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**JOBHUB**  
PRŮVODCE TRHEM PRÁCE

# International Evidence on the structure competences and principals of an online careers service

JOBHUB – technický a informační rozvoj kariérového poradenství  
jako nástroje dalšího vzdělávání

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kariérového poradenství jako  
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<b>1. BASELINE</b>	<b>3</b>
A) SUMMARY AND RATIONALE	3
B) INTRODUCTION: CAREER GUIDANCE AND SOCIAL MOBILITY	3
C) ABOUT THE STUDY	5
<b>2. ANALYSIS</b>	<b>5</b>
A) METHODOLOGY	5
B) A COHERENT APPROACH	7
C) WHAT IS HAPPENING IN EUROPE?	7
D) THE INFLUENCE OF GOOD CAREER GUIDANCE	9
E) CAREER GUIDANCE BEST PRACTICES	12
F) CAREER COUNSELLOR AS A PROFESSION	14
<b>3. IMPACT</b>	<b>17</b>
A) DEVELOPING HIGH-QUALITY DIGITAL CAREERS EDUCATION	17
B) DEVELOPING CAPABILITY AND CONFIDENCE	20
C) WHAT DOES GOOD CAREER GUIDANCE LOOK LIKE?	21
<b>4. CONCLUSIONS AND RECOMMENDATIONS</b>	<b>25</b>
A) ROLE OF DIGITAL CAREERS AND GUIDANCE SERVICES	26
B) REVIEWING PROVISION, QUALITY AND OUTCOMES	28
<b>5. APPENDICES AND REFERENCES</b>	<b>33</b>
TECHNICAL ISSUES AND UNDERPINNING ANALYSIS	34
QUESTIONNAIRE	49



## 1. Baseline

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### a) Summary and Rationale

Careers counselling is too important to be ignored in today's dynamic economy. Access and engagement with up-to-date career and labour market information has a major impact on social and economic mobility. Criticism of services is easy, of course, but what would careers' counselling look like if it was fit for purpose? What is clear, from our work so far, is that no-one has found the "magic bullet" to provide good career guidance: quite simply it is about doing several mutually dependent activities, consistently and well.

Our analysis of the Czech Republic is no different. We have identified a set of benchmarks for what good digital career guidance could and should look like and which are implementable. Careers guidance policy in the Czech Republic lacks in the quality of being logical and consistent. We believe careers counselling should not stop evolving, but some agreement on stability will be helpful, so that – once the right support and incentives are in place – schools, colleges, independent and private sectors can get on with developing and implementing their programmes from within a common framework.

Our report's aim is: to use a qualitative approach to investigate the nature of effective guidance for adults and how, over the longer term, it can add value to post-compulsory learning and enhance employability. It aims to answer some specific questions, which will inform the development of an online service:

- What is effective guidance?
- What are the barriers to effective guidance?
- How can effective practice be encouraged and supported?

Whilst the significant public investment in guidance requires justification in the form of a firm evidence-base, developing this evidence-base represents certain challenges.

### b) Introduction: career guidance and social mobility

According to the European Lifelong Guidance Policy Network (ELGPN), lifelong careers advice (OTLV) is available in different contexts such as education, training, employment and the community and in the private sphere, and sets out a whole range of activities which allow users, no matter what their age, to<sup>1</sup>:

- identify their abilities, skills and interests,

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<sup>1</sup> <http://www.cedefop.europa.eu/en/news-and-press/news/resolution-council-guidance-adopted-28-may-2004>



- take informed decisions concerning their education, training and profession,
- make the best individual life choices as regards their training, the profession they follow, and any other area in which these abilities are acquired or used.

Career guidance consists mainly of making moveable jobs accessible, and for this purpose, information plays a crucial role. The added value of support is to give access to a better knowledge of the environment and the opportunities it offers. In this context, the professional position would no longer be that of the expert (project prescription / validation), but that of the supporter who leads a person to ask himself the right questions about his past experience, and to look for relevant and useful information for their future.

The essential dimension of careers advice is feedback on oneself and the understanding of oneself. The interaction between experiences and acquired skills; between what has been lived and one's own story. The story of oneself<sup>2</sup> is the development of one's own career path and project. The story of oneself is the story sent to others to structure the relationships one has with others and with the environment. The approach of 'reasoned autobiography', Desroches (1914-1994), opens up a promising pathway for career guidance professionals.<sup>3</sup> In any formal or non-formal career guidance activity it may seem good for the person to revisit the past at the present time to view the future in a better way; yet, very often, nothing turns out as expected<sup>4</sup> ...

The definition of life-long guidance can be summarized as follows:

1. What is it? ACTIVITIES: information, guidance, advice counselling, assessment, teaching and advocacy.
2. For whom, with whom? ALL citizens.
3. When? ANY age and at any point in our lives.
4. Focus? Making meaningful life choices on learning and work. Empowerment to manage learning and career.
5. Career? Individual life-paths in learning, work and in other settings in which these capacities and competencies are learned and/or used.
6. Where? Education, training, employment, community, private.

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<sup>2</sup> Danvers, F., universit  de Lille 3, (2014), dictionnaire de concepts de la professionnalisation, de boeck.

<sup>3</sup> Mias, C (2016) L'autobiographie raisonn e, outil des analyses de pratiques en formation, orientation scolaire et professionnelle, p. 29-45.

<sup>4</sup> Ricoeur, P. (1985) Temps et r cit 3 : Le temps racont , Paris, Seuil (coll. «L'ordre philosophique»), 1985



### c) About the study

We are a research consortium who are bringing together core competences from international research on 'Building a digital careers service portal'. These will inform the foundations and framework for our coherent digital careers' service JobHub.

JobHub delivering our digital horizon(s)- dynamic services in a dynamic economy.

Careers' counselling is too important to be ignored in today's dynamic economy. Access and engagement with up-to-date career and labour market information impacts on social and economic mobility. Criticism is easy: what is clear, there is no "magic bullet" to provide good career guidance. Simply, it is about doing several mutually dependent activities, consistently and well. We have identified a set of benchmarks for good digital career guidance all of which are implementable. In our digital age, careers guidance policy and practice require the quality of being logical and consistent to resolve tailored needs. Careers' counselling evolves, as we all have different career guidance needs at different stages in life. Linking curriculum learning, encounters with employers and employees are vital components, which will provide the "pull" to complement the "push". Effective careers' counselling is within our reach, if our system(s) is/are prepared to prioritise it highly enough – with the right support and incentives in place – all sectors can get on with service delivery from within a common framework."

## 2. Analysis

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### a) Methodology

The qualitative adopted for this research has provided rich, thick descriptions that enable detailed comparisons to be made across a variety of European, Canadian and Australian guidance contexts, with each phase informing the next. An analytical framework derived from three categories – **cognitive, affective and behavioural** – is considered to offer most potential for comparing the perspectives of the client, the practitioner and an 'expert witness'. The research focused on: different perceptions of the guidance interview; the process and outcome(s) of the guidance interview; and the action necessary to achieve the next stage. These questionnaires were completed by leading experts Scotland, Wales, Netherlands, Finland, Sweden and Canada. This method was used to gain an understanding of the different perspectives of guidance and the policy tools which enabled best practice to happen.

Our analysis shows that good career counselling is within our reach if our system(s) is/are prepared to prioritise it highly enough. **Good career guidance is critical if people (younger and older) are to raise their aspirations and capitalise on the opportunities available to them.** High-quality career guidance is needed to make informed decisions about our future(s). Good career guidance is a necessity for delivering technical education reforms and is a vehicle for economic justice: people without social capital or home support suffer most from poor



career guidance. Yet, despite its importance, career counselling in the Czech Republic has often been criticised for being inadequate and patchy. We have identified and constructed a benchmark quality framework for improving careers provision.

## WHAT IS EFFECTIVE CAREER GUIDANCE?

Evidence from our European, Canadian and Australian case studies have one thing in common that agreement on a definition of career guidance has, to date, proved elusive. Changes in the labour market (like globalisation and the development of information technology) have challenged the relevance of the established, narrow view of career transition as a one-off event at an early stage of an individual's development, replacing it with a broader understanding of how transitions into education, training, skill development and employment are more complex, more prolonged and often span lifetimes.<sup>5</sup> Definitions have tried to capture the implications of these changes for guidance.

For example, definitions proposed by the Organisation for Economic Co-operation and Development (OECD, 2004) and the Council of the European Union (2004)<sup>6</sup> emphasise the need for guidance to support multiple transitions over a prolonged time-span and neither make distinctions about the type of activities guidance involves. Our analysis in contrast, on information, advice and guidance, distinguishes four separate levels of service provision: **information, advice, guidance and personal support**. Within this framework of differentiated provision, information and advice are distinguished from guidance and personal support.

We **define guidance** as helping clients to: understand their own needs relating to learning and work; set and review goals/objectives for learning and work; understand their barriers to learning and work; overcome barriers/obstacles to learning and work; and to produce learning and career action plans.

**Personal support** is defined separately as 'intensive, one to one, continuity of support', aimed at clients who reveal severe or multiple barriers to successful entry/progression in learning and work. Within this context of differing policy views about the nature and activities of guidance, key questions emerge: what occurs in a guidance interview, what exactly do clients find useful and (perhaps most importantly) what precisely does 'useful' mean in this context? These questions are being explored in our work on the development and delivery of JobHub.

A review by the Organisation for Economic Co-operation and Development (2004) highlights the potential role for career guidance services in advancing lifelong learning goals and helping with the implementation of active labour market policies. The strategic, economic role of guidance is emphasised in Czechia, guidance provision for all needs to be enhanced and 'refocused' for both social and economic exclusion reasons. Significant investment to improve

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<sup>5</sup> Sultana, R.G. Int J Educ Vocat Guidance (2009) 9: 15. <https://doi.org/10.1007/s10775-008-9148-6>

<sup>6</sup> <http://www.oecd.org/general/oecdurgesreformstonationalcareerguidanceservices.htm>



guidance for adults through support for on-line information, advice and guidance services with the intention of developing a learning society is an economic development imperative<sup>7</sup>.

## **b) A coherent approach**

It is impossible for even the best-informed careers specialist to have all the facts about the dynamic labour market. However, access to up-to-date career and labour market information can have a major impact on social and economic mobility. If people, learners, teachers and counsellors know what pay you get for different jobs and where and how numerous the vacancies are, they are more likely to make choices that will lift them socially and economically as well as challenge their stereotypical assumptions about the right job for them.

We all have different career guidance needs at different stages in life. Good practice in other jurisdictions shows how important it is to have good communications and management information systems to tackle and resolve individual needs. Therefore, we see that linking curriculum learning to careers is a vital component as well as encounters with employers and employees. Both of which will provide the "pull" to complement the "push". Careers are about employment, and too often the important part played by employers in the career guidance mix can be forgotten. It is important to have multiple opportunities to learn from employers, and their employees about the world of work. Hearing and learning from employers is one thing, but people need to gain their own experiences in the world of work to make more informed career choices. Therefore, stories case studies, internships, job trials, contacts and network connections become an important offering in our digital world. Quality information can have a greater impact than short encounters.

For many encounters with further and higher education to be important. The most effective encounters are where people hear from learners at universities, colleges or apprenticeships. Everyone needs the chance to sit with an appropriately trained professional to discuss their career choices. What is crucial is continuing and ongoing engagement, and this is a key outcome for our digital platform.

## **c) What is happening in Europe?**

### **CONTEXTUAL COMPARISONS**

The specific case studies reveal considerable diversity and complexity. We have scrutinised guidance provision in a range of organisational and geographical settings. All participating

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<sup>7</sup> Gorard, Stephen, and Gareth Rees. *Creating a Learning Society?: Learning Careers and Policies for Lifelong Learning*. 1st ed., Bristol, Policy Press at the University of Bristol, 2002. *JSTOR*, [www.jstor.org/stable/j.ctt1t89j2g](http://www.jstor.org/stable/j.ctt1t89j2g).



organisations operated to some type of external and/or internal quality standards. The majority of organisations operated service level agreements which required practitioners to work at multiple locations and to provide guidance under different funding streams. Many organisations experienced pressure in trying to manage the demand for guidance across varied funding agreements and budgets.

In addition, good levels of in-service training support were provided for employees. Although many of the features of the initial interviews, compared with the follow-ups, were similar, some were different. The length of the guidance interviews differed widely, with the range from 16 minutes to 1 hour 42 minutes. A diverse range of participants has been captured: clients varied in age, ethnic origin, gender, disability and qualification level; and practitioners varied similarly. Consistently high practitioner qualifications were evident across all contexts. Overall, it was found that guidance is delivered across varied contexts and from multiple funding streams, all with quality standards which were an accepted, often valued, feature of service delivery.

## WHAT IS 'USEFUL' GUIDANCE?

Many respondents both practitioners and expert witnesses agreed with clients that the guidance had been useful. **'Useful'** guidance was found to comprise of:

- supporting positive outcomes for the client, specifically: exploring and challenging client perceptions together with giving direction, and a new awareness of learning or employment opportunities;
- giving clients access to networks, information and knowledge enabling them to feel better informed and better able to progress;
- encouraging constructive change in the client like: increasing self-confidence; developing skills; developing understanding which broadened ideas; as well as motivating, inspiring and encouraging the client;
- providing the client with a positive experience by: creating the opportunity for reflection and in-depth discussion; and by reassuring, confirming and/or clarifying plans and/or progress. Clients, practitioners and expert witnesses were also found to have similar understandings of the nature of 'useful' guidance.

## KEY FEATURES OF 'USEFUL' GUIDANCE

Key features of the guidance interviews, identified by practitioners and expert witnesses, were examined. These key features focused on:

- the expertise of the practitioner: that is, knowledge and skills together with their understanding of what affected individuals' education and employment opportunities;



- examples of good practice: including time allowed for reflection and discussion; the transformative power of the process; the need for guidance; and positive validations of the service; and
- the complexities of guidance: encompassing varied approaches used by practitioners and differences in the balance of communication between the client and practitioner.

The key feature of the guidance interview was the skills used by the practitioner. For practitioners, it was the need for guidance for their clients.

## d) The influence of good career guidance

### CHARACTERISTICS OF 'EFFECTIVE' GUIDANCE

Our insights have been informed by investigating exactly what occurred in the guidance interviews and was found to be 'useful', best practices. We identified the characteristics of these by focusing exclusively on the practitioner interventions.

Four discrete categories of activities emerged from the analysis. These are:

1. building a working alliance;
2. exploring potential;
3. identifying options and strategies;
4. plus ending and following-through.

Each category comprised between three and six sub-sets of activities. Not all activities of guidance are evident across all countries, nor did any combination or sequence emerge. All practitioners used at least one type of strategy to establish and maintain a sound working alliance with their clients. Typically, several strategies were used in combination throughout the engagement. Varied dimensions of the client's background and present circumstances were probed by practitioners. Of the factual data probed, most practitioners investigated their client's educational and training history. Of the softer, attitudinal data, exploration of client preferences (about courses, jobs, strategies, options, etc.) was undertaken most. Practitioners used various methods to affect some measure of change in their clients' behaviour, attitudes and/or thinking. These included some standard techniques, like giving information or advice together with other non-standard techniques like offering a personal opinion. Finally, most practitioners presented that they developed some sort of action plan. A majority offered some type of follow-up service to clients.

Generally, there seemed to be an acceptance by agencies (public, private and independent) and practitioners that there is a lack of evidence relating to the outcomes of guidance. This is compounded by the fact that an operational ambiguity exists around information, advice and guidance terminology. Further issues were also identified. For example, the nature of the



guidance intervention, involving personal, confidential information, places constraints on the effectiveness of guidance.

Additionally, restrictions are generally placed on the time allowed for a guidance interview, though this varies according to the professional context. Important influences on the guidance process come from outside the immediate boundaries of the engagement itself (e.g. opportunity for follow-up, access to training support). In many cases guidance was offered as part of an ongoing process, rather than a 'one off' event. This aspect of the engagement is appreciated by clients. The production of an action plan agreed by the client was a feature of most engagements. This raises questions about the extent to which organisational requirements to produce documentation from the engagement drives the process. There was evidence that the traditional matching approach to guidance is still very influential in practice.

The corollary to this was that there was little evidence of experimentation or risk-taking with new approaches to guidance.

Investigating what constitutes effective guidance is complex, but the qualitative methodology used has proved robust and has provided data that allow for a significant deepening of understanding of the issues involved. The international connectivity has been particularly successful in capturing the distinctive features of provision of guidance and its usefulness. It is important to note that a high level of agreement amongst practitioners and expert witnesses about the usefulness of the guidance intervention was found.<sup>8</sup>

'Useful' guidance relates both to the outcomes of the guidance process and how it developed the skills and knowledge of the client. Evidence indicates guidance is useful to clients when it: provides support and safety, gives access to relevant resources, continues over a period of time and brings about positive change(s)<sup>9</sup>.

Activities of guidance identified included four broad categories of activities and forty sub-sets which characterised useful guidance. A wide range of standard techniques and strategies, some advanced and some nonstandard, were used by practitioners. Positive outcomes from 'useful' guidance achieve a measure of change in clients. This could relate to their attitudes, behaviour and/or thinking. These changes make a positive contribution to clients' transition(s) through education and training into employment. However, influence of context on the guidance process means that the outcomes of guidance are dependent, at least in part, on influences that exist outside the engagement and that are beyond the control of the practitioner.

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<sup>8</sup> <https://warwick.ac.uk/fac/soc/ier/glacier/cg/initial/>

<sup>9</sup> <https://adventuresincareerdevelopment.wordpress.com/2014/08/23/what-should-people-new-to-career-guidance-as-an-academic-field-read/>



## WORK IS CHANGING

In the past, building a successful career required young people to learn core technical skills for an occupation, and gradually broaden their skills and experience over time. This is what it meant to be ‘work smart’. Today, automation and globalisation have led to a loud and compelling narrative about the future of work, and career paths appear more complicated. Media reports warn, almost daily, that “robots are coming to take your jobs”. Parents, carers and young people read these reports with rising concern: what occupations will be around in 2030 that a student today can train for?

Today’s 15-year-olds will likely navigate 17 changes in employer across 5/6 different careers.<sup>10</sup> They will sometimes be self-employed, at other times working with and for others. Therefore, going forward need a new understanding of what it means to be ‘work smart’ and ‘career smart’. Some occupations will no doubt decline or emerge as technology and globalisation advance, too much of the focus has been on which jobs will disappear and which will remain

The truth is, automation is going to impact what we do in every job, in every occupation. It is wrong to assume that only some occupations will be in decline while others may be “safe”<sup>11</sup>. Some of this shift is already underway. For example, the skills required for early-career jobs have already changed. Think of classic early-career jobs like a pharmacy assistant, electronics technician (think of your Apple store technician) or a teacher. Thanks to advances in technology, these jobs have traded some of their more tedious, manual tasks with tasks that people enjoy doing most, such as working with others and thinking creatively.

- **Future pharmacy assistant:** New technology will likely cut the time spent on store admin (like stocktaking and ordering) from 22 hours a week in 2006 to 6 hours in 2030, allowing assistants to spend substantially more time on digital tasks, such as updating the business website, developing an online shopping app and analysing monthly sales data.
- **Future electronics technician:** The local computer store worker in 2030 will trade time spent inspecting equipment (down from 9 hours a week in 2006 to 3 hours a week in 2030) and scheduling work (down from 11 hours to 1 hour) for time spent interacting with customers or colleagues (from less than 1 hour to 4 hours) and analysing product data (from 0 hours to 2 hours).<sup>12</sup>
- **Future teacher:** The growing use of automation and digital learning tools will notably change how teachers do their jobs, giving teachers more time to interact with students

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<sup>10</sup> <http://time.com/money/4982643/6-future-jobs/>

<sup>11</sup> Bloomberg (March 2017), “The robots are coming for a third of UK jobs”. Available at: <https://www.bloomberg.com/news/articles/2017-03-24/the-robots-are-coming-for-a-third-of-u-k-jobs-pwc-says>.

<sup>12</sup> Foundation for Young Australians (2016), “The New Work Mindset”. Available at: <http://www.fya.org.au/wp-content/uploads/2016/11/The-New-Work-Mindset.pdf> See Foundation for Young Australians (2015), “The New Work Order”. Available at: <http://www.fya.org.au/wp->





(up from 29 hours in 2006 to 33 hours in 2030). By 2030, teachers will routinely use digital technology to make classroom education a more interactive, student-centred experience. They will likely spend less time grading (down from 5 hours in 2006 to 1 hour in 2030) and more time facilitating self-directed learning (up from 4 hours in 2006 increasing to 14 in 2030)<sup>13</sup>.

These trends will determine the skills people need to succeed in our future workplaces. Rather than responding to automation by choosing the ‘right’ job, people need to acquire the ‘right’ skills that allow them to succeed in an automated and globalised workplace.

Our research explores and uncovers, which critical skills people need to thrive in the future world of work. By matching the work-related skills required in more than 400 occupations with the actual activities performed in those jobs. Our key conclusion is that the ‘new work smarts’ in 2030 will involve smart thinking, smart doing, smart learning and smart guidance.

### **e) Career guidance best practices**

Our research findings show differing forms of public private- third sector cross partnerships operating in the Welfare to Work area, with greater emphasis on public-community sector partnerships. In broad terms, there are three alternative policy strategies for funding careers support to resource this; through public funding as a free service; to offer it as a fee-paying service; or to embed access to careers support in other provision. The market for careers services in which individuals themselves pay is likely to remain small and specialised, largely catering for a relatively wealthy minority. Participants in this research were invited to reflect upon the extent to which technological developments might help create ‘pay-at-the-point-of-use’ in relation to accessing careers services.

Could a real payment system work? In all cases, participants indicated there was limited appetite for this, given many online products and services are ‘open source’ and freely available, or can be purchased by those who can afford to pay, as and when necessary. It was noted that careers practitioner expertise needs to be branded and marketed more effectively to stimulate appropriate demand. Some government form of investment in this is likely to yield added-value returns for both social mobility and economic growth. New partnerships and new sources of funding for careers service delivery featured high on the agenda for many organisations, to supplement or replace diminishing budgets within government-funded services. The research also investigated the potential added value of harnessing knowledge and experience from other sectors to further strengthen and innovate careers support services. Alternative market approaches and funding models for interventions and services

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<sup>13</sup> SMH (April 2017) “Rise of the machines: robots are coming for middle class jobs”. Available at: <http://www.smh.com.au/federal-politics/political-news/rise-of-the-machines-robots-are-coming-for-middleclass-jobs-next-20170413-gvkj3j.html>



designed to improve social and economic outcomes were found to be prevalent. Examples presented do not provide a 'magic solution' to securing funds to provide, maintain, and extend careers service delivery, to support innovation in ICT and to build workforce capacity. Instead, they extend the knowledge base in thinking creatively about future possibilities for greater integration of ICT, providing more services online, tracking individuals' progress, and/or developing ICT based products for 'commercial' or 'not for profit' gain.

Each has implications for careers services and their workforce. At present, the main challenge for those operating in the careers support market, particularly those working in the public sector, is a perceived lack of stability in existing structures. An important related issue was found to be the need to integrate ICT more fully in service delivery. The process of integrating ICT in careers delivery was found to be mediated by different interpretations and understandings of technology, as well as an interaction of internal and external factors that shape implementation. Consequently, careers organisations have different ICT workforce development needs, depending on a number of factors, including: emerging and currently diffusing models of careers practice; the shifting nature of the core expertise offered by careers practitioners; current skill levels and the 'technological frames' of different practitioners; the next generation technology; strategic positioning of services within parts of the public-private-community careers sector; and the specification of the goods and services produced within the high to low technology spectrum.

Scenario analysis was used to achieve a better understanding of the integration of ICT into careers support services and its implications for workforce development, with two pivotal dimensions selected, namely, the level of ICT integration within organisations and the level of ICT competency of the workforce. Four possible future scenarios emerged from the research data:

1. The first relates to cases where ICT integration appears high, but competence remains low. Here, the ways ICT is used makes low-level demands on the skills of practitioners. Moreover, ICT usage is neither systematically, nor consistently, reflected in the policy or practice of staff development and there is no long-term strategy in place to increase the levels of integration that already exist.
2. The second is where ICT integration is low and skill levels are correspondingly low. Organisations here are at the greatest risk. They either lack the interest in ICT or, indeed, are deeply sceptical that ICT can be used to improve performance. Consequently, the use of ICT required by practitioners is limited to a minimal level.
3. The third relates to the 'brave new world', where ICT integration is high and workforce competence is also high. Here the use of ICT is integral to all aspects of service delivery. There is a genuine conviction that the full integration of ICT in practice is both possible and desirable. There will be an interest in



participating in research and development activities, with an acceptance of the risk involved in experimenting with new approaches and products. Organisations want to position themselves at the cutting edge of developments and will be seen by consumers and competitors as market leaders and trendsetters. In this context, alternative market approaches and new funding models will feature strongly.

4. The fourth relates to organisations that employ individuals with a high level of competence and motivation to use ICT. They also have a clear vision of what services the market demands and how these could be delivered. However, higher levels of ICT integration into practice remain somewhat restricted in these cases, mainly because of economic and/or technological constraints. So, whilst ICT integration is low, often because of financial restrictions on investment, competence can be high.

Within all the four scenarios explored, a continuum exists regarding workforce development needs for ICT integration, with careers practitioners who would position themselves at the high skills end of the spectrum, with highly developed levels of competence, compared with those at the lower skills end of the continuum. In addition to shifting the lower skilled members of the workforce higher on the continuum, all members of the workforce will require routine updating on the potential of ICT developments for service delivery. It follows that workforce development needs to be conceptualised at three different levels: human resource development (that is, the skill levels of individual employees); the ICT infrastructure and support (that is, resources and technical support); and the organisational culture (that is, the expectation that employees will engage with ICT and the priority attached to this aspect of CPD). This framework for workforce development, with levels related to scenarios, presents a range of opportunities for organisations to plot their existing state of readiness for change and develop a workforce development strategy.

Here we present suggestions for policy-makers to consider. These include stimulating growth from multiple funding sources and capturing employers' interest in a new and evolving careers support market. Additionally, the need to support workforce development for the careers sector in the use of ICT and self-regulation of the profession are emphasised.

## **f) Career counsellor as a profession**

1. Education, training and personal development, supervision
2. Methodical, technical and information support of career counsellors (methods, tools...)
3. The best practices examples



Careers guidance is a process that aims to provide individuals a clearer understanding of themselves and their potential for future career development. Particularly careers guidance helps people to: - Clarify their goals for the future; - Assess their career development needs at different points in their life; - To understand the actual process of choosing a career; - Take appropriate measures to implement these objectives (Ali & Graham, 1996: 1- 2).<sup>14</sup>

The main purpose of guidance is to assist individuals in the exploration of their complex needs, “to make greater sense of their current situation and to build confidence in their ability to complete the review process and move forward from the point at which they seek help” (Ali & Graham, 1996). A. G. Watts presents careers guidance as operating “at the interface between the individual and society, between self and opportunity, between aspiration and realism. It facilitates the allocation of life chances. Within a society in which such life chances are unequally distributed, it faces the issue of whether it serves to reinforce such inequalities or to reduce them” (Watts, 1996: 351<sup>15</sup>). Career counselling includes all counselling activities related to career choice on a lifetime. In the career counselling process, all matters regarding the individual needs (including work, family and personal preoccupations), are recognized as an integral part of career decision making and planning. Career counselling includes also activities related to the inadequacy of employment, mental health issues, stress reduction and development programs that improve work skills, interpersonal relations, flexibility, adaptability, and other development programs leading to self-agent (Zunker, 2006: 9).<sup>16</sup>

In a globalized world with continuous changes in the work environments and with fewer certainties, openness and flexibility are required and it is generally accepted that career guidance is a lifelong support process (Van Esbroeck, 2008: 36-41)<sup>17</sup>. In the last part of the 20th century and the beginning of the 21st century, the work on the development and implementation of career guidance and counselling in educational settings intensified (Gysbers, 2008: 249<sup>18</sup>).

In general, three types of guidance are identified:

1. Vocational (career) guidance: Support in relation to development, choice and placement in educational options and occupations or work roles.
2. Personal guidance: Support in relation to personal and social development and wellbeing.

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<sup>14</sup> Ali, L and Graham, B, 1996. *The Counselling Approach to Careers Guidance*. Routledge: London.

<sup>15</sup> <http://www.oecd.org/edu/skills-beyond-school/44246616.pdf>

<sup>16</sup> Zunker, V. (2006). *Career counseling: A holistic approach*. Pacific Grove, CA: Brooks/Cole.

<sup>17</sup> Van Esbroeck, Raoul. *Career Guidance in a Global World* Athanasou, James A., Van Esbroeck, Raoul, *International handbook of Career Guidance*, New York: Springer, 2008.

<sup>18</sup> Gysbers, Norman. *Career guidance and counseling in primary and secondary educational settings* in Athanasou, James A., Van Esbroeck, Raoul, *International handbook of Career Guidance*, New York: Springer, 2008.



3. Learner support: Support to maximize the effect of the learning process. It includes support to acquire appropriate learning skills and methods, attitudes and motivation” (Van Esbroeck, 2008: 36- 37).

Literature suggests professionalism in careers work is characterised by a focus on the needs of the client with the practitioner in a facilitative role. Competences are often couched in developmental terms, with practitioners moving from inexperienced to experienced. People have identified the most valued characteristics as adherence to professional values and ethical standards with an emphasis on person-centred practice. They recognised that competence was a developmental process, characterising themselves as at an early stage on completion of their course. Supporting the client took precedence over issues such as advocating for the profession, supporting employers and social responsibility. Generally, people saw completing a programme of study either as a beginning to a process of development of professionalism or as part of their professional development.

Counselling can be described as a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.<sup>19</sup>

People have many different reasons for deciding they want to become a counsellor. Some people choose this career because they once had a good experience with a counsellor during a difficult time in their own life and they want to “pay it forward.” Another person may have done some volunteer work at a crisis hotline and realized that they enjoyed both the challenges and joys of working with clients facing difficult times. Yet another person may have been told that they are a good listener and they ought to consider working as a mental health professional.

Whatever the reasons, individuals that choose to seek a career in counselling usually have one thing in common – a desire to help people work through life’s challenges. Some individuals want to work primarily with children or teens. Others prefer to work with adults. Some want to work in specific settings, such as schools or college campuses. Others prefer to work in a community setting such as a mental health centre or private practice setting. Counselling can offer the right individual a rewarding career path in a health profession that is growing. It requires a strong desire to interact with people, exceptional communication skills, and an ability to complete a graduate degree. Choosing to become a professional counsellor is a commitment to yourself, to others, and to society.

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<sup>19</sup> 20/20: CONSENSUS DEFINITION OF COUNSELING <https://www.counseling.org/knowledge-center/20-20-a-vision-for-the-future-of-counseling/consensus-definition-of-counseling>



## TOWARDS THE FUTURE

In the context of our research in, and calls for, evidence-based practice, an action theory perspective is proposed for the evaluation of vocational counselling and other career guidance interventions. The specifics of this integrative approach for evaluation include the continuity of action, project, and career, as well as goals, functional steps, and behavioural and other elements that comprise them. These systems operate in vocational counselling itself, as well as in other systems of which counselling is a part. The research evidence on vocational counselling reflects the goal-directed processes that the perspective enunciates. Careers guidance has had a tough time lately. Criticism is the easy bit, of course, but what would careers' advice look like if it were good?

## 3. Impact

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### a) Developing high-quality digital careers education

We have investigated best practice in career guidance across Europe Canada and Australia. What is clear is that no-one has found the "magic bullet" to providing good career guidance: quite simply it is about doing a number of things, consistently and well. From our research, we have identified a set of eight benchmarks for what good career guidance could and should look like: they are achievable and – crucially– implementable.

Career guidance policy in the Czech Republic has been the poor relative and has been at the mercy of the government of the day. It should not stop evolving, but some agreement on stability will be helpful, so that – once the right support and incentives are in place – we can get on with developing and implementing our programmes.

### LEARNING FROM LABOUR MARKET INFORMATION

It is impossible for even the best-informed careers specialist to have all the facts about the ever-changing labour market at their fingertips. Access to up-to-date career and labour market information can have a major impact on social mobility. If people know what pay you get for different jobs and where and how numerous the vacancies are, they are more likely to make choices that will lift them socially and challenge their stereotypical assumptions about the right job for "people like me". It is here that an online careers information service can have a major contribution, with employers, institutions and government actively contributing to a real time quality information service.

### ADDRESSING THE NEEDS OF EACH CLIENT

People have different career guidance needs at different stages. Good practice in other countries shows how important it is to have good record-keeping to address individual needs.



Again, a digitally enabled data storing, updating and connectivity service can provide greater pathways into secure and worthwhile employment.

### **LINKING CURRICULUM LEARNING TO CAREERS**

Close and continuing relationships with clients whither in schools, colleges and in employment. Guidance advisers need to be as a powerful role models to attract people towards the careers that flow from people's interests. Here good, true and meaningful case studies and online connectivity can deliver motivation and highlight pathways that may not have been clear to a client.

### **ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES**

Employers provide the "pull" to complement the "push" from people. Careers are about employment, and too often the important part played by employers in the career guidance mix can be forgotten. People need to have multiple opportunities through their career-life to learn from employers – and their employees – about the world of work.

### **EXPERIENCE OF WORKPLACES**

Hearing and learning from employers is one thing, but pupils also need to gain their own experiences in the world of work to make more informed career choices. The changes to work experience requirements have alerted schools to the possibility of a more flexible approach. Extended periods of work experience and placements can have a greater impact than short encounters. Online matching of clients to job-tasters, internships, work placements etc. could facilitate this experience. This too would give clients the experience of the competitive job market in the areas of their chosen field.

### **ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION**

For many people the immediate concern about their future will not be with work, but with their next stage of their career development. The most effective encounters are where people meet ambassadors from industry, professions, from universities, colleges or apprenticeships, especially if they are from the same ethnic or socio-economic community: "I did it, and you could too" approach. This too can be facilitated on line and provide many with the opportunity to see possibilities.

### **PERSONAL GUIDANCE**

Every person needs the chance to sit with an appropriately trained professional to discuss their career choices. What is crucial is that people need professional and trusted support; they need to be listened to and they need to be given realistic options that are tailored to their needs.



For our expert opinions and materials, we have synthesized this into a series of benchmarks and principals which should be the foundation of an online careers development offering in the Czech Republic.

1. Quality use of digital tools and supports: tools should be interactive; not static and should be intuitive for the user to use; issues such as digital inclusion should be addressed.
2. A stable and quality assured careers programme both on and off-line resources should be well established and regularly updated and reviewed to ensure relevance.
3. Addressing the needs of each user: an online needs assessment a surface and an in-depth analysis should be integrated into the system.
4. Learning from career and labour market information: key articles and up to date information a labour market trends should be displayed in an interesting and engaging way.
5. Linking curriculum learning to careers: learning programmes and courses should illustrate their relevance to the current needs of the labour market particularly relating to transferable and core skills.
6. Encounters with employers and employees: a blog should be enabled to allow case studies and personal experience of jobs, careers and employers. This would be monitored and moderated.
7. Experiences of workplaces: as above- here users of the online service should be able to write about their story and use of the service.
8. Encounters with further and higher education: again a bog for learners and providers to promote and perhaps rate courses and their relevance to the world of work.

Many online careers development services share the following common principles or goals. These principles should underpin our goals for our online JobHub service.

**Principle 1** *Minimise statutory requirements*: it should be open and flexible in its use and should encourage repeat and recurring visits.

**Principle 2** *Optimise incentives* our system should evaluate and provide direction enhancing the users profile and opportunities.

**Principle 3** *Provide support through a National quality assured Careers Service*: the online service should assert a set of ethics, values and a code of conduct relating to careers guidance advice and development... a Careers Guidance Charter.

**Principle 4** *Improve access to employers, further and higher education*- the online service is as much a resource for employers and course providers as those seeking employment and



new learning opportunities. Employment and learning opportunities should be real, authentic and progressive. There should be opportunities for ‘Taster’ work sessions and online learning.

Our online JobHub service should be outcome based: that is that each service and level of service has a stated outcome for the user. That is, it sets up goals to be achieved. By the end of the user’s experience of our service, each user should have achieved the SMART goal. I suggest the following outcomes for our service:

## b) Developing capability and confidence

A fundamental and underpinning aim of JobHub is that it needs to agree an **over-arching goal**: to provide clients with access to a personalised, interactive, online tool, which improves job search capability, engagement and motivation by enabling:

1. Self-help – accessible from any computer with an internet connection, so enables clients to progress their job search at any time.
2. Visibility – makes the clients’ personal goals and job matches more ‘tangible’.
3. Additional services – enables clients to undertake activities above and beyond what they might do otherwise.
4. Flexibility and choice – enables clients to customise the information they receive based on their job goals.
5. Empowerment – challenges clients’ self-image from dependent beneficiary to self-directed customer.
6. Digital skills – assists in developing digital skills and knowledge.
7. Localised information – an extensive job-focused information portal with guidance on getting ready for work, getting a job, keeping a job, and wellbeing at work.
8. Consistency of support and advice.

Recent research has focused on the importance of improving the employability of people to enhance their job prospects. Numerous employers have indicated that employers are frequently unimpressed by the ‘work readiness’ of people who apply for jobs with them. Therefore, there is an important role of careers advice and education in tackling the unemployment rate, the underemployment rate, employment satisfaction rates, career development, career Flexibility and sustainability/ etc. Research highlights both the economic benefits of careers guidance, as well as those for the individual, including enhanced social capital.



### c) What does good career guidance look like?

Careers guidance, it is argued, “can play an important role in providing individuals with access to information and intelligence that is outside of their immediate social network, offsetting some of the disadvantages offered by inequalities in social capital”. Furthermore, it is suggested that those in receipt of careers guidance will be further aided by it as their working life continues, as it enables them to recognise the importance of networking to their career progression.

#### **GOOD PRACTICES - SCOTLAND**

The Scottish Government deliver a range of measures and initiatives to boost employability prospects of the country’s young people. Alongside the announcement of over £5 million in funding for local government to help young people prepare for the world of work (as part of the [Developing the Young Workforce youth employment strategy](#)) came the [promise of £1.5 million](#) to support schools to provide careers advice to pupils from their first year of secondary school. These announcements form part of the Scottish Government’s push to reduce youth unemployment in the country by 40% come 2021. Early indicators that this can be achieved look promising: [figures released by the ONS in September](#) covering the period May-July 2015 indicated that the youth unemployment rate in Scotland was at its lowest for this quarter since 2008, with the youth employment rate increasing by 25,000 to reach its highest level since the same period in 2005. A careers guidance related programme that has been successful is [My World of Work \(MyWoW\)](#), an online careers service managed by Skills Development Scotland (SDS). A recent [evaluation of the service by Education Scotland](#) found that the value of the service is recognised by schools and colleges alike, with many FE support and teaching staff using it effectively and increasingly to engage learners in researching career options and exploring opportunities for further learning. A key factor of the service is also its delivery online; as young people are used to engaging online, it is important that information is provided to them in their preferred format, as opposed to the traditional face-to-face interview with a careers advisor.

Outside of the UK countries, including Finland, have started to trial using social media in their delivery of career guidance. Much progress has been made in integrating information and communications technology (ICT) into careers practice, but there is still room for improvement. Our international lens examines some key elements that contribute to the successful integration of ICT into careers practice. We started by exploring the role of policy. Next, the perceptions that Finnish career practitioners have of ICT are reviewed using research findings into the different ways they think about social media and its purpose in career services. Finally, lessons learned from the design and integration of online services within career development programming in Canada are discussed that ensure accessibility both to practitioners and their clients.



Much progress has been made in integrating information and communications technology (ICT) into careers practice. An international lens is adopted to examine some key elements that contribute to the successful integration of ICT into careers practice. We start by exploring the role of policy. Next, the perceptions that Finnish career practitioners have of ICT are reviewed using our findings into the different ways they think about social media and its purpose in career services. Finally, lessons learned from the design and integration of online services within career development programming in Canada are discussed that ensure accessibility both to practitioners and their clients.

### **GOOD PRACTICES - FINLAND**

Guidance experts and practitioners are often impressed by the provision and quality of Finnish guidance and counselling services. One factor is the high level and high quality nature of education and training of guidance professionals. Career guidance in Finland is provided by both educational institutions and TE Offices. These are the most traditional fields of career guidance, since the most important groups to which guidance is offered are young people in general, unemployed job-seekers and students of educational institutions. Some of the assistance offered by TE Offices is intended for other groups than unemployed job-seekers, including adults with jobs. In the last ten years, the providers of vocational adult education in particular have extended the scope of their guidance services to cover not only adults who are students in educational institutions, but also those who are interested in participating in education and seeking new career options. In Finland, services related to lifelong guidance have been built through a cooperative network of different players in the field, because lifelong guidance would be too extensive a theme to be taken up by one operator alone.

Worklife guidance can also be provided through peer support. In 2010-2013, a project called OpinVerkko – Työelämän koulutusneuvojat provided training for workplace study counsellors, who provide peer support for colleagues in their competence development needs. Study counsellors raise awareness among colleagues about adult education pathways and encourage them to apply for vocational or other training that improves their professional skills. The operational area of a workplace study counsellor is an individual organisation or a union branch. Workplace study counsellors are voluntary trade unionists. Peer-group mentoring, particularly popular in the educational sector, is another form of peer counselling in the field of worklife guidance. Private career guidance services Individuals and organisations may also purchase career guidance services from private service providers. Such services may include: recruitment services, aptitude assessments, potential assessments, career consultation, placement consultation, leadership training, management coaching, 360-degree leadership and management appraisals, team building and organization development. Service providers are usually trained guidance counsellors or psychologists



Human resources management and career guidance In Finland, guidance at the workplace is still rather unplanned and unsystematic. Only the largest companies have realised that career planning is beneficial to employees and that advertising career planning opportunities attracts new job applicants.

An individual career is no longer ‘chosen’, it is ‘constructed’ through a series of choices we make throughout our lives.” This paradigm shift in career development was explained by Raimo Vuorinen from the Finnish Institute for Educational Research during the Closing Plenary at the recent EAIE Spotlight Seminar in Berlin<sup>20</sup>. Raimo explains the importance of lifelong guidance services in order to improve effectiveness and efficacy. The paradigm shift in career development – the idea that a career is now constructed through certain choices we make throughout our lives rather than chosen from the very start – explains the recent increased attention, by OECD and the EU, on lifelong guidance policy development. The awareness of the need for better anticipation and match of labour market skills appears in recent OECD and EU policy documents both on education and employment sectors. An overarching goal in these documents is to strengthen labour market intelligence as well as the links between higher education institutions, employers and the labour market to improve the match between skills and jobs.

Career services have a strong tradition in higher education and the services are often delivered by a careers service within the institution. However, there is evidence that guidance services are most effective where it is genuinely lifelong and progressive. The definition of lifelong guidance in this context refers to a range of activities that enable citizens of any age, and at any point in their lives, to identify their capacities, competences and interests; make meaningful educational, training and occupational decisions; and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.

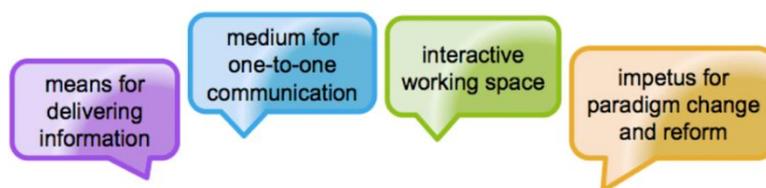


Illustration from *Career practitioners ways of experiencing social media*, by Kettunen, J., Vuorinen, R., Sampson, J. P., Jr. (in press).

<sup>20</sup> Kettunen, J., Sampson, J.P & Vuorinen, R. (2015). Career practitioners’ conceptions of competency for social media in career services. *British Journal of Guidance & Counselling*, 43, 43-56. <http://dx.doi.org/10.1080/03069885.2014.939945>



Pre-service and in-service training – This structure may serve as a tool to enable career practitioners to become aware of the variation of their current way of experiencing social media and the more advanced ways they may be moving toward. It is important to develop pre-service and in-service training of career practitioners and provide them already during the training with opportunities to experiment and practice using social media in broader way.

The findings of her study show that competency for existing and emerging technologies is not only about a set of new skills. Success in developing competency for online guidance and counselling is a combination of cognitive, social, emotional and ethical factors that are interwoven. Prerequisite and extended from the face-to-face competencies made are media literacy, versatile online writing skills, online discourse and online presence skills. Successful integration of technology depends not only on the skills or technical facilities, but also on practitioners' willingness to accept the changes that new technology may bring to service delivery. Therefore, as she sees it the future challenges in career service are:

1. Social media is a new area for career practitioners who vary considerably in their experience in use of technology in career services. Some practitioners are not convinced of the relevance of technology in delivering career services and other does not have the skills or confidence to be able to do this effectively.
2. Emerging technologies provide new opportunities to create new practices and paradigms to better reach individuals who need assistance with career exploration and decision-making. The challenge to guidance practitioners as a profession is to decide how to best use existing and emerging technologies.
3. A critical use of online resources is a skill for adults in a knowledge-based society. This is an element of lifelong career management skills as well. It is important to distinguish which information is relevant in relation to future options in labour market. In Finland, the use of online resources is included in the national core curricula for career education. This is a long-term goal to help future adults to find, select and use online resources with or without the help of career practitioners.

Today, in Finland the priority in policy is more on youth than adults. In Finland career guidance services for adults are available both in education and in employment sectors. In adult-education the students are entitled for personalised support in their learning programmes and during a validation process of prior learning. She points to the fact that the key objective in the guidance and counselling in adult education is to support the student's education and training and her/his career choices. Guidance and counselling in employment and economic development offices are determined by the needs: are they jobseekers, do they need to work on their professional skills or are they being rehabilitated for the labour market and do they therefore also need other than public employment services? The employment and economic development offices are aiming at using multiple channels for providing information, advice and guidance services to the citizens in a client-centred manner. This allows the client to consult the services at a time, place and method most appropriate and convenient to her/him.



Since April 2015 the personalisation and career management skills are compulsory elements in the labour market training modules funded by local employment authorities in Finland<sup>21</sup>.

## 4. Conclusions and Recommendations

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We recommend the provision of an ‘all-age’ careers service. What is clear is that the careers education of the future must aspire to joined-up provision, involving clear communication between all parties. The provision of quality careers guidance is essential for not only the individual’s outcomes, but for the economy/society as a whole. Career guidance plays a key role in helping labour markets work and education systems meet their goals. It also promotes equity: recent evidence suggests that social mobility relies on wider acquisition not just of knowledge and skills, but of an understanding about how to use them. In this context, the mission of career guidance is widening, to become part of lifelong learning. Already, services are starting to adapt, departing from a traditional model of a psychology-led occupation interviewing students about to leave school. One key challenge for this changing service is to move from helping students decide on a job or a course, to the broader development of career management skills. For schools, this means building career education into the curriculum and linking it to students’ overall development.

A number of countries have integrated it into school subjects. However, career education remains concentrated around the end of compulsory schooling. In upper secondary and tertiary education, services focus on immediate choices rather than personal development and wider decision making, although this too is starting to change in some countries. A second challenge is to make career guidance more widely available throughout adulthood. Such provision is underdeveloped and used mainly by unemployed people accessing public employment services. Some new services are being linked to adult education institutions, but these are not always capable of offering wide and impartial advice. Efforts to create private markets have enjoyed limited success, yet public provision lacks sufficient funding. Thus, the creation of career services capable of serving all adults remains a daunting task. Web-based services may help with supply, but these cannot fully substitute for tailored help to individuals.

Career counselling services have benefited considerably from the advent of new technologies, but it seems that for the better part of the last two decades introducing ICT (information and communication technologies) to counselling was more of a happenstance process rather than a coordinated effort. Despite diverging practices, several trends have emerged at European level in the use of ICT in delivering counselling services. Based on a Europe wide survey we point out common practices and phenomena related to this area. While the community of

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<sup>21</sup> Kettunen, J., Vuorinen, R., & Sampson, J.P (2013). Career practitioners’ conceptions of social media in career services. *British Journal of Guidance & Counselling*, 41, 302-317. <http://dx.doi.org/10.1080/03069885.2013.781572>



practitioners has been quick to embrace the new environment, clients are slower in accessing web-based counselling. Financing seems to be the mediating factor for the adoption of ICT tools within the different counselling systems. Facilitating the exchange of tools and practices would be a cost-effective way to encourage the use of ICT while maintaining an adequate quality standard.

Finally, and perhaps most importantly, there are global challenges and opportunities with respect to virtual career service delivery. Despite the prevalence of technology in our lives it seems that virtual career development service delivery is still an exotic topic, that needs to be researched more in-depth. There is a need to demonstrate to policy makers how virtual career service delivery can help them achieve public policy goals in education, employment, and social equity.

## a) Role of digital careers and guidance services

### SMART LEARNING

Work, in 2030, will be continually changing. Today's people will need to spend more hours learning on the job than ever before.<sup>22</sup> In fact, workers will spend one-third of their hours at work learning, a 30 per cent increase. Continuous learning will be part of our everyday engagement in work. Learning on the job will require us all to constantly respond to new information and new technology when making decisions<sup>23</sup>. For example, a pharmacy assistant may need to more clearly interpret insights from customer data or learn how to use new diagnostic tools. School principals may need to update their teaching methods to capitalise on and integrate new technologies in classrooms<sup>24</sup>.

### SMART THINKING

Thriving in the new work order will involve a new way of smart thinking. It means people need to become better:

- **problem solvers and communicators.** They will use the enterprise skills of problem solving for 12 hours each week (up 90 per cent) and critical thinking for 15 hours each week (up 40 per cent). Workers will also use the enterprise skills of verbal communication for 7 hours per week and interpersonal skills (like listening, empathy, and persuasion) for 7 hours per week, both up 17 per cent from today.

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<sup>22</sup> R. Huang, J. Yang, Y. Hu, From digital to smart: the evolution and trends of learning environment. *Open Educ. Res.* **1**, 75–84 (2012)

<sup>23</sup> Goddard, T. (2010) Online Career Counselling: Developing a Pedagogy for e-career learning. Retrieved on 12 October 2012 from [http://www.training-innovations.com/files/Online-Career-Counselling\\_Jiva2010.pdf](http://www.training-innovations.com/files/Online-Career-Counselling_Jiva2010.pdf).

<sup>24</sup> Z.T. Zhu, D.M. Shen, Learning analytics: the science power of smart education. *E-education Research* **5**, 5–12 (2013)



- **drawing on science, mathematics and technology knowledge.** Workers will use the foundational skills of mathematics and science for 9 hours a week (up 80 per cent from today) and advanced technology skills for 7 hours a week (also up 75 per cent from today).

For example, the foundational skill of maths will remain critical to an accountant's role, but accountants also need strong enterprise skills in problem solving and communication. As more repetitive and administrative tasks become automated, future accountants will need to know how to solve problems and communicate options to persuade others to take action<sup>25</sup>.

## SMART DOING

We will also need to work differently to thrive in the future of work, developing an entrepreneurial mindset. As people work more flexibly and independently, including through digital work platforms, they will need to rely less on being managed or told what to do. On average, they will work without a manager for 3 hours more a week, receive 1 hour less instruction and rely 2 hours less on organisational coordination with colleagues and managers. This is a significant shift in how work will be managed, coordinated and delegated. For example, carers – people working in jobs that promote health and wellbeing – will spend 5 hours less per week being instructed. Workers will be directly engaging with patients or clients, through online hiring platforms, rather than through large health providers.

## SMART GUIDANCE

In an evolving global workplace, it is increasingly important for us to possess an understanding of the job market, their relevant skills, and career progression paths. However, both the marketplace and career paths are becoming increasingly dynamic, with employees more frequently moving between sectors and positions than was the case for previous generations. The concept of a “job for life” at a single organization is becoming less prevalent across sectors and cultures. In such a context, traditional approaches to career guidance, which often focused upon identifying a suitable occupation at an early stage and establishing a route towards it, are being challenged with the need to communicate the value of transferrable skills and non-linear progression paths. This then becomes the role digital games might play in allowing learners to develop these skills as part of a wider careers guidance programme.<sup>26</sup>

A greater integration of new information and communication technologies (ICT) in careers practice on a Czech-wide basis is being mediated by changes occurring within public, private and community sectors. We need to examine structures for the delivery of services across the

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<sup>25</sup>

[Extreme disparity in European labour markets: an Employment Flexibility Index](#)

12 December 2017

<sup>26</sup> [http://www.jobtribu.eu/pdf/JT\\_ICT\\_Goodpractices\\_web.pdf](http://www.jobtribu.eu/pdf/JT_ICT_Goodpractices_web.pdf)



public, private and community sectors, together with the impact of ICT integration, especially for workforce development. By so doing, it complements and extends the way in which technology can enhance careers support and the ways that labour market information (LMI) is already used online. We build upon earlier research findings, which examined governments' role in stimulating, regulating and/or compensating for market failure in careers support services. Through a series of in-depth interviews and consultations with policy-makers, senior executives from industry and commerce, employers and careers practitioners, a complex picture emerges with significant variations and opportunities for integrating ICT more fully into careers policies and practices.

Many organisations have recognised that within a dynamic economic and political context, they cannot function alone. The exploitation of ICT for building sustainable networks is reshaping the economy. This has significant implications for future workforce capacity building, with new market players and system developments operating within a climate of spending cuts, innovation, or a combination of both. This is leading to shifting paradigms for delivery and increasing pressures for the greater use of ICT to help 'achieve more for less'. Demand for careers support is increasing, from a broad spectrum of individuals, with the emergence of a plethora of new market players and partnerships involving public, private and community sectors.

## **b) Reviewing provision, quality and outcomes**

### **KEY MESSAGES**

- It appears that there are currently only a limited number of agencies and institutions actively using digital media in their services. Therefore, service providers need to develop clear guidelines and technological mechanisms for the positive use of digital media in the delivery of services fit for the future
- Clients prefer to use the form of digital media that will be of most relevance to their future roles. For example, marketeers like to use Facebook and Twitter because these tools are widely used for promoting products and events.
- The use of digital media encourages greater engagement in exploration in some clients and, based on the anecdotal evidence presented, may result in higher success than in those not using digital media.
- Another practical consideration is that clients and agencies do not necessarily understand the privacy issues surrounding digital media in the job searching context. We first need to teach clients about the relevant privacy options to ensure that posts remain out of the general public eye. This is important given recent events on FaceBook and with GDPR



- Employers found digital media prompted them to be more connected to the job candidate. They also believed digital media helped to smooth the transitions between the job market and work environments.

Participation in guidance activities can help clients reflect on what they have learned in light of the competence demand in the labour market and thus support more successful transitions to the labour market. This wider approach includes the promotion of lifelong career management skills, which are required by citizens to manage the complex transitions that mark contemporary education, training and working pathways. The acquisition of career management skills can support citizens in managing non-linear career pathways, and in increasing their employability, thus promoting social equity and inclusion. As a whole, the career management skills can be described as an essential employability skill.

The individual learning outcomes of guidance for individuals also contribute to the effectiveness and efficacy by increasing participation in education, learning and development and by improving attainment rates. The costs of learning and development can be decreased when the transitions between learning and work are smoothed out.

Technology provides new opportunities for career practitioners, but it also creates a demand of new competence. Jaana Kettunen at Finnish Institute for Educational Research, University of Jyväskylä shared some of her findings.<sup>27</sup> Since social media may be more frequently integrated into career services, it is important that practitioners utilize it in their practice within their own scope of comfort and competence. She points out four different ways of experiencing social media in career services which she has identified.

Social media was experienced as 1) means for delivering information, 2) a medium for one-to-one communication, 3) an interactive working space, and 4) an impetus for paradigm change and reform.

## CONCLUSIONS AND RECOMMENDATIONS

The world of work has been subject to fundamental changes in recent decades under the influence of globalisation, ICT and demographic shifts. A mobile, flexible, and adequately trained labour force is required to respond accurately to these trends and developments. Citizens must continuously upgrade their individual skills to anticipate potential or necessary changes in their careers. Today's society demands that individuals engage in "lifelong learning" and take responsibility for their own careers. Various public and private institutions provide career guidance services. Educational institutions must have a statutory obligation to offer career guidance without charging the participant/student for their services. A limited amount of public funding is used to provide job-seekers with career guidance services. The

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<sup>27</sup> Kettunen, J., Vuorinen, R., & Sampson, J. P. (in press). Practitioners' Experiences of Social Media in Career Services. *The Career Development Quarterly*



remaining demand is met by the private sector. Owing to changes in existing government policy and various private initiatives, the career guidance services market appears to be fragmented: there is no coordination between services; it is unclear which organisation offers what services, for how long, and at what price; and the quality of the services, products and guidance provided is also unclear.

Practical application in the education and employment sectors. The secondary education and senior secondary vocational education sectors need to develop career management skills training. That requires a major change from existing practices, which still focus on the supply-driven provision of information, pay limited attention to quality assurance, and offer no or very few trained guidance counsellors. The career guidance incentive plan in secondary and senior secondary vocational education and the career interview training courses in pre-vocational and senior secondary vocational education are two examples of the need for progressive government incentives that will gain the appreciation of stakeholders.

One notable gap is that access to career guidance services and the quality of the guidance counsellors depend largely on locality and institutional leadership. Impartial advice is another issue. In the employment sector, the across Europe there is renewed interest in learning and working policies and practices, which in turn has led to renewed interest in the development of career guidance services for employed persons and job-seekers, and for the infrastructure and accessibility of such services. Regionally focused digital careers guidance hubs focused on learning-working could facilitate this change. JobHub could evolve into career centres accessible to a large proportion of the population with career and training questions. The economy will drive a change in emphasis with more digital delivery of the standard services provided the State and those contacted to deliver and with a shift from work to work mobility.

There are numerous initiatives related to career guidance for employees, employees at risk of losing their jobs, and job-seekers; some of these are public sector initiatives, but more often they are private sector. The overall picture is fragmented: the quality and effectiveness are unclear; and the guidance counsellors have only limited expertise (in many cases only affinity and training). Citizens generally do not have access to public and professional career guidance services. Whether employed persons have access to such services depends on the sector and company in which they are employed. Access is also unclear for self-employed workers and temporary workers. Increasingly, the services offered to job-seekers need to be in digital form.

## SUMMARY OF RECOMMENDATION FOR JOBHUB

Below is a summary of vital recommendations for the effective development and running of a digital hub for careers guidance.

1. For employers- a satisfactory job advertisement needs to portray at least the following information: Location, salary and benefits, required qualifications (i.e., education, training, degrees, and work experience), job description, work hours and starting date of job, working conditions, benefit package of the job,



and the employers' contact information (i.e., telephone number, e-mail, and website addresses).

2. For website developers Data indicating that “email” and the “Internet” are the two most desired means for delivery of information to the users suggest creating a feature on a career-related website by combining the two mentioned features that allows the users receive e-mail alerts about jobs or about other desired employment information.
3. Conclusions indicating that participants prefer receiving employment information through interaction with employment counsellors, written articles in newspapers, and live workshops), and that the participants recognised “talking to a counsellor” as an effective way of job search have also consequences for LMI web developers.
4. Research suggests that web developers can enrich the source of information on the web by adding links to the job ad sections of newspapers. A link to a list of employment counsellors with their contact information enriches the website too. Ideally, the website developers can hire a career counsellor, corresponding directly with the users. The websites can also report the latest news about the career related workshops
5. Good appearance, design, and the layout Examples include: the website need to use more visuals and colours, larger and clear font, and an attractive layout and design. “The information needs to be organized and not so scattered”. “the webpage should be easy on the eyes; bright or dull colours should not be used”. Simplicity, clarity, and conciseness Examples include: “Make it simple-not a million links to click on. For instance, avoid giving too many options to the user when doing a search”. “Don’t try to put too much information on one page, as it can be confusing and distracting; not extreme detail, but enough”. Means of interaction between job seekers and the employers, and career counsellors, etc Examples include: “If there was an addition of reviews, I guess that would increase customer satisfaction, as people know what they are getting into or reading about”. Other thoughts suggested adding text alerts about job openings on the web; adding employers e-mail address, telephone number, and/or website address on the job advertisement; feedback from employers or other employees. Good search engine and easy navigation are vital.

In general career guidance service providers in the education and employment sectors in the Czech Republic are not putting enough emphasis on the development of career management skills. There is no clear, uniform vision of the quality of career guidance services. One of the most important insights is that there has been very little reliable scientific, practice-based



research on the effectiveness of the career guidance services offered in the employment sector. As a result, there is no firm basis for future policy.

It is evident that stakeholders share the view that the responsibility for career development and career guidance lies with the individual concerned. The task of the authorities should be to foster transparency, transfer, access and quality. However, **concerning the policy themes and recommendations** the following are raised for consideration and progression:

1. Development of career management skills should be a priority, but there is not enough emphasis on this in the education and employment sectors. In accordance with the recommendations, the Government's approach should be pursuing career guidance incentive plans for secondary and senior secondary vocational education, and by extending them to the primary, higher professional and university education sectors, with the focus being on career management skills.
2. Access to career guidance services. One important recommendation is to set up career guidance services in every educational institution. Career guidance in the employment sector is very fragmented; access depends on context (job-seeker, re-integration into employment) and sector (employees and those at risk of redundancy). Transparency in the various options and approaches is desirable as well as research on the various supply market models.
3. Quality assurance and evidence for policymaking and system development. There is much work to do within this priority area. One key recommendation is to encourage and coordinate continuous scientific and practice-based research for an ongoing investigation of what works. There is no shared, up-to-date policy view, no idea or conceptual context as to what career development means, what career guidance services actually are, what connects the various public services, and what the relationship is between public and private
4. in this area.
5. Collaboration and coordination mechanisms. There are only a few examples of collaboration, but no state-wide efforts or coordination to improve the services on offer for career guidance in either the education or the employment sector. The Czech Republic needs a policy on career development from the perspective of lifelong learning. Politicians, policymakers, researchers and stakeholders should be involved in developing that policy.



## 5. Appendices and References

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Appendix 1 Technical issues and underpinning analysis

Appendix 2 Questionnaire



## Appendix 1

# Technical issues and underpinning analysis

### **CASE STUDY DENMARK**

One-Stop Guidance Centres and integrated e-Guidance provide low-threshold support for young people in various transitions in their individual life-path. As well as official bodies, educational institutions and workshops, social rehabilitation and health services, the Centres' wide collaborative networks include third sector organisations, voluntary organisations and other bodies that work with young people. The Centres also function as a link to the business community through local companies and trade associations and promote connections between employers and young people.

The young people themselves have an active role in the design and evaluation of the Centres and are actively involved in the daily activities. The Centres will be developed with the support of the European Social Funds as a national development project 2015–2020. Rationale As an integrated model with face-to-face and online services, the Centres strengthen and simplify services for young people and eliminate the duplication of activities. Development of this service is co-ordinated by a national Meeting Site project (Kohtaamo)<sup>28</sup>.

In addition, the Centres complement the national telephone helpline and education advisory service provided through the TE Customer Service Centre and the Danish National Board of Education's Studyinfo.fi portal.

### **Key Features**

The One-Stop-Guidance-Centres are based on the knowledge, advisory and guidance services of various organisations as well as on the complementary skills and co-operation between social and health care providers. The operating model requires strong partnerships between the various actors and will develop new operating practices and skills in multi-sector management.

The fundamental idea of the operation of the Centre is that the professionals working at a Centre work as employees of their host organisations (e.g. municipality, career and education guidance, educational institution, the Kela benefits service, etc.), but are based at the common Centre premises. The professionals' input into a Centre's operation can vary from full-time to collaborative periodic on-duty sessions. The development of the competences of those working at the Centre is supported by the Ministry of Education and Culture. A long-term goal

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<sup>28</sup> <http://kohtaamo.info/mista-on-kyse->



is to develop an integrated **career guidance model with parallel face-to-face and multi-channelled online services.**

## Targeted audience

The focus is on young people below the age of 30. The Centres offer services to various groups: pupils, students, employed and unemployed. Challenges Lifelong guidance is a shared policy and administrative responsibility of several ministries at national and regional levels and one of the challenges for the pilot projects is the establishment of consistent co-operation model with other sectors and service providers.

## Key Outcomes

The first Centres were established in early 2010 before the current national project. By November 2015, there are 30 regional pilot Centres providing services for young people. The development of the regional Centres will be evaluated by the national Meeting Site –project and the first interim results will be available in 2016. Key Contact Details – The national website for the Centres will be available in 2016.

## CASE STUDY SWEDEN

Sweden has a long history of offering public guidance services. The underlying principle has always been that career counselling is an individual right that should be free of charge and available to as many groups as possible. Today career and educational guidance is provided throughout the entire educational system. Guidance services are also offered within the 418 Employment Offices around Sweden and in local municipality guidance and information centres for adults. The private sector is quite limited in Sweden, but there are private employment offices and some companies that specialise in career guidance and helping companies with reorganising or downsizing.

Career and educational guidance and information is offered through publicly funded web services. One of these services is the national education portal Utbildningsinfo.se ([www.utbildningsinfo.se](http://www.utbildningsinfo.se)). Another of these tools, Vägledningsinfo.se (Guidanceinfo.se), ([www.vagledningsinfo.se](http://www.vagledningsinfo.se)), is a web-based guidance service for adults, run by a network of municipalities. The "Choose profession or education" part of the Swedish Public Employment Service site provides information on different professions and gives an idea of which educational background that is needed for different professions ([www.arbetsformedlingen.se/go.a...](http://www.arbetsformedlingen.se/go.a...)). SACO, a trade union confederation of 23 different associations for university graduates or professionals with a college degree and/or students, also offers web based career guidance under the heading "Välja yrke & högskoleutbildning" (choose profession and higher education, [www.saco.se/templates/Ocupatio...](http://www.saco.se/templates/Ocupatio...))



Sweden has a decentralised system for decision-making. There is no central organisation coordinating or governing guidance activities, this is done on a local or regional basis; The local municipal authorities plan their services of career and educational guidance separately, in line with national goals and ordinances, and the counselling services for those in search of work is designed at the local employment offices, in accordance with the guidelines from the Swedish Public Employment Service. Financing of guidance services is part of the total funding for the local municipality, the local university and/or the local employment office. No sum of money is specifically designated for guidance services. To get a more coordinated approach towards the work of career guidance counsellors and to support practitioners, The Swedish Association of Guidance Counsellors – SAGC, has developed Ethical Guidelines for all guidance practitioners who are members of the Association. Declaration of Ethics and Ethical Guidelines for educational and vocational guidance counsellors can be found here (in English) ([www.vagledarforeningen.org](http://www.vagledarforeningen.org)). In 2009 new general guidelines and comments on career education and guidance were adopted by the National Agency for Education, to promote a more uniform use of the legislation. The aim was also to influence development in a certain direction. The guidelines may be found here: (<http://www.skolverket.se/sb/d/...>).

## Guidance Services

The activities and roles of the counsellors differ, depending on the type of school. All study and work activities have the common goal of helping the individual obtain more knowledge about his or her own capacity and the existing opportunities and to form personal goals within education and working life. The counselling is given to pupils both individually and in group sessions.

At Universities and University colleges there are three different kinds of guidance services;

- Guidance at a central level – The central level is usually the first contact that prospective students will have with the university. The most common matters discussed are educational choices, changes of study field, studying abroad and the choice of a right major to get a job in the future. Normally there is both a drop-in service and a special schedule for visits booked in advance.
- Educational guidance at the University Departments – The student counsellor at a specific department offer advice in his or her own field of study and, also on job opportunities regarding the special branch connected to the subject concerned.
- At some universities there are also Career Centres. They offer individual counselling on career choices and support regarding job applications. They also give continuous information about job vacancies, summer jobs, trainee vacancies and companies willing to help and support students with their thesis work.
- The local municipality information centres are very much built on the concept of self-service. The staff usually arranges different kinds of information activities and it is also



possible to get individual counselling. The visitors at these centres range from very young people to adults who want to begin their studying late in life or who wish to change careers. The Employment offices mainly work with unemployed people. Among the services provided are interviews, interest tests and both individual and work activities. In Sweden, psychological testing is usually not the responsibility of guidance specialists.

The Swedish Association of Guidance Counsellors (SAGC), ([www.vagledarforeningen.org](http://www.vagledarforeningen.org)), organises around 1.000 Swedish guidance practitioners. SAGC is actively engaged in the development and strengthening of educational and vocational counselling. The association also participates in efforts to improve the professionalism of counsellor practise and professional ethics. An annual conference for Swedish guidance counsellors is arranged and the association publishes a quarterly journal, “Vägledaren i utbildning och arbetsliv” (The Educational and Vocational Guidance Counsellor). SAGC has formulated and ratified a Declaration of Ethics for educational and vocational guidance practitioners. Within the trade union for teachers, “Lärarnas riksförbund”, there is a forum for Swedish guidance professionals. They have formulated a work description and an ethical declaration for guidance practitioners and they also answer government questionnaires (<http://forening.proventek.net/vagledarna>).

The Swedish National Agency for Education has provided a forum for counsellors on the website [Utbildningsinfo.se](http://Utbildningsinfo.se), ([www.utbildningsinfo.se/sb/d/136](http://www.utbildningsinfo.se/sb/d/136)). The website includes a special section for guidance practitioners in order to support them in their daily work. The aim of this section is to create a meeting point for those working in different fields of career and educational guidance. The forum has approximately 18.000 members. The Swedish Association for Municipal and National Adult Education has created a guidance network for guidance practitioners in adult education (VIS), ([www.visnet.se](http://www.visnet.se)).

Within higher education a working group has been established to plan the annual conference for study counsellors. The conference is normally organised in May at different Universities. The conference gives an opportunity for student counsellors to meet and discuss current topics. It is also an event for competence development and information about developments in Higher Education.

There is an increasing demand for persons holding a bachelor education/graduate diploma in career counselling for new duties and assignments both in the public and private sectors. The major subject in the course of studies is “career counselling” which consists of three main sections: Social sciences, aimed at imparting knowledge about how society, working life and education are organised, and function. Behavioural sciences, covering the basic knowledge of Psychology, Pedagogies and Sociology required for such an understanding of human behaviour that makes one able to act as a guidance counsellor, tutor and/or information officer. Practical periods, mainly in schools and colleges, but also in other fields. Practical periods include such aspects as independently carrying out guidance sessions with individuals and/or groups, teaching and giving information.



The education link theoretical studies with practical experiences. Subject lectures and tutorials alternate with reading of relevant literature, field studies, practical application exercises (e.g. interview techniques) that take the form of group work, seminars and private studies. Both written and verbal examinations are held.

## Tools and Services

Utbildningsinfo.se. A website run by the Swedish National Agency for Education containing a virtual career guidance tool and a special section for guidance practitioners: [www.utbildningsinfo.se](http://www.utbildningsinfo.se).

Search tool for schools in Sweden, [www.skolverket.se/sb/d/244](http://www.skolverket.se/sb/d/244).

Search tool for local municipality learning centres in Sweden, [www.larcentra.se](http://www.larcentra.se) ).

The Swedish Migration Board; [www.migrationsverket.se/info/start\\_en.html](http://www.migrationsverket.se/info/start_en.html) (Information about entry visas, residence permits for studies, work permits, citizenships etc).

Guide for students with disabilities: [www.studeramedfunktionshinder.nu/english/index.htm](http://www.studeramedfunktionshinder.nu/english/index.htm).

Swedish research in the field of guidance: [http://sherwood.lh.umu.se/fkvv/index\\_en.htm](http://sherwood.lh.umu.se/fkvv/index_en.htm).

Research project in the area of career guidance: [www.educ.umu.se/forskning/pres...](http://www.educ.umu.se/forskning/pres...)

## CASE STUDY AUSTRALIA

The Career Industry Council of Australia was set up in 1999, by a group of far-sighted career practitioners and academics identified the need for a lead body to be formed that would promote contemporary career development issues to government, private and community sectors, and provide models of best practice. The policies to drive career education forward was a critical component of the secondary school curriculum in 1992 through the Ministerial Council of Education, Employment, Training and Youth Affairs. Later people others advocated for a National Forum to carry these issues forward, and to contribute to national and global issues on career development.

While the concepts were visionary the various career associations around the country were in development-phase themselves, and the Forum was not sustainable at that time. Other factors, the lack of easy and inexpensive means of communication with each other also inhibited the development of such a Forum, but the flame of insight and inspiration was kept alive.

In a maturing career development industry, the imperatives to develop a cohesive relationship between the associations was more obvious, and a commitment was made to meet during the year 2000 to test the feasibility of forming a consortium (now council) of representatives from the diverse career associations. There is a high level of commitment to working together



for the good of the Australian community, and the initial vision and mission statements were articulated. The aim to be inclusive of all specialities under the overarching framework of career development is emphasised.

One of the main aims was to evolve as a lead body that would speak with one voice, and act effectively as a lobby and reference group for government, industry and the community. Since its formation has worked hard to ensure that it carries on the national and regional work initiated by individual associations, advocating on behalf of Australian Career Practitioners in the issues that relate to the vision of having a career development culture in Australia, where citizens are empowered to make informed career decisions, and manage their career development across their life-time.

The Commonwealth Department of Education, Science and Training (DEST) could support meetings with an initial grant under the trusteeship of the Australian Association of Career Counsellors (AACC). The career associations provided seeding money to progress the incorporation, and to subsidise travel and accommodation for our bi-annual meetings. CICA incorporated as an entity in its own right in 2003. As a result of building on relationships with government and other agencies, members of CICA have been involved in a number of significant initiatives working in collaboration to workshop the creation of the myfuture website. CICA had representatives on the myfuture advisory committee, and on the Career and Transition Services – Working Group (CTS-WG). There was a gradual transference of some existing advocacy roles on such groups as the Centrelink Partnership Group Forum, and representation on the ANTA Strategic Directions Planning Group. The participation of CICA in the Leaders in Careers Forum was a significant inclusion, and there are several other Forums where CICA was representing career practitioners. CICA has been able to inform and influence stakeholders and has developed and continues to develop strategies to be an effective national peak body and lobby group. There was strong support from CICA for the recommendations of the OECD Country paper.

CICA representatives and association members work-shopped the Australian Blueprint for Career Development, and given it strong support. The opportunity to input into the adaptation of the Canadian model allowed CICA to discuss the issues of common understandings of terminology in the career development literature, and current usage. The paper “Life, Learning and Work”<sup>29</sup> provided an impetus for informed discussion, and a vehicle for informing policy makers, education, and industry leaders on the current issues of developing skills to manage life, learning and work.

The development of an excellent working relationship with Governments has facilitated cross-fertilisation of ideas, and frank exchanges about issues that impact on the profession. There is a strongly developing relationship between policy makers, researchers and career

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<sup>29</sup> [https://cica.org.au/wp-content/uploads/Managing-Life-Learning-and-Work-in-the-21-Century-MMcM\\_WP\\_PT.pdf](https://cica.org.au/wp-content/uploads/Managing-Life-Learning-and-Work-in-the-21-Century-MMcM_WP_PT.pdf)



practitioners and CICA will continue to encourage this interactive and constructive relationship.

As the realisation that quality career interventions impact on the economic as well as social benefits for all Australians, and as we are more able to promote the advantages of these interventions, the profile of the career industry will be raised, and the opportunities for practitioners will expand.

## **Social media and student outcomes: teacher, student and employer views**

Accessing and posting on social media has become a daily habit for many Australians. Social media is used by individuals to keep in touch with friends and family, by groups to inform their members of relevant information and by organisations to market their services and products.<sup>30</sup>

### **CANADA ONLINE**

Career counselling has held a significant place in the field of Canadian counselling. This article summarizes the history of career counselling in Canada from the early 1900s to today. Highlights illustrate a shifting focus from the concept of one job for life to managing multiple career transitions, and the consequent professionalism of career service providers through investments in product development, career practitioner competency-based training, and professional associations. Politically, responsibility for public employment and training services has shifted from federal to provincial governments. Throughout the history of Canadian career counselling, career development has clearly emerged as the bridge between managing the complexities of individual career choice and development and the changing Canadian economy and labour market realities

The Canadian career development system is multi-faceted and highly decentralised. In policy terms, it reflects the division of responsibilities between federal, provincial/territorial and municipal governments in the areas of education, training and labour market matters. Constitutionally, education comes under the jurisdiction of the ten provinces and three territories. There is no federal ministry of education; provinces work collectively through the Council of Ministers of Education, Canada (CMEC), which provides Ministers of Education with a national voice for education in Canada. In practice, many decisions relating to career development services are made at school board or institutional level. The federal government plays a more significant role in labour market matters, but here too there is growing devolution of funding and responsibilities to the provinces through Labour Market Development Agreements (LMDAs): seven (Alberta, Manitoba, New Brunswick, North West

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<sup>30</sup> <http://mccrindle.com.au/the-mccrindle-blog/a-snapshot-of-career-practitioners-in-australia>



Territories, Nunavut, Quebec and Saskatchewan) have taken on the full delivery of career development and other services (with a few exceptions); a further five (British Columbia, Newfoundland and Labrador, Nova Scotia, Prince Edward Island and Yukon) jointly plan the services with the relevant federal department, Human Resources Development Canada (HRDC), which delivers the services; only in Ontario are the services still both planned and delivered by HRDC. Federal and provincial co-ordination in relation to labour-market matters is managed through the Forum of Labour Market Ministers (FLMM).

In thinking about career counselling a question that comes to mind is – how do career practitioners know what impact the use of online career services are having? It's a question that is being studied all over the world. The use of Information Communication Technology (ICT) as a service is less explored than the use of ICT as a resource and at present, specific theoretically driven, evidence-based interventions aimed at helping deliberating individuals progress in their career decision making are less prevalent than assessments. A Canadian study – CareerMotion – aimed at improving the career-decision-making of young workers. The project provided young workers with job search and career planning tools tailored to their needs. The end result CareerMotion provides rigorous evidence on whether the labour market competencies of graduates from colleges and universities can be improved by using Web-based technologies.<sup>31</sup> The CareerMotion project came to an end with the release of the final report, *How Web-based technologies can improve the career choices of young people*, on January 23, 2012. In February 2009, HRDC published *Improving Career Decision-Making of Young Workers*, which presents the analytical framework for the study and puts forward a set of guiding principles for the design of the CareerMotion online job search and career planning tools.

There are dozens of Canadian websites offering career information: Monster.ca, JobBank.gc.ca, lmi-imt.hrdc-drhc.gc.ca, etc. Some of them seem to attract more attention of job seekers than do others, and to be viewed more favourably by their users (Thorngate, Tavakoli, Rocca, Liu, 2010)<sup>32</sup>. Why is this happening? Almost no research has been done so far to answer this question (Tavakoli, Thorngate, Rocca, 2010).<sup>33</sup> Canada provides us with some insight about how to increase the proportion of useful information that career related websites offer. To do so, we need to assess what type of information potential users want on a website, and what means of packaging and distributing the desired information they prefer. This information allows you to discover several strategies for improving the quality content, packaging or delivery of career-related websites.

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<sup>31</sup> De Roof, S, Hui, T. S., & Vincent, C. (2012) Career Motion: How web-based technologies can improve the career choices of young people. SRDC Retrieved on 26 September 2012 from [http://www.careermotion.ca/en/files/1313/2639/2243/en\\_cmreport.pdf](http://www.careermotion.ca/en/files/1313/2639/2243/en_cmreport.pdf)

<sup>32</sup> Thorngate, W., Tavakoli, M, Rocca, C, Liu, J. (2010, January). *From The Inside Out: A Problem Ecology Approach To Developing Useful Labour Market Information*. Paper presented at the Expert Workshop on Measuring the Impact of Labour Market Information, Ottawa, Canada.

<sup>33</sup> [https://www.careersandenterprise.co.uk/sites/default/files/uploaded/what\\_works\\_careers\\_websites\\_report.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/what_works_careers_websites_report.pdf)



In the past career exploration was used primarily during secondary or post-secondary education. The goal was to guide and assist students in making initial choices when preparing to enter the work world. Now, according to research from the Atkinson Faculty of Liberal and Professional Studies at York University, people are more likely to want and need to become lifelong learners as we deal with multiple career transitions. The Ontario Curriculum for Guidance and Career Education is very much geared to emphasizing lifelong learning and continuous career planning. Teachers now implement the Creating Pathways to Success which encourages students from Kindergarten to Grade 12 to assess, plan, and adapt to continual career development. The following Career Exploration List presents a variety of free, online self-assessments to assist those struggling with awareness of skills, temperament, and abilities. These resources illustrate the growth in independent career counselling in Canada.

## Tools

- 123test – Various psychological tests.
- Alberta Work Search Online – Online downloads and links to help with career exploration.
- Assessment.com MAAP – Assessment to find the right career.
- Career Cruising – Skills, knowledge and career exploration access available through some schools and libraries.
- CareerTest.net – Type theory and career choices.
- Career InSite – Career planning guide.
- Employment and Social Development Canada Essential Skills – Assess skills for trades and apprenticeship.
- HumanMetrics Jung Typology Test – Various MBTI type tests.
- Keirsey Temperament Sorter – After taking the personality type test scroll down to free mini report.
- Life Values Inventory – Assessment to determine values profile and next steps.
- MyFuture – Build your career profile and get career matches.
- O\*NET OnLine – Career exploration and job analysis tool.
- Ontario Workinonet (OnWIN) – Education, career, and life planning resources.
- Open Colleges – Get you an understanding of your personality and the career areas to which you would be best suited.



- Personality Testing Holland Occupational Themes – Interactive version of the IIP RIASEC Markers Scales.
- PersonalityPage – Personality questionnaire.
- Prospects – Online career planner.
- Rogue Community College Holland Code Quiz – Short checkbox quiz to determine Holland Code.
- Service Canada Job Bank: Career Exploration – Assessments and resources to help narrow career options.
- Service Canada Job Bank: Making Career Decisions – Links and resources to help narrow career options.
- Toronto Public Library – Various self-assessment resources and tests.
- TypeFocus – Assessment measures three interactive concepts: personality, interests, and values.
- University of Toronto – On-line self-assessment package related to career choices.
- University of Waterloo – Centre for career action's resource library for career decision making.
- Vocopher – Career assessment research resources for career professionals.

Taking time to build dialogue with clients builds stronger relationships and positively affects employment outcomes. For many individuals, knowing their strengths and weaknesses opens the door to a wider range of employment possibilities. In a rapidly changing economy, where permanent positions have become rare, it has never been more important to be able to identify career possibilities. Assessment completion allows for great discussions with individuals and allows for a more in-depth discussion of employment possibilities.

## **CASE STUDY NETHERLANDS**

In the Netherlands, there has been an ongoing process for many years of decentralization and market-orientation regarding career guidance. This has resulted in a situation in which career guidance is offered by various institutions, both public and private.

The process of decentralization and market orientation has resulted in four areas where the main guidance services are being offered:

- guidance activities within the educational system;
- guidance activities of the government;



- guidance activities of employers and trade unions and
- guidance activities of private-sector organizations.

Some recent developments in career orientation and guidance are outlined here, as well as development in cross-sectoral themes such as early school leaving and youth unemployment.

## Tools and services

### Expertise Center for Career Orientation and Guidance

July 2017 was the start of the Expertisepunt LOB VO-MBO. This is the Expertise Center for Career Orientation and Guidance. This Expertisepunt is a follow up of the Incentive plans career guidance (COG) Secondary education and VET ([www.elgpn.eu/elgpndb/view/260](http://www.elgpn.eu/elgpndb/view/260)) which started 2009. The aim of the Expertisepunt is to further improve COG for students.

<https://www.expertisepuntlob.nl/>

### LOB - Gelijke Kansen

July 2017 was also the start of the project LOB - Gelijke Kansen (COG – equal opportunities). The goal of this project is to offer additional support to youngsters from VET schools with their study choice, finding an apprenticeship and finding work after finishing their education. VET schools are guided in helping bridging negative attitudes and thus promote equal opportunities. This project also builds on the Incentive plans career guidance (COG) Secondary education and VET ([www.elgpn.eu/elgpndb/view/260](http://www.elgpn.eu/elgpndb/view/260)).

<https://www.expertisepuntlob.nl/nieuws/lob-en-gelijke-kansen>

### Policy developments in COG

In education, there is no specific policy agenda for ICT in career guidance. In September 2016 the Ministry of Education, Science and Culture (OCW) published a policy document on career orientation and guidance however. One of the three action lines is better information about the vocational field and further education. The policy document contained annexes on the results and outcomes of the Incentive plans career guidance (COG) Secondary education and VET as well as a factsheet on opportunities of mentoring in VET schools.

<https://www.rijksoverheid.nl/documenten/kamerstukken/2016/09/28/kamerbrief-over-loopbaanorientatie-en-loopbaanbegeleiding> (In Dutch)

### Early school leaving and Youth unemployment approach



Dutch early school leaving approach is outlined on the website <http://www.aanvalopschooluitval.nl/english>.

The Dutch target is to have no more than 25,000 new early school leavers each year by 2016. The integrated approach and accurate record-keeping system are internationally considered as good practice. Career guidance is implicitly included and many good practices are described. In 2014 the Dutch government published 'Dutch initiatives to prevent and combat youth unemployment'. Various guidance related measures are included.<sup>34</sup>

In higher education advanced entry is compulsory, in combination with study choice activities to prevent drop out and switching in the first study year. A similar approach is prepared for VET schools. The focus on youth unemployment included career guidance measures. There ambassador on youth employment emphasised the importance of career learning, The Ministry of Social affairs and Employment and the Ministry of Education, Science and Culture are working on an action plan aimed at mobilizing career guidance in attacking youth unemployment. One focus will be on vulnerable youth in deprived areas. This will be addressed in cooperation with municipalities, secondary schools and VET schools.

### **Service centres on education and work (Leerwerkloketten)**

In all labour market regions one or more leerwerkloketten are established. Leerwerkloketten are partnerships between organisations in the region who are involved in learning and working: public employment service, municipalities, educational institutes, knowledge centers and labour market. Together they develop activities, services, products with the goal to improve the transfer from education to labour market. Career guidance is one of the instruments used. In 2015 there will be an evaluation of the Leerwerkloketten.

[www.leerwerkloketten.nl](http://www.leerwerkloketten.nl)

Dutch career guidance has its origins in an initiative by the Dutch Ministry of Education, Culture and Science (OCW) to pursue a pro-active policy of lifelong career guidance in the Netherlands. They analysed existing practices in career guidance services in the education and employment sectors. It does so against the backdrop of the European Union's policy on lifelong career guidance and the four priority areas within that policy. These are:

1. development of career management skills;
2. access to career guidance services;
3. quality assurance and evidence for policymaking and system development;
4. collaboration and coordination mechanisms.

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<sup>34</sup> [www.rijksoverheid.nl/bestanden/documenten-en-publicaties/notas/2014/06/18/nederlandse-initiatieven-om-jeugdwerkloosheid-te-voorkomen-en-te-bestrijden/dutch-initiatives-to-prevent-and-combat-youth-unemployment-versie-eng.pdf](http://www.rijksoverheid.nl/bestanden/documenten-en-publicaties/notas/2014/06/18/nederlandse-initiatieven-om-jeugdwerkloosheid-te-voorkomen-en-te-bestrijden/dutch-initiatives-to-prevent-and-combat-youth-unemployment-versie-eng.pdf)



## Assessment Tools

Tools and tests are used to help people understand how their interests, aptitudes, skills, personality and preferences influence their potential for success and satisfaction in a particular career, or line of work, are collectively known as career assessments. Career assessments have greatly influenced career development and impacted the economy. Career and occupational assessments are typically employed by career counsellors in high schools and universities, vocational rehabilitation counsellors, executive coaches, work force service centres, and individuals just wanting to make the best career decision for themselves as possible.

## Types of career assessments

While career assessments generally focus on identifying career options based on personal attributes, assessments come in various forms and vary along differing dimensions. Career assessments may also exhibit personal bias – as they are often based on criteria that one person, or group of people, believes to be the most important for selecting a career. The following are a few points of variability among popular career assessments:

### Methodology

Assessments are typically either quantitative or qualitative in nature. Quantitative assessments attempt to measure attributes, skills and qualities that influence an individual's ability to succeed and find satisfaction with a particular career. Qualitative assessments are designed to help individuals explore their personal and occupational goals and preferences in order to bring clarity in order to make a more informed career decision.

### Measured attributes

One of the biggest points of variability among assessments is the specific attributes they measure. While some assessments focus on personal interests and values, others are heavily weighted toward aptitudes and skill sets.

### Validity

How valid different assessments are is a big question. Especially for those offered over the Internet. In many cases, assessments lack "validity", which basically is how useful the results of an assessment are for the individual. When it's difficult to evaluate the validity of an assessment, results should be interpreted with caution and not much weight should place on the results.

### Target customer profile

Assessments may be general or specific. For example, popular career assessments such as Myers-Briggs Type Indicator (MBTI), Strong Interest Inventory, and Careerscope are general



assessments designed to be applied in virtually any market. Other assessments are designed for specific industries and markets.

### **Advantages**

Career assessments can be instrumental in discovering an individual's interests, talents, values, aptitudes and skills. They're also useful for identify areas of strength and weakness in a candidate. Ultimately, the results generated by career assessments can be used by candidates to make better, more informed career choices that are in line with their interests, talents, and goals. While career assessments vary in scope and validity, assessments help individuals consider new career paths, increase career satisfaction and learn more about themselves.

One of the biggest benefits of career assessments is that they enable individuals to make career decisions that help them grow personally and professionally. This is especially true for career changers who find themselves in a career no longer viable or whose interests have evolved in a direction not compatible with their current career path. Career assessments used to support career change can be very beneficial as career changes typically have ample experience to draw upon in assessing their interests, skills, aptitudes and goals. Psychoanalytically-informed career assessment is another form of assessment that can be helpful for individuals struggling in their career or unhappy in their work. Psychological assessment aims at helping individuals dig deep to discover the underlying nature of their difficulties. Psychoanalytically-informed career assessment often brings clarity and understanding where career coaching or psychotherapy have failed. Unfortunately, most career coaches and counsellors are not trained in this form of assessment.

### **Disadvantages**

Career assessments can be particularly useful for individuals who are unfamiliar with, or uncertain about, their career possibilities. However, in certain situations, career assessments can have some big drawbacks. First, career assessments are only assessments. They're useful for self-discovery and finding careers that fall within the scope of an individual's interests, aptitudes and values. But, when relied upon too heavily, career assessments can be limiting. Just because a career tests says you'd really enjoy being a police officer doesn't mean that being a police officer is the career for you.

Career assessments provide results that must be interpreted. Career assessments aren't that useful if you can't make sense of the results, or the results are interpreted incorrectly. In addition, many career assessments are quite subjective in that they're based on a person's view of herself or himself. Consequently, if an individual isn't self-aware, the results of their career assessment may not be accurate.

The following are some online assessment tools:



Evropská unie  
Evropský sociální fond  
Operační program Zaměstnanost



[https://www.careerfitter.com/free\\_test/careerbuilder/test](https://www.careerfitter.com/free_test/careerbuilder/test)

<https://www.123test.com/career-test/>

<https://www.whatcareerisrightforme.com/career-aptitude-test.php>

<http://www.opencolleges.edu.au/careers/career-quiz>



## Appendix 2

# Questionnaire

## JobHub: digital careers service Czechia

*Good career guidance is critical if people (younger and older) are to raise their aspirations and capitalise on the opportunities available to them. We are a group of consultants in Czechia charges with a producing recommendation for the development and delivery of a digital service for careers counselling and support.*

*High-quality career guidance is needed to make informed decisions about our future(s). Good career guidance is a necessity for delivering technical education reforms and is a vehicle for economic justice: people without social capital or home support suffer most from poor career guidance. Yet, despite its importance, career counselling in the Czech Republic has often been criticised for being inadequate and patchy. We have identified and constructed a benchmark quality framework for improving careers provision.*

*As a recognised expert and policy former in this area of Careers Guidance and Support, we welcome your critical opinion(s). Therefore, we will be grateful if you will complete our short questionnaire and return it to us as soon as possible.*

*Thank you in advance Dr James-Stuart Duffin.*

1. What role does government (national and local) play in supporting/facilitating career services? Please outline the policy, legislative and fiscal framework which enables and governs the delivery of the careers service in your jurisdiction, and briefly describe the pathway you had to go through to get to the current structure (bullet points or a diagram will do).
2. Do you have in place and use quality digital tools and supports? If so, please describe the tools and their usage.



3. Do you have a stable and quality assured national careers counselling programme? If so, please briefly describe it, highlighting the key players involved.
4. How does the careers system address the needs of each client? What steps are taken to tailor services?
5. How does the system and professional learn from career and labour market information? Please describe how information is networked and connected to key players.
6. How does 2nd level and 3rd level education curriculum connect to the careers service? Please describe how the needs of the labour market influence curriculum development and delivery.
7. How are encounters with employers and employees facilitated both digitally and on a 121 basis?
8. Many online careers development services share the following common principles or goals. How would you rate the services in your jurisdiction against these principles?

We are using a simple scale where:

- 1 is Excellent,
- 2 is Good,
- 3 is Fair,
- 4 is Satisfactory,
- 5 is Not Satisfactory.



### ***Principle 1***

Minimise statutory requirements: it is open and flexible in its use encourages repeat and recurring visits.

Rating 1 2 3 4 5

Please, give the reason for this rating.

### ***Principle 2***

Optimise incentives – our system evaluates and provides direction enhancing the users' profiles and opportunities.

Rating 1 2 3 4 5

Please, give the reason for this rating.

### ***Principle 3***

Provide support through a National quality assured Careers Service: our online service asserts a set of ethics, values and a code of conduct relating to careers guidance advice and development... a Careers Guidance Charter.

Rating 1 2 3 4 5

Please, give the reason for this rating.

### ***Principle 4***

Improves access to employers, further and higher education – our online services are as much a resource for employers and course providers as those seeking employment and new learning opportunities.

Rating 1 2 3 4 5

Please, give the reason for these rating.



9. Please list online services and best practices that you consider good, effective and responsive for an online careers development portal.
  
10. If you could do one thing to improve careers services what would it be? What was the biggest problem you had to overcome? Please, briefly describe your suggested enhancement. Are there any other comments or opinions, which you would like to share with us?