

# **European Research Perspectives on Career Guidance and Counselling**

**Second Erasmus NICE Conference**

**18-20 May 2011**

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## **PROGRAMME**





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CONTENT

**PROGRAMME .....3**

**ABSTRACTS TO THE CONTRIBUTIONS.....7**

„The value-added of forming career guidance practitioners in universities: a European reflection“  
*(Prof. Ronald G. Sultana)* .....7

„What competencies do career practitioners need to help clients design and develop their careers and lives?“  
*(Prof. Jean Guichard & Prof. Jean-Pierre Dauwalder)* .....7

„Counselling as Support of Self-Organization – A concept on the basis of Synergetics“  
*(Prof. Christiane Schiersmann)* .....8

„Political and Research Strategies in Europe Discussion“  
*(Dr. Raimo Vuorinen)* .....8

„European Perspectives of the Comparison of Curricula in the Field of Career Guidance/ Counselling“  
*(Prof. Bernd-Joachim Ertelt, Prof. Andreas Frey & Dr. Clinton Enoch)* .....9

„Life Design – Two Workshops on Experimental Tools and Development Needs for the Concept“  
*(Prof. Laura Nota, Prof. Lea Ferrari, Prof. Jacques Pouyaud & Dr. Jean-Jacques Ruppert)* .....10

„Life Designing and a New Paradigm for Career Counsellors Training – A Case Study“  
*(Prof. Maria Eduarda Duarte)* .....10

„Guidance Policies: The Trojan Horse“  
*(Prof. Peter Plant)* .....11

„Adapting a Measure of Career Adaptability to Icelandic Conditions“  
*(Prof. Gudbjörg Vilhjálmsdóttir & Ass.-Prof. Sif Einarsdóttir)* .....11

„Interventions during Unemployment in The Netherlands: How effective are they?“  
*(Prof. Annelies E.M. van Vianen, Jessie Koen, & Dr. Ute-Christine Klehe)* .....12

„Lifelong Guidance Impact Measurement Pilot Project in Hungary“  
*(Dr. István Kiss)* .....12

„Quality and Professionalism in Educational and Vocational Guidance and Counselling in Germany – Intermediate results of a national research and development project“  
(*Peter Weber & Martina Pohl*) .....14

„The Perceived Role of Technology and Social Media in Career Guidance among Practitioners who are experienced Internet users - Chances and Challenges“  
(*Jaana Kettunen & Dr. Raimo Vuorinen*) .....14

„Italian Network - University Training in Vocational Guidance“  
(*Prof. Laura Nota & Prof. Lea Ferrari*) .....15

„German National Guidance Forum in Education, Career and Employment (*nfb*)“  
(*Karen Schober*) .....15

„Results and Challenges of Work Package 3“  
(*Prof. Rachel Mulvey*) .....16

**THE NICE NETWORK .....17**

**STREET MAP OF HEIDELBERG’S OLD TOWN.....20**

## WEDNESDAY 18 MAY 2011

Old Auditorium	12:00-13:00	<b>Tour for early-arrivers:</b> University Museum, Old Auditorium and Student's Prison. Meeting point: Löwenbrunnen ("Lion Fountain") in front of the Old Auditorium with Kristian Willenbacher (Guide)
	13:00-14:00	<b>Arrival and registration</b> at the Old Auditorium (Alte Aula, Grabengasse 1, Heidelberg, 1st story)
	14:00-14:15	<b>Introductory Speech: Special Envoy of the 625-Year-Anniversary</b> <i>Prof. Jochen Tröger (DE), former Vice-Rector of the University of Heidelberg</i>
	14:15-14:45	<b>Introduction to the Conference</b> <i>Prof. Christiane Schiersmann (DE), Manager of the Erasmus NICE Network</i>
	14:45-15:45	<b>Keynote: "The value-added of forming career guidance practitioners in universities: a European reflection"</b> <i>Prof. Ronald Sultana, Director of the Euro-Mediterranean Centre for Educational Research, University of Malta (MA)</i>
	15:45-16:15	<b>Coffee break</b>
	16:15-17:15	<b>Contribution: "What competencies do career practitioners need to help clients design and develop their careers and lives?"</b> <i>Prof. Jean-Pierre Dauwalder (CH) and Prof. Jean Guichard (FR)</i>
	17:15-18:00	<b>Contribution: "Counselling as Support of Self-Organization – A concept on the basis of Synergetics"</b> <i>Prof. Christiane Schiersmann (DE)</i>
Outdoors	19:30	<b>Conference dinner on the Neckar River</b> - The ship will take off at 19:30. Please make sure to be on board on time. The location of the ship („Neckarsonne“) can be found in the map (p. 20)

THURSDAY 19 MAY 2011

Old Auditorium	09:30-10:00	Coffee available in the lobby	
	10:00-11:00	<b>Contribution: “Political and Research Strategies in Europe Discussion”</b> <i>Dr. Raimo Vuorinen (FI/ELPGN)</i>	
	11:00-12:00	<b>Contribution: “European Perspectives of the Comparison of Curricula in the Field of Career Guidance/Counselling”</b> <i>Prof. Bernd-Joachim Ertelt (DE/PL), Prof. Andreas Frey (DE) &amp; Dr. Clinton Enoch (DE)</i>	
	12:00-13:00	<b>Lunch</b> in the ‘Bel Etage’	
Outdoors	13:00-13:15	<b>Joint walk</b> to the Academy of Sciences (Akademie der Wissenschaft, Karlsstr. 4, Heidelberg) – <b>Group Photo</b> – Two of the workshop groups will then continue to the International Science Forum	
Simultaneous Workshops	International Science Forum (Grand Hall)	13:15-14:45	<b>Life Design Part 1: “Life Design Group Interventions”</b> <i>Moderation: Prof. Laura Nota &amp; Prof. Lea Ferrari (IT) / “Life Designing and a New Paradigm for Career Counsellors Training – A Case Study” Prof. Maria Eduarda Duarte (PT) / Co-Moderation: Johannes Katsarov (DE)</i>
	Academy of Sciences	13:15-14:45	<b>Social Questions: “The Trojan Horse: Guidance and Social Exclusion” Prof. Peter Plant (DK) / “Adapting a Measure of Career Adaptability to Icelandic Conditions” Prof. Gudbjörg Vilhjálmsdóttir &amp; Ass.-Prof. Sif Einarsdóttir (IS) / Moderation: Peter Weber (DE)</b>
	International Science Forum (Group Room)	13:15-14:45	<b>Effectiveness: “Interventions during unemployment in The Netherlands: How effective are they?” Prof. Annelies Van Vianen (NL) / “Research of Effects, Outcomes and Consequences of Career Guidance and Counselling” Dr. Istvan Kiss (HU) / Moderation: Dr. Clinton Enoch (DE)</b>
		14:45-15:15	<b>Coffee break and change of workshops</b>

THURSDAY 19 MAY 2011

Simultaneous Workshops	International Science Forum (Grand Hall)	15:15-16:45	<b>Life Design Part 2:</b> “ <b>Life Design Individual Interventions</b> ” Moderation: Prof. Jacques Pouyaud (FR) & Dr. Jean-Jacques Ruppert (LUX) / “ <b>The Reflective Career Thinking Approach</b> ” Dr. Hazel Reid & Dr. Barbara Bassot (UK) / “ <b>Case Studies on Two Methods: ‘Contextual Analysis’ and ‘Activity System Inventory’</b> ” Koorosh Massoudi, Eva Clot-Siegrist & Sylvie Franz (CH); Co-Moderation: Johannes Katsarov (DE)
	Academy of Sciences	15:15-16:45	<b>Guidance Standards: “Quality and Professionalism in Educational and Vocational Guidance and Counselling in Germany – Intermediate results of a national research and development project”</b> Peter Weber & Martina Pohl (DE) / Moderation: Dr. Istvan Kiss (HU)
	International Science Forum (Group Room)	15:15-16:45	<b>ICT in Guidance:</b> “ <b>The Perceived Role of Technology and Social Media in Career Guidance among Practitioners who are experienced Internet users - Chances and Challenges</b> ” Jaana Kettunen & Dr. Raimo Vuorinen (FI) / Moderation: Dr. Clinton Enoch (DE)
Academy of Sciences		16:45-17:00	<b>Coffee break and walk to the Academy of Sciences</b>
		17:00-18:00	<b>Forum for Exchange, Networking &amp; Dissemination: Moderation and Introduction into Dissemination Requirements for Erasmus Networks</b> Peter Weber (DE) / “ <b>Italian Network - University Training in Vocational Guidance</b> ” Prof. Laura Nota & Prof. Lea Ferrari (IT) / „ <b>German National Guidance Forum in Education, Career and Employment (nfb)</b> “ Karen Schober (DE)
Outdoors		18:00	<b>Self-organised dinner in Heidelberg’s Old Town</b> - Recommended restaurants can be found in the map at the end of the programme
		19:00-20:30	<b>Guided tour of Heidelberg’s Old Town</b> Meeting point: Löwenbrunnen (“Lion Fountain”) in front of the Old Auditorium with Mrs Renate Landenberger
		20:00	<b>Get together</b> at the International Science Forum (Hauptstr. 242)

## FRIDAY 20 MAY 2011

International Science Forum	09:00-10:00	<b>Contribution: “Results and Challenges of Work Package 3”</b> Prof. Rachel Mulvey
	10:00-10:30	<b>Outlook on Project Development</b> Peter Weber, Clinton Enoch & Johannes Katsarov (DE)
	10:30-11:00	<b>Coffee break</b>
	11:00-13:00	<b>Next steps: The three workgroups meet simultaneously:</b> Work package 1: IWH Grand Hall Work package 2: Academy of Sciences Work package 3: IWH Group Room
	13:00-14:00	<b>Lunch</b> at the International Science Forum
	14:00-15:00	<b>Presentations of next steps by the different workgroups</b>
	15:00-15:30	<b>Coffee break</b>
	15:30-16:15	<b>Evaluation</b> Peter Weber & Johannes Katsarov (DE)
	16:15	<b>End of the conference</b>
Outdoors	16:45-18:15	<b>Sightseeing of the Castle</b> - Guided tour with Mrs Renate Landenberger. Meeting point: Bergbahnstation Kornmarkt (see the map at the end of the programme). Please bring €5 for entrance fee.



## WEDNESDAY 18 MAY 2011

14:45-15:45

**„The value-added of forming career guidance practitioners in universities: a European reflection“*****Prof. Ronald G. Sultana, Director, Euro-Mediterranean Centre for Educational Research, University of Malta***

Following the spate of national and international reviews of career guidance that heralded the new millennium, calls for the ‘professionalization’ of career guidance services have become more persistent, and more strident. Certainly, the ‘super-complexity’ that characterises our present day and age in all areas and spheres of life requires practitioners that are suitably equipped intellectually to help citizens decode and ‘read’ the world around them in ways that are empowering and enabling. Across the higher education sector internationally, we note the entrenchment of a reductionist ‘vocationalism’ that equates knowledge with ‘know-how’, and the privileging of pragmatism and ‘what works’ over the larger questions about knowledge, understanding, and values that have traditionally and historically been the hallmarks of European university education. This presentation considers the specific contribution that universities can make in the formation of career guidance staff for both the education and labour market sectors, arguing that a sound understanding of the economic, cultural and political times we live in is essential if we are to avoid the often justified critique that career guidance is merely a handmaiden of the status quo.

16:15-17:15

**What competencies do career practitioners need to help clients design and develop their careers and lives?*****Prof. Jean Guichard, INETOP-CNAM, Paris & Prof. Jean-Pierre Dauwalder, University of Lausanne***

Developing a career in today’s societies requires that individuals not only manage their educational and work pathways but also design and construct their own lives. These activities, for which the individual is personally responsible, imply that individuals employ certain competencies built upon previous experiences. These competencies vary, depending on an individual’s social position and gender. For pupils and students, the development of these competencies also depends on the specific organisation of the school system in which they are educated. Consequently, people have available to them for their orientation, competency portfolios that differ greatly in capacity and quality. Three types of career interventions may help them to develop these competencies: information activities, psycho-pedagogical guidance, and counselling interaction. To provide these different types of interventions practitioners must master certain fundamental, supplemental, and technical competencies. Twelve competencies have been identified: they seem to be necessary to lead career counselling

interviews which are the most complex type of intervention. Each of these core competencies can be decomposed into different operational, personal, and social competencies. Such a conception of career development – viewed as a self-management of one’s life aiming at self-achievement – is frequently seen as a kind of violence by the more destitute members of society. One may question the limitation of such a view of life and career development: Can it permit our societies to manage the challenges with which they are confronted?

**17:15-18:00**

**„Counselling as Support of Self-Organization – A concept on the basis of Synergetics“**

***Prof. Christiane Schiersmann, Heidelberg University***

In this presentation a specific systemic approach to counselling will be introduced that meets the complex challenges of the current individual and societal demands. There are mainly two reasons to favour this approach: On the one hand – looking from the perspective of the clients who are seeking support in vocational training, further training or career decisions – it is clear that the development of one’s life design is more and more unpredictable. For this reason a theoretical approach is necessary that does not rely on linear structures, but focuses on the interaction of different factors influencing decisions or problem solving strategies. On the other hand it is obvious that in the professional discussion we find a trend to mix methods from different theoretical approaches – among them person-centred, systemic or solution-focused concepts. Far too often, this mixing of methods is done without a theoretical basis for the combination of theories and tools. Therefore I refer to the theory of Synergetics (cf. Haken/Schiepek 2010) which focuses on the structure of self-organisation processes and thereof derived so called Generic Principles in order to establish a common framework for different formats and target groups in counselling. The Generic Principles structure the strategy of counsellors and can also be seen as criteria for good counselling. The counsellor is seen as a supporter of self-organisation processes.

**THURSDAY 19 MAY 2011**

**10:00-11:00**

**„Political and Research Strategies in Europe Discussion“**

***Dr. Raimo Vuorinen, Project Co-ordinator European Lifelong Guidance Policy Network, Finnish Institute for Educational Research***

In March 2010, the European Commission adapted the Europe 2020 strategy with the aim of responding to the recent economic crisis with European and national responsibility relative to three priority areas: smart, sustainable and inclusive growth. These three priorities constitute the policy framework for European cooperation in the fields of economics, employment, education and training, and research and social inclusion for the next ten years. Each priority

area includes initiatives with strong references to the importance of lifelong learning and lifelong guidance in the implementation of these strategies, as well as the active role of citizens through the acquisition of individual lifelong learning and lifelong career management skills. This presentation highlights how the European Lifelong Guidance Policy Network (ELGPN) aims to assist the European Union Member States (and the neighbouring countries eligible for the EU Lifelong Learning Programme) and the European Commission in developing European co-operation on lifelong guidance in both the education and the employment sectors. Lifelong guidance covers all activities designed to help individuals, at any point in their lives, to make educational, training and occupational choices and to manage their careers. .

### 11:00-12:00

#### **„European Perspectives of the Comparison of Curricula in the Field of Career Guidance/ Counselling“**

***Prof. Bernd-Joachim Ertelt, University of Applied Labour Studies in Mannheim & Jan Długosz University in Czestochowa, Prof. Andreas Frey, University of Applied Labour Studies in Mannheim & Dr. Clinton Enoch, Ruprecht-Karls University Heidelberg***

During the last 20 years quite a number of national and international studies have focused on the qualification of career guidance practitioners. These studies have been encouraged by the mutual consent that reliable, neutral and effective career counselling can only be ensured by a high professionalism of the career guidance practitioners. However, there is often a wide gap between requirement and reality: One side demands mandatory minimum academic standards together with an accredited job description, the other side opposes such a model, either because this could lead to the exclusion of engaged “day-to-day” counsellors or because they feel that this approach could limit the freedom of organisation to employ counsellors by their own standards. Another group yet believes it possible to avoid the critical question of academic and specialised professionalization through differentiated quality standards and the employment of quality management systems. Our presentation of the work done by WP 1 is based on two theses: The first thesis assumes that there is a common basis and identity of career guidance and career counselling in Europe. The second assumption is that in spite of the similar paradigm constituting the basis of virtually all the academic instructions, considerable differences exist regarding the profoundness and the complexity of the topics, the subject-specific orientation and the organisational arrangements. An important task is now to harmonize content and competences concerning the qualification of career counsellors in terms of curriculum development, combining scientific standards for career counselling with empirically verified theories, personal growth and societal demands. The central aim of our continuing work on an adequate core curriculum is the description of important subjects and competences in consideration of the European Frame of Reference. The enquiry of European Universities conducted through WP 1 can be seen as a solid basis for this effort.

### 13:15-14:45 Simultaneous Workshops

#### International Science Forum (Grand Hall)

##### **„Life Design – Two Workshops on Experimental Tools and Development Needs for the Concept“**

*Prof. Laura Nota, University of Padua; Prof. Lea Ferrari, University of Padua; Prof. Jacques Pouyaud, University of Bordeaux2; Dr. Jean-Jacques Ruppert, Applied Vocational Psychology & Policy Research Unit, Luxembourg*

In preparation of the Conference in Heidelberg Prof. Jean-Pierre Dauwalder and Prof. Laura Nota collected various experimental tools and methodologies from members of the WP 2 team which can hopefully be used to apply the life design concept in practice in order to face the challenges portrayed by Guichard & Dauwalder in the opening contribution (see above). In two workshops dedicated to Life Design, the portrayed tools for individual and contextualized counselling shall be introduced and discussed in terms of their ability to help counsellors face the challenge of aiding people in coping with all kinds of life-work-integration issues encountered during their life-span. The first workshop, which will be moderated by Prof. Laura Nota and Prof. Lea Ferrari will deal with group interventions coming from life design thinking. The second workshop will be moderated by Prof. Jacques Pouyaud and Dr. Jean-Jacques Ruppert and will focus on techniques which can be used in individual counselling / career guidance sessions. Among the contributions will be: Dr. Barbara Bassot & Dr. Hazel Reid from Canterbury Christ Church University, Kent: “The Reflective Career Thinking Approach”, Dr. Koorosh Massoudi, Eva Clot-Siegrist and Sylvie Franz from the University of Lausanne: “Case Studies on Two Methods: ‘Contextual Analysis’ and ‘Activity System Inventory’”.

##### **„Life Designing and a New Paradigm for Career Counsellors Training – A Case Study“**

*Prof. Maria Eduarda Duarte, Faculty of Psychology, University of Lisbon*

The realities of change, including the significant changes in the nature of work and employment, lead to the conclusion that traditional career counselling interventions must change, namely the kind of approaches done during interview. These changes signal many important transitions in the territory in which career counselors work or will work. Life-Designing – the paradigm for career construction – requires reflection on the self and the environment, receptivity to feedback, and the imagination of possible selves. These requirements are also a challenge for the development of other and new competencies for career practitioners. The nature of the changes that are taking place and the demands of intervention (interviews during counselling process) imply a new relationship process based on individual narratives and stories, the establishment of a dialogue that permit the expression of emotion, that seek to discover and reveal one’s own lives, and allow the identification of the salient elements of the selves.

The process of counselling according Life-Designing perspectives is based on construction and conduction in which each part acts upon and reacts to the other. The success of that kind of relationship relies upon a specific counselors training. Some of the challenges this issue creates for the career counsellors concerned are illustrated by a presentation of a case study; at the same time the case is presented, a core of counsellor competencies (what the counsellor is capable) is highlighted.

### **Academy of Sciences**

#### **„Guidance Policies: The Trojan Horse“**

***Prof. Peter Plant, Danish School of Education, Aarhus University***

Guidance policies are often formulated in general terms. The recent European Union Resolution on Lifelong Guidance, for example, runs along two main lines. One line pursues the policy goal of creating a more inclusive society with active citizens. The other line pursues global competitiveness. These two pursuits may seem to present conflicting policy goals. Typically, guidance practitioners are to resolve encountered dilemmas in this context on their own. This article points out some of the issues at stake in terms of policy-making against social exclusion and it suggests three possible guidance strategies: solving, preventing and coping.

#### **„Adapting a Measure of Career Adaptability to Icelandic Conditions“**

***Prof. Gudbjörg Vilhjálmsdóttir & Ass.-Prof. Sif Einarsdóttir, University of Iceland***

Career adaptability is a major theoretical construct in the theory of career construction and the Life-Designing approach (Savickas et al, 2009). It has been defined as “a psychosocial construct that denotes an individual’s readiness and resources for coping with current and anticipated tasks of vocational development”(Savickas 2005). The Career Adapt-Ability Scale is being developed simultaneously in 13 countries under the leadership of Dr. Mark Savickas. The original version of the Career Adapt-Ability Scale contains five scales: concern, control, curiosity, confidence and co-operation reflecting different dimensions of the construct. The development of an instrument from multiple cultural viewpoints has the advantage of incorporating contextual issues and of resulting in an instrument that contains both common and culture specific facets of the construct. In Iceland, emic approach (Berry, 1989) was applied and experienced career counsellors served as an expert panel to develop items that may reflect career adaptability in the Icelandic culture. This resulted in the construction of 35 presumably culture specific items reflecting issues regarding communal thinking and beliefs about control and planning related to “fatalistic” ideas. This was followed with an administration of a 90-item instrument (the original 55 items with 35 additional culture specific items) to a sample of college and university students (N=1249). Factor analysis revealed a new emic factor that was named citizenship and forms a psychometrically sound scale reflecting a possibly important dimension of career adaptability in Iceland.

The Icelandic abbreviated KANS, therefore contains six scales: concern, control, curiosity, confidence, co-operation and citizenship. This Icelandic version of a 67 item instrument, containing both international and culture specific items was administered in a large national sample of 3000 participants (aged 15-65) for final testing and standardization. The implications of these results for the theoretical development of the career adaptability construct and its use in career counselling internationally and locally will be discussed.

### **International Science Forum (Group Room)**

#### **„Interventions during Unemployment in The Netherlands: How effective are they?“**

***Prof. Annelies E.M. van Vianen, Jessie Koen, & Dr. Ute-Christine Klehe, University of Amsterdam***

Unemployment is a very costly problem to societies and individuals, especially when it comes to long-term unemployed people with a substantial ‘labour market distance’ –people who are not yet able to participate in the regular labour market. Interventions to bring these people back into the labour market often appear to be unsuccessful, because they do not directly lead to reemployment. Therefore, a shift in the outcome focus (i.e. from finding reemployment to diminishing labour market distance) is necessary for practice and research dealing with long-term unemployed people. Hitherto, we developed a content-based representation of labour market distance as based on a model of basic employability, including: lack of barriers, adaptability, social and human capital, and career identity. We validated this model as a measure of labour market distance and used it to examine the development of basic employability of 2541 unemployed people at two points in time. Results showed that basic employability fostered job-search and people’s chances on finding reemployment. People who had received an assessment intervention particularly developed on the dimension of adaptability. Regarding all dimensions of basic employability, the effect of an intervention on development depended on people’s baseline level of basic employability. Particularly for people with little basic employability, receiving an intervention resulted in an improvement of their employability.

#### **„Lifelong Guidance Impact Measurement Pilot Project in Hungary“**

***Dr. István Kiss, University of ELTE, Hungary***

Studies of effectiveness or impact analyses are evaluative processes designed to provide scientifically credible information to legitimise the existence of services or the use of interventions. An impact analysis highlights the direct benefits and effects of an intervention which would otherwise not have been reached without it. The aim of the Hungarian impact measurement pilot project was to identify and empirically analyse some key indicators of factors which prove to be beneficial for the development of participants of a Lifelong Guidance (counselling) process at an individual level. The utilized variables for the Hungarian pilot project were learning outcomes on an individual level as key driving forces of the career de-

velopment processes. In the impact analysis a system-approach perspective of career development was applied, based on the Heidelberg career counselling model (Schiersmann et al, 2008). The purpose of counselling is determined as an intervention fostering and encouraging self-organisation. Planning the research following indicators for the efficiency of career counselling were considered: Client satisfaction levels, increased factual knowledge, abilities and interests, the degree of consciousness in career planning and the level of related meta-cognition and higher self-efficacy level. For the qualitative analysis in the first part of the research, 45 in-depth interviews were carried out, while for the quantitative analysis 300 on-line questionnaires were answered.

According to the analysis of interviews four categories of clients could be identified based on their career development strategies. Conscious career developers only require the advice of counsellors to fine-tune their plans. The second group can be described with the need for security. Individuals belonging to this category would like their less definite goals to be approved by experts, hope for affirmation and require further information. Those clients in need of intense emotional support should be regarded as a separate group. They view the counselling as the first step in organising their mental hygienic state. Finally, the fourth group of clients can be described as initially being reluctant and unwilling, so-called 'referred' clients. What characterises them is little expectation and low motivation – but their attitude can change during counselling. Often unexpected revelations help them view their career development in a different way. Based on the findings of the qualitative research, a questionnaire was compiled with the following factors: problem complexity, interpersonal experience, ability to handle the context effectively, coordination of career related goals and interventions, richness and diversity of career options and interpersonal skill development. The list in its present form contains 94 items and is suitable for use with clients during counselling. It can be used to collect indicators identifiable at the beginning and the end of the counselling process, together with the follow-up phase. It is suggested to combine the tool with general Self-efficacy (GSE) and Self-esteem questionnaires.

### **15:15-16:45 Simultaneous Workshops**

#### **International Science Forum (Grand Hall)**

Please see the abstract „Life Design – Two Workshops on Experimental Tools and Development Needs for the Concept“ on page 9.

### Academy of Sciences

**„Quality and Professionalism in Educational and Vocational Guidance and Counselling in Germany – Intermediate results of a national research and development project“**

*Peter Weber & Martina Pohl from the Research Team Quality in Counselling and Guidance (Education, Vocation and Employment), Institute for Educational Science, Heidelberg University*

The results of the presented research project are supposed to help defining key points to optimise the quality and professionalism of counselling services in Germany. Within the research, four different approaches to quality were centred within the last two years, including quality criteria and standards, evaluation and quality management concepts. Those approaches were linked to a Frame for Quality Development (QDF) in order to develop a strategy how to optimise the quality of educational and vocational counselling in compliance with existing quality approaches. The aspects of quality are closely connected to those of the counsellor's professionalization.

One of the central points that will be presented is the research strategy that focuses a multi actor approach. Actors from the whole field: practitioners, experts, professional bodies, stakeholders and ministries are involved within the development and implementation process. The results are implemented and tested in practise to guarantee feedback and continuing development.

### International Science Forum (Group Room)

**„The Perceived Role of Technology and Social Media in Career Guidance among Practitioners who are experienced Internet users - Chances and Challenges“**

*Jaana Kettunen, Finnish Institute for Educational Research & Dr. Raimo Vuorinen, Project Co-ordinator European Lifelong Guidance Policy Network, Finnish Institute for Educational Research*

Several innovations have emerged to supplement traditional career guidance practice. Generic counselling processes have been developed to help clients make effective use of information and communication technology (ICT) in career guidance. A consensus has emerged that both the counsellor and ICT have an important role to play in the delivery of enhanced career guidance services within the Internet. Social media and web 2.0 tools appear promising and valuable in career guidance settings. But what is it all about? The goal of this study was to understand the chances on perceptions of guidance practitioners regarding their role and the role of the internet and social media in meeting guidance goals and delivering career guidance services. The goal of this workshop is to examine the implications of these results for the training of practitioners and practitioner competences in the use of ICT.



**17:00-18:00**

**„Italian Network - University Training in Vocational Guidance“**

***Prof. Laura Nota & Prof. Lea Ferrari, University of Padua***

At the University of Padua, a 'joint paper for the enhancement and recognition of professionalism and training of vocational guidance practitioners' has been drafted by University Chancellor delegates, under the patronage of the Italian Society for Vocational Guidance and the Italian Inter-University Centre for Youth, Education, Vocational Guidance. The delegates from the Italian universities who have started the Italian Network – University Training in Vocational Guidance believe that: a) the social and economic conditions and critical times we are going through call for vocational guidance practitioners who are fully qualified to respond to the increasing requests for help and support in making choices about the future and in the professional planning of youth, students and workers; b) vocational guidance actions are directed to both individuals and groups, but can also be directed to contexts and to the individuals that characterize them socially, economically and politically; c) that vocational guidance actions must be conducted by practitioners with a specific post-graduate university training. They must possess at least the basic competences dictated by bodies and organizations recognized at the European level and declare their commitment to a specific deontological code.

**„German National Guidance Forum in Education, Career and Employment (nfb)“**

***Karen Schober, Vice President of the International Association for Educational and Vocational Guidance and President of the German National Guidance Forum***

The nfb, established in 2006, is an independent network in which all relevant institutions and organisations for guidance practitioners, governmental authorities and non-governmental agencies dealing with, offering or financing guidance and counselling as well as organisations of guidance users and consumers can collaborate. The nfb deals with guidance provided for individuals in education, vocational training and employment sectors. It understands itself as a platform for all stakeholders and actors in this area providing an opportunity for exchange of knowledge and experience across all institutional sectors, for the discussion of common concerns and projects, and for the achievement of common aims. The general aim of the National Guidance Forum is to promote the professionalism and quality. It aims to stimulate the (further) development of a coherent guidance system which meets the different needs of the users and to draft guidelines for quality and quality assurance which are accepted and recognized by all actors and stakeholders.

## FRIDAY 20 MAY 2011

09:00-10:00

**„Results and Challenges of Work Package 3“*****Prof. Rachel Mulvey, University of East London***

Work package 3 considers tools of impact for teaching and training in academic career guidance programmes. Whilst there is, of course, some overlap with the training of career guidance professionals in the workplace, in keeping with the entire NICE project, the focus has to be resolutely on training delivered in Higher Education Institutions. From this starting position, some key challenges follow.

Firstly, given that one of the underlying principles of teaching at graduate level, by a university (as opposed to teaching in the workplace, or sub-graduate teaching, or training delivered in further education) is that the teaching is underpinned by an explicit foundation of science practice and/or appropriate theory derived from research, the challenge is how to combine theory with practical action. How to respect the principle of theoretical foundation, whilst making theory live to support our students' learning and eventual practice. This is an ongoing and difficult challenge for the professional trainer; it is hard to integrate theory and practice, and not easy to demonstrate effective learning of such integration. All the more reason for WP3 to articulate how this is being addressed in our own practice.

Secondly, that WP3 supports effective teaching and learning for career guidance professionals. Of course it would be foolish to include materials that underpin ineffective teaching, but it is tempting to include any material that comes across our collective radar. We are careful, therefore, to scrutinize our chosen exemplar material for 'what works', even when this limits the material we are happy to share.

Finally, whilst our focus is restricted to university-based professional training, we want to look closely at work based learning, to see how that can complement and indeed enhance the university-based teaching. We are interested here in considering work experience, placements and internships for HE students of career guidance practice.

Our work so far has thrown up a few more challenges: the need to work effectively as a remote team, and sustain useful collaboration across language and culture. The need to re-focus constantly on the teacher/trainer, as opposed to the client or the policy maker. Some issues around the language of competence versus language of employers (of career professionals) and how to mediate those differing perceptions. Overall, however, the most persistent challenge is having the confidence to share our practice; not worrying about whether an approach is really new or truly innovative, but presenting it for peer scrutiny. And a challenge quickly approaching is how best to produce a manual that supports effective practice; a paper-based collection or, dare I say it, something more innovative?

## The Network for Innovation in Career-Counselling/Career-Guidance in Europe (NICE)

### Introduction

Supporting the European effort to foster lifelong learning and lifelong guidance, as well as developing quality and professionalism in career guidance and counselling, the University of Heidelberg – in strong cooperation with the national employment agency's University of Applied Sciences Mannheim (HdBA) and 39 other higher education institutions from almost all European countries – has established a European network of universities that offer study programs in vocational and career guidance/ counselling (Bachelor and Master Degrees). This effort is coordinated with other important developments and transnational activities in Europe in the field of guidance, especially ELGPN.

Through the NICE network, we want to sustain and strengthen the cooperative efforts in research and education that have developed over the past decade. In order to foster cooperation between the universities, which are leading in the field of interest in the different European countries, both an organizational framework as well as a solid financial basis are necessary. So far, we have achieved a funding by the EU Commission for the period 11/2009-10/2012, have held a first conference in Czestochowa (Poland) and have cooperated strongly on a number of important projects which will provide a basis for sustained networking and exchange.

### What are our goals?

There are several good reasons to follow the idea of stronger cooperation and consultation within a network of universities in different countries, especially in regards to the following aspects:

- Learning from each other, e.g. regarding to curricula, competence development, combination of theory and practice and related research
- Promoting cooperation in future developments of curricula and new approaches to guidance and counselling and research
- Achieving common interests, e.g. European developments in terms of standards, quality and accreditation, or access to the European employment market for alumni of the diverse programs
- Encouraging higher European mobility among staff and students
- Discussing international and European issues, e.g. mobility, brain drain, employability, integration, lifelong counselling and lifelong learning, demographic change and networking among others
- Exchanging teaching and e-learning modules
- Developing a common competence framework for Bachelor and Master Programmes in counselling/guidance in Europe.

## Approach

For setting up the network and ensuring its sustainability, three thematic work groups have been established which cooperate on reaching goals of common interest. Depending on the type of outcome, results will be published via the project homepage ([www.nice-network.eu](http://www.nice-network.eu)) and through joint publications, such as a TUNING handbook which can act as a manual for founding and developing Degree Programmes in counselling and career guidance.

### 1. Transparency, quality and comparability of study programs

The first work group (WP1) is working on a systematic overview (synopsis) of all existing study courses and programmes in Europe (target groups, structure, including work load and ECTS points, competence profiles, curricula, quality assurance systems, scientific base, research profile, linkage with practice, offers for student and staff mobility). Central objectives are to:

- Identify common core elements delivered by all programmes and recognize differences with regard to the requirements of lifelong career guidance, lifelong learning, employment, guidance for European mobility, and employability of students
- Publish important information to facilitate European student and staff mobility
- Describe the explicit and implicit competence profiles of the study courses and compare them in light of existing competence profiles
- Compare existing quality assurance systems of study courses in order to identify best practices and give impulses for further development (in correspondence to the Bologna process)

### 2. New themes, new challenges – Innovation in career counselling and guidance

The second work group (WP2) aims at generating research-based knowledge, identifying state-of-the-art counselling skills and appropriate training programmes and rapidly transferring “life-design” expertise to public and private practitioners in all the participating countries. “Life-design” refers to a new paradigm in the theory and practice of career guidance and counselling which respects the need for life-long learning as well as social and cultural realities and integrates empirically won knowledge on counselling effectiveness. The actual challenge exceeds the resources of isolated researchers or teams at one university or even one country by its scope and its urgency, which is why a coordinated academic network is needed, including the leading groups all over Europe. Central objectives of the work group are to:

- Identify needs for innovation in career guidance and counselling
- Describe and elaborate the life-design paradigm for life-long and life-wide counselling through a systematic overview of counselling skills, tools and methodologies
- Collect and share examples of innovative research/theory and teaching/education, e.g. regarding self-organisation at individual and organisational level, the prevention and combating of social exclusion, and the use of ICT as an integrated factor of guidance, learning and career development

### 3. Tools of impact for teaching and training in academic career counselling/ guidance study programs

The third work group (WP3) aims at identifying tools with high impact in teaching, training and assessment and supporting universities to develop students' skills, competences and professional habit. Through the exchange of innovative aspects, e.g. regarding the training of practitioners, the combination of theory and practice, the assessment and recognition of students' competences, the work groups wants to reach:

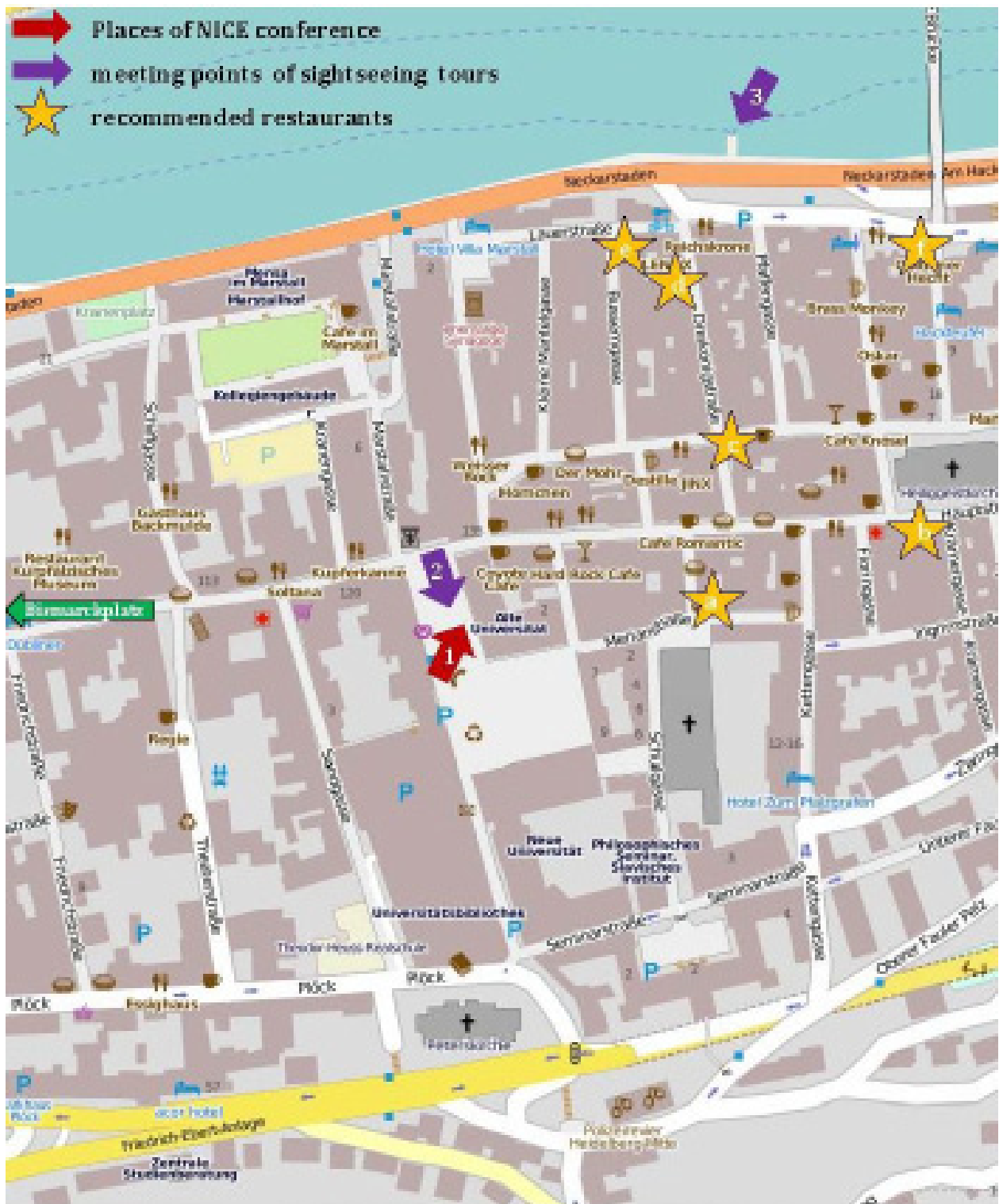
- Very high levels of student satisfaction
- Highly employable graduates
- Graduates with potential for multiple role competences (practicing in guidance/counselling, concept development, management of services, researching)

Central objectives of the work group are to:

- Exchange valuable practices and experiences with innovative learning/teaching techniques and approaches which focus on competence development and other new advances, e.g. the usage for ICT in learning and in career guidance itself
- Description of resources and basic conditions needed to implement innovative teaching and training methods, including the principles for shaping study cycles and curricula
- Collection and description of assessment tools which support the adequate development of competencies recognize former learning processes and complement traditional forms of examination
- Describe the challenges faced by educational staff when using the described tools of teaching, learning and assessment; describe necessary staff competencies and possible approaches for necessary personnel development and training activities

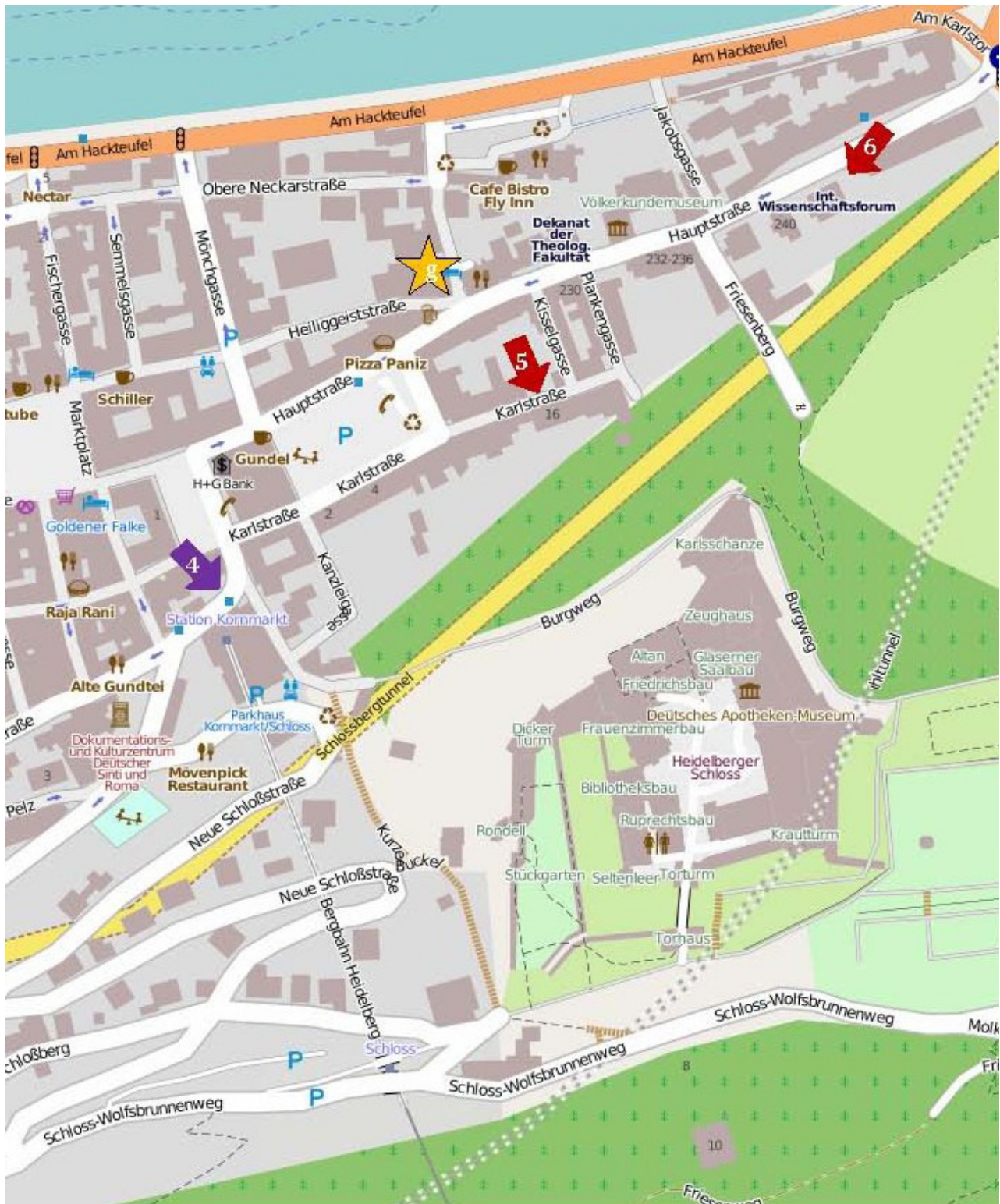
#### Who are the partners?

The academic network involves 41 universities and other higher educational institutions from 27 EU countries as well as from related European countries. All partner universities provide either a Bachelor or Master program in vocational/career guidance and are involved in research. The NICE network is managed through a steering group that consist of seven partners: The Coordinating Partner (Heidelberg University), the Lead Partners from WP1 (University of Czestochowa & HdBA Mannheim), the Lead Partners from WP2 (CNAM/INETOP Paris, University of Lausanne & University of Padua), and the Lead Partner of WP3 (University of East London). Through its many partners and its coordinating team, the network interacts strongly with important institutions and other relevant networks from European and international contexts (CEDEFOP, ETF, IEAVG, ICCDPP, ELGPN).



1. Old Auditorium (Alte Aula), Grabengasse 1, opening of NICE conference
2. Löwenbrunnen, meeting point of sightseeing tours on May 18<sup>th</sup> and 19<sup>th</sup>
3. Landing place of Neckarsonne near Alte Brücke, for tour on Wednesday evening
- a. FALAVEL (Arabian food), Heugasse 1, 5-10€
- b. BIER&BREZEL (Medieval German Food), Hauptstraße 184, 10-15€
- c. ALFREDO OSTERIA (Italian food), Dreikönigsstraße 25, 10-15€
- d. KILIMANJARO (African food), Dreikönigsstraße 6, 10-15€
- e. GOLDENER STERN (Greek food), Lauerstraße 16, 10-15€
- f. GOLDENER HECHT (German food), Steingasse 2, 15-20€

## STREET MAP OF HEIDELBERG'S OLD TOWN



4. Bergbahnstation Kornmarkt, meeting point of sightseeing tour on May 20<sup>th</sup>
5. Academy of Sciences (Akademie der Wissenschaften), Karlstraße 4
6. International Science Forum (Internationales Wissenschaftsforum), Hauptstr. 242
- g. KULTURBRAUEREI (German food), Leyergasse 6, 15-20€

**“What needs are there for innovation in theory and practice of career guidance – and how do we address them?”**

This is the central question which the second conference of the Erasmus NICE Network will evolve around in Heidelberg from May 18-20, 2011, when academics and experts from all around Europe gather to present and discuss a broad variety of theories and research activities in the field of career guidance and counselling.

We thank the many contributors, the members of the NICE network, our guests, the organising teams, our partner organisations for their efforts to make this conference a success! Also, we'd like to express our gratitude to the European Commission for supporting the network with a grant, the Heidelberg University, the International Science Forum and the Academy of Sciences for being our hosts in Heidelberg and SAP for its sponsorship.

Finally, we hope that this conference will make a strong contribution to establishing and developing the NICE Network – so we can serve our joint mission!

For more information on the NICE Network and the conference, please visit our website at: [www.nice-network.eu](http://www.nice-network.eu)

