

Action 6 (**observation and innovation of educational systems and politics**) contributes to the improvement of the quality and transparency of educational systems as well as to the promotion of innovative processes in the educational system within Europe via exchange of information and experiences, identification of established procedures, comparative analysis of educational systems and politics as well as discussions about and analysis of questions of a common educational-political interest.

Action 7 (**common actions**)
aims at connecting SOCRATES to other European community programmes, e.g. in the areas of vocational education (LEONARDO DA VINCI) and youth (JUGEND für EUROPA – "YOUTH for EUROPE").

By action 8 (**flanking measures**) a series of initiatives is supported, which facilitates the entire objectives of the SOCRATES-programme, as for example sensitisation and information measures, distribution and education activities and activities of associations or nongovernmental organisations which operate in the educational sector.

Exercise instruction:
First of all, the participants get some basic information. Following, each one is asked to assign him- or herself to a programme and to look into the Internet. Examples for already conducted programmes should be found and briefly presented in the plenum.

LEONARDO DA VINCI

facilitates professional practical training for apprentices, pupils, students, young employees, graduates and instructors in one of the 30 participating European countries, as well as project partnerships between vocational education institutions and companies in whole Europe for the development, testing and distribution of innovative teaching and learning materials, as well as new methods and approaches in vocational education.

Exercise instruction:
First of all, the participants get some basic information. Following, each one is asked to assign him- or herself to a programme and to look into the Internet. Examples for already conducted programmes should be found and briefly presented in the plenum.

Tempus

Tempus III is the academic cooperation programme of the European Union with the non-associated states in South East Europe (CARDS), the New and Independent Democracies of the former Soviet Union CIS (TACIS) and certain countries bordering the Mediterranean (MEDA).

Exercise instruction:
First of all, the participants get some basic information. Following, each one is asked to assign him- or herself to a programme and to look into the Internet. Examples for already conducted programmes should be found and briefly presented in the plenum.

Input by the trainer:
– ÖAD ("Österreichischer akademischer AustauschDienst" – "Austrian Academic Exchange Service").
– Services.

Exercise instruction 1:
First of all, the participants get some basic information. Following, each one is asked to assign him- or herself to a programme and to look into the Internet. Examples for already conducted programmes should be found and briefly presented in the plenum.

Exercise instruction 2:
In a brainstorming, project ideas are gathered, which should serve an improved employment promotion of students. Afterwards, the students are requested to develop a project draft in small groups. For that purpose, the methods of project management are used. Subsequently, the projects should be assigned to a support programme. Presentation of the ideas in the plenum.

Exercise instruction 3:
The participants get an original application form of an EU programme to read through. Following, a discussion about the quality of the application, its strengths and possibilities of improvement takes place in the plenum.

b) to g) are treated the same as before!

b)   EURES
c)   DAAD
d)   EUROGUIDANCE
e)   SOCRATES II
f)   JUGEND ("YOUTH")
g)   EU-ACADEMIA

4.3. Unit 2: Clarification of equivalents and recognition of qualifications, certificates and degrees which have been acquired abroad, as well as job-related qualifications (validation, ECTS etc.)

Input by the trainer:
– What is a nostrification?
– Who can request a nostrification?
– Where can a nostrification be requested?
– Necessary documents.
– Expenses.
– Procedure.

Exercise instruction 1:
The general information is conveyed to the participants in form of a lecture.

Exercise instruction 2:
The input is being conveyed to the participants in a comprehensible way, and in a subsequent discussion they are requested to imagine the implications of such a procedure for the practice. The advisors' experiences with nostrification procedures should be exchanged and they should point out the specific needs of clients in such a phase.

Exercise instruction 3:
The participants get a fictitious application folder of an applicant who is requesting nostrification (Egyptian doctor). Now the participants have the task to develop a procedure plan, how they would proceed in the consultation. Subsequently discussion in the plenum.

4.4. Unit 3: Advancement/scholarships/grants

Input by the trainer:
– Advancement/scholarships/grants
– Financing of educational measures in Austria
– Programmes for education and further education in Austria:
  • The Nord-Süd-Dialog ("North-South-Dialogue") Scholarship Programme:
    – Peace Studies.
    – Community Health.

– Groundwater Tracing Techniques.
– Tourism Management.

source: www.eza.at

General Information about the ÖAD ("Österreichischer akademischer Austauschdienst" – "Austrian Academic Exchange Service")

<u>Exercise instruction:</u>
The information is given to the participants. Then, they get fictitious case studies, in which consulters ask for information concerning support programmes/grants. The examples are treated in small groups.

4.5. Unit 4: Important institutions and organisations for placement aids abroad and at home

<u>Input by the trainer:</u>
The content is worked out with the participants in the form of questions:
– Entry and residence regulations for EU/EEA citizens
– Entry and residence regulations for citizens of other states (third countries)
– Students of Austrian academies and universities (third countries)

<u>Exercise instruction:</u>
The content is worked out interactively with the participants in the form of questions.

4.6. Unit 5: National and local contact credits for professional, financial, social and personal problems

<u>Input by the trainer:</u>
National and communal contact credits for job-related, financial and personal problems.

<u>Exercise instruction:</u>
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 different clients and which institutional aid they would recommend to them.

4.7. Unit 6: Job-related promotion offers for specific target groups (migrants, ethnic groups, risk groups)

Input by the trainer:
Career advancement offers for specific target groups.

Exercise instruction 1:
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.

Exercise instruction 2:
The participants investigate the Internet for programmes in other countries which are offered for fringe groups. Then, the results are presented in the plenum.

Input by the trainer:
Text to be read.

Exercise instruction 3:
The participants have plenty of time to read the following text critically and in-depth. Then, statistical data concerning the social situation in Austria (respectively in the participants' country of origin) is handed out, whereupon the participants are requested to discuss the text in small groups, make notes of the most important results (differences to the text) on a flipchart and discuss them in the plenum.
For every EU country there is an action plan. At trainings in the different countries, the corresponding NAP (National Action Plan) and current social statistics have to be provided!

Reading text: www.europa.eu.int

Reading texts for participants of other countries:
See: National Action Plan for the corresponding country: 2003-2005 and current social statistics.

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

5.1. 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 (TAX. 4).
- The European vocational counsellors know about the efficiency and practicality of computer-based methods of transnational placement (TAX. 2).

Contents

- Basic conditions of placement:
  a) Methods of placement services (requirements / qualifycation profiles).
  b) Databanks: research, data protection guidelines.
  c) Function of the EURES databank.
  d) Information technologies as well as education and job-related information.
- Professional materials and computer-based vocational information systems on the Internet and other online offers.
- Exchange between foreign nations using new media (particularly the sound-picture-option on the EURO-PC) and enhancement of direct communication between applicant and company.
  a) Consultation and cooperation.
- Scheduling, accomplishment and evaluation of methods of education and further education concerning transnational career development (further education offers for personnel developers in companies).
- Social skills training.
  a) Teamwork.

Time frame: 125 hours workload.

5.2. Unit 1: Basic conditions of placement

a) Methods of placement services (requirements / qualification profiles).
b) Databanks: research, data protection guidelines.
c) Function of the EURES databank.
d) Information technologies as well as education and job-related information.

These credits are already treated in course 3.

5.3. Unit 2: Professional material and computer-based vocational information systems on the Internet and other online offers

Input by the trainer:
Vocational education material.

Meanwhile, there are dozens of very good websites on the Internet, where job descriptions can be found. The following websites are good sources of information:

www.berufskunde.com
www.dfz.de
www.ams.or.at
www.frag-jimmy.at
www.lehrlinge.at
www.jobline.de
www.berufsinfo.at
www.sprungbrett.or.at
www.learn4life.at
www.machs-richtig.de
www.berufswahlnavigator.de
www.was-werden.de
www.focus.msn.de
www.bw-tips.de
www.orientiere-dich.de

Exercise instruction 1:
The URLs are presented to the participants, whereupon the participants are requested to investigate the data banks independently.

Exercise instruction 2:
The participants get cards, on which there are new job descriptions. In small groups, they can now try to guess which job description could be meant. The following questions can be treated:
– Detailed depiction of the job description
– Job profile
– Demands on aspirants
– Work equipment
– Training procedure and initial salary

5.4. Unit 3: Exchange between foreign nations using new media (particularly the sound-picture-option on the EURO-PC) and enhancement of direct communication between applicant and company

a) Consultation and cooperation

Exercise instruction:
The trainer describes the European curriculum vitae in detail. He/she explains the differences to the nationally used formats. Afterwards, the participants prepare an European curriculum vitae and correct it for each other.

5.5. Unit 4: Scheduling, accomplishment and evaluation of methods of education and further education concerning transnational career development (further education offers for personnel developers in companies)

Exercise instruction:
The participants investigate which academic courses of instruction are currently being offered in the own country and in a neighbouring country. Presentation of the results in the plenum.
Important questions:
– levels of qualification needed to participate in such a course of instruction,
– training costs,
– for whom could the training be useful and a precious supplement?

5.6. Unit 5: Social skills training

a) Teamwork

<u>Input by the trainer:</u>
– Teamwork.
– What exactly is teamwork?
– Advantages of teamwork.
– Characteristics of teams.

<u>Types of teams:</u>
– Quality circle.
– Project groups.
– Classical working groups.
– Production teams.
– Partially autonomous working groups.

Group design.
Organisation context.
Group synergy.
Process criteria of efficiency.
Material resources.
Group efficiency.

<u>Exercise instruction:</u>
The trainer provides the basic information, including examples and illustrating the subject matter.

<u>Input by the trainer:</u>
Team development clock.

<u>Exercise instruction (1):</u>
The participants are assigned to small groups and should then more closely define the presented phases (compare Francis/Young, 1998).

<u>Exercise instruction (2):</u>
The participants are asked to draw a symbol/picture of successful teamwork together. After having completed it, they should develop "10 commandments of successful teamwork". Presentation in the plenum.

Supplement by the trainer:
Successful teamwork (CHECKLIST).

Exercise instruction (3):
In each team there are team rules; especially successful teams are characterized by sticking to these rules and values.
In small groups, the participants are now requested to think about such kind of rules, which could probably be found in successful teams. These rules should be drawn according to traffic signs.

Exercise instruction 4:
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 credits. 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.

– Team culture (Riemann Model).

Exercise instruction (5):
The model of Riemann is being explained to the participants, whereupon they are asked to form groups of two and to think about their way of proceeding if they had to advise a certain team with a specific team culture.

Exercise instruction (6):
Team exercise: building of a bridge (compare: Gudjons, 1990: 209f).
The participants are split into groups of four (max. six). One group can again be the observing group, in order to give feedback afterwards. The constructors have 45 min. time to build their bridge.
Then they are asked to comment on their role in the team and on the common working process. The observers are asked for their assessment, too!

Afterwards, the participants should work on the video recording, which has been documenting the events.

Exercise instruction (7):
After the subject matter has been presented, a model: "team field" is being introduced. In small groups, the participants work out the main foci of the depicted roles, presenting their results afterwards in the plenum; the trainer supplements them.

Exercise instruction (8):
Now the participants are asked to assign the team field to the seminar group. In small groups, assessments are made and presented afterwards.

Exercise instruction (9):
The trainer concludes the unit with the presentation of the list "What does it actually mean to be a good team player?" (compare: Gellert/Nowak, 2002).

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

6.1. 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) (TAX. 4).
- 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 (TAX. 4).

Contents

- Support during career planning, involving the possibilities at European level.
  a) Consultation and coordination: information and advice/tips for job-seekers.
- Advice regarding aptitude tests (preparation for test procedures, linguistic competence, professional competence, cultural competence etc.) with a view to the requirements of study places, internship placements or jobs in partner countries.

- Advice concerning job-seeking, decision-making and applying (application procedures respectively application guidelines in various countries etc.).
- Guidance with terms of apprenticeship and terms of employment
- Assistance with acclimatisation to a new job in a partner country and during the whole stay.
- Assistance with the overcoming of linguistic and cultural problems in connection with education, studies, internship or job in one's own country or in the partner countries.
- Assistance on return and realisation of the experience gained abroad.
- Social skills training.
  a) Communication competence.

Time frame: 125 hours workload.

6.2. Unit 1: Support during career planning, involving the possibilities at European level

Consultation and coordination: information and advice/tips for job-seekers.

6.3. Unit 2: Advice regarding aptitude tests (preparation for test procedures, linguistic competence, professional competence, cultural competence etc.) with a view to the requirements of study places, internship placements or jobs in partner countries

Exercise instruction:
The participants are requested to use the given Internet addresses and to try out the test procedures. After the phase of self-testing, the group should discuss the advantages and disadvantages of the applied test procedures.
In addition, the trainer introduces and conducts further procedures with the group afterwards.
E.g.: D2-Test
Performance of a mailbox exercise: "Bonn Mailbox Module"
Debriefing.

6.4. Unit 3: Advice concerning job-seeking, decision-making and applying (application procedures respectively application guidelines in various countries etc.)

The trainer provides input the following topics:
– Application procedures.
– Questions which could be posed in a job interview.

Exercise instruction:
The questions are discussed with the participants. Subsequently, they should practise a job interview in pairs. Two interviews are presented exemplarily in the group.

6.5. Unit 4: Guidance with terms of apprenticeship and terms of employment

The trainer provides input the following topics:
– The labour contract – detailed information about the credits, which have to be addressed in it.
(compare: Schürmann/Mullins, 2001).

Exercise instruction:
The guidelines are handed out to the participants and afterwards, they have the possibility to look at different forms of labour contracts and comment on them/supplement them etc.

Input by the trainer:
– Articles of apprenticeship and articles of employment:
  a) Apprenticeship and educational regulations concerning apprenticeships:
    – youth employment law,
    – definition "children",
    – definition "adolescents".
  b) Employment:
    – atypical employments (contract of work and labour, freelance work),
    – claims in these employment systems,
    – social insurance,
    – contract of work and labour and its features,
    – voluntary service,

> – obligatory internship,
> – vacation job.

c) Part-time employment:
> – labour legislation claims of part-time employees towards the employer,
> – part-time employment and social insurance,
> – possibility of self-insurance.

d) Temporary employment:
> – Contract of employment for temporary workers.

(Source: www.arbeiterkammer.at)

Exercise instruction:
The trainer presents the information in the plenum. Then, the participants get case studies of employment contracts and should determine which category they can be assigned to.

6.6. Unit 5: Assistance with acclimatisation to a new job in a partner country and during the whole stay

6.7. Unit 6: Assistance with the overcoming of linguistic and cultural problems in connection with education, studies, internship or job in one's own country or in the partner countries

6.8. Unit 7: Assistance on return and realisation of the experience gained abroad

6.9. Unit 8: Social skills training

a) Communication competence.

Information by the trainer about the communication types of Schultz von Thun:

– Eager to communicate, dramatic communication style.
– Distancing communication style.
– Dominant, controlling communication style.
– Argumentative style.

– Aggressive, devaluating communication style.
– Unselfish communication style.
– Indigent, dependent communication style.
– Helping communication style.
– Axioms of communication.

(compare Schultz von Thun, 1989)

Exercise instruction:
The participants get single pictures, didactically represented on cards, whereupon they should describe the corresponding communication style in groups.

MODULE IV
NETWORKING AND MARKETING

Bernd-Joachim Ertelt

1. Preamble

This handbook for lecturers has been composed under a pilot project "Transnational Vocational Counselling" within the LEONARDO DA VINCI programme.

The aim of the project was to draw up a curriculum for academic qualifications of the vocational counsellors working in transnational environment.

The Module IV "Networking and marketing" includes four courses of the total number of workload hours (work input) amounting to 600, of which there are 70 contact hours (i.e. time of personal attendance).

The value of the studies (in application of ECTS – the European Credit Transfer System) is 24 credits.

It is assumed that lecturers have experience in vocational counselling, in relations with entrepreneurs and in co-operation with counselling institutions active at local level. It would be also of use to have experience in vocational counselling and placement at transnational level.

The courses include class hours (lectures, presentations, work on projects, team work, practices and colloquia) and individual study of the participants (preparations for class hours and their successive synthesis, preparations for examinations, reports, practice research). It should be known that 25 hours of workload of the participants (work input) equal one ECTS credit, which amounts to 4 academic class hours.

The subjects, methods and media mentioned in the module form the framework and provide an inspiration for implementation of tasks in combination with the "Students Guidebook". The latter guidebook contains questions for individual evaluation and a list of bibliographic references.

In respect of the activities in the European networks (Euroguidance, EURES) the Module IV "Networking and marketing" refers largely to the Module III "Consultations in human resource development". Therefore only supplementary subjects are implemented herein. As

for marketing, important issues have been already discussed in the Module I "Information management". Therefore also in this case only supplementary didactic units should be mentioned.

That is why the pivotal point of the Module IV is the integration of vocational guidance into local and regional networks and case management.

Individual Internet access is indispensable for implementation of the Module IV. A classroom should be equipped with an Internet connection facility, a beamer and a projector.

Course overview

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).

Each course is divided into the following units:
– Learning objectives
– Learning contents
– Methodological guidelines

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

2.1. Learning objectives

- Vocational counsellors are competent and motivated to co-operate actively and innovatively within the network of NRCVG Euroguidance (TAX 4) (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) (TAX 4) (EURES = *European Employment Services*).

- Vocational counsellors are competent and motivated to broaden constantly their competencies of the European dimension 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 (TAX 4).
- Vocational counsellors are competent and motivated to co-operate with European and international institutions in vocational counselling, learning, training, and answering questions arising in the labour market (for example CEDEFOP, ETF, AIOSP/IAEVG, ILO, national offices of the European Commission, the European Parliament) (TAX 4).
- 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) (TAX 4).

2.2. Unit 1: Structure, functioning and development tendencies of the European guidance network "NRCVG – Euroguidance"

- The origin and causes of setting up of the Euroguidance network, and its predecessors (LEONARDO DA VINCI).
- Organising and financing (from the European and the national perspectives) of European centres of vocational guidance.
- Activities in the Euroguidance network: co-operation with guidance services on national and transnational level, implementation of joint projects, transnational guidance to educational institutions, information on educational opportunities in schools and higher schools, information on occupational possibilities in the education market, the training market and the labour market.
- Education of vocational counsellors in view of the European needs by organisation of meetings, exchange of advisors, European seminars, presentations at national and international conferences, development of media and Internet offers (for example "fit for Europe", "Europa kommt – gehen wir hin" [Here comes Europe – let's go in]).
- The computer support and presence in the Internet of NRCVG Euroguidance (Europa – PC, CD-ROM):

Euroguidance: http://www.euroguidance.org.uk
Ploteus Portal: http://europa.eu.int/ploteus
National Resource Centre of Vocational Guidance:
http://nrcvg.hrdc.bg/default.htm
– Quality management in the NRCVG Euroguidance: reporting on tasks undertaken, evaluation at national and European level, reporting on the project implementation (LEONARDO DA VINCI).

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

– Organisational links of the guidance within EURES in public employment services (PES), regional organisations, unions of employers, trade unions.
– Partners in talks and co-operation partners in partner states: forms of co-operation, experiences, pivotal points of competencies, responsibility scopes.
– Education of EURES counsellors.
– Research and development under the EURES network: conferences for EURES managers, work teams, representation in Brussels.

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

– Information on possibilities of employment in Europe.
– Living conditions (political system, legal system, culture, costs of living, level of payments, taxes, education system, etc.).
– Working conditions (working time, wages and salaries, leave, employment contracts, sickness benefits, maternity allowances, part-time employment, etc.).
– Addresses important for employment and life abroad.
– Job offers (with information on the country, the type of employment, certificates and work experience required, required knowledge of foreign languages, payment of salaries, etc.).
– Employment practices (applying for a job, competency tests, employment contract, trial period, etc.).
– Self-employment, construction of existence fundaments.

2.5. 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

– CEDEFOP: http://www.cedefop.eu.int
– OECD: http://wwwoecd.org/home/
– World Bank
– ETF (European Training Fund, Turin/Italy)
– AIOSP/IAEVG/IVSBB: http://www.iaevg.org/
– ILO: http://www.ilo.org
– national offices of the European Commission (in Germany: Bonn, Berlin, München)
– European Parliament: http://www.europarl.eu.int
– European citizens: http://www.citizens.eu.int
– European Union: http://europa.eu.int
– LEONARDO DA VINCI: http://europa.eu.int/en/comm/education/ programmes/leonardo/new/leonardo2_en.html
– SOCRATES: http://europa.eu.int/en/comm/education/ programmes/ socrates_en.html

2.6. Unit 5: Work in national European networks

– Structure and functioning of national networks of vocational guidance and placement in partner states concerning Europe.
– **Example:** structure, functioning and growth of employment in "Europaservice Centres" of the Federal Employment Agency in Germany.

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

– Image marketing.
– Acquisition marketing.
– Offer marketing.
– Undertakings for recognition and organisational integration of employment within the framework of the network at regional, national, transnational and European level.
– Co-operation with networks of vocational guidance and placement from outside of Europe.

2.8. Methodological guidelines

Unit 1: Structure, functioning and development tendencies of the European guidance network "NRCVG – Euroguidance"

Lecturer: A lecture with exemplary Internet applications (a presentation).

Aids: Projector transparencies or PowerPoint presentations, Internet connection with a beamer.

Participants: Individual work on national and European reports on development tendencies, activities and projects of the network NRCVG – Euroguidance. Practices in the web-site of NRVCG – Euroguidance. Drawing up a presentation on the activities of NRCVG – Euroguidance in the participant's country on the basis of interviews with counsellors taking part in the implementation of NRCVG projects.

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

Lecturer: A lecture with case studies within EURES by the Internet and an intranet (a presentation).

Aids: Projector transparencies or PowerPoint presentations and Internet / intranet presentations (a beamer).

Participants: Individual work on reports on EURES experiences and evaluation. Drawing up a presentation on the EURES activities in the participant's country on the basis of interviews with chosen EURES counsellors.

Unit 3: The offer of services provided by EURES (with special system of collection/acquisition of data from data banks)

Lecturer: Planning, implementation and evaluation of the study of a project implemented within labour division. Assigning problem tasks

and providing target- and result-oriented learning equipment by way of discovery learning. Evaluation of the results of the work on the project and discussion of that work's results in the whole group.

Participants: Working on the project by use of the system of collection/acquisition of data from data banks in relation to various areas of EURES activities. Drawing up reports on the work on the project in a small group and experience exchange with other groups working on the project. Presentation of the results of the whole group and discussion thereof.

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

Lecturer: A presentation (with examples) concerning particular institutions.

Aids: Publications of particular institutions, the Internet (with a beamer).

Participants: Reading of chosen publications. Analysis of the presentation of international institutions in the Internet.

Aids: Publications, the Internet access for each participant.

Unit 5: Work in national European networks

Lecturer: Preparation of a study of the project by way of setting tasks regarding organisation, working manner, individual development and success of guidance networks (vocational/career guidance, placement, information, etc.) at national level.

Aids: Written assignment for participants.

Participants: Drawing up a report in line with the division suggested by the lecturer. Drawing up a short presentation with a list of theses.

Aids: Projector transparencies or PowerPoint presentations; report copies for all participants.

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

Lecturer: A presentation on the categories of the analysis of marketing undertakings. A critical analysis of marketing activities for European networks "NRCVG – Euroguidance" and EURES (a presentation). Planning undertakings with the aim of improvement of marketing activities (work with partners, and a presentation of the results in the whole group).

Aids: Projector transparencies or PowerPoint presentations; publications (examples).

Participants: Partnership co-operation in order to get better results. Proposals of marketing activities and a presentation of the results of work in the whole group (followed by a discussion).

Aids: Projector transparencies or PowerPoint presentations; a list of theses for all participants.

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

3.1. Learning objectives

- Vocational counsellors are aware of the main reasons of the work establishments for contacting the counsellors (TAX 2).
- Vocational counsellors know the channels of entering communication with vocational guidance centres in Public Employment Services preferred by work establishments (TAX 2).
- Vocational counsellors are acquainted with the service offer of the private placement and vocational guidance (TAX 2).
- Vocational counsellors can identify the needs of employers, chambers/guilds and communities for co-operation in human resources management (TAX 3).
- Vocational counsellors have the specific skills at network communication with work establishments (TAX 3).
- 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 (TAX 4).

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

– Requirements of work establishments in respect of guidance in human resources management:

a) **Recruitment of employees**
Drawing up a profile of requirements, analysis of the labour market, shaping offers (the press, the Internet), analysis of job applications and their initial verification, assistance in job interviews, qualification tests, guidance in employment contracts, subject coaching, counselling on wages / salaries.

b) **Personal development of employees**
Making analyses of the needs related to further education, career guidance for employees, guidance in internal labour markets of work establishments, identification of the future demand for management staff, planning in staff transfer/relocation, counselling in decisions on training plans, guidance in selection of external trainers.

c) **Management of employees**
Drawing up rules of the staff management, drawing up and controlling the achievement / potential evaluation rules; training in management techniques; co-operation in shaping organisational structures (first of all the techniques of team-working); co-operation in surveying employees (for example about the atmosphere in the work establishment, fluctuation, mobility, sickness).

d) **Counselling in outplacement**
Counselling for work establishments in terminating employment contracts, in dismissals, re-organisation of jobs; guidance and participation in talks related to outplacement, mental support to the employee; counselling for the laid-off employee in job-seeking and an active job search for the employee.

– Financial support for work establishments in human resources management:

a) support from the Public Employment Services;
b) communal and regional programmes;
c) governmental programmes;
d) European programmes (for example LEONARDO DA VINCI, ESF);
e) foundations, funds (national, international).

– Types of communication of vocational counsellors with work establishments:

a) written communication: by letter, fax, e-mail, SMS messages (forms, opportunities, language, typical mistakes, success);
b) phone communication (forms, language, opportunities, communication skills, typical mistakes and conflicts, success, analysis of results of the communication);
c) personal visit (preparations, establishing contact, conducting the conversation, the techniques of concluding the conversation, talks on controversial matters, analysis of the results of communication);
d) evaluation and maintenance of contacts with work establishments (systematic re-questioning, controlling the contact-establishing ability of work establishments, inviting to special events organised for work establishments within the framework of vocational guidance, systematic visits in work establishments, special information for work establishments – at home and abroad).

3.3. 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

– Listing and characterising of possible network partners (work establishments, chambers/guilds, the Labour Office, private individual guidance services, training institutions, craft guilds, community institutions, regional trade associations, trade unions).
– Conducting talks – with the aim of establishing contact – with possible partners on the following subjects:

- The structure of work establishments in the region.
- Human resources management in work establishments (with competent persons).
- The contacts with guidance and counselling institutions.
- Recruitment of employees in the past, at present and in future.
- The co-operation with external institutions, guidance services providers and community / regional centres of HRM.
- The readiness for co-operation in networks to integrate people around the labour market problems.

- The demand for co-operation of work establishments with external partners in HRM in respect of the following areas:

		The demand for co-operation	The partner should be / is	The experience hitherto
1.	Recruitment of employees			
2.	Socially acceptable dismissals			
3.	Training and retraining and personal development of employees			
4.	Internal labour market in the work establishment			
5.	Construction of working time			
6.	Information on the external labour market			
7.	Occupation learning			
8.	Transformation of the work establishment activity structure			
9.	Employment of foreigners			
10.	The form of employment contracts			

– The scheme for construction of local and regional networks of vocational guidance:

I. Establishing contact (whom one can turn to?):

a) *as an institution* (a vocational guidance centre, the Labour Office, a work establishment, a training institution);

b) *as a work establishment* (a vocational guidance centre, the Labour Office, a private centre of individual guidance and counselling, community centres, superordinate organisations);

c) *as a training institution* (a vocational guidance centre, the Labour Office, a chamber, a trade association, community centres).

II. **Explaining the problem** (who is competent to help in solving the problem?):

   a) *to an institution* (a vocational guidance centre, the Labour Office, a chamber: the training department, training institutions, a work establishment: the human resources department or training and retraining department);

   b) *to a work establishment* (a chamber, a craft/guild, a private centre of individual guidance and counselling, the Labour Office, a centre of vocational guidance);

   c) *to a training institution* (a centre of vocational guidance, the Labour Office, chambers/guilds, work establishments: for example practices, a training contract).

III. **Evaluation guidance/counselling:**

   a) *to an institution* (a centre of vocational guidance, the Labour Office, psychological services, a training institution, private placement services providers or private counselling services providers, "Centres of Balance of Competencies");

   b) *to a work establishment* (in a work establishment: the human resources department; outside: chambers/guilds, private personal counsellors, centres of vocational guidance by the Labour Office);

   c) *to a training institution* (centres of vocational guidance, psychological services and / or medical services by the Labour Office, specialists in diagnosis of competencies and in diagnosis of education).

IV. **Implementation:**

   a) *in an institution* (a centre of vocational guidance and placement in the Labour Office; job market in the Internet; chambers/guilds: education counselling; private placement services providers);

   b) *in a work establishment* (the Labour Office: financial support for employment, financial support in undertakings related to education, employment counselling; job market for employers in the Internet, the Internet; private personal counsellors and placement services providers);

   c) *in a training institution* (a centre of vocational guidance of the Labour Office: assistance to the participants of undertakings

related to education, help in financing; work establishments: practical training, job practices; chambers/guilds: recognition of completion certificates).

V. **Follow-up** (follow-up assistance – monitoring of the further progress of the client):

a) *in an institution* (questioning by centres of vocational guidance and placement in the Labour Office, following-up in the post-decision phase: reduction of cognitive dissonance, evaluation of the assimilation in a job);
b) *in a work establishment* (a visit of vocational counsellors / placements services providers of the Labour Office in a work establishment; advisory services and supervision of the human resources department; following-up assistance by private personal counsellors);
c) *in a training institution* (quantitative control of the jobs taken; feed-back information from employers on the skills required).

– An example of the network illustrating the connection of persons with problems occurring in the labour market: "The region of the Ren-Neckar triangle" (Mannheim/Germany):
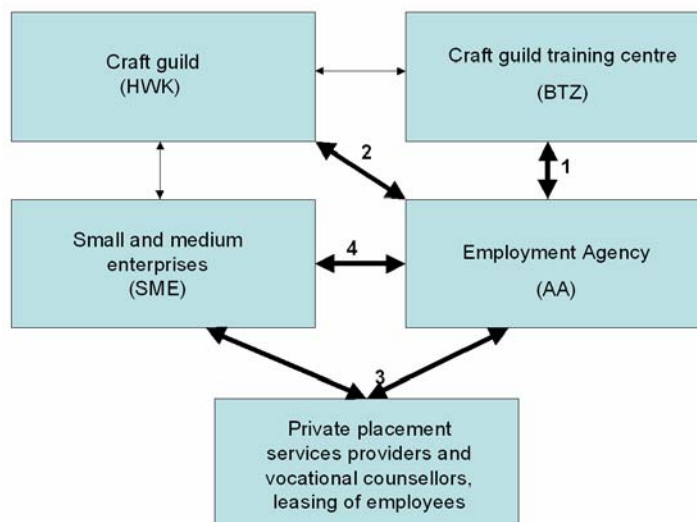
The numbered arrows pointing in both directions indicate the pivotal points of the network:

Arrow 1: Organising, financing and accompanying activities undertaken with the aim of the qualification and classification of problem groups by the Employment Agency in co-operation with the Training Centre (BTZ).

a) Employment Agency (AA) guides the clients and advises them on the available qualification offers, examines whether a given client has natural abilities at performing chosen tasks, and provides finances.
b) Training Centre (BTZ) applies, also on their own initiative, to the Employment Agency (AA) for planning, implementing and evaluating the joint measures related to acquisition of qualifications. Among such measures there also belongs the sociological and pedagogical supervision over the process of acquiring qualifications.

Arrow 2: The Employment Agency (AA) intensively co-operates with craft guilds (HWK) to broaden the counselling services of chambers/guilds to work establishments in order to shape more effectively the HRD guidance offer to small and medium enterprises (SME).
An example of the already existing profitable co-operation of the Employment Agency (AA) and craft guilds (HWK) provide special seminars for newly established companies and for unemployed persons interested in self-dependent formation of the fundaments of their existence.

Arrow 3: Our research proves that in recruitment of employees small and medium enterprises (SME) mostly use services of private personal counsellors.

In this context it would be a recommendation worth considering for the Employment Agency (AA) to co-operate with private personal counsellors.

Arrow 4: The counselling offer of the Employment Agency (AA) for small and medium enterprises (SME):
– Situation and development of the local and regional labour market and of jobs.
– Assistance in recruitment for and job offers in work establishments.
– Assistance in formation of jobs, working conditions and working time.

- Assistance in staff training.
- Assistance in inclusion of disabled employees.
- Information on national and EU financial support possibilities.
- Evaluation of local and regional networks.

The process of creating a network can be divided in three phases, i.e.:

(1) Analysis of the initial situation.
(2) Creation of a network in a work establishment of internal and external guidance possibilities in order to break down barriers to increasing flexibility of labour force.
(3) Creation of a network, accompanied by evaluation of the process, of the results and of the transfer.

Criteria of the evaluation include:

a) The social significance of the project: What profits has the creation of the network brought to the employers, the work establishment, the community, vocational guidance centres, the Employment Agency, training institutions?
b) Short- and medium-term possibilities of transfer in terms of economic productivity.
c) Legitimisation of each actor; is the implementation of the project justified? Are the competent institutions ready for network activities?

Criteria Phases	a) Social significance	b) Possibility of implementation / productivity	c) Legitimisation of actors
(1) Analysis	1a	1b	1c
(2) Creation of network	2a	2b	2c
(3) Implementation	3a	3b	3c

3.4. Methodological guidelines

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

Lecturer: Input – a presentation on main expectations of work establishments for vocational guidance and placement. Input – a pres-

entation on communication channels preferred by work establishments. Input – a presentation on instruments of HRD demand identification with examples (a presentation followed by a discussion). Micro-counselling in communication skills needed in contacting work establishments. Role-playing in the counselling talks in work establishment in respect of HRD.

Aids: Overhead projector transparencies or PowerPoint presentations; video equipment with a separate microphone.

Participants: Participation in micro-counselling and role-playing together with counselling and monitoring (video recording). Individual studies of national, transnational and European programmes concerning HRD in work establishments. Conducting two interviews with HRD managers in work establishments from the participant's region, concerning the demand for vocational / career guidance services, and drawing up a report for discussion with the group.

Aids: Internet searches, projector transparencies, PowerPoint presentations; a list of theses for all participants.

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

Aids: Overhead projector transparencies or PowerPoint presentations; video equipment with a separate microphone.

4. Course 3: Case management and networking

4.1. Learning objectives

- Counsellors are familiar with case management on local, regional, and transnational level (TAX 3).
- Counsellors are motivated to co-operate with community partners to assess clients' need for services training, education, further training, careers and employment areas of family rapport and intercultural oriented services (TAX 4).

- The vocational counsellor is familiar with the various occupational roles and necessary qualifications of the case manager (TAX 2).
- The vocational counsellor understands the schema of procedures in case management (TAX 2).
- The vocational counsellor knows how to apply the methods of quality maintenance under case management (TAX 3).
- The vocational counsellor knows possible partners in the network in the main area and secondary areas (TAX 2).

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

– Possible occupational roles of the case manager:
Among the working areas of the case manager / counsellor it belongs to perform the following roles:
- **A system agent** – a partner in conversations with the clients and a person responsible for provision of services accordingly to their objective and effectively.
- **A clients' advocate** – to identify the client's demand for help and to deal with the client, to assist in drawing up applications for support.
- **A client service manager** – to monitor correctness and efficiency of the assistance provided. As an institution agent, the case manager verifies the need for and the structure of costs, and reviews the clients' complaints.
- **A services broker** – often compounded with free-lancing, in which the case manager acts for money by order of the organisation and the client.
- **A support manager** –on the one hand the case manager directly assists the client, and on the other hand s/he co-ordinates the work of other services.
- **A function of the guide** – the principle of first-contact medical practitioner: the case manager diagnosis the demand for assistance and takes decision on the need to consult various specialist services.
- **A communication intermediary agent/facilitator** – to channel the information flow between various actors.
- **A mediator** – to mediate in case of conflicts between clients and organisations providing assistance.

- **A resources management specialist** – the case manager is responsible for the client and the budget. In result of this financial responsibility the case manager has to have broader decision making competencies.

– Features and skills of the case manager:

- **The discipline and system skills**: the knowledge of medical and social infrastructure at the local, regional, and (if needed) national and transnational level; knowledge of many cultures; knowledge of the law and administration; knowledge about living conditions of various target groups; knowledge of the local, regional, national and transnational labour market; knowledge of the economy of enterprises, as well as a well-grounded knowledge about the enterprises acting locally and regionally.
- **Skills in methods and procedures:** networking, evaluating, planning of services provision, linking, monitoring, advocating, coaching; knowledge managing, evaluation skills; allocation of resources, media competencies, ICT competencies.
- **Social skills:** communication skills, co-operative working skills, ability to accept criticism and to solve conflicts, ability to overcome frustration, skills in interdisciplinary co-operation, competencies resulting from the knowledge of many cultures, negotiation skills.
- **Personality features:** assertiveness, ability to plan the time, ability to establish contacts, self-criticism ability, initiative, empathy, openness, decision-making skills, readiness for constant learning, language skills.

– Procedures under case management:

1. **Access management:**
   Which clients should be offered case management (CM)? When and where do qualification interviews take place? What experts / which institutions should take part? How to get to the clients who are the target groups of case management? How should PR undertakings for case management look like?
2. **Verification of the criteria for CM:**
   Does the given case fit the service offered?
   Are the actors of the given case ready to co-operate?
   What role should CM play in connection with the vocational guidance and placement? How far should the sanctions be provided

under CM against the client, for example when the client does not accept specific solutions?

3. **Evaluation:**
   What are the reasons for the client's problems?
   What is the history of the problem?
   What is the social environment of the client?
   What impact on the current problem has the social environment?
   How many meetings are necessary, and what methods should be applied? (an analysis of resources).

4. **Agreement on the objectives and the plan of assistance:**
   What was the initial situation of the client?
   What joint conclusions have been drawn from the evaluation?
   What objectives have been agreed on?
   What results, risks, disadvantages should be anticipated?
   What steps should be taken to avoid the risks?

5. **Implementation:**
   Will the case manager alone provide access to the resources for the implementation of assistance plan?
   Should one seek services of other institutions?

6. **Quality maintenance / evaluation:**
   Have the results and partial goals of the assistance process been adequately recorded so that evaluation might be possible? (Note: in case of social services there will always be a dissonance between the subjective profit and the objective effectiveness). (Monitoring/controlling).

7. **Reporting:**
   Recording of the efficiency and effectiveness of the means and instruments applied to the interested persons and service providers.

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

– Types of support:
   1. Client-oriented explanatory activities concerning the motivational, cognitive and social barriers and potentials.
   2. Individual evaluation of personal natural abilities, often by way of trial vocational practices.
   3. A tailored support plan with bilateral agreements, systematic controlling and – if necessary – adapting of the support agreements.

4. Client-focused assistance to job placement in order to break down individuality, society and work establishment barriers to inclusion.
5. Monitoring of the client's progress in order to stabilise her/his employment as inclusion monitoring.

– Factors and conditions influencing the re-inclusion of the unemployed in the labour market (by the example of Germany):
  • The probability of inclusion in the primary labour market drops with age.
  • Women and foreigners stand a smaller chance of permanent employment.
  • Persons with vocational education have definitely more chance.
  • Persons with health-related limitations stand a smaller chance in the labour market.
  • Unemployment benefit recipients have less chance in the labour market than the unemployed that do not receive such benefits. The smallest chance stand the persons receiving social assistance.
  • Higher the unemployment in a region, lesser chance have the unemployed to enter the primary labour market.

– Not only objective factors, however, have impact on the reinclusion of unemployed in the labour market, but also subjective factors do. The latter first of all influence individual activity in job seeking:
  • Some of the registered unemployed persons do not search for job at all (in Germany they constitute about 7%).
  • Some of them do only want to survive until the retirement age.
  • Women in Eastern Germany are more willing to take up paid job and more active in job seeking.
  • Most active in job seeking are the persons from 25 to 40 years of age. Only 50% of persons aged 50 to 54 years look actively for job, while of the group over 60 years of age only about 10% do that.
  • Unemployment period: about 60% of the unemployed persons that have been without employment for less than one year search intensively for job. After two years of unemployment the activity in job seeking is characteristic for only one third of the unemployed persons.

- Subjective assessment of the labour market opportunities: better assessment goes hand in hand with higher activity.
- Active unemployed persons are quite ready to take some pains (reduction of income, change of the place of residence) just to get a job.

– Network partners in the main area and secondary areas of case management:

Services of the main area:

- Community / Regional office of social assistance.
- Training institutions.
- Industry and commerce chambers / Craft guilds.
- Social enterprises offering jobs.
- Housing offices / assistance to the unemployed.
- Youth offices.
- Counselling centres for financial problems (counselling for debtors).

Services in secondary areas

- Drug-addiction counselling / addictions counselling.
- Healthcare offices.
- The Employment Agency: medical services.
- The Employment Agency: psychological services.
- The Employment Agency: vocational guidance.
- Re-socialization services.
- Energy and water supply providers.

To heighten the efficiency of case management, the information of network partners should be divided in the following way:

1. A general description and establishment of targets.
2. Organisational structure.
3. Tasks.
4. Links with case management.
5. Possible agreement contents.
6. Legislative basis.

4.4. Methodological guidelines

Unit 1: Definition and working areas of case management (CM) in career counselling

Lecturer: A lecture on occupational roles and skills of the case manager (a presentation). Studies on individual cases of procedures under CM (work in small groups). The cases studied should be selected from the collection of experience gathered by participants.

Aids: Projector transparencies or PowerPoint presentations.

Participants: Individual studies on case management as preparatory work. Work on single cases in small groups, followed by a report and a discussion in the whole group.

Aids: Projector transparencies or PowerPoint presentations. A chart of theses for all participants for the purposes of group work.

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

Lecturer: Input – a presentation on the types of support and factors determining he process of the inclusion of unemployed. If possible, participation of invited presenters/lecturers. A project study of case management for selected target groups by example of the regions where the participants come from.

Aids: A projector transparency or a PowerPoint presentation. Assignment for a project study.

Participants: Participation in the project study and surveys conducted in the participants' native regions, with interview and analysis of documents. Drawing up a report to be presented in front of the whole group.

5. Course 4: Marketing in career counselling

5.1. Learning objectives

- Counsellors recognise and accept social marketing as an instrument for improving the manner in which non – commercial insti-

tutions accept and solve their social tasks (TAX. 3, and affective objective).

- Counsellors are familiar with the methods of social marketing and are ready to apply these to their work (TAX. 3).
- Counsellors can aid in developing a social marketing strategy for career counselling on national and European level in their organisation and participate in implementing such a strategy (TAX. 3).

5.2. Unit 1: Dimensions of marketing in the sectors of non – profit services

– **A marketing concept** – it is an intellectually broad project with a leading thought that links in one plan the main strategies and necessary operational measures (instrumentation) (a policy paper).

– Marketing may be perceived as a **marketing concept** of the specific target-oriented formation of the processes of exchange with partners in a work establishment / organisation (**internally**) and with **external** partners (especially with partners in offer/supply markets and acquisition/demand markets), as well as in the area of public opinion (public marketing).

  - **Internal marketing:** shaping the channels of exchange with the persons from the same organisation in order to form the bases for effective external marketing.
  - **External marketing:** offer/supply marketing, acquisition/demand marketing and public marketing.
  - **Exchange process:** a process of voluntary mutual exchange of material benefits, services, financial means, information, counselling services. Exchange processes take effect between the parties of which each party offers something of a value to the other party.

    Direct / two-way exchange:
    For the services rendered and the return services rendered one should pay directly after their rendering (clar payment), or possibly – in case of public goods (intellectual goods) – the payment does not cover the costs.
    Indirect / many-way exchange:
    Services are rendered in exchange of not direct but indirect pay-

payment (taxes) or as apparently free services to the citizens, for example community administration, the Labour Office.

– **Leading thoughts and leading objectives of marketing:**

1. The idea of gratification: channelling the marketing towards the needs, expectations and requirements of the exchange partner. A special case: client-orientation and the resulting marketing principles – the goal is the clients' satisfaction.

2. Focusing on "bottlenecks": orientation to the most important "bottlenecks" in the organization:
   – Offer/supply area.
   – Acquisition/demand area (limited human, substantial, financial resources).
   – Public opinion (image, criticism).
3. Competitiveness, quality of the services provided, turnovers, market share.
4. The principle of social responsibility (working in opposition to the tendency for ever greater emphasis on the role of achieved turnovers and profits).

It is important to subordinate the main leading thoughts and objectives of marketing to the superior corporate identity of the counselling organisation. To shape the corporate identity (CI) it is important to combine three instruments:

1. Corporate communications (CC): advertisement, public relations, internal communication.
2. Corporate design (CD): external image of the organisation with a logo, a header on official paper, architecture, employees' wear, etc.
3. Corporate behaviour (CB): external and internal behaviours.

All the three aspects should be mutually harmonised (in terms of the awareness of being "We").

– **Planning of social marketing – a strategy for vocational guidance:**

1. Identification of segments in the area of counselling services that require working out: Which tasks in the area of counselling should be performed for which groups of clients?

Step 1: A counselling service should be precisely described because the size of the market segment depends on it. The market is as much smaller as much more precisely defined is the product. The characteristic features of the product on the one hand and the expectations of the market participants on the other hand result in a real market and a potential market.

Step 2: The division of the market in segments should be made on the basis of such criteria that uncover differences – significant from the point of view of the demand or essential from the point of view of behaviours – between possible clients: (1) socio-economic variables (gender, occupation, income, unemployment, social class, family situation), (2) geographical variables, (3) psychological variables (values, motivations, lifestyle), (4) attitude to identical or similar counselling offers.

2. Identification of the **type** of clients – deciding on the question: Should the counselling tasks be offered by way of a non-differentiated or rather a differentiated identification of target groups?
   On the basis of the combination of criteria one can distinguish types of the market segments. In case of the **active division in segments** the marketing instruments are applied with a specific aim, there are no losses resulting from dispersion.
   One can speak of the **passive division in segments** or an auto-selection of clients in case when the counselling offer refers to a larger market; there is a danger of losses resulting from dispersion.
3. Identification of the form of **competitiveness-orientation**: Should the goals be achieved by a clear differentiation from similar organisation, independently of competitive organisations?
4. Identification of the kind of **offer facilitators/offer intermediary agents**: How much precise is the co-operation with other organisations that are offer facilitators/intermediary agents?

The following matrix helps to define the relationship between career guidance and the potential partners on the market for counselling services.

Table 1. Relationships with the potential partners

	Coordination		Cooperation		Conflict	
	actual	target	actual	target	actual	target
Facilitator	actual	target	actual	target	actual	target
Target groups' opinion leaders	actual	target	actual	target	actual	target
Competitors	actual	target	actual	target	actual	target

Persons or institutions and the type of relation with them are entered in the boxes (actual = as it is now; target = the way it should be in future).

5. Identification of the pivotal points by application of **marketing instruments.**

   Marketing can be defined as the creation of four tools and their optimal combination for a "marketing mix".

   1. Product policy/Programme policy
   – What can and should the counselling product/counselling service do?
   – Which specific requirements must the counselling product/counselling service meet?
   – Which restrictions exist (number of counsellors, professionality of staff, financial restrictions, equipment, legal restrictions)?
   – Are there any complementary or replacement products?

   The following figure shows an instrument of a marketing portfolio for optimising counselling services with two dimensions "Attractiveness for target groups" and "Effectiveness for the target groups".

Table 2. Marketing portfolio for information services

	low	medium	high	
Attractiveness for target groups	1.1	1.2	1.3	high
	1.2	2.2	2.3	medium
	1.3	2.3	3.3	low
	Effectiveness for the target groups			

The first step is to assign the existing and planned counselling services to one of the 9 boxes; we recommend to do this for each target group separately.

Counselling marketing is most interesting for the boxes that show the widest gap between "effectiveness" and "attractiveness", i.e. boxes 1.1 and 3.3.

2. Communication policy

In counselling marketing communication policy is about how the target groups' attention can be drown to the information services and how can be made to accept them.

To that aim one should first of all decide at which level of requirements the campaign should be conducted:

– **Cognitive campaigns** are oriented to changes at knowledge level, and especially to raise awareness of the guidance advantages, to inform the groups of clients of the labour market, to inform about financial support in case of unemployment, about the media that serve to collect information by oneself, etc.

– **Action campaigns** are oriented to specific activities of addressees / clients, and especially to active participation in individual counselling, to active searching for jobs, to participation in the acquisition of vocational qualifications, to visiting centres of vocational information.

– **Behavioural change campaigns** are oriented to long-term improvement of the behaviour of possible clients, and especially to constant vocational training, to improvement of the attitude to work, to avoidance of alcohol and drugs abuse, to improvement of the awareness of health value.

– **Value system change campaigns** are characterised by a highest difficulty degree, as they are targeted against superstitions. Examples: campaigns to reduce the prejudice against foreigners, to raise the level of environmental preservation awareness, to eliminate prejudices, which are given voice at the time of applying for job, against persons unemployed for a long time.

3. The distribution policy is about making the different counselling products and services available to the target groups at

the right time, in the right place, in the right amount and in the right manner.

The direct method is direct distribution between the target group/client and the counsellor or counselling service; i.e. face – to – face counselling, direct communication with the client via phone, Internet, letter.
The indirect method operates via other facilitators, i.e. school, university, associations, communal institutions, trade unions.

4. **Price policy: consideration policy**
The valuation of counselling services with a "price" is prerequisite for the economic (efficient) use of ressources. Making offers available to people for free is not always synonymous with a social mandate. Therefore especially public employment and career guidance services must find ways to warrant the efficient and effective use of their services with the help of a consideration policy.
Here monetary and non – monetary considerations must be distinguished in:

– direct consideration with the character of some parts of the real price, e.g. tuition fees,
– direct immaterial consideration,
– indirect consideration with costs elements, e.g. church tax, social security contributions,
– indirect immaterial consideration, e.g. good image and acceptance by the target groups.

5.3. Unit 2: Career counsellors in private practice and marketing the service (see D. Brown, 2003, 447 –462)

– Types of services (with potential clients):
  • Individual and group career counselling.
  • Testing.
  • Outplacement (often specialize in white collar workers).
  • Job placement.
  • Headhunters (often involves recruiting and placing corporate executives, scientists).

- Résumé and employability skills development (often targets young workers (e.g., college students), workers in transition, and those who have lost their jobs).
- Retirement planning.
- Career/life-role integration (may target workers at midlife or new entrants to labour force).
- Training.
- Consultation (business, governmental agencies, schools, universities, federal programmes).
- Career development programme evaluation (business, governmental agencies, schools, universities, federal programmes with career development programmes).
- Work adjustment counselling (the general public; on a contract basis to business).
- Spousal relocation (business; primarily those businesses interested in transferring executives who have employed spouses who are seeking careers).
- Vocational appraisal (Social Security Administration; insurance companies; other interested in establishing extent of vocational disability).
- Career information (develop customized information packets for clients who do not wish to pursue information independently).

– In deciding what services to offer, the following questions should be answered:
   1. Am I really in business or do I plan a part-time practice?
   2. Will I specialize in career counselling? If yes, which services will I offer?
   3. Are any undeserved groups present in my community?
   4. Are career development services being offered that could be offered more effectively?
   5. Am I projecting the right image?
   6. Should I join group practices?

– Marketing the private service:
   Marketing is seen as a critical part of a successful private counselling practice. Therefore practitioners must realistically determine whether they have the skills to offer a service and whether that service has a market.

Because careers counsellors in PES are paid regularly by a public institution, the immediate need to market is less pressing. And many counsellors who have worked in public institutions have an aversion to advertising.

One of the best types of advertisements is the non-ad (e.g. writing in magazines or newspapers regularly, serving in high-visibility volunteer positions where their names are frequently mentioned in local news media.

A marketing campaign may begin with non-ads, but soon target groups must be developed, a list of the strategies to be employed must be compiled, an advertising budget must be developed, and an advertising calendar must be laid out.

In all the activities related to marketing, organising, work planning, financing, specifying remuneration and co-operating with other counselling services one should follow the ethical standards of vocational guidance adopted for example by AIOSP/IAEVG in 1995 (see Module V).

5.4. Methodological guidelines

Unit 1: Dimensions of marketing in the sector of non-profit services

Lecturer: Input – a presentation on the scale of marketing activities in the area of non-profit services, with examples. Work in small groups on the planning of a marketing strategy in various areas of vocational guidance. To this aim, drawing up draft syntheses.

Aids: A projector transparency or a PowerPoint presentation. Draft syntheses for participants.

Participants: A systematic draft of marketing strategies in small groups. Writing down a report. A presentation and a discussion in the whole group.

Aids: Reporting on the results. A projector transparency or a PowerPoint presentation.

Unit 2:   Career Counsellors in private practice and marketing the service

Lecturer: Input – a presentation on potential areas for private career counselling, with examples drawn from the country. A study of a project to establish a private counselling practice. Consulting experts about evaluation of the results.

Aids: A projector transparency or a PowerPoint presentation.

Participants: A study (individual or in a partnership co-operation) of a project to establish and conduct a private counselling practice. Regional research. Drawing up reports on the results (with a chart of theses). A presentation and a discussion in the whole group.

MODULE V

PROFESSIONALISATION AND QUALITY MANAGEMENT

Eva Mezo-Zadori

1. Preamble

In the constantly and rapidly changing world in which we live, the career/life planning needs of people are vastly different than they were several years ago. These changes impact not only the needs of clients, but also the way in which guidance services are provided. Thus, it is useful to review the roles, functions, and basic competencies required for guidance workers to respond effectively to the social and educational needs of clients and to have a clear conceptualisation of those functions, roles, competencies, and responsibilities, regardless of work setting in which these services are provided.

Currently, there is wide variation across countries in professional training, and the roles and functions carried out by counsellors and other guidance practitioners. There are a variety of services offered to clients, by different types of professionals, involving different activities, clients, and types of training. In this international context, it is useful to open a dialogue regarding the competencies that define the work of educational and career guidance providers, in order to meet the needs and demands of clients in the educational system and the labour market. The ultimate goal of this dialogue would be to reach agreement on the kind of competencies practitioners need to acquire in order to perform their jobs effectively. In a constantly changing and increasingly global society, it is useful to undertake this task at an international level, in order to establish a common ground for practitioners and their clients across different countries, thereby gaining clarity on the competencies that under gird the profession.

There was developed guidelines (e.g., Hiebert, 1999, 2000) for enhancing accountability and helping practitioners better identify the process in which they are engaged. However, these tend to be focused on the context in the country where they were developed. There is a need for an initiative with a more international focus that could establish general guidelines regarding the competencies needed for educational guidance and career practitioners to provide services at high quality European level.

Stucture of the module

4 courses   =   24 ECTS credits
1 course   =   6 credits
1 credit   =   25 work load lessons
70 contact lessons altogether

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).

2.   Course 1: Professionalisation of vocational counsellors

2.1.   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 (TAX. 1).
- 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 (TAX. 2).
- Following and using the latest results of the information and communication technics (TAX. 3).
- 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) (TAX. 1).

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

If one compares the task profile of educational and career development guidance with international career field surveys of vocational guidance, interesting parallelisms and differences will show up.

Major tasks of vocational guidance in an international comparisons (according to Ertelt, Schulz, 1997):

I.   Information management:
1. Gathering, structuring and providing demand-oriented information about:
– education, training, further training,
– occupations, career paths,
– conditions on the labour market,
– national, transnational, European promotion programmes.
2. Participation in establishing and updating information systems and databases for vocational guidance.
3. Analysis and appraisal of media and information systems for vocational guidance.
4. Information marketing.

II.   Individual guidance (single-case assistance):
1. Preventive and curative one-to-one counseling.
2. Diagnosis, assesment, profiling, "bilan de competence".

III. Work with groups:
1. Vocational orientation and vocational information for both young people and adults.
2. Group consultation.
3. Work with parents and self-help groups.
4. Advice and information for target groups.

(These tasks are usually carried out in close cooperation with institutions/programme providers of educational and vocational training and rehabilitation).

IV. Guidance in connection with placement service
1. Job-search strategies for the individual.
2. Assistance in using national or transnational placement systems and Internet-based job search.
3. Consultation with businesses in the field of personnel management (staff recruitment, human resource development, human resource planning, outplacement).
4. Assistance in utilising promotion programmes (e.g. self-employment).

V. Management and development:
1. Establishing and maintaining participation in local and regional networks of vocational guidance (institutions, bodies, chambers, programme providers, etc.).
2. Marketing for advisory services.
3. Quality management for counselling.
4. Occupational and labour market analyses.
5. Intensive cooperation with providers of further vocational training.
6. Analysis and appraisal of national, transnational and European programmes on occupational mobility, placement, human resource development, education, initial and further training, provision of adequate counselling methods for target groups.
7. Organisational development.

The central tasks of initial and further training worked out by the above-mentioned working group can be roughly assigned to these European profile categories as follows:
– Advising and informing individuals and groups in all questions of initial and further training: II. and III.
– Continuous training market surveys: II. and. III.
– Permanent updating, maintenance and further development of further training systems (databases, Internet): I.1.
– Public relations, addressing target groups, publicity for initial and further training: I.4 and V.2.
– Identifying the need for farther training, establishing training market analyses and balancing with the regional labour market, initiating initial and further training opportunities: V.4 and V.5.
– Getting in touch and fostering contacts with disseminators: V.1.
– Giving advice to and cooperating with institutions such as facilities of initial and further training, authorities, associations, initiatives, other advice centres, etc.: V.1 and V.5.
– Business consulting and cooperation with business enterprises: IV.3.
– Working together in bodies and cooperation networks, mainly within the scope of regional work, development of further training, and structural improvement: V.l.
– Assistance in implementing regional schemes for the promotion of qualification, employment and structural development: I through V.

As can be seen from a very rough international comparison, neglecting all those national characteristics, vocational guidance evidently focuses its activities on information management and individual counselling.

As to career development guidance, judging by the number of recommendations, great emphasis obviously appears to be put on the field of "management and development tasks" (V).

It can be said that, depending on the point of view, career development guidance is part of vocational guidance, or vice versa. Anyway, there is a high degree of congruence as to the tasks and duties, so that we can base our arguments on joint lines of development in an international context.

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

At the 2001 world congress of the International Association for Educational and Vocational Guidance (AIOSP) in Paris, the internationally well-known French counselling scholar Jean Guichard (Institut National d'Etude du Travail et d'Orieniation Professionnelle, I.N.E.T.O.P., Paris) held the following view: "It is three features that characterise our current conception of counselling. First we regard it as lifelong counselling. Second it affects all transition processes – scholastic, vocational, personal. Third we see the client as an 'actor' of his/her own vocational development, and our aim must be to make them the subject of their own existence."

The OECD study "Mapping the Future – Young People and Career Guidance" (1996) underlined the advantages of effective vocational guidance for the government and society, employers, education system and the individual. As prerequisites thereof, the OECD named improved professionalism, binding standards, innovative methods, serious evaluation and improved cooperation at the national and international level.

Through the extraordinary "employment summit" European Council on Employment (Luxembourg, Nov. 20-21, 1997) vocational guidance was given a new dimension; it became an employment policy tool.

The European Commission "Memorandum on Lifelong Learning" dating from October 2000 contains some important clues as to the necessity of qualified vocational guidance:

– Information via the Internet still is not proper vocational guidance. What must be added is the professional estimation of its correctness and validity as well as the classification of that information with regard to the client's personal situation.
– At the Public Employment Services (PES) vocational guidance services for young people and adults should play a central role in supporting the individual's employment capability.
– In a society of knowledge, networked communication and the change connected with that, European vocational guidance has got to make an important contribution towards active citizenship and employment capability.
– Lifelong learning and securing employment capability as national policy objectives necessitate practical implementation at the regional and local level. A prerequisite for efficiency is a resource-saving networking of existing counselling and placement services with programme providers of vocational training and further training and with business enterprises as well.
– Counselling services to companies (guidance for employers, human resource development coaching, outplacement) are to be reinforced.
– Vocational guidance is also intended to encourage employees to think in an entrepreneurial way.

If we look at the tasks of vocational guidance in the lifelong learning process in an international view, we can recognise the following concentration in the area of guidance on education and training: school career guidance, monitoring transition processes, guidance in the tertiary sector, guidance with regard to the "second chance" guidance during job life, guidance on human resource management.

In June 2002, an international panel of experts for the preparation of the European Guidance Forum (now "Lifelong Guidance Group") called the following tasks a matter of top priority for the counsellors' assistance in lifelong learning (Plant, P. 2002: European Guidance Forum/Lifelong Guidance Group: Policy & Guidance Move Centre Stage (in) IAEVG Newsletter 44/2002. Copenhagen: IAEVG):

1. As to mobility enhancement, the principles of transparency, accessibility and comparability have to be applied in the same way for the guidance services in the member states, and not only for people planning to go abroad, but also for those who have practised mobility before.

2. The Forum should discuss how the guidance services in the member states contribute to the aim of making Europe the most competitive and most dynamic knowledge-based society of the world.

3. There arc two chief target groups with particular demands on guidance in the context of lifelong learning:
   a) Young people have to learn more career management skills for a whole life as decision-making skills for their first career selection.
   b) The tasks for adults include:
      – guidance to working people with regard to developing competency and making good use of chances in a changing labour market,
      – guidance to the jobless within and outside the educational system,
      – guidance to older employees about to retire ("gerontoguidance") outplacement.

4. Promotion of benchmarking between the guidance systems in the member states with regard to lifelong counselling.

5. Improving the guidance services' orientation towards the citizens' needs (despite all the differences in the established structures in the member states).

6. National and international networking:
   a) national level,
   b) international level: EURES/Euroguidance,
   c) forum for experts and practitioners – exchange of views.

7. Exchange of counsellors, international seminars, European standards for vocational guidance and counsellor qualification.

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

Depending on organisational/institutional regulations, different weight is attached to the areas of activity mentioned above.

The central question is at what level this is done, above all in qualifying specialist consultants. This view is shared by the German Federal Ministry of Education and Research (BMBF) in its vocational training report of 2002 (p 227); "The key to the implementation of the quality concept is staff qualification and the consolidation of the facilities themselves."

One thing the different sources agree upon internationally is that responsible, neutral and effective guidance can be secured only through that increased professionalism of guidance officers.

Major steps towards the improvement of professionalism and to the recognition of vocational guidance at European level were taken in in the early 1990s with two comparative studies. One referred to job profiles in the field of vocational guidance in the European Community (cfr. Watts: A Synthesis Report, CEDEFOP, Berlin 1992/93), the other to educational and vocational guidance in the EC (cfr. A.G. Watts, J. Guichard, P. Plant, M.L. Rodriguez: Educational and Vocational Guidance in the European Community – Synthesis Report, Brussels, European Commission 1993/94).

The AIOSP/IAEVG project "Qualification Standards for Educational Guidance and Career Services Providers", conducted by the AIOSP vice president Elvira Repetto, may serve as a recent example of the professionalisation of counselling services.

Within the scope of LEONARDO DA VINCI II three pilot projects dealing with the qualification of vocational guidance officers at the European level are currently in progress. One project refers to the area of application "Distance Counselling" (conducted by: Bundesagentur fur Arbeit, Germany), a second one to "Modular Distance Education for European Mobility Counsellors" (conducted by: National Institute of Vocational Guidance, Bratislava/Slovakia), and a third one "Transnational Vocational Counselling" to the creation of a university course of further study on vocational guidance with a master's (conducted by: the Ministry of Economy and Labour, Warsaw/Poland).

The international comparison reveals a multitude of ways of training with regard to the contents and the form as well. Beside a clear orientation towards psychology (examples: France, Switzerland, Poland

[Lodz]), there are study courses orientated towards social sciences (examples: U.S.A., Canada) and courses containing social sciences as well as considerable portions of economics and law (examples: Germany, Netherlands).

2.5. Unit 4: Types of counsellor training in an international comparison (with examples)

1. Higly specialised studies in vocational/careers guidance, 3 or 4 years, at particular universities, Bachelor (B.A.) or Diplom, (FH), D,NL,S,CH,H,PL.
2. Specialisation within a university course, like Psychology or Educational Science or Social Science or Higher Teacher Training F,H,PL,B,P,E,CH.
3. Graduate or postgraduate studies, 1 or 2 years, Master's degree (M.A.) or Diploma (Canada, U.S.A., CH Lie.), P,PL,H,FIN,UK (1 y, Diploma) Estonia, Bulgaria.
4. In-house training programmes (formalised, mostly with certification) DK,F,D,GR,IRL,UK.
5. Non-formalised courses (in-house or outside) L,UK,DK,GR, IRL, NL.

Types 4 and 5 are applied very often to train careers counsellors and placement officers for adults. In an international view guidance counsellors for young people in schools seem to have a higher formal qualification.

2.6. Unit 5: International counsellor qualification standards

In 1999, the IAEVG General Assembly agreed to begin an initiative to create International Counsellor Qualification Standards.

The International Competencies for Educational and Vocational Guidance Practitioners incorporate a competency-based approach, focusing on the knowledge, skills, and attitudes needed to provide quality services. They are divided into two major sections: core competencies that all practitioners need regardless their job setting, and specialized competencies that are additional skills, knowledge, and attitudes that may be required, depending on the type of work setting

and the client groups that are being served. Some professionals will need to have a broad range of specialized competencies, while others may require only a few, depending on the nature of the services they provide. The specialized competencies are seen as equally important, representing different, not more important or less important, areas of practice.

In order to be effective in today's world, guidance practitioners need to master the competencies required to work in new cultural settings and socio-educational contexts associated with promoting educational, cultural, and social change.

They also will need to work in areas that may not have been priorities until recently, e.g., preventive guidance, counselling in intercultural, community capacity building, settings, counselling for diversity, consultation strategies for different sectors of the school community, and design, development, and evaluation of guidance programmes. Creating the International Competencies for Educational and Vocational Guidance Practitioners represents an important first step in developing a professional profile that responds to the challenges and demands of society today.

International Competencies for Educational and Vocational Guidance Practitioners Competency Framework:

Core Competencies

C1   Demonstrate appropriate ethical behaviour and professional conduct in the fulfilment of roles and responsibilities.
C2   Demonstrate advocacy and leadership in advancing clients learning, career development and personal concerns.
C3   Demonstrate awareness and appreciation of clients' cultural differences to interact effectively with all populations.
C4   Integrate theory and research into practice in guidance, career development, counselling, and consultation.
C5   Skills to design implement and evaluate guidance and counselling programmes and interventions.
C6   Demonstrate awareness of him/her own capacity and limitations.
C7   Ability to communicate effectively with colleagues or clients, using the appropriate level of language.

C8 Knowledge of updated information on educational, training, employment trends, labour market, and social issues.
C9 Social and cross-cultural sensitiveness.
C10 Skills to cooperate effectively in a team of professionals.
C11 Demonstrate knowledge of lifelong career development process.

Specialized Competencies

1. Assessment

1.1. Accurately and thoroughly conceptualize and diagnose clients' needs based on different assessment tools and techniques.
1.2. Use the data derived from assessment appropriately and according to the situation.
1.3. Identify situations requiring referral to specialized services.
1.4. Facilitate effective referral by means of initiating contacts between referral sources and individuals.
1.5. Maintain up-to-date listings of referral sources.
1.6. Conduct a needs assessment of the clients' contexts.

2. Educational guidance

2.1. Demonstrate concern for students' potential and the skills to facilitate its achievement.
2.2. Guide individuals and groups of students to develop educational plans.
2.3. Assist students in their decision making process.
2.4. Assist students to improve their self-awareness.
2.5. Assist students in their course selection.
2.6. Assist students to overcome learning difficulties.
2.7. Motivate and help students to take part in international exchange programmes.
2.8. Consult with parents on their children's educational progress and development.
2.9. Assist teachers to improve teaching methodologies.
2.10. Assist teachers to implement guidance within the curriculum.

3. Career development

3.1. Knowledge of career developmental issues and the dynamics of vocational behavior.
3.2. Demonstrate knowledge of pertinent legal factors and their implications for career development.

3.3. Plan, design and implement lifelong career development programmes and interventions.

3.4. Knowledge of decision making and transition models to prepare and plan for transitional stages: School to work transition, Career shifts, Retirement, Job dismissing, Downsizing.

3.5. Identify influencing factors (family, friends, educational and financial opportunities) and biased attitudes (that stereotype others by gender, race, age and culture) in career decision making.

3.6. Assist individuals in setting goals, identifying strategies to reach them, and continually reassess their goals, values, interest and career decisions.

3.7. Knowledge of state and local referral services or agencies for job, financial, social and personal issues.

3.8. Knowledge of career planning materials and computer-based career information systems, the Internet, and other online resources.

3.9. Skills to use these career development resources and techniques appropriately.

3.10. Skills to use career development resources designed to meet the needs of specific groups (migrants, ethnic groups and at risk populations).

3.11. Help clients to build their career and life project.

4. Counselling

4.1. Understand the main factors related to the personal development of clients and the dynamics of their individual behaviour.

4.2. Demonstrate empathy, respect and a constructive relationship with the client.

4.3. Use individual counselling techniques.

4.4. Use group counselling techniques.

4.5. Address the needs of at-risk students.

4.6. Assist clients in:
    4.6.1. Prevention of personal problems.
    4.6.2. Personality development.
    4.6.3. Personal problem solving.
    4.6.4. Decision making.
    4.6.5. Sexual identity.
    4.6.6. Social skills.

4.6.7.   Health education.
4.6.8.   Use of leisure time.
4.7.   Help clients to develop a personal life plan.
4.8.   Detection and referral of cases to other specialized services.

5. Information Management

5.1.   Knowledge of legislation, pertaining to education, training, and work at local, national and international level.
5.2.   Knowledge of equivalence of degrees and professional qualifications obtained in different countries.
5.3.   Collect, organize, disseminate and provide up-to-date career, educational and personal/social information on:
5.3.1.   Education and training.
5.3.2.   Occupational information.
5.3.3.   Employment opportunities.
5.3.4.   Others (Health, Leisure…) (Specify).
5.4.   Use information technologies to provide educational and occupational information (data-bases, computer-based educational and career guidance programmes and the Internet).
5.5.   Assist clients to access and use educational and occupational information in a meaningful way.

6. Consultation and Coordination

6.1.   Consult with parents, teachers, tutors, social workers, administrators and other agents to enhance their work with students.
6.2.   Demonstrate interpersonal skills needed to create and maintain consultation relationships, goals, and desired behaviour change.
6.3.   Demonstrate skills in working with organizations (universities, business, municipalities and other institutions).
6.4.   Interpret and explain concepts and new information effectively.
6.5.   Coordinate school and community personnel to bring together resources for students.
6.6.   Use an effective referral process for assisting students and others to use special programmes, services, and networks.
6.7.   Skills to coordinate and stimulate the student's creativity to built their own programmes (studies and work).
6.8.   Skills to build up a good image as a professional.

7. Research and Evaluation

7.1. Knowledge of research methodologies, data gathering and analysis techniques.
7.2. Promote research projects in relation to guidance and counselling.
7.3. Use presentation methods to report the outcomes of the research.
7.4. Interpret the results of this research.
7.5. Integrate the results of this research into the guidance and counselling practice.
7.6. Evaluate guidance programmes and interventions, applying up-to-date techniques and programme evaluation models.
7.7. Keep up-to-date with current research findings.

8. Programme/service management

8.1. Identify target populations.
8.2. Conduct needs assessment.
8.3. Inventory resources relevant to programme planning and implementation.
8.4. Knowledge about relevant current literature, trends and issues.
8.5. Promote community awareness of the programmes and services.
8.6. Manage (design, implement, supervise) programmes and interventions.
8.7. Evaluate effectiveness of the interventions.
8.8. Use results to effect programme enhancement by recommending institutional/agency improvements.
8.9. Skills to organize and manage the educational, counselling, guidance and placement services.
8.10. Manage and supervise personnel.
8.11. Promote staff development.

9. Community capacity building

9.1. Skills to develop relationships with key community partners.
9.2. Conduct analysis of human and material resources.
9.3. Conduct needs assessment of the community.
9.4. Work with the community to effectively use these resources to meet their needs.

9.5. Work with community to develop, implement, and evaluate action plans to address economic, social, educational & employment goals.

9.6. Work with local, national and international resource networks for educational and vocational guidance (e.g. IAEVG).

10. Placement

10.1. Coach clients in work search strategies.

10.2. Use of the Internet in the job search process.

10.3. Present work opportunities to clients and facilitate their appropriate job selection.

10.4. Liaison with employers and with education and training providers to obtain information on the opportunities they offer.

10.5. Consult with policy makers.

10.6. Follow-up on placement suggestions.

10.7. Match individuals to particular vacancies in employment, education or training.

10.8. Support clients with employment maintenance.

Qualified professionals

Training level / Qualification	+	Professional competencies	+	Professional performance
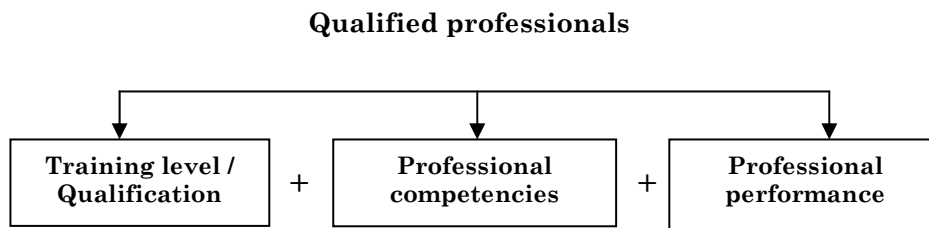
We consider that a framework that profiles an international set of competencies for educational and career practitioners, will facilitate their professional development, thereby enhancing daily practice and delivery of services.

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2.7. Methodological guidelines

Unit 1: 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).

Unit 2: Groups work about the newer international studies (OECD, World Bank, ETF, CEDEFOP, European Commission) and reporting in the plenary with discussion.

Unit 3: Presentation of selected Projects of the Leonardo da Vinci Programme on Counsellor Education and discussion in the plenary.

Unit 4: Introduction by the lecturer with examples and afterwards information by participants about the system in their own country.

Unit 5: 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.

3. Course 2: Ethical standards

3.1. Learning objectives

* Keeping the ethical responsibilities and attitudes of the counsellors (TAX. 3).
* Counsellors should be able to analyse the status of ethical standards in their own service (TAX. 3).
* Counsellors should know the most important international ethical guidelines and their origins, e.g. AIOSP/IAEVG (TAX. 1 and 2).

3.2. Unit 1: AIOSP/IAEVG ethical standards

Approved by the IAEVG General Assembly, Stockholm, Sweden, 8. August 1995.

The International Association for Educational and Vocational Guidance is committed to the global provision of educational and vocational guidance processes, that are of high quality, provided by competent and recognized professionals, and designed to facilitate the personal choices and decisions of persons of all ages as they anticipate, prepare for, enter into, face and cope with the dynamics of the labour market and the workplace. The IAEVG mission statement, a separate document to which the ethical standards cited here relate, details the multiple ways by which the Association discharges its responsibilities on behalf of the quality of the practitioners of educa-

tional and vocational guidance in their training and qualifications; in the development and provision of methods and materials pertinent to the provision of educational and vocational counselling for persons of different ages and settings; in the conduct of research and development; and in the advocacy of client needs for educational and vocational guidance with governments and institutions.

The commitments of IAEVG members to its mission, as a professional organization concerned with the provision of quality services, research, and advocacy on behalf of personal educational and vocational choices, requires adherence to a public code of ethics that guides the actions of practitioners, provides evaluative criteria for self-assessments and peer evaluation regarding the quality of the practitioner role, and informs the public of expected standards of professional practices and behaviour. These ethical standards are consistent in essence with the ethical statements of colleagues in related professional areas who also are concerned with providing assistance to persons preparing for or engaged in work, training and education. Thus, the ethical standards of IAEVG, like those of members in other educational, scientific, and professional organizations, are dedicated to the enhancement of the worth, dignity, potential and uniqueness of those persons whom IAEVG members serve.

Ethical standards, such as those which follow, identity minimum essentials by which to gauge ethical behaviour. They cannot address every possible ethical conflict that IAEVG members experience in their nation or culture. Thus, the Ethical Standards provide below are intended to stimulate the self development of IAEVG members in their ethical behaviour and the creation of local and regional statements of ethical standards for which these standards may provide direction and advice.

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

Analysis with the categories of AIOSP/IAEVG

Ethical Responsibilities to Clients:
1. Members of IAEVG accept the primary obligation to respect the dignity of each person to whom educational and vocational guid-

ance services are rendered. This obligation includes acceptance of the rights of the individual to make independent choices, to take responsibility for decisions reached, to engage in self direction and self-development, and to preserve confidentiality. It also includes practitioner responsibility to be current with laws and policies that pertain to client rights.

2. Members of IAEVG do recognize the obligation to provide equal opportunities in educational and vocational guidance without prejudice to persons of diversity in social status or educational background, gender, race, ethnicity, religious beliefs, sexual orientation, or disability and avoid all forms of related discriminations.

3. Members of IAEVG are sensitive to the total needs of clients (educational, vocational, personal and social) as they interact to affect the planning for or the adjustment to education and training, occupations, and careers and should refer to relevant experts if their own competency does not meet the client's need.

4. Members of IAEVG inform clients, orally or in writing, of the purposes, goals, techniques, policies and ethical standards under which educational and vocational guidance is provided, conditions in which consultation with other professionals might occur, and legal or policy constraints which relate to how services are provided. Any limits on confidentiality set by others will be discussed with the client before proceeding to put him or her in the position to choose personal responses to such limits and involvement. Disclosing of confidential information needs the client's expressed consent.

5. Members of IAEVG enhance client's independent actions and therefore refrain from consciously dictating or coercing client choices, values, lifestyles, plans, or beliefs (e.g., general views on economic life) that represent the counsellor's or other people's, but not the client's personal orientation or perspective. However, in situations where clients hold antisocial values that are of danger to themselves or others, it may be necessary for the counsellor to indicate what his/her professional values are and to what extent he/she supports social conventions.

6. Members of IAEVG provide explanations of the content, purposes, and results of tests in language that is understandable to clients. Such practitioners use relevant standards to select, ad-

minister, and interpret assessment techniques. They recognize that emerging techniques, e.g. computer-based testing or career guidance programmes, require periodic training and continuing familiarity with the professional literature in administration, scoring, and interpretation.

7. Members of IAEVG promote the benefits, to clients, of new techniques and appropriate computer applications when research or evaluation warrant such use. The counsellor/practitioner ensures that the use of computer applications or other techniques are appropriate for the individual needs of the client, that the client understands how to use the technique or process involved, and that follow-up counselling assistance is provided. IAEVG members further ensure that members of under-represented groups have equal access to the best techniques available to computer technologies, and to non-discriminatory, current and accurate information within whatever techniques are used.

8. IAEVG members, in representing their professional competencies, training and experience to individual clients as well as to organizations for which consultation is requested, provide information that is clear accurate and relevant and does not include misleading or deceptive materials.

9. Members of IAEVG avoid conflicts of interests which compromise the best interests of their clients when they engage concurrently in the career counselling of clients, serve as representatives of paid employment exchanges or as paid recruiters or intermediaries for training facilities. Where potential conflicts of interests occur, they should be made known to the client.

10. Members of IAEVG make appropriate referral when their professional assistance cannot be provided or continued.

Attitudes to colleagues and professional associates:

1. IAEVG members contribute to development and maintenance of cooperative relationships with professional colleagues and administrators in order to facilitate the provision of optimal educational and vocational guidance.

2. IAEVG members are responsible for informing colleagues and administrators about aspects of the provision of educational and vocational guidance such as confidentiality and privacy guidelines.

3. IAEVG members will provide professional colleagues and administrators with accurate, objective, concise and relevant information about the needs and outcomes of educational and vocational guidance for evaluative or other purposes.

4. IAEVG members cooperate with their professional colleagues in implementing the Ethical Standards in the procedures and practices of their work setting. When direct information raises doubts as to the ethical behaviour of professional colleagues, whether IAEVG members or not, the member should discuss such concerns with the colleague or use available institutional channels to rectify the condition.

5. In cases of conflict between professional ethical standards and directives or non-cooperation of an employee, IAEVG members will seek to consult directly with responsible administrators about the implications of such conflicts and seek ways by which to eliminate them.

Attitudes to government and other community agencies:

1. If necessary, IAEVG members will advocate for and assist in the development of educational and vocational guidance services that are ethically rendered and relevant to client needs in cooperation with policy-makers, legislators or administrative personnel.

2. IAEVG members are aware of and inform administrators, legislators and others of the accepted qualifications and training expectations of competent practitioners of educational and vocational guidance and counselling services.

3. IAEVG members actively cooperate with agencies, organizations and individuals in other institutions or in the community so as to meet the needs and provide services to clients.

Responsibilities to research and related processes:

1. IAEVG members who have the appropriate training and skills to do so, acknowledge their responsibility to conduct research and report findings using procedures that are consistent with the accepted ethical and scientific standards of educational and psychological research practices. When client data are used for statistical, evaluative, research or programme planning purposes, the IAEVG member ensures the confidentiality of the identity of individual clients.

2. IAEVG members acknowledge their responsibility to share in the improvement of educational and vocational guidance by sharing skills, knowledge and expertise with colleagues and with professional associations, such as IAEVG.

Responsibilities as an individual practitioner:

1. IAEVG members obtain the initial training and maintain a process of continuous learning in those areas of knowledge and skills required by the profession to be a qualified and competent practitioner of educational and vocational guidance.
2. IAEVG members function within the boundaries of their training and experience and refer to other professional persons, clients for whom the practitioner is not prepared to assist. Each IAEVG member accepts the consequences of his or her professional actions and does so within the conscious and deliberate application of ethical guidelines.
3. IAEVG members continue to reflect in their practice both the humanistic principles that underlie ethical behaviour as well as attention to the changing social and political questions that have ethical implications for practice. These include such questions as who are my clients (students, workers, employers, society as a whole) and what are the ethical issues of importance in these relationships? How do different forms of intervention (individual counselling, group work, computer-assisted programmes, consultation with management in behalf of workers) differ in ethical concerns? How should educational and vocational guidance services ethically respond to the global tensions between economic and environmental issues in the working lives and workplaces of clients?
4. IAEVG members are responsible for monitoring and maintaining their professional competencies and obtaining training on a periodic basis to ensure that they are able to provide competent services to cultural diverse clients and to effectively use new theories and intervention techniques, computer applications, and assessment processes. IAEVG members strive to be current with innovations and trends in the contexts and content of educational and vocational guidance and counselling and do so with an acknowledgement that professional and personal experiences and growth go on throughout one's career.

5. IAEVG members seek and participate in regular supervision by which to increase the knowledge and skills required to effectively discharge their professional responsibilities and to develop goals for continued learning.
6. IAEVG members are aware of their values and attitudes, in order to remain discrete and objective in the help they provide to clients. In particular, they avoid all forms of racial, sexual, and age stereotyping and discrimination.
7. IAEVG members, in cases where ethical issues are unclear or ambiguous, will consult in a confidential manner with a professional association or colleagues to attempt to clarify the issue or develop strategies to rectify the conditions that caused the problem. Failing that possibility, practitioners should directly contact the Secretary General of IAEVG to seek clarification, advice or to file a question of professional ethics.

With friendly permission of the AIOSP/IAEVG.

3.4. Unit 3: Ethical guidelines of counselling

International counselling from U.S.A., Canada and Australia, CEDEFOP and in related Leonardo da Vinci Pilotproject MEVOC (coordinated by Austria), and some other countries, like Romania.

3.5. Methodological guidelines

Unit 1:   Distance learning for preparation and discussion in the plenary.

Unit 2:   Collecting, interviewing and writing report about ethical guidelines in the own counselling service (individual work preparation of the seminar).

Unit 3:   Presentation by the lecturer and discussion in the plenary.

4.   Course 3: Quality management in career guidance

4.1. Learning objectives

- The "Eurocounsellors" shall take part in the apply research work, and the evaluation processes. They shall contribute also to the de-

velopment phases, which help to develop the necessary documents of European level (TAX. 4).

- To know and exactly understand the model of the quality management of the Eurocounselling (TAX. 3).
- Improvement of the terminology in foreign languages (esp. English) concerning transnational co-operation, management of EU projects, EU programmes, stages (TAX. 3).
- Improvement of the intercultural competences in counselling, information giving and placement (TAX. 3).
- Presentation and discussion of the models of quality management (TAX. 3).

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

Quality management, quality control, quality assurance and quality development should have become an issue in guidance work a long time ago, and not just since industry and business started scoring points with ISO and other forms of certification.

For counsellors with specialist training (including psychologists) the work of evaluation, customer surveys, reflection on counselling processes, satisfaction surveys, need clarification, goal formulation and goal reviews, visitations, intervisions and supervisions is their "daily bread."

Guidance experts are not generally unwilling to scrutinise their work, in most cases the relevant instruments are already available or can be developed very quickly. What is usually missing is a systematic approach and an overview, an overall concept for quality management, quality assurance, quality control or the complete overview (360°-model).

All too often quality management is regarded as an instrument of control and consequently as an instrument for pressurising employees. This frequently leads to fears and reservations on the part of guidance counsellors when such projects are started.

Quality management is a long, or more accurately, a permanent development process. Development takes time. The experience of the

Careers Advisory Service of the Principality of Liechtenstein (the team consists of 7 members) confirms that such a process requires 3 to 4 years (from the initial idea, concept development, implementation and evaluation of results, particularly in the area of internal team communication and actual implementation – customer survey) of intensive work if the entire range of services is to be covered. Over this period, the psycho-social environment that employees need before they will let someone else look into their cards (and hearts) and admit mistakes etc. in front of co-workers develops on the basis of mutual trust.

Anxieties must be tackled by playing with "open cards" and offering practical assistance (e.g. in-house support, specific further training measures …).

At least one person per team / institution must continuously act as a moderator and animator. This work is time consuming, but also highly satisfying in view of the visibility of successes and results.

Deeds and not Words!

Openness and the courage to experiment are important. New methods have to be developed, tried out, reviewed, revised and then tested again.

We all know that we are good guidance counsellors, we do not need to hide our work. So let us make this good work more transparent. PR is good news.

Our Motto:

There is almost no strength that cannot be developed.

4.3. Unit 2: Quality management models

There are countless models. It should be remembered that the impulse for most of these models comes from business and therefore sometimes covers other areas and follows other laws than are practical and customary in public administration and at counselling organisations like our own.

Every institution has to find the model that provides the necessary internal differentiation and acceptance, while still meeting with the external acceptance of the superior institutions. Both are important.

Quality management models:

– ISO
– 2Q Methods
– EFQM
– Eduqua
– Guidance Council

We always have one goal: To find and implement a model that is sufficiently precise to cover the special character of this field of activity (in our case: guidance and information work) and to provide standards and criteria that can be used in career guidance. So transfer work will definitely have to be carried out. On the other hand, the widespread use of models that have been tried and tested in the business sector mean that we do not have to "reinvent the wheel." Carpe diem! Let us take advantage of this pioneer work and adapt it for our own field.

For the reasons specified above (internal and external acceptance), the Careers Advisory Service of the Principality of Liechtenstein uses the EFQM model. In its implementation it is rounded off by elements taken from the 2Q Model and Guidance Council. This has proved worthwhile for all parties. In the German-speaking countries two advisory services have been put through this kind of certification process (Switzerland: Canton Thurgau 2Q Model / Liechtenstein: Careers Advisory Service EFQM Model). Many other bodies are in the process of trying out different things but have not yet decided upon an overall concept / certification.
Deeds and not words will bring us further. Let us give critical consideration to reflection, evaluation and take them as learning opportunities for our daily work. Learn, improve, optimise, recognise resources, optimise time management, work more efficiently, act with greater customer-friendliness, cover needs, …. head, heart and hand.

The individual as a whole is at the heart of what we do, as a person, as someone who is developing and growing in his or her personality.

Input quality
Process quality
Output quality
Impact quality or
Leadership – processes - results (EFQM Model)
all need to be observed, reflected upon and questioned.

Changes and innovations should be carried out on this basis and not for their own sake, and certainly not as mere alibi actions.

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

A suitable instrument for quality development in guidance work (quality measurement and control).

In comparison with other models, what is especially impressive about the EFQM model is the continuous demand for / review of enabler and result **criteria as well as the self-evaluation and accompaniment** by trained external EFQM supervisors who examine and then evaluate everything for its factuality and form of implementation in a critical audit lasting several days. But in the final analysis, the goal is discover potential for improvement and not to give grades.

The **Radar logic** convinced us because it contains three important elements:

– The specific **approach** / the idea, the concept, exactly what is it based on?, (how) is it integrated?
– **Implementation** (has it taken place?), has it been introduced, is it systematic.
– **Evaluation and review**, are the effectiveness and method of implementation regularly measured? Learning and improvements.

Results, if they are available are trends discernable, have goals been achieved, are the results due to the action?

– **Overall evaluation**. The overall evaluation is shown in percentages that are based on the values shown on the radar map for the individual elements and suggests potential for review:

V	**Approach**	e.g.	60 %
U	**Implementation**		75 %
Ü	**Review**		25 %
G	**Overall evaluation**		53 %

However, responsibility for the individual improvement measures remains within the competence of the organisation that has been evaluated.

What is evaluated?

Performance is evaluated on the basis of the enabler and result criteria of the EFQM Excellence Model.

In the case of the enabler criteria, the evaluation assesses if and to what extent suitable approaches have been developed and actually implemented to achieve excellence. The relevant approaches and their application must be described.

In the case of the result criteria, the evaluation assesses whether real and verifiable results are achieved, that demonstrate that the relevant interest groups (costumers, employees, etc.) feel that their needs and expectations have been met. Documentary evidence must be provided for the results from the perspective of the interest groups.

For the evaluation in the assessment process, the organisation must show how and by what means the claim defined in the relevant part-criteria is fulfilled.

How is the evaluation carried out?

The approaches and results shown for the criteria of the EFQM model are then examined on the basis of the Radar logic to ascertain how far they meet the criteria of excellence.

Strengths and improvement potential can be identified and the direction of the improvement measures ascertained on the basis of the Radar logic.

Improvement measures can, for instance, focus on conceptual improvements to the approaches or an intensification of the application and broader dissemination.

In addition to the EFQM approach, we also work with 2Q tasks in personnel development. Specifically, this is done as follows:

On the basis of a catalogue of options and in consultation with superiors (appraisal meeting) each member of staff works on two 2Q tasks per six months. The employee formulates the task himself and agrees upon it with the superior. The team is then informed of the subject of the task so that everybody knows who is currently working on which topic. The task is carried out as planned, a report made to the superior upon the due date and if the project has been successfully completed the results are presented to the rest of the team. In this manner, the entire team can share the benefits of all the projects. Everyone then has the possibility of deepening their own knowledge on the basis of the performance targets formulated by their co-worker.

Quality management (Quality control, quality assurance, quality development) is a complete task and therefore requires an overview of the tasks of the institution. Quality management is impossible without:

- Management (leadership, appraisal meetings / motivation)
- Good training and further training.
- A good framework such as logistics, infrastructure, administrative flexibility.
- Networks.
- PR etc.

Quality needs time and has its price.

4.5. Unit 4: Quality development in guidance and education

International Expert Conference 2003
(http://www.kluweronline.com)

Selected texts and statements from the conference report (Internet).

The AIOSP international conference that was held from 3rd to 6th September 2003 in Bern / CH, focused on "Quality Development in Guidance and Education." A specialised scientific debate took place and practical experiences were also exchanged.

Interested groups were able to learn about and discuss specific examples of how quality development procedures had been implemented.

Main topics: Discussion focussed on the following aspects of the quality issue:

Leadership quality
Generally formulated goals and visions:
– The future of careers and education guidance.
– New policies and strategies for guidance.

Structural quality
Setting specialist and methodical standards:
– Education, further training and ethics of experts in careers and education guidance.
– Partnerships and resources.

Process quality
Optimisation of the advisors' methods of work and optimisation of processes:
– New methods and instruments in careers and education guidance.
– Guidance in different contexts.

Result or product quality
Documentary evidence of effectiveness or economic efficiency:
– Evaluation and impact research in guidance.
– Social and economic importance of careers and education guidance.

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

The professional development of the consultants is subject to the management of each institution. Included are initial training and advanced courses.

These programmes ensure the following:

- **Expertise** and constantly increasing know-how that are essential for such interdisciplinary tasks. This is achieved by means of lectures, seminars, publications and anthologies.

- The acquisition and examination of **communication skills** is supported by selective training, analytical seminars and practical workshops.

It is the task of **supervisor**, single- and group counselling to ensure the counsellor's psycho-hygiene during each session, and stress situations are described there as well as in conversations with colleagues.

Conclusions:

– We can only do what is possible within a certain framework.
– We can never prove to be able to solve every problem or to know everything.
– We do not take on our clients' responsibility.
– We do not accept feedback in terms of praise or thanks.
– Good counselling results in us not being needed anymore by the client.

4.7. Methodological guidelines

Unit 1: Input by the lecturers and discussion in the plenary.

Unit 2: 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.

Unit 3: Presentation by an external expert, with discussion in the plenary.

Unit 4: Self study with using the Internet.

Unit 5: Input by the lecturer, with discussion in the plenary, supported by a podium discussion.

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

5.1. Learning objectives

- Developing the inter- and multicultural counselling competencies. In order to achieve the mentioned competencies, maintaining continuous direct contacts is essentially needed (TAX. 4).
- To learn how to work with the instruments used during the quality management of the Eurocounselling (TAX. 3).

- The "Eurocounsellors" shall be able to prepare a correct documentation on the counselling activity with the client (TAX. 4).
- Teaching the information and communication technologies in practical counselling, information giving and placement (TAX. 3).
- Selected scientific studies, analyses and applications in the field of transnational counselling, information giving and placement (TAX. 2).
- Teaching selected methods of quality management for vocational guidance, information giving and placement (TAX. 3)
- Self-evaluation and methods to enhance the own professionalisation in transnational vocational counselling (TVC), incl. portfolio, professional documentation of the activities as "Eurocounsellor" (TAX. 4).

5.2. Unit 1: Information structure methodology

The information system methodology (ISM) is an eclectic approach to career counselling. ISM is an alternative approach to the prescriptive-normative concept of rational decision-making and problem-solution models. Consequently it does not describe how to solve career-relevant problems, but focuses on clients' actual decision-making behaviour. Thus ISM is based on a descriptive approach giving more attention to the individual decision-making logics (heuristics, limited information intake and processing capabilities, open-ended results limited guarantee of a solution or none at all) as well as emotions and conflicts in the decision-making process.

ISM therefore sees counselling as the simulation of theoretical cognitive-affective processes of the client's information processing in the course of a learning process directed towards the objective of the counselling.

It presupposes that the counsellor is capable of judging inhowfar the client is affected by a career-related problem, his/her previous actions (personal heuristics), the status reached in the process of problem solution and what is still missing with regard to the facts, valuations and constraints (in terms of personally binding decision-making rules).

The concepts included in the ISM model of personal decision-making and problem-solution processes, their phases and the stages of infor-

mation processing and related emotions shall help the counsellor to generate hypothesis and to diagnose. In other words concepts are provided which permit the counsellor to structure the task at hand as fast as possible to permit him or her to help the client effectively with his or her expert knowledge.

5.3.   Unit 2: Multicultural aspects

Multicultural carrier and carrier choosing counselling mean in a broad sense a cooperation among nations and on the other hand a special support to ethnic minorities.

The basic requirement of communication is that we should understand the intent of the clients exactly, which can differ from usual counselling both in content and in form. It is obvious that people belonging to other cultures behave differently in counselling situations than people from the same culture. They might be very reticent or some might have a very intensive approach but both should be received very naturally. They should be encouraged if they are too restrained (and it often takes a lot of time), but demanding communication should be smoothed in the interest of the success of cooperation. This will often be successful only after several trials that require a lot of patience and understanding from the counsellor(s).

It is well known that the verbal part is crucial in communication but other aspects should also be taken into consideration. When counselling members of ethnic minorities from the same country, it relatively rarely happens that unknown words should crop up in the conversation. The occasional misunderstandings can be easily clarified. At the same time, big differences can appear in metacommunication but the right metacommunication can help understanding if we know the communicational system of the given culture. The special volume of voice, intonation and gestures often appear even if the speaker speaks in the language of the majority. Therefore, the spoken words and the other effects from the original culture are not in total harmony. One of the important tasks of the counsellor is to resolve this contradiction, which is most successful if they can effectively encourage the client in the right way to take part in the realisation of the balance of communication. This requires patience, tactfulness, and good professional skills from the counsellor because people belonging

to other cultures are very sensitive to altering their communicational system in any way even temporarily.

5.4. Methodological guidelines

Unit1:   Self-study. Examples for application in individual counselling in plenary by the lecturer.

Unit 2:   Case studies in group work with critical incident techniques (C.I.T.) and reporting the results in the plenary.

Almost any theory of vocational counselling defines certain levels. The ISM method does the same because it is built on a three-phase problem solving in an ideal situation (preliminary decision, decision, afterwards decision) and the typical information processing activities are connected to them. In fact, the main methods and techniques of counselling serve this, whose main features related to multicultural distance counselling are these:

1. The method of verbal and non-verbal encouragement can be successfully used for making the professional wishes more clear and for establishing the counselling aims in relation to speech, positive expectations, questions, paraphrasing, emotional influencing and dialogues. Here in the first phase of counselling culturally defined communicational examples play a very important role, mainly in the aspect of the non-directive techniques of open and closed questions, paraphrasing and emotion evoking. It has to be analysed critically how successful is a method built on the individual's freedom to choose in a multicultural setting as a single act of counselling.

2. The techniques of creative thinking should be used first in developing alternatives for action. In this period, we have to pay a special attention to whether a client coming from a given cultural milieu is not discouraged by the fact that they stand very far from the dominant culture. Misunderstandings can occur if the counsellor is looked upon as an administrator while he or she does not want to take this role in the interest of making the client more active, so they do not want to arrange things for the client.

3. In the phase of weighting, the criteria play a vital role. In the western oriented counselling views and in the ones that aim at

promoting the individual decision-making, interest, development opportunities and the client's abilities and wishes have primary importance. In case of some of the clients from ethnic groups, the following are also very important: family relationships, mutual decision patterns, career aims of reference groups. In every day practice, false vocation wishes or low self-esteem can occur in ethnic groups because of their culture.

4. The preparation of clients for deciding on their personal obligation is of great importance in multicultural counselling with special respect to agreement techniques and collective problem solving techniques and forms (haggling, convincing, forced agreement). For the clients from ethnic minorities we can offer many kinds of support for the accomplishment of their vocational aims (advocating, coaching).

5. A very demanding task is to prepare the clients to a possible disappointment in the late phase of decision. The starting point can be the fact that the family and social setting of the clients from ethnic groups can react in a similar supporting way, as it is usual in dominant groups. Many kinds of techniques, e.g. self-strengthening, giving home assignments, role plays with changing of roles used in counselling and modelling can be very useful.

Summary

Striving for quality is a must for all service enterprises (which we all are) that want to be among the best in their field. We have to live up to this principle more. Only an organisation that critically examines its own performance will be able to satisfy those who make claims upon it in future.

It is no longer a question if (if we should carry out quality management), but a question of how we should do it. Quality management allows us to recognise our strengths as well as our weaknesses and to take the necessary measures:

To open up. Go out.
Transparency in our work.
Flexibility.
To do away with fear of change, of innovations.

To spread courage and optimism.
Faith in the future and the young generation.
To become more willing to take risks, and much more.

The days when careers advisors worked away from the public eye
without having to identify themselves to the customer are gone. And
it is a good thing!

From our own experience as part of the team at the Careers Advisory
Service of the Principality of Liechtenstein we know that it is worth
starting this process. Good works brings its own rewards and if there
is outside recognition as well (impact and result quality) then they
are even greater.

The tools described in this manual can certainly stimulate the proc-
ess of quality management. Let us try it! However, the tools are also
subject to change, can and should be adapted and inspire new ex-
periments.

It is better to say we have tried this and that (usually with different
degrees of success) than to have to confess that we are still thinking
about starting this or that.

We would like to conclude with an appeal to those who give us our
remit and who hold positions of responsibility in government and
society to make medium and long-term investments in guidance ac-
tivities (situational framework) to achieve a level of sustainability
that justifies the financial expenditure.

Quality management:

- as development
- as innovation
- as a field of creative activity
- as a learning process
- as a shaping process

Quality will increase the enjoyment we gain from working. Identifi-
cation with the job, with the advisory service is an important contri-
bution to employee satisfaction.

The three key variables:

- Customer satisfaction
- Employee satisfaction
- Innovation and creativity

certainly do communicate with one another. They are the basis for the meaning and purpose of our work and therefore of benefit to those who seek our advice.

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REPORT FROM EVALUATION
OF THE TVC CURRICULUM

Augustyn Bańka

This evaluation report has been prepared on the base of data collected during the Evaluation Seminar which was held at he Jagiellonian University in Kraków on 21 – 22 of June, 2004. The Partners from Austria (University of Klagenfurt, Job Market Service in Wien), Germany (Federal Labour Agency in Nürnberg, University of Applied Sciences in Mannheim), Hungary (County Labour Centre in Szeged) and Poland (Jagiellonian University in Cracow, and Ministry of Economy and Labour in Warsaw) as well as invited practitioners were present.

The group of practitioners working and experienced within the European dimension matters consisted of vocational counsellors. Every partner country was represented by five experts, except Hungary which was represented by six practitioners. The special evaluation questionnaire was constructed and submitted at the Seminar. The Partners presented the contents of particular modules within the Transnational Vocational Counselling (TVC) curriculum. All the authors explain all topics including details of particular units. The counsellors had the possibility to discuss the issues of the contents.

Afterwards, vocational counsellors worked together with the authors of the modules within the workshop. The aim of the workshop was to discuss details of curriculum and the modules both from the point of view of the practitioners, as well as from the point of view of the curriculum authors.

On the next day after the workshop the vocational counsellors as practitioner experts evaluated the modules using the two evaluation questionnaires: The first one entitled The Questionnaire for Vocational Counsellors was used for the survey experts' opinions about general and special issues concerning TVC curriculum. The second questionnaire was used to analyse the usefulness of the particular modules for international competencies.

The results of the evaluation are presented in three parts: 1 – general evaluation of the programme, 2 – evaluation of individual issues covered by the curriculum programme, 3 – evaluation of the module relevancy for IAEVG international competencies.

Part I.   General evaluation of the programme

General evaluation of the programme started from the questions to which the evaluators were asked to give their assessments on five grade scales including such categories as: "Yes", "Rather yes", "It is difficult to say", "Rather no", "No".

The first question was focused on the issues of appropriateness of the curriculum from the contemporary European labour market: *Do you consider an opportunity of education in the Eurocounsellor specialisation (TVC) as a useful proposal for satisfying actual needs on the European labour market?*
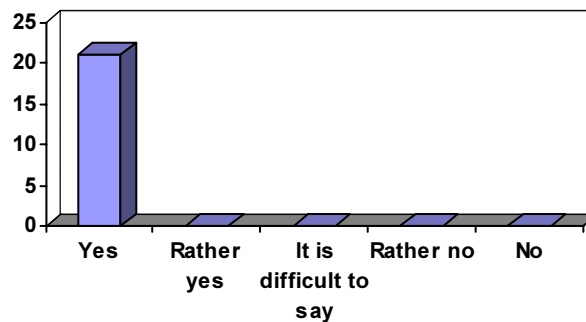
Figure 1. Distribution of answers to question 1

Following the first question of the questionnaire all practitioners agreed (21 Yes answers) that education in the transnational vocational counselling (TVC) speciality is a useful proposal and satisfying actual needs for servicing the European labour market.

The second question was focused on the problem of worthiness of the TVC program: *Do you consider the prepared programme as an innovative educational initiative, going beyond existing achievements in the field of guidance at the European level?* The practitioners considered the prepared educational programme as an innovative initiative. Most of them (20 answers) believed that the prepared programme goes beyond existing achievements in the field of transnational European guidance (Figure 2). Only one person thought that it was difficult to say.
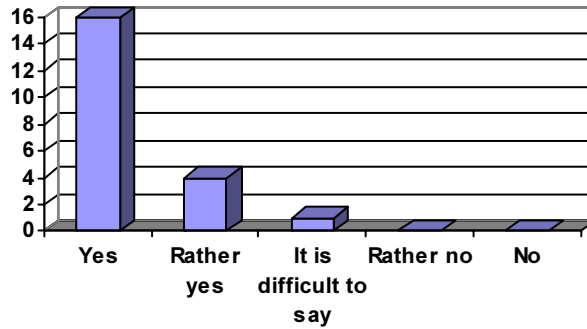
Figure 2. Distribution of answers to question 2

The third question explored the merits of the case of the modules: *Do you belive that the proposed modules cover most important issues connected with transnational vocational counselling?*
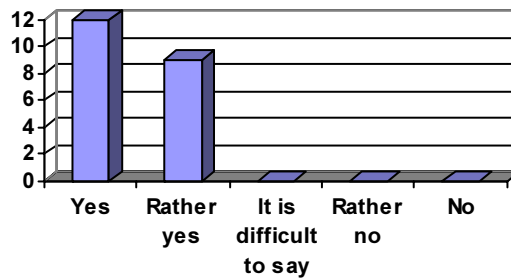
Figure 3. Distribution of answers to question 3

Following the Figure 3, it is visible that all evaluators judge that the proposed modules addressed the most important issues of the TVC. During the workshop discussion the counsellors noted that the modules of the prepared programme focused on the most important topics which were useful for counsellors working within the European dimension.

The forth question was used to analyse the issue of internal coherence of the programme: *Taking into account the relation between single modules, do you consider the programme as a coherent approach*

to the issues of transnational vocational counselling? Counsellors working within the European dimension believed that the programme was characterised by high coherency (Figure 4). All the modules were related to the main TVC approach in a clear and logic way.
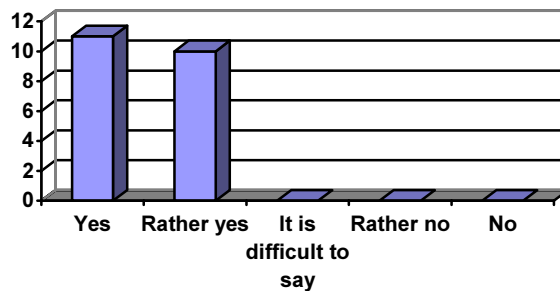
Figure 4. Distribution of answers to question 4

The fifth question was concerned with the issue of congruence of the TVC programme with the possibilities and expectations of the practitioners: *Please give your opinion on whether the planned study duration will allow for assimilating the material and acquiring new skills useful for the Euro-counsellor?*

The counsellors pointed out that work within the European dimension is complex and needs not only a broad range of competencies (including intercultural) but also a lot of experience.
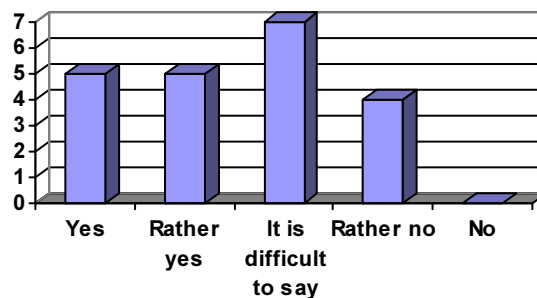
Figure 5. Distribution of answers to question 5

Thus, the distribution of answers (Figure 5) as such indicates, on the one hand, that counsellors deeply understand the problem, and, on the other hand, that the programme is a challenge for the universities which will open the TVC studies. The main issue is not the content of the programme but the time of its realization. It follows the discussion that the most proper solution will be to open the post graduate studies including 350 hours at least.

The sixth question was concerned with the issue of educational worthiness of the constructed materials: *Do you consider that the materials addressed to the study participants are useful in study process?*
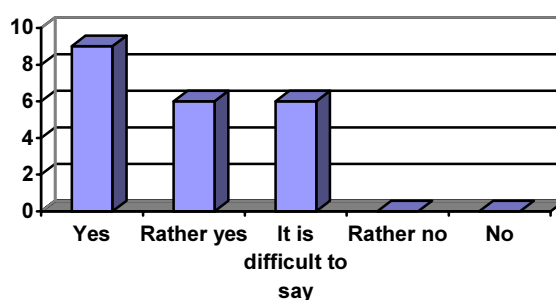
Figure 6. Distribution of answers to question 6

Following the consideration of the study time, counsellors believe that the materials addressed to participants cover a broad and complex range of issues. Most respondents (71%) see the great usefulness of the proposed study materials (Figure 6).

In the seventh question experts opinions about priority of particular sections (modules) of the programme were analysed: *Which of the modules are in your opinion a particularly interesting education proposal in the programme of transnational vocational counselling?*
Please answer by ranking from 1 to 5 (1 indicates the highest priority):

- Module I – Information Management
- Module II – Counselling, Testing, Assessment
- Module III – Consultations in Human Resource Development
- Module IV – Networking and Marketing
- Module V – Professionalisation and Quality Management

The distribution of ranks of priority of the modules for every evaluative expert presents a matrix in Figure 7. For an analysis of the data presented at Figure 7 Friedmans two-way analysis of variance test was chosen. That test enables multiple comparison of ranks and checks if the differences of priority between modules are statistically important.

Module/ Experts	PI	PI	G	G	PI	H	A	H	H	H	H	A	A	G	PI	A	H	G	A	PI	g
Module I	2	2	3	1	2	3	3	3	2	1	1	2	4	1	3	1	1	1	1	3	2
Module II	3	5	4	5	5	1	1	1	1	3	4	5	1	3	1	1	3	1	1	1	3
Module III	4	3	5	2	3	4	2	2	5	2	3	1	5	4	2	1	4	1		4	4
Module IV	1	1	2	3	1	5	3	3	4	4	2	3	2	2	5	1	2	1	1	2	1
Module V	5	4	1	4	4	2	2	2	3	5	5	4	3	5	4	1	5	1		5	5

Figure 7. Matrix of ranks of priority in the seventh question
(A – Austria, G – Germany, H – Hungary, Pl – Poland)

The data contained in table in the Figure 8 show that in accordance with the evaluators opinions all modules have the same priority, despite module V "Professionalisation and Quality Management". The difference measured by value Z between the highest in priority module I "Information Management" and lowest in priority module V "Professionalisation and Quality Management" is statistically important.

COMPARISONS		Z STAT	DIF	SE
MODULE I	– MODULE II	0.80	-8.00	10.00
MODULE I	– MODULE III	1.80	-18.00	10.00
MODULE I	– MODULE IV	0.70	-7.00	10.00
MODULE I	– MODULE V	2.70*	-27.00	10.00
MODULE II	– MODULE III	1.00	-10.00	10.00
MODULE II	– MODULE IV	0.10	1.00	10.00
MODULE II	– MODULE V	1.90	-19.00	10.00
MODULE III	– MODULE IV	1.10	11.00	10.00
MODULE III	– MODULE V	0.90	-9.00	10.00
MODULE IV	– MODULE V	2.00	-20.00	10.00

Figure 8. Test results of Friedman Two-Way Analysis of Variance in multiple comparisons of the modules

This may be interpreted in two ways. Firstly, it means that module V is in fact the less important knowledge for the experts in international counselling, and as such this rank reveals typical attitudes toward quality management knowledge among counsellors. Secondly, that result confirms the importance of the module as an important way to adverse undesired tendency in counselling.

The eighth question explores the criteria necessary for recruitment of candidates for TVC studies: *Please state what should be the criteria for recruitment for the studies to guarantee that the appropriate persons are selected for provision of services in the field of transnational vocational counselling?*

Counsellors expressed theirs opinions in open-ended statements. All declarations concerning the most important issues for recruitment of candidates for TVC studies were grouped into the following categories expressing the order of importance:

• Work experience in the field of vocational counselling (at least 3-years)
• Individual personal features like: open and helpful character, high emotional intelligence, problem solving, interest in LLL and new knowledge acquisition, open to professionalisation and self career development, emphasis and acceptance of other cultures, social skills, motivation for counselling, etc.
• English speaking
• ICT skills

These answers are collected from open-ended questions of the evaluators. Counsellors focused on the TVC study mainly directed to the professionals who find the programme to be a challenge for self development. It is possible to infer that they consider the proposed programme of TVC study to be of high quality which can fit the European counsellor expectations.

Part II. An evaluation of the individual issues covered by the programme

In part two the evaluators were asked twenty questions concerning the problem how the programme enables future transnational vocational Eurocounsellor to acquire international competencies. That evaluation gives orientation of perception of the programme value in some details.

In the first question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in mastering and updating knowledge as well as making comparisons between educational systems and conditions on the European labour markets?*
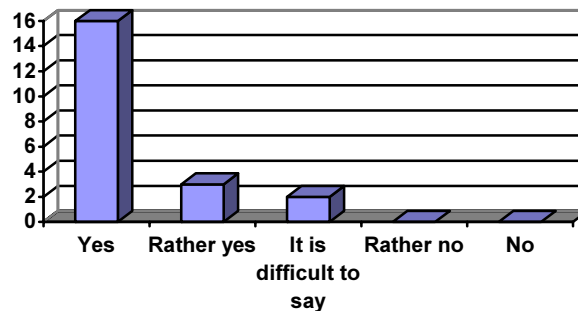
Figure 9. Distribution of answers to question 1

Almost all counsellors (Figure 9) agreed that the proposed programme updates knowledge and allow for comparisons between educational systems and conditions on the European labour market. They believe that the programme permits the future study participants to acquire the relevant competences.

In the second question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in taking advantage of national and foreign professional media and information systems (e.g. advisory systems, printed materials, CD-ROMs, Internet, data banks) for the purposes of transnational vocational counselling?*
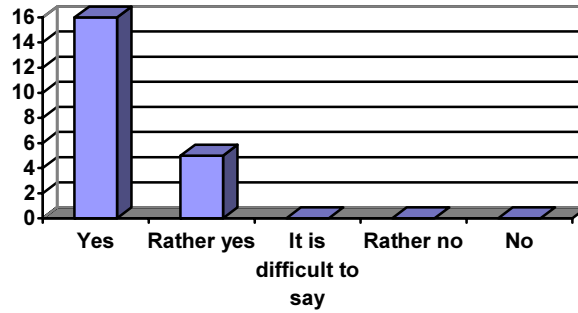
Figure 10. Distribution of answers to question 2

The presence of the special issues concerning foreign professional media and information systems in Module I "Information Management" is recognized by counsellors as very useful for the purposes of transnational vocational counselling (Figure 10).

In the third question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in developing the information background for guidance systems and systems of communication in transnational vocational counselling?*
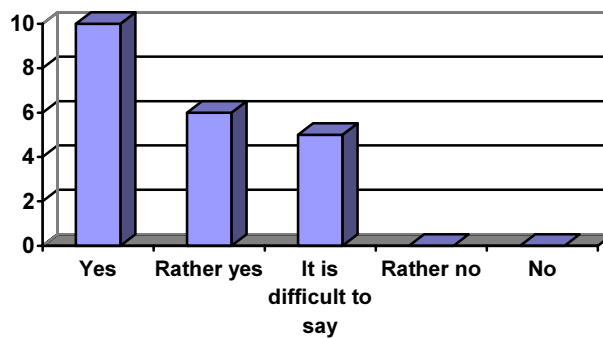
Figure 11. Distribution of answers to question 3

The information background is understood in various ways by different counsellors. Some of them believe that it is not the role of the programme. In spite of that most counsellors think (Figure 11) that the study can develop the information background for guidance systems and systems of communication within TVC; the role of the study will be rather more informational and can prepare participants as skilful users of such systems.

In the fourth question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in drawing up and dissemination of various information materials for the purposes of the transnational vocational counselling?*

One of the important activities of Eurocounsellors in the transnational dimension is preparation as well as dissemination of various information materials. The relevant competencies play an important role in TVC. However, the issues concerning those aspects are not explicitly visible in the programme. Nevertheless, the counsellors discovered the problems within some units of particular modules (Figure 12).
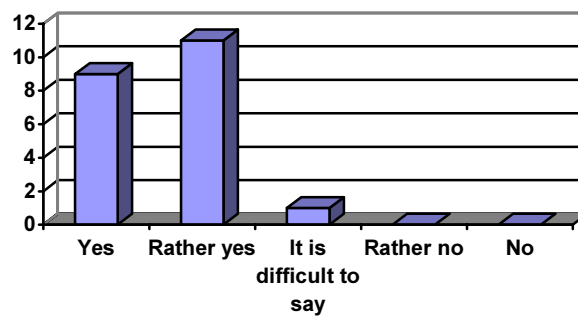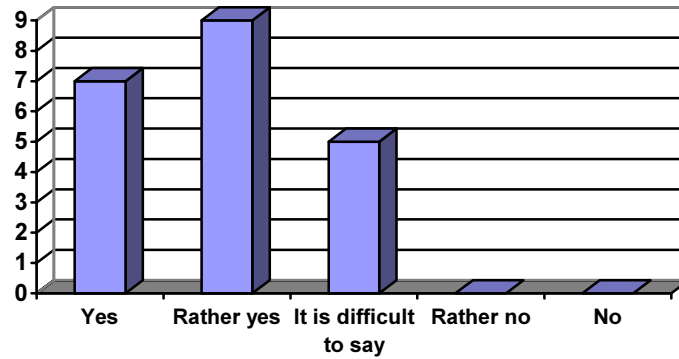

Figure 12. Distribution of answers to question 4

In the fifth question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in taking advantage of media, developing information systems and data banks in accordance with the accepted quality standards?*

Quality standards play a crucial role in counselling service. They are especially important in everyday work of counsellors dealing with issues within the European dimension. Thus, the counsellors appreciate all topics concerning information systems, media and data banks in accordance with accepted quality standards (Figure 13).
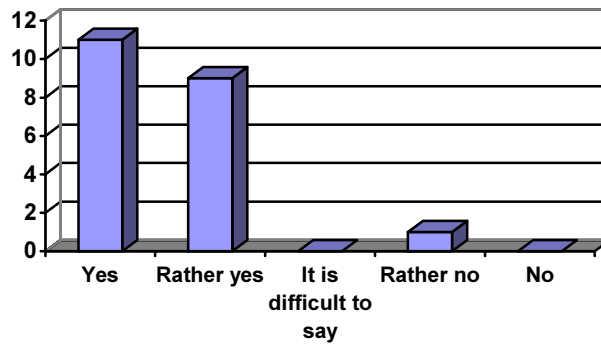
Figure 13. Distribution of answers to question 5

In the sixth question the experts were asked about: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in application of selected theories (in the field of counselling, choice of occupation and vocational career) with particular attention paid to their possible application in transnational vocational counselling?*
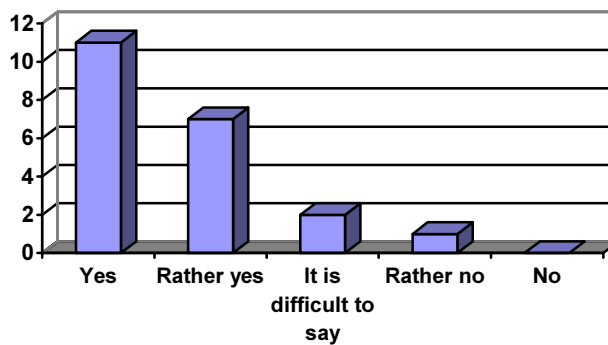
Figure 14. Distribution of answers to question 6

Practitioners appreciate the meaning of theories in the field of counselling, choice of occupation and vocational career guidance but they pay attention mainly to the applications. Thus, they consider relevant module to be an important part of the curriculum (Figure 14).

In the seventh question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in understanding the social and cultural conditions of partner countries in providing vocational guidance services of transnational character for various groups of clients including foreign clients?*
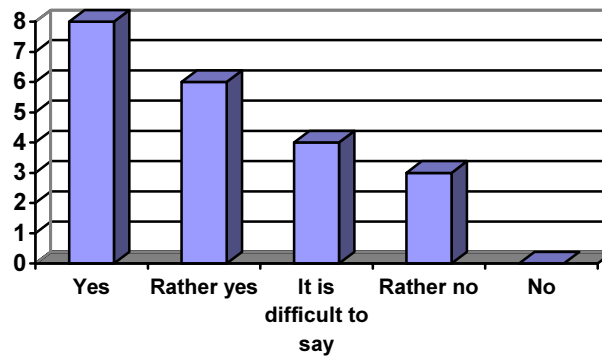
Figure 15. Distribution of answers to question 7

Providing vocational guidance services of transnational character for various groups of clients including foreign clients is an extremely complex task. On one hand, it is counselling citizens who like to take work abroad and on the other hand it is servicing foreigners to local labour market. Understanding social and cultural conditions in various countries is related to counsellors own experience in the field. It is also clearly mirrored in the distributions of answers to the questions (Figure 15).

In the eighth question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in application and observance of ethical standards in transnational vocational counselling?*

Almost all counsellors paid attention to the ethical standards in transnational vocational counselling and find the issues in the programme of the study (Figure 16).
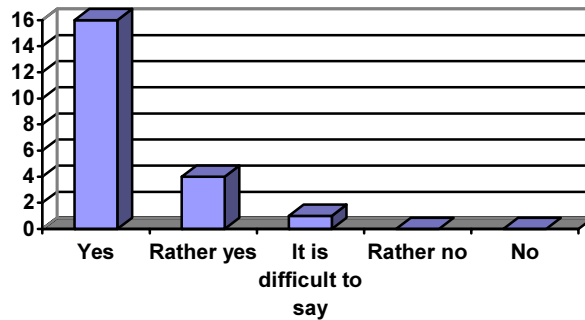
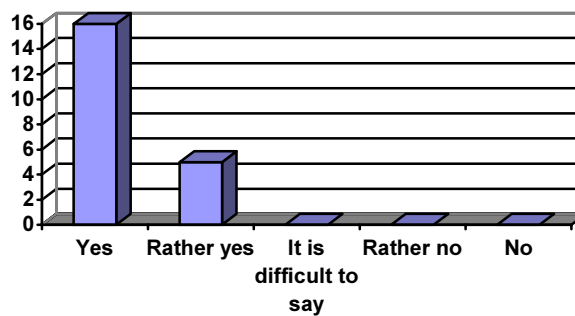**Figure 16. Distribution of answers to question 8**

In the ninth question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in providing vocational guidance services with the use of advisory systems, "distance counselling" methods (e.g. telephone, fax) as well as new information and communication technologies (e-mail, Internet, video-conferences)?*
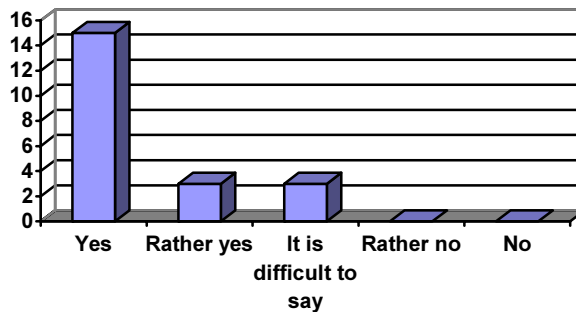
Figure 17. Distribution of answers to question 9

Possessing the skills in using the ICT and methods of Distance counselling is important for Eurocounsellors and the participants of the Seminar find all those aspects to be present on a high level in the proposed Programme of the TVC study (Figure 17).

In the tenth question the experts were asked about: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in application and assessment of various diagnostic methods for solving problems in the field of transnational vocational counselling?*
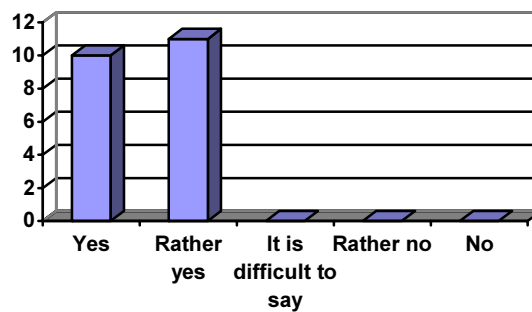
Figure 18. Distribution of answers to question 10

All counsellors consider the presence of assessment and diagnostic methods for solving problems in the field of transnational vocational counselling to be a valuable aspect of the proposed programme (Figure 18).

In the eleventh question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in understanding the conditions and limits of diagnosing in transnational vocational counselling due to vocational ethics, legal requirements and national conditions?*

All counsellors consider the presence of issues concerning understanding the conditions and limits of diagnosing transnational vocational counselling to be a valuable aspect of the proposed programme (Figure 19).
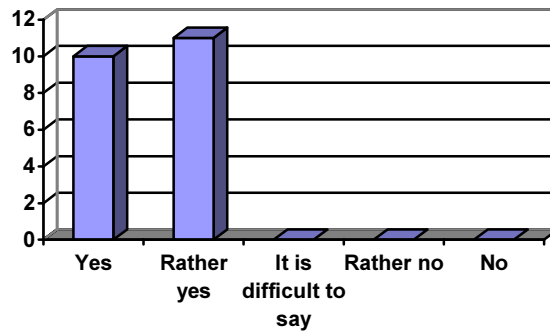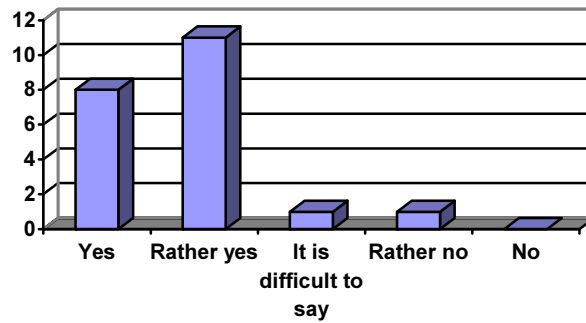
Figure 19. Distribution of answers to question 11

In the twelfth question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in information and teaching in the field of transnational vocational counselling depending on the situation as well as individual or group need?*
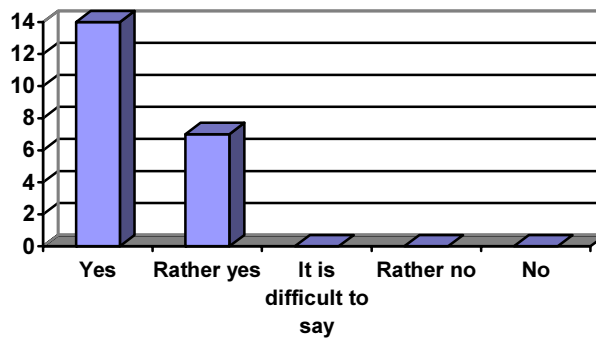
Figure 20. Distribution of answers to question 12

Most counsellors paid attention to the possibility of giving information and teaching in the field of transnational vocational counselling and find the issues in the programme of the study to be a valuable aspect of the proposed programme (Figure 20).

In the thirteenth question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in cooperation between counsellors of different countries or to direct counselling clients of other countries?*
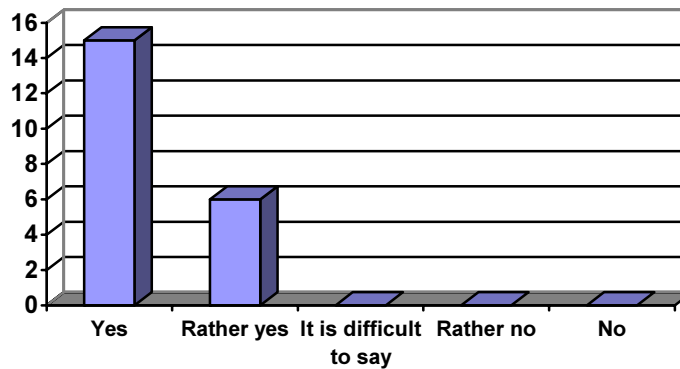
Figure 21. Distribution of answers to question 13

Practitioners appreciate the meaning of cooperation between counsellors of different countries as well as direct counselling clients of other countries, and they consider the modules of the curriculum to be an important source of knowledge in this field (Figure 21).

In the fourteenth question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in cooperation with employers in solving problems connected with transnational mobility of the workers?*

The distribution of the answers to question 14 indicates that evaluators as experienced counsellors appreciated the programme in this important domain, but also were aware of the difficulties related to it. Their slight doubts with regards to the values of programme was caused not by its contents, but their practical experience and real problems confronted in everyday cooperation with employers (Figure 22).

Figure 22. Distribution of answers to question 14

In the fifteenth question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in cooperation with the national, European and international institutions, organisations and networks in the fields of vocational guidance, education, vocational training and labour market?*

Generally, the experts are of the opinion that the value of the programme in the context of cooperation with the institutions, organisations and networks is positive (Figure 23). But especially interesting is very high estimation of the worthiness of the programme -as a source of knowledge and skills suitable in the international counselling domain.

Figure 23. Distribution of answers to question 15

In the sixteenth question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in cooperation in marketing activities in the field of European vocational guidance at the national and transnational level?*
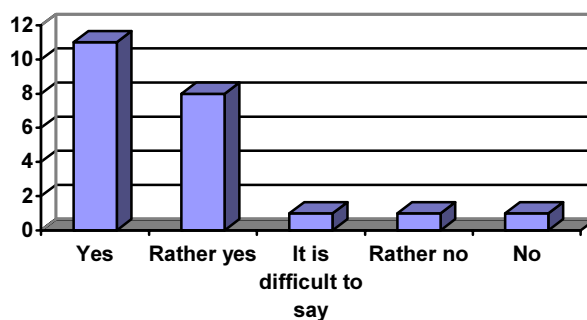
Figure 24. Distribution of answers to question 16

Generally, the programme was assessed by the experts positively as a source of knowledge and skills in the marketing. The relatively greater distribution of answers to question 16 is understandable taking into consideration the fact, that this kind of activity is relatively not well known through empirical experience. So, the lack of the empirical base of assessment leads to some confusion and uncertainty (Figure 24).

In the seventeenth question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in application of various methods (controlling, evaluation, supervision, training and quality management) to improve effective management in transnational vocational counselling?*

The distribution of answers to question 17 reveals the same amazing reaction of experts as to question 16 (Figure 25). Until this time vocational counsellors had only incidental contact with this kind of activity. The lack of experience causes a lack of criterion of estimation and in effect the evaluators are not sure in the domain of evaluation.

Figure 25. Distribution of answers to question 17

In the eighteenth question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in taking advantage of various vocational self-learning opportunities in the field of transnational vocational counselling?*
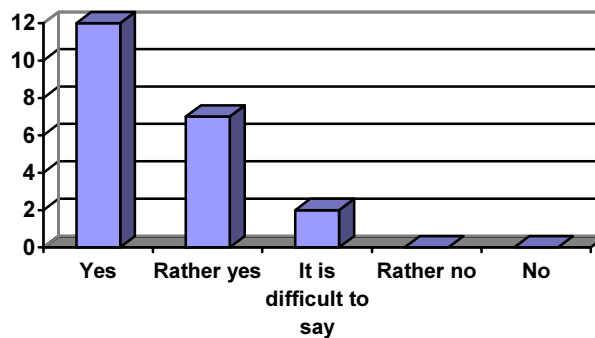
Figure 26. Distribution of answers to question 18

The evaluators appreciate the programme as a source of knowledge for self-education (Figure 26).

In the nineteenth question the experts were asked: *Does the proposed programme enable a future Eurocounsellor (TVC) to acquire the competencies in cooperation within research projects concerning the usefulness, evaluation and compilation / adaptation of media and information materials in transnational vocational counselling?*
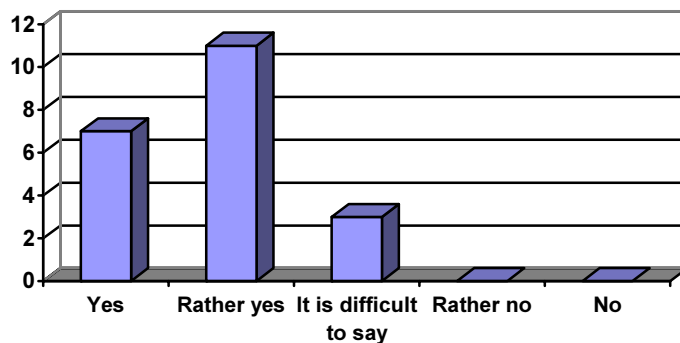
Figure 27. Distribution of answers to the question 19

Distribution of answers to the question 19 means that the experts generally positively estimate the programme from the perspective of international research cooperation. But at the same time they are not sure how to fit the programme to the reality which they are not able to foresee to the end.

In the twentieth question the experts were asked to give any supplementary comments relating to the programme such as: the scope, implementation period, additional issues, etc.:

– *A very interesting programme; completion time some three to four semesters; additional issues: short term apprenticeship at various institutions in the native county as well as other EU countries for the participants in the studies; possibly, more information concerning the handicapped persons (opportunities for education and work).*
– *Some issues are related to 2 or 3 modules (f. e. information about labour market – module I, module III, module IV). It's important not to repeat them sometimes, otherwise the program would be boring for students.*
– *The recruitment of students is very important – see point 8.*
– *I suggest the possibility to give the students to study and to practice in different countries of EU.*
– *To avoid an absolute unification.*
– *Teamwork.*

— *In my opinion networking and cooperation between the countries can be the base of this work.*
– *Meaning language skills, finding out what the demand for workers is in the different regions.*
– *I would like to suggest that the TVC student should have an opportunity to practise on international level to implement their knowledge/skills to work with e.g. foreign clients.*
– *In my opinion it is very important to support variety and diversity and not to fix standards of a monopolistic kind of "being Europe", daring diversity!*
– *I have no particular comment I think that the programme might be very useful as far as the Polish situation of vocational counselling is concerned because we still have little experience in such activities that is why this programme will help us to improve it;*
– *To build up useful network with personal contacts between the counsellors may be very helpful and in my opinion necessary.*

Part III.　An evaluation of usefulness of the modules for international competencies

The educational and training program guidelines in the TVC curriculum are founded upon the principles of International Association for Educational and Vocational Guidance (IAEVG) Ethical Standards (August, 1995), IAEVG Declaration of Counsellor Qualification Standards (1999), IAEVG Mission Statement (1995), and particularly on the International Competencies for Educational and Vocational Guidance Practitioners (Approved by the IAEVG General Assembly, Berne, 2003). Therefore, the evaluation procedure of the TVC educational programme also included assessments of the relevance of each of the module through criteria and standards of International Competencies for Educational Vocational Guidance Practitioners elaborated by IAEVG. The experts were asked in special questionnaire to assess the relevance of the modules for the core competencies as well as for the ten specialized competencies.

The evaluation of the modules started with estimation of core competences which focus on the knowledge, skills and attitudes needed by all practitioners. Following the Figure 28 almost all evaluative ex-

perts in educational end vocational guidance practitioners rated the core competences as highly presented in all the modules. It means that the counsellors appreciate the merit and the logic of the proposed programme.
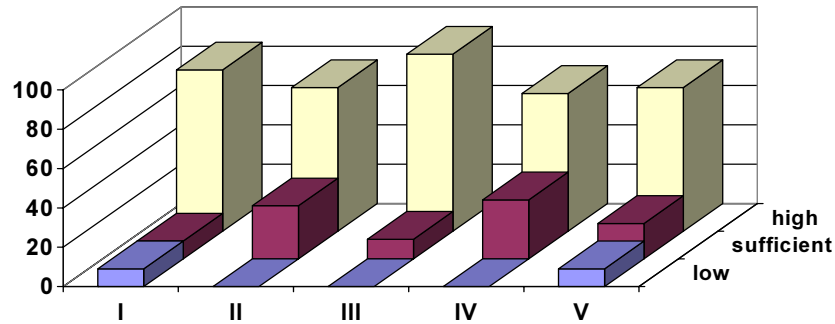
Figure 28. Core competences: percentile distribution within each module

As it could be expected the assessment competences are rated as most high present in the module II (Counselling, Testing, and Assessment) (Figure 29). Nevertheless assessment is important and related to almost all other modules.
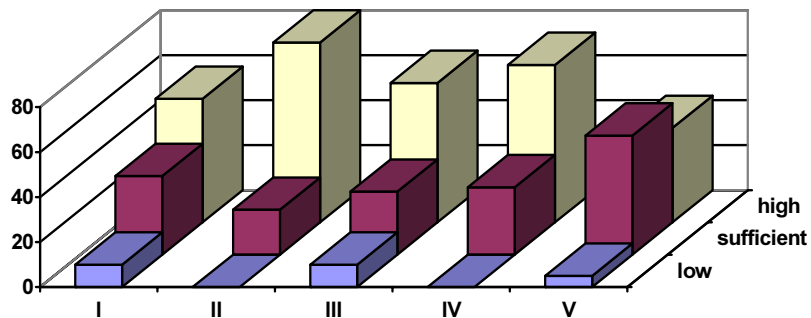
Figure 29. Assessment competences: percentile distribution each which module

The experts rated the modules I (Information Management), II (Counselling, Testing, and Assessment), and IV (Networking and Marketing) as most appropriate for educational guidance in interna-

tional dimension. Those competencies including assistance for the students in theirs vocational educational problems are in fact the best represented in the three modules (see Figure 30).
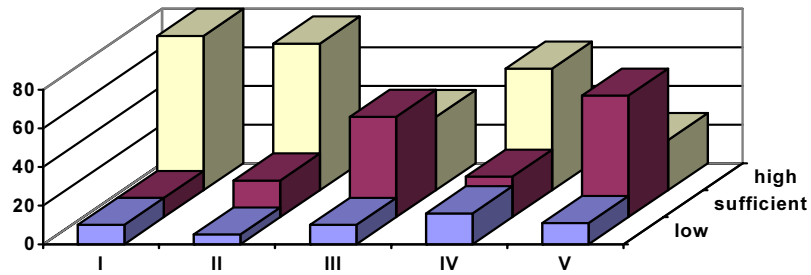
Figure 30. Education Guidance competencies: percentile distribution within each module

As it could be expected the experts estimated all the modules as to be relevant for the career development competencies (Figure 31).
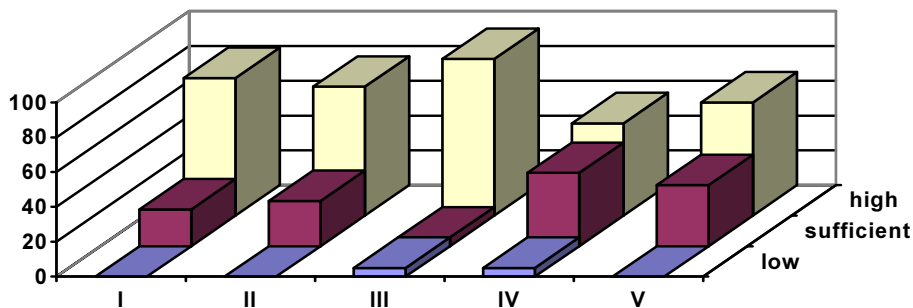
Figure 31. Career development competences: the percentile distribution within each module

As it could be also expected module II (Counselling, Testing, and Assessment) was pointed out as the most relevant for counselling competencies, as well as modules III (Consultations in Human Resource Development) and V (Professionalisation and Quality Management) (Figure 32).
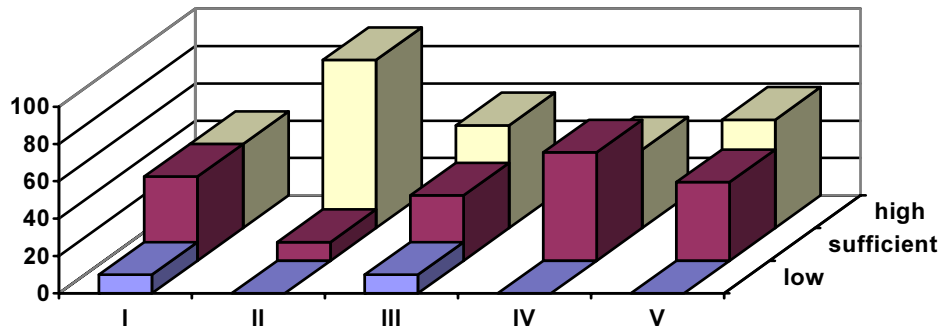
Figure 32. Counselling competences: percentile distribution within which module

Also in accordance with expectations were estimated the information management competencies. As the highest on the scale of the relevancy was estimated modules I (Information Management), III, (Consultations in Human Resource Development) and IV (Networking and Marketing) (Figure 33).
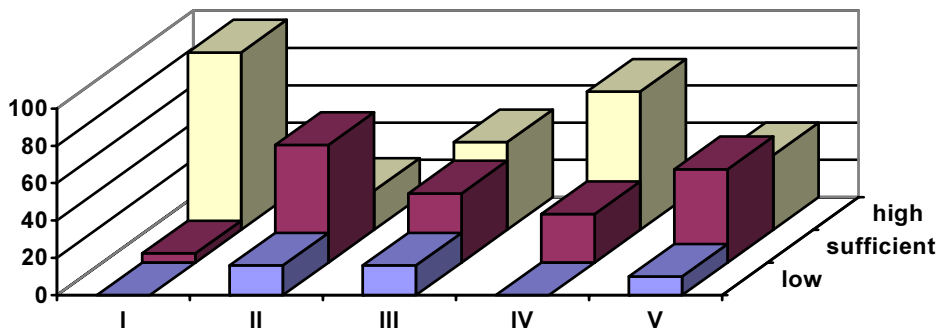
Figure 33. Information Management competences: percentile distribution within each module

For the consultation and coordination competencies the experts assessed as the most valuable of all modules, but as the most appropriate were indicated modules IV (Networking and Marketing) and V (Professionalisation and Quality Management) (Figure 34).
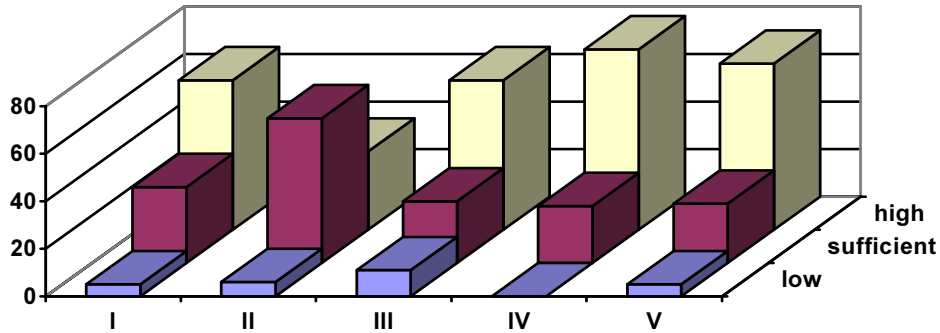
**Figure 34. Consultation and Coordination competences:
percentile distribution within which module**

As it could be expected, especially the modules II (Counselling, Test-
ing, and Assessment), and V (Professionalisation and Quality Man-
agement) were pointed out by experts for the research and evaluative
competencies (Figure 35).
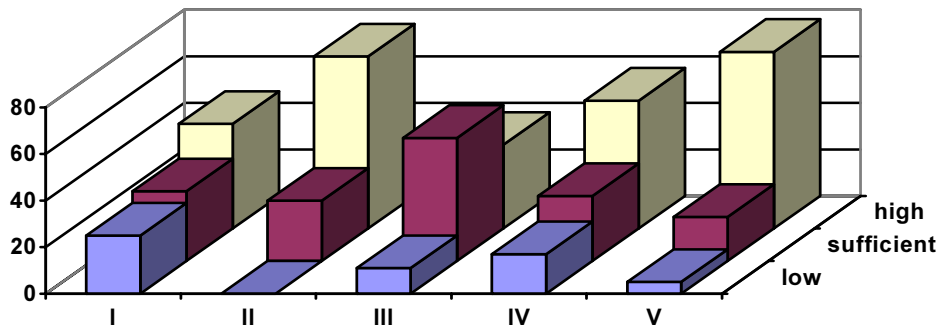
**Figure 35. Research and Evaluation competences: percentile
distribution within each module**

For the program/service management competencies (which includes
such activities as e.g. indicating target population or managing and
supervising personnel) the experts appreciated all of the modules as
relevant, while as the most valuable was pointed out module V (Pro-
fessionalisation and Quality Management) (Figure 36).
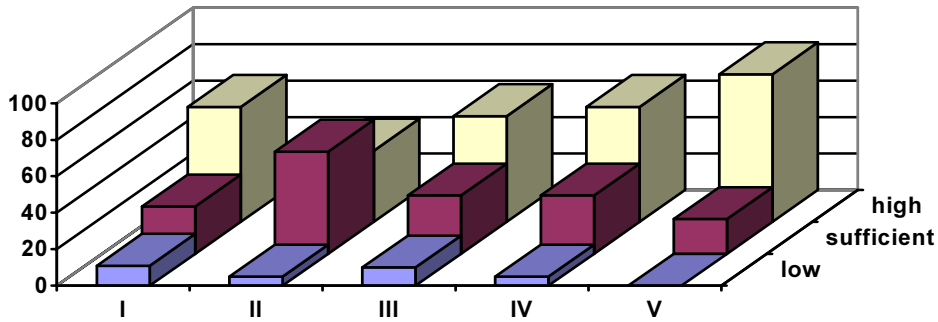
Figure 36. Program / Service Management competences: percentile distribution within each module

The community capacity building competencies in international dimension include different sorts of the skills to develop relationships with community partners. In accordance with expectation the experts indicated as the most relevant modules IV (Networking and Marketing), I (Information Management), and V (Professionalisation and Quality Management) (Figure 37).
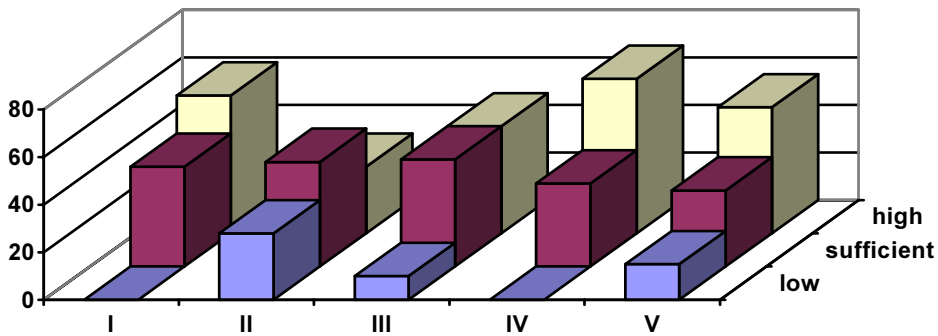
Figure 37. Community Capacity Building competences: percentile distribution within each module

The placement competencies including such skills as e.g. coaching clients in work search strategies or presenting work opportunities, the experts associated with all modules, but in accordance with ex-

pectations the highest relevancy was assigned by them module IV (Networking and Marketing), module III (Consultations in Human Resource Development), and module I (Information Management) (Figure 38).
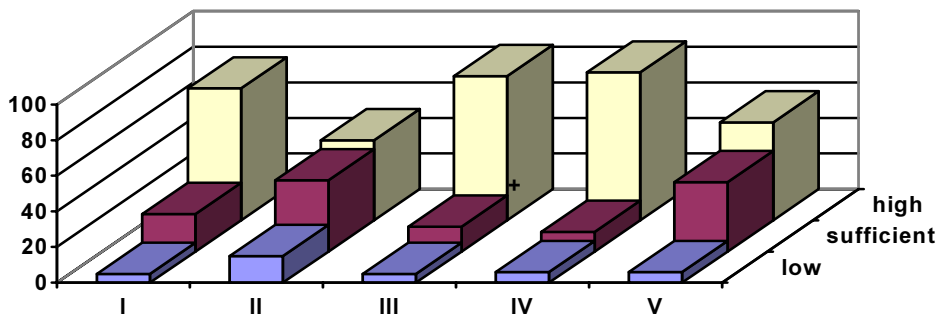
Figure 38. Placement competences: percentile distribution within each module

Conclusion

The evaluation process gives unquestionable evidence supporting the great value of designed TVC educational programme. It is estimated as a useful proposal addressing the most important issues in international vocational counselling. The TVC programme in the experts opinions is meeting expectations of the practitioners, and its basic modules concern the issues of the greatest priority in international dimension. Particular issues enable future transnational vocational counsellors to acquire broad spectrum of professional and international competencies. All the modules of the programme approach the TVC in a clear and logic way.

Augustyn Bańka, Bernd-Joachim Ertelt

INDEX

G
Guidance – I.1, III.6.4, IV.1, V.2.3
Granting – III.3
Group inform – I.2.4
Group work – I.2.6

H
Human Resource Development – IV.2.1
Human Resource Management – III.2

I
IAEVG/AIOSP – I.1.3
ICT – I.3.2
Identity – II.1.2
Information management – I.1.1
Information marketing – I.5.4
Information overload – V.1.4
Information structure methodology – V.4.1
Information systems/tools – I.3.1, III.4
Insurance – III.1
Inter-cultural conflict – II.1.5.1
Interest assessment – II.1.3.2, II.2.2.4
Internal careers – II.1.1.1, 1.5, V.1.2
Internal offers – III.5.3
Internal learning conditions - I.2.4
International careers – III.2.2
International counsellor qualification standards – V.2.6
International organisation - IV.1.4
International studies – I.2.3
International vocational guidance – V.2
Intro cultural conflict – II.1.5.1

J
Job demands – III.1
Job offers – III.1
Job-related qualifications – III.4.3
Job satisfaction – III.1
Job-seeking – III.5

SOCRATES – III.3
Stereotypes assessment – II.1.6.1
Stereotypes prevention – II.1.6.1
Structured interview – II.2.2.2
Support – III.6.2
Supply oriented – I.1.4

T
Target groups – III.3
Theories in Counselling Development – I.2.1
Theories of career counselling – II.1
Test adaptation – II.2.3.2
Testing – II.1.3.1
Trait-factor theory – II.1, V.1.4
Transnational competencies – II.1
Transnational vocational counselling – II.1.1.
Transnational vocational development – III.5.5

U
Unemployment – II.2.1.4, III.1

V
Vocational decisions – II.2.1
Vocational development theories – II.1.2
Vocational education – II.2.1
Vocational guidance – V.2
Vocational information – III.5.3

W
Wages – III.1
Women – III.1
Work adjustment theory – II.1
Work changes – III.1
Working time models – III.1
Work permission – III.1
World Bank – I.1.3