

Report on Training Activities

Guidance in the Workplace Project



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Introduction

The aim of this paper is to provide an overview of the training activities and findings within the Leonardo da Vinci Guidance in the Workplace project. The paper also aims to identify some future challenges for the development of training for guidance counsellors and other guidance agents in the field of guidance in employment and to facilitate the ongoing cooperation between guidance agents and employers.

The issue of the level of skills and competences of employees in the changing labour market economies in EU is a major issue for employers and the employees themselves and has become a main social and policy issue throughout Europe. There is therefore currently much policy debate within the European Union about how to acquire and develop the skills and competences of those in employment.

Most European countries have developed a variety of training programmes aimed at employees, which are paid through the state budget. At the same time, the process of APEL is used in many countries and is at different stage of development.

However, The Cedefop's report on the Career Development at Work argues, that member states guidance policies have not fully addressed the information, training and guidance needs of adults in employment. This is even more true for the employees of small and medium enterprises where the roles of a manager and human resource manager are often combined in one person. At the same time it is assessed that employed adults, are less likely to use the guidance services provided. The particularly vulnerable group are the low skilled workers.

Much attention is therefore now being given to developing more accessible ways in which the guidance counsellors can work with those in employment and in which they can work with existing or potential non formal guidance agents within employment. These include the persons responsible for human resources within the companies, trade union representatives, educational institutions professionals, representatives of employers organisations, managers and others, but have no specific experience in guidance.

The European Commission's Leonardo da Vinci 2 programme has provided the framework for Guidance Merger 1 project with the ambition to create innovative methods for guidance for adults in employment. It has addressed three main issues:

- That guidance can make a major contribution to the development of lifelong learning for those within employment by encouraging them to take up learning opportunities.
- That guidance is not always easily accessible to those in employment.
- That Advice and guidance should not be provided in isolation, but as an integrated part of the training and learning at the workplace.

In addition to the above mentioned issues, all of the partners have agreed to look more deeply in the relation between guidance work and the assessment of prior learning.

Two of the participants of Guidance Merger project – CFL from Sweden and ASTER Italy - have followed through this work now under European Commission's life long learning programme. Leonardo da Vinci 3, transfer of innovation project where the experiences of the first project, are to be tested and implemented by additional three partners, SIAE Slovenia, Soros Romania and CIBC France. All of the participating organisations are explained into more detail in the Evaluation Report.

Training activities

Training was the second component in the Guidance in the Workplace project and was one of the central focuses from the start of the project.

The main line in the organisation of the training in Guidance in the workplace project was to provide the common grounds where the professionals from different countries and different fields of work will feel free to exchange their

experience and gain from each others approaches, knowledge and skills within the group. As the project was a transfer of innovation project, the project promoter, who has participated in the first project took the lead in this approach, and therefore organised the first training event for participants from other countries to join. In addition evaluation visits between partner countries were also organised to enable a larger number of professionals to evaluate and learn from developments within the project and to gain additional knowledge and skills needed in working in guidance in employment.

The organisation of the training was divided into three stages:

1. identification of training that already exists in the participating countries,
2. identification of the target groups and their needs for the training,
3. implementation of the training and evaluation
 - a) transnational training events
 - b) national/regional training events.

Each of the stages were then reflected at the meetings of the partners and also at the evaluation visits which were organised around the project.

The first two stages were the introduction of the work that was going to be undertaken in the participating countries. The expected results were that in each of the country there would be experts prepared to be able to carry guidance activities in the workplace within the guidance in the workplace project and beyond.

1 Identification of the training that already exists in participating countries

The first phase of the project focused on collecting data about how the training of guidance counsellors working within the workplace is organised in different countries. The aim of this activity was to identify to what existing training was already available. The main focus was gathering the information on training modules which are organised by accredited organisations and are therefore recognised in the guidance environment. The research included the information on initial as well as in service training. A grid was prepared covering the following areas: the target groups for the training, the number of hours of the training, the content of the training, the skills and competences that are gained on completion of the training. Each of the organisations involved has completed research within their own country and the results were supplemented also with other research materials already available (Career Guidance A Handbook for Policy Makers). The research took place from February to June 2008.

Romania

The majority of guidance counsellors in Romania have a completed higher university level courses in psychology, pedagogy and sociology and social work. The professionals who occupy the position of guidance counsellors have a degree in psychology, pedagogy, sociology or social work. There are no faculties/departments specialising in guidance and counselling.

However there is a master degree in guidance and counselling offered to the professionals from the above mentioned fields. It is not a precondition to get a job as a guidance worker.

These trainings are further supplemented by continuing training schemes offered by National Resource centre for vocational guidance and EU funded projects and other trainings offered through the network of Ministry of Education.

Slovenia

The situation with the initial training in the guidance field is similar in Slovenia. The majority of guidance counsellors have completed higher university level courses in psychology, pedagogy, sociology and/or social work. There are no faculties/departments specialising in guidance and counselling.

There are however a few specialised training courses. For example all of the guidance workers in the field of guidance in adult education have to finish 112 hour training offered by Slovenian adult education centre to get the job. In addition there are continuing development modules offered.

There were also the training courses for guidance counsellors in employment service of Slovenia designed and however it is not a regular training system and that courses are not certified by any professional body.

France

The majority of professionals working as guidance counsellors have a university degree in psychology: the guidance counsellor/psychologists or industrial psychologists in the public employment services. Other practitioners have other various levels of psychological training.

There are three main types of training in guidance counselling occupations in France:

- a higher university-level course, guidance counsellor/psychologists or industrial psychologist;
- higher education specific to a professional body: ANPE counsellors;
- other university courses among each one of the career path is also guidance, such as Bachelors Degree in social action, training and integration counsellor, human resources management.

These three types of training are supplemented by continuing training schemes, practical training making use of tutoring and training schemes offered by public organisations or private agencies.

Apart from the university courses there are also other courses leading to EQF 5 organised and closely linked to guidance work, such as the trainings for Integration and Local Development Manager, Insertion and Local Development manager, Insertion and Local Development.

Italy

Recent developments in the field of professionalising career guidance work have resulted in new programmes for career guidance. The majority of guidance professionals have a completed higher university level courses in psychology or other disciplines and this is further supplemented with either professional courses specified at guidance practitioners including skills audit professionals or master courses for guidance and counselling. The entry conditions for the courses can vary, some of them are only open to psychologists some of them are aimed at guidance professionals from different educational background. In order to join an Italian association of guidance (private organisation) a specific post degree path in guidance or a very long professional experience is required.

Sweden

Sweden is the only country participating in the project which has a well established system of training for guidance practitioners with a three year university course offering BA. The academic education contains three main blocks, sociological, psychological and practices.

The faculty for counselling also offers courses of different lengths as continuing training for active counsellors. In addition there are other possibilities to receive in service training and further education for guidance counsellors within their employment also offered by other training providers.

Counsellors generally have certain possibilities to receive in-service training and further education within the framework of their employment. Within local authorities a subscriber system is common in certain regions. This means that counsellors receive between 5-10 in-service training days per year for a fixed sum. These days can focus on development of different skills or a deeper insight into the employment market, education, forecasts, etc. Smaller groups of counsellors have the possibility to take part in shorter courses of 1-2 weeks duration.

Main conclusions

- There is a general understanding in all of the involved countries that the most important resource in any guidance related activity is staff. It is also recognised that the staff should have the right competences to meet the requirements of the tasks they are approaching.
- All of the countries involved have the professionals working as guidance counsellors and all of the counsellors have at least degree level qualifications. However the training programmes and consequently the competences of guidance counsellors vary a lot from country to country. For example: there is a structured three year university course organised in Sweden, where the universities are the main developers and also providers of the training. The guidance profession is therefore well established, structured and recognised in the society. While in some other countries, a training in other disciplines (psychology, pedagogy, sociology and/or social work, etc) is seen as adequate to perform the job of a guidance counsellor.
- None of the modules researched is aimed at guidance counsellors in employment. There is also no evidence of the existing trainings which would provide guidance counsellors with the skills to integrate and implement the service provision in the companies although there are several modules (in particular in French training scheme) which are very closely linked to guidance in employment.
- Very often the companies are also learning environments. It is therefore essential for the guidance counsellors who work in employment to be able to provide at least the information on structures and procedures of APEL.
- The training programmes for the guidance professionals in APEL varies a lot. They are organised as a part of a training for guidance counsellors, or they are a separate trainings also aimed at guidance workers, or as it is in the case of France, they can be a separate programmes leading to a new profession.

2 Identification of the target groups for the training

One of the key principles, which we followed throughout the project was to work with and for the participants and not 'on them'. This was true also for the development the contents for the training as well as for the selection of the target group. Therefore the decision on the target groups was left to the partners themselves, which have by this point already developed the models (plans) for local/regional/national implementation of the project activities. The decision on the target groups for the training was therefore dependent on the particular models, which are described the Final Evaluation Report – Guidance in the Workplace project.

We have however started with two assumptions at the project level:

- that the central person to deliver guidance in employment is a guidance counsellor who already has the knowledge and experiences of guidance work and should upgrade them with further skills and knowledge deriving from the delivery of guidance in employment.
- that guidance in employment cannot be provided in isolation: One of the main aims of the project was therefore to establish stronger linkages between formal and non formal guidance providers: to assess the needs they have in relation to guidance in employment and to further implement the activities of guidance in the workplace together.

To support the partners in the process of identifying the target groups for the training and also further delivery of the service a questionnaire was prepared.

As the project partners are from different environments (in Slovenia and France, guidance is the core of the activities of partner organisations, whilst the partners in Romania and Italy are mainly a project management organisations),

the activities of choosing the target groups were performed differently. The CIBC has chosen professionals from their own networks, while the target groups in Italy and Romania are coming from the “outside environment”, while SIAE has created the teams of professionals from its own network and others. The following target groups were chosen for the training.

Slovenia: guidance counsellors from guidance centres for adult education from the regions where the project was to be implemented; and trade union representatives from the companies where guidance in the workplace was to take place as well as representatives of the Association of Free trade Unions and their regional representatives.

Italy: Professionals working in management of human resources in the workplace.

France: Skilled audit counsellors from 8 CIBC in the region.

Romania: Guidance counsellors (currently involved in guidance to unemployed people and/or professionals working in human resource management).

Sweden: Guidance counsellors in adult education.

3 Implementation of the training and evaluation

The starting point for the content of the training was prepared from the Guidance Merger project (see Guidance Merger Final report), research undertaken within the Guidance in the Workplace project and the wider EU environment. The proposed list of topics was used as a guideline for the reflection of participant’s own knowledge and skills and as a basis of the needs assessment.

The starting points

- The shift of the traditional guidance counsellors role to the new roles emerging from work with employers: One of the results in the guidance merger project was that the roles of the guidance workers, while working with employers, requires additional skills from guidance workers than their traditional tasks (information, guidance). The new role has in addition also implications on the ethical codes recognised in all of the countries involved (impartiality, confidentiality, client focus, equality of opportunity, transparency, accessibility). Working with employers put the guidance counsellors into much wider context, which means also broader competences. The crucial part is cooperation with the employers as a necessary element in guidance counselling for employees. It is essential that the work is done in agreement with employers and that the employers see the benefit of guidance work for the company. Any guidance worker who aims to work with employees should increase their knowledge of the enterprise itself, its business and history, the future challenges of the enterprise, the general conditions and the processes of change, which take place inside and outside of the enterprise.
- Another important aspect of the new role is cooperation with different agencies and organisations in the local community. If guidance is seen as an integrated part of learning, contacts with educational and training providers will be frequent. In this respect the guidance workers should also be able to organise projects and to find external funding.
- Very often the companies are also learning environments. It is therefore essential for the guidance counsellors who work in employment to be able to provide at least information on structures and procedures of APEL.

The proposed list of topics was used as a basis for the reflection of the participant's own knowledge and skills and as a basis of the needs assessment (see app. 1 and 2). The topics, which were found the most useful, were further elaborated and are gathered in the Introduction to guidance in the workplace module, which is one of the outcomes of the project.

One of the main challenges in methodology of the delivery of the training was to enable the transfer of the innovation of the experiences and knowledge gained in Guidance Merger project and to still leave enough room for the support of the professionals who were starting the work in their own realities. We therefore decided to move away from the idea of preparing one common training programme which would have been delivered as one model of how to introduce guidance in the workplace. Instead we organised different training events in the form of transfer of experiences and knowledge already in the group based on the needs assessment of the target groups identified for the training supplemented by the trainings organised regionally/nationally.

There were two international training events organised for all of the partners. The choice for the first one was obvious. It was about transfer of innovation of the experience from Guidance Merger, from CFL, the promoter of the transnational GIWP project from Söderhamn, Sweden. The decision for the second was however done as a reflection of the needs the partners expressed in relation to guidance and assessment of prior learning. After the introductory presentations at the first meeting in Ljubljana, it was assessed that out of all of the partners, France has the national system and different elements at place therefore, CIBC with its network was asked to share their experiences also with the others.

The study visit Söderhamn

The first transnational event was organised around the second partnership meeting in Söderhamn, in September 2009. All of the partner countries were presented and two of the partners also came with the representatives of their regional networks (Romania and Slovenia). All of the project managers defined their specific areas of interest in advance. The main aim was to transfer the knowledge of the model developed in Sweden during the Guidance Merger project to other partner countries through the presentation of four main stages developed in GM project: These were how to establish good, sustainable networks; the definition of roles, who did what and what kind of skills and knowledge were required from the professionals to do the work; how to develop a long term relationship with employers, the day to day work with the clients (from forming the initial contacts, motivating them for the training to the follow up through training and evaluation), how to establish guidance as a part of ongoing training and professional development in the companies. The essential part of the study visit was the visit to the Valvik Pulp Mill company where CFL guidance counsellors have provided guidance and counselling. The company president, HR department representative, regional representative of trade union and CFL staff have all explained their motivation for the involvement in guidance in the workplace as well as how it was implemented, ways of networking, and benefits of networking, involvement into training, and finally also the benefits for the employees with the presentation of a few case studies.

The evaluation in the end of the meeting showed that all of the participants were satisfied with the information and knowledge which was shared with them, the most interesting was the visit to the Valvik Pulp Mill company and the views from different parties involved in the process. It has been also agreed that they can also come back with additional questions which would arise when they start to work in the field.

Study visit Arras

The second transnational training event was organised as a part of the partnership meeting in France, it took place in Arras, in January 2010 and was organised by CIBC. All of the managers of the project from the partner countries have decided to invite also guidance counsellors, as well representatives from regional networks to the meeting. The general objectives of the training was to familiarise the participants with French system of learning and guidance in the workplace with the focus on APEL. More specific objectives were: to get familiar with the structures which are used to support learning and guidance in the workplace, the motivational aspects: to get familiar with how the rel-

evance of learning is perceived by the employers and why are employers interested for their workers to participate in guidance and learning, to get familiar with what are the main motives of the employees to participate, to get familiar with the needs assessment methods for the chosen target groups, to get familiar in more detail how the assessment of prior learning is organised, and how is it carried out.

The training was delivered through the set of presentations of relevant professionals, the participants also visited a company of a sewing thread factory Meryl Fibert.

The evaluation again showed the relevance of the knowledge that was delivered to the participants and perhaps the most relevant was the need expressed by the Slovenian and Romanian partner to continue the exchange of experiences in the form of the evaluation study visits.

Evaluation visits

One of training angles in the project were the evaluation study visits. The prime aim of the visits was for the partners to get additional onsite knowledge of how the other partners implement project activities and which strategies they find useful in tackling the obstacles in their innovative work and to reflect the new knowledge with the eyes of their own situations. The partners were free to define their own interests and agree on the areas of work they would like to observe and would benefit the most from.

There were three study visits organized during the project duration. For all of them the topic was agreed at the GIWP partnership meeting in France, Arras, in January 2009, and then further discussed and finalized via e mail. The visits took place in the period from February to June 2009.

- A group of 3 Slovenian guidance counsellors, 2 trade union representatives and a member of a management team from SIAE went on a study visit to CIBC with the aim to get further knowledge of the education and training system and the developments within the project in France. The main focus was organisation of education and training for adults, the structure and procedure for the assessment of prior learning and the presentation of the activities of French trade unions in the light of life long learning.
- The skills audit and guidance counsellor from France went for a study visit to Slovenia and Romania, with the main aim to be able to discuss and exchange the best practices on each thematic of guidance in employment and local/regional networks.

Lessons learnt

All of the professionals involved in the study visits have been interested in finding ways of working in different countries (for example, methods and levels of involvement of trade unions, methods of working with the client, how to create an information office within the workplace, etc). The Slovenian professionals were very impressed with the French system as such (for example the independent guidance institutions for life long learning) and in particular the level of the development of APEL system based possibilities of the validation of knowledge and skills. Although the introduction of certain elements on the system level to the Slovenian system is outside of their influence, it was decided that particular tools used in France may be translated and tested also in Slovenia.

Finally the study visits gave also the opportunities for a wider perspective of ones own professional work or as the skills audit and guidance counsellor from France the expressed himself "It permits to open my mind in finding out some new way of approaching the people, using some tools... It gives me some new ideas, and improves and complements my way of working. This is also the opportunity to share with other professionals from other countries about our way of working and, in explaining it to the other; it permits to realize all the things we do in our daily vocational life".

The national/regional training events

Romania

The Soros Education Centre has carried out a 2 day training event in May, 2009, with the main focus to prepare the guidance counsellors from the Harghita Country Employment Agency to work with the companies and their employees. They have prepared a training programme following the answers from a questionnaire about potential areas of interest and training needs. The topics were: legal and organisational framework, methodological issues; techniques for individual or group counselling, evaluation models, soft skills development, the balance of the interests of the employers and the employees.

The participants have assessed the training as good and very good. One of the guidance counsellors who was participating in the case studies interviews thinks that she will be able to use the training in her work especially when companies cannot find enough employees, or the best trained employees. The training within the guidance in the workplace has given her tools to give information/advice on existing opportunities and methods.

It was suggested that further training should focus on the issues of crisis management and more practical methods of guidance.

(For more information see Appendix 3.)

Slovenia

SIAE, the partner from Slovenia, has taken the decision to integrate the networking approaches and to bring the professionals who were going to work together in the companies (trade union representatives and guidance counsellors) already through the training activities. They have organized a 3 day workshop events implemented in April and May and 48 hours of self-directed learning with mentoring of SIAE and ZSSSS. The content was decided on the basis of a questionnaire on potential areas of interests and needs. The training had the following objectives:

- to familiarize the counsellor and union reps with the importance of LLL for the employees,
- to familiarize the counsellors and union representatives with the importance of implementation of guidance for LLL and career development in the broader sense (career as a life) at workplace,
- to train counsellors and union representatives for tasks they will have in connection to guidance for LLL at workplace.

The training was carried through three modules: Guidance in the workplace in the context of lifelong-learning of the employees (and how to analyse the educational/training needs of the company). Procedures for recognising the already acquired knowledge and experience (APEL), Preparation of the concrete plan for guidance in the workplace in selected company.

During these process it has been important to learn about the characteristics and needs of the selected target group – the employees (in Slovenia, in the selected regions, in the selected branches of industry from which the companies have been chosen).

The evaluation of the training showed the high rate of satisfaction with the training. However it was not seen as positive to have the same contents delivered to both of the professional groups at the same time. For the future, further topics will be added, and there will be additional training organised for trade union representatives.

(For more information see Appendix 4.)

France

The French partner CIBC, has organised a 5 day training course for guidance counsellors from CIBC Arras, and some other guidance counsellors from other CIBC. The training was organized with the main goal to develop and

improve the ways of approaching the employers, and learn to become good “sales representatives” of the guidance services, in order to convince the companies of the importance and the benefits of the guidance in the workplace.” In the meantime, try to take advantage of their attention, to show them that CIBC could be the best interlocutor for this kind of questions (guidance, counselling, advices...)” CIBC has prepared their own grid for in depth needs assessment. The training was about the following topics: how to better know the companies, their working, their needs, better know the CIBC’s products, services, values, strengths, how to communicate and listen to the employers’ needs, how to become a good “salesman”, who am I as a counsellor

Main outcomes of the training were: CIBC and the counsellors got a new trade strategy (new “clients” and partners search, new CIBC’s external image...), prospective new partners and guidance activities (CIBC regional development), strengthening of the relationships within the CIBC network (new common advertising mediums, leaflets, same action plans and strategies, further common provisions of services...).

The evaluation showed that all of the participants found the training useful, claiming that they could use 80% of the content in the future work in guidance in employment. The following elements were assessed as the most useful: “Development of a real strategy towards the companies, Opportunity to diversify the activities, the effective use of our network (and partners), Being more confident in ourselves to try to get some contacts with companies and employers, Being able to well identify the employers and employees needs about guidance and trainings, Improving our communication skills, Improving CIBC external image (among the companies), Proving that guidance can be given in the workplace and that CIBC is an expert on that field”.

The training will be organised also in the future for other partners from CIBC network.

(For more information see Appendix 5.)

Italy

The Italian partner ASTER has chosen a slightly different approach. They have mainly concentrated on awareness raising activities to promote the initiatives addressed to the guidance and training of the employees. They have organized a workshop with HR managers and professionals in enterprises. They have concentrated on the topics of development of key skills: innovation, creativity and self planning, career coaching, methodological issues and operational tools, how to manage change in the enterprises. The evaluation has led to the following conclusion: training can provide a notable contribution to the development of learning for employees encouraging them to access training opportunities, it is essential that the guidance and training are provided as an ongoing process to supply an effective contributions to the development of learning for workers. Most of the participants answered that they have developed a deep awareness about the positive impacts such instruments could have in their own companies and the role in HR departments.

(For more information see Appendix 6.)

Sweden

Although CFL has been the organization where guidance in employment was a regular activity already before the beginning of the project and has therefore been the organization with the role to transfere the knowledge through international learning, the implementation of their own activities in guidance in the workplace was further discussed, reflected and evaluated in the from of study circles (one day each month) organised by Halsingeutbildning network, a collaboration between 6 municipalities in the county of Halsingland. The following topics have been further elaborated: case discussions, recent experiences related to workplace guidance, APL, workplace based training, SME –contacts.

The events were assessed positively. One of the counsellors said: “ This is a very effective way to organise training for professionals. No expenses for lecturers, the participants share their knowledge and experience in the group and get instant feedback from their colleagues.”

Further events are going to be organised also in the future.

Conclusions

Moving towards a common training programmes: One of the main aims when introducing innovative training activities is to come to a common, transparent training programme, which would enable us to have a more comprehensive overview of professional skills and indirectly also enable to assess the quality of guidance provision in the particular area. However the training activities in guidance in the workplace are still at an early stage. The positive evaluations of all of the training events is showing that there is great interest and the need for training in the field of guidance in employment. After finishing the second cycle of projects we can also claim that certain common topics for the training have already been identified (the individual vs company approach in guidance in employment, the networking and referrals in guidance in employment, ethical consideration, introduction of guidance in the APEL), while on the other hand, Guidance in the workplace training has to be reconciled also with other agendas. For example in France, the current situation is that the changes of the partner organisation and the new ways of working with employers seem to be the main focus also for the training rather than guidance training in isolation. In the Italian project the focus on institutional partnerships between the participating agencies has determined the design of the programme, to some extent at the expense of the involvement of the employees themselves. It is however difficult to assess whether the role of guidance counsellors in employment will broaden to all of the above areas in the future or whether there will be a room for a new professional role/s. It is for now of crucial importance to continue creating the conditions and the environment for guidance in employment to continue to put in place the mechanisms to support the professional development of counsellors as well as other intermediaries (or other guidance agents as we call them in the report), including continuing professional development of staff.

Flexible employment, Flexible guidance, flexible training: The guidance counsellors traditionally work in the public sector or are funded through the public funds. The public sector however still has a different pace of work as well as adaptability and flexibility of work. The guidance counsellors who are starting to work with employers are therefore reaching out of their comfort zone. They most directly experience the changes of the labour market which are reflected in ever changing needs of the clients as well as conditions of work. If they are to be successful the work has to be flexible, in terms of organisational aspects (the guidance work is taken outside the safe environment of the offices, delivered in the hours that suit the clients) as well as the content of guidance work (for example combining the national funding resources for training with the needs of the companies and employers). If guidance workers are to be ready to do the work, they have to be prepared to constantly update their knowledge. The traditional training programmes however are mostly organised when the need is recognised by the larger segment of the professionals. It is therefore important for the design of the training that it is flexible and provides enough time and space for the professionals to further discuss, reflect and learn from their own experiences (for instance the example of study circles in Sweden).

The module: "Introduction to guidance in the workplace": The common topics of training which were developed during the project were further elaborated in the form of a module Introduction to guidance in the workplace. The materials are available for optional use at other training events. Since the levels of qualifications of participants at the training are different it is prepared as a resource pack rather than a self standing training module. The module is aimed at guidance counselors working in employment and or other professionals with whom guidance in the workplace is delivered: trade union representatives, human resource development managers; professionals in education and others, they are referred to as other guidance agents. The module is composed of the following five topics: Introduction into guidance in employment, Analysis of educational needs and opportunities of those in employment - company vs. individual approach, Introduction into guidance in the assessment of prior learning, Networking and referral in guidance in the workplace. We hope that it will be further developed and supplemented as the field of professional work of guidance in the working life grows.

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Appendix 1: Guidance in the Workplace: Training of guidance counsellors

The name of the module and number of hours	Participants	Entry criteria	Content/What	Method of training	Competences gained (Achievements at the end of the training)
The relevance of lifelong learning for employed adults Guidance in lifelong learning	Guidance workers in guidance in the workplace project	The participation in the national/regional network of Guidance in the workplace project	The policy framework of lifelong learning The role of guidance in supporting lifelong learning of employed adults	Taught session Group work Discussion by questioning	Understanding the need for guidance in the workplace.
Making contact with employers and using local networks to develop contacts			Key issues and questions in developing the network for guidance in employment	Verbal introduction Worksheets	To be able to identify and extend the referral network according to the needs arising from the work with employees.
The existing opportunities to access training for employed adults			The local/ regional offer of the training opportunities for adult employees	Verbal introduction Worksheets Discussion Homework	To be able to identify the opportunities relevant for the employed adults, to be able to prepare the index of training opportunities for employees.
Employed adults: the main characteristics			The main characteristics of the employed adults relevant to the guidance process	Verbal introduction Worksheets	To be able to understand the characteristics of the employed adults.
Working as a guidance worker in an enterprise			Company – the new working environment Individual vs organisational approach	Verbal introduction Case study Worksheets Group work Discussion	To be able to understand the rational of the company. To be able to reflect upon his/her work from the organisational point of view.
Playing an active part in APL system			What is APL The procedures of APL system The role of guidance workers in APL	Taught session Group work Discussion by questioning	To demonstrate the knowledge and procedures of APL and to understand his/her own role in it.
Sustainability of the service delivery			Guidance worker as an agent between private and public sector Managerial skills to organise projects and find funding	Verbal introduction Group work Discussion	To be able to understand the wider role in the community and be able to play an active part in planning the future.

Appendix 2: Guidance in the Workplace: Training of guidance agents

The name of the module and number of hours	Participants	Entry criteria	Content/What	Method of training	Competences gained (Achievements at the end of the training)
Introduction into guidance	Guidance agents (trade union representatives, human resource workers, teachers or other professionals from training provider's organisations..)	The participation in the national/regional network of Guidance in the workplace project	<p>Introduction of career guidance</p> <p>The benefits of career guidance</p> <p>Clarify and illustrate the career circle</p>	<p>Verbal introduction</p> <p>Group work</p> <p>Team work</p> <p>Discussion by questioning</p>	<p>Understanding the need for career guidance in the workplace</p> <p>Understanding the process of career guidance and its benefits to the employed.</p> <p>To recognise their own position in the career circle</p>
Referral networks and agencies			<p>Presentation of network of guidance and training providers</p> <p>What is a referral</p> <p>Types of referral, the process of referral</p>	<p>Group work</p> <p>Discussion</p> <p>Production of an index of agencies</p> <p>Case studies</p> <p>Homework</p>	To be able to identify the primary referral network agencies in the locality
Information resources			<p>Useful information sources for employed adults</p> <p>Delivering effective information resources</p>	<p>Information given</p> <p>Good practice model</p> <p>Inventory</p>	To be able to establish a basic guidance corner or information point in their own companies
Benefits and Education and Training Provision			<p>The overview of the benefits available to adult employed learners</p> <p>The overview of the training available to the adults in the region and how to access it</p>	<p>Group work</p> <p>Discussions</p> <p>Worksheets</p>	To demonstrate knowledge of benefits allowances and education training provision available including access requirement
The ethical code and non discriminatory practice			<p>The ethical code in guidance</p> <p>The principle of non discriminatory practice including sensitivity to social, economic and cultural diversity</p>	<p>Taught session</p> <p>Policies</p> <p>Case studies</p>	To understand the ethical code in guidance and to understand the principle of non discriminatory practice
Personal development			<p>Identification of own personal needs development and plan objectives to be met.</p>	<p>Individual discussion</p> <p>Worksheets</p>	To be able to identify own personal needs, development and to be able to plan objectives to be met

Appendix 3: Guidance in the Workplace Training

SOROS - Romania

The name of the module and number of hours	Participant (who and how many)	Entry criteria	Content/What	Method of training	Achievements at the end of the training
» Guidance at work « (12 hours – 2 days)	<ul style="list-style-type: none"> - guidance professionals - psychologists from private employment agencies and/or career counselling centers, 9 people 	<ul style="list-style-type: none"> - Letter of intent - CV 	<ul style="list-style-type: none"> - Pre-training tasks - Case studies: atypical employment – (2 hours) - Legal and organizational framework (national, EU) – (1 hour) - Guidance methodologies (proposals below) – (6 hours) <ul style="list-style-type: none"> - techniques for individual or group counselling - techniques counselling persons with career development difficulties - evaluation models, evaluation interview, etc. - Development of soft skills (communication skills) – (2 hours) - How to balance the interests of the employers and the employees – (1 hour) - Follow-up tasks 	Interactive Reflective learning Experience based learning	Knowledge and gained in: <ul style="list-style-type: none"> - guidance techniques - atypical employment - legislation Soft skills developed

Appendix 4: Guidance in the Workplace Training

SIAE - Slovenia

The name of the module and number of hours	Participant (who and how many)	Entry criteria	Content/What	Method of training	Achievements at the end of the training
<p>1. Guidance in the workplace in the context of lifelong-learning of the employees</p> <ul style="list-style-type: none"> • 8 hours in workshop and at least 16 hours of self-directed learning with mentoring of SIAE 	<p>Trade union representatives from selected companies (they are members of ZSSS) and counsellors from three guidance centres for adult education (Koper, Maribor, Novo mesto)</p>	<p>There is no special entry criteria; the programme is developed on the basis of their former training.</p>	<ul style="list-style-type: none"> • The importance of lifelong learning for employees • The importance of multidimensional learning for employees • The importance of guidance about the lifelong learning for employees • Guidance options for employees in Slovenia • The characteristics of employees in Slovenia – especially of the employees with lower levels of education • Characteristics of employee education in Slovenia – strengths and weaknesses / incentives and hindrances/ possibilities and opportunities 	<p>A combination of lectures, group discussions and work in small groups.</p> <p>The topics are introduced with the help of the PowerPoint presentations, printed handouts and practical examples and exercises. Presentations require a computer, an LCD projector and a flip chart.</p>	
<p>2. Guidance in procedures to recognise the already acquired knowledge and experience</p> <ul style="list-style-type: none"> • 8 hours in workshop and at least 16 hours of self-directed learning with mentoring of SIAE 	<p>Trade union representatives (ZSSS) and counsellors from three guidance centres for adult education (Koper, Maribor, Novo mesto)</p>	<p>There is no special entry criteria; the programme is developed on the basis of their former training.</p>	<ul style="list-style-type: none"> • Possible ways of carrying out guidance at workplace – emphasis on the needs analysis, encouragement, motivation, developing trust, planning goals, preparing concrete education plans, monitoring individuals ... • Guidance in procedures to recognise the already acquired knowledge and experience • Using databases and various information sources • Organising own databases 	<p>A combination of lectures, group discussions and work in small groups.</p> <p>The topics are introduced with the help of the PowerPoint presentations, printed handouts and practical examples and exercises. Presentations require a computer, an LCD projector and a flip chart.</p>	
<p>3. Preparation of the plan for guidance in the workplace in selected company</p> <ul style="list-style-type: none"> • 8 hours in workshop and at least 16 hours of self-directed learning with mentoring of SIAE 	<p>Trade union representatives (ZSSS) and counsellors from three guidance centres for adult education (Koper, Maribor, Novo mesto)</p>	<p>There is no special entry criteria; the programme is developed on the basis of their former training.</p>	<ul style="list-style-type: none"> • Cooperation with other organisations - networking • Defining concrete tasks for counsellors and union reps and the type of their cooperation • Planning, executing, analysing, monitoring and evaluation the effects of guidance at workplace. 	<p>A combination of lectures, group discussions and work in small groups.</p> <p>The topics are introduced with the help of the PowerPoint presentations, printed handouts and practical examples and exercises. Presentations require a computer, an LCD projector and a flip chart.</p>	

The name of the module and number of hours	Participant (who and how many)	Entry criteria	Content/What	Method of training	Achievements at the end of the training
<p>ALL TOGETHER 72 hours:</p> <ul style="list-style-type: none"> • 24 hours of organised work in 3 workshops • and 48 hours of self-directed learning with mentoring of SIAE 					

Appendix 5: Guidance in the Workplace Training

CIBC - France

The name of the module and number of hours	Participants	Entry criteria	Content/What	Method of training	Competences gained (Achievements at the end of the training)
Better know the companies, their working, their needs (8 hours)	All the guidance sellers from CIBC ARRAS and some other guidance sellers from another CIBC (part of our regional network)	Regional network of CIBC	The different kinds of companies (activity sector, size, organization). Who is the best interlocutor? Who get the power to decide in the field of the guidance and training inside the company? What are the main expectations of the companies about the training and the guidance of their employees?	Oral Presentation by the trainer Powerpoint Questionnaires Work groups Discussions and exercises Practical exercises	Understand the way of working of the companies before trying to open their doors.
Better know the CIBC's products, services, values, strengths (8 hours)			Be able to present synthetically and clearly my organization. Find the good words to qualify my job and my skills (expertise, methodologies, tools, experiences...) Be able to "sell" our guidance services and advices (focus on our experience, past results, the trust we get from our partners...) to reassure the company about our professionalism. Think about our image. What does a company could think about us at first sight? Find all the arguments to show that CIBC is the most relevant centre to fulfil the company's expectations. To which company needs could we bring a solution? And how to convince them? The place of the CIBC is between the law, the employer and the employee. Establish an action plan with optimal objectives	Oral Presentation by the trainer Powerpoint Questionnaires Work groups Discussions and exercises Practical exercises	Know perfectly all the services that CIBC can provide – Understand that we can be more flexible about our provisions of services (according to the employers expectations).
Better communicate and listen to the employers' needs (8 hours)			The different communication techniques (verbal and non verbal) Get some self confidence Learn to listen to the employer (what he says but also what he doesn't) How to show to your interlocutor, that you are interested in and, that you have understood what he said?	Oral Presentation by the trainer Powerpoint Questionnaires Work groups Discussions and exercises Practical exercises	Communication skills To be able to analyse all the information given Ask the good questions Let the interlocutor speaks

The name of the module and the number of hours	Participants	Entry criteria	Content/What	Method of training	Competences gained (Achievements at the end of the training)
Be a good "salesman" (8 hours)			<p>How to organize oneself to search and find some clients. The techniques of prospection. How to get an appointment with a company manager How to be efficient on phone How to convince a client How to answer to the employers' objections Negotiate a price for my services Create a good relationship with the company manager How to gain the loyalty of my new clients Understand and listen to my client's needs Lead a relevant argumentation Present my products and services Keep a team spirit with my colleagues</p>	<p>Oral Presentation by the trainer Powerpoint Questionnaires Work groups Discussions and exercises Practical exercises</p>	<p>Organize a new clients search Prospection Commercial skills Convince an interlocutor Get an appointment Answer to the objections Negotiate a price for a service Gain the loyalty of the clients Present the CIBC services, To be able to work in a team</p>
Better know oneself as a counsellor (8 hours)			<p>Personality test Self confidence Do I need something else (material, training, information...)</p>	<p>Oral Presentation by the trainer Powerpoint Questionnaires Work groups Discussions and exercises Practical exercises</p>	<p>Better know oneself as a guidance counsellors (strength, feak points, qualities, personnality...) To be able to identify our own personal needs, to be able to plan objectives. To be able to reflect upon one's word and be able to suggest improvements (materials, trainings,...)</p>

Appendix 6: Guidance in the Workplace Training

ASTER - Italy

The name of the module and number of hours	Participants	Entry criteria	Content/What	Method of training	Competences gained (Achievements at the end of the training)
Practical tools for HR managers and professionals (8 h)	Human resource professionals, 15 people	<ul style="list-style-type: none"> - skills about the management of human resources; - elements of guidance 	<ul style="list-style-type: none"> - Project presentation; - How to manage a change in the enterprises during the transition for the development and career evolution; - Development of key skills: innovation, creativity, self-planning; - Presentation of methodological issues and operational tools. Presentation of an explanatory model 	Lesson, interactive learning, working party	Most of participants answered that they have developed a deep awareness about the positive impact that such instruments could have in their own companies and the key role that should cover in the HR department.*
Practical tools for HR managers and professionals (8 h)	Human resource professionals (15)	<ul style="list-style-type: none"> - skills about the management of human resources; - elements of guidance 	<ul style="list-style-type: none"> - Project presentation - How to manage a change in the enterprises during the transition for the development and career evolution; - Development of key skills: innovation, creativity, self-planning; - Presentation of methodological issues and operational tools. Presentation of an explanatory model 	Lesson, interactive learning, working party	Most of participants answered that they have developed a deep awareness about the positive impact that such instruments could have in their own companies and the key role that should cover in the HR department.*

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